

2011-2012



# Undergraduate Bulletin

[bulletin.geneseo.edu](http://bulletin.geneseo.edu)

**Geneseo**

# State University of New York at Geneseo 2009-2010 Undergraduate Bulletin

## Table of Contents

Geneseo’s Mission	2	Reserve Officers’ Training	
Accreditation	6	Corps (ROTC)	31
Geneseo’s Statement on Diversity and Community	6	Enrolling in Graduate Courses	31
Officers of the College	7	Auditing Courses	31
Admissions and Enrollment	8	Dropping and Adding Courses	31
College Expenses	11	Withdrawing from Courses	31
Office of Student Accounts	11	Declaring Majors and Minors	31
Division of Student and Campus Life	18	Changing Majors and Programs	32
Career Services and Student Employment	18	Internships	32
Center for Community	19	Studying at Other Colleges	33
College Union and Activities	20	Study Abroad	33
Intercollegiate Athletics and Recreation	20	Leaves of Absence	34
Residence Life	22	Withdrawing from the College	34
University Police Department	22	Academic Standards, Dismissal, and Probation	34
Campus Auxiliary Services (CAS)	23	Semester Honors	37
Alumni Association	24	Repeat Course Policy	40
The Geneseo Foundation	24	Multiple Majors	42
Academic Organizations	25	Classroom Policies	43
Academic Services	27	Graduation	45
Milne Library	27	Summer Sessions	46
Teaching and Learning Center	27	Baccalaureate Degree Programs	47
Computing and Information Technology	27	Requirements for Baccalaureate Degree Programs	48
Access Opportunity Programs (AOP)	28	The College Curriculum	49
Office of Disability Services	29	Program Outline	49
Campus Scheduling and Special Events	29	Scholarships and Awards	53
Academic Policies	30	Academic Programs	59
Academic Advisors	30	Academic Minors	350
Mandatory Advisement	30	Pre-professional Advisory Programs	368
Registration	30	Student Code of Conduct	371
Prerequisites	30	Other College Guidelines	383
Attendance at the Beginning of the Semester	30	Faculty of the College	387
Cross-Registration with Rochester Area Colleges	30		

# Geneseo's Mission

The State University of New York at Geneseo, nationally recognized as a center of excellence in undergraduate education, is a public liberal arts college with selected professional and master's level programs. It combines a rigorous curriculum and a rich co-curricular life to create a learning-centered environment. The entire college community works together to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world.

## Planning Goals and Values

Geneseo is distinguished by one overriding purpose: to achieve excellence in higher education. The College realizes this through a spirit of cooperation and collaboration among all members of the community.

### Geneseo Values

*Excellence*, and upholds high standards for intellectual inquiry and scholarly achievement;

*Innovation*, and affirms a spirit of exploration that fosters continued excellence;

*Community*, and embraces the educational aspirations and interests that its members share;

*Diversity*, and respects the unique contributions of each individual to the campus community;

*Integrity*, and promotes the development of ethical citizens;

*Service to society*, and models the qualities it seeks to develop in its students;

*Tradition*, and celebrates its long history of collaborative, learning-centered education.

## Planning Goals

- Provide every student the highest quality education through a rigorous, challenging, and active learning experience in close working relationships with faculty and staff that encourages intellectual engagement and personal growth.
- Recruit, support, and foster the development of a diverse community of outstanding students, faculty, and staff.
- Enrich the collegiate experience by strengthening the integration between curricular and co-curricular programs.
- Cultivate relationships between the College and wider community that support College programs and serve the community.
- Expand funding for institutional priorities and initiatives through public and private support, grants, and entrepreneurial activities.
- Promote institutional effectiveness through ongoing assessment in every program.
- Provide a high quality physical environment and outstanding services, facilities, equipment, and technology.

## Historical Background

SUNY Geneseo, one of thirteen university colleges within the State University of New York system, was established by an act of the New York State Legislature in 1867 as the Geneseo Normal and Training School and opened September 13, 1871. Curricular offerings included elementary English, advanced English, and classical studies.

In the early 1900s, the curriculum was reorganized to require two years of professional study, and admission was restricted to high school graduates. In 1922, the programs were extended to three years, and in 1938, to four years. In 1942, the College was granted authority to confer baccalaureate degrees in all its curricula. Basic teacher training programs were expanded

to include preparations for teacher-librarians, teachers of children with special needs, and speech pathologists. Teacher education continues to be a strong component of the College's programs.

Geneseo became an original campus of the new State University of New York system at SUNY's inception in 1948. During the next three decades the College developed strong liberal arts and sciences programs and added several professional curricula to its offerings. The first master's degrees were awarded in 1951. In 1962, the teachers colleges of the State University became Colleges of Arts and Sciences. Geneseo's four-year degree programs in arts and sciences were implemented in 1964. Since then, the School of Business was established and majors have been added in such areas as computer science, biochemistry, and international relations. The College now offers more than 50 degree programs in a wide variety of disciplines. Cooperative programs have been developed in several fields with other institutions, including 3-2 engineering, 3-4 dental, and 3-2 and 4-1 MBA programs. The College's commitment to providing a broad-based liberal arts education was confirmed in 1980 with the institution of a required core curriculum in natural sciences and mathematics, social sciences, humanities, and fine arts. Further revision in 1999 added critical writing, a quantitative requirement and foreign language. The College continues to improve and upgrade its curriculum through regular review and assessment. The strength of the liberal arts program was recognized in 2003 with approval for the installation of a Phi Beta Kappa chapter on campus. The chapter inducted its first class in Spring, 2004.

Since 1994, SUNY Geneseo has been a member of The Council of Public Liberal Arts Colleges (COPLAC), an alliance of high quality, public liberal arts institutions. Founded in 1987, COPLAC serves to promote excellent undergraduate education in the liberal arts tradition; the development of effective teaching and learning communities; and the expansion of access to public undergraduate liberal arts education of the highest caliber. COPLAC's membership currently consists of twenty-five public liberal arts colleges and universities who are committed to providing and advocating for the superlative, life-enhancing undergraduate education normally associated with small independent colleges. COPLAC also provides leadership in defining and modeling "best practice" in undergraduate education and promoting the qualities cultivated by outstanding student-centered liberal arts colleges.

The State University of New York at Geneseo has evolved dramatically over its 135-year history into a highly selective public liberal arts college, which is nationally recognized for the quality of education it offers.

## **Locale**

Geneseo is located in the heart of the Genesee Valley, noted for its scenic beauty. Rich in Native American history and legend, and the former site of many Native American villages, the Genesee Valley was the western limit of the territory of the Senecas.

Geneseo is an ideal college town, with long-established traditions of friendship and culture. Both the village - one of 20 communities nationwide to be recognized as a National Historic Landmark - and the campus's 46 ivy-covered brick buildings reflect a traditional college atmosphere.

The College is readily accessible. Rochester, which is 30 miles to the north, is served by Amtrak and several airlines. Bus service connects Geneseo with Rochester and with many towns and cities in surrounding counties. LATS (Livingston Area Transportation Service) provides regular daily shuttle service around College and to local commercial areas, as well as weekend service to Rochester designed for Geneseo students.

Geneseo's 220-acre campus is located just a few minutes off Interstate Route 390, which connects with the New York State Thruway (Exit 46) in Rochester. US Route 20A, and NYS Routes 63 and 39, all pass through the village of Geneseo near the campus.

## **Roemer Arboretum**

The Roemer Arboretum was founded in 1990 through an endowed gift to the Geneseo Foundation by Spencer J. Roemer, College benefactor and former director of admissions. It consists of 20 acres, located on the south campus of the College, south of the residence halls

and between Routes 20A/39 and Route 63. Visitors enter from Routes 20A/39 through the South Campus parking lot J.

Mr. Roemer expressed the wish that the area be used as a living outdoor classroom by College faculty and students to preserve and enhance the beauty of the Genesee Valley. The arboretum is open, free of charge, from dawn to dusk. Visitors are encouraged to walk along the paths, admire the beauty of the Genesee Valley, inspect the variety of trees and plants, relax and enjoy the view from the gazebo and benches. Future plans include additional plantings indigenous to the northeastern area of the United States.

## Galleries

The Bertha V.B. Lederer Gallery in William A. Brodie Hall presents both contemporary and historic rotating exhibitions including works by local, regional and national artists, faculty and student artists. The Bridge Gallery, a unique space bridging two wings of Brodie Hall exhibits student work and the Kinetic Gallery in the Robert W. MacVittie College Union exhibits work by students and local artist.

The Lockhart Gallery is named for Dr. James and Julia Lockhart and their family. The gallery is in the McClellan House, an historic home at 26 Main Street built in 1825, and named to honor the late Robert and Jeanette McClellan and their family. The renovation of McClellan house, which also houses the College's Alumni Office, was made possible through the collaborative efforts of the College and the Genesee community. More information on the galleries may be found at <http://genesee.edu/galleries>

## Buildings and Facilities

The Genesee campus is characterized by its picturesque setting overlooking the meandering Genesee River and by its attractive buildings combining brick and limestone in collegiate Gothic and functional styles. A state-of-the-art fiber optic computer network connects all academic and administrative buildings and residence halls. A wireless network is available in all academic buildings and surrounding outdoor areas.

James B. Welles Hall, which houses several academic departments and college classrooms was originally a "demonstration school" and, later, the elementary school for the Genesee Central School District. Lockers and some fixtures remain as charming reminders of that history.

Another historic facility is the College's former administration and classroom building, now James V. Sturges Hall. Faculty offices, a small auditorium, college classrooms, and laboratories as well as Genesee's well-respected speech and hearing clinic (operated by the Communicative Disorders and Sciences Department for college and community members) are currently located here.

Bertha P. Fraser Hall connects Welles and Sturges Halls and houses faculty offices and classrooms. Austin W. Erwin Hall, the current administration building, is one of four buildings fronting the College Green on the upper quadrangle. The new Integrated Science Center also fronts the College Green and was opened Fall, 2006. Along with Robert A. Greene Hall, this 102,000-square-foot building is designed for interdisciplinary collaboration and to support Genesee's strong undergraduate research program. The departmental offices for Biology, Chemistry, Geology and Physics are housed in the Integrated Science Center, as well as the laboratories for Biology and Geology. Renovations are underway in Greene Hall to complete this multi-structure complex, which provides students and faculty with cutting-edge facilities and equipment for science education, research, and connections with community biotechnical and chemical analysis companies. The laboratories for Physics and Chemistry are housed in Greene Hall. Also connected to the Integrated Science Center is Newton Hall, containing tiered lecture rooms and complete multi-media communication facilities.

Guy A. Bailey Hall honors a nationally known biologist who served as chair of the sciences at Genesee. Beginning in fall 2006, Bailey Hall will temporarily house the departments of Chemistry and Physics during the renovation of Greene Hall.

The William J. and John M. Milne Library, just off the College Green and overlooking the valley, is widely recognized for its innovative use of space and service orientation to students and faculty. In addition to traditional stacks, reference desk, and an award-winning interlibrary

loan department, it includes space for group work, high tech classrooms, computing facilities, the Teaching and Learning Center, the ESOL (English for Speakers of Other Languages) Center, a satellite location of the Writing Center, and Books & Bytes Café.

William A. Brodie Hall, designed by distinguished architect and former apprentice to Frank Lloyd Wright, Edgar Tafel, houses the School of the Arts and includes the Austin and Sinclair theaters, music rooms, art and dance studios, and the Lederer and Bridge art galleries.

South Hall, which opened in 1995, houses the Schools of Business and Education, and the departments of Computer Science and Mathematics, as well as the College's main computing facilities (including a two-level general access computer laboratory). The three-story structure contains state-of-the-art teaching facilities, including specialized classrooms developed to meet the programmatic needs of the four academic departments.

Residence halls are grouped into the South Village, the Central Village, and the North Village to encourage a sense of community and interconnections among residents. The South Village consists of Nassau, Niagara, Onondaga, Suffolk, and Wayne Halls, along with Red Jacket Dining Hall. The South Village houses many of the first-year students. Linking the South Village with central campus is Saratoga Terrace, townhouse style campus housing for two hundred students; the complex includes a commons building and breathtaking sunset views. The Central Village is comprised of Steuben, Jones, Livingston, and Monroe halls. Newly renovated Erie Hall, along with Ontario, Genesee, Wyoming, Allegany, and Putnam halls constitute the North Village, which includes Letchworth Dining Hall. Putnam Hall won a regional award for excellence of design when it opened in Fall 2004, and connects Wyoming and Allegany Halls. Seneca Hall will be an architectural complement to Putnam Hall when construction is completed in 2009; this 84-bed residence will connect Genesee and Ontario Halls.

The main reception area of each residence hall contains a reception desk and a large hall lounge. Each student room has a telephone with voice-mail service for in-bound and on-campus calls. Optional direct distance dialing service is available through the College's digital telephone switch. In addition, each room has cable television access and hard-wired connections to the College mainframe computer. Lounge areas have wireless network access. Each residence hall has a recreation room where students can watch television, play cards, and socialize, as well as a kitchenette to prepare snacks. Laundry rooms are provided in each building. The suite plan permits flexibility for grouping students in student housing. The residence halls have a card access security system for exterior doors. A valid identification card is required to gain access 24 hours a day.

The campus meal plan offers many dining options. Centrally located Mary Jemison Dining Hall is a state-of-the-art dining food court offering a wide variety of choices. In addition, the Red Jacket and Letchworth dining halls offer all-you-can-eat value meals seven days a week for lunch and dinner. Other options include a mini-market at Southside Café and Fast Eddie's. There are also coffee cafes - the Campus Grind in the MacVittie College Union and Books & Bytes in Milne Library. The student meal plan may also be used at the Genesee University Store, a convenience store and mini-market in the College Union, and at the Big Tree Inn, a landmark fine dining establishment and inn located on Main Street in the village of Genesee.

Student Health and Counseling Services are located in the Lauderdale Health Center. This building houses medical equipment and supplies necessary for the health and counseling needs of students and is staffed by full-time College medical personnel.

The Carl L. Schrader Health and Physical Education Building is one of the facilities designed to provide for the health, physical education, and recreational needs of the College community. This building has a double gymnasium, swimming pool, racquetball courts, dance studio, individual exercise areas, and other facilities for instructional and extracurricular programs. It also houses the offices of Residence Living, University Police, and Facilities Planning.

The Myrtle Merritt Athletic Center is connected to Schrader Building, and contains Kuhl Gymnasium, Wilson Ice Arena, a swimming and diving pool, a complete fitness center with workout equipment, a wrestling room, four squash courts, and coaches offices.

A large proportion of the campus adjacent to the health and physical education complex has been developed, according to a comprehensive plan, as an outdoor athletic and recreational area. Raschi Field for softball, and space for archery, golf, lacrosse, soccer, field hockey,

and tennis are located in this area. Moench Field serves the needs of the track and field programs.

The Robert W. MacVittie College Union is the hub of recreational and cultural student activities on the campus. It includes: student organization and staff offices; lounges, meeting rooms, recreation, study areas; eateries; campus store; ballroom; student art gallery; computer and project area with photocopiers; the campus mail facility; ATM machine, commuter lockers, the Geneseo federal credit union; MOSAIC (Multicultural Organization Space for Activities, Inclusion, and Collaboration); GOLD leadership program offices. General campus information, directory assistance, student organization mailboxes and package claim, and room key sign-outs are provided. The Ticket Office sells tickets for campus events sponsored by the Student Association, such as concerts, major weekends and the performing arts series. Further information is available at <http://union.geneseo.edu>.

## **Accreditation**

The College is accredited by the Middle States Association of Secondary Schools and Colleges. Other accreditations or certifications include those from the American Chemical Society, the American Speech, Language and Hearing Association, the Association to Advance Collegiate Schools of Business, and the National Council for Accreditation of Teacher Education.

## **Geneseo's Statement on Diversity and Community**

Geneseo holds among its core values the ideals of community and diversity. Our community is defined as a group of faculty, students and staff who live and work together at Geneseo because they share common goals that are based on the ideals of higher education rooted in the liberal arts.

Although they share common goals, the members of the Geneseo community also differ in many ways. Diversity at Geneseo is defined in part as differences in individuals that are manifested in their race, ethnicity, national origin, language heritage, world-view, religion, gender, sexual orientation, class, physical ability, learning style, geographic background, mental health, age, and relationship status.

Geneseo recognizes that the individuals who make up our community bring to it unique perspectives and knowledge that contribute to its richness and vibrancy. Because Geneseo also holds educational excellence among its core values, it recognizes that its progress as a community toward such excellence is predicated on its ability to embrace both the diversity of its members and the vigorous exchange of their ideas.

Geneseo calls all members of our community to share responsibility for the ongoing work of continually recreating a sense of inclusion, belonging, and empowerment, so that together we will achieve our individual and collective aims, and experience the intellectual liberation that is at the heart of the educational enterprise.

Approved by the College Senate October 10, 2003.

# Officers of the College

**CHRISTOPHER C. DAHL** President. A.B., Harvard College; M.Phil., Ph.D., Yale University; 1994.

**CAROL LONG** Provost and Vice President for Academic Affairs. B.A., Pomona College; M.A., Ph.D., Northwestern University; 2009.

**ROBERT A. BONFIGLIO** Vice President for Student and Campus Life. B.A., Stonehill College; M.Phil., Columbia University; M.A., Ed.D., Teachers College, Columbia University; 1999.

**MICHAEL J. CATILLAZ** Vice President for College Advancement. B.A., Ed.S, M.S., SUNY Albany; MBA, Rochester Institute of Technology; 2007.

**KENNETH H. LEVISON** Vice President for Administration and Finance. B.A., Williams College; M.A., Ph.D., Harvard University; 1985.

**WILLIAM L. CAREN** Associate Vice President for Enrollment Services and Senior Counselor to the President. B.S., State University of New York at Cortland; M.A., Colgate University; Ph.D., State University of New York at Buffalo; 1967. (Recipient of Chancellor's Award for Excellence in Professional Service, 1980).

## Geneseo College Council

Robert D. Wayland-Smith, Chair  
Iris Banister  
Robert A. Heineman  
A. Gidget Hopf  
Judith Hunter  
William (Billy) Lloyd  
Mary Luckern  
Christian N. Valentino  
Dennis Showers, Faculty Representative  
J. Michael Seeley, Alumni Representative  
Student Representative  
Christopher C. Dahl, *Ex-Officio*

## SUNY Board of Trustees

Carl Hayden, Chair  
Randy A. Daniels, Vice Chair  
Aminy I. Audi (Fayetteville)  
Robert J. Bellafiore (Delmar)  
Donald Boyce  
Christopher P. Connors (Niskayuna)  
Edward F. Cox (New York City)  
Thomas F. Egan (Rye)  
Gordon R. Gross (Amherst)  
Stephen J. Hunt (Katonah)  
H. Carl McCall (New York)  
Michael E. Russell (East Setauket)  
Linda S. Sanford (Chappagna)  
Kay Stafford (Plattsburgh)  
Harvey F. Wachsman (Upper Brookville)  
Gerri Warren-Merrick (New York)  
Carl P. Wiezalis (Syracuse)



# Admissions and Enrollment

*admissions.geneseo.edu*

## Enrollment

The planned enrollment for the next two academic years is approximately 5000 full-time undergraduate students. An estimated 100 part-time students are also expected to enroll.

## Student Retention

The College monitors student retention rates for each entering class using a six-year cohort survival technique. The latest figures show that nearly 81% of the freshman class complete baccalaureate degrees on time. Specific details on retention rates are available from the Office of Institutional Research, 222 Erwin Hall.

## Admissions

Admission to the College is based upon the academic and personal qualifications of applicants and is granted without regard to age, color, disability, marital status, national origin, sex, sexual orientation, religion, race, or status as a disabled or Vietnam-era veteran. The candidate selection process is highly competitive; the College attempts to identify those individuals who will most benefit from the curricular and co-curricular programs offered.

## Application Procedures

Applications for admission to the College may be accessed online at either [commonapp.org](http://commonapp.org) or [suny.edu/student](http://suny.edu/student). Electronic applications are preferred. Applications should be completed by January 1 for fall semesters and October 15 for spring semesters. Candidates are encouraged to apply early to assure full consideration.

## Interviews

Personal interviews are not required for admission. However, for prospective students and their families who have questions and would like to speak to an admissions counselor, the Office of Admissions schedules appointments between 8:30 a.m. and 3:30 p.m., Monday through Friday. Campus tours and information sessions are conducted daily and on most Saturdays during the fall and spring months. Prospective applicants are encouraged to make appointments for interviews and tours at least two weeks in advance of their visit to campus. Appointments may be scheduled by calling the Admissions Office at (585) 245-5571 or (866) 245-5211. Visitors may also schedule themselves for a tour on the Tour and Events Calendar on the Admissions website at [admissions.geneseo.edu](http://admissions.geneseo.edu).

## Freshman Admission

Applicants for admission to the freshman class must present official copies of their high school transcripts showing all courses completed and grades earned. High school graduation or completion of a high school equivalency diploma is a minimum requirement for admission consideration.

Candidates must also present the results of either the Scholastic Aptitude Test (SAT I) of the College Entrance Examination Board or the Assessment of the American College Testing Program (ACT). The Committee on Admissions will give preference to the strongest performance when multiple test scores are submitted.

The Committee on Admissions considers a number of factors when selecting students for the freshman class, including the rigor of each candidate's academic program, performance on examinations, improvement in performance, rank in class (unweighted grade point average), a written essay, letters of recommendation, extracurricular accomplishments, and scores from one of the national college testing programs described above. Candidates for admission to fall semesters are notified of admissions decisions on March 1. Decisions for spring semesters are released after November 1.

## Early Admission Program

The Early Admission program is designed to permit talented and highly motivated students who have completed the junior year of high school, and who have the support of their high school counselor or principal, to enroll at Geneseo as fully-matriculated freshmen and apply their first year of college studies toward a high school diploma. For information

about application procedures and selection criteria, prospective students should contact the Director of Admissions.

## **Early Decision Program**

Geneseo College participates in a first-choice, early decision plan. The purpose of this program is to secure positions in the freshman class for superior candidates who have decided upon Geneseo as their first-choice college and who have academic credentials that would place them in the most preferred category. Candidates may apply to only one college through early decision, but may apply to more than one college through regular decision. However, if admitted under the early decision program, students agree to attend Geneseo and to withdraw all other applications. To apply for early decision at Geneseo, candidates must have the following information on file in the Admissions Office no later than November 15:

1. An application. (The College accepts either the common application or the SUNY application);
2. An official high school transcript and results of either the Scholastic Aptitude Test (SAT I) or American College Test (ACT);
3. All required supplemental information;;
4. A letter of recommendation from a teacher;
5. A signed, early-decision contract with a handwritten Statement of Commitment. The contract must be signed by the student and the parent or guardian.

Early decision candidates are advised of the Admissions Committee's decision by mid-December.

## **Special Talent Admission**

Special consideration may be given to candidates who present evidence of a talent or proficiency in athletics, music, theater, or another area that would enable them to make a special contribution to enriching the life of the campus. The Committee on Admissions will consider an individual's special talent in conjunction with standard selection criteria. Additional information may be obtained from the Director of Admissions.

## **International Student Admissions**

The College invites applications from students from other countries. Because the College offers limited instruction in English as a foreign language, candidates must demonstrate competence in both written and spoken English. In most cases, candidates must submit the scores from the TOEFL examination along with a complete record of their secondary school and college studies. International students must submit a completed application with all required supporting documents by June 1 for the Fall term and November 1 for Spring .

## **International Student and Scholar Services Office**

The International Student and Scholar Services Office, located in Blake C 216, is responsible for the recruitment, credential evaluation and admission of students from other countries. Prospective students considering undergraduate admission who are not U.S. citizens or immigrants should contact the Director of International Student and Scholar Services for appropriate application materials.

In addition to its admissions responsibilities, the International Student and Scholar Services Office issues the federal documents required for prospective students to obtain student visas for entry to the United States and enrollment at the university. The office acts as the liaison for the university between students on F-1 and J-1 visas and the U.S. Government. In that capacity, the office also assists international and exchange students whenever they need information on securing visas, renewing passports, on-campus employment authorization procedures, applying for off-campus employment, traveling outside the United States and other legal matters pertaining to their particular legal status in the U.S.

Specialized programs, such as the International Student Orientation, are provided to assist international students with their adjustment to study in the U.S.A. and life in the United States and at Geneseo. Specialized English language courses are offered for non-native speakers every academic term. For more information, visit the office's website at: [iss.geneseo.edu](http://iss.geneseo.edu).

## Transfer Admission

Candidates who will have completed a minimum of 12 semester credit hours (or the equivalent) from another accredited institution of higher education after high school graduation by the time of their initial enrollment at Geneseo are considered transfer applicants. Admission of transfer applicants is based on the academic rigor and appropriateness of content of previous college studies, as well as on the student's level of success in that work.

All transfer applicants must provide copies of their high school transcripts; the Committee on Admissions will consider both records when selecting candidates.

Transfer candidates for fall semesters are advised to complete all application procedures by February 15. For spring, all procedures should be completed by October 15. Notification of admission decisions are made after February 15th for the fall semester and after October 15 for the spring.

## Transfer Credit

Transfer candidates are encouraged to meet with an admissions advisor to discuss the applicability of their transfer credits to the specific degree programs in which they plan to matriculate. A transfer evaluation, including a list of equivalent courses at Geneseo for which credit has been granted, is provided at the time of registration. Course credits transfer to Geneseo, grades and quality points earned elsewhere do not transfer. To receive appropriate credit, an applicant must ensure that official transcripts from all previous institutions are on file in the Admissions Office. Final authority on transfer credit acceptance lies with the Office of the Dean of Curriculum and Academic Services.

Courses completed at regionally accredited institutions of higher education and recorded on official transcripts are awarded credit under the following conditions:

1. A maximum of 30 semester credit hours of elective credit is granted for courses that differ significantly in substance or level from the courses that comprise the formal curriculum at Geneseo.
2. A maximum of 60 semester credit hours may be transferred from two-year, degree-granting institutions.
3. A maximum of 90 semester credit hours may be awarded for studies completed at four-year, degree-granting institutions (including no more than 60 semester credit hours from two-year institutions).
4. Graduates of community colleges who earn A.A. or A.S. degrees may expect full credit, up to a maximum of 60 semester credit hours, upon enrolling at Geneseo. Based upon a review of the general education component of their programs, A.A.S. degree holders may be awarded full transfer credit. Coursework from proprietary institutions will be reviewed on a course-by-course basis.
5. A grade of C- or above must have been earned for each course accepted for transfer credit when not part of a two-year degree. Students should note that while two-year degree courses with D grades may transfer as general electives or to meet core requirements, they will not be accepted as equivalents for any Geneseo courses that require minimum competence of at least a C- or to satisfy major requirements. (In general, Geneseo will not accept transfer credit for courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis. Exceptional cases are adjudicated by the Office of the Dean of Curriculum and Academic Services.) For information on transferring credit for single courses taken during summer or intersession at other institutions, see the section on "Studying at Other Colleges" in this bulletin.

## Credit for Advanced Placement, International Baccalaureate, Proficiency Examinations

A maximum of 30 semester hours may be awarded for achievement on college-level examinations such as the Advanced Placement Examination (AP) and the International Baccalaureate (IB). To receive credit for AP or IB, students must have official reports forwarded to the Admissions Office; for AP examinations, students must earn a score of at least 3 and for IB, a score of at least 4. Individual departments determine course equivalents for that credit. (For further information on AP and IB credit, see [dean.geneseo.edu](http://dean.geneseo.edu) under "transfer of credit".)

Students are eligible for credit for the CLEP and other subject examinations if examinations are taken before matriculation at Geneseo. Credit is awarded based on achievement of specified minimum scores and according to established department evaluation. Geneseo does not accept transfer credit for internal placement examinations given at other institutions. (The MLA exam is administered by the Languages and Literatures Department and is an exception to this rule. For further information see the section on “Placement in Foreign Languages Study” or consult the Foreign Language Department.)

## Non-Matriculated Status

Undergraduate non-matriculated status permits students who are not pursuing a degree program to register for a limited number of credit hours (not more than a total of 15 credits). To maintain satisfactory academic standing in the College, non-matriculated students must earn at least a 1.65 grade point average in every semester in which they are enrolled and complete 50% or more of the semester hours for which they are registered. Applications for non-matriculated status are available from the Office of the Dean of Curriculum and Academic Services or visit dean.geneseo.edu. Non-matriculated students may take no more than two courses per semester.

## Readmission

Candidates who previously enrolled at the College as matriculated students and who wish to resume their studies must submit an application for readmission to the Director of Admissions stating the term for which they wish to be readmitted, the circumstances that caused their separation, and information concerning any college courses completed in the interim, and the degree program they plan to pursue. General Education and degree requirements are effective from the catalog of your readmission date. The application for readmission, available from the Office of Admissions, must be submitted by the following dates:

<b>Term</b>	<b>Application Due</b>
Fall	June 1
Spring	December 1

Former students who wish to resume their studies in restricted programs such as those offered by the School of Business or the School of Education should consult with the Dean of Curriculum and Academic Services to determine eligibility for matriculation. Normally, students who have been separated from the College for academic or social reasons will not be considered for readmission until one full year has elapsed. Additionally, those who have been separated for academic reasons must successfully complete a minimum of one full-time semester at another accredited college or a comparable experience (as determined by the Dean of Curriculum and Academic Services) before requesting readmission to Geneseo. No applicant is guaranteed readmission.

A College Academic Standards Committee reviews the records of all applicants for readmission who have been separated from the College for academic reasons. For further information, see the section on “Readmission after Dismissal or Resignation.”

## College Expenses

Expenses associated with attendance at the College are controlled largely by outside agencies and are, therefore, subject to change. Current information is available from the Office of Student Accounts, Erwin 103.

Tuition, fees, room and board are due and payable on or before the date specified on the Student Billing Statement. Costs for housing and food services are comparable to the cost of similar services in the community.

### Tuition

Full-time Undergraduate students	
New York State Resident per year	\$5,270.00
Out-of-State Resident per year	\$14,320.00
Part-time Undergraduate Students	
New York State Resident per credit	\$220.00

Out-of-State Resident per credit \$597.00

## Fees

### College fee

Full-time students per year	\$25.00
Part-time students per credit	\$0.85
Undergraduate Comprehensive Fee	
Full-time students per year	\$1241.00
Part-time students per credit	\$51.75

The Undergraduate Comprehensive Fee is charged to and paid by all undergraduate students. The fee includes (but is not limited to):

- support of onsite health care provided by physicians, nurse practitioners and registered nurses; health education; mental health consultation; basic medications (over-the-counter and prescription); dressings; select medical laboratory services (\$156 Health Fee, \$50 of this contributes to reduced costs for extended services such as medications, lab testing, physicals, immunizations; may be refunded by contacting Lauderdale Center for Student Health and Counseling);
- internet access; personal network accounts; E-mail; electronic library services; computer facilities; technology in the classrooms; Knight Web registration; myCourses learning management system; and Microsoft Office licensing (Technology Fee of \$158.25);
- intramural and recreational programs; intercollegiate athletic sports programs (Athletic Fee of \$173.25)
- student clubs and organizations (Student Activity Fee of \$85\*);
- alumni/student programs, seminars and discounts (optional Alumni Fee of \$17.50; contact Alumni Association for refund);
- shuttle bus service throughout campus, Village of Geneseo, local shopping center and City of Rochester (Transportation Fee of \$27.50).
- musical, theatrical, and dance performances (Performance Fee of \$3.00, contact Provost's Office to discuss refund requests).

The Undergraduate Comprehensive Fee will be prorated on a per credit basis for part-time students. The fee will be waived for students enrolled in credit bearing coursework at a location more than 60 miles from campus and living more that 60 miles away from campus. Students wishing to request a refund of the fee due to extraordinary circumstances must make a written justification to the Dean of Students (CU 354). Justification must be received by the second Friday of the semester.

\*Note: The Student Activity Fee is charged to all undergraduate students. The fee includes (but is not limited to) support of student clubs and organizations; student activities; educational programs and student association services. The granting of student activity fee refunds will be based on extraordinary circumstances. A written justification for the refund should be made to the student Association Director of Programs, Personnel & Finance. Justification must be submitted within one month from the beginning of the semester.

## Room (subject to revision)

Standard Double per year \$6,600.00

## Board (subject to revision)

Silver Plan per year (not available to First Year students)	\$3,460.00
Gold Plan per year	\$3,876.00
Platinum Plan per year	\$4,290.00
Off-campus Plan per year	\$750.00

Other plans are available from Campus Auxiliary Services

### **Other Expenses (subject to revision)**

Books and supplies estimate(books and supplies vary by individual)	\$800.00
Health Insurance (Students without equivalent coverage)	\$1,748.00

### **Payment Policies - SUNY Geneseo bills electronically**

College bills are emailed to the student's Geneseo email address and are due approximately three weeks prior to the beginning of a semester. Failure to make appropriate payment may result in the cancellation of advance course registrations. The next opportunity to register with appropriate payment would be on the first day of the semester. Subsequent bills are mailed throughout the semester as needed. These bills are payable on or before the due date printed on the bill. Failure to meet the payment deadline will result in a late fee of up to \$50.00. Grades, transcripts, and future registrations will be withheld until full payment is received. Accounts that remain outstanding will be referred to a third party collector where additional collection costs and interest will be assessed.

### **Refund Policies**

#### **Tuition Refund for Reduction of Course Load**

If a student follows proper course withdrawal procedures within the first four weeks of a fall or spring semester, an adjustment of tuition and fees can be made, provided that enrollment status is changed from full-time; or having already been part-time, course load is reduced still further.

Adjustments will be calculated as follows:

Reduction of Course Load	Refund	Tuition Charge
During first week of semester	100%	None
During second week of semester	70%	30%
During third week of semester	50%	50%
During fourth week of semester	30%	70%
After fourth week of semester	None	100%

#### **Room Rent Refund**

Students who vacate their room prior to the 50% point of the semester are eligible for a refund of one half their room rent. After the 50% point of the semester, room rent is non-refundable.

#### **Food Service Refund**

Students who separate from the college are eligible for a refund of the unused portion of their meal plan if separation occurs prior to the 50% point of the semester. After the 50% point of the semester food service is non-refundable.

#### **Special Refunds and Fee Waivers**

In general, the Dean of Students is responsible for administration of extraordinary refund and fee waiver procedures involving all students, part-time or full-time. When students leave the College for reasons absolutely beyond their control, the SUNY Geneseo Refund Policy may be increased if the departure occurs before the middle of the semester. Under similar circumstances, refunds for room and board may be approved if the departure occurs at any time during the semester. Applications for exceptional withdrawal refunds are initiated with the Dean of Students, who may authorize refunds for extraordinary circumstances. Students must submit a letter to the Dean explaining the extraordinary circumstances causing the student withdrawal from school. Additional documentation may be required.

#### **Other Waivers**

*Late registration fee waiver* due to delay beyond a student's control: requests are made to the Dean of Curriculum and Academic Services, who has sole authority to authorize the Student Accounts Office to waive the fee.

*Late payment fee waiver* due to delay beyond a student's control: written requests are made to the Director of Student Accounts.

*Meal plan considerations for medical reasons or extreme hardship:* requests are made via the Meal Plan Modification Application available from the Director of Dining Services.

### **Return of Federal Financial Aid Policy**

Federal law mandates how a school must compute the amount of federal financial aid that a student earns if he/she withdraws (officially or unofficially), takes a leave of absence, drops out of school, or is dismissed prior to completing 60% of the semester. Specifically, the amount of federal financial aid that the student earns is based on the percentage of the semester completed. All unearned federal financial aid must be returned. Careful consideration should be given to the financial ramifications of separating from the college prior to completing 60% of the semester. Additional information regarding this policy is available from the Office of Student Accounts.

## **Deposits**

### **Tuition Deposit**

All students who accept admission to the College must send an advance tuition deposit of \$150.00. Deposits may be paid on line at [knightweb.geneseo.edu](http://knightweb.geneseo.edu) or mailed to:

**Office of Admissions  
Erwin Administration Building  
SUNY Geneseo  
1 College Circle  
Geneseo, NY 14454-1471**

This amount is applied against the semester charge for tuition and fees.

### **Deadlines**

Students who are entering in September, if notified of their admission:

1. by April 1, must submit the deposit by May 1; or
2. after April 1, must deposit within 30 days after receipt of such notification, but before classes begin.

Students who are entering in January, if notified of their admission:

1. by October 1, must submit the deposit by November 1; or
2. after October 1, must deposit within 30 days after receipt of such notification, but before classes begin.

### **Room Deposit**

Students who intend to reside in College housing facilities must submit to the Office of Admissions an advance deposit of \$150.00 (in addition to the \$150.00 deposit for tuition and fees already described).

## **Deposit Refunds**

### **Tuition Deposit Refund**

The advance tuition deposit for new students (\$150.00) is refunded routinely:

1. for the fall or summer term when a written request is received by May 1 or 30 days after admission, whichever is later, but before registration; and
2. for the spring term, when a written request is received by November 1 or 30 days after admission, whichever is later, but before registration.

In special cases, when a written request is received by the Director of Admissions after the deadline, a refund may be granted if:

1. in the opinion of the Associate Vice President for Enrollment Services, upon receiving the Director's recommendation, the circumstances involved are beyond the student's control and warrant such action; or
2. the student forwarded the deposit based upon a conditional acceptance that was subsequently rescinded.

Requests for the return of tuition deposits must be received in the Office of Admissions by the dates indicated above.

### **Room Deposit Refund**

The \$150.00 room deposit is applied against room rent for the first semester. It is refunded, if:

1. a written request is received before May 1 or 30 days after admission (for students entering in September) or before November 15 (for those entering in January); or
2. when received later, it is approved by the Vice President for Student and Campus Life only because of circumstances entirely beyond the student's control.

All room deposit refund requests should be sent to:

**Dean of Residential Living**  
**Schrader 131**  
**SUNY Geneseo**  
**1 College Circle**  
**Geneseo, NY 14454-1471**

## **Financial Information**

### **Financial Aid**

The Office of Financial Aid administers primary state and federal financial aid programs for college students, including grants, loans, and work aid. All financial aid awards are made according to financial need. To be considered for financial aid, students must file the Free Application for Federal Student Aid (FAFSA) and request that the data be sent directly to the Financial Aid Office at Geneseo. Go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to complete the FAFSA. Prospective students who intend to enroll in the fall term should complete the FAFSA on the web by February 15 to receive full consideration; continuing students should complete this process by March 1. New students are notified of their eligibility for financial aid beginning in mid-March.

### **Federal Financial Aid Programs**

#### **Federal Pell Grant**

Pell is an entitlement program for undergraduates matriculated in a degree program. Awards are based on need and may be used for college-related expense. For 2010-2011, the maximum award is \$5,550. The minimum Pell grant award is \$1,555. Pell Grants may be awarded up to the first bachelor's degree.

#### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

This program provides grant assistance for the completion of a bachelor's degree. Preference is given to full-time students with exceptional financial need and who are recipients of Federal Pell Grants.

#### **Federal Work-Study Program (FWS)**

This work program for students demonstrating significant financial need includes positions primarily on campus and at approved off-campus sites. Whenever possible, placements are made in accord with students' educational/vocational goals. Students may earn an average of \$750 per semester. Preference is given to full-time students.

#### **Federal Perkins Loan**

Eligible undergraduate students may borrow a low interest loan for expenses related to the completion of the bachelor's degree. Limited funds are available; preference is given to full-time students. Students are permitted up to a ten-year repayment period. The repayment schedule depends upon the total borrowed; the minimum payment is \$40 per month, which includes 5% interest on the unpaid balance. The loan is fully deferred while maintaining at least half-time enrollment. Perkins Loans may be canceled for those employed full-time in law-enforcement, or as teachers in schools designated by the Department of Education as serving low-income families, or in a Federal Head-Start Program.



### **Federal Direct Stafford Loan**

This is a need-based subsidized loan available through the federal government. The College will determine your loan eligibility. This low interest loan becomes payable according to terms specified on the loan application.

### **Federal Direct Unsubsidized Stafford Loan**

This loan was created so that students would be able to obtain a student loan regardless of income and expected family contribution. The unsubsidized loan's terms and conditions are the same as the Stafford Loan, with the exception that students may have to pay the interest on this loan while enrolled. Please refer to the Financial Aid Office website for more information.

### **Federal Direct Parent Loan for Undergraduate Students (PLUS)**

This loan will allow parents to borrow up to the cost of education minus other financial aid. The interest rate for 2011-12 is 7.9% and parents may borrow each year that a dependent child is in college. The interest and principle payments for the loan begin after the funds are disbursed. Parents may request a forbearance to avoid making payment while the student is enrolled. Complete details are available from [www.studentloans.gov](http://www.studentloans.gov).

### **Veterans' Administration**

Eligible veterans and children or spouses of eligible deceased or service-connected, disabled veterans may be eligible for aid for approved post-secondary study. Information and application forms are available at all Veterans' Administration Offices.

### **Bureau of Indian Affairs**

The U. S. Bureau of Indian Affairs offers grants for college study to applicants who: (1) are enrolled members of an American Indian, Eskimo, or Aleut tribe, band or group recognized by the Bureau of Indian Affairs; (2) are accepted or enrolled as undergraduates in approved colleges or universities; (3) are pursuing at least a two-year degree; and (4) demonstrate financial need. Awards vary based upon need and availability of funds.

## **New York State Financial Aid Programs**

### **Tuition Assistance Program (TAP)**

TAP is a grant program for New York State residents attending approved colleges in the State. Students must apply annually for this grant using the Free Application for Federal Student Aid (FAFSA). Eligibility for TAP is based on New York State net taxable income and number of family members attending college full time. Awards range from \$500 to \$5000 for up to eight semesters of full-time study. In addition to TAP, the State of New York offers 15 other scholarships and awards. Information is available on the following website: [www.hesc.com](http://www.hesc.com).

### **Educational Opportunity Program (EOP)**

EOP provides grants for undergraduates who are academically and economically disadvantaged according to the specific guidelines established for this program. EOP is available only to New York State residents. The FAFSA form is used to determine financial eligibility. Contact Geneseo's Access Opportunity Program Office at (585)245-5725 with specific questions.

### **Aid for Part-Time Students (APTS)**

This program provides tuition assistance for part-time (less than 12 semester credit hours) undergraduate students enrolled in degree programs. Recipients must be U. S. citizens and New York State residents.

## **Privately Funded Scholarships**

Contributions made through the Geneseo Foundation provide both endowed and nonendowed scholarships for qualifying Geneseo students. All accepted freshmen applicants are eligible to apply for these awards.

## **Satisfactory Academic Progress (for Financial Aid Purposes)**

Students must meet prescribed standards of academic progress in order to continue to receive Federal and State financial assistance in subsequent semesters. Compliance with State standards is reviewed each semester; Federal standards are reviewed every May.

## State Standards of Academic Progress 2011 and Beyond

End of Semester	1	2	3	4	5	6	7	8	9
Required Sem. Hrs.of Graded (non-W's) credit	6	9	12	12	12	12	12	12	12
Required Minimum Cumulative Hrs. Earned	6	15	27	39	51	66	81	96	111
Minimum Cumulative Grade Point Average	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

## Federal Standards of Academic Progress

<b>Year</b>	1	2	3	4	5	6						
Min Total Hrs	12	30	54	78	102	126						
<b>Semester</b>	1	2	3	4	5	6	7	8	9	10	11	12
Min Total Hrs	6	12	18	30	42	54	66	78	90	102	114	126
Min Overall GPA	1.0	1.55	1.76	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

If a student fails to maintain satisfactory academic progress, the College may consider exceptional circumstances which would justify an appeal allowing the student to receive financial aid for the following semester. Note: Students receiving financial aid should consult the Financial Aid Office before repeating a course; repeating courses may have an impact on financial aid eligibility.

### Appeal Policy

Appeals will be granted in accordance with the following policy:

An appeal will be granted if situations beyond the student's control prevent the student from maintaining satisfactory academic progress. These situations must be documented by an unbiased third party or on- or off-campus agencies. The appeal will be granted only when there is reasonable expectation that the student will meet future academic requirements.

Reasons appeals may be granted include:

1. personal medical problems
2. family medical problems
3. severe personal problems
4. other extenuating circumstances beyond the control of the student

Third party documentation is required in all requests. Appeals will not be granted to students who reduce their course loads to avoid academic difficulty.

To apply for an appeal, submit a written request detailing the extenuating circumstances that interfered with your academic progress. A statement simply requesting an appeal is insufficient. This statement must be accompanied by third party documentation supporting the given reasons for failing to maintain academic progress. These materials must be postmarked by the date specified in the notification letter and should be sent to:

**Director of Financial Aid  
Financial Aid Appeal Committee  
Erwin 104**

The Financial Aid Appeal Committee will review the student's request and supportive documentation. The student will be notified in writing of the Committee's decision. The decision regarding the appeal is final.

## Division of Student and Campus Life

The Student and Campus Life staff is responsible for the implementation of programs, policies, and services designed to complement the academic mission of the College and to maximize the opportunities for student learning outside of the classroom. Working collaboratively with the students and faculty, we aim to empower students to take responsibility for their education and to foster a sense of community on campus.

The Vice President for Student and Campus Life is the chief student affairs officer of the College. Organizationally, Student and Campus Life is made up of seven departments: Career Services, the Center for Community, College Union and Activities, Student Health and Counseling, Intercollegiate Athletics and Recreation, Residence Living, and the University Police Department. (For further information, see [stulife.geneseo.edu](http://stulife.geneseo.edu))

## Career Services/Student Employment

The Career Services Office assists students with the formulation and implementation of their career plans. A wide variety of services and special programs are offered with the goal of teaching students, individually and in groups, about effective career decision-making techniques, job search strategies, and the graduate/professional school application process. Related services include a resource area with computer workstations and an extensive array of materials pertaining to careers, employers, and graduate school programs. Several career interest and skills identification inventories are available and may be of particular value to undecided students. In addition, career information can be obtained through an alumni network. For a small fee, graduating students may establish a placement file containing letters of recommendation and other important information of interest to prospective employers and graduate school admission committees.

Career Services and the Office of Institutional Research conduct an annual survey to determine the post-Geneseo career plans of graduating seniors. For the class of 2010, data was obtained from 745 graduates, a 58% response rate. Approximately four months after commencement, 35% of the class had obtained full-time employment; 10% were working part-time; and 49% were attending graduate or professional school full-time. Additional survey details are available upon request. (See [careers.geneseo.edu](http://careers.geneseo.edu))

The Student Employment Service (SES) assists students seeking part-time and summer jobs and paid internship opportunities. (See [ses.geneseo.edu](http://ses.geneseo.edu))

Career Services and Student Employment Services offices are located in Blake A 104. Students are encouraged to address career concerns early in their academic experience at the College.

## Center for Community

The Center for Community staff, led by the Dean of Students, is responsible for the following aspects of student life at Geneseo: Greek Affairs and Off-Campus Living, Student Conduct and Community Standards, Leadership Development, Multicultural Programs and Services, Orientation and New Student Programs, and Student Volunteerism and Service Learning.

The *Center for Community* works directly with students to assist them in adjusting to college life and to resolve problems and conflicts that may arise during their undergraduate careers. In addition, the Dean's staff works with students to interpret College policies and decisions, mediate conflicts, investigate complaints, and assure full access to all opportunities offered by the College. (See [c4c.geneseo.edu](http://c4c.geneseo.edu))

The *Coordinator of Greek Affairs and Off-Campus Living* is responsible for promoting and supporting an educationally purposeful Greek life program consistent with the mission and goals of the College. The Coordinator of Greek Affairs and Off-Campus Living serves as advisor to the Inter-Greek Council and Multicultural Greek Community and as a liaison between the College and all College-recognized Greek organizations. The coordinator also sponsors services and programs designed for Geneseo students who live off-campus. In this capacity, the coordinator helps to further advance and support relations between the College and the Geneseo community; integrate on- and off-campus student living; serve as a College liaison with community groups, including the Mayor's office, Police Department, Code Enforcement Officer, service groups, landlords, retailers and local business groups, and

College neighbors; and develop educational programs and resources for students considering moving off campus. (See [geneseo.edu/~gocl](http://geneseo.edu/~gocl))

Geneseo is a residential college and living on campus is considered to be a significant component of the Geneseo experience. The College does not recommend or inspect off-campus housing facilities. All students, regardless of residence, are required to notify the Office of the Registrar of their current local address.

*The Assistant Dean of Students for Student Conduct and Community Standards* presides over the College's conduct system. The rights and privileges exercised by any person or group of persons are always a function of relationships with others. Each person or group is held responsible, formally and informally, for the way freedom is used. When freedom is used non-constructively, the conduct process can determine the response appropriate to the particular kind of abuse. The College's conduct process includes counseling to help individuals and groups gain self-awareness of the consequences of their actions, and to help increase interpersonal competence through a mature acceptance of responsibility. In all aspects, the conduct process is fundamental to education, a major purpose of which is to help people make the wisest possible use of the freedom they have. (See [conduct.geneseo.edu](http://conduct.geneseo.edu))

*The Director of Leadership Education, Development and Training* provides students with opportunities to acquire and enhance their leadership skills through developing an understanding of self, others, and community. GOLD (Geneseo Opportunities for Leadership Development) programs include a Leadership Certificate Program offering approximately 100 leadership workshops each semester, a Leadership Center staffed by volunteer leader mentors, an extensive leadership resource library, leadership conferences, peer-to-peer student leader training, newsletters and the cocurricular transcript. (See [gold.geneseo.edu](http://gold.geneseo.edu))

*The Coordinator of Multicultural Programs and Services* is charged with the overall coordination of programs and efforts designed to support and continuously improve the College's ability to sustain an inclusive, mutually respectful campus community. The Coordinator provides leadership and guidance to the campus community on matters related to diversity and community, and specifically focuses on the needs of traditionally underrepresented student groups at Geneseo. (See [multicultural.geneseo.edu](http://multicultural.geneseo.edu))

*The Director of New Student Programs* facilitates the successful transition of each new Geneseo student into the College community by coordinating a series of introductory and developmental programs, including summer and winter orientations, and other activities specifically designed to promote student engagement in the life of the College and personal academic achievement. (See [orientation.geneseo.edu](http://orientation.geneseo.edu))

*The Coordinator of Student Volunteerism and Service Learning* seeks out, develops and maintains volunteer opportunities that offer Geneseo students meaningful experiences that develop character, and augment academic growth through experiential learning. Some of the most popular volunteer opportunities include tutoring and youth mentoring. The Coordinator of Student Volunteerism and Service Learning hosts a Volunteer Fair at the start of each semester to introduce students to the available volunteer opportunities and to assist various community organizations with securing needed volunteers. (See [volunteer.geneseo.edu](http://volunteer.geneseo.edu))

## **College Union and Activities**

The Department of College Union & Activities at SUNY Geneseo strives to promote learning by providing an innovative, diverse, educational, and engaging cocurricular experience for students. The department achieves this through its contribution of welcoming events and activities, specialty trips, late night events and activities, and distinctive daytime programming.

The Department of College Union & Activities manages the operations of the MacVittie College Union, which serves as the community center for the College, as well as the Knight Spot, a versatile space dedicated primarily for student organization use. The department provides support and guidance to the numerous student clubs and organizations on campus and works collaboratively with students, staff, faculty, and the community to contribute to the Geneseo mission.

The Department of College Union and Activities is directly responsible for Weeks of Wel-

come, Geneseo Late Knight, the Upstate Escapes Off-Campus Travel Program, and the Fall and Spring Student Organization Expos.

## **Robert W. MacVittie College Union**

The College Union serves as the campus center of social, cultural, recreational, and governance programs. As the “College gathering place,” it provides a place to study, relax, or visit with friends with plenty of lounges, meeting rooms, and an outdoor plaza. Services include Starbucks, the Corner Pocket Game Room, the Campus Mailroom, the College Union Concierge Desk (laptops and bicycles loans), the Geneseo Federal Credit Union, Computer Project Area, Study Room, the Meditation Room, the Student Association Ticket Office, ATM services, Kinetic Art Gallery, Geneseo Bookstore, GUS Convenience Store, Student Association and organizational offices, College Union and Activities, and the Center for Community. The “MOSAIC” (Multicultural Organization Space for Activities, Inclusion, and Collaboration) is a space that provides multicultural student organizations with dedicated meeting space for their weekly meetings, organization office space, and a place for students to gather and spend their free time. The Lobby is a popular place for student organizations to “table” and advertise upcoming entertainment or offer promotional items or services.

Policies and Procedures for Student Organizations have been established as helpful guidelines and to acknowledge the integral role these groups play in the broader learning community. The department maintains the Student Organization handbook. More information is available elsewhere in this Bulletin under sections entitled “The Student Code of Conduct” and “Discipline Procedures for Recognized Student Groups” titled sections. See-union.geneseo.edu

## **Intercollegiate Athletics and Recreation**

The Intercollegiate Athletics and Recreation staff coordinates all intercollegiate athletic programs, intramural sports, College-sponsored recreational activities and the College Workout Center.

### **Intercollegiate Athletics**

Geneseo sponsors 20 intercollegiate sports, 8 for men and 12 for women. These sports are men’s and women’s soccer, cross country, basketball, swimming, indoor and outdoor track, and lacrosse; women’s field hockey, volleyball, softball, tennis, equestrian, and men’s ice hockey. Geneseo is a member of and competes in the National Collegiate Athletic Association (NCAA) Division III, State University of New York Athletic Conference (SUNYAC), and the Eastern Collegiate Athletic Conference (ECAC).

### **Intramural Sports**

More than 40 different activities are offered each year in men’s, women’s and co-ed competition, enabling students to choose the activities and levels of competition they desire. Teams, many of which represent residence halls and Greek organizations, compete in such sports as flag football, soccer, softball, volleyball, basketball, and broomball. Dodgeball and racquetball are also popular intramural activities. Off-campus outings for downhill skiing, white water rafting, and trips to a Buffalo Bills football game, Rochester Americans hockey game and Syracuse basketball are all popular activities. Nearly 80% of Geneseo’s students participate in at least one intramural activity before graduating.

### **Club Sports**

The Student Association sponsors a number of club sports teams under the auspices of the Club Sports Association (CSA). Teams include men’s and women’s crew, men’s volleyball, ultimate Frisbee, cheerleading and men’s tennis, badminton, men’s and women’s rugby, men’s baseball, and ski team.

### **Intercollegiate Athletics and Recreation Facilities**

The facilities in the Schrader Building and Merritt Athletic Center are available to students for formal and informal athletic and recreational pursuits. These facilities offer two gymnasiums, a swimming pool, racquetball and squash courts, an ice arena with an indoor jogging area and a state-of-the-art workout center. Outdoor facilities include eight tennis courts an all-

weather, eight lane 400-meter track, and playing fields for soccer, lacrosse, softball, and other individual and group sports.

### **Workout Center**

The College's Workout Center provides students with state-of-the-art fitness equipment including two complete Nautilus Circuits, over 30 cardio machines, and extensive free weights. Cardio machines include: Lifefitness Crosstrainers, recreational treadmills, Stairmasters, electronic bikes, Concept II rowers. The Center offers students access to equipment, advice on fitness and nutrition programs, aerobic dance classes, yoga, kickboxing and a great opportunity for promoting a healthy lifestyle. The Workout Center is located in the lower level of the Merritt Athletic Center. (See *knights.geneseo.edu*)

### **Lauderdale Center for Student Health and Counseling**

The Lauderdale Center for Student Health and Counseling provides outpatient medical and psychological care to all currently enrolled Geneseo students. Geneseo students can visit Health and Counseling for a variety of health-related issues, including physical, emotional, and sexual health concerns, and to learn about ways to maintain a healthy lifestyle. These services are delivered by licensed health care professionals who are dedicated to meeting the specific needs of college students. Health and Counseling follows ethical and practice guidelines mandated by New York State, the Accreditation Association for Ambulatory Health Care, Inc., the American College Health Association and the American Psychological Association. (See *health.geneseo.edu*)

### **Health Services**

Health Services offers physical exams, diagnosis and treatment of health problems common to college students, management of chronic conditions and consultation on health issues. Health Services dispenses prescription medications and has over-the-counter medications available in the Self Care Center. Health Services staff may refer students off-campus for more specialized diagnostic services (including x-ray) or treatment. Health Services does not take the place of a hospital or emergency room in the case of a potentially life-threatening condition. Since there is more to maintaining a healthy campus than just taking care of ill students, wellness programs and health consumer education are offered by our providers and through the Office of Health Promotion. Located in Lauderdale Health Center, Health Services is open Monday and Thursday 8:00 a.m. - 7:00 p.m.; Tuesday, Wednesday, Friday 8:00 a.m. - 5:00 p.m.. Telephone consultation with a registered nurse is available any time Health Services is closed by calling the Nurse Advice Line at 245-5736. To schedule appointments, students should call 245-5736.

### **Counseling Services**

Counseling Services provides psychological counseling and brief psychotherapy to Geneseo students who are experiencing a range of challenges in their lives. In addition to individual counseling, services include couples counseling, skills workshops, assessment, psychiatric consultation and a self-help library. Students in need of long-term or specialized treatment may be referred for treatment off-campus. Counseling Services is open Monday and Thursday 8:00 a.m. - 7:00 p.m.; Tuesday, Wednesday, Friday 8:00 a.m. - 5:00 p.m. To schedule an appointment, students should call 245-5716.

### **Medical History and Immunization Requirements**

All students are required to submit a completed Personal and Medical History form prior to beginning classes. The physical examination is to be completed by the student's health provider and the health history section should be completed by the student. *The pre-enrollment physical cannot be completed at Health Services.*

New York State law mandates that all students show proof of immunizations against measles, mumps, and rubella in order to be registered. State law also requires that students either receive the vaccination against bacterial meningitis or sign a statement indicating that they have declined the vaccination. In keeping with recommendations of the New York State Department of Health and American College Health Association, we *strongly encourage* students to receive immunization against bacterial meningitis. *Students who do not present proof of required immunizations within 30 days of matriculation risk being disenrolled from the College.* Exemptions for medical and religious reasons are allowed (under specific circumstances) under the law. Students seeking additional information on exemptions should contact Health Services.

## Health and Counseling Records

All student Health and Counseling records are confidential and maintained with the strictest care to ensure students' right to privacy, and are not part of students' academic records. Separate records are kept for Counseling and Health Services, though counseling and medical staff may consult with each other about relevant information in order to provide the best treatment to our students. Information from students' health and counseling records is not shared with anyone outside the department without their express permission, except in cases of imminent danger or as mandated by law.

## Health Insurance

Because students sometimes need services beyond what Health and Counseling provides, we *strongly encourage* students to have adequate health insurance. Students should be sure that they are covered by a current plan *and* that out-of-area services are covered. Health and Counseling is not a participating provider with any insurance company. Students without other insurance or who want additional coverage may purchase a plan through Niagara National Life and Health Insurance Company. It provides coverage for accidents and illness, including psychological treatment and testing, on and off campus. Students may sign up for insurance during the open enrollment periods at the beginning of each semester or within thirty days of being removed from another policy. Information about the plan can be obtained from Tompkins Insurance, 11 South Street, Geneseo, NY (585-243-3553).

## Residence Life

The College operates 16 residence halls and 44 townhouses. Each hall accommodates an average of 200 students. All undergraduates are assured of the opportunity to live on campus, and all first-year students entering Geneseo as "freshmen" are required to live on campus for two years. Commuting students are exempt from this requirement. Each residence is supervised by a Residence Life staff member and a staff of undergraduate Resident Assistants. These staff members guide students through their lives at Geneseo, provide information on and maintain College policies and procedures, and promote involvement in residence hall and campus governance.

Students who reside in campus residence halls, excluding townhouse residents, are required to purchase a College meal plan. Students who wish to reside in a campus residence are required to reapply each year and pay a deposit to secure a room at the announced time(s) during the year. While room charges are assessed by the semester, the term of occupancy and financial obligation to the College is for an entire academic year. Obligations may be cancelled for specific reasons such as graduation, withdrawal, and dismissal. All requests for cancellation of the obligation require the approval of the Dean of Residential Living. (See [reslife.geneseo.edu](http://reslife.geneseo.edu))

## Residence Hall Policies

All policies and procedures for resident students have been established based on the College's expectations for high academic achievement and the common good.

All resident students must submit a residential license agreement form. The license serves as the official housing agreement between the student and the College. All Geneseo students, whether residents or commuters, are expected to comply with residence hall standards and the Student Code of Conduct, including the policies related to visitation, guests, and alcohol.

## University Police Department

Reporting to the Vice President for Student and Campus Life, University Police officers join with other members of the campus community to foster a safe environment in which to live, work, and learn. The University Police Department functions as the campus' primary law enforcement agency and seeks to provide a sensitive, measured, educational approach to all situations requiring police assistance. As sworn officers, University Police are responsible for the safety and security of students, faculty, staff, and visitors of the campus. To that end, officers enforce all State and local laws and the rules and regulations of the College. Services provided by the Department include; but are not limited to, overall campus patrol, responding to calls for service, maintenance of public order, emergency first-aid, criminal investigation, community services, crime prevention, and parking and transportation services. The University Police Department works closely with student volunteers who serve the community as emergency medical responders.

## **Campus Auxiliary Services (CAS)**

Campus Auxiliary Services, Inc. is a not-for-profit educational corporation operating a variety of campus services for the Geneseo College community. A Board of Directors comprised of students, faculty, and administrators determines the budget and policies of the Corporation within the guidelines established by SUNY Systems Administration.

These services include on-campus restaurants and cafes, Impressions catering, vending, residential laundry services, cable television, campus ID card, refuse and recycling, ATM banking services and accounting services to approved campus organizations. CAS also subcontracts Geneseo's official textbook store and the Geneseo University Bookstore.

### **Geneseo University Bookstore**

The Geneseo University Bookstore is located in the MacVittie College Union and is the official source for all campus academic textbooks. The bookstore also sells laptop computers, Geneseo imprinted clothing and souvenirs, class rings, academic attire, and academic supplies.

### **CAS Restaurants & Cafes**

CAS provides all food service to the college campus at eight on-campus restaurants and cafes. Red Jacket and Letchworth Dining Centers are located amongst the residence halls and offer all-you-care-to-eat value meals seven days a week. Also located amongst the residence halls are South Side Cafe and Millennium Market, which provide grab-and-go retail options. Amongst the academic buildings is The Mall at Mary Jemison, which contains a state-of-the-art dining marche-style food court offering a wide variety of choices. Other options include the Geneseo University Store (GUS) and Starbucks located in the MacVittie College Union and Books & Bytes located in Milne Library. The student meal plan can also be used at the Big Tree Inn, a landmark dining establishment located on Main Street in the village of Geneseo, as well as at concessions at Geneseo sporting events..

### **Meal Plan**

All campus resident students are required by College policy to purchase one of several meal plans. An encoded ID card is used to deduct the value of the food selected from an individual's meal plan account balance. Information regarding meal plans is available from the CAS restaurants and cafes and online at <http://cas.geneseo.edu>. Students with special dietary needs should consult with the General Manager of Campus Dining.

### **Geneseo ID Card**

CAS produces the official College identification card for all students, faculty and staff. This is required for campus identification purposes. It is used for meal and vending purchases. Other uses of the ID Card are for the library, access to residence halls and restricted academic areas.

## **Alumni Association**

The Geneseo Alumni Association, representing approximately 54,000 alumni of the College, is governed by a 21-member board of directors.

Alumni service to the College is an important objective of the Association. Students who pay the annual undergraduate alumni fee for four consecutive years automatically graduate as lifetime members of the Association. The dues also entitle students to membership in the Undergraduate Alumni Association. The activities of the Geneseo Alumni Association and the Undergraduate Alumni Association are coordinated through the Alumni Relations Office (585-245-5506).

## **The Geneseo Foundation**

The Geneseo Foundation accepts private gifts from alumni, friends, and corporations to benefit students, faculty and programs at Geneseo. The Foundation provides scholarships, undergraduate research grants and assistantships for students; research and professional travel grants, professorships and fellowships for faculty; enrichment funds for academic departments and athletics.

The Foundation Board of Directors is responsible for overseeing the College's advancement program, establishing gift policies and managing its endowment. The Board's 34 members are comprised of individuals committed to strengthening the College through private support. The Vice President for College Advancement serves as the Foundation Executive Director.



# Academic Organizations

## Academic Honor Societies

### Phi Beta Kappa

The Phi Beta Kappa Society installed a chapter at Geneseo in 2004. Phi Beta Kappa is the oldest and most prestigious honor society in the liberal arts, dating back to 1776. Geneseo's membership places it among a select group of 270 of the finest colleges and universities in the nation as guarantors of quality in the liberal arts. Membership is offered to outstanding seniors and a small number of exceptional juniors.

Other Geneseo honorary societies that recognize academic and professional excellence:

All College (First-year only)	Phi Eta Sigma
All College (Junior/Senior only)	Golden Key
Anthropology	Lambda Alpha Epsilon
Access Opportunity Program	Chi Alpha Epsilon
Biology	Beta Beta Beta
Business	Beta Gamma Sigma
Chemistry	Gamma Sigma Epsilon
Communication	Lambda Pi Eta
Economics	Omicron Delta Epsilon
Education	Kappa Delta Pi
English	Sigma Tau Delta
French	Pi Delta Phi
Geography	Gamma Theta Upsilon
History	Phi Alpha Theta
International Relations	Sigma Iota Rho
Languages and Literatures	Phi Sigma Iota
Mathematics	Pi Mu Epsilon
Philosophy	Phi Sigma Tau
Physics	Sigma Pi Sigma
Political Science	Pi Sigma Alpha
Psychology	Psi Chi
Sociology	Alpha Kappa Delta
Spanish	Sigma Delta Pi
Theater	Alpha Psi Omega

## Academic-Related Organizations

Academic-related organizations offer students an opportunity to become more knowledgeable about and involved in their chosen fields of study. In addition, these organizations facilitate student-faculty interaction and provide career planning information.

Accounting Society  
Geneseo Anthropological Association  
Astronomy Club  
Biology Club  
Chemistry Club  
Cothurnus (theatre)  
Geneseo Organization for Deaf Awareness  
Council for Exceptional Children (CEC)  
Ecology Club  
Elementary & Secondary Education Association (ESEA)  
English Club  
Finance Club  
French Club: LeCercle Francais  
Geneseo American Studies Club  
Geneseo Economics Society  
Geneseo Marketing Association  
Geography Club  
Geology Club  
German Club: Der Deutsche Verein  
History Club  
International Business Club  
International Relations Club  
Minority Business Society  
Musical Theater Club  
National Student Speech Language/Hearing Association (NSSLHA)  
Orchesis (dance)  
Philosophy Club  
Physics Club  
Political Affairs Club  
Pre-Vet Club  
PRISM (Mathematics)  
Psychology Club  
SUNY Geneseo Advancement of Management  
SUNY Geneseo Society for Human Resource Management  
School of Business Club  
Sociology Club  
Spanish Club: LaCasa Hispanica  
Student Art Association  
Xerox center for Multicultural Education  
Young Children's Council

# Academic Services

## Milne Library

Milne Library is named to honor William J. Milne, first principal (1871-1889), and John M. Milne, second principal (1889-1903), of the Geneseo Normal and Training School.

### Library Quick Facts:

- Milne has the largest number of public access computers on (300+) campus.
- Discover Milne's collection of over 500,000 volumes of books, bound periodicals, DVDs & CDs, videotapes, audio cassettes, musical scores, and other information resources alongside over 33M volumes from New York IDS Project libraries using IDS Search and other library catalogs. You can also use GLOCAT, the library's catalog, to search only Milne's collection. Discover Milne's collection of over 500K volumes of print books and periodicals, DVDs VHS, CDs, and musical scores, millions of online articles, and over 2.5M ebooks alongside over 33M volumes from New York IDS Project libraries using IDS Search and other catalogs, and the IDS service. You can also use GLOCAT, the library's catalog, to search only Milne's collection.
- Milne's extensive databases and online journals provide access to over 44,000 journal titles.
- As a selective depository for the United States and New York State government documents, the library has over 200,000 documents.
- Milne's Teacher Education Resource Center has over 10,000 instructional materials to support curriculum guides, teaching handbooks, software, and reference works in curriculum development, the College's elementary, secondary, and special education.
- Milne's special collections include the College Archives, the Genesee Valley Historical Collection, and the regionally significant Wadsworth Family Papers, 1790-1950. Various small compilations include the Aldous Huxley Collection, the Carl F. Schmidt Collection in Historical Architecture and the Martha Blow Wadsworth Photography Collection.
- Information Delivery Service (IDS) provides access to information and collections across the state and throughout the world.
- Milne is open 109.5 hours each week.
- The building is handicap accessible and has adaptive technology workstations.
- Milne offers five fully equipped classrooms supporting over thirty courses per semester within the library.
- More than ten instruction librarians and a full-time technology instructor partner with teaching faculty from all departments to teach information literacy skills and provide research consultation services.
- Integrated within the Library are the Faculty Teaching and Learning Center, the Center for Academic Excellence (tutoring center), and the Writing Learning Center
- Employs over 30 outstanding faculty/staff.
- Milne Writing Learning Center provides a central location for writing assistance, including tutoring services from Academic Excellence, English for Speakers of Other Languages, and Student Disability Services.
- Over half a million people visit the Library each year.
- It is open to the public.
- The Library created an extensive gallery and display areas and works closely with students and faculty to showcase their art and research projects.

## English for Speakers of Other Languages(ESOL)

The English for Speakers of Other Languages (ESOL) Program at SUNY Geneseo is designed to assist international and domestic students, faculty and staff whose first language is not English. The program assists students in building on their language skills to fully succeed in their academic programs. Detailed information can be found at [esol.geneseo.edu](http://esol.geneseo.edu).

## Teaching and Learning Center

Geneseo's Teaching and Learning Center located in Milne Library, is designed to reinforce the importance of teaching excellence as a fundamental responsibility of a public university. Through collaboration with faculty and administration, the Center supports a learning culture that values and rewards teaching, facilitates reflective dialogue about teaching and learning, encourages the development of teaching as a practice and a scholarly activity, invites innovation in curricular development, and encourages the creation of diverse learning environments in which all students can learn and excel. Information about programs can be found at [tlc.geneseo.edu](http://tlc.geneseo.edu).

## Computing & Information Technology

<http://cit.geneseo.edu>

Computing & Information Technology supports student learning and development by providing technology infrastructure and facilities, information technology services, and support for students, faculty and staff.

Since Fall 2007, Geneseo has required students to bring a notebook computer to college to enable students, faculty, and staff to take advantage of learning opportunities that exist only when every student in a classroom has a laptop. The notebook program also encourages students to develop essential computer skills and has established a campus culture that allows exploration of innovative and effective classroom and co-curricular uses of information technology. [Software.geneseo.edu](http://Software.geneseo.edu) provides free download to MS Office (Word, Excel, Power Point, Access, and Publisher) and other applications the College has licensed for student use.

Many laptop friendly workspaces with wireless connectivity, power outlets and shareable displays are available for individual and collaborative work. Collaborative software tools such as Confluence and Google Apps for Education are also provided. All buildings, including residence halls, are 100% wireless. More than half of Geneseo students report owning a wireless mobile device. Geneseo offers mobile access to many of its online resources. A virtual computing lab provides students access to Geneseo licensed software from their own computers from anywhere at anytime.

[my.geneseo.edu](http://my.geneseo.edu) is a personal, customizable, web-based information "gateway" to SUNY Geneseo resources such as email, student balances, KnightWeb, campus news and events and more with a single sign on. KnightWeb is a web interface to college administrative data such as students register for courses, make payments, review/accept financial aid, view grades, and more.

Presentation technologies are available in all Geneseo learning spaces. Faculty can use an online learning management system, myCourses, to post documents, administer surveys, quizzes and tests, create discussion forums, wikis and blogs, receive and grade assignment, post grades and more. myCourses provides students with easy web-based access to their course materials. Students can take fully online courses provided through myCourses over the summer.

The CIT HelpDesk is staffed by both professionals and students and offers carry-in computer support for all Geneseo students to remove viruses and other malicious software and assist with problems connecting to the Geneseo campus network from the residence halls or the wireless network. The HelpDesk can be reached at 585-245-5588, by email at [helpdesk@geneseo.edu](mailto:helpdesk@geneseo.edu), or visit our website at [cit.geneseo.edu](http://cit.geneseo.edu).

## Access Opportunity Programs (AOP)

Geneseo's *Access Opportunity Programs* (AOP) serve as one of the College's means for expanding its student body to include the rich ethnic, racial, age, economic and cultural diversity of our society. The programs extend higher education opportunities primarily to NY state residents who are under-represented in higher education.

The AOP department consists of the State's Educational Opportunity Program (EOP) and the locally-sponsored Transitional Opportunity Program (TOP). EOP is a statewide, special admissions program, that provides academic, financial, and tutorial assistance to students whose academic achievement may have been influenced by income factors. TOP is a

college-sponsored program designed to address Geneseo's interest in achieving a diverse campus community. The College seeks to enroll students from racial, ethnic and cultural backgrounds, and age groups that are traditionally under-represented in the college community. While the programs serve different groups of students, they are similar in that they both provide educational access and academic support services to participants. The Access Opportunity Program is proud to have a Geneseo chapter of Chi Alpha Epsilon, a national honor society that recognizes the academic achievement of students in opportunity programs. (For further information, see [geneseo.edu/aop](http://geneseo.edu/aop))

### **The AOP Application Process**

1. All AOP applicants must complete a SUNY application in order to become a candidate for admission. In order to apply for admission through EOP, the applicant must read and respond to item 31 when completing the application. TOP applicants should review eligibility requirements listed below.
2. Although AOP applicants may not satisfy all of the academic standards required for general admission, their potential for success at Geneseo will be established through an in-depth examination of their academic history. Supporting and/or verifying documentation will include: a counselor or teacher recommendation; standardized test scores (SAT, ACT, TOFEL and GED); a high school transcript; and a series of personal essays which discusses high school performance, personal background and general goals. In some cases, an on-campus (or site) interview may be required.

### **Office of Disability Services**

The Office of Disability Services is dedicated to providing advocacy, accommodations, and support services to students with disabilities who present current and proper documentation of disability to the office. Whether their disabilities are temporary or permanent, it is the mission of the office to provide these students equal and comprehensive access to college-wide programs, services, and campus facilities by offering academic support, advisement, and removal of architectural and attitudinal barriers.

The Office of Disability Services will proactively provide, at no cost to the student, reasonable accommodations designed to ensure that no qualified student with a disability is denied equal access to, participation in, or benefit of the programs and activities of SUNY Geneseo.

The Office of Disability Services encourages mainstream participation of students with disabilities alongside fellow students in academic, cultural, and recreational activities. It is the responsibility of individual students to choose whether to take advantage of any Disability Services offerings. Students anticipating use of support services must, by law, self-identify as such, and therefore should contact the Director of Disability Services as soon as possible to discuss accommodations; planning ahead will facilitate obtaining services in a timely manner. For further information see website at [disability.geneseo.edu](http://disability.geneseo.edu).

### **Campus Scheduling and Special Events**

College facilities are available to faculty, staff, and recognized student organizations for the sponsorship of various educational and social programs. All programs will be conducted under College guidelines and supervision and they may be open to the public.

The top two goals of Campus Scheduling and Special Events are to 1) Use campus resources wisely and 2) Provide planning support and information for every event on campus. To accomplish these goals effectively, all requests for space must be approved through the Office of Campus Scheduling and Special Events.

The Office of Campus Scheduling and Special Events administers and enforces the Facility Use Policy. Campus Scheduling and Special Events provides scheduling, physical arrangements, event planning, and coordinating facility use with all relevant College support departments including Campus Auxiliary Services, CIT, Facilities Services, University Police, College Union and Activities and Intercollegiate Athletics and Recreation.

For more information on the Office of Campus Scheduling and Special Events, please visit our webpage at [csse.geneseo.edu](http://csse.geneseo.edu), call 585/245-5500 or visit us in Erwin Hall.

## Academic Policies

### Academic Advisors

Academic advisors are faculty or staff members who assist students in planning their academic programs. Students who have declared majors are assigned advisors in their major departments. Students who have not yet declared majors are assigned faculty advisors by the Office of the Dean of Curriculum and Academic Services. Students should contact their academic advisors when planning their programs for the following semester. Advisors are available either during posted office hours or by appointment. *Although the advisor's role in offering assistance is very important, the ultimate responsibility for devising suitable schedules, fulfilling degree requirements, meeting college deadlines, and adhering to College policies rests with the student.* Thus, before they meet with their faculty advisors, students should become familiar with the College's requirements, their department's requirements, and their own academic transcripts.

### Mandatory Advisement

Some students are required to consult with their academic advisors and secure their advisor's approval of course selections before they are allowed to register for courses. Freshmen (students within the first 30 credits at Geneseo), first-semester transfer students, AOP students in their first four semesters, students on probation, and students whose grade point averages fall below 2.3 are required to obtain their advisor's approval for registration. Other students have the option of self-advising, but the College *strongly recommends* that all students meet with their academic advisors each semester. Students who self-advise assume full responsibility for their schedule of classes and progress toward completion of degree requirements.

### Registration

Students register for courses online through KnightWeb at times specified by the College. These times include summer orientation (for registering new students), advance registration (for continuing students), and final registration (for students who did not register during advance registration sessions). To be officially registered for courses, students must clear any outstanding financial obligations to the College. Registration information is provided in the on-line Master Schedules and on KnightWeb for each semester and summer sessions.

### Prerequisites

Some courses have prerequisites, major restrictions, or other conditions that may determine a student's eligibility to enroll. Prerequisites and conditions, where applicable, appear at the end of a course description and/or in the Master Schedule of classes at [dean.geneseo.edu](http://dean.geneseo.edu). Students are responsible for noting such prerequisites and conditions and may be blocked from registering for, or may be deregistered from, courses for which they lack prerequisites.

### Attendance at the Beginning of the Semester

In order to establish their intent to pursue a course, all students are expected to attend each course in which they are registered within the first two scheduled class meetings. Individual faculty members or departments may request the Office of the Registrar to drop any student who does not attend class by the date specified in the "Attendance Policies for Beginning of a Semester" section of each Master Schedule.

Students who know in advance that they will be out of class during the first two days of class should, as a first step, notify the Office of the Dean of Students (College Union 354, 245-5706) who will notify the faculty. With the exception of religious observances, the instructor determines whether an absence is excusable. Therefore, students should make every effort to communicate directly and promptly with their respective instructors if they are absent.

## **Cross-Registration with Rochester Area Colleges**

Full-time students at the College (i.e., those registered for at least 12 credit hours at Geneseo) may cross-register for additional course work at several colleges and universities in the Rochester area without paying additional tuition. Permission for cross-registration will be granted only when the requested course is never offered at Geneseo and is applicable to the student's degree program. The number of participating institutions varies from year to year but includes both public and private schools. Registration forms for cross-registration are available in Erwin 102. More information on cross-registration is available from the Office of the Dean of Curriculum and Academic Services, Erwin 106.

## **Reserve Officers' Training Corps (ROTC)**

The opportunity to enroll or participate in the Army and Air Force ROTC programs is available to all full-time students from all degree fields through cross-registration at Rochester Institute of Technology (RIT); the program includes classroom instruction and leadership training, physical training, and tactical training.

Additional information is available on activities, scholarships, financial benefits, and graduate school opportunities. To learn more about Army ROTC, call the RIT Department of Military Science at 475-5547 or email: [armyrotc@rit.edu](mailto:armyrotc@rit.edu).

## **Enrolling in Graduate Courses**

An advanced undergraduate student in the School of Education or the Department of Communicative Disorders and Sciences may apply to take up to six hours of 400-level graduate coursework related to the student's degree program. Application should be made to the Dean of the School of Education or the Department Chair in Communicative Disorders and Sciences. A decision will be made based on (1) the student's academic progress, grade-point average, and rationale for enrolling in graduate courses, and (2) the availability of space in the course.

If the student is within 12 credit hours of graduation when enrolling in graduate courses, and if the student graduates within one calendar year of completing the courses, the graduate coursework will appear on a graduate transcript; otherwise, it will appear on the student's undergraduate transcript.

## **Auditing Courses**

Auditing is the process of attending a class without enrolling or receiving credit. Persons wishing to audit courses must receive permission from the instructor of the course and the chair of the department in which the course is offered. The College provides no formal recognition or proof of attendance to auditors.

## **Dropping and Adding Courses**

Once students are enrolled in courses, they may need to change their schedules. A "drop/add" period is provided at the beginning of each academic term, when courses may be added to or dropped from the student's schedule. The specific dates and procedures for each drop/add period are provided in the Master Schedule at [dean.geneseo.edu](http://dean.geneseo.edu) for each term. Students drop and add classes through KnightWeb during designated drop/add periods. An Add or Drop that is accepted with special approval after the published will be assessed a \$20 late Drop/Add fee per course.

## **Withdrawing from Courses**

Students may withdraw from courses after the end of the drop-add period but before the withdrawal dates published each semester in the Master Schedule (approximately 2/3 through each semester for full-term courses). Students must submit a completed course withdrawal form, signed by the course instructor(s), at the Office of the Registrar Erwin 102, before the withdrawal deadline. In courses from which they have withdrawn, students receive the grade of "W," which does not affect the grade point average; however, students who stop

attending without withdrawing receive grades of “E.” Although withdrawals do not affect students’ grade point averages, they can affect hours completed for satisfactory progress requirements and are recorded on students’ transcripts. See “Academic Standards” below for the minimum hours needed to maintain satisfactory progress.

## **Declaring Majors and Minors**

Successful completion of a major program is a graduation requirement. Students must declare a major by the beginning of the junior year (i.e., by the time they complete 60 credit hours). Students who have not declared a major by that time are considered to be not making progress toward a degree and are not eligible for financial aid. In addition, the College reserves the right to prohibit the registration of any student who has not formally declared a major by the time he/she has achieved status as a junior. The major is declared by completing and returning the appropriate form, which is available from the Office of the Dean of Curriculum and Academic Services, Erwin 106. Up to two majors are reported on official transcripts and commencement programs.

Additionally, students who wish to major in programs offered by the School of Business and by the School of Education must apply for admission into those programs. Information about admissions standards can be found on the department websites and in the academic program sections of this Bulletin.

Minors are not required for graduation but are offered as an option. Students may declare minors by completing and returning the appropriate form to the Office of the Dean of Curriculum and Academic Services. Up to two completed minors are reported on official college transcripts. Candidates for teaching certification should also complete the form to identify their certification programs and concentrations.

## **Changing Majors and Programs**

Students may change their major if they are maintaining at least a 2.0 cumulative grade point average and a 2.0 average in coursework in the discipline they wish to enter. If these conditions are not met, students seeking to change their program should consult with the Dean of Curriculum and Academic Services. *Special application procedures must be followed by students who wish to enter majors in the School of Business (i.e., Accounting, Economics, and Business Administration) and in the School of Education.* Forms for requesting changes of major or program may be obtained from the Office of the Dean of Curriculum and Academic Services, Erwin 106.

## **Internships**

The internship program provides selected students with vocational experiences designed to complement their academic studies and introduces them to professional activities related to their baccalaureate degree programs.

Several departments offer internship experiences related to their majors. The internships take place in field settings within participating firms or agencies and are supervised by faculty from the sponsoring academic departments. Interns are required to fulfill a set of objectives related to their majors, mutually agreed upon by the student, the faculty director, and the agency. The length of the internship experience and the credit assigned to it vary. Arrangements for internships are made by the student in cooperation with the student’s department chair, or a faculty member designated by the department, and with the Coordinator of the College Internship Program, Erwin 106. Students enrolled in internships must provide their own transportation.

Internship application forms are available from the participating academic departments or from the Coordinator of the Internship Program, Erwin 106.

Enrollment in internships is generally limited to those students who have earned at least a 2.75 cumulative grade point average and a 3.0 in prerequisite courses. An exemption from this requirement may be granted if the department chair and/or internship coordinator



approve. Students may apply no more than 15 semester hours of internship credit toward the baccalaureate degree. The application of credit in internships toward the requirements for the major is governed by the departments, except that no department may accept more than six semester hours of internship credit toward hours required in the major.

Students enroll for internships under either INTD 395 - Internship (subtitle) or their department prefix with course number 395.

### **Political and Legal Affairs Internships**

Geneseo participates in several internship programs that encourage students in all majors to work with agencies related to local, state, or federal government. These internships provide a broad background for further academic training or for public service employment. Placement through the State Legislative, Washington Semester, or Washington Center programs are made following a local application process, grade evaluation, interview, and contract procedure according to College guidelines. Further information about the nature and requirements of these programs is available from the chair of the Political Science Department, or from the College Internship Coordinator in Erwin 106.

### **Student Teaching Internships**

Each professional program that requires a period of student teaching has certain course prerequisites that must be met prior to this experience. Students should become familiar with the requirements and meet them in the proper sequence. Students in the Department of Communicative Disorders and Sciences who plan on student teaching should consult with their faculty advisors as they plan their programs each semester. Students who are in certification programs in the School of Education should see the section on "Student Teaching" in the School of Education section of this Bulletin.

### **Studying at Other Colleges**

Geneseo students who take courses at other colleges or universities and expect to transfer those credits to Geneseo must request approval for the courses by completing a course-approval form prior to taking the courses. (The form may be obtained from the Office of the Dean of Curriculum and Academic Services, Erwin 106 or on-line at [dean.geneseo.edu](mailto:dean.geneseo.edu)) Courses must be credit-bearing and must be reported to the Geneseo Office of the Registrar on an official transcript from an accredited college. Grades and quality points earned elsewhere do not transfer.

Students who plan to leave Geneseo temporarily on special programs which involve fees, registration, and credit at Geneseo (e.g., study abroad under State University of New York sponsorship) do not withdraw or take a formal leave of absence. These students should consult with staff in the Study Abroad Office, Erwin 106, to assure proper academic planning, classification, and credit.

All students who plan to attend another college or university as visiting students, or who plan to study abroad under sponsorship of institutions other than the State University, or who plan to enroll in a program cooperatively sponsored by the College and another institution (e.g., the 3-2 engineering program) should consult with staff in the Office of the Dean of Curriculum and Academic Services. These students must obtain, complete, and return the form for requesting a leave of absence and the form for approval of courses taken at other institutions.

### **Study Abroad**

Research shows that the positive relationship between international knowledge and immersion in a foreign culture has important implications for higher education and that study abroad experiences help to produce better informed citizens. SUNY Geneseo currently administers programs in 22 countries, including dual degree programs at Hacettepe University in Ankara, Turkey and the Universidad de las Americas Puebla in Mexico. Geneseo students may also study overseas through any SUNY institution. SUNY students can participate in a variety of programs based in over 65 countries in every continent of the world.

The Office of International Programs in Erwin 106 assists students who are interested in short-term, semester or year-long study abroad programs. In addition, interested students are encouraged to consult with their academic advisors and with the Office of Financial Aid. (For further information see *studyabroad.geneseo.edu*.)

## Dual-Degree Programs

Dual-Degrees are specially tailored programs that afford the opportunity to pursue a college education at SUNY Geneseo and another university abroad simultaneously. In doing so, students would satisfy degree requirements and receive diplomas from both Universities. Among the dual-degrees currently offered are: B.A. in Economics (with Hacettepe University, Ankara, Turkey); B.A. in International Relations (with Universidad de las Americas in Puebla, Mexico); B.A. in Cross-Cultural Communication (with Moscow State University). For more information, please visit the website at: *dualdegree.geneseo.edu*

## Leaves of Absence

Students may take Leaves of Absence from their studies for up to two semesters and retain the right to enroll at the College at the end of the Leave without applying for readmission. Students are eligible to take a Leave of Absence from the College if they have a grade point average of at least 2.0 and if they have no outstanding obligations to the College. Application forms for Leaves are obtained and filed in the Office of the Associate Vice President for Enrollment Services, Erwin 221; forms are also on-line at *dean.geneseo.edu*.

Leaves are usually effective as of the beginning of the semester following the one when the application is filed. If students wish to take a Leave during a semester in progress, an application must be filed before the course withdrawal deadline (approximately two-thirds of the way through the semester) to receive course grades of "W." In most cases, leaving the College after the withdrawal deadline results in grades of "E" in all courses.

Students who leave campus to study abroad or at another college may have to take a Leave of Absence, depending on the type of program in which they enroll. (See "Studying at Other Colleges.")

Students on Leave of Absence who fail to return or to fulfill their obligations to the College will have their status changed from Leave of Absence to Administrative Withdrawal. (See below.)

## Withdrawing from the College

Students who wish to leave the College permanently must formally withdraw. Students who are not eligible for a Leave of Absence or who wish to be absent for longer than two semesters must withdraw from the College and apply for subsequent readmission. To withdraw, students file an application in the Office of the Associate Vice President for Enrollment Services, Erwin 221B, and demonstrate that all financial and other obligations to the College have been cleared.

Students who wish to withdraw from the College at the end of a semester must file the appropriate form prior to leaving campus. The deadline for withdrawal from the College during a semester in progress is the published deadline for course withdrawals (approximately two-thirds of the way through the semester) to receive course grades of "W." Students in academic difficulty who process withdrawal requests after the deadline can still be academically dismissed; a dismissal takes precedence over a withdrawal.

## Academic Standards, Dismissal, and Probation

### Academic Standards

All students are expected to maintain satisfactory levels of academic achievement (at least a 2.0 cumulative grade point average and appropriate levels of credits completed satisfactorily in each semester) throughout their tenure at Geneseo and to make satisfactory progress

toward their degrees. Note that some departments and programs require higher grade point averages for admission to, and/or progress in, the major. The Office of the Dean of Curriculum and Academic Services monitors students' progress at the end of each fall and spring semester.

The College recognizes that some students will need assistance in making the adjustment to the demands of college work. The College's academic standards regulations provide short-term, provisional requirements that are intended to help these students make satisfactory progress toward their degree.

Changes or revisions in Academic Standards are approved by the College Senate and distributed by the Office of the Dean of Curriculum and Academic Services. Academic Standards and other academic policies for students in the Access Opportunity Program are available from the Director of AOP.

### **Satisfactory Progress**

Satisfactory Progress is defined as: (1) the completion of a minimum of 11 semester hours of course work per semester (8 hours for freshmen and first-semester transfer students) with a passing grade, and (2) a minimum cumulative grade point average of 2.00.

### **Academic Probation**

Students are reviewed for academic probation at the end of each semester. Students will be placed on probation if they fail to complete a satisfactory number of hours in any given semester and/or their cumulative GPA falls below 2.00. These students will receive probation letters from the Dean of Curriculum and Academic Services. The letter will also recommend that the student take such actions as seeking advisement or counseling and reviewing work schedules. Students placed on academic probation will be required to receive advisement before registration. Students on probation must make satisfactory progress in their next semester or they will be dismissed (i.e., two consecutive probationary semesters will subject students to dismissal proceedings). Unless otherwise stipulated by the Academic Standards Committee or otherwise noted in this Bulletin, students on probation are not precluded from participation in college-sponsored co-curricular activities.

### **Academic Dismissal**

Students are reviewed for academic dismissal at the end of each semester. Students will be dismissed after two consecutive semesters on probation. Dismissed students are no longer eligible to continue at the College and will be denied further registration. Notification of dismissal is sent by mail and email to the student's address on record with the College, at the end of the semester in question. Each student is responsible for informing the College through the Office of Records and Scheduling of updates and changes to his/her address.

### **Academic Resignation**

Students who are subject to academic dismissal and are so notified by the Office of the Dean of Curriculum and Academic Services may elect to resign from the College in advance of an appeal. Students choosing this option will waive their right to appeal their academic standing and/or any course grade not already under appeal by the end of the semester in which they become subject to academic dismissal. Upon resignation, the College will remove all indication of academic dismissal or academic dismissal pending from its transcript records. Any resigned student who later seeks readmission to Geneseo will be subject to all regulations applied to dismissed students who seek readmission (see "Readmission after Dismissal or Resignation" below). Complete information on the process for dismissal, appeal, and resignation is available from the Office of the Dean of Curriculum and Academic Services, Erwin 106.

Students who choose neither to resign nor appeal their dismissals, students whose appeals are denied, and students who fail to meet specified conditions for reinstatement following appeals that are granted are formally dismissed from the College. Such students should meet with staff in the Office of the Dean of Curriculum and Academic Services and must complete a specified exit procedure; failure to do so could result in their being refused

readmission and denied copies of transcripts. All questions concerning exit procedures may be addressed to the Student and Campus Life Office, Erwin 221.

## Minimum Grade Point Requirements

Any student with a GPA below 2.00 shall be on Academic Probation.

### Notes:

- Students placed on probation may be restricted from selected academic opportunities requiring a cumulative GPA above 2.0, such as Internships, Overseas Study, and honors opportunities. Please consult the Office of the Dean of Curriculum and Academic Services for details.
- The College defines a “full-time” load as twelve credit hours registered and paid for. The “satisfactory progress” load of eleven semester hours is not the same as a “full-time” load.
- Students receiving financial aid should consult the Financial Aid Office, Erwin 107, concerning eligibility to receive or retain financial aid.

## Appeals of Dismissals

Students wishing to appeal their dismissal at the end of the academic semester must submit a written statement to the Dean of Curriculum and Academic Services. The letter should detail the specific reasons and/or circumstances that warrant the appeal. The appeal letter must be postmarked no later than 10 calendar days after the date on the dismissal letter. The Academic Standards Committee reviews the written appeal and the entire record of the student. The Academic Standards Committee has the authority to uphold the dismissal, repeal the dismissal with conditions, or repeal the dismissal. Conditions of reinstatement set by an Academic Standards Committee may limit the number of appeals, set target grade point averages, or place other conditions on a student that otherwise supersede general guidelines for academic standards.

## Degree Time Limitation

Students enrolled in a baccalaureate program at the College who fail to maintain continuous enrollment in at least one course each semester are administratively withdrawn from the College unless they have been granted a Leave of Absence in advance. Such students must be readmitted to the college before they will be permitted to resume their studies.

If the standards of admission in effect at the time of application for readmission are met, a student may be admitted to a degree program current at the time of readmission. The Dean of Curriculum and Academic Services, in consultation with appropriate department chairs, will determine which courses completed prior to withdrawal will be applied to degree programs elected following readmission.

## Readmission after Dismissal or Resignation

Students who have been academically dismissed or who resign may not apply for readmission until at least two criteria have been met. First, at least one year must have elapsed since the time of academic dismissal. Second, students are expected to complete successfully a minimum of one full-time semester at another accredited college, or a comparable experience (as determined by the Dean of Curriculum and Academic Services). Students are required to submit an application for readmission, transcripts from any colleges attended, and, in addition, should provide a brief written statement detailing the reasons for returning to Geneseo. Readmission to the College *does not* automatically readmit students to majors or programs which have separate admission standards (the School of Business, the School of Education).

Using the procedures described above, an Academic Standards Committee reviews the records of dismissed students and those who resigned in previous semesters and wish

to be readmitted to the College. The Committee has the authority to recommend or deny readmission and to specify conditions for readmitted students.

Readmitted students should be aware that their previous Geneseo academic record remains as a part of their Geneseo cumulative average and is considered in academic reviews conducted in subsequent semesters. They should also be aware that the Geneseo cumulative average is not altered by grades earned at other institutions. For further information, see the section on "Readmission."

## **Semester Honors Dean's List**

Students will be named to the Dean's List for a fall or spring semester if they meet all of the following criteria during the given semester:

- they have carried 12 or more hours in courses earning quality points;
- they have received no final grades of D, E, U, or F;
- they have no Incomplete in any course; and
- they have attained a semester's grade point average of 3.50 or above.

Dean's Lists are not calculated for Summer Sessions. Students who receive this scholastic honor are notified by letter by the Dean of Curriculum and Academic Services.

## **President's List**

Students who meet all of the qualifications for Dean's List but whose semester grade point average is 4.00 will be named to the President's List as well as the Dean's List. These students will be commended in a letter from the President of the College.

## **Degree Honors**

Criteria for degree honors (*summa cum laude*, *magna cum laude*, and *cum laude*) are discussed under the "Graduation" section of this Bulletin.

## **Credit Toward a Degree**

### **Unit of Credit**

The semester hour of instruction is the unit of credit in courses. One semester hour requires approximately one hour of class work and two hours of outside preparation, or the equivalent in independent study, each week during a semester. The distribution of that time between class activities (such as lecture, recitation, laboratory, field trip) and outside preparation varies from course to course. Generally, a three-semester-hour course requires three hours of classroom activity and six hours of out-of-class preparation per week. Thus, a normal 15-semester-hour load requires approximately 45 hours per week of the typical student's time.

### **Classification of Students**

Students are classified as follows:

First Years	Fewer than 30 cumulative semester hours
Sophomore	At least 30 but fewer than 60 cumulative semester hours
Junior	At least 60 but fewer than 90 cumulative semester hours
Senior	90 or more cumulative semester hours

Classification lists are prepared in the Office of the Registrar.

### **Academic Load**

Undergraduates should not exceed the maximum hours specified in the following table. Exceptions must be approved by the Dean of Curriculum and Academic Services.

Cumulative Grade Point Average	Recommended Hours Per Semester	Maximum Hours Carried Per Semester
New Students (first years and transfers)	15-16	16
0.00 - 1.99	12-13	16
2.00 - 2.29	15-16	16
2.30 - 4.00	15-16	19

OTE: Please refer to the Master Schedule of classes each semester for further information about academic load limitations.

### Full-Time Load

A full-time load is defined as a minimum of 12 semester hours for which the student has registered and paid-in-full.

### External Credit

Students may apply toward their degree requirements a maximum of 30 semester hours earned through completion of the Advanced Placement Program, the International Baccalaureate Program, and/or New York State and national college proficiency examination programs. This credit must be approved through the Office of the Dean of Curriculum and Academic Services.

### Grades

Final grades are recorded as A, A- (excellent); B+, B, B- (very good); C+, C (satisfactory); C- (minimal competence); D (marginal); E (failure); F (failure in courses elected under the pass-fail option which are not completed successfully); P (pass in courses elected under the pass-fail option which are completed successfully); P is equivalent to a grade of C- or higher); S (satisfactory is equivalent to a grade of C- or higher); U (unsatisfactory); and W (withdrawn).

Students receive W grades in the following situations: disciplinary action resulting in dismissal, involuntary withdrawal, administrative release, and voluntary withdrawal prior to the published deadline. Voluntary withdrawals (e.g., a cessation of attendance and coursework) after the published deadline result in E grades, unless a request for special consideration is approved by the Dean of Students and the Dean of Curriculum and Academic Services.

### Grade Point Average

The grade point average defines the level of scholarship achieved by a student. It is used in determining scholastic standing and in establishing eligibility for honors.

The average is computed by dividing the "quality points" earned by "semester hours carried." "Carried hours" include all those for courses in which grades of A, A-, B+, B, B-, C+, C, C-, D, or E are received. Quality points are awarded as follows for each of these assigned final grades:

Final Grade	Quality Points per Semester Hour of Credit
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	1.0
E	0.0

No other grades received at the College (e.g., P or S) earn quality points. Grades in courses taken at other schools and accepted in transfer do not earn quality points at Geneseo.

At the end of each semester two grade point averages are computed: one for the “Current Semester” (which reflects the results only of courses carried in the semester just completed) and the other for the “Cumulative Record” (which reflects the results of all courses carried to date at the College). Grade point averages calculated for students with “Incomplete” designations on their records are not official; the official computation is done when final grades have replaced any “I” and have been recorded.

Determination of a *sample* grade point average for a semester follows:

Dept. and No.	Course	Semester Hours	Grade	Quality Points
Thea 100	F/Intro. to the Theater	3	C	6
Comn 102	Princ. of Public Speaking	3	A-	11.1
Hist 150	S/History of the U.S. I	3	B+	9.9
GSci 111	N/Geological Sciences I	4	C	8
Psyc 100	General Psychology	3	D	3
Total		16		38.0 = GPA 2.37

The grade point average in the example above equals 38.0 (quality points) divided by 16 (semester hours carried) = 2.37, which indicates a level of scholarship above a C (2.0) for the semester. (*Note: Grade point averages are calculated to two decimal places, with no rounding up from a third decimal place.*)

All students are expected to maintain cumulative grade point averages of 2.0 (C) or better. These averages are determined by dividing total quality points earned by total graded hours carried to date. *Note that individual majors/programs may require higher than a 2.0 for admission to, or continuance in, the major.*

## Pass-Fail Option

During the course of their undergraduate programs, students may elect a pass-fail option for no more than a total of four courses, with a maximum of one course of five or fewer credit hours per semester. Only sophomores, juniors, and seniors with cumulative grade point averages of 2.0 or better qualify for this option.

Courses taken Pass/Fail cannot be used to meet major, minor, concentration, or General Education requirements.

Students may choose the pass-fail option from the first day of the semester until the posted deadline listed in the Master Schedule approximately three weeks into the semester. Students must complete and submit the appropriate form to the Registrar’s Office in Erwin 102. Students who elect the pass-fail option must do all of the regular work of the course.

To receive a grade of P, a minimum grade of C- must be earned in the course. D and E grades are translated as F’s. The final grades of P (pass) and F (fail) do not earn quality points, and thus are not computed in determining grade point averages. Students should note that they must carry 12 or more hours in courses earning quality points in order to be eligible for semester honors.

## Repeat Course Policy

### General Policies

Although there are restrictions on repeating certain courses, generally, students may choose to repeat courses in which they have earned grades of D, E, F, U, or W. Courses in which students earned grades of P, S, C- or higher, may not be repeated. The repeat course option is subject to course availability. Credit hours for a repeated D course will be counted only

once toward graduation. Students who wish to repeat a course assume responsibility for knowing what, if any, repeat restrictions apply to any particular course. Restrictions are noted in individual course descriptions in the Undergraduate Bulletin. Invalid or improper enrollments may result in loss of registration, grades, and/or credits.

If a student violates the Repeat Course Policies by enrolling in a course that he or she is not eligible to repeat, the student may be administratively withdrawn from the course. Students may not use the Pass/Fail option for repeating courses in which grades of D or E were earned.

Financial Aid Notice: Students receiving aid should consult the Financial Aid Office before repeating a course. Repeated courses may have an impact upon financial aid eligibility.

### **Minimum Competence**

Students must repeat courses in their majors in which they received a grade of D or E if those courses are designated as “minimum competence requirements” by the major department. Minimum competence in those courses is demonstrated by earning at least a C- grade. Students may not enroll in any subsequent courses having any minimum competence requirements as prerequisites unless the minimum grade of C- has been earned in the prerequisites or unless special permission is granted by the chair of the department.

Students who receive special permission to take a subsequent course and who earn a final grade of C or better in that course will not be required to repeat the minimum competence prerequisite course(s) in which a grade of D was earned. Consult the individual department program descriptions in the Undergraduate Bulletin for the list of courses identified as requiring “minimum competence” in each major.

*Note* that a C- grade may not be sufficient to meet the College standards of 2.0, or the higher grade point averages required by the School of Business, the School of Education and Communicative Disorders and Sciences.

### **Grade Calculations in Repeated Courses**

Repeated courses will be reported as follows: a) the original and the repeat grade(s) appear on the transcript; b) only the higher (or highest) grade is included in the calculation of the cumulative grade point average. When a student earns the same grade in a repeated course a) the grade is calculated once in the cumulative grade point average and b) the credits and quality points are applied to the most recent term or semester in which the grade was earned.

### **SP Grades**

SP (Satisfactory Progress) is used to report the status of students enrolled in some “Directed Study” projects and research courses whose work extends beyond one semester. When the work is completed, the SP is converted to the regular final grade assigned by the instructor. Semester hours for such courses are not computed in determining cumulative grade point averages until the final letter grade has been recorded.

### **Incompletes**

A temporary grade of “I” (incomplete) may be awarded when a student has been unable to complete a course due to circumstances beyond his or her control. Instructors determine whether an “I” grade is appropriate and work out a plan for completion of required work with the student. A grade of “I” must be converted to a letter grade within six weeks of the start of the semester following the semester in which the “I” was awarded. If the “I” is not converted to a letter grade within six weeks of the following semester, it will be converted to an “E.” An extension of the six-week period is permissible, if the supervising faculty member agrees. The faculty member must contact the Registrar’s Office to request the extension and indicate the new deadline for completion.



Students with "I" grades are not eligible for the Dean's List during the semester in which the "I" was awarded. Students with financial aid awards should contact the Financial Aid Office prior to requesting any extension of the "I" grade.

### **Reviews (Appeals) of Grades**

Questions regarding grades earned in courses should be directed to the instructors of the courses. If questions remain after discussion with instructors, department chairs should be consulted. If the matter cannot be resolved by the department, the student should consult the complete Review process available in the Office of the Dean of Curriculum and Academic Services (Erwin 106) and on-line at [dean.geneseo.edu](http://dean.geneseo.edu).

Students may request a review of a grade up to the end of the fourth week of the semester following the term in which the grade was received. A complete explanation of the grade review procedure is available from the Office of the Dean of Curriculum and Academic Services, Erwin 106. A review shall be completed by the end of the eleventh week of the term in which the review was initiated.

### **Grade Reports**

Students are encouraged to consult their instructors for information about their academic progress. At the midpoint of the fall and spring semesters, instructors report the academic achievement of first year students and first-semester transfers to the Registrar's Office. These students receive a "Mid-Semester Grade Report" (on the web) and are advised to review their status with their academic advisors. This grade information is also distributed to advisors. The Dean sends a warning letter, expressing concern and offering suggestions, to any first year student or first-semester transfer student earning a grade of less than "C" in any course.

Final grade reports are available on Knight Web to students who do not have financial obligation to the College approximately one week after the fall, spring, or summer session.

### **Multiple Majors**

Students may choose to complete a second or additional majors. At least 24 hours of a second or additional major must be distinct (i.e., not applied toward any other major of record). Students may use required related courses outside of their major department to satisfy the requirements of a second major. Students may use courses in second and additional major departments to satisfy the general education requirements in fine arts, critical reasoning, natural science, and social science. Permission is required from a department or school offering two or more majors in order for a student to have a second or additional majors within the same department or school. Students completing two majors must satisfy the writing requirement of their first major.

Completion of the requirements of up to two majors is indicated on commencement programs and on students' transcripts.

### **Classroom Policies**

#### **Attendance**

Students are expected to attend all classes. Furthermore, the College recognizes that students hold primary and ultimate responsibility for their academic performance and accomplishment. Students are expected to recognize the importance of regular class attendance and to complete satisfactorily all requirements of all courses in which they are registered.

Student attendance in classes on religious holidays is governed by New York State Education Law, and students who do not attend classes on certain days because of religious beliefs should refer to the policy on page 44 of this bulletin.

#### **Syllabus**

During the first week of each semester members of the teaching faculty are required to

prepare for each course an outline or syllabus as either a paper copy or an electronic version. Students who request a paper copy of the syllabus will be provided with one by the instructor. The following information, subject to reasonable changes as circumstances require, must be provided in the syllabus:

1. an outline of the sequence of the course and the topics to be covered in the course;
2. a reading list, texts, and/or materials required;
3. grading procedures;
4. test dates including date and time of the final examination;
5. schedules for assignments, experiments, and projects;
6. descriptions and due dates of papers the student will write for the course.

### **Absence from Class Due to Illness or Emergency**

Students should notify the Dean of Students Office as soon as possible (College Union, 245-5706) if, by virtue of illness or personal emergency:

- they will be delayed from returning to school at the start of a semester;
- they will be absent from class for an extended period of time during a semester;
- they will be unable to take final exams and/or otherwise prevented from completing the semester.

The Dean of Students attempts to facilitate communication between students and their faculty when students must be absent from classes for extended periods. Notices sent to faculty provide reasons for absences given by the students, parents, or perhaps a friend. The Dean does not routinely verify the information provided in these notices, and faculty may require later documentation of the medical problem, emergency, or unusual situation which prevented the student's attendance.

In notifying faculty of student absences, the Dean employs the following procedures:

- A. The Dean of Students after being informed of the problem will send notice of absence to instructors when a student has been absent for at least one week and has not been able to contact faculty due to reasons beyond the student's control.
- B. The Dean of Students will notify faculty of emergencies (usually medical) which prevent a student from attending classes at the beginning of a semester or participating in final examinations at the end of a semester. Students in the latter situation may receive Incomplete grades at the discretion of the instructor.
- C. Faculty should state their positions on student absences from class in the course outlines provided to students at the beginning of each semester. As noted above, faculty may wish to receive verification from the student of the reasons for a student's absence. The faculty member is responsible for deciding what absences are legitimate.
- D. For all illness or emergencies, whether for brief or extended periods of time, students should contact faculty directly, particularly if they will be likely to miss exams or major assignments. At their discretion faculty may request documentation of excuses for missing assignments and may use the documentation (or lack thereof) in determining whether to make accommodations on students' behalf. Such documentation may consist of a statement from a doctor or other health care professional, a report from the College's Health and Counseling Center, an obituary notice, etc.

### **Policies Governing Student Attendance in Classes on Religious Holidays** **Section 224-a of the Education Law (of New York State) reads as follows:**

Students unable because of religious beliefs to 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

belief, to attend classes or to participate in any examination, study, or work requirements 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 or her religious beliefs, an equivalent opportunity to 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 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 shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements 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 or her availing himself or herself of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials 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 or her rights under this section.
7. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
8. As used in this section, the term "institution of higher education" shall mean schools under the control of the board of trustees of the State University of New York or of the board of higher education of the city of New York or any community college.

### **Cancellation of Classes for Extraordinary Weather Conditions**

It is College policy to continue as much as possible normal hours of operation and maintain a regular work and class schedule for faculty, staff members and students during periods of severe weather. The following media sources are official notification sources during severe weather conditions:

1. **Radio Stations:** (Avon) WYSL, 1040 AM; (Buffalo) WGR, 97FM; WEDG, 103.3 FM; WHTT, 104FM; (Dansville) WDNY, 1400 AM; (Geneseo Campus) WGSU, 89.3 FM; (Rochester) WHAM, 1180 AM; WPXY 97.9 FM; WVOR 100.5 FM; (Warsaw) WCJW 1140 AM
2. **Television Station:** Rochester: WHAM, Channel 13
3. The College has also established a hotline that will provide a recorded message of class cancellations and essential services staffing at 245-6666.
4. Messages regarding class cancellations will also be placed on the all-staff and all-student listserv e-mail accounts.

It is understood that all College faculty, staff and students will be afforded the opportunity to make their own decisions about reporting to work or classes with due consideration for travel safety.

## **Graduation**

### **Pre-Graduation Check**

During the second semester of the junior year, each student is expected to complete, with her or his advisor, a pre-graduation check. The purpose of the audit is to ensure that students understand precisely what they must do to fulfill all remaining graduation requirements. Completed forms, signed by students, advisors and department chairs, are filed in the Graduation Records Office, Erwin 102G. Unofficial on-line degree audits (WebCAPP) are available to students and their advisors through Knightweb. *Note:* Any student who changes a major

after reaching 75 credit hours should contact the Graduation Records Office.

## Application for Graduation

Candidates for degrees must apply for graduation by completing a Graduation Application form in the Office of the Registrar in Erwin 102, by deadlines posted on the Academic Calendar during the semester prior to their anticipated date of graduation. Students qualify for participation in May commencement if they have completed their degree requirements in December of the previous year, by May of the current year, or if they have 16 semester hours or fewer to complete before the following December. Failure to complete a Graduation Application form by posted deadlines may delay their graduation.

Candidates for teaching certification must complete the NYSED online application and submit that application information, along with a \$10.00 processing fee, to the Office of the Registrar. It is recommended that this be completed by the middle of candidates' last semester. Information and instructions should be accessed from the "Advisement" link at <<http://dean.geneseo.edu>>.

Diplomas are mailed approximately 90 days after completion of requirements.

## Conferral of Degree

Upon the recommendation of the faculty of the College, the Board of Trustees of the State University confers baccalaureate degrees upon students who have fulfilled all graduation requirements. In addition, in order to be eligible for degree conferral, students must have satisfied all financial obligations to the College.

## Degree Honors

Graduating students earn degree honor designations by meeting the following criteria:

1. Completion at the College of a minimum of 45 semester hours in courses in which quality points are earned;
2. Attainment of cumulative grade point averages as indicated below:

<u>For students graduating before May 2012:</u>		<u>For students graduating in May 2012 or later:</u>	
Degree Honor Designation	Grade Point Average Range	Degree Honor Designation	Grade Point Average Range
Summa Cum Laude	3.80 - 4.00	Summa Cum Laude	3.80 - 4.00
Magna Cum Laude	3.65 - 3.79	Magna Cum Laude	3.65 - 3.79
Cum Laude	3.45 - 3.64	Cum Laude	3.50 - 3.64

Degree honor designations will appear on students' transcripts and diplomas.

Note: For students graduating in May 2012 or later, the minimum grade point average for Cum Laude will be 3.50 regardless of the term they entered Geneseo.

## Transcripts

A transcript reflects the results of all courses in which the student was registered at the College, notes transfer courses for which credit has been granted, and indicates, if applicable, the date of graduation and the degree conferred or the date of withdrawal, resignation, or dismissal.

Students may authorize the Office of the Registrar to send official transcripts of their permanent records to persons and organizations they designate. All such requests must be in writing and must be signed. Requests may be made in person, mailed or faxed (585)245-5530) to the Office of the Registrar, Erwin 102, or be made on-line through KnightWeb (see Office of the Registrar link at [go.geneseo.edu/registrar](http://go.geneseo.edu/registrar)).

Transcript request require payment in advance of \$5.00 per official transcript sent off campus or presented to students. If the request is faxed, payment must be made through one of the

following credit cards: Visa, Master Card, or Discover. Please include the account number and expiration date with the request. Requests for transcripts are honored only for students who have no outstanding financial obligations to the College and who are not delinquent in repayment of student loans. Every graduating student will receive one free transcript with their diploma upon graduation.

Unofficial transcripts are issued to the student in person at the Office of the Registrar with a fee of \$1.00 per transcript. Students may also print unofficial transcripts from KnightWeb. Unofficial transcripts that are mailed cost \$5.00 per transcript. (Fees stated are subject to change; please consult the Office of the Registrar, Erwin 102 [(585)245-5566] or [go.geneseo.edu/registrar](http://go.geneseo.edu/registrar) for current information).

## **Commencement**

The commencement ceremony for degree candidates is held in May. The convocation activities include announcement of the conferral of degrees and presentation of various College awards. Students qualify for participation in May commencement if they have completed their degree requirements in December of the previous year, by May of the current year, or if they have 16 semester hours or fewer to complete by the following December. (see [commencement.geneseo.edu](http://commencement.geneseo.edu) for current information).

## **Summer Sessions**

Summer sessions offer both undergraduate and graduate level courses across sessions of from three to six weeks each for undergraduates; graduate classes are in four-week units. The Office of Summer Sessions, Erwin 106, publishes detailed information about courses and summer session dates on the following web site: [summer.geneseo.edu](http://summer.geneseo.edu).

Undergraduate students who attend the College during the regular academic year need only to complete the registration procedure during the fall. Those who are enrolled at another institution of higher education may apply to attend summer sessions as non-matriculated. These students should secure permission from their home institutions to transfer credit. Non-matriculated students must submit a completed application for Non-Matriculated Status form with their registration; necessary forms are included in the Summer Sessions web site ([summer.geneseo.edu](http://summer.geneseo.edu)).

Summer Session tuition and fees are not covered by regular fall and spring semester tuition and fee payments. Students enrolled in these sessions pay additional per-credit tuition and fees for their courses. Students on financial aid for fall and spring semesters should consult the Financial Aid Office regarding applicability of financial aid awards to Summer Sessions.

Students desiring either degree or non-degree graduate status must be admitted prior to registration for courses during summer sessions. Students desiring non-matriculated graduate status may be admitted up to and including the last day to register for a session as outlined in the Summer Sessions website. A non-matriculated student is limited to an overall maximum of six graduate semester hours of credit. To register with non-matriculated status, graduate students must submit a completed Graduate Application for Non-Matriculated Status form with their registration. All prospective graduate students should direct inquiries regarding appropriate forms and procedures to the Office of Graduate Studies, Erwin 106 (245-5855) or refer to the on-line information at [dean.geneseo.edu](http://dean.geneseo.edu).

## **Further Information and Assistance**

Questions regarding academic policies of the College should be directed to the Office of the Dean of Curriculum and Academic Services, Erwin 106 (245-5541). Inquiries about graduate courses and programs may be directed to the Office of Graduate Studies, Erwin 106 (245-5855). Students are encouraged to check the Dean's website for information about both undergraduate and graduate academic policies and procedures ([dean.geneseo.edu](http://dean.geneseo.edu)).

## Baccalaureate Degree Programs

Students matriculated at Geneseo who satisfy all graduation requirements and requirements of their academic majors are eligible for a Bachelor of Arts degree, Bachelor of Science degree, or Bachelor of Science in Education degree. Each degree program has a HEGIS code which indicates how the program is listed on the Inventory of Registered Degree and Certificate Programs maintained by the New York State Education Department. All major programs at Geneseo are registered; thus, students may pursue any Geneseo major without jeopardizing eligibility for student aid awards.

The following inventory (see next page) lists the College's academic majors, majors for which teaching and/or other certification is available, other program titles, degrees awarded, and the corresponding HEGIS code.

Academic Major	HEGIS Code	Degree	7-12 Certification Title
Accounting	0502	BS	
American Studies	0313	BA	
Anthropology	2202	BA	2201.01 Social Studies
Applied Physics	1902	BS	
Art History	1003	BA	
Art Studio	1002	BA	
Biochemistry	0414	BS	
Biophysics	0415	BS	
Biology	0401	BA/BS	0401.01 Biology and General Science
Black Studies	2211	BA	
Business Admin.	0506	BS	
Chemistry	1905	BA	1905.01 Chemistry and General Science
	1905	BS*	1905.01 Chemistry and General Science
Communication	0601	BA	
Communicative Dis. & Sciences	1220	BS	
Comparative Literature	1503	BA	
Computer Science	0701	BA	
Economics	2204	BA	2201.01 Social Studies
Education:			
Childhood	0823	BSED	
Early Childhood/ Childhood	0802	BSED	
Childhd/Special	0808	BSED	
English	1501	BA	1501.01
French	1102	BA	1102.01
Geochemistry	1915	BA	
Geography	2206	BA	2201.01 Social Studies
Geological Sciences	1914	BA	1917.01 Earth Science and General Science
Geophysics	1916	BA	
History	2205	BA	2201.01 Social Studies
International Relations	2210	BA	
Mathematics	1701	BA	1701.01
Music	1005	BA	
Musical Theatre	1004	BA	
Philosophy	1509	BA	

Physics	1902	BA	1902.01 Physics and General Science
Political Science	2207	BA	2201.01 Social Studies
Psychology	2001	BA	2201.01 Social Studies
Sociology	2208	BA	2201.01 Social Studies
Spanish	1105	BA	1105.01
Speech & Hearing Handicapped	0815	BS	0815 (Speech/Lng Dis Prek-12 Certification)
Theatre	1007	BA	
Theatre & English	1099	BA	1501.01***

\*BS program certified by American Chemical Society

\*\*Certification available in English

## Requirements for Baccalaureate Degree Programs

Students must meet the following requirements to earn a baccalaureate degree from the College at Geneseo.

1. Earn a minimum of 120 semester hours. A maximum of 60 credits can be transferred from two-year institutions, and a maximum of 90 credits are transferable from a four-year institution. In addition, a maximum of 10 semester hours in health and physical education courses (with no more than four semester hours in activity courses), a maximum of 8 combined hours in MUSC 160 and 165, a maximum of 8 hours in ROTC credit, and a maximum of 15 hours in internships can be included within the 120 hours required for the degree.
2. Attain at least a 2.00 cumulative grade point average at Geneseo.
3. Achieve at least a 2.00 cumulative average in all courses in their major department applied toward completion of the major, and at least a 2.00 cumulative average in required related courses (i.e., any courses required by the major department which are outside its own academic discipline). (In addition, students seeking recommendation from the College for New York State initial certification must achieve a cumulative grade point average of at least 2.5.) *Note that some majors require a cumulative average higher than a 2.0 to continue in their programs (see Communicative Disorders and Sciences, School of Business and School of Education).*
4. Complete satisfactorily all courses required for the major (as specified by the descriptions of majors, minors, and courses in "Academic Programs").
5. Complete successfully the department writing requirement in the major (or first major, for students with multiple majors). Consult individual department offices for details.
6. Complete satisfactorily the requirements of the General Education Curriculum. Approved courses in each of the General Education areas are described on the following website: [gened.geneseo.edu](http://gened.geneseo.edu)
7. Complete satisfactorily at least 45 semester hours of their credit toward graduation in courses at or above the 200-level.
8. Offer toward graduation a minimum number of semester hours outside the major department or outside professional preparation areas, as indicated below:

Art (Art Studio, Art History)	60 hours outside major department
Languages and Literatures	60 hours outside major department
Music	60 hours outside major department
Theater	69 hours outside Theater; 60 hours outside Theater and Dance combined
School of Business	60 hours outside School of Business
School of Education	60 hours outside School of Education
Communicative Disorders & Sciences	60 hours outside major department

ALL OTHER MAJORS	69 hours outside major department; interdisciplinary majors vary and students should consult with the Dean of Curriculum and Academic Services
------------------	--

9. Complete a minimum of 30 semester hours, including the last 12 semester hours, in residence at Geneseo. Credit earned in Geneseo summer sessions or in on-campus evening courses counts as residence credit.
10. File a Graduation Application form with the Office of the Registrar, Erwin 102 no later than deadlines posted on the Academic Calendar.

## The College Curriculum

### Principles and Goals of a Geneseo Undergraduate Education

*The Principles and Goals of a Geneseo Undergraduate Education* sets forth the College Community's vision for the best education Geneseo can provide. The document reflects goals and precepts embraced in the current curriculum as well as those to which the College aspires.

*Geneseo students should develop enduring habits of intellectual inquiry. They should experience the joys of discovery for its own sake and the self-development that comes from continuing intellectual curiosity.*

*They should develop a sense of intellectual complexity that reflects the complexity of the world. In order to flourish in such a world, students must master theories, methodologies and content in various disciplines and demonstrate the ability to apply this knowledge in both disciplinary and interdisciplinary contexts.*

*As part of their discovery, they should acquire an understanding of the diversity and commonality of human cultures, both others and their own, along with knowledge of how these cultures developed. They should also acquire an understanding of the complexity and unity of the natural world.*

*They should recognize and appreciate the aesthetic dimension of the world, especially the arts, and understand how it enriches their lives.*

*Recognizing the responsibilities that knowledge entails, they should be prepared to participate ethically and intelligently as informed citizens of the communities in which they live and work.*

## Program Outline

Requirements	Semester Hours
General Education Curriculum	32-50
Liberal Arts Major or Professional Program (In some majors, related requirements with different department prefixes may overlap with general education requirements; see details under departmental listings)	30 or more
Electives: selected under advisement (may include minors, second majors, certification programs, and free electives)	---
Total Degree Program	120 minimum

### General Education Curriculum

A liberal arts education requires a thoughtful combination of General Education courses, a major, and electives. These should be chosen to complement each other meaningfully.

All students must complete the General Education Curriculum. The curriculum consists of nine areas: Mathematics, Basic Communication, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, and Foreign Language.



## SUNY General Education Requirements:

Mathematics	R/	one course from R/ list	3-4
Basic Communication		INTD 105: Writing Seminar: (subtitle)	3
Natural Science I Lecture	N/ PREF 1	one course, first prefix from N/ list	2-3
Social Sciences I	S/ PREF 1	one course, first prefix, from S/ list	3
American History	U/	one course from U/ list	3
Other World Civilizations	M/	one course from the M/ list	3
Fine Arts I	F/ PREF 1	one course, first prefix, from F/ list	3

## Geneseo Breadth Requirements:

Natural Sciences I Lab	N/ PREF 1	companion course to N/ PREF 1 lec	1
Natural Sciences II Lec & Lab	N/ PREF 2	lec/lab, second prefix, from N/ list	3-4
Social Sciences II	S/ PREF 2	one course, second prefix, from S/ list	0-3
Fine Arts II	F/ PREF 2	one course, second prefix, from F/ list	0-3
Humanities I		HUMN 220: Western Humanities I	4
Humanities II		HUMN 221: Western Humanities II	4
Foreign Language	LANG 101	choose language from L/ list	0-3
	LANG 102	choose language from L/ list	0-3
	LANG 201	choose language from L/ list	0-3
			<b>TOTAL: 32-50</b>

### Notes:

1. The courses that students may apply to the General Education Curriculum are listed by area on the following website: [gened.geneseo.edu](http://gened.geneseo.edu)
2. Courses in the major prefix may not be used to fulfill N/, S/ or F/ areas.
3. The S/ PREF 2 and F/ PREF 2 may overlap with U/ and M/ requirements.
4. Courses from the Geneseo Breadth Requirements may be used to meet the 30-credit SUNY General Education requirement.

### 1. Mathematics

One three-credit or four-credit course designed to increase the student's understanding of complex mathematical and logical reasoning. Courses that fulfill this requirement have the designation R/ in their titles.

General Education courses in Mathematics emphasize logical reasoning conducted in a numeric or other symbolic language. Such courses will foster the student's ability to reason analytically, solve problems, apply theoretical concepts, and construct sound arguments; they may, in addition, enhance the student's ability to collect, analyze, interpret, and reason from quantitative data. Courses approved for the requirement emphasize the connection between methods of problem-solving (numerical, formulaic, algorithmic) and the logical and mathematical foundations that justify them.

### 2. Basic Communication:

One three-credit course emphasizing skill in analyzing texts, evaluating rational arguments, and writing well.

Basic Communication (INTD 105) emphasizes analytical writing and textual analysis. The skills involved in close reading require sensitivity to the subtleties of carefully constructed prose and the ability to recognize, construct, and assess arguments in written form. This requirement emphasizes both form and content in the written work; ideas should be expressed clearly, coherently, and grammatically, and reflect thinking that is critical and constructive. The focus of the course will be on significant complex works that come from a variety of disciplines. The course will be offered by members of different areas of the academic curriculum. This requirement must be met in the freshman year. (Students transferring to Geneseo from another college or university may petition the Dean of the

Curriculum and Academic Services for approval of equivalent or comparable coursework to meet this requirement.)

### **3. Natural Sciences:**

Two laboratory courses in the natural sciences which emphasize the scientific procedures employed in the development of the theoretical structure of science. See restrictions described below. Courses that fulfill this requirement have the designation N/ in their titles.

The General Education courses in Natural Sciences allow students to study factual information and the theoretical structure of the natural sciences and also engage them in the scientific process through which discoveries are made. Lectures emphasize fundamental concepts in the natural sciences while laboratory assignments address the techniques used to collect, analyze and interpret data. Given the powerful and constantly growing impact of science upon current society, these courses serve the important purpose of allowing all students to have a basic intellectual understanding of natural science and the scientific process.

### **4. Social Sciences:**

Two three-credit courses in the social sciences designed to increase the student's understanding of the human condition and of human institutions. Courses that fulfill this requirement have the designation S/ in their titles. See restrictions described below.

The General Education courses in Social Sciences are designed to deepen students' understanding and awareness of important aspects of human behavior and social organization, to increase students' understanding of the human condition and human institutions, and to introduce them to the different approaches and methods used by the various social science disciplines. These goals are pursued through theoretically and empirically based course work.

### **5. American History**

One three-credit course examining the distinct, overlapping, and shared histories of individuals and groups in the United States, with attention to the way identities and experiences relate to categories such as race, ethnicity, gender, class, sexual orientation, religion, and disability. Courses that fulfill this requirement have the designation U/ in their titles.

General education courses in American History place the varied experiences of individuals and groups—including the experience of inequality—within the context of a common narrative that encompasses not only social, political, economic, and legal structures at home but also the changing relationship between America and the rest of the world.

### **6. Other World Civilizations**

One three-credit course examining non-western ideas and traditions. Courses that fulfill this requirement have the designation M/ in their titles.

General Education courses in Other World Civilizations focus the student's attention on ideas, experiences and concepts existing outside the Western world. The wide variety of applicable courses from across the academic departments offers students numerous perspectives from which to investigate non-Western cultures and ideas. These areas include, but are not limited to, culture, music, history, philosophy, religion, social structures and politics. This requirement encourages in students the development of a well-rounded understanding of the various ideas, experiences and concepts in the world in which they exist and interact.

### **7. Fine Arts:**

Two three-credit courses in the fine arts designed to heighten aesthetic awareness. At least one course must approach the arts from a historical or theoretical perspective. (That is, both may not be studio or performance courses.) For one of the three-credit courses, students may substitute sustained participation (three semesters, totaling three credit hours) in one

of the following performance courses: MUSC 160, MUSC 165, DANC 265, THEA 260. See restrictions described below. Courses that fulfill this requirement have the designation F/ in their titles.

The General Education courses in Fine Arts are designed to enhance the capacity of students to respond sensitively, imaginatively, and intelligently to aesthetic events and art objects. This enhancement of aesthetic sensibility is accomplished through the study of theoretical and/or practical dimensions of the fine arts. Theoretical exploration seeks to develop students' skills in the perception, analysis, interpretation, and evaluation of existing artwork as produced by performing, visual, or cinematic artists. Practical exploration seeks to develop skills in the creation of new, or the performance of existing, artwork. Both avenues of study serve to develop an understanding of, and facility with, the specialized language and knowledge base of the fine arts as well as to guide students to an understanding of the fine arts and aesthetic response within an historical or theoretical framework.

### **8. Western Humanities:**

Two four-credit courses, in which all students must enroll, emphasizing the search for moral, social, and political alternatives and meaning as embodied in the institutions, culture, and literature of Western civilization.

The Western Humanities sequence focuses on the major moral and political questions that have been raised in the Western tradition, and serves as a defining component of the College's liberal Arts program. More specifically, students explore the humanistic tradition with an emphasis on the search for moral, social, and political alternatives and meaning as embodied in the institutions, culture, and literature of Western civilization. In addition to building students' factual and theoretical knowledge base of Western civilization through the use of reading taken primarily from the "great books" tradition, the Humanities courses are designed to extend student abilities in the areas of critical analysis and research skills.

### **9. Foreign Language**

College-level coursework or approved normed test that shows student proficiency through the first intermediate level (third college semester) of a foreign language. Courses that fulfill this requirement have the designation L/ in their titles.

General Education courses in Foreign Language help students achieve proficiency in speech and writing as well as familiarity with another culture. Not all students will require the same number of courses to achieve proficiency. The various options for demonstrating proficiency are:

- A. Four units of high school foreign language (i.e., completion of a high school language sequence through Level IV, one year beyond the Regents Examination for New York students) AND a score of 85 or above on the Regents Examination in that language.
- B. A score of 4 or 5 on the Advanced Placement Examination in a foreign language
- C. Placement above the 201 level on Geneseo's language placement examination (this examination may be taken at summer orientation or at the beginning of each semester).
- D. Completion of college-level work in a foreign language (at Geneseo or another institution) through the 201 (third college semester) level. For students seeking certification in education or speech and hearing handicapped, the language requirement may be met by three semesters of American Sign Language.

## **Restrictions in Fine Arts, Social Sciences, and Natural Sciences**

The following restrictions apply only to the Fine Arts, Social Science, and Natural Science areas of the General Education curriculum:

1. Students may not apply courses taken in their major departments toward these areas of the General Education curriculum. Double majors are prohibited only from applying courses in their first major of record.
2. In each of these areas, students must apply two courses with different departmental prefixes. (For example: SOCL and ANTH for Social Science.) Transfer students who, upon original matriculation at the College, have completed an associate's degree or have 53 or more semester hours accepted as transfer credit are exempt from this limitation if they have previously completed successfully two core-eligible courses with the same departmental prefix. In addition, students who apply three semesters of ensemble or practicum toward the Fine Arts requirement may complete the requirement using a theory or history course with the same departmental prefix. (For example: MUSC 123 and three semesters of MUSC 165.)
3. Students may not apply a particular course to more than one of these areas.
4. Students may not apply more than two courses with the same departmental prefix toward the three areas collectively.

# Scholarships and Awards

Please visit the Scholarship page on the Geneseo Foundation web site [go.geneseo.edu/scholarships](http://go.geneseo.edu/scholarships) for detailed information about the scholarships and awards listed in this section.

“Aspiring to Excellence” Endowed Scholarship  
Access Opportunity Program Community Service Prize  
Agnes Folts Klein Memorial Endowed Scholarship  
Alice Austin Memorial Endowed Scholarship  
Alice Hart Kneller ‘30 Endowed Scholarship  
Alpha Clonian Sorority Endowed Scholarship  
Alpha Kappa Phi Endowed Scholarship  
Alumni Senior Endowed Prize in Legal Studies  
Ambassador Apartments Endowed Scholarship  
Ambassador Apartments Endowed Scholarship in Accounting  
Ambassador Apartments Endowed Scholarship in Computer Science  
Ambassador Apartments Endowed Scholarship in International Relations  
Ambassador Apartments Endowed Scholarship in Journalism  
Ambassador Apartments World Citizen Endowed Scholarship  
Ambassador Apartments World Citizen Endowed Scholarship for International Students  
Amy Glauner Memorial Endowed Scholarship  
Anne Marie Parks Annual Scholarship  
AP Professionals Accounting Annual Scholarship  
Aron Weiss Memorial Annual Scholarship  
Arts in Science Annual Scholarship  
Bertha V.B. Lederer Endowed Scholarship in Dance  
Beta Gamma Sigma Annual Scholarship  
Bill and Stacey Edgar Endowed Scholarship  
BJ Keller Prize for Excellence in Journalism  
Bonnie C. Henzel Memorial Endowed Scholarship  
Bridget Murphy ‘01 Memorial Endowed Scholarship  
Business Advisory Council Merit Annual Scholarships  
Business Advisory Council/Gary A. Moore Internship Annual Scholarship  
Calvin Israel Prize in Humanities  
Campus Auxiliary Services Student Annual Scholarship  
Campus Media Leadership Endowed Scholarship  
Carol Kramer Endowed Scholarship for Excellence in Psychology  
Chamber of Commerce Annual Scholarship  
Charles and Marjorie VanArsdale Endowed Scholarship for International Studies  
Charles VanArsdale Endowed Scholarship  
Charlotte Diamond Baker Endowed Scholarship  
Cheryl Sabik ‘85 Memorial Annual Scholarship (SOTA)  
Christine De Pizan Prize for Women’s Studies  
Christine Pagano Stralitz ‘53 Memorial Endowed Scholarship  
Class of 1948 Annual Scholarship  
Class of 1958 Annual Scholarship  
Classes of 1973 and 1974 25th Reunion Annual Scholarship  
Communication Academic Achievement Prize  
Computer Science Student of the Year Prize  
Connie Campo Drew ‘58 Annual Scholarship  
Connie Johnston Memorial Endowed Scholarship  
Craig Knoche Philosophy Prize

Dan O'Brien Outstanding Philosophy Student Prize  
 Daniel A. Fink Endowed Scholarship  
 David Brown Memorial Annual Scholarship  
 Debra Bennett Griswold '75 Endowed Scholarship  
 DeMott & Smith Senior Accounting Annual Scholarship  
 Department of Communication Senior Merit Prize  
 Don Watt Memorial Annual Scholarship  
 Donald Michael Brown Science Endowed Scholarship  
 Donna Jean Csapo Memorial Endowed Scholarship  
 Dr. Amy Tolbert Annual Scholarship in Communication  
 Dr. Bill Edgar Tribute Endowed Scholarship  
 Dr. Charles Bailey Memorial Annual Service Scholarship  
 Dr. Charles Miskell Memorial Endowed Scholarship  
 Dr. Daniel T. Mullin Memorial Endowed Scholarship  
 Dr. Donald Innis Memorial Annual Minority Scholarship  
 Dr. Edward Janosik Endowed Leadership Prize  
 Dr. Francis and Katharine Moench Memorial Endowed Scholarship  
 Dr. Fred A. Bennett Memorial Endowed Scholarship  
 Dr. Gloria Mattera Public Service Endowed Memorial Scholarship  
 Dr. Gregor Lazarcik Endowed Scholarship  
 Dr. Gregor Lazarcik Prize - Accounting  
 Dr. Gregor Lazarcik Prize - Business Administration  
 Dr. Gregor Lazarcik Prize - Economics  
 Dr. H. James Birx Annual Scholarship  
 Dr. James Allan Endowed Prize  
 Dr. John Hoey Annual Scholarship  
 Dr. John T. Barrett Memorial Annual Scholarship  
 Dr. Julia A. Delehanty Memorial Endowed Scholarship  
 Dr. Katherine J. Beck Prize for Outstanding Senior History Major  
 Dr. Louise Kuhl and Margaret Frampton Memorial Endowed Scholarship  
 Dr. Lucien A. Potenza Memorial Annual Prize  
 Dr. Mark Diamond Memorial Annual Scholarship  
 Dr. Myrtle Merritt Endowed Scholarship  
 Dr. Myrtle Merritt Scholarship in Dance  
 Dr. Paul R. Neureiter Memorial Endowed Scholarship for Women Science Majors  
 Dr. Ramon Rocha Memorial Annual Scholarship  
 Dr. Rita K. Gollin Endowed Scholarship for Excellence in American Literature  
 Dr. Roland R. DeMarco '30 Memorial Annual Scholarship  
 Dr. Rose Alent Memorial Annual Scholarship  
 Dr. Spencer J. Roemer Memorial Endowed Scholarship  
 Dr. William and Mrs. Bela Small Memorial Endowed Scholarship  
 Dr. William E. Derby Tribute Endowed Scholarship  
 Ed Curry '96 Memorial Endowed Scholarship  
 Edgar Fellows Honors Annual Scholarship  
 Educational Opportunity Program Memorial Annual Scholarship  
 Edward P. Daniels Memorial Endowed Scholarship  
 Edward Pettinella '73 Senior Leadership Annual Scholarship  
 EFP Rotenberg Annual Scholarship  
 Einhorn, Yaffee, Prescott Endowed Scholarship for Excellence in the Performing Arts  
 Elaine Smith Pettinella '73 Annual Scholarship for Excellence  
 Eleanor Chamberlin Memorial Endowed Scholarship  
 Elizabeth K. Hartness Memorial Annual Scholarship  
 Ella Cline Shear Endowed Scholarship  
 English Writing Prize - The Creative Non-Fiction Prizes

English Writing Prize - The John H. Parry Prizes in Critical Essay  
 English Writing Prize - The Lucy Harmon Prizes in Fiction  
 English Writing Prize - The Mary A. Thomas Prizes in Poetry  
 Eric Grammas Memorial Endowed Scholarship  
 Eula T. White Memorial Endowed Scholarship  
 Excellence in Residence Life Leadership Annual Scholarship  
 Federation of Home Bureaus Endowed Scholarship  
 Financial Accounting Peer Tutoring Annual Scholarship  
 Flanders Group Insurance Career Endowed Scholarship  
 Fr. Gerald Twomey Paper Prize  
 Frederick L. Evangelista Service Prize  
 Friends of Music Endowed Scholarship in Music  
 FTT Manufacturing Endowed Scholarship  
 Gamma Theta Upsilon Prize for Excellence in Geography  
 Gary Drago '74 Memorial Endowed Scholarship  
 Geneseo Alumni Fellows Annual Scholarship  
 Geneseo Kiwanis Club Annual Scholarship in Memory of Dr. Ramon M. Rocha - "Nada Es Imposible"  
 Geneseo Kiwanis Gary Root Memorial Annual Scholarship  
 Geneseo Rotaract Club Annual Scholarship  
 Geneseo Rotary Club Annual Scholarship  
 Geography Community Service Prize  
 Geology Alumni Annual Scholarship  
 Geology Field Camp Annual Scholarship  
 George and Eleanore Teall Memorial Annual Scholarship  
 George L. and Elsie S. Williams Endowed Scholarship  
 George W. Speedy '71 Endowed Scholarship  
 Gertrude Dewey Gillespie '39 Endowed Scholarship  
 Gilbert A. and Jane B. Palmer Endowed Scholarship  
 Gladys Rhodes Prize for Excellence in Special Education  
 Global Studies Prize in Anthropology  
 GOLD Prize Paper Prize Competition  
 Gustave A. & Geraldine S. Werner Foundation Annual Scholarship  
 Guy Bailey Outstanding Senior Biology Prize  
 Hans Gottschalk Memorial Endowed Scholarship  
 Harold Battersby Prize in Anthropology  
 Helen LiFeber-Rosener Annual Scholarship for Excellence  
 Herbert Sheldon Annual Field Camp Scholarship  
 Herman Forest Gaia Prize  
 History Department Best Paper Prize  
 Howard and Helen Smith Memorial Annual Scholarship  
 Hubert and Gertrude Chanler Endowed Scholarship  
 Humphrey Family Endowed Scholarship - Five Star Bank  
 Isom E. Fearn Black Faculty/Staff Association Annual Scholarship  
 Jack Kramer Endowed Scholarship for Excellence in Physics  
 Jackson - Ulmer Bio-Chemistry Prize  
 James & Julia Lockhart Endowed Scholarship  
 James '33 and Mary Servis '34 Dietsche Memorial Endowed Scholarship  
 James G. and Irene H. Allen Memorial Annual Scholarship  
 James Gorcesky Memorial Cartography Prize  
 James J. Kelly Memorial Endowed Scholarship  
 James K. Somerville Sophomore History Endowed Scholarship  
 Jane and Arch Reid Endowed Scholarship  
 Jane Aschenbrenner Ryan '74 Annual Scholarship

Janie Argenta '82 Memorial Endowed Scholarship  
 Jean M. Besser Annual Scholarship  
 Jennifer Guyer DiVico Memorial Annual Scholarship  
 Jennifer Wachunas Memorial Annual Prize  
 Jennifer Wachunas Paper Prize in Women's History  
 Jeremy Byrnes Memorial Annual Scholarship  
 Jerry D. Reber Undergraduate Teaching Prize  
 Jesse M. Rodgers Memorial Endowed Scholarship  
 Joanna Kirk One World Endowed Scholarship for Semester-Long or Year-Long Study  
 Abroad  
 John '95 and Stephen '99 Vamossy Annual Scholarship  
 John Delelys Memorial Endowed Scholarship in Theatre  
 John L. Deutsch Endowed Scholarship for Excellence in Chemical Thermodynamics  
 John L. Deutsch Endowed Scholarship for Excellence in Molecular Spectroscopy  
 John L. Deutsch Prize for Excellence in Physical Chemistry  
 John V. Lynn '83 Memorial Annual Scholarship in Journalism  
 John W. Padalino Endowed Scholarship  
 John Wesley Powell Prize for Excellence in Anthropology  
 Joseph O'Brien Memorial Transfer Annual Scholarship  
 Judi M. Houston Memorial Annual Scholarship in Musical Theatre  
 June Blair Metro '48 Annual Scholarship for Excellence in Elementary Education  
 Junior Excellence Prize in Anthropology  
 Kappa Delta Pi's Epsilon Tau Chapter Endowed Scholarship  
 Kay Ash Memorial Endowed Scholarship  
 Key Bank Annual Scholarship  
 Kleman-Neiman Annual Scholarship  
 Larry Scoville Endowed Scholarship  
 Latorella Genetics Prize  
 Lawrence J. King Memorial Endowed Scholarship  
 Lawrence J. King Plant Science Prize  
 Leadership Prize for Students of Carribean Descent (LASCD)  
 Linfoot Endowed Scholarship  
 Luckern/Miles Annual Scholarship  
 Lydia Hees DeMarco '29 Annual Music Scholarship  
 Lynn & Weston Kennison Annual Scholarship for Study Abroad in Italy  
 M & T Bank/MCC Transfer Student Annual Scholarship  
 M.T. Sharman Memorial Endowed Scholarship  
 Margaret & Mary's Wish Annual Scholarship  
 Marjorie Elliott Spezzano '48 Endowed Scholarship  
 Marjorie Lattin Cook Hucker Endowed Scholarship  
 Martha Cox Hart Memorial Endowed Scholarship  
 Martha Johnson Thom '54 Memorial Endowed Scholarship  
 Mary Judith Smith Endowed Scholarship for Horseheads High School Seniors  
 Mary McNeilly Bennett Memorial Endowed Scholarship  
 Mary Nash Orbaker Endowed Scholarship  
 Mary Robinson-Slabey '64 Annual Scholarship  
 Mary Robinson-Slabey '64 Endowed Scholarship  
 May-Parker Academic Achievement Annual Scholarship  
 McTarnaghan Family Endowed Scholarship  
 Mel Allen Annual Scholarship in Communications  
 Michelle (Schuler) Bewley Memorial Endowed Scholarship  
 Miller-Neverett Memorial Endowed Scholarship  
 Morrisey Family Endowed Scholarship  
 Mr. & Mrs. Kadambi Gopalachar Endowed Scholarship



Mr. and Mrs. Ralph Rubino Annual Scholarship for Excellence  
Muriel A. Daniels International Endowed Scholarship  
Natalie Selser Freed Memorial Endowed Scholarship  
National Council for Geographic Education Prize  
Nick Hayes Memorial Prize  
Nona Schurman Theatre & Dance Annual Scholarship  
Norman McConney Leadership Prize  
Outstanding Art Student in Art History Prize  
Outstanding Leadership Prize in Biology  
Outstanding Political Science Internship Prize  
Outstanding Senior in Art Studio Prize  
Outstanding Senior Music Prize  
Outstanding Senior Prize in International Relations  
Outstanding Senior Prize in Political Science  
Outstanding Student Service Prize in Communication  
Patricia Conrad Lindsay Memorial Prize  
Patricia Malet Fennell '65 Annual Scholarship  
Pavel Sabovik Prize for Service and Scholarship in Anthropology  
Phillip W. Alley Service Prize  
Philosophy Honors Prize  
Physics/Astronomy Alumni Prize  
Physics/Astronomy Senior Prize  
Presidential Merit Annual Scholarship  
Remington & Maxine Norton Memorial Endowed Scholarships  
Rev. Thomas R. Statt Endowed Scholarship  
Reverend Vincent Keane Memorial Endowed Scholarship  
Richard Bosco Memorial Endowed Scholarship  
Richard Roark Memorial Prize  
Robert "Duke" Sells Memorial Endowed Scholarship  
Robert & Jeanette McClellan Endowed Scholarship in Music  
Robert A. Greene Service Prize  
Robert E. Drew Memorial Annual Scholarship  
Robert M. Isgro Endowed Scholarship  
Paul Hudson Communications Endowed Scholarship  
Rong Lin Prize for Scholarly Achievement  
Rosalind Fisher Memorial Prize  
Rose Bachem Alent Prize  
Russell N. Geiger Memorial Annual Scholarship in Science Education  
Ryan Kennedy '05 Memorial Annual Scholarship  
Sandra Wheat Burroughs Memorial Endowed Scholarship  
Senior Art Annual Scholarship  
Service in Anthropology Prize  
Sigma Kappa - Class of 1994 Participation and Attendance Prize  
Sigma Kappa - Marcia Turpyn Future Leader Prize  
Sigma Kappa - Theta Pi Chapter Endowed Prize  
Sociology - C. Wright Mills Academic Achievement Prize  
Sociology - Jane Addams Community Service Prize  
Sociology - W.E.B. DuBois Leadership Prize  
Sophomore Excellence Prize in Anthropology  
Spanish Alumni Annual Scholarship  
St. Paul Travelers Insurance Annual Scholarship in Insurance  
Student Association Merit Endowed Scholarship  
Student Association Study Abroad Endowed Scholarship  
Sue Roark-Calnek Prize in Anthropology

Sue-Ann Queen Kreutter Memorial Annual Scholarship in Dance  
Susan J. Hughes Memorial Endowed Scholarship  
Susan K. Walker Geography Memorial Prize  
The Experiential Learning Prize  
Thomas and Deborah Young Endowed Scholarship  
Thomson/Nichols Endowed Scholarship  
Timothy O'Mara '83 Excellence Annual Scholarship  
Todd Skinner Memorial Annual Scholarship  
Trasher/Snow Mathematics Endowed Scholarship  
Undergraduate Prize for Achievement in Organic Chemistry  
V. Ambujamma Memorial Endowed Scholarship  
Valentin Rabe Best Research Paper Prize  
Vincent E. Spezzano Memorial Endowed Scholarship for Excellence in Communication  
Ward Leadership Annual Scholarship  
Wendell Rhodes Prize in Anthropology  
William D.J. Cotton Annual Scholarship for Accounting Students  
William E. Derby Prize for the Best American History Research Paper  
William Genesky Memorial Endowed Scholarship  
William H. Cook/Walter Herzman Memorial Annual Scholarship  
William T. Beauchamp Literature Endowed Scholarship  
Wright Family Endowed Scholarship  
Xerox Center for Multicultural Teacher Education Annual Scholarship  
Yan Zhu Cindy Guan Memorial Endowed Scholarship

# Academic Programs

## Course Numbering System

The following classifications are used in reference to courses:

Number	Type
100-199	Introductory (or Elementary) Undergraduate
200-299	Intermediate Undergraduate
300-399	Advanced Undergraduate
400-599	Graduate

(Note: Descriptions of graduate level courses are available on-line at [dean.geneseo.edu](http://dean.geneseo.edu))

## Explanation of Listings

The department (or content) designation which precedes each course is abbreviated to four letters. The same method of course identification is used in other college publications (e.g., class schedules) and reports and forms (e.g., grade reports, class lists) produced by computerized methods.

Figures after the description of each course signify (1) the semester hours of credit which are earned by successful completion of the course, (2) the number of 50-minute-equivalent “regular” class periods per week (i.e., lecture, discussion, and recitation), and (3) the number of 50-minute-equivalent “other than regular” class periods per week (e.g., activity, laboratory, and studio). Thus, the entry 3(2-2) indicates that (1) the course carries three semester hours of credit, (2) 100 minutes per week occur in “regular” class sessions, and (3) 100 minutes per week are spent in “other than regular” class periods.

Unless indicated otherwise following the descriptions, courses are normally offered every semester. The College, however, reserves the right to make changes if circumstances require.

## Prerequisites

Many courses carry prerequisites, which are published in course descriptions of the Undergraduate Bulletin for 100-, 200- and 300-level courses and the Graduate Guide for 400- and 500-level courses. (Prerequisites for experimental courses are published on the Dean’s Office website under Master Schedule then Whats New.

The term “co-requisite” means that students must be enrolled concurrently in both courses so designated.

Students are responsible for knowing and fulfilling all prerequisites prior to registration. A student who enrolls in a course without completing all prerequisites or receiving permission from the instructor to waive prerequisites may be subject to removal from the course.

## Experimental Courses

Experimental courses, so designated because they are innovative or unique in content, method of presentation, or staffing, may be offered at the College during any instructional period (i.e., fall and spring semesters, summer sessions) on departmental and interdisciplinary bases. If offered within a single department, as defined by content and instructional staff, these courses carry the regular departmental designation (e.g., ANTH for Anthropology, MATH for Mathematics, PLSC for Political Science). If interdepartmental or interdisciplinary in nature, because of content or instructional staff, the courses carry an INTD designation.

Regardless of level, all such courses are assigned a temporary course number (i.e., -88); they do not appear in the course listings in this bulletin. However, they are listed in the on-line Master Schedule of Course Offerings, which is available at [dean.geneseo.edu](http://dean.geneseo.edu).

Experimental courses are proposed by departments and approved for first offering by the Dean of Curriculum and Academic Services. Departments may offer experimental courses only once without Senate approval. Students may not be able to repeat courses that are offered on a one-time basis.

### **Slot Courses**

Slot courses are those sufficiently general in nature that they may encompass a variety of specific topics. They are easily identified by the format of the titles; after the general title, which is followed by a colon, the subtitle is printed (e.g., ENGL 142 Literary Forms: Short Fiction).

### **Directed Study Courses**

In order to allow the pursuit of special interests or specialized areas in which the College does not offer regular courses, policy provides an opportunity for students to arrange independent or individualized instruction with faculty who share their interests. Instruction offered under such an arrangement is called a directed study course and is at the discretion of the instructor.

Directed Study courses meet according to schedules agreed upon mutually by instructors and students. Students complete work independently under the guidance and supervision of members of the faculty. In directed study courses, students engage in academic pursuits such as conducting research and reporting results, investigating problems and presenting conclusions, reading intensively in a discipline, and/or studying advanced subject matter relating to a selected subject, special topic, or specific area.

Opportunities for directed study are available in most of the content areas and departments listed on the following pages at the discretion of individual instructors. The student and instructor must complete and sign a Directed Study Form, which indicates the subject matter of the course, the work required of the student, and the system for evaluation of the student's work. These forms must be signed by the Department Chair and the Dean of Curriculum and Academic Services and returned to the Office of the Registrar, Erwin 102, by the deadline indicated in the semester's Master Schedule of course offerings.

The levels (i.e., introductory, intermediate, and advanced) at which such study can be undertaken vary, but the numbers of such courses usually end in "99." The permanent records of students who enroll in these courses are noted with "DS/" followed by a brief, specific title.

# American Studies

**Caroline Woidat (Welles 228A), Coordinator**

Faculty: Interdepartmental faculty representing various departments.

## Bachelor of Arts Degree

### An Interdisciplinary Program

Total credit hours required to complete major: 39

Basic Requirements		21 semester hours
ENGL ____	American literature	3
ENGL 3 ____	Upper-level course in American Literature	3
HIST ____	American history	3
HIST 3 ____	Upper-level course in American history	3
ARTH/Am Art ____	American art history	3
AMST 201	Topics in American Studies: (subtitle)	3
AMST ____	Honors Thesis (AMST 393) OR Senior Essay (AMST 396)	3
Elective hours in courses emphasizing American Studies selected under advisement (e.g., in American Studies**, anthropology, art history, communication, economics, geography, history, literature, music, philosophy, political science, sociology, and theater arts). At least 6 hours must be at the 300 level.		18

Students may take “AMST 201: (subtitle)” for credit toward the major twice, as long as the subtitle is different in each case.

### Writing Requirement

To demonstrate writing proficiency, all majors must write a senior essay (AMST 396) or an honors thesis (AMST 393). This essay is to be written in consultation with two faculty advisors representing two different departments in the American Studies program. The student will produce a finished written work of substantial length which reflects the application of diverse writing skills (including planning, pre-writing, revision, etc.). Students must demonstrate writing competence in order to pass the senior essay writing assignment

**Minimum Competence Requirement:** A grade of C- or better is required in all courses submitted in fulfillment of the 39-hour requirement for the American Studies major.

## Minor in American Studies

Basic Requirements		21 semester hours
ENGL ____	American literature	3
ENGL 3 ____	Upper-level course in American Literature	3
HIST ____	American history	3
HIST 3 ____	Upper-level course in American history	3
ARTH/Am Art ____	American art history	3
AMST 201	Topics in American Studies: (subtitle)	3
Elective hours in courses emphasizing American Studies selected under advisement (e.g., in American Studies*, anthropology, art history, communication, economics, geography, history, literature, music, philosophy, political science, sociology, and theater arts).		3

\*Students may take “AMST 201: (subtitle)” for credit toward the minor twice, as long as the subtitle is different in each case.

## American Studies Courses

---

### **AMST 201 U/Topics in American Studies: (subtitle)**

This course will be an interdisciplinary investigation of major influences on and developments in American culture. Each semester there will be a focus on one chronological period, but a variety of topics will be covered. Such topics could include gender, religion, race, social movements and conditions, and artistic and literary developments. The course will emphasize student use and study of period writings and cultural materials; there will be guest lectures by faculty outside the departments of the instructors to enhance the interdisciplinary nature of the course. Credits: 3(3-0) Offered once yearly

### **AMST 262 American Indian Law & Public Policy**

Surveys the constitutional status of Indians in the American federal system and the issues and controversies affecting Native American communities and individuals today. Crosslisted with HIST 262. Credits: 3(3-0)

### **AMST 393 Honors/Research**

This course will allow qualified students to research and write about a subject of interest to them in the field of American Studies over two semesters. Under the direction of a faculty advisor, each student will produce an undergraduate thesis which demonstrates a knowledge and understanding of the disciplines it applies to the subject of the student's research. Offered through individual arrangement with the approval of the American Studies coordinator(s). To be eligible to enroll for the first semester, students must have completed at least 75 total semester hours with at least a 3.0 cumulative grade average and must have taken at least 24 hours of courses declared toward the American Studies major with at least a 3.5 average in those courses. To begin the first semester of AMST 393, students must

have completed 90 semester hours. Invitation to participate will be made by the American Studies Program, which can make special exceptions concerning the number of required hours. Credits: 3(0-6) Offered by individual arrangement

### **AMST 395 American Studies Internship**

A one-semester experience as an intern in a museum, library, or other institution concerned with American Studies, working closely with a supervisor from that institution and a faculty advisor in developing and implementing a project tailored to the student's interest and the institution's facilities. Prerequisites: Permission of the instructor. Credits: 3(0-6) Offered by individual arrangement

### **AMST 396 Senior Essay**

A substantial paper on an American Studies topic of the student's choice, drawing on interdisciplinary theory and methodology. Students will write this essay independently but in consultation with two faculty advisors, each from a different department. To be eligible, students would have completed at least 24 hours of courses declared toward the American Studies major before enrolling. Credits: 3(0-6)

### **AMST 399 Directed Study**

Students work individually under the supervision of a faculty member exploring some aspect of the field of American Studies. ( See also the "Directed Study Courses" section of the Undergraduate Bulletin.) In order to count toward the major, students must have directed studies approved by the American Studies Program coordinator(s). Offered by individual arrangement

# B.A. in American Studies

## Sample Program Outline/Advising Guide

### FIRST YEAR

Fall	Hours	Spring	Hours
S/U/	3	AMST 201	3
INTD 105	3	S/	3
F/	3	M/	3
N/	4	F/	3
AMST Elective	3	N/	4
Total	16	Total	16

### SECOND YEAR

ENGL	3	ARTH	3
HIST	3	HUMN 221	4
HUMN 220	4	Elective	3
Elective or Foreign Language	3	AMST Elective	3
Elective	3	Elective or Foreign Language	3
Total	16	Total	16

### THIRD YEAR

AMST Elective	3	HIST 300 Level	3
AMST Elective	3	AMST Elective	3
R/	4	Elective	3
Elective or Foreign Language	3	Elective	3
Elective	1	Elective	3
Total	14	Total	15

### FOURTH YEAR

ENGL 300 Level	3	AMST Elective	3
AMST 393 or 396	3	Elective (or AMST 393)	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
Total	15	Total	12
Total semester hours - 120			

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Anthropology

Rose-Marie Chierici, Chair (Sturges Hall 13) - [anthropology.geneseo.edu](mailto:anthropology.geneseo.edu)

Professor: E. Kintz. Associate Professors: R. Chierici, R. Judkins, P. Pacheco. Assistant Professors: J. Aimers, B. Welker, Z. Zhao. Adjunct Faculty: K. Krumrine.

## Bachelor of Arts Degree

Total credit hours required to complete major: 45

Basic Requirements			
ANTH 100*	Introduction to Cultural Anthropology		3
ANTH 105*	Introduction to Physical Anthropology		3
ANTH 110	Introduction to Archaeology		3
ANTH 120	Language and Culture		3
ANTH 208	Classics in Ethnography OR		3
ANTH 229	Ethnography and Film		
ANTH 201	Human Evolution OR		3
ANTH 204	Human Ecology		
ANTH 215	Ancient Civilizations of the Old World OR		3
ANTH 235	Ancient Civilization in the Americas		
ANTH 220	Linguistic Analysis OR		3
ANTH 231	Sociolinguistics		
ANTH 203	Human Osteology OR		3
ANTH 228	Research Methods in Applied Anthropology OR		
ANTH 282	Research Methods in Anthropology OR		
ANTH 283	Research Methods in Archaeology		
ANTH 310	Classical Theory in Anthropology		3
ANTH 301	M/Religion, Society, & Culture OR		3
ANTH 302	Medical Anthropology OR		
ANTH 321	Contemporary Theory in Anthropology		
Anthropology electives, four selected under advisement with at least one course at the 300-level			12

\*Students may petition department to substitute ANTH 101 for ANTH 100 or ANTH 105

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: All Anthropology courses used in fulfillment of the major.

Majors in Anthropology are strongly advised to include Study Abroad, Fieldwork, Internships and Research as part of their program.

### Department Writing Requirement

Anthropology majors must meet the departmental writing requirement in order to graduate. The departmental writing requirement has been incorporated into courses at all levels of the major. Students must submit graded writing samples from one 100-level, one 200-level, and one 300-level course. The minimum writing requirement in these courses consists of a five-page paper. Professors in each class will be responsible for evaluation of the writing sample which must fulfill minimum competency ("C-" or above). Students who do not fulfill this minimum must enroll in and successfully complete ENGL. 200. Students who do not pass the writing requirement are strongly urged to seek assistance from the College Writing Center tutors. Students are encouraged to complete or attempt to complete the writing



requirement by the end of their Junior year. Students are responsible for filing their graded papers in their Anthropology Department majors' folders.

## Minor in Anthropology

Basic Requirements		6 semester hours
ANTH 100	Introduction to Cultural Anthropology	3
OR 101	OR Exploration of Human Diversity	
Select One of the Following:		3
	ANTH 105 Introduction to Physical Anthropology OR	
	ANTH 110 Introduction to Archaeology OR	
	ANTH 120 Language and Culture	
Anthropology Electives: Four selected at the 200 or 300 level		12 semester hours
Electives may be selected under advisement to emphasize archaeology, cultural anthropology, linguistics or physical anthropology.		
A maximum of three hours of ANTH 399 may be applied toward the minor.		

## Minor in Linguistics

See Bulletin section on interdisciplinary minors

## Certification in Adolescence Education (7-12): Social Studies

The Bachelor of Arts program can be planned so that New York State initial certification requirements are met (see School of Education program description).

## Anthropology Courses

### ANTH 100 S/M/Introduction to Cultural Anthropology

This course has two broad aims. One is to introduce students to the field of cultural anthropology by paying close attention to what anthropologists do and how they do it. The other is to explore some of the ways in which people organize their lives and construct systems of meaning -- from kin relations and gender roles to economic systems and marriage patterns, religion and healing. In the process, we will be challenged to think about the value of cultural diversity in an increasingly interconnected world and to see ourselves from others' point of view. Credits: 3(3-0)

### ANTH 101 S/M/Exploration of Human Diversity

This course will introduce basic concepts and methods of anthropology. The four sub-disciplines of anthropology will contribute to an understanding of humans as biological and cultural beings. The focus of the course is to examine the diversity of human cultures, with a primary focus on the non-Western world. Credits: 3(3-0)

### ANTH 105 S/Introduction to Physical Anthropology

An introduction to physical/biological anthropology, i.e. the study of humans as biological organisms. The course explores relevant theories, methodologies, and contemporary issues within this sub discipline of anthropology, via lectures, lab work, and workshops. Topics to be covered are human genetics, evolution, variation, growth and development, and behavioral ecology, as well as primate evolution and behavior. Credits: 3(3-0) Offered every fall

### ANTH 110 Introduction to Archaeology

An examination of how archaeologists generate and interpret knowledge about the human past based on data recovered from the archaeological record. Topics include exploring the fundamental methods and theories of archaeology including the role of science in understanding the past, the formation of the archaeological record, the measurement of archaeological variability in time, space, and form, the reconstruction of past social organization, and the under-

## Anthropology Courses

standing of prehistoric ideology. Credits: 3(3-0) Offered every spring

### **ANTH 120 S/Language and Culture**

An introduction to language as a part of culture and culture as a part of language. Topics include language and humanity, lexicon and cultural values, language acquisition and socialization, language and thought, and language as a means of communication and social discourse. Attention is called to the empirical and theoretical inspirations of language study for the study of culture and cross-cultural analysis. Credits: 3(3-0) Offered every fall

### **ANTH 201 Human Evolution**

An in-depth examination of human evolution using a multidimensional approach. Students will gain an understanding of the phylogenetic history of the hominids through lecture, lab work using our extensive fossil cast collection, and presentations/discussions. Topics that will be covered fall into the general categories of: (1) the fossil evidence, (2) environmental pressures driving the various stages of hominid evolution, (3) biological and behavioral adaptations, and (4) hominid culture. Prerequisites: ANTH 105 or permission of instructor. Credits: 3(3-0) Offered every spring

### **ANTH 202 M/Health, Culture, and Society**

Using Critical Social Theory, this course explores the interplay between concepts of health, illness and disease and the cultural contexts in which they are rooted. It addresses several issues, such as: sickness as a social reality and a personal experience; healer-patient relationships; and the way social inequalities, religious beliefs, and political contexts influence use and access to health care services. Credits: 3(3-0) Offered fall, odd years

### **ANTH 203 Human Osteology**

An in-depth introduction to the human skeleton via lecture, lab work using our extensive skeletal collection, and individual research. Topics to be explored are (1) anatomy, growth and development, biomechanics, pathologies, and aging and sexing of the human skeleton and (2) forensic theories and methodologies. Credits: 3(3-0) Offered fall, even years

### **ANTH 204 Human Ecology**

An examination of human ecology within an evolutionary, biocultural, and cross-species/cross-cultural framework. The course is divided as follows: (1) history, theories, and methods of ecological anthropology and human behavioral ecology; (2) human biocultural adaptations to the various global biomes via lectures, films, ethnographies, and discussion; (3) the adaptive significance of human behavior from a cross-species perspective, via assigned readings and discussion; (4) student presentations based upon individual research focused on relevant/related topics in human ecology; and (5) intertwined throughout is an ecosystemic consideration of the earth in relation to anthropogenic activities. Prerequisites: ANTH 105 or permission of instructor. Credits: 3(3-0) Offered every fall

### **ANTH 207 S/M/Prehistoric Cultures of North America**

This course will examine the rich diversity of North American prehistoric cultures, religions, political organizations, and social structures and the variety of regional North American responses to post-Pleistocene environmental change. It will include the following topics: human migrations into the New World, Paleoindian through Late Prehistoric cultures of the Arctic, sub-Arctic, Eastern Woodlands, Great Plains, Southwest, Great Basin-Plateau, and Pacific coast regions, maintenance of hunter-gatherer lifestyles, the origin and expansion of food-producing economies, and the rise and fall of complex societies. Credits: 3(3-0) Offered every spring

### **ANTH 208 M/Classics of Ethnography**

The best and most significant anthropological writings describing (primarily) non-Western ways of life are studied. Students review ethnographic accounts, including examples from all parts of the world, representing writings ranging from the nineteenth century to the present. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0) Offered every spring

### **ANTH 209 M/Ethnography of the Iroquois**

A study of the social organization and worldview of various Iroquoian groups, with spe-

## Anthropology Courses

cial emphasis on Seneca-Iroquois of New York State during the nineteenth and twentieth centuries. Also covered are the position of Iroquois culture in the northeastern woodlands, its adaptability and persistence, and cultural vitality and contributions of Iroquois peoples. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0) Offered every fall

### **ANTH 211 M/Ethnography of North American Indians**

This course is an introduction to the traditional cultures of Native North Americans. The rich diversity of Native American cultures will be examined in relation to environmental adaptation and as a legacy for contemporary Native American ethnic identity. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 214 M/Ethnography of Southeast Asia**

A survey of the peoples and cultures of both mainland and island Southeast Asia. Emphasis is on ethnographic description of the area, with special focus on the cultural systems of selected groups in Burma, Thailand, Java, and Borneo. Credits: 3(3-0) Offered spring, even years

### **ANTH 215 S/M/Ancient Civilizations of the Old World**

A study of the prehistoric cultures of Africa, Europe, Asia, and Australia. Focus is on Old World human origins, the evolution of human culture, Paleolithic cultural variability, the origin and expansion of food producing economies, and the rise and fall of state level societies. Specific attention will be given to interpretation of Oldowan and Acheulian sites, the Neanderthal question, and the development of complex forms of social organization in Greater Mesopotamia (i.e. the Fertile Crescent), Egypt, China, and India. Credits: 3(3-0) Offered every spring

### **ANTH 216 S/M/The African Diaspora**

This course examines the legacy of the colonial experience and the development of Creole cultures in the New World. It addresses issues that affect the African Diaspora such as the meaning of blackness; nationalist movements; the significance of religion and language as markers of ethnic

identity; and the effect of globalization. Readings, discussions, and films underscore that politics of race and ethnicity as well as the discourse on culture and identity shape and influence social relations in these diverse societies. Credits: 3(3-0) Offered every fall

### **ANTH 220 Linguistic Analysis**

This course focuses on the structural analysis of language, with special emphasis on the techniques of descriptive linguistics, transformational grammar, and historical linguistics. Major topics include phonetics, phonology, morphology, syntax, semantics, and pragmatics. Skills are trained in sound transcription, phonemics, morphemics, and syntactic derivation for cross-linguistic comparison. Prerequisites: ANTH 120 or permission of instructor. Credits: 3(3-0) Offered every spring

### **ANTH 224 M/Ethnography of Gender in Latin America**

A comparative review of native Americans in Mesoamerica and South America focusing on the traditional lifeways of tribal populations and peasants and the interactions that they have with the modern world system. Focus is on the patterning of male and female behavior, division of labor by sex and its economic and political consequences. Credits: 3(3-0) Offered spring, even years

### **ANTH 226 M/Native Voices: Mesoamerica and the Andes**

A comparative review of the sources and the social history of pre-Hispanic societies at the time of contact with Europeans and during the early colonial period. Emphasis is on the institutions and ideologies and the variations in social, economic, and political patterns that developed in different areas and in different times. Credits: 3(3-0) Offered spring, odd years

### **ANTH 228 Research Methods in Applied Anthropology**

This course explores the ways in which anthropological knowledge, theories, and methods can be applied to the understanding and solution of contemporary social problems; to the formulation and application of

## Anthropology Courses

---

social policy; to the design and implementation of community development programs in Western and non-Western countries; to the delivery of health care; to the application of new technologies; and to the preservation and management of cultural resources. It examines the role of practicing anthropologists in a variety of technical, management, and advocacy roles. 3 (3-0). Offered not on a regular basis

### **ANTH 229 S/M/Ethnography and Film**

This course is designed to explore ethnographic findings and focus on use of photography, film and video in ethnographic research. Images will be used to extract information and as a means of reinforcing, documenting and checking ethnographic statements. The course is designed to emphasize the development of both technical and observational skills. Students will be required to actively engage in data collection, analysis and interpretation. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0) Offered every fall

### **ANTH 231 S/Sociolinguistics**

This course examines the intimate relationship between language and society. It will study micro-sociolinguistics, i.e., the way conversation correlates with social variables (class, gender, ethnicity, and education). The course will also focus on macro-sociolinguistics, i.e., linguistic engineering and language attitudes. Contemporary issues such as bilingualism, biculturalism, ethnic linguistic conflicts, and educational policies will be explored. Prerequisites: ANTH 120 or permission of the instructor. Credits: 3(3-0) Offered every fall

### **ANTH 232 S/M/China and Modernization**

This course examines the past and present of Chinese society. Discussion focuses on China's traditional roots and contemporary drive toward intellectual, political, and economic modernization. Doing business in China is no longer what it used to be. The economic reforms are reviewed against a background of Mao's ideology, Den's open-door policy, the "thick and black" learning, the practice

of networking, and a grass-roots outcry for political reforms that led to the June 4th movement of 1989. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 233 Primates**

An in-depth examination of primates with a special emphasis on behavior. Students will learn about the non-human primates of the world through lectures, assigned readings, films, and independent projects. Topics to be covered are primate evolution, taxonomy, ecology, behavior, social organization/group life, cognition, and research. Credits: 3(3-0) Offered every spring

### **ANTH 234 Social Anthropology**

The contributions of Social Anthropology are examined in detail, from intellectual foundations to culmination in the late twentieth century. The unique ethnographic contributions of Social Anthropology receive special emphasis as does its role in the development of modern anthropology. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 235 S/M/Ancient Civilizations of the Americas**

A study of precolumbian societies in Middle America and South America. Focus is on the evolution of early hunting and gathering peoples through state organization. Major transformations in cultural evolution are treated (the domestication process, urbanization and the rise of the state). Alternative cultural and social systems are explored through analysis and interpretation of archaeological data. Credits: 3(3-0) Offered every fall

### **ANTH 236 Forensic Anthropology**

This course provides an overview of the goals and methods of forensic anthropology, which is the study of human remains relating to matters of law. Students will learn how to evaluate the forensic context as well as how to establish a biological profile of an individual (sex, age, ancestry and stature). Special attention will also be paid to determining pathological anomalies, evidence of trauma, and time since death, as well as learning crime scene investigation procedures. Credits:

## Anthropology Courses

---

3(3-0). Offered every spring

### **Anth 237 Art and Material Culture**

The things the people make and use, from fine art to consumer goods, provide valuable information on cultural ideas and practices. This course approaches art and material culture from an interdisciplinary perspective, across cultures and through time. Current theoretical approaches to art and material culture will be examined and applied to specific objects. Prerequisites: ANTH 100 or ANTH 101 recommended. Credits: 3(3-0) Offered spring, even years

### **ANTH 243 S/M/Women in Cross-cultural Perspective**

Using a feminist lens, this course explores the context of women's lives across cultures. It offers an overview of theories that seek to explain the position of women in different societies and the connection between race, class, culture and gender roles. It places women at the center of a nexus of cultural relationships and power structures predicated on gender inequality, political oppression, economic exploitation, and ideological hegemony. The readings highlight the social and cultural changes brought about by feminist movements and by globalization as well as the ways in which the study of gender has influenced the development of anthropology. Credits: 3(3-0) Offered spring, odd years

### **ANTH 260 M/Myths and Folktales of American Indians**

A survey of both traditional and contemporary American Indian and Eskimo folktales, myths, legends, and lore, including extensive description and reading of source material, with emphasis on North America. Major topics include creation myths, nature tales, trickster tales, the role of oral literature in Native American cultures, and analysis of myth and folklore. Credits: 3(3-0) Offered every fall

### **ANTH 270 Topics in Ethnography: (sub-title)**

Ethnographic studies of major world culture regions, anthropological surveys of particular nations, and Area Studies topics. Modern

China, Modern Japan, Sub-Saharan Africa, Middle Eastern studies and other areas and topics are offered individually under this heading. (May be taken twice under different subtitles.) Prerequisites: ANTH 100 or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 282 Research Methods in Anthropology**

This course is designed to explore the current state of the art in anthropological methods. Data collected by participant observation, available in archives, recorded by direct observation or by interview schedules will be presented. Appropriate qualitative methods will be used to analyze and interpret these materials. Students will be required to actively engage in data collection, analysis and interpretation. Prerequisites: ANTH 100, ANTH 105, ANTH 110, and ANTH 120. Credits: 3(3-0) Offered every fall

### **ANTH 283 Research Methods in Archaeology**

An introduction to quantitative research methods in anthropology. The course emphasizes research design, the creation and measurement of anthropological variables, analytical approaches to anthropological problems, fundamental methods of descriptive statistics, parametric and non-parametric hypothesis testing, and the use of computers as tools in quantitative analyses. The student is exposed to the unique problems and biases associated with obtaining and measuring quantitative anthropological data, and an opportunity to view these problems through examples drawn from the discipline. Prerequisites: ANTH 100, ANTH 105, ANTH 110, and ANTH 120. Credits: 3(3-0) Offered spring, odd years

### **ANTH 301 M/Religion, Society, and Culture**

A survey of the theories of religion based on a comparative study of ethnographic evidence from Western and non-Western cultures. Emphasis is on the cognitive roots, social functions, psychological impact, and cultural meanings of religion. The relevance of religion to the contemporary world in a

## Anthropology Courses

---

time of modernization and globalization is probed, so is the nature of fundamentalism from a historical as well as contemporary perspective. Prerequisites: ANTH 100 or ANTH 101 or permission of instructor. Credits: 3(3-0) Offered spring, odd years

### **ANTH 302 Medical Anthropology**

This course will explore some of the dimensions of disease and illness and will consider how they are recognized and handled in different cultures. The topics in the course include witchcraft, sorcery and curing; the curer-patient relationship; social epidemiology; and cross-cultural psychiatry. Prerequisites: ANTH 100 or ANTH 105 or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 305 Field Methods and Techniques in Linguistics**

Methods and techniques are offered in the traditions of structuralism to provide practical guidance for investigators of language in the field, where they collect data from living speakers. Topics include the theoretical underpinnings and discovery procedure of field linguistics, informant selection, sample building, data elicitation, file management, preliminary data analysis, and issues of relationship, etc. Prerequisites: ANTH 120 or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 306 Human Growth and Development**

This course will explore aspects of modern human behavior and development that are thought to have been shaped by natural selection and are or were adaptive. Using evolutionary and animal models we will examine life history strategies at various stages of human development. Topics to be covered range from parent-offspring conflict to questions of adaptiveness in post-reproductive years and old age. Prerequisites: ANTH 105, BIOL 103, or BIOL 117. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 307 Third World Development**

This course uses case studies, analyses and critiques of development programs, and class

discussions to explore definitions of “development” and “Third World”; the dominant paradigms and ideologies that influence social, political and economic strategies in Third World countries; the “cost” of development for receiving countries; the significance of globalization and the dynamics between dependency, power relationships, and poverty. Credits: 3(3-0) Offered spring, even years

### **ANTH 309 Topics in Primatology**

This course will cover various topics in primatology. Topics will rotate but will fall into the following categories: primate behavior and ecology, primate evolution, primate anatomy, or particular primate families or geographic regions. May be taken twice under different subtitles. Prerequisites: ANTH 233. Credits: 3(3-0) Offered fall, odd years

### **ANTH 310 Classical Theory in Anthropology**

An intensive investigation of the development of theory in anthropology, offering advanced students a unified perspective on the discipline of anthropology as a whole. The course is designed to enable students to critique classic readings in anthropological theory, review commentary on these materials and summarize central concepts in the field of Anthropology. Prerequisites: ANTH 208 or ANTH 229 and major status at the senior level. Credits: 3(3-0) Offered every fall

### **ANTH 313 Global Health Issues**

This course examines the effects of globalization on the health of people around the globe and relates disparities in the spread of preventable diseases and access to basic health services to the growing inequality between rich and poor nations. Some of the issues explored include the repercussions of the HIV/AIDS pandemic; the emergence and impact of new illnesses; the feminization of poverty and its impact on the health of children; and the effects of political repression and violence. The theoretical perspective used to analyze these issues draws on the work of applied and public anthropologists as well as the literature on globaliza-

## Anthropology Courses

---

tion, public health, race, ethnic and gender politics. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0) Offered fall, even years

### **ANTH 320 Archaeological Field School**

An introduction to basic field methods in archaeology. The course is primarily designed for anthropology students and/or those students interested in pursuing archaeological fieldwork as either a career or life experience. It emphasizes hands-on learning, and teaches basic excavation and surveying techniques, stratigraphic analysis, record keeping, data processing, horizontal and vertical mapping techniques, local and regional culture history, and implementation of excavation research designs. Field sites are typically off campus and may require students to camp. There is a program fee to cover transportation, housing, and equipment. Prerequisites: ANTH 110 or permission of instructor. Credits: 3(3-0) Offered summers

### **ANTH 321 Contemporary Theory in Anthropology**

An intensive investigation of the development of method and theory in Anthropology. The course is designed to enable students to critique contemporary readings (post- 1950) in anthropological theory, review in depth commentary on these materials, and summarize central concepts that are current in the field of Anthropology. Prerequisites: ANTH 208 or ANTH 229 and major status at the senior level. Credits: 3(3-0) Offered every spring

### **ANTH 323 Primate Field School**

Standard methods of primatological research applied in the field, including research design and data collection. Data collection may be conducted at various research sites. Topics to be considered primarily fall into the categories of primate behavior and ecology. Prerequisites: ANTH 304 and permission of instructor. Credits: 3(3-0) Offered during intersession as scheduled by Study Abroad Office

### **ANTH 324 Research Methods in Primatology**

This course is a follow-up to ANTH 323. Students will analyze the data they collected during the previous intersession. They will learn and utilize standard methods of behavioral/ecological data organization and analyses and reporting of results. Prerequisites: ANTH 323. Credits: 3(0-3) Offered by individual arrangement

### **ANTH 325 International Fieldwork: (region)**

Standard methods of research will be applied in the field, including research design and data collection. Data collection may be conducted at various research sites. Topics in the course will be specific to region and targeted sub discipline in anthropology. Prerequisites: Permission of the instructor. Credits: 1-6(1-6-0) Offered by individual arrangement

### **ANTH 328 Language Acquisition**

A survey of the major concerns and theories of applied linguistics. Emphasis is on various analyses of first and second language acquisition in general and the communicative and functional approaches in particular. Major topics include the developmental stages of language acquisition, the differences between first and second language acquisition, language universals and core grammar, interlanguage, and culture learning in the second language classroom, etc. Prerequisites: ANTH 120 or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 335 Mayan Hieroglyphs**

This course is focused on the decipherment of ancient Maya hieroglyphs and their archaeological context. Recent decipherments are reviewed. The analysis and interpretation of the glyphs includes an evaluation of texts written by the ancient Maya, evaluation of ethnohistoric records and a review of the languages still spoken in the Maya area and used in the glyphs in their archaic form. Prerequisites: ANTH 235 or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

## Anthropology Courses

---

### **ANTH 346 Topics in Archaeology**

This course explores archaeological studies of major topical or theoretical importance. The variety of rotating or one-time topics in archaeology reflect topics of general interest or importance within the study of archaeology, and/or the interests and needs of students, and/or the research expertise of faculty members. May be taken twice under different subtitles. Prerequisites: ANTH 101, ANTH 110 or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **ANTH 392 Undergraduate Research Seminar in Anthropology**

This course provides experience in formulating research projects and applying research techniques in anthropology through participation in a faculty-supervised research project and a student-faculty research seminar. Prerequisites: ANTH 100 and permission of instructor. Credits: 3(3-0)

### **ANTH 393 Honors Research/Writing**

One semester of individual research, writing and the presentation of a thesis to the Department. The thesis is to be directed by a faculty member of the Department of Anthropology. To be eligible to enroll in the research course, students must have with at least a 3.70 cumulative grade point average and must have taken at least 24 hours of Anthropology courses. To begin the research course students must have completed at least 90 semester hours. Invitation to participate will be offered by the Department. Credits: 3(0-6) Offered by individual arrangement

### **ANTH 395 Internship in Anthropology**

The internship will provide students with practical experience working in one of a wide range of public sector organizations. Relevant readings and a written project are also required. (3-15 semester hours as arranged). Prerequisites: junior or senior standing, 6 hours in Anthropology, minimum 2.75 gpa, approval by agency supervisor and Anthropology Department internship coordinator. Offered by individual arrangement

### **ANTH 396 Teaching Practicum in Anthropology**

This course offers practical teaching experience in undergraduate Anthropology, as practicum students work closely with a supervising professor for a specified course in Anthropology. Responsibilities may include assisting in preparation and presentation of lectures and labs, holding office hours and review sessions with students, helping to prepare exams and assignments, and providing evaluative feedback to students. This class can be taken twice. Prerequisites: Anthropology major, junior or senior standing, GPA of 3.0 in Anthropology courses and overall GPA 2.75 and permission of instructor. Credits: 3(3-0) Offered by individual arrangement

### **ANTH 399 Directed Study and Research**

Intensive readings and research in anthropology under the supervision of a member of the faculty. (1 to 3 semester hours). Prerequisites: ANTH 100 and permission of instructor. Offered by individual arrangement



## B. A. in Anthropology

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
ANTH 100	3	ANTH 110	3
Foreign Language 101*	3	S/U/	3
N/	4	Foreign Language 102	3
Elective	3	F/	3
Elective	3	INTD 105	3
Total	16	Total	15

#### SECOND YEAR

ANTH 105	3	ANTH 201 or 208	3
ANTH 120	3	ANTH 215 or ANTH elective	3
Foreign Language 201	3	ANTH Elective	3
HUMN 220	4	HUMN 221	4
S/	3	R/	3
Total	16	Total	16

#### THIRD YEAR

ANTH 229 or 204 or 231	3	ANTH 208 or 220	3
ANTH 235 or ANTH elective	3	ANTH elective	3
N/	4	ANTH 203, 228, 282, OR 283	3
F/	3	Elective	3
Elective	3	Elective	3
Total	16	Total	15

#### FOURTH YEAR

ANTH 310	3	ANTH 301, 302, OR 321	3
ANTH Elective	3	ANTH Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
Total	14	Total	12

Total Semester Hours - 120

\*Language proficiency at the 201-level is required.

All electives for the Anthropology major should be selected under advisement.  
**Course Rotation:** Work closely with your advisor and carefully read course descriptions for the course rotation to see when courses will be offered.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Art History

Professors: M. Board, L. Bosch. Adjunct Faculty: K. Laun.

## Bachelor of Arts Degree — Art History Interdisciplinary Program

### Art History Major - Interdisciplinary Track

Total credit hours required to complete major: 42

Three courses from ARTH 171/F, 172/F, 173/F, or 180/F/M	9
One course in ancient or medieval (201 or 202)	3
One course in Renaissance-baroque (203, 213, 305 or 384)	3
One course in 19 <sup>th</sup> Century-Contemporary (278, 285 or 287)	3
One course must be non-Western (281 or 284)	3
One of the following courses (300, 305, 310, 378, 379, 384, or 399)	3
One additional elective ARTH course	3
ARTH 387 Research Methods in Art History	3
ARTH 399 Directed Study (Thesis)	3
Cognate Electives - Students must design a series of electives that constitute a cognate area of study, subject to consultation with and approval by the Art History faculty and the Dean of the School of the Arts. The typical cognate area will consist of 200- or 300-level <u>non-core</u> courses in the Humanities (e.g. English, Languages and Literatures, History, Music History, Dance History, Theater History, or Philosophy) although courses in the Sciences or Social Sciences can be considered if appropriate to the cognate area of study.	9

### Art History Major - Studio ArtTrack

Total credit hours required to complete major: 39

Two courses from ARTH 171/F, 172/F, 173/F, or 180/F/M	6
One course in ancient or medieval (201 or 202)	3
One course in Renaissance-baroque (203, 213, 305 or 384)	3
One course in 19 <sup>th</sup> Century-Contemporary (278, 285 or 287)	3
One course must be non-Western (281 or 284)	3
One of the following courses (300, 305, 310, 378, 379, 384, or 399)	3
ARTH 387 Research Methods in Art History	3
One additional elective ARTH course	3
Art Studio Electives - Majors must include a six-semester-hour sequence in one of the following specializations: ceramics, computer art/graphic design, drawing, jewelry, painting, photography, printmaking, sculpture.	12

#### \*Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all Art History, Studio Art, and cognate area courses used to fulfill major requirements.

#### Department Writing Requirement

By the end of the junior year each student will submit an Art History paper from a 200-level or higher art history course. For information on writing requirements for "double" or "triple" majors, consult the *Undergraduate Bulletin* under "Multiple Majors" or the Office of the Dean of Curriculum and Academic Services.

ARTH 399 (Directed Study) may be used to satisfy the 300-level Art History elective requirement in either track. However, students in the Interdisciplinary track who elect a non-thesis Directed Study elective must also take three credits of ARTH 399 (Directed Study: Thesis) to complete requirements.

All art history majors must attend two Lederer Gallery openings each semester.

Students who plan to go to graduate school in art history are advised to take courses that develop writing and research skills, and to acquire as many foreign language skills as possible. Study abroad is highly recommended. Students with an interest in Arts Management (Galleries, Arts Administration, Museology) are advised to add a Business Minor. Students with an interest in Conservation and Restoration are advised to take Chemistry I and II.

### Concentration in Art History

A liberal arts concentration in Art History, available to majors in Early Childhood and Childhood, Childhood and Childhood with Special Education.

### Minor in Art History

(This minor is not available to Art History or Art Studio majors.)

Art Studio Track		21 semester hours
ARTS 100	F/Two-Dimensional Design OR	3
ARTS 210	F/Drawing I	
Three 200-level courses selected from the following studio areas: calligraphy ceramics, computer art/graphic design, jewelry and metals, painting, printmaking, sculpture, photography		9
One 300-level course in an area selected above		3
ARTH 171	F/History of Western Art: Prehistoric through Gothic OR	3
ARTH 172	F/History of Western Art: Renaissance through Rococo OR	
ARTH 173	F/History of Western Art: Neoclassicism to Contemporary	3
One 200-level course in Art History		

## Art History Courses

#### ARTH 171 F/History of Western Art: Pre-historic through Gothic

A survey of the history of architecture, painting and sculpture within the Western tradition from the prehistoric through the gothic periods and an introduction to the process of art historical analysis. Credits: 3(3-0) Offered once per year

#### ARTH 172 F/History of Western Art: Renaissance through Rococo

A survey of the history of architecture, painting and sculpture within the Western tradition from the Renaissance through the Rococo Period and an introduction to the process of art historical analysis. Credits: 3(3-0) Offered once per year

#### ARTH 173 F/History of Western Art: Neoclassicism to Contemporary

A survey of the history of architecture,

painting, and sculpture within the Western tradition from the later eighteenth century to the present and an introduction to the process of art historical analysis. Credits: 3(3-0) Offered once per year

#### ARTH 180 F/M/Introduction to the Arts of Africa, Oceania, the Americas, & Asia

An introduction to architecture, painting, sculpture, and other art forms in non-Western cultures with emphasis on social, historical, and religious contexts. Credits: 3(3-0) Offered every other semester

#### ARTH 201 F/Ancient to Byzantine Art: Religion and Philosophy

A survey of the art and culture of Mesopotamia, Egypt, Greece, Rome, Byzantium and Western Europe which links the history of ideas flowing from these societies with the formation of Western European and Ameri-

## Art History Courses

---

can culture. Style will be explored as a carrier of societal values related to religious, philosophical and cultural practices. Credits: 3(3-0) Offered fall, odd years

### **ARTH 202 F/Crusaders, Saints and Sinners: Art and Spirituality in Medieval Europe**

The course presents Medieval art within the context of the development of Christianity and its clashes with Islam, which provided the catalyst for the Crusades. Works of art will be studied within the context of the theological, ritual and liturgical developments that defined Medieval Christianity. Credits: 3(3-0) Offered spring, even years

### **ARTH 203 F/Renaissance Europe: Rebirth of Classical Culture**

This course surveys Western European art in Italy, Spain, France, Germany and the Netherlands from the beginning of the Renaissance at the papal Court in Avignon to its fruition in Fifteenth Century Florentine humanism. Connections between art and the changing role of the family, the development of nation-states, the increased importance and power of women in society and the new educational curriculum will be explored. Credits: 3(3-0) Offered fall, even years

### **ARTH 204 History of Photography**

An examination of photographic ideas and pictures, and their creators, from prephotographic times to the present. Credits: 3(3-0) Offered when demand is sufficient

### **ARTH 213 F/High Renaissance and Mannerism in Europe (1480-1600)**

A survey of the age of the High Renaissance of Leonardo, Michelangelo, Raphael, Titian, Giorgione and Durer, which gave way to the Mannerism of Pontormo, Bronzino, Rosso, el Greco and the School of Fontainebleau. Emphasis will be placed on artistic issues concerning technique, style, artistic originality and invention, theory and the role of the artist in society. Credits: 3(3-0) Offered spring, odd years

### **ARTH 278 F/19th Century European Art from the French Revolution to the Post Impressionists**

A study of how artists responded to social,

cultural, and religious upheavals that led to the industrial revolution and the development of the modern city. Movements include: neo-classicism, romanticism, realism, impressionism and post-impressionism, with special attention to the rise of new media like photography, new techniques like painting outdoors directly from nature, and the increasing presence of women artists. Credits: 3(3-0) Offered spring, odd years

### **ARTH 280 F/History of Art in the United States**

A historical survey of the art and architecture of the United States from the Colonial period to the present. Credits: 3(3-0)

### **ARTH 281 F/M/Pre-Columbian and Latin American Art**

A survey of Latin American art viewed within social, cultural and religious contexts. Credits: 3(3-0) Offered spring, even years

### **ARTH 284 F/M/Asian Art: The Spiritual Traditions of India, China and Japan**

A study of the religions and philosophies of Asia through visual imagery in pottery, sculpture, painting and architecture. Topics include: the art of the Indus Valley, Buddhist Art, Hindu Art, Indian manuscript painting, Shang bronzes, Confucian figure paintings, Daoist landscapes, Shinto shrines, Zen gardens, and Japanese decorative screen paintings. Credits: 3(3-0) Offered fall, even years

### **ARTH 285 F/Issues in Contemporary Art**

This course will explore movements, artists, and issues in American and European art from World War II to the present. Credits: 3(3-0) Offered when demand is sufficient

### **ARTH 287 F/Avant-Garde Modernism (1900-1950)**

The study of artistic responses to modernism's utopian visions and the devastation of two world wars. Major art movements include: Primitivism, Expressionism, Fauvism, Cubism, Dada, Surrealism, the Bauhaus and Abstract Expressionism; artists include: Matisse, Picasso, Duchamp, Dali, Magritte, Kandinsky, Mondrian, and Pollock. Credits: 3(3-0) Offered fall, odd years

## Art History Courses

---

### **ARTH 300 Major Artists and Issues (sub-title)**

This course will study an artist or artists or major issues in the history of art. Typical offerings are Michelangelo, Picasso and Matisse, Impressionism and Post-Impressionism, and Women and Art. Prerequisites: One 100- or 200-level art history course or permission of the instructor. Credits: 3(3-0) Offered spring, odd years

### **ARTH 305 Italian and Northern Renaissance Art (1300-1600)**

An upper level survey of the artistic traditions that visually defined the personae of Jesus and the Virgin. Prayers, hymn, liturgical texts, legends, the Gospels, the Apocalypse and Patristic writing will be used to explain the content of works of art that defined Jesus and the Virgin as co-redeemers; father/mother; role models, artistocrats; divine persons; and human beings. Prerequisites: One 100- or 200-level art history course or permission of the instructor. Credits: 3(3-0) Offered fall, odd years

### **ARTH 310 Women and Art**

This course will look at women as images and image makers in the history of western art from antiquity to the present, emphasizing the modern period. We will examine the works and lives of women artists and the social conditions that have affected their creativity and careers. In addition, we will explore the challenges that the gender question has posed to the subject matter of western art and the methodologies of art history. Prerequisites: One 100- or 200- level art history course or permission of the instructor. Credits: 3(3-0) Offered fall, even years

### **ARTH 378 Museum Studies I: History and Theory of Museums**

An analysis of the rapidly growing body of scholarship that takes museums and exhibition practices as objects of critical study. Starting from a historical perspective, this course examines the development of the museum as an institution from the 16th century through the present; it then considers various contemporary positions and debates concerning

the role(s) of museums, galleries, collections, exhibitions, and the relationship of these to broader cultural issues. Prerequisites: Two Art History courses (at least one at the 200 level) or permission of instructor. Credits: 3(3-0) Offered every other year

### **ARTH 379 Museum Studies II: Practical and Theoretical Aspects of Gallery Management**

This course aims to build upon the historical and theoretical foundations of Museum Studies I by introducing students to many of the practical issues facing curators and other museum/gallery professionals. When possible, the course will meet in the McClellan House, where students will have access to the Lockhart Gallery's workshop, storage, and exhibition spaces, with opportunities to participate in all stages of exhibition planning and collection management. Additionally, students will write polished papers analyzing a series of readings on such issues as the changing role of, the curator, the rise of the "blockbuster" exhibition. Prerequisites: ARTH 378 or permission of instructor. Credits: 3(3-0) Offered every other year

### **ARTH 384 Baroque Art in Italy, Spain, France, and The Netherlands**

A seminar on the art of the Protestant Reformation and the Catholic Counter-Reformation. The Baroque was an era of artistic diversity and religious change that ushered in the Modern Era. Here, Baroque art will be explored within the societal and religious controversies that gave it aesthetic and ideological purpose. Prerequisites: One 100- or 200-level art history course or permission of instructor. Credits: 3(3-0) Offered spring, even years

### **ARTH 386 Theories of Art History**

This course is designed to prepare students for graduate study in art history. It traces the development of the history of art history as an academic discipline and examines the theoretical premises of foundational texts by the most influential thinkers in the field. Topics include art history's relationships to biography, history, aesthetics, iconology, social history, Marxism, feminism, structuralism and

## Art History Courses

---

poststructuralism, psychoanalysis, and multiculturalism. Knowledge of these theoretical systems will apply to an analysis of twelve essays interpreting Edouard Manet's painting *A Bar at the Folies-Bergere* (1881) from diverse perspectives. Prerequisites: One 100- or 200- level art history course or permission of instructor. Credits: 3(3-0) Offered spring semesters when demand is sufficient

### **ARTH 387 Research Methods in Art History**

A study of the history of art history as a discipline and an analysis of diverse art, historical methodologies and theories. Intensive reading and writing, with stress on research skills, writing techniques, oral presentations and class discussion. Graduate school and career options will be explored. Prerequisites: Enrollment is limited to art history

majors or students with significant art history background who have received permission from the instructor. Credits: 3(3-0) Offered every fall

### **ARTH 399 Directed Study**

An opportunity for motivated students to conduct independent research in an area of interest while working with a faculty member on an individual basis. (1 to 3 semester hours). Prerequisites: Enrollment by advisement and by written permission of instructor and department chairperson. Offered by individual arrangement

## B. A. in Art History - Studio Art Track

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
S/U/	3	ARTH 172	3
ARTH 171	3	N/	4
F/	3	INTD 105	3
Foreign Language	3	Foreign Language	3
Elective	3	Elective	3
Total	15	Total	16

#### SECOND YEAR

ARTH 180	3	200-Level ARTH	3
HUMN 220	4	HUMN 221	4
S/	3	F/	3
Elective	3	Elective	3
R/	3	Elective	3
Total	16	Total	16

#### THIRD YEAR

(Alternative Semester Abroad)			3
200-Level ARTH	3	200- or 300-Level Elective	3
ARTS Sequence	3	ARTS Sequence	3
N/	4	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	16	Total	15

#### FOURTH YEAR

300-Level ARTH	3	ARTH 387	3
ARTS Elective	3	ARTS Elective	3
ARTH Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
Total	14	Total	12

Total Semester Hours – 120

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

## B. A. in Art History - Interdisciplinary Track

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
S/U/	3	ARTH 172	3
ARTH 171	3	N/	4
F/	3	INTD 105	3
Foreign Language	3	Foreign Language	3
Elective	3	Elective	3
Total	15	Total	16

#### SECOND YEAR

ARTH 173	3	200-Level ARTH	3
HUMN 220	4	HUMN 221	4
S/	3	F/	3
Elective	3	Elective	3
R/	3	Elective	3
Total	16	Total	16

#### THIRD YEAR

(Alternative Semester Abroad)			3
200-Level ARTH	3	200- or 300-Level Elective	3
ARTS Sequence	3	Cognate Area Elective	3
N/	4	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	16	Total	15

#### FOURTH YEAR

300-Level ARTH	3	ARTH 387	3
ARTH Elective	3	ARTH 399 Directed Study: Thesis	3
Cognate Area Elective	3	Cognate Area Elective	3
Elective	3	Elective	3
Elective	2		
Total	14	Total	12

Total Semester Hours – 120

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*



# Art Studio

ARTS: Professors: T. MacPherson, C. Shanahan, M. Teres. Associate Professors: P. Case, E. DeZarn. Gallery Director: C. Hawkins-Owen.

On November 18, 2010, students, faculty, and staff in the Department of Communicative Disorders and Sciences, along with the greater college community, were informed by the President of SUNY Geneseo that in an effort to close a 7.2 million dollar college-wide budget deficit, degree programs in Art Studio (along with two other academic programs) were being “deactivated.” Due to these actions we will no longer be admitting new students to either these programs. Those students who are currently enrolled will be afforded the opportunity to finish out the program and earn their degrees.

## Bachelor of Arts Degree — Art Studio

A portfolio of 10 works that demonstrate technical proficiency and artistic imagination is required for admission to the Major in Art Studio. The portfolio should include a variety of works that exhibit drawing skills and composition development. In addition, the applicant should submit a resume that includes exhibitions, awards, formal course work in art, and art related experiences. Acceptable formats for the portfolio are original work, slides, jpeg files or PowerPoint on CD or DVD.

Transfer students also must complete the following courses on campus: One 300-level course in a Studio Concentration (3 credits); Two elective courses in Art Studio (6 credits); Arts 387 – Junior Studio Seminar (3 credits); and Arts 370 – Senior Art Exhibition (2 credits).

Total credit hours required to complete major: 45

Basic Requirements		45 semester hours
A. Foundation Requirements:		15
ARTS 100	F/Two Dimensional Design	
ARTS 101	F/Three-Dimensional Design	
ARTS 200	F/Computer Art I	
ARTS 210	F/Drawing I	
ARTS 310	Drawing II	
B. Studio Concentration Requirements:		15
Studio Concentration:		9
Ceramics:		9
ARTS 245	Ceramics I	
ARTS 345	Ceramics II	
ARTS 346	Ceramics III	
<b>OR</b>		
Drawing:		9
ARTS 215	Figure Drawing I	
ARTS 315	Figure Drawing II	
ARTS 316	Figure Drawing III	
<b>OR</b>		
Jewelry and Metals:		9
ARTS 250	Jewelry and Metals I	
ARTS 350	Jewelry and Metals II	
ARTS 351	Jewelry and Metals III	
ARTS 305	Metalsmithing	
<b>OR</b>		
Painting:		9

ARTS 220	Oil Painting I	
ARTS 320	Oil Painting II	
ARTS 321	Oil Painting III	
	<b>OR</b>	
ARTS 225	Watercolor I	
ARTS 325	Watercolor II	
ARTS 326	Watercolor III	
	<b>OR</b>	
Photography:		9
ARTS 235	F/Digital Photography I	
ARTS 335	Digital Photography II	
ARTS 336	Digital Photography III	
	<b>OR</b>	
Sculpture:		9
ARTS 240	Sculpture I	
ARTS 340	Sculpture II	
ARTS 341	Sculpture III	
Studio Concentration:	(six hour concentration – different from the nine hour concentration)	6
Ceramics:		6
ARTS 245	Ceramics I	
ARTS 345	Ceramics II	
	<b>OR</b>	
ARTS 200	F/Computer Art	
ARTS 204	Graphic Design	
	<b>OR</b>	
Drawing:		6
ARTS 215	Figure Drawing I	
ARTS 315	Figure Drawing II	
	<b>OR</b>	
Jewelry and Metals:		6
ARTS 250	Jewelry and Metals I	
ARTS 350	Jewelry and Metals II	
ARTS 305	Metalsmithing	
	<b>OR</b>	
Painting:		6
ARTS 220	Oil Painting I	
ARTS 320	Oil Painting II	
	<b>OR</b>	
ARTS 225	Watercolor I	
ARTS 325	Watercolor II	
Photography:		6
ARTS 235	F/Digital Photography I	
ARTS 335	Digital Photography II	
	<b>OR</b>	
Printmaking:		6
ARTS 230	Printmaking I	
ARTS 330	Printmaking II	
	<b>OR</b>	
Sculpture:		6
ARTS 240	Sculpture I	

ARTS 340	Sculpture II	
Art History Requirement:	Three courses under ARTH, one of which must be at the 200- or 300-level	9
Capstone Requirements		6
ARTS 265	Sophomore Foundation Portfolio Review	1
ARTS 370	Senior Exhibition Review	2
ARTS 387	Junior Studio Seminar	3
Additional Requirement:	Attendance at two gallery openings and one visiting artist lecture each semester	0

\*Majors are required to concentrate in two studio areas by completing nine semester hours of credit in one and six semester hours of credit in the other: ceramics, computer art/graphic design, drawing (in addition to the Foundation Requirements), jewelry, painting, photography, printmaking and sculpture. Foundations-level drawing and design courses may not be used for studio concentrations.

Each art studio major is required to have a portfolio review (ARTS 265) before the end of the junior year, complete the ARTS 387 Junior Studio Seminar, and have a senior art exhibit (ARTS 370) in a selected field.

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all Art Studio and Art History courses used to fulfill major requirements.

### Department Writing Requirement

Each student will submit an Art History paper from a 200 or 300-level course as evidence of writing competence. For information on writing requirements for “double” or “triple” majors, consult the *Undergraduate Bulletin* under “Multiple Majors” or the Office of the Dean of the College.

All art studio majors must attend two gallery openings and one visiting artist lecture each semester.

The Art Faculty reserves the right to retain representative examples of students’ work while taking into consideration such factors as length of retention, cost of materials, etc.

## Teaching Art

Students interested in teaching art in elementary or secondary school in New York State should consult the department for details regarding requirements for New York State initial certification.

## Minor in Studio Art

(This minor is not available to Art History or Art Studio majors.)

		21 semester hours
ARTS 100	F/Two-Dimensional Design OR	3
ARTS 210	F/Drawing I	
Three 200-level courses selected from the following studio areas: calligraphy ceramics, computer art/graphic design, jewelry and metals, painting, printmaking, sculpture, photography		9
One 300-level course in an area selected above		3
ARTH 171	F/History of Western Art: Prehistoric through Gothic OR	3
ARTH 172	F/History of Western Art: Renaissance through Rococo OR	
ARTH 173	F/History of Western Art: Neoclassicism to Contemporary	3
One 200-level course in Art History		

## Art Studio Courses

---

### **ARTS 100 F/Two-Dimensional Design**

An introduction to two dimensional art through study of space, line, shape, color, texture, form, and value, and guided by a concern for the principles of design in a variety of media. Credits: 3(2-2)

### **ARTS 101 F/Three-Dimensional Design**

An introduction to three-dimensional art through study of basic form and structural concepts in a variety of media. Credits: 3(2-2)

### **ARTS 200 F/Computer Art**

Explores the computer as a means of visual communication and personal expression. Emphasis is on the production of visual images. Credits: 3(2-2)

### **ARTS 204 Graphic Design**

This course surveys the field of graphic design through the presentation of design fundamentals and basic visual problems using the computer. (Field trips.) Credits: 3(2-2) Offered every spring

### **ARTS 205 F/Calligraphy**

An introduction to hand lettering with broad pen, with selected alphabets from ancient Roman to contemporary Italic handwriting. (Field trips) Credits: 3(2-2)

### **ARTS 207: Selected Topics**

This beginning level course explores a special topic, medium, or idea as developed by the instructor. Students will investigate the topic through hands-on studio projects, readings, and lectures. Credits: 3(3-0).

### **ARTS 210 F/Drawing I**

An applied introduction to visual representation through the study of the description of forms as it applies to the design elements in a variety of media. Credits: 3(2-2)

### **ARTS 215 Figure Drawing I**

An opportunity to acquire perceptual knowledge and skill in depicting the human figure and to explore a variety of interpretive possibilities. Various drawing media are used. Credits: 3(2-2) Offered every fall

### **ARTS 220 Oil Painting I**

Basic investigation of the medium to manipulate space and color on a 2D surface. Emphasis will be given to both direct and indirect painting techniques. Design and drawing recommended. Credits: 3(2-2) Offered every fall

### **ARTS 222 Mixed Media Painting**

Basic investigation of acrylic painting techniques and their expressive possibilities when combined with other media. Credits: 3(2-2) Offered when demand is sufficient

### **ARTS 225 F/Watercolor I**

An introduction to the techniques of painting in transparent and opaque watercolors. Emphasis is on developing technical facility and creative expression in the use of the medium. (Field trips.) Credits: 3(2-2)

### **ARTS 230 Printmaking I**

Involves techniques in serigraphy and lithography. Credits: 3(2-2) Offered every fall

### **ARTS 235 F/Digital Photography I**

Explores the photographic medium as a means of visual communication and personal expression. Emphasis is placed on photographic technique. (May have field trips.) Credits: 3(2-2)

### **ARTS 240 Sculpture I**

An introduction to and exploration of the technical, formal and conceptual aspects of making three-dimensional art using a variety of traditional and non-traditional materials and processes. Completion of ARTS 100 is strongly encouraged. Credits: 3(2-2)

### **ARTS 245 Ceramics I**

A study of the nature of clay and glazes, hand-forming methods, throwing on the wheel, decorative processes, glaze application, and firing. Credits: 3(2-2)

### **ARTS 250 Jewelry and Metals I**

Exploration of contemporary jewelry design, with an emphasis on basic metalworking techniques and construction methods: sawing, soldering, surface enrichment, forming, stone setting. Credits: 3(2-2)

## Art Studio Courses

---

### **ARTS 265 Sophomore Foundation Portfolio Review**

Art majors must prepare their artwork for a portfolio review that focuses on Drawing, 2D Design and 3D Design skills. The portfolio is reviewed by at least two faculty members. Prerequisites: ARTS 100, ARTS 101, and ARTS 210. Credits: 1(1-0)

### **ARTS 300 Exhibition Design**

Design and creation of exhibits, including objects of artistic, historical, scientific, and technological natures. Emphasis upon experiences in planning, design, construction, and evaluation of exhibitions. Credits: 3(0-6 to 9). Prerequisites: Permission of instructor. Offered when demand is sufficient.

### **ARTS 305 Metalsmithing**

Investigations into three-dimensional form through the manipulation of primarily silver and copper. Emphasis will be on the creative application of traditional forming techniques (compression raising, seaming) used in silversmithing and copper ware. Construction methods will include soldering and cold connecting devices to develop functional and non-functional sculptural forms. May be taken two times. Prerequisites: ARTS 250. Credits: 3(2-2) Offered fall, even years

### **ARTS 307 Studio - Selected Media**

Advanced elective work in ceramics, drawing, jewelry and metals, painting, photography, sculpture or graphic design. (May be repeated for a maximum of 6 semester hours in a single medium.) Credits: 1-6. Prerequisites: The Level III course in ceramics, drawing, jewelry and metals, painting, photography, sculpture or, for graphic design, ARTS 200, ARTS 204, and ARTS 230; permission of the instructor and SOTA Dean. Offered by individual arrangement

### **ARTS 310 Drawing II**

A continuation and expansion of experiences, methods, and materials initiated in Drawing I. (Field trips). Prerequisites: ARTS 210 or permission of instructor. Credits: 3(2-2) Offered every spring

### **ARTS 311 Drawing III**

Advanced investigation into contemporary image making with an expansion of experiences, methods and materials initiated in Drawing I and II. Prerequisites: ARTS 310 or permission of instructor. Credits: 3(2-2) Offered when demand is sufficient

### **ARTS 315 Figure Drawing II**

A continuation of studies initiated in Figure Drawing I, with emphasis upon the development of a personal style. Prerequisites: ARTS 215 or permission of instructor. Credits: 3(2-2) Offered every spring

### **ARTS 316 Figure Drawing III**

Advanced investigation into contemporary image making with an expansion of experiences, methods and materials initiated in Figure Drawing I and II. Prerequisites: ARTS 215, ARTS 315, or permission of instructor. Credits: 3(2-2) Offered fall, odd years

### **ARTS 320 Oil Painting II**

Expressive experimentation with a plastic medium. Emphasis will be placed on developing ideas and developing techniques compatible to concepts. Prerequisites: ARTS 220. Credits: 3(2-2) Offered every spring

### **ARTS 321 Oil Painting III**

This course is intended for students interested in advancing their painting skills while developing a unique vision. Prerequisites: ARTS 320. Credits: 3(2-2) Offered every fall

### **ARTS 325 Watercolor II**

Further exploration of the techniques of painting in transparent and opaque water colors. Emphasis is on continued development of technical facility and creative expression in the use of the medium. (Field trips.) Prerequisites: ARTS 225 or permission of instructor. Credits: 3(2-2) Offered every spring

### **ARTS 326 Watercolor III**

Advanced investigation into contemporary image making with an expansion of experiences, methods and materials initiated in Watercolor I and II. Prerequisites: ARTS 225,

## Art Studio Courses

---

ARTS 325 or permission of instructor. Credits: 3(2-2) Offered fall, even years

### ARTS 330 Printmaking II

Advanced work in serigraphy and lithography. (May be repeated to a total of 6 semester hours to provide continuation of the student's development.) Prerequisites: ARTS 230. Credits: 3(0-6) Offered every spring

### ARTS 335 Digital Photography II

Explores digital photography (using Adobe Photoshop as the primary tool) as a means of visual communication and personal expression. Emphasis is on process, color, studio lighting and image manipulation. (May have field trips.) Prerequisites: ARTS 100, ARTS 235 or permission of instructor. Credits: 3(2-2) Offered every spring

### ARTS 336 Digital Photography III

Explores advanced digital photography (using Adobe Photoshop and a variety of other photo enhancement and presentation software) as a means to digitize photographic artistic creation, graphic communication and personal expression. (May have field trips). Prerequisites: ARTS 200 and ARTS 335 or the permission of the instructor. Credits: 3(2-2) Offered every fall

### ARTS 340 Sculpture II

A further exploration of making art in three dimensions. An equal emphasis is placed on technical and formal development and creativity. Prerequisites: ARTS 210 and ARTS 240 or permission of the instructor. Credits: 3(2-2) Offered every spring

### ARTS 341 Sculpture III

The goals of this course are to improve student's knowledge of traditional and contemporary methods, techniques and issues in sculpture. This course is designed to allow the students to have a high level of freedom in determining the methods and materials of the pieces they make, while also providing instruction to build on skills they have already developed. In this course, students should make an effort to shift from work-

ing like an art student to working like an artist. Prerequisites: ARTS 340. Credits: 3(2-2) Offered every fall

### ARTS 345 Ceramics II

Individual exploration of creative problems in ceramics, utilizing wheel-throwing, hand-building, glazing, and firing techniques at an advanced level. Prerequisites: ARTS 245 or permission of instructor on the basis of presentation of a portfolio. Credits: 3(2-2) Offered every spring

### ARTS 346 Ceramics III

This course is intended for advanced ceramics students interested in honing their skills while developing a personal vision. Ceramics is approached through a historical perspective dealing with aesthetics, conceptual and technical concepts. Prerequisites: ARTS 345. Credits: 3(2-2) Offered every fall

### ARTS 350 Jewelry and Metals II

Further exploration of the plastic qualities of metal. Emphasis on forming and advanced decorative techniques for functional and non-functional objects. Prerequisites: ARTS 250 or permission of instructor. Credits: 3(2-2) Offered every spring

### ARTS 351 Jewelry and Metals III

This course will study advanced technical applications used in the production of metal objects and art jewelry. The focus will be on contemporary design, along with history, meaning and content. Students will be required to research artists and metal techniques, become familiar with the History of Jewelry, and contemporary art movements within the context of jewelry and metal ARTS. Demonstrations will be given along with individual instruction. Prerequisites: ARTS 350. Credits: 3(2-2) Offered fall, odd years

### ARTS 370 Senior Art Exhibition

A senior exhibition is a requirement for all art majors at SUNY Geneseo in order to receive a bachelor's degree. This course will guide students through the process of selecting and mounting a mature body of work completed during studio study while in attendance at SUNY Geneseo. Each student will

## Art Studio Courses

---

be responsible for meeting all gallery deadlines, designing and distributing an exhibition poster and mailer. The student will prepare the gallery space and set up the exhibition as well as arrange all lighting. Notes:

Prerequisites: ARTS 387 and completion of 9 hours in primary concentration and 6 hours in secondary concentration. Credits: 2(1-1) Offered every spring

### **ARTS 387 Junior Studio Seminar**

This course investigates contemporary conceptual issues in art and begins preparing students to consider the content, documenta-

tion, and display of their work as it related to a career in the ARTS. Prerequisites: ARTS 265 and junior standing. Credits: 3(3-0) Offered every fall

### **ARTS 399 Directed Study**

Selected study or research in a field of specialization. (1 to 3 semester hours.) Prerequisites: Permission of instructor and SOTA Dean. Offered by individual arrangement

## B. A. in Art Studio

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
ARTS 100	3	ARTS 101	3
ARTS 200	3	ARTS 310	3
ARTS 210	3	F/	3
INTD 105	3	S/U/	3
N/	4	N/	4
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

ARTH 171	3	ARTH 172	3
ARTS Elective	3	ARTS 265	1
ARTS Elective	3	ARTS Elective	3
HUMN 220	4	HUMN 221	4
R/	3	S/	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>

#### THIRD YEAR

ARTH 287	3	ARTS Elective	3
ARTS Elective	3	Elective	3
ARTS 387	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

M/	3	ARTS 370	2
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>

Total Semester Hours -- 121

\*Note: See the section in this bulletin on the Non-Western Traditions Graduation Requirement (M/Requirement).

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*



# Biochemistry

Harold Hoops, Coordinator (Integrated Science Center 356) - [biochem.geneseo.edu](mailto:biochem.geneseo.edu)

The interdepartmental degree in Biochemistry stresses basic science and analytical skills. Extensive laboratory experience is acquired making use of the modern instrumentation in both the Biology and Chemistry departments. Graduates of this program are well prepared for employment in the fields of Biochemistry, Biotechnology, Cell Biology, and Molecular Biology. The program also provides excellent preparation for the pursuit of advanced academic or professional degrees.

Minimum Competency Requirement. Students must attain a grade of C- or better in all required Chemistry and Biology courses before those courses can be used as prerequisites for another course.

## Bachelor of Science Degree in Biochemistry

Total credit hours required to complete major: 72

Basic Requirements		53 semester hours
BIOL 116, BIOL 117, BIOL 119	General Biology Lab	8
BIOL 222	General Biology: Cells, Genetics, Evolution	3
BIOL 300	General Biology: Diversity, Physiology, Ecology	3
BIOL 322	Genetics	3
BIOL 390	Cell Biology	3
	Molecular Biology	2
	Molecular Techniques	
Seven credits from among:		
	BIOL 203, 215, 223, 230, 241, 242, 250 (cannot be used as an elective if it is selected as a related requirement option), 301, 304, 306, 327, 330, 334, 340, 342, 354, 361, 364, 375, 378, 382, 390 (other than Molecular Techniques) 393, 399	
	CHEM 301, 313, 315, 318, 322, 329, 30, 331, 334, 340, 341, 342, 361, 393, 399	7
	Other courses from BCHM 393, Physics, Math, or Computer Science or new or experimental courses may be used to meet this requirement, with prior approval from the Biochemistry Coordinator. No more than three elective credits shall be from 200-level electives without approval from the Biochemistry Coordinator. No more than three elective credits shall be from research or directed study without approval from the Biochemistry Coordinator.	
BIOL 385 or CHEM 385	Senior Seminar in Biochemistry	1
CHEM 116, 118	Chemistry I and II	6
CHEM 119	N/Introductory Chemistry Laboratory	2
CHEM 211, 213, 216	Organic Chemistry I/II & Organic Chem Lab	8
CHEM 302, 304	Biochemistry I and II	6
CHEM 324	Physical Chemistry (CHEM 320/322 may be elected as a substitute)	3

BIOL 301 or CHEM 301	Cell Biology or Biochemistry Laboratory	1 or 2
----------------------	---	--------

Related Requirements		19 semester hours
MATH 221, 222 OR 228	Calculus I and II <b>OR</b> Calc II for Biologists	8
PHYS 123, 114, 125, 116	Analytical Physics I and II	8
One of the following: Tool Skill Courses		
CSCI 119	Object-Oriented Programming	3
CSCI 120	Procedural Programming	
BIOL 250	Biological Data analysis	
MATH 262	Applied Statistics	
PSYC 250	Intro to Behavioral Statistics	

### Department Writing Requirement

The biochemistry writing requirement will be met by successful completion (grade of C- or better) in the Senior Biochemistry Seminar of which an integral part is the successful writing of a formal biochemistry review paper of 8-12 pages. The paper is retained by the department in which the student is advised.

## Biochemistry Research

### BCHM 393 Honors Research

Individual research at the molecular level on a topic of biochemical interest with a member of the Biology or Chemistry Department. A thesis that includes a statement of the research goals, pertinent background information, experimental procedures, analysis of data, and a discussion of the results is submitted at the completion of the project. After the thesis is accepted, the student gives an oral presentation in the department in which the research was done. Enrollment is by invitation of the Biochemistry Coordinating Committee. The student must have completed the biochemistry program through BIOL 300 and CHEM 302 with a GPA of 3.3, and have an overall GPA of 3.25. Prerequisites: 2 credits of BIOL 399 or CHEM 399, or equivalent research experience. Credits: 4(0-12) Offered by individual arrangement

## B. S. in Biochemistry

### Sample Program Outline/Advising Guide

FIRST YEAR															
Fall	Hours	Spring	Hours												
BIOL 117	3	BIOL 119	3												
BIOL 116 or CHEM 119	2														
CHEM 116	3-4	CHEM 118	3												
MATH 221	4	CHEM 119 or BIOL 116	2												
F/	3	MATH 222	4												
		INTD 105	3												
<b>Total</b>	<b>15-16</b>	<b>Total</b>	<b>15</b>												
SECOND YEAR															
BIOL 222	3	BIOL 300	3												
CHEM 211	3	CHEM 213	3												
CHEM 216 or elective	2	CHEM 216 or elective	2												
PHYS 123/114	4	PHYS 125/116	4												
S/U or Foreign language	3	S/U/ or Foreign language	3												
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>												
THIRD YEAR															
Tool Skills Course or S/	3	CHEM 304	3												
BIOL 301 or CHEM 301	1 or 2	Biochemistry Elective	3-4												
CHEM 302	3	BIOL 390: Molecular Tech	2												
BIOL 322	3	HUMN 221	4												
HUMN 220	4	S/ or Tool Skills Course	3												
Elective or Foreign Language	1														
<b>Total</b>	<b>15-16</b>	<b>Total</b>	<b>15-16</b>												
FOURTH YEAR															
Biochemistry elective	3-4	Elective	3-4												
BIOL 385 or CHEM 385	1	CHEM 324	3												
F/	3	Elective	3												
M/	3	Elective	3												
Elective	3	Elective	3												
Elective	3														
<b>Total</b>	<b>16-17</b>	<b>Total</b>	<b>15-16</b>												
<b>Total Semester Hours --- 120-121</b>															
<p>The biochemistry major can lead to a variety of professional and vocational pursuits, and career goals should be considered when selecting electives. Students should discuss choices with their advisors, who can suggest electives for a variety of options. A few examples follow.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 30%;"><i>Bioorganic Chemistry</i></td> <td><i>CHEM 240, CHEM 318</i></td> </tr> <tr> <td><i>Bioinorganic Chemistry</i></td> <td><i>CHEM 330, CHEM 331, CHEM 334, CHEM 338</i></td> </tr> <tr> <td><i>Cell and Molecular Biology</i></td> <td><i>BIOL 223, BIOL 301, BIOL 330, BIOL 354, CHEM 322</i></td> </tr> <tr> <td><i>Environmental Biochemistry</i></td> <td><i>BIOL 203, BIOL 230, CHEM 240, CHEM 322</i></td> </tr> <tr> <td><i>Neurobiology</i></td> <td><i>BIOL 310, BIOL 354, BIOL 364, CHEM 322</i></td> </tr> <tr> <td><i>Pharmaceutical Chemistry</i></td> <td><i>CHEM 240, CHEM 318</i></td> </tr> </tbody> </table>				<i>Bioorganic Chemistry</i>	<i>CHEM 240, CHEM 318</i>	<i>Bioinorganic Chemistry</i>	<i>CHEM 330, CHEM 331, CHEM 334, CHEM 338</i>	<i>Cell and Molecular Biology</i>	<i>BIOL 223, BIOL 301, BIOL 330, BIOL 354, CHEM 322</i>	<i>Environmental Biochemistry</i>	<i>BIOL 203, BIOL 230, CHEM 240, CHEM 322</i>	<i>Neurobiology</i>	<i>BIOL 310, BIOL 354, BIOL 364, CHEM 322</i>	<i>Pharmaceutical Chemistry</i>	<i>CHEM 240, CHEM 318</i>
<i>Bioorganic Chemistry</i>	<i>CHEM 240, CHEM 318</i>														
<i>Bioinorganic Chemistry</i>	<i>CHEM 330, CHEM 331, CHEM 334, CHEM 338</i>														
<i>Cell and Molecular Biology</i>	<i>BIOL 223, BIOL 301, BIOL 330, BIOL 354, CHEM 322</i>														
<i>Environmental Biochemistry</i>	<i>BIOL 203, BIOL 230, CHEM 240, CHEM 322</i>														
<i>Neurobiology</i>	<i>BIOL 310, BIOL 354, BIOL 364, CHEM 322</i>														
<i>Pharmaceutical Chemistry</i>	<i>CHEM 240, CHEM 318</i>														
<p><i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i></p>															

# Biology

**George Briggs, Chair (Integrated Science Center 332A) - [biology.geneseo.edu/](http://biology.geneseo.edu/)**

Distinguished Teaching Professor: R. O'Donnell. Professors: I. Bosch, M. Chang, G. Hartvigsen, H. Hoops, S. Muench, R. Simon, R. Spear. Associate Professors: G. Briggs, K. Hannam, J. Haynie, J. Lewis, J. Lovett, D. McPherson, E. Spicka. Assistant Professors: J. Apple, E. Cox, K. Militello.

## Bachelor of Arts Degree in Biology

Total credit hours required to complete major: 64-65

Basic Requirements		33 semester hours
BIOL 116, 117, 119	General Biology Laboratory General Biology: Cells, Genetics, Evolution General Biology: Diversity, Physiology, Ecology	8
BIOL 203	Principles of Ecology	3
BIOL 222	Principles of Genetics	3
BIOL 300	Cell Biology	3
Electives in Biology at the 200 level or above including the following:		16

- 1) At least three Biology laboratory courses including at least one Biology laboratory course at the 300 level.
- 2) At least five credit hours of electives in Biology at the 300 level or above. (This will include the 300-level laboratory credit.)
- 3) A maximum of four credit hours from the following: Biol 299, Biol 281, 395, Biol 399.

Related Requirements		31-32 semester hours
CHEM 116, 118, 119		8
CHEM 211, 213, 216		8
MATH (112, 242) OR (112, 221) OR (221, 222) OR (221, 228) OR (221, 262)		7-8
PHYS (113/114, 115/116) OR PHYS (123, 114, 125, 116) OR GSCI (111, 112) OR (PHYS 113/114, GSCI 111)		8

The Bachelor of Arts Degree in Biology is recommended for students preparing for secondary certification, dual majors or those planning to pursue graduate work outside of life sciences (e.g., law, M.B.A., psychology, public policy, or some areas of environmental studies).

### Minimum Competence Requirement

To graduate with a biology major, students must attain a grade of C- or better in all required biology courses (excluding electives). A grade of C- must be achieved in any course before it can be used as a prerequisite for another course. A student may only repeat a required biology course or related requirement once for major credit and the course must be taken at the next offering of the class. If a student does not earn at least a "C-" on the second taking of the class, she/he will not be able to complete the major.

### Department Writing Requirement

Students must demonstrate writing skills to the satisfaction of the Biology department. These skills will be evaluated in laboratory reports and in written assignments in 200- and 300-level biology courses.

For further information, please contact your advisor or the Department Chair. For information on writing requirements for "double" or "triple" majors consult the *Undergraduate Bulletin* under "Multiple Majors" or the Office of the Dean of Curriculum and Academic Services.

## Bachelor of Science Degree in Biology

Total credit hours required to complete major: 71-72

Basic Requirements		36 semester hours
BIOL 116, 117, 119	General Biology Lab General Biology: Cells, Genetics, Evolution General Biology: Diversity, Physiology, Ecology	8
BIOL 203	Principles of Ecology	3
BIOL 222	Principles of Genetics	3
BIOL 300	Cell Biology	3
Electives in Biology including the following:		19
1)	At least four laboratory courses at the 200 level and above, including at least one Biology laboratory course at the 300 level.	
2)	At least twelve hours of Biology courses at the 300 level or above.	
3)	A maximum of four credit hours from the following: BIOL 299, 281, 395, 399.	
Related Requirements		35-36 semester hours
CHEM 116, 118, 119		8
CHEM 211, 213, 216		8
MATH 221 AND MATH (222 or 228)		8
PHYS 113/114, 115/116 OR PHYS 123/114, 125/116		8
One from the following: BIOL 250; CSCI 114, 119, 120, 141, 216, 230; MATH 262, 360; PSYC 250		3-4

The Bachelor of Science Degree in Biology is recommended for students preparing for graduate work in the biological sciences .

### Minimum Competence Requirement

To graduate with a biology major, students must attain a grade of C- or better in all required biology courses, excluding electives. A grade of C- must be achieved in any course before it can be used as a prerequisite for another course. A student may only repeat a required biology course or related requirement once for major credit and the course must be taken at the next offering of the class. If the student does not earn at least a C- on the second taking of the class, she/he will not be able to complete the major.

### Department Writing Requirement

Students must demonstrate writing skills to the satisfaction of the Biology department. These skills will be evaluated in Laboratory reports and in written assignments in 200- and 300-level biology courses.

For further information, please contact your advisor or the Department Chair. For information on writing requirements for “double” or “triple” majors consult the *Undergraduate Bulletin* under “Multiple Majors” or the Office of the Dean of Curriculum and Academic Services.

### Certification in Adolescence Education (7-12): Biology and General Science

Students who intend to become secondary school biology teachers qualify for New York State initial certification by completing the requirements of either the Bachelor of Arts or Bachelor of Science degree and the requisite courses in education (see School of Education program description).

## Specialization Areas

### Pre-Professional

Requirements for various biologically related professional programs (e.g. medical, veterinary, dental, optometry, etc.) vary. Students are urged to familiarize themselves with the specific requirements of the schools of their choice. (Please see pages 369-376 for additional information on the Pre-Professional Advisory Programs.)

Students planning to apply to professional schools may complete a major in any academic department or area. Minimal requirements of most professional schools include one year of biology, one year each of general chemistry and organic chemistry, one year of general physics, and one course in English.

Students planning to attend veterinary school should complete BIOL 116, 117, 119, 230, 222 (223 is optional); general chemistry, organic chemistry, and biochemistry; 6 semester hours in English and speech (English composition is required). Courses in nutrition and statistics are recommended. BIOL 242, 300, and 354 are also desirable.

### Articulation Agreement

#### SUNY Upstate Medical University College of Medicine & SUNY Geneseo Early Admittance into Medical School

This program addresses the shortage of physicians in rural communities of New York State. There is evidence that people who grow up in rural communities or who trained there will later return to set up medical practice in a rural setting. This program will also attempt to provide a more diverse student population for entry into physician training programs.

Objectives of this program:

- To promote and facilitate the easy transition of qualified students from SUNY Geneseo into SUNY Upstate Medical University's Medical School program.
- To provide information specific to SUNY Upstate Medical University's College of Medicine.
- To provide collateral and co-curricular experiences that support students interested in medical school.
- To attract qualified students to SUNY Geneseo and to SUNY Upstate Medical University.
- To recruit, support and mentor a diverse group of students interested in medical school.
- To encourage academic coordination and faculty/administration interaction.
- To encourage early faculty-student interaction between SUNY Geneseo students and SUNY Upstate Medical University faculty.

This program seeks high school students with excellent academic records. Preference will be given to those applicants which best fulfill the following criteria:

- comes from a rural community in New York state
- has an excellent high school GPA (minimum 90% average)
- has extra-curricular activities which document some experience in a healthcare setting and a commitment to service work
- has SAT scores of 1250 or better (combined Critical Reading & Math) or ACT score of 28 Composite or better
- can be considered to be disadvantaged or from a background which makes it unlikely they would compete for admission to medical school through a traditional route

For more information contact the Director of Admission at SUNY Geneseo at (866) 245-5211 or (585) 245 5571, Dr. George M. Briggs at (briggs@geneseo.edu) or Dr. Robert W. O'Donnell at (odonnell@geneseo.edu).

### **3/3 Program in Physical Therapy with SUNY Upstate Medical University**

SUNY-Geneseo and SUNY-Upstate Medical University offer a cooperative program to qualified students where they can receive a B.S. in Biology and a Doctor of Physical Therapy in six years. Upon completion of three years of study at Geneseo and the first year at Upstate, SUNY-Geneseo students will be awarded a Bachelor's degree from Geneseo. Upon successful completion of three years at Upstate in the entry level DPT program, students will be awarded a DPT degree from SUNY-Upstate. Qualified high school seniors may apply for early admission to the program by applying and being accepted by both SUNY-Upstate and SUNY-Geneseo. Geneseo students may apply to the DPT program at any point during their first three years at the College. You are invited to contact Dr. Ed Spicka at SUNY-Geneseo at [spicka@geneseo.edu](mailto:spicka@geneseo.edu) or the Admissions Office at SUNY-Upstate Medical University (315) 464-4570 for further information.

### **3/4 Program with New York College of Osteopathic Medicine**

SUNY-Geneseo and New York College of Osteopathic Medicine offer an affiliation program to qualified students where they can receive a B.S. in Biology and a Doctor of Osteopathic Medicine degree in seven years instead of the usual eight. The student attends SUNY at Geneseo for 3 years and then attends the professional program at New York College of Osteopathic Medicine. After the first year at New York College of Osteopathic Medicine, the student receives his or her baccalaureate degree in biology from SUNY-Geneseo. The D. O. degree is awarded after completing the four years at New York College of Osteopathic Medicine. You are invited to contact Dr. George M. Briggs at ([briggs@geneseo.edu](mailto:briggs@geneseo.edu)) or Dr. Robert W. O'Donnell at SUNY-Geneseo at ([odonnell@geneseo.edu](mailto:odonnell@geneseo.edu)) or the Director of Admissions at New York College of Osteopathic Medicine at (516) 686-3747.

### **3/4 Program with SUNY-Optometry**

SUNY-Geneseo and SUNY College of Optometry offer an affiliation program to qualified students where they can receive a B.S. in Biology and a Doctor of Optometry degree in seven years instead of the usual eight. The student attends SUNY at Geneseo for 3 years and then attends the professional program at SUNY College of Optometry. After the first year at SUNY College of Optometry, the student receives his or her baccalaureate degree in biology from SUNY-Geneseo. The O.D. degree is awarded after completing the four years at SUNY College of Optometry. You are invited to contact Dr. Robert W. O'Donnell at SUNY-Geneseo at ([odonnell@geneseo.edu](mailto:odonnell@geneseo.edu)) or the Office of Student Affairs at SUNY College of Optometry at (212) 780-5100 or (800) 291-3937 for more details.

### **3/4 Program with SUNY-Buffalo, School of Dental Medicine**

SUNY-Geneseo and the SUNY-Buffalo, School of Dental Medicine offer an affiliation program to qualified students where they can receive a B.S. in Biology and a Doctor of Dental Science degree in seven years instead of the usual eight. The student attends SUNY-Geneseo for 3 years and then attends the professional program at SUNY-Buffalo, School of Dental Medicine. After the first year at SUNY-Buffalo, School of Dental Medicine, the student receives his or her baccalaureate degree in biology from SUNY-Geneseo. The D.D.S. degree is awarded after completing the four years at SUNY-Buffalo, School of Dental Medicine. You are invited to contact Dr. Robert W. O'Donnell at SUNY-Geneseo at ([odonnell@geneseo.edu](mailto:odonnell@geneseo.edu)) or the Office of Student Admissions at SUNY Buffalo School of Dental Medicine at (716) 828-2836 for more details.

### **Preparation for Nursing**

Geneseo had negotiated an agreement with the Johns Hopkins School of Nursing for students to complete one of three options:

- a 3/2 baccalaureate in nursing
- a 3/1 accelerated baccalaureate in nursing
- direct entry to a combined BS to MSN degrees

Students interested in these programs should contact Dr. George Briggs in the Biology Department ([briggs@geneseo.edu](mailto:briggs@geneseo.edu)) for further information.

### **Early Assurance Program with SUNY-Buffalo, School of Dental Medicine**

SUNY-Geneseo and the SUNY-Buffalo, School of Dental Medicine offer a cooperative program to qualified students designed to assure an undergraduate student acceptance into dental school at the end of two years of study. This allows the student to complete a four year undergraduate curriculum without further concern about admission to a D.D.S. program. While there is no major course of study required, the applicant must have completed most of the required pre-dental courses for admission to the SUNY at Buffalo, School of Dental Medicine and must demonstrate both maturity and a high level of motivation for a career in dentistry. You are invited to contact Dr. Robert W. O'Donnell at SUNY-Geneseo, (odonnell@geneseo.edu) or the Office of Student Admissions at SUNY-Buffalo, School of Dental Medicine at (716) 828-2836 for more details.

### **2/4 Program with SUNY Upstate Medical University**

SUNY -Geneseo and SUNY-Upstate Medical University have an agreement to promote the easy transfer of students from Geneseo to the upper division programs of BS in Cardiovascular Perfusion, BS in Cytotechnology, BS in Medical Imaging Sciences, BS in Medical Technology, BS in Radiation Therapy, and BS in Respiratory Care at SUNY-Upstate. Geneseo students who complete all the pre-requisites for their intended program of study and are accepted at Upstate will transfer with full junior status. A special early admissions program (GOLD—Guaranteed Opportunity for Leadership Development) is available for first time college students with a demonstrated commitment to health care, a superior high school record in math and science, and leadership in extracurricular activities. Students will be accepted into one of the upper division programs at SUNY-Upstate during their senior year of high school and into SUNY-Geneseo. Students must complete all the prerequisite courses at Geneseo with grades of B or above in the sciences and a cumulative grade point average of 3.3. You are invited to contact Dr. Jani Lewis at SUNY-Geneseo at (lewisj@geneseo.edu) or the Admissions Office of SUNY-Upstate Medical University (315) 464-4570 for further information.

### **Plant Sciences**

Students interested in concentrating in the plant sciences should select courses from the following: BIOL 215, 311, 361, and 380. Opportunities exist for independent study (BIOL 399) and research using the greenhouse, herbarium, and other departmental facilities. In addition, internships with area businesses can become a plant science concentration.

### **Ecology**

Students interested in the field of environmental science or ecology should pursue a BS degree and select courses from the following: BIOL 204, 305, 306, 311, 338, 340, 376. We also recommend students take a course in statistics, such as BIOL 250, MATH 360 or PSYC 250. Students also should consider independent research with faculty using laboratory resources including the greenhouse and vivarium and field sites such as Conesus Lake, the Roemer Arboretum, or our 400-acre Research Reserve.

### **Minor in Biology**

20 semester hours in Biology which must include (1) BIOL 116, 117, 119 and (2) BIOL 203 (Ecology); (3) BIOL 271 (Heredity) or BIOL 222 (Genetics); and (4) 2 three-hour Biology Electives above the 100-level which are available for major credit. Biochemistry courses (with an approved waiver) or BIOL 210 (Nutrition) may be included for credit toward this minor.



## Biology Courses

---

### **BIOL 100 N/Contemporary Biology**

Biology applied directly to contemporary personal, social, and environmental problems; the biological problems evolving from technology; and current suggestions offered by leading biologists on solving these problems. Credits: 4(3-2) Offered every fall

### **BIOL 103 Human Biology**

Designed for non-majors. Principles of basic human functions are discussed and applied to prepare the student for making broad-based value judgments. Practical questions of modern life are treated scientifically from a biological viewpoint. Counts for general education only if BIOL 104 is taken concurrently. Credits: 3(3-0) Offered every spring

### **BIOL 104 N/Human Biology Laboratory**

Laboratory studies in human biology. Experiments are directed toward understanding sensory, voluntary, and involuntary functions. Prerequisites/Corequisite: BIOL 103 or permission of instructor. Credits: 1(0-2) Offered every spring

### **BIOL 116 N/General Biology Laboratory**

An introductory experience which develops laboratory and analytical skills in the biological sciences. Prerequisites/Corequisite: BIOL 117 or BIOL 119. Credits: 2(0-4)

### **BIOL 117 General Biology: Cells, Genetics, Evolution**

An introductory course in the biological sciences covering cells, information coding and transfer, evolution, and diversity of unicellular organisms. This course will emphasize examples from both the plant and animal kingdoms using an integrated approach. Counts for general education only when taken with BIOL 116. Intended for science majors and other well-prepared students. Prerequisites: High School biology and chemistry. Credits: 3(3-0). Offered every fall.

### **BIOL 119 General Biology: Diversity, Physiology, Ecology**

An introductory course in the biological sciences covering animal diversity, animal biology, plant biology, and ecology. Counts

for general education only when taken with BIOL 116. Prerequisites: BIOL 117. Credits: 3(3-0). Offered every spring.

### **BIOL 128 Freshman Experience in Biology**

This course is intended for students considering a major in Biology or Biochemistry. It is meant to engage students in their academic program and the college. The goals of the course are to give students a sense of community, provide help with study skills and introduce students to resources available at the college. This course is designed for freshmen. Other students may be able to enroll if space permits. Graded on S/U basis. Credits: 1(1-0)

### **BIOL 203 Principles of Ecology**

A study of the interrelationship of organisms and their environment. Emphasis is placed upon levels of ecological organization. Prerequisites: BIOL 117 and BIOL 119. Credits: 3(3-0)

### **BIOL 204 Ecology Laboratory**

Selected laboratory research projects in levels of ecological organization from organisms to populations, communities, and ecosystems. Prerequisites/Corequisite: BIOL 203. Credits: 1(0-3)

### **BIOL 207 Human Anatomy**

The structure of the human body, including the organization, development, and relationships of the tissues. Prerequisites: BIOL 117 and BIOL 119. Credits: 3(3-0) Offered every fall

### **BIOL 208 Anatomy Laboratory**

Mammalian body structure, including both gross and microscopic studies. Credits: 1(0-3)

### **BIOL 210 Nutrition**

The biology and chemistry of nutrients are discussed with special emphasis on their role in human physiology. Normal nutrition throughout the life cycle, nutrition in sports, weight management, and diseases resulting from improper nutrition are also considered. May not be used toward the major. Prerequisites: one 100-level course in biology. Cred-

## Biology Courses

---

its: 3(3-0) Offered every spring

### **BIOL 220 Research Techniques in Biology: (subtitle)**

A sophomore laboratory designed for students who want to explore the process of science in the research setting. Groups of students will have a chance to carry out experiments in biology that are aimed at exploring a specific problem at the forefront of knowledge. The subspecialty of this offering is (subtitle). Prerequisites: Biology or Biochemistry Majors with Sophomore status; May be taken only once for credit. Credits: 1(0-3). Not offered on a regular basis.

### **BIOL 215 Plant Diversity**

This course covers bacteria, algae, fungi, and both vascular and non-vascular plants. The structure, function, ecology and economic importance of these groups will be introduced both in lecture and in lab. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered every fall

### **BIOL 222 Genetics**

An in-depth treatment of heredity, the gene, and the function of genetic material at the individual and population levels. Prerequisites: BIOL 117 and BIOL 119 and MATH 112 or MATH 221. Prerequisite/Corequisite: CHEM 211. Credits: 3(3-0)

### **BIOL 223 Genetics Laboratory**

Selected experiments which demonstrate principles of genetics. Prerequisites/Co-requisite: BIOL 222. Credits: 1(0-3)

### **BIOL 230 Principles of Microbiology**

The structure, cultivation, physiology, ecology, and importance of microorganisms (including bacteria, yeasts, molds, and viruses) are studied. Medical aspects include immunology, serology, disease, and sanitation. Laboratory activity complements lecture material. Prerequisites: BIOL 222 and CHEM 211. Credits: 4(3-3) Offered every spring

### **BIOL 235 M/Disease and the Developing World**

An examination of the biology of disease in

developing countries in Africa, Asia, Latin America and the Caribbean. This course will explore the biology of infectious diseases and their influences on history and culture of these regions as well as the social and economic impact of disease for contemporary societies. Topics addressed will also include prospects for change through current scientific research on treatment and control. Prerequisites: BIOL 117 and BIOL 119. Credits: 3(3-0) Offered every spring

### **BIOL 241 Biology of Invertebrates**

A survey of structure, classification, ecology, evolution, and physiology of the major groups of invertebrate animals. (Field trips are sometimes scheduled outside the regular class period.) Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered every spring

### **BIOL 242 Biology of Vertebrates**

A survey of the classification, structure, physiology, behavior, and ecology of the classes of vertebrates is presented through lectures and laboratory exercises. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered every fall

### **BIOL 250 Biological Data Analysis**

Quantitative analysis in the biological sciences involves understanding the scientific method, experimental design, sampling theory, graphs, and data analysis and interpretation. Students will develop and test hypotheses using statistics and graphing techniques in computer-based laboratory exercises. This course may count as a Biology elective (but it does not count toward the laboratory course requirements) OR serve as the computer science/statistics related requirement. (Students may not receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 202, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Prerequisites: BIOL 116. Credits: 3(2-2). Offered every fall.

### **BIOL 264 Human Physiology**

This course examines the fundamental principles and facts of Human Physiology with

## Biology Courses

---

a focus on the methods of biological control present in the main organ systems. This will be coupled to an understanding of the major concepts of animal physiology. The lab will consist of experimental work examining the major physiological systems of the human using both computer and bench work using human and animal models. This course may not be taken after BIOL 364: Animal Physiology unless permission is first obtained from the instructor prior to registration for BIOL 264. Students may receive Biology elective credit for this course or BIOL 364 but not both. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered every spring

### **BIOL 271 Heredity**

For the non-major or Biology minor who is interested in the genetics of humans and the impact of genetics on human life. Topics such as human genetic disorders, social genetics, race and speciation, mutations, and agricultural genetics are discussed throughout the course. May not be used toward the major. Prerequisites: One 100-level course in biology or permission of instructor. Credits: 3(3-0) Offered every fall

### **BIOL 281 Introduction to Research**

Students will meet once a week to discuss the process of biological research. Seminar presentations by local faculty and visiting scientists will expose students to the variety of research currently being conducted at Geneseo and elsewhere. Students will explore their own research ideas to develop a project proposal that could potentially be carried out at Geneseo. Class activities will emphasize the intellectual skills and process required to develop such a project. Intended for sophomores and juniors in the Biology and Biochemistry majors. Note: a maximum of four credit hours from BIOL 281, BIOL 299, BIOL 395, and BIOL 399 may be applied toward the major in Biology. Prerequisites/Corequisite: BIOL 203 or BIOL 222. Credits: 1(1-0). Offered every fall

### **BIOL 300 Cell Biology**

An introduction to molecular and structural organization of the eukaryotic cell. Topics include: the plasma membrane, internal

membranes, synthesis of proteins, membrane bound organelles, photosynthesis and respiration, the cytoskeleton and motility, cell growth and division, hormones and receptors, and nerve cells and electrical properties of membranes. Prerequisites: BIOL 222 and CHEM 211. Credits: 3(3-0)

### **BIOL 301 Laboratory in Cell Biology**

Selected experiments in cell biology that illustrate some of the basic principles, techniques and experimental models in current use. Prerequisites/Corequisite: BIOL 300. Credits: 1(0-3) Offered every fall

### **BIOL 304 Biotechnology**

This course will provide students with the basic knowledge of biotechnology and its application and significant benefits to humanity. The topics include recombinant DNA technology and genomics, microbial, plant and animal biotechnologies, DNA fingerprinting and forensic analysis, bioremediation, medical biotechnology, and biotechnology regulations and ethics. Students may receive Biology credit for this course or BIOL 322 but not both. Prerequisites: BIOL 222. Credits: 3(3-0) Offered every fall.

### **BIOL 305 Conservation Biology**

Focuses on understanding the evolution, distribution and threats to biodiversity. Emphasis is placed on understanding the important aspects of genetics and population biology that impact the management and protection of species and populations of conservation concern. The course will also examine the theory and practice of reserve design and other conservation measures used in a variety of situations worldwide. This course may be used for elective credit in the Biology major. Prerequisites: BIOL 203. Credits: 3(3-0) Offered every fall

### **BIOL 306 Evolutionary Biology**

An examination of the patterns and processes of evolution from the perspective of several subdisciplines within biology. Prerequisites: BIOL 203 and BIOL 222. Credits: 3(3-0). Offered every fall

### **BIOL 311 Taxonomy of Vascular Plants**

## Biology Courses

---

A lecture and field course treating the nature, methodologies, and problems of plant taxonomy. Aspects of nomenclature, classification, and floristics are treated. Representative families of vascular plants are studied with particular reference to the local flora. (At least two field trips are required outside of class hours.) Prerequisites: BIOL 222. Credits: 4(2-4) Offered every fall

### **BIOL 312 Aquatic Community Ecology**

An introduction to the organization and dynamics of the biological communities that dominate freshwater and marine habitats, emphasizing key ecological processes common to all aquatic habitats. Environmental threats to the integrity of aquatic communities and issues related to conservation will serve as a focus for readings and class discussions. The laboratory will emphasize field surveys and practical techniques, both analytical and quantitative. Participation on a field trip to a marine station is required. Prerequisites: BIOL 203. Credits: 4(3-3) Offered fall, odd years

### **BIOL 314 Biodiversity: (subtitle)**

This is an intensive, field-based course that looks at a specific region, its biological diversity and the physical and biotic factors that are significant in controlling this diversity. A variety of organisms will be considered with most attention given to organisms that are most readily observed (common plants, vertebrates and insects). Students will learn about specific organisms and understand how their structure, physiology and behavior influence their distribution and thereby the diversity of a region. The course will take advantage of the unique features of a particular region to consider the processes and the physical and biological attributes that contribute to the biodiversity of a region. May be taken once for major credit. Prerequisites: BIOL 203, BIOL 222, or permission of the instructor. Credits: 3(2-3). Offered during summer or during winter/spring break.

### **BIOL 322 Molecular Biology**

An advanced course dealing with genetic and regulatory mechanisms at the cell and molecular level. Students may receive Biol-

ogy credit for this course or BIOL 304, but not both. Prerequisites: BIOL 300, CHEM 300 or CHEM 302. Credits: 3(3-0) Offered every fall

### **BIOL 327 Molecular Ecology**

This course explores how molecular methods are used to address research questions in ecology. The techniques for generating molecular marker data as well as the properties and applications of different types of molecular data will be examined. Topics will include phylogeography, population genetics, conservation genetics, behavioral ecology, adaptation, ecological genetics, speciation, hybridization, and microbial ecology. Prerequisites: BIOL 203 and BIOL 222. Credits: 3(3-0). Offered every spring

### **BIOL 330 Immunology**

Theory and application of the principles of immunology. Analysis by immune reactions and the use of systems in assessment of biologic function are included, with attention to the specialized procedures of fluorescent antibodies and radioimmunoassay. Prerequisites: BIOL 300. Credits: 4(3-3) Offered every fall

### **BIOL 334 Biology of Cancer**

This course looks at the molecular origins of cancer with emphasis on understanding oncogenes and tumor suppressor genes and their role in signal transduction and the cell cycle. The course will examine the discovery of viral oncogenes, cellular oncogenes and tumor suppressor genes and relate them to current therapeutic approaches. The course will also cover topics in cancer prevention and treatment and look at some of the most common tumor types. Prerequisites: BIOL 300. Credits: 3(3-0). Offered every spring

### **BIOL 335 Foundations of Biochemistry**

This course will introduce the principles of biochemistry to students who have a strong interest in biology. The course is a one semester survey of the chemistry of living organisms that will focus on metabolic regulation and pathway integration. It will also incorporate elements of molecular evolution as it relates to protein structure/function. This course is restricted to Biology majors and

## Biology Courses

---

minors. Prerequisites: BIOL 300. Credits: 3(3-0) Offered every fall

### **BIOL 338 Animal Behavior**

An integration of ethological and comparative psychological aspects of the evolution and development of behavior in animals. Special emphasis on such topics as biological rhythms, communication, spacing, reproduction, sensory systems, learning, and social structure. Prerequisites: BIOL 203 and BIOL 222 or permission of instructor. (Not available for credit to students who have credit for PSYC 338.) Credits: 3(3-0) Offered every fall

### **BIOL 339 Animal Behavior Laboratory**

Studies of the behavior and behavior patterns of animals under both controlled laboratory and natural field conditions. Emphasis is placed on observational and quantitative approaches. Prerequisites/Corequisite: BIOL 338 or permission of instructor. Credits: 1(0-3) Offered fall

### **BIOL 340 Modeling Biological Systems**

Computer and mathematical models are increasingly important tools used to understand complex biological systems. Under the guidance of biology and mathematics professors, students will work both individually and in groups to develop, analyze and present models of various biological systems ranging from disease models and diffusion processes to ecosystem dynamics. The course involves two hours of lectures and two hour computer-based laboratory. (Cross listed with MATH 340.) Prerequisites: MATH 222 and at least one of the following: BIOL 203, BIOL 222, MATH 223 or permission of the instructor. Credits: 3(2-2) Offered every spring

### **BIOL 342 Parasitology**

Examines parasites and parasitism, emphasizing the influence of parasites on the ecology and evolution of free-living species, and the role of parasites in global public health. Prerequisites: BIOL 203 and one of BIOL 215, BIOL 241 or BIOL 242. Credits: 3(3-0) Offered every spring

### **BIOL 345 Biology of Insects**

A beginning and basic course dealing with

the classification, morphology, physiology, exology, behavior and economic importance of insects. Prerequisites: One of the following courses: BIOL 203, BIOL 215, BIOL 230, BIOL 241, or BIOL 242. Credits: 4(3-3) Offered every fall

### **BIOL 354 Developmental Biology**

An introduction to the principles and concepts of metabolism, growth, morphogenesis and differentiation in developing systems. In the laboratory, students will make observations of, and perform experiments on, a variety of developing systems, both plant and animal, demonstrating a number of fundamental events of development. Prerequisites: BIOL 300. Credits: 4(3-3) Offered every spring

### **BIOL 361 Plant Physiology**

Lectures and laboratories are concerned with the physical and chemical mechanisms underlying plant function. Topics to be considered include photosynthesis, translocation, biomass production, nitrogen assimilation, and stress effects. Prerequisites: BIOL 300. Credits: 4(3-3) Offered every spring

### **BIOL 364 Animal Physiology**

Lectures and laboratories are concerned with the mechanisms by which animals function. The prevailing theme is the biology of the whole animal. Regulative and integrative mechanisms in animal organ systems are examined. Students may receive Biology elective credit for this course or BIOL 264 but not both. Prerequisites: BIOL 300. Credits: 4(3-3). Offered every spring

### **BIOL 375 Cellular Neurobiology**

This course will provide an introduction to the cellular & molecular biology of neurons. Students will learn how the intrinsic properties of neurons, together with synaptic transmission, lead to the formation of functional neural circuits for sensation, central integration, and patterned motor output. Prerequisites: BIOL 300. Credits: 3(3-0). Offered every fall

### **BIOL 376 Environmental Management**

Environmental management is approached

## Biology Courses

---

as an extension of basic ecology. The framework of study is the operation of the ecosystem and the mechanisms of its regulation of energy and material flows. Agricultural, industrial, and social activities are examined for their qualitative and quantitative effect, and the legal and educational means of controlling these effects will be examined. Particular attention will be given to critical study of land and water management practices in New York. Prerequisites: BIOL 203. Credits: 3(3-0) Offered every spring

### **BIOL 378 Microscope Techniques**

A lecture-demonstration course concerned with a discussion of the principles of light and electron microscopy, the instrumentation available, and the principles involved in preparation of material for microscopy. Prerequisites: BIOL 203 or BIOL 222. Credits: 1(1-0) Offered every fall

### **BIOL 380 Biology Seminar**

A discussion course dealing with a selected area of Biology and based on current literature. May be repeated for up to two hours credit toward the major. Prerequisites: BIOL 203 and BIOL 300. Credits: 1(1-0)

### **BIOL 385 Senior Seminar in Biochemistry**

Discussion of current literature, recent advances, perspectives, or selected topics in Biochemistry. Subjects may differ each semester. Prerequisites: senior standing in Biology, Chemistry, or Biochemistry and CHEM 302 and CHEM 304. Credits: 1(1-0)

### **BIOL 390 Molecular Techniques**

An introduction to basic techniques commonly used in biotechnology. Laboratory exercises include DNA, RNA, and protein manipulations, web-based sequence analysis, and the use of associated apparatus. Lectures cover background information of the techniques and their applications. Prerequisites: BIOL 300. Credits: 2(1-3) Offered every spring

### **BIOL 391 Electron Microscopy**

A project-based course designed to help students acquire the skills required in

electron microscopy. Students will learn to prepare biological samples for transmission and scanning electron microscopy, to operate the electron microscopes and ancillary equipment, and to select, process and interpret images. Prerequisites: BIOL 378. Credits: 2(0-6) Offered every spring

### **BIOL 392 Genome Analysis**

The course examines and utilizes modern experimental strategies to study DNA, RNA, and protein. Special emphasis is placed on bioinformatics resources for cellular molecules and strategies for their simultaneous analysis. Lectures will be supported by the analysis of primary literature, computational laboratory experiments, and traditional laboratory experiments. Topics covered will be discussed with respect to modern questions in genomics, molecular genetics, and biochemistry. Prerequisites: BIOL 300. Credits: 2(1-3) Offered every spring

### **BIOL 394 Neurobiology Techniques**

An introduction to the methods and experimental strategies used to explore the structure and function of the nervous system. Students will become familiar with physiological methods such as extracellular and intracellular recording of neural activity, and the use of computers for data acquisition and analysis. Students will learn anatomical methods for identification of neuronal projections, staining to reveal neuronal form, and immunocytochemistry to identify neurotransmitters, receptors, and other molecular structures. Prerequisites/Corequisite: BIOL 375. Credits: 2(1-3). Offered every fall

### **BIOL 393 Honors Thesis**

Two semesters of research and writing within the department for the preparation of an undergraduate thesis and presentation at the Undergraduate Research Symposium. The thesis will include research goals, background, experimental procedures, data analysis and discussion. Credit for Honors 393 requires a grade of A. BIOL 393 may not be applied to the thirty-six credits required for the Biology major. Prerequisites: BIOL 399 or a significant summer research; a Biology and overall GPA of 3.45; twenty-one hours of

## Biology Courses

---

biology coursework; and the invitation of the Biology Honors Committee. Credits: 3(0-6)

### **BIOL 395 Internship in Biology**

A maximum of four credit hours from BIOL 299, BIOL 395, and BIOL 399 may be applied toward the major in Biology. Offered by individual arrangement

### **BIOL 399 Directed Study**

Students work individually on a research problem in biology under the supervision of a faculty member. A maximum of 6 credit hours from BIOL 299, BIOL 395 and BIOL 399 may be applied toward the major in Biology. Prerequisites: Junior standing, permission of instructor and approval of departmental chair. (1 to 3 semester hours.) Offered by individual arrangement

# Biology Courses ---



## B. A. in Biology

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
BIOL 116/117	4	BIOL 119	4
CHEM 116/119 OR 120/119 (Fall or Spring)	4	CHEM 118 OR 122	3
MATH 112 OR MATH 221	4	CHEM 119	2
*Foreign Language or INTD 105	3	MATH 221, 222 or 228, 242, OR 262	3-4
		*Foreign Language or INTD 105	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>13-15</b>

#### SECOND YEAR

BIOL 203 OR 222	3	BIOL 203 OR 222	3
CHEM 211 and 216	4	CHEM 213	4
**PHYS 113/114 OR 123/114 OR GSCI 111	4	PHYS 115/116 OR 125/116 OR GSCI 112	4
F/ OR S/U/	3	Foreign Language	3
		F/ OR S/	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>17</b>

#### THIRD YEAR

BIOL 300	3	BIOL	4
BIOL	4	BIOL elective	3
**HUMN 220	4	HUMN 221	4
M/	3	Electives	6
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>17</b>

#### FOURTH YEAR

#BIOL elective	3	#BIOL elective	2
Electives	9	Electives	9
F/ OR S/	3	F/ OR S/	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>

Total Semester Hours --- 120  
- 121

\*Students must show competency in a foreign language through the 201 level; if completed, this could be an elective.

\*\*Humanities and Physics/Geological Science may be switched.

#Eleven credits at the 200 level or above including, at least two biology laboratory courses. Five credits at the 300 level including one biology laboratory course.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# B. S. in Biology

## Sample Program Outline/Advising Guide

### FIRST YEAR

Fall	Hours	Spring	Hours
BIOL 116/117 (Fall or Spring)	4	BIOL 119	4
CHEM 116/119 (Fall or Spring)	4-5	CHEM 118	3
MATH 221	4	CHEM 125	2
INTD 105 or *Foreign Language	3	MATH 222 or 228	4
		INTD 105 or *Foreign Language	3
<b>Total</b>	<b>15-16</b>	<b>Total</b>	<b>15-16</b>

### SECOND YEAR

BIOL 203 OR 222	3	BIOL 203 OR 222	3
CHEM 211/216	4	CHEM 213	4
**PHYS 113/114 OR 123/114	4	PHYS 115/116 OR 125/116	4
F/	3	CSCI OR MATH (260 OR 360)OR BIOL 250 OR Psyc 250	
		Related Requirement	3-4
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14-15</b>

### THIRD YEAR

BIOL 300	3	F/ OR S/ or M/Requirement	3
BIOL elective	4	BIOL elective	4
S/U	3	Elective	3
F/	3	S/M/	3
**HUMN 220	4	HUMN 221	4
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>17</b>

### FOURTH YEAR

#BIOL elective	4	#BIOL Electives	7
General Education or Electives	10	General Education or Electives	7
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>
Total Semester Hours –120			

\*Students must show competency in a foreign language through the 201 level, if completed, this could be an elective.

\*\*Humanities and Physics may be switched.

#Electives in Biology - Nineteen credits must include: (1) at least one biology laboratory course at the 300 level and at least three biology laboratory courses at the 200 level or above; (2) at least one biology course from the following: Biol 304, Biol 305, Biol 306, Biol 380 or Biol 385; and (3) at least twelve hours of biology at the 300 level or above).

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Biophysics

Gregg Hartvigsen, Coordinator (Integrated Science Center 360) - [biophysics.geneseo.edu](mailto:biophysics.geneseo.edu)

Faculty of the departments of Biology, Chemistry and Physics.

An interdisciplinary program to prepare students for graduate study and subsequent careers in Biophysics.

## Bachelor of Science Degree in Biophysics

Total credit hours required to complete major: 78-79

Basic Requirements		42 semester hours
BIOL 116, 117, 119	General Biology Lectures and Laboratory	8
BIOL 222	Principles of Genetics OR BIOL 203 Principles of Ecology	3
BIOL 300	Cell Biology	3
BIPH 375	Biophysics	3
PHYS 123, 124 PHYS 125, 126	Analytical Physics I and Analytical Physics II	8
PHYS 223, PHYS 224	Analytical Physics III and Analytical Physics IV	6
PHYS 226	Optics and Modern Physics Laboratory	1
PHYS 228	Mathematical Methods in Physics	2
One of the following:		
PHYS 335	Intermediate Electricity and Magnetism I OR Statistical Thermodynamics OR Introduction to Quantum Mechanics I	3
PHYS 344		
PHYS 352		
PHYS 362	Intermediate Laboratory I	2
Elective(s) in biology or physics, 300-level		3

Related Requirements		37 semester hours
MATH 221, 222, 223	Calculus I, II and III	12
MATH 326	Differential Equations	3
CHEM 116, 118	Chemistry I/II	6
CHEM 119	Quantitative Analysis Laboratory	2
CHEM 211	Organic Chemistry I	3
CHEM 216	Organic Chemistry Laboratory	2
CHEM 300	Elementary Biochemistry OR CHEM 302 Biochemistry I	3
CHEM 324	Principles of Physical Chemistry	3
One course from:		3
CSCI 119	Object-oriented Programming OR Procedural Programming OR	
CSCI 120		

### Department Writing Requirement

Students in Biophysics will satisfy the writing requirement of either the department of Biology or Physics. The determination will be made by the program director and/or advisor upon review of the student's course selection. Students must consult with their advisors to ensure that they meet the College's writing requirement.

For information on writing requirements for "double" or "triple" majors consult the *Undergraduate Bulletin* under "Multiple Majors" or the Office of the Dean of Curriculum and Academic Services.

## Biophysics Course

### BIPH 375 Biophysics

A study of the application of the fundamentals of physics to the problems of the biological sciences. Emphasis is placed upon representative topics demonstrating the analytical methods and the theory of those methods used in biophysics. Students will be

expected to read and discuss current literature. Examples of topics include biophysical modeling, organ systems, and electromagnetic interactions. Prerequisites: BIOL 203 or 222, PHYS 223, MATH 222; or permission of instructor. Credits: 3(3-0) Offered every fall, even years

## B. S. in Biophysics

### Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
BIOL 117	3	BIOL 119	3
BIOL 116	2		
PHYS 123/124	4	PHYS 125/126	4
MATH 221	4	MATH 222	4
CSCI 119 or 120	3	INTD 105	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>
SECOND YEAR			
PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
CHEM 116/119/N	3-5	CHEM 118	3
MATH 223	4	CHEM 119 or	2
Foreign Language or S/	3	MATH 326	3
		Foreign Language or S/	3
<b>Total</b>	<b>14-16</b>	<b>Total</b>	<b>14-16</b>
THIRD YEAR			
CHEM 210 or CHEM 211	3	CHEM 300	3
CHEM 216	1	BIOL 300	3
HUMN 220	4	HUMN 221	4
BIOL 203 or BIOL 222	3	F/	3
PHYS 362	2	S/	3
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>16</b>
FOURTH YEAR			
PHYS 335 or 344 or 352	3	BIOL/PHYS elective	3
BIPH 375	3	CHEM 324	3
M/	3	F/	3
Elective	3	U/	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Total Semester Hours - 120</b>			

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Black Studies

Catherine Adams Coordinator (Sturges 313) - [geneseo.edu/~abs/](http://geneseo.edu/~abs/)

Faculty: Interdepartmental Committee representing various departments.

## Bachelor of Arts Degree

This interdisciplinary major requires 39 credit hours with at least two classes each from departments of History and English; at least one class from the department of Anthropology; at least one class with an additional prefix (other than ENGL, HIST or ANTH); at least three classes at the 300-level; and a six-credit (two semester) directed study capstone. We strongly encourage students to participate in a Black Studies related internship or study abroad program. See also the listing for an Africana Studies minor.

Courses should be chosen in consultation with a Black Studies program advisor from the following list. (Under advisement, new and one time courses may also be considered for Black Studies credit.)

A. Courses whose primary focus is consistent with Black Studies:
ANTH 216 Native Voices: Post Colonial Africa and the Caribbean
ENGL 242 The Literature of the African Diaspora
ENGL 318 Black British Literature and Culture
ENGL 337 African-American Literature
HIST 163 S/U/African American History to 1877
HIST 164 S/U/African-American History from 1877
HIST 266 Civil Rights Movement in America
HIST 263 Civil War and Reconstruction
HIST 366 African Americans in the Age of Jim Crow
MUSC 100 Understanding Music: Jazz
PLSC 224 Government and Politics in Africa
SOCL 201 Black Women in American Society
B. Slot courses that are sometimes offered with a topic consistent with Black Studies: (These must be chosen under advisement.)
AMST 201 Topics
ENGL 142 Literary Forms
ENGL 237 Voices and Perspectives
ENGL 241 World Literature
ENGL 250 Literature and (subtitle)
ENGL 267 Non-Western Literature
ENGL 358 Major Authors
ENGL 360 Post-Colonial Literature
ENGL 390 Studies in Literature
HIST 203 Biography
HIST 220 Interpretations in History (subtitle)
HIST 221 Interpretations in History (subtitle)
HIST 391 Senior Seminar (subtitle)
INTD 105 Writing Seminar (subtitle)
MUSC 100 Understanding Music (subtitle)
SOCL 381 Selected Topics
WMST 201 Topics in Women's Studies
WMST 301 Seminar in Women's Studies

Recommended: Intermediate-level proficiency in a language (other than English) spoken widely in Africa.

Note: Majors in Black Studies should contact **Dr. Crosby**, the Coordinator, for information

on the writing requirement.

## Sample Program Outline/Advising Guide

The following guide offers a sample program. Courses noted in italics are selected from courses that satisfy the above basic requirements. Other courses which may also fulfill the requirements (as additions and/or substitutions for those noted on the guide) include: some sections of ENGL 237, 358, and 241; and some sections of HIST 203.

<b>B.A. in Black Studies</b>			
<b>Sample Program Outline/Advising Guide</b>			
FIRST YEAR			
Fall	Hours	Spring	Hours
INTD 105	3	Foreign Language	3
Foreign Language	3	S/M/ANTH 216	3
F/M/ARTH 180	3	ENGL 242	3
U/HIST 166	3	F/MUSC 100 Understanding Jazz	3
N/	4	Elective	3
Total	16	Total	15
SECOND YEAR			
HUMN 220	4	HUMN 221	4
SOCL 201	3	Foreign Language	3
Foreign Language	3	Black Studies elective	3
HIST 263	3	Elective	3
Elective	3		
Total	16	Total	13
THIRD YEAR			
N/	4	Study Abroad OR Directed Study OR Seminar	3-15
Elective	3		
Black Studies elective	3		
ENGL 337	3		
Elective	3		
Total	16	Total	15
FOURTH YEAR			
300-level Black Studies, Directed Study Capstone	3	300-level Black Studies, Directed Study Capstone	3
ENGL 318	3	HIST 366	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2	Elective	3
Total	14	Total	15
Total Semester Hours - 120			
Note: There is considerable flexibility in both the order and specific courses. This sample program has been chosen to provide a possible sequence that emphasizes general education classes that are particularly relevant to Black Studies and quickly introduces students to Black Studies classes in a variety of departments.			
Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.			

# School of Business

Michael Schinski, Dean (South Hall 113) - [business.geneseo.edu](mailto:business.geneseo.edu)

Barbara Howard, Assistant Dean (South Hall 112)

Professors: A. Jassawalla, P. Markulis, M. Mitschow, D. Strang. Associate Professors: I. Alam, C. Annala, S. Bossung, R. Gifford, A. Gu, J. Gutenberg, H. Howe, M. Schinski, A. Sciarrino. Assistant Professors: S. Chen, L. Stone, F. Sheikh. Lecturers: M. Horn. Part-time Faculty: R. Boyd, J. Fasoldt, R. Manginell, P. Scipione, S. Shimick, K. Wall.

## Entrance Procedures

Entrance into the accounting, economics, and business administration majors is controlled. New students should seek information from the Admissions Office; continuing students should consult with the School of Business for standards and procedures.

## Minimum Competence Requirement

A minimum grade of C- is required in ALL courses submitted in fulfillment of any School of Business program, including minors and required related courses (such as MATH 213 or 221; PHIL 237; and INTD 205). Courses with D grades must be repeated and cannot be used to meet prerequisite requirements.

## Professional Development Requirement:

Students are required to participate in and complete a minimum of twelve (12) professional development events by the time they graduate. Transfer students (with at least 60 transfer credits) will be required to complete a minimum of eight (8) events. There are four required events, one designated for each year, which all students must complete to fulfill this graduation requirement. They are: Geneseo Resources (freshmen), Getting Involved (sophomores), Career Planning (juniors), and Ready or Not (seniors). Events will be selected from a variety of professional and/or career development activities, which will be categorized by class level and sanctioned by the Student Services Committee of the School of Business. School of Business students should consult the department for details on fulfilling this requirement.

## Department Writing Requirement

All School of Business majors must successfully complete INTD 205 - Business COMMUNICATIONS with a grade of C- or better. In addition, all majors must satisfactorily complete the proficiency exam administered at the end of the course to meet graduation requirements.

For further information, please contact your advisor or the Dean of the School of Business. For information on writing requirements for "double" or "triple" majors consult the *Undergraduate Bulletin* under "Multiple Majors" or the Office of the Dean of Curriculum and Academic Services.

## Bachelor of Science Degree in Accounting

Total credit hours required to complete major: 70

Basic Requirements		60 semester hours
ACCT 102	Introduction to Financial Accounting	3
ACCT 103	Introduction to Managerial Accounting	3
ACCT 270	Managerial Accounting I	3
ACCT 301	Intermediate Financial Accounting I	3
ACCT 302	Intermediate Financial Accounting II	3
ACCT 310	Tax Accounting I	3
ACCT 320	Auditing I	3
ACCT 3--	Accounting Elective (Acct 395, Acct 399 may not be used to fulfill Accounting Elective)	3

ECON 101	Introductory Microeconomics	3
ECON 102	Introductory Macroeconomics	3
ECON 202	Business and Economic Statistics	3
MGMT 250	Information Technology for Business	3
MGMT 263	Business Law I	3
MGMT 264	Business Law II	3
MGMT 300	Organizational Behavior	3
MGMT 305	Quantitative Methods	3
MGMT 311	Managerial Finance	3
MGMT 316	International Finance	3
MGMT 331	Marketing	3
MGMT 390	Strategic Management	3

Related Requirements		10 semester hours
INTD 205	Business Communications	3
MATH 213	Applied Calculus I (OR MATH 221 Calculus I)	4
PHIL 237	Ethics and Management	3

- A minimum of 50% of all required ACCT, ECON and MGMT courses, of which a minimum of 9 credit hours of 300-level MGMT classes, must be taken at Geneseo.
- A minimum of 12 hours of Accounting, of which a minimum of 12 credit hours of 300-level ACCT classes, including Acct 301 and Acct 302, must be taken at Geneseo.
- Enrollment in 300-level School of Business courses is restricted to junior and senior majors and minors in School of Business programs.

## Bachelor of Arts Degree in Economics

Total credit hours required to complete major: 43

Basic Requirements		36 semester hours
ECON 101	Introductory Microeconomics	3
ECON 102	Introductory Macroeconomics	3
ECON 200	Intermediate Microeconomics	3
ECON 201	Intermediate Macroeconomics	3
ECON 202	Business and Economic Statistics	3
ECON 301	Econometrics	3
ECON 305	Quantitative Methods	3
15 hours of 300-level Economics electives (ECON 395, 396 and 399 may not be used to fulfill ECON elective requirements.)		15

Related Requirements		7 semester hours
INTD 205	Business Communications	3
MATH 213	Applied Calculus I (OR MATH 221 Calculus I)	4

A minimum of 50% of all required ECON courses, of which a minimum of 12 credit hours of 300-level ECON classes, must be taken at Geneseo.

### Honors in Economics

Students who have successfully completed 90 semester hours and at least 24 hours in Economics may request permission to complete ECON 293 Honors Seminar in Economics I and ECON 393 Honors Seminar in Economics II. Students who successfully complete ECON 393 Honors Seminar in Economics II with a letter grade of B or better, and who maintain at least a 3.3 overall GPA and a 3.3 GPA in Economics courses will graduate with Honors in Economics.



## Minor in Economics

Available to all majors except Economics. Students applying for a Economics minor must have earned a 3.00 cumulative GPA to be admitted. The Economics minor must be declared prior to the completion of 85 credit hours. The 300-level electives may not be counted in both the major and the minor. Minimum competence requirements apply.

Basic Requirements		22 semester hours	
ECON 101	Introductory Microeconomics		3
ECON 102	Introductory Macroeconomics		3
ECON 200	Intermediate Microeconomics		3
ECON 201	Intermediate Macroeconomics		3
Economics electives (two 300-level electives)			6
MATH 213	Applied Calculus I	OR	4
MATH 221	R/Calculus I		

Enrollment in 300-level School of Business courses is restricted to junior and senior majors and minors in School of Business programs.

## Certification in Adolescence Education (7-12): Social Studies

The Bachelor of Arts degree program in Economics can be planned so that New York State initial certification requirements are met (see School of Education program description).

## Bachelor of Science Degree in Business Administration

Total credit required to complete major: 58

Basic Requirements		48 semester hours	
ACCT 102	Introduction to Financial Accounting		3
ACCT 103	Introduction to Managerial Accounting		3
ECON 101	Introductory Microeconomics		3
ECON 102	Introductory Macroeconomics		3
ECON 202	Business and Economic Statistics		3
MGMT 250	Information Technology for Business		3
MGMT 263	Business Law I		3
MGMT 300	Organizational Behavior		3
MGMT 305	Quantitative Methods		3
MGMT 311	Managerial Finance		3
MGMT 331	Marketing		3
MGMT 355	Production and Operations Management		3
MGMT 370	International Business		3
MGMT 390	Strategic Management		3
Elective requirements: Two 300 level courses in ACCT, ECON, or MGMT (MGMT 395, 396, and 399 may not be used to fulfill this requirement)			6

Related Requirements		10 semester hours	
INTD 205	Business Communications		3
MATH 213	Applied Calculus I (OR MATH 221 Calculus I)		4
PHIL 237	Ethics and Management		3

- A minimum of 50% of all required ACCT, ECON and MGMT courses, of which a minimum of 15 credit hours of 300-level MGMT classes, must be taken at Geneseo.
- Enrollment in 300-level School of Business courses is restricted to junior and senior majors and minors in School of Business programs.

## Minor in Business Studies

(Not available to Business Administration or Accounting majors. Economics majors may

complete a Business Studies minor as long as none of the 4 elective courses have ECON prefixes. Courses cross-referenced with an ECON/MGMT prefix may not be counted in both the major and the minor.) Students applying for a Business Studies minor must have earned a 3.00 cumulative GPA to be admitted. The Business Studies minor must be declared prior to the completion of 85 credit hours. Minimum competence requirements apply.

Basic Requirements		21 semester hours
MGMT 100	Society and Business	3
ECON 101	Introduction to Microeconomics	3
ACCT 102	Introduction to Financial Accounting	3
Choice of 4 additional courses in Accounting, Economics or Management, with a minimum of 2 courses at the 300-level (all prerequisites must be met)		12

\*A minimum of 12 credit hours must be completed at Geneseo, of which 6 credits hours must be at the 300-level.

## Preparation for the Master of Business Administration Degree (4 + 1 Program)

### 4-1 Program

School of Business majors completing a prescribed program at Geneseo and achieving a sufficient score on the GMAT examination are able to complete the M.B.A. program at SUNY-Binghamton, Rochester Institute of Technology, Clarkson University, Alfred University or Union College in one additional year of study, following a four-year degree at Geneseo. Details relating to this program may be obtained from the School of Business, South Hall 100, SUNY Geneseo, 1 College Circle, Geneseo, New York 14454.

## Accounting Courses

### ACCT 102 Introduction to Financial Accounting

An introduction to financial accounting theory and practice. Emphasis is given to basic financial accounting concepts; the generally accepted accounting principles associated with accounting for assets, liabilities, and ownership interests; and the analysis of financial statements. Credits: 3(3-0)

### ACCT 103 Introduction to Managerial Accounting

An introduction to managerial accounting theory and practice. Emphasis is given to managerial accounting concepts; cost-volume-profit relationships; job, process, and absorption costing; budgeting; standard costs and variance analysis; price level changes; and the use of managerial accounting information in decision-making. Prerequisites: ACCT 102. Credits: 3(3-0)

### ACCT 270 Managerial Accounting I

An in-depth study of the theory and practice of managerial accounting. Emphasis is given to cost-volume-profit relationships; cost behavior and cost allocation; job, process,

joint and by-product costing; the master budget; standard costs and variance analysis; and responsibility accounting. Prerequisites: ACCT 103. Credits: 3(3-0) Offered every spring

### ACCT 301 Intermediate Financial Accounting I

An introduction to the theory and practice underlying the preparation of general purpose financial statements for corporate entities. The course emphasizes the role of institutional factors in the development of complex business practices and accounting standards and presumes an ability to perform independent study. Specific topics include financial statement preparation; traditional and emergent techniques of asset valuation for receivables, inventory, plant assets and intangibles; ethical problems in financial reporting; the preparation and interpretation of required narrative disclosure; heightened expectations for professional ethics; an introduction to Sarbanes-Oxley requirements; and an exposure to original text for official pronouncements. Prerequisites: ACCT 102 and junior status. Restricted to School of Business

## Accounting Courses

---

majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

### **ACCT 302 Intermediate Financial Accounting II**

A continuation of ACCT 301. The course builds upon the foundation created in A360 and overlays the impact of internal control and complex entities on accounting practice. Specific topics include internal control and Section 404 of the Sarbanes-Oxley Act; traditional and emergent techniques of liability valuation; equity, derivatives and hybrid securities; implementation of Statement of Financial Accounting Standards (SFAS) 95 through both the indirect and direct methods; investments accounted for under the cost, fair value (SFAS 115) and equity methods; and the consolidation of wholly- and partially-owned subsidiaries through the use of cost and equity methods for at-date and subsequent-period presentations. Prerequisites: ACCT 301 and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every spring

### **ACCT 305 Managerial Accounting II**

A continuation of the in-depth study of the theory and practice of managerial accounting. Emphasis is given to relevant costs and pricing; capital budgeting; inventory planning, control, and costing; application of linear programming and regression analysis to managerial accounting; advanced variance analysis; and the use of accounting systems and internal control systems in the management of business organizations. Prerequisites: ACCT 270, ECON 202, and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **ACCT 306 Controllership in Organizations**

This course will examine selected aspects of Controllership not covered in previous courses. Topics will include: control in organizations; goals, strategies, and information; aspects of control in decentralized organizations, programming, and long-term planning;

budget models; specialized management control applications including high technology industries, executive incentive compensation plans, multinational companies, service organizations, nonprofit organizations, and project organizations. Prerequisites: ACCT 270 and senior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **ACCT 310 Introduction to Federal Income Taxation**

This course will provide a broad background in federal income taxation, with emphasis on fundamental tax concepts and the types of taxpayers. Topics will include an overview of tax code provisions and regulations applicable to individuals, corporations and partnerships; tax consequences of property transactions; similarities and differences between income tax provisions and financial accounting principles; and professional standards for tax practice. The course will also introduce students to the use of technology in tax practice, and methodologies for tax research and tax planning. Prerequisites: ACCT 103 and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

### **ACCT 315 Financial Statement Analysis**

This course is an in-depth study of financial statements, with particular emphasis on using a combination of accounting numbers and information from other sources to estimate the value of corporate securities. The course advances a perspective that financial accounting sometimes describes, and sometimes obscures, the fundamental economic activities of the firm. Topics include business strategy and its impact on financial statements, the qualities and limitations of accounting information, earnings quality and earnings management, making adjustments to financial statements, using supplemental disclosure, off-balance-sheet financing, forecasting, proformas, and the use of financial statement information in valuation models. Also cross registered as MGMT 315. Pre-

## Accounting Courses

---

requisites: MGMT 311. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### ACCT 320 Auditing I

A study of auditing theory and standards; professional ethics and the auditor's legal liability; theory and auditing of internal control systems; audit evidence, working papers, quality control, program design, and sampling techniques; the audit of computer based accounting systems; and the preparation of audit reports. Prerequisites: ACCT 302, ECON 202 and senior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

### ACCT 330 Fund Accounting

A study of accounting principles pertaining to government, not-for-profit, and eleemosynary organizations, e.g., state and local governments, universities, hospitals, and voluntary civic organizations. Prerequisites: ACCT 302 and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### ACCT 340 Professional Accountancy Seminar

A capstone course for the accounting major, consisting of a rigorous, detailed examination of current professional standards and practices together with the underlying accounting theory and law that support these standards and practices. Prerequisites: Senior status and permission of instructor. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(2-4)

### ACCT 395 Internship/Seminar

A one-semester, work-study experience in an appropriate agency outside the college. In addition to the work experience, students are expected to complete a research paper, give an oral business presentation, and participate in a seminar. Interns work closely with their sponsor(s) on projects approved by the School of Business Internship Director. Prerequisites: 2.75 cumulative GPA, junior or senior standing, 24 approved semester hours in major program and permission of Internship Director. Credits: 3(1-15) Offered by individual arrangement

### ACCT 399 Directed Study

Prerequisites: Restricted to School of Business majors and minors. Credits: 3(3-0) Offered by individual arrangement

## Economics Courses

---

### ECON 101 Introductory Microeconomics

A survey introduction to microeconomics with emphasis on the concepts of demand, supply, production, input markets, general equilibrium, and economic efficiency. Attention is given to the problems of income distribution, agriculture, spillover effects, and international trade. Credits: 3(3-0)

### ECON 102 Introductory Macroeconomics

A survey introduction to macroeconomics with emphasis on the concepts of national income accounting, consumption, investment, money and banking, and income determination. Attention is given to the problems of employment, price stability, growth, and international economic policy. Prerequisites: ECON 101. Credits: 3(3-0)

### ECON 200 Intermediate Microeconomic Theory

A study of the theories of price and production in markets for goods and factors under various market structures. Emphasis is given to indifference analysis and to strategic models of oligopoly and monopolistic competition. Prerequisites: ECON 101 and MATH 213 or MATH 221. Credits: 3(3-0) Offered every fall

### ECON 201 Intermediate Macroeconomic Theory

A study of the theories of social accounting; aggregate, simple, and general income and price level determination; and economic growth. Emphasis is given to techniques of national income and wealth accounting, consumption, and investment functions.

## Economics Courses

---

Neo-Classical and Neo-Keynesian equilibrium models, the theory of employment, and aggregate growth models are also considered. Prerequisites: ECON 102 and MATH 213 or MATH 221. Credits: 3(3-0) Offered every spring

### **ECON 202 Business and Economic Statistics**

A survey of the basic statistical tools used in management decision-making and data analysis. Major topics include data organization and presentation, a review of probability concepts, sampling and sampling distributions, statistical estimation and hypothesis testing, and correlation and regression analysis. The course also emphasizes applications of statistical techniques, the use of computerized statistical packages and ethical issues in statistical analysis. Prerequisites: MATH 213 or MATH 221. Credits: 3(2-2)

### **ECON 293 Honors Seminar in Economics I**

This is the first in a two course sequence leading to graduation with Honors in Economics. Topics will vary based on the interests of the student and the approval of the instructor. This course focuses on research methods and the development of an appropriate research question. The student will prepare a high quality literature review covering recent developments on the selected topic. The literature review will be the foundation for independent original research on the selected topic. Additionally students will begin collecting the data necessary to undertake an original research project. Prerequisites: ECON 301, a 3.3 GPA in economics courses and a cumulative GPA of 3.3 overall. Permission of supervising instructor is required. Credits: 3(2-2) Offered every fall semester when demand is sufficient

### **ECON 301 Econometrics**

A study of the application of econometrics to economic analysis. Emphasis is given to inference and estimation in the linear regression model and to the problems of heteroskedasticity and autocorrelation. Prerequisites: ECON 200, ECON 202, and junior standing. Corequisite: ECON 201. Restricted to School of Business majors and minors. Others may

seek permission from the School of Business. Credits: 3(3-0) Offered every spring.

### **ECON 305 Quantitative Methods**

This course covers the quantitative analysis tools associated with professional practice in business. This course draws on the fundamental probability and statistics learned in Econ 202. Topics include the use of regression analysis, development of forecasting models, and the use of linear programming. The course concludes with a final research project requiring the application of quantitative methods to real-world data. Prerequisites: Econ 202 and junior status. Restricted to School of Business majors and minors. Cross-listed with MGMT 305. Credits: 3(3-0)

### **ECON 310 History of Economic Analysis**

A study of the evolution of economic analysis from ancient to modern times. Emphasis is given to methods of economic theorizing and interactions of changing social conditions, problems, and theories. Prerequisites: ECON 200, ECON 201, and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **ECON 320 Comparative Economic Systems**

A survey of the structure and ideology of the major forms of economic organization, including *laissez-faire*, guided market, and command. Attention is given to the evolution of national economies representative of these types of economic systems. Prerequisites: ECON 102 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **ECON 322 Managerial Economics**

An integrated study of the principles of economic and management science theory. Emphasis is given to behavioral variables in decision-making, market structure, pricing under non-competitive conditions, and forecasting. (Cross listed with MGMT 322.) Prerequisites: ECON 102, ECON 202, and junior standing. Restricted to School of Business

## Economics Courses

---

majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **ECON 325 Money and Financial Intermediation**

A study of monetary theory and the processes of financial intermediation. Emphasis is given to the theory of money, interest rates, types of financial intermediaries, central banking, and public control of financial intermediation and markets. (Cross listed with MGMT 325). Prerequisites: ECON 102 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

### **ECON 330 Government Finance**

A study of public revenue and expenditures at the local, state, and federal government levels. Emphasis is given to principles of taxation, tax systems, budgeting theory and procedure, intergovernmental fiscal relations, and debt management. Prerequisites: ECON 101 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

### **ECON 340 Environmental Economics**

A study of economic theory and public policies as applied to environmental problems. Emphasis is given to the role of market failure in explaining the existence of pollution, to alternative strategies for pollution control and environmental management, and to problems associated with growth. Prerequisites: ECON 101 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

### **ECON 345 Economics of Sports**

This course applies the principles of microeconomics and statistics to the industries of professional and amateur sports. The topics include league structure, team decision-making, labor-relations, incentive structures, and stadium financing and the role of public policy. The course is designed to illuminate economic principles foremost, using sports

as a convenient vehicle to represent these ideas. Prerequisites: ECON 102, ECON 202, and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

### **ECON 350 Law and Economics**

The purpose of this course is to introduce to students the analysis of law from the perspective of economics. Based on the economic concepts and principles of scarcity, choice, preferences, and incentives, this course uses the microeconomic tools such as cost-and-benefit analysis, and supply-and-demand models to explain legal and political rules, firms and contracts, government organizations, and other institutions. Topics in this course include economic analysis of property law, contract law, tort liability, criminal law, and antitrust law. Prerequisites: ECON 101 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **ECON 355 Economic Development and Growth**

A study of the existing disparities between developed and less developed countries, problems faced by less developed countries, historical and modern theories regarding economic development, and an introduction to growth theory. Prerequisites: ECON 102 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

### **ECON 364 International Trade and Economic Policy**

A study of the theories of trade and open-economy economics, with attention to international economic policy, foreign exchange markets, balance of payments statistics, and adjustment mechanisms under different monetary systems. Prerequisites: ECON 102 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

## Economics Courses

### **ECON 365 International Macroeconomics**

A study of the macroeconomic and monetary aspects of international economics, with attention to international accounting systems and the balance of payments, foreign exchange markets, international monetary systems and macroeconomic adjustment, and monetary, fiscal, and exchange rate policies in open economies. Prerequisites: ECON 102 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered year.

### **ECON 370 Industrial Organization**

A study of the theory, organization, and operation of the structure of business enterprise. Emphasis is given to the incidence of competitive and monopolistic tendencies in various markets, economic concentration, market conduct, market performance, and regulatory policy. Prerequisites: ECON 101 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

### **ECON 376 Labor Economics**

A study of the economic analysis of human resources, and the policy implications of that analysis. Emphasis is given to the theory of labor supply and demand, wage determination, human capital theory, labor market discrimination, the economic impact of unions, poverty, unemployment, and demographic trends in the labor force. Prerequisites: ECON 102 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

### **ECON 383 Thinking Strategically: An Introduction to Game Theory**

This course will introduce concepts and techniques of game theory that are widely used across all fields of economics and business as well as in social sciences. The course is a blend of formal theories and applications in economics and business. It covers normal form games, extensive form games, repeated games, games of incomplete information, bargaining, auctions, and (if time allows)

coalitional games. Cross-listed with MGMT 383. Restricted to School of Business Majors and Minors. Prerequisites: MATH 213 or MATH 221, ECON 101, ECON 202 and Junior standing. Credits: 3(3-0) Offered when demand is sufficient

### **ECON 393 Honors Seminar in Economics II**

This is the second in a two course sequence leading to graduation with Honors in Economics. Topics will vary based on the interests of the student and the approval of the instructor. This course focuses on applied economic research. Based on the literature review developed in ECON 293, students will collect and analyze economic data. Students will discuss and present the findings of their research. Prerequisites: A grade of B or better in ECON 293 and permission of supervising instructor. Credits: 3(2-2) Offered every spring semester when demand is sufficient

### **ECON 395 Internship/Seminar**

A one-semester, work-study experience in an appropriate agency outside the college. In addition to the work experience, students are expected to complete a research paper, give an oral business presentation, and participate in a seminar. Interns work closely with their sponsor(s) on projects approved by the School of Business Internship Director. Prerequisites: 2.75 cumulative GPA., junior or senior standing, 24 approved semester hours in major program, and permission of the Internship Director. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(1-15) Offered by individual arrangement

### **ECON 399 Directed Study**

Prerequisites: Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered by individual arrangement

## Economics Courses

---

## Management Courses

---

### **MGMT 100 Society and Business**

This course will explore the relationship among social, political, legal and environmental forces and the development and operation of business in a global economy. Emphasis will be placed on the ability of students to analyze in what way relevant changes in social values, beliefs, political and legal forces and environmental factors impact changes in the business environment. Credits: 3(3-0)

### **MGMT 112 Personal Finance: Concepts and Applications**

This course will provide an overview of key money management concepts, the financial marketplace, and financial decision-making tools. It will investigate how technological developments, new financial products and services, and the changing economy and tax laws influence personal financial decisions. A major theme of the course will be personal financial planning for varied life situations. Credits: 3(3-0) Offered when demand is sufficient

### **MGMT 250 Information Technology for Business**

A certain level of knowledge of information systems is increasingly an essential component of the "tool set" for all professional careers. Just as a professional needs to be proficient in communications, he/she will also be required to be informed of essentials of information systems. Such essentials include the basic make-up of a management information system, its operational principles, and most common applications, relationships between a management information system and the overall business management, as well as major issues in deploying and evaluating management information system. This course will serve to lay the groundwork for students to develop solid information system knowledge in their professional careers. Pre-

requisites: Restricted to School of Business majors and premajors. Credits: 3(3-0)

### **MGMT 263 Business Law I**

A study of aspects of American law pertaining to business activity. Emphasis is given to the legal and social environments, the development of administrative and employment law, government regulations, contracts and UCC, agency, and business entities. Ethical considerations in these areas will be discussed throughout the course. Prerequisites: Sophomore standing. Credits: 3(3-0)

### **MGMT 264 Business Law II**

A study of aspects of American law with emphasis given to commercial transactions and UCC, property, insurance, estate and trusts, bailments, creditors' rights, bankruptcy, and secured transactions. Ethical considerations in these areas will be discussed throughout the course. Prerequisites: Sophomore standing. Credits: 3(3-0) Offered every spring

### **MGMT 268 Management Law & New Technologies**

This course will provide students with an opportunity to learn about and explore contemporary legal business management issues involving new technologies in the workplace, especially in regard to the Internet. Topics to be covered include: management law in general; communications law; the computer and the law including privacy rights, freedom of expression, intellectual property matters; e-commerce; torts; computer crime; computer security and encryption, cyber-ethics and netiquette management concerns. Prerequisites: Sophomore standing. Credits: 3(3-0) Offered when demand is sufficient

**MGMT 280 Small Business Management**  
Management decision-making for small business enterprise. Emphasis is given to



## Management Courses

---

procedures for initiating a small business, managing and operating the enterprise, and public services available to assist managers of small businesses. Credits: 3(3-0) Offered when demand is sufficient

### **MGMT 300 Organizational Behavior**

A study of theories of organizational culture, behavior, and design. This course will focus upon individual behavior within groups and organizations; leadership and decision-making within organizations; organizational culture and design; group dynamics, total quality, and demographic diversity issues within organizations; and various macro-environmental influences on organizations, e.g. technology, ethical issues, global considerations, and environmental demographic diversity. Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

### **MGMT 305 Quantitative Methods**

This course covers the quantitative analysis tools associated with professional practice in business. This course draws on the fundamental probability and statistics learned in Econ 202. Topics include the use of regression analysis, development of forecasting models, and the use of linear programming. The course concludes with a final research project requiring the application of quantitative methods to real-world data. Prerequisites: Econ 202 and junior status. Restricted to School of Business majors and minors. Crosslisted with ECON 305. Credits: 3(3-0)

### **MGMT 311 Managerial Finance**

A study of basic financial management principles and techniques. Specific topics covered include the national and global financial environments, ethical issues and financial decision-making, valuation and analysis techniques, asset management, and capital budgeting. Prerequisites: ACCT 103, ECON 202, and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

### **MGMT 312 Advanced Managerial**

### **Finance**

A study of advanced financial management techniques. Specific topics covered include valuation and risk/return, leasing, capital budgeting, capital structure, dividend policy, and mergers/acquisitions/LBOs. Prerequisites: MGMT 311. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year

### **MGMT 313 Security Valuation and Analysis**

An in-depth study of security valuation. Specific topics covered include the organization and functioning of securities markets, security market indicator series, modern developments in investment theory, capital market theory, bond portfolio management, stock options, warrants and convertible securities, commodity futures, and international diversification. Prerequisites: MGMT 311. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year

### **MGMT 315 Financial Statement Analysis**

This course is an in-depth study of financial statements, with particular emphasis on using a combination of accounting numbers and information from other sources to estimate the value of corporate securities. The course advances a perspective that financial accounting sometimes describes, and sometimes obscures, the fundamental economic activities of the firm. Topics include business strategy and its impact on financial statements, the qualities and limitations of accounting information, earnings quality and earnings management, making adjustments to financial statements, using supplemental disclosure, off-balance-sheet financing, forecasting, proformas, and the use of financial statement information in valuation models. Also cross registered as ACCT 315. Prerequisites: MGMT 311. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand insufficient

### **MGMT 316 International Finance**

## Management Courses

---

An advanced course in financial decision-making in the international context. Emphasis is given to micro- and macro-economic analysis of international financial accounting, foreign exchange and financial markets, multinational financial operations, foreign investment, and the rapidly changing institutional structure of international finance. Prerequisites: MGMT 311. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every spring

### **MGMT 322 Managerial Economics**

An integrated study of the principles of economic and management science theory. Emphasis is given to behavioral variables in decision-making, market structure, pricing under non-competitive conditions, and forecasting. (Cross listed with ECON 322). Prerequisites: ECON 102, ECON 202 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **MGMT 325 Money and Financial Intermediation**

A study of monetary theory and the processes of financial intermediation. Emphasis is given to the theory of money, interest rates, types of financial intermediaries, central banking, and public control of financial intermediation and markets. (Cross listed with ECON 325). Prerequisites: ECON 102 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered year.

### **MGMT 331 Marketing**

A study of the principles, concepts, and managerial policies pertaining to the marketing function within organizations. This course will focus upon the total quality management of the marketing function; consumer behavior; market research and information systems; policies pertaining to product and service development, pricing, promotion, physical distribution and sales; and the external marketing environment (e.g., law and ethics, globalization, technological

change, and demographic diversity in the marketplace). Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

### **MGMT 333 Marketing Research**

An in-depth study of the fundamentals of marketing research, with emphasis on appropriate methods of survey research. Topics include the role of marketing research in achieving total quality management; principles of research design and exploratory research; survey design and administration; and data analysis techniques. Prerequisites: MGMT 331 and ECON 202. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every spring

### **MGMT 334 Marketing Communications**

An in-depth study of the fundamentals of promotion management and marketing communications. Topics include the consumer behavioral foundations of marketing communications, sales management and personal selling, advertising, sales promotion, public relations, publicity, and the role of integrated marketing communications in marketing management and total quality management. Prerequisites: MGMT 331. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

### **MGMT 337 Marketing Management**

A capstone course covering managerial issues in marketing, including organization of the marketing function; product management; planning and control systems; and sales force management, including recruitment and selection, training, motivation, and supervision. Prerequisites: MGMT 333 or MGMT 334 and senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

## Management Courses

---

### **MGMT 338 Internet Marketing**

The Internet has become a key technology for the practice of marketing. To thrive in this new digital age, marketers must rethink their strategies for the 4Ps and adapt them to today's new environment. This course is designed to help marketing students learn the art of managing a virtual market place and develop product, pricing, placement and promotion strategies relevant to this new model of business. Paraphrasing Philip Kotler's definition of marketing, Internet Marketing is the process of building and maintaining customer relationships through on-line activities to facilitate the exchange of product and services that satisfy the goals of both customers and sellers. Although the use of digital technology is the key to Internet marketing, this course is not designed to create experts in web page programming languages. The class will include 40% lecture to discuss the basic concepts and theories and 60% hands-on exercises, web surfing, and learning activities that show the application of theories. Prerequisites: MGMT 331 and Junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other fall

### **MGMT 339 International Marketing**

Globalization is the single most significant development in marketing in this century. The reality of a global market and global competition is pervasive. In this course, students will examine and discuss the issues associated with developing, organizing and managing marketing strategies across multiple foreign nations. The challenges faced by the organizations in managing across multiple markets simultaneously are far greater than operating at a "national market expansion" level. Furthermore, the United States is becoming a part of a "borderless world". A countertrend is also emerging, that is, global trade is becoming increasingly regionalized. Thus the future of global business and marketing is in a state of flux and these uncertainties pose serious challenges for the managers and entrepreneurs. Thus, this course will provide the students with a set of tools for working in international environment and assist in developing business and marketing strategies for multiple for-

eign markets. Prerequisites: MGMT 331 and Junior Status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other fall.

### **MGMT 346 Human Resource Management**

An in-depth study of the research methods, organizational functions, and issues of modern human resource management (HRM). Topics include the evolution and role of the modern HRM function in organizations, research methods in HRM, and the major HRM functions (e.g., job analyses, recruitment and selection, staffing, training and career development, performance appraisal, compensation and benefits). Prerequisites: MGMT 300. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

### **MGMT 347 Special Topics in Personnel and Human Resources**

An advanced course on the theory and application of selected personnel topics including wage and salary planning, selection with EEO considerations, health and safety, training and development, performance appraisal, and employee supervision. Students will explore the use and development of management techniques in the various areas of personnel. Ethical considerations will be included. Prerequisites: MGMT 346. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **MGMT 350 Information Systems**

A study of the efficient use of information technology in achieving organizational goals. Emphasis is given to the study of computerized information systems within the context of the history, paradigms, research, and ethical issues of the field. Topics will include the evolution and globalization of information technology; database generation and communication via computers; computer-based information systems (e.g., data processing, management information, decision support,

## Management Courses

---

and expert systems); functional information systems within organizations (e.g., marketing, manufacturing, financial and accounting information systems); and the strategic management of information resources. Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

### **MGMT 355 Production and Operations Management**

A study of the production and operations management (POM) function to ensure total organizational quality in the use of resources to provide goods and services. Topics include the evolution of POM into a function for global competitiveness, the analytical techniques of decision theory and forecasting, designing production systems, operating production systems, and Total Quality Management (TQM) within organizations. Prerequisites: ECON 202 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

### **MGMT 357 Electronic Commerce**

This course is an in-depth study of electronic commerce, with particular emphasis on how technology can enhance collaboration and information sharing among business partners. Topics include network infrastructures, security, privacy, copyright issues, electronic payment systems, electronic data interchange (EDI), software agents and data transmission fundamentals. Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered once yearly

### **MGMT 360 Labor Relations**

An in-depth study of labor-management relations, with emphasis on unionized workplace settings in the U.S. economy. Topics include the development of organizational work rules, labor history, labor law, union structure and organization, the process and issues of collective bargaining, and public sector labor relations. Prerequisites: MGMT 300.

Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

### **MGMT 370 International Business**

An advanced course addressing the role of businesses and business managers in the global economy. Emphasis is given to the scope and theories of international business, the framework for international transactions, relations with host countries and host cultures, global business strategies, and the contrasting international management and ethical issues managers may face. Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

### **MGMT 383 Thinking Strategically: An Introduction to Game Theory**

This course will introduce concepts and techniques of game theory that are widely used across all fields of economics and business as well as in social sciences. The course is a blend of formal theories and applications in economics and business. It covers normal form games, extensive form games, repeated games, games of incomplete information, bargaining, auctions, and (if time allows) coalitional games. Cross-listed with ECON 383. Restricted to School of Business Majors and Minors. Prerequisites: MATH 213 or MATH 221, ECON 101, ECON 202 and Junior standing. Credits: 3(3-0) Offered when demand is sufficient

### **MGMT 385 Special Topics in Business**

This course involves the study of a specialized topic in business. Students may take this course for credit up to two times under different subtitles; it may be used only once to count toward the requirements of any School of Business major or minor. Prerequisites: Senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

### **MGMT 390 Strategic Management**

## Management Courses

---

A capstone course for business school majors emphasizing an integrated, total quality approach to organizational objectives, strategies, and policies. Through case studies and other managerial projects, students learn and apply the processes of strategy formulation, implementation, and evaluation to best achieve an organization's goals. Prerequisites: MGMT 300, MGMT 311, MGMT 331, and senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

### **MGMT 395 Internship/Seminar**

A one-semester, work-study experience in an appropriate agency outside the college. In addition to the work experience, students are expected to complete a research paper, give an oral business presentation, and participate in a seminar. Interns work closely

with their sponsor(s) on projects approved by the School of Business Internship Director. Prerequisites: 2.75 cumulative GPA, junior or senior standing, 24 approved semester hours in major program, and permission of Internship Director. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(1-15) Offered by individual arrangement

### **MGMT 399 Directed Study**

Prerequisites: Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered by individual arrangement

## B.S. in Accounting

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
F/	3	MATH 213* or R/elective	3-4
S/ or Foreign Language	3	ACCT 102	3
MATH 213* or R/elective	3-4	ECON 102	3
ECON 101	3	F/	3
INTD 105	3	S/ or Foreign Language	3
<b>Total</b>	<b>15-16</b>	<b>Total</b>	<b>15-16</b>

#### SECOND YEAR

ACCT 103	3	ECON 202 or INTD 205	3
ECON 202 or INTD 205	3	ACCT 270	3
MGMT 263	3	MGMT 264	3
MGMT 250	3	PHIL 237	3
HUMN 220	4	HUMN 221	4
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

ACCT 301	3	ACCT 302	3
ACCT 310	3	MGMT 300 or 311 or 331	3
MGMT 305	3	MGMT 300 or 311 or 331	3
MGMT 300 or 311 or 331	3	N/	3-4
N/or M/	3-4	M/ or elective	3
<b>Total</b>	<b>15-16</b>	<b>Total</b>	<b>15-16</b>

#### FOURTH YEAR

ACCT 320	3	MGMT 390	3
ACCT 3--/or elective	9-11	MGMT 316	3
		ACCT 3-- /or elective	6-8
<b>Total</b>	<b>12-14</b>	<b>Total</b>	<b>12-15</b>
<b>Total Semester Hours — 120</b>			

\*Students should have completed at least 4 years of high school math including algebra at the intermediate level as a prerequisite for MATH 213. Students deficient in math must enroll in MATH 112 before taking MATH 213.

Major courses taken at the 300-level should not be taken until the student has completed a minimum of 56 credit hours including ACCT 102, 103; MATH 213; ECON 101, 102, 202; INTD 205; and PHIL 237

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# B.A. in Economics

## Sample Program Outline/Advising Guide

### FIRST YEAR

Fall	Hours	Spring	Hours
ECON 101	3	F/	3
MATH 213* or Elective	3-4	S/	3
S/U/	3	ECON 102	3
F/ or Foreign Language	3	MATH 213* or Elective	3-4
INTD 105	3	Elective or Foreign Language	3
Total	15-16	Total	15-16

### SECOND YEAR

ECON 200-Fall	3	ECON 201-Spring	3
ECON 202	3	INTD 205	3
M/	3		3
H/HUMN 220	4	H/HUMN 221	4
Total	13	Total	13

### THIRD YEAR

300-level ECON elective	3	ECON 301	3
ECON 305	3	300-level ECON elective	3
N/	4	N/	4
Electives or F/	6	Electives	6
Total	16	Total	16

### FOURTH YEAR

300-level ECON Electives	6	300-level ECON Elective	3
Electives	9	Electives	9
Total	15	Total	12

Total Semester Hours – 120

Note: All 15 hours of required ECON electives must be at the 300-level.

\*Students should have completed at least 4 years of high school math including algebra at the intermediate level as a prerequisite for MATH 213. Students deficient in math must enroll in MATH 112 before taking MATH 213.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# B.S. in Business Administration

## Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
ACCT 102	3	ACCT 103	3
R/MATH 213* or Elective	3-4	R/MATH 213* or Elective	3-4
S/U/	3	Elective or Foreign Language	3
F/ or Foreign Language	3	F/	3
INTD 105	3	S/	3
Total	15-16	Total	15-16
SECOND YEAR			
ECON 101	3	ECON 102	3
ECON 202 or M/	3	ECON 202 or M/	3
INTD 205 or MGMT 250	3	INTD 205 or MGMT 250	3
PHIL 237 or MGMT 263	3	MGMT 263 or PHIL 237	3
HUMN 220	4	HUMN 221	4
Total	16	Total	16
THIRD YEAR			
MGMT 300 and/or 311 and/or 331	3-6	MGMT 300 and/or 311 and/or 331	3-6
MGMT 305	3	MGMT 355	3
Elective or F/	3	Elective	3
N/	4	N/	4
Total	13-16	Total	13-16
FOURTH YEAR			
MGMT 370 or 390	3	MGMT 390 or 370	3
Additional Major Requirements	3-6	Additional Major Requirements	0-3
Electives	6-10	Electives	9
Total	12-16	Total	12-15
Total Semester Hours – 120			
<p>*Students should have completed at least 4 years of high school math including algebra at the intermediate level as a prerequisite for Math 213. Students deficient in math must enroll in MATH 112 before taking MATH 213.</p>			
<p>Major courses taken at the 300-level should not be taken until the student has completed a minimum of 56 credit hours including ACCT 102, 103; MATH 213; ECON 101, 102, 202; INTD 205; and PHIL 237.</p>			
<p><i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i></p>			



# Chemistry

**David Johnson, Chair (Integrated Science Center 331) -chemistry.geneseo.edu**  
Distinguished Teaching Professor: D. Geiger. Professors: D. Johnson, W Pogozelski.  
Associate Professors: J. Boiani, R. McKnight, K. Yokoyama. Assistant Professors: E.  
Helms, J. McGarrah, J. Peterson. Lecturers: H. C. Geiger, B. Gikonyo Adjunct Faculty: C.  
Cappon

## Secondary School Preparation

It is suggested that students proposing to major in chemistry have the following high school preparation: one year of chemistry (preferably with laboratory work), one year of physics, and 3 1/2 years of mathematics (including elementary algebra, plane geometry, intermediate algebra, and trigonometry).

## Department Writing Requirement

Students meet the department writing requirement by passing Chemistry 352, Chemistry Senior Seminar.

For further information, please contact your advisor or Dr. Johnson, the Department Chair. For information on writing requirements for "double" or "triple" majors, consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of Curriculum and Academic Services.

## Bachelor of Arts Degree

The Bachelor of Arts in Chemistry is recommended for those pursuing adolescent teaching certification or those who do not intend to pursue graduate work in chemistry.

## Minimum Competency Requirement

Students must attain a grade of C- or better in all required chemistry courses. A grade of C- must be achieved in any course before it can be used as a prerequisite for another course.

Total credit hours required to complete major:

Requirements	41 semester hours	
CHEM 116	Chemistry I Lecture <b>AND</b>	3
CHEM 118	Chemistry II <b>OR</b>	3
CHEM 202	Accelerated Chemistry	4
CHEM 119	Chemistry Laboratory	2
CHEM 209	Intermediate Chemistry Laboratory	2
CHEM 211, 216, 213	Organic Chemistry I and Lab & Organic Chemistry II	8
CHEM 313	Lab Tech in Organic Chemistry I	2
CHEM 320, 322	Physical Chemistry I and II <b>OR</b>	
CHEM 324	Principles of Physical Chemistry	3-6
CHEM 330	Inorganic Chemistry I	3
CHEM 340	Modern Analytical Chemistry	3
CHEM 342	Modern Analytical Chemistry Laboratory	2
CHEM 351	Current Topics in Chemistry *Students working toward Adolescent Certification in Chemistry and General Science may substitute INTD 300 – Topics in Secondary Education: Science	1
CHEM 352	Chemistry Senior Seminar	1
CHEM 361	Modern Physical Chemistry Laboratory	2

An additional 3 credit 300-level chemistry course must be taken if the CHEM 320/322 option is taken OR two additional 3 credit 300-level chemistry courses must be taken if the CHEM 324 option is used.	3-6
--	-----

Related Requirements	16 semester hours	
MATH 221, 222	Calculus I and Calculus II	8
PHYS 123, 114, 125, 116	Analytical Physics I and Physics I Laboratory, Analytical Physics II and Physics II Laboratory.	8

## Bachelor of Science Degree: American Chemical Society Certified

The ACS certified BS in Chemistry is recommended for those intending to pursue graduate work or those who wish to pursue interdisciplinary study and obtain a degree certified by a professional organization (e.g., environmental chemistry, biochemistry or chemical physics).

### Minimum Competency Requirement

Students must attain a grade of C- or better in all required chemistry courses. A grade of C- must be achieved in any course before it can be used as a prerequisite for another course.

Requirements			
Chemistry		49-51 semester hours	
CHEM 116	Chemistry I Lecture	AND	3
CHEM 118	Chemistry II	OR	3
CHEM 202	Accelerated Chemistry		4
CHEM 119	Introductory Chemistry Laboratory		2
CHEM 209	Intermediate Chemistry Laboratory		2
CHEM 211, 216, 213	Organic Chemistry I & II Lectures and Laboratories		8
CHEM 300 OR	Principles of Biochemistry OR		3
CHEM 302	Biochemistry I		
CHEM 301	Biochemistry Lab		2
CHEM 313	Lab Techniques in Organic Chemistry		2
CHEM 320, 322	Physical Chemistry I and II		6
CHEM 330	Inorganic Chemistry I		3
CHEM 331	Lab. Techs. in Inorganic Chemistry		2
CHEM 340	Modern Analytical Chemistry		3
CHEM 342	Modern Analytical Chemistry Laboratory		2
CHEM 351	Current Topics in Chemistry		1
CHEM 352	Chemistry Senior Seminar		1
CHEM 361	Modern Physical Chemistry Laboratory		2

Two advanced courses from the following list: CHEM 304, 315, 318, 329, 334, 338, 341, 393 or 399 (with permission); BIOL 300; and PHYS 344 and 352.

Related Requirements	16 semester hours	
Physics	8 semester hours	
PHYS 123, 114, 125, 116	Analytical Physics I and Physics I Laboratory, Analytical Physics II and Physics II Laboratory.	8
Mathematics	8 semester hours	
MATH 221 MATH 222	Calculus I and Calculus II.	8

## Certification in Adolescence Education (7-12): Chemistry and General Science

Students seeking Initial Certification in Adolescence Education (7-12) must complete the requirements for either a BA or the BS (American Chemical Society Certified) in addition to the requirements set forth in the School of Education program description. Those students who choose to complete a BA degree with certification may use INTD 300 in place of CHEM 351. Students who choose to complete the BS degree with certification will need at least one additional semester to complete the requirements.

## Preparation for Chemical Engineering (Five-Year [3-2] Program)

This program, described in the advising guide at the end of this section, allows students to earn either a Bachelor of Arts or a Bachelor of Science degree (in chemistry) from Geneseo and a Bachelor of Science in Chemical Engineering degree from the State University of New York at Buffalo, Clarkson College, or Columbia University.

Minimum Competency Requirement: Students must attain a grade of C- or better in all required chemistry courses. A grade of C- must be achieved in any course before it can be used as a prerequisite for another course.

## Minor in Chemistry

A minimum of 20-22 semester hours, distributed as follows:

Area	Course Numbers	Semester Hours
General Chemistry	CHEM 116, 118 or CHEM 202, 119	6-8
Organic Chemistry	CHEM 211, 216, 213	8
Physical Chemistry	CHEM 324 or CHEM 320, 322	3-6
Electives	CHEM 300, 302, 318, 330, or 340	0-3

(If the CHEM 320, 322 physical chemistry option is selected, no further electives are required. If CHEM 324 is taken, 3 hours of electives are required.)

Minimum Competency Requirement: Students must attain a grade of C- or better in all required chemistry courses. A grade of C- must be achieved in any course before it can be used as a prerequisite for another course.

## Chemistry Courses

### CHEM 100 Chemistry First Year Experience

This course serves as an introduction to the chemistry and biochemistry programs at Geneseo and is intended for those considering a chemistry or biochemistry major. Topics include career opportunities, the literature of the chemist and biochemist, research opportunities, software used in the chemistry curriculum, and strategies for success. Credits: 1(1-0)

### CHEM 103 N/Chemistry and Society

A terminal one-semester course designed to acquaint non-science students with how

chemistry and science affect their lives. Chemical principles are applied to problems of current interest, such as energy and pollution. Methods which chemists and other scientists use in their attempts to solve such problems are illustrated. Not available for credit to science majors. Credits: 4(3-2) Offered every fall

### CHEM 116 Chemistry I

An introduction to some of the fundamental principles of chemistry. Topics include introduction to chemistry, stoichiometric principles, atomic structure and nature of the periodic table, chemical bonding, reac-

## Chemistry Courses

tions in solutions, solution stoichiometry, thermochemistry, and trends in the physical and chemical properties of elements and their compounds. (Primarily designed for science majors and potential science majors.) CHEM 119 must accompany this course for natural science general education credit. Credits: 3(3-0) Offered every fall

### **CHEM 118 Chemistry II**

A continuation of CHEM 116. Topics to be covered include thermodynamics and reaction spontaneity, chemical kinetics, chemical equilibrium, properties of acids and bases, aqueous solution equilibria, electrochemistry, molecular structure and bonding theories, transition metals and their coordination compounds, and chemical properties of selected elements. Prerequisites: CHEM 116. Co-requisite: CHEM 119. Credits: 3(3-0) Offered every spring

### **CHEM 119 N/Introductory Chemistry Lab**

An introduction to the experimental techniques and methodology used to explore matter and chemical reactivity. Experiments include the synthesis and characterization of a compound, identification of unknown substances, an exploration of the gas laws, volumetric and gravimetric analysis, structure and bonding, and acid/base chemistry. Prerequisites: or Co-requisite: CHEM 116. Credits: 2(0-4).

### **CHEM 202 Accelerated Chemistry**

This course is designed for well-prepared science majors. Basic chemical principles are reviewed. Bonding theory, acid-base chemistry, chemical equilibria, thermodynamics, and electrochemistry are covered in depth. Additional advanced topics and applications are included. This course may be taken in place of CHEM 116 and CHEM 118 to meet prerequisite requirements for upper-level chemistry offerings. Prerequisite: Successful completion of a chemistry course beyond the NYS regents' course or permission of instructor. Credits: 4(4-0).

### **CHEM 209 Intermediate Chemistry Laboratory**

This course serves as a bridge to advanced chemistry laboratory courses at Geneseo. Students will learn how to perform quantitative measurements and techniques for the synthesis and characterization of compounds. Safety in the laboratory environment and experimental design are emphasized. Prerequisites: CHEM 119. Credits: 2(0-4) Offered every spring semester

### **CHEM 211 Organic Chemistry I**

An introduction to modern organic chemistry using a functional group approach. Topics include structure/reactivity relationships, reaction mechanisms, stereochemistry, and spectroscopy. Prerequisites: CHEM 118 or CHEM 202, CHEM 119. Credits: 3(3-0).

### **CHEM 213 Organic Chemistry II**

Continuation of CHEM 211 with emphasis on the biochemically important alcohol, amine, carbonyl and aromatic functional groups. Structure elucidation by spectroscopic methods is also explored. Prerequisites: CHEM 211. Credits: 3(3-0)

### **CHEM 216 Organic Chemistry Laboratory**

Laboratory practices in representative organic preparations and procedures. Prerequisites: /Corequisite: CHEM 211. Credits: 2(0-4) Offered every fall and spring

### **CHEM 300 Principles of Biochemistry**

A one-semester survey of the chemistry of living organisms. Topics studied include enzymes and enzyme kinetics, proteins, nucleic acids and protein synthesis, oxidative phosphorylation, photosynthesis, metabolism of carbohydrates, lipids, and nitrogen-containing compounds. Prerequisites: CHEM 213 and CHEM 216. Credits: 3(3-0) Offered every spring

### **CHEM 301 Biochemistry Laboratory**

Students will be introduced to a selection of standard biochemical procedures such as DNA and protein purification, chromatographic separation, gel electrophoresis, dialysis, enzyme assay, and DNA analysis techniques. Prerequisites: CHEM 216 and CHEM 213. Co-requisites: CHEM 300 or

## Chemistry Courses

---

CHEM 302. Credits: 2(0-4)

### **CHEM 302 Biochemistry I**

Introduction to the chemistry of living organisms. Structure-to-function relationships of proteins, nucleic acids, carbohydrates, and lipids are explored, with an emphasis on molecular interactions. Other topics include enzyme kinetics, catalytic mechanism, and modes of regulation, as well as, application of protein function such as oxygen transport, muscle contraction, the immune response, membrane transport, and biological signaling. Credit cannot be received for both this course and CHEM 300. Preference for enrollment given to Biochemistry and Chemistry majors. Prerequisites: CHEM 213. Credits: 3(3-0) Offered every fall

### **CHEM 304 Biochemistry II**

Continuation of the chemistry of living organisms. The chemistry of nucleic acids is explored in depth and these principles are applied to understanding the tools that biochemists use in the laboratory. Regulation of genes and the molecular interactions of protein-DNA complexes are also investigated. The last part of the course focuses on the chemistry of metabolism and biosynthesis, along with the mechanisms of regulation of these processes. Prerequisites: CHEM 302. Credits: 3(3-0) Offered every spring

### **CHEM 313 Laboratory Techniques in Organic Chemistry I**

A laboratory course devoted to the synthesis, separation, and identification of organic compounds, utilizing modern instrumental methods. Prerequisites: CHEM 216 and CHEM 213. Credits: 2(0-4) Offered every spring

### **CHEM 315 Bioorganic Chemistry**

This course will survey several main classes of natural products (secondary metabolites), their biosynthesis, typical structures, biological properties, and structural elucidation. Special attention will be paid to mechanistic aspects of biosynthesis. The social and historical uses of natural products will also be considered. Prerequisites: 1 year of organic chemistry and 1 semester of biochemis-

try. Credits: 3(3-0) Not offered on a regular basis.

### **CHEM 318 Advanced Organic Chemistry**

Organic synthesis: Introduction to retrosynthetic analysis including a detailed study of methods of introducing stereo control. Mechanistic organic chemistry: conformational analysis, transition state theory, kinetics and reaction mechanism, computer modeling, and other topics of contemporary interest. Prerequisites: CHEM 213. Co-requisite: CHEM 324 or CHEM 320 or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis.

### **CHEM 320 Physical Chemistry I**

An introduction to the principles of chemical thermodynamics and the application of these principles to ideal and non-ideal chemical systems. Topics include the properties of gases and gas mixtures, thermochemistry, the laws of thermodynamics, entropy and free energy functions, chemical and phase equilibria, properties of solutions of nonelectrolytes and electrolytes, and electrochemistry. Computer software and/or programming will be used in this course. Prerequisites: CHEM 115 or CHEM 125 and CHEM 116 or CHEM 126; MATH 222 and PHYS 125 and PHYS 116; or permission of the instructor. Credits: 3(3-0) Offered every fall

### **CHEM 322 Physical Chemistry II**

A continuation of CHEM 320. Covers two areas of modern physical chemistry: quantum chemistry and chemical kinetics. Topics in quantum chemistry include waves and particles, postulates of quantum mechanics, Schrodinger equation, applications with exact solutions, approximation methods, atomic structure, molecular structure, and spectroscopy. Topics in chemical kinetics include empirical laws, reaction mechanisms, and reaction rate theories. Prerequisites: CHEM 320. Credits: 3(3-0) Offered every spring

### **CHEM 324 Principles of Physical Chemistry**

An introduction to physical chemistry. Topics include the gas laws, the laws of thermody-

## Chemistry Courses

---

namics, chemical and physical equilibria, properties of solutions, electrolytes, electrochemical cells, chemical kinetics, enzyme kinetics, and transport processes. Prerequisites: CHEM 115 or CHEM 125 and CHEM 116 or CHEM 126 and PHYS 115/116 and MATH 222 or MATH 228. Credits: 3(3-0) Offered every spring

### **CHEM 329 Topics in Physical Chemistry**

An in depth study of one or more selected topics in advanced physical chemistry with emphasis on modern concepts and recent developments. Topics for this course could include chemical thermodynamics, statistical thermodynamics, physical chemistry of solutions, atomic spectroscopy and structure, molecular spectroscopy and structure, chemical applications of group theory, quantum chemistry, kinetic molecular theory, chemical kinetics, advanced instrumental techniques. This course may be repeated for credit whenever new topics are offered. Prerequisites: CHEM 322 and/or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis.

### **CHEM 330 Inorganic Chemistry I**

An introduction to modern inorganic chemistry. Topics include current models used to describe periodicity, bonding, and structure, acid-base chemistry, coordination chemistry, inorganic reaction mechanisms, and an introduction to organometallic chemistry. Prerequisites: /Co-requisite: CHEM 322 or CHEM 324 or permission of instructor. Credits: 3(3-0) Offered every spring

### **CHEM 331 Laboratory Techniques in Inorganic Chemistry**

This course serves to familiarize students with modern synthetic and instrumental techniques used in the preparation, characterization, and study of inorganic compounds. Prerequisites: /Co-requisite: CHEM 330. Credits: 2(0-4) Offered every spring

### **CHEM 334 Bioinorganic Chemistry**

This course examines the chemistry of inorganic elements in biological systems. Topics include the role of metals in proteins and enzymes, the use of metals in drug catalytic

sites or as probes for biomolecular study, metals in migration and direction sensing, minerals in nutrition and toxicity, and the biochemical effects of radioactive elements. Prerequisites: CHEM 300 or CHEM 302 or BIOL 300. Credits: 3(3-0) Not offered on a regular basis.

### **CHEM 338 Inorganic Chemistry II**

Areas of current interest in the field of inorganic chemistry are explored. Topics covered include an introduction to chemical applications of group theory, organometallic compounds and catalysis, metal-metal bonding, clusters, inorganic photochemistry, and bioinorganic chemistry. Prerequisites: CHEM 330 and CHEM 322 or CHEM 324. Credits: 3(3-0) Not offered on a regular basis.

### **CHEM 340 Modern Analytical Chemistry**

A course to familiarize students with the theory of analytical chemistry. Particular emphasis is given to the use of instrumental methods for quantitative analysis. Topics include calibration methods, error analysis, electroanalytical chemistry, optical and mass spectroscopy, and separation methods. Prerequisites: CHEM 216 and CHEM 213. Credits: 3(3-0) Offered every fall

### **CHEM 341 Modern Analytical Methods**

A lecture course intended to acquaint the student with the theoretical and applied aspects of modern methods of instrumental analysis, and separation. Prerequisites: CHEM 213, CHEM 216, and CHEM 322 or CHEM 324 or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis

### **CHEM 342 Modern Analytical Chemistry Laboratory**

A course to familiarize students with the practice of modern analytical chemistry. Particular emphasis is given to experiments using instrumental methods for quantitative analysis. Experiments will include calibration methods, error analysis, and applications of electroanalytical chemistry, optical and mass spectroscopy, and separation methods. Prerequisites/Corequisite: CHEM 340. Credits: 2(0-4) Offered every fall

## Chemistry Courses

---

### **CHEM 351 Current Topics in Chemistry**

Participants prepare for and attend seminars presented by visiting speakers. Short written and oral reports on topics related to the speaker's area of expertise will be developed from the current literature. Methods for chemistry information retrieval and effective reading of the chemical literature will be covered. Students will receive information about career choices in the field. Prerequisites: Senior status in Chemistry. Credits: 1(1-0) Offered every fall

### **CHEM 352 Chemistry Senior Seminar**

A seminar course designed to give students advanced scientific writing experience while preparing and formally presenting a scientific paper and demonstrating basic chemical knowledge. Prerequisites: CHEM 351 or senior status in Adolescence Certification (7-12) in Chemistry and General Science program. Credits: 1(1-0) Offered every spring

### **CHEM 361 Modern Physical Chemistry Laboratory**

An introduction to, and application of a variety of physico-, electro- and spectro-chemical techniques currently used for the determination of physical and molecular properties and for chemical analysis. Use of modern instrumentation, including computerized data analysis, will be stressed. Prerequisites or Co-requisites: CHEM 322 or CHEM 324 or permission of instructor. Credits: 2(0-4) Offered every spring

### **CHEM 385 Biochemistry Seminar**

A seminar focusing on a topic or related group of topics in biochemistry. Papers from current literature will be discussed. Participants will explore the research literature and report their findings to the seminar group in the form of a paper and oral report. Prerequisites: CHEM 302 and CHEM 304 or permission of instructor. Credits: 1(1-0)

### **CHEM 393 Honors Research**

Research with a member of the Chemistry Department. A thesis that includes a statement of the research goals, pertinent background information, experimental procedures, analysis of data, and a discussion of the results is submitted at the completion of the project. After the thesis is accepted, the student gives an oral presentation. Enrollment is by invitation of the Department. The student must have completed a minimum of 22 hours in chemistry with a GPA of 3.3 and an overall GPA of 3.0. Students registered for CHEM 393 are not required to register for CHEM 352. Prerequisites: CHEM 322. Credits: 4(1-9) Offered by individual arrangement

### **CHEM 399 Directed Study**

Prerequisites: permission of department chair. (1 to 3 semester hours). Offered by individual arrangement

## B.A. in Chemistry

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
CHEM 116 or CHEM 202	3-4	CHEM 118 or CHEM 211	3
INTD 105 or Elective	3	CHEM 209	2
MATH 221	4	MATH 222	4
S/U/ or Foreign Language	3	INTD 105 or elective	3
CHEM 119	2	M/ or Foreign Language	3
<b>Total</b>	<b>15-16</b>	<b>Total</b>	<b>15</b>

#### SECOND YEAR

CHEM 211 or CHEM 213	3	CHEM 213 or elective	3
PHYS 123, 114	4	PHYS 125, 116	4
HUMN 220	4	HUMN 221	4
S/ or Foreign Language	3	F/	3
CHEM 216	2		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>

#### THIRD YEAR

CHEM 320 or elective*	3	CHEM 322 or CHEM 324*	3
CHEM 340 and 342	5	N/	4
F/	3	CHEM 330	3
Electives or S/	3	Electives or M/	6
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>16</b>

#### FOURTH YEAR

CHEM 351**	1	CHEM 352	1
Electives	13	CHEM 361	2
		Electives	11
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

Total Semester Hours — 120

\*Students meet the Physical Chemistry requirement by taking either CHEM 320 and 322 (Physical Chemistry I and II) or CHEM 324 (Principles of Physical Chemistry). An additional 3 credit 300-level chemistry course must be taken if the CHEM 320/322 option is used. Two additional 3 credit 300-level chemistry courses must be taken if the CHEM 324 option is used.

\*\*Students working toward Adolescent Certification in Chemistry and General Science may substitute INTD 300 Topics in Secondary Education: Science for CHEM 351.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*



## B.S. in Chemistry, American Chemical Society Certified

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
CHEM 116 or CHEM 202	3-4	CHEM 118 or CHEM 211	3
CHEM 119	2	CHEM 209	2
MATH 221	4	MATH 222	4
Int 105 or elective	3	INTD 105 or elective	3
S/ or Foreign Language	3	S/ or Foreign Language	3
<b>Total</b>	<b>15-16</b>	<b>Total</b>	<b>15</b>

#### SECOND YEAR

CHEM 211 or CHEM 213	5	CHEM 213 or CHEM 300	3
HUMN 220	4	CHEM 313	2
PHYS 123, 114	4	HUMN 221	4
F/	3	PHYS 125, 116	4
CHEM 216	2	F/	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

CHEM 320	3	CHEM 322	3
CHEM 340 & CHEM 342	5	CHEM 330, CHEM 331	5
U/	6	M/	3
S/ or elective	3	S/ or elective	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>
		CHEM 361	2
CHEM 351	1	CHEM 352	1
CHEM 301 or elective	2	CHEM 300 or elective	3
Chem 302 or elective	3	CHEM 301 or elective	2
CHEM elective* or electives	9	CHEM elective* or electives	7
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

Total Semester Hours — 120

\*Choose two advanced courses from the following list of electives: CHEM 304, 315, 318, 329, 334, 338, 341, 393 or 399 (with permission); BIOL 300; and PHYS 344 and 352 to meet the degree requirements. Recommended electives for students interested in Biochemistry include CHEM 304 and BIOL 300. Students interested in chemical physics are advised to take PHYS 344 and 352. Students interested in environmental chemistry should consider CHEM 341 and CHEM 304 or CHEM 315. Chemistry and other electives should be chosen in consultation with your academic advisor.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

## Chemistry/3-2 Engineering

### Sample Program Outline/Advising Guide

#### FIRST YEAR (Geneseo)

Fall	Hours	Spring	Hours
CHEM 116 or CHEM 202	3-4	CHEM 118 or CHEM 211	3
CHEM 119	2	CHEM 209	2
MATH 221	4	MATH 222	4
CSCI 119, 120	4	F/	3
Non-Science elective* or Foreign Language	3	INTD 105	3
		S/U/ or Foreign Language	3
<b>Total</b>	<b>16-17</b>	<b>Total</b>	<b>18</b>

#### SECOND YEAR (Geneseo)

CHEM 211 or CHEM 213	3	CHEM 213	0-3
CHEM 340 & CHEM 342	5	HUMN 220	4
MATH 223	4	MATH 326	3
PHYS 123, 114	4	PHYS 125, 116	4
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>13-16</b>

#### THIRD YEAR (Geneseo)

CHEM 320	3	CHEM 322	3
HUMN 221	4	CHEM 330	3
S/ or Foreign Language	3	Non-Science Elective	3
Non-Science Elective	3	M/	3
PHYS 223	3	Elective*	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

Total Semester Hours (Geneseo)  
-- 97-99

\*Non-science electives may include 9 hours of computer science (in addition to CSCI 121) and courses from areas other than natural science and mathematics. Foreign languages are non-science electives that also meet the SUNY-Buffalo Foreign Languages and Cross-Cultural Areas general education requirement.

Students who select the B.S. degree in Chemistry with A.C.S. Certification, usually take CHEM 331 although this requirement may be waived if an appropriate course is taken at engineering school.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their advisors for additional information.*

# Communication

**Andrew P. Herman, Chair (Blake B 122) - [communication.geneseo.edu](http://communication.geneseo.edu)**

Associate Professors: J. Bulsys, A. Herman, M. Mohan. Assistant Professors: M. Harri-  
gan, A. Tajima. Lecturers: C. Pruszynski, V. Jurkowski.

## The Academic Program in Communication

The Bachelor of Arts degree in Communication requires a minimum of 36 credit hours of coursework, completed in one of three academic tracks of study. All students at SUNY Geneseo who enroll in the program complete a common 12 credit hour sequence of required courses in public address, interpersonal communication, mass communication, and a required course specific to the track. By the sophomore year, students formally select one of three tracks of study in Personal and Professional Communication, Journalism and Media, or Intercultural and Critical Studies. Grounded in the humanistic tradition and in contemporary social science, the three tracks of study combine skills development with advanced coursework applying theory to communication contexts impacted by culture and technology.

## Bachelor of Arts Degree

Total credit hours required to complete major: 36

Basic Requirements		9 credit hours
COMN 102	Principles of Public Speaking	3
COMN 103	Introduction to Interpersonal Communication	3
COMN 160	Introduction to Mass Communication	3

<b>Completion of one of the three tracks below:</b>		27
<b><u>A. Personal and Professional Communication</u></b>		
Required course: COMN 248 - Perspectives on Organizational Communication		3
Select five track courses:		15
COMN 200	Theory and Practice of Public Relations	
COMN 203	Professional Public Speaking	
COMN 211	Discussion and Group Dynamics	
COMN 212	Theory and Practice of Argument	
COMN 341	Public Relations Case Problems	
COMN 345	Theories of Interpersonal Communication	
COMN 346	Conflict, Negotiation, and Mediation	
COMN 349	Advanced Issues in Personal and Professional Communication	
COMN 380	Communication Research	
Elective Courses: 9 additional credit hours of communication department courses must be selected in consultation with your advisor.		9
<b><u>B. Journalism and Media</u></b>		
Required course: COMN 107 - Foundations of Media Writing		3
Select five track courses:		15
COMN 251	Mass Media and Society	
COMN 253	Media Advertising	
COMN 266	Radio Production	
COMN 267	Television Production	
COMN 275	News and Specialized Writing	

	COMN 277	Online Journalism	
	COMN 355	Contemporary Problems in the Freedom of Speech	
	COMN 363	Advanced Television Production	
	COMN 366	Mass Media Management	
	COMN 367	Television News	
Elective Courses: 9 additional credit hours of communication department courses must be selected in consultation with your advisor.			9
<b>C. Intercultural and Critical Studies</b>			
Required course: ANTH 120 - S/Language and Culture			3
Select five track courses:			15
	COMN 213	Persuasion and Social Influence	
	COMN 215	American Public Address	
	COMN 317	Intercultural Communication	
	COMN 346	Conflict, Negotiation, and Mediation	
	COMN 353	Advertising as Social Communication	
	COMN 355	Contemporary Problems in the Freedom of Speech	
	COMN 362	International Mass Communication	
	COMN 368	Mass Media Management	
	ANTH 220	Linguistic Analysis	
	ANTH 231	S/Sociolinguistics	
Elective Courses: 9 additional credit hours of communication department courses (COMN prefix) must be selected in consultation with your advisor.			9

### Department Notes:

- \* Freshmen entering the major must select their track no later than the preregistration period of the spring semester of their sophomore year. Students who transfer into the major must select their track during the first preregistration period following entry into the program.
- \* Students must achieve minimum competency of C- in COMN 102, 103, 107, 160, 248, ANTH 120.
  - \*\*Students may not enroll in any subsequent courses having any minimum competence requirements as prerequisites unless the minimum grade of C- has been earned in the prerequisites.
  - \*\*If a student does not earn at least a C- on the second taking of the class, she/he will not be permitted to continue the major.
  - \*\*For important details, please see the Minimum Competence section of the Undergraduate Bulletin for further information regarding minimum competence and prerequisites for upper-level courses.
- \* With the exception of slot courses with different course subtitles, courses count only once for credit toward the major.
- \* A minimum of 12 credit hours (4 courses) must be at the 300-level. Courses may be chosen from track or elective categories.
- \* Students wishing to complete two tracks must choose a minimum of 9 credit hours of coursework (three courses) exclusive to the second track, and meet all requirements of the track. A maximum of two tracks of study may be pursued.
- \* Students must complete the departmental writing requirement by successfully completing designated writing assignments in Comn 103 and Comn 160.

- \* A minimum of 36 hours of credit is required for the degree program and a maximum of 51 credit hours in Communication may be applied to the 120 credit hour requirement of the College.
- \* A maximum of 15 credit hours may be earned in COMN 395 and INTD 395.
- \* Up to a maximum of 3 credit hours of Comn 395 may be applied to the communication elective category and a maximum of 15 credit hours of Comn 395 may be applied to the 120 credit hour requirement of the College.
- \* Possible intercultural opportunities exist with Moscow State University. Interested students should discuss their options with Dr. Bulsys in the Communication Department.

## Department Writing Requirement

The following writing requirement applies to COMN 103 and COMN 160. All communication majors and minors must complete the departmental writing requirement by successfully completing with at least a C- the designated writing assignments identified in course syllabi. Those students who do not earn at least a C- must revise and resubmit the work until the minimal requirement is achieved. The grade for a revised paper will not replace the original paper's grade when determining the final grade for the class. Failure to meet the C- minimum on all the designated writing assignments will result in an incomplete for the course grade. Upon completing the necessary work, the grade will be changed to the appropriate grade for the work done by the student. All rules and deadlines regarding incomplete grades are in effect during this time.

## Career Opportunities

Graduates in communication often attend excellent graduate programs or pursue careers in the media and corporate settings. Graduates can be found as sales representatives, in the legal profession, as television newsmen, in management settings, on the radio, practicing public relations, conducting market research, or in academics. Ethical and skillful communication is important to success in all organizational settings; hence, communication graduates find diverse opportunities available to them after graduation.

## Communication Minor

Atsushi Tajima, Coordinator (Blake B 119)

The Communication minor is open to any student in the College who has a cumulative GPA of at least 2.70.

This minor is intended for students who desire to supplement their current major with an emphasis on one of the ways communication influences our daily lives. The minor requires a small set of core courses that introduce two dominant areas of academic study: interpersonal and mass communication. After this, students can choose four other courses to emphasize the development of skills integral to the profession they plan to pursue.

A minimum of 18 semester hours will be required, distributed among two categories below. At least six hours of coursework must be at the 300-level.

Total Required Hours		18 semester hours
Basic Requirements:		6
COMN 103	Introduction to Interpersonal Communication (3)	
COMN 160	Introduction to Mass Communication(3)	
Electives:		12
Four courses from anywhere in the department must be completed. Of these four courses, two (6 credit hours) must be completed at the 300-level.		

## Communication Courses

---

### **COMN 102 Principles of Public Speaking**

Basic public speaking is the focus of the course. Emphasis is placed on researching topics, organizing speeches, using appropriate language, effective delivery, and critical listening. Instructors analyze student speeches. Credits: 3(3-0)

### **COMN 103 S/Introduction to Interpersonal Communication**

This course is designed to provide students with basic knowledge about communication theory and practice. It creates an awareness of the role communication plays in our interpersonal relationships. Students will be introduced to basic models, definitions, and approaches to interpersonal communication. Some areas presented include perception, self-concept, self-disclosure, conflict, verbal and nonverbal communication, and ways for improving communication competence. Credits: 3(3-0)

### **COMN 107 Foundations of Media Writing**

This course presents the basics of writing for news and public relations which may be delivered by print, radio, television, internet or other electronic media. This is the foundation and prerequisite for other Communication courses which requires students to design, develop and produce messages for print and electronic delivery. Credits: 3(3-0)

### **COMN 160 S/Introduction to Mass Communication**

This course is designed to survey mass communication in both historical and contemporary contexts. Students are introduced to the broad function of mass media, as well as the specific function of each medium. The roles of technology and the impact of mass communication on society and individuals are also explored. Credits: 3(3-0)

### **COMN 200 Theory and Practice of Public Relations**

This course is designed to introduce the student to the principles of public relations. It includes analyses of methods of building good will and obtaining publicity, and processes of influencing public opinion. Com-

munications media are studied as utilized in contemporary public relations programs. Credits: 3(3-0) Offered every year

### **COMN 201 Coping with Speech Anxiety**

The course provides students with a perspective on a widespread problem in our society -- communication apprehension. Course content focuses on the diagnosis of the level and type of communication apprehension, and the examination of major effects of chronic reticence. As students prepare oral presentations for a variety of communication contexts, methods and skills training, including systematic desensitization and cognitive restructuring, will be individualized to assist them in overcoming their speech anxiety. Prerequisites: Permission of instructor. Credits: 3(3-0) Not offered on a regular basis

### **COMN 203 Professional Public Speaking**

Building on the theories and principles introduced in COMN 102, this intermediate course facilitates the continued development of oral communication competency. Course content underscores an audience-centered approach to public address. Topics include organizing speeches for specialized and professional contexts of public address, voice and diction, the proper use of technology to support presentations, critical listening, and understanding/managing communication apprehension. Assignments are tailored to meet the career needs of individual students. Prerequisites: COMN 102. Credits: 3(3-0) Offered every other year

### **COMN 207 Writing for Business and the Professions**

This course focuses on traditional and contemporary methods of written business communication. There is practical application of strategies for composing, organizing, and editing content for targeted audiences. Approaches may include collaborative and web-based writing. Students who are required to take INTD 205 may not take this course. Credits: 3(3-0)

## Communication Courses

### **COMN 211 Discussion and Group Dynamics**

This course provides students with theoretical knowledge of small group interaction and decision-making and the opportunity to practice skills that can be applied in small group situations. Group activities and projects promote experimental learning in topic areas such as leadership, cohesion, commitment, deviance, conformity, decision-making, and task functions. Critical evaluation of group processes occurs throughout the semester. Credits: 3(3-0) Offered every year

### **COMN 212 Theory and Practice of Argument**

Analysis of forms of reasoning, use of evidence, and style and development of argument, with an emphasis on the relationship between the argument field (law, business, science, politics, etc.) and the different standards for reasoning and evidence. Students will analyze actual arguments and will construct their own arguments. Credits: 3(3-0) Offered fall, odd years

### **COMN 213 Persuasion and Social Influence**

This course focuses on a variety of theories and applications of persuasive communication. Persuasion is treated as communication which affects how people think, feel, and act toward some group, object, or idea. Students examine both social scientific and humanistic theories of persuasion, and apply these theories in written and oral assignments. Credits: 3(3-0) Offered spring, odd years

### **COMN 215 American Public Address**

The course is designed to introduce students to selected speeches and speakers of significance in United States history. Students will analyze speeches from different historical eras, focusing on the manner in which ideas are made manifest through language, and the impact that such speeches have had and continue to have on life in the United States. Credits: 3(3-0) Offered every third semester

### **COMN 248 Perspectives on Organizational Communication**

This is a survey course of theoretical approaches to communication behavior in organizations. The basic foundations of organizational communication theory, methods, and practices are introduced and related to organizational life. The course addresses the problems and paradoxes of organizational communication and the changing features of organizational life. Case studies will highlight practical applications of the theories to organizational experiences. Credits: 3(3-0) Offered every year

### **COMN 251 Mass Media and Society**

This course assesses the evolving and dynamic relationship between mass media and society. Particular attention is paid to how mass mediated messages can define social and cultural realities and the interplay of social influences on these messages. By applying theoretical concepts, students critically examine how mass media function in various contexts, from local communities, national industries and politics, to global systems. Current and past research perspectives are discussed and analyzed. Prerequisites: COMN 160. Credits: 3(3-0) Offered every fall

### **COMN 253 Media Advertising**

A course examining traditional and contemporary principles, practices, and techniques applied to the design and dissemination of advocacy messages. Covers strategies, tactics, media planning, processes, message construction and best professional practices in today's environment of integrated marketing communications. Prerequisites: COMN 107. Credits: 3(3-0) Offered every year

### **COMN 266 Radio Production**

A study, through practical application, of the devices and techniques employed in modern radio. Students use the facilities of campus radio station WGSU-FM. Credits: 3(3-0) Offered every fall

### **COMN 267 Television Production**

A study, through practical application, designed to introduce students to the technical and aesthetic elements involved in the production of multi-camera live studio television and single-camera television field pro-

## Communication Courses

duction. Credits: 3(2-2) Offered every fall

### **COMN 275 News and Specialized Writing**

This course focuses on improving basic reporting and writing skills, crafting in-depth news reports, and exposing students to other types of journalistic writing. Credits: 3(3-0) Not offered on a regular basis

### **COMN 277 Online Journalism**

Delivering news and other information through online media uses a powerful communication tool. This course focuses on interactive cyber journalism and how it complements the traditional media. Student journalists will use new media to communicate in quick, interactive, informative and informal settings while continuing to uphold journalistic standards. Prerequisites: COMN 107. Credits 3(3-0) Offered every third semester

### **COMN 280 Electronic Media Practicum**

A laboratory experience in one of the following areas of electronic media: 1) radio production, 2) television production, 3) radio news, 4) television news, 5) radio management, 6) television management, and 7) radio performance. May be taken six times, not to exceed one credit hour per semester. A maximum of two credits is allowed in a single area. Graded on an S/U basis. Prerequisites: Permission of instructor. Credits: 1(0-3) Offered every year

### **COMN 317 Intercultural Communication**

The purpose of the course is to provide the student with the theoretical and practical tools necessary to understand and attribute meaning to communicative behaviors during the process of intercultural communication. Discussions will focus on how culture influences the communication process and how cultural variations play a role in the process of communication. Prerequisites: COMN 103. Credits: 3(3-0) Offered every other year

### **COMN 341 Public Relations Case Problems**

Analysis and composition of case studies based upon typical public relations problems in industry, labor, education, govern-

ment, social welfare, and trade associations. Specific consideration will be given to the planning and preparation of communication materials for various media and application of public relations techniques. Prerequisites: COMN 200 or permission of instructor. Credits: 3(3-0) Offered every spring

### **COMN 345 Theories of Interpersonal Communication**

This course explores theories that attempt to explain person to person interactions. Individual and dyadic variables affecting the development, maintenance, and dissolution of different types of relationships will be addressed. Topic areas, such as attributions, social exchange and equity, attraction, intimacy/affiliation and power/dominance, will be discussed in terms of current research findings. Prerequisites: COMN 103 or permission of instructor. Credits: 3(3-0) Offered every fall

### **COMN 346 Conflict, Negotiation, and Mediation**

This course focuses on the nature of conflict in a variety of relational contexts. A combination of theory and application assists students in mastering skills of dispute resolution, and management of conflict. Special emphasis is placed on analyzing and understanding conflict in our lives. Case studies and simulations facilitate the learning of strategies and tactics used in the processes of bargaining, negotiation and mediation. Prerequisites: Junior or senior standing or permission of instructor. Credits: 3(3-0) Offered every year

### **Comn 349 Advanced Issues in Personal and Professional Communication: (subtitle)**

This course focuses on a topic or related group of topics relevant to personal and professional communication. Personal and professional communication research will be applied and discussed. The course integrates both theories and practical applications. May be taken more than one time but only under different subtitles. Prerequisites: Completion of all Required Courses in the Personal and Professional Communication track (i.e., COMN 102, COMN 103, COMN 160, COMN 248) or permission of the instructor. Credits:



## Communication Courses

---

3(3-0) Offered every year

### **COMN 353 Advertising as Social Communication**

An investigation of contemporary advertising as a form of global mass persuasion. The course examines what advertising is as a communication form, its impact on society, how it is shaped and regulated by the social context in which it occurs, and conceptual guidelines for its evaluation. Since the course assumes a critical approach, the interrelationship of advertising with social norms, constraints, and values is examined. Prerequisites: COMN 102, COMN 103, and COMN 160, or permission of instructor. Credits: 3(3-0) Offered every other year

### **COMN 355 Contemporary Problems in the Freedom of Speech**

An examination of the major philosophical and legal perspectives on freedom of speech in the United States under the First Amendment. Emphasis may be placed on selected landmark cases with regard to current First Amendment issues. Credits: 3(3-0) Offered once every two years

### **COMN 362 International Mass Communication**

This course explores the role of mass communication in an increasingly interdependent, globalized world. Through selected case studies, national systems of mass media found in various parts of the world are compared and analyzed. Issues that transcend geo-political boundaries are also examined. These include globaliation of media industry and cultural products, inequality in the flow of information, media influences on identity formation across different cultures, and media portrayals of war and peace. Prerequisites: COMN 160. Credits: 3(3-0) Offered every year

### **COMN 363 Advanced Television Production**

An in-depth study of the production process for video in broadcast and non-broadcast applications. The course explores the implementation of advanced studio and field pro-

duction technology and techniques in the creation of educational, corporate, and broadcast television and video through practical application. Prerequisites: COMN 267. Credits: 3(2-2) Offered once every two years

### **COMN 366 Mass Media Management**

An examination of the organizational, operational, and legal responsibilities involved in the management of electronic and print-based mass media. The interaction of format with programming, promotions, and distribution in market positioning is given special attention. Prerequisites: COMN 160. Credits: 3(3-0) Offered once every two years

### **COMN 367 Television News**

An in-depth examination of television news reporting techniques. Students cover events and issues either on campus or in the surrounding community and create television news packages. Legal issues such as libel, slander, and shield laws are also examined as they relate to television news reportage. Prerequisites: COMN 107 and COMN 267. Credits: 3(3-0) Offered once every two years

### **COMN 368 Research in Media and Cultural Studies**

This course explores and applies selected textual, qualitative and critical perspectives in media studies, as well as an overview of major trends and developments in contemporary research in this area. Research methods in media and cultural studies are emphasized. Prerequisites: Junior or senior standing, COMN 103 and COMN 160, and a minimum 3.00 average in the major or permission of instructor. Credits: 3(3-0) Offered every other year

### **COMN 379 Communication: Integrated Applications**

This course provides students the chance to make a clear connection between the communication concepts they have learned in their classes and their future personal and professional life. In doing so, students will look back to review and discuss key concepts, look inward to see how these concepts impact their own lives and look forward to

## Communication Courses

---

make explicit connections to their anticipated future. Concurrently, students will engage in a self-reflective process in preparation for a professional career. Students will exhibit this reflective experience primarily through the development of a final professional portfolio. Other communication and life skills will be discussed and refined during the course of the semester. Prerequisites: Junior or senior standing and at least 24 completed credit hours in the major or permission of the instructor. Credits: 3(3-0). Offered every other year.

### **COMN 380 Communication Research**

This course provides an overview of the major trends in contemporary communication research. Areas of focus include quantitative and qualitative methods for researching communication problems in interpersonal and organizational contexts. Prerequisites: junior or senior standing, COMN 103 and COMN 160, and a minimum 3.00 average in the major or permission of instructor. Credits: 3(3-0) Offered every other year

### **COMN 391 Seminar: Issues in Communication**

This course is a seminar focusing on a topic or related group of topics relevant to personal and professional communication, journalism and media, or intercultural and critical studies of communication. The seminar will incorporate in-class discussion of relevant theory and topical issues as well as independent research related to the selected topic(s). May be taken up to two times but only under different subtopics. Prerequisites: Junior or

senior standing. Credits: 3(3-0) Offered every year

### **COMN 395 Internship in Communication**

Students are selected on the basis of special qualifications and are assigned as interns with organizations in mass media, business, government, and other pertinent settings. Enrollment is subject to the availability of openings. Open to juniors and seniors in Communication with an overall average of 2.75 and 3.0 in other selected courses appropriate to a particular internship. May be repeated for credit, but students may apply no more than 15 semester hours of internship credit toward the baccalaureate degree. Prerequisites: Permission of the instructor. Up to 3 hours of internship credit may be applied to the required 12 hours of coursework at the 300-level in the major. Offered by individual arrangement

### **COMN 399 Directed Study**

With faculty approval, may be arranged from the introductory through advanced levels. Students work individually under the supervision of a faculty member on a research-oriented project. (1-6 semester hours.) Offered by individual arrangement

## B. A. in Communication

### Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
COMN 100-level requirement or INTD 105	3	COMN 100-level requirement or INTD 105	3
N/	4	N/	4
S/	3	U/	3
F/	3	Elective or Foreign Language	3
Elective or Foreign Language	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

COMN 100-level requirement or track requirement	3	COMN 100-level or track requirement	3
COMN track course	3	COMN track course	3
Elective or Foreign Language	3	S/	3
R/	3-4	M/	3
HUMN 220	4	HUMN 221	4
<b>Total</b>	<b>16-17</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

COMN track-requirement or Elective	3	COMN track course	3
COMN track course	3	COMN 300-level track-or Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
General Education or Elective	3	General Education or Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

COMN 300-level track or Elective course	3	COMN 300-level track or Elective course	3
COMN 300-level track or Elective course	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>12</b>

Total Semester Hours — 120 – 121

*All Communication elective courses should be selected under advisement.*

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult with their academic advisors for additional information and guidance.*

# Communicative Disorders and Sciences

**Linda I. House, Chair (Sturges Hall 218)- cds.geneseo.edu**

Distinguished Teaching Professor: R. Owens. Professors: L. House, D. Metz. Associate Professor: D. MacKenzie. Clinic Coordinator: L. Deats; Clinical Supervisor: B. Henke-Lofquist. Lecturers: I. Belyakov, C. MacKenzie, C. MacTurk. Adjunct Faculty: C. Hawk, T. House, K. Leach, W. Metz, D. Scott, K G. Serventi, K. Venezia, R.Whitehead.

On November 18, 2010, students, faculty, and staff in the Department of Communicative Disorders and Sciences, along with the greater college community, were informed by the President of SUNY Geneseo that in an effort to close a 7.2 million dollar college-wide budget deficit, the undergraduate and graduate programs in Speech-Language Pathology (along with two other academic programs) were being "deactivated." Due to these actions we will no longer be admitting new students to either the undergraduate or graduate programs. Those students who are currently enrolled will be afforded the opportunity to finish out the program and earn their degrees.

## Bachelor of Science Degree - Speech and Hearing Handicapped with New York State Initial Certification: Speech and Language Disabilities (PreK-12)

This degree is designed for those students wishing to work clinically in the field of Communicative Disorders and Sciences. In addition to the required course work noted below, the student will complete clinical practica in CDSC 330, 331 (campus clinic) and 363 (student teaching). Upon graduation, the student will be initially certified as noted above for work in New York public schools PreK-12. Additionally, a Masters degree will be needed to continue school employment and/or pursue clinical work in any site other than schools

Total credit hours required to complete major: 58

Basic Requirements			54 Semester Hours
CDSC 142	Communicative Disorders: An Overview		3
CDSC 150	Phonetics		3
CDSC 221	Anatomy and Physiology of Speech Mechanism		3
CDSC 228	Language Acquisition		3
CDSC 238	Fundamentals of Clinical Processes		3
CDSC 240	Language Intervention		3
CDSC 242	Phonology and Articulation Intervention		3
CDSC 243	Fluency Intervention <b>OR</b>		
CDSC 244	Voice Intervention		3
CDSC 259	Speech and Hearing Science		3
CDSC 310	Literacy Development		3
CDSC 261	Auditory Disorders and Assessment		3
CDSC 262	Auditory Disorders and Assessment Laboratory		1
CDSC 330	Clinical Intervention I		3
CDSC 331	Clinical Intervention II		3
CDSC 361	Aural Rehabilitation		3
CDSC 362	Professional Services in Communicative Disorders		3
CDSC 363	Practicum in Speech Pathology		8
Related Requirements			4 Semester Hours
INTD 203	Social Foundations of American Education		3
H&PE 350	Health & Safety Issues in the School		1

## Minimum Competence Requirement

1. Students must earn a 2.5 average in CDSC 142, 150, 221, and 228 in order to go onto further courses in the department. The 2.5 cannot include any grades of E in the above courses. Students must repeat above E courses prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.5 with no E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.5 and 2.7 major grade point average will be required to meet with the Academic Standards Committee.*
2. Students meeting the grade point average requirement in CDSC 142, 150, 221, and 228, must complete CDSC 238, 240, 242, 243 or 244, 259, 261 and 262, and earn a major grade point average in courses listed of 2.75 with no E grades. E courses must be repeated prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.75 in the major and/or any E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.75 and 2.9 major grade point average and/or overall grade point average will be required to meet with the Academic Standards Committee.*
3. Students meeting the major grade point average of 2.75 in CDSC 142, 150, 221, 228, 238, 240, 243 or 244, 259, 261 and 262, must also have a 2.75 overall cumulative grade point average to enter CDSC330 (clinic). Students not meeting these requirements are not eligible to register for CDSC 330, and are excluded from further certification coursework in the department (CDSC 310, 331, 362, and 363). *Students who earn between a 2.75 and 2.9 major grade point average will be required to meet with the Academic Standards Committee.*
4. To enter CDSC 331, students must have both an overall and major grade point average of 2.75 or above and have earned a C- or better in CDSC 330. Students not meeting these requirements are not eligible to register for CDSC 331, and are excluded from further certification coursework in the department (CDSC 310, 362, and 363). Students are allowed to repeat D or E courses only once to raise their major grade point average. *Students who earn between a 2.75 and 2.9 major grade point average will be required to meet with the Academic Standards Committee.*
5. Students with a 2.75 overall cumulative grade point average and a 2.75 in the major with no E grades in any course, in the major (including 310, 330 and 331) who have fulfilled the above requirements, and have passed departmental faculty review may enroll in the student teaching semester courses CDSC 361, 362 and 363.
6. Students not eligible to student teach may complete the Communicative Disorders and Sciences major (non-cert). They may not continue in the certification program.

## Department Writing Requirement

### Introductory courses (CDSC 142, 150, 228, 221):

Student writing skills will be addressed in these courses in the form of written examinations and homework assignments. Instructors may identify errors in writing style and structure and call this to the attention of the student. The student may be directed to take ENGL 200, or to self-refer to the Writing Learning Center, or for student tutoring within the department.

### Pre-clinical courses (CDSC 238, 240, 242, 243, 244):

Student writing skills will be consistently addressed in these courses in the form of written examinations, in-class activities, and homework assignments. Emphasis will be placed on the learning of professional writing skills. In CDSC 238, the student is taught the essentials of lesson plan writing and is regularly evaluated by the instructor on his/her progress. In CDSC 240, 242, 243 and 244 the student learns the basics of writing plans and reports in the areas of language, phonology/articulation, voice and fluency. In these courses, some examinations are written but students regularly complete homework assignments that require the transposition of thought processes in these content areas into written prose

form, e.g. language sample analyses, journalizing of intervention techniques. Students who demonstrate weak writing skills will be identified by the instructor and directed to take ENGL 100 or be referred to the Writing Learning Center or student tutoring.

**Clinical courses (CDSC 330, 331):**

These courses are generally taken by the student in both semesters of the junior year. These are courses that involve some classroom instruction but primarily supervised clinical work in the campus clinic. In these courses, the student will execute numerous professional writing assignments in the form of lesson plans, goal statements, and final reports. The instructor of CDSC 330 and the clinical supervisor in the CDSC 331 will identify students with weak writing skills. Emphasis will be placed on this identification in the first semester of CDSC 331 (clinic); clinical teaching occurs on an individual basis and many plans and two reports are written in this semester. Students demonstrating weaknesses in their writing will be individually assisted by their supervisors in improving writing skills. If additional work is needed, the student will be directed to tutoring within the department or to the Writing Learning Center. Students identified in the first clinic experience with weak writing skills will be closely evaluated for their skills in the second clinic by their supervisor. Remediation will occur as above. Students will complete this last clinical experience with a passing grade (P) only if they have demonstrated adequate writing skills according to their supervisor in addition to being evaluated for planning and execution of therapeutic interventions.

**Student Teaching Level (CDSC 361, 362, 363):**

Students who have been allowed to progress to student teaching based on a number of evaluative criteria, including the writing requirement, will continue to hone their writing skills in the student teaching practicum. For further information, please contact your advisor or Dr. House, the Department Chair. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of Curriculum and Academic Services.

*Note:* All candidates for teaching certification must achieve a satisfactory score on the LAST and ATS-W exams. Information on dates and test sites is available from Career Services offices, Blake A, Room 104. This program provides the pre-professional requirements essential for pursuing graduate studies which can lead to the Certificate of Clinical Competence in either Speech Pathology or Audiology. These certificates are awarded by the American Speech, Language and Hearing Association. Students who have questions about approved graduate programs leading to such certification should see Dr. Linda I. House, Chair of the department (Sturges 218).

**Bachelor of Science Degree - Communicative Disorders and Sciences**

This degree is designed for those students wishing to follow one of three tracks: Academic/Speech and Language track, Audiology track and Research track. Please see each track description for additional required/recommended coursework. Departmental advisement is required.

**Academic Speech and Language Track**

Total credit hours required to complete major: 34

Basic Requirements		34 Semester Hours	
CDSC 142	Communicative Disorders: An Overview		3
CDSC 150	Phonetics		3
CDSC 221	Anatomy and Physiology of Speech Mechanism		3
CDSC 228	Language Acquisition		3
CDSC 238	Fundamentals of Clinical Processes		3
CDSC 240	Language Intervention		3
CDSC 242	Phonology and Articulation Intervention		3

CDSC 243	Fluency Intervention <b>OR</b>	
CDSC 244	Voice Intervention	3
CDSC 259	Speech and Hearing Science	3
CDSC 261	Auditory Disorders and Assessment	3
CDSC 262	Auditory Disorders and Assessment Laboratory	1
CDSC 361	Aural Rehabilitation	3

**Academic Speech and Language Track:** Students who wish (or need) to pursue a broader academic foundation for Master's level work and clinical training should consider this degree and track. No clinic work will be completed.

In addition, students will be advised to pick electives from the following: PSYC 202 Education Psychology, PSYC 215 Child Development, PSYC 216 Adolescent Development, PSYC 217 Adult Development and Aging, PSYC 250 Introduction to Behavioral Statistics, PSYC 315 Psychology of Language, SOCL 210 Sociology of the Family, SOCL 211 Statistics for Social Research, SOCL 220 Inequality, Class, and Poverty, SOCL 230 Race and Ethnicity, SOCL 333 Sociology of Education, ANTH 101 Exploration of Human Diversity, ANTH 120 Language and Culture, ANTH 231 Sociolinguistics, ANTH 328 Language Acquisition. (See individual course descriptions for prerequisites.)

Students may also pursue minors if desired. Suggested minors would be those in psychology, sociology, human development, foreign languages, linguistics, and computer science.

### Minimum Competence Requirement

1. Students must earn a 2.5 average in CDSC 142, 150, 221, and 228 in order to go onto further courses in the department. The 2.5 cannot include any grades of E in the above courses. Students must repeat above E courses prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.5 with no E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.5 and 2.7 major grade point average will be required to meet with the Academic Standards Committee.*
2. Students meeting the grade point average requirement in CDSC 142, 150, 221, and 228, must complete CDSC 238, 240, 242, 243 or 244, 259, 261 and 262, and earn a major grade point average in courses listed of 2.75 with no E grades. E courses must be repeated prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.75 in the major and/or any E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.75 and 2.9 major grade point average and/or overall grade point average will be required to meet with the Academic Standards Committee.*
3. Students not pursuing teacher certification are not eligible to register for clinic work (CDSC 330 or CDSC 331.) See Academic Speech and Language Track description in the Undergraduate Bulletin.

## Audiology Track

Total credit hours required to complete major: 34

Basic Requirements		34 Semester Hours
CDSC 142	Communicative Disorders: An Overview	3
CDSC 150	Phonetics	3
CDSC 221	Anatomy and Physiology of Speech Mechanism	3
CDSC 228	Language Acquisition	3
CDSC 238	Fundamentals of Clinical Processes	3
CDSC 240	Language Intervention	3
CDSC 242	Phonology and Articulation Intervention	3
CDSC 243	Fluency Intervention <b>OR</b>	

CDSC 244	Voice Intervention	3
CDSC 259	Speech and Hearing Science	3
CDSC 261	Auditory Disorders and Assessment	3
CDSC 262	Auditory Disorders and Assessment Laboratory	1
CDSC 361	Aural Rehabilitation	3

**Audiology Track:** Students who wish to pursue an Au.D. degree after graduation should consider this track. Required CDSC courses are those listed above with the addition of CDSC 337 Applied Skills in Audiology or the equivalent and CDSC 365/465 Hearing Problems. In addition, students will be advised to pick electives from the following: CDSC 320 Manual Language Systems, PSYC 215 Child Development, PSYC 216 Adolescent Development, PSYC 217 Adult Development and Aging, PSYC 250 Introduction to Behavioral Statistics, PSYC 251 Introduction to Behavioral Research Methods, PHYS 101 Science of Sound, SOCL 211 Statistic for Social Research, SOCL 212 Sociological Research, SOCL 213 Sociology of Medicine. (See individual course descriptions for prerequisites.) Students may also pursue minors if desired. Suggested minors would be those in psychology, sociology, human development, foreign languages, linguistics, and computer science.

### Minimum Competence Requirement

1. Students must earn a 2.5 average in CDSC 142, 150, 221, and 228 in order to go onto further courses in the department. The 2.5 cannot include any grades of E in the above courses. Students must repeat above E courses prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.5 with no E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.5 and 2.7 major grade point average will be required to meet with the Academic Standards Committee.*
2. Students meeting the grade point average requirement in CDSC 142, 150, 221, and 228, must complete CDSC 238, 240, 242, 243 or 244, 259, 261 and 262, and earn a major grade point average in courses listed of 2.75 with no E grades. E courses must be repeated prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.75 in the major and/or any E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.75 and 2.9 major grade point average and/or overall grade point average will be required to meet with the Academic Standards Committee.*
3. Students meeting the major grade point average of 2.75 in CDSC 142, 150, 221, 228, 238, 240, 243 or 244, 259, 261 and 262, must also have a 2.75 overall cumulative grade point average to enter CDSC 330 (clinic).
4. Further clinical work (i.e., CDSC 331 or CDSc 337) can be taken with the approval of the department chair and campus clinic coordinator if the student has met the departmental academic standards. See Audiology and Research Track description in the Undergraduate Bulletin.

### Research Track

Total credit hours required to complete major: 34

Basic Requirements		34 Semester Hours
CDSC 142	Communicative Disorders: An Overview	3
CDSC 150	Phonetics	3
CDSC 221	Anatomy and Physiology of Speech Mechanism	3
CDSC 228	Language Acquisition	3
CDSC 238	Fundamentals of Clinical Processes	3
CDSC 240	Language Intervention	3
CDSC 242	Phonology and Articulation Intervention	3



CDSC 243	Fluency Intervention OR	
CDSC 244	Voice Intervention	3
CDSC 261	Auditory Disorders and Assessment	3
CDSC 262	Auditory Disorders and Assessment Laboratory	1
CDSC 361	Aural Rehabilitation	3

**Research Track:** Students who wish to pursue a Master's degree and possibly a Ph.D. in order to conduct research within the field of Communicative Disorders and Sciences should consider this track. Required courses are those listed above. Further clinical work (i.e., CDSC 331 Clinical Intervention II or CDSC 337 Applied Skills in Audiology) can be taken with the approval of the department chair and campus clinic coordinator if the student has met the departmental academic standards.

In addition, students will be advised to pick electives from the following: PHYS 101 Science of Sound, PSYC 250 Introduction to Behavioral Statistics, PSYC 251 Introduction to Behavioral Research Methods, SOCL 211 Statistics for Social Research, SOCL 212 Sociological Research, SOCL 361 Field Research Methods, MATH 242 Elements of Probability and Statistics, PHIL 108 Critical Thinking, PHIL 111 Introduction to Logic, PHIL 130 Ethics, PHIL 240 Philosophy of Science, PHIL 310 Symbolic Logic, CDSC 393 Honors Digital Signal Processing, CDSC 436 Research in Communicative Disorders. (See individual course descriptions for prerequisites.)

Students may also pursue minors if desired. Suggested minors would be those in psychology, sociology, human development, foreign languages, linguistics, and computer science.

### Minimum Competence Requirement

1. Students must earn a 2.5 average in CDSC 142, 150, 221, and 228 in order to go onto further courses in the department. The 2.5 cannot include any grades of E in the above courses. Students must repeat above E courses prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.5 with no E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.5 and 2.7 major grade point average will be required to meet with the Academic Standards Committee.*
2. Students meeting the grade point average requirement in CDSC 142, 150, 221, and 228, must complete CDSC 238, 240, 242, 243 or 244, 259, 261 and 262, and earn a major grade point average in courses listed of 2.75 with no E grades. E courses must be repeated prior to moving onto further courses in the major. Students are allowed to repeat D or E courses only once to raise their major grade point average. Failure to achieve a 2.75 in the major and/or any E grades in the above courses excludes the student from further coursework in the department. *Students who earn between a 2.75 and 2.9 major grade point average and/or overall grade point average will be required to meet with the Academic Standards Committee.*
3. Students meeting the major grade point average of 2.75 in CDSC 142, 150, 221, 228, 238, 240, 243 or 244, 259, 261 and 262, must also have a 2.75 overall cumulative grade point average to enter CDSC 330 (clinic).
4. Further clinical work (i.e., CDSC 331 or CDSC 337) can be taken with the approval of the department chair and campus clinic coordinator if the student has met the departmental academic standards. See Audiology and Research Track description in the Undergraduate Bulletin.

### Department Writing Requirement

Introductory courses (CDSC 142, 150, 228, 221): Student writing skills will be addressed in these courses in the form of written examinations and homework assignments. Instructors may identify errors in writing style and structure and call this to the attention of the student. The student may be directed to take ENGL 200, or to self-refer to the Writing Learning

Center, or for student tutoring within the department.

### **Pre-clinical courses (CDSC 238, 240, 242, 243, 244):**

Student writing skills will be consistently addressed in these courses in the form of written examinations, in-class activities, and homework assignments. Emphasis will be placed on the learning of professional writing skills. In CDSC 238, the student is taught the essentials of lesson plan writing and is regularly evaluated by the instructor on his/her progress. In CDSC 240, 242, 243 and 244, the student learns the basics of writing plans and reports in the areas of language, phonology/articulation, voice and fluency. In these three courses some examinations are written, but students regularly complete homework assignments that require the transposition of thought processes in these content areas into written prose form, e.g. language sample analyses, journalizing of intervention techniques. Students who demonstrate weak writing skills will be identified by the instructor and directed to take ENGL 200 or be referred to the Writing Learning Center or student tutoring.

### **Speech, Language, and Hearing Assessment**

All entering freshmen and transfer students whose objective is to major in Communicative Disorders and Sciences or Teacher of Speech and Hearing Handicapped (PreK-12) have their speech, language, and hearing proficiency screened. Based on screening results, some students will be referred for a full evaluation. Students determined to need remediation following a full evaluation are referred for intervention. At the end of each semester, the clinical supervisor will make a recommendation for continuation or dismissal of services. The student will remain enrolled, benefiting from the services received, for as long as indicated by the Clinic Coordinator upon recommendation from the clinical supervisor. Presence of a speech, language, or hearing problem does not preclude a student from being a major.

### **Speech and Hearing Clinic**

The department of Communicative Disorders and Sciences, accredited by the American Speech-Language-Hearing Association (ASHA), is responsible for the functioning of the Speech and Hearing Clinic which not only serves as a training facility for future speech-language pathologists and audiologists, but also provides a valuable community service for those who need speech, language or hearing services. ASHA certified clinical supervisors oversee the provision of services provided by undergraduate and graduate clinicians in the Speech and Hearing Clinic. The clientele of the Clinic is comprised of individuals of all ages with diverse speech, language and hearing concerns. Available services include the assessment of and intervention for articulation, language, fluency, and voice issues, as well as, cognitive/social aspects and alternative modes of communication. Additionally, services for hearing and Central Auditory Processing (CAP) testing and aural rehabilitation for those affected by hearing loss are offered.

## **Communicative Disorders and Sciences Courses**

### **CDSC 142 Communicative Disorders: An Overview**

A basic content course which primarily deals with the etiology and symptomatology of the following disorders: articulation, language, fluency, and voice. Also covered will be disorders caused by clefts of the palate, and cerebral palsy. Credits: 3(3-0)

### **CDSC 150 Phonetics**

A developmental approach, including concepts in speech sound development and phonology, is applied to the study of phonetics found in the English language, American regional speech, foreign dialect, and aberrant speech. Students also obtain a working understanding of the analysis of distinctive features of speech sounds through practice in

traditional transcription using international phonetic alphabet. Credits: 3(3-0)

### **CDSC 207 Speech and Lanaguage Development and Intervention for ESL Speakers in College**

This course is designed as a service learning course. It will cover practical skills in intervention with individuals from a variety of linguistic and cultural backgrounds. The course targets learning strategies for various interventions and modifications needed based on culture, ethnicity and native language. All services will be in an effective, ethical, legal, safe manner, and reflecting Evidence-based Practice. Prerequisites: CDSC 242 with a minimum grade of B-. Credits: 1(0-2)

## Communicative Disorders and Sciences Courses

### **CDSC 221 Anatomy and Physiology of the Speech Mechanism**

A detailed study is made of the structures and functions of the respiratory, phonatory, resonatory, and articulatory systems responsible for speech production. Emphasis is placed on the neurophysiological substrata of the systems responsible for speech production. Credits: 3(3-0)

### **CDSC 228 Language Acquisition**

A psycholinguistic and sociolinguistic study of speech and language acquisition with emphasis on the cognitive and social prerequisites to the acquisition of language and on the development of the form, content, and use of language. Topics discussed will include development of syntax, morphology, phonology, semantics, and pragmatics. Credits: 3(3-0)

### **CDSC 238 Fundamentals of Clinical Processes**

This course is an introduction to the underlying principles of 1) the assessment of communication differences, delay and disorders; 2) the clinical management of these differences, delays and disorders; and 3) professional writing as it pertains to clinical goals and objectives, daily lesson plans and clinical reports. Students will begin to learn to observe and practice in a safe, ethical and legal manner. As part of this course, students are required to complete their initial 25 hours of clinical observation which is required by the American Speech-Language and Hearing Association (ASHA) before they can begin their clinical practicum. Prerequisites:/ Corequisites: CDSC 142, CDSC 150, CDSC 221, and CDSC 228. Credits: 3(3-0)

### **CDSC 240 Language Intervention**

This course presents the major language impairments from infancy through adolescence and the causes and characteristics of these impairments. Formal and informal methods of assessment and intervention are discussed. Prerequisites: CDSC 142, CDSC 150, CDSC 221, and CDSC 228. Credits: 3(3-0)

### **CDSC 241 Fluency and Voice Intervention**

This course is designed to expand the student's knowledge of the anatomy and physiology of motor speech production systems and sensory feedback systems supporting normal voice and fluency behaviors; the maturation of these behaviors from childhood through adulthood; and general and specific factors contributing to breakdown of individual motor and feedback systems resulting in voice and fluency differences, deviations, and disorders. Assessment of the nature of speech deviation/disorders is followed by treatment considerations. Credits: 3(3-0) Offered when demand is sufficient

### **CDSC 242 Phonology and Articulation Intervention**

This course presents descriptions of motor speech planning and production errors plus language based speech system errors in children and the causes of these delays and disorders. Also, differences in speech production in dialects and speakers of English as a second language are addressed. Formal and informal methods of assessment and intervention are discussed. Students will practice writing behavioral objectives, lesson plans, and clinical reports. Prerequisites: CDSC 142, CDSC 150, CDSC 221 and CDSC 228. Credits: 3(3-0).

### **CDSC 243 Fluency Intervention**

This course covers the fundamentals of speech and language fluency and speech fluency breakdowns. First, the following basic information is covered: types of fluency and fluency breakdowns; characteristics of typical and atypical speech fluency breakdown; plus developmental, etiological and cultural information regarding stuttering. The student is then educated and trained in stuttering assessment and therapy for preschoolers, school aged children, teens and adults. For both aspects of intervention, assessment and remediation, the student will be required to demonstrate basic clinical competencies by the end of the course. Prerequisites: CDSC 142, CDSC 150, CDSC 221, and CDSC 228. Credits: 3(3-0)

## Communicative Disorders and Sciences Courses

### CDSC 244 Voice Intervention

This course begins with a unit on the parameters of the normal voice, vocal determinants, vocal development across the lifespan, and interpersonal use of the voice. The student studies her own voice to explore her understanding of this unit. This is followed by information on the symptomatology, physiology and etiologies of basic voice delays, differences, and disorders. Voice assessment focuses on the ability to diagnose through observation. In addition, the student learns to analyze voice using commercial tools, basic instrumentation and questionnaires. The intervention unit covers common voice problems in school aged child, teens, and adults. Prerequisites: CDSC 142, CDSC 150, CDSC 221, and CDSC 228. Credits: 3(3-0)

### CDSC 259 Speech and Hearing Science

Designed to facilitate understanding of the lawful relations and principles of speech production and perception. Particular emphasis is placed upon theoretical models of speech production, the measurement of sound, and psychophysical laws of hearing. Prerequisites: CDSC 142, CDSC 150, CDSC 221 and CDSC 228. Credits: 3(3-0)

### CDSC 261 Auditory Disorders and Assessment

This course presents a detailed introduction to the discipline of audiology and the audiologist's scope of practice, with emphasis on the relationship between disorders of hearing and the development of speech and language. A detailed study of the anatomy and physiology of the peripheral and central auditory systems is presented as a foundation for discussion of various disorders and their impact on the hearing process. Identification and assessment of conductive, sensory, neural, and auditory processing disorders in pediatric and adult populations using behavioral, electroacoustic, and electrophysiologic measures will be discussed. Prerequisites: CDSC 259. Corequisite: CDSC 262. Credits: 3(3-0)

### CDSC 262 Auditory Disorders and Assessment Laboratory

This laboratory experience introduces stu-

dents to the essential components of a basic audiological assessment battery with emphasis on administration and interpretation of clinical tests and procedures. Laboratory activities are designed to facilitate the development of practical skills that are directly applicable to students' future roles as Speech-Language Pathologists. Prerequisites: CDSC 259. Corequisite: CDSC 261. Credits: 1(0-2)

### CDSC 299 Directed Study

Initial exposure to selected areas of study is pursued under the direct supervision of an assigned faculty member. (1 to 6 semester hours). Offered by individual arrangement

### CDSC 310 Literacy Development

This course presents the basic principles of phonemic awareness, reading, listening, and writing. The role of the speech-language pathologist in the reading and writing process will also be discussed. An in-class presentation will be assigned to practice speaking and presentation style. Using the knowledge gained from this course, a student can introduce early intervention reading programs, can collaborate with special education teachers, and reading specialists and can help those who are language impaired learn to read, write, and listen. Prerequisites: CDSC 238, CDSC 240, CDSC242, CDSC 243 or CDSC 244 and junior status. In addition to the required courses, students must be Speech and Hearing Handicapped Majors or have permission of the department. Credits: 3(3-0)

### CDSC 320 Manual Language Systems

A comprehensive study is made of the major manual language systems used in clinical settings, including Signing Exact English, Pidgin Signed English, Baby Signs, Fingerspelling, Key Word Signing, Simultaneous Communication, Cued Speech, and American Sign Language. Principles of each system will be presented with an emphasis on developing skill in simultaneous communication that includes the use of sign language and fingerspelling combined with spoken English. Restricted to department majors. Prerequisites: CDSC 238. Credits: 3(3-0)

# Communicative Disorders and Sciences Courses

## **CDSC 330 Clinical Intervention I**

Through class and clinical components, this course teaches the application of information learned in the pre-clinical prerequisite courses for intervention with actual clinical cases who present communication disorders, delays and differences. Students participate in hands-on clinical work in the campus speech and hearing clinic under direct faculty supervision. Students apply information learned regarding testing, session planning, session execution, generalization of skills, and professional writing. In addition, interactive and counseling strategies for student clinicians with clients, significant others, and professionals are addressed. Students must have a passing grade in the clinical component of this class to pass the course. Prerequisites: CDSC 238, CDSC 240, CDSC 242, CDSC 243 or CDSC 244 or permission of instructor. In addition to the required courses, students must be Speech and Hearing Handicapped Majors or have permission of the department. Credits: 3(2-2)

## **CDSC 331 Clinical Intervention II**

This course provides students with continued clinical learning through a supervised practicum in the campus clinic. Learning is also accomplished through lecture and class discussions, especially case staffings. The course also addresses more advanced clinical skills such as those needed with more complex cases and in a variety of clinical situations. Current research and technological advances are considered for clinical application. Students are also prepared for work within a school setting. Students must have a passing grade in the clinical component of this class to pass the course. Prerequisites: CDSC 330 or permission of instructor. In addition to the required courses, students must be Speech and Hearing Handicapped Majors or have permission of the department. Credits: 3(2-2)

## **CDSC 337 Applied Skills in Audiology**

This course is intended for students who have decided to pursue, or are seriously considering, a career in Audiology. Under direct clinical supervision, students gain practical experience in basic audiological

testing including but not limited to: otoscopy, acoustic immittance, otoacoustic emissions, pure tone air- and bone- conduction threshold testing, and speech audiometry. Students will also acquire skills in interviewing and counseling clients and their families. Clinical report writing skills will be developed during the semester through class assignments. Exposure to central auditory processing assessment and aural rehabilitation techniques is possible depending upon clinic caseload. Prerequisites: CDSC 261 and CDSC 262 with a letter grade of B or above in both courses and permission of instructor. Credits: 1(0-4)

## **CDSC 360 Seminar in Audiology**

This course is designed for students who are seriously considering a career in Audiology. Students will be exposed to a variety of employment options within the profession and have an opportunity to observe and interact with audiologists practicing at various clinical facilities within the community. Under direct clinical supervision, students will also gain practical experience in identification, diagnostic, and rehabilitative audiology, client interviewing and counseling, and report writing. Differences between clinical (Au.D.) and research (Ph.D.) degrees will be discussed, and program options and certification requirements will be presented to assist those who are actively seeking admission to either types of doctoral program. Prerequisites: CDSC 261, CDSC 262, and permission of instructor. Credits: 3(2-2) Offered when demand is sufficient

## **CDSC 361 Aural Rehabilitation**

The effects of auditory deprivation on communicative abilities of children and adults are described. Basic approaches to aural rehabilitation are outlined, including methods of auditory training, procedures for teaching speech reading, use of amplification, and remediation of communicative problems of the hearing impaired. Credits: 3(3-0) Offered first half of every semester

## **CDSC 362 Professional Services in Communicative Disorders**

A comprehensive examination is made of

## Communicative Disorders and Sciences Courses

a variety of professional roles assumed by the speech pathologist and/or audiologist in a variety of professional settings. Professional organization and administration of speech, language, and hearing services in a public school, community clinic, hospital, and rehabilitation center are investigated, particularly as they relate to multicultural issues, professional ethics, and state and federal regulation. Prerequisites: CDSC 330 and CDSC 331. In addition to the required courses, students must be Speech and Hearing Handicapped Majors or have permission of the department. Credits: 3(3-0) Offered first half of every semester

**CDSC 363 Practicum in Speech Pathology**  
Clinical experience under supervision with the school-aged population. (Grading is on S/U basis) Prerequisites: CDSC 330 and CDSC 331, senior status, major GPA equal to or greater than 2.6, and/or permission of department. Credits: 8(8-0) Offered second half of every semester

**CDSC 365 Hearing Problems**  
Consideration of anatomical and physiological consequences of various ear pathologies. The effects of these pathologies on perceptual measures of auditory behavior and physical measures of auditory function are then examined. Special consideration is given to hearing conservation programs in schools

and in industrial and military settings. Prerequisites: Credits: 3(3-0) Offered when demand is sufficient

**CDSC 393 Honors Digital Signal Processing**  
This honors course is designed to enable advanced students in the communicative disorders and sciences program to learn the principles of digital signal processing (DSP) and the application of these principles to the acoustic analysis of normal and abnormal speech production. DSP techniques that will be examined in detail include: (a) cepstrum analysis and autocorrelation procedures for fundamental frequency (pitch) extraction; (b) fast Fourier transforms (FFT) and linear prediction methods for vowel formant extraction, and (c) spectral analysis methods for computing vocal tract area functions. Prerequisites: CDSC 221 and CDSC 259, junior status, major GPA equal to or greater than 3.0, and permission of the instructor. Credits: 3(2-2) Offered when demand is sufficient

**CDSC 399 Directed Study**  
Selected areas of study are pursued under the direct supervision of an assigned faculty member. (1 to 6 semester hours.) Offered by individual arrangement

## B. S. in Speech and Hearing Handicapped with NYS Initial Certification: Speech and Language Disabilities (N-12)

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
CDSC 142	3	CDSC 221	3
CDSC 150	3	CDSC 228	3
INTD 105	3	N/Biology	4
Elective or General Education	4	Elective or General Education	3
Elective or General Education	3	Foreign Language General Education	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

CDSC 238	3	CDSC 242	3
CDSC 240	3	CDSC 261	3
CDSC 259	3	CDSC 262	1
CDSC 243 or CDSC 244	3	HUMN 221	4
HUMN 220	4	Elective or General Education	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>

#### THIRD YEAR

CDSC 330	3	CDSC 331	3
CDSC 310	3	INTD 203	3
Elective or General Education	3	Elective or General Education	4
Elective or General Education	3	Elective or General Education	3
Elective or General Education	3	Elective or General Education	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

#### FOURTH YEAR

Semesters are interchangeable			
Elective or General Education	3	CDSC 361	3
Elective or General Education	3	CDSC 362	3
Elective or General Education	3	CDSC 363	8
Elective or General Education	3	H&PE 350	1
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>15</b>

Total semester hours outlined — 120

Total major credits - 58

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible*

## B. S. in Communicative Disorders and Sciences

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
CDSC 142	3	CDSC 221	3
CDSC 150	3	CDSC 228	3
INTD 105	3	N/Biology	4
Elective or General Education	4	Elective or General Education	3
Elective or General Education	3	Foreign Language General Education	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

CDSC 238	3	CDSC 242	3
CDSC 240	3	CDSC 261	3
CDSC 243 or CDSC 244	3	CDSC 262	1
CDSC 259	3	HUMN 221	4
HUMN 220	4	Elective or General Education	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>

#### THIRD YEAR

CDSC 330 (if GPA requirement is met)	3	Elective or General Education	3
Elective or General Education	3	Elective or General Education	3
Elective or General Education	3	Elective or General Education	4
Elective or General Education	3	Elective or General Education	3
Elective or General Education	3	Elective or General Education	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

#### FOURTH YEAR

Semesters are interchangeable			
CDSC 361	3	Elective or General Education	3
Elective or General Education	3	Elective or General Education	3
Elective or General Education	3	Elective or General Education	3
Elective or General Education	3	Elective or General Education	3
Elective or General Education	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>

Total semester hours outlined — 120

Total major credits - 37

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible.*



# Computer Science

**Christian Shin, Chair (South Hall 300) - cs.geneseo.edu**

Associate Professors: D. Baldwin, C. Shin. Assistant Professors: G. Park, S. Russell, I. Talwar. Lecturers: H. Farian. Adjunct Faculty: Q. Duan.

On November 18, 2010, students, faculty, and staff in the Department of Communicative Disorders and Sciences, along with the greater college community, were informed by the President of SUNY Geneseo that in an effort to close a 7.2 million dollar college-wide budget deficit, degree programs in Computer Science (along with two other academic programs) were being "deactivated." Due to these actions we will no longer be admitting new students to either these programs. Those students who are currently enrolled will be afforded the opportunity to finish out the program and earn their degrees.

## Preparation

Students planning to pursue a program in Computer Science should have a better than average background in high school mathematics. Normally, Computer Science majors should take MATH 221 and CSCI 119 in the first semester of their freshman year.

## Bachelor of Arts Degree

Total credit hours required to complete major: 53

Basic Requirements		27 semester hours	
CSCI 119	R/Object-oriented Programming (Subtitle)		3
CSCI 142	Principles of Computer Science		4
CSCI 240	Foundations of Algorithms		4
CSCI 241	Computer Organization		4
CSCI 242	Analysis of Algorithms		3
CSCI 341	Theory of Languages		3
CSCI 342	Theory of Computation		3
CSCI 343	Operating Systems		3
Electives:		12 semester hours	
NOTE: The 12 credits shall include at least 9 credits at the 300-level, numbered CSCI 330 or above. Presently this includes:			
CSCI 330	Data Communications		3
CSCI 331	Compiler Construction		3
CSCI 335	Computer Graphics		3
CSCI 365	Theory of Database Design		3
CSCI 376	Artificial Intelligence		3
CSCI 380	Computer Architecture		3
CSCI 383	Distributed Systems		3
CSCI 386	Robotics		3
All 200-level courses numbered CSCI 230 or above are acceptable for up to 3 elective hours in the major. Presently this includes:			
CSCI 230	Digital Electronics		3
CSCI 232	Numeric Methods		3
CSCI 243	C Programming and Unix		1
CSCI 276	Lisp as a Second Language		1

Related Requirements:		13-15 semester hours	
MATH 221	R/Calculus I		4
MATH 237	Introduction to Discrete Mathematics OR		

MATH 239	Mathematical Proof	3
Two Mathematics courses, MATH 222 or higher		6-8

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: CSCI 119, 142, 240, 241, 242, 341, 342, 343.

### Department Writing Requirement

CSCI 240 is a required course in which writing within the discipline of Computer Science is emphasized and taught. The Department’s writing requirement is satisfied by successfully completing this course.

For further information, please contact your advisor or the Chairperson of the Computer Science Department. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of the College.

## Minor in Computer Science

The Computer Science minor provides a firm foundation in the basic tools of the discipline of Computer Science.

Basic Requirements:		17-18 semester hours
CSCI 119	R/Object-oriented Programming (Subtitle)	3
CSCI 142	Principles of Computer Science	4
CSCI 240	Foundations of Algorithms	4
Choose two from the following three courses		
CSCI 219	Object-Oriented Design & Programming	3
CSCI 241	Principles of Computer Organization	4
CSCI 242	Analysis of Algorithms	3
Elective: one computer science course, numbered 330 or higher		3 semester hours

#### NOTE:

CSCI 242 has the following prerequisites:		7 semester hours
CSCI 240	Foundations of Algorithms	4
MATH 237	Introduction to Discrete Mathematics	3
MATH 239	Mathematical Proof	3

## Minor in Computer Applications

The Computer Applications minor provides experience in the use of computers as tools for problem solving in any field. It requires 18 semester hours of computer science courses, 12 of which must be from courses numbered CSCI 142 or above.

## Computer Science Courses

### CSCI 104 Problem Solving with Computers

The purpose of this course is to develop computer concepts and applications as tools for critical thinking and problem solving. The course includes hardware and software fundamentals, “hands-on” experience with selected computer software materials, and a presentation of some of the issues associated with computer technology. Assigned projects illustrate major computer tools such as word

processors, spreadsheets, and databases. Not open to students with more than 6 credit hours of previous college-level computer science course work. Credits: 3(3-0)

### CSCI 114 R/Survey of Computer Science

This course introduces students to the fundamental concepts and problem areas of computer science through a survey of the major sub-areas of the field. Included are historical foundations; computer systems and applica-

# Computer Science Courses

---

tions; concepts of computer programming, programming languages, design of micro-processors; theoretical computer science (e.g., abstraction); social, economic, and political implications. Each area will be explored in lecture and in laboratories. Not open to students with more than 6 credit hours of previous college-level computer science course work. Credits: 3(3-0)

## **CSCI 115 R/Digital Futures, Human Futures**

Computers pervade most modern cultures, often in forms not recognized as computers - cell phones, CD and DVD players, identification cards, etc. Spreading use of computers raises important societal questions of privacy, security, property rights and more. This course introduces students with no technical background to algorithms and programs; analyzing algorithms; computer representation of information; such applications of these ideas as digital media, networks, and databases; the social choices and problems such applications raise; and technical and social grounds for evaluating choices and resolving problems. Credits: 3(2-1)

## **CSCI 119 R/Object-Oriented Programming: (subtitle)**

An introduction to object oriented programming for students with little or no prior programming experience. Covers algorithms and their relationship to basic object oriented programming concepts; objects and classes; core algorithmic concepts used in defining objects' behavior (e.g., control structure, input and output, exception handling, expressions); subclasses and inheritance. This material is taught in the context of the particular object oriented programming language indicated in the subtitle, and reinforced with programming exercises in that language. Credits: 3(2-2)

## **CSCI 120 R/Procedural Programming: (subtitle)**

An introduction to procedural programming for students with little or no prior programming experience. Covers algorithms and their relationship to basic procedural programming concepts; core concepts used in defining algorithms (e.g., input and output,

expressions, selection, repetition, sequencing); top-down design and decomposition of programs into subprograms; standard data types, both scalar (e.g., numbers, characters, and boolean values) and composite (arrays, records, files). This material is taught in the context of the particular procedural programming language indicated in the subtitle, and reinforced with programming exercises in that language. Credits: 3(3-0)

## **CSCI 142 Principles of Computer Science**

This course deals with abstract data types and data structures. This course covers recursion, subclasses and inheritance, and the classic data structures such as lists, queues, stacks, and trees. Prerequisites: CSCI 119. Credits: 4(3-2)

## **CSCI 216 Statistical Software**

This course is designed to cover the use of computerized statistical and data analysis packages available to social and behavioral scientists for the reduction and analysis of social science data. Topics include instrument design, data preparation, file organization, and standard statistical routines such as anova, correlation, regression, and factor analysis. Emphasizes computer techniques used in applied statistics with a background in basic statistics assumed. Lectures are supplemented with many programming projects. Prerequisites: An introductory statistics course. Credits: 3(3-0) Offered every spring

## **CSCI 219 Object-Oriented Design & Programming**

This course introduces students to the design and implementation of computer programs from the object-oriented point of view. The focus of the course will be on (1) the discovery and design of classes that model real world problems; (2) the feature set of a modern object-oriented programming language; (3) the implementation of classes by the effective use of the language features. The object-oriented design process, which in general involves identification of classes, identification of the functionality of these classes, and identification of the relationship between these classes, will also receive

# Computer Science Courses

---

careful attention. Prerequisites: CSCI 119. Credits: 3(3-0)

## **CSCI 230 Digital Electronics**

An introduction to digital electronics. The concepts studied are different number systems (e.g. binary and hexadecimal), Boolean algebra, complex logic decisions using simple logic statements, minimizing complex logic systems, logic gates, combinational networks, flip-flops, counters, and registers. Credits: 3(2-2) Offered every year

## **CSCI 232 Numeric Methods**

This course deals with numerical algorithms of mathematical problems that arise as models of phenomena in the physical sciences and engineering. Problems of accurately computing algebraically exact solutions in the presence of rounding errors and of computing discrete approximations that are defined on the continuum are discussed. Emphasis focuses on computational aspects relevant to practical scientific problems. The concept of vectorization and programming techniques to increase the speed of Fortran programs on a supercomputer is introduced. Prerequisites: MATH 221; CSCI 119 or CSCI 120. Credits: 3(3-0) Offered every year

## **CSCI 240 Foundations of Algorithms**

Develops fundamental methods of inquiry for studying algorithms, specifically mathematical analysis of performance and correctness, formal tools for algorithm design, and experimentation. Specific topics include the use of induction and recurrence relations in algorithm analysis; design from preconditions, postconditions, and loop invariants; and the role of the scientific method in computer science. Prerequisites: CSCI 142 (may be taken concurrently) or permission of instructor. Credits: 4(3-2)

## **CSCI 241 Principles of Computer Organization**

This course stresses the hierarchical structure of computer architecture. Topics include levels of computer organization; digital logic, microprogramming, machine language, macro language, and operating systems; processors; instruction execution, memory, reg-

isters, addressing, input/output, control, and synchronization; instruction sets, addressing, data flow, control flow, interrupts; assembly language programming; macros. Prerequisites: CSCI 142. Credits: 4(3-2)

## **CSCI 242 Analysis of Algorithms**

A systematic study of algorithms and their complexity. Topics include measuring algorithm complexity; O-notation; searching and sorting algorithms and their complexity; mathematical algorithms (matrices, polynomials, and algebra) and their complexity; tree and graph traversal algorithms and their complexity; the classes P, NP, and NP-complete problems and intractable problems. Prerequisites: CSCI 240 and MATH 237 or MATH 239. Credits: 3(3-0)

## **CSCI 243 C Programming and Unix**

This course introduces the programming language C, the Unix operating system and its facilities. Topics include C language concepts, dynamic structures, flow of control, Unix features, and shell programming. Prerequisites: CSCI 142. Credits: 1(1-0)

## **CSCI 259 Software Engineering and Its Tools**

An introduction to software engineering. Topics include software development process models and lifecycle; requirements capture, analysis, and specification; system design and architectures; system implementation; verification and validation; testing; component integration and reuse; performance and cost benefit analysis; deployment and maintenance; documentation; ethical and professional responsibilities; and management and organization of software development projects. The role of software engineering notations and tools in each of these activities will also be discussed. Students will participate in a large scale semester-long team software development project. Prerequisites: CSCI 241 and CSCI 242. Credits: 3(3-0) Offered every 3-4 semesters.

## **CSCI 276 Lisp as a Second Language**

This course teaches the fundamentals of the Lisp language and introduces the concepts of functional programming and symbol manipulation. Included are data abstraction

## Computer Science Courses

principles, function definition tools, macros, lambda calculus, dynamic and lexical binding issues, destructive and non-destructive storage mechanisms, and the Lisp user support environment. Prerequisites: CSCI 142. Credits: 1(1-0) Offered every other year

### CSCI 330 Data Communications

This is a study of networks of interfacing computers and peripheral equipment. The problems, rationales, and possible solutions for distributed processing are examined. Major protocols for data communications including RS232, RS422, and X.25 are presented. Prerequisites: CSCI 241. Credits: 3(3-0) Offered every other year

### CSCI 331 Compiler Construction

This course introduces students to the theory and practice of compiler construction. Topics include scanners, error handling, parsing, memory management, intermediate source code, semantic analysis, code generation, and code optimization. Prerequisites: CSCI 241. Credits: 3(3-0) Offered every year

### CSCI 335 Computer Graphics

Computer graphics is a programming-intensive study of the fundamentals of graphics manipulations. Implementation of program systems may be done on either raster or vector graphics systems, depending on the hardware available at the time of offering. Graphics primitives, windows, viewport, clipping, translations, rotations, scaling, shearing, and segmentation of two-dimensional images are covered. Algorithms for implementation of the above are studied. Matrix algebra is used extensively. Prerequisites: CSCI 241 or CSCI 242. Credits: 3(3-0) Offered every other year

### CSCI 341 Theory of Languages

This course emphasizes the principles that govern the design and implementation of contemporary programming languages. Topics include language syntax; lexical properties, BNF, and parsing examples; compilers, interpreters, and direct execution; language representations; data structures, control structures, binding, the run-time environment, and formal semantic models; language

styles: procedural, functional, object-oriented, and logic programming. Prerequisites: CSCI 241 and CSCI 242. Credits: 3(3-0) Offered every year

### CSCI 342 Theory of Computation

This course covers basic theoretical principles embodied in the theory of automata, the theory of formal languages, and the theory of Turing machines. Topics include finite automata, push-down automata, non-determinism, regular expressions, and context-free grammars; Turing machines and universal Turing machines; the halting problem, unsolvability, and computational complexity. Prerequisites: CSCI 242. Credits: 3(3-0) Offered every year

### CSCI 343 Operating Systems

This course is a study of the basic and fundamental concepts and principles underlying the four major components of an operating system: process management, input/output, memory management, and file systems. Prerequisites: CSCI 241 and CSCI 242. Credits: 3(3-0) Offered every year

### CSCI 365 Theory of Database Design

This course presents an introduction to the elements of databases. It emphasizes the theoretical principles underlying the design, development, and implementation of database management systems. It includes major approaches to database design (relational, hierarchical and network); problems of representation, completeness, integrity, security and concurrency. Prerequisites: CSCI 242. Credits: 3(3-0) Offered every other year

### CSCI 376 Artificial Intelligence

This is an introduction to the research techniques and applications of artificial intelligence -- the computer implementation of processes that are called reasoning, perceiving, and decision-making when performed by humans. The main areas studied include knowledge representation, search strategies, problem-solving and planning, deduction and inference, natural language understanding and production, cognitive modeling, image analysis, and learning. Application areas include computer vision,

## Computer Science Courses

---

game-playing, robotics, speech analysis and synthesis, automatic programming, theorem proving, and expert systems. The effectiveness and limitations of available techniques will be discussed. Familiarity with predicate logic is helpful. Prerequisites: CSCI 242; Co-requisite CSCI 276. Credits: 3(3-0) Offered every other year

### **CSCI 380 Computer Architecture**

This course is a continuation of CSCI241, Principles of Computer Organization, and the last in the hardware-oriented courses. While computer organization mostly deals with the computer hardware from a programmer's point of view, this course is a high-level treatment of computer architecture with little detailed treatment of hardware design. The course introduces the fundamental concepts and the modern-day approaches to computer design and architecture while examining von Neumann, as well as non-von Neumann architectures. Prerequisites: CSCI 241 and MATH 237. Credits: 3(3-0) Offered every other year

### **CSCI 383 Distributed Systems**

This course introduces students to distributed systems, communication architecture, and models for interprocess communication, process migration, distributed file services, fault tolerance, concurrency control, and protection and security. Although normally taken after CSCI 343, exceptionally well-qualified students who have completed CSCI 242 may enroll in CSCI 383 with permission of the instructor. Prerequisites: CSCI 242 and permission of the instructor or CSCI 343. Credits: 3(3-0) Not offered on a regular basis.

### **CSCI 386 Robotics**

This course will introduce students to a variety of computational architectures that have been proposed for autonomous intelligent robot systems, as well as some physical systems on which they are typically realized. Students will explore different sensory processes, such as visual and auditory processes, and study how they influence and determine the kinds of intelligent behavior with which an autonomous robot system might be endowed. Through laboratory exercises as well as a course project, students will use existing departmental facilities such as a mobile robot, an active vision system, and sonar technology, to explore different computational mechanisms for autonomous behavior. Prerequisites: CSCI 241, MATH 222 (Recommended: CSCI 376, MATH 233). Credits: 3(3-0) Not offered on a regular basis.

### **CSCI 390 Topics in Computer Science**

In-depth study of a selected topic in computer science, conducted so as to develop students' research skills and project design and implementation abilities. Topics will be chosen to reflect new developments in computer science, instructor interest, and/or student demand. Prerequisites: CSCI 241, CSCI 242, and at least one 300-level CSCI course; specific topics may require additional or more specific prerequisites, which will be announced when present. Credits: 3(3-0) Not offered on a regular basis.

### **CSCI 399 Directed Study**

Directed studies in computer science are under the supervision of a faculty member. (1 to 3 semester hours). Prerequisites: permission of instructor. Offered by individual arrangement

## B. A. In Computer Science

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hour
CSCI 119	3	CSCI 142	4
MATH 221	4	MATH 237 or 239	3
S/U/	3	N/	4
F/	3	INTD 105	3
Elective	3		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>

#### SECOND YEAR

CSCI 240	4	CSCI 241	4
MATH Elective (222 or higher)	4	MATH Elective (222 or higher)	3
HUMN 220	4	HUMN 221	4
Elective	3	N/	4
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### THIRD YEAR

CSCI 242	3	CSCI Elective**	3
CSCI Elective*	3	CSCI Elective**	3
F/	3	S/	3
M/	3	Elective or Foreign Language	3
Elective or Foreign Language	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

CSCI 342	3	CSCI 341	3
CSCI 343	3	CSCI Elective	3
Elective or Foreign Language	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

Total Semester Hours — 120

\*CSCI 230 or above

\*\*CSCI 330 or above

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Edgar Fellows Program

**Program Directors: Ronald Herzman (Welles Hall 226A). Olympia Nicodemi (South Hall 325B) - [geneseo.edu/edgarfellows](http://geneseo.edu/edgarfellows)**

The Edgar Fellows (EF) Program is designed to enhance the education of a special group of curious, able and motivated students who have a broad range of interests. Application to the program is by invitation from the Edgar Fellows Advisory Committee only.

Students in the EF Program take courses selected from a set of specially designed EF Seminars that cover a wide range of topics, from art to science and more. These classes are small and emphasize discussion and participation. The program culminates with a six credit Capstone Experience, usually undertaken during the senior year.

Edgar Fellows must maintain an overall cumulative grade point average (gpa) of at least 3.4. Each semester, Edgar Fellows students must complete at least 12 hours and earn a gpa no lower than 3.0. Additionally, students must complete HONR 202 in their first year in the program and take at least one EF course in each subsequent year, until the course requirements are completed. (With prior notification, exceptions are made for Study Abroad or similar circumstances.)

The Geneseo Edgar Fellows Program foster habits of critical thought and expression, skills equally necessary to success in career, in private life, and in the public life of a citizen.

Requirements	21 semester hours		
Incoming first year students will take:			
HONR 101	The Nature of Inquiry, in their first year in the program		3
All Edgar Fellows will take:			
HONR 202	Seminar in Critical Reading, in first year of program		3
In their last year in the program, students will take:			
HONR 393	Capstone Experience		6
HONR 394	Capstone Seminar		1
Additionally, three of the following seminars*			
HONR 203	Honors Seminar in the Social Sciences		3
HONR 204	Honors Seminar in the Fine Arts		3
HONR 205	Honors Seminar in the Sciences		3
HONR 206	Honors Seminar (subtitle)		3
HONR 207	Honors Seminar in Issues of Pluralism		3
*Seminars may be repeated once under different subtitles with permission of the program director.			
Students are encouraged to take:			
HONR 211	Independent Honors Service Project		
HONR 211	Independent Honors Service Project		

## Honors Courses

### HONR 101 The Nature of Inquiry

An examination of proposed standards for the evaluation of progress in inquiry. The course focuses on the concepts of knowledge, meaning, truth, and evidence and on classic texts addressing these topics, such as those of Plato, Aristotle, Descartes, Hume,

and Kant. Prerequisites: Admission into the honors program. Credits: 3(3-0) Offered every fall

### HONR 202 Honors Seminar in Critical Reading: (subtitle)

A detailed and careful reading of a few



## Honors Courses

---

selected texts from major disciplines. This course focuses on close reading and analysis through seminar discussion and extensive writing. Prerequisites: HONR 101 or permission of program director. Credits: 3(3-0) Offered every spring

### **HONR 203 S/Honors Seminar in the Social Sciences: (subtitle)**

This seminar offers an introduction to a topic or set of topics of social relevance as addressed by the social sciences. Typical subtitles might be: Nature versus Nurture, Interpreting the Bell Curve, or The Trap of Poverty. As a core course, it should engage all students and will not assume any prior knowledge of the discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from the director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

### **HONR 204 F/Honors Seminar in the Fine Arts: (subtitle)**

This seminar offers an introduction to a topic or set of topics drawn from the fine arts, as designated by the subtitle. Typical subtitles are: Jazz and the American Experience; Picasso:Form and Vision; and Theater as Protest. As a core course, it will engage all students and will not assume any prior knowledge of the discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

### **HONR 205 Honors Seminar in the Sciences: (subtitle)**

This seminar offers an introduction to a topic or set of topics drawn from the sciences, as designated by the subtitle. Typical subtitles are: Galileo, Medieval or Modern? What is Light? and Deciphering DNA. The course is designed to engage all students and will not assume any prior knowledge of the

discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

### **HONR 206 Honors Seminar: (subtitle)**

This seminar is an introduction to a topic or set of topics drawn from the humanities and/or other disciplines, as designated by the subtitle. Typical subtitles are: Great Works of the Non-Western World, Wagner and Wotan, Dante and Cosmology. The course is designed to engage all students and will not assume any prior knowledge of the discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

### **HONR 207 Honors Seminar in Diversity, Pluralism, Difference: (subtitle)**

This seminar will provide students the opportunity to examine distinct, overlapping, and shared cultural identities, traditions, and experiences. Each seminar will explore a selected topic through the lens of at least two of the following: race, ethnicity, gender, class, sexual orientation, religion, and disability. Seminar topics may focus on national, international, and/or transnational issues. Typical titles might be: Gender, Culture, and International Development; Religion and Class in Northern Ireland; and African American Migration Narrative. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

### **HONR 211 Independent Honors Service Project**

Students will design and carry out a community service project at the local, state, or national level. As with any internship or independent study, the student will work with an advisor. Interested students should

## Honors Courses

---

formulate a proposal with an advisor and submit it for approval to the Honors Committee before commencing the project. A written report and analysis should be filed with the Honors Committee at the completion of the project. This course may be repeated once. This course is an optional course in the Honors program and will not count towards the five courses (in addition to HONR 393) that are required for completion of the honors program. Credits: 1 to 3 depending on the extent of the project. Prerequisites: or Co-requisite: HONR 101. Prerequisite: Acceptance into the Honors Program.

### **HONR 215 N/Science Seminar Lab: (sub-title)**

The laboratory component of Honr 205 will provide students with a hands-on approach to topics under consideration. Students will collect and analyze data, develop and test hypotheses, and through these processes, come to understand the methodology of the scientific topics investigated in the course. Prerequisite: Co-requisite: HONR 205. Credits: 1(0-2).

### **HONR 393 The Capstone Experience**

The Edgar Fellows Capstone Experience will be a project of the student's own design that

will culminate in a written critical analysis of that experience, and an oral presentation of its results to an audience of peers. The project can be a traditional honors thesis, an artistic/creative enterprise, scientific research, community service, or any endeavor that has intellectual integrity, challenge, and the potential for critical analysis. Proposals will be submitted to the Honors Committee by the beginning of the senior (or the Capstone) year. Credits: 3(3-0)

### **HONR 394 Capstone Seminar**

The capstone seminar will meet six times during the Capstone year. Students will share their experiences and report their progress to their peer Edgar Fellows and to the seminar supervisors, who will monitor progress. Students will be expected to provide annotated bibliographies, intermediate reports, or other measures of progress. Students will prepare oral presentations based on their Capstone Experience to be given in a public forum. Students must pass this course in order to receive an honors designation upon graduation. Co-requisite: HONR 393. Credits: 1(1-0).

# Ella Cline Shear School of Education

## **(South Hall 217) - [education.geneseo.edu](http://education.geneseo.edu)**

Assistant to the Dean: T. Peterson. Professor: E. Balajthy, D. Granger, D. Marozas, J. Morse, L. O'Brien, D. Showers. Associate Professors: M. Jensen, K. Rommel-Esham, S. Schwartz, L. Steet, K. Sugarman. L. Ware Assistant Professors: P. Barber, E. Hall, K. Keegan, C. Kreutter, A. Lauricella, M. Liwanag, B. Morgan, S. Peck, S. Salmon, A. Urso. Lecturers: E. Brown, S. Brown, E. Falk, T. Fenton, J. Galante, L. Grant, D. June, G. McClure, P. Natoli, M. Nothnagle, P. O'Leary. Office of Student Teaching and Field Experience: D. Watts, T. Riordan.

The Ella Cline Shear School of Education is committed to the preparation of outstanding teachers through the combination of a rigorous liberal arts foundation, a content-area specialty, and a series of courses on research-based pedagogical theory and practice. Geneseo works through a network of partnership schools to ensure that students have many opportunities to observe and work within P-12 programs as they develop as teachers. The program fosters appreciation and understanding of diversity and works with students in developing technological competence.

The School of Education offers certification programs in Early Childhood and Childhood Education (Birth-Grade 6), Childhood Education (Grades 1-6), Childhood with Special Education (Grades 1-6), and Adolescence Education (Grades 7-12). Students in the elementary-level programs can major in Education with a concentration in a liberal arts discipline or they may choose to do a double major in Education and a liberal arts discipline. Students seeking certification in Adolescence Education will major in a liberal arts discipline and earn an accompanying certification.

All programs in the School of Education lead to New York State certification. SUNY Geneseo is accredited from the National Council for the Accreditation of Teacher Education (NCATE), and all programs and degree options will be held accountable to national standards. Undergraduate programs are reviewed each semester to check compliance with state certification and national accreditation requirements, and teacher candidates are evaluated at regular intervals in their programs to ensure that they are meeting the academic, clinical and dispositional standards outlined in the School's Conceptual Framework. Candidates should meet regularly with faculty advisors and attend all advisement sessions in order to keep track of developments in the certification process.

## **Admission to School of Education degree programs**

All programs require the submission of an application form and the meeting of several academic standards to qualify for admission. Freshmen (and transfer students with fewer than 30 hours of transfer credit) may apply by the end of their first year and must have a 2.75 cumulative grade point average, have successfully completed the required critical writing/reading course (INTD 105), and have completed 25 hours of approved service learning (15 hours for Adolescence Education candidates). Transfer students (with more than 30 hours of credit from another institution) will apply at the same time they apply to the college. They must meet the college admission standard for transfer students, must show completion of a course equivalent to INTD 105, and must complete 25 hours of service learning (15 hours for Adolescence Education candidates). For information/application contact the School of Education (245-5560) or go to the School's webpage (<http://education.geneseo.edu>).

## **General requirements for all degree programs in Education:**

### **1) Foreign Language Competency**

All certification programs require the satisfactory completion of the foreign language requirement. For candidates who begin the freshman year in 2003 or later, the College language requirement is proficiency through the third semester (201) of a foreign language. The language requirement for certification can be satisfied in the following ways:

- a score above the 201 level on Geneseo's Foreign Language Proficiency Exam
- four units of a foreign language in high school (completion of foreign language sequence through Level IV--one year beyond regents exam) and a grade of 85% or better in the New York State Regents Exam,
- a score of at least 4 on the advanced placement examination in a foreign language, or
- coursework through the 201 level with a minimum grade of C- either at Geneseo or transferred from another accredited college.

American Sign Language through the third college semester can be used to fulfill this requirement. (Note: ASL instruction is not available on a regular basis at Geneseo.)

### **2) Minimum Competence Requirement**

Teacher candidates must satisfy the 2.75 cumulative grade point average requirement to continue in a certification program. In addition, a grade of C- or better is required for each of the following courses in education certification:

*Early Childhood and Childhood:* INTD 203; EDUC 214, EDUC 326, EDUC 354; CURR 213, CURR 313, 316, and 317; ECED 351, 352, 353, 355; FORL 101/102/201 (for FORL requirement), MATH 140/141, PSYC 215.

*Childhood:* INTD 203; EDUC 214, 326, and 354; CURR 213, 316, 313, and 317; SPED 319; FORL 101/102/201 (for FORL requirement), MATH 140/141, PSYC 215.

*Childhood/Special:* INTD 203, EDUC 354; CURR 213, 313, 316, 317, 320; SPED 231, 234, 382, 383, and 385; and FORL 101/102/201 (for FORL requirement), MATH 140/141, PSYC 215.

*Adolescence:* INTD 203, EDUC 204, EDUC 215, SPED 205, INTD 300 or 301, INTD 302 (FREN 320, SPAN 320); and FORL 101/102/201 (for FORL requirement), PSYC 216.

### **3) Department Writing Requirement**

Candidates in Education Degree Programs Early Childhood and Childhood, Childhood, or Childhood with Special Education will meet the Department writing requirement by completing successfully EDUC 354 – Family and Community and the key assignment. For further information, please contact your advisor, the School of Education Assistant to the Dean, or the Dean of the School of Education. For information on writing requirements for double or triple majors, consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of Curriculum and Academic Services.

### **4) TaskStream**

Students in blocks I-VI must submit key assignments for their education classes through TaskStream. Successful completion of the key assignment (target or acceptable rating in TaskStream) is a requirement for successful completion of each education class. Please refer to course syllabi for specific directions for the key assignment and submission deadline.

More information including how to subscribe to TaskStream can be found under the TaskStream tab at this link: <http://www.taskstream.com/ts/manager72/Fall2011SOEAdvertisingNewsletter.html>

## **New York State Requirements for certification**

Students applying for certification after Feb. 2004 must have a cumulative college grade point average of at least 2.5. (Note that Geneseo requires a GPA of at least 2.75 to be eligible for student teaching).

### *Identification of Child Abuse and Maltreatment*

Candidates who apply for certification on or after January 1, 1991 are required to complete a minimum of two contact hours of course work or training in the identification and reporting of child abuse and maltreatment. This requirement can be met by satisfactory completion of the workshop within H&PE 350 or by completing a state-approved training workshop. Current information is available through the New York State Department of Education.

### *School Violence Intervention and Prevention*

Candidates who apply for certification on or after February 2, 2001 are required to complete a minimum of two contact hours of course work or training in the warning signs related to violence and policies related to safe climates, and effective classroom management. Current information is available at: <http://www.highered.nysed.gov/tcert/certificate/save.htm>

### *Fingerprinting and Criminal Background*

All candidates for initial certification and all new school employees must be cleared through FBI fingerprinting and criminal background check. The costs for the fingerprinting and the background check are incurred by the candidate. Current forms and regulations are available at: <http://www.highered.nysed.gov/tcert/ospra/index.html>

### *New York State Certification Examinations (NYSTCE)*

Candidates for initial certification must achieve qualifying scores in the New York State Teacher Certification Examination Program: Liberal Arts and Sciences Test (LAST) and the elementary or secondary version of Assessment of Teaching Skills—Written (ATS-W).

(Note: The LAST can be taken after the sophomore year of college and the ATS-W when education coursework is completed.) Information on dates and test sites is available through the Career Services Office in Blake A. For professional certification, the State requires completion of a Master's degree, three years of employment as a teacher, and satisfactory scores on the Content Specialty Test and the Assessment of Teaching Skills—Performance (ATS-P) of the New York State Teacher Certification Examinations.

(Current forms and regulations are also available at: <http://www.highered.nysed.gov/tcert/certificate/certexaminfo.html>)

## **Bachelor of Science in Education Degree—Early Childhood and Childhood Education (Birth-Grade 6)**

The School offers a four-year program leading to the degree, Bachelor of Science in Education – Early Childhood and Childhood Education (birth-grade 6), with a liberal arts concentration. Students who wish to obtain New York State initial certification in both Early Childhood Education and Childhood Education (birth-grade 6) and to major in education must complete the following requirements.

Admission Requirement: 25 hours of service learning  
Block II includes 28.5 hours of field experiences

Block III includes 21.5 hours of field experiences

Block IV includes 25 hours of field experiences

Block V includes 28.5 hours of field experiences

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credit hours required for completion of major:		91 semester hours
Outline of Program Content		
Basic Requirements		51 semester hours
Early Childhood Blocks* (must be completed in sequence listed)		
I.	INTD 203 U/Social Foundations of American Education	3
II.	ECED 351 Teaching Young Children	3
	EDUC 214 Dimensions of Teaching and Inquiry	3
III.	CURR 213 The Reading/Writing Process	3
	CURR 316 Teaching Science & Math to Children	4
	ECED 352 Intro to Early Childhood Education	3
IV	CURR 313 Reading & Literature Programs	3
	CURR 317 Social Studies & Curriculum Integration	3
V	ECED 353 Curriculum Development for Young Children	3
	ECED 355 Diversity & Inclusion in Early Childhood Classrooms	
	EDUC 354 Family & Community	3
	EDUC 326 Classroom Management	2
VI.	ECED 331 Student Teaching—Primary (7.5 hrs)	
	ECED 333 Student Teaching—Early Childhood (7.5 hrs)	15

Related Requirements		10 semester hours
PSYC 215	S/Child Development	3
MATH 140	Mathematical Concepts for Elementary Education I	3
MATH 141	R/Mathematical Concepts for Elementary Education II	3
For. Lang.	(overlaps with general education requirement)	0
H&PE 350	Health & Safety Issues in Schools	1

\*Students may not advance in blocks until all previous courses have been completed satisfactorily.

\*\*In the Review Process, a teacher candidate may be allowed one re-take of practicum experience or a student teaching experience.

Liberal Arts Concentration (concentrations are described in detail at the end of the section on the elementary-level degree programs)	30-31 semester hours
--	----------------------

## **Bachelor of Science in Education Degree—Childhood Education (Grades 1-6)**

The School offers a four-year program leading to the degree, Bachelor of Science in Education—Childhood Education (grades 1-6), with a liberal arts concentration. Students who wish to obtain New York State initial certification (1-6) and to major in education must complete the requirements listed below.

Admission Requirement: 25 hours of service learning

Block II includes 12.5 hours of field experiences

Block III includes 12.5 hours of field experiences

Block IV includes 25 hours of field experiences

Block V includes 25 hours of field experiences

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credit hours required for completion of major:		82-83 semester hours
Basic Requirements		42 semester hours
Childhood Education Blocks* (must be completed in the sequence listed)		
I.	INTD 203 U/Social Foundations of American Education	3
II.	EDUC 214 Dimensions of Teaching and Inquiry	3
III.	CURR 213 The Reading/Writing Process	3
	CURR 316 Teaching Science & Mathematics to Children	4
IV.	CURR 313 Reading & Literature Programs	3
	CURR 317 Social Studies & Curriculum Integration	3
V.	EDUC 326 Classroom Management	2
	EDUC 354 Family & Community	3
	SPED 319 Inclusion (Grades 1-6)	3
VI.	EDUC 331/332 Student Teaching (Primary and Intermediate)	15

Related Requirements		10 semester hours
PSYC 215	S/Child Development	3
MATH 140	Math Concepts in Elementary Education I	3
MATH 141	R/Math Concepts in Elementary Education II	3
For. Lang.	(overlaps with general education requirement)	0
H&PE 350	Health & Safety Issues in Schools	1

\*Students may not advance in blocks until all previous work is completed satisfactorily.

\*\*In the Review Process, a teacher candidate may be allowed one re-take of a practicum experience or a student teaching experience.

Liberal Arts Concentration (concentrations are described in detail at the end of the section on elementary-level programs)	30-31 semester hours
---	----------------------

## **Bachelor of Science in Education Degree—Childhood Education with Special Education (Grades 1-6)**

This program fulfills requirements for the New York State Initial Certificate in Childhood Education with Special Education certification. Students who complete this program option are eligible for certifications to (1) teach regular elementary school students, and (2) teach exceptional students (except those with visual and/or hearing impairments). The program outline below is designed primarily for entering freshmen. Depending upon the nature and amount of course work already completed, students transferring into this program may have to spend one extra semester or more at the College to fulfill the program requirements.

Admission requirement: 25 hours of service learning

Block II includes 25 hours of field experiences

Block III includes 12.5 hours of field experiences

Block IV includes 37.5 hours of field experiences

Block V includes 25 hours of field experiences

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credit hours required to complete major:		92
Outline of Program Content		
Basic Requirements		52 semester hours
Childhood/Special Education Blocks* (must be completed in the sequence listed)		
I.	SPED 231 Introduction to Special Education	3
	INTD 203 U/Social Foundations of American Education	3
II.	SPED 234 Instructional Strategies/Inquiry in Special Educ	3
III.	CURR 213 The Reading/Writing Process	3
	CURR 316 Teaching Science & Math to Children	4
IV.	CURR 313 Reading and Literature Programs	3
	CURR 317 Social Studies/Curriculum Integration	3
	CURR 320 Arts/Career Educ	3
	SPED 383 Special Education Classroom Management Skills	3
V	EDUC 354 Family & Community	3
	SPED 382 Assessment Strategies and Prescriptive Teaching for Students with Disabilities	3
	SPED 385 Team Approaches to Education of Individuals with Disabilities	3
VI	EDUC 331 or 332 and SPED 391 Student Teaching:	15

Related Requirements		10 semester hours
	PSYC 215 S/Child Development	3
	MATH 140 Mathematical Concepts for Elementary Education I	3
	MATH 141 R/Mathematical Concepts for Elementary Education II	3
	For. Lang. (overlaps with general education requirement)	0
	H&PE 350 Health & Safety Issues in Schools	1

\*Students may not advance in blocks until all previous work is completed satisfactorily.

\*\*In the Review Process, a teacher candidate may be allowed one re-take of a practicum experience or a student teaching experience.

Liberal Arts Concentration (see below)

30-31 semester hours

## **Liberal Arts Concentrations (for Early Childhood and Childhood, Childhood, and Childhood with Special Education)** 30-31 semester hours

### **Applied Computer Science (30 hours)**

CSCI 114/R; 119/R; 142/R; 204; 2 electives from any 200- or 300-level CSCI course (6-7 hours); 10-11 hours of electives from any of the above CSCI courses and/or any MATH course 221/R or higher to total 30 hours.

### **Art History (30 hours)**

ARTH 171/F or 172/F or 173/F; 180/M/F; 280/F; 6 hrs of ARTH electives at the 200-level; 3 hrs of ARTH electives at the 300-level; ARTS 100/F or 101/F; ARTS 210/F; 6 hours of electives in ARTH at any level.

### **Computer Science (30 hours)**

CSCI 114/R; 119/R; 142; 240; 241; MATH 221/R; 3-4 hours of CSCI electives from CSCI 330 or higher and 3-4 hours MATH electives from MATH 222 or higher to total 30 hours. (CSCI 119 satisfies the prerequisite for CSCI 141. MATH 237 is recommended.)



**Dance** (30 hours) – Available by audition only

DANC 222/F; 230; 331; DANC 201 or 250 or 301; DANC 202 or 302; DANC 203 or 303; two elective courses in ballet, modern, jazz, DANC 104, 105 or 204 ; DANC 265 (taken twice—2 hrs). Three courses (9 hours) from the following: DANC 100/F, 211/F/M, 221/F, 260, 332, 340, MUSC 110/F or 210, THEA 130/F.

**English** (30 hours)

ENGL 170; 3 hours from ENGL 200, 201, 306 or 361; 3 hours from ENGL 212, 222, 232, 310, 311, 312, 350 or 353; 3 hours from ENGL 213, 218, 233, 313, 314, 315, 316, 317, 318 or 324; 3 hours from ENGL 235, 237, 239, 330, 331, 332, 333, 338, or 339; 3 hours from ENGL 254, 354, or 355; 3 hours from ENGL 237, 241, 242, 267/M, 318, 343, 345, or 360; 9 hours ENGL electives; coursework must include a minimum of 6 hours at the 300-level. Note: English 358 can count in various categories depending on the offering. Please check the English Advisement Newsletter or with a faculty advisor.

**Environmental Studies** (30-31 hours)

ENVR 124/S; 1 of the following Level I courses (3 hours): CHEM 103/N, CHEM 116, or GSCI 105/N; 2 of the following Level I courses (6-7 hours): ANTH 105/S, GEOG 102/S, GSCI 111/N, PLSC 110/S/U, PLSC 217, SOCL 100/S; 3 of the following Level II courses (9 hours): ANTH 204, ENGL 250, GEOG 201, GEOG 274/S, GSCI 200, PHIL 201, PLSC 215, PSYC 275, SOCL 218, SOCL 260; 3 of the following Level III courses (9 hours): GEOG 370, GEOG 371, GEOG 377, GEOG 382, GSCI 331, GSCI 333, GSCI 347, HIST 369, PLSC 314, PLSC 316. One directed study may be taken in lieu of one required course listed at Level III, with approval. Up to two Level III courses may be satisfied by completing an environmental internship, ENVR 395 (contact the Coordinator of Environmental Studies for more information).

**Foreign Language: Spanish or French** (30 hours)

FORL 300 or a 300-level elective, under advisement depending upon proficiency; FORL 301; FORL 302; FORL 320 or INTD 302; one 3-hour literature course from FREN 350, 355, 360, 365, or SPAN 303, 304, 305, 306, 352, 353, 362, 363, 372, 373, 382; 3 hours from FORL 316, 317, 318, 319, or 323; 3 hours from FORL 313, 325 or 326/M; 9 hours of electives at any level.

**Geography** (31 hours)

GEOG 102/S; 110/N; 123/M/S; 261; 291; 3 hours from GEOG 201, 240, 250, 274/S, 350, 376, 377; 6 hours from GEOG 362/M, 365/M, 366/M, or other regional offerings in Geography; 6 hours GEOG electives selected under advisement.

**History** (31 hours)

All requirements for the History major except HIST 220 and the Senior Experience (HIST 391, 393 or 396). A total of 31 hours that include: HIST 221; a minimum of six hours in European History at the 200-level or above; a minimum of six hours in US history at the 200-level or above; a minimum of six hours in Non-Western history at the 200-level or above – within these 18 credits, at least 9 credits must be at the 300-level; and an additional 9 hours any level and in any area.

**Human Development (available only to Early Childhood/Childhood majors) (30 hours)**

ANTH 101/M/S; PSYC 100; SOCL 100/S; PSYC 250; 3 hours from BIOL 210 or 271; 6 hours from PSYC 215/S, 216/S, or 217; 9 hours from the following (including 2 courses at the 300-level): ANTH 306, 328, PSYC 202, 321, 366, 385/M, SOCL 210, 225, 314, 316, 333, 358, or CDSC 228.

**Latin American Studies** (30 hours)

ANTH 224/M or 235/M/S; ARTH 281/M; GEOG 362/M; HIST 270/M/S; HIST 271/M/S; HIST 372/M; PLSC 325 or 326; SPAN 201; SPAN 202; 3 hours electives from SPAN, ANTH, GEOG, PLSC, ARTH or HIST selected under advisement.

**Mathematics** (30-31 hours)

MATH 140; 141/R; 221/R; 222; 223 or 233; 335; 242/R, 262, or 360; MATH 239; INTD 376.

**Music** (30 hours)

MUSC 123/F; 210; 211; 213; 226/F; 227/F; 370; 6 hours of 200- or 300-level non-performance music courses; 4 credit hours from MUSC 160 or 165, 175 or 275, 140-145 or 240-245.

**Natural Science** (30 hours)

Twelve hours from ASTR 100 & 101/N, BIOL 116/N & 117, CHEM 116 & 117/N, GSCI 111/N, or PHYS 113/114/N; 18 hours in addition to the introductory course above in the majors' courses of one science discipline (at least 11 hours at the 200- or 300-level).

**Political Science** (30 hours)

Six hours from PLSC 110/S, 120/S, or 140/S; 230; 12 hours at 200-level; 9 hours at 300-level (in sub-fields taken at the 100-level).

**Theatre** (30 hours)

THEA 100/F or 140/F; 130/F; 202/F, or 203/F; THEA 200 or 204 or DANC 211; THEA 221; THEA 241; THEA 311; nine hours of electives in THEA or DANC.

**Urban Studies** (30 hours)

GEOG 102/S; SOCL 100/S; PLSC 110/S; GEOG 377; SOCL 217; a college-level statistics course (e.g., ECON 202, GEOG 378, MATH 242/R, PLSC 251/R, PSYC 250/R, or SOCL 211/R); 12 hours from ARTH 280/F, CSCI 216, GEOG 201, 350, INTD 370, PLSC 215, 217, 316, SOCL 230/S or 347.

**Women's Studies** (30 hours)

WMST 100; WMST 201; WMST 210; WMST 220; WMST 395 or WMST 399; 15 hours elective courses from ANTH 224/M, ANTH 243, ARTH 310, ENGL 142, ENGL 237, HIST 203/M, HIST 260, HIST 380, PHIL 204, PHIL 397, PLSC 250, PSYC 236, SOCL 201, SOCL 210, SOCL 225, SOCL 381, selected under advisement to meet the following requirements: (a) at least two courses from Humanities and/or Fine Arts; (b) at least two courses from Social Sciences; (c) at least one course dealing primarily with issues of women of color; and (d) no more than three courses with the same prefix (e.g., ENGL). Students who have trouble scheduling any specific course due to requirements of education blocks should see the Women's Studies Coordinator for a waiver.

## **Bachelor of Science Degree in Education with Second Major in a Liberal Arts Discipline**

Students may elect to complete the requirements for two majors as they earn teaching certification in elementary-level programs. Students who choose this option must complete all the requirements in both majors. The Liberal Arts major will be used in place of the concentration for departments that have education concentrations. Students who choose a second major that has no corresponding concentration in Education will need to complete a concentration in addition to the second major. (See specific requirements for liberal arts majors in individual Bulletin sections.)

## **BA/BS Degree Program with Initial Certification in Adolescence Education (7-12)**

New York State initial certification for teaching an academic subject matter area in grades 7-12 must be earned by completing a Bachelor of Arts or Bachelor of Science degree in a liberal arts discipline. Students who wish to obtain adolescence initial certification will normally enroll in Block I of this program during the Spring semester of the Sophomore

year. The academic areas in which it is possible to earn such certification are: Biology, Chemistry, English, Foreign Languages (Spanish and French), Geological Sciences, Mathematics, Physics, Social Studies (Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology). Students who seek certification in one of those disciplines must complete the following requirements.

Block II includes 32.5 hours of field experiences

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Letter of intent is due the Monday immediately following Thanksgiving Break. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credit hours required to complete major and certification: Includes 2 semesters of foreign language (students may require more or less depending on proficiency level)			66-105 semester hours
Outline of Program Content			
Blocks required *(in sequence) for Adolescence Education			32-34 semester hours
I.	INTD 203	U/Foundations of American Education	3
	EDUC 215	Foundations of Literacy (may be taken with Block II or III.	3
II.	EDUC 204	Dimensions of Teaching (offered fall only)	4
	SPED 205	Teaching Secondary Learners w. Special Needs (fall only)	3
III.	INTD 300 or 301 (for Foreign Language FREN 320 or SPAN 320);	Topics in Secondary Education (spring only) OR Workshop in French OR Workshop in Spanish Methods & Materials in Secondary Education (spring only)	1-3
	INTD 302		3
IV.	EDUC 303	Field Experience	3
	EDUC 340,350	Student Teaching	12

\*Note: Students may not advance in blocks until all previous work is completed satisfactorily

\*\*In the Review Process, a teacher candidate may be allowed one retake of a Student Teaching experience.

Related Requirements		4 semester hours
PSYC 216	S/Adolescent Development	3
H&PE 350	Health & Safety Issues in Schools	1
For. Lang.	(overlaps with gen. ed. requirement)	0
Liberal Arts Major		30-71 semester hours

### Adolescence Education (7-12): Social Studies

In addition to the liberal arts major and the basic adolescence certification program outlined above, students seeking certification in Social Studies must complete the following:

#### *History Majors (12 hours)*

Required: ECON 101, GEOG 123, GEOG 261, and PLSC 110; (recommended: ANTH 101 and/or ANTH 215 and/or PSYC 100 and/or SOCL 100.)

Majors in Social Sciences Areas Other than History (Anthropology, Economics, Geography, Political Science, Psychology, Sociology) (27 hours)

- 1) Four courses (12 semester hours) in related social sciences: Required: ECON 101, GEOG 123, GEOG 261, PLSC 110; (recommended: ANTH 101 and /or ANTH 215 and/or PSYC 100 and/or SOCL 100.)
- 2) Five courses (15 semester hours) in history: HIST 112; two courses from HIST 105, 106, and 107; two courses in US History that together or separately cover the colonial period to the present.

## Adolescence Education (7-12) within BA/BS Degree Program

### Sample Program Outline/Advising Guide

To provide flexibility in course scheduling in order to allow for student choices such as study abroad, various basic scheduling options (under advisement) are offered. The student should also consult the program description and sample program outline/advising guide for the major, which indicates major and general education requirements. Because the major program and the professional preparation requirements must be integrated, courses should be selected under advisement. Note that EDUC 215 may be taken either with or after INTD 203.

#### Option 1

SECOND YEAR			
Fall		Spring	Hours
		U/INTD 203	3
		S/PSYC 216	3
		EDUC 215	3
THIRD YEAR			
Fall	Hours	Spring	Hours
EDUC 204	4	INTD 300 or 301 OR FORL 320	1-3
SPED 205	3	INTD 302	3
		H&PE 350	1
FOURTH YEAR			
Fall	Hours	Spring	
EDUC 303	3		
EDUC 340, 350	12		

**Option 2:** Student Teaching in a ninth semester. If 120 credits are completed prior to student teaching, students can take a graduate internship and 6 hours of these credits can count as master's electives.

## Student Teaching

Each program of the School of Education requires a one-semester student teaching experience. It is the student's responsibility to become familiar with all requirements for the particular program. Information regarding program requirements can be obtained from this bulletin, the offices of the School of Education, and faculty advisors.

Students should file an application to student teach in the semester that is one year prior to the semester in which they plan to student teach. This must be done through the Office of Field Experiences. Usually, a representative of the Office of Field Experiences will hold meetings to explain the application process. Students are responsible for attending one of the Student Teaching orientation meetings. Applications for student teaching should be

submitted the previous February for Spring placements and in the previous October for Fall semester placements.

The Office of Field Experiences initiates all contacts and makes all arrangements for placements. Student placements are based upon state requirements and availability of sites. Placements are made only in regional schools with which we have established working relationships or in one of the College's satellite programs.

The policy of the College emphasizes that the student teaching experience takes precedence over all other activities during the student teaching semester. Additional academic or other work during the internship is not permitted except with the written permission of the Director of Field Experiences. Students wishing to participate in varsity athletics during student teaching must file the appropriate form with the Office of Field Experiences.

Students are required to enroll in student teaching internship courses offered by the College (i.e., EDUC 332, 340 or 350; ECED 331, 333; SPED 391) which are appropriate to their objectives. They must complete such course(s) under the supervision of a member of the College faculty in collaboration with teaching and administrative staff members of area schools.

*Before being admitted to a student teaching placement, each student must have:*

1. A minimum cumulative grade point average of 2.75 in all course work undertaken, including a 2.75 in the major and area of concentration.
2. No grade of E in any required course.
3. A minimum grade point average of 2.0 in the semester prior to student teaching.
4. Completed all appropriate prerequisites in professional courses in education. No incomplete grades are allowed in any areas.
5. Demonstrated readiness for the internship experience by successful performance in closely related activities, areas, and courses as determined by faculty.
6. Either A or B:
  - A. Early Childhood and Childhood, Childhood, and Childhood/Special Education majors must have senior standing.
  - B. Adolescence Education majors must have senior standing and must have completed two-thirds of the requirements of the academic area in which they are majoring with a minimum grade point average of 2.75.
7. Achieved minimum competence (grade of C- or better) in the required courses for the given major (see Minimum Competency listing at the beginning of the School of Education section of this Bulletin).

In addition to these requirements, students are advised to have completed the following:

1. Early Childhood and Childhood, Childhood, Childhood with Special Education majors — twenty-one hours in their concentration, MATH 140 and 141, PSYC 215, H&PE 350, and the foreign language requirement.
2. Adolescence Education majors and those seeking a double major in a Liberal Arts or Science major and Early Childhood and Childhood or Childhood Education — two-thirds of the requirements of the academic area with a minimum GPA of 2.75, PSYC 216, H&PE 350, and the foreign language requirement.

Students planning to enroll in student teaching are advised that they must either find housing in the area of their assignment or provide transportation to the site. The Office of Field Experiences cannot make transportation arrangements, nor can transportation needs be a factor in making placements. Moreover, the College assumes no responsibility for transportation or expenses incurred during transportation to the site.

## Education Courses

---

### **CURR 213 Reading and Writing Processes**

This course presents the history of reading and writing instruction, different interpretations of literacy, and the psychology and linguistics of reading and writing processes. Various theories and aspects of language acquisition are explored and related to different literacy methodologies. The student gains practical experience using different literacy approaches and methods in the classroom. The mature reading and writing process is explored with an emphasis on the strategies individuals use when they read and write. Includes field trip component. Prerequisites: EDUC 214 or SPED 234. Credits: 3(3-0)

### **CURR 313 Classroom Reading and Literature Programs**

This course is designed to provide students with a knowledge of various approaches, methods, and procedures for use in intermediate (grades 4-6) and middle school reading programs; to provide practical experience using various literacy engagements; and to describe modifications of literacy instruction to teach children with disabilities. Includes field trip component. Prerequisites: CURR 213. Credits: 3(3-0)

### **CURR 316 Teaching Science and Mathematics to Children**

This course covers contemporary teaching/learning strategies for mathematics and science instruction in early childhood and elementary classrooms. Instructional techniques integrate hands-on learning, manipulatives, the student's environment, functional uses of mathematics and science, and assessment strategies appropriate for all students. The focus will be on the nature of children's science and mathematics learning, the teacher as a facilitator of meaningful learning, and New York State and National Learning Standards for science, mathematics, and technology. Constructivism, the idea that individuals must build knowledge from their own experience and thought, provides an underpinning for insights into the nature of children's learning in the life and physical sciences and in mathematics. Includes field trip component. Prerequisite or Corequisite: MATH 141. Prerequisites: EDUC 214 or SPED 234, and MATH 140. Credits: 4(4-0)

### **CURR 317 Social Studies and Curriculum Integration**

This course is designed to familiarize the student with current practices in the teaching of elementary school social studies. Emphasis will be given to the development of higher level teaching skills, particularly process-oriented models of instruction. Students will be introduced to the curriculum development process and will be expected to develop an integrative unit of instruction using a variety of resources. A practicum experience in an elementary school is required. Prerequisites: CURR 213, CURR 316 for Childhood Education or Childhood Education with Special Education; ECED 353 and ECED 355 for Early Childhood Education. Credits: 3(2-2)

### **CURR 320 The Arts and Career Education in the Community**

This course develops the knowledge, understanding, and skills necessary for preservice teachers to investigate, analyze, and implement community-responsive approaches to arts and career education. The focus is on the materials and resources available for children's participation in the arts in various roles and for development of career awareness. Special attention is given to community resources, modifications and adaptations for students with disabilities, and integration of the arts and career education across the school curriculum. Prerequisites: CURR 213 and CURR 316. Credits: 3(3-0)

### **ECED 331 Student Teaching - Primary**

Full-time student teaching at the primary level (grades 1-2 for Early Childhood Education) in an affiliated school. Student teaching is designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with primary-level children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the school, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director

## Education Courses

of Student Teaching.) Prerequisites: CURR 317, ECED 353, and EDUC 354; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered every year

### **ECED 333 Student Teaching - Early Childhood**

Full-time student teaching at the prekindergarten or kindergarten level in an affiliated school or educational program. Student teaching is designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with young children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the setting, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director of Student Teaching.) Prerequisites: CURR 317, ECED 353, and EDUC 354; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered every year

### **ECED 351 The Teaching of Young Children**

This course reviews children's development (from the prenatal period to age 5) in the context of family, culture, and education, and focuses on applying this knowledge to teaching young children. Emphasis is on using knowledge of all developmental areas to observe over time a child in an early education setting. This information will be analyzed and interpreted in terms of developmental processes, the teacher's role and interaction strategies, and provision of developmentally appropriate learning experiences. Also explored will be past personal experiences with young children, the nature of teaching young children, and related career options involving young children. A case study of a young child is required. Prerequisites: INTD 203 and PSYC 215 or permission of instructor. Credits: 3(2-2). Offered once per year

### **ECED 352 Introduction to Early Childhood Education**

This course presents an introduction to current issues and trends in the education and development of young children, such as accessibility and quality of child care, infant/toddler programs, television viewing, bilingual education, and violence in children's lives. Students also become acquainted with various advocacy strategies, program options and child care policies. As a broader context for this introduction, the history of early education is examined and community involvement is encouraged. A field study of an early childhood program is required. Prerequisites: EDUC 214 and ECED 351 or permission of instructor. Credits: 3(3-0). Offered once per year

### **ECED 353 Curriculum Development for Young Children**

This course is designed to further students' understanding of the organization and management of functional learning environments for young children and the use of curriculum development principles and strategies to design developmentally appropriate and educationally sound learning experiences for young children. To develop these understandings, the course stimulates reflection and inquiry about the teacher's role in young children's learning and in curriculum development. Students will develop implementation strategies in a structured practicum in an early childhood setting. Prerequisites: ECED 351. Credits: 3(2-2). Offered once per year

### **ECED 355 Diversity and Inclusion in EC Classrooms (B-Gr. 3)**

The focus of this course is on understanding young students with disabilities and the effect of the disability on growth, development, and the teaching/learning process. Emphasis will be placed on selecting/modifying appropriate teaching strategies that are congruent with the young child's development and cultural environment for use in the preschool or early primary grades. Children with various types of disabilities or special needs will be examined including those who are gifted and talented, those with limited English proficiency, and those who are socioeconomically disadvantaged. Attention will be given to State Education Department regulations, various service

## Education Courses

delivery models, assistive technology and work with parents, administrators, and ancillary personnel. Prerequisites: CURR 213, CURR 316, and ECED 352. Credits: 3(3-0). Offered once per year

### **EDUC 204 Dimensions of Teaching**

This course introduces students to instructional and classroom management practices in the contexts of changing perspectives and environments of education for grades 7-12. The underlying assumption is that inquiry into the dimensions of classroom experience from a variety of perspectives will enable students to make informed choices in structuring and implementing lessons that are consistent with NYS Learning Standards and take into account the commonalities and differences among adolescent learners. Field visits will involve systematic analysis of and reflection on effective practice. Corequisite: SPED 205. Prerequisites: INTD 203 and EDUC 215. Credits: 3(3-0) Offered every fall

### **EDUC 214 Dimensions of Teaching and Inquiry**

This course presents an introduction to the processes of teaching and educational research. To develop greater congruence between their personal perceptions and the realities of teaching, students will examine learning models associated with various developmental domains, will develop competence in generic teaching strategies, and will perform micro-teaching activities. Students will prepare to become teacher researchers through learning methods for observing, interviewing, and collecting written documents, as well as, learn how to begin the process of data reduction and analysis. Includes field trip component. Prerequisites or Corequisite: INTD 203. Credits: 3(3-0). Offered once per year

### **EDUC 215 Foundations of Literacy in the Secondary School**

The course will provide a focused study on the principles and methods of using literacy (reading, writing, listening, and speaking) to improve learning and provide differentiated instruction for all learners. Methodology will be based on adolescent (grades 7-12) curriculum and will provide extensive opportunity for students to apply their learning to teaching in their specific disciplines.

Credits: 3(3-0)

### **EDUC 250 Foundations of Bilingual Education**

This course provides an introduction to the history and development of bilingual education in the United States. Special attention will be given to research on second language acquisition, educational characteristics of second language learners, and dominant program models. The legal and political implications of the movement will be studied closely. Credits: 3(3-0) Not offered on a regular basis

### **EDUC 303 Field Experience: (Adolescence Education)**

Students in this course will meet with supervisors in a seminar setting and will spend two weeks in pre-student teaching observation of classroom teachers. Prerequisites: (1) Senior standing; (2) INTD 301 or INTD 302; (3) Completion of prior field experiences required for EDUC 204, 2.5 college-wide GPA; 2.75 GPA, Secondary Education Program (INTD 203, EDUC 204, SPED 205, EDUC 215, INTD 301, INTD 302). Credits: 3(1-4) Offered every fall

### **EDUC 305 Philosophy of Education**

This course will familiarize students with past and present theories and issues in the philosophy of education. Students will consider why humans educate themselves and their children; what they think constitutes reality; what knowledge is worth having and how humans beings acquire it; what constitutes the good life and how human beings organize society to promote it; and how education can encourage people to reflect on what it means to live ethically. The course will allow philosophy students to apply their knowledge of the discipline to an important realm of practical problems and provide education students an opportunity to think both critically and creatively about educational practice. (Cross listed with PHIL 305.) Prerequisites: PHIL 100 or INTD 203 or permission of instructor. Credits: 3(3-0) Offered spring, even years

### **EDUC 326 Classroom Management in the Elementary School**

This course provides knowledge of different approaches to establishing and main-



## Education Courses

taining well-managed classrooms as well as understanding of the core values underlying different approaches. Through case analysis, role playing, cooperative learning, use of technology, and simulated practice, students will learn how to apply principles of classroom management to actual teaching situations. Students also will learn how to organize a learning environment that minimizes management problems, how to avoid or overcome communication roadblocks, and how to respond to persistent, difficult behaviors. Prerequisites: CURR 313 and CURR 317. Credits: 2(2-0). Offered once per year

### **EDUC 331 Student Teaching - Primary**

Full-time student teaching for grades 1-3 in an affiliated school. Designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with primary-level children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the school, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director of Student Teaching.) Prerequisites: CURR 317, ECED 353, and EDUC 354 for Early Childhood Education; CURR 317, SPED 319, EDUC 326, and EDUC 354 for Childhood Education; SPED 382, SPED 383, SPED 385, and EDUC 354 for Childhood Education with Special Education; minimum GPA of 2.75. Credits: 7.5(7.5-0)

### **EDUC 332 Student Teaching-Intermediate**

Full-time student teaching at the intermediate level (grades 4-6) in an affiliated school. Designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with intermediate-level children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the school, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars

focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director of Student Teaching.) Prerequisites: CURR 317, SPED 319, EDUC 326, and EDUC 354 for Childhood Education; SPED, 382, SPED 383, SPED 385, and EDUC 354 for Childhood Education with Special Education; minimum GPA of 2.75. Credits: 7.5(7.5-0)

### **EDUC 334 International Student Teaching-Childhood Education**

Full-time student teaching for grades 1-3 or 4-6 in an affiliated school in another country. Designed to provide students with the opportunity to develop and refine skills and understandings of the teaching-learning process with elementary school children. Students are assisted, observed, and evaluated by on-site faculty. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, reflections on similarities and differences in education in the host country and the United States, development of a professional portfolio, and topics related to broad concerns of professionals in education. Admission requires permission of the Director of Field Experiences. Prerequisites: CURR 317, ECED 353, and EDUC 354 for Early Childhood and Childhood Education; CURR 317, SPED 319, EDUC 326, and EDUC 354 for Childhood Education; SPED 382, SPED 383, SPED 385, and EDUC 354 for Childhood Education with Special Education; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered by individual arrangement

### **EDUC 339 Issues in Teaching Reading**

A seminar for those who have had practice in teaching reading in the elementary school. Topics will include literacy and social contexts of learning, policy issues affecting classroom practice and program development, the role of the teacher as a decision-maker, the implementation of current research in reading, and other topics selected by the student. Prerequisites: EDUC 331 and EDUC 332. Credits: 3(3-0) Offered spring and summer

## Education Courses

---

### **EDUC 340 Student Teaching - Middle School Education**

A full-time experience in grades 7-9 in an affiliated school. Designed to provide the student the opportunity to develop and refine skills and understandings of the teaching-learning process with middle grades students. A member of the College faculty, working cooperatively with the teaching and administrative staff of the school assists, observes, supervises, and evaluates each student teacher. Students participate in accompanying seminars on appropriate topics to enhance the experience. (To repeat this course requires permission of, and fulfilling any conditions set by, the Director of student Teaching.) Prerequisites: INTD 3201, INTD 302, Foreign Language 320 senior or above status. Corequisite: EDUC 303. Overall grade point average of 2.75 and 2.75 GPA in the student's major. Credits: 6(6-0)

### **EDUC 347 Foundational Issues in Contemporary Education**

This seminar-style course will focus on foundational issues in contemporary education, including, but not limited to: teaching for equity; diversity and inclusion; the influence of state and federal regulation on education at the local level; the basis of proactive, engaged learning; the impact of globalization on education; and teaching for active citizenship. In the course, students will explore contemporary issues, discuss assigned topics in depth, research a specific issue, and present their findings in class. Prerequisites: INTD 203 (for Childhood, Childhood with Special Education, and Early Childhood and Childhood Education majors) or permission of the instructor. Credits 3(3-0) Offered every spring

### **EDUC 350 Student Teaching - High School Education**

A full-time experience in grades 10-12 in an affiliated school. Designed to provide the student the opportunity to develop and refine skills and understandings of the teaching-learning process with students in grades 10-12. A member of the College faculty, working cooperatively with the teaching and administrative staff of the school assists, observes, supervises, and evaluates each student teacher. (To repeat this course requires permission of, and fulfilling any

conditions set by, the Director of Field Experiences.) Corequisite: EDUC 303. Prerequisites: INTD 301, INTD 302, Foreign Language 320 senior or above status. Overall grade point average of 2.50 and 2.50 GPA in the student's major. Credits: 6(6-0). Offered every fall

### **EDUC 354 Family and Community**

This course focuses on the role played by families and the community in children's development and the service networks designed to assist young children and families in adapting to their worlds. Factors affecting today's family structure are addressed. Particular emphasis will be placed on effective methods of communicating with parents and caregivers. Students will be expected to select and apply appropriate strategies for working with a wide array of parents including those from culturally diverse backgrounds. Attention will also be given to ways of establishing quality parent education/involvement programs. Prerequisites: ECED 353 and ECED 355 for Early Childhood Education; CURR 313 and CURR 317 for Childhood Education. CURR 313, CURR 320 and SPED 383 and CURR 317 for Childhood with Special Education. Credits: 3(3-0)

### **EDUC 360 International Student Teaching- Adolescence Education**

Full-time student teaching for grades 7-9 or 10-12 in an affiliated school in another country. Designed to provide students with the opportunity to develop and refine skills and understandings of the teaching-learning process with middle or high school children. Students will reflect on similarities and differences in education in the host country and the United States. Students are assisted, observed, and evaluated by on-site faculty. Students participate in accompanying seminars on appropriate topics to enhance the experience. Admission requires permission of the Director of Field Experiences. Prerequisites: INTD 301, INTD 302 or Foreign Language 320. Corequisite: EDUC 303; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered by individual arrangement

### **Educ 363 International Field Experience: Early Childhood, Childhood, and Adolescence Education**

Students in this course will spend two weeks in an enrichment practicum in an elementary

## Education Courses

---

school or a secondary school in England or another country. Discussions of classroom observations and seminars on comparative education will be provided in English by faculty from the host university or institute for teacher preparation. For teacher candidates in Adolescence Education: (1) Senior standing; (2) INTD 300 or INTD 301 or Foreign Language 320; and (3) INTD 302. For teacher candidates in Early Childhood/Childhood Education, Childhood Education, or Childhood with Special Education: (1) Senior standing; and (2) CURR 317. Prerequisites: Permission of the School of Education is required. Credits: 3(3-0) Offered summer

### **EDUC 399 Directed Study**

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required. (1 to 3 semester hours.) Prerequisites: Registration only with permission of Department. Offered by individual arrangement

### **INTD 203 U/Social Foundations of American Education**

This course focuses on the many kinds of diversity (ethnic and cultural, socio-economic, racial, religious, linguistic, gender and sexual orientation) to be addressed by schools in America. Students examine significant social and cultural challenges emerging in our country, legal and judicial issues, both at the national and state level, the economics and politics of schooling, the history and philosophy of education, and the historical evolution of curriculum and instruction in American schools. The course will draw on students' prior service-learning to provide examples to understand theoretical concepts. Prerequisites: Declaration of candidacy for certification or permission of department. Credits: 3(3-0)

### **INTD 300 Topics in Secondary Education: Science**

This course is intended for the science major (biology, chemistry, physics, geology) who is enrolled in the adolescent certification program. It provides a broad background that addresses the New York State Learning Standards in Mathematics, Science and Technology. The major focus of the course will be on the nature of science and technology and their influence on society. Prerequisites:

INTD 203, EDUC 204 and SPED 205. Credits: 1(1-0) Offered every spring

### **INTD 301 Topics in Secondary Education: English-Adolescent Literature**

This course is designed to assist preservice teachers in becoming acquainted with literary selections and resources used to teach adolescents from grades 7-12. The course emphasizes the reading of this literature, in particular, the genre of young adult fiction, and will introduce methods for integrating the literature within the English classroom. The course also considers the selection of literature for students of a full range of abilities including students with special needs and English language learners. Prerequisites: INTD 203, EDUC 204, EDUC 215, and SPED 205. Corequisite: INTD 302. Credits: 3(3-0) Offered every spring

### **INTD 301 Topics in Secondary Education: Social Studies for Middle School Students**

This course is designed to develop in the preservice Social Studies teacher an understanding of the Social Studies content found in middle school grades 5-8 and the special needs, characteristics and potentials of diverse students with whom they will deal in the middle schools. The course will examine the New York State Social Studies Standards in grades 5-8, the emergence of middle schools, their philosophical roots, middle school students, and specific curricular, instructional and affective support strategies adapted for these students. Prerequisites: EDUC 204, EDUC 215, INTD 203, SPED 205. Corequisite: INTD 302. Credits: 3(3-0) Offered every spring

### **INTD 301 Topics in Secondary Education: Mathematics**

This course, which is intended for the mathematics major who is enrolled in the secondary education program, provides a bridge between the college level mathematics required of the mathematics major and the mathematics in the secondary school curriculum. The major focus of the course will be on selected mathematical topics from the secondary school curriculum and the pedagogical implications for teaching them. Consideration will be given to the pedagogical implications of instruction in reading,

## Education Courses

writing, listening, and speaking in the content area as well as strategies for modifying content for use with students having special needs. Students must enroll concurrently in INTD 302. Prerequisites: INTD 203, EDUC 204 and SPED 205. Credits: 3(3-0) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: Social Studies**

Students will develop a rationale for teaching social studies, compare alternative curriculum positions, analyze and apply various models of teaching, match models to learners, design an appropriate learning environment, evaluate curriculum resources, prepare a unit of instruction appropriate to the NYS 7-12 syllabi, and design procedures for evaluating learning. Prerequisites: INTD 203, EDUC 204, EDUC 215, and SPED 205. Corequisite: INTD 301. Credits: 3(2-2) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: English**

This course focuses on current approaches and practices in teaching the English language arts in grades 7-12 with special emphasis on writing. It introduces students to curriculum development for diverse students of various cultures and special needs. Students construct a thematic unit that interates the language arts consistent with the New York State Learning Standards and the IRA/NCTE Standards for the English Language Arts. Peer teaching and a school-college computer mentoring project provide authentic experience in teaching and also stimulate reflection on pedagogical theory. Collaborative pedagogy is modeled throughout the course. Prerequisites: EDUC 204, EDUC 215, and SPED 205. Corequisite: INTD 301. Credits: 3(3-0) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: Foreign Language**

This course provides the theory and practice of foreign language instruction at the middle school and secondary high school levels including the state and national foreign language standards and the application of modern technologies in foreign language instruction. Students apply the theory to the development of instructional materials, lesson plans, instructional unit, and peer lessons. Prerequisites: INTD 203, EDUC

204, and SPED 205. Corequisite: FREN 320 or SPAN 320. Credits: 3(3-0) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: Mathematics**

The purpose of this course is to prepare preservice teacher of mathematics for the student teaching internship. Throughout this course, discussions will center on methods of planning, teaching, evaluating and managing mathematics classes. In addition, the theme Professionalism will be emphasized. Students in INTD 302 are expected to demonstrate a maturity and dedication to secondary mathematics prior to being assigned a student teaching placement. Consideration will be given to the pedagogical implications of instruction in reading, writing, listening, and speaking in the content area as well as strategies for modifying content for use with students having special needs. Prerequisites: INTD 203, EDUC 204, EDUC 215, and SPED 205. Corequisite: INTD 301. Credits: 3(2-2) Offered every spring

### **INTD 302 Methods & Materials in Secondary Educ: Biology, Chemistry, Geology, & Physics**

This course is designed to provide the theory and practice necessary to teach science at the middle school (junior high school) and high school levels. Students will use a variety of instructional materials and strategies to develop lessons and a unit based on the NYS Standards for Mathematics Science and Technology and appropriate State and/or local curricula. The course will also focus on developing skills to help learners of different needs and abilities meet the goal of scientific literacy. Prerequisites: INTD 203, EDUC 204, and SPED 205. Corequisite: INTD 300. Credits: 3(2-2) Offered every spring

### **INTD 345 Children's Literature in Elementary School**

A study of notable children's literature with an emphasis on literary qualities and the ways in which children's literature reflects social and cultural values. This course also illustrates various principles of teaching and suggests diverse ways of responding to children's literature in an elementary classroom. Credits: 3(3-0). Offered when demand is sufficient.

## Education Courses

---

### **INTD 376 Advanced Mathematics Topics for Early Childhood and Childhood Education**

This course is designed for the student with an interest in becoming an early childhood and childhood mathematics specialist. Its focus is on more advanced investigation and application of previously encountered mathematics material and its usefulness and relevance to the mathematics curriculum in the schools. Prerequisites: MATH 140, MATH 141 and 12 additional hours of college level mathematics. Credits: 4(4-0) Offered every spring

### **SPED 205 Teaching Secondary Learners with Special Needs**

This course is designed to develop an understanding of the nature and the causes of disabling conditions; how to effectively integrate students with disabilities into the mainstreamed classroom; and how to modify instructional methods and materials so that students with disabilities can comprehend the content. Prerequisites: INTD 203. Corequisite: EDUC 204. Credits: 3(3-0). Offered every fall

### **SPED 231 Introduction to Special Education**

This course will provide an overview of the areas of exceptionality as defined in federal and state law and regulations. The focus of the class will be on the historical perspective, definition, etiology, characteristics, needs, and service delivery system for each area of exceptionality. Students will gain a broad understanding of individual education plans (IEPs) and how the New York State Learning Standards are addressed for students with disabilities. Restriction: declaration of certification or permission of instructor. Credits: 3(3-0)

### **SPED 234 Instructional Strategies and Inquiry in Special Education**

The skills and competencies needed to organize effective instructional programs and evaluate educational environments will be covered. Techniques for organizing instruction will include development of educational goals, instructional objectives, task analyses, and lesson plans. Consideration will also be given to curriculum design, use of time, and

IEPs. This course includes field work that focuses on preparing teachers to be participant observers in the classroom. This field work will give students the opportunity to observe, interview, collect written documents, and analyze data in order to engage in professional discourse about techniques for organizing instruction. Prerequisites: or Corequisites: INTD 203 and SPED 231. Credits: 3(3-0)

### **SPED 319 Diversity and Inclusion in Classrooms**

The focus of this course is on understanding students with disabilities and the effect of the disability on the teaching/learning process. Emphasis will be placed on selecting/modifying appropriate teaching strategies that are congruent with the child's development and cultural environment. Children with various types of disabilities or special needs will be examined including those who are gifted and talented, those with limited English proficiency, and those who are socioeconomically disadvantaged. Attention will be given to State Education Department regulations, various service delivery models, assistive technology, and working with administrators and ancillary personnel. Prerequisites: CURR 313 and CURR 317. Credits: 3(3-0)

### **SPED 357 Curriculum Development in Early Childhood Special Education**

This course provides an overview of curriculum theory, content, and instructional strategies as they relate to preschoolers with special needs in early intervention and other early childhood special education programs. The course will include: a) development and implementation of Individual Family Service and Education Plans for this population using developmentally and individually appropriate curricula; b) the selection of intervention criteria for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities; and c) designing environments that enhance learning as well as the physical and psychological safety for these children. Current research and currently held "best practices" related to curriculum will be discussed. Credits: 3(3-0). Offered every spring

## Education Courses

---

### **SPED 365 Communication for Persons with Disabilities**

Children with disabilities often exhibit problems learning language and using language in their environment and the school. The common receptive and expressive language problems experienced by these children and methods for the facilitation of language growth will be the focus of the course. Issues of assessment, home and school environments and the school curriculum will be addressed. Prerequisites: SPED 234. Credits: 3(3-0) Not offered on a regular basis

### **SPED 382 Assessment Strategies and Prescriptive Teaching for Students with Disabilities**

This course has two components: assessment strategies and prescriptive teaching. Professionals working with persons with special needs may be prepared to identify assessment instruments and procedures that are appropriate, evaluate the adequacy of assessment instruments, and use the information from the assessment instruments for multiple purposes (e.g., estimating student performance, developing an educational plan, and determining placement). In addition, professionals in special education must be able to communicate the assessment information they collect in a manner that can be understood by other professionals, ancillary personnel, and parents. Fieldwork is a course component. Prerequisites: CURR 313, CURR 317, CURR 320, and SPED 383. Credits: 3(2-2)

### **SPED 383 Special Education Classroom Management Skills**

The skills and competencies needed in order to effectively manage the classroom behavior of students with disabilities will be covered. Techniques for arranging the classroom environment (e.g., scheduling, structuring, and designing environments) as well as techniques in operant learning will be presented. The focus will be on the prin-

ciples of operant learning and the relationship between behavior and environmental events that facilitate learning. Includes field visit component. Prerequisites: CURR 213 and CURR 316. Credits: 3(3-0)

### **SPED 385 Team Approaches to Education of Students with Disabilities**

This course emphasizes developing effective communication techniques to use with personnel in educational settings, including parents of individuals with disabilities and ancillary personnel. The development of skills necessary to serve in a consulting capacity to the regular classroom teacher working with individuals with disabilities will be covered. Students will examine the different roles and functions of the special educator and how this person will work with others. Emphasis will be placed on adult interaction with students, parents, paraprofessionals, professionals, and volunteers. Includes field visit component. Prerequisites: CURR 313, CURR 317, and CURR 320. Credits: 3(3-0)

### **SPED 391 Student Teaching - Special Education: Mild Disabilities**

A professional laboratory experience designed for students in the special education program which provides one-half semester of full-time student teaching in educational settings serving children with mild disabilities. (To repeat this course requires permission of and fulfilling conditions set by the Coordinator of Student Teaching.) Graded: S/U basis. Prerequisites: EDUC 354, SPED 382, SPED 385 and a minimum grade point average of 2.75 Credits: 7.5 (7.5-0).

### **SPED 399 Directed Study**

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required. Registration only with permission. (1 to 3 semester hours). Offered by individual arrangements

## B. S. in Education—Childhood Education Sample Program Outline/Advising Guide

### FIRST YEAR

Fall	Hours	Spring	Hours
INTD 105 or S/	3	MATH 140	3
N/	4	Elective or Foreign Language	3
F/	3	U/INTD 203	3
Concentration	3	N/	4
Elective or Foreign Language	3	S/or INTD 105	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

### SECOND YEAR

Concentration Course	3	CURR 213	3
MATH 141	3	CURR 316	4
EDUC 214	3	Concentration	3
PSYC 215	3	F/M/	3
H/HUMN 220	4	Concentration	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

### THIRD YEAR

CURR 313	3	Concentration	3
CURR 317	3	Concentration	3
Concentration	3	EDUC 326	2
HUMN 221	4	SPED 319	3
H&PE	1	EDUC 354	2
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>13</b>

### FOURTH YEAR

EDUC 331 or 332, Student Teaching Semester	15	Concentration	3
		Concentration	3
		Concentration	3
		Elective	3
		Elective	1
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>13</b>

Total Semester Hours — 120

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

## B. S. in Education—Childhood/Special Education Sample Program Outline/Advising Guide

### FIRST YEAR

Fall	Hours	Spring	Hours
INTD 105 or S/	3	S/PSYC 215	3
N/	4	SPED 231	3
F/	3	U/INTD 203	3
MATH 140	3	N/	4
M/	3	S/ or INTD 105	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

### SECOND YEAR

SPED 234	3	CURR 213	3
MATH 141	3	CURR 316	4
Concentration or Foreign Language Concentration	3	Concentration or Foreign Language Concentration	3
HUMN 220	4	Concentration	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

### THIRD YEAR

CURR 317	3	Concentration	3
CURR 320	3	Concentration	3
CURR 313	3	SPED 382	3
SPED 383	3	SPED 385	3
HUMN 221	4	EDUC 354	2
		H&PE 350	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

### FOURTH YEAR

EDUC 331 or 332; SPED 391, Student Teaching	15	Concentration	3
		Concentration	3
		F/	3
		Concentration or Foreign Language (if needed)	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>

**Total Semester Hours — 120**

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*



# B. S. in Education—Early Childhood and Childhood Education

## Sample Program Outline/Advising Guide

### FIRST YEAR

Fall	Hours	Spring	Hours
INTD 105 or S/M	3	R/MATH 141	3
N/	4	Concentration	3
F/	3	U/INTD 203	3
MATH 140	3	N/ or Concentration	4
Concentration	3	S/M or INTD 105	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

### SECOND YEAR

S/PSYC 215	3	CURR 213	3
EDUC 214	3	CURR 316	4
ECED 351	3	Concentration or Foreign Language	3
Concentration or Foreign Language	3	ECED 352	3
Concentration	3	Concentration	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

### THIRD YEAR

CURR 313	3	EDUC 326	2
CURR 317	3	ECED 353	3
HUMN 220	4	ECED 355	3
Concentration	3	EDUC 354	2
Concentration	3	HUMN 221	4
		H&PE 350	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

### FOURTH YEAR

ECED 331, 333, Student Teaching	15	Concentration	3
		N/ or Concentration	3
		F/	3
		Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>

Total Semester Hours – 120

NOTE: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.

# English

## Paul Schacht, Chair (Welles Hall 226) - [english.geneseo.edu](http://english.geneseo.edu)

Distinguished Teaching Professors: R. Herzman, E. Stelzig. Professors: K. Asher, M. Blood, C. Dahl, G. Drake, C. Easton, R. Finkelstein, E. Gillin, T. Greenfield, R. Hall, D. Kelly, M. Lima, B. McCoy, P. Schacht, J. Walker. Associate Professors: K. Cooper, R. Doggett, A. Rutkowski, C. Woidat. Assistant Professors: K. Gentry, J. Okada, G. Paku. Lecturers: W. Harrison. Adjunct Faculty: C. Beltz-Hosek, J. Eddy, M. Gillin, C. Hertrick, E. Herzman, W. Kennison, A. Lutkus, A. McAlpine, T. Metzger, M. Millard, C. Perri, S. Symington. Visiting Assistant Professor: C. Winrock.

## Bachelor of Arts Degree in English: Track in Literature

Total credit hours required to complete major: 36

Basic Requirements		27 semester hours
ENGL 170	The Practice of Criticism	3
ENGL 354	Shakespeare I OR	3
ENGL 355	Shakespeare II	
One English course in writing or history of the English language (from ENGL 200, 201, 205, 210, 301, 302, 303, 304, 305, 306, 307, 361)		3
One course in British literature before 1700 (from ENGL 212, 222, 232, 310, 311, 312, 321 [selected subtitles], 350, 353)		3
One course in British literature after 1700 (from ENGL 213, 218, 233, 313, 314, 315, 316, 317, 318, 320, 324)		3
Two courses in American literature (from ENGL 235, 237, 239, 330, 331, 332, 333, 337, 338, 339)		6
One course in the work of a major literary figure (from ENGL 350, 353, 358)		3
One course exploring cultural intersections, that is, a course focusing on the work of under-represented authors and/or critical approaches to difference, including class, ethnicity, gender, race, religion, sexual orientation and/or ability. ENGL 237 Voices and Perspectives, ENGL 242 Literatures of the African Diaspora, ENGL 337 African-American Literature, ENGL 267 Non-Western Literature, ENGL 318 M/Black British Literature and Culture, ENGL 336 Native American Literature, ENGL 360 M/Post-Colonial Literature, ENGL 345 Gay and Lesbian Literature, ENGL 343 Women and Literature.		3
Electives in English selected under advisement in accordance with the following Guidelines: 1. ENGL 170 The Practice of Criticism is a prerequisite to English courses at the 300-level for English majors or concentrators. 2. Majors must earn at least 15 semester hours in courses at the 300-level. 3. Majors must earn at least 24 semester hours in courses in literature.		9

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all courses submitted in fulfillment of the 36 hour requirement for the English major.

## Bachelor of Arts Degree in English: Track in Creative Writing

Admission to the Creative Writing track is highly selective. To obtain admission, students must submit an application, available from the department, together with a sample of their writing. The application deadline, announced each semester on the department website, falls before the beginning of pre-registration, approximately the seventh week of the semester. Students who declare a major in English/Literature will be changed to

English/Creative Writing upon acceptance into the track.

Total credit hours required to complete major: 40

Basic Requirements		40 semester hours
Literature Courses	At least 3 semester hours at the 300-level. One course may be used to satisfy two requirements; if this is done, three additional elective credits in literature can be chosen.	21
ENGL 170	The Practice of Criticism	3
	One course in British literature before 1700 (from ENGL 212, 222, 232, 310, 311, 312, 321 [selected subtitles], 350, 353)	3
	One course in British literature after 1700 (from ENGL 213, 218, 233, 313, 314, 315, 316, 317, 318, 324)	3
	One course in American literature (from ENGL 235, 237, 239, 330, 331, 332, 333, 337, 338, 339)	6
	One course exploring cultural intersections, that is, a course focusing on the work of under-represented authors and/or critical approaches to difference, including class, ethnicity, gender, race, religion, sexual orientation and/or ability (from ENGL 237, 267, 242, 360, 336, 337, 318, 345, 343)	3
	One course in contemporary literature	3
	One course in a specific genre	3
	Writing courses: 18 semester hours, at least 12 semester hours at the 300-level ENGL 200 – College Writing ENGL 201 – Creative Writing ENGL 210 – Elements of Screenwriting ENGL 301 – Poetry Writing I ENGL 302 – Fiction Writing I ENGL 303 – Poetry Writing II ENGL 304 – Fiction Writing II ENGL 305 – Creative Non Fiction Writing I ENGL 306 – Writing for Teachers ENGL 307 – Creative Non Fiction Writing II *THEA 310 – Playwriting *COMN 107 – Media Writing *COMN 275 – News and Specialized Writing ENGL 393 – English Honors Thesis ENGL 394 – Senior Seminar (when offered in Writing) ENGL 395 – Writing Apprenticeship (internship) ENGL 399 – Directed Study (with appropriate topic) ENGL 499 – Graduate Workshop	18
	*requires permission of other department	

**Required of all majors:** \*\*\*ENGL 370 Senior year public reading (one credit awarded; graded S/U)

**Minimum Competence Requirement**

A grade of C- or better is required for each of the following courses: all courses submitted in fulfillment of the 40 hour requirement for the English major.

**Department Writing Requirement**

All 300-level courses in literature in the department require a minimum of 15 pages of writing. For the English major, at least five courses must be at the 300-level. Moreover, 100 and 200 level courses also require significant amounts of writing. Thus, the English major at

Geneseo provides each student with an intensive and cumulative writing experience.

For further information, please contact your advisor or the Department Chair. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of Curriculum and Academic Services. English majors are strongly urged to study a foreign language and literature.

## Minor in English (select one track)

### Literature Track

A minimum of 18 semester hours in literature which must include ENGL 170 and two 300-level courses in literature. (No slot course may be taken more than once for credit toward this minor.)

### Writing Track

A minimum of 18 semester hours in writing to be chosen from ENGL 200, 201, 205, 301, 302, 303, 304, 305, 306, 307, 361, and 401 (for advanced students only, with appropriate approval); Comn 275, and 301.

## Bachelor of Arts Degree in Comparative Literature

Total credit hours required to complete major: 36

Basic Requirements		36 semester hours
ENGL 241	World Literature	3
ENGL 399	Studies in Comparative Literature	3
Two literature courses in a foreign language		6
One course in genre studies chosen from ENGL 142, 285, 321, 324, 386, 398		3
One course in period and movement studies chosen from ENGL 348, 360, 381, 390, INTD 356		3
One course in national studies chosen from ENGL 212, 213, 235, 267		3
One course in theory and criticism chosen from ENGL 170, 319; PHIL 225		3
Electives in British and American, foreign, and comparative literature		12
Majors must earn at least 15 semester hours in courses at the 300-level		

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all courses submitted in fulfillment of the 36-hour Comparative Literature requirement.

### Department Writing Requirement

All 300-level courses in literature in the department require a minimum of 15 pages of writing. For the Comparative Literature major, at least five courses must be at the 300-level. Moreover, 100 and 200 level courses also require significant amounts of writing. Thus, the Comparative Literature major at Geneseo provides each student with an intensive and cumulative writing experience.

For further information, please contact your advisor or the Department Chair. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of Curriculum and Academic Services.

Employment opportunities for Comparative Literature majors can be significantly improved by combining English studies with programs in other fields. Majors, minors, and concentrations in art, biology, computer science, economics, foreign languages, geography, history, mathematics, political science, psychology, and other disciplines may easily be taken along with Comparative Literature. Students are urged to begin academic planning early and to consult advisors.

## Certification in Adolescence Education (7-12): English

Requirements of the Bachelor of Arts degree and the Teacher Education program must be completed for the New York State initial certification. Students are urged to study a foreign language through the intermediate collegiate level (course 202 at the College) and to take ENGL 361.

### Honors and Awards

**Natalie Selser Freed Memorial Scholarship** – presented annually to a junior English major for top academic work.

**William T. Beauchamp Memorial Award** - made to a graduating senior for “Outstanding Service to the Vitality of Literature on Campus.”

**Rosalind R. Fisher Award** - granted each year for outstanding achievement in student teaching in English.

**Rita K. Gollin Scholarship For Excellence in American Literature** - awarded annually to two students who have demonstrated excellence in the study of American Literature.

**Hans Gottschalk Award** - presented annually to a sophomore English major distinguished for integrity, intellectual curiosity, academic achievement and promise, and dedication.

**Patricia Conrad Lindsay Memorial Award** - presented annually to a senior in English for excellence in scholastic achievement and intellectual promise.

**Joseph O’Brien Memorial Award** - presented annually to a senior English major who has exhibited those attributes exemplified in the life and career of our colleague Joe O’Brien: a demonstrated record of academic excellence, a spirit of volunteerism, and a sterling moral character.

### Writing Awards:

**John H. Parry Award** for demonstrated ability in literary criticism

**Irene E. Smith Award** for outstanding performance in freshman writing

**Lucy Harmon Award** in Fiction

**Agnes Rigney Award** in Drama

**Mary Thomas Award** in Poetry

**Jérôme de Romanet de Beaune Award** for the best undergraduate essay in African-American Studies

## English Courses

---

### ENGL 142 Literary Forms: (subtitle)

An examination of the tradition and development of the literary form identified in the subtitle (e.g., epic, novel, romance, tragedy). (May be taken for credit twice under different subtitles.) Credits: 3(3-0)

### ENGL 170 The Practice of Criticism

Introduction to the interpretation and analysis of literature, as well as to the abstract principles and assumptions that underlie all

efforts to represent the meaning, structure, and value of texts. In classroom discussions and short essay assignments, students undertake critical readings of texts from a variety of genres (poetry, novel, drama, etc.), while examining how critical controversy emerges from the different theoretical commitments and preconceptions of readers. This course is a prerequisite for any 300-level English literature course taken for the English major or concentration. Credits: 3(3-0)

## English Courses

---

### **ENGL 200 College Writing II**

This course is a writing workshop designed to give students many opportunities to practice their critical thinking and writing skills. Frequent writing required. Credits: 3(3-0)

### **ENGL 201 Creative Writing**

An intermediate-level writing workshop involving assignments in various literary forms. Class discussions will focus on student work as well as work by published authors. Credits: 3(3-0)

### **ENGL 210 Elements of Screenwriting I**

Elements of Screenwriting I is a study and practice of writing the feature film screenplay. The principle of character, environment, plot and event, dramatic force and arc, dialogue, music, and the physical format of the professional script will be covered. Prerequisites: ENGL 201 or permission of instructor. Credits: 3(3-0)

### **ENGL 212 British Literature I**

A study of selected works in British literature from its beginnings to 1700, with analyses of their artistic significance and descriptions of their place in the intellectual contexts of their ages. Credits: 3(3-0)

### **ENGL 213 British Literature II**

A study of selected works in British literature from 1700 to the present, with analyses of their artistic significance and descriptions of their place in the intellectual contexts of their ages. Credits: 3(3-0)

### **ENGL 215 Understanding Poetry**

This course will enrich students' understanding of the craft of poetry--its design, its specialized techniques for creating and communicating meaning, and the specialized methodology necessary to constructing interpretations of it. This is not a course in writing poetry, but in the analysis of it. We will read a wide variety of poems written in English from British, American, and other English-speaking traditions. Although this course will give some attention to the history of individual poetic forms, its primary goal will be to increase understanding of poetry's design and poets' methods. Credits: 3(3-0)

### **ENGL 218 Contemporary British Literature in London: (subtitle)**

A study of representative texts created and published in Britain, by British writers, largely for a cosmopolitan audience. The course explores how contemporary writers conceptualize their identity in relation to the nation. Credits: 3(3-0) Offered every summer at Goldsmiths College, University of London

### **ENGL 222 Exploring the Renaissance: (subtitle)**

A study of selected works to introduce students to major issues in Renaissance literature and to the techniques of literary methodology. Each section of the course will range over a variety of literary genres central to this period (lyric poetry, epic poetry, drama and prose fiction). May be taken twice for credit under different subtitles. Credits: 3(3-0) Offered when demand is sufficient.

### **ENGL 232 Topics in pre-1700 British Literature: (subtitle)**

A study of selected works in British literature prior to 1700, seen within multiple contexts, such as themes, cultural issues, intellectual movements, nationhood, and genre. (May be taken for credit twice under different subtitles.) Credits: 3(3-0) Offered fall, even years

### **ENGL 233 Topics in post-1700 British Literature: (subtitle)**

A study of selected works in British literature after 1700, seen within multiple contexts, such as themes, cultural issues, intellectual movements, nationhood, and genre. (May be taken for credit twice under different subtitles.) Credits: 3(3-0) Offered spring, even years

### **ENGL 235 American Literature**

A study of selected major works in American literature from its beginnings to the present, with analyses of their artistic significance and descriptions of their place in the cultural context of their times. Emphasis is placed upon the continuities of the American tradition. Credits: 3(3-0)

## English Courses

---

### **ENGL 237 Voices and Perspectives**

An exploration of diversity in literary and cinematic traditions. The texts will be studied in the context of such factors as class, ethnicity, gender, race, religion, sexual orientation and/or ability. (May be taken for credit twice.) Credits: 3(3-0)

### **ENGL 239 American Visions: (subtitle)**

A critical study of a theme, movement, or special subject matter of some consequence in the cultural tradition of the United States. Representative offerings are *The Environmental Spirit*, *Slavery and the Civil War*, and *The Puritan Legacy*. (May be taken for credit twice under different subtitles.) NOTE: Some sections of ENGL 239 featuring a significant concentration on film studies may be scheduled 3(2-2) to permit extended time for the viewing and discussion of films. Credits: 3(3-0) Offered every fall

### **ENGL 241 World Literature: (subtitle)**

The comparative study of significant literary works from Western and other cultural traditions. (May be taken for credit twice under different subtitles.) Credits: 3(3-0) Offered every fall, odd years

### **ENGL 242 Literatures of the African Diaspora**

The term African diaspora has been used to refer to the grouping of diverse peoples and cultures that have, although dispersed throughout the world, retained a consciousness of shared origins and are identified as part of a cultural and social continuum with other communities of African origin, including those that remained on the African continent. This course will take up a diverse group of works from the African diaspora, inviting students to make connections and distinctions about themes, formal devices, political outlooks, etc., among African diasporic writers. Credits: 3(3-0)

### **ENGL 250 Literature and (subtitle)**

A variety of relationships between literature and other intellectual endeavors is studied in different sections of this course (e.g., *Literature and Society*, *Literature and*

*Science, Literature and History*, *Literature and Psychology*). (May be taken for credit twice under different subtitles.) Credits: 3(3-0) Offered fall, odd years

### **ENGL 254 Introduction to Shakespeare**

A critical introduction to Shakespeare's dramatic world through a study of from six to eight plays and some of the leading ideas which inform them. Credits: 3(3-0)

### **ENGL 267 M/Non-Western Literature: (subtitle)**

A study of various non-Western literatures in translation. Usually the literature of a single nation or area is selected (e.g., African, Asian, Chinese, Indian, Islamic, or Japanese). (May be taken for credit twice under different subtitles.) Credits: 3(3-0) Offered every fall

### **ENGL 282 The Bible as Literature**

A literary evaluation of the English Bible and a study of its influence in Western literature. Credits: 3(3-0) Offered every spring

### **ENGL 285 F/Introduction to Film Studies**

An examination of world cinema, emphasizing the technological, formal, cultural and historical specificity of the moving image. Credits: 3(2-2) Offered every fall

### **ENGL 301 Poetry Writing I**

A practical course in the writing of poetry, using student assignments in the genre as a central means in discussions both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and Permission of instructor. Credits: 3(3-0)

### **ENGL 302 Fiction Writing I**

A fiction writing workshop using student writings in the genre as well as published stories, both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and permission of instructor. Credits: 3(3-0) Offered every fall

### **ENGL 303 Poetry Writing II**

A practical course in the writing of poetry, using student assignments in the genre as a central means in discussions both in class

## English Courses

---

sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and Permission of instructor. Credits: 3(3-0)

### **ENGL 304 Fiction Writing II**

A fiction writing workshop using student writings in the genre as well as published stories, both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and permission of instructor. Credits: 3(3-0) Offered every fall

### **ENGL 305 Creative Nonfiction Writing I**

A practical course in the writing of creative nonfiction. Student assignments in the genre are the focus of discussions, both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and permission of instructor. Credits: 3(3-0)

### **ENGL 306 Writing for Teachers**

This course offers writing instruction to advanced undergraduates who intend to teach. Students read writing theory, review English grammar, and write a series of essays over the course of the term. Prerequisites: 60 completed credit hours. Credits: 3(3-0) Offered every spring

### **ENGL 307 Creative Nonfiction Writing II**

A practical course in the writing of creative nonfiction. Student assignments in the genre are the focus of discussions, both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and permission of instructor. Credits: 3(3-0)

### **ENGL 310 Medieval British Literature**

A study of the fascinating variety of English literature from 597-1500 including Beowulf, The Owl and the Nightingale, and Sir Gawain and the Green Knight. Students will read Old English texts in translation and some Middle English works in their original form. Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, odd years

### **ENGL 311 The British Renaissance**

A critical study of the literature from More to Bacon (other than Shakespeare's plays) including such authors as Spenser and Sidney. Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, even years

### **ENGL 312 17th-Century British Literature**

A study of dramatists, poets, and some prose writers from the period 1600-1660. Central issues include economy and desire, gender, nature and art, faith, Puritanism, and revolution. Authors include Donne, Jonson, Herbert, Marvell, Herrick. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, odd years

### **ENGL 313 18th-Century British Literature**

A study of literature from the Restoration and Eighteenth century, including writers such as Aphra Behn, Daniel Defoe, John Dryden, Alexander Pope, Jonathan Swift, Samuel Johnson, and Frances Burney. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, even years

### **ENGL 314 British Romanticism**

A study of selected prose and poetry of the leading Romantic writers (Blake, the Wordsworths, Coleridge, Byron, the Shelleys, Keats) as well as selections from lesser known and/or recently rediscovered writers of the period (ca. 1785-1830). Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, even years

### **ENGL 315 Victorian Literature**

A study of poetry, fiction, and non-fiction prose of the period 1837-1901. Issues include sexual politics, the morality of capitalism, and the impact of science on culture. Authors include Carlyle, Tennyson, Dickens, the Brontes, and Hardy. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, even years

### **ENGL 316 Modern British Literature**

A study of significant literary figures and trends in British intellectual history from the late-19th to the mid-20th century. Representative authors include Conrad, Yeats, Lawrence, Joyce, and Woolf. Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, odd years

### **ENGL 317 Contemporary British Literature**

A study of British literature since 1945. Focal



## English Courses

points include post-World War II aesthetic and philosophical developments, the decline of the British Empire, and broader societal changes informed by race, class, gender, and sexuality. Authors may include Amis, Barnes, Beckett, Duffy, Heaney, Jureishi, McEwan, Osborne, Pinter, Rushdie, X. Smith, Spark, Swift, Winterson. Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, even years

### **ENGL 318 Black British Literature and Culture**

A study of representative literature created and published in Britain by black writers, largely for a British audience. Those who were born in Britain are descendants of the wave of immigrants from Africa, Asia, and the Caribbean and offer a singularly black British account of their experience. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, even years.

### **ENGL 319 Literary Theory**

A study of major trends in literary theory in the twentieth century. Prerequisites: ENGL 170 and two courses in literature (with ENGL, SPAN, or FREN prefix) or permission of instructor. Credits: 3(3-0) Offered every spring

### **ENGL 320 Irish Literature**

A study of works by representative Irish authors writing in English. Course topics may include Ireland's position within and relationship to the United Kingdom; the material, social, and psychological impacts of British colonization; the Irish Literary Revival and its influence; class and sectarian divisions; the attempt to reclaim Irish identities; the loss (or eradication) of the Irish language and the problems of translation; gender and its relationship to Irish identities; the impact of the Catholic Church; exile, emigration, and the role of the artist in times of violence. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, odd years

### **ENGL 321 British Drama: (subtitle)**

A study of a selected grouping of non-Shakespearean British plays drawn from a major era of dramatic literature (such as Renaissance, Jacobean, Restoration, or 18th-century) or focusing on a selection of particular types

of drama (e.g., romantic or classical drama, revenge tragedy, comedy of manners). (May be taken for credit twice under different subtitles.) Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 324 The British Novel: (subtitle)**

A study of representative major novels emphasizing the development of the British novel as a literary form. Typical offerings are the rise of the novel; the picaresque novel; quest novels; psychological and social realism in the novel; the 19th-century British novel; and Fielding, Richardson, Austen, Dickens, and Lawrence. (May be taken for credit twice under different subtitles.) Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 330 American Romanticism**

A study of representative literature of the pre-Civil War period (1821-61), with emphasis on major figures such as Thoreau, Melville, and Hawthorne. Prerequisites: ENGL 170. Credits: 3(3-0) Offered every spring

### **ENGL 331 American Realism**

A study of representative literature written between 1865-1918, emphasizing the reaction against Romanticism and a new concentration on social, political, and artistic concerns. Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 332 Early American Literature**

A study of representative literature from the first European encounters of the New World through the turn of the 19th Century. Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, even years

### **ENGL 333 Modern American Literature**

A study of representative writers and important works from the period between the two world wars. Prerequisites: ENGL 170. Credits: 3(3-0) Offered every fall

### **ENGL 336 Native American Literature**

A study of representative Native American literature written in English. Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

## English Courses

---

### **ENGL 337 African-American Literature**

A study of works by representative African-American writers from the mid-19th century to the present in their cultural and social contexts. The course will cover a variety of genres. Prerequisites: ENGL 170. Credits: 3(3-0) Offered every spring

### **ENGL 338 Contemporary American Literature**

A study of representative important writers and trends in American literature since World War II. Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, odd years

### **ENGL 339 American Ways: (subtitle)**

Advanced critical study of a theme, movement, or special subject matter in the U.S. cultural tradition. Representative offerings are Women Writers and 19th Century Social Reform, Literature and Film of the Cold War, and The Harlem Renaissance. (May be taken for credit twice under different subtitles.) NOTE: Some sections of ENGL 339 featuring a significant concentration on film studies may be scheduled 3(2-2) to permit extended time for the viewing and discussion of films. Prerequisites: ENGL 170. Credits: 3(3-0) Offered every spring

### **ENGL 341 The Romantic Hero**

A study of the literary and cultural significance of the figure of the Romantic hero as exemplified in the works of major authors from the 18th to the 20th century and selected from several national literatures. Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 343 Women and Literature: (subtitle)**

An advanced course in literature by or about women designed to foster new insights into gender roles, identity politics, sexuality, class and race, through an examination of literary and cultural representation. Readings are informed by feminist theory and literary criticism. May be taken for credit twice under different subtitles. Prerequisites: ENGL 170. Credits: 3(3-0) Offered every fall

### **ENGL 345 Gay and Lesbian Literature**

This course examines twentieth-century Anglo-American lesbian and gay literature and culture. We will explore a range of representational practices against the emergence of a modern homosexual subculture and identity with special attention to, for instance, social constructions of gender and sexuality, feminism, class, ethnicity, and race. Our reading will be informed by a discussion of key concepts (such as the closet, coming out, butch/femme, cross-dressing, and camp), theoretical essays (Butler and Sedgwick, for example) and historical turning-points (such as the trial of Oscar Wilde, the ban on Hall's novel, and Stonewall and AIDS). Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, even years

### **ENGL 348 European Literature: (subtitle)**

Studies of European literature in translation dealing with selected periods, styles, genres, themes, and writers. Typical offerings are medieval literature, Tolstoy and Dostoyevsky, Romanticism, French novels, and Ibsen and Strindberg. (May be taken for credit twice under different subtitles.) Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 350 Chaucer and His Age**

A study of Chaucer's major poetry read in the light of the literary, social, artistic, and philosophical concerns of the High Middle Ages. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, even years

### **ENGL 353 Milton: Prose and Poetry**

A study of the principal prose and poetical works against the background of the English Civil War. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, odd years

### **ENGL 354 Shakespeare I**

A critical study of selected plays by Shakespeare, including close analyses of representative histories, comedies, tragedies, and romances, such as Richard II, A Midsummer Night's Dream, Othello, and The Tempest. Prerequisites: ENGL 170. Credits: 3(3-0) Offered every fall

## English Courses

---

### **ENGL 355 Shakespeare II**

A course which parallels Engl 354 in offering a critical study of selected additional plays, including histories, comedies, tragedies, and romances such as 1 Henry IV, As You Like It, Macbeth, and The Winter's Tale. Prerequisites: ENGL 170. Credits: 3(3-0) Offered every spring

### **ENGL 358 Major Authors: (subtitle)**

Comprehensive studies of the works of from one to three authors. (May be taken for credit twice under different subtitles.) Prerequisites: ENGL 170. Credits: 3(3-0)

### **ENGL 359 Film Authors**

This course considers the work of one to three film directors through a close examination of their films, and explores "authorship" as a concept with a constantly evolving and historically contingent definition. In doing so, we will consider whether, when, and how a director and/or his or her biographical history is considered a substantial influence on a film's meaning. Crucially, we will consider these films in relation to their historical moments and audiences. Prerequisites: Another film course or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 360 M/Post-Colonial Literature: (subtitle)**

Readings in contemporary literature which have emerged out of different experiences of (de) colonization and asserted themselves by foregrounding their difference from the assumptions of the imperial center, e.g. Wilson Harris's *Palace of the Peacock*, V. S. Naipaul's *The Mimic Men*, Jean Rhys' *Wide Sargasso Sea*, Chinua Achebe's *Things Fall Apart*, Ama Ata Aidoo's *Our Sister Killjoy*, Maryse Condé's *Heremakhonon*, Zee Edgell's *In Times Like These*, Jamaica Kincaid's *Annie John*. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, even years

### **ENGL 361 History of the English Language**

Historical survey of the English language, introducing the techniques of historical linguistic research and contrasting the phonology, grammar, and lexicon of Old and Middle English with that of Modern British

and American English. Prerequisites: ENGL 170. Credits: 3(3-0) Offered fall, even years

### **ENGL 370 Senior Reading**

Class time will be spent discussing revising the student's body of work, determining appropriate material for reading/presentation and responding to poetry and fiction readings both on campus and at nearby colleges and universities. Prerequisites: Admission to creative writing track. Credits: 1(1-0)

### **ENGL 381 Classical Literature**

A study of the literary accomplishments of Greece or Rome, or both, with emphasis on such genres as drama, epic, or lyric, and with Plato and Aristotle as philosophical-literary background. Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 386 Modern Drama**

Continental, English, and American plays from Ibsen to Albee as examples of recent developments in the drama. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, odd years

### **ENGL 390 Studies in Literature**

Comparative or critical study of a literary type, movement, or figure chosen by the instructor. Some characteristic offerings are Existentialist literature, Drama of the Sixties, and Literature and the Jazz Age. (May be taken for credit twice under different subtitles.) Prerequisites: ENGL 170. Credits: 3(3-0) Offered when demand is sufficient

### **ENGL 393 Honors Thesis Research/Writing**

Two semesters of individual research and writing, directed by a member of the Department of English, for the composing of an undergraduate thesis. The thesis may be a work of literary analysis or a collection of original creative writing. To be eligible to enroll in the first semester of research, students must have completed 75 semester hours, including 24 hours in English, with a grade point average of 3.7 in the English major and 3.3 overall in the College. The Departmental Honors Committee, which grants permission

## English Courses

---

for English honors and approves thesis proposals, may make exceptions to the eligibility criteria for students of demonstrable talent. To receive "English Honors" recognition at graduation, the student must complete 6 hours of English 393 with a grade of "A." English Honors students are encouraged to elect ENGL 319 Literary Theory and ENGL 394 Senior Seminar. Credits for English 393 may not be applied to the 36-hour English major. 3(0-6) each semester. Prerequisites: ENGL 170. Credits: 3(0-6) Offered by individual arrangement

### **ENGL 394 Senior Seminar: (subtitle)**

Selected intensive studies of a focused topic in literature with a significant component of guided research. Sample topics include: Dante, the Bloomsbury Group, Metaphysical Poetry, the Epic Novel, the Confessional Hero, Ben Jonson and Classi-

cal Tradition, Literature and the Irrational, and Contemporary American Novelists. Prerequisites: ENGL 170 and three 300 level courses or permission of instructor. Credits: 3(3-0) Offered when demand is sufficient.

### **ENGL 398 20th-Century Poetry**

Close readings from a number of national literatures, with an emphasis on emerging trends. (Works not written in English are read in the best translations available.) Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, even years

### **ENGL 399 Directed Study**

Individual study and research under the supervision of a faculty member. (May be taken at any level.) (One to three semester hours.) Offered by individual arrangement.

## B. A. in English – Literature Track

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
INTD 105	3	ENGL 170 or 235	3
ENGL 170 or 200 Level Elective	3	ENGL 200 or 201	3
N/	4	N/	4
F/	3	S/U/	3
M/	3	Elective or Foreign Language	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

Pre-1700 British Literature	3	Post-1700 British Literature	3
HUMN 220	4	HUMN 221	4
R/	3	S/	3
F/	3	Elective	3
Elective or Foreign Language	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

ENGL 354	3	ENGL 3--*	3
ENGL 3--*	3	ENGL 3--*	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

Student teaching OR ENGL 3--*	3	ENGL Elective	3
Electives	15	ENGL 3--	3
		Elective	2
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>11</b>

Total semester hours – 120

*\*All remaining program requirements must be met, including 24 hours in literature, a second course in American literature, a course in the work of a major literary figure, and a course exploring cultural intersections.*

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

## B. A. in English – Creative Writing Track

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
INTD 105	3	ENGL 170	3
ENGL 170	3	ENGL 201	3
N/	4	N/	4
F/	3	S/U/	3
M/	3	Elective or Foreign Language	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

Pre-1700 British Literature	3	Post-1700 British Literature	3
HUMN 220	4	HUMN 221	4
R/	3	S/	3
F/	3	Elective	3
Elective or Foreign Language	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

ENGL 354	3	ENGL 3--*	3
ENGL 3--*	3	ENGL 3--*	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

Student teaching OR ENGL 3--*	3	ENGL Elective	3
Electives	15	ENGL 3--	3
		ENGL 370	1
<b>Total</b>	<b>15</b>	Elective	<b>5</b>
		<b>Total</b>	<b>12</b>
<b>Total semester hours – 120</b>			

*\*All remaining program requirements must be met, including 21 hours in literature, a second course in American literature, a course in the work of a major literary figure, and a course exploring cultural intersections.*

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# English for Speakers of Other Languages

For additional information on WRTG 101 and WRTG 201, contact the English for Speakers of Other Languages (ESOL) Program or visit [esol.geneseo.edu](http://esol.geneseo.edu).

## ESOL Courses

### **WRTG 101 English Language and Culture I**

Designed for the non-native speaker of Standard English, this course examines basic phonology and syntax in both theory and practice. These features are complemented by studies of semantics and pragmatics which offer insight into the cultural implications of language. Contrasts among various languages will further develop students' knowledge and application of the fundamental properties of English. Prerequisites: Permission of the instructor. Credits: 3(3-0).

### **WRTG 201 English Language and Culture II**

This course is designed as the second level of studying English academic writing for non-native speakers of the English language. The main goal is to help students advance reading and writing skills, broaden knowledge of vocabulary and grammar, and to hone business and research papers writing skills. While major grammar trouble spots are reviewed in Writing 101, students will have an additional opportunity to practice newly acquired writing skills in this course. Prerequisites: WRTG 101 and permission of the instructor. Credits: 3(3-0).

# Environmental Studies

Note: For information on the Environmental Studies Minor, see the section on Interdisciplinary Minors in this bulletin or visit [geography.geneseo.edu](http://geography.geneseo.edu).

## Environmental Studies Courses

### **ENVR 124 S/Environmental Issues**

This introductory course is an interdisciplinary examination of historical and contemporary environmental problems. It examines the impact of human activity on the environment and the complex interrelationships between people and the natural world. It also explores the socioeconomic and political dimensions behind environmental change, and evaluates solutions to environmental dilemmas such as deforestation, soil erosion, air and water pollution, and biodiversity loss. Credits: 3(3-0).

### **ENVR 395 Environmental Internship**

A one-semester internship with an environmental organization, for example, the New York State Department of Environmental Conservation (DEC) or the Genesee Valley Land Conservancy. Students will perform work relevant to some aspect of environmental studies. Internship arrangements must be approved by a faculty supervisor, a field supervisor, and the coordinator of the Environmental Studies minor. (Note: No more than 15 semester hours of internship credit may be applied toward the baccalaureate degree.) 1-15 credits. Prerequisites: ENVR 124 or equivalent and 75 semester hours of credit at the undergraduate level. Offered by individual arrangement.



# Geochemistry

Amy Sheldon, Coordinator (Integrated Science Center 252) - [gsci.geneseo.edu](mailto:gsci.geneseo.edu)  
Faculty of the Departments of Geological Sciences and Chemistry.

This program provides a background in Geological Sciences and Chemistry as well as related areas such as Physics, Mathematics, and Computer Science. The synthesis of these interrelated disciplines will prepare the student for graduate-level study and a professional career in geochemistry or related fields.

## Bachelor of Arts Degree

Total credit hours required to complete major: 76

Basic Requirements		52 semester hours
GSCI 111	Geological Sciences I	4
GSCI 112	Geological Sciences II	4
GSCI 210	Mineralogy	3
GSCI 220	Petrology	3
GSCI 315	Principles of Geochemistry AND/OR	
GSCI 320	Isotope Geology	3(6*)
GSCI 391	Seminar	1
CHEM 116	Chemistry I AND	3
CHEM 119	N/Introductory Chemistry Laboratory	2
CHEM 118	Chemistry II	3
CHEM 211	Organic Chemistry I	3
CHEM 216	Organic Chemistry Laboratory	2
CHEM 213	Organic Chemistry II	3
CHEM 240	Analytical Chemistry	3
CHEM 324	Principles of Physical Chemistry	3
*When GSCI 315 and 320 are taken, 9 hours of GSCI electives are required.		
Electives selected from the following:		12(9*)
GSCI 341	Principles of Structural Geology	
GSCI 347	Groundwater Hydrology	
GSCI 351	Stratigraphy	
GSCI 352	Sedimentation	
GSCI 370	Advanced Mineralogy and Petrology	

Related Requirements		24 semester hours
MATH 221	Calculus I	4
MATH 222	Calculus II	4
PHYS 113 or 123	General Physics I OR Analytical Physics I	3
PHYS 114	Physics I Laboratory	1
PHYS 115 or 125	General Physics II OR Analytical Physics II	3
PHYS 116	Physics II Laboratory	1
**CSCI 119	Object-oriented Programming or	
CSCI 120	Procedural Programming	3
**BIOL 116,119	General Biology and Lab	5
**or substitute course approved by the program director		

Total hours as outlined		
Geological Sciences/Chemistry Required		52
Related Requirements		24
Total		76

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: GSCI 111, 112, 210, 220,  
208

315/320, and 391; CHEM 119, 120, 121, 122, 211, 212, 213 and 214.

### **Department Writing Requirement**

Students in Geochemistry will satisfy the writing requirement of either the department of Geological Sciences or Chemistry. The determination will be made by Dr. Sheldon, the Coordinator, and/or advisor upon review of student's course selection. Students must consult with their advisor to ensure that they meet the College's writing requirement.

For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

## B. A. in Geochemistry

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
GSCI 111	4	GSCI 112	4
MATH 221	4	MATH 222	4
CHEM 116 and 119	3-5	CHEM 118	3
CSCI 119 or 120	3	CHEM 119	2
		INTD 105	3
<b>Total</b>	<b>14-16</b>	<b>Total</b>	<b>14-16</b>

#### SECOND YEAR

GSCI 210	3	GSCI 220	3
PHYS 113 or 123 and 114	4	PHYS 115 or 125 and 116	4
CHEM 211	3	CHEM 213	3
CHEM 216	2	HUMN 221	4
HUMN 220	4		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>

#### THIRD YEAR

*GSCI 315 Geochemistry OR GSCI Elective	3	*GSCI 320 Isotope Geology OR GSCI Elective	3
GSCI Elective	3	CHEM 324	3
CHEM 240	3	F/	3
F/ or Foreign Language	3	Elective or Foreign Language	3
M/	3	S/U/	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

*GSCI 315 Geochemistry OR GSCI Elective	3	GSCI Electives (optional)	6
BIOL 116 and 117	5	Electives	7
S/	3		
Electives or F/	3		
GSCI 391 Seminar	1		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>13</b>

Total semester hours --120

\*Basic requirements include GSCI 315 AND/OR 320. When both are taken, 9 hours (instead of 12) of the listed electives in GSCI are required.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Geography

David Robertson, Chair (Fraser Hall 105D) - [geography.geneseo.edu](http://geography.geneseo.edu)

Professors: D. Norris, R. Vasiliev. Associate Professor: D. Aagesen, D. Robertson, J. Rogalsky. Assistant Professor: C. Garrity, J. Kernan.

## Bachelor of Arts Degree

Total credit hours required to complete major: 41

Basic Requirements		41 semester hours*
GEOG 102	Human Geography	3
GEOG 110	Physical Geography	4
GEOG 123	The Developing World	3
GEOG 261	Geography of the United States	3
GEOG 291	Cartography	3
GEOG 374	Geographic Thought	3
GEOG 375	Field Experience	1
GEOG 378	Quantitative Research Methods	3

Six courses distributed as follows:	
One Advanced Physical course from GEOG 340, 370, 371, 382	3
One Advanced Human course from GEOG 330, 348, 376, 377, 381	3
One Advanced Regional course from GEOG 359, 362, 363, 365, 366	3
One Advanced Methodological course from GEOG 295, 379, 385	3
Two electives from any of the above or the following GEOG 120, 201, 230, 240, 250, 274, 350, 369, 386**, 391**, 395 Field and Study Abroad courses (max. of 3 hours), Directed Studies (max. of 3 hours)	6
Elective (1 credit hour—two other 3 credit hour electives needed with this course: GEOG 386 – Application in Geographic Information Science (GI Science): Subtitle	

\*Note: Of the 41 hours required, at least 12 must be at the 300-level.

\*\*Need two other 3-credit hour GEOG electives with 386 or 391.

### Minimum Competence Requirement

A grade of C- or better is required for all geography courses used in fulfillment of the major.

### Department Writing Requirement

The department's writing requirement has been incorporated into GEOG 374 Geographic Thought, required of all Geography Major seniors. Majors must meet the writing requirement criteria in order to pass the course.

For further information, please contact your advisor, or Dr. Robertson, the Department Chair. For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

### Study Abroad

The Department offers a study abroad program in The Netherlands. The program, offered at the University of Groningen, is open to junior and senior geography majors. Students receive 12-15 hours of credit. Instruction is in English. Other study abroad opportunities are available. For additional information contact Dr. Aagesen, Geography Department.

## Minor in Geography

Basic Requirements: 22 semester hours

Students will be required to take: GEOG 102 Human Geography; GEOG 110 Physical Geography; and GEOG 291 Cartography (10 credit hours total/mandatory courses). Of the remaining 12 credit hours required in Geography (4 courses), at least 6 credit hours must be at the 300-level.

## Certification in Adolescence Education (7–12): Social Studies

The Bachelor of Arts degree program can be planned so that New York State initial certification requirements are met (see School of Education program description).

## Geography Courses

### **GEOG 102 S/Human Geography**

A study of the geographic distribution and interrelationships of human activities over the face of the earth, particularly the variation in cultural and social phenomena and their related imprint on the geographic landscape. Such factors as language, religion, settlements, population, and economic activities are studied as they are distributed and interrelated in earth space. Credits: 3(3-0). Offered every year

### **GEOG 110 N/Physical Geography**

The important principles of geographic location, climatic conditions, land forms, and soils are presented, and their relationships to the distribution of the world's population are emphasized. Credits: 4(3-2).

### **GEOG 120 N/Meteorology**

An introduction to the study of Earth's atmosphere. Course topics include atmospheric structure and composition, processes, circulation, and weather systems. Required laboratory component focuses on weather data collection, synthesis, visualization and weather map analysis, and basic forecasting techniques. Credits: 4(3-2). Offered every year.

### **GEOG 123 S/M/The Developing World**

An examination of the cultures, countries, and regions of Latin America, Africa, the Middle East, South and East Asia. Attention is focused on problems such as growing poverty and resource exhaustion, and population problems. Prospects for change are examined under different types of development strategies. Credits: 3(3-0).

### **GEOG 201 Introduction to Urban and Regional Planning**

An introduction to the concepts, objectives,

and institutions of planning. Emphasis is placed on planning at the local level of government. Includes examination of such issues as land use controls, transportation, housing, recreation, environmental management, and the regional coordination of planning activities. Credits: 3(3-0). Offered every year.

### **GEOG 230 Biogeography**

Biogeography is the study of the distribution of plants and animals in space and through time. Students will investigate biogeographic concepts, theory and methods through lecture, reading and hands-on exercises. The course will address the origins of the biogeographic subdiscipline, fundamental biogeographic principles, critical research over the past few decades, and current environmental topics. Prerequisites: GEOG 110 or permission of instructor. Credits: 3(3-0). Offered every year

### **GEOG 240 Geography of Tourism**

A study of how and why communities have used tourism to promote development; the motivations of tourists. Consideration is given to tourist flows at different geographical scales. The structure and impact of tourism are examined for islands, rural areas, coastal areas, cities, and parks. Prerequisites: GEOG 102 or GEOG 123 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

### **GEOG 250 U/American Landscapes**

An appreciation of the American cultural landscape between its pivotal transition from regional folk norms to the chronologies of national popular culture in the nineteenth century and thence to the varied landscape impacts of the automobile in twentieth century American society. While the course

## Geography Courses

---

emphasizes material-cultural features, the built landscape, it also explores landscape as a theme in literature, the visual arts, and advertising. When you have completed this course, you will be able to read and interpret the roadside landscape systematically and will be familiar with the wide range of field, archival, secondary, and Web resources that help to explain our visible and relatively recent built past. Credits: 3(3-0). Not offered on a regular basis

### **GEOG 261 Geography of North America**

This course provides a systematic approach to the cultural, economic, demographic, and political aspects of spatial differentiation. The consequences of economic restructuring are examined for both rural and urban areas. Prerequisites: GEOG 102 or GEOG 110 or GEOG 123 or permission of instructor. Credits: 3(3-0). Offered every year.

### **GEOG 274 Conservation and Resource Management**

The concepts of wise resource management and their application to contemporary resource problems. Includes the historical development of principles of conservation and resource management in the United States, a survey of fundamental concepts guiding management of renewable and non-renewable resources, and discussion of specific methods of intelligent resource management. Credits: 3(3-0). Offered every year.

### **GEOG 291 Cartography**

Training in the fundamentals of map-making. Practical work in the conception, compilation, and design of maps. Introduction to a variety of cartographic equipment and techniques, including statistical and computer mapping and map reduction. Prerequisites: One introductory course in geography or permission of instructor. Credits: 3(1-4). Offered every year

### **GEOG 295 Introduction to Geographic Information Systems**

An examination of the fundamental theory of spatial relationships and spatial information handling. The course emphasizes modern concepts of computer-based data analysis applied to geographic problem solving. Extensive use of "hands-on" exercises in computer-assisted map analysis demon-

strates practical application of analytical theory. Prerequisites: GEOG 291 or permission of instructor. Credits: 3(3-0). Offered every fall.

### **GEOG 330 Cultural Geography**

Critical developments and debates in cultural geography are examined. Students are also introduced to empirical research in cultural geography. A sub-field of human geography, cultural geography focuses on the impact of human culture, both material and non-material, on the natural environment and the human organization of space. A seminar-style course, students engage in critical discussion of selected readings and conduct original research. Prerequisites: GEOG 102 or permission of instructor. Credits: 3(3-0) Not offered on a regular basis

### **GEOG 340 Pyrogeography**

A thorough study of wildland fire as an influence on natural processes, culture and politics, spanning the human and physical divisions of the geographic discipline. Discussion topics will include fire chemistry and behavior, fire weather, fire ecology, fire history data sources, fire in the US and a survey of global fire. Prerequisites: GEOG 110 or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis

### **GEOG 348 Sports Geography**

This course examines amateur and professional sports from a geographic perspective. It surveys the ways in which historical, cultural, political, economic, demographic and environmental factors have contributed to the origin and diffusion of sports. Analysis will be conducted at different spatial scales; local, regional, national and international. Topics include locational strategies and migration patterns of sports clubs and franchises, spatial analysis of sports arenas and stadiums, economic and environmental impacts of sports, and factors influencing the transition of folk games to modern competitive sports. Prerequisites: GEOG 102 or GEOG 123 or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

### **GEOG 350 Urban Historical Geography**

An international survey of past urban en-

## Geography Courses

vironments, their cultural, socio-economic, and technological context, and evolution. Geographical approaches to Latin American, Canadian, European, and Asian cities provide a framework for assessing the particular experience of American urban development between the colonial period and the twentieth century. Emphasis is placed on urban research techniques and topics appropriate to locally accessible archival evidence. Prerequisites: GEOG 102 or GEOG 123, or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

### **GEOG 359 Geography of Canada**

The physical, cultural, and historical geography of Canada are examined. Students are exposed to both topical and regional approaches to the study of Canadian geography. Topics covered include treatment of Canada's physical geography; settlement history; political and economic arrangements; and patterns of society and culture. Throughout the course, emphasis is placed on the relationship of Canadians to their physical environment with particular attention paid to resource use. Canada's place in the global community and examination of United States/Canada relations are also stressed. Prerequisites: GEOG 102 or GEOG 110 or GEOG 123 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

### **GEOG 362 M/Latin America**

A study of Middle and South America, including general patterns of land forms, climate, vegetation, soils, population, and economic activities. Emphasis is upon the factors of both unity and disunity which lend regional character to the area. The approach is largely regional, based upon political units and with consequent recognition of differing historical development. Prerequisites: GEOG 102 or GEOG 110 or GEOG 123, or permission of instructor. Credits: 3(3-0). Offered every year

### **GEOG 363 M/The Geography of Africa**

This course provides a systematic analysis of Africa's changing landscape, including the study of culture, social well-being, population, urbanization, environment, politics, and economics. The course will also focus on post-colonial development issues associ-

ated with globalization and regional integration, with special attention to issues of equality and culture change. Current events will be placed into a locational context in an attempt to understand the interrelationships among people, cultures, economies, and the environment within Africa, and between Africa and the rest of the world. Prerequisites: GEOG 102 or GEOG 110 or GEOG 123 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

### **GEOG 365 M/The Geography of Islam**

The historical-geographical spread of Islam is examined, and the varied circumstances of Muslims are assessed in a regional and thematic framework. Prospects of socio-economic development are assessed in contexts of religious fundamentalism, geopolitical instability, and limited resources. Credits: 3(3-0). Not offered on a regular basis

### **GEOG 366 M/Geography of the Western Pacific Rim**

The regional and cultural geography of the countries of the western Pacific Rim from the Korean peninsula and Japan to Australia and New Zealand. The course considers the varied pace and direction of Asia-Pacific economic development in the context of factors such as cultural background, settlement history, comparative economic advantage, demographic transition, and a wide range of environmental settings from sub-Arctic to Equatorial ecosystems. The growing integration and global importance of the region and its gateway cities are given special attention. Prerequisites: GEOG 102 or GEOG 110 or GEOG 123 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

### **GEOG 369 Canadian Field Studies**

An intensive field course involving ten days to two weeks of travel through portions of Canada. The course is designed to introduce students to the methods and techniques of geographic field research. This course will examine both the human and physical landscape of Canada. Students will observe the indigenous population and their relationship to the natural resource base. Spatial patterns of historical settlement, industry, economic development, and tourism will be observed. Travel will be by minibus. Lodg-

## Geography Courses

---

ing will be arranged at Canadian universities or hotel/motel accommodations. Students will be required to keep detailed field notes and a diary of daily activities and to participate during evening seminars. Each student, in consultation with the instructor, will select a particular aspect of the region's geography and present an oral report at the conclusion of the course. A final written report will be required within 3 weeks of the end of the course. Prerequisites: GEOG 261 or permission of the instructor. Credits: 3(3-0). Offered every second year.

### **GEOG 370 Physical Climatology**

A survey of the distribution of climatic variation over the earth and the processes involved in making that distribution. Particular attention is given to models which portray the earth's energy system and moisture system. Climatic modification as it relates to human use of the earth is emphasized. Prerequisites: GEOG 110 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

### **GEOG 371 Synoptic Climatology**

An introduction to the fundamentals of the atmospheric environment and an analysis of synoptic-scale climatological phenomena. Particular attention is given to atmospheric circulation, weather patterns, and weather events taking place in North America. Prerequisites: GEOG 110 or GEOG 120. Credits: 3(3-0). Not offered on a regular basis.

### **GEOG 374 Geographic Thought**

A brief history of geographic thought and an introduction to current issues in geography. Prerequisites: Senior (majors or minors) or permission of instructor. Credits: 3(3-0). Offered every fall

### **GEOG 375 Field Experience**

This course provides an intensive field experience, during which students are required to use their powers of observation continuously. Emphasis is on the interpretation of the total physical and human landscape, and those factors which produce spatial variations in landscape pattern and structure. Evening meetings and field trips required. May be repeated for credit with permission of instructor only. Prerequisites: Geography major or permission of instructor.

tor. Credits: 1(1-0).

### **GEOG 376 Political Geography**

Global issues and problems are studied within the context of a world systems approach to political geography. Historic and modern processes associated with imperialism, territory, the state, nations, and international organizations are examined. Prerequisites: GEOG 102 or GEOG 123, or permission of instructor. Credits: 3(3-0). Offered every second year.

### **GEOG 377 Urban Geography**

A study of the spatial distribution and spatial structure of urban places. A survey of the history of urbanization, examining the world distribution of cities from pre-history to the present. The role and structure of a city in modern industrial society. A survey of urban problems, and research and planning approaches to these problems. Prerequisites: GEOG 102 or GEOG 110 or GEOG 123 or permission of instructor. Credits: 3(3-0). Offered every year.

### **GEOG 378 R/Quantitative Research Methods**

An introduction to quantitative research methods in geography. The course emphasizes research design, evidence and its compilation, analytic methods applied to spatial problems, and the nature of geographical inference. The student is introduced to various analytical approaches to North American urban problems and milieux. EDP applications of geographical models and concepts reveal regularities of pattern and spatial behavior and stress the explanatory focus of modern geography. Prerequisites: GEOG 102 or GEOG 110, or permission of instructor. Credits: 3(3-0). Offered every year.

### **GEOG 379 Geographic Field Methods**

Designed to give the geography student an opportunity to do geographic research under supervision. Special emphasis is placed on attacking specific problems involving field work in which the student collects, interprets, and reports findings. Prerequisites: GEOG 102 or GEOG 110, or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.



# Geography Courses

---

## **GEOG 381 Economic Globalization**

This course examines the history, process, and debates surrounding economic globalization. Particular topics include the origins of 20th century globalization and the degree to which the geography and politics of contemporary global economic patterns differ from past eras of economic expansionism and integration. The investigation of contemporary geographies of trade, investment and labor illuminates common myths and debates surrounding the behavior of states and corporations and impacts of global economic integration on culture, society and environment. Prerequisites: GEOG 102 or GEOG 123 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

## **GEOG 382 Climate Change and Variability**

This course surveys topics regarding climate change and climate variability. The course surveys methods of paleoclimate reconstruction, climate history of the most recent 1000 years, climate change theories, methods of observational climate analysis, and climate modeling. Special attention is given to the response of Earth's natural systems (atmosphere, hydrosphere, lithosphere, and biosphere) to past, present, or projected changes in climate. Reviews current topics in climate change and the channels through which climate change research is done. Prerequisites: GEOG 110 or GEOG 120. Credits: 3(3-0). Offered every other year.

## **GEOG 385 Advanced Geographic Information Systems**

This course provides a detailed examination of conceptual issues presented in the introductory GIS class. It also involves ad-

ditional material on data acquisition, data structures, spatial data standards and error analysis, spatial analysis operations, the effects of geographical information science on society, and GIS applications. Prerequisites: GEOG 295 or permission of instructor. Credits: 3(3-0). Offered every spring.

## **GEOG 386 Applications in Geographic Information Science (GIScience): (subtitle)**

This course provides the opportunity for in-depth applications of Geographic Information Science, including Geographic Information Systems (GIS), spatial analysis, remote sensing, and cartography, to selected research problems and data sets. This course will introduce students to both conceptual and practical aspects of developing GIScience applications. Prerequisites: GEOG 295. Credits: 1(1-0). Not offered on a regular basis.

## **GEOG 391 Cartography Seminar: (subtitle)**

This slot course concentrates on a select topic, of much interest, in the realm of Cartography that is only briefly covered in GEOG 291. Prerequisites: GEOG 291 and at least two other (any) Geography courses. Credits: 1(1-0). Not offered on a regular basis.

## **GEOG 395 Geography/Planning Internship**

A one-semester work/study experience with an appropriate off-campus agency, firm, or group. A departmental faculty advisor, a representative of the organization selected, and the student mutually determine beneficial work experience(s) and/or research projects. Prerequisites: permission of department. Credits: 3(0-9). Offered by individual arrangement.

## B. A. in Geography

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
GEOG 102	3	GEOG 110	4
N/	4	M/GEOG 123	3
F/	3	S/	3
S/U/	3	INTD 105	3
Elective or Foreign Language	3	Elective or Foreign Language	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

GEOG 291	3	GEOG 261	3
HUMN 220	4	H/HUMN 221	4
F/	3	Elective	3
Elective or Foreign Language	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

Regional Studies GEOG Elective	3	Advanced Physical Elective	3
GEOG 378	3	Geography Elective	3
N/	4	Elective	3
Geography elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

Methodological GEOG Elective	3	GEOG 374	3
GEOG 375	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	1
Elective	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>10</b>
<b>Total Semester Hours --- 120</b>			

Note: At least 12 hours in GEOG must be at the 300-level.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Geological Sciences

Scott Giorgis, Chair (Integrated Science Center 235A) - [gsci.geneseo.edu](http://gsci.geneseo.edu)

Distinguished Service Professor: R. A. Young. Professors: D. J. Over. Associates Professors: S. Giorgis. Assistant Professors: D. J. Farthing, B.J. Laabs, A.L. Sheldon.

## Bachelor of Arts Degree

Total credit hours required to complete major: 65-68

Basic Requirements		36 semester hours
GSCI 111	Geological Sciences I	4
GSCI 112	Geological Sciences II	4
GSCI 210	Mineralogy	3
GSCI 220	Petrology	3
GSCI 331	Geomorphology	3
GSCI 341	Principles of Structural Geology	3
GSCI 351	Stratigraphy	3
GSCI 361	Invertebrate Paleontology	3
GSCI 391	Geological Sciences Seminar	1
Electives by advisement		9

Related Requirements		29-32 semester hours
CHEM 116, 118, 119		8
PHYS 113/114 and 115/116 OR 123/114 and 125/116		8
MATH 221		4
MATH 222 or a Department-approved substitute in mathematics or computer science		3-4
Biology 116, 117, 119 (or, with Department approval, electives in another natural science, mathematics, or computer science)		6-8

Total hours as outlined		
Major Department requirements		36 hours
Related requirements		29-32 hours

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: GSCI 111, 112, 210, 220, 331, 341, 351, 361, and 391.

### Department Writing Requirement

A portfolio of student term papers will be established. It will contain papers submitted as partial fulfillment of requirements in the following courses: GSCI 220, 331, 351, 361 (required courses) or GSCI 310, 332, 335, 343, 345, 347 (electives). Prior to the student's final semester, the Department will, as a group, review at least three papers in the portfolio. If the faculty agree the work is satisfactory, the student will have successfully completed the writing requirement. Should review of the papers indicate that the student's writing skills are not acceptable, he/she will be required to enroll in a course that emphasizes writing skills. [It could be a regularly scheduled course or a directed study course.]

For further information, please contact your advisor or the Department Chair. For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

## Minor in Geological Sciences

Eighteen semester hours in Geological Sciences, with a minimum of 12 hours at or above the 200-level. GSCI 101 may be accepted as a substitute for one upper-level course for students in some programs, i.e., anthropology and biology, only upon approval by the Geological Sciences Department.

## Certification in Adolescence Education (7–12): Earth Science and General Science

The Bachelor of Arts program can be planned so that the requirements for New York State initial certification can be met.

## Geological Sciences/Civil Engineering (Five Year [3–2] Program)

Scott Giorgis, Coordinator (Integrated Science Center 251)

This program allows students to earn a Bachelor of Arts degree in Geological Sciences from Geneseo and a Bachelor of Science degree in Civil Engineering from one of our partner universities. Students pursuing this program must satisfy the College requirements for four-year programs. Selected courses completed at our partner universities can be used to fulfill some of these requirements.

Total credit hours required to complete major: 76

Basic Requirements		36 semester hours	
GSCI 111	Geological Sciences I		4
GSCI 112	Geological Sciences II		4
GSCI 210	Mineralogy		3
GSCI 220	Petrology		3
GSCI 331	Geomorphology		3
GSCI 341	Structural Geology		3
GSCI 351	Stratigraphy		3
GSCI 361	Invertebrate Paleontology		3
GSCI 391	Geological Sciences Seminar		1
Electives in Geological Sciences			9

With Departmental approval, up to 9 hours of Geological Sciences and Engineering-courses may be taken at the Engineering School.

Related Requirements		40 semester hours	
MATH 221	Calculus I		4
MATH 222	Calculus II		4
MATH 223	Calculus III		4
MATH 326	Differential Equations I		3
CHEM 116	Chemistry I		4
CHEM 118	Chemistry II		3
CHEM 119	N/Introductory Chemistry Laboratory		2
PHYS 123	Analytical Physics I		3
PHYS 114	Physics Laboratory		1
PHYS 125	Analytical Physics II		3
PHYS 116	Physics Laboratory		1
PHYS 223	Analytical Physics III		3
Biology, Mathematics, Computer Science or Engineering Courses**			6
**Note: The Department strongly recommends completion of CSCI 119, 120, or 141 as part of this related requirement.			

## Department Writing Requirement

A portfolio of student term papers will be established. It will contain papers submitted as partial fulfillment of requirements in the following courses: GSCI 220, 331, 351, 361 (required courses) or GSCI 310, 332, 335, 343, 345, 347 (electives). Prior to the student's final semester, the Department will, as a group, review at least three papers in the portfolio. If the faculty agree the work is satisfactory, the student will have successfully completed the writing requirement. Should review of the papers indicate that the student's writing skills are not acceptable, he/she will be required to enroll in a course that emphasizes writing skills. (It could be a regularly scheduled course or a directed study.)

For further information on the writing requirement, students should contact their advisor or the Department Chair. For information on writing requirements for "double" or "triple" majors, consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

For further information on the Geological Sciences/Civil Engineering (Five Year [3-2] Program), please contact your advisor or the Department Chair.

## Geological Sciences Courses

### GSCI 100 N/Our Geologic Environment

This course is intended for non-science majors who have an interest in their physical environment. The course is designed to develop an understanding of the interaction of Earth processes, the environment, and the human population. Topics include Earth materials, natural resources, geologic hazards, environmental change, and global environmental issues. Credits: 4(3-2)

### GSCI 101 N/Geological History of Life

An introduction to the evolution and development of life on Earth. Topics include the origin of life, development of multicellular organisms, evolution of land plants and animals, dinosaurs, mammals, and the use of paleontology in the interpretation of earth history. (Directed at non-science majors or those desiring a general background in Earth history. Credit may not be applied toward either the Geological Sciences major or the B.S. in Natural Science with Childhood Education certification.) Credits: 4(3-2) Offered every spring

### GSCI 105 N/Environmental Science

An introduction to the interaction of humans and natural systems on the Earth where students will learn the complexity of natural sys-

tems and human impact on earth resources. The laboratory portion will provide a sound and rigorous base in the principles and critical analysis of scientific methods through data collection, analysis, and interpretation. Topics include ecosystems, soils, water, energy resources, resource allocation, environmental problems and concerns, as well as public policy and environmental law. Credits: 4(3-2) Offered every fall

### GSCI 107 N/The Geology of Climate Change and Energy

This course is intended for non-science majors who have an interest in understanding the relationship between energy usage in the industrial era and climate change. Understanding and adapting to global-scale climate change is one of the most important issues facing scientists and world leaders in the 21st century. The interrelationship of past climate changes and energy consumption from fossil fuels is clear, and understanding the response of the Earth system to rising greenhouse gas concentrations in the atmosphere is of critical interest as the human population approaches maximum sustainable levels. This course explores the fundamental geologic records of global climate change, Earth-system processes in the con-

## Geological Sciences Courses

text of climate change and the global carbon cycle, critical improvements to the scientific understanding of natural versus human-induced climate change, and the recent and future impact of global-scale energy use on the Earth system. Lectures cover fundamental concepts of Earth system science with emphasis on topics of atmospheric science, oceanography, climate change during the past five million years, and the geology of energy resources. Lab assignments include a set of exercises that develop skills necessary to understand global-scale processes in space and time; the geological context for energy and climate change; and the biological, chemical and geological signatures of climate change. Credits: 4(3-2).

### **GSCI 111 N/Geological Sciences I**

An introduction to the study of the Earth. Emphasis is placed on examination of the materials, surface features, structures and internal characteristics of the Earth, and on the geological processes that caused them. Interpretation of topographic maps, aerial photographs, geologic maps, and specimens is stressed in the laboratory. Credits: 4(3-3) Offered every fall

### **GSCI 112 Geological Sciences II**

An introduction to the origin and evolution of the Earth and all of its divisions--atmosphere, hydrosphere, biosphere, and the divisions of the solid earth. Attention is given to the many approaches used to determine the history of the Earth through study of its materials, surface features, and structures as well as through modern studies that utilize geochemistry, geophysics, and planetary astronomy. (Field trips are sometimes conducted outside class hours.) Prerequisites: GSCI 111. Credits: 4(3-3) Offered every spring

### **GSCI 191 Introduction to Geology at Geneseo**

An introductory course for first year students who are considering a career in the Geological Sciences. Weekly meetings will focus on career opportunities, pertinent academic information, campus and department resources, and study skills and time utilization.

This course also intends to promote a close working relationship between students and faculty. Cannot be counted toward the Geological Sciences major. Graded on an S/U basis. Credits: 1(1-0)

### **GSCI 200 Environmental Geology**

A survey of important geologic concepts relevant to current environmental issues. Emphasis is placed on geologic principles underlying problems related to water resources, pollution, natural hazards, waste disposal, energy and mineral resources, and on the scientific bases for current strategies proposed to limit adverse consequences of our impact on environmental systems. The geologic information bases available from governmental agencies are used to characterize and demonstrate practical problems for classroom exercises. Although not required, a general survey course in geology, physical geography, or high school earth science would provide an appropriate background. Credits: 3(3-0) Restrictions: Not to be taken as a normal elective for the Geological Sciences major except by special permission. Offered at least once yearly

### **GSCI 201 Geology of Alien Worlds**

Comparative geology of the terrestrial planets and major moons as currently revealed and documented by recent and ongoing NASA missions. Comparison of planetary objects less evolved than the Earth provides the means to understand the evolution of the Earth from a lifeless, cratered object to its present dynamic state. Studies of other solar system bodies with different evolutionary histories emphasize the unique position of Earth in our solar system. Coverage will include data from the Apollo missions to the present with an emphasis on solid planetary bodies. Prerequisite: 100-level lab science or earth science. Credits: 3(3-0)

### **GSCI 210 Mineralogy**

A systematic study of the important minerals with emphasis on their crystallography, descriptive mineralogy, crystal chemistry, phase relationships and associations. Lectures emphasize theoretical aspects of mineral studies, while the laboratory por-

## Geological Sciences Courses

---

tion is devoted to the descriptive and practical. Prerequisites: GSCI 111 or permission of instructor. Credits: 3(2-2) Offered every fall

### **GSCI 220 Petrology**

The study of the natural history of igneous, sedimentary, and metamorphic rocks, including their mineralogy, fabric, alteration and origin. Lectures emphasize theoretical aspects such as processes that affect the development of rocks and theories as to their origin. Laboratories emphasize the classification and identification of rocks in both hand sample and thin section. Prerequisites: GSCI 210. Credits: 3(2-2) Offered every spring

### **GSCI 310 Scientific and Technical Writing in the Geosciences**

An overview of current conventions and practices used in scientific and technical writing in the geosciences. The focus of the course will be on reading, writing, and critiquing various forms of scientific and technical writing for the purpose of assisting students in preparation for professional papers. In addition to appropriate aspects of language use and style, principles of preparing figures and tables will be discussed. The course is designed to help students develop the knowledge and skills to: 1)write in an accurate, precise, clear, concise, and effective style appropriate for their intended audience; and 2)recognize and rectify writing problems in their own work and in that of others. Prerequisites: GSCI 220. Credits: 3(2-2)

### **GSCI 315 Principles of Geochemistry**

The application of the basic principles of chemistry to the study of geologic processes. Topics include the origin and distribution of the chemical elements, the fundamentals of crystal chemistry, the important chemical reactions occurring in low-temperature aqueous solutions, and the construction and interpretation of mineral-stability diagrams. Prerequisites: GSCI 220, CHEM 119, and either CHEM 118 or permission of instructor. Credits: 3(3-0) Offered when demand is sufficient

### **GSCI 320 Isotope Geology**

The study of the variations in the abundances of naturally occurring isotopes and their applications to problems in the geological sciences. Both stable and unstable isotopes are considered. Prerequisites: GSCI 220; CHEM 119, and either CHEM 118 or permission of instructor. Credits: 3(3-0) Offered when demand is sufficient

### **GSCI 331 Geomorphology**

The description and interpretation of land forms. Consideration is given to the effects of rock structure, natural processes, and temporal changes in the evolution of the surface features of the Earth. (Field trips are sometimes conducted outside class hours.) Prerequisites: GSCI 112. Credits: 3(2-2) Offered every spring

### **GSCI 332 Glacial Geology**

The origin, characteristics, processes and geologic effects of glaciers are considered. Worldwide evidence for glaciation from the geology of the continents and the ocean basins is examined with emphasis on the Pleistocene Epoch of North America. Aerial photographs and topographic maps, geologic maps and GIS software are used extensively in laboratory exercises. Field trips to glacial terrains in western New York are sometimes conducted during and outside of class hours. Prerequisites: GSCI 112. Credits: 3(2-2) Offered when demand is sufficient

### **GSCI 333 Geologic Applications of Remote Sensing Imagery**

Photogrammetric and digital analysis of aerial and satellite imagery as applied to the solution of geologic problems. Emphasis is on interpretation of the geomorphology and geologic structure of the Earth's surface from film and digital images incorporating GIS (geographic information system) software such as ArcView 8 and GPS (geographic positioning system) instrumentation. The creation of GIS-based geologic maps by combining field data and georegistered imagery on standard base maps is included. Prerequisites: GSCI 331 or permission of instructor. Credits: 3(2-2)

## Geological Sciences Courses

### **GSCI 335 Global Climate Change**

The study of fundamental concepts of global-scale environmental and climatic changes in the context of Earth-surface processes and Earth history. The course focuses on physical, chemical and biological signatures of past environments preserved in the geologic record; causes and effects of major climate-changes over various timescales in Earth history; and geologic responses to Pleistocene, Holocene and historical climate change. Laboratory exercises involve characterizing surface processes, data-rich studies of climate-change records and discussions of climate science literature. Prerequisites: GSCI 112. Credits: 3(2-2). Offered fall, odd years

### **GSCI 341 Principles of Structural Geology**

The study of rock deformations, including the description, classification, and origin of structures such as folds, faults, joints, and cleavage. Attention is given to the influence of rock structures on economic problems and on geomorphic features. Aspects of geotectonics are considered. (Field trips are sometimes conducted outside class hours.) Prerequisites: GSCI 112. Credits: 3(2-2) Offered every fall

### **GSCI 343 Applied Geophysics**

The study of geophysical techniques widely used in the Earth Sciences. Emphasis is placed on analytical methods of interpretation and the theory on which such methods are based. Prerequisites: GSCI 220 and GSCI 341; MATH 222; PHYS 113/114 or PHYS 123/114. Credits: 3(2-3) Offered spring, even years

### **GSCI 345 Tectonics**

The study of the evolution of the crust and upper mantle of the Earth, and the large-scale deformational features and patterns of motion which occur there. The relationships between internal earth processes and energy sources, and the evolution of the crust and upper mantle, are emphasized. Prerequisites: GSCI 220 and GSCI 341. Credits: 3(3-0) Offered spring, odd years

### **GSCI 347 Groundwater Hydrology**

The study of the origin and occurrence of groundwater and of those principles of fluid flow in porous media which govern the flow of groundwater. The hydraulic properties of groundwater systems and water wells, the relationships between groundwater and other geological processes, the development of groundwater resources, water quality, recharge of groundwater, and solute transport are emphasized. Prerequisites: 15 hours of Geological Sciences and MATH 221. Credits: 3(3-0) Offered every fall

### **GSCI 351 Stratigraphy**

Description of sedimentary rocks, introduction to stratigraphic concepts, and interpretation of sedimentary facies and sequence relationships. Topics include the use of facies analysis, lithostratigraphy, biostratigraphy, and chronostratigraphy in the interpretation of sedimentary basin history. (Required field trips conducted outside of class hours.) Prerequisites: GSCI 112 or permission of instructor. Credits: 3(2-2) Offered every spring

### **GSCI 352 Sedimentation**

The analysis and characterization of clastic sediments with application to the origin, evolution, and properties of sedimentary rocks. Standard analytical techniques will be learned from laboratory experiments. The theory and results relating to the experimental measurements and observations will be outlined and discussed during one-hour weekly meetings. (Some lengthy experiments may require measurements to be recorded at intervals spanning several days.) Prerequisites: GSCI 112 and GSCI 220. Credits: 3(2-3) Offered not on a regular basis

### **GSCI 361 Invertebrate Paleontology**

Taxonomy and morphology of major groups of invertebrate fossils. Topics include fossil invertebrate classification, evolution, taphonomy, biostratigraphy, paleoecology, and paleobiogeography. (Required field trips conducted outside of class hours.) Prerequisites: GSCI 112 or permission of instructor. Credits: 3(2-2) Offered every fall

### **GSCI 370 Advanced Mineralogy and Petrology**

The theory and use of the petrographic



## Geological Sciences Courses

---

microscope and analytical data as applied to the study of mineralogy and petrology. The behavior of polarized light through minerals in thin sections is emphasized in order to understand techniques commonly used in geologic research. When integrated together, microscopy and data present a more holistic approach to mineralogical and petrologic studies. Prerequisites: GSCI 220. Credits: 3(2-3) Offered not on a regular basis

### **GSCI 380 Undergraduate Research**

Under the supervision of a faculty member in Geological Sciences, students will undertake a research project in some area of Geological Sciences. The topic and methodology will be established by mutual consent of the student and faculty member and presented in a research proposal. Students will meet together with the involved faculty once a week to discuss the background, methods, and results of their projects. Students will be required to complete a formal research paper describing the nature of the project undertaken, problems encountered, methodology employed, and conclusions from the project. May be repeated; a maximum of 3 credit hours may be applied toward the major in Geological Sciences. Prerequisites: GSCI 220 and permission of instructor. Credits: 3(1-6)

### **GSCI 391 Geological Sciences Seminar**

Selected topics in Geological Sciences. Presentations and discussion by students, faculty, and invited speakers. Prerequisites: GSCI 220 or permission of instructor. Credits: 1(1-0)

### **GSCI 393 Honors Thesis**

Individual research under the direction of faculty of the Department of Geological Sciences. Results of this research will culminate in a formal written report and an oral presentation in an appropriate public forum. Requirements for eligibility are: completion of 75 semester hours with a minimum 3.0 cumulative grade point average plus 20 semester hours in Geological Sciences with a minimum 3.3 GPA. Enrollment by invitation of the Department. Note: This course may not be counted as part of the hours required for graduation in Geological Sciences. Credits: 3(0-6) Offered by individual arrangement

### **GSCI 399 Directed Study**

Investigation, under faculty supervision, of a problem that leads to a written report. Prerequisites: Permission of Department Chairperson. (1 to 3 semester hours). Offered by individual arrangement

## B.A. in Geological Sciences

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
GSCI 111	4	GSCI 112	4
MATH 221	4	MATH 222	4
CHEM 116	3	CHEM 118	3
GSCI 191	1	CHEM 119**	2
F/	3	INTD 105	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

GSCI 210	3	GSCI 220	3
PHYS 113/114 OR PHYS 123/114	4	PHYS 115/116 OR PHYS 125/116	4
HUMN 220	4	HUMN 221	4
U/ or Foreign Language	3	F/ or Foreign Language	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

#### THIRD YEAR

GSCI 341	3	GSCI 331	3
GSCI 361 or Elective	3	GSCI 351 or Elective	3
BIOL 117	3	BIOL 119	3
BIOL 116*	2	S/	3
M/	3	Elective	3
S/	3		3
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

GSCI 391	1	GSCI Elective	3
GSCI Elective	3	Electives	10
GSCI Elective	3		
Electives or U/ or F/	9		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>13</b>
<b>Total semester hours — 120</b>			

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

\*Biol 116 can be taken in conjunction with Biol 117 or Biol 119.

\*Chem 119 can be taken in conjunction with Chem 116 or Chem 118.

# Geological Sciences/Civil Engineering 3/2 Program

## Sample Program Outline/Advising Guide

### FIRST YEAR - Geneseo

Fall	Hours	Spring	Hours
GSCI 111	4	GSCI 112	4
CHEM 116	3	CHEM 118	3
S/U/	3	CHEM 119	2
F/	3	CSCI 119 OR CSCI 120 OR CSCI 142	3
M/	3	S/	3
		INTD 105	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>18</b>

### SECOND YEAR - Geneseo

GSCI 210	3	GSCI 220	3
PHYS 123 and 114	4	PHYS 125 and 116	4
MATH 221	4	MATH 222	4
HUMN 220	4	HUMN 221	4
F/	3		
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>15</b>

### THIRD YEAR - Geneseo

GSCI 331	3	GSCI 351	3
GSCI 361	3	GSCI 341	3
MATH 223	4	MATH 326	3
PHYS 223	3	Elective or Foreign Language	3
Elective or Foreign Language	3	Elective	3
GSCI 391	1		
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>15</b>

*Note: Students should consult their academic advisor for appropriate electives and fourth and fifth year programs at the Engineering Schools.*

# Geophysics

**Scott Giorgis, Coordinator (Integrated Science Center 251) - [gsci.geneseo.edu](mailto:gsci.geneseo.edu)**  
Faculty of the Departments of Geological Sciences and Physics.

The primary objective of this interdisciplinary program is to prepare students for both immediate careers and graduate-level study in geophysics. The program differs from the Bachelor of Arts degree programs in Geological Sciences and Physics since it provides the background in both mathematics and physics that is required for solution of problems in the field of solid earth geophysics.

## Bachelor of Arts Degree

Total credit hours required to complete major: 75

Basic Requirements		52 semester hours
GSCI 111	Geological Sciences I	4
GSCI 112	Geological Sciences II	4
GSCI 210	Mineralogy	3
GSCI 220	Petrology	3
GSCI 341	Principles of Structural Geology	3
GSCI 343	Applied Geophysics	3
GSCI 391	Seminar	1
PHYS 123/114	Analytical Physics I and Physics I Lab	4
PHYS 125/116	Analytical Physics II and Physics II Lab	4
PHYS 223	Analytical Physics III	3
PHYS 224	Analytical Physics IV	3
PHYS 226	Optics/Modern Physics Laboratory	1
PHYS 228	Mathematical Methods in Physics	2
PHYS 335	Electricity and Magnetism I	3
PHYS 362	Intermediate Laboratory I	2
Electives in Geological Sciences and Physics		9

Related Requirements		23 semester hours
MATH 221	Calculus I	4
MATH 222	Calculus II	4
MATH 223	Calculus III	4
MATH 326	Differential Equations I	3
CHEM 116&118&119	Chemistry I and Chemistry II and Lab OR	8
Total hours as outlined		
Major department(s) required		50
Related requirements		23

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: GSCI 111, 112, 210, 220, 341, 343, 391; PHYS 123/114, 125/116, 223, 224, 226, 335, and 362.

### Department Writing Requirement

Students in Geophysics will satisfy the writing requirement of either the Department of Geological Sciences or Physics. The determination will be made by the Coordinator and/or advisor upon review of student's course selection. Students must consult with their advisor to ensure that they meet the College's writing requirement.

For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of the College.

<b>B. A. in Geophysics</b>			
<b>Sample Program Outline/Advising Guide</b>			
FIRST YEAR			
Fall	Hours	Spring	Hours
PHYS 123 and 114	4	PHYS 125 and 116	4
GSCI 111	4	GSCI 112	4
MATH 221	4	MATH 222	4
F/	3	INTD 105	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
SECOND YEAR			
PHYS 223	3	PHYS 224	3
MATH 223	4	MATH 326	3
CHEM 116 and 119	5	CHEM 118	3
HUMN 220	4	CHEM 119	2
PHYS 226	1	PHYS 228	2
		HUMN 221	4
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>17</b>
THIRD YEAR			
GSCI 210	3	GSCI 220	3
PHYS 335	3	GSCI 341	3
PHYS 362	2	PHYS or GSCI Elective	3
F/ or Foreign Language	3	S/ or Foreign Language	3
S/U/	3	M/	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>15</b>
FOURTH YEAR			
PHYS or GSCI Elective	3	PHYS or GSCI Elective	3
GSCI 343	3	Electives	12
GSCI 391	1		
Electives or F/ or S/	9		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
Total hours as outlined – 120			
Physics or Geological Sciences required – 50			
Required related – 23			

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisor for additional information.*

# History

**Joseph Cope, Chair (Sturges Hall 305) - [history.geneseo.edu](http://history.geneseo.edu)**

Distinguished Teaching Professor: W. Cook. Professor: E. Crosby, T. Hon, M. Oberg, H. Waddy. Associate Professors: J. Cope, W. Gohlman, J. Kleiman, K. Mapes, D. Tamarin, J. Williams. Assistant Professors: C. Adams, J. Behrend, S. Bein, M. Stolee. Adjunct Faculty: T. Baraden, J. Getnick, T. Goehle, M. Finn, M. Patenaude, J. Revell.

## Bachelor of Arts Degree

Total credit hours required to complete major: 38-41

Basic Requirements	38-41 semester hours*	
HIST 220	Interpretations in History: (subtitle)	4
HIST 221	Research in History: (subtitle)	4
Senior Experience: HIST 391 OR HIST 393 OR HIST 396	Senior Seminar: (subtitle) Honors Research/Writing* Senior Essay	3-6
Other history courses, including: a maximum of nine hours at the 100-level a minimum of nine hours at the 300-level a minimum of six hours in European history at the 200 level or above a minimum of six hours in United States history at the 200 level or above a minimum of six hours in Non-Western history at the 200 level or above		27
*Students who enroll in the Departmental Honors program will complete 41 hours in history.		

### Minimum Competence Requirement

A grade of C- or better is required for all courses taken for the major.

### Department Writing Requirement

The entire History curriculum emphasizes a variety of writing skills and forms. To demonstrate writing proficiency, all history majors will complete a "capstone writing assignment" in the Senior Seminar-History 391, Honors Thesis-History 393, or the Senior Essay-History 396. The student will produce a finished written work of substantial length which reflects the application of diverse writing skills (including planning, pre-writing, revision, etc.). Students must maintain and, if requested, submit all notes, outlines, drafts, etc., with the final paper. Students must demonstrate writing competence in order to pass the capstone writing assignment.

For further information, contact your advisor or Dr. Hon, the Department Chair. For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

## Minor in History

Basic Requirements	19 semester hours	
HIST 220 OR 221		4
Courses at the 100-level		0-6
Upper-division courses at least one course at the 300-level		9-15

## Honors in History

Available for history majors who meet Department eligibility criteria (see course description for HIST 393). Senior history majors who accept a Departmental invitation will complete research and writing of an undergraduate Honors Thesis over the course of two semesters.

Special arrangements may be made for students seeking secondary education certification. HIST 393 fulfills the Senior Experience requirement of the major.

## **Certification in Adolescence Education (7-12): Social Studies**

The Bachelor of Arts program can be planned so that New York State initial certification requirements are met (see School of Education).

### **History Courses**

---

#### **HIST 105 S/Western Civilization Until 1600**

This course, the first part of a two-semester survey of European history, focuses on the political, socio-economic, intellectual, and religious history of the Ancient Near East, Greece, Rome, the Medieval World, the Renaissance, and the Reformation which provide the roots for the contemporary Western civilization. Proper analysis of primary sources is stressed, and student participation is encouraged. Credits: 3(3-0)

#### **HIST 106 S/Europe Since 1600**

This course, the second part of a two-semester survey of Western Civilization, introduces students to the shaping of twentieth-century Europe by examining the period after 1600 with emphasis on political, cultural, and socio-economic history. The course stresses evaluation of both primary and secondary historical materials and encourages student participation in the process of historical analysis. Credits: 3(3-0)

#### **HIST 107 Ethnic Europe**

This course approaches the long cultural and social history of Europe from a multi-cultural perspective, crossing national as well as disciplinary boundaries. Beginning with the pre-Christian period, it surveys the development of local customs and identities in the context of an array of political entities. Then it explores the nineteenth and twentieth centuries, and how ethnic and religious minorities have fared as a result. This leads through the Holocaust to discussion of the many ethnic tensions in today's Europe. Students participate actively in the discussion of these issues, and each explores an ethnic identity in a paper based in part on an oral history project. Credits: 3(3-0) Offered not on a regular basis

#### **HIST 108 The Bible**

This course will study significant selections

from the Old Testament and most of the New Testament. Emphasis will be on the study of institutional and theological development of the Hebrews and early Christians. Credits: 3(3-0) Offered not on a regular basis

#### **HIST 112 S/World History I**

A comparative survey of world societies, from the first human organizations of complex societies in Mesopotamia, the Indus Valley, Egypt, China, Central America, and South America, ending about 1500 C.E. The course will emphasize the interaction of humans and their environments, social organization, family structures, social elites, and cross-cultural contacts. This course is the first half of a two semester survey of world history. Credits: 3(3-0) Offered every fall

#### **HIST 113 World History II**

This course is a comparative survey of the history of modern societies from approximately 1500 C.E. to the present. Rather than looking at one part of the world, then another, etc. we will approach it by comparing societies that dealt with the same ecological, political, social, and economic challenges at roughly the same time. Credits: 3(3-0) Offered every spring

#### **HIST 150 S/U/History of the United States I**

The first part of a two-semester survey of American history (from pre-Columbian days to the present, with the dividing point at 1877). Emphasis is placed upon the relations of environment and cultural heritage to the economic, scientific, and political forces of American life. Credits: 3(3-0)

#### **HIST 151 S/U/History of the United States II**

The second part of a two-semester survey of American history (from 1877 to the present). A constructive and critical analysis of our institutions, customs, and traditions is presented in connection with the many unsolved

## History Courses

problems which challenge democratic government. Credits: 3(3-0)

### **HIST 155 S/U/Politics and Power in United States History**

This course is a broad general survey of U.S. history that focuses on particular aspects of politics, power, and democracy as they influenced the people and institutions of the country over time. Credits: 3(3-0)

### **HIST 161 S/U/Issues in American History I**

This course will develop students' reasoning capacities and awareness of historical debates through an examination of selected issues, events, and problems in American history. It will take a chronological approach, using materials that span the period from 1600-1877, that is from the settlement of the New World through the end of Reconstruction. Credits: 3(3-0) Offered not on a regular basis

### **HIST 162 S/U/Issues in American History II**

This course will develop students' reasoning capacities and awareness of historical debates through an examination of selected issues, events, and problems in American history. It will take a chronological approach, using materials that span the period from 1877 to the present, that is, from the end of the Reconstruction period. Credits: 3(3-0) Offered when demand is sufficient

### **HIST 163 S/U/African American History to 1877**

This course will explore major events, people, and issues pertaining to African-American history to 1877, including the Atlantic slave trade, the African-American experience in slavery and in freedom from the colonial period through the Civil War and Reconstruction, and the impact of slaves and free blacks on colonial, early national, and antebellum history. Credits: 3(3-0). Offered not on a regular basis

### **HIST 164 S/U/African American History from 1877**

This course will examine the African American experience from emancipation to the present day. Some major themes to be covered include: Reconstruction, segregation; disfranchisement; lynchings; urban and

northern migrations; the Harlem Renaissance; the impact of war on race and citizenship; the black freedom struggle; and black nationalism. Credits: 3(3-0). Offered every spring

### **HIST 203 Biography: (subtitle)**

The presentation of an important era in history through study of the careers of representative people in government, literature, education, and other areas of public life. The subject matter of the course varies from semester to semester according to the particular interests of instructors and students. Notes: This course may be taken for credit twice under different subtitles. Credits: 3(3-0) Offered not on a regular basis

### **HIST 204 S/U/U.S. Since 1945**

This course will examine the transformation of the United States since World War II, focusing on the Civil Rights struggle, the impact of the rights revolution, that emerged in the 1960's. The rise and fall of the Cold War as a force in American life, and the changing role of government in society. Credits: 3(3-0)

### **HIST 205 The World Since 1945**

A survey of global revolutionary changes which followed the end of the Second World War--in their ideological, political, economic, and military aspects. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 206 Ancient Greek Civilization**

A study of the institutions, literature, art, and philosophy of ancient Greece. Topics include the nature and development of the polis, the Greek mind, and the spread of Greek civilization. Extensive use of primary material. Credits: 3(3-0) Offered fall, even years

### **HIST 207 Ancient Roman Civilization**

A study of the institutions, literature, religions, art, and philosophy of ancient Rome. Topics include the rise, development, and collapse of the Republic; the winning and governing of an empire; the Hellenization of Rome; the beginning of Christianity; the Pax Romana; the barbarians; the fall of the Empire. Credits: 3(3-0) Offered spring, odd years



## History Courses

---

### **HIST 209 Christian Thought**

This course will survey Christian Literature from the New Testament to the present. The emphasis will be on the interpretation of primary texts from all eras of Christian history including early Christianity, the Middle Ages, the Reformation, and modern times. Although the focus of the course is Christian theology, some consideration will be given to the development of Christian institutions. Credits: 3(3-0) Offered not on a regular basis

### **HIST 211 The Early Middle Ages**

A study of the transition from ancient to medieval times, the barbarian tribes in the West, the triumph of Christianity, Byzantium and the rise of Islam, the rise of the Franks, feudal society, and the decline and subsequent revival of monasticism and papacy. Deals with social, economic, and political development, and with cultural and intellectual matters. Readings are in primary sources. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 212 The High Middle Ages**

A study of the 12th-century renaissance, the development of both monastic and scholastic cultures, the rise of nation states, the conflicts of church and state, the rise and decline of the papacy, the impact of the new religious orders, the social and economic developments of Europe from the rise of cities to the great era of international trade. Readings are in primary sources. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 213 Medieval and Renaissance City - States in Italy**

This course will be offered in Siena, Italy. After a brief examination of the Etruscan and Roman origins of Italian cities, the course will focus on the rebirth of Italian cities in the 11th, 12th, and 13th centuries and their history until the middle of the 16th century when for all practical purposes the era of the independent city-states had ended. Students will examine the political, social, economic, religious, and cultural history of Italian city-states, particularly those in Tuscany with a special emphasis on Siena. Credits: 3(3-0) Offered not on a regular basis

### **HIST 214 British Isles: Four Nations in Contact and Conflict**

This will be a three week course taught in the British Isles. Historically, the term "British Isles" - a term which suggests both unity and harmony - is problematic. Although England, Ireland, Wales and Scotland have been at various times politically tied to one another, their relations have often been fraught with tension and conflict. Ireland's contentious relationship to England is, of course, well-known. Less obvious, but no less significant, are the tensions that exist amongst the Welsh, the Scots, the Cornish, and subjects from around Britain's former world empire, over what it means to be British. This course seeks to provide students with an understanding of the complexities inherent in the relationships between the nations and peoples that inhabit the British Isles. Credits: 3(3-0) Offered not on a regular basis

### **HIST 220 Interpretations in History: (sub-title)**

Students in HIST 220 will get an intensive introduction to the practice and study of history in a seminar setting. Students will read and discuss many works of scholarship which take different approaches to the same set of historical issues and/or events. Through detailed and sustained class discussion and individual analysis of several historical works dealing with the same general field, students will gain better analytic skills and an understanding of the variety of historical interpretations possible for a given topic. Prerequisites: 9 hours of college-level history credit, at least 3 hours of which must be at Geneseo; or junior standing. Credits: 4(4-0)

### **HIST 221 Research in History: (sub-title)**

Students will get an intensive introduction to the process of historical research and writing in a seminar setting. This course will acquaint students with research methods, train them to interpret primary sources and lead them through the conceptualization, research, drafting, and rewriting of an historical study. Prerequisites: 9 hours of college-level history credit, at least 3 hours of which must be at Geneseo; or junior standing. Credits: 4(4-0)

## History Courses

---

### **HIST 230 Modern Ireland, 1550 to the Present**

This course covers the history of Ireland from the 16th-century Tudor conquest through the present. Course content will include the Reformation and Counter-Reformation, conquest and plantation politics under the Tudors and Stuarts, the emergence of the Protestant ascendancy, protest and reform movements during the late 18th and 19th centuries, the famine and migration, the emergence of Gaelic nationalism, and the crisis in Northern Ireland. Credits: 3(3-0). Offered once every four semesters

### **HIST 232 Early Modern Europe Expansion**

From the middle of the 15th century through the end of the 18th, European explorers, adventurers, traders, and settlers swarmed into virtually all corners of the globe. This mass migration of Europeans wrought immense changes, the repercussions of which continue to haunt us today. This course proceeds roughly chronologically, focusing on characteristic moments of contact, exchange, conflict, and transformation. Topics that we will explore include: the motives for European exploration and expansion; attempts (both successful and failed) at cross-cultural communication; the effects of European conquest and colonization on native populations; the legacies of the age of exploration in terms of human and biological ecology, social structures, and culture; the impacts of contact and settlement on European political systems and mentalities; and the significance of early manifestations of the modern global economy and culture of consumerism. Credits: 3(3-0) Offered not on a regular basis

### **HIST 242 History of Pre-Modern Russia, 862-1725**

This course will survey Russian history from the Kiev period through the reign of Peter the Great. Topics studied will include: the issue of nationality, the development and impact of Russian Orthodoxy, the Mongol period, the rise of Muscovy, the institutions of serfdom and autocracy, the question of Westernization, and other social, economic, and political issues. A main focus of the course will be the reading of primary sources. Credits: 3(3-0)

Offered at least once every four semesters

### **HIST 250 S/U/Work and Workers in Modern America**

This course will explore the history of work, workers, and workers' movements in America from the era of the Civil War to the present, with special attention to the unique aspects of race, ethnicity, and gender that shaped the American working class. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 251 U/Issues in the Social History of the United States, 1800-1960**

An introduction to the social and cultural history of the United States from 1800 to 1960, including an examination of such topics as education; women and the role of the family; the reform impulse; sports and recreation; race, class, and ethnicity; and religion. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 258 S/U/The American Presidency: A Survey**

A review and criticism. Consideration of the office as a microcosm of American values. A chronological examination of the Presidency and its response to major social and political alternatives. Selected presidential themes are analyzed, including institutional structure, exercise and abuse of power, leadership roles, personality styles, constituency relationships, and political ideologies. Credits: 3(3-0) Offered not on a regular basis

### **HIST 260 S/U/Issues in the History of American Women**

A chronological survey of American women's history from European contact to the present, with particular attention to the evolving and interrelated issues of race, class, work, public power, family, and sexuality. Credits: 3(3-0) Offered every spring

### **HIST 261 M/U/Native American History**

This course is a survey of the history of Native Americans in the region that ultimately became the United States. It will trace the effects and consequences of European settlement, and native response, resistance, and accommodation to colonization; explore Indian response to the American Revolution and the westward expansion of white settle-

## History Courses

---

ment in the decades following; and examine the historical context of the problems, issues, and challenges facing Native Americans in contemporary American society. Credits: 3(3-0) Offered once a year

### **HIST 262 American Indian Law and Public Policy**

Surveys the constitutional status of Indians in the American federal system and the issues and controversies affecting Native American communities and individuals today. Cross listed with AMST 262. Credits: 3(3-0)

### **HIST 263 S/U/Civil War and Reconstruction: The United States 1848-1877**

A study of the causes and course of the American Civil War and subsequent Reconstruction with an emphasis on the political and cultural aspects and implications. Topics include slavery and abolition, sectionalism, the breakdown of the party system, the war itself as experienced by both soldiers and civilians, political and military leadership, the course of Reconstruction, the conflicts generated by Reconstruction, and the ambiguous legacy of the entire period for American culture. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 264 S/U/United States Immigration History**

Within the context of the basic narrative of American history, this course will explore the history of immigrants in America from the 1830s to the present, with special attention to the issues of assimilation, acculturation, Americanization, ethnicization, naturalization, nativism, and immigration restriction. Immigration history is an excellent lens for exploring the nation's common institutions and ideals and America's evolving relation with the world. Credits: 3(3-0) Offered not on a regular basis

### **HIST 266 S/U/Civil Rights Movement in America**

Through the Civil Rights Movement, African Americans and their white allies initiated and maintained a massive social movement which assaulted centuries of discrimination, segregation, and racism in the United States. We will examine, not only familiar images

from the movement, but also the larger forces that made the movement possible. We will identify the social, political, and economic changes that contributed to the making of the Movement, paying particular attention to the African-American tradition of struggle and protest. Within the movement, we will consider such topics as the role of public leaders and grass roots activists; the role of the media; the extent and nature of nonviolence and self-defense; and the relationship between national events, leaders, laws, and organizations and local movements and local realities; and the Black Power movement of the late 1960s. Credits: 3(3-0) Offered not on a regular basis

### **HIST 267 S/U/Women and U.S. Social Movements**

**This course will explore the role of women** in selected social movements with particular attention to how women's involvements often leads to subsequent movements for women's rights. Possible areas of emphasis include the connections between the 19th century abolitionist movement and the subsequent women's rights/woman suffrage movement or the connections between the modern Civil Rights Movement and the women's liberation movement of the 1960s and 1970s. Credits: 3(3-0)

### **HIST 270 S/M/History of Latin America to 1825**

A survey of Latin American history from its pre-conquest indigenous and Iberian origins to the collapse of the Spanish Empire and the emergence of national states. Primary emphasis is placed upon the Spanish doctrines of conquest and colonization, the development and influence of the colonial system, and the independence movements. Credits: 3(3-0) Offered every fall

### **HIST 271 S/M/History of Latin America since 1825**

A survey of Latin American history from the emergence of the national states to the present. Primary emphasis is placed upon the political, social, economic, and cultural development of the major states and problems of mutual interest to the United States

## History Courses

and the Latin American nations. Credits: 3(3-0) Offered every spring

### **HIST 281 M/Traditional East Asian History to 1840**

A survey of traditional East Asian history, focusing on the rise of Chinese and Japanese civilizations, the formation and development of the Chinese empire, the cultural exchanges among East Asian countries and between East Asia and other parts of the world, and the position of East Asian civilization in the ancient and medieval world. Credits: 3(3-0) Offered every fall

### **HIST 282 M/East Asian History since 1840**

A survey of modern East Asian history, focusing on the collapse of the traditional order in China and Japan following Western invasion in the mid-19th century, China's and Japan's efforts to pursue modernization while maintaining their national identities, and the contemporary importance of East Asia in our changing world. Credits: 3(3-0) Offered every spring

### **HIST 291 M/The Islamic World: 600-1800**

A survey of Islamic history, focusing on the rise of Islam, the formation of classical Islamic civilization, the Muslim reaction to invasions from East and West, the second expansion of Islam, and the great empires of the 16th-18th centuries. Credits: 3(3-0) Offered every fall

### **HIST 292 The Modern Islamic World: 1800 to the Present**

A study of the Western conquest of the Muslim world in the 19th century and the social, political, and religious responses to this conquest. Special attention is given to such topics as women and Islam, U.S. attitudes to Islam, and the contemporary Islamist movement. Credits: 3(3-0) Offered every spring

### **HIST322 German Society and Politics Since 1945**

This course will describe and evaluate the historical legacy of Weimar and Nazi Germany, the development of domestic and for-

eign policies of the two Germanies during the Cold War, and the causes and process of the East German revolution in 1989. Based on this background, the course will address and analyze various policy problems--political, social economic, and foreign--facing contemporary Germany. Themes of continuity and change, coming to terms with the past, and comparisons and relations with the U.S. will highlight the course. (Crossed listed with PLSC 322) Prerequisites: PLSC 120 or permission of the instructor Credits: 3(3-0) Offered not on a regular basis

### **HIST 332 Italian Renaissance**

A study of the political, social, and intellectual history of the Italian city states from 1300 to 1530. Emphasis is on primary source materials. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **HIST 333 Northern Renaissance and Reformation**

An intense look at the interrelated phenomena of the Renaissance outside of Italy, the Protestant Reformation, and the Catholic Counter-Reformation. Emphasis is on the reading of original documents, such as the works of Erasmus, More, Luther, Calvin, and Loyola. (Not a chronological survey of a historical period.) Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **HIST 337 The British Isles, 1485-1714**

The reign of the Tudor and Stuart monarchs saw sustained and deep-reaching changes in the four nations of the British Isles (England, Scotland, Ireland, and Wales). Over just two centuries, this region witnessed divisive processes of religious transformation associated with the Protestant Reformation; the absorption of the peoples of the "Celtic fringe" into a centralized and bureaucratized nation state based in London; two separate political revolutions and series of bitterly fought rebellions in Scotland and Ireland; the transformation of the British Isles from a relatively weak and marginal region into a global economic and military power; and particularly vibrant Brit-

## History Courses

ish contributions to literature and the arts, philosophy, and the sciences. Using primary and secondary source readings, this course will explore these transformations and will assess the impact of these changes on the societies and cultures of the four nations. Prerequisites: HIST 220 and HIST 221 or permission of instructor. Credits: 3(3-0). Offered not on a regular basis

### **HIST 339 French Revolution**

A close look at the background, nature, events, personalities, and historiography of the history of France, 1787-1799. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 342 Imperial and Revolutionary Russia**

A survey of Russian history with special emphasis given to the political, economic, social, and cultural unrest which developed in the period of the later Romanovs and led to the rise of communist society. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 344 Nazi Germany**

This course covers the Nazi era in Germany, which began in 1914 with the First World War and ended with the 1949 division of the country into East and West Germany. Highlights include the experience of trench warfare, Hitler's early career in politics, the despair created by the Great Depression, explanations of the Nazi victory in 1933, the racial culture of the Nazi years, the "total war" of 1939-1945, particularly the nightmare of the Eastern Front, the perpetration of the Holocaust, and Hitler's immediate legacy in the chaotic postwar years. The analytical approach mixes political with socio-cultural issues to explore in particular the ordinary German's experience of Nazism. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 349 The Holocaust in Historical Perspective**

This course considers the Holocaust as the culmination of many diverse developments in European history: political, socio-economic, cultural, theological, and ethical. Consequently, the readings extend back through Shakespeare to the Bible, and they include contemporaries' accounts from the Nazi, the victims', and the rescuers' perspectives. The course will also assess the legacies of the Holocaust to the postwar world, including the founding of Israel. The approach is multicultural with emphasis on both Western and Eastern European experiences. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 352 The English Atlantic World to 1763**

English Expansion and colonization in the New World, including the plantation societies of the West Indies; development of creole societies in America and the Caribbean; Anglo-Indian relations in early America; development of the institution of slavery; the transplantation of English society in America and the Caribbean. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 353 The Age of the American Revolution: 1763-1789**

Structure of American society, British colonial policy, American opposition, growth of revolutionary movements, independence and political revolution, military and diplomatic phases, social consequences of the Revolution, post-war economics, post-war politics, post-war society, the movement for a strong central government, the Philadelphia Convention, ratification of the Constitution; the inauguration of the new government. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered spring, odd years

### **Hist 355 Slave Rebellions and Resistance in the Atlantic World**

This course examines slave rebellions and resistance in the eighteenth and nineteenth centuries in a wide variety of locales, includ-

## History Courses

---

ing the United States, the Caribbean, and South America. Our goals will be to examine what constitutes a slave rebellion, how resistance differed from rebellion, how revolts were organized, how they impacted local communities as well as nation-states, and how various forms of resistance altered slaveholder power. This course will give you a sense of what slavery was like in the New World, and how historical events, such as the French and Haitian revolutions, altered slave regimes, and how slave rebels shaped the abolitionist movement. In addition, we will explore how historians have interpreted the fragmentary evidence on revolts and conspiracies. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered once every other year

### **HIST 357 Black Power and Structural Inequality in Post-1945**

This course will focus on the post-World War II African-American experience, with particular attention to national, state, and local policies and to northern and western urban centers. We will examine the basis for structural inequality side-by-side with Black activism and alternate visions for Black communities and the country. Traditional narratives of the post-World War II era have emphasized the southern Civil Rights Movement ending in Black Power, white backlash, and urban de-industrialization and decline. In the past decade, historians have collectively challenged that framework and emphasis, illustrating, for example, that governmental policies which privileged whites and reinforced segregation pre-dated the southern movement and did not simply emerge in response to the angry and violent rhetoric of Black Power. Moreover, through Northern-based local studies historians have effectively illustrated that the dichotomies of South versus North and Civil Rights versus Black Power are far too simplistic, obscuring both long-term Black activism outside the South and the common roots and bases for Civil Rights and Black Power. We will explore these and other issues related to the post-World War II Black Freedom Struggle in the North and West and the interrelated themes of structural inequality and white privilege

through our reading. Prerequisites: HIST 220 and HIST 221 or instructor's permission. Credits: 3(3-0).

### **HIST 360 Religion in American History**

A survey of the effect of religious beliefs and practices on the social and political history of the United States and an investigation of the institutional development of religion during the colonial and national periods. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **HIST 361 The Early Republic: U.S. 1789-1840**

A study of the development of the American republic from the establishment of a new government under the Constitution to the election of 1840. Topics include the launching of a new government, the Federalist Era, Jeffersonian Democracy, Diplomacy and the War of 1812, Nationalism and Expansion, and Jacksonian Democracy. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **HIST 362 M/History of the Iroquois: From Pre-Contact to Present**

This course will explore the history and culture of the Iroquois people from the era prior to their first contact with European peoples, through their diaspora following the American Revolution, to their present-day struggles and achievements in Canada and the United States. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered every other fall

### **HIST 365 United States Cultural and Intellectual History: The Nineteenth Century**

An examination of the history of the intellectual and cultural aspects of the United States during the nineteenth century. Topics will include the issue of a national identity in a new nation, the sources of cultural unity in the United States, the development of cultural divisions (such as regional, racial, partisan, religious, and economic differences), and the dramatic transformations that occurred in Americans' ways of perceiving themselves

## History Courses

---

and others during the period. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **HIST 366 African-Americans in the Age of Jim Crow**

This course will explore African-American history from the period following Reconstruction (when racially-based segregation became both the law and practice throughout the United States) until 1954 (when the Brown decision ended the legal and Constitutional basis for racial segregation). The course will examine work, culture, gender, class, activism, and leadership as African Americans struggled against the strictures of Jim Crow. The course will also examine major events and movements, including the Great Migration, the Great Depression, Garveyism, the Harlem Renaissance, and World War II. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **HIST 367 Making of Industrial America, 1877-1918**

This course will examine the emergence of American industrialism, the consolidation of a strong national state, the development of an expansionist foreign policy, and the ways in which the processes of immigration, urbanization, and proletarianization laid the foundations for modern America in the period between Reconstruction and the First World War. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered at least once every four semesters

### **HIST 368 Making of Modern America, 1918-1945**

This course will examine the ways modern American politics, economy, and culture were shaped by the period bounded by the two World Wars and marked by the Great Depression and the efforts of the Hoover and Roosevelt administrations to resolve it. Emphasis is on the domestic, social, political, and economic history of the period. Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered at

least once every four semesters

### **HIST 369 Environmental Thought & Politics in Modern America**

This course traces the historical development of American environmental thought and politics from the late 19th century to the present. It will be particularly concerned with the clash between two distinct forms of environmental thought and action: one promoting the sustainable use of the natural environment and the other opposing human intervention into wilderness areas. The course will also explore the ways in which gender, race, class, religion, and globalization have intersected with environmental thought and politics. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **HIST 372 History of Modern Mexico**

This course will examine the history of Mexico from 1810 to the present, focusing on social and economic evolution as well as political change. Special attention will be given to the history of U.S.-Mexican relations. Prerequisites: HIST 270 or HIST 271, or permission of the instructor; and for History majors HIST 220 and HIST 221. Credits: 3(3-0) Offered not on a regular basis

### **HIST 380 Studies in Non-Western History: (subtitle)**

An in-depth study of a particular topic in Asian, African, and/or Latin American history. Topics could be defined either by time or space: the history of Iran, the Islamic revival, liberation movements, and the history of Indo-China are possible areas that might be offered. (May be taken for credit twice under different subtitles.) Prerequisites: HIST 220 and HIST 221, or permission of the instructor. Credits: 3(3-0) Offered not on a regular basis

### **HIST 381 Traditional China**

This course offers a study of the major historical eras in China, a country of long history and grand tradition. Special emphasis will be put on examining how schools of thought (e.g., Confucianism, Daoism, and Zen Buddhism) have shaped the social and political

## History Courses

---

life of the Chinese people. Through reading selected classical texts and literary works, this course examines the important features of traditional Chinese society, including the structure of the extended family, the rule of the gentry in the village, the division of the inner (female) and outer (male) quarters, the civil service examination system, the constant dynamics between the local and central authorities. Prerequisites: HIST 220 and HIST 221 or permission of instructor. Credits: 3(3-0) Offered spring, even years

### **HIST 382 Modern China**

This course examines the momentous changes in modern China from 1911 to the present. It covers major historical events such as the 1911 Revolution, the 1949 Communist Revolution, the Great Proletarian Cultural Revolution in the 1960s and Deng Xiaping's reform in the 1980s and 1990s. Based on first person accounts and specialized studies, this course calls attention to the multiple factors--historical, cultural, social, and economic--that have shaped contemporary China. Prerequisites: HIST 220 and HIST 221 or permission of the instructor. Credits: 3(3-0) Offered spring, odd years

### **HIST 391 Senior Seminar: (subtitle)**

A seminar focusing on a topic, or related group of topics in European, United States, and/or non-Western history. The seminar will incorporate in-class discussion of historiographic questions as well as independent research related to the selected topic(s).

Prerequisites: one 300-level history course or permission of the instructor; and for History majors, HIST 220 and HIST 221. Credits: 3(3-0)

### **HIST 393 Honors Research/Writing**

Two semesters of individual research and writing, of an undergraduate thesis, directed by a member of the Department of History. Available for history majors with a 3.0 cumulative grade point average and who have taken at least 24 hours of history courses with at least a 3.5 average. Invitation to participate will be by the Department. Prerequisites: Senior standing, one 300-level course, and HIST 220 and HIST 221. Credits: 3(0-6) Offered by individual arrangement

### **HIST 395 Internships**

Internship experiences related to the history major can be arranged. Interns are required to fulfill a set of objectives related to their major, mutually agreed upon by the student, the faculty supervisor, and the participating agency. Notes: See also Internship section of this bulletin. Offered by individual arrangement

### **HIST 396 Senior Essay**

A major structured research project that will satisfy the senior experience component of the history major. Students will work with an individual faculty member and complete a major research project. Prerequisites: one 300-level history course, HIST 220 and HIST 221, and permission of department chair. Credits: 3(0-6)



## B. A. in History

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
HIST elective 100 or 200 Level	3	HIST elective 100 or 200 Level	3
INTD 105	3	HIST elective 100 or 200 Level	3
F/	3	F/	3
Foreign Language	3	S/	3
N/	4	Foreign Language	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

#### SECOND YEAR

HIST 220 or 221	4	HIST 220 or 221	4
HUMN 220	4	HUMN 221	4
N/	4	S/	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>

#### THIRD YEAR

HIST elective 200 or 300 Level	3	HIST elective 200 or 300 Level	3
HIST elective 300 Level	3	HIST elective 300 Level	3
Elective	3	Elective	3
R/ or electives	6	Electives	6
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

HIST elective 200 or 300 Level	3	Senior experience	3
HIST elective 300 Level	3	Electives	12
Electives*	9		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

\*May include the first three hours of HIST 393, Honors Research/Writing, for the Senior Experience

Total Semester Hours --- 120

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Humanities

**Elias Savellos, Coordinator (Welles Hall 105D)**

Faculty currently teaching in the Humanities Core can be found at <http://go.geneseo.edu/humanities>

The Humanities sequence is designed to be the center of the College's General Education program and of liberal education in this College. The two courses which make up the Humanities requirement approach the subject of moral and political values using the methods of the three Humanities disciplines: literature, history, and philosophy. The goal of these courses is to acquaint our students with the major Western value systems by examining the basic readings from philosophical and literary points of view, and in a historical context. Although the courses are taught primarily by faculty of the Humanities Academic Area, other faculty members teach in this interdisciplinary program as their schedules permit.

## Humanities Courses

### **HUMN 220 H/Western Humanities I**

A search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from the beginnings to 1600. The course is factual as well as conceptual, including a narrative history of the period covered. Credits: 4(4-0)

### **HUMN 221 H/Western Humanities II**

A search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from 1600 to the present. The course is factual as well as conceptual, including a narrative history of the period covered. Prerequisites: HUMN 220. Credits: 4(4-0)

# Interdepartmental and Interdisciplinary Courses

## **INTD 101 First Semester Seminar**

This course, open to entering students, provides an intimate setting (no more than 20 students per section) within which curiosity, active inquiry, and critical approaches to issues are encouraged. The academic focus of the course is determined by its instructor, who will also act as a resource person to address concerns arising during the semester. Prerequisites: First semester college status. Credits: 1(1-0) Offered every fall

## **INTD 102 Residential College Seminar: (subtitle)**

Residential College Seminars are one-credit hour seminars taught by Geneseo faculty and staff in coordination with the Department of Residence Life. RC Seminars focus on faculty and staff research interests and are open to all Geneseo students. RC seminars are discussion and experience-based, and may include a service-learning component. Winter Intersession offerings are dependent on full enrollment. Credits: 1(1-0)

## **INTD 105 Writing Seminar: (subtitle)**

Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction, potentially taught by any member of the College faculty. Because this is primarily a course in writing, reading assignments will be briefer than in traditional topic courses, and students will prove their understanding of the subject matter through writing compositions rather than taking examinations. Required of all freshmen. Prerequisites: Enrollment limited to freshmen. Credits: 3(3-0)

## **INTD 110 ESL Oral Communication**

This course presents basic communication survival skills to students learning English as a second language. The primary focus will be on functional English, pragmatic language skills and understanding cultural differences. A secondary focus will be on pronunciation, learning vocabulary, idioms and common English sentence structure. Credits: 1(0-2)

## **INTD 111 American Sign Language I**

This course includes introduction to approximately 300 basic conversational signs and grammatical principles needed to engage in

survival-level conversation with deaf people. Finger spelling and background information on Deaf Culture and Community are included. Credits: 3(3-0) Offered when demand is sufficient

## **INTD 112 American Sign Language II**

This course builds upon the knowledge base of American Sign Language I. Along with a growth in vocabulary, the student will be introduced to various communication environments in which American Sign Language might be used. More attention to the use of upper body and facial expression in representing the pragmatics and semantic principles of American Sign Language will be stressed. Students will continue to learn about the Deaf Community and its culture throughout the course. Prerequisites: INTD 111. Credits: 3(3-0) Offered when demand is sufficient

## **INTD 150 Study Abroad: (subtitle)**

This is a interdisciplinary slot course for study abroad designed to introduce students to the experience of studying in another country. Each class will last from one to three weeks and depending on the length of time will earn from one to three credits. Credits: 1 to 3 (0-2 to 0-6)

## **INTD 170 Strategies for College Success**

Designed to prepare the incoming students for the expectations of college writing, grammar, research, accepting personal responsibility, discovering self-motivation, mastering self-management, emotional intelligence, creating interdependent support networks, reading comprehension and introducing students to a variety of study skills and strategies. A variety of writing experiences, reading comprehension, study skills and personal development skills and strategies will be discussed and practiced by students. This includes informal journal writing and free-writing, as well as more formalized forms of writing like article analysis, annotated bibliographies and research papers. Important grammatical concepts will be reviewed and practiced as needed throughout the term. Reading comprehension strategies, such as SQR3, will be presented and practiced

## Interdepartmental and Interdisciplinary Courses

using multi-disciplinary materials so that students can learn to apply reading strategies across the curriculum in the sciences, social sciences, humanities and fine arts. Study skill strategies, such as concept mapping, vocabulary activities, mnemonic devices, note taking and eight ways to abbreviate will be presented, practiced and applied. Prerequisites: Acceptance into the AOP freshmen class. Credits: 3(3-0)

### **INTD 200 Research in Washington**

The course is designed to give undergraduates an intensive research experience in the archives and libraries of Washington, D.C. Each student will work with a faculty mentor prior to the beginning of the course to design a research project to be carried out in Washington. The course instructor in Washington will introduce students to such research facilities as the Library of Congress, the National Archives, the Folger Library, and individual agencies and organizations with specialized collections. Participants will meet regularly as a group and individually with the instructor to discuss research techniques, questions or problems that emerge during the research process, as well as progress on projects. Credits: 3(0-6) Offered summer sessions depending upon student demand and faculty availability

### **INTD 202 Leadership: (subtitle)**

The GOLD Leader Mentors will explore leadership concepts in the context of service to the Geneseo campus community. The course will include weekly meetings and a combination of instructor-led discussions and presentations by each of the GOLD Leader mentors. Topics include: leadership theories, the practice of leadership, leadership development, service and leadership, civic leadership, and mentoring. Students will present topics in seminar format to other students registered in the GOLD Program. (Up to 4 credits may be counted towards graduation. S/U grading.) Prerequisites: Permission of instructor. Credits: 1(1-0)

### **INTD 203 U/Social Foundations of American Education**

This course focuses on the many kinds of diversity (ethnic and cultural, socio-economic, racial, religious, linguistic, gender

and sexual orientation) to be addressed by schools in America. Students examine significant social and cultural challenges emerging in our country, legal and judicial issues, both at the national and state level, the economics and politics of schooling, the history and philosophy of education, and the historical evolution of curriculum and instruction in American schools. The course will draw on students' prior service-learning to provide examples to understand theoretical concepts. Prerequisites: Declaration of candidacy for certification or permission of instructor. Credits: 3(3-0)

### **INTD 205 Business Communications**

Effective communication is a key skill in today's business world. This course aims to provide students with the basic skills and knowledge required for effective business communication. Students will develop competency in oral, written, and interpersonal communication relevant to business and professional organizations. Prerequisites: INTD 105. Restricted to School of Business majors. Credits: 3(3-0).

### **INTD 210 Topics in Film: (subtitle)**

Exploration of various aspects in film from specific personages to focuses such as cinema history, specific genres, and cross-cultural studies. May be taken twice under different subtitles. Credits: 3(2-2) Offered once a year

### **Intd 215 Central European Cultural History**

The course will focus on the cultural-historical development of Central Europe. The students will study the different peoples who make up the multi-cultural quilt of Central Europe via readings, lectures, and audio-visuals. Cultural, religious and historical contributions of minorities in Central Europe, such as the Roma, German minority and Jews will also be explored in addition to the majority populations. Prerequisites: INTD 105. Credits: 3(3-0) Offered fall, even years

### **INTD 240 Student Development**

An introduction to the history and philosophy of student personnel work in higher education and its impact on student life. Provides a basic understanding of education law and

## Interdepartmental and Interdisciplinary Courses

its effect on institutional policies. Develops communication skills and group skills. Notes: Duration 5 weeks. Graded on S/U basis.

Prerequisites: Selection as a resident advisor or as an alternate or permission of instructor. Credits: 1(2-2)

### **INTD 250 Study Abroad: (subtitle)**

This is a interdisciplinary slot course for intermediate level study abroad. This course is designed to introduce students to the ways in which an overseas study program illuminates course content and, conversely, the ways in which course content illuminates the overseas experience. Credits: 1 to 6 (0-2 to 0-12)

### **INTD 300 Topics in Secondary Education: Science**

This course is intended for the science major (biology, chemistry, physics, geology) who is enrolled in the adolescent certification program. It provides a broad background that addresses the New York State Learning Standards in Mathematics, Science and Technology. The major focus of the course will be on the nature of science and technology and their influence on society. Prerequisites: INTD 203, EDUC 204 and SPED 205. Corequisite: INTD 302. Credits: 1(1-0) Offered every spring

### **INTD 301 Topics in Secondary Education: English-Adolescent Literature**

This course is designed to assist preservice teachers in becoming acquainted with literary selections and resources used to teach adolescents from grades 7-12. The course emphasizes the reading of this literature, in particular, the genre of young adult fiction, and will introduce methods for integrating the literature within the English classroom. The course also considers the selection of literature for students of a full range of abilities including students with special needs and English language learners. Prerequisites: INTD 203, EDUC 204, and SPED 205. Corequisite: INTD 302. Credits: 3(3-0) Offered every spring

### **INTD 301 Topics in Secondary Education: Social Studies for Middle School Students**

This course is designed to develop in the

preservice Social Studies teacher an understanding of the Social Studies content found in middle school grades 5-8 and the special needs, characteristics and potentials of diverse students with whom they will deal in the middle schools. The course will examine the New York State Social Studies Standards in grades 5-8, the emergence of middle schools, their philosophical roots, middle school students, and specific curricular, instructional and affective support strategies adapted for these students. Prerequisites: EDUC 204 and SPED 205. Corequisite: INTD 302. Credits: 3(3-0) Offered every spring

### **INTD 301 Topics in Secondary Education: Mathematics**

This course, which is intended for the mathematics major who is enrolled in the secondary education program, provides a bridge between the college level mathematics required of the mathematics major and the mathematics in the secondary school curriculum. The major focus of the course will be on selected mathematical topics from the secondary school curriculum and the pedagogical implications for teaching them. Consideration will be given to the pedagogical implications of instruction in reading, writing, listening, and speaking in the content area as well as strategies for modifying content for use with students having special needs. Students must enroll concurrently in INTD 302. Prerequisites: INTD 203, EDUC 204 and SPED 205. Credits: 3(3-0) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: Social Studies**

Students will develop a rationale for teaching social studies, compare alternative curriculum positions, analyze and apply various models of teaching, match models to learners, design an appropriate learning environment, evaluate curriculum resources, prepare a unit of instruction appropriate to the NYS 7-12 syllabi, and design procedures for evaluating learning. Prerequisites: INTD 203, EDUC 204, and SPED 205. Corequisite: INTD 301. Credits: 3(2-2) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: English**

This course focuses on current approaches

## Interdepartmental and Interdisciplinary Courses

and practices in teaching the English language arts in grades 7-12 with special emphasis on writing. It introduces students to curriculum development for diverse students of various cultures and special needs. Students construct a thematic unit that interates the language arts consistent with the New York State Learning Standards and the IRA/NCTE Standards for the English Language Arts. Peer teaching and a school-college computer mentoring project provide authentic experience in teaching and also stimulate reflection on pedagogical theory. Collaborative pedagogy is modeled throughout the course. Prerequisites: INTD 203, EDUC 204 and SPED 205. Corequisite: INTD 301. Credits: 3(3-0) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: Foreign Language**

This course provides the theory and practice of foreign language instruction at the middle school and secondary high school levels including the state and national foreign language standards and the application of modern technologies in foreign language instruction. Students apply the theory to the development of instructional materials, lesson plans, and communicative unit plan. Prerequisites: INTD 203, EDUC 204, and SPED 205. Corequisite: FREN 320 or SPAN 320. Credits: 3(3-0) Offered every spring

### **INTD 302 Methods and Materials in Secondary Education: Mathematics**

The purpose of this course is to prepare preservice teacher of mathematics for the student teaching internship. Throughout this course, discussions will center on methods of planning, teaching, evaluating and managing mathematics classes. In addition, the theme Professionalism will be emphasized. Students in INTD 302 are expected to demonstrate a maturity and dedication to secondary mathematics prior to being assigned a student teaching placement. Consideration will be given to the pedagogical implications of instruction in reading, writing, listening, and speaking in the content area as well as strategies for modifying content for use with students having special needs. Prerequisites: INTD 203, EDUC 204, and SPED 205. Corequisite: INTD 301. Credits: 3(2-2) Offered every spring

### **INTD 302 Methods & Materials in Second-**

### **ary Educ: Biology, Chemistry, Geology, & Physics**

This course is designed to provide the theory and practice necessary to teach science at the middle school (junior high school) and high school levels. Students will use a variety of instructional materials and strategies to develop lessons and a unit based on the NYS Standards for Mathematics Science and Technology and appropriate State and/or local curricula. The course will also focus on developing skills to help learners of different needs and abilities meet the goal of scientific literacy. Prerequisites: INTD 203, EDUC 204, and SPED 205. Corequisite: INTD 301. Credits: 3(2-2) Offered every spring

### **INTD 345 Children's Literature in Elementary School**

A study of notable children's literature with an emphasis on literary qualities and the ways in which children's literature reflects social and cultural values. This course also illustrates various principles of teaching and suggests diverse ways of responding to children's literature in an elementary classroom. Credits: 3(3-0) Offered every spring

### **INTD 354 Medieval Studies: (subtitle)**

A study of some aspect of medieval culture, with emphasis on the interrelationship between society, politics, literature, and thought. Credits: 3(3-0) Offered when demand is sufficient

### **INTD 356 The Age of Dante**

An examination of society, art, politics, philosophy, religion, and literature in Dante's Italy. The central focus is a reading of *The Divine Comedy*. Instructors use this focus to show the interrelationship among the various elements of the course. Credits: 3(3-0) Offered every fourth semester.

### **INTD 370 Urban Issues Seminar**

An interdisciplinary approach to the study of urban problems. The course is designed to provide the opportunity for in-depth analysis of selected issues. Each seminar will focus on one aspect of the city (e.g. gentrification/renewal, the urban ghetto, suburbanization). Prerequisites: GEOG 377 or SOCL 217. Credits: 3(3-0) Not offered on a regular basis.

### **INTD 376 Advanced Mathematics Topics**

**for Early Childhood and Childhood Education**

This course is designed for the student with an interest in becoming an early childhood and childhood mathematics specialist. Its focus is on more advanced investigation and application of previously encountered mathematics material and its usefulness and relevance to the mathematics curriculum in the schools. Prerequisites: MATH 140, MATH 141 and 12 additional hours of college level mathematics. Credits: 4(4-0) Offered every fall

**INTD 395 Internship: (subtitle)**

Provides selected students with vocational experiences designed to complement their academic studies and introduce them to professional activities related to their bac-

calaureate degree programs.

**INTD 399 The Professional Internship in Public Relations:**

Students are expected to complete an internship in a business, education, or corporate public relations institutions in the Rochester, Syracuse, or Buffalo areas during the college summer session. Prerequisites: Junior or senior standing, completion of two-thirds of the Public Relations minor, and permission of the instructor. Credits: 3(0-9) Offered by individual arrangement.

# International Relations

Jeremy Grace Coordinator (Welles Hall 2)

Faculty: Interdepartmental advisory committee representing the departments of Anthropology, Economics, Languages & Literatures, Geography, History, Management, Political Science, and Sociology.

## Bachelor of Arts Degree

Total Credits in Major Required for Degree: 39-51

Basic Requirements		39 semester hours
ECON 101	Introductory Microeconomics	3
ECON 102	Introductory Macroeconomics	3
PLSC 120	Comparative Politics	3
PLSC 140	International Politics	3
PLSC 246	U.S. Foreign Policy	3
One course on the Developing World from HIST 113 World History II OR GEOG 123 S/M/The Developing World OR PLSC 228 S/M/Developing World Politics OR SOCL 105 Introduction to Global Social Change		3
One course on World Culture from PLSC/PHIL 202 M/World Religions & Contemporary Issues OR PHIL 214 Chinese Philosophy OR PHIL 215 Eastern Philosophy OR ANTH 100 Intro to Cultural Anthropology OR ANTH 301 Religion, Society and Culture		3
One Capstone course from PLSC 320 Theories of Comparative Politics OR PLSC 345 Theories of International Relations OR PLSC 346 Global Issues.		3
Thematic Cluster Track - five courses from one of the tracks listed below (Distribution of course-levels in the thematic cluster track must meet the following conditions: at least 9 hours at the 300 level; at least 3 of the remaining 6 hours at the 200 level; and a maximum of 6 hours with the same department prefix.)		15

Students must complete at least 3 credits in study abroad, an approved internship, or an approved special project. Information can be obtained from the Political Science Department and faculty advisors in the International Relations program. If appropriate in content, three credits may be applied to the Thematic Cluster Track.

Related Requirements	0 - 12 semester hours
Foreign language through the intermediate level or its equivalent is required.* The foreign language requirement may be satisfied by one of the following:	
<ol style="list-style-type: none"> <li>1. satisfactory completion of course work through the 202-level</li> <li>2. satisfactory score on the Foreign Language Placement Test</li> <li>3. a score of 4 or 5 on the Advanced Placement ETS Examination</li> </ol>	

\*(Notes: Geneseo offers Spanish, French, and German through the 202 level each year. Other languages are offered when demand is sufficient. Consult Department of Languages and Literatures listings. *Additional advanced foreign language study, whether at Geneseo or overseas,*



is strongly encouraged for International Relations majors.)

### Minimum Competence Requirement

A grade of C- or better is required for all courses used in fulfillment of the major including required related courses.

Note: Majors in International Relations should contact the International Relations Coordinator, for information on the writing requirement.

## Thematic Cluster Tracks

### The Global Political Economy Track\*\*

	ANTH 307	Third World Development
	COMN 362	International Mass Communication
	ECON 320	Comparative Economic systems*
	ECON 355	Economic Development and Growth*
	ECON 364	International Trade and Economic Policy**
	ECON 365	International Macroeconomics*
	FREN 313	Contemporary Civilization*
	FREN 335	Commercial*
	GEOG 366	Geography of the Western Pacific Rim*
	GEOG 381	Economic Globalization*
	GERM 313	Contemporary Civilization*
	GERM 335	Commercial*
	MGMT 316	International Finance*
	MGMT 370	International Business*
	PLSC 225	Politics of East Central Europe
	PLSC 226	Politics of Western Europe*
	PLSC 228	S/M/Developing World Politics (if not selected as a basic requirement)
	PLSC 248	Politics of the European Union*
	PLSC 348	Politics of International Economic Relations*
	SOCL 325	Global Social Change*
	SPAN 313	Contemporary Spanish Civilization*
	SPAN 314	Contemporary Spanish-American Civilization*
	SPAN 335	Commercial Spanish*

\*Indicates prerequisite courses, other than INTR basic requirements, are necessary.

\*\*Those students interested in an International Business focus should seriously consider majoring in Management, Economics, or Accounting, with a second major or a minor in International Relations.

### War and Peace Studies Track

	ANTH 208	Classics of Ethnography*
	COMN 362	International Mass Communication*
	FREN 313	Contemporary Civilization*
	FREN 325	Civilization*
	GERM 313	Contemporary Civilization*
	GERM 325	Civilization*
	GEOG 102	Human Geography
	GEOG 365	Geography of Islam
	GEOG 376	Political Geography*
	HIST 205	The World Since 1945
	HIST 292	The Modern Islamic World: 1800-Present
	PLSC 220	Failed States*

PLSC 227	Civil War and Conflict Resolution
PLSC 241	Politics of Genocide
PLSC 328	Politics of the Middle East*
PLSC 340	International Law and Organization*
PLSC 341	Democracy and International Relations*
PLSC 342	Human Rights in a Global Perspective*
PLSC 347	Terrorism and National Security*
PSYC 121	Conflict Resolution
SPAN 313	Contemporary Spanish Civilization*
SPAN 314	Contemporary Spanish-American Civilization*
SPAN 325	Spanish Civilization*

\*Indicates prerequisite courses, other than the INTR basic requirements, are necessary.

### C. European Systems Track

FREN 313	Contemporary Civilization*
FREN 325	Civilization*
GERM 313	Contemporary Civilization*
GERM 325	Civilization*
HIST 106	Europe Since 1600
HIST 107	Ethnic Europe
HIST 205	The World Since 1945
HIST 214	British Isles: Four Nations in Contact and Conflict
HIST 230	Modern Ireland
HIST 238	European Social History in the 19th and 20th Centuries
HIST 335	Contemporary Europe*
HIST 342	Imperial and Revolutionary Russia*
HIST 344	Nazi Germany*
HIST 349	The Holocaust in Historical Perspective*
INTD 215	Central European Cultural History
INTR 250	Russian Civilization
PLSC 225	Politics of East Central Europe
PLSC 226	Politics of Western Europe
PLSC/HIST 322	German Society and Politics Since 1945
PLSC 291	Russia Yesterday and Today
PLSC 248	The European Union*
PLSC 329	Politics of Russia and Eurasia*
SPAN 313	Contemporary Spanish Civilization*
SPAN 325	Spanish Civilization*

\*Indicates prerequisite courses, other than basic requirements, are necessary.

### D. Developing World Track

ANTH 208	Classics of Ethnography*
ANTH 214	Ethnography of Southeast Asia
ANTH 224	Ethnography of Gender in Latin America
ANTH 232	S/M/China and Modernization
ANTH 307	Third World Development
ANTH 313	Global Health Issues*
ECON 355	Economic Development and Growth*
FREN 313	Contemporary Civilization*
FREN 326	The French-Speaking World Outside Europe*

GERM 313	Contemporary Civilization*
GEOG 123	The Developing World (if not selected as a Basic Requirement)
GEOG 362	Latin America*
GEOG 363	Geography of Africa
GEOG 365	Geography of Islam
HIST 113	World History II (if not selected as a basic requirement)
HIST 205	The World Since 1945
HIST 271	History of Latin America Since 1825
HIST 282	East Asian History Since 1840*
HIST 292	The Modern Islamic World: 1800-Present
HIST 372	History of Modern Mexico*
HIST 380	Studies in Non-Western History*
HIST 382	Modern China*
PLSC 220	Failed States*
PLSC 222	Politics of East Asia
PLSC 223	Politics of South Asia
PLSC 224	Government and Politics in Africa
PLSC 221	Democratization
PLSC 227	Civil War and Conflict Resolution
PLSC 228	Developing World Politics (If not selected as a basic requirement)
PLSC 240	Asia in the Global Setting
PLSC 321	State and Society in the Nonwestern World*
PLSC 325	Politics of Mexico, Central America, and Caribbean*
PLSC 326	Politics and Government in South America*
PLSC 328	Politics of the Middle East*
PLSC 342	Human Rights in a Global Perspective*
PLSC 348	Politics of International Economic Relations*
SPAN 314	Contemporary Spanish-American Civilization*
SPAN 326	Spanish-American Civilization*

\*Indicates prerequisite courses, other than INTR basic requirements, are necessary.

## Minor in International Relations

The International Relations Minor provides the interested student the opportunity to gain a substantive and analytical background in foreign affairs. The program affords the student the opportunity to study the significant domestic and international factors affecting relations among countries with particular emphasis on the political and economic dimensions of these relations and their implications for American policy in the world. The program provides both the fundamental background in international relations and the chance for students to specialize in an area. Opportunities for participation in Model United Nations, study abroad, and Washington internships in the area of international relations may be available to qualified students.

Successful completion of the program prepares students for career possibilities in the Federal foreign affairs and defense community, international business, or related areas. The program would also prepare students for graduate study in international relations, business, or area studies.

The program offers an interdepartmental selection of courses from Political Science, School of Business, Anthropology, Communication, Geography, History, Psychology, and Sociology. The student is required to complete 24 semester hours: 12 hours of basic required courses and 12 elective hours selected by the student from among the International Relations thematic cluster tracks listed above.

Total Required Hours		24 semester hours
Basic Requirements		12 semester hours
PLSC 120	Comparative Politics	3
PLSC 140	International Politics	3
PLSC 246	U.S. Foreign Policy	3
ECON 101	Introductory Microeconomics	3
Electives—four courses chosen from any one International Relations Track*		12 semester hours
* No more than two courses from any academic department; at least two at the 300-level and no more than one at 100-level.		

Related Requirements	0 - 12 semester hours
<p>Students completing the minor will be required to demonstrate competence through the intermediate level or its equivalent.</p> <p>The foreign language requirement may be satisfied by one of the following:</p> <ol style="list-style-type: none"> <li>1. satisfactory completion of course work through the 202-level</li> <li>2. satisfactory score on the Foreign Language Placement Test.</li> <li>3. a score of 4 or 5 on the Advanced Placement ETS Examination</li> </ol>	

Political Science majors must choose their electives outside Political Science; Economics and Management majors must choose two of their electives outside the School of Business.

## International Relations Course

### INTR 393 Honors Thesis

The thesis is a major structured research project in International Relations that will cap a student's experience in the major. Students will work with an individual faculty member and complete a major research paper of 30-40 typed pages (on average). An oral report of the final paper will be presented to the faculty in the major. Enrollment is

by invitation of the IR Coordinator and the agreement of a faculty member to supervise the thesis. Prerequisites: Senior status, completion of 21 hours of coursework in the major with a 3.5 grade point average in the major and a cumulative grade point average of 3.2. Credits: 3(0-6) Offered by individual arrangement

## B.A. in International Relations

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
PLSC 140	3	S/U/	3
ECON 101	3	ECON 102	3
N/	4	N/	4
F/	3	F/	3
INTD 105	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

HIST 113 or GEOG/S/M or SOCL 105/S/M	3	R/	3
		PLSC 246	3
PLSC 120	3	Foreign Language	3
Foreign Language	3	HUMN 221	4
HUMN 220	4	PLSC/PHIL 202 or PHIL 214 or PHIL 215 or ANTH 100 or ANTH 301	3
Elective	3		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

Thematic Cluster 100-200-level	3	Thematic Cluster 300-level	3
Thematic Cluster 200-level	3	Thematic Cluster 300-level	3
Foreign Language	3	Foreign Language	3
Elective	3	Thematic Cluster 300-level	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

Study Abroad	3	Capstone PLSC 345/346	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>12</b>

Total Semester Hours---120

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Languages and Literatures

Rose McEwen, Chair (Welles Hall 212B) - [go.geneseo.edu/languages\\_and\\_literatures](http://go.geneseo.edu/languages_and_literatures)

Associate Professor: B. Evans, L. Bernard, J. Gomez, C. Klima, R. McEwen. Assistant Professors: K. Adabra, R. Delgado. Lecturer: F. Brea. Adjunct Faculty: Y. Abramova, A. Aljaysh, S. Baker, A. Betts, W. Heller, M. Houghton, S. Kelly, W. Kennison, J. Lewis, J. Ocampo, L. Ponziani, R. Ptak, J. Tang, T. Tewksbury, R. Vallejo.

## Bachelor of Arts Degree in French or Spanish

Total Credit hours required to complete major: 30

Basic Requirements (all in a single language)		30 semester hours
301	Composition	3
302	Readings	3
One course in the survey of literature (from French 350, 355 or 360; Spanish 303, 304, 305 or 306)		3
One course in literature (from French 350, 355, 360 or 365; Spanish 350, 352, 353, 362, 363, 372, 373 or 382)		3
One course in grammar (from French/Spanish 316, 318, or 335)		3
One course in linguistics (from French/Spanish 317, 319, or 323)		3
One course in civilization (from French 313, 325, 326/Spanish 313, 314, 325, 326)		3
Three electives at the 300-level		9
NOTES: A minimum of thirty credit hours of foreign language at the 300-level is required for the major. A minimum of 15 credits (including 301 and 302) must be taken on the Geneseo campus.		
Recommended:		
Elementary Latin I and II		6
Proficiency in a second language at the 202-level or its equivalent		12

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all 300-level courses in fulfillment of the 30-hour requirement for the major.

### Department Writing Requirement

During their Junior year, students will write a 500- to 600-word essay in the target language under examination conditions. Students will have 2 hours to write on a topic provided at the time of the examination. Students may use bilingual dictionaries and/or dictionaries of the target language. Written proficiency must be at or above the Advanced Low Level of Proficiency as described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages. The exam is offered on the third Wednesday of the month during regular semesters, starting at 2:30 p.m. To take the exam, students must make a reservation at least 72 business hours in advance by contacting the Department's secretary at (585)245-5247 or writing to [forlang@geneseo.edu](mailto:forlang@geneseo.edu). NOTE: the exam can only be attempted once per semester. For further information, please contact your advisor or the Department Chair or visit the Department's website.

For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

### Minor in Languages and Literatures (French, German and Spanish)

A minimum of 18 semester hours in one foreign language at the 300-level, which must include 301 and 302 in that language.

## Certification in Adolescence Education (7-12): French or Spanish

Requirements of the Bachelor of Arts degree, the Workshop course included (FREN or SPAN 320), and specified professional preparation courses must be completed for New York State initial certification (see School of Education program description). Special Note: For initial certification, written and oral proficiency must be at or above the Advanced Low Level of Proficiency as described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages. In order to demonstrate levels of proficiency, certification candidates are required to take the Oral Proficiency Interview (OPI) and pass at or above ACTFL's Advanced Low Level of Proficiency. To schedule either of these exams, please read the instructions in the Department's website or contact the Department chair.

### Department Notes

In general, French and Spanish language courses 102, 201, and 202 are offered every semester. French and Spanish 101 and German 101 and 201 are offered in the fall semester. Chinese, Italian, Japanese and Latin (from 101 to 201) are generally offered on a 3- or 4- semester rotation. Arabic and Russian (from 101 to 202) are offered on a 3- or 4- semester rotation.

All incoming freshmen wishing to enroll in 301 must have earned a score of 4 or 5 on the Advanced Placement Educational Testing Service Examination or have placed at the 300-level on the departmental Foreign Language Placement Examination.

**Placement Exam.** The Department's Placement Examination is offered in Chinese, French, German, Italian, Japanese, Latin, Russian and Spanish. A placement exam may demonstrate a student's competency in a foreign language in order to partially or fully meet SUNY Geneseo's General Education Requirement, which is the equivalent of three college-level courses in a single language (proficiency up to and including the 201 level). A student may take this exam only once in any one language. Online placement examinations take about 30 minutes to complete, are available in French, German, Russian and Spanish, and are offered during Summer Orientation or in South Hall 328 on the afternoon (between 2:00-4:00 p.m.) of the Sunday immediately preceding the first day of the fall or spring semesters. Placement exams are also offered the second Wednesday of every month during regular semesters starting at 2:30 p.m. To take the exam, students must make a reservation at least 72 business hours in advance by contacting the department's secretary at (585)-245-5247 or writing to [forlang@geneseo.edu](mailto:forlang@geneseo.edu)

**Prerequisite Guidelines:** Generally, no student with previous study in a language will be allowed to enroll in the 101 course for that language. Failure to enroll in the proper course could result in loss of earned credit hours. Students are encouraged to take the Placement Examination in the Department to determine their proper placement.

**Internships:** Consult the section on Internships in this bulletin or contact the Office of the Dean of the College for additional information.

**Study Abroad Programs:** SUNY Geneseo has study abroad programs in French at the Université Paul-Valéry, in Montpellier, France; semester and year-long study abroad programs in Spanish are available at the Universidad de Cádiz, Spain and Universidad Nacional de Cordoba, Argentina; and summer, semester and year-long programs in Spanish at the Universidad Nacional in Heredia, Costa Rica, and at Universitas Equatorialis in Cuzco, Peru. For more information on these and other study abroad programs, contact the Office of Study Abroad Programs or the Department chair.

## Languages and Literatures Courses

---

### **ARBC 101 Elementary Arabic I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for students who have never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered on a 3-semester rotation

### **ARBC 102 Elementary Arabic II**

A continuation of ARBC 101. Prerequisite: 101 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **ARBC 201 Intermediate Arabic I**

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisite: 102 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation.

### **ARBC 202 Intermediate Arabic II**

A continuation of ARBC 201. Prerequisites: ARBC 201 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

### **CHIN 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered on a 3-semester rotation

### **CHIN 102 Elementary II**

A continuation of CHIN 101. Prerequisites: CHIN 101 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **CHIN 201 Intermediate I**

Reviews the fundamentals of structure and continues to develop the four language skills:

listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: CHIN 102 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **CHIN 202 Intermediate II**

A continuation of CHIN 201. Prerequisites: CHIN 201 or its equivalent. Credits: 3(3-0) Offered once every two years.

### **CHIN 399 Directed Study**

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 semester hours). Offered by individual arrangement

### **FREN 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered every fall

### **FREN 102 Elementary II**

A continuation of FREN 101. Prerequisites: FREN 101 or its equivalent. Credits: 3(3-0)

### **FREN 201 Intermediate I**

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: FREN 102 or its equivalent. Credits: 3(3-0)

### **FREN 202 Intermediate II**

A continuation of FREN 201. Prerequisites: FREN 201 or its equivalent. Credits: 3(3-0)

### **FREN 300 Oral Communication**

Intensive training in aural comprehension and oral expression, pronunciation and intonation. Topics based on everyday situations. For credit in the major, minor, or concentration, only when taken in sequence (before or at the same time as 301) or during Freshman year. Prerequisites: FREN 202 or its equivalent



## Languages and Literatures Courses

lent and permission of the Department.  
Credits: 3(3-0) Offered every spring

### **FREN 301 Written Composition**

This course offers practice in expository writing with emphasis on clarity, structure and idiomatic expression, focusing on a variety of topical and practical issues. Students are introduced to practical applications and provided a review of selected grammar topics. Prerequisites: FREN 202 or equivalent. Credits: 3(3-0)

### **FREN 302 Introduction to Literature**

An introduction to textual analysis based on representative literary texts from France and the francophone world. The course covers principles of literary criticism that are central to the analysis and discussion of narrative, poetry, and drama. Prerequisites: FREN 301. Credits: 3(3-0)

### **FREN 313 Contemporary French Civilization**

Study of the social institutions and ways of life in present-day France, focusing on cultural and linguistic identity as well as changing family structures and the challenges in an increasingly multiethnic society. Discussions are based on authentic sources: internet, magazines, books, reviews, recordings, and interviews. Aural/oral skills emphasized. Prerequisites: FREN 301. Credits: 3(3-0) Offered spring, odd years

### **FREN 314 M/Contemporary Francophone Civilizations**

This course is a study of the main aspects of modern institutions and ways of life in the French-speaking world outside Europe (e.g., Africa, North America, and the Caribbean). Discussions are based on authentic sources from the Internet, books, magazines, recordings, and interviews. Aural and oral skills are emphasized. Prerequisites: FREN 301. Credits: 3(3-0). Offered fall, odd years

### **FREN 316 Advanced Grammar and Syntax**

Study of complex structures and related grammatical concepts. Prerequisites: FREN 301. Credits: 3(3-0) Offered spring, odd years

### **FREN 317 Phonology**

Linguistic analysis of the French sound system with emphasis on problem areas for English speakers. Intensive practice in phonetics and corrective drills for the improvement of pronunciation and intonation. Prerequisites: FREN 301. Credits: 3(3-0) Offered every fall

### **FREN 318 Advanced Composition**

Intensive review of grammatical structures and their application to written communication. Prerequisites: FREN 301. Credits: 3(3-0) Offered fall, odd years

### **FREN 320 Workshop**

This course helps students acquire knowledge and develop skills necessary to conduct communicative lessons within French-language cultures. Students explore topics of interest to middle and high school students, review and practice grammatical structures necessary to conduct class in French and present two peer micro-teach lessons. Content and skills required for success on the French CST and oral OPI provide a secondary focus of this course. Prerequisites: FREN 301. Restricted to Foreign Language Education majors. Credits: 3(3-0) Offered every spring

### **FREN 323 Selected Topics in Linguistics**

Introduction to major morphologic, phonetic and syntactic structures of French and the fundamental assumptions about language change through time. Also an initiation to regional and social variation of French in the francophone world with a focus on pronunciation patterns, vocabulary items, and sentence structures. Prerequisites: FREN 301. Credits: 3(3-0) Offered every spring

### **FREN 325 French Civilization**

A study of the social, political, intellectual, and cultural life of France from ancient times to the present. Prerequisites: FREN 301. Credits: 3(3-0) Offered spring, even years

### **FREN 326 M/Early Non-European Francophone Civilizations**

Analysis of major trends, issues, and movements in francophone civilizations from colonial and early post-colonial periods. A broad

## Languages and Literatures Courses

range of elements, including art, architecture, religion, education, family life and roles of women are highlighted. Prerequisites: FREN 301. Credits: 3(3-0) Offered fall, even years

### **FREN 335 French for Business**

Contemporary French language as it applies to business operations with attention to understanding and composing business letters and other documents. Oral communication and elements of French culture related to good business practices is emphasized. Prerequisites: FREN 301. Credits: 3(3-0) Offered spring, even years

### **FREN 350 Medieval and Renaissance French Literature**

Close reading of major works from the 11th to the 16th centuries: epic, lyric, poetry, Arthurian romance, theater, prose. Prerequisites: FREN 302 Credits:3(3-0) Offered fall, odd years

### **FREN 355 French Literature of the Classical Period and Enlightenment**

Close reading of major works from the 17th and 18th centuries: theatre, prose, poetry, philosophy. Prerequisites: FREN 302. Credits: 3(3-0) Offered spring, even years

### **FREN 360 French Literature from Romanticism to the Present**

Close reading of major works from the 19th century to the present: novels, poetry, theater, philosophy. Prerequisites: FREN 302. Credits: 3(3-3) Offered fall, even years

### **FREN 365 Selected Topics in French Literatures and Cultures: (subtitle)**

A study of a period, a genre, a theme or a specific writer. Typical offerings could be: French women writers, comedy, Moliere, Voltaire, the novel. (May be taken twice under different subtitles.) Prerequisites: FREN 302. Credits: 3(3-0) Offered spring, odd years

### **FREN 399 Directed Study**

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 semester hours). Offered by individual arrangement

### **GERM 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language

skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered every fall

### **GERM 102 Elementary II**

A continuation of GERM 101. Prerequisites: GERM 101 or its equivalent. Credits: 3(3-0) Offered every spring

### **GERM 201 Intermediate I**

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: GERM 102 or its equivalent. Credits: 3(3-0) Offered every fall

### **GERM 202 Intermediate II**

A continuation of GERM 201. Prerequisites: GERM 201 or its equivalent. Credits: 3(3-0) Offered every spring

### **GERM 300 Conversation**

Intensive training in aural comprehension and oral expression, pronunciation and intonation. Topics based on everyday situations. For credit in the major, minor, or concentration, only when taken in sequence (before or at the same time as 301) or during Freshman year. Prerequisites: GERM 202 or its equivalent and permission of the Department. Credits: 3(3-0) on regular rotation

### **GERM 301 Composition**

Designed to develop advanced skills in oral and written expression. Review of grammatical structure and vocabulary development. Prerequisites: GERM 202, intermediate credit by examination, or Advanced Placement credit. Credits: 3(3-0) Offered on regular rotation

### **GERM 302 Readings**

Development of reading skills. Introduction to literature with emphasis upon contemporary authors. Prerequisites: GERM 301. Credits: 3(3-0) Offered on regular rotation

## Languages and Literatures Courses

---

### **GERM 313 Contemporary Civilization**

Study of the main aspects of modern life in the target language country (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, interviews, information online). Aural/oral skills emphasized. Prerequisites: GERM 301. Credits: 3(3-0) Offered on regular rotation

### **GERM 316 Grammar and Syntax**

Review of grammatical principles with intensive written and oral drill. Prerequisites: GERM 301. Credits: 3(3-0) Offered on regular rotation

### **GERM 325 Civilization**

A study of the social, political, intellectual, and cultural life of the target language country from the origins to the present. Prerequisites: GERM 301. Credits: 3(3-0) Offered on regular rotation

### **GERM 335 Commercial**

Basic study of economy and trade of the target language country; acquisition of specialized vocabulary for banking, business transactions and operations, with emphasis on commercial correspondence. Prerequisites: GERM 301. Credits: 3(3-0) Offered on regular rotation

### **GERM 399 Directed Study**

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 semester hours). Offered by individual arrangement

### **ITAL 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered on a 3-semester rotation

### **ITAL 102 Elementary II**

A continuation of ITAL 101. Prerequisites: ITAL 101 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **ITAL 201 Intermediate I**

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: ITAL 102 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **ITAL 202 Intermediate II**

A continuation of ITAL 201. Prerequisites: ITAL 201 or its equivalent. Credits: 3(3-0) Offered not on a regular basis

### **ITAL 399 Directed Study**

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 semester hours). Offered by individual arrangement

### **JAPN 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered on a 3-semester rotation

### **JAPN 102 Elementary II**

A continuation of JAPN 101. Prerequisites: JAPN 101 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **JAPN 201 Intermediate Japanese I**

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading, and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: JAPN 102 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **LATN 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course

## Languages and Literatures Courses

is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered on a 3-semester rotation

### **LATN 102 Elementary II**

A continuation of LATN 101. Prerequisites: LATN 101 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **LATN 201 Intermediate I**

Intensive readings (in the original) of significant works by major Latin authors. Representative offerings would include such texts as Virgil's *Aeneid*, Ovid's *Metamorphosis*, Augustine's *Confessions*, and Boethius' *Consolation of Philosophy*. Prerequisites: One year of college Latin (101-102 at Geneseo) or two or more years of high school Latin. Credits: 3(3-0) Offered on a 3-semester rotation

### **LATN 202 Intermediate II**

A continuation of LATN 201 at a higher level of difficulty. Prerequisites: LATN 201. Credits: 3(3-0) Offered not on a regular basis

### **LATN 301 Advanced Latin Authors**

See description of Latin 201/202. Prerequisites: Intermediate college Latin (201/202) or 4 or more years of high school Latin. Credits: 3(3-0) Offered not on a regular basis

### **LATN 302 Advanced Latin Authors**

See description of Latin 201/202. Prerequisites: Intermediate college Latin (201/202) or 4 or more years of high school Latin. Credits: 3(3-0) Offered not on a regular basis

### **LATN 399 Directed Study**

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 semester hours). Offered by individual arrangement

### **RUSS 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school

equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered on a 3-semester rotation

### **RUSS 102 Elementary II**

A continuation of RUSS 101. Prerequisites: RUSS 101 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **RUSS 201 Intermediate I**

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: RUSS 102 or its equivalent. Credits: 3(3-0) Offered on a 3-semester rotation

### **RUSS 202 Intermediate II**

A continuation of RUSS 201. Prerequisites: RUSS 201 or its equivalent. Credits: 3(3-0) Offered once every two years

### **RUSS 399 Directed Study**

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 semester hours). Offered by individual arrangement

### **SPAN 101 Elementary I**

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0) Offered every fall

### **SPAN 102 Elementary II**

A continuation of SPAN 101. Prerequisites: SPAN 101 or its equivalent. Credits: 3(3-0)

### **SPAN 201 Intermediate I**

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: SPAN 102 or its equivalent. Credits: 3(3-0)

## Languages and Literatures Courses

### **SPAN 202 Intermediate II**

A continuation of SPAN 201. Prerequisites: SPAN 201 or its equivalent. Credits: 3(3-0)

### **SPAN 300 Oral Communication**

Intensive training in aural comprehension and oral expression, pronunciation and intonation. Topics based on everyday situations. For credit in the major, minor, or concentration, only when taken in sequence (before or at the same time as 301) or during Freshman year. Prerequisites: SPAN 202 or its equivalent and permission of the Department. Credits: 3(3-0)

### **SPAN 301 Written Communication**

Offers practice in expository writing with emphasis on clarity, structure and idiomatic expression, focusing on a variety of topical issues. Students are introduced to practical applications and provided a review of selected grammar topics. Prerequisites: SPAN 202 or equivalent. Credits: 3(3-0)

### **SPAN 302 Introduction to Hispanic Literature**

An introduction to textual analysis based on representative literary texts from Spain and Latin America. The course covers principles of literary criticism that are central to the analysis and discussion of narrative, poetry, and drama. Prerequisites: SPAN 301. Credits: 3(3-0)

### **SPAN 303 Survey of Spanish Literature I**

Survey of major Spanish literary works, movements and genres from the 11th through the 17th centuries. Prerequisites: SPAN 302. Credits: 3(3-0) Offered fall, even years

### **SPAN 304 Survey of Spanish Literature II**

Survey of major Spanish literary works, movements and genres from the 18th through the 21st centuries. Prerequisites: SPAN 302. Credits: 3(3-0) Offered fall, odd years

### **SPAN 305 Survey of Latin American Literature I**

Survey of major literary works, movements and genres from the pre-Columbian era to the late 19th century. Prerequisites: SPAN 302. Credits: 3(3-0) Offered spring, odd years

### **SPAN 306 Survey of Latin American Literature II**

Survey of major literary works, movements and genres from the late 19th century to the present. Prerequisites: SPAN 302 Credits: 3(3-0) Offered spring, even years

### **SPAN 311 Spanish for Native Speakers**

Designed to develop advanced skills in written expression. Review of grammar structure with emphasis on difficulties encountered by native speakers. Topics of compositions related to hispanic identity in the USA. Can be taken by native or near-native speakers instead of SPAN 301. Students with credit for SPAN 301 may not enroll in this course. Prerequisites: SPAN 202, intermediate credit by examination or Advanced Placement credit. Credits: 3(3-0) Offered not on a regular basis

### **SPAN 313 Contemporary Spanish Civilization**

Study of the main aspects of modern life in Spain (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, interviews, information online). Aural/oral skills emphasized. Prerequisites: SPAN 301. Credits: 3(3-0) Offered spring, even years

### **SPAN 314 M/Contemporary Latin American Civilizations**

Study of the main aspects of life in 20th and 21st century Latin America (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, interviews, information online). Aural/oral skills emphasized. Prerequisites: SPAN 301. Credits: 3(3-0) Offered fall, odd years

### **SPAN 316 Advanced Grammar and Syntax**

Study of complex structures and related concepts. Prerequisites: SPAN 301. Credits: 3(3-0) Offered spring, odd years

### **SPAN 317 Phonology**

This course presents an introduction to Spanish phonetics and phonology. It focuses on the Spanish sound system and its relation to its orthography. It studies different varieties

## Languages and Literatures Courses

of spoken Spanish and develops awareness of factors that contribute to dialect variation. Prerequisites: SPAN 301. Credits: 3(3-0) Offered every fall

### **SPAN 318 Grammar and Composition**

Review and development of advanced grammatical structures and their application to written communication. Prerequisites: SPAN 301. Credits: 3(3-0) Offered fall, odd years

### **SPAN 320 Workshop**

This course helps students acquire knowledge and develop skills necessary to conduct communicative lessons within Spanish-language cultures. Students explore topics of interest to middle and high school students, review and practice grammatical structures necessary to conduct class in Spanish and present two peer micro-teach lessons. Content and skills required for success on the Spanish CST and oral OPI provide a secondary focus of this course. Prerequisites: SPAN 301 or permission of instructor. Credits: 3(3-0) Offered every spring

### **SPAN 323 Selected Topics in Linguistics**

Study of phonetics and phonology, morphology, syntax, semantics, pragmatics, variation and the history of the Spanish language. Introduction to theories of language acquisition and implications of languages in contact. Prerequisites: SPAN 301. Credits: 3(3-0) Offered every spring

### **SPAN 325 Spanish Civilization**

A panoramic study of the social, political, intellectual, and cultural life of Spain from ancient times up to the 19th century. Prerequisites: SPAN 301. Credits: 3(3-0) Offered spring, odd years

### **SPAN 326 M/Latin American Civilizations**

A panoramic study, from ancient times up to the 19th century, of the development of Latin American civilization as a phenomenon arising from the synthesis of Indo-American, Hispanic, Creole, Asian, and African elements. Prerequisites: SPAN 301. Credits: 3(3-0) Offered fall, even years

### **SPAN 335 Commercial**

Basic study of economy and trade of the target language country; acquisition of spe-

cialized vocabulary for banking, business transactions and operations, with emphasis on commercial correspondence. Prerequisites: SPAN 301. Credits: 3(3-0) Offered spring, even years

### **SPAN 350 Medieval Spanish Literature**

Close reading of the major works of Spanish literature from the 11th to the 15th centuries, with special attention to the history and development of the genres and representative literary movements. Prerequisites: SPAN 302. Credits: 3(3-0) Offered spring, odd years

### **SPAN 352 Early Modern Spanish Literature**

Close readings of the major works of Spanish literature from the 16th and 17th centuries, with special attention to the history and development of the genres and representative literary movements. Prerequisites: SPAN 302. Credits: 3(3-0) Offered fall, odd years

### **SPAN 353 Early Latin American Literature**

Study of the development of Latin American literature through close reading of major works, including chronicles, memoirs, and essays, from pre-Columbian times through the early 19th century. Focus will alternate between indigenous texts and those by Spanish, criollo and Latin American authors. may be repeated under different focus. Prerequisites: SPAN 302. Credits: 3(3-0) Offered fall, even years

### **SPAN 362 18th and 19th Century Spanish Literature**

Close reading of major works of Spanish literature of the 18th and 19th centuries. Prerequisites: SPAN 302. Credits: 3(3-0) Offered spring, even years

### **SPAN 363 19th Century Latin American Literature**

Close reading of major works representative of the literary and cultural movements of the 19th century, from *Independence* to *Modernismo*. Prerequisites: SPAN 302. Credits: 3(3-0) Offered spring, odd years

### **SPAN 372 Contemporary Spanish Literature**

Close reading of representative Spanish

## Languages and Literatures Courses

---

works and literary movements of the 20th and 21st centuries. Prerequisites: SPAN 302. Credits: 3(3-0) Offered fall, even years

### **SPAN 373 Contemporary Latin American Literature**

Close reading representative works and literary movements of the 20th and 21st centuries. Prerequisites: SPAN 302. Credits: 3(3-0) Offered fall, odd years

### **SPAN 382 Selected Topics in Hispanic Literatures and Cultures: (subtitle)**

Study of a period, a genre, or a specific writer or culture topic. Offerings may include: Theater of the Golden Age, Latin

American Literature of the "Boom", The Spanish Detective Story, Spanish-American Women Writers, Borges, Perez Galdos, Vargas Llosa, Spanish/Latin American Civilization through Film. Prerequisites: SPAN 301 and permission of department. Credits: 3(3-0) Offered at least once every two years

### **SPAN 399 Directed Study**

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 semester hours). Offered by individual arrangement

## B.A. in Languages and Literatures

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
FREN or SPAN 300 (recommended)	3	*FREN or SPAN 301	3
F/	3	FREN or SPAN 302	3
S/U/	3	*LATN 102 or second foreign language	3
*LATN 101 or second foreign language	3	S/	3
INTD 105	3	F/	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### SECOND YEAR

Elective	4	R/	3
FREN or SPAN Survey of Literature	3	FREN or SPAN 300-level grammar	3
HUMN 220	4	N/	3
Elective	3	Elective	3
**M/ (recommended)	3	HUMN 221	4
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

FREN or SPAN Literature	3	*Study Abroad (recommended)	12
N/	4		
Elective	3		
Elective	3		
Elective	3		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>12</b>

#### FOURTH YEAR

Elective	3	FREN or SPAN Linguistics	3
FREN or SPAN Civilization	3	FREN or SPAN 300-level elective	3
FREN or SPAN 300-level elective	3	FREN or SPAN 300-level elective	3
Elective	3	Elective	3
Elective	3	Elective	2
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>

Total Semester Hours — 120

\*These courses are recommended by the Department; they are not requirements. A minimum of one semester of study abroad is strongly recommended by the Department.

\*\*See the section in this bulletin on the Non-Western Traditions Graduation Requirement (M/). FREN 326, SPAN 314, and SPAN 326 are M/courses.

Adolescence Education certification students who plan to study abroad for a semester or a year should take INTD 203 during the Spring of their first year.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*



# Mathematics

**Christopher Leary, Chair (South Hall 323)** - math.geneseo.edu

Distinguished Teaching Professors: G. Towsley, O. Nicodemi. Professors: L. Friedland, C. Leary, E. Wallace. Associate Professors: B. Esham, C. Haddad, J. Johannes, A. Kedzierawski, A. Macula, M. Sutherland, C. Tang, J. Tsai. Assistant Professors: A. Heap, P. Rault. Lecturers: E. Harris, S. McKenna, L. Smith, B. Stewart. Adjunct Faculty: R. Colosi, D. Dussault, D. House, A. Rose, F. Szucs.

## First Year Students

During the first semester at the College, incoming first year mathematics majors are advised to register in MATH 101.

Credit for MATH 112, provided for those who need background prior to taking calculus, may not be applied toward the semester hours required for the major in mathematics in the Bachelor of Arts degree program.

## Bachelor of Arts Degree

Total Credits Required for Major: 40-43

Basic Requirements		37-39 semester hrs
A. Each of the following six courses:		
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 233	Elementary Linear Algebra	3
MATH 239	Introduction to Mathematical Proof	3
MATH 324	Real Analysis I	3
B. Three courses from the following		9
MATH 326	Differential Equations	
MATH 330	Abstract Algebra	
MATH 333	Linear Algebra	
MATH 345	Numerical Analysis I	
MATH 360	Probability and Statistics I	
MATH 371	Introduction to Complex Analysis	
Students seeking Adolescence certification must take MATH 330, MATH 335, and MATH 360 to satisfy the category B requirement.		
C. All students in majoring in mathematics will take either MATH 348: Oral Presentation and Research Seminar or INTD 302: Topics in Secondary Education: Mathematics		1-3
This requirement may be waived if a student has:		
1. Made an oral presentation on mathematical topic that has been assessed with the mathematics department rubric and found satisfactory;		
<b>And</b>		
2. Produced a researched paper that has been assessed with the mathematics department rubric and found satisfactory;		
<b>And</b>		
3. Evaluated a public mathematical talk using the mathematics department rubric.		
Forms and permission for such a waiver are available from the mathematics department chair.		
Electives		6
Two additional 3 credit courses at the 300-level not to include MATH 366		

Related Requirements	3 semester hours
CSCI 119 Object-oriented Programming or CSCI 120 Procedural Programming	3

**Minimum Competence Requirement**

A grade of C- or better is required for ALL courses listed as Basic Requirements submitted in fulfillment of the major in Mathematics. Students may not enroll in any course having prerequisites unless the minimum grade of C- has been earned in the prerequisites or unless special permission has been granted in writing by the Chair of the Mathematics Department. Prerequisite courses may not be taken after successful completion of any subsequent course.

**Department Writing Requirement**

MATH 239 and MATH 324 are two required courses in which mathematical writing is emphasized and taught. Writing opportunities (homework, quizzes, exams) will be graded for clear, precise exposition as well as for mathematical content. The department’s writing requirement is satisfied by successfully completing both of these courses.

For further information, please contact your advisor or the Chair of the Mathematics Department. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of the College.

**Minor in Mathematics**

Six courses in mathematics consisting of MATH 221; 222; and four additional courses from MATH 223, 233, one of MATH 237 or 239 (but not both), one of MATH 242 or MATH 262 (but not both), and 300-level electives.

**Certification in Adolescence Education (7-12): Mathematics**

Requirements are the same as for the B.A. degree except that MATH 330, MATH 335, and MATH 360 are required to fulfill requirement B. Students must also complete the certification requirements set forth in the School of Education program description. See *education.geneseo.edu* for more information.

**Graduate Courses**

An undergraduate student may apply to enroll in a limited number of 400-level graduate courses. Prerequisites for such courses must be met. Titles of currently offered 400-level courses are given below; consult the Guide to Graduate Studies on-line at *dean.geneseo.edu* for course descriptions.

MATH	421	Foundations of Calculus
MATH	432	Classical Algebra
MATH	433	Applied Matrix Techniques
MATH	435	Transformational Geometry
MATH	436	Euclidean and Non-Euclidean Geometry
MATH	437	Applied Combinatorics
MATH	460	Statistical Methods
MATH	470	History and Fundamental Concepts of Mathematics
MATH	475	Applied and Computational Mathematics

## Mathematics Courses

---

### **MATH 101 Welcome Mathematics Majors**

An introductory course for entering mathematics majors. Through presentations, discussions and problem solving the question "What is Mathematics?" will be examined. Credits: 1(1-0). Offered every fall.

### **MATH 104 R/Mathematical Ideas**

Designed for the liberal arts student, this course investigates the meaning and methods of mathematics. By viewing mathematics as a search for patterns, a way of thinking, and a part of our cultural heritage, it emphasizes the various roles of mathematics. Mathematical ideas from geometry, number theory, and algebra are presented that support the proposition that mathematics is much more than just a collection of techniques for obtaining answers with standard problems. Credits: 3(3-0). Offered spring, odd years.

### **MATH 112 Precalculus**

This course is designed primarily for the student who needs a foundation in algebra and trigonometry for the study of calculus. The concept of function and graphical representation of functions is stressed. Topics covered: real numbers; algebra of real numbers including equations and inequalities; functions and their graphs including polynomials, rational expressions, logarithmic and exponential, trigonometric; algebra of the trigonometric functions including identities, equations, polar coordinates, complex numbers, systems of equations. Prerequisites: Three years of high school mathematics, including intermediate algebra. Credits: 4(4-0). Offered every semester.

### **MATH 113 R/Finite Mathematics for Society**

Topics considered: basic algebra, systems of equations, matrix algebra, linear programming, finite probability. Problem solving and the use of mathematical reasoning in investigating relevant applications from business and the social sciences form an integral part of the course. Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0). Offered spring, even years.

### **MATH 140 Mathematical Concepts for Elementary Education I**

This course is intended for education majors and is designed to provide a mathematical treatment of the fundamental concepts of arithmetic, algebra, and number theory as they relate to the elementary school mathematics curriculum. Credits: 3(3-0). Offered every semester.

### **MATH 141 R/Mathematical Concepts for Elementary Education II**

This course is intended for education majors and is designed to provide a mathematical treatment of the fundamental concepts of probability, statistics, and elementary geometry as they relate to the elementary school mathematics curriculum. Prerequisites: MATH 140. Credits: 3(3-0). Offered every semester.

### **MATH 160 R/Elements of Chance**

This course will help students learn how to think about statistics and probability, how to identify the tools needed to study a particular problem and how to read and critically evaluate quantitative information presented in the media. The course format involves extensive reading and discussion of newspaper and journal articles, computer activities, writing assignments, and student projects. (Those who have completed MATH 360, 260 or 242 may not enroll in this class for credit. Those majoring in mathematics may only receive free elective credit for the course.) Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0). Offered every fall.

### **MATH 213 R/Applied Calculus**

The student will be introduced to the mathematics of linear systems and to the concepts, methods and applications of calculus. Mathematical questions arising in business and the life and social sciences will be modeled and solved using these tools. Topics to be covered include linear systems of equations, matrix techniques, functions, limits, continuity, differentiation and integration. The approach will be graphical, numerical and analytic. Prerequisites: MATH 112 or 4 years of high school mathematics. Not available to students with credit for MATH 221. Credits: 4(4-0). Offered every semester.

## Mathematics Courses

### **MATH 221 R/Calculus I**

Topics studied are limits and continuity; derivatives and antiderivatives of the algebraic and trigonometric functions; the definite integral; and the fundamental theorem of the calculus. Prerequisites: MATH 112 or four years of high school mathematics, including trigonometry. Credits: 4(4-0). Offered every semester.

### **MATH 222 Calculus II**

Derivatives and antiderivatives of the transcendental functions, methods of integration, applications of definite integrals, sequences, improper integrals, and series. Prerequisites: MATH 221. Credits: 4(4-0). Offered every semester.

### **MATH 223 Calculus III**

Vector calculus, functions of several variables, partial derivatives, multiple integrals, space analytic geometry, and line integrals. Prerequisites: MATH 222. Credits: 4(4-0). Offered every semester.

### **MATH 225 Honors Mathematics I**

This is the first course of the Honors Mathematics series. This series is an advanced approach to calculus and is intended to serve our most advanced and motivated first-year math students. Because these students will already have a significant calculus knowledge base, this course will provide them with the opportunity to explore the more advanced problems that are rarely seen in a typical calculus course and provide more applications of calculus to other scientific fields. It will be a challenging exploration of diverse problems involving parametric equations, methods of integration, applications of definite integrals, differential equations, sequences, and series. Prerequisites: Permission of department and either (i) 5 on AP Calculus AB exam, (ii) 4 on AP Calculus BC exam, or (iii) credit for Calculus I with a grade of "A". Credits: 4(4-0). Offered every fall.

### **MATH 228 Calculus II for Biologists**

A continuation of first semester calculus, with an emphasis on modeling and applications of mathematics and statistics to the biological sciences. Topics to be covered include exponential and logarithmic functions, differential equations, matrices,

systems of differential equations, and an introduction to probability and statistics. Prerequisites: MATH 221. Credits: 4(4-0). Offered every spring.

### **MATH 233 Elementary Linear Algebra**

Study of matrices, matrix operations, and systems of linear equations, with an introduction to vector spaces and linear transformations. Elementary applications of linear algebra are included. Prerequisites: MATH 213 or MATH 221 or permission of instructor. Credits: 3(3-0). Offered every semester.

### **MATH 237 R/Introduction to Discrete Mathematics**

This course covers the basic tools of mathematics and computer science - logic, proof techniques, set theory, functions, inductive processes, counting techniques - with applications to such areas as formal languages, circuit theory and graph theory. NOTE: this course is not available for credit to students with credit for MATH 239. Prerequisites: Four years of high school mathematics. Credits: 3(3-0). Offered every semester.

### **MATH 239 Introduction to Mathematical Proof**

The course will provide an introduction to the language of advanced mathematics and to mathematical proof. It will emphasize rigorous argument and the practice of proof in various mathematical contexts. Topics will include logic, set theory, cardinality, methods of proof, and induction. Other mathematical topics chosen at the discretion of the instructor will be included as material through which proving skills will be honed. Prerequisites: MATH 222 or by permission of the department. Credits: 3(3-0). Offered every semester.

### **MATH 242 R/Elements of Probability and Statistics**

Basic concepts of probability theory and statistical inference. A knowledge of calculus is not required. (Those who have completed MATH 360 may not enroll in this course for credit, and no student may receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 202, MATH 242, MATH 262, PLSC 251, PSYC

## Mathematics Courses

250, and SOCL 211.) Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0). Offered every semester.

### **MATH 262 R/Applied Statistics**

An introduction to statistics with emphasis on applications. Topics include the description of data with numerical summaries and graphs, the production of data through sampling and experimental design, techniques of making inferences from data such as confidence intervals and hypothesis tests for both categorical and quantitative data. The course includes an introduction to computer analysis of data with a statistical computing package. (Those who have completed MATH 360 may not enroll in this course for credit, and no student may receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 202, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Credits: 3(3-0). Offered every semester.

### **MATH 301 Mathematical Logic**

The goal of the course will be to present the important concepts and theorems of mathematical logic and to explain their significance to mathematics. Specific results will include compactness, completeness and incompleteness theorems, with applications including switching circuits and nonstandard analysis. Prerequisites: MATH 239. Credits: 3(3-0). Offered fall, odd years.

### **MATH 302 Set Theory**

This course will examine the Zermelo-Fraenkel axiom for set theory and discuss the relationship between set theory and classical mathematics. Other topics will be chosen from the following: ordinal and cardinal numbers, the Axiom of Choice, the consistency and independence of the continuum hypothesis, and large cardinals. Prerequisites: MATH 239. Credits: 3(3-0). Offered fall, even years.

### **MATH 315 Combinatorics**

As calculus seeks to develop proficiency in analysis problem solving, the aim of this course is to develop proficiency in basic combinatorial problem solving and reasoning. Topics include: Enumeration, generat-

ing functions, sieve formulas, recurrence relations, graph theory, network analysis, trees, search theory, and block designs. Prerequisites: MATH 222, MATH 233 and either MATH 237 or MATH 239. Credits: 3(3-0). Offered every fall.

### **MATH 319 Theory of Numbers**

An introduction to classical number theory dealing with such topics as divisibility, prime and composite numbers, Diophantine equations, the congruence notation and its applications, quadratic residues. Prerequisites: MATH 222 and MATH 239. Credits: 3(3-0). Offered spring, odd years.

### **MATH 324 Real Analysis I**

A study of the underlying theory of elementary calculus. Topics include the structure and properties of the real numbers, sequences, functions, limits, continuity, the derivative, the Riemann integral, and Taylor's theorems. Prerequisites: MATH 223 and MATH 239. Credits: 3(3-0). Offered every semester.

### **MATH 325 Real Analysis II**

A continuation of MATH 324 covering Riemann-Stieltjes integration, sequences and series of functions, special functions, and functions of several variables. Prerequisites: MATH 324. Credits: 3(3-0). Offered spring, odd years.

### **MATH 326 Differential Equations**

A study of the methods of solving ordinary differential equations, and some of the applications of these equations in the physical sciences and geometry. Prerequisites: MATH 223. Corequisite: MATH 233 or PHYS 228. Credits: 3(3-0). Offered every semester.

### **MATH 328 Theory of Ordinary Differential Equations**

A continuation of MATH 326 covering the existence theory of systems of ordinary differential equations, phase plane analysis, stability theory, and boundary value problems. An introduction to chaos theory, Lyapunov's Theorem, and Green's functions may be included if time permits. Prerequisites: MATH 233 and MATH 326. Credits: 3(3-0). Offered fall, odd years.

## Mathematics Courses

### **MATH 330 Abstract Algebra**

A study of the basic properties of groups, rings, and integral domains, including the fundamental theorem of group homomorphisms. The concepts basic to the development of algebraic systems are studied initially. Prerequisites: MATH 222, MATH 233, and MATH 239. Credits: 3(3-0). Offered every semester.

### **MATH 332 Linear Programming and Operations Research**

The course introduces the student to the techniques for the formulation and solution of linear programming problems and their corresponding dual problems. Techniques to be covered will include the Simplex Method, the Dual Simplex Method, Cutting Plane Methods, and Branch and Bound Methods. Topics will include the Transportation Problem, the Assignment Problem, the Shortest Route Problem, Graphs and Networks. The Network Simplex Method, the Ellipsoid Algorithm and the Critical Path Method may be included if time permits. Prerequisites: MATH 233, MATH 237 or MATH 239, one programming course such as CSCI 119 or CSCI 120 or permission of instructor. Credits: 3(3-0). Offered fall, even years.

### **MATH 333 Linear Algebra**

An advanced look at vector spaces and linear transformations, with emphasis on the analysis of the eigenvalues of a linear transformation and on the concept of orthogonality. Applications, such as the solutions of linear systems of ordinary differential equations, are included. Prerequisites: MATH 223, MATH 233, and MATH 239. Credits: 3(3-0). Offered every fall.

### **MATH 335 Foundations of Geometry**

This course presents an investigation of the axiomatic foundations for several approaches to the study of modern geometry. Euclidean geometry, geometric transformations, and non-Euclidean geometries will be discussed. Prerequisites: MATH 222 and MATH 239. Credits: 3(3-0). Offered every spring.

### **MATH 338 Introduction to General Topology**

A detailed examination of topological spaces and mappings. The properties of com-

pactness, connectedness, metrizability, and separability are also studied. Prerequisites: MATH 223 and MATH 239. Credits: 3(3-0). Offered fall, even years.

### **MATH 340 Modeling Biological Systems**

Computer and mathematical models are increasingly important tools used to understand complex biological systems. Under the guidance of biology and mathematics professors, students will work both individually and in groups to develop, analyze and present models of various biological systems ranging from disease models and diffusion processes to ecosystem dynamics. The course involves two hours of lectures and a two hour computer-based laboratory. (Cross listed with BIOL 340.) Prerequisites: MATH 222 and at least one of the following: BIOL 203, BIOL 222, MATH 223 or permission of the instructor. Credits: 3(2-2). Offered spring, even years and when demand is sufficient.

### **MATH 345 Numerical Analysis I**

This course provides an introduction to numerical methods and the analysis of these methods. Topics include floating point arithmetic, error analysis, solution of non-linear equations, interpolation and approximation, numerical differentiation and integration, and the solution of linear systems. Prerequisites: MATH 222, MATH 233, MATH 239 or permission of the instructor, and one of CSCI 119 or CSCI 120. Credits: 3(3-0). Offered every fall.

### **MATH 346 Numerical Analysis II**

This course provides an investigation of advanced topics in numerical analysis. Topics include the numerical solution of ordinary differential equations, boundary value problems, curve fitting, and eigenvalue analysis. Prerequisites: MATH 345. Credits: 3(3-0). Offered spring, even years.

### **MATH 348 Oral Presentation and Research Seminar**

In this course, the student will research a mathematical topic and prepare for an oral presentation based on that research. The student will learn about research resources such as journals and electronic databases. Students will learn mathematical writing conventions and presentation techniques.

## Mathematics Courses

Students will prepare a talk to be presented in a public forum. Prerequisites MATH 239 and permission of the instructor. Co-requisite: Student must be a mathematics major who is simultaneously enrolled in a 300 level mathematics course. Credits: 1(0-2). Offered every spring or more often if demand is sufficient.

### **MATH 350 Vector Analysis**

The course develops and expands upon certain topics in multivariate calculus. This includes the algebra and geometry of vectors, real and vector functions of one and several variables, curves, scalar and vector fields, vector differential and integral calculus, applications to geometry. Prerequisites: MATH 223. Credits: 3(3-0). Offered spring, odd years.

### **MATH 360 Probability and Statistics I**

Topics include probability definitions and theorems; discrete and continuous random variables including the binomial, hypergeometric, Poisson and normal random variables; and the applications of probability to such statistical topics as sampling distributions, point estimation, confidence intervals, and/or tests of hypothesis. Both the theory and applications of probability and statistics will be included. Prerequisites: MATH 223 or permission of the instructor. Credits: 3(3-0).

### **MATH 361 Probability and Statistics II**

A continuation of MATH 360 including additional topics in probability, sampling distributions, point and interval estimation, and tests of hypothesis. Topics also include: regression and correlation, the analysis of variance, and nonparametric statistics. Prerequisites: MATH 360 or permission of the instructor. Credits: 3(3-0). Offered every spring.

### **MATH 366 Mathematical Foundations of Actuarial Science**

This advanced problem-solving seminar provides an opportunity for students to prepare for entrance into the actuarial profession. Students are expected to demonstrate their mathematical maturity by solving challenging problems that arise in risk analysis utilizing the underlying concepts

of calculus and probability. Prerequisites: MATH 360 and permission of the instructor. Credits: 2(1-2).

### **MATH 371 Introduction to Complex Analysis**

A study of complex numbers, complex differentiation and integration, mappings, power series, residues, and harmonic functions, with particular emphasis on those topics which are useful in applied mathematics. Optional topics: conformal mappings and analytic continuation. Prerequisites: MATH 223 and MATH 239 or permission of instructor. Credits: 3(3-0). Offered every fall.

### **MATH 372 Partial Differential Equations**

An introduction to those equations which play a central role in many problems in applied math and in physical and engineering sciences. Topics include first-order equations, the most useful second-order equations (e.g. the Laplace, wave and diffusion equations), and some methods for solving such equations, including numerical techniques. Modeling for the motion of a vibrating string and conduction of heat in a solid body are emphasized. Prerequisites: MATH 326. Credits: 3(3-0). Offered spring, even years.

### **MATH 380 Topics in Mathematics: (subtitle)**

An exploration of an advanced topic that extends the breadth and/or depth of the undergraduate mathematical experience. May be taken twice under different subtitles. Prerequisites: Completion of five courses toward the major in Mathematics or permission of instructor. Credits: 3(3-0). Offered not on a regular basis

### **MATH 382 Introduction to Wavelets and Their Applications**

This course is an introduction to the basics of digital images, Fourier analysis, wavelets, and computing in an applications first approach. Digitized photographs (or sound files) are stored as very large matrices and manipulated initially using basic linear algebra. Basic programming in Matlab, Maple, or Mathematica will be introduced as a means of performing the manipulations and a discovery tool. Wavelet transforms

## Mathematics Courses

---

are used to aid in compressing or enhancing digital photographs, de-noising sound files, and compression using the JPEG2000 standard. Each student in the course will work on a final project that will involve coding, writing up the results in a paper, and presenting the results at the end of the semester. Prerequisites: MATH 222, MATH 233, MATH 239, and one of CSCI 119 or CSCI 120, or permission of instructor. Credits: 3(3-0) Offered spring, odd years

### **MATH 383 Biomathematics Seminar**

A discussion course dealing with selected areas of biomathematics based on current literature and/or guest speakers. Prerequisites: Permission of the instructor. May be taken multiple times for credit with the permission of the instructor. Credits: 1(1-0). Offered not on a regular basis

### **MATH 390 History of Mathematics**

The history of mathematics is traced from antiquity to the achievements of twentieth century mathematicians. Applications to secondary and elementary school teaching are included. Prerequisites: MATH 222. Credits: 3(3-0). Offered spring, even years.

### **MATH 393 Honors Thesis in Mathematics**

Independent research, directed by a member of the Department of Mathematics. Results of the research are to be reported in (1) a written thesis, and (2) an oral presentation in a Mathematics Department Colloquium or other approved forum. To be eligible a student must have a 3.7 cumulative grade point average in the major and a 3.0 overall.

The Department can make special exceptions. Prerequisites: Enrollment is by invitation of the Department. Credits: 3(0-6). Offered by individual arrangement.

### **MATH 399 Directed Study**

A course of study in which students work individually under the supervision of a faculty member. Prerequisites: permission of instructor. (1 to 3 semester hours.) Offered by individual arrangement.



## B. A. in Mathematics

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
MATH 221	4	MATH 222 Calculus II	4
CSCI 119 OR 120	3	S/U/	3
Foreign Language or Elective	3	Foreign Language or Elective	3
M/	3	General Education or Elective	3
INTD 105	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

MATH 223	4	MATH 233 OR MATH 239	3
MATH 233 OR MATH 239	3	*MATH 3__	3
HUMN 220	4	HUMN 221	4
N/	4	N/	3
		Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

*MATH 3__	3	*MATH 3__	3
*MATH or Elective	3	*MATH or Elective	3
N/	4	**MATH 348	1
Elective	3	Elective	3
Elective	3	Elective	3
		Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### FOURTH YEAR

*MATH 3__	3	*MATH or Elective	3
*MATH or Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	1	Elective	1
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>13</b>

Total Semester Hours — 121

\*Notes: Majors are required to take MATH 324 and five 300-level mathematics electives, including three courses from MATH 326, 330, 333, 345, 360, 371.

\*\*Mathematics majors seeking adolescent certification may take INTD 302 (Math Option) in place of Math 348. All mathematics majors should consult with their advisor or the Mathematics Department Chair for other options.

Extensive changes in this sample program would be required of students in the Childhood and Adolescence Mathematics Education Certification programs.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*



# Music

## Jonathan Gonder, Chair (Brodie Hall 101)

Distinguished Service Professor: J. Walker. Professors: G. Floriano, J. Gonder. Associate Professors: J. Johnston, A-M. Reynolds, A. Stanley. Visiting Assistant Professor: P. Kurau. Lecturers: R. Balkin, L. Mahan Balkin, J. Kimball, J. Kirkwood, L. Walton Kirkwood. Adjunct Faculty: L. Boianova, G. Dove-Pellito, J. Floriano, J.D. Gibson, M. Hunt, J. Kruger, E. Lascell, M. Sholl, A. Steltenpohl, J. Tiller. Instructional Support Associate: A. Case.

An audition is required for admission to degree programs in Music and Musical; minor in Piano Pedagogy

## Bachelor of Arts Degree in Music

Students may choose an Option in Composition, Conducting, Ethnomusicology, History and Literature, Music Theory, or Performance. An audition is required for admission to the Major in Music.

Performance Option-Voice: three contrasting, memorized art songs, including one in a foreign language, that demonstrate classical singing technique at NYSSMA Level VI; applicants also may be requested to sight read; résumé. (Geneseo will provide an accompanist.)

Performance Option-Piano: three contrasting, memorized selections from different time periods, equivalent in difficulty to NYSSMA Level V or VI or Federation Level Very Difficult I; applicants also may be requested to play scales and arpeggios, and sight read; résumé.

Performance Option-Brass, Strings, or Winds: three contrasting selections equivalent in difficulty to NYSSMA Level VI; applicants also may be requested to play scales and arpeggios, and sight read; résumé.

Performance Option-Percussion: three selections equivalent in difficulty to NYSSMA Level VI, one on snare, one on timpani, one on a melodic instrument; applicants also may be requested to tune timpani, play scales and arpeggios on a melodic instrument, and sight read; résumé.

Music Theory, Ethnomusicology, Conducting, or Music History and Literature Option: two piano selections, equivalent in difficulty to NYSSMA Level II or Federation Level Medium Grade I; performance of one instrumental or vocal selection that demonstrates proficiency sufficient for admission into one of Geneseo's instrumental or choral ensembles; applicants also may be requested to sight read; résumé.

Composition Option: three original compositions fully notated either by hand or computer application, with audio recordings, if available; two piano selections, equivalent in difficulty to NYSSMA Level II or Federation Level Medium Grade I; performance of one instrumental or vocal selection that demonstrates proficiency sufficient for admission into one of Geneseo's instrumental or choral ensembles; applicants also may be requested to sight read; résumé.

Total Credits in Major Required for Graduation: 43

Basic Requirements (all Options)		22 semester hours
MUSC 210, 211	Theory of Music I, II	6
MUSC 310, 311	Theory of Music III, IV	6
MUSC 213, 313	Theory Skills I, II	4
MUSC 226	Music in Western Civilization to 1750	3
MUSC 227	Music in Western Civilization Since 1750	3

Option Requirements		13 semester hours
Composition Option		
MUSC 156	Elementary Composition (2 semesters)	2
MUSC 256	Intermediate Composition (2 semesters)	2
MUSC 356	Advanced Composition (2 semesters)	2
MUSC 317	Orchestration	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior Composition Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Conducting Option		
MUSC 317	Orchestration	3
MUSC 365	Conducting I	3
MUSC 366	Conducting II	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior Conducting Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Ethnomusicology Option		
MUSC 123	Music of the World's Peoples	3
MUSC 232	Folk Music in America	3
MUSC 338	Folk Music in New York State	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior Ethnomusicology Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
History and Literature Option		
MUSC 331	Studies in Keyboard Literature: (Subtitle)	3
MUSC 333	Studies in Vocal Literature: (Subtitle)	3
MUSC 335	Studies in Instrumental Literature: (Subtitle)	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior History/Literature Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Music Theory Option		
MUSC 315	Studies in Music Technique: two theory topic subtitles	6
MUSC 240* or 340	Piano (four semesters)	4
MUSC 399	Directed Study: Senior Theory Project	3
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Performance Option		
Piano, Voice, Flute, Oboe, Clarinet, Saxophone, Bassoon, Trumpet, Horn, Trombone, Euphonium, Tuba, Violin, Viola, Cello, Double bass, or Percussion		
MUSC 331, 333, or 335		3
MUSC 250*, 251*, 252*, 253*, 254*, or 255*	Piano, Voice, Woodwinds, Brass, Strings, or Percussion for the Performance Option (two semesters)	4
MUSC 350, 351, 352, 353, 354, or 355	Piano, Voice, Woodwinds, Brass, Strings, or Percussion for the Performance Option (two semesters)	4
MUSC 399	Directed Study: Senior Recital	2
*Prerequisite: proficiency at the level of two semesters of MUSC 150, 151, 152, 153, 154, or 155		

### Additional Requirements: 8 semester hours maximum

Meeting the following requirements and the Minimum Competence Requirement (stated below) are prerequisite to continuance in an Option.

1. Participation in the following specified performance organizations offered under MUSC 160 or 165 each semester in an Option (NOTE: a maximum of eight semester hours may be applied to the degree). *Composition, Conducting, History and Literature, or Music Theory Options:* MUSC 160 or 165 organization *Ethnomusicology Option:* MUSC 165 String Band. *Performance Option-Piano:* a MUSC 160 or 165 organization, or an equivalent activity approved by the Piano Coordinator; also, participation in the weekly Piano Seminar *Performance Option-Voice:* a MUSC 160 organization (placement by audition); also, participation in the weekly Voice Seminar *Performance Option-Woodwind, Brass, or Percussion:* MUSC 165 Chamber Symphony, Wind Ensemble, or Jazz Ensemble (placement by audition); also, participation in the weekly Instrumental Seminar. *Performance Option-String:* MUSC 165 Symphony Orchestra; also, participation in the weekly Instrumental Seminar
2. Attendance at five, non-participatory, on-campus concerts each semester; concerts to be selected from a list approved by the Music Faculty
3. Performance Option only: jury examination each semester in the Option, performance each semester in the Option in a Friday afternoon recital or in some other public, faculty-sponsored event approved by the principal instructor; solo performance of approximately one-half hour in a shared Junior Recital

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses and requirements: all basic requirement courses (both common and option courses), and the performance organization requirement(s) for the Option; for the Performance Option, a grade of C- or better is required in jury and Junior Recital.

### Department Writing Requirement

Each of the following courses includes a writing assignment in formal prose of about ten pages in length, following one of three approaches - analytical, historical, or a combination of these: MUSC 311, 331, 333, 335, and 338. The organization of each paper should be clear, the writing appropriately literary, and grammatically and syntactically correct. The ideas should present a logical argument, as suggested by an earlier outline. The paper should be typed and doubled-spaced, with page numbers and one-inch margins. All sources consulted should be cited in a consistent manner in footnotes and a complete bibliography, following the standard format described in *The Chicago Manual of Style* or *Kate Turabian's Manual for Writers*. It is the music historian's responsibility to oversee the implementation of the writing requirement and to enforce a fair and equal standard for all papers submitted.

For further information, please contact your advisor or Jon Gonder, the Chair. For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of Curriculum and Academic Services.

Students who plan to attend graduate school are strongly advised to complete two years of foreign language study

### Minor in Music

Requirements		23 semester hours
MUSC 210, 211	Theory of Music I	6
MUSC 213	Theory Skills I	2
MUSC 226	Music in Western Civilization to 1750	3
MUSC 227	Music in Western Civilization Since 1750	3
Three elective, three-credit music courses, which may not include MUSC 110 or 120; OR		

Two elective, three-credit music courses, which may not include MUSC 110 or 120, and a total of three semesters of applied study (offered under MUSC 140-145, 240-245, 340-345) and/or participation in some performance organization offered under MUSC 160 or 165	9
---	---

## Minor in Piano Pedagogy

An audition is required for admission to the Minor in Piano Pedagogy: three contrasting, memorized selections from different time periods, equivalent in difficulty to NYSSMA Level IV or V, Federation Level Moderately Difficult III; applicants also may be requested to play scales and arpeggios, and sight read; résumé

Requirements	21 semester hours	
MUSC 120	Introduction To Music History	3
MUSC 210	Theory of Music I	3
MUSC 213	Theory Skills I	2
MUSC 240	Piano (two semesters)	2
MUSC 340	Piano (two semesters)	2
MUSC 331	Keyboard Literature	3
MUSC 375	Piano Pedagogy	3
MUSC 376	Piano Teaching Practicum	2
MUSC 399	Directed Study: Senior Recital	1

## Concentration in Music

A liberal arts concentration in Music, available to majors in Early Childhood and Childhood, Childhood and Childhood with Special Education, is described in the School of Education section.

## Bachelor of Arts in Musical Theatre

An audition is required for admission to the interdisciplinary Major in Musical Theatre: 1) Three memorized songs in contrasting styles: two art songs at NYSSMA Level VI, one in a foreign language, that demonstrate classical singing technique; one musical theater song. Applicants also may be requested to sight read; résumé. (Geneseo will provide an accompanist.) 2) Two memorized monologues, two to three minutes in length, one serious and one comic. (No period requirement) 3) Demonstration of proficiency in movement skills sufficient to successfully complete dance requirements.

Total Credits in Major required for graduation: 45

Basic Requirements	45 semester hours	
Three courses by advisement from: DANC 201*, 202*, 203*, 204*, 301, 302, or 303		6
*Prerequisites: Danc 101-104 or equivalent and permission of instructor.		
MUSC 160	Choral Organization	2
MUSC 210	Theory of Music I	3
MUSC 211	Theory of Music II	3
MUSC 222	F/Stage Musicals	3
MUSC 251**	Voice for the Performance Option	4
	**Prerequisites: Two semesters of Musc 151 and permission of instructor	
MUSC 351	Voice for the Performance Option	4
MUSC 399	Directed Study: Senior Musical Theater Project	2
THEA 130	F/Introduction to Technical Theater	3
THEA 140	F/Play Analysis for the Theatre	3
THEA 221	Acting I	3
THEA 320	Acting II	3
THEA 311	Directing I	3
	DANC 222 – F/Dance History Since 1900 <b>OR</b> MUSC 227 – F/Music in Western Civilization Since 1750 <b>OR</b> THEA 200 – F/The American Theater <b>OR</b> THEA 203 – F/History of the Theater Since the 17 <sup>th</sup> Century	3

## Additional Requirements

Meeting the following requirements and the Minimum Competence Requirement (stated below) are prerequisite to continuance in the Major.

1. Participation in the Weekly Voice Seminar
2. Jury examination each semester in MUSC 151-351
3. Performance each semester in the Major in a Friday afternoon recital or in some other public, faculty-sponsored event approved by the principal instructor and the advisor
4. Junior Review

## Minimum Competence Requirement

A grade of C- or better is required for each required course.

## Department Writing Requirement

All musical theater majors write in all courses except MUSC 160, but the style and content of the writing varies widely, based upon the course topic. Examples include journals, concept statements, production analyses, character analyses, musical analyses, and traditional research papers, such as one might find in typical courses in the liberal arts.

## Minor in Musical Theatre

The minor in Musical Theatre is intended to develop skills and provide theoretical backgrounds in music, dance, and theatre required for the performance of musical theatre.

Requirements	23 semester hours	
DANC 101-104, 201-204, 301-303 (at least two credits must be at the 200- or 300-level)	4	
MUSC 110	F/Basic Musicianship OR MUSC 210 Theory of Music I	3
MUSC 141, 241, or 341	Voice (four semesters minimum) OR	
151, 251, or 351	Voice for the Performance Option (four credit hours minimum)	4
MUSC 222	F/Stage Musicals	3
MUSC 271	Musical Theatre Workshop	1
THEA 224	Acting Techniques	2
THEA 221	Acting I	3
THEA 320	Acting II	3

## Music Courses

### MUSC 100 F/Understanding Music: (sub-title)

Credits: 3(3-0)

The general subtitles offered under the heading "Understanding Music" will share a common aim of developing perceptive listening and basic analytical skills through exposure to a specific body of music literature, delineated either by style (e.g., jazz or rock) or topic (e.g., The Romanitic Spirit, Film Music or a survey of Musical Styles). Each course will begin with an introduction to the musical elements, branching out to consider how these elements function with the specific musical repertory. It will be equally important to consider the role the music, in turn, plays within the ideological, cultural, and political contexts of its time. Attendance at musical performances will be required.

### MUSC 105 F/Popular Music in America

An examination of the significant trends and the major figures of American popular music from the eighteenth century to the present. The course will cover vocal and instrumental traditions from the British legacy of the eighteenth century, through the home, stage, and ballroom music of the nineteenth century, to the rise of Tin Pan Alley and Rock and Roll in the twentieth century. Emphasis will be placed not only on the composers, performers, and the music itself, but also on the social and cultural forces as they have related to America's popular traditions. Credits: 3(3-0)  
Offered every spring

## Music Courses

---

### **MUSC 110 F/Basic Musicianship**

An introduction to reading and writing musical notation, identifying elementary musical patterns by ear, and performing basic rhythms, melodies and chords through singing and piano playing. This course is not available to students who previously have received credit for MUSC 210. Credits: 3(3-0)

### **MUSC 120 F/Introduction to Music History**

An introduction to the history of music from its beginnings in Western culture to the present. Designed for the non-music major with little musical background, the course provides an overview of major composers, trends, and types of music in relationship to the political, economic, and cultural conditions of various historical periods. This course is not available to students who previously have received credit for MUSC 226 and/or MUSC 227. (Attendance at musical performances will be required.) Credits: 3(3-0) Offered every fall

### **MUSC 123 F/M/Music of the World's Peoples**

An introduction to the great diversity of music throughout the world. The course will examine the historical backgrounds, social functions, and general technical characteristics of music and musical instruments in Africa, native America, Asia, and Europe. Class members will have opportunities to participate actively in musical traditions being studied. (Attendance at representative musical performances will be required.) Credits: 3(3-0)

### **MUSC 140 Piano**

Instruction in piano designed for students who have had little or no previous experience at the keyboard. (May be repeated once for credit.) Prerequisites: Ability to fluently read standard musical notation in at least one clef and permission of the instructor. Credits: 1(0-3)

### **MUSC 141 Voice for the General Student**

Instruction in voice designed for students who have had little or no previous voice training. (May be repeated once for credit.) Prerequisites: permission of the instructor. Credits: 1(0-3)

### **MUSC 142 Woodwinds for the General Student**

Instruction in flute, clarinet, saxophone, oboe, or bassoon intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 143 Brass for the General Student**

Instruction in trumpet, horn, trombone, euphonium, or tuba intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 144 Strings for the General Student**

Instruction in violin, viola, cello, or double-bass intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 145 Percussion for the General Student**

Instruction in the various percussion instruments intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 150 Piano for the Performance Option**

Instruction in piano designed for those admitted to the Performance Option-Piano. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

### **MUSC 151 Voice for the Performance Option**

Instruction in voice designed for those admitted to the Performance Option-Voice. (May



## Music Courses

---

be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

### **MUSC 152 Woodwinds for the Performance Option**

Instruction in selected woodwind instruments designed for those admitted to the Performance Option-Woodwind. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

### **MUSC 153 Brass for the Performance Option**

Instruction in selected brass instruments designed for those admitted to the Performance Option-Brass. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

### **MUSC 154 Strings for the Performance Option**

Instruction in selected string instruments designed for those admitted to the Performance Option-String. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

### **MUSC 155 Percussion for the Performance Option**

Instruction in selected percussion instruments designed for those admitted to the Performance Option-Percussion. (May be repeated once for credit.) Prerequisites: Permission of the instructor. Credits: 2(0-6)

### **MUSC 156 Elementary Composition.**

Instruction in music composition designed for those admitted to the Composition Option. (May be repeated once for credit.) (Attendance at musical performances will be required.) Prerequisites: Permission of instructor. Credits: 1(0-3)

### **MUSC 160 F/Choral Organizations**

Each of the choruses provides the student with the opportunity to perform a broad variety of musical literature appropriate for that particular ensemble. Special emphasis is placed on the development of good choral technique and vocal production, musical sensitivity, and excellence in performance. The regular rehearsal schedule of each ensemble, which is printed in the Master Schedule of classes for any given semester, is supplemented by required attendance at extra rehearsals and performances on and

off campus listed in the calendar accompanying the syllabus for any given semester. Choruses, offered when demand is sufficient, include Chamber Singers, Carol Choristers, Men's Chorus, and Festival Chorus. Admission is by permission of instructor following audition (audition times for any given ensemble are given in the Master Schedule of classes); special registration procedures are handled by the department. Credits: 1(0-3)

### **MUSC 165 F/Instrumental Organizations**

The instrumental organizations emphasize the development of musicianship and an expanding knowledge of musical literature. Each organization meets for an average of three hours' rehearsal every week. Opportunities are provided for all groups to perform on and off campus throughout the year. Instrumental groups, offered when demand is sufficient, include Symphony, Orchestra, Jazz Ensemble, Percussion Ensemble, String Band, and Wind Ensemble. Admission is by permission of instructor following audition (audition times for any given ensemble are given in the Master Schedule of classes); special registration procedures are handled by the department. (May be repeated for credit. A maximum of eight semester hours of MUSC 160 and MUSC 165 combined, may be applied to a degree.) Credits: 1(0-3)

### **MUSC 175 American Folk Guitar I**

An intensive semester designed to provide the student with traditional techniques of accompanying folk songs on the six-string guitar. Instruction is adapted to beginners, and no previous experience is necessary. Graded on a S/U basis. Credits: 1(0-3) Offered every fall

### **MUSC 210 Theory of Music I**

Elementary training in the melodic, harmonic, and rhythmic elements of music. Terminology and musical examples will be presented in analytical, compositional, perceptual, critical, and performing contexts. Prerequisites: An ability to read music fluently. Credits: 3(3-0) Offered every fall

### **MUSC 211 Theory of Music II**

A continuation of MUSC210. Emphasis is placed upon exercises and composition for both voices and instruments in a wider vari-

## Music Courses

ety of textures, and styles than in MUSC 210. The course includes an introduction to the basic elements of musical form. Prerequisites: MUSC 210. Credits: 3(3-0) Offered every spring

### **MUSC 213 Theory Skills I**

Training at the elementary level in dictation, sight singing, and keyboard harmony. Performance activities will focus on intervals, triads and seventh chords, diatonic melodies, rhythms without syncopation, and basic diatonic keyboard patterns played from Roman numerals and popular symbols. Prerequisites: MUSC 210; 2 semesters of MUSC 140 or demonstrated proficiency at the level of 2 semesters of MUSC 140. Credits: 2(1-2) Offered every spring

### **MUSC 222 F/Stage Musicals**

An examination of basic principles of dramatic construction that more or less determine ways in which stories may be presented through various mixtures of narrative prose, lyric poetry, music, dance, and scenery. Aristotle's principles of tragic drama form the foundation of that examination for purposes of artistic analysis and criticism. Examples of stage musicals that exhibit a variety of formal origins and presentational styles will be drawn from the repertory available in video format. Attendance at representative performances will be required. Credits: 3(3-0) Offered every spring

### **MUSC 226 F/Music in Western Civilization to 1750**

A study of music in the history of Western civilization to 1750. Emphasis is placed not only upon the evolutionary development of music as an art but also upon its relationship to the political, economic, and cultural conditions of the various historical periods. (Attendance at musical performances may be required.) Prerequisites: MUSC 110 or MUSC 210 or an equivalent background in music theory. Credits: 3(3-0) Offered every fall

### **MUSC 227 F/Music in Western Civilization Since 1750**

A study of music in the history of Western civilization from 1750 to the present, considered within the context of the political, social, and cultural conditions of the various historical periods. Emphasis will be placed

not only on stylistic developments within the field of music, but also on interrelationships between music, art, and literature. Listening to, analyzing, and discussing representative compositions will be central to the course. (Attendance at musical performances will be required.) Prerequisites: MUSC 110 or MUSC 210 or an equivalent background in music theory. Credits: 3(3-0) Offered every spring

### **MUSC 232 F/Folk Music in America**

A survey of folk music and related folklore in the United States and Canada. Explores the historical development of traditional song types and styles, instrumental folk music, and folk instruments. The main emphasis is on folk music in the Anglo-American and African-American traditions. Other population groups (e.g., French, Hispanic, German, Slavic and Asian-American) are studied for their influences on this music and for their current importance in an overall view of American folk music. (Attendance at representative musical performances will be required.) Credits: 3(3-0) Offered fall, odd years

### **MUSC 240 Piano**

A continuation of MUSC 140. (May be repeated for credit.) Prerequisites: two semesters of MUSC 140 or their equivalent and permission of instructor. Credits: 1(0-3)

### **MUSC 241 Voice for the General Student**

A continuation of MUSC 141. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 141 and permission of instructor. Corequisite: concurrent enrollment in a MUSC160 choral organization. Credits: 1(0-3)

### **MUSC 242 Woodwinds for the General Student**

A continuation of MUSC 142. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 142 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 243 Brass for the General Student**

A continuation of MUSC 143. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 143 and permission of

## Music Courses

---

instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 244 Strings for the General Student**

A continuation of MUSC 144. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 144 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 245 Percussion for the General Student**

A continuation of MUSC 145. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 145 and permission of instructor. Corequisite: concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 250 Piano for the Performance Option**

A continuation of MUSC 150. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 150 and permission of instructor. Credits: 2(0-6)

### **MUSC 251 Voice for the Performance Option**

A continuation of MUSC 151. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 151 and permission of instructor. Credits: 2(0-6)

### **MUSC 252 Woodwinds for the Performance Option**

A continuation of MUSC 152. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 152 and permission of instructor. Credits: 2(0-6)

### **MUSC 253 Brass for the Performance Option**

A continuation of MUSC 153. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 153 and permission of instructor. Credits: 2(0-6)

### **MUSC 254 Strings for the Performance Option**

A continuation of MUSC 154. (May be repeated once for credit.) Prerequisites: Two

semesters of MUSC 154 and permission of instructor. Credits: 2(0-6)

### **MUSC 255 Percussion for the Performance Option**

A continuation of MUSC 155. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 155 and permission of instructor. Credits: 2(0-6)

### **MUSC 256 Intermediate Composition**

A continuation of MUSC 156. (May be repeated once for credit.) (Attendance at musical performances will be required.) Prerequisites: Two semesters of MUSC 156 or permission of instructor. Credits: 1(0-3)

### **MUSC 265 Chamber Music Ensemble**

Small ensembles, such as piano trio, string quartet, wind quintet, or brass sextet, for advanced instrumentalists. (May be repeated for credit.) Admission by permission of instructor. Credits: 1(0-2)

### **MUSC 271 Musical Theater Workshop**

Provides students with a practical study of a selected musical through rehearsal and public performance. Emphasis is placed upon stage diction, song and role interpretation, stage movement and vocal techniques. (May be taken for credit three times.) Admission is by permission of instructor following audition; special registration procedures are handled by the department. Credits: 1(0-3) Offered every spring

### **MUSC 275 American Folk Guitar II**

This course is designed to provide the student with traditional techniques for accompanying folk songs and an introduction to playing folk-derived instrumental solos. Prerequisites: MUSC 175 American Folk Guitar I or fluency in the basic first position chords. Credits: 1(3-0) Offered every spring

### **MUSC 310 Theory of Music III**

A continuation of MUSC 211. Study of chromatic harmony and nineteenth century harmonic practices. Emphasis is placed on the study of more extended musical forms. Prerequisites: MUSC 211. Credits: 3(3-0) Offered every fall

### **MUSC 311 Theory of Music IV**

A continuation of MUSC 310. Analysis of

## Music Courses

---

twentieth century music. Topics include impressionism, twentieth century tonal practice, jazz harmony, atonality, pitch-class sets, serialism, and minimalism. Prerequisites: MUSC 310. Credits: 3(3-0) Offered every spring

### **MUSC 313 Theory Skills II**

A continuation of MUSC 213. Training at a more advanced level in dictation, sightsinging, and keyboard harmony. Performance activities will include seventh chords, modulation, chromaticism, and syncopated rhythms. Prerequisites: MUSC 213. Credits: 2(1-2) Offered every fall

### **MUSC 315 Studies in Music Technique: (subtitle)**

Examines in detail a particular topic in musical theory or composition, such as 18th Century Counterpoint Form and Analysis, Jazz Theory and Improvisation, or arranging for ensembles other than orchestra. Emphasis will be placed on the student's exploration of existing models and the development of the proper analytical tools and writing techniques. (May be taken twice under different subtitles.) Prerequisites: MUSC 211. Credits: 3(3-0) Offered in fall and spring odd years

### **MUSC 317 Orchestration**

Instruments and their usages in various kinds of ensembles. Emphasis is upon the development of practical skills, such as scoring and arranging, score and part preparation and score reading. Prerequisites: MUSC 211. Credits: 3(3-0) Offered in fall, even years, if demand is sufficient

### **MUSC 331 Studies in Keyboard Literature: (subtitle)**

A seminar focusing on repertoire composed for the keyboard, delimited by the subtitle in a given semester (e.g., The History of Keyboard Literature, Keyboard Literature of the Classical Period, Twentieth-Century Keyboard Literature, The Keyboard as Chamber Instrument), and considered within the musical and cultural context of its day. Emphasis is on developments in musical style, performance practice, and instrument construction, as well as significant composers, celebrated performers, and contrasting analytical/performing interpretations. Activities central to the course include listening to, analyzing

and discussing representative compositions. Attendance at specific musical performances is required. (May be taken two times under different subtitles.) Prerequisites: MUSC 210 and MUSC 227 or permission of instructor. Credits: 3(3-0) Offered fall, even years

### **MUSC 333 Studies in Vocal Literature: (subtitle)**

A seminar focusing on repertoire composed for the voice, delimited by the subtitle in a given semester (e.g., The History of Opera, Mozart's Operas, The Operas of Verdi and Wagner, The History of Art Song), and considered within the musical and cultural context of its day. Emphasis is on developments in musical style and performance practice, as well as significant composers, celebrated singers, analytical/performing interpretations, and the relationships between text and music, voice and instrument, as relevant. Activities central to the course include listening to, viewing, analyzing and discussing representative compositions. Attendance at specific musical performances is required. (May be taken two times under different subtitles.) Prerequisites: MUSC 210 and MUSC 227. Credits: 3(3-0) Offered spring, odd years.

### **MUSC 335 Studies in Instrumental Literature: (subtitle)**

A seminar focusing on repertoire composed for instruments, delimited by the subtitle in a given semester (e.g., The History of the Symphony, The History of Chamber Music, Beethoven's Symphonies, The Post-Wagnerian Symphony, The String Quartet), and considered within the musical and cultural context of its day. Emphasis is on developments in musical style, performance practice, and instrument construction, as well as significant composers, celebrated conductors/performers, and analytical/performing interpretations. Activities central to the course include listening to, analyzing and discussing representative compositions. Attendance at specific musical performances is required. (May be taken two times under different subtitles.) Prerequisites: MUSC 210 and MUSC 227. Credits: 3(3-0) Offered fall, odd years.

### **MUSC 338 Folk Music in New York State**

An ethnomusicological study of folk music and selected ethnic, popular, and classical traditions in New York State. The course

## Music Courses

---

will examine both historical and present day examples and will emphasize the extraordinary variety of musical traditions found within the state. Attendance at off-campus musical events and individual fieldwork will be required. Prerequisites: MUSC 211. Credits: 3(3-0) Offered in fall, even years, if demand is sufficient

### **MUSC 340 Piano**

A continuation of MUSC 240. (May be repeated for credit.) Prerequisites: a minimum of two semesters of MUSC 240 or their equivalent and permission of instructor. Credits: 1(0-3)

### **MUSC 341 Voice for the General Student**

A continuation of MUSC 241. (May be repeated for credit.) Prerequisites: two semesters of MUSC 241 and permission of instructor. Corequisite: concurrent enrollment in a MUSC 160 choral organization. Credits: 1(0-3)

### **MUSC 342 Woodwinds for the General Student**

A continuation of MUSC 242. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 242 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 160 choral organization. Credits: 1(0-3)

### **MUSC 343 Brass for the General Student**

A continuation of MUSC 243. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 243 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 344 Strings for the General Student**

A continuation of MUSC 244. (May be repeated for credit.) Prerequisites: two semesters of MUSC 244 and permission of instructor. Corequisite: concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 345 Percussion for the General Student**

A continuation of MUSC 245. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 245 and permission of

instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

### **MUSC 350 Piano for the Performance Option**

A continuation of MUSC 250. (May be repeated for credit.) Prerequisites: two semesters of MUSC 250 and permission of instructor. Credits: 2(0-6)

### **MUSC 351 Voice for the Performance Option**

A continuation of MUSC 251. (May be repeated for credit.) Prerequisites: two semesters of MUSC 251 and permission of instructor. Credits: 2(0-6)

### **MUSC 352 Woodwinds for the Performance Option**

A continuation of MUSC 252. (May be repeated for credit.) Prerequisites: two semesters of MUSC 252 and permission of instructor. Credits: 2(0-6)

### **MUSC 353 Brass for the Performance Option**

A continuation of MUSC 253. (May be repeated for credit.) Prerequisites: two semesters of MUSC 253 and permission of instructor. Credits: 2(0-6)

### **MUSC 354 Strings for the Performance Option**

A continuation of MUSC 254. (May be repeated for credit.) Prerequisites: two semesters of MUSC 254 and permission of instructor. Credits: 2(0-6)

### **MUSC 355 Percussion for the Performance Option**

A continuation of MUSC 255. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 255 and permission of instructor. Credits: 2(0-6)

### **MUSC 356 Advanced Composition**

A continuation of MUSC 256. (May be repeated once for credit). (Attendance at musical performances will be required). Prerequisites: Two semesters of MUSC 256 or permission of instructor. Credits: 1(0-3)

### **MUSC 365 Conducting I**

An introduction to the conductor's art.

## Music Courses

---

Training in the basic patterns and gestures of conducting; special exercises in aural development; score reading and analytical skills for score study; rehearsal techniques. Emphasis will be placed upon choral literature and vocal development. (Attendance at musical performances will be required.) Prerequisites: MUSC 211. Credits: 3(2-2) Offered in fall, odd years, if demand is sufficient

### **MUSC 366 Conducting II**

A continuation of Conducting I with an emphasis on orchestral and wind ensemble conducting techniques, repertory, sight reading and score reading at the piano. While emphasis is placed on these practical aspects of conducting, students will also be expected to demonstrate a working knowledge of all transpositions, instrumental fingerings and ranges. Conducting assignments, resulting in public performance, will be assigned at the beginning of the term. A final "practicum" demonstrating competency in all areas will be expected of each student. In addition, students will be expected to attend specified rehearsals and concerts to observe different rehearsal and conducting techniques. Prerequisites: MUSC 365 or permission of instructor. Credits: 3(2-2) Offered spring, even years, if demand is sufficient

### **MUSC 368 Vocal Pedagogy**

A study of various aspects of the singing process in light of analyzing and solving performance problems that commonly confront the student singer. The areas of study include vocal technique, musicianship, communication, and stage presence, with particular emphasis given to vocal technique. In addition to a one-hour class per week, each student pedagogue will be assigned one male and one female voice student with whom to work individually for a minimum of 1/2 hour each, per week. Prerequisites: Junior or senior standing; two years of previous major vocal study; and permission of instructor. Credits: 2(1-1) Offered every spring

### **MUSC 370 Music for the Classroom Teacher**

A study of methods and materials appropriate for use by the elementary school teacher who wishes to include music in classroom activities. Emphasis is placed upon ways to foster creative participation in music through

the use of melodic, rhythmic, and harmonic instruments, and group singing. The fundamental bases for the appreciation of all types of music by children are discussed. Field trips for participation and observation may be scheduled. Prerequisites: MUSC 110 or its equivalent or permission of instructor. Credits: 3(3-0) Offered every spring

### **MUSC 375 Piano Pedagogy**

An introduction to methods and materials used in teaching piano. Study of traditional theories of teaching and playing developed over three centuries, as well as recent methods of dealing with child and adult, beginning and intermediate, students. Field trips may be scheduled. Prerequisites: MUSC 120, MUSC 210, and demonstrated proficiency at the keyboard; or permission of instructor. Credits: 3(3-0) Offered every spring

### **MUSC 376 Piano Teaching Practicum**

Students are to observe and assist faculty instructors in group and individual situations in which piano instruction is given on beginning and intermediate levels. Two one-hour sessions of teaching participation and one period devoted to critique and discussion will be required. Students participating will assume the role of tutors only. All grades in the piano courses being taught will be given by faculty instructors. Prerequisites: MUSC 375. Credits: 2(1-2)

### **MUSC 393 Honors Project in Music: (sub-title)**

Independent study on a musical project mutually agreed upon by the student and a mentor from the Music Faculty. Enrollment by invitation of the Faculty. To be eligible, students normally will have completed 75 semester hours with at least a 3.0 cumulative grade point average overall and a 3.5 grade point average in music courses. 3(0-9). Credits: 3(0-9). Offered by individual arrangement

### **MUSC 399 Directed Study**

Selected study or research in a field of specialization in music or solo recital under the supervision of a staff member. (1 to 3 semester hours.) Prerequisites: Permission of instructor. Offered by individual arrangement

## B.A. in Music

(Composition, Conducting, Ethnomusicology, History and Literature, or  
Music Theory Option)

### Sample Program Outline/Advising Guide

#### Even Year Matriculation

##### FIRST YEAR

FALL: Even Year	Hours	SPRING: Odd Year	Hours
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 140 or 240*	1	MUSC 140 or 240*	1
MUSC 210	3	MUSC 211	3
MUSC 156 (1)	1	MUSC 156 (1)	1
INTD 105 or F/ S/U/	3	MUSC 213	2
M/ or Foreign Language	3	F/ or INTD 105	3
		S/	3
		Elective or Foreign Language	3
<b>Total</b>	<b>14 or 15</b>	<b>Total</b>	<b>16 or 17</b>

##### SECOND YEAR

FALL: Odd year	Hours	SPRING: Even year	Hours
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 226	3	MUSC 227	3
MUSC 310	3	MUSC 311	3
MUSC 313	2	MUSC 232 (4)	3
MUSC256 (1)	1	MUSC 256 (1)	1
MUSC 240 or 340 (6)	1	MUSC 240 or 340 (6)	1
F/	3	R/	3
N/	4	N/	4
<b>Total</b>	<b>16 or 17</b>	<b>Total</b>	<b>14, 15 or 17</b>

##### THIRD YEAR

FALL: Even year	Hours	SPRING: Odd year	Hours
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 317 (3) OR MUSC 338 (4) OR		MUSC 365 (2) OR M/ MUSC 123 (4) OR	
MUSC 331 (5) OR MUSC 316 (6)	3	MUSC 335 (5) OR MUSC 315 (6)	3
HUMN 220	4	MUSC 356 (1)	1
MUSC 356 (1)	1	HUMN 221	4
Electives	9	Electives	6
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>14</b>

##### FOURTH YEAR

FALL: Odd year	Hours	SPRING: Even year	Hours
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 366 (2) OR MUSC 333 (5)	3	MUSC 399 (7)	2 or 3
Electives or M/	12	Electives	12
<b>Total</b>	<b>13 or 16</b>	<b>Total</b>	<b>15 or 16</b>

Total Semester Hours--120

(1) Composition Option  
requirement

(5) History and Literature Option  
requirement

(2) Conducting Option requirement	(6) Music Theory Option requirement (see Music
(3) Composition and Conducting Options requirement	Theory Option regarding MUSC 315, 316)
(4) Ethnomusicology Option requirement	(7) Composition, Conducting, Ethnomusicology,
	History and Literature Options: 2 hours;
	Music Theory Option: 3 hours
For sample schedule for odd year matriculation, see department.	
*MUSC 240 has a prerequisite requirement of proficiency at the level of two semesters of MUSC 140.	



## B.A. in Music (Performance Option)

### Sample Program Outline/Advising Guide

#### *Even Year Matriculation*

#### FIRST YEAR

FALL: Even year	Hours	SPRING: Odd year	Hours
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 150-155 or 250-255*	2	MUSC 150-155 or 250-255*	2
MUSC 210	3	MUSC 211	3
INTD 105 or F/	3	MUSC 213	2
S/ or Foreign Language	3	F/ or INTD 105	3
M/	3	N/	4
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### SECOND YEAR

FALL: Odd year		SPRING: Even year	
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 250-255 or 350-355	2	MUSC 250-255 or 350-355	2
MUSC 226	3	MUSC 227	3
MUSC 310	3	MUSC 311	3
MUSC 313	2	R/	3
N/	4	S/U/ or Foreign Language	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### THIRD YEAR

FALL: Even year		SPRING: Odd year	
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 350-355	2	MUSC 350-355	2
MUSC 331 (2)	3	MUSC 335 (1)	3
HUMN 220	4	HUMN 221	4
Electives or S/ or S/U/	6-9	Electives or S/ or S/U/	6-9
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### FOURTH YEAR

FALL: Odd year		SPRING: Even year	
MUSC 160 or 165	1	MUSC 160 or 165	1
(MUSC 350-355 strongly rec.)	2	MUSC 399	2
MUSC 333 (3)	3	Electives	12
F/	3		
Electives	6-9		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

**Total Semester Hours--120**

(1) Performance Option-Brass, Woodwind, Percussion, or String requirement

(2) Performance Option-Piano requirement

(3) Performance Option-Voice requirement

For sample schedule for odd year matriculation, see department.

\*MUSC 250-255 have prerequisite requirements of proficiency at the level of two semesters of the corresponding MUSC 150-155 course.

*Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information*

## B. A. in Musical Theatre

### Sample Program Outline/Advising Guide

#### *Odd Year Matriculation*

#### FIRST YEAR

Fall Odd Year	Hours	Spring Even Year	Hours
DANC 103* OR DANC 201	2	DANC 102* OR DANC 203	2
MUSC 151**	2	MUSC 151	2
MUSC 160	1	MUSC 160	1
MUSC 210	3	MUSC 211	3
THEA 140	3	THEA 221	3
INTD 105 or R/	3 or 4	INTD 105 OR R/	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

#### SECOND YEAR

Fall Even Year	Hours	Spring OddYear	Hours
DANC 101* OR 202	2	MUSC 251	2
MUSC 251	2	DANC 222 OR MUSC 227 OR THEA 200 OR THEA 203	3
THEA 221	3	THEA 320	3
HUMN 220	4	HUMN 221	4
S/M/	3	Elective	3
Elective	3		
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>15</b>

#### THIRD YEAR

Fall Odd Year	Hours	Spring Even Year	Hours
MUSC 351	2	MUSC 351	2
THEA 311	3	MUSC 222	3
N/	4	S/U/	3
Electives	6	Electives	6
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>

#### FOURTH YEAR

Fall Even Year	Hours	Spring Odd Year	Hours
N/	4	MUSC 399	2
Electives	12	Electives	13
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

Total Semester Hours --- 120

For sample schedule for even years, see department.

\*If prerequisites for DANC 201-203 are unmet

\*\*If prerequisites for MUSC 251 are unmet

*Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Philosophy

Carlo Filice, Chair (Welles Hall 103) - [philosophy.geneseo.edu](http://philosophy.geneseo.edu)

Professors: L. Blackman, T. Everett, C. Filice, E. Savellos, W. Soffer. Associate Professors: S. Edgar. Assistant Professor: D. Levy.

## Bachelor of Arts Degree

Total Credits in Major Required for Degree: 30

Basic Requirements		30 semester hours
PHIL 111	Introduction to Logic	3
PHIL 205	Ancient Philosophy	3
PHIL 207	Modern Philosophy	3
PHIL 330	Ethical Theory	3
PHIL 340	Theory of Knowledge	3
PHIL 355	Metaphysics	3
PHIL 397	Seminar: Major Problems	3
PHIL 398	Seminar: Major Philosophers	3
Electives in	Philosophy	9

Note: Only one 100-level elective will count toward the major. PHIL 393 and PHIL 399 require department approval for use in the major.

Note: Majors seriously considering graduate school in Philosophy are strongly advised to take one or more of Phil 360, Phil 317, Phil 375.

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: PHIL 111, 205, 207, 330, 340, 355 and either 397 or 398.

### Department Writing Requirement

The last paper written by each major in PHIL 205, 207, 330, 340 and 355 will be dated, copied, and placed in the student's file before the paper is graded. Two faculty will review the files of graduating students to determine a) whether the student's writing improved, and b) action that should be taken in case additional work is needed.

For further information, please contact your advisor or Dr. Filice, the Department Chair. For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

### Minor in Philosophy

Basic Requirements		18 semester hours
PHIL 111	Introduction to Logic	3
Electives in philosophy (including a maximum of six hours at the 100-level and at least three hours at the 300-level)		15

### Double Major

Students have found that by electing philosophy as a second major they can develop skills that will be invaluable throughout their careers. They learn to think, read, and write clearly, coherently, and critically. They learn to analyze and evaluate arguments. They learn the art of questioning, that is, how to inquire. Finally, they practice stepping out of a given framework when viewing a problem. Many seemingly unsolvable problems are unsolvable only because the solver is uncritically committed to certain assumptions.

## Philosophy Courses

---

### **PHIL 100 Introduction to Philosophy**

Encourages critical thinking about fundamental problems that concern existence, knowledge, and value. As a means to this end, several philosophical works are read, discussed, and evaluated. Credits: 3(3-0)

### **PHIL 108 Critical Thinking**

An attempt to employ critical reasoning in a variety of everyday contexts. Standards will be developed to help distinguish fallacies from argumentation, prejudice from evidence, and poppycock from science. The course will have a practical orientation. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 111 R/Introduction to Logic**

An introduction to deductive logic, including propositional and predicate logic, Aristotelian logic, problems of definition, informal fallacies, and the elements of linguistic analysis. Credits: 3(3-0)

### **PHIL 130 Ethics**

An introductory course aimed at the improvement of moral reasoning. Analysis and assessment of contemporary examples are stressed. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 136 Medicine and Morality**

A non-technical, introductory-level course which explores basic moral issues in the related fields of medicine and psychology. Issues to be discussed include (1) Should we have socialized medicine? (2) Do we have an unlimited right to reproduce? (3) Should we engage in genetic control? (4) Is abortion moral? (5) Is euthanasia moral? (6) Should we experiment on human beings? (7) Is the notion of mental illness a myth? (8) Can behavior control be justified? (9) Are we free or determined? These questions are approached from various moral perspectives (e.g., egoism, relativism, utilitarianism, existentialism, intuitionism, and Kantianism). Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 201 Environmental Ethics**

An inquiry concerning which entities, if any, have rights, whether non-human entities can have rights, and how one could justify claims about non-human rights. The outcome of the inquiry depends on an adequate account of

good-in-itself. The course includes a survey of the environmental problems facing this planet. Credits: 3(3-0) Offered when demand is sufficient

### **PHIL 202 M/World Religions & Contemporary Issues**

The insights and teachings of major living religions will be analyzed by a study of their basic texts and teachers: Buddhism, Hinduism, Confucianism, Taoism, Judaism, Christianity, and Islam. Comparison of how their teachings apply to such contemporary issues as war and peace, the environment, gender, race, sexual orientation, and economic justice. (Cross listed with PLSC 202.)Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 203 Computer Ethics**

Computers have done more to change the world we live in than any other single development in recent times. These changes have created new moral issues which we must face. By looking both at considered ethical foundations of the past and the new challenges of the present and the future, this course attempts to provide a critical basis for meeting these new issues, which include invasion of privacy, computer crime, professional ethics and responsibility, ownership and stealing of computer technology, the political implications of computer power, and the impact of the use and misuse of computer technology. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 204 Philosophy of Woman**

An examination of the classical Western philosophical views on woman, and the contemporary feminist response. Different theoretical frameworks for feminism are examined: liberal, Marxist, radical, psychoanalytic, socialist, existentialist, postmodern, multicultural and global. Traditional philosophical areas that are addressed in this examination are ethics, politics, epistemology, metaphysics, philosophy of science, law, language, and philosophy of religion. Topics of major concern include oppression, rights, human nature, equality, responsibility, freedom, and moral reform. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 205 Ancient Philosophy**

## Philosophy Courses

An examination of the fundamental ideas of Western civilization against the Greek background that produced them. Original texts in translation are read. Selections from the works of such philosophers as Parmenides, Heraclitus, Democritus, Plato, and Aristotle are read, discussed, and evaluated. Credits: 3(3-0) Offered every fall

### **PHIL 207 Modern Philosophy**

An examination of some of the fundamental ideas of philosophy in the modern period. Original texts in translation are read. Selections from the works of such philosophers as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant are read, discussed, and evaluated. Credits: 3(3-0) Offered every spring

### **PHIL 209 Phenomenology and Existentialism**

An examination of some of the leading motifs of phenomenology and existentialism. Thinkers and topics to include: Kierkegaard: Impossibility of an existential system; Faith and subjective truth; Teleological suspension of the ethical. Nietzsche: Death of God; Master morality, slave morality, and traditional morality; Will to power and the superman; Overcoming nihilism. Husserl: Critique of psychologism and historicism; Consciousness as intentionality; Grounding of knowledge and action on transcendental subjectivity; Life-world and the sciences. Heidegger: Meaning of Being and human existence; Authentic and inauthentic being-towards-death; Human existence, temporality, and history. Sartre: Being, consciousness, and nothingness; Existence precedes essence; Freedom, bad faith, and authenticity; Possibility of an ethics. Credits: 3(3-0) Offered every other year

### **PHIL 214 M/Chinese Philosophy**

This course will provide a chronological survey of Chinese philosophy. Chinese philosophy has often been characterized as 'humanism.' But this humanism has its cosmological roots. This course will begin with the basic cosmological view of ancient Chinese, and then investigate how different humanistic approaches under the same cosmological view could emerge. Three main schools of thought to be covered are: Con-

fucianism, Taoism and Chinese Buddhism. The course will conclude with some contemporary articles on Chinese philosophy, and investigate how Chinese philosophy can develop from this stage on. This course has no prerequisites and assumes no background in philosophy or in Chinese language and culture. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 215 M/Eastern Philosophy**

An introduction to some of the central texts and viewpoints of the Eastern philosophical tradition. The views explored will be Hindu, Buddhist, Taoist, and Confucian. The approach will be primarily philosophical, not historical. The goal will be to understand and critically evaluate the main metaphysical, epistemological, and ethical ideas lying at the center of each tradition. The issues explored will include the status and nature of the self, the possibility of some ultimate undefinable immanent reality, the metaphysical status of space-time-matter-causality, the relation between opposites such as good and evil, and the nature of the good life. Credits: 3(3-0) Offered every other year.

### **PHIL 216 Reasoning and the Law**

An introduction to critical reasoning skills that is narrowly focused on the specific needs of undergraduate prelaw students, and an analysis of original material in the legal field. Topics covered include basics of recognizing arguments, informal methods and techniques for evaluating arguments, techniques for writing argumentatively, the nature of the law and fundamentals of the legal context, the distinction between descriptive and normative legal reasoning, how lawyers reasons, how judges reason, and detailed analysis of several important cases. Credits: 3(3-0) Offered every fall

### **PHIL 217 Problems in the Philosophy of Law**

A systematic exploration of the foundations of law. Major topics include the nature of law and the criteria for a legal system, competing legal theories, the relation between legality and morality, competing theories concerning criminal justice and the justification of punishment. Credits: 3(3-0) Offered once a year.

## Philosophy Courses

---

### **PHIL 218 Philosophy of Religion**

An examination of selected problems in the philosophy of religion. Topics include classical and contemporary arguments for and against the existence of God, existentialist approaches to religion, science and religion, the meaningfulness of theological language, miracles, freedom, death, and immortality. Prerequisites: one course in philosophy or permission of instructor. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 222 Philosophy and Religion in Ancient Mediterranean**

A survey of the religious culture and the philosophical tradition of the ancient Mediterranean. The course is intended to be part of the summer Mediterranean Roots Program in Greece and Italy and is to be given together with the Humanities I course. It could be given during a regular semester also, if demand is sufficient. Credits: 2(2-0)

### **PHIL 225 Philosophy of the Arts**

An inquiry into the concepts of art and good art. Could soundless "music," "Don Giovanni," "Brillo Boxes," the Sistine ceiling, Rambo III, and Macbeth possibly fall under one concept? Who is to say that the Beatles are better than Bach, or that Warhol is worse than Watteau ... or have we asked the wrong question? Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 235 Philosophy of Biology**

This course will examine philosophical problems raised by evolutionary theory, genetics and taxonomy. Questions to be addressed include: (a) Is biological theory reducible to chemistry and physics? (b) What is a species? Is there a single, correct way to classify organisms? (c) At what level does selection operate: individual organisms, groups, or "selfish genes"? (d) Does altruism exist in nature? (e) Can the evolutionary model usefully be applied outside of biology? In particular, is sociobiology a promising field of research, or merely an excuse for injustice? (f) Can there be such a thing as "scientific creationism"? Prerequisites: One course in biology or in philosophy, or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 237 Ethical Issues in Business**

This course will introduce students to the central role of ethics in the conduct of business organizations and the people who administer them. Students will learn to identify ethical issues in business and to analyze them from the perspective of several philosophical moral traditions. We will consider ethical issues concerning both the overall economic system and the specific business areas of management, accounting, finance, and marketing. Students will be required to perform analyses of both philosophical readings and recent case-studies from the business world. Credits: 3(3-0)

### **PHIL 240 Philosophy of Science**

This course will examine the nature of science. What makes the difference between scientific theories and nonscientific ones? Is there a special kind of reasoning for science, or just a special subject matter? Does science have a greater claim to knowledge? What are the limits of science? Can religion and morality be turned into sciences, or is there a fundamental gap of some sort between these different realms? We will consider these questions both naively and in terms of a set of philosophical theories of science that have been developed over the past century. We will also examine a variety of long-standing conceptual problems in particular sciences, including mathematics. Finally, we will look at the important consequences of science in today's society, in particular the pressing issue of "junk science." Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 305 Philosophy of Education**

This course will familiarize students with past and present theories and issues in the philosophy of education. Students will consider why humans educate themselves and their children; what they think constitutes reality; what knowledge is worth having and how humans beings acquire it; what constitutes the good life and how human beings organize society to promote it; and how education can encourage people to reflect on what it means to live ethically. The course will allow philosophy students to apply their knowledge of the discipline to an important realm of practical problems and provide education students an opportunity to think both critically and creatively about

## Philosophy Courses

---

educational practice. (Cross listed with EDUC 305.) Prerequisites: PHIL 100 or INTD 203 or permission of instructor. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 310 Symbolic Logic**

A rigorous treatment of the propositional and predicate calculi. Topics considered are truth, validity, consequence, consistency, tautologousness, and derivability. A system of natural deduction is developed. The course also includes an introduction to set theory and proofs of the consistency and completeness of the predicate calculus. Prerequisites: PHIL 111 or permission of instructor. Credits: 3(3-0) Not offered on a regular basis.

### **PHIL 317 Philosophy of Mind**

An examination of schema for viewing human nature. Topics include the mind-body controversy, minds as machines, behaviorism, materialist explanations of mind, personal identity, perception, dreaming, and the problem of choice. Prerequisites: One philosophy course or permission of instructor. Credits: 3(3-0) Offered every three semesters

### **PHIL 330 Ethical Theory**

An examination of classical and contemporary philosophical works addressed to the problems of intrinsic value, right conduct, good character, free will and responsibility, and moral knowledge. Prerequisites: One philosophy course or permission of instructor. Credits: 3(3-0) Offered every spring

### **PHIL 340 Theory of Knowledge**

An examination of fundamental epistemological concepts, including those of knowledge, necessary truth, universals, rational belief, and perception. Prerequisites: Two courses in philosophy or permission of instructor. Credits: 3(3-0) Offered every spring

### **PHIL 355 Metaphysics**

An analysis of major metaphysical concepts, including those of infinite extent, continuity and infinite divisibility, space, time, substance, property, relation, universals, identity and individuation, change, necessity, and independence. Prerequisites: PHIL 111 and ~~204~~ other course in philosophy, or permission of instructor. Credits: 3(3-0) Offered every fall

An examination of contemporary and recent views concerning the nature of language and the ways in which language is conceived as bearing on philosophical problems. Topics covered include theories of reference and meaning, truth, analyticity, opacity, proper names, definite descriptions, demonstratives, the possibility of translation, semantic representation, the nature of propositions. Prerequisites: PHIL 111 and one other course in philosophy. Credits: 3(3-0) Offered every three semesters

### **PHIL 393 Honors Thesis**

Students with a serious interest in pursuing philosophy are advised to write a thesis: a lengthy, original essay on a special philosophical issue. To receive Philosophy Honors recognition at graduation, the student must complete the thesis with a grade of at least A-. Prerequisites: 18 hours of philosophy with 3.5 gpa in philosophy courses. Credits: 3(3-0) Offered by individual arrangement

### **PHIL 397 Seminar: Major Problems**

For advanced students. Focuses on a single philosophical problem, or a pair of problems (e.g., infinity, freedom and determinism, analyticity, induction). Topic varies from term to term, and student presentations comprise a significant portion of the course. Students can repeat multiple times. Prerequisites: Permission of instructor. Credits: 3(3-0) Offered alternately with PHIL 398; one seminar will be offered each semester

### **PHIL 398 Seminar: Major Philosophers**

For advanced students. Focuses on a single philosopher, or a pair of philosophers (e.g., Plato, Aristotle, Spinoza, Locke and Leibniz, Hume, Wittgenstein). Philosopher studied varies from term to term, and student presentations comprise a significant part of the course. Students can repeat multiple times. Prerequisites: Permission of instructor. Credits: 3(3-0) Offered alternately with PHIL 397; one seminar will be offered each semester

### **PHIL 399 Directed Study**

Intensive reading in a philosopher or philosophical problem, under the supervision of a member of the staff. (Available at all levels.) Credits: 3(3-0) Offered by individual arrangement

## B. A. in Philosophy

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
PHIL 111	3	PHIL 100- or 200-level Elective	3
N/	4	N/	4
F/	3	S/U/	3
INTD 105	3	R/	3
M/Requirement	3	Elective or foreign language	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

PHIL 205	3	PHIL 207	3
HUMN 220	4	HUMN 221	4
S/	3	F/	3
Elective or foreign language	3	Elective or foreign language	3
Elective	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

PHIL 200- or 300-level Elective	3	PHIL 330 Ethical Theory	3
PHIL 200 or 300 Elective	3	PHIL 200- or 300-level Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

PHIL 355	3	PHIL 340	3
Elective or PHIL 397 or 398	3	PHIL Elective	3
Elective	3	Elective or PHIL 397 or 398	3
Elective	3	Elective	2
Elective	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>11</b>

Total Semester Hours — 120

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*



# Physics and Astronomy

**Charlie Freeman, Chair (ISC 215) - [physics.geneseo.edu/](http://physics.geneseo.edu/)**

Distinguished Teaching Professors : S. Padalino, K. Fletcher. Professors: C. Freeman, S. Iyer. Associate Professors: J. McLean, E. Pogozielski, A. Steinhauer. Assistant Professors: G. Marcus.

## Preparation

Students planning to pursue a program in physics should have a better than average, well-rounded background in high school mathematics. They should register for MATH 221 and PHYS 123/124 in the first semester of the freshman year.

## Bachelor of Arts Degree in Physics

Total Credits in Major Required for Degree: 63

Basic Requirements		37 semester hours	
PHYS 123/124 PHYS 125/126	Analytical Physics I and II		8
PHYS 223, 224	Analytical Physics III and IV		6
PHYS 226	Optics and Modern Physics Laboratory		1
PHYS 228	Mathematical Methods in Physics		2
PHYS 341	Seminar in Physics		1
PHYS 352	Quantum Mechanics I		3
PHYS 362	Intermediate Laboratory		2
PHYS 363 OR PHYS 372	Instrumentation and Interfacing OR Undergraduate Research		2
300-level Electives in physics			12
Related Requirements		26 semester hours	
MATH 221, 222, 223	Calculus I, II, and III		12
MATH 326	Differential Equations		3
CSCI 119/120	Procedural Programming or Object Oriented Programming		3
A one-year laboratory science course sequence in another natural science discipline. Only one of these may overlap with the Natural Science core requirement. Note: BA students may not receive degree credit for both PHYS 313 and 332. Note: Directed Studies cannot count towards the elective hours in physics.			8

Because there is flexibility within the basic Bachelor of Arts degree requirements some options available are

1. Interdisciplinary study (e.g., biophysics and geophysics);
2. Preparation for graduate study in physics and engineering;
3. Qualification for commercial and/or industrial employment (e.g., for positions in physics research laboratories and as technical sales and/or service representatives).
4. Phys 335 and Phys 336 are strongly recommended for students preparing for graduate study in Physics and Engineering.

## Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: PHYS 123/124, 125/126, 223, 362; MATH 221, 222, 223.

## Department Writing Requirement

The Department requires written lab reports throughout the program. First year reports concentrate on developing the skills needed in scientific report writing. The Optics and Modern Physics and Intermediate labs require full reports that are evaluated with attention to style and technique as well as content. Students will submit rewrites if necessary. A portfolio is maintained for each student of selected reports from these courses. For further information, please contact your advisor or the Department Chair. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of Curriculum and Academic Services.

## Bachelor of Science Degree in Applied Physics

Total credit hours required to complete major: 66

Basic Requirements		37 semester hours
PHYS 123/124, 125/126	Analytical Physics I and II	8
PHYS 223, 224	Analytical Physics III and IV	6
PHYS 226	Optics and Modern Physics Laboratory	1
PHYS 228	Mathematical Methods in Physics	2
PHYS 311	Classical Mechanics	3
PHYS 341	Seminar in Physics	1
PHYS 362	Intermediate Laboratory	2
PHYS 363 OR PHYS 372	Instrumentation and Interfacing OR Undergraduate Research	2
Two of the following three courses:		6
PHYS 313	Applied Mechanics	
PHYS 332	Electric Circuit Analysis	
CSCI 230 Digital Electronics (Note: if CSCI 230 is selected, then a student would need 9 additional elective hours in physics. If CSCI 230 is not selected, then a student would need only 6 addition elective hours in physics)		
300-level Electives in physics (see note above)		6(9)

Related Requirements		at least 29 semester hours
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 326	Differential Equations	3
Two courses in Computer Science		6
One year lab sequence		8
Either a minor in chemistry, biology, geology, mathematics, or computer science, or an internship (upon a recommendation of the department) during the summer and fall semester following the third year.		

Note: The Natural Science general education requirement is satisfied by the program requirement.

Note: Directed Studies cannot count toward the elective hours in physics.

## Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: PHYS 123/124, 125/126, 223, 362; MATH 221, 222, 223.

## Department Writing Requirement

The Department requires written lab reports throughout the program. First year reports concentrate on developing the skills needed in scientific report writing. The Optics and Modern Physics and Intermediate labs require full reports that are evaluated with attention to style and technique as well as content. Students will submit rewrites if necessary. A portfolio is maintained for each student of selected reports from these courses. For further

information, please contact your advisor or the Department Chair. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of Curriculum and Academic Services.

## Honors in Physics

Available by invitation of the department to students who have completed at least 90 semester hours and at least 22 hours in physics including PHYS 372. Work consists of significant research participation and reporting that work at a department colloquium and also in a thesis or professional paper. Honors students are exempt from PHYS 341.

## Minor in Physics

(Not available to Biophysics and Geophysics majors.) 20 semester hours in physics which must include PHYS 123/124, 125/126, 223, 224, 226, 228, and one additional 300-level course (cannot be research credits). Students should note the MATH co-requisite and prerequisite courses for the PHYS requirement.

## Certification in Adolescence Education (7-12): Physics and General Science

Students whose objective is to become secondary school physics teachers qualify for New York State initial certification by completing the Bachelor of Arts degree program in the department and the courses required in the Teacher Education program (see School of Education program description). Certification in adolescence education is not available with the Bachelor of Science in Applied Physics.

## Preparation for Engineering (Five-Year [3-2] Program)

Basic Requirements		37 semester hours
PHYS 123/124, 125/126	Analytical Physics I and II	8
PHYS 223, 224	Analytical Physics III and IV	6
PHYS 226	Optics and Modern Physics Lab	1
PHYS 228	Mathematical Methods in Physics	2
PHYS 311	Classical Mechanics	3
PHYS 341	Seminar in Physics	1
PHYS 362	Intermediate Laboratory I	2
Electives in physics		14

With departmental approval, 8-9 hours of Engineering and Physics courses may be taken at the Engineering School.

Related Requirements		26 semester hours
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 326	Differential Equations	3
CSCI 119/120	Procedural Programming or Object Oriented Programming	3
CHEM	One year lab sequence in Chemistry	8

Students must complete the College General Education requirements.

Note: The Natural Science general education requirement is satisfied by the program requirement.

Students completing this five-year program receive the Bachelor of Arts degree (in physics) from Geneseo and the Bachelor of Science in Engineering degree from an engineering school. Please contact Dr. Ed Pogozelski for a list of engineering schools with which SUNY Geneseo has a 3/2 articulation agreement. Those pursuing this program must satisfy Geneseo’s requirements for four-year programs. Appropriate courses completed at the other institutions can be used to fulfill some of these requirements. Students must complete 90 semester hours at Geneseo before transferring to the engineering school.

## Astronomy Courses

### **ASTR 100 Introductory Astronomy**

A summary of modern astronomy: the solar system, stars, galaxies, and the structure of the observable universe. Counts for Natural Science general education credit only if ASTR 101 is taken concurrently. Corequisite: ASTR 100 or permission of instructor. Credits: 3(3-0)

### **ASTR 101 N/Introductory Astronomy Laboratory**

An introductory laboratory experience to help students understand astronomy. Activities include taking data, statistical analysis, and comparison with theoretical models. Laboratories will include material from observations of planets, the sun, stars, and galaxies. Corequisite: ASTR 100 or permission of instructor. Credits: 1(0-2)

## Physics Courses

### **PHYS 101 N/Science of Sound**

The production, transmission, recording, and sensation of sound are presented in a lecture-demonstration format. Examples of mechanical vibrations, mechanisms of hearing and speech, perception of loudness, high-fidelity sound systems, musical instruments, and wave form analysis are included. The laboratory will include the study of devices such as variable tone generators, oscilloscopes, sound level meters, recorders, amplifiers, and loudspeakers. Only simple mathematics will be used. Cannot be counted towards the physics major. (Not open to students with prior credit for physics courses numbered PHYS 113 or higher.) Credits: 4(3-2) Offered every fall

### **PHYS 105 N/The Nature of Light and Color**

The evolution of our understanding of the nature of light will be presented, from Newton's corpuscles to Maxwell's electromagnetic waves to the modern view of wave-particle duality. Along the way, many optical phenomena will be investigated in lecture demonstrations and in the laboratory, including lenses, prisms, rainbows, photography, interference, diffraction, the photoelectric effect, and atomic spectra. Simple algebra, trigonometry and geometry will be employed. Cannot be counted toward the physics major. (Not open to students with prior credit for physics courses numbered PHYS 113 or higher.) Credits: 4(3-2) Offered every spring

### **PHYS 108 The Way Things Work**

A look at what is going on inside some of the tools and toys of modern life. The principles involved in a variety of things will be

explored in discussion/hands-on sessions. Intended for non-science majors who are curious about how their world operates. The underlying science will be discussed in non-mathematical, lay language. Cannot be counted toward the physics major. Credits: 1(1/2-1) Not offered on a regular basis

### **PHYS 113 General Physics I**

An introduction to the concepts and laws of physics with applications to biological systems; course includes mechanics, thermodynamics, wave properties, and sound. Prerequisites: /Corequisite: PHYS 114. Credits: 3(3-0). Offered every fall

### **PHYS 114 N/Physics I Lab**

A lab course to complement General Physics I and Analytical Physics I lectures. Experiments in kinematics, projectile motion, Newton's laws, momentum, and energy conservation will be performed. Prerequisites: /Corequisites: PHYS 113 or PHYS 123. Credits: 1(0-2). Offered every fall

### **PHYS 115 General Physics II**

Continuation of General Physics I: Electricity, magnetism, light, and atomic and nuclear phenomena. Prerequisites: PHYS 113/114 or permission of department. Corequisite: PHYS 116. Credits: 3(3-0). Offered every spring

### **PHYS 116 Physics II Lab**

A lab course to complement General Physics II and Analytical Physics II lectures. Experiments in waves, electricity and magnetism, circuits, and optics will be performed. Prerequisites: PHYS 113/114. Corequisite: PHYS 115 or PHYS 125. Credits: 1(0-2). Offered every spring

## Physics Courses

### **PHYS 120 Physics First Year Experience**

An introductory course for entering students considering a career in physics or engineering. Through presentations, discussions and investigations the question "What is Physics?" will be examined. Study methods and time utilization for success in physics will also be addressed. No prerequisite. Cannot be counted toward the physics major. Graded on S/U basis. Credits: 1(1-0) Not offered on a regular basis

### **PHYS 123 Analytical Physics I**

An analytical, calculus-based treatment of kinematics, Newton's laws, kinetic and potential energy, friction, linear momentum, angular momentum, rotational dynamics, gravitational physics, and simple harmonic motion. Notes: Both PHYS 123 and either PHYS 114 or PHYS 124 must be passed to receive core credit. A student may not receive credit for both PHYS 113 and PHYS 123. Prerequisites: /Co-requisite: MATH 221 or permission of department. Co-requisite: PHYS 114 or 124 or permission of department. Credits: 3(3-0) Offered every fall

### **PHYS 124 N/Analytical Physics I Laboratory**

An experimental course developing laboratory and analytical skills in physics. Includes experiments in kinematics, Newton's laws, uncertainty analysis, momentum and energy conservation, and projectile motion. Note that this course is required for the physics major. Prerequisites: /Co-requisite: PHYS 123 or permission of department. Credits: 1(0-3) Offered every fall

### **PHYS 125 Analytical Physics II**

An analytical, calculus-based treatment of charge, electrostatic and magnetostatic fields, simple applications of Maxwell's equations, Lenz's law, basic electrical circuits, mechanical and electromagnetic waves, and geometric optics. Prerequisites: PHYS 123 or permission of instructor. Co-requisite: PHYS 126 or PHYS 116 or permission of department. Prerequisite /Co-requisite: MATH 222 or MATH 228 or permission of instructor. Credits: 3(3-0) Offered every spring

### **PHYS 126 Analytical Physics II Laboratory**

An experimental course developing laboratory and analytical skills in physics. Includes experiments in electric fields, Ohm's law, use of the oscilloscope, and electric circuits. Note that this course is required for the physics major. Prerequisites: PHYS 124 or permission of department. Co-requisite: PHYS 125 or permission of department. Credits: 1(0-3) Offered every spring

### **PHYS 223 Analytical Physics III**

This course will include classical physics and some modern physics topics. The analysis of phenomena such as electromagnetic waves, their interference and diffraction, electromagnetic radiation, blackbody radiation, and interactions of photons with matter, special relativity and gravity will be highlighted. Other topics covered in this course may include geometric optics, thermodynamics, and fluids. Prerequisites: PHYS 125 or permission of department. Credits: 3(3-0) Offered every fall

### **PHYS 224 Analytical Physics IV**

This course will include elementary quantum theory, Schrodinger's equation, wave properties of matter, Heisenberg's uncertainty principle, atomic structure and the Bohr atom. Special topics may include a survey of material from different subfields of physics such as cosmology, solid state physics, nuclear physics, etc. Prerequisites: PHYS 223, MATH 223, or permission of department. Corequisite: PHYS 228 or permission of department. Credits: 3(3-0) Offered every spring

### **PHYS 226 Optics and Modern Physics Laboratory**

Devoted to the understanding of experiments in Optics, Atomic Physics, and Nuclear Physics. Typical experiments would cover composite lens systems, interference effects,  $e/m$ , emission spectra, and radioactive decay. Prerequisites: /Corequisite: PHYS 223 or permission of instructor. Credits: 1(0-3) Offered every fall

## Physics Courses

---

### **PHYS 228 Mathematical Methods in Physics**

This course is an introduction to the application of various mathematical tools to specific problems in physics. Methods will include complex numbers, coordinate transformations, vector calculus, matrices, Fourier transforms, series solutions, and probability. This course will also include numerical methods using software including spreadsheets and symbolic mathematical manipulators. Prerequisites: /Corequisites: PHYS 224 or permission of department. Credits: 2(2-0) Offered every spring

### **PHYS 311 Classical Mechanics**

The dynamics of a particle subject to various types of forces: forced and damped harmonic oscillations; conservative forces; vector algebra; kinematics in more than one dimension; multiple-particle systems. Prerequisites: PHYS 224, PHYS 228 and MATH 326, or permission of department. Credits: 3(3-0) Offered every fall

### **PHYS 313 Applied Mechanics**

This course begins with analysis of static rigid bodies in equilibrium, centroids, distributed forces, internal forces, and structures. Subsequent topics include stress and strain, torsion, bending, shear, combined and eccentric loading, failure criteria, and 3D stress tensors. Prerequisites: PHYS 228 or permission of department. Note: B.A. students may not receive degree credit for both PHYS 313 and PHYS 332. Credits: 3(3-0) Offered every spring

### **PHYS 314 Fluid Mechanics**

This course is an introduction to the topic, and includes an examination of the relevant properties of fluids (density, viscosity, pressure, velocity), common analysis techniques (control systems, control volumes, stream functions, dimensional analysis, non-dimensional parameterization), mathematical modeling (integral and differential forms of mass conservation, momentum conservation, and energy conservation; Bernoulli's equation), and applications. Prerequisites: PHYS 311 or permission of department. Credits: 3(3-0) Offered spring, odd years

### **PHYS 321 Atomic and Nuclear Physics**

Elementary aspects of quantum physics; application of relativity and quantum physics to the interaction of photons and electrons, to atomic structure, and to nuclear structure and nuclear interactions. Prerequisites: PHYS 352, MATH 326 or permission of department. Credits: 3(3-0) Offered spring, even years

### **PHYS 332 Electric Circuit Analysis**

An introduction to the analysis and modeling of electric circuits. Includes the study of DC and AC circuit components, network theorems, phasor diagrams, frequency response and resonance, linear and non-linear systems, and electrical instrumentation. Prerequisites: PHYS 224, PHYS 228, MATH 326, or permission of department. Note: B.A. students cannot receive credit for both PHYS 313 and PHYS 332. Credits: 3(3-0) Offered every spring

### **PHYS 335 Intermediate Electricity and Magnetism I**

Electrostatic fields in vacuum and in matter; magnetic fields of steady currents; induced electric fields; magnetic materials; Maxwell's equations; electromagnetic field of a moving charge. Prerequisites: PHYS 224, PHYS 228, MATH 326 or permission of department. Credits: 3(3-0) Offered every fall

### **PHYS 336 Intermediate Electricity and Magnetism II**

This course constitutes a continuation of PHYS 335: Intermediate Electricity and Magnetism I. Material to be covered will include solutions of Maxwell's equations; investigation of electric and magnetic fields in domains not treated in the previous course, such as the propagation of electromagnetic waves in conducting and non-conducting media; electromagnetic radiation; wave guides; special theory of relativity and relativistic electrodynamics. Prerequisites: PHYS 335 or permission of department. Credits: 3(3-0) Offered every spring

### **PHYS 341 Seminar in Physics**

Presentations are made by students enrolled, faculty members, and invited guests. Each

## Physics Courses

---

student is expected to attend each scheduled meeting and to make at least one oral presentation on a topic approved by the instructor. Prerequisites: Junior standing or permission of department. Credits: 1(1-0) Offered every spring

### **PHYS 342 Advanced Physics Problem Solving**

This course is designed to help senior physics majors synthesize the fundamental concepts learned in the various facets of physics program. An emphasis is placed on applying a variety of problem solving techniques to examples drawn from across the physics disciplines. This course should help students prepare for physics graduate school admissions exams as well as for the first year of graduate coursework. Cannot be counted towards Physics major. (Half semester course.) Prerequisites: PHYS 352 or PHYS 311 or PHYS 335. Credits: 1(1-0). Offered not on a regular basis

### **PHYS 344 Statistical Thermodynamics**

An introduction, covering the connection between the physics of single particles and the bulk behavior of materials; the quantitative study of entropy, heat, temperature, the Carnot cycle, free energy, thermodynamic potential, phase equilibria, and the laws of thermodynamics. Thermodynamic systems, such as ideal gases and free electrons in metals, are considered. Prerequisites: PHYS 224, PHYS 228 and MATH 326 or permission of department. Credits: 3(3-0) Offered every fall

### **PHYS 352 Quantum Mechanics I**

An introductory course in the theory of non-relativistic quantum mechanics in its currently accepted form. Experiments resulting in the mathematical formulation of quantum theory are discussed. Hilbert space vectors, operator algebra, and the postulates of quantum mechanics lead to proofs of the compatibility theorem and the uncertainty principle. The states of a particle, as determined by Schroedinger's Equation, are studied in several situations. Prerequisites: PHYS 224, PHYS 228, MATH 326 or permis-

sion of department. Credits: 3(3-0) Offered every fall

### **PHYS 353 Quantum Mechanics II**

This course will cover advanced topics in Quantum Mechanics as well as applications and approximations to real physical problems. The Dirac description of quantum mechanics will be used extensively in this course as well as the functional forms described by Schroedinger. One, two and three dimensional bound state problems will be studied in addition to scattering theory. Approximation methods, such as time dependent perturbation theory, Hartree-Fock method, variational method and the Born approximation, will be used to solve physical problems to first and second order. Systems of more than one particle will be briefly studied. Prerequisites: PHYS 352. Credits: 3(3-0) Offered spring, odd years

### **PHYS 362 Intermediate Laboratory**

Devoted to the understanding of some of the classic experiments in physics. Experiments are from all fields of physics, but particular attention is given to experiments which complement courses being taken concurrently. Prerequisites: PHYS 226. Credits: 2(0-6).

### **PHYS 363 Instrumentation and Interfacing**

An introduction to electronic interfacing of equipment in the modern laboratory, with an emphasis on computer control of instrumentation. Includes hands-on experience with several standard interfacing protocols. Following an introduction to standard interface software, students will design and construct experimental projects that demonstrate computer control of measurement, analysis, decision making, and control. Note: Students may not count both PHYS 363 and 372 towards the minimum 37 semester hours in physics. Prerequisites: PHYS 362 and 3 credit hours of computer science or permission of department. Credits: 2(0-6)

### **PHYS 372 Undergraduate Research**

Designed to introduce the student to research techniques in physics, astronomy, or engineering. With faculty supervision, each

## Physics Courses

---

student will complete a significant project which requires originality and broadens knowledge. Note: Students may not count both PHYS 363 and PHYS 372 towards the minimum 37 semester hours in physics. Prerequisites: PHYS 362 and prior approval of department. Credits: 2(0-6)

### **PHYS 381 Introduction to Astrophysics**

An introduction to the field of astrophysics. Particular emphasis will be placed on the structure and evolution of stars and on the origin and expansion of the universe. Prerequisites: PHYS 224, PHYS 228, and MATH 326. Credits: 3(3-0) Offered spring, odd years

### **PHYS 386 Solid State Physics**

Basic physical processes which occur in solids, especially semi-conductors and metals, are studied. Applications of quantum mechanics and statistics to the thermal and electrical properties of various types of solids are made. Prerequisites: PHYS 224, PHYS 228 and MATH 326 or permission of the department. Credits: 3(3-0) Offered spring, even years

### **PHYS 387 Gravity**

This course will cover Newtonian gravity, special and general relativity and cosmology. Some of the topics include Newton's law of gravitation, Keplerian orbits, special relativity with spacetime diagrams and metrics, generalization to accelerated frames, the Equivalence Principle, curvature of spacetime, classical tests of GR, stationary and spinning black holes, large scale structure of the universe, big bang theory and the cosmological model. Prerequisites: PHYS 311 or permission of the department. Credits: 3(3-0). Not offered on a regular basis

### **PHYS 389 Honors Research**

Individual research, directed by a member of the Department of Physics and Astronomy. Results of the research will be reported in a thesis, published paper, or off-campus presentation. Enrollment by invitation of the Department. Students will normally have completed 90 semester hours with a cumulative grade point average of 3.0 and

have completed at least 22 hours in physics (including PHYS 372) with a grade point average of 3.30. Credits: 3(0-9) Offered by individual arrangement

### **PHYS 394 Independent Research**

A one-semester work and study experience in an appropriate laboratory. Students are required to complete a formal research paper describing the nature of the project undertaken, problems encountered, methodology employed, and conclusions from the project. Prerequisites: Senior class standing, 3.0 cumulative GPA in physics, and permission of the department. This course may be repeated for a total of 6 credit hours. Credits: 2(0-6) Offered by individual arrangement. Cannot be counted towards the minimum semester hours in Physics.

### **PHYS 395 Internship/Seminar**

A one-semester work and study experience in an appropriate laboratory outside the College. Students are required to attend regular seminars during the internship, to submit monthly written reports, and to present a departmental seminar upon return to the College. Interns work closely with the sponsor on projects approved by the Physics Department. Notes: This course may not be counted towards the minimum semester hours in physics. 3, 6, or 9 semester hours. Prerequisites: Senior class standing, 3.0 cumulative GPA in physics and permission of the department and cooperating agency. Co-requisite: PHYS 394 - Independent Research. This course may be repeated for a total of 9 credit hours. Offered by individual arrangement

### **PHYS 399 Directed Study**

Students work individually, under the supervision of a faculty member, on a research problem in physics. Notes: This course may not be counted towards the minimum 37 semester hours in physics. 1 to 3 semester hours. Prerequisites: Permission of instructor. Offered by individual arrangement. Cannot be counted towards Physics major.



## 4 Year B.A in Physics

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
PHYS 123 and 124	4	PHYS 125 and 126	4
R/MATH 221	4	MATH 222	4
INTD 105 or F/	3	INTD 105 or F/	3
Foreign Language or S/	3	Foreign Language or S/	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

#### SECOND YEAR

PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
MATH 223	4	MATH 326	3
N/Lab Science I	4	Lab Science II	4
CSCI 119/120	3	F/	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### THIRD YEAR

PHYS 352	3	PHYS 341*	1
PHYS 362	2	PHYS 363 OR PHYS 372	2
Physics 300-level Elective	3	Physics 300-level Elective	3
S/	3	HUMN 221	4
HUMN 220	4	Elective	3
		Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

#### FOURTH YEAR

Physics 300-level Elective	3	Physics 300-level Elective	3
Elective	3	U/	3
Elective	3	Elective	3
N/	4	Elective	3
M/	3	Elective	2
<b>Total</b>	<b>16</b>	Elective	1
		<b>Total</b>	<b>15</b>
<b>Total Semester Hours -- 120</b>			

**NOTE:**

(1) Lab Science I and II must be taken in the same discipline.

(2) There may be a scheduling conflict between PHYS 311 and 313 and the Chemistry Lab Sequence. Therefore, the Physics and Chemistry sequence might not be taken in the same year.

\*Honors in Physics. Senior majors having completed PHYS 372 may be invited by the department to take PHYS 393: Honors in Physics. (These students are exempt from the PHYS 341 requirement.) Students completing PHYS 393 satisfactorily will graduate with Honors in physics.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

## 4 Year B.S in Applied Physics

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
PHYS 123 and 124	4	PHYS 125 and 126	4
MATH 221 R/	4	MATH 222	4
INTD 105 or F/	3	F/ or Intd 105	3
Foreign Language or S/	3	Foreign Language or S/	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

#### SECOND YEAR

PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
MATH 223	4	MATH 326	3
CSCI 119/120	3	Lab Sequence II	4
Lab Sequence I	4	CSCI	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### THIRD YEAR

PHYS 311	3	PHYS 313 OR PHYS 332 OR CSCI 230	3
PHYS 362	2	PHYS 363 OR PHYS 372	2
Physics 300 level Elective S/	3 3	PHYS 341* F/	1 3
HUMN 220	4	HUMN 221	4
Elective	1	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### FOURTH YEAR

Physics 300 Level Elective	3	PHYS 313 OR PHYS 332 OR CSCI 230	3
Elective	3	Physics 300 level Elective if CSCI 230	3
Elective	3	U/	3
Elective	3	Elective	3
M/	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

**Total Semester Hours — 120**

\*Honors in Physics. Senior majors having completed PHYS 372 may be invited by the department to take PHYS 393: Honors in Physics. (These students are exempt from the PHYS 341 requirement.) Students completing PHYS 393 satisfactorily will graduate with Honors in physics.

**NOTE:**

There may be a scheduling conflict between PHYS 311 and 313 and the Chemistry lab sequence. Therefore, the Physics and Chemistry sequence might not be taken in the same year.

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

## 3-2 Engineering in Physics

### Sample Program Outline/Advising Guide

Typical 3-2 Engineering Program for students seeking a BA Degree in Physics from Geneseo and a BS Degree in Engineering.

#### FIRST YEAR (GENESEO)

Fall	Hours	Spring	Hours
PHYS 123 and 124	4	PHYS 125 and 126	4
R/MATH 221	4	MATH 222	4
INTD 105 or F/	3	INTD 105 or F/	3
Foreign Language or S/	3	Foreign Language or S/	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

#### SECOND YEAR (GENESEO)

PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
MATH 223	4	MATH 326	3
N/CHEM Lab Sequence I	4	CHEM Lab Sequence II	4
CSCI 119/120	3	U/	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### THIRD YEAR (GENESEO)

PHYS 311	3	PHYS 341	1
Physics 300-level Elective	3	PHYS 362	2
S/	3	Physics 300-level Elective	3
M/	3	F/	3
HUMN 220	4	HUMN 221	4
		Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

Total Semester Hours – 90

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

#### NOTE:

(1) Students should consult with their academic advisor for appropriate electives and fourth and fifth year programs at the Engineering School. Several engineering fields require certain physics courses to be taken at Geneseo prior to the Engineering School

(2) There may be a scheduling conflict between PHYS 311 and 313 and Chemistry Lab Sequence. Therefore the Physics and Chemistry sequence might not be taken in the same year.

# Political Science

Jeffrey Koch, Chair (Welles Hall 2B) - [polisci.geneseo.edu](mailto:polisci.geneseo.edu)

Professors: K. Deutsch, E. Drachman, R. Goeckel, J. Koch. Assistant Professors: V. Farmer, M. Klotz. Instructors: J. Grace.

## Bachelor of Arts Degree

Total credit hours required to complete major: 33-36

Basic Requirements		33 semester hours
PLSC 110	American Politics	3
PLSC 120	Comparative Politics	3
PLSC 140	International Politics	3
PLSC 230	Political Theory	3
PLSC 251*	Modern Political Analysis	3
Three courses at the 300-level (one in each of three subfields studied at the 100-level or in PLSC 230, one of the three 300-level courses must be a capstone or senior seminar, completed during the senior year.)		9
Three additional course at the 200 or 300 level		9

Related Requirements	3 semester hours
<p>Foreign language through the intermediate level (i.e., through 202 or demonstrated competence at that level) OR one of the following courses:</p> <ul style="list-style-type: none"> <li>• ANTH 228 (Research Methods in Applied Anthropology)</li> <li>• COMN 212 (Theory and Practice of Argument)</li> <li>• ECON 102 (Macroeconomics)</li> <li>• ECON 330 (Government Finance)</li> <li>• GEOG 295 (Introduction to Geographic Information Systems)</li> <li>• HIST 220 (Interpretations in History)</li> <li>• HIST 221 (Research in History)</li> <li>• PHIL 216 (Reasoning and the Law)</li> <li>• PSYC 251 (Introduction to Behavioral Research Methods).</li> <li>• SOCL 212 (Sociological Research)</li> <li>• SOCL 265 (Classical Sociological Theory)</li> </ul> <p>Foreign language through 202-level may be satisfied by one of the following: satisfactory completion of course work through the 202-level satisfactory score on the Foreign Language Placement Test a score of 4 or 5 on the Advanced Placement ETS Examination</p> <p>(Note: Geneseo offers Spanish, French, and German through the 202 level each year. Other languages are offered when demand is sufficient. See Department of Languages and Literatures listings.)</p>	

\*Students taking MATH 242, ECON 202, PSYC 250, or SOCL 211 will satisfy the PLSC 251 requirement but must take an additional 3 credit PLSC course to satisfy the 33 semester hours of PLSC courses needed for basic requirements.

NOTE: Currently, to graduate with Honors in Political Science, a student must receive 33 credits in Political Science, including completion of PLSC 393. Of course, students must meet department requirements for Honors Thesis eligibility. In the future, to graduate with Honors in Political Science a student will need to attain 36 credit hours.

## Minimum Competence Requirement

A grade of C– or better is required for all courses submitted in fulfillment of the Political Science major (including 30 hours in PLSC and required related courses).

## Department Writing Requirement

Political Science majors are evaluated on the basis of substantive content and the quality of exposition in 300-level courses. Faculty assign writing projects of 15 pages or more including term papers, reports, etc. Faculty have discretion in determining assignments. Grades are reported to the Department Chair at the end of each semester and recorded on the pre-graduation form. A grade of C- or better is required to fulfill the writing requirement.

For further information, please contact your advisor or Dr. Koch, the Political Science Chair. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of the College.

## Minor in Political Science

18 semester hours in political science, with a minimum of 12 semester hours above the 100-level and a minimum of three semester hours at the 300-level.

Minors in International Relations, Legal Studies, and Public Administration are directed by members of the department. See additional information in this Bulletin.

## International Relations Major

See Bulletin section on International Relations; for information on the International Relations Minor, please see Interdisciplinary Minors at the back of this Bulletin.

## Internships

Political Affairs, Legal Affairs, or other specially designed internships are available for qualified majors and other students for Political Science or Interdepartmental credit. Additional information may be obtained from the Department Chair, and for information on the Albany Semester, State Legislative, or Washington Programs, see the section on Political and Legal Affairs Internships in this bulletin.

## Preparation for Public Service

Information can be obtained from the department.

## Certification in Adolescence Education (7–12): Social Studies

The Bachelor of Arts program can be planned so that New York State initial certification requirements are met. Refer to School of Education section of this Bulletin.

## Political Science Courses

---

### PLSC 110 S/U/American Politics

An analysis of the American system of government, focusing on the relationships among national government institutions and on intergovernmental relations among the nation, the states, and the cities. Credits: 3(3-0)

### PLSC 120 S/Comparative Politics

An introduction to the comparative study of political behavior and institutions. Brief consideration of individual cases suggests concepts and insights which will facilitate the study and criteria for judgment of differing types of political systems in differing environments and at different stages of development. Includes elementary explanation of

“types,” “environments,” and the concepts of “development.” Prepares the entering student for more intensive studies of particular geographical and institutional areas. Major examples considered are drawn from areas other than the United States; however, students are encouraged to apply newly introduced concepts to the politics of the United States. Credits: 3(3-0)

### PLSC 140 S/International Politics

An introduction to the concepts and relationships characterizing the modern international system. Based on a review of historical and contemporary developments, students will be challenged to evaluate issues of continuity and change, states and non-state

## Political Science Courses

---

actors, conflict and cooperation, and power and principles. Approaches to international order, such as international law and organizations, the balance of power, and integration will be addressed, along with contemporary problems in the post-Cold War world. Credits: 3(3-0)

### **PLSC 202 M/World Religions & Contemporary Issues**

The insights and teachings of major living religions will be analyzed by a study of their basic texts and teachers: Buddhism, Hinduism, Confucianism, Taoism, Judaism, Christianity, and Islam. Comparison of how their teachings apply to such contemporary issues as war and peace, the environment, gender, race, sexual orientation, and economic justice. (Cross listed with PHIL 202.) Credits: 3(3-0) Offered once a year

### **PLSC 211 U/Political Parties and Interest Groups**

An analysis of the changing role and function of parties and the expanding influence of interest groups in American politics. Topics to be covered include the role of political parties in a democratic society, the development of parties in the United States, and the role of interest groups with particular emphasis on Political Action Committees. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 213 Political Participation and American National Elections**

Analysis of presidential and congressional elections, including nomination processes. Analysis of the behavior of candidates, voters, parties, and campaign contributors in the American electoral system. Causes and consequences of variation in electoral rules in developed democracies will also be conducted. The implications of the American electoral system for American democracy will be explored. Also, examination of the variety, determinants, and causes of different forms of participation in American politics. Hence, variations in voter participation, protest activity, letter-writing, associational activity, and financial contributions are considered. Addresses question of why some Americans participate while others do

not, as well as the political consequences of these variations in participation for American Democracy. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 215 Community, State, and Regional Politics**

A survey of the interrelationships between local governments, states, and metropolitan regions. Particular emphasis is focused on the key political and policy problems affecting intergovernmental cooperation and conflict, how such problems are developed into issues of national interest, and what alternatives are available for solutions. Also focuses upon specific policy issues such as taxation, environment, land use, structural reform, and transportation, which require interdisciplinary solutions in the federal system. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 216 Presidential Politics**

A study of contemporary presidential performance within the American political system. Particular attention is given to alternative chief executive choices and values in selecting appropriate courses of action in response to perceived public needs. Topics include political selection processes, political leadership, the presidential advisory system, the public policy presidency, the role of the press, and evaluating presidential power. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 217 Public Administration**

A general survey of public administration, including a comparative perspective on theories of bureaucracy, organization, and responsibility. Theories and principles are applied to functions of governmental agencies in implementing public policy with reference to management, personnel, budgeting, and reorganization. Credits: 3(3-0) Offered once yearly

### **PLSC 218 Politics of Judicial Process**

An analysis and evaluation of the administration of justice as an integral part of the American political process. The legal system, adjudicatory processes, the roles and behavior of the participants involved in litigation, the influence of judicial decision-making,

## Political Science Courses

and the impact of judicial decisions are studied. Credits: 3(3-0) Offered once yearly

### **PLSC 220 Failed States**

State failure presents serious problems for the international community. Failed states generate destabilizing refugee flows, contribute to regional instability, damage prospects for economic development, and can become harbors for terrorists and other international criminal organizations. This course surveys the literature on state formation and collapse, with particular emphasis on causes and consequences, detailed examinations of individual cases, and the international community's response. A case study approach will be employed, focusing on four states (possibilities include Rwanda, Somalia, Congo, Afghanistan, Yugoslavia, Sri Lanka, Colombia, and other states should events warrant). By examining the various processes at work in failed states, the international response, and the tools for reconstruction, we will draw conclusions regarding the potential for early warning systems and appropriate policy remedies. Prerequisites: PLSC 120 or permission of instructor. Credits: 3(3-0) Offered once every four semesters

### **PLSC 221 Democratization**

Democracy as both a political ideal and institutionalized system is relatively new in historical terms: the eighteenth century counted only three such polities (The US, the French Republic, and the Swiss Cantons). This number has increased steadily over time, even leading some to predict a trend toward near-total democratization globally. In what is termed the third wave of democratization, over 80 countries around the world have moved from authoritarian to democratic systems, albeit sometimes slowly and in partial measure, just since the mid-1970s. However, there is no single clear path toward democratization, and the methods for - or even possibility of - assisting countries toward democratic goals remains a topic of acute political controversy. Credits: 3(3-0) Offered every fall

### **PLSC 222 Politics of East Asia**

This course examines the domestic and

international politics of East Asia. How have historical and political factors shaped such varied polities, including a communist country contending with massive socioeconomic and political change and a constitutional monarchy with a parliamentary system? How successful have the countries of the region been in addressing the political and socioeconomic aspirations of their populations? Which countries have emerged as regional or global powers, and with what effect on the international system? Two major Asian powers, China and Japan, are studied in detail, and the considerable diversity of the region is explored through additional country studies. In addition, each student has the opportunity to pursue study of a pertinent topic of special interest throughout the individual project requirement. The course does not presuppose prior knowledge of East Asian history and politics. Credits: 3(3-0) Offered fall, odd years

### **PLSC 223 Politics of South Asia**

This course explores the major political and socioeconomic forces shaping contemporary South Asia. We begin with an overview of South Asia (India, Pakistan, Bangladesh, Sri Lanka, the Maldives, Nepal, and Afghanistan), emphasizing subcontinental factors such as the impact of colonization and anti-colonial freedom struggles; international relations; and regional conflicts such as Kashmir and the nuclearization of the Indo-Pakistani relationship. We then turn to the ways in which newly independent states have contended with challenges of governance, national unity, and socioeconomic development, through case studies of the states of the region. The major focus of the course is the evolution and nature of democratic and authoritarian regimes in the region. Credits: 3(3-0) Offered every fall

### **PLSC 224 Government and Politics in Africa**

The course analyzes the major determinants of social and political change and conflict in the states of Sub-Saharan Africa (i.e. the countries of the region south of the North African Arab-Islamic Region, including South Africa). Focus is directed to the nature and effects of

## Political Science Courses

---

the pre-colonial and post-colonial economic, social, and political institutions on contemporary politics. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 225 Politics of East Central Europe**

A comparative examination of the establishment and development of the former Communist systems in East Central Europe, including the revolutions which brought political change to these regimes. Topics considered include changes in the role of the Communist party and bureaucracy, the economic problems associated with marketization, issues of nationalism and political fragmentation, and the international context of democratization. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 226 Politics of Western Europe**

A comparative analysis of political, economic, social, and foreign policy issues of countries in Western Europe. Special attention is given to the growing importance of the European Union. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 227 Civil War and Conflict Resolution**

This course examines the phenomenon of civil war using a range of philosophical and theoretical approaches, as well as an abundance of empirical data about the incidence, characteristics, causes, duration, and cessation of civil war. We will focus our analysis on a few key questions: What are the major causes of civil war today? What comparative approaches best help us explain the prevalence of civil war? What special obstacles do civil wars present for conflict resolution? What means exist for countries caught in civil war to reach acceptable resolutions, reassert the rule of law and accountability, and allow their societies to overcome divisions and reconcile? Credits: 3(3-0)

### **PLSC 228 S/M/Developing World Politics**

A survey of conditions and politics in areas of the world generally referred to as "developing." Why is political instability so common? How does chronic poverty affect politics in the developing world? What are the prospects

for change? A variety of historical models, theoretical approaches to political development, and contemporary cases will be used to examine these and similar questions. Credits: 3(3-0) Offered once yearly

### **PLSC 230 Political Theory**

An examination of the methodological and normative assumptions of the major competing schools of political theory. Particular stress is placed on the modes of analysis employed by these schools concerning such issues as the relation between freedom and equality, the problem of history, the status of politics as a science, the distinction between philosophy and ideology, the relation between theory and practice, the question of value-free political analysis, and the problems concerning revolution and political change. Prerequisites: one 100-level course in political science. Credits: 3(3-0) Offered three semesters out of four

### **PLSC 240 M/Asia in the Global Setting**

This course covers controversial issues of diplomacy, politics, and economics faced by the regions of East Asia, South Asia and Southeast Asia. Countries emphasized include the People's Republic of China, Japan, North and South Korea, India, Pakistan, Indonesia and Singapore. Special attention is given to problems of development, regional cooperation, the relationships between domestic and foreign policy and Asia's role in world politics. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 241 Politics of Genocide**

This course investigates the main causes and roots of evil and cruelty that are examined through learning about genocide in the twentieth and twenty-first centuries. Students will use the case method to study genocides and mass murders including the Armenia Genocide, the Holocaust, the Cambodian \\\ Credits: 3(3-0)

### **PLSC 246 S/U.S. Foreign Policy**

An examination of the international and domestic setting of US foreign policy, placing contemporary policy in the context of US traditions. The role of actors in the poli-



## Political Science Courses

cy-making process will be analyzed, along with problems and choices confronting the US in the post-Cold War world. Individual crises and case studies may be used to illustrate decision-making processes. Credits: 3(3-0) Offered once yearly

### **PLSC 248 The European Union**

This course will review the origins and historical development of the European Union after World War II, describe the roles and functions of the EU institutions, and analyze the impact of the EU on various policy areas, domestic and foreign, of the European space. Theoretical perspectives on the process of regional integration will be incorporated in analyzing the prospects for European integration. Prerequisites: PLSC 120 or PLSC 140. Credits: 3(3-0) Offered once a year

### **PLSC 250 Women and Politics**

Sex (like class, race, ethnic identity, religion, or nationality) is treated as a fundamental factor, crucial to political analysis. Explores the politics of male-female relations in individual and social dimensions and in geographically and historically comparative perspective. Examines the political behavior of women in the context of formal, political institutions. Also analyzes the impact of male-dominated structures and culture upon women's consciousness and actions. In short, represents an aspect of the politics of inequality and the mechanisms of dominance and dependence. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 251 R/Modern Political Analysis**

The purpose of this course is to introduce Political Science majors to the methods of modern political science research. The course will include a presentation of the scientific approach as practiced by Political Scientists, focusing on both theoretical and methodological issues. The purposes of research, measurement problems, and other data management problems in political science research will be discussed. Students will be introduced to basic statistical techniques of data analysis including: dispersion and central tendency, correlation coefficients, hypothesis testing, confidence intervals, Chi-Square

tests, student t-tests, and simple regression analysis. (Students may not receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 202, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Prerequisites: PLSC 110, PLSC 120, or PLSC 140. Credits: 3(3-0) Offered three semesters out of four

### **PLSC 291 Enduring Issues in Comparative and International Politics: (subtitle)**

Topics may cover a wide spectrum of issues, problems, themes, ideas, and areas related to international and comparative politics. Incorporates knowledge and materials from other disciplines within a political science framework. (May be taken for credit no more than twice.) Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 311 Public Opinion and the Mass Media**

An examination of American political attitudes and opinions relevant to the functioning of democratic government. Consideration will be given to the extent that the American public fulfills the requirements of democratic theory. Topics include mass media and public opinion, American tolerance for dissent, trust in government, survey research, political efficacy, presidential approval ratings, political ideologies, and partisan change. The determinants of political attitudes and important trends in public opinion will be examined. Prerequisites: PLSC 110 or permission of instructor. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 312 American Social Welfare Policy**

This course presents an analysis of U.S. policy responses to poverty within the framework of the public policy process. The course will examine how definitions of the deserving and undeserving poor and Americans' attitudes toward the causes of poverty influence the types of public policy implemented. Income maintenance programs, policies to encourage work, health insurance for low-income and elderly Americans, programs to meet basic needs, and how U.S. policy provides for children being raised in poverty will be

## Political Science Courses

examined. The course will also consider the changing relationship between the national and state governments and a comparison of the U.S. social safety net to that available to residents of the European nations. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered spring, odd years

### **PLSC 313 Political Leadership**

A study of different varieties and approaches to political leadership in governmental systems, with special consideration given to the structures, origins, and accomplishments of specific political leaders serving under different social conditions. Case studies of selected political leaders will be included, drawing upon a variety of biographical and interdisciplinary sources. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 314 American Public Policy**

An introduction to the policy-making process in American government with special emphasis on the development of national domestic and defense policies from World War II together with the analysis of decision approaches taken by the President, Cabinet, Congress, various federal agencies, and pressure groups. The reordering of national priorities is considered within the context of selected policy decisions, the participation of groups affected, and the implications for national goals. Prerequisites: PLSC 110 or PLSC 217 or permission of instructor. Credits: 3(3-0) Offered once yearly

### **PLSC 315 Legislative Process**

An appraisal of the legislative process in the United States emphasizing the origin, passage, and administration of American public policy. The influence of public and private participants -- Congress, the President, the Courts, bureaucracy, political parties, interest groups, and the press -- in the legislative process is studied. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 316 Political Power in American Cities**

A study of American city politics from

administrative, social, and political perspectives. Emphasis is placed on the relationships between local government institutions and urban change, the nature of political decisions and leadership in cities, and resolution of conflicts resulting from the urban crisis, including civil disorders, poverty, welfare, housing, and education. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 318 Constitutional Law**

A study of the character and implications of American constitutional principles as developed by the United States Supreme Court, with emphasis on the development of judicial review and its impact on our political system, principles of the separation of powers, the problems of federalism, and the powers of Congress and the President. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 319 Constitutional Rights and Liberties**

A study of the nature and scope of American constitutional rights and liberties, their development, their limits, and the issues and problems surrounding their application. Particular attention is given to due process of law, equal protection of the laws, rights of the accused, and the First Amendment freedoms. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered once yearly

### **PLSC 320 Theories of Comparative Politics**

An exploration of the theoretical approaches to understanding comparative politics. The course addresses the dimensions and requirements of good theory as well as emphasizing the comparative politics research methodologies. Theoretical issues explored will include classical theory, institutional, cultural, and rational choice approaches, social movements, political change (including democratization), the state, and civil society. Prerequisites: PLSC 120, PLSC 140, PLSC 246, senior standing, and permission of instructor. Credits: 3(3-0) Offered once

## Political Science Courses

every two to three semesters, based upon demand.

### **PLSC 321 State and Society in the Non-western World**

This course examines state-society relations in comparative politics, focusing on the interplay among ideologies, institutions, interests, and identities in the nonwestern world. Readings include both theoretical works exploring these concepts and critical case studies. We begin with exploration of the adoption and adaptation of various political ideologies, sometimes arising from Western traditions and interactions with Western powers, that resulted in extremely varied political institutions throughout the nonwestern world. For example, parliamentary democracies have emerged in countries with remarkably different histories, including formerly fascist Japan and a number of former colonies. And yet other newly independent countries facing similar initial conditions adopted political systems as dissimilar as communism, democracy, and military authoritarianism. Prerequisites: PLSC 120. Credits: 3(3-0) Offered every spring

### **PLSC 322 German Society and Politics since 1945**

This course will describe and evaluate the historical legacy of Weimar and Nazi Germany, the development of domestic and foreign policies of the two Germanies during the Cold War, and the causes and process of the East German revolution in 1989. Based on this background, the course will address and analyze various policy problems--political, social economic, and foreign--facing contemporary Germany. Themes of continuity and change, coming to terms with the past, and comparisons and relations with the U.S. will highlight the course. (Crossed listed with HIST 322) Prerequisites: PLSC 120 or permission of the instructor Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 325 Politics of Mexico, Central America, and the Caribbean**

Examines the profound changes (political, economic, and social) which are presently shaking and transforming these nations. Examines the various routes (military-authoritarian, civil-democratic, capitalistic, Marxist, revolutionary) to modernization undertaken

by several of the Latin American nations north of South America, and assesses the implications of the choices for these nations and for U.S. foreign policy. Emphasizes the overwhelming role of the U.S. in this part of the world, the dependency relationship that this implies, and the response of the U.S. to accelerating revolutionary pressures. Also examines Latin American political economy and economic development. Prerequisites: PLSC 120 or permission of the instructor. Credits: 3(3-0) Offered once yearly

### **PLSC 326 Government and Politics of South America**

This course introduces students to the comparative political study of South America as well as the political development, political institutions, political economy, and political culture in several South American states. The course explores broad themes that are characteristic of the region's politics such as authoritarianism, economic development and underdevelopment, political institutions, the impact and role of the United States, armed conflict, and democratization. The course examines why democracy struggled to take root in South America until the late twentieth century and how democracy across the continent reflect the types of democratic transitions each state underwent. The course also examines individual \ Prerequisites: PLSC 120. Credits: 3(3-0) Offered Once every 2 or 3 semesters based upon demand

### **PLSC 328 Politics of the Middle East**

This course examines key issues in the domestic politics and international relations of major countries of the Middle East. These include intra-Arab conflicts, the Arab-Israeli dispute, and religious conflicts. Prerequisites: PLSC 120 or permission of the instructor. Credits: 3(3-0) Offered once yearly

### **PLSC 329 Politics of Russia and Eurasia**

A survey of political, economic, and social change in the former Soviet Union as a world superpower of major significance to the United States. Attention is paid to the historical, cultural, ideological, and political inheritance of the former Soviet system, focusing on the reform process. Prerequisites: PLSC 120 or permission of the instructor

## Political Science Courses

tor. Credits: 3(3-0) Offered once every four semesters

### **PLSC 336 The American Founders**

An examination of the political and constitutional thought of four of the principal American founders: Jefferson, Madison, Adams, and Hamilton. Such issues as liberty, consent, union, federalism, basic rights and separation of powers will be explored. Prerequisites: PLSC 110. Credits: 3(3-0)

### **PLSC 337 Major Political Philosophers**

This course focuses on a single political philosopher or pair of philosophers (e.g. Plato, Aristotle, Aquinas, Machiavelli, Rousseau, Marx, Strauss, Arendt, Voegelin, Bay). Political philosophers to be studied will vary from term to term. Student presentations of commentaries on the texts comprise a significant part of the course. Credits: 3(3-0) Offered once every four semesters

### **PLSC 338 Twentieth Century Political Criticism**

An analysis of the literature of contemporary political criticism. Materials to be analyzed deal with critiques of bureaucratic sociopolitical structures, mechanisms and processes of political change, political atomization and alienation, and visions of alternative political futures. Specific works examined include samples from neo-Marxian, libertarian, elitist, neo-Freudian, behaviorist, humanist, existentialist, anarchist, and utopian and counter-utopian political evaluation and criticism. An attempt is made to use an interdisciplinary approach to understanding the contemporary political imagination. Prerequisites: PLSC 230 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 340 International Law and Organization**

The course examines the development, structure, legal basis, and politics of international organizations, with particular emphasis on the United Nations and the principal regional organizations such as the European Union, the Organization of American States, the Organization of African Unity and the Asso-

ciation of Southeast Asian Nations. Prerequisites: PLSC 120, PLSC 140 or permission of instructor. Credits: 3(3-0)

### **PLSC 341 Democracy and International Relations**

What is the connection between democracy and international politics? Would a more democratic world be a more peaceful world? Are democracies inherently more peaceful than nondemocracies? This course examines the concept of the democratic peace, beginning with Kant's notion of the democratic pacific union. We then examine major contemporary works on democratic peace theory, arguments modifying our understanding of the democratic peace, and important critiques of this concept. Prerequisites: PLSC 140. Credits: 3(3-0) Offered every fall

### **PLSC 342 Human Rights in a Global Perspective**

A study of the philosophical, cultural and theoretical bases of human rights institutions, practices, problems, and problems at the international and domestic levels with special focus on the Third World. The course will define and analyze the causes of human rights violations in Africa, Asia, and Latin America and assess the efficacy of such international and regional organizations as the United Nations, the Organization of American States, and the Organization of African Unity in protecting and promoting these rights. Prerequisites: PLSC 140 or permission of the instructor. Credits: 3(3-0)

### **PLSC 345 Theories of International Relations**

An exploration of the theoretical approaches to understanding international relations and to explaining outcomes in international relations. The course addresses the dimensions and requirements of good theory. Theoretical approaches employed include realism, interdependence and integration, national values and domestic structure, bureaucratic politics and transnational relations, dependency and Marxist approaches, and psychological approaches. These theoretical approaches address historical and contemporary cases. Prerequisites: PLSC 120, PLSC 140, PLSC 246, senior standing, and permis-

## Political Science Courses

---

sion of instructor. Credits: 3(3-0).

### **PLSC 346 Global Issues**

The course will focus on selected problems which face the global community such as AIDS, terrorism, and land mines. Students will analyze the background of these problems and debate options for dealing with them. Prerequisites: : PLSC 120, PLSC 140, PLSC 246, senior standing, and permission of instructor. Credits: 3(3-0) Offered every other semester

### **PLSC 347 Terrorism and National Security**

This course is designed to introduce students to the study of terrorism's past, present, and future. Students will explore numerous features of the subject including, but not limited to: definitional dilemmas; the origins and evolution of terrorism; tactical and targeting innovation; the psychology and characteristics of terrorist actors, including women; case studies; and counter-terrorism strategies. Prerequisites: PLSC 140. Credits: 3(3-0) Offered once every two to three semesters, based upon demand

### **PLSC 348 Politics of International Economic Relations**

A survey of the international economy, exploring particularly the interrelationship with politics. The course introduces major theoretical perspectives in international political economy; discusses the historical development of the modern international economy; and examines the functioning of the trade, monetary, and investment systems in the post-World War II period. Challenges to the liberal international order from competition among Western economic powers, the developing world, the process of marketization in centrally-planned economies, and technological change are addressed, as well as scenarios for the future. Prerequi-

sites: PLSC 140 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

### **PLSC 393 Honors Thesis**

A major structured research project in Political Science that will cap a student's experience in the major. Students will work with an individual faculty member and complete a major research paper of 30-40 typed pages (on average). An oral report of the paper will be presented in a public form that is approved by the thesis advisor. Enrollment by invitation of the Department. Credits: 3(3-0) Offered by individual arrangement

### **PLSC 395 Political Affairs or Legal Affairs Internship**

The Political Affairs Internship and Legal Affairs Internship are designed to provide students at the College an opportunity to broaden their educational background in a wide range of public agency or legal-related work situations. Such experiences as working in Rochester City and Livingston and Monroe County government, the District Attorney's Office, and regional and local state legislators' offices have been examples of student placements for this internship. The intern will spend an appropriate amount of time with the agency, participate in a seminar, and submit a major paper related to the experience. (Note: Students may present no more than 15 hours of internship credit toward the baccalaureate degree.) 3 to 6 semester hours.

### **PLSC 399 Directed Study**

Intensive reading and/or research on a political subject mutually agreed upon by the student and a faculty member. May be taken for 1, 2, or 3 credits. Prerequisites: Any 100-level Political Science course and permission of the instructor. Offered by individual arrangement

## B.A. in Political Science

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
U/ PLSC 110*	3	PLSC 120	3
S/	3	PLSC 140	3
N/	4	N/	4
F/	3	F/	3
INTD 105	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

PLSC 240	3	PLSC 200 or 300-level elective	3
PLSC 251 OR Foreign Language Elective	3	PLSC 230	3
HUMN 220	4	R/	3
Elective OR Foreign Language	3	HUMN 221	4
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

PLSC 200 or 300-level Elective	3	PLSC 300-level	3
PLSC 300-level	3	Related Requirement	3
Related Requirement or Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

PLSC 300-level	3	Elective	3
INTD 395 (Internship) or Elective	3 or 6	INTD 395 (Internship) or Elective	3 or 6
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
<b>Total</b>	<b>14-17</b>	<b>Total</b>	<b>12-15</b>

Total Semester Hours --- 120

Note: The Department encourages majors to use electives for Minor programs and/or internships.

\*PLSC 110 may be used for U/General Education by students who earned a grade of at least 85 on the high school American History Regents Exam

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Psychology

## Ganie DeHart, Chair (Sturges Hall 120) - [psych.geneseo.edu](http://psych.geneseo.edu)

Distinguished Teaching Professor: M. Matlin. Professor: T. Bazzett, G. DeHart, S. Kirsh, J. Mounts. Associate Professors: J. Allen, J. Ballard, K. Kallio, J. Katz, M. Lynch, M. Pastizzo, D. Repinski, M. Schneider. Assistant Professors: V. Markowski, D. Raynor, L. Ruddy, J. Zook. Adjunct Faculty: K. Polizzi, T. Storms, T. Tomczak.

## Bachelor of Arts Degree

Total hours required to complete the major: 40 semester hrs.

Basic Requirements		12
PSYC 100	Introductory Psychology	3
PSYC 250	R/ Introduction to Behavioral Statistics	3
PSYC 251	Introduction to Behavioral Research Methods	3
PSYC 352	Advanced Research in Psychology: (subtitle)	3
Content Area Requirements (Choose one from each content area)		12
1. Biological Bases of Behavior	PSYC 330, 332, 335, 338, or 357	3
2. Cognition and Perception	PSYC 307, 325, or 315	3
3. Social/Personality	PSYC 350 or 355	3
4. Developmental	PSYC 215, 216, or 217	3
Electives: Four additional PSYC Courses		12
[At least 18 hours (6 courses) across the major must be at the 300-level.]		
Related Requirements		4-5
Human Biology*		

\*This requirement may be filled through one of the following: BIOL 103/104; BIOL 117/116; BIOL 119/116; An AP score of 3 or higher in Biology; a human biology transfer course accepted by the College for the general education requirement in natural Sciences (N/). This related requirement can be used to satisfy the College general education requirement in natural sciences (N/). Pre-medical students are advised to take BIOL 117/116. NOTE: BIOL 100 does not fill this requirement.

### Minimum Competence Requirement:

ALL COURSES COUNTED FOR THE PSYCHOLOGY MAJOR MUST RECEIVE A GRADE OF C- or better. If a D or E is earned in Psyc 250, 251, or 352, majors may repeat each course one time to achieve the required minimum grade. Unless special permission is received from the Chair of Department, students may not go on to 352 until a C- or better is earned in 250 and 251. Students who do not achieve at least a C- in each of the above courses will not be allowed to graduate as psychology majors. The department writing policy is fulfilled by successful (C- or better) completion of Psyc 352. (See "Repeated Courses: D and E Grade Policy" in this bulletin.)

### Department Writing Requirement:

All majors must successfully complete PSYC 352 with a grade of C- or higher. This course has as a prerequisite PSYC 251 (Introduction to Behavioral Research Methods), which introduces students to writing research reports in psychology. PSYC 352 (Advanced Research in Psychology: subtitle) extends the training students receive in PSYC 251 by having them apply what they have learned to the task of producing written reports of laboratory research. PSYC 352 is a writing-intensive course.

For further information, please contact your advisor or the department chair. For information on writing requirements for "double" or "triple" majors consult the *Undergraduate Bulletin*

under “Multiple Majors” or the Office of the Dean of the College.

**NOTE:**

1. Psyc 250 satisfies the college requirement for Numeric/Symbolic Reasoning. A student who has received credit (and a grade of at least C-) for a 200-level statistics course in another department may use this course to replace the Psychology department requirement of PSYC 250. The student must then complete an additional psychology elective in order to reach the 36 hours in psychology required for the major (or 21 hours required for the minor).
2. Students should take Psyc 100, 250, and 251 in the first or second year. Note that: (a) PSYC 100 is a prerequisite for all other Psychology courses; (b) PSYC 250 and 251 are prerequisites for most 300-level Psychology courses; (c) PSYC 250 and 251 must be completed with a minimum “C-” grade before taking 300-level Psychology courses.
3. The College requires a “C” average in the “related requirements” for all majors. Psychology requires a Human Biology lecture with lab. The average across the lecture and lab must be a minimum of “C” (2.0).
4. Students must complete Psyc 352 at Geneseo. Only one course may be transferred to meet Content Area requirements. Only one course can be transferred from a two-year community college as a 300-level course to meet the major requirements.
5. No more than 3 credit hours from Psyc 299, Psyc 391, Psyc 395, 396, 397, or 399 may be used to satisfy elective requirements of the major.
6. A maximum of 51 hours in psychology may be included within the 120 hours required for the degree. At least 69 hours must be completed outside of the Psychology department.
7. Any student who renders psychological services or implies to the public that he or she is licensed to practice as a psychologist is acting in contravention of the laws of the State of New York, Education Law, Article 153, Sections 7601-7614.
8. Optional Teaching Certification: Childhood/Adolescence teacher certification requires enrollment in appropriate programs in School of Education.
9. Majors who contemplate graduate study in psychology are encouraged to develop proficiency in computer use and/or a foreign language, and to take courses in biology.

## Minor in Psychology

A minimum of 9 credits counted toward the minor must be completed at Geneseo.

Basic Requirements		21 semester hours
PSYC 100	Introductory Psychology	3
PSYC 250*	R/ Introduction to Behavioral Statistics	3
PSYC 251	Introduction to Behavioral Research Methods	3
Electives in Psychology (At least 3 hours at the 300-level)		12

\*A student who has received credit (and a grade of at least C-) for BIOL 250, ECON 202, MATH 242, MATH 262, PLSC 251, or SOCL 211 may use this course in place of PSYC 250 to fulfill the statistics requirement for the minor. The student must then complete an additional psychology elective in order to reach the 21 hours required for the minor.

## Certification in Adolescence Education (7-12): Social Studies

The Bachelor of Arts four-year degree program can be planned so that New York State initial certification requirements are met (see the School of Education program description).

### Advisement Notes

Students who plan to take the Psychology section of the Graduate Record Examination (GRE) are encouraged to complete the basic and content area requirements of the major prior to taking the GREs.



Suggested courses for students with specific interests or career plans are listed below. These lists are not intended to imply that the Psychology Department offers specialty training in specific tracks or concentrations. Instead, these suggestions should be considered advisory only. For further information, be sure to consult with your advisor.

School Psychology:	PSYC 202, 215, 216, 220, 260, 321, 325, 340, 355, 366, 370
Clinical/Counseling Psychology and Master of Social Work (MSW) programs:	PSYC 215/216/217, 220, 260, 308, 321, 350, 355, 365, 366, 368, 370
Industrial/Organizational Psychology, Human Resources, Labor Relations, and Business/Management:	PSYC 265, 275, 350, 368, 370
Neuroscience and Medicine:	PSYC 260, 307, 330, 332, 335, 338, 357
Education:	PSYC 202, 215/216, 220, 260, 315, 321, 325, 366, 370

## Psychology Courses

### PSYC 100 Introductory Psychology

An introduction to the scientific study of behavior and cognitive processes. Topics include the biological basis of behavior, perception, learning, memory, thinking, human development, emotion, psychological disorders and social psychology. Credits: 3(3-0)

### PSYC 202 Educational Psychology

Considers the principles of learning and teaching, measurement and evaluation, and growth and development of the individual, as they relate to the classroom and other situations. Prerequisites: PSYC 100. Credits: 3(3-0). Offered most semesters.

### PSYC 215 S/Child Development

An overview of the nature and course of human development from conception through childhood. Topics include physical, perceptual, cognitive, linguistic, social, emotional, and personality development. Prerequisites: PSYC 100 or INTD 203. (INTD 203 may be taken as a corequisite.) Credits: 3(3-0)

### PSYC 216 S/Adolescent Development

An overview of the nature and course of human development during adolescence. Biological, cognitive, social, and personality development are considered, with emphasis

on families, schools, and cultures as contexts for adolescent development. Prerequisites: PSYC 100 or INTD 203 (INTD 203 may be taken as a corequisite). Credits: 3(3-0)

### PSYC 217 Adult Development and Aging

An overview of the nature and course of adult development. Biological, psychological, and social aspects of adult development and aging are considered, as are the influences of society and culture. Prerequisites: PSYC 100. Credits: 3(3-0). Offered every two years.

### PSYC 220 Applied Behavior Analysis

The purposes of this class are to review theory, research, and practical applications of environmental, learning, behavioral approaches; to develop skills in observing behavior, planning interventions, and evaluating behavior change; and to promote an empirical approach to the selection of treatment and training options. Class sessions will include lecture, group activities, and discussion. Prerequisites: PSYC 100. Credits: 3(3-0). Offered most semesters.

### PSYC 236 Human Sexual Behavior

An overview and critical analysis of theory and research on human sexual behavior. Psy-

# Psychology Courses

---

chological and behavioral aspects of human sexuality will be considered as will the role of biological influences and social contexts. Prerequisites: PSYC 100. Credits: 3(3-0). Offered most semesters

## **PSYC 250 R/Introduction to Behavioral Statistics**

Computation, application, and interpretation of the major descriptive and introductory inferential techniques. Topics include measurement, frequency distributions, graphing, central tendency, variability, binomial and normal distributions, standard scores, correlation, regression, hypothesis testing, z-tests, one-sample t-tests, two-sample t-tests, analysis of variance, and nonparametric significance tests. Students may not receive credit for more than one 200-level statistics course. However, a student who has received credit (and a grade of at least C-) for BIOL 250, ECON 202, MATH 242, MATH 262, PLSC 251, or SOCL 211 may use this course in place of PSYC 250 to fulfill the statistics requirement for the major or minor. The student must then complete an additional psychology elective in order to reach the 36 hours in psychology required for the major (or 21 hours required for the minor). Prerequisites: PSYC 100 and three years of high school mathematics. Credits: 3(3-0)

## **PSYC 251 Introduction to Behavioral Research Methods**

A systematic study of the principles of research design and methods. Topics include scientific methods of descriptive, correlational, basic experimental, quasi-experimental, and single-subject approaches, issues of validity and experimental control, ethical considerations, and skills in accessing and using psychological literature, critical reading, and scientific writing using American Psychological Association style. Prerequisites: PSYC 100. Credits: 3(3-0)

## **PSYC 260 Abnormal Psychology**

This course offers a framework for understanding maladaptive behavior focused on the symptoms, causes, and treatment of a range of psychopathology, including anxiety, personality, mood, psychophysiological, schizophrenic, and substance abuse disorders. Each disorder is considered through

a comparison of biological, psychological, and sociocultural viewpoints on the causes and treatment of abnormal behavior. Current research issues as well as legal and ethical issues related to the assessment and treatment of abnormal behavior are discussed. Prerequisites: PSYC 100. Credits: 3(3-0)

## **PSYC 265 Introduction to Industrial and Organizational Psychology**

Examines the principles, practices, and problems of organizations from a psychological perspective. Topics include personnel selection, training, motivation, measurement of performance, job satisfaction, human engineering, organizational politics and power issues, organizational structure issues, labor-union relations, and consumer behavior. The importance of both theory and empirical research is stressed. Prerequisites: PSYC 100. Credits: 3(3-0) Offered every year.

## **PSYC 275 S/Environmental Psychology**

A comparative review and evaluation of current research methods and findings concerning the relationship between the physical environment and behavior. A sample of topics include cognitive maps, seasonal affective disorder, the effects of crowding, heat and air pollution on behavior, and psychological interventions designed to promote more environmentally friendly behavior. Prerequisites: PSYC 100 or ENVR 124. Credits: 3(3-0). Offered every year.

## **PSYC 278 Psychology of Happiness**

This course is an introduction to the empirical study of human happiness and well-being. Topics include how values, personality and social characteristics, attitudes, and cultural and evolutionary variables predict and potentially affect human happiness. Special emphasis will be placed on understanding how and why these variables are related to happiness. Prerequisites: PSYC 100 or consent of instructor. Credits: 3(3-0). Offered every year.

## **PSYC 280 Sport and Exercise Psychology**

Examines psychological theories and research applied to participation and performance in sport, exercise, and other types of physical activity. Topics include personality, motiva-

## Psychology Courses

---

tion, arousal and stress, competition, leadership, communication, psychological skills training, epidemiology of physical activity, exercise and physical and mental well-being, exercise adherence, addictive and unhealthy behaviors, injuries and burnout, and development. Prerequisites: PSYC 100. Credits: 3(3-0). Offered every year.

### **PSYC 299 Directed Study**

Individual work, supervised by a faculty member, on a problem in psychology. May be taken more than once with the same subtitle. (No course described in the undergraduate bulletin may be taken under this course number.) Prerequisites: PSYC 100 and permission of instructor. Credits: 1-3 Offered by individual arrangement.

### **PSYC 307 Sensation and Perception**

An examination of the sensory and perceptual systems which enable us to see, hear, touch, taste, and smell. Drawing on both physiological and behavioral data, this course explores how physical energy is encoded by our sensory systems, and how this sensory information, in conjunction with cognitive processes, leads to our perceptual experience of the world. Prerequisites: PSYC 250 and PSYC 251 or permission of instructor. Credits: 3(3-0)

### **PSYC 308 Psychology of Women**

An examination of a variety of topics related to women's lives, such as work, personal relationships, sexuality, motherhood, physical health, mental health, violence, and old age. The course also explores psychological aspects of gender stereotypes, gender-role development, and gender comparisons. Prerequisites: PSYC 250 or PSYC 251 or permission of the instructor. Credits: 3(3-0). Offered every year.

### **PSYC 315 Psychology of Language**

Human language is examined from the perspective of experimental psychology. Topics covered include the following: speech perception and production, understanding sentences and discourse, content and organization of the mental dictionary, language acquisition, language and the brain, and language and thought. Prerequisites: PSYC 250

and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered every two years.

### **PSYC 321 Developmental Psychology: (subtitle)**

An advanced course examining particular developmental domains or issues, with an emphasis on evaluation of contemporary research. Typical offerings include topics in cognitive development, social development, and applied developmental psychology. May be taken for credit twice under different subtitles. Prerequisites: PSYC 215, PSYC 216, or PSYC 217, depending on subtitle. Credits: 3(3-0)

### **PSYC 325 Cognitive Psychology**

The human organism possesses a complex system of mental abilities--including perceiving, remembering, language, problem solving, reasoning, and decision making--through which it acquires, organizes, and utilizes knowledge of the environment. Cognitive psychology is the study of this sophisticated processing system. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0)

### **PSYC 330 Biological Psychology**

A study of the physiological basis of human and animal behavior, emphasizing particularly the dependence of processes such as perception, motivation, learning, and problem-solving upon the character and integrity of the nervous system. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0)

### **PSYC 332 Human Neuropsychology**

This course provides an introduction to the theory, methods, and practical applications of human neuropsychology. Topics will include fundamentals of brain-behavior relationships, functional neuroanatomy, human cortical organization, neuroimaging, neuropsychological assessment, and complex functions. Emphases are on normal functions of the central nervous system, but abnormal functions are considered as well. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered most semesters.

## Psychology Courses

---

### **PSYC 335 Behavioral Pharmacology**

Behavioral pharmacology is the study of the effects of drugs on behavior. An introductory survey of the theories, methods, findings, and principles of the field is presented. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered every year.

### **PSYC 338 Animal Behavior**

An integration of ethological and comparative psychological aspects of the evolution and development of behavior in animals. Special emphasis on such topics as biological rhythms, communication, spacing, reproduction, sensory systems, learning, and social structure. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. (Not available for credit for students who have credit for BIOL 338.) Credits: 3(3-0)

### **PSYC 350 Social Psychology**

A study of the behavior of the individual in the social context, with attention to leadership and small group phenomena, social motivation, attitudes and attitude change. Selected research techniques in social psychology. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0)

### **PSYC 352 Advanced Research in Psychology: (subtitle)**

A selected-topic seminar that integrates, at an advanced level, a particular content area with its appropriate literature, research methods, and statistics. In the course of study of the selected issue, students review literature, design research, collect data, analyze and interpret results, and produce both oral and written reports. Prerequisites: Enrollment is limited to Psychology majors who have completed PSYC 250, PSYC 251, and at least three 300-level Psychology courses. Selected topics may have specific prerequisites, which will be listed in the course schedule. Credits: 3(3-0)

### **PSYC 355 Psychology of Personality**

Introduction to and evaluation of major theoretical conceptions of personality, including psychoanalytic, sociocultural, trait, learn-

ing, and humanistic approaches. Research, assessment, and application strategies associated with each approach and selected contemporary research topics and techniques are covered. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0)

### **PSYC 357 Behavior Genetics**

Behavior genetics is the application of genetic research strategies to the study of behavior. Methods and theories are presented along with findings in specific domains of behavior, such as the genetics of mental illness, the genetics of behavioral responses to drugs, and the genetics of specific cognitive abilities and disabilities. Issues of genetic counseling are also addressed. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0) Offered every year.

### **PSYC 365 Clinical Psychology**

A general introduction to the field. Examines clinical assessment procedures, psychotherapeutic interventions, and salient issues in clinical research. Prerequisites: PSYC 250, PSYC 251, and PSYC 260 or permission of instructor. Credits: 3(3-0) Offered every year.

### **PSYC 366 Developmental Psychopathology**

An advanced course that provides an overview and critical analysis of the theories and research contributing to a developmental perspective on behavioral, psychological and emotional disorders in childhood and adolescence. Course content charts the origins, developmental pathways and symptom expression of psychopathology in childhood and adolescence with special attention to the person- and environmentally-based factors that increase or buffer the risk for psychopathology. Implications of a developmental model for prevention, assessment and treatment of disorder are considered. Prerequisites: Any two courses from among PSYC 215, PSYC 216, or PSYC 260 or permission of the instructor. Credits: 3(3-0). Offered every year.

### **PSYC 368 Health Psychology**

## Psychology Courses

---

This course explores the role of psychological and social factors in the promotion and maintenance of good health, the prevention of illness, the causes and treatment of illness, as well as in recovery from or adjustment to ongoing illness. Critical discussion and evaluation of theory, research, and clinical interventions in the areas of nutrition/diet, exercise, substance abuse, coronary heart disease, AIDS, cancer, and chronic pain are among the topics considered. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered every year.

### **PSYC 370 Introduction to Psychological Testing**

Practical and theoretical aspects of test construction and interpretation, with special consideration given to problems of test reliability and validity for measures of intelligence, achievement, interest, and personality. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

### **PSYC 385 M/Cross-Cultural Psychology**

A consideration of the influence of culture on human behavior and development, both normal and abnormal. Emphasis is placed on research dealing with non-Western cultures and minority cultures in the United States. Prerequisites: PSYC 215 or PSYC 216. Credits: 3(3-0). Offered every year.

### **PSYC 390 Selected Topics: (subtitle)**

An in-depth study of a selected topic in psychology, chosen to allow an integrated consideration of the topic from the points of view of various approaches to psychological inquiry. Examples may include: The Nature-Nurture Question; Approaches to Understanding Aggression; Great Ideas in Psychology; or other topics. Prerequisites: 18 hours in Psychology, including PSYC 250, PSYC 251, and at least one 300-level course. Some topics may require additional prerequisites, which will be listed when such topics are offered. May be taken more than once with different subtitles. Credits: 3(3-0). Offered most semesters.

### **PSYC 391 Individual Research**

Individual work, supervised by a faculty member, on a research problem in psychology. No course described in the undergraduate or graduate bulletins may be taken under this course number. Prerequisites: A minimum cumulative grade point average of 3.0 in psychology courses and completion of a minimum of 15 semester hours in psychology courses. 3 credits(as arranged). May be taken more than once with the same subtitle for credit. Offered by individual arrangement.

### **PSYC 395 Community Internship in Psychology**

This internship offers practical field experience in selected agencies and firms related to a career in psychology, including school counseling, mental health counseling, health education, conflict mediation, human resources, and research. The required academic component includes a weekly, one-hour seminar involving presentations and discussions of relevant ethical and organizational issues. A term paper including a critical review of the literature in an approved area is required. Prerequisites: Psychology major, junior or senior standing, GPA of 3.0 in psychology courses, 2.75 GPA overall, AND permission of instructor. Students may enroll for community internships only after acceptance through a formal application procedure completed during the semester prior to enrollment. 3-12 credits (as arranged). NOTE: College policy states that students may apply no more than 15 credit hours of internship credit toward the baccalaureate degree. Offered by individual arrangement

### **PSYC 396 Teaching Practicum in Psychology**

This course offers practical teaching experience in undergraduate psychology, as practicum students work closely with a supervising professor for a specified course in psychology. Responsibilities may include assisting in preparation and presentation of lectures and labs, holding office hours and review sessions with students, helping to prepare exams and assignments, and providing evaluative feedback to students. Students are required to participate in a weekly one-

## Psychology Courses

---

hour seminar discussing ethical, organizational, and practical issues. May be taken twice for credit. Prerequisites: Psychology major, junior or senior standing, GPA of 3.0 in psychology courses, 2.75 GPA overall, AND permission of instructor. Students may enroll for the teaching practicum in psychology only after acceptance through a formal application procedure completed during the semester prior to enrollment. 3 credits (as arranged). Credits: 3(3-0) Offered by individual arrangement

### **PSYC 397 Undergraduate Research Seminar**

This course provides experience in formulating research projects and applying research techniques in psychology through participation in a faculty-supervised research project and a student-faculty research seminar. May be taken more than once for credit. Prerequisites: PSYC 250, PSYC 251, and instructor permission. Credits: 3(3-0). Offered by individual arrangement.

## B. A. in Psychology

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
PSYC 100	3	PSYC 250/R or Elective	3
N/	4	PSYC 251 or Elective	3
S/U/	3	BIOL N/	4
INTD 105	3	Elective	3
Elective or Foreign Language	3	Elective or Foreign Language	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

PSYC 250/R or Elective	3	PSYC Content	3
PSYC 251 or Elective	3	PSYC Content	3
HUMN 220	4	HUMN 221	4
S/	3	F/	3
Elective	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

PSYC Content	3	PSYC Content	3
F/	3	M/	3
PSYC Elective	3	PSYC 352 or PSYC Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

PSYC 352 or PSYC Elective	3	PSYC 352 or PSYC Elective	3
PSYC Elective	3	Electives	9-12
Electives	9		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12-15</b>
Minimum Total Semester Hours — 120			

*Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Sociology

**Kurt Cylke, Chair (Sturges Hall 122B) - sociology.geneseo.edu**

Professor: S. Derne, W. Lofquist. Associate Professors: J. Bearden, K. Cylke, E. Cleeton, A. Eisenberg, B. Glass, D. Gordon, L. Meyer, D. Scott, Y. Tamura. Assistant Professor: P. McLaughlin.

## Bachelor of Arts Degree

Total credit hours required to complete major: 36

Basic Requirements		18 semester hours
SOCL 100	Introduction to Sociology	3
SOCL 211	Statistics for Social Research	3
SOCL 212	Sociological Research	3
SOCL 265	Classical Sociological Theory	3
SOCL 365	Contemporary Sociological Theory	3
Senior Seminar: subtitle (choose one)		3
	SOCL 376 Senior Seminar: Selected Topics in Sociology	
	SOCL 377 Senior Seminar: Internship Seminar	
	SOCL 378 Senior Seminar: Study Abroad	
	SOCL 379 Senior Seminar: Senior Thesis	
Electives in sociology		18
Six electives in Sociology must be chosen. At least 6 hours must be at the 300-level. Students are encouraged to take classes across a broad range of topics in consultation with their advisors.		

### Minimum Competence Requirement

Sociology majors are required to earn a minimum of a C- in each of the following courses -SOCL 100, 211, 212, 265, 365, and the course used to fulfill the senior seminar requirement (SOCL 376, 377, 378, or 379). If a C- is not earned in these classes (100, 211, 212, 265, 365, and senior seminar), students may ONLY repeat a class once to achieve the required minimum grade.

### Department Writing Requirement

All majors shall successfully complete the existing program requirements. Program requirements involve extensive writing in at least 83 percent of the course offerings. To complete program requirements, students are required to write a variety of papers and essays. It is the responsibility of the faculty, in consultation with the department chair, to identify students with deficient writing skills. Students identified as needing work in improving their writing will be notified at the beginning of the following semester. In consultation with their faculty advisor, the student will be required to complete one of the following options: (1) Satisfactory completion (C- or better) of ENGL 200, College Writing II. (2) Satisfactory completion of SOCL 199, Writing for the Social Sciences (to be done as a directed study).

For further information, please contact your advisor or Dr. Lofquist, the Department Chair. For information on writing requirements for "double" or "triple" majors consult the Undergraduate Bulletin under "Multiple Majors" or the Office of the Dean of the College.

#### NOTE:

- 1) A student who has received credit for a statistics course in another department should apply for a waiver for SOCL 211. (Credit will not be granted for more than one 200-level statistics course.) If the waiver is approved, the student must replace



SOCL 211 with a sociology elective at or above the 200-level in order to reach the 36 hours in sociology required for the major (or 18 hours required for the minor).

- 2) No more than 3 of the 18 total elective hours may be earned through Internships and Directed Study. Internships may not be counted toward the required six hours of 300-level electives.
- 3) No more than 6 hours at the 100-level may be applied to the major.

## Minor in Sociology

Basic Requirements	18 semester hours
SOCL 100; SOCL 211 or 361; SOCL 265	9
Electives in Sociology: three courses; two (6 hours) must be above the 100-level	9

## Certification in Adolescence Education (7-12): Social Studies

The Bachelor of Arts program can be planned so that New York State initial certification requirements are met (see School of Education program description).

## Sociology Courses

### SOCL100 S/Introduction to Sociology

The course introduces the basic concepts, principles, and major areas of sociology. Topics include the nature of society, social organizations, and major social institutions. Credits: 3(3-0)

### SOCL102 S/Introduction to Social Problems and Public Policy

Contemporary social problems, including macro-problems (e.g., the economy, politics, inequality), micro-problems (e.g., crime, health care), and the relationship between the two are studied. Emphasis is on understanding both causes and symptoms of contemporary social problems. Credits: 3(3-0)

### SOCL105 S/M/Introduction to Global Social Change

An introductory level examination of changing conditions in the Third World, using sociological concepts. Focus will be on one or more of the following areas: Asia, Africa, the Middle East, Latin America, and the Caribbean. This course will emphasize social, economic and political changes that affect daily life and experiences of people in these societies. Credits: 3(3-0)

### SOCL201 Black Women in American Society

An examination of the status of black women, focusing on the themes of gender, race, and class. The experiences of black women will

be explored from an historical and cross-cultural perspective, from slavery through the present. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0)

### SOCL209 The American Criminal Justice System

An analysis of the social construction of crime, followed by consideration of the policies, roles and practices of the primary crime control agencies (police, courts, punishment). The functions and interrelations of each component of the criminal justice system are examined, as is the role of criminal justice in society. Issues in public policy and the evaluation of crime control measures are emphasized. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

### SOCL210 Sociology of the Family

The family as a social institution and social system, including its relationship to other social systems such as the economy and gender. Topics include families in the U.S. and in other societies, the history of the family, diversity in family composition, racial, ethnic, and social class variations in family culture and structure, family social policy and legal issues, and contemporary controversies concerning the family. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0)

## Sociology Courses

---

Offered at least once a year

### **SOCL211 R/Statistics for Social Research**

Data presentation, descriptive statistical analysis, and basic inferential techniques. Theoretical and methodological issues, as well as statistical applications, are studied. Students are trained to develop quantitative analysis skills and an ability to use statistics in social science disciplines and day-to-day life. (Students may not receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 202, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL211.) Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0)

### **SOCL212 Sociological Research**

The design and implementation of empirical research in sociology with an emphasis on quantitative methodology. Examines the logic of social inquiry and the uses and problems of various research designs and methods of data collection. Provides background necessary to evaluate research in social science, experience in conducting sociological research, and an introduction to computer methods of data analysis. Particular emphasis is on analysis of available data and survey research. Prerequisites: SOCL100 or permission of instructor. Credits: 3(3-0)

### **SOCL213 Sociology of Medicine**

Presents social and cultural factors influencing health and illness. Looks at the roles of health care professionals, patients, and medical settings in our society. Discusses the relationships between the current health care system and the political and economic systems. Credits: 3(3-0) Offered every fall

### **SOCL217 S/U/Urban Sociology**

Social aspects of cities are studied, including the origins and development of cities, the emergence of suburbs, urban ways of life, characteristics of cities in the U.S., contemporary urban problems, and urban policy. Credits: 3(3-0) Offered every year

### **SOCL218 Sociology of Environmental Issues**

This course deals with the application of

social science theory and methods to the study of the ever changing relationship between humans' natural and social environments. Thematic emphasis on Environmentalism as a socio-political, economic movement will inform the course. Topics include an analysis of the historical context of perceived tensions between these two environments and the changing social definitions of nature and environment. Particular attention is given to major environmental controversies and related political struggles of the past two centuries. Additionally, select environmental problems are used as a vehicle from which to explore the nature of sociology's potential contributions to the resolution of environmental controversies. Prerequisites: Any 100-level Sociology course. Credits: 3(3-0) Offered every year

### **SOCL220 U/Inequality, Class, and Poverty**

Inequalities in social prestige, political power, and economic rewards are examined. Topics include the origins of stratification, classical theories of stratification, inequality in the United States today, life styles of social classes, social mobility, and the persistence of poverty. Credits: 3(3-0) Offered every year

### **SOCL225 Sociology of Gender**

This course introduces students to the sociological study of gender in contemporary U.S. society by examining the social structural bases of gendered behavior and gender inequality. Topics include gender socialization, differentiation, and stratification. The course examines gender in institutional structures including the economy, education, law, and the family. Historical and cross-cultural variations in gender are explored as well as variations by race, ethnicity, social class and sexual orientation Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every spring

### **SOCL230 S/U/Race and Ethnicity**

Given the projection of dramatic transformations in the racial and ethnic composition of the United States during the 21st century, it is important to have a historical and sociological grasp of how racial and ethnic relations

## Sociology Courses

---

have been shaped in the past and of what lessons we can learn and apply to the future of America. This course introduces sociological concepts and theories in the study of race and ethnicity, provides a broad historical understanding of how different groups were assimilated into or segregated from the American society, and examines contemporary issues on race and ethnicity, such as affirmative action and bilingual education, that define political and cultural discourse of our everyday lives. This course will also compare and contrast the race relations of the U.S. with those of other societies. Credits: 3(3-0) Offered every fall

### **SOCL240 S/Sociology of Religion**

This course examines the relationship between religion and society. Topics include theoretical explorations into nature, origins, and functions of religion; interpretations of the place of religion and ritual in social life; analyses of interaction between religion and other institutions of society, especially economics and politics; and examination of religious change, conflicts over religion, and social movements that have religious bases. Credits: 3(3-0) Offered every year

### **SOCL241 S/The Individual and Society**

Major social psychological approaches to understanding the relationship between individuals and their social contexts are reviewed. Basic social psychological processes such as language, socialization, the self, and face-to-face interaction are discussed. Credits: 3(3-0) Offered every fall

### **SOCL250 Sociology of Deviance**

The course is an inquiry into the social construction of deviance. Emphasis is placed on how behavior comes to be defined as deviant and the interests advanced by these definitions, as well as on societal responses to deviance, causes of individual involvement in deviant behavior, and deviance designations as a form of social control. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0)

### **SOCL265 Classical Sociological Theory**

Students will become familiar with the basic

theoretical position and concepts of Marx, Durkheim, and Weber. Students will develop critical reasoning skills so that they can distinguish between the conflict orientation, functionalist orientation, and the interpretive orientation to social reality. Prerequisites: SOCL100 or permission of instructor. Credits: 3(3-0)

### **SOCL281 Selected Topics: (subtitle)**

An intensive study of a topic in sociology not covered in depth in other courses or, alternatively, an attempt to integrate two or more paradigms or converging perspectives in the field to be studied. Prerequisites: any 100-level sociology course or permission of the instructor. (Some topics may require additional prerequisites.) Credits: 3(3-0) Offered every year

### **SOCL290 Sociology of Work and Organizations**

This course will explore the historical origins of complex organizations, the internal structure and dynamics of organizations, organizations' interactions with their external environments, and the consequences of particular organizational forms for issues of power and inequality. The course will focus particularly on how changes in organizations, and in the larger political economy, affect the structure and nature of work and the conditions of workers. We will explore how gender, race, and sexuality operate within work organizations. We will also examine how the structure and meaning of work interacts with unpaid and relatively "invisible" work done outside of complex organizations. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every spring

### **SOCL310 Sociology of Law**

This course is designed to further students' understanding of the relationship between law and society, in particular the ways in which the legal system interacts with the social, economic, and political institutions of American society. Topics to be covered may include the legal profession, family law, minority rights and affirmative action, labor law, sexual harassment, abortion, euthanasia,

## Sociology Courses

---

criminal and civil commitment law, the death penalty, environmental law, or student rights. Credits: 3(3-0) Offered at least once a year

### **SOCL314 Illness, Self, and Society**

Examines health and illness as social phenomena. Focuses on how individual experience with illness is influenced by social context. Topics include the social construction of health and illness, the experience of acute and chronic diseases, the nature and role of social support, and the self and illness. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

### **SOCL 318 Environmental Sociology**

This course provides an overview of the field of environmental sociology. Participants will become acquainted with major contemporary environmental problems as well as the various theoretical perspectives--human ecology, political economy, constructivism, political ecology, ecological modernization, feminist ecology--employed by environmental sociologists to interpret their origins, dynamics and potential resolution. The course will also examine several deeply rooted Western assumptions about nature that are hindering the construction of a more integrated perspective on human-environment interactions. Credits: 3(3-0) Offered every spring

### **SOCL325 Global Social Change**

The course explores the meaning and causes of social change and the mechanisms by which changes occur. Socio-cultural change in historical and contemporary societies, the strategies and tactics of planned social change, and the impact of change on the individual and society are discussed. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

### **SOCL333 Sociology of Education**

An examination and analysis of the relationship between the educational institutions of American society and other major institutional structures such as the economy, family, and the political system. Consideration of how American education affects and reflects race, class and gender divisions. May also

consider cross-cultural differences in educational systems. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every spring

### **SOCL340 Social Movements**

Both elementary forms of collective groups and varieties of social movements that affect social change are analyzed. The focus is on structural and normative considerations. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

### **SOCL347 Criminology and Juvenile Delinquency**

An intensive examination of theoretical perspectives on crime and juvenile delinquency. Emphasis is placed on the social sources of theories and on the power of theories to explain the high rates of interpersonal violence in the United States. Individual, group, organizational, societal, and cultural contributions to criminality are examined. The origins of the juvenile justice system and criminal law and patterns of criminal law enforcement are also considered. Finally, the relationship between crime and punishment is analyzed. Prerequisites: Any 100-level Sociology course. Credits: 3(3-0) Offered every spring

### **SOCL354 Political Sociology**

This course studies the distribution of power in society. Theories of the state, revolutions, and the political activities of social classes, racial and ethnic groups, genders, gays, and other groups are examined. The course also explores how social forces shape policy on issues such as welfare, health care, education, abortion, criminal justice, defense, and unemployment. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

### **SOCL356 The Social Self**

An investigation of the self from a sociological perspective. The course includes topics such as the social sources of the self, the role of the self in social interaction, and the relationship between society and the self. Prerequisites: Any 100-level Sociology course or permission

## Sociology Courses

---

of instructor. Credits: 3(3-0) Offered not on a regular basis

### **SOCL358 Sociology of Emotions**

This course examines how emotions and emotional culture are an important influence on social behavior, how social institutions shape human emotions, how emotions vary historically and cross-culturally, and how particular emotional norms disadvantage particular categories of people. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

### **SOCL361 Field Research Methods**

Techniques of social research conducted in natural settings, including observation, interviewing, and unobtrusive methods, are examined and skills in using them are developed. Procedures for analyzing information obtained and for presenting findings are addressed. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every fall

### **SOCL365 Contemporary Sociological Theory**

The course introduces students to the main traditions in sociological theory that developed in the 20th century. Students will evaluate functionalist theory, conflict theories, and microsociological theories. Prerequisites: SOCL265 or permission of instructor. Credits: 3(3-0)

### **SOCL376 Senior Seminar: Selected Topics in Sociology**

This course may be taken to meet the senior seminar requirement in Sociology. It is an intensive study of a topic in sociology not covered in depth in other courses, or alternatively, an attempt to integrate two or more paradigms or converging perspectives in the field to be studied. Students are expected to produce a research paper and present findings. Prerequisites: Senior standing. Credits: 3(3-0)

### **SOCL377 Senior Seminar: Internship Seminar**

This course may be taken to meet the senior seminar requirement in Sociology. The internship is designed to provide students

with some practical experience working in one of a wide range of public sector organizations within the local community. Students will also need to meet academic requirements which include readings, participation in a seminar, writing of a research paper and the presentation of findings. Prerequisites: Senior standing. Credits: 3(3-0). Offered by individual arrangement

### **SOCL378 Senior Seminar: Study Abroad**

This course may be taken to meet the senior seminar requirement in Sociology. It is designed for upper level sociology majors and is conducted in an international setting. Location and topics will vary from year to year. Students are expected to produce a research paper and present findings. Credits: 3(3-0). Offered most summers

### **SOCL379 Senior Seminar: Senior Thesis**

This course may be taken to meet the senior seminar requirement in Sociology. Students are expected to prepare an original research paper on a specific sociological issue under the supervision of a faculty advisor. Credits: 3(3-0). Offered by individual arrangement

### **SOCL381 Selected Topics: (subtitle)**

An intensive study of a topic in sociology not covered in depth in other courses or, alternatively, an attempt to integrate two or more paradigms or converging perspectives in the field to be studied. (May be taken for credit no more than twice.) Prerequisites: Any 100-level Sociology course or permission of instructor. (Some topics may require additional prerequisites.) Credits: 3(3-0) Offered every year

### **SOCL391 Senior Thesis**

The student will prepare a lengthy, original paper on a specific sociological issue under the supervision of a faculty advisor. Prerequisites: Senior standing, minimum 3.0 GPA in the major; approval of Department Chairperson. Credits: 3(3-0) Offered by individual arrangement

### **SOCL395 Internship**

The internship is designed to provide students with some practical experience working in one of a wide range of public sector

## Sociology Courses

---

organizations within the local community. Students will also need to meet academic requirements which may include readings, a written report, participation in a seminar, and/or oral presentation. Credits may range from 3-15 hours per semester. (Note: Students may present no more than 15 hours of internship credit toward the baccalaureate degree.) Prerequisites: 12 hours in Sociology; minimum 2.75 GPA; and approval by both the agency supervisor and Sociology Department internship coordinator. Offered by individual arrangement

### **SOCL399 Directed Study**

Intensive reading and/or research on a sociological subject mutually agreed upon by the student and a faculty member. May be taken for 1, 2, or 3 credits. Prerequisites: Any 100-level Sociology course and permis-

sion of instructor. Offered by individual arrangement.

## B. A. in Sociology\*

### Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
N	4	N/	4
INTD105	3	F/	3
Elective	3	Elective	3
SOCL 100	3	ANTH 100	3
Elective or Foreign Language	3	Elective or Foreign Language	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>
SECOND YEAR			
HUMN 220	4	HUMN 221	4
S/	3	#U/SOCL Elective***	3
# SOCL Elective	3	SOCL 211	3
Minor* or SOCL 211**	3	Minor	3
Elective or Foreign Language	3	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>
THIRD YEAR			
SOCL 212 or SOCL 265	3	SOCL 265 or SOCL 365	3
# SOCL Elective	3	# SOCL 300 Level Elective	3
Minor	3	Minor	3
Minor	3	Minor	3
Elective	2	Elective	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>15</b>
FOURTH YEAR			
SOCL 365 (or minor)	3	Internship*	6
# SOCL Elective	3	SOCL 37_ or Minor	3
# SOCL 300 Level Elective	3	Elective	3
Minor	3		
Elective or SOCL 37_	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>
Total Semester Hours --- 120			
*This guide also includes an interdisciplinary minor (which is optional) and an optional internship. The interdisciplinary minors frequently chosen by sociology majors are Environmental Studies, Human Development, Legal Studies, Urban Studies, and Women's Studies.			
** Students may elect to begin the sequences of SOCL 211-212 and 265-365 in either spring or fall semester, since all four courses are generally offered each semester.			
***SOCL 217, 220, or 230 may be used for U/ by students who earned a grade of at least 85 on the high school American History Regents Exam			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

# Theatre/Dance

Professors: M. Blood, R. Kaplan, J. Lancos. Associate Professors: J. Ferrell, S. Stubblefield, A. Weibel. Visiting Assistant Professor: C. Ferrell. Adjunct Faculty: M. Herman, J. McCausland. Assistant Technical Director: S. McGrath.

An audition is required for admission to degree programs in Theatre, Theatre/English; minor in Dance; concentration (for Education majors) in Dance.

## Bachelor of Arts Degree in Theatre

An audition is required for admission to the Major In Theatre: 1) Two memorized monologues, two to three minutes in length, one serious and one comic (no period requirement); applicants also may be requested to perform an improvisation; résumé. 2) Applicants whose primary interest is in design or technical theatre are required only to interview with Design Faculty and submit a portfolio, if available; résumé

Number of Credits in Major Required for Degree: 43

		31 semester hours
THEA 129	Stagecraft	1
THEA 130	F/Introduction to Technical Theatre	3
THEA 140	F/Play Analysis for the Theatre	3
THEA 202	F/History of Theatre to the 17th Century	3
THEA 203	F/History of Theatre since the 17th Century	3
THEA 200	F/American Theatre OR	
THEA 204	F/M/Asian Theatre OR	
ENGL 386	Modern Drama OR	
ENGL 354	Shakespeare I OR	
ENGL 355	Shakespeare II OR	
ENGL 381	British Drama: (subtitle)	3
THEA 221	Acting I	3
THEA 241	Fundamentals of Design	3
THEA 260	Theatre Practicum	3
	(1 credit in acting and 2 credits in technical/costume assistance or 3 credits in technical/costume assistance)	
THEA 305	Topics in Theatre History (subtitles)	3
THEA 311	Directing I	3

Elective Requirements – Select four from the following list		12
(Students with particular interests in design, technical theatre, acting or directing should consult their advisors for guidance in the selection of Elective Requirements.)		
THEA 200	F/The American Theatre (if not used to satisfy Basic Requirement)	
THEA 204	F/M/Asian Theatre (if not used to satisfy Basic Requirement)	
THEA 224	Acting Techniques: (subtitle) (May be repeated for a total of 4 hrs)	
THEA 225	Production Stage Management	
THEA 233	Stage Make-up	
THEA 234	F/Costume History	
THEA 235	Costume Construction	
THEA 236	Scene Painting	
THEA 270	Video Production	
THEA 290	London Theatre Seminar	
THEA 310	Playwriting	



THEA 320	Acting II	
THEA 321	Directing II	
THEA 330	Acting III (May be repeated for a total of 6 hours)	
THEA 333	Technical Direction	
THEA 340	Acting IV (May be repeated for a total of 6 hours)	
THEA 342	Scene Design I	
THEA 343	Scene Design II	
THEA 344	Lighting Design I	
THEA 345	Lighting Design II	
THEA 346	Costume Design	
THEA 347	Sound Design	
THEA 390	Theatre Seminar	
THEA 399	Directed Study: Senior Project	

### Additional Requirement

Students must complete a Junior Portfolio Review in the Junior Year.

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all required courses, whether basic, elective, or focus.

### Department Writing Requirement

All theatre majors write in all theatre courses, but the style and content of the writing varies widely based upon the course topic. Examples include journals, concept statements, dramatic fiction, production analyses, character analyses, and traditional research papers, such as one might find in any other course in the humanities. In the required theatre history sequence of four courses (THEA 202, 203, 204, 305), students write traditional research papers combining theatrical history with the study of dramatic literature and criticism. In the process, students learn to read primary and secondary sources closely, to conduct academic research, and to write essays with a well-argued thesis and properly documented sources.

For further information, please contact your advisor or Jon Gonder, the Dean. For information on writing requirements for “double” or “triple” majors consult the Undergraduate Bulletin under “Multiple Majors” or the Office of the Dean of the College.

## Minor in Theatre

Total Hours Required		24 semester hours
THEA 100	F/Introduction to Theatre or THEA 140 F/Play Analysis for the Theatre	3
THEA 129	Stagecraft	1
THEA 130	F/Introduction to Technical Theatre	3
THEA 200	F/American Theatre OR	
THEA 202	F/History of the Theatre to the 17th Century OR	3
THEA 203	F/History of the Theatre since the 17th Century	
THEA 221	Acting I	3
THEA 224	Acting Techniques: (subtitles)	1
THEA 260	Theatre Practicum	1
THEA 311	Directing I	3
Electives in Theatre at 300-level		6

## Concentration in Theatre

A liberal arts concentration in Theatre, available to majors in Early Childhood and Childhood, Childhood and Childhood with Special Education, is described in the School of Education section.

## Bachelor of Arts Degree in Theatre/English

An audition is required for admission to the Major In Theatre/English: two memorized monologues, two to three minutes in length, one serious and one comic (no period requirement); applicants also may be requested to perform an improvisation; résumé.

Total credit hours required to complete major: 49 semester hours

I. Theatre and Related Fine Arts Courses		25 semester hours
THEA 129	Stagecraft	1
THEA 130	F/Introduction to Technical Theatre	3
THEA 140	F/Play Analysis for the Theatre	3
THEA 200	F/The American Theatre	3
THEA 202	F/History of Theatre to the 17th Century	3
THEA 203	F/History of Theatre Since the 17th Century	3
THEA 221	Acting I	3
THEA 311	Directing I	3
THEA 305	Topics in Theatre History or	
THEA 390	Theatre Seminar	3
II. English Courses*		24 semester hours
ENGL 170 Practice of Criticism		3
One course in British Literature (from ENGL 212, 213, 310, 311, 312, 313, 314, 315, 316, 317, 321, 324, 350, or 353)		3
One course in American Literature (from ENGL 235, 237, 330, 331, 333, 334, 337, or 338)		3
ENGL 319 Modern Criticism OR		
One course in Creative Writing (from ENGL 201, 301, 302, 303, 304)		3
ENGL 354 OR 355 Shakespeare I or II		3
ENGL 381 Classical Literature OR		
One course in dramatic literature (from ENGL 285, 321, 354, 355 or subtitles containing "drama" or a dramatist of ENGL 237, 241, 250, 343, 348)		3
ENGL 386 Modern Drama		3
English elective		3
*Fifteen hours of English must be at the 300-level.		

### Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all courses in Theatre and English offered in fulfillment of the major.

### Department Writing Requirement

Students majoring in Theatre/English meet the disciplinary writing requirement through papers done in 300-level English courses and in THEA 202 and 203.

### Certification in Adolescence Education (7-12): English

Certification requirement for those seeking New York State Initial Certification in English, which requires 30 total hours of English: two additional English electives (one elective to be a writing or language course).

Requirements of the Bachelor of Arts degree and the Teacher Education program must be completed for the New York State Initial Certification (see School of Education program description). Additionally, students are urged to study a foreign language through the intermediate collegiate level (course level 202) and to complete a recommended linguistics sequence of ENGL 361 and 362.

## Dance Courses

---

### **DANC 100 F/Introduction to Dance**

A survey of various styles of dance, selected from ballet, modern, jazz, tap, ethnic, and folk. Included are the historical background of theatrical dance, experience with dance technique and choreography, Labanotation, films on dance in various societies, demonstrations of lighting and costuming, dance criticism, and the contemporary scene. (Readings and attendance at on-campus performances or films is required.) Credits: 3(3-0)

### **DANC 101 Ballet I**

Basic principles and movement techniques of classical ballet. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken twice.) Credits: 2(1-2) Offered fall, even years; and spring, odd years

### **DANC 102 Modern Dance I**

Basic principles and movement techniques of leading styles of modern dance. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Credits: 2(1-2) Offered fall, odd years; and spring, even years

### **DANC 103 Jazz Dance I**

Basic principles and movement techniques of leading styles of jazz dance. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Credits: 2(1-2) Offered fall, odd years

### **DANC 104 Cultural Dance I: (subtitle)**

Basic principles and movement techniques of various folk or ethnic dance styles. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken twice under different subtitles.) Credits: 2(1-2) Offered spring, odd years

### **DANC 105 Methods of Body Conditioning: (subtitle)**

A study of a method of body conditioning, such as Pilates, Barthelemy or Yoga, based on a unique system of stretching and strengthening exercises that tone muscles, improve

posture, provides flexibility and balance, and unite body and mind. Credits: 2(1-2) Offered spring, even years

### **DANC 201 Ballet II**

Principles and movement techniques of classical ballet on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken three times.) Prerequisites: DANC 101 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, odd years; and spring, even years

### **DANC 202 Modern Dance II**

Principles and movement techniques of leading styles of modern dance on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken three times.) Prerequisites: DANC 102 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, even years; and spring, odd years

### **DANC 203 Jazz Dance II**

Principles and movement techniques of leading styles of jazz dance on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken three times.) Prerequisites: DANC 103 or an equivalent and permission of instructor. Credits: 2(1-2) Offered spring, even years

### **DANC 204 Cultural Dance II: (subtitle)**

Principles and movement techniques of various folk or ethnic dance styles on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken twice under different subtitles.) Prerequisites: DANC 104 or an equivalent and permission of instructor. Credits: 2(1-2) Offered when demand is sufficient

### **DANC 211 F/M/Cultural Dance of Asian Peoples**

A study of classical, contemporary, and folk dance traditions of Asia as they relate ritual, artistic, religious, social, political and philosophical influences. Attendance at on-cam-

## Dance Courses

---

pus theatrical performances may be required. Credits: 3(2-2) Offered every spring

### **DANC 221 F/Dance History Through the 19th Century**

A study of the history of dance from its earliest record through the 19th century considered within the context of political, social and cultural conditions of various historical periods. (Attendance at dance performances will be required). Credits: 3(3-0) Offered fall, odd years

### **DANC 222 F/Dance History Since 1900**

A study of the history of dance as an art form considered within the context of political, social and cultural conditions since 1900. (Attendance at dance performances will be required). Credits: 3(3-0) Offered every spring

### **DANC 230 Dance Kinesiology**

A study of the sensory and skeleto-muscular structures of the dancer's body and their use in the development of various styles of dance. Particular attention is given to the student's formulation of a movement style based on personal sensory and structural characteristics. Credits: 3(2-2) Offered fall, even years

### **DANC 250 Classical Ballet Pointe**

Basic principles and movement techniques of dancing on the tips of the toes ("sur les pointes"). Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: 2 semesters of DANC 201 or an equivalent and permission of instructor. Credits: 2(1-2) Offered spring, odd years

### **DANC 265 F/Dance Ensemble**

Development of proficiency in dance performance through rehearsal and presentation of various forms of dance. A concert is presented on-campus each semester. Admission is by permission of instructor following audition. (May be repeated for credit. A maximum of eight semester hours in DANC 265 may be applied to a degree.) Prerequisites: /Corequisite: DANC 101-104, DANC 201-204, or DANC 301-303. Credits: 1(0-3)

### **DANC 301 Ballet III**

Principles and movement techniques of classical ballet on an intermediate-advanced level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: DANC 201 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, even years

### **DANC 302 Modern Dance III**

Principles and movement techniques of leading styles of modern dance on an intermediate-advanced level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: DANC 202 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, odd years

### **DANC 303 Jazz Dance III**

Principles and movement techniques of leading styles of jazz dance on an intermediate-advanced level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: DANC 203 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, even years

### **DANC 331 Dance Composition I**

An introduction to the content and structure of dance composition as an art form. Improvisation, rhythm, design, dynamics, phrasing, and production are emphasized. Prerequisites: DANC 222 and 4 credits from DANC 101-105, DANC 201-204, DANC 250, and DANC 301-303 or permission of instructor. Credits: 3(2-2) Offered every fall

### **DANC 332 Dance Composition II**

An intermediate course to develop the choreographic abilities of the student. The application of the standard choreographic procedures is stressed in the development of group ballet, modern, or jazz composition. Prerequisites: DANC 331 or permission of instructor. Credits: 3(2-2) Offered spring, even years

## Dance Courses

---

### **DANC 340 Studies in Dance: (subtitle)**

An upper division course exploring issues in dance from a research perspective. Subtitle topics include dance notation, dance aesthetics, methodology of dance education, research in dance history, dance criticism, contemporary issues in dance, film & video, and movement analysis. Prerequisites: 4 credits from DANC 201-204, 250, 301-303,

222 or permission of instructor. Credits: 3(3-0) Offered spring, odd years

### **DANC 399 Directed Study**

Selected study or research in a field of specialization in dance, under the direct supervision of an assigned departmental faculty member. 1-3 semester hours.

## Theatre Courses

---

### **THEA 100 F/Introduction to the Theatre**

Consideration of the theatrical arts (playwriting, acting, direction, design) in relation to their contribution to the theatrical experience. Designed to develop discrimination and appreciation rather than proficiency in performance. Attendance at on-campus theatrical performances will be required. Credits: 3(3-0)

### **THEA 129 Stagecraft**

Explores in depth the material introduced in THEA 130, providing the students with a solid working knowledge of theatrical processes and stagecraft procedures. Prerequisites: /Co-requisite: THEA 130 or permission of instructor. Credits: 1(1-0)

### **THEA 130 F/Introduction to Technical Theatre**

An introductory, broad-based study of technical theatre involving reading and examination of varied plays, and focusing on problems in staging methods, theatre spaces, stagecraft, and stage lighting. Participation in productions is an integral part of the course. Credits: 3(2-2)

### **THEA 140 F/Play Analysis for the Theatre**

From pages to possible stages: an analysis of the play to discover production and performance options inherent in the script. The play script will be looked at from the points of view of the various production collaborators: performers, designers, and audience. Attendance at on-campus theatrical performances will be required. Credits: 3(3-0)

### **THEA 200 F/The American Theatre**

A consideration of the significance and role of theatre in this country. Current problems, potentialities, and trends are compared and

contrasted with earlier practices. Attendance at on-campus theatrical performances will be required. Credits: 3(3-0) Offered every spring

### **THEA 202 F/History of Theatre to the 17th Century**

A study of the development of theatre through the Renaissance. Attention is given primarily to the playhouse, the playwrights, the actors, the audience, and the critics, with the aim of providing perspective for the student's own theatrical experience. Credits: 3(3-0) Offered every fall

### **THEA 203 F/History of the Theatre Since the 17th Century**

A study of the development of theatre from the 17th century to the contemporary period. Attention is given primarily to the playhouse, the playwrights, the actors, the audience, and the critics, with the aim of providing perspective for the student's own theatrical experience. Attendance at on-campus theatrical performances will be required. Credits: 3(3-0) Offered every spring

### **THEA 204 F/M/Asian Theatre Survey**

A study of the development of the major classical and modern performance traditions of Asia. Attention is given primarily to the playhouses, the playwrights, the actors, the audiences, and the critics, with the aim of providing perspective for the student's own theatrical experience. Attendance at on-campus theatrical performances may be required. Credits: 3(3-0) Offered every fall

### **THEA 221 Acting I**

Techniques designed to free the actor, to promote active acting, and to introduce approaches to building characterizations. Workshop performance required. Atten-

## Theatre Courses

---

dance at on-campus theatrical performances will be required. Prerequisites: THEA 100 or THEA140 or permission of the instructor. Credits: 3(2-2)

### **THEA 224 Acting Techniques: (subtitle)**

Practical exercises in vocal and/or physical techniques for actors designed to complement the acting curriculum in THEA 221, 320, 330, and 340. May be repeated for total of 4 credits. Credits: 1(0-2)

### **THEA 225 Production Stage Management**

The study of the techniques and equipment used in the coordination and operation of theatrical productions, including drama, musicals, opera, and dance. Students will consider and participate in projects dealing with rehearsal procedures, theatrical prompt scripts, technical and dress rehearsals, performances, theatrical equipment, and communication in a theatrical environment. Participation in productions is an integral part of the course. Prerequisites: THEA 140, THEA 130, or permission of the instructor. Credits: 3(2-2) Offered fall, odd years

### **THEA 233 Stage Make-up**

The principles of theatrical make-up, from basic to stylized, to give the student a wide variety of experience and practice in the art of make-up. Participation in productions is an integral part of the course. Credits: 3(2-2) Offered every spring

### **THEA 234 F/History of Costume**

A historical survey of costumes from Greek to modern and their relationships to theatrical productions. Credits: 3(3-0) Offered every fall

### **THEA 235 Costume Construction**

The study, application, and execution of costume construction techniques. Participation in productions is an integral part of the course. Credits: 3(2-2) Offered fall, odd years

### **THEA 236 Scene Painting for the Theatre**

The historical development of stage design problems resolved with paint. Focuses on developing a vocabulary of painting skills through lecture, demonstration, and studio work. Participation in productions is an integral part of the course. Prerequisites: THEA

100 or THEA 140, THEA 130, and THEA 241, or permission of instructor. Credits: 3(1-4) Offered spring, odd years

### **THEA 241 Fundamentals of Design for the Theatre**

An introduction to the art of design as one element of theatrical production. Emphasis is placed on the aesthetics and skills required for designing in the theatre. Participation in productions is an integral part of the course. Credits: 3(2-2) Offered every fall

### **THEA 260 F/Theatre Practicum**

A laboratory experience in areas of theatrical production: 1) costume, 2) make-up, 3) scenery, 4) lighting, 5) sound, 6) artistic management, 7) business/house management, 8) acting, 9) performance/portfolio review. [May be taken six times, not to exceed one semester hour of credit per semester. A maximum of two credits is allowed within a single area (except acting).] One hour of credit. NOTES: Theatre majors are required to complete four hours of THEA 260, two selected from the costume, make-up, scenery, lighting, sound, artistic management, and business/house management areas; one from the acting area, and one in performance/portfolio review. Prerequisites: Permission of instructor.

### **THEA 270 Video Production**

The course will introduce storyboarding, camera basics, executing a video shoot, input and output of video into computers, and nonlinear video editing using Adobe Premiere. Students will collaborate on short projects such as a commercial and music video. Prerequisites: THEA 140 or permission of instructor. Credits: 3(2-2) Offered every spring

### **THEA 290 F/London Theatre Seminar**

Provides an opportunity to experience a broad spectrum of the best in English theatre. The group will attend at least nine productions in small "fringe" theatre, the state-supported Royal Court, Royal Shakespeare, and Royal National Theatre, and the commercial West End. There will be tours of the Royal National Theatre complex and the Old Vic, and walking tours of Greenwich and the South Bank or East End, and a coach tour of central London, all led by certified guides.

## Theatre Courses

Students are expected to attend all of the above. There will be two orientation sessions prior to leaving for London and daily discussions in London. Students are also required to submit a journal critiquing productions. Note: course duration is two weeks; may not be repeated for credit. Credits: 3(1-4) Offered when demand is sufficient

### **THEA 305 Topics in Theatre History: (sub-title)**

An in-depth study of a variety of specific topics in theatre history. Topics to be offered on a rotating basis include Greek Tragedy; Contemporary European Theatre, Feminist Theory and Theatre, Dance and Film; Beckett, Pinter, and Mamet; Political Theatre from Brecht to the Present; Holocaust Drama; Asian Puppetry. Attendance at on-campus theatrical performances will be required. Prerequisites: THEA 202 and THEA 203 or permission of instructor. Credits: 3(3-0) Offered every spring

### **THEA 310 Playwriting**

Development of a working approach to the craft of playwriting that is both formal and personal; the writing of a one-act play. Prerequisites: THEA 140 or permission of instructor. Credits: 3(3-0) Offered fall, odd years

### **THEA 311 Directing I**

A study of basic elements of directing a play with practical experience in the direction of scenes and one-act plays in class and studio workshops. Attendance at on-campus theatrical performances will be required. Prerequisites: 18 hours of theatre, including THEA 130, THEA 140 and THEA 221, or permission of the instructor. Credits: 3(2-2) Offered every fall

### **THEA 320 Acting II**

Approaches to building characterizations, interaction of actors, and concentration on the American approach to realistic acting. Attendance at on-campus theatrical performances will be required. Prerequisites: THEA 140 and THEA 221 or permission of instructor. Credits: 3(2-2) Offered every spring

### **THEA 321 Directing II**

A study of script analysis and the theories and practices of contemporary play direction;

direction of a workshop production. Prerequisites: THEA 311 and THEA 241, or permission of instructor. Credits: 3(2-2) Offered spring, odd years

### **THEA 330 Acting III Contemporary Styles: (sub-title)**

Approaches to building characterizations, interactions of actors, and the development of scenes in performance, with concentration on contemporary styles other than realism such as Epic Theatre, Theatre of Cruelty, Absurdism, Performance Art, and Asian Styles. May be repeated once for credit under different subtitles. Attendance at on-campus theatrical performances will be required. Prerequisites: THEA 221, THEA 320, or permission of instructor. Credits: 3(2-2) Offered fall, even years

### **THEA 333 Technical Direction**

A study of advanced staging and building techniques, in both theory and practice. Participation in productions is an integral part of the course. Prerequisites: THEA 140, THEA 130, and THEA 241. Credits: 3(2-2) Offered fall, odd years

### **THEA 340 Acting IV Period Styles: (sub-title)**

This course trains actors in the performance of plays in period styles. The course will include one or more period styles such as: Greek, Elizabethan, Commedia dell'arte, Restoration comedy, early Modern drama. Coursework will be scenework, creation of characters, and short research projects. May be repeated once for credit. Attendance at on-campus theatrical performances will be required. Credits: 3(2-2) Offered fall, odd years

### **THEA 342 Scene Design I**

A study of scene design as an integral part of theatre production. Attention is given to the function of the designer, with special emphasis upon practical experience to develop skills and understanding of design theories and techniques. Prerequisites: THEA 140, THEA 130, and THEA 241, or permission of instructor. Credits: 3(2-2) Offered spring, even years

### **THEA 343 Scene Design II**

Advanced study in scene design in the con-

## Theatre Courses

---

temporary theatre. Consideration is given to the limitations placed upon the designer by the various forms of contemporary theatres and the requirements of various periods and types of plays. Special emphasis is placed upon new materials available to the designer. Prerequisites: THEA 342 or permission of instructor. Credits: 3(2-2) Offered spring, even years

### **THEA 344 Stage Lighting Design I**

A study of the aesthetic, technical, and practical production aspects of stage lighting. Prerequisites: THEA 140, THEA 130, and THEA 241, or permission of instructor. Credits: 3(2-2) Offered fall, even years

### **THEA 345 Stage Lighting Design II**

Advanced study in the theory and technique of stage lighting. Consideration is given to the history of stage lighting and to the technical and practical problems presented by modern lighting equipment. Prerequisites: THEA 344 or permission of instructor. Credits: 3(2-2) Offered spring, odd years

### **THEA 346 Costume Design**

The translation of specific design problems into finished design renderings for the contemporary theatre. Special emphasis is placed on the relationship between the text of the play and the design concept. Prerequisites: THEA 140, THEA 241, or permission of instructor. Credits: 3(2-2) Offered fall, even years

### **THEA 347 Sound Design**

A study of the aesthetic, technical, and practical production aspects of stage sound. Prerequisites: THEA 130, THEA 140, and THEA 241 or permission of the instructor. Credits: 3(2-2) Offered spring, even years

### **THEA 390 Theatre Seminar**

Designed to synthesize concepts of playwriting, acting, architecture, and design. Credits: 3(3-0) Offered when demand is sufficient

### **THEA 393 Honors Project in Theatre: (sub-title)**

Independent study on a Theatrical project mutually agreed upon by the student and a mentor from the Theatre Faculty. Enrollment by invitation of the Theatre Faculty. To be eligible, students will normally have completed 75 semester hours with at least a 3.0 cumulative grade point average overall and a 3.5 grade point average in Theatre courses. Credits: 3(0-9) Offered by individual arrangement

### **THEA 399 Directed Study**

Selected areas of study under the direct supervision of an assigned departmental faculty member. (1 to 6 semester hours.) Prerequisites: Permission of instructor. Offered by individual arrangement



## B.A. in Theatre/English

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
THEA 129	1	INTD 105	3
THEA 130	3	S/	3
THEA 140	3	THEA 221	3
S/U/	3	ENGL 170	3
N/	4	N/	4
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>16</b>

#### SECOND YEAR

Fall	Hours	Spring	Hours
F/	3	HUMN 221	4
HUMN 220	4	F/	3
ENGL 212 or British Literature	3	ENGL 355	3
ENGL 386	3	ENGL 235 or American Literature	3
R/	3	THEA 200	3
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>16</b>

#### THIRD YEAR

Fall	Hours	Spring	Hours
F/THEA 202	3	THEA 203	3
THEA 311	3	ENGL 319	3
M/	3	ENGL elective	3
ENGL 381 or Dramatic Literature	3	THEA 305 or 390	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

Fall	Hours	Spring	Hours
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>

Total Semester Hours—120

\*At least 15 hours of ENGL must be at the 300-level.

*Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

## B.A. in Theatre

### Sample Program Outline/Advising Guide

#### FIRST YEAR

Fall	Hours	Spring	Hours
THEA 140	3	THEA 221	3
THEA 129	1	THEA 260	1
THEA 130	3		
N/	4	INTD 105	3
S/U/	3	F/	3
		S/	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>13</b>

#### SECOND YEAR

THEA 202	3	THEA 203	3
Elective or Foreign Language	3	THEA 260	1
THEA 241	3	THEA 320	3
R/	3	N/	4
HUMN 220	4	HUMN 221	4
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

#### THIRD YEAR

THEA 330	3	THEA 236/345 or 346	3
THEA 311	1	M/	3
THEA 260	3	THEA 321	3
F/	3	Elective or S/	3
Electives	6	THEA 305	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

#### FOURTH YEAR

Electives	12	Electives	9
THEA 340	3	THEA 305	3
		THEA 399	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

Total semester hours—120

*Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.*

# Women's Studies

Melanie Blood, Coordinator (Brodie 121) [geneseo.edu/~wsminor](mailto:geneseo.edu/~wsminor)

Note: For information on the Women's Studies Minor, see the section on Interdisciplinary Minors in this bulletin.

## Women's Studies Courses

### **WMST 100 Introduction to Women's Studies**

This course is an introduction to the study of women and gender using interdisciplinary and cross-disciplinary approaches. It will include a feminist analysis of the construction and enforcement of gender differences and gender inequalities in various contexts, with an emphasis on the intersection of race, class, sexuality, and nationality in the lives of women. Topics include but are not limited to: historical constructions of gender, feminist activism, women's issues in global perspective, women's health and reproductive rights, media representations of gender, domestic violence and sexual assault, and feminist theories. Credits: 3(3-0) Offered every spring

### **WMST 201 Topics in Women's Studies: (subtitle)**

This is a slot course that focuses on some aspect of Women's Studies. Each section will incorporate recent feminist scholarship, methodologies, concepts, and analyses in the teaching of a subject of particular importance to women. In addition, each section will utilize feminist pedagogy to foster a climate of mutual inquiry and exchange of ideas between faculty and students. This course may be taken for credit multiple times with

different subtitles. Credits: 3(3-0) Offered every spring

### **WMST 210 Race, Class, and Gender**

This course uses multiple disciplines to explore how identity categories of gender, race, and class intersect. Students will explore and critique relations of power in families, societies, and cultures. In class discussion and in writing, students will reflect on their own ideas and thought processes, and they will engage respectfully with differing ideas. Credits: 3(3-0) Offered Fall, odd years

### **WMST 220 Gender and Sexualities**

This course will involve a multi-disciplinary, feminist exploration of the intersections of gender, culture, and sexuality. The experiences of historically devalued groups, including girls and women, sexual minorities, and people of color will be emphasized. Students will investigate the limitations of binary classification systems as pertaining to gender roles, gendered behavior, sexual behaviors, and sexual orientation. Topics to be covered may include, but are not limited to, sexuality as depicted in Western media, variations in biological sex, gender identity, sexual orientation, socialization and sexual and reproductive freedoms. Credits: 3(3-0) Offered fall, even years

# Athletics and Recreation

**Michael Mooney, Director (Merritt Athletic Center 213) - [knights.geneseo.edu](mailto:knights.geneseo.edu)**

Staff: J. Chen, A. Ciccarello, P. Dotterweich, G. Gagnier, B. Hawley, S. Hemer, J. Lyons, S. Minton, D. Prevosti, C. Ritchlin, J. Salmom, D. Oliveri, C. Schultz, J. Seren, J. Stearns, P. Simmons, S. West, N. Wiley, M Woods.

The Department of Intercollegiate Athletics and Recreation offers courses designed to address both individual interest and career aspirations of our students. The courses are grouped into specific categories based on the nature of the activity. Each course in the category has similar attributes necessary for success and enjoyment. The intent is to encourage students to find meaningful activities that will lead to life-long leisure pursuits.

The 100-level courses are introductory in nature and require no previous experience in the activity. The 200-level courses are advanced activity courses that require a general knowledge about the sport and a degree of proficiency in executing the skill required in the activity. The 300-level courses are theory courses that lead to Red Cross certification in first aid or the coaching requirements for the public schools in New York State.

All 100- and 200-level activity courses are graded on a Satisfactory-Unsatisfactory scale. A grade of "S" is equal to a "C-" or better on the college letter grading policy. Following is a list of courses offered by the Intercollegiate Athletics and Recreation Department. A course outline for each course is available in the department office.

## Health and Physical Education Courses

<b>H&amp;PE 100 Introductory Level</b>			
<i>Conditioning Activities</i>			
104	Conditioning		
105	Weight Training		
108	Jogging		
		<i>Outing Activities</i>	
<i>Racquet Sports</i>		142	Ice Skating
116	Racquetball	144	Figure Skating
117	Squash	146	Downhill Skiing
118	Tennis	147	Cross Country Skiing
<i>Individual Activities</i>		148	Hiking and Backpacking
126	Self Defense	149	Bicycling
127	Golf		
<b>H&amp;PE 200 Advanced Level</b>			
203	Varsity Swimming*	233	Varsity Volleyball*
204	Aerobic Dance	234	Varsity Soccer*
205	Nautilus Fitness	235	Varsity Basketball*
208	Varsity Cross Country*	236	Varsity Lacrosse*
209	Varsity Track and Field*	237	Varsity Field Hockey*
210	Varsity Tennis*	238	Varsity Ice Hockey*
232	Varsity Softball*		Varsity Equestrian
<p><i>*Varsity-related courses require instructor permission and earn up to a maximum of 4 credits over 4 years. Maximum of 10 semester hours in H&amp;PE courses. No more than 4 semester hours in activity courses.</i></p>			

<b>H&amp;PE 300 Theory</b>			
302	Life Guard Training	353	Care & Prevention of Athletic Injuries
303	Water Safety Instruction	354	Philosophy & Principles of Athletics
350	Health & Safety Issues in the Schools	355	Coaching of
352	Responding to Emergencies		

## **Requirements for Coaching in the Public Schools of New York State**

The New York State Education Department has approved the college's offering, per Section 135.4 of the "Regulations of the Commissioner of Education," a program of courses in coaching for teachers who do not have New York State certification in physical education. The program for which the college has received approval consists of a minimum of the following 9 semester hours of credit:

1. H&PE 352 Responding to Emergencies	2 hours
2. H&PE 353 Care and Prevention of Athletic Injuries (Prerequisite: H&PE 352)	3 hours
3. H&PE 354 Philosophy and Principles of Athletics in Education (Prerequisite: H&PE 352)	3 hours
4. H&PE 355 Coaching: (subtitle) (Prerequisite: H&PE 353)	1 hour

In addition to the above, the State Education Department requires that all persons applying for certificates must complete a workshop on the identification and reporting of suspected child abuse or maltreatment. It is the student's responsibility to make arrangements for and to complete this workshop, and to submit to the college documentation indicating completion of the workshop.

Graduate credit for the coaching certification may be approved by the Dean of the College.

Upon satisfactory completion of the above sequence of courses and the workshop required by the state, the college will issue a Certificate of Achievement. In order to receive the Certificate, the applicant should present name, G00#, and permanent address to the Director of Intercollegiate Athletics and Recreation. Upon verification that the applicant received a grade of "C" or better in each of the courses, a certificate will be forwarded to the individual.

## **Intramurals and Recreation**

The purpose of the intramural programs is to provide opportunities for participation in a wide variety of sports activities consistent with the goals of listed education to educate the whole person.

A variety of team and individual sports are offered in league and tournament play. The Intramural and Recreation Office also assists groups in planning special events and off campus outings.

Participation is open to all faculty, staff, and full-time students. In addition to the regularly scheduled intramural programs, the athletic and recreation facilities are available evenings and weekends, making it possible for students and faculty to engage in a wide variety of recreational activities. It is hoped that through involvement in the intramural and recreation programs students will develop regular patterns of physical activity, maintain good physical health, enhance their mental health, and learn skills that will be utilized throughout their lives.

Persons other than students, faculty and staff must pay for the use of athletic facilities with the exception of the workout center. For further information concerning the user fee policy, contact the Intramural and Recreation Office.

## Intercollegiate Athletic Program

The Intercollegiate Athletic Program provides an opportunity for full-time students to compete in a wide variety of varsity sports. The following sports are available for men: basketball, cross country, hockey, lacrosse, soccer, swimming, indoor track, and outdoor track. The sports available for women include basketball, cross country, equestrian, field hockey, lacrosse, soccer, softball, swimming, indoor track, outdoor track, tennis and volleyball.

All student athletes should enroll in the college's insurance program or provide the Director of Intercollegiate Athletics with evidence of personal health and accident insurance coverage. The college holds membership in the following associations:

### National

National Collegiate Athletic Association  
United States Intercollegiate Lacrosse Association  
National Athletic Trainers Association  
National Intramural - Recreation Sports Association

### Regional

Eastern College Athletic Conference  
Eastern Athletic Trainers Association

### Statewide

State University of New York Athletic Conference

## Elective Theory Courses

---

### H&PE 302 Lifeguard Training

Provides students with knowledge and skills in water safety and non-surf lifeguarding techniques. Red Cross Lifeguarding Certification can be earned. Prerequisites: Requires a strong swimming background. Credits: 1(0-2)

### H&PE 303 Water Safety Instruction

Emphasis upon methods and techniques of teaching swimming and water safety skills. Red Cross Water Safety Instructor's Certificate can be earned. Credits: 2(0-4) Offered every spring

### H&PE 350 Health and Safety Issues in the Schools

This course is designed for the preservice teacher and includes topics mandated by New York State Education Law. It provides the means for instructing students for the purpose of preventing alcohol, tobacco, and other drug abuse; instructing students in fire

and arson prevention; providing safety education as it pertains to highway safety and traffic regulation including bicycle safety; and instructing students for preventing child abduction. The course also incorporates New York State mandatory training in the identification and reporting of child abuse, maltreatment, or neglect. Prerequisites: Intd 203 or CDSC 330. Credits: 1(1-0)

### H&PE 352 Responding to Emergencies

Provides an opportunity to receive American Red Cross Certification in First Aid and CPR and for the recognition and practice of preventive safety measures. Also designed to meet part of the requirements for coaching in New York State. Prerequisites: Permission of Department Chair. Credits: 2(1-3)

### H&PE 353 Care and Prevention of Athletic Injuries

A survey of physical, psychological, and sociological principles involved in the coaching

## Elective Theory Courses

---

of school athletics. Designed to meet part of the requirements for coaching in New York State. Prerequisite and/or Co-requisite: H&PE 352. Credits: 3(3-0) Offered every spring

### **H&PE 354 Philosophy and Principles of Athletics in Education**

Designed for those whose objective is to pursue a career in the coaching of school athletic programs. Course content (1) meets part of the requirements for coaching in elementary and secondary schools in New York State, (2) is varied, and (3) does not emphasize administration. (Details regarding course content are posted in the Office of the Director of Intercollegiate Athletics and Recreation.) Prerequisites: H&PE 352 Credits: 3(3-0) Offered every fall

### **H&PE 355 Coaching: (subtitle)**

Provides an in-depth experience in coaching a sport. Covers: history; objectives; rules; teaching methods; performance skills; technical information (e.g. offense, defense, strategy); purchasing, fitting, and caring for equipment; training techniques; and officiating. Participants gain practical experience by assisting coaches or instructors. (May be repeated under different subtitles.) (Half-semester course.) Prerequisites: H&PE 353. Credits: 1(1-3) Offered when demand is sufficient

# Academic Minors

An academic minor is a structured sequence of courses totaling a minimum of 18 semester hours. A departmental minor may require a maximum of 24 semester hours; an interdisciplinary minor carries a maximum of 29 semester hours. A student must complete all courses required for the minor with a grade point average of at least 2.0, although a higher standard will apply when it is specifically stated in the requirements of a minor. Unless otherwise noted, each department or program that offers a major may offer one minor.

To declare a minor, a student must complete a form available in the Office of the Dean of the College, Erwin 106, and obtain approval from the department chair (for a departmental minor) or from the coordinator (for an interdisciplinary minor). Completion of up to two academic minors is noted on a student's transcript, provided that all other requirements for a baccalaureate degree have been successfully completed.

## Interdisciplinary Minors

### Africana Studies Minor – See also Black Studies Major

Emilye J. Crosby, Coordinator (Blake C 9)

Requirements: 18 credit hours that meet the following criteria. At least one class each from departments of Anthropology, English, and History; at least four at the 200-level or above; at least one 300-level; at least one with an African or African Diaspora focus outside the United States (appropriate classes are marked with an \* below) and at least one with an African-American focus. We strongly encourage students do an internship, study abroad, or take a directed study.

Courses from the following list should be chosen in consultation with an Africana Studies program advisor. (Under advisement, new and one time courses may also be considered for Africana Studies credit.)

	Total Hours Required	18
A.	Courses whose primary focus is consistent with Africana Studies:	
	*ANTH 216 Native Voices: Post Colonial Africa and the Caribbean	3
	*ENGL 242 The Literature of the African Diaspora	3
	*ENGL 318 Black British Literature and Culture	3
	ENGL 337 African-American Literature	3
	HIST 166 African-American History	3
	HIST 266 Civil Rights Movement in America	3
	HIST 263 Civil War and Reconstruction	3
	HIST 366 African Americans in the Age of Jim Crow	3
	MUSC 100 Understanding Music: Jazz	3
	*PLSC 224 Government and Politics in Africa	3
	SOCL 201 Black Women in American Society	3
B.	Slot courses that are sometimes offered with a topic consistent with Africana Studies: (These must be chosen under advisement.)	
	AMST 201 Topics	3
	ENGL 142 Literary Forms	3
	ENGL237 Voices and Perspectives	3
	ENGL 241 World Literature	3
	ENGL 250 Literature and (subtitle)	3



	ENGL 267	Non-Western Literature	3
	ENGL 358	Major Authors	3
	ENGL 360	Post-Colonial Literature	3
	ENGL 390	Studies in Literature	3
	HIST 203	Biography	3
	HIST 220	Interpretations in History (subtitle)	3
	HIST 221	Interpretations in History (subtitle)	3
	HIST 391	Senior Seminar (subtitle)	3
	INTD 105	Writing Seminar	3
	MUSC 100	Understanding Music (subtitle)	3
	SOCL 381	Selected Topics	3
	WMST 201	Topics in Women's Studies	3
	WMST 301	Seminar in Women's Studies	3

## American Studies

Caroline Woidat, Coordinator (Welles 228)

Like the American Studies major, this minor offers students the opportunity to pursue an interesting and diversified liberal arts program which can serve as the basis for lifelong education. The minor may prove of particular value for students pursuing careers in teaching, museum work, photography, journalism, or television production.

Total Hours Required	21 semester hours		
	ENGL ____	American Literature	3
	ENGL 3__	Upper-level course in American Literature	3
	HIST ____	American History	3
	HIST 3__	Upper-level course in American History	3
	ARTH ____	American Art History	3
	AMST 201	Topics in American Studies:(subtitle)	3
	Elective hours in courses emphasizing American Studies selected under advisement (e.g., in American Studies*, anthropology, art history, communications, economics, geography, history, literature, music, philosophy, political science, sociology, and theater arts).		3

\*Students may take AMST 201: (subtitle) for credit toward the minor twice as long as the subtitle is different in each case.

## Asian Studies

Randy Kaplan, Coordinator (Brodie 173D)

Total Required Hours: 21

With a broad definition of Asia extending from the Pacific Rim to the Arabian Sea, this minor gives students an opportunity to study Asia as an integral part of human civilization. By stressing interdisciplinary comparison (including such disciplines as anthropology, art history, geography, history, foreign languages, literature, performing arts, political science, and sociology), this minor is especially designed to serve students who are interested in learning about how different Asian cultures, religions, languages, and social practices coexist and intermix. As the world has become increasingly interdependent and multi-cultural, this minor trains students to meet the challenges they are going to face as qualified citizens of the twenty-first century.

Basic Requirements: Completion of 21 credit hours from the courses listed below. Courses must be chosen in such a way that the following requirements are met:

(i) Four courses must be above the 100-level.

- (ii) Three Asian language courses (through the 201 level) can be counted toward meeting the requirement.
- (iii) The courses chosen should be from at least 3 different departments.  
 Advisement will be required for all students pursuing the program.

**Courses that count towards completion of the minor:**

Anthropology:		
	ANTH 214	Peoples of Southeast Asia
	ANTH 232	S/M/China and Modernization
	ANTH 301	Ethnography of Religion
Art History:		
	ARTH 180	Non-Western Art
	ARTH 284	Art of Asia
English:		
	ENGL 241	World Literature (when applicable)
	ENGL 267	Non-Western Literature (when applicable)
Foreign Languages:		
	ARBC 101	Elementary Arabic I
	ARBC 102	Elementary Arabic II
	ARBC 201	Intermediate Arabic I
	ARBC 202	Intermediate Arabic II
	CHIN 101	Elementary Chinese I
	CHIN 102	Elementary Chinese II
	CHIN 201	Intermediate Chinese I
	CHIN 202	Intermediate Chinese II
	CHIN 288	Chinese Calligraphy, Language and Culture
	JAPN 101	Elementary Japanese I
	JAPN 102	Elementary Japanese II
Geography:		
	GEOG 123	The Developing World
	GEOG 365	The Geography of Islam
	GEOG 366	M/Geography of the Western Pacific Rim
History:		
	HIST 112	S/World History
	HIST 281	Traditional East Asian History to 1840
	HIST 282	East Asian History since 1600
	HIST 291	The Islamic Middle East: 600-1800
	HIST 292	The Modern Middle East: 1800 to the Present
	HIST 327	Transforming Russia and China
	HIST 380	Studies in Non-Western History
	HIST 381	Ancient China
	HIST 382	Modern China
Philosophy:		
	PHIL 202	World Religions and Contemporary Issues
	PHIL 214	Chinese Philosophy
	PHIL 215	Eastern Philosophy
Political Science:		
	PLSC 222	Politics of East Asia
	PLSC 223	Politics of South Asia
	PLSC 240	Asia in the Global Setting
	PLSC 321	State and Society in the Nonwestern World
	PLSC 328	Politics of the Middle East
School of Performing Arts:		

	MUSC 123	Music of the World's People
	THEA 204	Asian Theater Survey
	DANC 211	Cultural Dance of Asian Peoples

## Biomathematics Minor

Gregg Hartvigsen, Coordinator (ISC 344) and  
Christopher Leary, Coordinator (South 324)

The minor in Biomathematics is designed to provide students with a broad introduction to the applications of mathematics in modern biology. Combining a background in biology with a background in mathematics, students completing a minor in biomathematics will be well-prepared to understand and contribute to current research questions in the field, ranging from molecular to population studies using both continuous and discrete modeling approaches.

Total Hours Required			30 semester hours	
	BIOL 117	General Biology: Cells, Genetics, Evolution	3	
	BIOL 119	General Biology: Diversity, Physiology, Ecology	3	
	BIOL 116	N/General Biology Lab	2	
	BIOL 250	Biological Data Analysis	OR	3
	MATH 242	R/Elements of Probability and Statistics	OR	
	MATH 262	R/Applied Statistics	OR	
	MATH 360	Probability and Statistics I		
	BIOL 203	Principles of Ecology	OR	3
	BIOL 222	Genetics	OR	
	BIOL 271	Heredity		
	MATH 233	Elementary Linear Algebra	OR	3
	MATH 237	R/Introduction to Discrete Mathematics	OR	
	MATH 239	Introduction to Mathematical Proof		
	BIOL/ MATH 340	Modeling Biological Systems		3
	MATH 383	Biomathematics Seminar		1
	One elective Biology course above the 100-level which is available for biology major credit.			3
	Two 3-hour elective Mathematic courses, one at or above the 200-level and one at the 300-level.			6

## Central and Eastern European Studies Minor

Cynthia Klima, Coordinator (Welles 206C)

The Central and Eastern European Studies Minor is designed for students who desire an interdisciplinary study of the countries whose impact on world politics is ever-evolving. Newly-independent states of the former Warsaw Pact, the former Yugoslavia as well as Germany and Austria are included in this realm of study. As interest grows in these regions to establish economic and educational entities, knowledge of languages, cultures, politics and history becomes more crucial. These are markets whose economic and political climate remains precarious as the face of Europe changes. This minor will prepare students for

issues that will continue to develop and have an impact not only on the United States, but also on the entire world.

Total Hours Required		24 semester hours	
Basic Requirements:		15	
PLSC 225	Politics of East Central Europe		3
PLSC/HIST 229	German Society and Politics Since 1945		3
HIST 342	Imperial and Revolutionary Russia		3
RUSS 202 or GERM 202	Intermediate Russian OR Intermediate German		3
HIST 242 or HIST 344 or PLSC 329	History of Pre-Modern Russia, 862-1725 OR Nazi Germany OR Politics of Russian and Eurasia		3
<b>Electives:</b>		9	
Choose one course from the Social Sciences and two additional courses in Arts, Literature & Language. One of the three courses must be at 300-level. Note that slot courses may be used when offered with subtitles appropriate to central Eastern Europe.			
<b>Social Sciences - Choose one course</b>			
ANTH 325	International Fieldwork (with approval of Coordinator and Instructor)		
COMN 317	Intercultural Communication		
COMN 362	International Mass Communication		
COMN 368	Research in Media and Cultural Studies (with approval of Coordinator and Instructor)		
HIST 203	Biography: (subtitle)		
HIST 349	The Holocaust in Historical Perspective		
HIST 391	Senior Seminar: (subtitle)		
INTD 250/350	Study Abroad: (subtitle)		
PHIL 207	Modern Philosophy		
PLSC 248	The European Union		
PLSC 291	Enduring Issues in Comparative and International Politics: Russia, Yesterday and Today		
SOCL 378	Senior Seminar: Study Abroad (with approval of Coordinator)		
SOCL 381	Selected Topics: (subtitle)		
<b>Arts, Literature, Languages - Choose two courses</b>			
ARTH 201	Ancient to Byzantine Art: Religion and Philosophy		
ARTH 287	Avant-Garde Modernism		
ARTH 300	Major Artist and Issues: (subtitle)		
THEA 305	Topics in Theater History: (subtitle)		
ENGL 241	World Literature: (subtitle)		
ENGL 250	Literature and (subtitle)		
ENGL 267	M/Non-Western Literature: (subtitle)		
ENGL 343	Women and Literature: (subtitle)		
ENGL 348	European Literature: (subtitle)		
ENGL 358	Major Authors: (subtitle)		
ENGL 394	Senior Seminar: (subtitle)		

	GERM 313	Contemporary Civilization	
	GERM 325	Civilization	
	GERM 335	Commercial	
	INTD 250/350	Study Abroad: Russian Civilization	
	INTD 250/350	Study Abroad: Central European Culture	

No more than three courses from one department can be applied to the Central and Eastern European Studies Minor.

No more than 9 hours submitted for the minor may overlap with the student's major or other minor.

Directed Study, Slot, Experimental, or New Courses concerning Central and/or Eastern Europe may be applied to the minor with prior approval from the Coordinator.

Students should note that some 300-level courses have prerequisites.

## Cognitive Science

Matthew Pastizzo, Coordinator (Sturges Hall 121G)

Cognitive Science is a rapidly growing interdisciplinary field aimed at developing an understanding of the human mind. The minor in Cognitive Science is designed to provide students with a foundation of knowledge from disciplines primarily involved with investigating the nature of mental activity. The minor is excellent preparation for students planning to attend graduate school in Artificial Intelligence, Cognitive Psychology, Computer Science, Linguistics, or Philosophy. The minor can also be used to prepare for advanced training or a career in Human Factors.

Total Hours Required		24 semester hours	
Basic Requirements		18 semester hours	
	CSCI 114	Survey of Computer Science	3
	PHIL 111	Introduction to Logic	3
	PHIL 317	Philosophy of Mind	3
	PSYC 100	General Psychology	3
	PSYC 251	Introduction to Behavioral Research Methods	3
	PSYC 325	Cognitive Psychology	3

Electives—two courses from the following:		6 semester hours
	ANTH 120	S/Language and Culture
	ANTH 220	Linguistic Analysis
	CDSC 150	Phonetics
	CDSC 228	Development of Speech and Language in Children
	CSCI 376	Artificial Intelligence
	PHIL 375	Philosophy of Language
	PSYC 307	Sensation and Perception
	PSYC 315	Psychology of Language
Additional Requirements		
	One elective must be at the 300-level.	
	One elective must be outside the student's primary major.	

Notes: Some electives have prerequisites that are not part of the minor. PSYC 251 may serve as a prerequisite for PSYC 325 for students not majoring in Psychology but minoring in Cognitive Science.

# Conflict Studies

James Allen, Coordinator (Sturges 5A)

This minor is intended for students entering careers or graduate programs related to conflict resolution, conflict management, and peace. Both interpersonal and intergroup conflict are important, and can include but are not limited to conflict related to business, education, families, friendships, group membership, politics, the judicial system, and other arenas. Students should emerge from the minor with a broad understanding of the causes of conflict and of the management of conflict. Students should also emerge with specialized knowledge in at least one particular area of conflict management.

Total Hours Required		27 semester hours *
I. Basic Requirements		6 hours
PSYC 121	Conflict Resolution	
COMN 346	Conflict, Negotiation, & Mediation	
II. Required Concentration (See Concentration descriptions below)		12 hours
Students should select one of the following tracks designed to familiarize them with a specific area of conflict management. Students should complete any four courses in that track, but no more than two (2) 100-level courses may be selected:		
III. Other Requirements		9 hours
In addition to four courses in the area of concentration, the student must complete one course from each of the other three concentration tracks in this minor.		

\*Note: 12 credits of work must be unique to this minor

*A. Global Perspectives on Conflict:* This track is designed to give students a global or international and cross-cultural perspective on why conflict occurs, how conflict is resolved, and the consequences of conflict on a large scale.

Cross Cultural Influences on Conflict: ANTH 120 or COMN 317 or PSYC 385
Conflict and World Conditions: GEOG 123 or GEOG 376 or SOCL 105
History of Large-Scale Conflict: HIST 205
Politics and Large-Scale Conflict: PLSC 120 or PLSC 140 or PLSC 246 or PLSC 341 or PLSC 342
Environmental Conflict: PHIL 201 or SOCL 218
Social Change and Social Conflict: SOCL 325 or SOCL 340

*B. Power Issues and Conflict:* This track provides a psychological, political and legal exploration of conflict emerging from the use and abuse of power between and among people and various social systems. Inequality, oppression, and conflict stimulated by majority-dominated structures are examined.

Conflict and Women's Issues: ANTH 224 or PLSC 250 or PHIL 204 or PSYC 308 or SOCL 201 or SOCL 225.
Power and Global Conflict: GEOG 123 or SOCL 105
Conflict and Social Change: COMN 213 or SOCL 340
Conflict and Race Relations: HIST 265 or INTD 292 or SOCL 220 or SOCL 230
Conflict and Legal Issues: PLSC 319 or SOCL 354
Aspects of Interpersonal Conflict: COMN 211 or PSYC 350

*C. Applied Conflict Management:* This track is designed for students who wish to become more proficient in the practice of conflict management and resolution techniques in various social settings.

	Communication and Conflict: ANTH 120 or COMN 212 or COMN 355 or SOCL 358
	Groups and Conflict: COMN 211 or PSYC 350
	Business and Conflict: HIST 250 or INTD 287 or MGMT 360 or PHIL 237 or PSYC 265 or SOCL 335
	Legal Issues and Conflict: MGMT 263 or MGMT 264 or PHIL 130 or PHIL 217 or PLSC 318 or PLSC 218 or SOCL 209 or SOCL 310 or SOCL 347
	Environmental Issues and Conflict: GEOG 102 or GEOG 274 or PHIL 201 or SOCL 325.

D. *Social Conflict in the United States*: This track focuses on tension in the United States created by struggles between various political and social groups endemic to American society.

	History of Conflict in the United States: HIST 353 or HIST 251 or HIST 266 or PLSC 110
	Conflict and Social Movement: PLSC 211 or PLSC 315 or SOCL 102 or SOCL 340
	Community and Conflict: PLSC 316 or PSYC 262 or SOCL 217
	Conflict and Race Relations: HIST 265 or SOCL 220 or SOCL 230
	Conflict and Women's Issues: PLSC 250 or PSYC 308 or SOCL 225 or SOCL 201

## Environmental Studies

David L. Aagesen, Coordinator (Fraser 107B)

This minor provides an opportunity for the interested student to engage in a thorough study of the environment from many academic viewpoints, but in an integrated fashion. Through participation in this program, the student has an opportunity to study the nature of the environment, human relationship to the environment, today's environmental problems, and proposed solutions to these problems. Qualified students may also participate in research within the College through collaboration with individual professors or in the community through various internships sponsored by participating departments.

The Environmental Studies Program is comprised of a grouping of courses offered by the various College departments and by the program itself. The student is required to complete 24 or 25 semester hours of these course offerings in a prescribed sequence.

Total Hours Required	24-25 semester hours
----------------------	----------------------

I) FIRST LEVEL COURSES: Students are required to complete two introductory courses:

ENVR 124	Environmental Issues	3
CHEM 103	Chemistry and Society OR	3-4
CHEM 116 Chemistry I OR GSCI 105 Environmental Science		

II) SECOND LEVEL COURSES: Students are required to complete four courses, two to be selected from among those courses with an emphasis on "Natural Systems" and two to be selected from those with an emphasis on "Human/Environmental Systems".

<b>Natural Systems:</b>		
BIOL 203	Principles of Ecology	3
BIOL 235	Disease and the Developing World	3
GEOG 274	Conservation and Resource Management	3
GSCI 200	Environmental Geology	3
GSCI 210	Mineralogy	3

<b>Human/Environmental Systems:</b>			
	ANTH 204	Human Ecology	3
	ENGL 250	Literature and the Environment	3
	GEOG 201	Introduction to Urban and Regional Planning	3
	PHIL 201	Environmental Ethics	3
	PLSC 215	Community, State, and Regional Politics	3
	PSYC 275	Environmental Psychology	3
	SOCL 218	Sociology of Environmental Issues	3

III) THIRD LEVEL COURSES: Students must complete two courses from among the following:

	BIOL 305	Conservation Biology	3
	BIOL 311	Taxonomy of Vascular Plants	4
	BIOL 314	Biodiversity	3
	BIOL 376	Environmental Management	3
	ECON 330	Government Finance	3
	ECON 340	Environmental Economics	3
	ECON 355	Economic Development and Growth	3
	ENVR 395	Environmental Internship (See Note C)	3
	GEOG 340	Pyrogeography	3
	GEOG 370 or GEOG 371	Physical Climatology OR Synoptic Climatology	3
	GEOG 377	Urban Geography	3
	GEOG 382	Climate Change and Variability	3
	GSCI 315	Principles of Geochemistry	3
	GSCI 331	Geomorphology	3
	GSCI 347	Groundwater Hydrology	3
	HIST 369	Environmental Thought and Politics in Modern America	3
	PLSC 314	American Public Policy	3
	PLSC 316	Political Power in American Cities	3

**NOTE:**

A) Courses at the 400-level may be applied at the Third Level if the student obtains department and program approval.

B) A student who is registered in the Environmental Studies program may take one 300- or 400- level Directed Study course in lieu of one required course listed at the Third Level of the curriculum. Consult the Coordinator for details.

C) Environmental Internship may be used to satisfy the requirements for up to two Environmental Studies courses. For more information on this internship, contact the Coordinator of the Environmental Studies minor for details.

## **Film Studies**

**Jun Okada, Coordinator (Welles 218B)**

The Film Studies minor provides students with substantial interdisciplinary study of the history, aesthetics, and cultural position of film. Students will acquire a critical vocabulary for analyzing films and a technical vocabulary for discussing the craft. They will also learn about the history of film and the development of its many genres. The interdisciplinary approach brings diverse cultural perspectives to the analysis of film and its role in our culture. Although one of the required electives may involve a course related to film or



dramatic production, the minor is not intended to provide a pre-professional introduction to making films.

Total Hours Required		21 semester hours
Basic Requirements		6 - 9 semester hours
	Explorations of various aspects in film from specific figures such as directors to themes such as cinema history, specific genres, and cross-cultural diversity.	
ENGL 285	Introduction to Film Studies	
INTD 210	Topics in Film: Subtitle (may be taken twice under different subtitles)	
Electives		9 – 12 semester hours
	Nine hours if INTD 210 is taken twice under different subtitles; twelve hours otherwise.	
	The electives must be drawn from at least two disciplines (e.g., ENGL and SPAN). "Appropriate subtitle" means that the courses must have subtitles including either "movies," "cinema" or "film."	
AMST 201	Topics in American Studies (with appropriate subtitle, such as Film and Literature on New York City)	
ENGL 237	Voices and Perspectives	
ENGL 241	World Literature (with appropriate subtitle)	
ENGL 250	Literature and (with appropriate subtitle)	
ENGL 267	M/Non-Western Literature (with appropriate subtitle)	
ENGL 321	British Drama (with appropriate subtitle)	
ENGL 324	British Novel (with appropriate subtitle)	
ENGL 348	European Literature (with appropriate subtitle)	
ENGL 359	Film Authors	
FREN 365	Selected topics in French literature (with appropriate subtitle)	
SPAN 382	Selected topics in Hispanic literature (with appropriate subtitle)	

Additional Elective		3 semester hours
ARTS 100	F/Two Dimensional Design	
ARTS 235	F/Photography I	
DANC 100	F/Introduction to Dance	
ENGL 210	Screenwriting	
MUSC 120	F/Introduction to Music History	
MUSC 222	Stage Musicals	
THEA 100	F/Introduction to Theater	
THEA 142	F/Play Analysis	
THEA 221	Acting I	
THEA 233	Stage Make-up	
THEA 234	F/History of Costume	
THEA 421	Fundamentals of Design for Theater	
THEA 270	Video Production	

## Graphics Production

Thomas MacPherson, Coordinator (Brodie Hall 161)

The minor prepares students for opportunities in offset printing, graphic design, and advertising.

Total Hours Required	27 semester hours
----------------------	-------------------

Basic Requirements		24 semester hours
ARTS 100	Two-Dimensional Design	3
ARTS 204	Graphic Design I	3
ARTS 210	Drawing I	3
ARTS 230	Printmaking I	3
ARTS 235	Photography I	3
ARTS 335	Photography II	3
ARTS 200	Computer Art	3
INTD 395	Internship in Graphics Production	3
Electives		3 semester hours
(Choose one course from the following options. Elective course is to be chosen in consultation with the Program Coordinator)		
ACCT 102	Introduction to Financial Accounting	3
MGMT 100	Society and Business	3
MGMT 331	Marketing (prerequisite: junior standing)	3
COMN 160	S/Introduction to Mass Communication	3
COMN 267	Television Production	3
CSCI 104	Problem Solving with Computers	3
CSCI 120	Procedural Programming: Selected Topic	3

## Human Development

Steven Kirsh, Coordinator (Sturges Hall 16)

The purpose of this minor is to provide a better understanding of human development for students interested in occupations providing services for children and adults. To this end, courses have been included to facilitate understanding of the psychological, social, and biological contexts of development. Although the focus is on normative development, courses also deal with individual variations in development and with abnormal development.

Total Hours Required		24 semester hours
Basic Requirements:		15 semester hours
PSYC 100	General Psychology	3
BIOL 271	Heredity OR	3
BIOL 222	Genetics	
Two of the following three courses:		6
PSYC 215	Child Development	
PSYC 216	Adolescent Development	
PSYC 217	Adult Development and Aging	
One of the following three courses:		3
ANTH 100	Introduction to Cultural Anthropology	
ANTH 101	Exploration of Human Diversity	
SOCL 100	Introduction to Sociology	
Electives: three courses from the following:		9 semester hours
ANTH 202	Traditional Systems of Healing	
ANTH 204	Human Ecology	
CDSC 228	Development of Speech and Language in Children	
PSYC 321	Developmental Psychology: (subtitle)	
PSYC 357	Behavior Genetics	
PSYC 366	Developmental Psychopathology	
PSYC 385	Cross- Cultural Psychology	
SOCL 210	Sociology of the Family	
SOCL 241	The Individual and Society	

SOCL 314	Illness, Self, and Society	
SOCL 333	Sociology of Education	
SOCL 356	The Social Self	
Additional Requirements:		
1. Six hours of electives must be taken at the 300-level.		
2. Electives must be taken from at least two different departments.		
3. At least twelve semester hours of coursework must be unique to this minor, not overlapping with a major or another minor.		

NOTE: Some of the courses listed above are not offered every semester. When planning coursework, Human Development minors should consult the departments offering the courses for information on course rotations.

## Latin American Studies

Rose McEwen, Coordinator (Welles Hall 212 B)

The Latin American Studies minor offers students the opportunity to acquire a broad, interdisciplinary understanding of a vast, diverse, fascinating, and crucially important region. In an increasingly interdependent world, it is clear that an understanding of the unique historical, economic, social, political, and cultural dynamics of Latin America, as well as insight into the region's particularly complex relationship to the United States, would enhance the academic preparation of students planning careers in social studies and foreign language education, international development, international business, public service, etc. An understanding of the region's traditions, contributions, and problems would also serve those seeking a comparative basis for analyzing their own society and who wish to comprehend better the aspirations and dynamics of societies other than their own.

Total Hours Required		21 semester hours
Basic Requirements		12 semester hours
ANTH 235	Ancient Civilization in the Americas	3
GEOG 362	Latin America	3
HIST 270	Latin America to 1825	3
HIST 271	Latin America since 1825	3
Electives—three courses, including one from each of the following areas:		9 semester hours
Arts and Literature:		
ARTH 281	Pre-Columbian, Colonial, Modern and Contemporary Art of Latin America	
ENGL 360	Post-Colonial Literature: The Literatures of the Caribbean	
SPAN 305 OR	Survey of Spanish American Literature I	
SPAN 306	Survey of Spanish American Literature II	
SPAN 353 OR	Colonial Latin American Literature	
SPAN 363 OR	Nineteenth-Century Latin American Literature	
SPAN 373	Twentieth-Century Latin American Literature	
Directed Study, Slot and/or Interdepartmental course involving arts and literature of Latin America, with the approval of the Coordinator.		
Social Sciences:		

ANTH 224 OR	Ethnography of Gender in Latin America	
ANTH 226	Native Voices: Mesoamerica and the Andes	
ANTH 235 OR	Early Civilization in the Americas	
ANTH 335	Maya Hieroglyphics	
HIST 372 OR	History of Modern Mexico	
HIST 380	Topics in Third World History: Latin America	
PLSC 325	Politics of Mexico, Central America and Caribbean	
SPAN 314 OR	Contemporary Spanish-American Civilization	
SPAN 326	Spanish-American Civilization	
Directed Study, Slot and/or Interdepartmental course about Latin America in ANTH, GEOG, HIST, PLSC or SPAN, with the approval of the Coordinator.		
No more than three courses from one department can be considered as fulfillment of the Latin American Studies program's basic and elective requirements.		
Related Requirements:		
Students completing the minor will be required to demonstrate competency in Spanish language through the intermediate (202) level.		
Students should consult with the Coordinator in selecting courses for the minor.		

## Legal Studies

**Kenneth Deutsch, Coordinator (Welles Hall 3E)**

The Legal Studies minor provides the interested student the opportunity to gain a substantive theoretical and critical background in legal studies. Successful completion of the program opens up career opportunities in law, judicial administration, and legal assistant positions.

Total Hours Required	24 semester hours
Basic Requirements	9
Students are required to take all three of the following courses:	
PLSC 218	Politics of the Judicial Process
PHIL 217	Philosophy of Law
PLSC 336	The American Founders

Additional Requirements	15
-------------------------	----

Students are required to take five courses to be selected from the following, representing at least three different department prefixes. At least one 300-level course must be completed by the student.

MGMT 263	Business Law I
MGMT 264	Business Law II
PLSC 315	Legislative Process
PLSC 318	Constitutional Law
PLSC 319	Constitutional Rights and Liberties
SOCL 209	American Criminal Justice System
SOCL 347	Criminology & Juvenile Delinquency
COMN 355	Contemporary Problems in the Freedom of Speech

Those who pursue the Legal Studies minor may not pursue the Criminal Justice minor.

## Linguistics

Denice Szafran, Coordinator (Sturges Hall 13)

The Linguistics Minor Program offers a study of the basic concepts and principles in modern linguistic theory, methods of linguistic analysis, and applications of linguistics to other areas of study. The purpose of this program is to provide the interested student with a solid background for work in any field that involves a significant component of communication, such as anthropology, psychology, sociology, communication, education, languages, mathematics, speech and hearing sciences and computer science.

Total Hours Required			24-27 semester hours
Basic Requirements			12 semester hours
	ANTH 120	Language and Culture	3
	ANTH 220	Introductory Linguistic Analysis	3
	ANTH 305	Field Methods and Techniques in Linguistics	3
	CDSC 228	Language Acquisition	3
Applied Linguistics			6 hours
A minimum of two courses from:			
	CDSC 150	Phonetics	
	ANTH 231	Sociolinguistics	
	FREN/SPAN 323	French/Spanish Linguistics	
	ANTH 328	Second Language Acquisition & Culture Learning	

As an alternative, the student can fulfill this requirement by taking one course in Applied Linguistics and two semesters of study in a foreign language at the intermediate (201-202) level or above. This will make a 27-hour minor for a student who chooses the foreign language option.

Historical Linguistics			3 hours
A minimum of one course from:			
	ENGL 361	History of the English Language	
	ANTH 399	Directed Study	
Theoretical Linguistics			3 hours
A minimum of one course from:			
	PHIL 111	R/Introduction to Logic	
	PSYC 315	Psychology of Language	
	COMN 213	Persuasion and Social Influence	

Foreign Languages: Proficiency in a foreign language at the intermediate (201-202) level is strongly encouraged.

The following courses are highly recommended:			
	FREN/SPAN 317	Phonology	
	COMN 212	Theory and Practice of Argument	
	COMN 215	American Public Address	
	PHIL 375	Philosophy of Language	
	PHIL 310	Symbolic Logic	
	CDSC 362	Professional Services in Communicative Disorders	

NOTE: The 24-27 credit hours for this minor must include 12 hours not overlapping with

a student's major.

## Medieval Studies

William R. Cook, Coordinator (Sturges Hall 306)

Total Hours Required	18 semester hours
Two courses from HIST 211, HIST 212, and HIST 291	6
Two courses from ENGL 310, ENGL 311, ENGL 350, and INTD 356	6
Two courses from ARTH 275, ARTH 381, ARTH 382, ARTH 383, ENGL 212, ENGL 282, ENGL 381, FREN 350, HIST 206, HIST 207, HIST 332, INTD 354, PHIL 205, PLSC 236, and THEA 202	6

Other courses may be substituted for those listed above with permission of the Medieval Studies Committee. Students may also enroll in up to six semester hours of directed study coursework with permission of the Committee. Credit earned in genre, period, and slot courses may be counted toward the minor when they contain appropriate subject matter.

No more than one-half of the courses used to meet the requirements of the minor may be applied toward a student's major.

Students contemplating graduate study are strongly advised to complete Latin 101 and 102 and/or to become proficient in French, German, or Italian through the intermediate collegiate level.

## Native American Studies

Coordinators: Michael Oberg – History Department (Sturges 310) and Caroline Woidat – English Department (Welles 228)

The minor in Native American Studies will provide Geneseo students with a means for studying some of the pressing public policy issues affecting New York as a state with a sizable Native American population. New York is at the heart of some of the most critical debates in Native America: taxation of reservation land by state and local entities, gambling and its consequences, land rights and remedies, and, in general, the practice of Native American tribal sovereignty. The minor allows students to approach these issues from an interdisciplinary approach, examining them within the larger frameworks of American history, literature, and anthropological studies.

Total Hours Required	18 semester hours	
HIST 262	American Indian Law and Public Policy	3
Electives:	Chosen from among the following. Electives courses must be taken from at least 3 different disciplines.	15
AMST 201	Topics in American Studies: American Indian Identities (or other NA subtitle)	3
ANTH 207	Prehistoric Cultures of North America	3
ANTH 209	Ethnography of the Iroquois	3
ANTH 211	Ethnography of North American Indians	3
ANTH 235	Ancient Civilizations of the Americas	3
ANTH 260	Myths and Folktales of American Indians	3
ANTH 320	Archaeological Field School	3
ENGL 237	Voices and Perspectives	3
ENGL 239	American Visions: (with NA subtitle)	3
ENGL 336	Native American Literature	3
ENGL 339	American Ways: (with NA subtitle)	3
ENGL 358	Major Authors: (with NA authors)	3

HIST 261	Native American History	3
HIST 262	American Indian Law and Public Policy	3
HIST 362	History of the Iroquois:From Pre-Contact to Present	3

## Public Administration

Marilyn Klotz, Coordinator (Welles Hall 3A)

The Public Administration minor provides a broad understanding of the political, managerial, and quantitative aspects of public agency functions and policy activities. Through participation in this minor, students have an opportunity to learn practical and analytical skills in preparing for a management career in federal, state, or local government, or to prepare for graduate study leading toward a Master's Degree in Public Administration, Management, or Public Policy.

A maximum of 12 hours of overlap with other major requirements is permissible.

Total Hours Required		24 semester hours
ACCT 102	Introduction to Financial Accounting	3
PLSC 217	Public Administration	3
PLSC 314	American Public Policy	3
PLSC 216	Presidential Politics OR	
PLSC 313	Political Leadership OR	
MGMT 300	Management Principles and Organizational Behavior	3
One course from GEOG 201, PLSC 215, PSYC 265, or SOCL 335		3
One course from ECON 202, MATH 242, PLSC 251, or SOCL 211		3
One course from CSCI 104, CSCI 114, or CSCI 216		3
One course from ECON 330, MGMT 263, MGMT 264, MGMT 360, or PLSC 312		3

## Religious Studies

Carlo Filice, Coordinator (Welles Hall 103)

The Religious Studies minor provides the opportunity for students to gain a critical understanding of the role of religion in the development of human perspectives and in society. The program involves the study of religious texts, modes of thought, socio-political behavior, and Western and non-Western experiences. This interdisciplinary Religious Studies minor assumes that religious phenomena can be examined according to the canons of scholarly discourse at a college supported by public funds.

Total Hours Required		24 semester hours
PHIL 202 - World Religions & Contemporary Issues		3
One course in Study of Texts from HIST 108 or ENGL 282		3
One course in Critical Analysis of Religious Perspectives from PHIL 218 or HIST 109		3
One course in Social and Political Approaches to Religion from SOCL 240, HIST 360, or PLSC 227		3
One course in Non-Western Religious Experience from ANTH 260, ANTH 301, HIST 291, HIST 292, or PHIL 215		3
Three additional courses selected from those above		9

## Urban Studies

Jennifer Rogalsky, Geography Department (Fraser 107)

This minor offers students a concentration in social sciences applied to urban issues. It can

be used for preparation for employment in social service administration, service planning, policy development, or local government administration. It can also be used for preparation for graduate studies in planning, urban studies, urban geography, urban politics, or urban sociology.

Total Hours Required		24 semester hours
Basic Requirements:		9 semester hours
SOCL 217	Urban Sociology	
GEOG 201	Introduction to Urban and Regional Planning	
GEOG 377	Urban Geography	
One course chosen from the following:		3
PLSC 215	Community, State, and Regional Politics	
PLSC 217	Public Administration	
PLSC 316	Political Power in American Cities	
A college-level statistics course: (e.g., ECON 202, GEOG 378, MATH 242, PLSC 251, PSYC 250, SOCL 211, or the equivalent)		3
At least three electives chosen from the following:		9
ARTH 280	History of Art in the United States	
CSCI 216	Statistical Software	
GEOG 295	Introduction to Geographic Information Systems	
GEOG 350	Urban Historical Geography	
INTD 370	Urban Issues Seminar	
PSYC 275	Environmental Psychology	
SOCL 220	Inequality, Class & Poverty	
SOCL 230	Race and Ethnicity	
SOCL 347	Criminology & Juvenile Delinquency	

Note: Urban Studies Internships may be used to satisfy the requirements of one elective course (up to 3 credits). For more information on this internship, contact the Coordinator of the Urban Studies minor.

## Women's Studies

Melanie Blood, Coordinator (Brodie 121)

The Women's Studies minor at SUNY Geneseo focuses on women and gender using multi-disciplinary and interdisciplinary approaches. It includes feminist analyses of the construction and enforcement of gender differences and gender inequalities in various contexts, with an emphasis on the intersection of gender with race, class, sexuality, and nationality in the lives of women. Students are encouraged to apply what they learn in Women's Studies classrooms to other areas of their lives. All students take a core program of Women's Studies courses plus elective courses offered by other departments that study women and gender issues, using feminist methodologies and pedagogy. Additionally, each student completes a capstone experience individually designed to apply concepts from Women's Studies Advisory Committee is willing to work closely with students to design feasible, individualized study, especially when students' study abroad or other academic requirements make it impossible for them to take one of these courses.

Total Required Hours		21 semester hours
Basic Requirement:		12
WMST 100	Introduction to Women's Studies	3
WMST 210	Race, Class and Gender	3
WMST 220	Gender and Sexualities	3
WMST 395	Internship in Women's Studies OR	
WMST 399	Research or Creative Project in Women's Studies	3



Electives selected from the following:		9
ANTH 224	M/Ethnography of Gender in Latin America	
ANTH 243	S/M/Women in Cross-cultural Perspective	
ENGL 343	Women and Literature: (subtitle)	
HIST 260	S/U/Issues in the History of American Women	
PHIL 204	Philosophy of Woman	
PLSC 250	Women and Politics	
PSYC 236	Human Sexual Behavior	
PSYC 308	Psychology of Women	
SOCL 201	Black Women in American Society	
SOCL 210	Sociology of the Family	
SOCL 225	Sociology of Gender	
WMST 201	Topics in Women's Studies (subtitle)	

Departmental slot or topics courses with appropriate subtitles can be submitted to the Women's Studies Advisory Group for inclusion on an individual basis.

Guidelines for choosing electives:

1. At least one in the broad category of Humanities and/or Fine Arts.
2. At least one in the broad caategory of Social Sciences.
3. No more than two courses with the same prefix (e.g., ENGL or HIST or SOCL).
4. No more than one at the 100-level.

# Pre-professional Advisory Programs

Several pre-professional advisory programs are available for students who intend to pursue careers in various professions, including business administration, engineering, optometry, dental science, law, medicine, and theological studies. Interested students should consult with the coordinators of these specific programs early in their college careers. For students interested in advisement pertaining to other professional areas, students may inquire at the Office of the Dean of the College, Erwin Hall 106.

## Preparation for the Master of Business Administration Degree

Geneseo provides a rigorous undergraduate education in arts and sciences that prepares students for application to MBA programs.

We have concluded a direct admission agreement with the University of Rochester's Simon School by which select Geneseo students will be eligible for early admission and may qualify for financial assistance in the Simon School's MBA program.

Geneseo School of Business majors are eligible to apply for a 4+1 cooperative programs we have negotiated with the following institutions:

Alfred University  
Clarkson University  
Rochester Institute of Technology  
Union College  
SUNY-Binghamton

Further information on these programs can be found in the School of Business section of this Bulletin or obtained from the School of Business, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454.

## Preparation for Engineering (Five-Year 3-2 Programs)

To meet the needs of students whose goal is to combine a liberal arts and science education with one in engineering, the College has negotiated cooperative arrangements with several institutions.

Qualified students may pursue a program of study during which the first three years are spent at the College and the last two years are at one of the cooperating institutions. At Geneseo, these students major in chemistry, geology, or physics. After successfully completing the total five-year program, they are awarded a Bachelor of Arts from SUNY Geneseo and a Bachelor of Science in Engineering from one of the cooperating institutions. Application for admission to an engineering department at one of the cooperating institutions should be made toward the beginning of the junior year. Students' admission to one of the institutions depends on their grade point averages, recommendations by the faculty, and formal acceptance by one of the cooperating institutions. Available majors at the cooperating institutions include, for example, aerospace, ceramic, chemical, civil, electrical, industrial, mechanical, or nuclear engineering and engineering science. Further information relating to this 3-2 program may be found in this bulletin in the program descriptions for Chemistry, Geology, and Physics or can be obtained by contacting Dr. Ed Pogozelski (245-5287) for a list of engineering schools with which SUNY Geneseo has a 3/2 articulation agreements.

## Preparation for the Doctor of Optometry Degree (Seven-Year 3-4 Program)

To meet the needs of students whose goal is to combine a liberal arts and science education with a degree in Optometry, the College has negotiated a cooperative arrangement with SUNY College of Optometry. Qualified students attend Geneseo for three years and then attend the professional program at SUNY Optometry for four years. At Geneseo, the students major in biology. For further information refer to the Biology department program description in this bulletin, or contact Dr. Robert O'Donnell ([odonnell@geneseo.edu](mailto:odonnell@geneseo.edu)), Department of Biology, ISC 355.

## **Preparation for the Doctor of Dental Science Degree (Seven-Year 3-4 Program and Early Assurance Program)**

SUNY at Geneseo and SUNY at Buffalo, have negotiated two programs with the School of Dental Medicine. The 3/4 program option offers to qualified students the opportunity to receive a B.S. in biology from Geneseo and a Doctor of Dental Science degree from SUNY at Buffalo in seven years instead of the usual eight. The early assurance program offers to qualified sophomores acceptance into dental school at the end of their undergraduate career. For further information refer to the Biology department program description in this bulletin, or contact Dr. Robert O'Donnell ([odonnell@geneseo.edu](mailto:odonnell@geneseo.edu)), Department of Biology, Integrated Science Center 355.

## **Preparation for Nursing**

Geneseo had negotiated an agreement with the Johns Hopkins School of Nursing for students to complete one of three options:

- a 3/2 baccalaureate in nursing
- a 3/1 accelerated baccalaureate in nursing
- direct entry to a combined BS to MSN degrees

Students interested in these programs should contact Dr. George Briggs in the Biology Department, ISC 332, ([briggs@geneseo.edu](mailto:briggs@geneseo.edu)) for further information.

## **Pre-Law Advisory Program**

Students who intend to pursue a career in law should develop basic skills and insights fundamental to the attainment of legal competence. The pre-law program should include content in reading comprehension and effective expression in words; critical understanding of the social, political, and economic institutions and values with which the law deals; and experience in critical and logical analysis. The development of these capacities is not the monopoly of any one discipline or department. A broad background in humanities, social sciences, and communication studies will help students develop the abilities to think for themselves and to express thoughts with lucidity, economy, and direction. (Several minors are available that complement a pre-law curriculum.)

The pre-law advisory program provides guidance on the law school application process and appropriate law school selection. Resources on law schools and the LSAT are available for student use. Programs feature speakers from law schools and the legal profession.

For further information about the pre-law advisory program, students should contact the college Pre-Law Advisor, Graham Drake ([drake@geneseo.edu](mailto:drake@geneseo.edu)), English Department, Welles 217A.

## **Pre-Medical Advisory Program**

There is no required major for students who intend to pursue a medical degree after completing the baccalaureate program; students are advised to select a major in the area in which they have the greatest interest. To apply to most medical schools students need to take basic courses in Biology, Chemistry, Physics, Mathematics and English. The Premedical Advisory Committee, which includes faculty members representing the humanities, the social sciences and the natural sciences, advises pre-medical students throughout their four years of study and suggests appropriate course sequences and timing. The Committee also suggests and encourages a variety of academic and non-academic activities that will enhance applications to medical schools, keeps students aware of test dates and application requirements, sponsors seminars related to medical studies, and fosters interaction among students in all phases of the pre-med process. For further information or to seek advisement, students should consult with the program coordinator, Dr. George Briggs ([briggs@geneseo.edu](mailto:briggs@geneseo.edu)), Department of Biology, ISC 332A.

## Cooperative Agreement with SUNY Upstate Medical University

Geneseo has established two agreements with Upstate Medical University:

- A. Transfer after two years at Geneseo into specialist programs in cardiovascular perfusion, cytotechnology, medical imaging, and medical technology
- B. 3+3 program leading to a Doctorate in Physical Therapy

Requirements and additional information are available through Dr. Robert O'Donnell ([odonnell@geneseo.edu](mailto:odonnell@geneseo.edu)), Department of Biology at Geneseo.

## Pre-Theological Studies

Students who intend to pursue post-baccalaureate theological studies are advised to obtain a broad undergraduate background, with special emphasis on the humanities and social sciences. The following courses are suggested as potentially beneficial for the pre-theological student:

ANTH 260	M/Myths and Folktales of American Indians
ANTH 301	Religion, Culture, and Society
ENGL 282	The Bible as Literature
HIST 108	The Bible
HIST 109	Christian Thought
HIST 291	M/The Islamic Middle East: 600-1800
HIST 292	The Modern Middle East: 1800 to the Present
HIST 333	Northern Renaissance and Reformation
HIST 360	Religion in American History
PHIL 118	Comparative Religion
PHIL 218	Philosophy of Religion
SOCL 240	S/Religion in American Society

The preceding list is only suggestive. Because the curricular offerings of the College undergo continual revision, some of these courses may no longer be offered in the future and new courses may be approved.

Students interested in the religious studies minor should refer to the Academic Minors section of this Bulletin. Additional information on pre-theological studies may be obtained from Dr. Carlo Filice ([filice@geneseo.edu](mailto:filice@geneseo.edu)), Professor of Philosophy, Welles Hall 103.

# Student Code of Conduct

Refer to [handbook.geneseo.edu](http://handbook.geneseo.edu) for new and updated information. Click on Student Code of Conduct on left side of the page.

## Prohibited conduct Student Records

Students at Geneseo have the right to expect that information accumulated for the purpose of facilitating their education will not be used for any other purpose without their consent.

The College records policy, revised for detailed conformity with the Family Educational Rights and Privacy Act of 1974, permits current or former students to inspect college educational records pertaining to them as individuals, and except as defined below, to obtain copies for a fee. Students are also accorded the right to question the content of a record and to receive a formal hearing if dissatisfied with responses to such questions.

Written consent from a student is required before personally identifiable information can be released from the individual educational record in all cases except those specifically exempted by law.

There is certain directory information which the College may release without the student's permission: the student's name, address, electronic mail (e-mail) address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photographs, and the most recent previous educational agency or institution attended by the student. However, a student may prevent the release of such information by writing to the Dean of Students before the first Friday of each semester.

The full College policy and procedure for exercising student rights under this law are available from the Dean of Students. Inquiries or complaints may be filed with the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, 350 Independence Avenue, S. W., Washington, DC 20201.

## Other College Guidelines

### Policy of Nondiscrimination

#### Compliance with Federal and State Laws and Regulations

In the operation of its programs and activities, the recruitment and employment of faculty and staff members, and in the recruitment, admissions, retention, and treatment of students, the State University of New York College of Arts and Science at Geneseo does not discriminate on the basis of age, color, creed, disability, marital status, national origin, race, sex, sexual orientation, or veteran status as either disabled or of the Vietnam era.

In the administration of services to students, no distinctions on illegally discriminatory bases are permitted with respect to the provision of financial assistance, counseling and tutoring programs, career development and placement services, and support for student organizations, programs, and activities that are sponsored by the College. On-campus housing is assigned on a non-discriminatory basis. Placement services, off-campus housing, and institutional facilities are made available only to persons, agencies, organizations, and firms which comply with existing equal opportunity laws, and the College so informs all clients, potential employers, lessors and sellers and recipients of significant assistance. Non-exempt agencies or organizations that do not agree to abide by the nondiscriminatory policies of the

College, or that are found to have illegally discriminated, are denied College recognition, sponsorship, and use of College facilities and general or specific support.

Additionally, the College does not condone or tolerate sexual or racial harassment or harassment based on a legally protected class in employment or in its academic setting. Geneseo actively supports equal opportunity for all persons, and takes affirmative action to see that both the total student and employee populations at the College enjoy access to all programs and equal opportunities in all activities.

## **Affirmative Action**

The College has developed and published, and periodically updates, an Affirmative Action Plan which specifies the procedures to be followed in implementing its stated policy of providing equal opportunity for all persons, and which sets hiring goals and timetables, where appropriate, to the objectives of affirmative action. Copies of the Plan are available for public review in the Affirmative Action Office.

In the administration of its affirmative action program, the College complies with following laws and implementing regulations adopted thereunder:

- Titles VI and VII of the Civil Rights Act of 1964, as amended;
- Title IX of the Education Amendments of 1972, as amended;
- Sections 503 and 504 of the Rehabilitation Act of 1973, as amended;
- Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended;
- Governor's Executive Order No. 28;
- NY Executive Law §290 et al.
- Age Discrimination - Executive Order No. 96
- Equal Opportunity - Executive Order No. 6
- Sexual Harassment - Executive Order No. 19
- Gender Identity - Executive Order No. 33

and any and all other federal and state laws and orders as are applicable. An unlawful discrimination complaint procedure for the internal resolution of complaints by employees and by students on any of the unlawful bases enumerated above is available in the Affirmative Action Office at Geneseo. You can also view the SUNY Discrimination Complaint Procedure at [http://www.suny.edu/sunypp/documents.cfm?doc\\_id=451](http://www.suny.edu/sunypp/documents.cfm?doc_id=451).

The Director of Affirmative Action is the designated coordinator for Geneseo's continuing compliance with relevant federal and state laws and regulations with respect to nondiscrimination. The Director of Affirmative Action may be consulted during regular business hours in Room 11E of the Erwin Administration Building, or by calling (585) 245-5020 or by mutually agreed upon appointment at other times.

## **Disclaimer**

Actions and/or events which are unpredictable and over which the College has no control may result in changes to information printed in this bulletin. Examples of such events include, but are not necessarily limited to, the following: (1) budget reductions and/or changed priorities mandated by State University of New York administrative officers and/or by officials of other State agencies, departments, or divisions; (2) the hiring of new faculty members with qualifications and competencies different from those possessed by any other members of the faculty; (3) the receipt of fellowships, research grants, or sabbatical leaves by faculty members uniquely qualified to teach certain courses; and (4) the revision of instructional programs and/or curricular offerings.

The most recent information can be obtained from the Office of the Dean of the College, located in Erwin Administration Building, or by calling (585) 245-5541.

Additional information concerning graduate academic programs and curricular offerings of the College is provided in the Guide to Graduate Studies.

## State University Of New York

The State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's largest comprehensive system of public higher education.

The State University of New York's 64 campuses are divided into four categories, based on educational mission, the kinds of academic opportunities available, and degrees offered. Explore each campus type or visit a specific campus through a complete alphabetical listing of campuses.

The State University offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, associate degree programs, baccalaureate degree programs, graduate degrees and post-doctoral studies. The University offers access to almost every field of academic or professional study somewhere within the system---some 7,669 degree and certificate programs overall.

With a total enrollment of more than 414,000, students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College.

The State University's students are predominantly New York State residents, representing every one of the state's 62 counties. State University of New York students also come from every other state in the United States, from four U.S. territories or possessions, and 168 foreign countries.

The State University enrolls 40 percent of all New York State high school graduates, and its total enrollment of more than 414,000 (full-time and part-time) is approximately 37 percent of the state's entire higher education student population.

SUNY students represent the society that surrounds them. In fall 2005, 19.3 percent of all students were minorities. In fall 2003, full-time minority faculty members made up more than 12.5 percent of all full-time SUNY faculty.

A distinguished faculty includes nationally and internationally recognized figures in all the major disciplines. Their efforts are recognized each year in the form of such prestigious awards as Fulbright-Hays, Guggenheim, and Danforth Fellowships.

As of fall 2005, the University numbers more than 2.4 million graduates on its rolls. The majority of the University's alumni reside and pursue careers in communities across New York State, contributing to the economic and social vitality of its people.

SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists and professionals. State University campuses boast nationally and internationally recognized figures in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.

(From the SUNY webpage: [www.suny.edu/About\\_suny/about\\_suny.cfm](http://www.suny.edu/About_suny/about_suny.cfm))

The State University motto is: "To Learn-To Search-To Serve."

### University Centers

State University of New York at Albany  
State University of New York at  
Binghamton

State University of New York at  
Buffalo(1)  
State University of New York at Stony  
Brook (1)

## University Colleges

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  
State University Empire State College

## Health Science Centers

SUNY Health Science Center at Brooklyn  
SUNY Health Science Center at Syracuse

## Colleges of Technology

Alfred State College  
College of Technology at Canton  
College of Agriculture and Technology at Cobleskill  
College of Technology at Delhi  
Farmingdale State College (2)  
College of Agriculture and Technology at Morrisville

## Specialized Colleges

College of Environmental Science and Forestry  
Maritime College  
College of Optometry  
Institute of Technology at Utica/Rome (3)

## Statutory Colleges (4)

College of Ceramics at Alfred University  
College of Agriculture and Life Sciences at Cornell 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  
Corning Community College at Corning  
Dutchess Community College at Poughkeepsie  
Erie Community College at Williamsville, Buffalo, and Orchard Park  
Fashion Institute of Technology at New York City (5)  
Finger Lakes Community College at Canandaigua  
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, Riverhead, and Brentwood  
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

## Notes:

- (1) The Health Science Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.
- (2) 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.
- (3) This is an upper-division institution authorized to offer baccalaureate and master's degree programs.



- (4) These operate as “contract colleges” on the campuses of independent universities.
- (5) 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.

# Faculty of the College

## SUNY Distinguished Professors

These Geneseo faculty members have been recognized by the State of New York for superior work in and outside the classroom. They have earned the highest honors conferred upon faculty by the State University of New York Board of Trustees. The Distinguished Professor designation recognizes outstanding contributions to the discipline. The Distinguished Teaching Professor designation recognizes outstanding classroom performance and mastery of teaching techniques. The Distinguished Service Professor designation recognizes service to the College, the University, and the State.

**WILLIAM R. COOK** Distinguished Teaching Professor of History. A.B., Wabash College; M.A., Ph.D., Cornell University; 1970. (Recipient of Chancellor's Award for Excellence in Teaching, 1974).

**KAREN G. DUFFY** Distinguished Service Professor of Psychology Emerita. B.S., St. Lawrence University; M.A., Ph.D., Michigan State University; 1973.

**WILLIAM J. EDGAR** Distinguished Teaching Professor of Philosophy Emeritus. B.A., Cornell University; M.A., Ph.D., Syracuse University; 1969. (Recipient of Chancellor's Award for Excellence in Teaching, 1974 and 1976).

**MARTIN L. FAUSOLD** Distinguished Service Professor of History Emeritus. A.B., Gettysburg College; Ph.D., Syracuse University; 1958.

**RITA K. GOLLIN** Distinguished Professor of English Emerita. B.A., Queens College; M.A., Ph.D., University of Minnesota; 1967.

**RONALD B. HERZMAN** Distinguished Teaching Professor of English. B.A., L.H.D., Manhattan College; M.A., Ph.D., University of Delaware; 1969. (Recipient of Chancellor's Award for Excellence in Teaching, 1976).

**ROBERT M. ISGRO** Distinguished Service Professor of Music Emeritus. B.A., M.A., Columbia University; D.M.A., University of Southern California; 1963.

**SRINIVASA G. LEELAMMA** Distinguished Professor of Mathematics Emerita. B.S., M.S., Osmania University; Ph.D., Marathwada University; 1968.

**WAYNE MAHOOD** Distinguished Service Professor of Education Emeritus. A.B., Hamilton College; M.A., University of Illinois; Ph.D., Syracuse University; 1969. (Recipient of Chancellor's Award for Excellence in Teaching, 1976).

**MARGARET W. MATLIN** Distinguished Teaching Professor of Psychology. B.A., Stanford University; M.A., Ph.D., University of Michigan; 1973. (Recipient of Chancellor's Award for Excellence in Teaching, 1977).

**DAVID D. MEISEL** Distinguished Professor of Physics and Astronomy Emeritus. B.S., West Virginia University; M.S., Ph.D., Ohio State University; 1970.

**OLYMPIA NICODEMI** Distinguished Teaching Professor of Mathematics. B.A., New York University; M.A., Ph.D., University of Rochester; 1981. (Recipient of Chancellor's Award for Excellence in Teaching, 1994).

**ROBERT W. O'DONNELL** Distinguished Teaching Professor of Biology. B.S., Providence College; Ph.D., George Washington University; 1987. (Recipient of Chancellor's Award for Excellence in Teaching, 1994; Lockhart Professor, 1995-1998).

**ROBERT OWENS JR** Distinguished Teaching Professor of Communicative Disorders and Sciences. B.A., M.A., University of Delaware; Ph.D., Ohio State University; 1978. (Recipient of Chancellor's Award for Excellence in Teaching, 1993).

**STEPHEN PADALINO** Distinguished Teaching Professor of Physics. A.A., County College of Morris; B.S., Stockton State College; M.S., Ph.D., Florida State University;

1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1992; Alumni Professor, 1995-1998; Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2006).

**JERRY D. REBER** Distinguished Teaching Professor of Physics Emeritus. B.A., Franklin and Marshall College; M.S., Ph.D., University of Kentucky; 1969. (Recipient of Chancellor's Award for Excellence in Teaching, 1989).

**EUGENE L. STELZIG** Distinguished Teaching Professor of English. B.A., University of Pennsylvania; B.A., M.A., Cambridge University, England; A.M., Ph.D., Harvard University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1985; Lockhart Professor, 2002-2005).

**DANIEL R. STRANG** Distinguished Service Professor of Economics. B.S., M.S., Ph.D., Cornell University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1987; Geneseo Foundation Professor, 2000-2003).

**GARY W. TOWSLEY** Distinguished Teaching Professor of Mathematics. B.S., Case

Western Reserve University; M.A., Ph.D., University of Rochester; 1974. (Recipient of Chancellor's Award for Excellence in Teaching, 1980; Lockhart Professor, 1995-1998).

**JAMES A. WALKER** Distinguished Service Professor of Music. S.B., University of Wisconsin; M.A.T., Harvard University; 1970.

**STEPHEN F. WEST** Distinguished Teaching Professor of Mathematics. Emeritus. B.S., State University of New York at Oswego; M.S.T., Rutgers University; Ph.D., University of Texas at Austin; 1979. (Recipient of Chancellor's Award for Excellence in Teaching, 1991).

**JAMES H. WILLEY** Distinguished Teaching Professor of Music Emeritus. B.M., M.M., Ph.D., Eastman School of Music; 1966. (Recipient of Chancellor's Award for Excellence in Teaching, 1978).

**RICHARD A. YOUNG** Distinguished Service Professor of Geological Sciences. B.A., Cornell University; Ph.D., Washington University; 1966.

## Endowed Professorships

These Geneseo faculty members have been named as Lockhart, Alumni, MacVittie, Spencer Roemer, and Foundation Professors by the President of the College upon recommendation of a committee composed of Geneseo students and faculty. These professorships recognize faculty members who have a demonstrated record of superior teaching and advisement, a visible and meaningful involvement in campus life, and an active scholarly life.

**MARY MOHAN** 2010-2013. Lockhart Professor. Associate Professor of Communication. B.A., Ursuline College; M.A., University of Akron; Ph.D., Kent State University; 1987.

**GREGG HARTVIGSEN** Spencer J. Roemer Professor, 2008-2011. Associate Professor of Biology. B.A., M.A., Connecticut College; Ph.D., Syracuse University; 1998.

**ANTHONY GU** Lockhart Professor, 2008-2011. Associate Professor of Business Administration. B.A., M. Econ., Nankai University; M.S., Ph.D. University of Illinois; 1999.

**JENNIFER KATZ** 2010-2013. Professor of Psychology. B.S., University of Miami; M.S., Ph.D., University of Georgia; 2004. (Recipient of Chancellor's Award for Excellence in Teaching, 2008).

## The Faculty

**DAVID LEE AAGESEN** Associate Professor of Geography. B.A., University of California at Berkeley; M.A., Ph.D., University of Minnesota; 1999.

**CATHERINE JOHNSON ADAMS** Assistant

Professor of History. B.A., M.A., Michigan State University; Ph.D., University of Illinois, Urbana-Champaign; 2007.

**INTEKHAB ALAM** Associate Professor of Business Administration. B. Com., University

of Calcutta; M.B.A., Aligarh University; M.Bus., Queensland University of Technology, Australia; Ph.D., University of Southern Queensland, Australia; 2001. (Recipient of Chancellor's Award for Excellence in Teaching, 2006).

**JAMES B. ALLEN** Associate Professor of Psychology. B.A., Auburn University; M.A., Ph.D., Arizona State University; 1993.

**DOUGLAS K. ANDERSON** Associate Professor of Art. B.F.A., University of Arizona; M.F.A., University of Wisconsin; 1999.

**CHRISTOPHER N. ANNALA** Associate Professor of Economics. B.A., California State University at Chico; Ph.D., Washington State University; 2000. (Recipient of Chancellor's Award for Excellence in Teaching, 2007).

**JENNIFER L. APPLE** Assistant Professor of Biology. B.S., University of Puget Sound; Ph.D., University of Utah; 2007.

**KENNETH G. ASHER** Professor of English. B.A., M.A., Ph.D., University of California at Berkeley; 1986. (Lockhart Professor, 2004-2007).

**ERNEST P. BALAJTHY JR** Professor of Education. B.A., Rutgers College; Ed.M., Ed.D., Rutgers University; 1985.

**DOUGLAS L. BALDWIN** Associate Professor of Computer Science. B.S., M.S., Ph.D., Yale University; 1990.

**LAURA M. BALKIN** Lecturer in Music. B.M., M.M., New England Conservatory of Music; 1977.

**RICHARD A. BALKIN** Lecturer in Music. B.M., New England Conservatory of Music; M.F.A., Sarah Lawrence College; 1976.

**JOAN C. BALLARD** Associate Professor of Psychology. B.S., M.A., University of Alabama; Ph.D., Emory University; 1994.

**PATRICIA A. BARBER** Assistant Professor of Education. B.S., State University of New York at Potsdam; M.S., Ph.D., University of Kansas; 2000.

**TERENCE J. BAZZETT** Professor of Psychology. B.S., Central Michigan University; Ph.D., State University of New York at Buffalo; 1996.

**JAMES BEARDEN** Associate Professor of Sociology. B.A., M.A., Texas Tech University;

Ph.D., State University of New York at Stony Brook; 1983.

**JUSTIN BEHREND** Assistant Professor of History. B.A., Point Loma Nazarene College; M.A., California State University, Northridge; M.A., Ph.D., Northwestern University; 2007.

**IRENE BELYAKOV** Lecturer in ESOL. B.A., M.A., Moscow Linguistics University; M.A., State University of New York at Geneseo; 2000.

**LORI BERNARD** Assistant Professor of Languages and Literatures. B.S., The Ohio State University; M.A., Cleveland State University; Ph.D., University of California, Davis; 2007.

**LARRY L. BLACKMAN** Professor of Philosophy. B.A., University of Kansas; M.Div., Union Theological Seminary; Ph.D., University of Minnesota; 1973.

**MELANIE N. BLOOD** Professor of Theatre. A.B., Dartmouth College; M.A., Ph.D., Northwestern University; 1995.

**MARILYNN J. BOARD** Professor of Art. B.A., University of Wisconsin; M.A., Ph.D., University of Illinois at Urbana; 1985.

**JAMES A. BOIANI** Associate Professor of Chemistry. S.B., Massachusetts Institute of Technology; Ph.D., University of Chicago; 1981.

**ISIDRO M. BOSCH** Professor of Biology. B.A., University of California at Santa Barbara; Ph.D., University of California at Santa Cruz; 1992. (Spencer Roemer Professor, 1999-2002).

**LYNETTE M. BOSCH** Professor of Art. B.A., Queens College, CUNY; M.A., Hunter College; M.F.A., Ph.D., Princeton University; 1999.

**SHARON E. BOSSUNG** Associate Professor of Accounting. B.S., Southeast Missouri State University; C.P.A., M.B.A., University of Arkansas; 1988.

**FELICIA BREA** Visiting Instructor in Languages and Literatures. Licenciada, Universidad de Santiago de Compostela, Facultad de Geografía e Historia; Certificado del Instituto de Ciencias de la Educación, Santiago de Compostela; 1989.

**GEORGE M. BRIGGS** Associate Professor of Biology. B.A., Dartmouth College; M.S., Ph.D., Utah State University; 1986.

**JOSEPH A. BULSYS** Associate Professor of Communication. B.S., Cornell University; M.A., Ph.D., Pennsylvania State University; 1979.

**PATRICE E. CASE** Associate Professor of Art. B.S., Ball State University; M.F.A., University of Arizona; 1983.

**MING-MEI CHANG** Professor of Biology. B.A., National Taiwan University; M.S., University of Idaho; Ph.D., Washington State University; 1993.

**ROSE-MARIE CHERICI** Associate Professor of Anthropology. B.A., College Ste. Rose de Lima, Haiti; B.S., George Washington University; M.A., Ph.D., University of Rochester; 1994.

**ELAINE R. CLEETON** Associate Professor of Sociology. B.A., Evangel College; M.A., Northwestern University; M.Div., Colgate Rochester Divinity School; Ph.D., Syracuse University; 1997.

**WILLIAM R. COOK** Distinguished Teaching Professor of History. A.B., Wabash College; M.A., Ph.D., Cornell University; 1970. (Recipient of Chancellor's Award for Excellence in Teaching, 1974).

**KENNETH D. COOPER** Associate Professor of English. A.B., Whitman College; M.A., Ph.D., Vanderbilt University; 1993.

**JOSEPH A. COPE** Associate Professor of History. B.A., University of Michigan; Ph.D., Pennsylvania State University; 2001. (Recipient of Chancellor's Award for Excellence in Teaching, 2005).

**ELISABETH COX** Assistant Professor of Biology. B.S., Pennsylvania State University; Ph.D., University of Illinois at Urbana-Champaign; 2007.

**EMILYE J. CROSBY** Professor of History. B.A., Macalester College; M.A., Ph.D., Indiana University; 1995. (Recipient of Chancellor's Award for Excellence in Teaching, 2002; Spencer Roemer Professor 2005-2008).

**F. KURT CYLKE JR** Associate Professor and Chair of Sociology. B.A., University of Richmond; M.A., Ph.D., University of Delaware; 1990. (Recipient of Chancellor's Award for Excellence in Teaching, 1995; Lockhart Professor, 1998-2001).

**CHRISTOPHER C. DAHL** Professor of English. A.B., Harvard College; M.Phil, Ph.D., Yale University; 1994.

**GANIE B. DEHART** Professor of Psychology. B.S., Brigham Young University; M.S., Johns Hopkins University; Ph.D., University of Minnesota; 1988. (Alumni Association Professor, 2007-2010).

**STEVE D. DERNE** Professor of Sociology. A.B., M.A., Ph.D., University of California at Berkeley; 1993. (Recipient of Chancellor's Award for Excellence in scholarship and Creative Activities, 2004).

**KENNETH L. DEUTSCH** Professor of Political Science. B.A., St. John's University; M.A., Ph.D., University of Massachusetts, Amherst; 1973.

**EUGENE DANIEL DEZARN** Associate Professor of Art. B.F.A., Northern Kentucky University; M.F.A., University of Tennessee; 2003.

**ROBERT DOGGETT** Associate Professor of English. B.A., Gettysburg College; M.A., Ph.D., University of Maryland; 2005.

**EDWARD RALPH DRACHMAN** Professor of Political Science. B.A., Harvard College; M.A., University of Pennsylvania; M.A.T., Harvard Graduate School of Education; Ph.D., University of Pennsylvania; 1991.

**GRAHAM N. DRAKE** Associate Professor of English. B.A., Houghton College; M.A., Ph.D., University of Pennsylvania; 1989.

**CELIA A. EASTON** Professor of English. A.B., University of Pennsylvania; A.M., Ph.D., University of Michigan; 1984. (Recipient of Chancellor's Award for Excellence in Teaching, 1989; Lockhart Professor, 1997-2000).

**STACEY L. EDGAR** Associate Professor of Philosophy. B.S., M.S., M.A., Ph.D., Syracuse University; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1986).

**ANNEFRANCES EISENBERG** Associate Professor of Sociology. B.A., University of Rochester; M.H.A., St. Louis University; M.A., Memphis State University; Ph.D., University of Iowa; 1999. (Recipient of Chancellor's Award for Excellence in Teaching, 2005).

**BENJAMIN F. ESHAM** Associate Professor of Mathematics. B.A., M.S., Ph.D., University of Delaware; 1989.

**BEVERLY J. EVANS** Associate Professor of Languages and Literatures. B.A., Cornell University; M.A., Bryn Mawr College; Ph.D., University of Pennsylvania; 1985.

**THEODORE J. EVERETT** Professor of Philosophy. A.B., Indiana University; M.A., University of Iowa; Ph.D., University of Wisconsin; 1996.

**ELIZABETH FALK** Lecturer in Education. B.S., State University of New York at Geneseo; M.S., State University of New York at Brockport; 2007.

**HOMMA FARIAN** Lecturer in Computer Science. B.A., Pace University; M.S., University of Massachusetts; 1984.

**VICTORIA L. FARMER** Assistant Professor of Political Science. A.B., University of Chicago; Ph.D., University of Pennsylvania; 2005.

**DORI J. FARTHING** Assistant Professor of Geological Sciences. B.A., College of Wooster; M.A., Ph.D., John Hopkins University; 2004.

**JOHNNIE J. FERRELL** Associate Professor of Theatre. B.S., University of Tennessee, Martin; M.F.A., Memphis State University; 1990.

**CRYSTAL FERRELL** Visiting Assistant Professor in Theatre. A.A.S., National Technical Institute for the Deaf; B.F.A., Missouri State University; M.F.A., Memphis State University; 2006.

**CARLO FILICE** Professor of Philosophy. B.A., Western Illinois University; M.A., Ph.D., University of Illinois; 1986.

**RICHARD FINKELSTEIN** Professor of English. B.A., Williams College; M.A., Ph.D., University of Chicago; 1983.

**KURTIS A. FLETCHER** Professor of Physics. A.S., Jamestown Community College; B.S., Rochester Institute of Technology; Ph.D., University of North Carolina, Chapel Hill; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 1997; Alumni Association Professor, 2001-2004).

**GERARD F. FLORIANO** Professor of Music. B.A., State University of New York at Geneseo; M.M., D.M.A., Eastman School of Music; 1998. (Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2007).

**CHARLES G. FREEMAN** Associate Professor and Chair of Physics. S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester; 1997.

**LEW FRIEDLAND** Professor of Mathematics. B.A., State University of New York at Binghamton; M.A., York University; M.S., Ph.D., Lehigh University; 1985.

**COLLEEN GARRITY** Assistant Professor in Geography. B.S. Georgetown University; M.A., Michigan State University; Ph.D., Arizona State University; 2003.

**DAVID K. GEIGER** Distinguished Teaching Professor of Chemistry. B.A., College of Steubenville; Ph.D., University of Notre Dame; 1985. (Geneseo Foundation Professor, 1997-2000). (Chancellor's Research Recognition Award, 2006; Recipient of Chancellor's Award for Excellence in Teaching, 2007).

**H. CRISTINA GEIGER** Lecturer in Chemistry. B.S., Catholic University, Peru; M.S., University of Notre Dame; 1999.

**KRISTEN GENTRY** Visiting Assistant Professor of English. B.A., University of Louisville; M.F.A., Indiana University; 2007.

**RICHARD H. GIFFORD** Associate Professor of Accounting. B.A., Gettysburg College; M.B.A., Pennsylvania State University; Ph.D., Temple University; 2001.

**BARNABAS GIKONYO** Lecturer in Chemistry. B.S., Kenyatta University, Nairobi; Ph.D., Southern Illinois University, Carbondale; 2006.

**EDWARD G. GILLIN** Professor of English. B.A., Duquesne University; M.A., Colorado State University; Ph.D., Brown University; 1988.

**SCOTT D. GIORGIS** Assistant Professor of Geological Sciences. B.S., College of William and Mary; M.S., University of Tennessee, Knoxville; Ph.D., University of Wisconsin, Madison; 2004.

**BECKY L. GLASS** Associate Professor of Sociology. B.S., Virginia Polytechnic Institute; M.S., University of North Carolina at Greensboro; Ph.D., Florida State University; 1983.

**ROBERT F. GOECKEL** Professor of Political Science. A.B., M.P.P., University of Michigan; Ph.D., Harvard University;

1982. (Recipient of Chancellor's Award for Excellence in Teaching, 2004).

**WILLIAM E. GOHLMAN** Associate Professor of History. B.A., University of Washington; M.A., Ph.D., University of Michigan; 1974.

**JOAQUIN GOMEZ** Associate Professor of Languages and Literatures. Licenciatura, Filología Inglesa, Universidad de Sevilla; M.A., University of Maryland; Ph.D., Catholic University; 1991.

**JONATHAN GONDER** Professor of Music. B.M., M.M., University of Western Ontario; D.M.A., University of Michigan. 2008.

**DAVID F. GORDON** Associate Professor of Sociology. B.A., Grinnell College; M.A., Ph.D., University of Chicago; 1978.

**JEREMY B. GRACE** Lecturer in Political Science. B.A., Northern Arizona University; M.A., American University; 2000.

**DAVID A. GRANGER** Associate Professor of Education. B.A., University of Rhode Island; M.Ed., University of Virginia; Ph.D., University of Chicago; 1999.

**THOMAS A. GREENFIELD** Professor of English and Lecturer in Music. B.A., Grinnell College; M.A., Ph.D., University of Minnesota; 1991.

**YANXIANG (ANTHONY) GU** Associate Professor of Finance. B.A., M. Econ, Nankai University; M.S., Ph.D., University of Illinois; 1999. (Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2003; Lockhart Professor, 2008-2011).

**JEFFREY S. GUTENBERG** Associate Professor of Management. B.S., M.B.A., D.B.A., University of Southern California; 1981.

**MICHAEL GUTTER** Visiting Assistant Professor of Education. B.S., State University of New York at Brockport; M.S., State University of New York at Geneseo; Ed.D., University of Rochester; 2003.

**CAROLINE N. HADDAD** Associate Professor of Mathematics. B.S., State University of New York at Binghamton; M.S., Ph.D., Rensselaer Polytechnic Institute; 1995.

**ELIZABETH W. HALL** Assistant Professor of Education. B.S., George Mason University;

M.Ed., College of William and Mary; Ph.D., University of Florida; 1997.

**RACHEL B. HALL** Associate Professor of English. B.A., Knox College; M.A., Iowa State University; M.F.A., Indiana University; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 2003).

**KRISTINA M. HANNAM** Associate Professor of Biology. B.S., University of Notre Dame; Ph.D., University of Miami; 2001.

**MEREDITH HARRIGAN** Assistant Professor of Communication. B.A., Bloomsburg University of Pennsylvania; M.S., Syracuse University; Ph.D., University of Nebraska, Lincoln; 2006.

**WILLIAM HARRISON** Lecturer in English. B.A., M.A., Ph.D., University of Delaware; 1997.

**GREGG HARTVIGSEN** Associate Professor of Biology. B.A., M.A., Connecticut College; Ph.D., Syracuse University; 1998. (Spencer Roemer Professor, 2008-2011).

**JOHN L. HAYNIE** Associate Professor of Biology. B.S., Ph.D., University of California, Irvine; 1983.

**AARON HEAP** Assistant Professor of Mathematics. B.S., Texas Christian University, Ph.D., Rice University; 2007.

**ERIC D. HELMS** Assistant Professor of Chemistry. B.S., Rockford College; Ph.D., University of Texas, Austin; 2001.

**ANDREW HERMAN** Associate Professor of Communication. B.M., Northwestern University; M.Div., Trinity Evangelical Divinity University; Ph.D., Northwestern University; 2002.

**RONALD HERZMAN** Distinguished Teaching Professor of English. B.A., L.H.D., Manhattan College; M.A., Ph.D., University of Delaware; 1969. (Recipient of Chancellor's Award for Excellence in Teaching, 1976).

**TZE-KI HON** Professor of History. B.A., University of Hong Kong; M.A., University of Michigan; Ph.D., University of Chicago; 1996. (Recipient of Chancellor's Award for Excellence in Teaching, 2002).

**HAROLD J. HOOPS III** Professor of Biology. B.S., Carroll College; M.S., Ph.D., Ohio State University; 1987. (Recipient of Chancellor's Award for Excellence in Teaching, 1999; Lockhart Professor, 2001-2004).

**LINDA I. HOUSE** Professor of Communicative Disorders and Sciences. B.S., State University of New York at Brockport; M.S., State University of New York at Geneseo; Ph.D., Bowling Green State University; 1980.

**HARRY HOWE** Professor of Accounting. B.A., Brown University; M.B.A., Ph.D., Union College; 1995.

**SAVITRI V. IYER** Professor of Physics. B.Sc., Meenakshi College; M.Sc., Indian Institute of Technology, Chennai; M.S., Iowa State University; Ph.D., University of Pittsburgh; 1996.

**AVAN R. JASSAWALLA** Professor of Management. B. Com., M. Com., University of Bombay; M.A., M.S., Ph.D., Syracuse University; 1999.

**MARY A. JENSEN** Associate Professor of Education. B.A., Macalester College; M.Ed., Ph.D., University of Illinois; 1982.

**JEFFREY JOHANNES** Associate Professor of Mathematics. B.A., Cornell University; Ph.D., Indiana University; 2001.

**DAVID KENT JOHNSON** Professor of Chemistry. B.A., Hamline University; Ph.D., Montana State University; 1991.

**JACK R. JOHNSTON** Associate Professor of Music. B.S., University of Wisconsin; M.M., Eastman School of Music; 1977.

**RUSSELL A. JUDKINS** Associate Professor of Anthropology. B.A., Brigham Young University; Ph.D., Cornell University; 1972.

**VIRGINIA JURKOWSKI** Lecturer in Communication. B.A., St. John Fisher; M.A., State University of New York at Brockport; 1999.

**KENNETH D. KALLIO** Associate Professor of Psychology. B.A., Eastern Washington University; Ph.D., University of California, Santa Barbara; 1981.

**RANDY BARBARA KAPLAN** Professor of Theatre. B.A., Ohio State University; M.A., State University of New York at Albany; Ph.D., Ohio State University; 1987.

**JENNIFER KATZ** Professor of Psychology. B.S., University of Miami; M.S., Ph.D., University of Georgia; 2004. (Recipient of Chancellor's Award for Excellence in Teaching, 2008).

**ANDRZEJ W. KEDZIERAWSKI** Associate Professor of Mathematics. B.S., M.S., Marie Curie-Sklodowska University; Ph.D., University of Delaware; 1993.

**KELLY M. KEEGAN** Assistant Professor of Education. B.A., State University of New York at Buffalo; M.S.Ed., D'Youville College; Ph.D., State University of New York at Buffalo; 2007.

**DAVID M. KELLY** Professor of English. B.A., M.A., Michigan State University; M.F.A., University of Iowa; 1967.

**JAMES KERNAN** Instructor in Geography. B.S. Mansfield University; M.S., Shippensburg University; 2005.

**JAMES W. KIMBALL** Lecturer in Music. B.M.E., Cornell University; M.A., Wesleyan University; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1995).

**JAMES H. KIRKWOOD** Lecturer in Music. B.M., New England Conservatory of Music; M.M., Boston University; 1977.

**LINDA W. KIRKWOOD** Lecturer in Music. B.M., New England Conservatory of Music; M.M., Eastman School of Music; 1994.

**STEVEN J. KIRSH** Professor of Psychology. B.S., University of Michigan; M.S., Ph.D., Pennsylvania State University; 1997.

**JORDAN KLEIMANN** Associate Professor of History. B.A., George Washington University; M.A., University of Delaware; Ph.D., University of Rochester; 2003.

**CYNTHIA A. KLIMA** Associate Professor of Languages and Literatures. B.A., M.A., University of Oklahoma; Ph.D., University of Wisconsin; 1993.

**MARILYN KLOTZ** Instructor in Political Science. B.A., Swarthmore College; Ph.D., Indiana University, Bloomington; 2005.

**JEFFREY W. KOCH** Professor of Political Science. B.A., Indiana University of Pennsylvania; M.A., University of Connecticut; Ph.D., University of Michigan; 1989.

**CHERYL A. KREUTTER** Assistant Professor of Education. B.A., M.S., M.P.S., State University of New York at Geneseo; C.A.S., Ph.D., State University of New York at Albany; 2007.



**PAMELA KURAU** Visiting Assistant Professor of Music. B.M., University of Connecticut; M.M., University of Delaware; D.M.A., Eastman School of Music; 1988.

**BENJAMIN LAABS** Assistant Professor of Geological Sciences. B.S., Geology, University of Wisconsin-Madison; M.S., Northern Arizona University; Ph.D., University of Wisconsin-Madison; 2007.

**JONETTE LANCOS** Professor of Dance. B.F.A., Boston Conservatory of Music; M.A., M.F.A., State University of New York at Brockport; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1996).

**ANN MARIE LAURICELLA** Assistant Professor of Education. B.A., M.A., Ph.D., State University of New York at Buffalo; 2008.

**CHRISTOPHER C. LEARY** Professor of Mathematics. B.A., Oberlin College; Ph.D., University of Michigan; 1992. (Recipient of Chancellor's Award for Excellence in Teaching, 1996; Spencer Roemer Professor, 2002-2005).

**DAVID LEVY** Assistant Professor of Philosophy. B.A., State University of New York at Geneseo; M.A., Ph.D., University of Rochester; 1997.

**JANI E. LEWIS** Associate Professor of Biology. B.S., Juniata College; M.S., Cleveland State University; Ph.D., University of Toledo; 2001.

**MARIE PERPETUA S. U. LIWANAG** Assistant Professor of Education. B.S.E., M.Ed., University of Philippines; Ph.D., University of Arizona; 2007.

**MARIA H. LIMA** Professor of English. B.A., Federal University of Rio Grande, Brazil; M.Ed., Towson State University; M.A., Ph.D., University of Maryland; 1992.

**WILLIAM S. LOFQUIST** Professor of Sociology. B.A., Indiana University of Pennsylvania; M.A., Sam Houston State University; Ph.D., University of Delaware; 1992.

**JANICE A. LOVETT** Associate Professor of Biology. B.S., Cornell University; M.S., Arizona State University; Ph.D., Indiana University; 1983.

**MICHAEL D. LYNCH** Associate Professor of Psychology. B.A., M.A., Ph.D., University of Rochester; 2000. (Recipient of Chancellor's

Award for Excellence in Scholarship and Creative Activities, 2008).

**DREW MACIAG** Visiting Assistant Professor of History. B.A., Providence College; M.A.L.S., Wesleyan University; M.B.A., University of Connecticut; Ph.D., University of Rochester; 2008.

**DOUGLAS J. MACKENZIE** Associate Professor of Communicative Disorders and Sciences. B.A., State University of New York at Oswego; M.A., State University of New York at Geneseo; Au.D., Central Michigan University; 2004.

**THOMAS J. MACPHERSON** Professor of Art. B.A., State University of New York at Oswego; M.F.A., University of South Carolina; 1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1999).

**CAROLYN MACTURK** Lecturer in Communicative Disorders and Sciences. B.S., M.A., State University of New York at Geneseo; 2006.

**ANTHONY J. MACULA** Associate Professor of Mathematics. B.S., State University of New York at Plattsburgh; Ph.D., Wesleyan University; 1993.

**OMAR MALIK** Assistant Professor of School of Business. B.A., Punjab University; M.B.A., Lahore University; Ph.D., Temple University; 2008.

**KATHLEEN A. MAPES** Associate Professor of History. B.A., M.A., Michigan State University; Ph.D., University of Illinois; 2000.

**GEORGE MARCUS** Assistant Professor of Physics. A.B., Harvard University; Ph.D., Stanford University; 2006.

**VINCENT MARKOWSKI** Assistant Professor of Psychology; B.A., Ph.D., SUNY Buffalo; 2010.

**PETER M. MARKULIS** Professor of Business Administration. B.A., M.A., St. John Vianney; Ph.D., State University of New York at Buffalo; 1981.

**DONALD S. MAROZAS** Professor of Education. A.A., Fulton-Montgomery Community College; B.S.Ed., State University of New York at Geneseo; M.Ed., Slippery Rock University; Ed.M., Ed.D., Teachers College, Columbia University; 1978-1980; 1983. (Recipient of Chancellor's Award for Excellence in Teaching, 1986; MacVittie Professor, 2002-2005).

**MARGARET W. MATLIN** Distinguished Teaching Professor of Psychology. B.A., Stanford University; M.A., Ph.D., University of Michigan; 1973. (Recipient of Chancellor's Award for Excellence in Teaching, 1977).

**BETH A. MCCOY** Professor of English. B.A., M.A., Ph.D., University of Delaware; 1997. (Recipient of Chancellor's Award for Excellence in Teaching, 2002; Lockhart Professor, 2007-2010).

**ROSEMARY MCEWEN** Associate Professor of Languages and Literatures. B.A., Oregon State University; M.A., Ph.D., Ohio State University; 1998. (Recipient of Chancellor's Award for Excellence in Teaching, 2005).

**JAMES MCGARRAH** Assistant Professor of Chemistry. B.S., University of California, San Diego; M.S., Ph.D., University of Rochester; 2007.

**SUSAN M. MCKENNA** Lecturer in Mathematics. B.S., Stockton State College; M.S., Florida State University; 1985.

**JAMES G. MCLEAN** Associate Professor of Physics. B.A., Brown University; M.S., Ph.D., Cornell University; 1999.

**RUEL E. MCKNIGHT** Associate Professor of Chemistry. B.S., University of West Indies; M.S., Ph.D., Georgia State University; 2004.

**DUANE R. MCPHERSON** Associate Professor of Biology. B.A., Brown University; M.S., University of Georgia; Ph.D., University of Texas Medical Branch at Galveston; 1993.

**DALE E. METZ** Professor of Communicative Disorders and Sciences. B.S., State University of New York at Geneseo; M.S., Purdue University; Ph.D., Syracuse University; 1992. (Recipient of Chancellor's Research Recognition Award, 2005).

**LISA B. MEYER** Associate Professor of Sociology. B.A., Skidmore College; Ph.D., Emory University; 2001.

**KEVIN MILITELLO** Assistant Professor of Biology. B.S., Ph.D., State University of New York at Buffalo; 2005.

**MARK C. MITSCHOW** Professor of Accounting. B.A., Washington and Lee University; M.B.A., State University of New York at Buffalo; Ph.D., University of Maryland at College Park; 1994.

**MARY L. MOHAN** Associate Professor of Communication. B.A., Ursuline College; M.A., University of Akron; Ph.D., Kent State University; 1987.

**BRIAN MORGAN** Assistant Professor of Education. B.A., State University of New York at Buffalo; M.S., St. Bonaventure; Ph.D., SUNY Buffalo; 2004.

**JANE FOWLER MORSE** Professor of Education. B.A., University of Chicago; M.A., Ph.D., University of Kansas; 1994.

**JEFFREY MOUNTS** Professor of Psychology. B.A., College of Wooster; M.S., Ph.D., Purdue University; 1996.

**SUSAN BANDONI MUENCH** Professor of Biology. B.Sc., M.Sc., University of British Columbia; Ph.D., University of New Mexico; 1992.

**OLYMPIA NICODEMI** Distinguished Teaching Professor of Mathematics. B.A., New York University; M.A., Ph.D., University of Rochester; 1981. (Recipient of Chancellor's Award for Excellence in Teaching, 1994).

**DARRELL A. NORRIS** Professor of Geography. B.A., Cambridge University, England; M.A., McGill University, Canada; Ph.D., McMaster University, Canada; 1981.

**MICHAEL L. OBERG** Professor of History. B.A., M.A., California State University, Long Beach; Ph.D., Syracuse University; 1998. (Recipient of Chancellor's Award for Excellence in Teaching, 2003; Lockhart Professor, 2005-2008; Sponsored Professorship).

**LEIGH O'BRIEN** Professor of Education. B.S., M.Ed., D.Ed., Pennsylvania State University; 2006.

**ROBERT W. O'DONNELL** Distinguished Teaching Professor of Biology. B.S., Providence College; Ph.D., George Washington University; 1987. (Recipient of Chancellor's Award for Excellence in Teaching, 1994).

**JUN OKADA** Assistant Professor of English. B.A., University of California at Berkeley; M.A., Ph.D., University of California at Los Angeles; 2006.

**D. JEFFREY OVER** Professor of Geological Sciences. B.S., Allegheny College; M.Sc., University of Alberta; Ph.D., Texas Tech University; 1991. (Recipient of Chancellor's Award for Excellence in Teaching, 1998; Lockhart Professor, 2000-2003).

**ROBERT E. OWENS JR** Distinguished Teaching Professor of Communicative Disorders and Sciences. B.A., M.A., University of Delaware; Ph.D., Ohio State University; 1978. (Recipient of Chancellor's Award for Excellence in Teaching, 1993).

**PAUL J. PACHECO** Associate Professor of Anthropology. B.S., University of Utah; M.A., Ph.D., Ohio State University; 1999.

**STEPHEN J. PADALINO** Distinguished Teaching Professor of Physics. A.A., County College of Morris; B.S., Stockton State College; M.S., Ph.D., Florida State University; 1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1992; Alumni Association Professor, 1995-1998; Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2006).

**GILLIAN PAKU** Assistant Professor of English. B.A., University of Otago; Ph.D., Harvard University; 2008.

**GAYHUN PARK** Assistant Professor of Computer Science. B.S., Ewha Women's University; M.S., Ph.D., Purdue University; 2007.

**MATTHEW PASTIZZO** Professor of Psychology. B.A., Siena College; M.A., Ph.D., State University of New York at Albany; 2003.

**SHARON M. PECK** Assistant Professor of Education. B.S., State University of New York at Plattsburgh; M.S., Ph.D., State University of New York at Albany; 2000.

**TRACY PETERSON** Assistant to the Dean in the School of Education. B.A., M.S.T., State University of New York at Potsdam; 2006.

**EDWARD M. POGOZELSKI** Associate Professor of Physics. B.S., Carnegie-Mellon University; Ph.D., Johns Hopkins University; 1999. (Recipient of Chancellor's Award for Excellence in Teaching, 2004).

**WENDY KNAPP POGOZELSKI** Professor of Chemistry. B.S., Chatham College; M.A., Ph.D., Johns Hopkins University; 1996. (Alumni Association Professor, 2004-2007).

**J. CHRISTOPHER PRUSZYNSKI** Lecturer in Communication. B.A., M.A., Michigan State University; 1996.

**PATRICK RAULT** Assistant Professor of Mathematics. B.S., College of William and Mary; Ph.D., University of Wisconsin at Madison; 2008.

**DOUGLAS A. RAYNOR** Assistant Professor of Psychology. B.A., History, University of Michigan; B.A., Psychology, State University of New York at Buffalo; M.S., Ph.D. University of Pittsburgh; 2004.

**DANIEL J. REPINSKI** Associate Professor of Psychology. B.A., St. John's University; M.S., Iowa State University; Ph.D., University of Minnesota; 1993.

**ANNE-MARIE REYNOLDS** Associate Professor of Music. B.A., University of California, Riverside; M.A., Ph.D., Eastman School of Music; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 2000).

**DAVID S. ROBERTSON** Associate Professor of Geography. B.S., University of Calgary, Canada; Ph.D., University of Oklahoma; 2001.

**JENNIFER ROGALSKY** Assistant Professor of Geography. B.S., University of Wisconsin at Eau Claire; M.S., University of Tennessee at Knoxville; 2002.

**KATHRYN ROMMEL-ESHAM** Associate Professor of Education. B.A., M.Ed., University of Delaware; Ph.D., Virginia Commonwealth University; 1999. (Recipient of Chancellor's Award for Excellence in Teaching, 2006).

**CRISTINA ROWLEY** Assistant Professor of Languages and Literatures. B.A., State University of New York at Oswego; M.A., Ph.D., State University of New York at Buffalo; 2003.

**LANNA L. RUDDY** Assistant Professor of Psychology. B.A., M.A., Ph.D., University of Missouri at Kansas City; 1976.

**SCOTT RUSSELL** Assistant Professor of Computer Science. B.A., Hamilton College; M.S., North Western University; M.A., Ph.D., Boston University; 2008.

**ALICE RUTKOWSKI** Assistant Professor of English. B.A., State University of New York at Binghamton; M.A., Ph.D., University of Virginia; 2003.

**SUSAN J. SALMON** Assistant Professor of Education. B.A., State University of New York at Fredonia; M.A.T., Manhattanville College; Ph.D., State University of New York at Buffalo; 1996.

**ELIAS E. SAVELLOS** Professor of Philosophy. J.D., University of Athens, Greece; M.A., Ph.D., University of California, Santa Barbara; 1990.

**PAUL SCHACHT** Associate Professor of English. A.B., University of Michigan; Ph.D., Stanford University; 1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1997; Chancellor's Award for Excellence in Faculty Service, 2007).

**MICHAEL D. SCHINSKI** Associate Professor of Finance. B.B.A., M.B.A., University of Toledo; Ph.D., University of Kentucky; 1992. (Recipient of Chancellor's Award for Excellence in Faculty Service, 2008).

**MONICA E. SCHNEIDER** Associate Professor of Psychology. B.A., Alfred University; M.A., Ph.D., State University of New York at Buffalo; 1995. (Recipient of Chancellor's Award for Excellence in Teaching, 2003).

**SHERRY A. SCHWARTZ** Associate Professor of Education. B.A., University of Pennsylvania; M.A., Connecticut College; M.Ed., Ph.D., Columbia University; 2000.

**ALFRED SCIARRINO** Associate Professor of Business Administration. B.A., State University of New York at Geneseo; M.A., Yale University; L.L.M., University of Wisconsin; 1990.

**DENISE B. SCOTT** Associate Professor of Sociology. B.A., University of Hartford; M.A., Ph.D., University of Massachusetts, Amherst; 1996.

**CARL SHANAHAN** Professor of Art. B.S., Edinboro University of Pennsylvania; M.F.A., Northern Illinois University; 1967.

**FAROOQ SHEIKH** Assistant Professor of Business Administration. B.S., Indiana University; Ph.D., Smeal College of Business; 2006.

**AMY SHELDON** Assistant Professor of Geological Sciences. B.A., State University of New York at Geneseo; M.S., University of Tennessee, Knoxville; Ph.D., University of Utah; 2000.

**CHRISTIAN K. SHIN** Associate Professor of Computer Science. B.B.A., Baruch College, City University of New York; M.S., State University of New York at Buffalo; Ph.D., University of Maryland; 2001.

**DENNIS E. SHOWERS** Professor of Education. B.S., Pennsylvania State University; M.Ed., Clarion University of Pennsylvania; Ph.D., Pennsylvania State University;

1986. (Recipient of Chancellor's Award for Excellence in Faculty Service, 2005).

**ROBERT D. SIMON** Professor of Biology. B.S., University of Chicago; Ph.D., Michigan State University; 1982.

**WALTER SOFFER** Professor of Philosophy. B.A., Temple University; M.A., Ph.D., The New School for Social Research; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1982).

**RAY W. SPEAR** Professor of Biology. A.B., Hamilton College; M.A., University of North Carolina, Chapel Hill; M.S., Yale University; Ph.D., University of Minnesota; 1992.

**LINDA SPENCER** Assistant Professor of Communicative Disorders and Sciences. B.S., M.A., Ph.D., University of Iowa; 2008.

**EDWIN J. SPICKA** Associate Professor of Biology. B.S., St. Benedict's College; M.S., Southern Illinois University; Ph.D., Indiana State University; 1977.

**AMY ANDREA STANLEY** Associate Professor of Music. B.M., M.M., Texas Christian University; D.M.A., Eastman School of Music; 1998.

**LINDA M. STEET** Associate Professor of Education. B.A., M.H., State University of New York at Buffalo; Ph.D., Syracuse University; 2000.

**AARON STEINHAUER** Assistant Professor of Physics. B.A., Wesleyan University; M.A., Ph.D., Indiana University; 2005.

**EUGENE L. STELZIG** Distinguished Teaching Professor of English. B.A., University of Pennsylvania; B.A., M.A., Cambridge University, England; A.M., Ph.D., Harvard University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1985; Lockhart Professor, 2002-2005).

**BARBARA M. STEWART** Lecturer in Mathematics. B.A., M.S., State University of New York at Geneseo; 1984.

**MARGARET K. STOLEE** Assistant Professor of History. A.B., Bryn Mawr College; M.A., Ph.D., Duke University; 1985.

**LEONIE L. STONE** Assistant Professor of Economics. B.B.Ad., M.A., Wichita State University; Ph.D., Ohio State University; 1992.

**DANIEL R. STRANG** Distinguished Service Professor of Economics. B.S., M.S.,

Ph.D., Cornell University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1987; Geneseo Foundation Professor, 2000-2003).

**STEVEN H. STUBBLEFIELD** Associate Professor of Theatre. B.A., M.A., University of Michigan; M.F.A., Carnegie-Mellon University; 1980.

**KATHLEEN H. SUGARMAN** Associate Professor of Education. A.S., Jamestown Community College; B.S., State University of New York at Cortland; M.A., Bowling Green State University; Ph.D., State University of New York at Buffalo; 1985. (Recipient of Chancellor's Award for Excellence in Professional Service, 1994).

**MELISSA A. SUTHERLAND** Associate Professor of Mathematics. B.A., State University of New York at Geneseo; M.A., Ph.D., State University of New York at Albany; 2001. (Recipient of Chancellor's Award for Excellence in Teaching, 2006).

**ATSUSHI TAJIMA** Assistant Professor of Communication. B.A., University of Alaska, Anchorage; M.A., Ph.D., University of Wisconsin-Madison; 2007.

**INDU TALWAR** Assistant Professor of Computer Science. B.S., M.S., Delhi University; M.S., Ph.D., Ohio University; 1986.

**DAVID TAMARIN** Associate Professor of History. B.A., M.A., Ph.D., University of Washington; 1984.

**YUICHI TAMURA** Associate Professor of Sociology. B.A., Osaka University of Foreign Studies; M.A., Ph.D., University of Kansas; 2001.

**CHI-MING TANG** Associate Professor of Mathematics. B.S., Tamkang College of Arts and Sciences, China; M.A., Ph.D., University of New Mexico; 1979.

**MICHAEL J. TERES** Professor of Art. B.A., Hunter College; M.A., M.F.A., University of Iowa; 1966.

**GARY TOWSLEY** Distinguished Teaching Professor of Mathematics. B.S., Case Institute of Technology; M.A., Ph.D., University of Rochester; 1974. (Recipient of Chancellor's Award for Excellence in Teaching, 1980; Lockhart Professor, 1994-1997).

**JUNG H. TSAI** Associate Professor of Mathematics. B.S., National Taiwan Cheng

Kung University; M.A., Ph.D., Pennsylvania State University; 1971.

**ANNMARIE URSO** Assistant Professor of Education. B.S., College of St. Rose, M.S.Ed. College at Oneonta, Ph.D. University of Arizona. 2008.

**EDWARD R. VANVLIET** Associate Professor of Languages and Literatures. B.A., Bowdoin College; A.M., Ph.D., Brown University; 1980.

**REN VASILIEV** Professor of Geography. B.S., State University of New York at Oswego; M.A., State University of New York at Buffalo; Ph.D., Syracuse University; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 1997).

**N. HELENA WADDY** Professor of History. B.A., M.A., Cambridge University, England; Ph.D., University of California at San Diego; 1985.

**JAMES A. WALKER** Distinguished Service Professor of Music. S.B., University of Wisconsin; M.A.T., Harvard University; 1970.

**JULIA M. WALKER** Professor of English. B.S., M.S., University of Tennessee; Ph.D., Purdue University; 1985.

**EDWARD C. WALLACE** Professor of Mathematics. B.S., Miami University; M.S.T., Rutgers University; Ph.D., University of Texas at Austin; 1988. (Recipient of Chancellor's Award for Excellence in Teaching, 2001).

**LINDA WARE** Associate Professor of Education. B.S., M.S., University of Texas, El Paso; Ph.D., University of Kansas; 2006.

**ANNELIESE WEIBEL** Associate Professor of Music. B.F.A., University of Connecticut; M.F.A., D.M.A., University of Maryland, Baltimore County; 2001.

**BARBARA J. WELKER** Assistant Professor of Anthropology. B.A., M.A., Ph.D., State University of New York at Buffalo; 1997.

**JAMES M. WILLIAMS** Associate Professor of History. B.A., University of Virginia; M.A., M. Phil, Ph.D., Yale University; 1983.

**CAROLINE M. WOIDAT** Associate Professor of English. B.A., University of Notre Dame; M.A., Ph.D., Vanderbilt University; 1994. (Recipient of Chancellor's Award for Excellence in Teaching, 2008).

**KAZUSHIGE YOKOYAMA** Associate Professor of Chemistry. B.S., M.S., Kobe University, Japan; Ph.D., University of Colorado; 2001.

**RICHARD A. YOUNG** Distinguished Service Professor of Geological Sciences. B.A., Cornell University; Ph.D., Washington University; 1966. (Recipient of Chancellor's Research Recognition Award, 2002).

**YU ZHANG** Assistant Professor of Communication. M.S., Southern Illinois University; Ph.D., University of Kentucky; 2001.

**ZHIMING ZHAO** Assistant Professor of Anthropology. B.A., Shanghai Institute of Foreign Languages, China; M.A., Millersville University of Pennsylvania; Ph.D., Ohio State University; 1998.

**JOAN M. ZOOK** Assistant Professor of Psychology. B.A., Gonzaga University; M.A., Michigan State University; Ph.D., Purdue University; 1998.

## ADJUNCT FACULTY

**CAROLINE BELTZ-HOSEK** English. B.A., New York University; M.A., State University of New York at Brockport; 2006.

**THOMAS BARDEN** History. B.A., Nazareth College; M.A., State University of New York at Oswego; 2009.

**STEVE BEIN** History & Philosophy. B.A., Eastern Illinois University; M.A., Ph.D., University of Hawaii at Manoa; 2011.

**ADRIANNA BETTS** Languages and Literatures. B.A., University of Colorado; M.A., State University of New York at Geneseo; 2006.

**CHRISTOPHER CAPPON** Chemistry. B.S., St. John Fisher College; M.S., Case Western Reserve University; M.S., Environmental Studies-Toxicology, University of Rochester; 1995.

**ROBERT COOK** Political Science. B.A., Eisenhower College; J.D., Boston University School of Law; 2002.

**ISABEL DOMINGUEZ** Languages and Literatures M.A., Syracuse University; 2005.

**GLENDA DOVE-PELLITO** Music. B.M., Eastman School of Music; A.R.C.M. Associate

Diploma, Royal Academy of Music, London, England; 1980.

**DAVID DUSSAULT** Mathematics. B.A., State University of New York at Oneonta; 2004.

**JACALYN EDDY** English. B.A., Empire State College; Ph.D., University of Rochester; 2002.

**JEFFREY C. FASOLDT** Business. B.S., State University of New York at Geneseo; M.B.A., Rochester Institute of Technology; 2006.

**MICHELLE FINN** History. B.A., University of Pennsylvania; 2011.

**JOAN FLORIANO** Music. B.A., State University of New York at Geneseo M.M., Eastman School of Music; 2008.

**JOY GETNICK** History. B.A., University of Rochester; Ph.D., University at Albany; 2011.

**J. DAVID GIBSON** School of Performing Arts. B.A., University of Central Oklahoma; M.M., Eastman School of Music; 2003.

**MARY GILLIN** English. B.A., Washington University, St. Louis; M.S., State University of New York at Geneseo. 1992.

**TODD GOEHLE**. History. B.A., State University of New York at Geneseo; M.A., University of Toronto; 2008.

**WILLIAM HELLER** Languages and Literatures. B.S., State University of New York College at Buffalo; M.S., State University of New York at Geneseo; 2001.

**MICHAEL HERMAN** Theatre. B.A., State University of New York at Brockport; M.F.A., Carnegie Mellon University; 2009.

**ELLEN HERZMAN** English. B.A., College of Mount Saint Vincent; M.F.A., Catholic University of America; 1986.

**DONALD HOLMAN** Business. B.S., Pennsylvania State University; M.B.A., University of Scranton; 2008.

**MARIANNE L. HOUGHTON** Foreign Languages. B.A., Justus Liebig University, Giessen, Germany; M.A., Millersville University; 1990.

**DONALD F. HOUSE** Mathematics. B.S., M.S., State University of New York at Geneseo; 1999.

- MARY H. HUNT** Music. B.M., University of Rochester; BA., West Virginia University; M.M., Catholic University of America; 1995.
- SARA KELLY** Languages and Literatures. B.A., Siena College; M.A., State University of New York at Geneseo; 2003.
- WESTON KENNISON** English. B.A., State University of New York at Geneseo; M.A., St. Bonaventure University; 1988.
- JONATHAN KRUGER** Music. B.A.Ed., Carthage College; M.M., D.M.A., Eastman School of Music; 1989.
- KRISTI KRUMRINE** Anthropology. B.A.. Temple University; M.A. Kent State; 2005.
- ERNEST LASCCELL** Music. B.A.Ed., Nazareth College; M.M., Performance Diploma, Northwestern University; 1985.
- KRISTINA LAUN** Art History. B.S., M.A., State University of New York at Buffalo; 2008.
- KIM LEACH** Communicative Disorders and Sciences. B.S., M.A., State University of New York at Geneseo; 2004.
- RAYMOND MANGINELLI** Business. A.A.S., Monroe Community College; B.S., Roberts Wesleyan College; M.A., University of Phoenix; 2008.
- AMY H. MCALPINE** English. B.S., B.A., Syracuse University; M.A., University of Rochester; 2007.
- JACQUELINE J. MCCAUSLAND** Dance. B.P.S., Empire State College; 1994.
- WENDY METZ** Communicative Disorders and Sciences. B.S., M.S., Nazareth College; 1987.
- MICHAEL MILLARD** English. A.B., Washington University; Ph.D., University of Rochester; 2007.
- MONIQUE PATENAUE** History. B.A., LeMoyne College; M.S., University of Rochester; 2011.
- ROSETTE V. PTAK** Languages and Literatures. B.S., State University of New York at Buffalo; M.A., University of Buffalo; 1994.
- JAMES A. REVELL** History. B.A., Roberts Wesleyan College; M.A., Colgate Rochester Divinity School; M.A., State University of New York at Buffalo; 2000.
- PHOEBE REYNOLDS** Business. A.S., Monroe Community College; B.S., State University of New York at Utica; M.P.A., Marist College; 2007.
- AIMEE ROSE** Mathematics. B.A., State University of New York at Geneseo; M.S., State University of New York at Geneseo; 2005.
- Cynthia Roth** School of Education. BSED State University of New York at Geneseo; M.S.E.D., State University of New York at Geneseo; 1996.
- DIANE M. SCOTT** Communicative Disorder and Sciences. B.A., M.A., State University of New York at Buffalo; 2005.
- GAIL SERVENTI** Communicative Disorders and Sciences. B.S., Ithaca College; M.S., State University of New York at Geneseo. 1988.
- MARTHA PATRICIA SHOLL** Music. B.M., M.M., Eastman School of Music; 1999.
- LISA SMITH** Mathematics. B.A. State University of New York at Geneseo; M.S., Syracuse University; 2007.
- ANNA STELTENPOHL** Music. B.M., Curtis Institute of Music; M.M., The Juilliard School; 2010.
- TERA STORMS** Psychology. B.A., Pensacola Christian College; M.A., Liberty University; Ph.D., Regent University; 2006.
- FRANK SZUCS** Mathematics. B.S. Electrical Engineering, SUNY Buffalo, M.S. Mathematics Education, SUNY Buffalo, 2009.
- JASMINE TANG** Languages and Literatures. B.S., State University of New York at Geneseo; M.A., State University of New York Empire College; 1991.
- TOMOMI Y. TEWKSURY** Foreign Languages. B.S., Aoyama Gakuin University; 1998.
- JIM A. TILLER** Music. B.M.E., University of South Carolina; M.M., Eastman School of Music; 1996.
- TIMOTHY TOMCZAK** Psychology. B.A., Mercyhurst College; M.A., State University of New York at Geneseo; 1991.

**KELLY VENEZIA** Communicative Disorders and Sciences. B.S., M.A., State University of New York at Geneseo; 2006

**KATHLEEN P. WALL** Business. B.S., University of Wisconsin-Oshkosh; M.S., University of Wisconsin-Milwaukee; M.B.A., DePaul University; 2005.

**ROBERT L. WHITEHEAD** Communicative Disorders and Sciences. B.A., B.S., M.S., Brigham Young University; 1999.

## **I N S T R U C T I O N A L S U P P O R T S T A F F**

**EDWARD D. BEARY** Instructional Support Specialist. Biology. B.S., Cornell University; M.A., State University of New York at Geneseo; 1983.

**LINDA BOIANOVA** Instructional Support Assistant. Music. D.M.A., M.M., B.M., Eastman School of Music; 2009.

**DONNA BUDGEON** Analyst. Institutional Research. A.A.S., Monroe Community College; 2004.

**ALAN CASE** Instructional Support Associate. School of Performing Arts. 1998.

**CLINTON CROSS** Senior Instructional Support Specialist. Physics. A.A.S., Monroe Community College; 1998.

**LINDA DEATS** Clinical Supervisor. Communicative Disorders and Sciences. B.S., M.A., State University of New York at Geneseo; 1993.

**CYNTHIA HAWKINS-OWEN** Gallery Director. B.A., Queens College, City University of New York; M.F.A., Maryland Institute, College of Art; M.A., Seton Hall University, 2008.

**BEVERLY HENKE-LOFQUIST** Clinical Supervisor. Communicative Disorders and Sciences. B.S., Indiana University, Pennsylvania; M.S., University of Texas, Dallas; 1992.

**A. DAVID HURD** Instructional Support Assistant. Music. B.M., Houghton College; M.S., State University of New York at Fredonia; 2009.

**CHERYL A. MACKENZIE** Clinical Supervisor Communicative Disorders and

Sciences. M.A., State University of New York at Geneseo; 1984.

**SEAN P. MCGRATH** Assistant Technical Director. School of Performing Arts. B.A., State University of New York at Geneseo; 2001.

**SUSAN NORMAN** Director of the Xerox Center for Multicultural Education. School of Education. B.S., University of Illinois; M.S. Ed., St. Lawrence University; 2004.

**TOM REHO** Instructional Support Specialist. Biology. B.S. Hobart College, M.S., Albany Medical College; 1996.

**THERESE RIORDAN** Director of Field Placements. School of Education. B.S., Boston College; M.B.A., Babson; 2000.

**DIANTHA WATTS** Director of Student Teaching. School of Education. B.A. Colgate University; Ed.D., St. John Fisher College; M.S., SUNY Brockport; 2005.

**JOHN WILLIAMS** NCATE Coordinator in School of Education. B.S., Mansfield State University



## Emeriti/Emeritae

Paula T. Adwell  
James L. Allan  
Phillip W. Alley  
Sara Andrews  
Clifford Andrus  
Jay Arnold  
Nader Asgary  
Susan Bailey  
Harold Battersby  
Norman J. Bauer  
Richard Beale  
Steven F. Benchik  
Jean M. Bennett  
William Berry  
Phillip D. Boger  
Terrell Book  
William Brennan  
Terry W. Browne  
Karen Brumm  
Gerald W. Burns  
Judy Bushnell  
Nancy L. Cappadonia  
William I. Caren  
James Chen  
Thomas S. Colahan  
William E. Colangelo  
Robert E. Comley  
Brenda W. Conlon  
J. Thomas Conlon  
Joby Copenhaver  
William D.J. Cotton  
Gary A. Cox  
John K. Crabbe  
Anna Crandall  
Thomas J. Crowley  
Hong Dang  
John W. Davis  
Katherine K. Deffenbaugh  
William E. Derby  
John L. Deutsch  
Roy Doane  
Dolores A. Donnelly  
Karen G. Duffy  
Paul J. Duffy  
William J. Edgar  
Scottie M. Emery  
Frederick L. Evangelista  
Betty J. Fearn  
Marion Fey  
Fredrick Fidura  
Richard Finkelstein  
Helen V. Foster  
Walter B. Freed  
L. Robert Freiburger  
Bruce Godsave  
Rita K. Gollin  
Theodora Greenman  
Paul B. Griffen  
Mary Grove  
Joyce A. Hance  
Douglas Harke  
Charles K. Hartness  
Robert W. Haseltine  
Phillip E. Hassman  
Richard B. Hatheway  
Arthur E. Hatton  
Paula Henry  
Paul H. Hepler  
Duncan P. Hinckley  
John B. Hoey  
Jane F. Hogan  
Jere R. Holman  
Ruth R. Hoppe  
Howard L. Huddle  
Catherine Hughes  
Muttaniyil E. Idiculla  
Robert M. Isgro  
Nancy R. Ives  
James. B. Jackson  
Janet Jackson-Ledermann  
Edward Janosik  
Jack R. Johnston  
Donald H. Jones  
Kathleen R. Jones  
Nancy Jones  
Carl Kellogg  
David m. Kelly  
Kenneth Kinsey  
Ellen Kintz  
Bruce B. Klee  
Anna P. Kline  
John Kucaba  
Susan M. Kuntz  
Donald Lackey  
Nicholas P. LaGattuta  
Anthony Latorella  
Adelaide LaVerdi  
Gregor Lazarcik  
Frances Lipson  
Martha Looney  
Bernard E. Ledermann  
Srinivasa Leelamma  
Lyle C. Lehman  
William Leyerle  
Sally E. Lipa  
Cheryl A. Lougeay  
Ray Lougeay  
Wayne Mahood  
David E. Manly  
John M. Mann  
Charles E. Marean, Sr.  
David A. Martin  
William H. Mathews  
Margaret A. Matlin  
Raymond F. Mayo  
Roseann B. Mayo  
Barbara McCaffery  
James McNally  
Roy E. McTarnaghan  
David D. Meisel  
Myrtle A. Merritt  
R. Dudley Miller  
Rahim Mojallali  
Gary A. Moore  
Leonard J. Moss  
Patricia A. Murphy  
Janet A. Neese  
Mary L. Nitsche  
Mary Noto  
Paul Olczak  
Gilbert Palmer  
Paul Paprocki  
David W. Parish  
Hilda Pato  
Donald Pebbles  
Ruth Demaree Peck  
Thomas Pope  
Ronald W. Pretzer  
Errol Putman  
Edward Radamaker  
Scott J. Ray  
Jerry Reber  
Robert T. Redden  
Joan Reeves  
Richard W. Reilly  
Edward Reiman  
Barbara K. Rhodes

## Emeriti/Emeritae

Wendell Rhodes  
Elizabeth Rice  
Michel P. Richard  
Robert Riedel  
June Rising  
Bruce Ristow  
Sue N. Roark-Calnek  
Richard Rosati  
R. Stanley Rutherford  
Howard Sanford  
Ronald P. Satryb  
James W. Scatterday  
Norma L. Scavilla  
Paul T. Schaefer  
Dietmar P. Schenitzki  
Nicholas Schiavetti  
Mary Schmidt  
James B. Scholes  
Joan M. Schumaker  
Nona Schurman  
Greg W. Scragg  
Charles E. Scruggs  
Patricia M. Seaver  
Alan Shank  
Herbert Simpson  
Ronald Sitler  
Armand V. Smith  
Richard A. Smith  
James Somerville  
John L. Spring  
John Spring  
Susan Spring  
Wanda Spruill  
James E. Stenger  
Denise E. Sullivan  
Gloria Tarantella  
Dante Thomas  
Donald W. Trasher  
Virginia S. Trasher  
Carey E. Vasey  
Donna M. Walsworth  
Joyce Wechsler  
Stephen F. West  
James H. Willey  
Raymond Wolfe  
Wilbur H. Wright

Laura Wrubel  
Melvyn Yessenow  
John C. Youngers  
MaryEllen W. Zuckerman

## **Libraries**

**EDWIN F. RIVENBURGH** Director of the IDS Project. B.A., Syracuse University; M.A., Michigan State University; C.A.G.S., Boston University; M.S.L.S., Simmons College; 1996. (Recipient of Chancellor's Award for Excellence in Professional Service, 1991).

**CYRIL OBERLANDER** Interim Director of Milne Library. B.A., Portland State University; M.S., University of Illinois, Urbana-Champaign; 2008.

**ELIZABETH ARGENTIERI** Senior Assistant Librarian. B.A., St. Bonaventure University; M.A., State University of New York at Binghamton; M.L.S., State University of New York at Buffalo; 1999.

**TIMOTHY BOWERSOX** Information Delivery Services Librarian. B.A., The College of Wooster; M.L.I.S., Kent State University; 2008.

**SUE ANN BRAINARD** Senior Assistant Librarian. B.A., Mount Saint Mary College; M.L.S., State University of New York at Albany; 1996. (Recipient of Chancellor's Award for Excellence in Librarianship, 2004).

**MICHELLE COSTELLO** Reference/Instruction Librarian. B.A., St. John Fisher College; M.S.L.I.S., Syracuse University; 2007.

**JOAN E. COTTONE** Associate Librarian. B.A., M.L.S., State University of New York at Geneseo; 1985.

**STEVE DRESBACH** Information Technology Instructor, B.S., Rochester Institute of Technology, 1994.

**JUSTINA ELMORE** Reference/Instruction Librarian. B.A., Colorado State University; M.L.S., State University of New York at Buffalo; 2006.

**COREY HA** Technology Specialist. B.Mus., Houghton College; M.Mus., University of Hartford; 2005.

**KIMBERLY DAVIES HOFFMAN**, Reference/Instruction Librarian. B.A., University of New Hampshire; M.L.S., University at Buffalo; 1999. (Recipient of Chancellor's Award for Excellence in Librarianship, 2007).

**SONJA LANDES** Associate Librarian. B.A., Nazareth College; M.A.L.S., State University of New York at Buffalo; 1993.

**TRACY PARADIS** Senior Assistant Librarian. B.M., California State University at Northridge; M.L.S., State University of New York at Buffalo; 2006.

**KATHERINE E. PITCHER** Senior Assistant Librarian. B.A., State University of New York at Geneseo; M.L.S., State University of New York at Buffalo; 2002.

**MARK SULLIVAN** Systems Administrator for the College Libraries. B.S., Cornell University, 1992; J.D., Vermont Law School; 2000.

**BONNIE J. M. SWOGER** Instructional Support Associate, B.S., St. Lawrence University, 1999; M.S., Kent State University, 2001.

## **Academic Affairs**

**STEPHEN J. ALMEKINDER** Director of Academic Scheduling and Institutional Research Analyst. B.A., State University of New York at Binghamton; M.A., Brandeis University; 1987.

**ANNE BALDWIN** Director of Sponsored Research. B.A., SUNY Binghamton; M.S., University of Scranton; Ph.D., University of Wisconsin-Madison; 2006.

**DELBERT W. BROWN, JR.** College Registrar. B.S., The King's College; 2007.

**TABITHA BUGGIE-HUNT** Assistant Dean for Disability Services. A.A.S., National Technical Institute for the Deaf; B.S., State University of New York at Brockport; Ed.M., Ph.D., State University of New York at Buffalo; 2000.

**DAVID F. GORDON** Associate Provost. B.A., Grinnell College; M.A., Ph.D., University of Chicago; 1978.

**PATRICIA K. HAMILTON RODGERS** Sponsored Research and GREAT Day Coordinator. B.S., State University of New York at Geneseo; 2001.

**SAVITRI V. IYER** Associate Dean of the College. B.Sc., Meenakshi College; M.Sc., Indian Institute of Technology, Chennai; M.S., Iowa State University; Ph.D., University of Pittsburgh; 1996.

**ENRICO JOHNSON** Assistant Provost for Budget and Facilities. B.A., Howard University; M.B.A. Dowling College; 2005.

**ANDREA KLEIN** Director of Campus Scheduling and Special Events. B.A., M.S., State University of New York, College at Buffalo; 2006.

**REBECCA LEWIS** Assistant Dean for Special Projects. B.A., University of North Carolina; M. Ed., Ph.D., State University of New York at Buffalo; 2004.

**CAROL S. LONG** Provost and vice President for Academic Affairs. B.A., Pomona College; M.A., Ph.D., Northwestern University; 2009.

**KERRY ELLEN MCKEEVER** Associate Dean of the College. B.A., Western Connecticut State University; M.A., University of Rhode Island; Ph.D., University of California at Irvine; 2004..

**JEANNETTE MOLINA** Director, English for Speakers of Other Languages and Dual-Degree Programs. B.A., University of Puerto Rico; M.A., Interamerican University; 2007.

**DAVID PARFITT** Director of the Teaching and Learning Center. Psychology. B.S., University of Pittsburgh; M.S., Ph.D., University of Michigan; 2008.

**JULIE MEYER RAO** Director of Institutional Research. B.A., The Ohio State University; M.A., Ph.D., University of Tulsa; 2008.

**HELEN I. THOMAS** Grant/Administrative Writer. B.A., State University of New York at Buffalo; M.A., University of Rochester; 2005.

### **Access Opportunity Program**

**CALVIN J. GANTT** Director of the Access Opportunity Program. B.A., State University of New York at Binghamton; M.S.Ed., State University of New York at Brockport; 1994

**E. FOWZIYYAH ALI** Associate Director, Access Opportunity Program. B.S. Oakwood College; M.Ed., University of Phoenix; M.Ed., American Intercontinental University Online; 2006.

**PATRICIA GONZALEZ** Counselor/Academic Advisor. B.A., Syracuse University; M.S.Ed., State University of New York College at Brockport; 2007.

**GABE ITURBIDES** Counselor/Coordinator of Student Development. B.A., M.S., St. Bonaventure University; 2008.

**HELANA E. NARDELL** Counselor. B.S., Ed.M., State University of New York at Buffalo; 1992.

**TERESA L. WALKER** Counselor/Coordinator of Tutorial Services. B.A. State University of New York at Fredonia; M.S. Niagara University; 2006.

### **Computing and Information Technology**

**SUSAN E. CHICHESTER** Chief Information Officer and Director, Computing and Information Technology B.S., State University of New York at Geneseo; M.B.A., State University of New York Institute of Technology; 1984.

**PAUL S. ANDERSON** Lead Programmer Analyst. B.A., Northwood University; 2009.

**KIRK M. ANNE** Assistant Director and Manager, Systems & Networking. B.A., State University of New York at Geneseo; M.S., State University of New York at Brockport; D.P.S., Pace University; 1996.

**SHAWN AUSTIN** Technology Support Professional. A.O.S., State University of New York at Alfred; 2005.

**SAMUEL N. BEAN** Technology Support Professional. B.S., State University of New York at Geneseo; 1998.

**ANDREW CAMIDGE** Student Technology Coordinator. B.A., State University of New York at Geneseo; 2007.

**ENRICO A. COLOCCIA JR** Network Manager. B.S., State University of New York at Geneseo; 1997.

**LAURA L. COOK** Assistant Director and Manager, Instructional Technologies. B.A., Washington State University; M.S., Rochester Institute of Technology; 1998.

**JOSEPH M. DOLCE** Instructional Support Coordinator. B.A., State University of New York at Fredonia; 1999.

**LAURIE J. FOX** Assistant Director and Manager User Services. B.S., State University of New York at Geneseo; 1995.

**SCOTT GRAHAM** Production Analyst. B.S., The Ohio State University.

**PAUL JACKSON** Assistant Director and Manager Information Systems. B.A., State University of New York at Geneseo; M.S., Syracuse University; 2006.

**JOHN N. KING** Web Development Professional. B.S., Rochester Institute of Technology; 2007.

**CONSTANCE W. LEDERMANN** Senior Programmer Analyst. B.A., State University of New York at Geneseo; 1981.

**LINDA GRAY LUDLUM** University Database Administrator. B.A., State University of New York at Geneseo; 2007.

**JAY MASTERS** Network Analyst. B.S.W., Ryerson University; 2011.

**WILLIAM R. MEYERS** Project Manager. A.S., Niagara Community College; B.S., State University of New York at Fredonia; 1996.

**CRAIG MOSCICKI** Student Technology Coordinator. B.A., State University of New York at Geneseo; 2003.

**TAMARA J. PHILLIPS** Technology Support Professional. B.S., State University of New York at Oswego; 2001.

**SHAWN PLUMMER** Systems Manager. B.S., State University of New York at Geneseo; 1998.

**STEVEN A. PRAINO** Technology Specialist. B.S., Rochester Institute of Technology; 2008.

**CHRIS SANDEFER** Senior Programmer Analyst. B.S. Roberts Wesleyan College; 2006.

**MARIE A. SHERO** Telephone and LMS Services Manager. B.S., Rochester Institute of Technology; 2001.

**GARY D. STRATTON** Technical Services Coordinator. 1985.

**NIKOLAS E. VARRONE** Technical Support Professional. B.S., Temple University; 2008.

**GANG WANG** Web Development Professional. B.A., Yunnan University, China; M.S., University of Mississippi, 2007.

**DAVID WARDEN** Systems Analyst. B.S., State University of New York at Albany; 2008.

**MARY WILLETT-MASSAR** Senior Programmer Analyst. A.A.S., Erie Community College; B.S., Rochester Institute of Technology; 1999.

## **Administration and Finance**

**JAMES MILROY** Vice President for Administration & Finance. B.A., State University of New York at Geneseo; Ph.D., University of Buffalo; 2006.

**JOHN S. HALEY** Systems Manager. B.A., State University of New York at Oswego; M.B.A., State University of New York Institute of Technology; 1998.

**BRICE M. WEIGMAN** Associate VP for Administration and Controller. CPA, B.S. State University of New York College at Fredonia; 2008.

## **Accounting**

**SUSAN M. CRILLY** Assistant Director of Accounting Services. A.A.S., Genesee Community College; B.S., State University of New York at Geneseo. 1993.

**JEFFREY P. NORDLAND** Director of Accounting Services. A.A., Jamestown Community College; B.S., State University of New York at Geneseo; 1987.

**JANE M. TOWNE** Associate Director of Accounting Services. A.A.S., State University of New York at Alfred; B.S., State University of New York at Geneseo; 1985.

## **Campus Auxiliary Services**

**MARK J. SCOTT** Executive Director. B.S., Cheyney University of Pennsylvania; M.B.A., Niagara University; 2007.

**SARAH GITTERE** Director of Dining Services. B.S., SUNY Buffalo; 1997.

## **Environmental Health and Safety**

**CHARLES V. REYES** Director of Environmental Health and Safety. B.S., State University of New York at Brockport; 2005.

## **Facilities Services**

**GEORGE F. STOOKS** Assistant Vice President for Facilities and Planning. A.S., Mira Costa Community College; B.S., State University of New York College at Oswego; M.S., State University of New York College at Oswego; 2008.

**STEVEN F. BENCHIK** Associate Director of Facilities Services. A.A.S., B.S., Rochester Institute of Technology; 1996.

**DARLENE CAMPBELL** Business Manager. B.A., University of Maryland; M.B.A., Rochester Institute of Technology; 2006.

**JEFFREY A. KAPLAN** Director of Facilities Planning and Construction. B.A., Rensselaer Polytechnic Institute; 1997.

**DAVID R. NORTON** Project Manager. A.A.S., Alfred State College; 2005.

**KIRK A. SPANGLER** Assistant Director of Facilities Services. A.A., Genesee Community College; B.S., State University of New York at Brockport; 1993.

## **Financial Aid**

**ARCHIE L. CURETON** Director of Financial Aid. B.A., M.S., Canisius College; 1991

**CHRISTOPHER J. JADLOS** Assistant Director of Financial Aid. B.S., Clarkson University.; M.Ed. University of Maryland; 2002.

**DORCIA ULYSSES-DIALLO** Senior Financial Aid Counselor. B.B.A., M.P.A., Pace University; 2007.

## **Human Resources**

**JULIE A. BRIGGS** Assistant Vice President for Human Resources. B.S., State University of New York at Geneseo; M.S., Rochester Institute of Technology; 2006.

**GLORIA LOPEZ** Director of Affirmative Action. B.A., University of Rochester; J. D., SUNY Buffalo; 2007.

**KRISTI MULLINS** Employment Coordinator. M.S., Rochester Institute of Technology; 2011.

**VICTORIA PHIPPS** Associate Director of

Human Resources. B.S., State University of Brockport; 2007.

**KIMBERLY TRUAX** Payroll Coordinator. A.A.S., Olean Business Institute; 2006.

## **Purchasing & Central Stores**

**REBECCA E. ANCHOR** Director of Purchasing and Central Services. B.S., State University of New York at Brockport; 1998.

**THOMAS R. UNDERWOOD** Assistant Director of Purchasing. B.S., Syracuse University; 2003.

## **Grants Management**

**BETSY L. COLÓN** Grants Management Associate. A.S. Monroe Community College; B.S. Roberts Wesleyan College; 2005.

## **Student Accounts**

**SANDRA P. ARGENTIERI** Director of Student Accounts. A.A.S., Alfred State University; B.A., St. Bonaventure University; 1990.

**JOYCE W. MILLER** Assistant Director of Student Accounts. B.S., Florida A & M University; 1997.

## **Enrollment Services**

**WILLIAM L. CAREN** Associate Vice President for Enrollment Services and Senior Counselor to the President. B.S., State University of New York at Cortland; M.A., Colgate University; Ph.D., State University of New York at Buffalo; 1967. (Recipient of Chancellor's Award for Excellence in Professional Service, 1980).

## **Admissions**

**KRISTINE M. SHAY** Director of Admissions. B.A., State University of New York at Geneseo; M.S., St. Bonaventure University; 2000.

**GEORGE ANSELME** Assistant Director of Admissions/Multicultural Coordinator. B.A., State University of New York at Potsdam; 2003.

**JAMES L. CLAR** Associate Director of Admissions. B.A., State University of New York at Geneseo; M.S.Ed., Nazareth College; 1989.

**LINDSAY A GERHARDT** Admissions Counselor. B.A., Mercyhurst College; M.S.Ed., Nazareth College; 2006.

**KRISTOPHER S. HEERES** Admissions Counselor. B.A., State University of New York at Geneseo; 2006.

**AMANDA E. NEILL** Senior Admissions Advisor. B.A., State University of New York at Geneseo; M.S., State University of New York College at Buffalo; 2004.

**KEVIN J. REED** Senior Assistant Director of Admissions. B.S., Medaille College; 2000.

### **International Student and Scholar Services**

**MARY HOPE** Director of International Student and Scholar Services. B.A., Lawrence University; M.S., Rochester Institute of Technology; 1999.

**Michael Sweeney** Assistant Director of International Student and Scholar Services. B.A., SUNY College at Geneseo; 2009.

### **Student and Campus Life**

**ROBERT A. BONFIGLIO** Vice President for Student and Campus Life. B.A., Stonehill College; M. Phil, Columbia University; M.A., Ed.D., Teachers College, Columbia University; 1999.

### **Career Services**

**KERRIE V. BONDI** Career Counselor. B.S., M.S., Eastern Illinois University; 2001.

**ELIZABETH SEAGER** Assistant Director, Career Services. B.S., University of Cincinnati; M.A., Antioch University McGregor; 2005.

**ANDREA DIGIORGIO** Coordinator, Student Employment Service. B.A., Niagara University; M.A., Marist College; M.S., University of Rochester; 2001.

### **Center for Community**

**LEONARD SANCILIO JR** Dean of Students. B.A., Muhlenberg College; M.S.Ed., Bucknell University; Ph.D., University of Wisconsin at Madison; Recipient of Chancellors Award, 2010; 1991.

**KAY FLY** Coordinator of Student Volunteerism and Service Learning. B.A., Curry Col-

lege; 2000.

**TAMARA H. KENNEY** Assistant Dean of Students for Judicial Affairs. A.A., Mohawk Community College; B.A., State University of New York at Oneonta; M.S.W., Syracuse University; 1998. (Recipient of Chancellor's Award in Professional Service, 2006).

**WENDI R. KINNEY** Coordinator of Greek Affairs and Off-Campus Living. B.S., State University of New York at Fredonia; M.Ed., State University of New York at Buffalo; 2001.

**THOMAS E. MATTHEWS** Director of Leadership Education Development and Training. B.S., State University of New York at Plattsburgh; M.S., State University of New York at Albany; Ed.D., University of South Carolina; 1967. (Recipient of Chancellor's Award for Excellence in Professional Service, 1978).

**FATIMA RODRIGUEZ JOHNSON** Coordinator of Multicultural Programs and Services. B.A., State University of New York at Fredonia; M.S., Canisius College; 2006.

**KIM HARVEY** Director of New Student Programs. B.S., State University of New York at Fredonia; M.S., Canisius College; 2006.

### **College Union and Activities**

**CHARLES S. MATTHEWS II** Director of College Union and Activities. B.S., Roberts Wesleyan College; M.P.A., State University of New York College at Brockport; 2001.

**CAREY S. BACKMAN** Associate Director of College and Activities, B.A., Wells College; M.P.A., State University of New York College at Brockport; 2004.

**LAUREN E. TARASKA** Coordinator of Student Organizations & Campus Activities. B.A., LeMoyne College; M.S., Syracuse University; 2009.

### **Intercollegiate Athletics and Recreation**

**MICHAEL C. MOONEY** Director of Intercollegiate Athletics and Recreation and Head Men's Soccer Coach. B.S., State University of New York at Buffalo; M.S., Canisius Col-

lege; 1985.

**JAMES R. CHEN** Head Women's Tennis Coach. B.A., Brandeis University; M.A. and Ph.D., Harvard University; Emeritus Professor of Physics, State University of New York at Geneseo; 1973.

**ANTHONY T. CICCARELLO** Head Women's Softball Coach. B.S., State University of New York at Brockport; 2001.

**PAUL T. DOTTERWEICH** Head Swimming Coach/Aquatics Director. B.S., State University of New York at Buffalo; 1997.

**GEORGE J. GAGNIER JR** Sports Information Director. B.S., State University of New York at Geneseo; M.S.Ed., Nazareth College; 1989.

**BROOKS M. HAWLEY** Intramural Director. B.S., State University of New York at Brockport; 2000.

**JAMES H. LYONS** Head Men's Lacrosse Coach. B.A., Drew University; M.Ed., Lynchburgh College; 2000.

**STEPHEN C. MINTON** Head Men's Basketball Coach. B.A., Heidelberg College; M.A., Western Michigan University; 2000.

**DOMINIC OLIVERI** Head Men's Soccer Coach. B.A., State University of New York at Geneseo; 2001.

**CARLY R. PETERS** Head Women's Lacrosse Coach. B.S., State University of New York at Cortland; 2003.

**DAVID C. PREVOSTI** Head Track Coach. B.A., Roberts Wesleyan College; 2001.

**JENNIFER L. SALMON** Woman's Head Volleyball Coach. B.S., M.S., Ithaca College; 2008.

**KIMBERLY E. SANFORD** Equestrian Coach. A.S., State University of New York at Delhi; 2005.

**CHRISTOPHER SCHULTZ** Men's Head Ice Hockey Coach. B.S., State University of New York at Geneseo; M.A., State University

of New York at Brockport;

**JESSICA SEREN** Head Field Hockey Coach. B.S., State University of New York at Cortland; 2006.

**PAUL D. SIMMONS** Workout Center Director. B.S., State University of New York at Brockport; 1999.

**JEREMIE STEARNS** Assistant Athletic Trainer. B.S., M.S., State University of New York at Buffalo; 2007.

**SHARON WEST** Head Athletic Trainer. B.S., Lock Haven University; M.A.Ed., East Carolina University; 2003.

**NATHAN F. WILEY** Head Women's Soccer Coach. B.S., State University of New York at Geneseo; M.B.A., Pennsylvania State University; 2006.

**MICHAEL P. WOODS** Head Cross Country Coach. B.A., M.A., State University of New York at Geneseo; 1991.

### **Lauderdale Center for Student Health and Counseling**

**STEVEN RADI**, Medical Director. B.S., Cornell University; M.D., State University of New York Health Science Center; 2002.

**ALEXANDRA M. CARLO** Staff Psychologist. B.A., B.S., Purdue University; Ph.D., State University of New York at Albany; 1999.

**BETH T. CHOLETTE** Clinical Director. B.A., Bucknell University; Ph.D., Hahnemann University; 1995.

**SANDRA GLANTZ** Staff Associate. B.A., University of California, San Diego; B.S., University of California, Los Angeles; M.S., University of North Carolina, Chapel Hill; 2007.

**GENE GRIFFING** Staff Psychologist. B.A., Michigan State University; Central Michigan University; Ph.D., Ball State University; 2002.

**JULIE KUEPPERS** Nurse Practitioner. B.S.N., SUNY Brockport; M.S.N., University



of Rochester; 2005.

**DANA MINTON** Coordinator of Health Promotion. B.S., Armstrong State College; M.A., Western Michigan University; 2002.

**MARGUERIETE D. WIRTH** Nurse Practitioner. B.S.N., Alfred University; M.S.N., University of Rochester; 1997.

**ROBERT B. YOUNG** Consulting Psychiatrist. B.A., Duke University; M.D., Missouri-Columbia School of Medicine; 2002.

### **Residence Life**

**CELIA A. EASTON** Dean of Residential Living. A.B., University of Pennsylvania; A.M., Ph.D., University of Michigan; 1984. (Recipient of Chancellor's Award for Excellence in Teaching, 1989; Lockhart Professor, 1997-2000).

**KEVIN HAHN** Assistant Director of Residence Life. B.A., State University of New York at Geneseo; 2006.

### **University Police**

**SALVATORE J. SIMONETTI** Chief of University Police. M.P.A., State University of New York at Brockport; 2004.

**SCOTT K. KENNEY** Assistant Chief of University Police. B.A., State University of New York at Geneseo; 1982.

**JOSEPH VAN REMMEN** Assistant to the Chief for Parking and Community Services. B.S., Buffalo State College; 1988.

### **College Advancement**

**MICHAEL J. CATILLAZ** Vice President for College Advancement. B.A., Ed.S. State University of New York at Albany; M.B.A., Rochester Institute of Technology; 2007.

**JASON BIDDLE**. Assistant Director of Advancement Services-Systems. B.S., State University of New York at Geneseo; M.B.A., Rochester Institute of Technology; 2009.

**LISA FEINSTEIN**. Executive Director of Campaign Operations. B.S., State University of New York at Brockport; 2008.

**LYNN MYERS**. Director of Advancement Services. A.A.S., Alfred State University; 2008.

**SUSAN RICHARDSON**. Research Coordinator. B.S., State University of New York at Fredonia; M.S., Southern New Hampshire University; 2008.

### **Alumni Relations**

**ROSE G. ANDERSON**. Assistant Vice President for Alumni Relations. B.A., State University of New York at Plattsburgh; 2008.

**TRACY GAGNIER**. Assistant Director of Alumni Relations. B.A., State University of New York at Geneseo; 1999.

**MICHELLE WORDEN**. Associate Director of Alumni Relations. B.S., State University of New York at Geneseo; 2006.

**FRANCIS ZABLOCKI**. Online Community Manager. B.S., Nazareth College; M.B.A., University at Buffalo; 2009; 2006.

### **Communications**

**BRIAN A. BENNETT** Director of Design and College Publications. A.A.S., B.F.A., M.F.A., Rochester Institute of Technology; 1985.

**KRIS DREESSEN**. Manager of Editorial Services. B.A., Temple University; 2008.

**ANTHONY T. HOPPA**. Assistant Vice President for Communications. B.A., Grove City College; M.A., Duquesne University; 2006.

**W. DAVID IRWIN**. Media Relations Manager. B.S., University of Tulsa, Oklahoma; M.A., University of Missouri; 2008.

**LAURA KENYON**. Web Communications Manager. B.A., Marymount Manhattan College; M.A., New York University; 2009.

**AMANDA LINDLEY** Graphic Designer. B.A., The College of Saint Rose; 2009.

**CAROLE A. VOLPE** Associate Director of Design and College Publications. B.A., State University of New York at Geneseo; 2000.

### **Development**

**SUZANNE S. BOOR.** Director of Donor Relations. Bryant and Stratton; 1998.

**RONNA BOSKO.** Senior Major Gifts Officer. B.A., M.S., State University of New York at Plattsburgh; 2009.

**KIMBERLY P. FABER** Assistant Vice President for College Advancement - Major Gifts. B.A., State University of New York at Geneseo; 2003.

**DEBRA G. HILL** Assistant Vice President for College Advancement-Planned Giving. B.A., State University of New York at Geneseo; M.S., State University of New York at Brockport; 1986.

**TAMMY L. INGRAM.** Director of Parent Relations. B.S., State University of New York at Geneseo; M.S., Roberts Wesleyan; 2008.

**JOHN LINFOOT.** Director of Special Development. B.A., Yale University; 2008.

**GINA SCALISE.** Director of The Fund for Geneseo. B.A., State University of New York at Geneseo; 2006.

# Index

---

## Index

### A

Academic Affairs Staff, 402  
Academic Minors, 348  
Academic Organizations, 25  
Academic Policies, 30  
Academic Programs, 59  
Academic-Related Organizations, 26  
Academic Services, 27  
Access Opportunity Programs (AOP), 28  
Access Opportunity Program Staff, 403  
Adjunct Faculty, 397  
Administration and Finance Staff, 404  
Admissions, 8  
Admissions and Enrollment, 8  
Advancement Staff, 408  
Affirmative Action, 381  
Africana Studies, 348  
Alumni and Parent Relations Staff, 408  
Alumni Association, 24  
American Studies, 61  
American Studies Minor, 349  
Anthropology, 64  
Application Procedures, 8  
Asian Studies, 349  
Astronomy, 265  
Athletics and Recreation, 344  
Athletics and Recreation Facilities, 21  
Athletics and Recreation Policies, 20  
Athletics and Recreation Staff, 407  
Attendance, 42

### B

Baccalaureate Degree Programs, 47  
Biochemistry, 74  
Biophysics, 91  
Board of Trustees, 7  
Business Administration, Master's Preparation, 366  
Business, School of, 95  
402

### C

Campus Auxiliary Services (CAS), 23  
Campus Auxiliary Services Staff, 404  
Career Services, 18  
Center for Community, 19  
Chemistry, 112  
Classroom Policies, 42  
Club Sports, 21  
Cognitive Science, 351  
College Council, 7  
College Union and Activities, 20  
Communication, 122  
Communicative Disorders and Sciences, 132  
Computer Science, 145  
Computing and Information Technology Staff, 403  
Conflict Studies, 354  
Counseling Services, 21  
Criminal Justice, 355  
Curriculum, 49

### D

Dance, 313  
Dean's List, 37  
Dental Science Preparation, 367  
Deposit Refunds, 14  
Deposits, 14  
Directed Study Courses, 60  
Distinguished Professors, 385  
Division of Student and Campus Life, 18

### E

Early Admission Program, 8  
Early Decision Program, 9  
Edgar Fellows Program, 224  
Education, 153  
Engineering Preparation, 366  
English, 176  
English for Speakers of Other Languages, 189

# Index

---

- Enrollment, 8
- Environmental Studies, 190
- Environmental Studies Minor, 355
- Expenses, 11
- F**
- Faculty, 385
- Federal Financial Aid Programs, 15
- Fees, 12
- Film Studies, 357
- Financial Aid, 15
- Financial Aid Staff, 405
- Financial Information, 15
- Foreign Languages and Literatures, 191
- Freshman Admission, 8
- G**
- General Education Curriculum, 49
- Geneseo Foundation, 24
- Geneseo's Mission, 2
- Geochemistry, 217
- Geography, 201
- Geological Sciences, 208
- Geophysics, 220
- Grade Point Average, 39
- Graduation, 44
- Graphics Production, 358
- H**
- Hacettepe University, 33
- Health Insurance, 22
- Health Services, 21
- HEGIS codes, 47
- Historical Background of the College, 2
- History, 222
- Honor Societies, 25
- Human Development, 358
- Humanities, 237
- I**
- Immunization Requirements, 22
- Incompletes, 41
- Instructional Support Staff, 399
- Intercollegiate Athletics, 20
- Interdepartmental Courses, 238
- Interdisciplinary Courses, 238
- International Relations, 242
- International Student Admissions, 9
- International Student and Scholar Services Office, 9
- Internships, 32
- Interviews, 8
- Intramural Sports, 21, 345
- J**
- Judicial Procedures, 379
- L**
- Latin American Studies, 359
- Lauderdale Center for Student Health and Counseling, 21
- Legal Studies, 360
- Libraries Staff, 402
- Linguistics, 361
- loans, federal, 16
- M**
- Mathematics, 248
- Medical History, 22
- Medieval Studies, 362
- Minors, 348
- Mission, Geneseo's, 2
- Multiple Majors, 42
- N**
- Native American Studies, 362
- Natural Sciences, 257
- New York State Financial Aid Programs, 16
- Nondiscrimination Policy, 381
- Non-Matriculated Status, 11
- O**
- Officers of the College, 7
- Optometry Preparation, 367
- P**
- Pass-Fail Option, 40

# Index

---

Payment Policies, 13  
Phi Beta Kappa, 25  
Philosophy, 259  
Physics, 265  
Plagiarism, 378  
Political Science, 276  
Pre-Medical, 368  
Pre-professional Advisory Programs, 366  
Pre-Theological Studies, 368  
Prohibited conduct, 376  
Psychology, 287  
Public Administration, 363

## R

Readmission, 11  
Refund Policies, 13  
Religious Holidays, 43  
Religious Studies, 363  
Requirements for Baccalaureate Degree Programs, 48  
Residence Hall Policies, 22  
Residence Life, 22  
Residence Life Staff, 408  
Room & Board, 12

## S

Scholarships and Awards, 53  
School of the Arts, 296  
Sociology, 335  
Sports, 344  
State University Of New York, 382  
Student and Campus Life Staff, 406  
Student Code of Conduct, 369  
Student Employment, 18  
Student Retention, 8  
Study Abroad, 33  
Summer Sessions, 46

## T

Transcripts, 45  
Transfer Admission, 10  
Transfer Credit, 10

## U

Universidad de las Americas Puebla, 33  
University Police Department, 23  
Urban Studies, 364

## V

Visitation Privileges, 378

## W

Waiver Policy, 17  
Women's Studies, 343  
Women's Studies Minor, 365  
Workout Center, 21