



MarymountManhattan

a college of the liberal arts



221 East 71 STREET NEW YORK, NEW YORK 10021
1-800-MARYMOUNT www.mmm.edu



COLLEGE CATALOGUE 2012-2013



MARYMOUNT MANHATTAN COLLEGE CATALOGUE 2012-2013

Letter from the President



Dear Students,

On behalf of the faculty, staff and administrators of Marymount Manhattan College, I welcome you to the College. Here at Marymount you will find talented and committed faculty members who are eager to help you achieve your goals. You will find a staff who will do their best to ensure the quality of your undergraduate experience. You will find academic programs that will expand your ways of thinking and your body of knowledge. You will find friends and colleagues in our diverse community who will join you on this exciting journey.

I take this opportunity to draw your attention to the College's mission, which is presented on page 6 of this Catalogue. I urge you to read it carefully and think about it. It will help you understand the values and the purpose of the community you have joined. We at Marymount Manhattan want you to understand the social, political, cultural, and ethical issues our society faces so you can make your contribution to bettering society.

I also hope that you will enjoy being a part of our more immediate society, the community of Marymount Manhattan College. Take advantage of the opportunities the College offers. Discover its academic programs, participate in student life, and explore New York with your friends and colleagues. Seek help if you falter: there are many here who are equipped to help you resolve problems. Most importantly, make the most of your college years: these are years of exploration, discovery, and growth. We are delighted you chose to spend them here at Marymount Manhattan College.

I look forward to meeting you during the ensuing months and to learning about your experiences at Marymount Manhattan College.

I wish you all a creative and productive academic year.

Sincerely,

Judson R. Shaver, Ph.D.
President

Academic Calendar 2012 -2013

JUMP START 2012

| | |
|--------------------------------------|--|
| August 5, Sunday | Jump Start 2012 Resident Check-in |
| August 6, Monday | Jump Start 2012 Session Begins Jump Start 2012 Session Late Registration Last day to drop Jump Start w/o a Grade Jump Start 2012 "W" Period Begins |
| August 7, Tuesday | Last day to Withdraw from Jump Start with a "W" Grade |
| August 9, Thursday | Jump Start withdrawals as of this date result in a "WF" Grade |
| August 10, Friday | Last day to withdraw from Jump Start with a "WF" Grade |
| August 14, Tuesday | Submission of Jump Start Grades |
| August 23 - 28 Thursday - Tuesday | Jump Start 2012 Session Ends |

FALL 2012

| | |
|---------------------------------------|---|
| August 13, Monday | Late Registration for Fall 2012 Begins |
| August 24 - 26 Friday - Sunday | Parent Orientation and Reception |
| August 25 - 26 Saturday - Sunday | Freshmen Resident Student Check-in |
| August 27 - 31 Monday - Friday | New Student Orientation Continuing and Transfer Resident Student Check-in starting at 9 AM |
| August 30, Thursday | <i>Labor Day - College Closed</i> |
| <i>September 3, Monday*</i> | Fall, 2012 Semester Begins* |
| September 4, Tuesday | Fall 2012 Program Change (Add /Drop) Period |
| September 4 - 11 Tuesday - Tuesday | Last Day of Late Registration for Fall 2012 Last Day to Submit Internships and Independent Study Contracts for Fall 2012 Last Day to Register for Pass/Fail for Fall 2012 Last Day to add a class as an Audit Last Day to Add a Class |
| September 11, Tuesday | Last Day for students to submit any outstanding assignments to complete coursework and resolve "INC" grades. |
| September 12, Wednesday | Constitution & Citizenship Day (Special Events) - Classes in Session |
| September 17, Monday | Last Day to Drop a Course w/o a Grade Last Day to Apply for 16th Credit Waiver for Fall 2012 |
| September 25, Tuesday | <i>Yom-Kippur - No Classes/College Open</i> Fall 2012 "W" Period Begins |
| <i>September 26, Wednesday*</i> | Last Day for Faculty to submit all Change of Grade forms to resolve "INC" grades from Spring and Summer 2012. Any unresolved "INC" grades are converted to "F" Grades on this date. |
| October 1, Monday | <i>Columbus Day - College Closed</i> |
| October 8, Monday* | Homecoming/Family and Friends Weekend |
| October 19 - 21 Friday - Sunday | Dean's List Convocation |
| October 21, Sunday | Last Day to Withdraw from Fall with a "W" Grade |
| October 23, Tuesday | Fall 2012: Withdrawals as of this date result in "WF" Grades |
| October 24, Wednesday | Fall Open House |
| October 27, Saturday | <i>Advisement Day (Seniors/Juniors) for Spring/Summer 2013 Course Selection -</i> |
| <i>November 1, Wednesday*</i> | |

November 2 - 16
Friday - Friday

November 6, Tuesday

November 21 - 23
*Wednesday - Friday**

December 3, Monday

December 6, Thursday
December 11, Tuesday
December 13, Thursday

December 18 - 28
Tuesday - Friday
December 20, Thursday
December 21, Friday
December 24 - January 1
Monday - Tuesday

JANUARY 2013 SESSION

| | |
|--|--|
| January 1, Tuesday | January 2013 Session Resident Student Check-in starting at Noon |
| January 2, Wednesday | January 2013 Session Begins* January 2013 Session Late Registration & Program Change (Add/Drop) Last Day to Submit Internship and Independent Study Contracts for January 2013 Session Last Day to Register for Pass/Fail for January 2013 Session Last Day to Add a Class as an Audit Last Day to Add a Class Last Day to Drop a Course w/o a Grade January 2013 Session "W" Period Begins Payment Due for Spring 2013 |
| January 3, Thursday | Last Day to Withdraw from January 2013 Session with a "W" Grade |
| January 7, Monday | January 2013 Session: Withdrawals as of this Date Result in "WF" Grades |
| January 8, Tuesday | Late Registration for Spring 2013 Begins <i>Martin Luther King, Jr. Day - College Closed</i> Last day to Withdraw from January 2013 Session with a "WF" Grade |
| January 9, Wednesday <i>January 21, Monday*</i> | Incoming Freshman, Transfer and Continuing Resident Student Check-in, Residence Halls reopen at 9 AM for all students |
| January 22, Tuesday | |
| January 26, Saturday | |
| January 26 - 31 Saturday - Thursday | Submission of January 2013 Session Grades |
| January 28, Monday January 29, Tuesday | Family and Friends Orientation January 2013 Session Ends* New Student Orientation |

SPRING 2013

January 30, Wednesday
January 30 - February 6

- No Classes/College Open

Registration for Spring and Summer 2013 for Continuing Students
Election Day
Advisement Day (Sophomores / First Year) for Spring/Summer 2012 Course Selection
- No Classes/College Open

Thanksgiving Recess - No Classes/ Administrative Offices Closed (Residence Halls remain open)
Advisement & Registration for New Students for Spring 2013 Begins
Payment Due for January 2013
Reading Day - No Classes / College Open
Last Day to Withdraw from Fall 2012 with a "WF" Grade

Submission of Fall 2012 Grades
Fall 2012 Semester Ends*
Residence Halls Close at Noon
Holiday Recess - No Classes/ Administrative Offices Closed

Spring 2013 Semester Begins*
Wednesday - Wednesday Spring Program Change (Add/Drop Period)

Academic Calendar 2012 -2013

| | |
|---------------------------------------|--|
| February 6, Wednesday | Last Day of Late Registration for Spring 2013 Last Day to Submit Internship and Independent Study Contracts for Spring 2013 Last Day to Register for Pass/Fail for Spring 2013 Last Day to Add a Class as an Audit Last Day to Add a Class |
| February 7, Thursday | Last Day for students to submit any outstanding assignments to complete coursework and resolve "INC" Grades for Fall 2012 |
| February 18, Monday* | <i>Presidents' Day - College Closed</i> |
| February 21, Thursday | Last Day to Drop a Course w/o a Grade Last Day to Apply for 16th Credit Waiver for Spring 2013 |
| February 22, Friday | Spring 2013 "W" Period Begins |
| March 1, Friday | Last Day for Faculty to submit all Change of Grade forms to resolve "INC" Grades from Spring and Summer 2012. Any unresolved "INC" Grades are converted to "F" grades on this date for SP/SU 2012. |
| March 14, Thursday* | <i>Honors Day - Special Activities in Lieu of Classes</i> |
| March 16, Saturday | Admitted Students Day |
| March 21, Thursday | Last Day to Withdraw from Spring 2013 with a "W" Grade |
| March 22, Friday | Spring 2013: Withdrawals as of this Date Result in "WF" Grade |
| March 25 - 28 Monday - Thursday* | <i>Spring Break - No Classes/College Open</i> |
| March 29, Friday* | <i>Spring Holiday - No Classes/Administrative Offices Closed</i> |
| April 10, Wednesday | <i>Advisement Day (Seniors/Juniors) for Fall 2013 and January 2014 Course Selection - No Classes/College Open</i> |
| April 11 - 24 Thursday - Wednesday | Registration for Fall 2013 and January 2014 for Continuing Students |
| April 16, Tuesday* | <i>Advisement Day (Sophomores/First Year) for Fall 2013 and January 2014 Course Selection - No Classes/College Open</i> |
| April 20, Saturday | Spring Open House |
| April 29 - May 3 Monday - Friday | MMC Week |
| May 1, Wednesday | Payment Due for Summer I and II 2013 Strawberry Fest (Rain date: May 8) |
| May 6, Monday | New Student Advisement & Registration for Fall 2013 Begins |
| May 10, Friday | <i>Reading Day - No Classes/College Open</i> |
| May 14, Tuesday | Last Day to Withdraw from Spring 2013 with a "WF" Grade |
| May 18 - 28 Saturday - Tuesday | Submission of Grades for Spring 2013 **** **** Compliance with this deadline is critical to ensure the College's timely preparation and submission of federal and State reports, due in early June. |
| May 21, Tuesday | Spring 2013 Semester Ends* Summer I Late Registration Resident Student Check-out by Noon MMC Commencement |
| May 22, Wednesday | Graduating Senior Resident Students Check-out by Noon |
| May 24, Friday | |
| May 25, Saturday | |

SUMMER 2013

| | |
|--|---|
| May 27, Monday | <i>Memorial Day - College Closed</i> Summer I 2013 Resident Student Check-in starting at Noon Summer I 2013 Semester Begins* |
| May 28, Tuesday May 28 - 30 Tuesday - Thursday May 30, Thursday | Summer I 2013 Program Change (Add/Drop) Last Day to Submit Internship & Independent Study Contracts for Summer I 2013 Last Day to Register for Pass/Fail for Summer I 2013 Last Day to Add a Class as an Audit Last Day to Add a Class Last Day to Drop a Course w/o a Grade Summer I 2013 "W" Period Begins Last Day to Withdraw from Summer I 2013 with a "W" Grade Summer I 2013: Withdrawals as of this date result in a "WF" Grade Last day to Withdraw from Summer I 2013 with a "WF" grade Summer II 2013 Late Registration |
| May 31, Friday June 10, Monday June 11, Tuesday June 24, Monday | Submission of Summer I 2013 Grades Summer I 2013 Semester Ends* Summer I 2013 only Resident Student Check-out by Noon Summer II 2013 Resident Student Check-in starting at Noon Summer II 2013 Semester Begins* |
| June 26 - 30 Wednesday - Sunday June 28, Friday June 30, Sunday | Summer II 2013 Program Change Period Last Day to Submit Internship and Independent Study Contracts for Summer II 2013 Last Day to Register for Pass/Fail for Summer II 2013 Last Day to Add a Course as an Audit Last Day to Add a Class Last Day to Drop from Summer II 2013 without a Grade <i>Independence Day - College Closed</i> Summer II 2013 "W" Period Begins Last Day to Withdraw from Summer II 2013 with a "W" Grade Summer II 2013: Withdrawals as of this Date Result in a "WF" Grade Payment Due Date for Fall 2013 Last Day to Withdraw from Summer II 2013 with a "WF" Grade |
| July 1, Monday July 1 - 3 Monday - Wednesday July 3, Wednesday | Submission of Summer II 2013 Grades Summer II 2013 Semester Ends* Summer II 2013 Resident Student Check-out by Noon |
| July 4, Thursday* July 8, Monday July 11, Thursday July 12, Friday July 22, Monday July 26, Friday July 31 - August 5 Wednesday - Monday August 2, Friday August 3, Saturday | |

Semester Beginning / Ending Dates - In Bold

No Classes Days - In italics

* All meeting times are adjusted to accommodate for holidays in each short session.

Please note: The College reserves the right to make adjustments to this calendar as may be required for various reasons throughout the academic year.

Table of Contents

| | | | |
|---|-----|---|-----|
| Letter from the President | 1 | Political Science | 118 |
| Academic Calendar | 2 | Psychology | 122 |
| General Information | | Sociology | 128 |
| Mission Statement | 6 | Speech-Language Pathology and Audiology | 135 |
| History and Heritage | 6 | Theatre Arts | 139 |
| Accreditations and Memberships | 6 | Academic Honors and Recognition | |
| The Curriculum | | Graduation Honors | 153 |
| Statement on Liberal Learning | 7 | Honor Societies | 153 |
| Definition of Degrees | 7 | Academic Honors | 154 |
| Majors | 7 | The Dean's List | 154 |
| Minors | 7 | Honors Day | 154 |
| Degree Components | 8 | Academic Policies and Procedures | |
| Shaping the Degree Program | 8 | Academic Policy | 155 |
| Learning Communities | 8 | Matriculation | 155 |
| Liberal Studies Program | 8 | Academic Standards | 155 |
| The College Honors Program | 9 | Maintaining Good Academic Standing | 155 |
| Degree Requirements | 9 | Academic Probation | 155 |
| Degree Credit for Previous Work | 10 | Dismissal from the College | 155 |
| General Education Requirements | 13 | Grades | 156 |
| Foundation Courses | 13 | The Grading System | 156 |
| Disciplinary Studies | 14 | Computing the Grade Point Average | 156 |
| Advanced Interdisciplinary Perspectives | 15 | Pass/Fail Option | 156 |
| Center for Academic Advancement | 16 | Incomplete Grades | 156 |
| Special Course Categories | 16 | Grade Appeals | 157 |
| Study Abroad Opportunities | 17 | Grade Waiver Petition | 157 |
| Cooperative Programs | 17 | Repeated Courses | 157 |
| Programs of Study | | Transfer Credit Policy | 157 |
| Accounting | 18 | The Academic Honesty Policy | 158 |
| Art | 21 | Academic Integrity Review Committee | 159 |
| Asian Studies | 33 | Attendance Policy | 159 |
| Biology | 35 | Withdrawal Policies | 159 |
| Business and Business Management | 42 | Medical Withdrawal Policy | 160 |
| Chemistry | 50 | Psychological Leave of Absence | 161 |
| Communication Arts | 53 | Maintenance of Matriculation | 162 |
| Creative Writing | 62 | Readmission Policy | 162 |
| Dance | 64 | Academic Advisement | |
| Economics | 73 | Academic Advisement | 162 |
| English and World Literatures | 75 | Student Responsibility | 162 |
| Environmental Studies | 81 | The Advisement Process | 163 |
| French | 83 | Preliminary Degree Audit | 163 |
| Gender and Sexuality Studies | 86 | Advising "At-Risk" Students | 163 |
| Hispanic Studies | 88 | Serving Special Student Populations | 163 |
| History | 91 | International Students | 163 |
| Interdisciplinary Studies | 95 | Higher Education Opportunity Program (HEOP) | 163 |
| International Studies | 97 | Returning Adult Students | 164 |
| Journalism | 101 | Tutoring | 164 |
| Mathematics | 103 | Speech Communication Services | 164 |
| Music | 106 | | |
| Philosophy & Religious Studies | 108 | | |
| Physics | 117 | | |

Technology at MMC

| | |
|--|-----|
| Computer Stations, Laptops, and Connectivity-- | 164 |
| Technology Enhanced Classrooms (TECs) - | 164 |
| Workstation Equipped Classrooms (WECs) - | 164 |
| Computer Specifications - | 164 |
| Student E-mail Accounts and MMC Connect - | 164 |
| Blackboard - | 164 |
| Online and Blended Courses - | 164 |

Student Affairs

| | |
|--------------------------------------|-----|
| The Division of Student Affairs-- | 165 |
| Student Development & Activities - | 165 |
| Counseling & Wellness Center (CWC) - | 165 |
| Dow Zanghi Student Health Center - | 165 |
| Disability Services - | 165 |
| Program for Academic Access - | 166 |
| Health Records and Information -- | 166 |
| Immunization Requirement - | 166 |
| Health Insurance -- | 166 |
| Residence Life -- | 166 |
| Code of Conduct -- | 166 |
| Career Services - | 166 |
| Internships - | 167 |
| Campus Ministry -- | 167 |
| Community and Service Learning -- | 167 |

Center for Student Services

| | |
|---|-----|
| Registration & Records -- | 167 |
| Registering for Courses -- | 167 |
| Late Registration -- | 168 |
| Program Changes - | 168 |
| Grade Reports -- | 168 |
| Transcripts - | 168 |
| Enrollment Status Verification - | 168 |
| Change of Address/Change of Name - | 168 |
| Applying for Graduation -- | 168 |
| Catalogue Requirements-- | 169 |
| Inactive Students -- | 169 |
| Re-Admitted Students -- | 169 |
| Substitutions, Exceptions, Exemptions -- | 169 |
| Request to Participate in May Commencement -- | 169 |
| Information and Recommendations-- | 169 |
| Graduation Audit -- | 170 |
| Diploma and Transcript - | 170 |
| FERPA -- | 170 |
| Health Insurance Requirement -- | 172 |
| Student Accounts - | 172 |
| Tuition Payment Options -- | 172 |
| Tuition & Fees -- | 173 |
| Tuition Cancellation Policy -- | 174 |
| Student Refund Policy - | 174 |
| Financial Aid -- | 174 |
| Cost of Attendance -- | 175 |

| | |
|---|-----|
| Types of Financial Aid -- | 175 |
| Standards of Academic Progress-- | 179 |
| Marymount Manhattan College Scholarships -- | 182 |
| Marymount Manhattan College Grants -- | 184 |
| Federal and State External Grants and Scholarships -- | 185 |
| Loan Programs - | 186 |
| Student Work Opportunities -- | 187 |

Admission to the College

| | |
|-----------------------------------|-----|
| Degree-Seeking Students -- | 188 |
| Non-Degree Students -- | 189 |
| Visiting Students -- | 189 |
| Special Categories of Admission - | 189 |
| Jump Start - | 189 |

Facilities and Resource Centers

| | |
|--|-----|
| Main Building -- | 190 |
| The Hewitt Gallery of Art - | 190 |
| Regina S. Peruggi Room -- | 190 |
| The Commons - | 190 |
| Samuel Freeman Science Center - | 190 |
| The Lowerre Family Terrace -- | 190 |
| Joseph C. Nugent Building -- | 190 |
| Theresa Lang Theatre -- | 190 |
| Nugent Lounge -- | 190 |
| Thomas J. Shanahan Library, Archive, and Media Center -- | 191 |
| Center for Academic Advancement -- | 192 |
| Theresa Lang Center for Producing -- | 192 |
| Residence Halls -- | 192 |

Institutional Information and Policy

| | |
|---|-----|
| Crime Statistics - | 192 |
| Equal Opportunity - | 192 |
| Family Education Right to Privacy Act (FERPA) - | 192 |
| HIV/AIDS Policy -- | 192 |
| Religious Observance -- | 192 |
| Inclusivity -- | 192 |
| Sexual Harassment -- | 192 |

Directories

| | |
|-----------------------------|-----|
| Board of Trustees - | 193 |
| Administrative Directory -- | 194 |
| Adjunct Faculty Directory - | 200 |
| Directions to the College - | 202 |
| Index -- | 204 |

EDUCATIONAL MISSION

Marymount Manhattan College is an urban, independent undergraduate liberal arts college. The mission of the College is to educate a socially and economically diverse population by fostering intellectual achievement and personal growth and by providing opportunities for career development. Inherent in this mission is the intent to develop an awareness of social, political, cultural and ethical issues, in the belief that this awareness will lead to concern for, participation in and improvement of society. To accomplish this mission, the College offers a strong program in the arts and sciences for students of all ages, as well as substantial pre-professional preparation. Central to these efforts is the particular attention given to the individual student. Marymount Manhattan College seeks to be a resource and learning center for the metropolitan community.

HISTORY AND HERITAGE

Marymount Manhattan College (MMC) is one of six colleges founded in the United States by the Religious of the Sacred Heart of Mary, evidence of their worldwide and continuing commitment to educational access and excellence. The College was originally established as the city campus of Marymount College, Tarrytown, New York. In 1961, the College was independently chartered by the Board of Regents of the University of the State of New York and separately incorporated as Marymount Manhattan College. The College flourishes today as a co-educational, independent liberal arts college. Throughout the history of the College, students have studied the traditional academic disciplines with faculty who have upheld high academic standards and

who have strongly encouraged the development of responsible and thoughtful citizens. This heritage continues to flourish, expanded and enriched by a larger and more diverse student body and wider, more responsive innovative program offerings. Since becoming an independent college in 1961, Marymount Manhattan has opened its classrooms to and shared its resources with students of all ages and extended its campus on site and in outreach to the larger community: it has successfully experimented with non-traditional modes of granting credit and strengthened the curriculum by the careful integration of programs in professional studies.

ACCREDITATION AND MEMBERSHIPS

Marymount Manhattan College is a four-year college of post-secondary education accredited by the Middle States Commission on Higher Education. The Board of Regents of the University of the State of New York independently chartered MMC to grant degrees.

The College is a member of numerous organizations concerned with the advancement of higher education, including the American Council on Education, the Association of American Colleges and Universities, the Hispanic Association of Colleges and Universities, the Council of Independent Colleges, the Association of Governing Boards of Universities and Colleges, and the Commission of Independent Colleges and Universities. The College is also a member of the Faculty Resource Network, the National Association of Independent Colleges and Universities, and The College Board.

LIBERAL LEARNING AT

MARYMOUNT MANHATTAN COLLEGE

Marymount Manhattan College endorses the Statement on Liberal Learning prepared by the Association of American Colleges and Universities, which describes a liberal education as:

one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture, and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

As a liberal arts college located in the heart of New York City, Marymount Manhattan College seeks to promote the intellectual, artistic, ethical, and social development of each student through a curriculum that emphasizes the connections among the arts and sciences and through the exploration of these connections on our campus—New York City. As a student-centered liberal arts college, MMC seeks to graduate individuals who are thoughtful, articulate, and curious. The College promotes intellectual, artistic, and scientific achievement, critical thinking, civic engagement, and personal growth. Through its faculty, course offerings, co-curricular activities, and special events, the College fosters a capacity for lifelong learning that is the hallmark of the liberal arts. MMC graduates are given the tools to adapt their knowledge, skills, and sense of responsibility to new settings and challenges. They can communicate effectively, as well as express themselves creatively. They are able to make the connections between human nature and values, the physical world, societies and the histories and structures of particular civilizations, the literary arts, and the fine and performing arts. Marymount Manhattan College remains committed to the values of liberal learning and academic freedom, and the principles of intellectual, scientific, and creative inquiry. MMC believes that a liberal education, with its characteristic emphasis on critical thinking, written and oral communication, historical awareness, and creative expression, best prepares students for rewarding, productive and responsible lives.

DEGREES OFFERED

Marymount Manhattan College is chartered by the Regents of the State of New York to offer the following degrees:

Bachelor of Arts
Bachelor of Science
Bachelor of Fine Arts
Associate of Arts *

MAJORS

The following is a list of all majors** offered at MMC and the degree(s) associated with each:

Accounting (B.S.)
Acting (B.F.A.)

Art (B.A.)
Biology (B.A. or B.S.)
Business (B.A.)
Business Management (B.S.)
Communication Arts (B.A.)
Dance (B.A. or B.F.A.)
English and World Literatures (B.A.)
History (B.A.)
Interdisciplinary Studies (B.A.)
International Studies (B.A.)
Philosophy and Religious Studies (B.A.)
Political Science (B.A.)
Psychology (B.A.)
Sociology (B.A.)
Speech-Language Pathology and Audiology (B.A.)
Theatre Arts (B.A.)

We encourage all students wishing to pursue a dual major to speak with an advisor as early as possible to determine the requirements and feasibility of completing both programs. Some majors require an intense credit load, perhaps making it difficult for a student in one of these majors to complete a second major in four years. These students may wish to choose to pursue a minor instead.

* The Associate of Arts Degree is only offered through the Bedford Hills College Program.

**MMC is phasing out the co-major in Teacher Education. Students who are currently pursuing that program should see the catalogue under which they are matriculated for degree requirements.

MINORS

Minors offer students an opportunity to pursue focused study in an additional area to complement or enhance a degree. Most students can complete a minor or two by carefully applying the elective credits beyond the degree to additional fields of study. Minors may complement the major or provide an opportunity to focus study in an area unrelated to the major that may be of interest. The following minors are offered by MMC.

Accounting
Art History
Art Therapy (see Art)
Arts Management (see Art/Dance/Theatre Arts)
Asian Studies
Biology
Business Management
Chemistry
Creative Writing
Drama Therapy (see Theatre Arts)
Economics
English and World Literatures
Environmental Studies
Forensic Psychology (see Psychology)
French
Gender and Sexuality Studies
Graphic Design (see Art)
Hispanic Studies
History

The Curriculum

Industrial/Organizational Psychology (see Psychology)
International Studies
Journalism
Justice Studies
Language Sciences
Mathematics
Media Studies (see Communication Arts)
Music
Musical Theatre (see Theatre Arts)
Neuroscience (see Biology/Psychology)
Philosophy
Photography (see Art)
Political Economy (see Economics/International Studies)
Political Science
Promotional and Professional Communications (see Comm. Arts)
Psychology
Religious Studies
Sociology
Social Work (see Sociology)
Speech-Language Pathology and Audiology
Studio Art
Theatre

DEGREE COMPONENTS

The Marymount Manhattan College Bachelor's degree consists of three basic components, which together total 120 credits. These components are:

1. General Education

General Education is at the center of the Marymount Manhattan academic experience. While our students major in a wide variety of disciplines, their academic careers all have one thing in common. By the time they graduate from Marymount, they will have completed a curriculum that will expand their intellectual horizons and challenge them to think and learn in ways that push them beyond the boundaries of their chosen majors. At the same time, they will have mastered a set of skills that will help them succeed in whatever career paths they take. (42 credits, see page 13 for requirements.)

2. The Major

Each student will select a field of study to explore in depth. MMC offers a selection of liberal arts and pre-professional majors. Study in any major prepares students for graduate work and for a broad range of careers. Majors require the completion of 36 or more credits, depending upon the discipline. Specific requirements for majors are described in the Academic Offerings pages that follow. For specific page numbers, refer to the index.

3. Electives/Minors/Dual Majors

Most students will have the opportunity to explore additional areas of study through the completion of electives. Electives are chosen not prescribed. Students are encouraged to consult with an advisor to discuss how to make best use of their elective credits. They may choose to take courses in various areas of interest; structure electives in order to pursue a second (or dual) major, a minor or minors. In meeting the requirements of a minor, a minimum of six credits must be completed at MMC. Specific requirements for minors are described in the Academic Offerings pages that follow.

SHAPING THE DEGREE PROGRAM

MMC welcomes students' initiative in composing their degrees and urges students to think of the degree as an integrated whole, rather than comprising three distinct parts. To ensure that MMC graduates will have explored the broadest knowledge base and developed an appreciation for the varying perspectives through which liberal learning occurs, the faculty encourages students to engage in multiple disciplinary pursuits, and select the broadest array of courses as they progress toward the completion of their degrees. Students work with faculty advisors to craft a plan that will enhance the degree in unique, individualized ways. Other opportunities to enhance and customize study are provided through internships, independent study, research, study abroad, and service learning. See (p. 16) for additional information about these options.

LEARNING COMMUNITIES

As an integral part of the first year experience at Marymount Manhattan College, all incoming students participate in one of several first year Learning Communities. Students enrolled in a given Learning Community (LC) will be registered in a set of specific courses, namely: a first semester writing course (WRIT 101, WRIT 201, CAA 101, or CAA 099) and, in some cases, another course drawn from the College's General Education curriculum. All students within a given learning community are required to enroll in a non-credit learning community workshop (LCW 101) to assist in the transition to Marymount Manhattan College. Through their participation in a selected Learning Community, students will experience an integrated and supportive introduction to the intellectual and social life of the College.

LIBERAL STUDIES PROGRAM

For many students, the excitement of their first year of college comes from the opportunity to explore new ways of thinking about themselves and the world around them. At Marymount Manhattan College our Liberal Studies Program (LSP) is designed specifically for those students who do not want to immediately declare a specific major but would rather spend their first year of college exploring different disciplines and taking a broad variety of courses. While this program offers students that opportunity, it also provides them with guidance from faculty and staff members as well as the ability to enhance their learning through out-of-classroom experiences, both within the College and throughout New York City.

The Liberal Studies Program provides students with a focused curriculum through which they will experience a range of academic fields and disciplines. In doing so, they complete many college-wide requirements while exploring fields in which they may ultimately choose to major.

LSP students are encouraged to take courses that fall within the following General Education categories: Studies in Science and Math; Studies in Social Sciences, Business and History; Studies in Literature and Language; Studies in Creative Expression; Studies in Psychology, Philosophy and Religion. As LSP students consider possible majors, they are encouraged to take introductory courses within those programs in order to become more familiar with them as well as to complete a lower-level requirement in what may ultimately become their chosen major.

The central goal of the Liberal Studies Program is to support students as they transition from exploring a range of academic disci-

plines to declaring their majors. For some LSP students, this transition occurs early during their first academic year. For others, it may take a bit more time. Whether this is a short or long process, faculty mentors and academic advisors are available to help students along the way. In addition to helping LSP students select their courses, these mentors and advisors help students through the program and guide them as they consider options related to their majors, learning opportunities outside of the classroom, and possible career paths. They also assist LSP students through the major declaration process and help them connect with the faculty advisors within their chosen majors.

THE COLLEGE HONORS PROGRAM

The College Honors Program (CHP) serves students who seek an enriched learning environment. The CHP is housed within the General Education curriculum. Select General Education courses, designated as “CHP” sections, will present students with academic or creative challenges in classes that are generally smaller.

Students have multiple opportunities to apply for admission into the CHP. Incoming first-year students are accepted on the basis of their high school grades; SAT or ACT scores; an essay, scientific paper, or creative work; and letters of support from high school instructors. Those applying as enrolled MMC students or transfers are accepted on the basis of their college GPA; an essay, scientific paper, or creative work; and letters of support from college faculty.

CHP students take eight (8) of their eleven (11) General Education courses as CHP sections. Students entering the CHP in the first semester of their Junior year—the last opportunity to enter—take six (6) CHP courses if two courses from a previous institution can be counted toward their overall CHP requirements. All CHP students must maintain a passing grade in all CHP courses and a minimum overall GPA of 3.50 to remain in the program.

Upon graduation, students who have successfully completed all of their CHP requirements have “College Honors Program Graduate” recorded on their diploma and their transcript; the designation also accompanies their name in the Commencement program.

CHP students will also be involved in planning exciting extracurricular activities, such as guest lectures, symposia, scientific and creative demonstrations, performances, and exhibitions. All members of the Marymount Manhattan community are invited to attend. For additional information on the College Honors Program, see the CHP web site at <http://www.mmm.edu/study/honorsprogram.html>.

DEGREE REQUIREMENTS

In order to complete an undergraduate degree at MMC, students must fulfill the following requirements:

1. Satisfactory completion of a minimum of 120 credits at the 100-level or above, including at least 30 credits at the 300-level or above, at least 3 credits of which must be at the 400-level.
2. A cumulative grade point average of 2.0 or above in courses taken at MMC based on the grading scale currently published in this catalogue.
3. Fulfillment of:
 - a. All General Education requirements;
 - b. Requirements in a declared major offered by the College;
 - c. Requirements in a specified minor, if the student has elected such course of study.

4. College Residency Requirement: Completion of at least 30 credits in courses taken in attendance at MMC; these may not include independent studies, prior learning experiences, internships, or exchange credits, e.g., credits taken in exchange programs with other institutions (such as the New York Institute of Finance).
5. Major Residency Requirement: Completion of at least 12 credits in courses in the student's major discipline taken at MMC (excluding independent studies, prior learning experience, internships and exchange credits). These credits may be used in fulfilling the College Residency Requirement.
6. Liberal Arts Requirement: Marymount Manhattan College defines itself as a college of the liberal arts. Courses in the liberal arts develop students' judgement and understanding about individuals' relationship to the social, cultural, and natural qualities of the world in which they live. The New York State Education Department requires that at least 90 credits of a Bachelor of Arts degree, 60 credits of a Bachelor of Science degree, and 30 credits of a Bachelor of Fine Arts degree are in liberal arts courses.

All students must declare a major (with a possible field of concentration) upon or before the completion of 60 credits. While MMC encourages all students to explore a variety of fields and disciplines during their undergraduate experience, it is appropriate for this exploration to occur within the first 60 credits. Students transferring to MMC with 56 credits or more must file their Declaration of Major upon admission or before completion of 15 credits at MMC. Students must file Declaration Forms in the Office of Academic Advisement in the Center for Student Services during designated declaration periods.

LIMITATIONS AND EXCLUSIONS

The completion of an undergraduate degree is governed by the following limitations and exclusions:

1. In fulfilling the 120-credit minimum, a student may elect the Pass/Fail Grade Option for elective courses only. The following limits apply: no more than 1 course per term may be taken as Pass/Fail and no more than an overall total of four courses or 12 credits (whichever is fewer) may be applied to the degree. Students may not elect the Pass/Fail Option for courses that fulfill requirements in their major or in General Education.
2. In fulfilling the 120-credit minimum, no more than 15 credits earned through independent study and/or internships may be applied to the degree. Independent studies or internships do not fulfill either the 30 credit College Residency Requirement or the 12 credit Major Residency Requirement.
3. D grades will be credited toward the degree, but not toward the fulfillment of requirements in the major or an elected minor. A student receiving a grade of D or below in a required major or elected minor course must repeat the course. When a student repeats a course, both the D grade and the new grade compute in the cumulative grade point average. The credit for the given course is only counted once toward the degree. In the case of required general education and elective courses the grade of D is acceptable and does not require repetition. A student may elect to repeat such courses to raise his/her grade point average, but credit is only counted once. In no case may a student take any course more than twice during his/her entire career at MMC.

4. Students entering the college with insufficient writing or mathematical skills will be required to take certain developmental courses. Students needing to improve their writing skills are placed into CAA 099 (Introduction to Writing) or CAA 097 (Introduction to Writing ESL). If either of these courses is required, it must be taken as part of the student's first semester program. Students who are required to complete MATH 007 (Developmental Mathematics) and/or MATH 109 must do so within their first 30 credits at the College. None of these courses, except MATH 109, earns credit toward graduation or the college-level math requirement for all degrees.
5. The following requirements apply to all transfer students:
 - At least 30 credits must be completed at Marymount Manhattan College. These will not include credit for internships, independent study, or prior learning experience.
 - All transfer students must complete a minimum of 12 credits in their major at Marymount Manhattan College regardless of the number of transfer credits awarded within the major.
 - All transfer students must complete the General Education Requirements even if in doing so the total number of credits taken and completed exceeds the 120 credits required for a Marymount Manhattan College degree. Transfer credits may be applied to these requirements.
 - Transfer students must complete the College Residency Requirement and the Residency Requirement for the Major. The College cannot guarantee that a student who transfers into MMC with the maximum number of transfer credit (90) will be able to complete the degree requirements, including the Residency Requirements within the remaining 30 credits.
 - Students must complete a minimum of 60 credits at MMC to be eligible for academic honors at commencement.

GUIDELINES FOR EXPANDING YOUR DEGREE

To facilitate students' exploration of the latest developments in their field or more than one field, the College has established the following guidelines regulating the completion of degree requirements:

1. Students generally follow degree requirements in effect at the time of their admission to MMC, although, with the advice of a faculty advisor, students may opt to follow a revised program that reflects changes which occurred during their time in attendance. Students must first obtain the permission of the Dean of Academic Advisement and Student Retention in order to follow the requirements of a catalogue other than their admission/readmission catalogue.
2. Students pursuing two majors or a major and a minor may count credits they earned in General Education toward completion of requirements in the minor and/or in the second major.
3. Students completing requirements leading to a B.A. degree and a second major leading to a B.S. degree will elect either the B.A. or the B.S. to be awarded. Although two fields of study will be indicated on a student's transcript, only one degree will be awarded.
4. Under New York State regulations, a student may receive only a single Bachelor's degree from MMC. Once a degree has been conferred by the College, a student cannot rematriculate. We welcome our alums to supplement their degrees as returning non-degree students.

DEGREE CREDIT FOR PREVIOUS WORK

Transfer Credit

Marymount Manhattan College (MMC) accepts credit in transfer for coursework completed at colleges and universities accredited by the regional agencies of the United States Commission on Higher Education according to the following guidelines:

- A maximum of 90 credits will be awarded for courses completed with a grade of C- or higher that correspond to MMC courses.
 - 1) At the time of admission, the number and type of transfer credits awarded by the College will be determined based on the requirements of a student's officially declared academic program, including all majors or minors. Any subsequent change in a student's major or minor may affect the number of transfer credits awarded. Upon receipt of an official external transcript, the Office of Academic Advisement will conduct a review of the student's academic program to determine the maximum number of credits that may be awarded, and to evaluate how such credits may be applied to the student's degree.
- Courses which appear to be equivalent to MMC courses are accepted as such; courses which do not appear to be equivalent may be considered based on a review of the learning goals and assessments of the course(s).
- The College cannot guarantee that all degree requirements can be met within the remaining 30 credits.

2) Transfer credits will be evaluated by the Office of Academic Advisement and all credits applicable to the student's current degree will be counted as attempted and earned credits but will not be included in the student's GPA.

- Students who have completed coursework at institutions not accredited by the regional agencies of the United States Commission on Higher Education may petition for credit through the Prior Learning Assessment process (see below).
- Departmental faculty will review requests to transfer internships and independent study credit on a case-by-case basis.
- The College does not typically award credit for courses in which the student earned a grade of P (Pass).
- The College does not typically award credit for remedial courses.
- College-level English composition courses completed with a grade of B or better exempt students from Marymount's equivalent courses; Otherwise, open elective credit is awarded.
- College-level math courses completed with a grade of B or better transfer to meet Marymount's core math requirement; otherwise the courses transfer as Math Electives.
- Placement in technique courses in Dance and Theatre Arts will be determined by the faculty on the basis of a student's ability as demonstrated during a post-admission evaluation.

Marymount Manhattan College typically awards a maximum of 60 credits in transfer for coursework completed at accredited two-year colleges; in unusual cases, the awarding of additional credits may be considered. The following guidelines apply:

- The College grants credit for those liberal arts courses taken in A.A., A.S., A.A.S. and A.O.S. degree programs in which a grade of C- or better was achieved, provided that those courses correspond to the MMC curriculum.
- Credit at the 300-level is generally given for technical and specialized courses such as accounting, mathematics, and video production.

Military Credit

Students may have completed college-level courses offered by the military for which no college credit was earned. The College will grant credit, as appropriate, for courses that have been evaluated by the American Council on Education. Unevaluated coursework may also be submitted for review through the Prior Learning Assessment process (see section below).

Non-Traditional Credit

Marymount Manhattan College will consider the award of non-traditional credit in the following categories:

- Advanced Placement (AP)
 - Prior Learning Assessment (PLA)
 - The College Level Examination Program (CLEP)
 - Foreign Language Proficiency Tests
 - International Baccalaureate (IBC)
- Acceptance of such credits is subject to the following conditions:
- No more than 30 combined non-traditional credits from the categories above are accepted toward degree requirements;
 - Credits earned within the above categories may be applied to requirements at the 100 and 200 levels only;
 - No more than 6 credits may be applied to a student's major;
 - Credits earned in these categories will not count toward the 30 credit residency requirement or toward the 12 credit minimum residency requirement in the field of concentration or major;
 - Students must have successfully completed at least 12 credits at MMC with a GPA of 2.0 or better prior to the official granting of credit.

1. Advanced Placement Credit

Students who have taken Advanced Placement examinations administered by the College Board, and who receive a score of 3, 4, or 5 will be awarded credit toward MMC degrees, either as specific course credits or as open elective credit. For certain AP exams, the score must be 4 or 5. (See table on next page for details.) Students must have the official score sheet sent to MMC. Eligibility will be determined and credit awarded to the student upon enrollment in the College. Waiver of requirements in any given subject area will be at the discretion of the Divisional Chair.

2. Prior Learning Assessment (PLA)

Prior Learning Assessment is a process through which students may earn credit for college-level learning previously acquired through employment, professional experience, or other training and study. Credit is sought for prior learning that corresponds to a particular course(s) offered at MMC. Students prepare a portfolio for assessment by the faculty that provides evidence of achievement of the learning goals for the course(s) for which they seek credit.

To be eligible for the PLA Program, students must be matriculated and in good academic standing, have completed 24 college credits, with at least 12 credits earned at MMC. Students must have completed the requirements of MMC's General Education Foundation Courses (WRIT 101, WRIT 102, and MATH 113 or equivalent). Also note the following restrictions:

- MMC will allow a maximum of 30 credits approved through PLA to be applied to the completion of the degree;
- PLA credits may not be used as part of the 30-credit college residency requirement or the 12-credit residency requirement

in the major;

- Students may not seek PLA credit for courses for which testing options already exist (CLEP, Language Equivalency Exams, etc., see the Advisement Office for further information);
- Students may not seek PLA credit for MMC courses already attempted or completed;
- PLA credits do not receive grades and are not applied to the minimum number of credits required to earn honors at graduation;
- Students who plan to attend graduate school after completing their MMC degree should check with respective schools since not all colleges recognize prior learning credits.

In the process of creating a portfolio for Prior Learning Assessment, the student is expected to make the case that his/her college-level or professional experience is equivalent to the learning goals of a particular course at MMC as articulated by the pertinent syllabus and course description. Each portfolio will include the following components:

- Student Contact Information
- Table of Contents
- Current Résumé
- Statement of Educational & Career Goals
- Unofficial MMC transcript and transcripts from other institutions attended
- Course Description and Syllabus for each course for which the student is seeking credit
- Learning Statement: this is the narrative section of the portfolio in which the student describes his/her experience and the learning acquired, and reflects on how the learning is equivalent to the learning goals of each course for which credit is sought.
- Supporting Documentation: this is evidence that the learning goals of the course(s) for which credit is sought have been met. Documentation typically takes two forms, direct and indirect evidence. Direct evidence includes sample products or projects (for example, writing samples, marketing or public relations plans, technical drawings, photographs, a performance submitted on DVD, licenses granted by state or national agencies). Indirect evidence could include letters of support, personnel evaluations, job descriptions, verification of completion of a workshop/course, memberships in unions or professional trade organizations.

The standard of student achievement for awarding PLA credit is the same as that applied to a student taking the MMC course in the classroom. The faculty evaluator may interview a student or request additional materials before writing the evaluation. The criteria for evaluating a portfolio include the following:

- Credible Authenticity: the products submitted for evaluation (articles, documents, recording, etc.) must be the student's own work. If the student has a secondary involvement or responsibility for the activity or outcome, this must be made clear and the student's actual role clearly attributed and assessed.
- Degree of Breadth and Depth: credit is awarded for the degree and quality of learning acquired, not for the amount of experience accrued. The portfolio should address growth and progress in level of difficulty and expertise as well as the

The Curriculum

student's ability to connect his/her learning to the concepts and content of the academic discipline(s) in which the student seeks credit. The learning presented for assessment must be college-level work: that is, it must have the scope, complexity and content commensurate with academic course work at the level for which credit is sought.

- **Quality of Learning:** this includes the quality of the written narrative; the degree to which the student is able to articulate the learning goals of the equivalent course and relate them to Prior Learning; the quality of the products submitted for documentation as assessed by their complexity, difficulty and level of professionalism; the depth of knowledge acquired through Prior Learning as evidenced by specific examples in which the student has engaged critical thinking and/or creative processes in a significant manner.

The process for applying for Prior Learning Assessment is as follows: the student meets with the Dean of Academic Advisement and Student Retention, in the Academic Advisement Office for a general assessment of the viability of pursuing credits for prior learning within the context of his/her degree requirements. If deemed viable, the student then meets with his/her Academic Advisor to determine which course(s) could be completed through Prior Learning Assessment. Student and advisor complete the top half of the "Prior Learning Assessment Application Form" and the student

submits it to the Associate Dean for Academic Affairs. The student then meets with the Associate Dean for Academic Affairs to review the application; if approved, s/he determines which division might best evaluate a student's work. The student subsequently meets with the appropriate division chair, who will determine who among the full-time faculty can evaluate the student's work, and provides the student with copies of the relevant course syllabi. Once an evaluator has been identified, the sponsoring faculty member and the division chair sign the bottom of the "Prior Learning Assessment Application Form," then the student returns it to the Associate Dean for Academic Affairs, who signs and files the form with the Registrar, which triggers the student to be registered for PLA 001, a placeholder that lasts one semester and does not involve billing.

After registering, the student creates a portfolio and submits it to the faculty supervisor, normally within one year of registering for PLA 001. A portfolio evaluation normally takes three to four weeks. After reviewing the portfolio, the faculty supervisor completes the "PLA Credit Submission Form" and indicates whether full, partial or no credit will be awarded. The faculty supervisor returns this form to the Associate Dean for Academic Affairs with the portfolio. Upon submission of the form, the student is billed per credit assessed (not on how many credits are awarded). Course credit earned through PLA will appear on the student's transcript as "Life Experience." A student may appeal the outcome of a PLA evalua-

TRANSFERABILITY OF AP CREDIT

| AP EXAM SUBJECT | SCORE | MMC EQUIVALENT | # CREDITS |
|--|---------|----------------------------|-----------|
| Art 2D Design | 4, 5 | ART ELECTIVE | 6 |
| Art 3D Design | 4, 5 | ART ELECTIVE | 6 |
| Art History | 4, 5 | ART ELECTIVE | 6 |
| Biology | 4, 5 | BIOL 220/222 | 8 |
| Calculus AB | 3, 4, 5 | MATH 210 | 3 |
| Calculus BC | 3, 4, 5 | MATH 210/211 | 6 |
| Chemistry | 4 | CHEM 233/234 | 4 |
| Chemistry | 5 | CHEM 233/234; CHEM 235/236 | 8 |
| Chinese Language & Culture | 4, 5 | LANG ELECTIVE | 6 |
| Computer Science A | 3, 4, 5 | IT ELECTIVE | 3 |
| Computer Science AB | 3, 4, 5 | IT ELECTIVE | 6 |
| Economics: Macro | 4, 5 | ECO 210 | 3 |
| Economics: Micro | 4, 5 | ECO 213 | 3 |
| English Language and Composition | 4, 5 | OPEN ELECTIVE | 6 |
| English Literature and Composition | 4, 5 | EWL 125 | 6 |
| Environmental Science | 3, 4, 5 | GS 183 | 3 |
| European History | 3, 4, 5 | HIST 216 | 6 |
| French Language & Culture | 4, 5 | FREN 101/102 | 6 |
| French Literature | 4, 5 | FREN ELECTIVE | 6 |
| German Language & Culture | 4, 5 | LANGUAGE ELECTIVE | 6 |
| Government and Politics: Comparative | 4, 5 | PS ELECTIVE | 3 |
| Government and Politics: United States | 4, 5 | PS 106 | 3 |
| Human Geography | 3, 4, 5 | IS ELECTIVE | 3 |
| Italian Language & Culture | 4, 5 | LANGUAGE ELECTIVE | 6 |
| Japanese Language & Culture | 4, 5 | LANGUAGE ELECTIVE | 6 |
| Latin | 4, 5 | LANGUAGE ELECTIVE | 6 |
| Music Theory | 3, 4, 5 | MUS ELECTIVE | 6 |
| Physics B | 3, 4, 5 | PHYS ELECTIVE | 8 |
| Physics C: Electricity and Magnets | 3, 4, 5 | PHYS ELECTIVE | 4 |
| Physics C: Mechanics | 3, 4, 5 | PHYS ELECTIVE | 4 |
| Psychology | 3, 4, 5 | PSYCH 101 | 3 |
| Spanish Language & Culture | 4, 5 | SPAN 101/102 | 6 |
| Spanish Literature | 4, 5 | SPAN ELECTIVE | 6 |
| Statistics | 3, 4, 5 | MATH 224 | 3 |
| Studio Art: Drawing | 4, 5 | ART ELECTIVE | 6 |
| U.S. History | 3, 4, 5 | HIST 101/103 | 6 |
| World History | 3, 4, 5 | HIST 218 | 3 |

tion through the same procedure by which a student would appeal a grade for a course at MMC. (See Grade Appeal Policy.)

3. College Level Examination Program (CLEP)

Marymount Manhattan College may grant college credit to degree students who seek to earn such credit through the successful completion of the College Level Examination Program of the Educational Testing Service (CLEP).

Students who have earned fifty-four (54) or more college credits may receive College credit for CLEP subject examinations only; students who have earned less than fifty-four (54) credits are eligible to receive credits for CLEP General Examinations and Subject Examinations, provided the standards established by the College Board have been met. Students currently enrolled in the College are advised to seek the advice of the Dean of Academic Advisement and Student Retention prior to seeking the approval of a Division Chairperson for credit through any type of proficiency examination. The following conditions apply in order for credit to be granted: students must obtain the written approval of the Chairperson of the Division in which credit would be applied before making arrangements to sit for an exam; students may only present results for exams in which they have earned a minimum grade of C. Further information may be obtained by writing to CLEP, Box 12815, Princeton, New Jersey 08540.

4. Foreign Language Credit

Students who are fluent in a foreign language but whose instruction in that language did not take place in a formal classroom setting, may have their skills and fluency in the language evaluated for possible transfer credit by taking either the CLEP exam or the NYU Language Proficiency exam. Official scores earned must be sent to Marymount Manhattan College. Students may earn a maximum of 12 credits for language proficiency. These credits may not be applied at the 300-Level or above. Questions regarding the acceptance of credits for such examinations taken prior to admission at MMC should be addressed to the Dean of Academic Advisement and Student Retention in the Center for Student Services.

5. International Baccalaureate Credit

Credit for the International Baccalaureate is granted for scores of 4 or higher for the Higher Level Examinations. No credit is granted for the Standard Level Examinations. The student may have the official score sheet sent to MMC. Eligibility will be determined and credit awarded to the student upon enrollment at the College. Waiver of requirements in any given subject area will be at the discretion of the Divisional faculty.

GENERAL EDUCATION REQUIREMENTS

Marymount's General Education is unique and innovative. It rests upon three solid foundations.

First, it is grounded in the College's mission and tradition. Part of our mission is to provide our students with an educational experience that allows them to "develop an awareness of social, political, cultural and ethical issues, in the belief that this awareness will lead to concern for, participation in, and improvement of society." The General Education curriculum puts this mission into action by requiring students to explore these social, political, cultural, and ethical issues in a variety of courses and invites them to extend their

study beyond the classroom through experiential learning. Thus, our students gain the kind of knowledge that leads to active and informed citizenship.

Second, our General Education is a direct reflection of our vibrant, diverse, and eclectic faculty. Our faculty is comprised of expert teachers who are also accomplished scholars and artists. They bring to the College expertise in a range of academic disciplines and professional fields. It is in General Education that their diverse areas of interest and specialization come together to offer our students a unique interdisciplinary experience. Our faculty is committed to balancing the disciplinary expertise that our students acquire through their majors with the insight that comes from interdisciplinary study. Our General Education is an integral part of our students' academic programs throughout their four years at the College. Our General Education is not limited to lower-level, introductory courses; rather, it invites students to engage in advanced-level work in courses designed by our faculty that underscore the value of interdisciplinary study.

Third, our General Education is informed by our geographical location in the heart of New York City. This vibrant urban environment does more than serve as the backdrop for student learning. Instead, it is deeply fused into our students' educational experience. While New York City provides a myriad of opportunities for learning, it is incorporated into our General Education first and foremost as an international city. One of the central goals of our General Education is to help our students understand their place in an ever integrating global community. While much of this preparation for global citizenship happens in the classroom, the vast resources of New York City are also integral to the learning experience.

Marymount's General Education Requirement has three components totalling 42 credits:

| | |
|---|-------------------|
| 1) Foundation Courses | 9 credits |
| 2) Disciplinary Studies | 15 credits |
| 3) Advanced Interdisciplinary Perspectives | 18 credits |

GENERAL EDUCATION FOUNDATION COURSES

These courses are designed to ensure that all MMC students develop a range of skills necessary for future academic and professional success. They include the Writing Seminar sequence and Mathematics.

The Writing Seminar Sequence

In these courses, students develop their critical reading, writing and thinking skills and their academic research and presentation skills. The learning goals in the Writing Seminar sequence are:

- Design an original academic research project.
- Search for, locate and evaluate a variety of sources relevant to your project.
- Communicate research findings in a well-structured, thesis-driven argumentative essay.
- Incorporate research material in accordance with current standards of academic dialogue
- Reflect on the process and strategies involved in academic research and writing

Students are placed in the appropriate course based on their current skills level.

The Curriculum

Students must take either:

WRIT 101: Writing Seminar I: Writing in the Liberal Arts AND
WRIT 102: Writing Seminar II
OR
WRIT 201: Advanced Writing Seminar

WRIT 101. Writing Seminar I

The goal of this course is to introduce students to the MMC academic community, while practicing the critical thinking, reading, writing, and oral presentation skills necessary for their academic and professional lives. Students will explore a selected topic from several disciplinary perspectives in an intimate classroom environment. Through a series of written essays and presentation assignments, students will engage in the recursive process of professional-level composition, including invention, drafting, revision, peer-feedback, and editing. Non-audit. Prerequisite: by placement (3).

WRIT 102. Writing Seminar II

(Should be taken in the semester immediately following the successful completion of Writing Seminar I.) This course emphasizes the development of research skills through exercises in the selection of research topics, the use of a variety of library resources, and the evaluation of research materials, leading to the development of an extensive academic argument. In preparation for this major project, students will explore a selected topic from several disciplinary perspectives through a series of written essays and oral presentation assignments. Throughout the term, instructor-student conferences facilitate individualized criticism of research procedures and the development of the final paper. Non-audit. Prerequisite: WRIT 101 or by placement (3).

WRIT 201. Advanced Writing Seminar

This course introduces students to the MMC academic community while continuing to strengthen the critical reading, writing, research, and oral presentation skills necessary for both their scholarly and professional lives. Students explore a topic from several disciplinary perspectives, conduct extensive research, and learn to appreciate the advantages of interdisciplinary study. Through a series of advanced written assignments, students engage in the recursive process of professional-level composition, including invention, drafting, revision, peer feedback, and editing. Students learn how to propose, formulate, develop and present an original academic project, based on extensive independent research. Enrollment through placement. (3)

Mathematics

Students hone their mathematics skills by completing one of the following required courses:

MATH 113: Quantitative Reasoning
MATH 129: Intermediate Algebra
MATH 139: Precalculus I
MATH 140: Precalculus II
MATH 210: Calculus I
MATH 224: Statistics

- Students in the Biology major should, depending on placement, take MATH 129, MATH 139, MATH 140, or MATH 210, or MATH 224 in place of MATH 113.
- Other students with advanced preparation in mathematics may take MATH 139 or higher in place of MATH 113.

The learning goals in the mathematics foundation course are:

- Demonstrate competence in applying basic quantitative skills in solving problems from various areas of mathematics
- Select and implement an appropriate mathematical method to solve real-world problems.
- Demonstrate critical thinking in that they can analyze an article in the media and identify flaws in the claims and methods presented there, as well as formulate substantive questions regarding the article
- Effectively communicate mathematical ideas both in written and oral form.
- Produce graphs, do calculations, and present their results using appropriate software.

DISCIPLINARY STUDIES

By taking courses across the liberal arts disciplines, MMC students acquire a foundation that broadens their education beyond their chosen majors and prepares them for interdisciplinary study at the advanced level.

Students are required to complete one course at the 100- or 200-level in each of the following groups. Students may select any liberal arts courses offered in a particular discipline, except for those courses that are identified as “for majors only.” For a list of courses that fulfill the Disciplinary Studies requirement, see the course schedule.

• Studies in Creative Expression

Select from courses in Art, Communication Arts, Creative Writing, Dance, Journalism, Music, and Theatre Arts.

Learning Goals

1. Students will engage as informed observers or active participants in the visual, spatial, performing or creative arts.
2. Students will describe processes by which works of art, media, performance and creative writing are created individually and collaboratively.
3. Students will demonstrate critical listening, reading, seeing and writing skills, and the ability to articulate aesthetic responses.

• Studies in Literature and Language

Select from courses in English, French, Spanish, and Speech-Language Pathology/Audiology.

Learning Goals

1. Students will articulate their understanding of the role language plays as a system of communication and as marker of cultural expression and identity.
2. Students will produce formal analyses of how oral or written language reflects the sociohistorical conditions that produce it.
3. Students will apply a variety of theoretical frameworks to their analysis of written and oral language.

• Studies in Natural Science and Mathematics

Select from courses in Biology, Chemistry, General Science, Mathematics, and Physics.

Learning Goals

1. Students will demonstrate higher-level critical thinking and

quantitative reasoning skills.

2. Students will integrate and apply principles of the natural sciences and mathematics.
3. Students will demonstrate comprehension and will communicate scientific or mathematical knowledge.

• **Studies in Psychology, Philosophy and Religious Studies**

Select from courses in Philosophy, Psychology, and Religious Studies.

Learning Goals

1. Students will identify, describe, and explain key terms, concepts, and distinctions central to the discipline of psychology, philosophy, or religious studies.
2. Students will reconstruct and explain (in speaking and writing) various arguments concerning the foundations and applications of theories of human nature, knowledge, and/or value.
3. Students will critically evaluate (in speaking and writing) various arguments (including one's own) concerning the foundations and applications of theories of human nature, knowledge, and/or value.

• **Studies in Social Science, Business and History**

Select from courses in Business Management, Economics, Education, Gender and Sexuality Studies, History, International Studies, Political Science, and Sociology.

Learning Goals

1. Students will critically consume discipline-specific knowledge in social science, business, or history.
2. Students will discriminate between a variety of research methods, and demonstrate an understanding of their advantages and limitations.
3. Students will identify the economic, historical, political or social factors shaping the procedures, practices, and policies of collective existence.

ADVANCED INTERDISCIPLINARY PERSPECTIVES

As students transition to advanced-level study in the General Education, they move from courses that are discipline based to courses that are organized around various interdisciplinary perspectives. This transition requires students to utilize the knowledge and skills they have already acquired as they hone their ability to think across and between disciplines. These courses are also designed to reinforce the critical skills that students developed in their lower-level courses.

Some of these courses are offered through specific departments, reflecting the shift towards an interdisciplinary approach that has occurred in many disciplines. Other courses are identified as Interdisciplinary Studies courses. Such courses may explore their topics through a variety of disciplinary lenses or they may adopt an entirely new approach as they cross disciplinary boundaries. Students are required to complete a total of six courses at the 300- or 400-level, at least one from each of the perspectives listed below. For a list of courses that fulfill this requirement see the course schedule.

• **Cultural Perspectives**

This perspective investigates the practices that allow for the production and reproduction of the systems of meaning (e.g., art, ritual, and beliefs) through which groups and individuals define and express themselves.

Learning Goals:

1. Students will demonstrate knowledge of the ways through which culture is produced.
2. Students will demonstrate knowledge of how people participate in and are influenced by individual, group, and social action.
3. Students will recognize their contribution to the production, consumption, and reproduction of culture.

• **Ethical Perspectives**

This category examines the beliefs and values that underlie human responses to moral issues.

Learning Goals:

1. Students will identify ethical issues and controversies in various contexts.
2. Students will analyze and articulate multiple perspectives on ethical issues.
3. Students will construct arguments that are grounded in ethical and other analytical or scholarly perspectives in support of their own judgments.

• **International Perspectives**

This category has a comparative focus on nations and peoples outside the United States to promote an understanding of and sensitivity to international communities and perspectives.

Learning goals:

1. Students will demonstrate a comparative understanding of communities outside the United States.
2. Students will identify and evaluate contemporary or historical issues from global perspectives.
3. Students will demonstrate an awareness of international communities and perspectives to encourage engagement with the world and its citizens.

• **Natural Science Perspectives**

This category studies the natural and physical world through the methods of scientific inquiry.

Learning goals:

1. Students will articulate and recognize the contribution of scientific developments to human endeavors.
2. Students will demonstrate an understanding of the scientific method as it applies to the natural and physical world.
3. Students will identify the relevant key aspects of the evolution of scientific thought.
4. Students will gain experience working with empirical data.

The Curriculum

• U.S. Perspectives

This category focuses on issues central to the United States, from either a local or national view.

Learning Goals:

1. Students will identify and analyze issues central to the United States experience.
2. Students will articulate and analyze the plurality of experiences in the United States.
3. Students will demonstrate an understanding of the impact of diversity on the United States experience.

CENTER FOR ACADEMIC ADVANCEMENT (CAA)

The following courses, offered through the Center for Academic Advancement, assist students in mastering the skills they need to succeed in college.

CAA 099. Introduction to Writing

This text-based course focuses on interpretive reading and analytical writing in preparation for WRIT 101. Instruction simultaneously focuses on writing strategies, such as revision, summarizing, structure, and avoiding plagiarism, as well as the use of academic English. This course emphasizes integration of reading and writing skills to develop student abilities in writing clear, well, organized prose on academic topics. Non-audit. Fee (0).

CAA 100. Effective Thinking

This course introduces students to a variety of active reading and thinking strategies. These areas apply systematic study skill formulas to textbook reading, such as note taking, identifying the main idea, paraphrasing, summarizing and preparing for tests. Students work to polish their thinking, reasoning, and problem-solving abilities. Emphasis will be given to understanding organizational structures and thinking patterns used by a variety of writing to express ideas (3).

CAA 101. Writing Lab

This course focuses on academic writing skills to supplement instruction in WRIT 101. Instruction simultaneously focuses on writing strategies, such as revision, summarizing, avoiding plagiarism, and structure, as well as the use of academic English. The course emphasizes integration of reading and writing skills to develop student abilities in writing clear, well-organized prose on academic topics. Non-audit.(1)

SPECIAL COURSE CATEGORIES

297/397/497. Research/Science Research (1- 6 credits)

Students may participate in an individual or group research project under the direction of a member of the faculty. The Academic Dean must approve a written outline of the research project before the start of the term. A minimum of a final written report must be presented at the end of the term describing the process undertaken and the insights gained from the research. Prerequisite: Permission of Division faculty members. Research may be conducted at the 200-, 300-, or 400-level.

298/398/498. Directed Study (1-6 credits)

Directed Study is designed to enable the faculty to develop courses in an academic area of special interest to them and to their students that are not listed in the regular course offerings. The Aca-

demic Dean must approve a course description at the beginning of the term. Directed Studies may be repeated with departmental permission, provided the topic is different. Courses are offered at the 200-, 300-, and 400-level.

299/399/499. Independent Study (1- 6 credits)

Independent Study encourages the experienced student with high academic standing to design an individual project with a faculty mentor. Such projects may not duplicate existing courses in the curriculum. Independent Study projects range from independent reading, guided fieldwork, clinical practica, and creative endeavors. To register for an Independent Study, a student must currently be a declared major in a department of the College, and have successfully completed at least thirty (30) credit hours of study at MMC. A cumulative GPA of 3.0 will be required. Generally, independent study courses are approved for 3 credits; they are not usually approved for the same semester during which a student registers for an internship. Students may not audit an Independent Study. Students may not request to take an Independent Study for a Pass/Fail grade. Independent studies may be designed at the 200-, 300-, or 400-level.

A student considering an independent study must first meet with a sponsoring faculty member to discuss a proposed project.

- Once the project has been agreed upon, the student obtains an Independent Study Packet containing a registration form and a proposal form from the Center For Student Services.
- The student must complete and submit the registration form to the registrar by the end of the program change period for the semester in which they are registering for independent study. This date is published in the College Academic calendar online.
- The student must complete and submit the proposal form to the Chair of the Division in which they are registering for independent study by the end of the program change period.

299/399/499. Internships (3 credits)

Internships provide students with an opportunity to receive on-the-job training in a major area of interest. MMC works with numerous private companies and public organizations, including non-profit agencies, where students may intern for college credit and sometimes for a stipend.

Among the many regular employers of MMC interns are NBC Universal, MTV Networks, The Rachael Ray Show, Conde Nast Publications, Rockefeller University, New York University Hospital, Lenox Hill Hospital, The United Nations, Saturday Night Live, Christie's, CNN, Versace, The Asia Society, The Metropolitan Museum of Art, and The Museum of Modern Art. Interns also pursue positions at various theatre companies, art galleries and financial institutions. Internships may be arranged at other organizations with the assistance of the Office of Career Services.

To be eligible to register for an internship, a student must have successfully completed at least thirty (30) credit hours of study at MMC. Transfer students are eligible after one semester of full-time study at MMC. A GPA of at least 2.8 is required for internship registration. Students are charged tuition when they register for a credit internship.

Internships will be approved for three (3) credits. They are not usually approved for the same semester during which a student is registered for an Independent Study. Students may not audit an internship. Students may not request to take an internship for a Pass/Fail grade.

Internships may be designed at the 200-, 300- or 400-level.

- **No more than fifteen credits may be earned through Independent Study and/or Internships combined.**
- **No more than twelve credits earned through Independent Study and/or Internship may be applied to requirements in a given major.**
- **Independent Study and Internship credits may not be counted toward the thirty-credit residency requirement.**
- **Only degree seeking matriculated MMC students are eligible to register for Independent Study and Internships.**

Travel/Study Courses

During the January and Summer terms and the Spring Break Marymount Manhattan may offer opportunities for groups of students to study in foreign countries under the guidance of a faculty member. Recent offerings have included travel/study in England, Italy and Greece. Information about these courses is available in the Study Abroad Office (first floor, Main) and in the Schedule of Classes.

Study Abroad Opportunities

Marymount Manhattan College students may spend a semester, a full academic year, or a summer or January term studying abroad. The College offers the opportunity to earn academic credits in programs throughout the world. By studying abroad students come to appreciate differing cultural perspectives and often re-evaluate long-standing ideas and beliefs once taken for granted. An international experience places students in a setting that highlights the interrelatedness of nations and the commonality of concerns. Interdisciplinary in nature, study abroad immerses students in another culture.

The College can help students find a study abroad program that suits their interests. We participate in two consortia of colleges that, collectively, offer a wide variety of choices. In addition, we have our own exchange program with de Theaterschool in Amsterdam, the Netherlands, a premier dance academy, where MMC dance majors may study abroad without interrupting progress toward their degrees.

To participate in a study abroad program, students must have a cumulative grade point average of 3.0; must have completed a minimum of thirty credits and must have declared a major. Transfer students must complete at least fifteen credits (one full semester) at MMC before applying to study abroad. The College recommends that students consider study abroad in their third year; however, some sophomores and seniors go abroad as well.

All study abroad credits and the grades earned are recorded on the student's MMC transcripts and are included in their GPA. Students must arrange to have transcripts from the host institution sent to MMC immediately upon the conclusion of the study abroad program. Courses abroad cannot be taken for a pass/fail grade.

Students are encouraged to start planning for study abroad at least one year in advance. The first step is to make an appointment with the Study Abroad Coordinator on the 1st floor Main. The Study Abroad Coordinator works with each student on an individual basis to ensure that the student selects the best program to meet her/his academic needs and to discuss the process of having credit awarded by MMC. Information is also available on the MMC Web site at www.mmm.edu/study/abroad.html.

Students who are eligible to receive financial aid to study at MMC are generally eligible to apply that aid to the cost of study abroad. MMC scholarships are not applicable to study abroad unless used for an approved MMC bilateral exchange program.

Consortial Agreement with Hunter College

A reciprocal agreement exists between Marymount Manhattan College and Hunter College/CUNY allowing all matriculated full-time students of both schools to take courses at the other. This agreement is effective during the fall and spring semesters only. The following conditions apply: a maximum of 6 credits may be taken away from the home institution; the student must be registered for a minimum of 6 credits at the home institution; students must register for CONS 999 at the home institution for the number of credits they will register for at the visiting institution; students must provide proof of registration and payment at the home institution before they are permitted to register at the visiting institution; students must present a valid ID card from the home institution at the time they register at the visiting institution. Financial aid students are advised to consult their financial aid counsellors about how aid applies to a study program that includes registration through a co-operating institution. In general, full-time students should keep in mind that since the home institution supplies financial aid, registration at the home institution must indicate full-time status. Tuition for all credits in a student's program is payable to his/her home institution. Grades earned at Hunter College do appear on the MMC transcript and are calculated into a student's GPA.

Communication Arts/English/Business Management

Agreement with Pace University enables matriculated students to work towards an M.S. in Publishing.

Photography - Agreement with the International Center of Photography enables Art students pursuing a minor in photography to earn MMC credit for class taken at ICP.

Accounting

Accountants are key professionals in today's business world. They use their accounting knowledge, computer proficiency and business strategy skills to participate in major corporate decisions. The problem-solving skills and analytical abilities that accountants contribute to the management team are central to any business' success. Accounting is both an essential business skill and an excellent beginning for those seeking positions requiring business leadership.

The Accounting program at MMC prepares students for careers in public accounting, private sector firms, nonprofit organizations and government agencies. The program combines training in accounting principles with courses that give students a firm grounding in current business practices, management information systems and communication skills.

The Accounting major provides a flexible program of study relevant to all areas of accounting including: financial accounting, managerial accounting, income tax, and auditing. Students will also gain a broad background in business management through courses in economics, finance, marketing, information technology, and management. In addition to accounting and business courses, students take a broad range of liberal arts courses. Through the integration of business and liberal arts, students obtain the knowledge, sensitivities, and skills mandated by an increasingly complex, globally interdependent, and technologically sophisticated world.

Outside the classroom, MMC students benefit from New York City's sophisticated business environment with its vast array

of Wall Street, Madison Avenue, and Fortune 500 companies. Accounting majors have an opportunity to take internship positions with local, public accounting firms, in some cases as paid interns, thereby gaining valuable work experience before they graduate.

Accounting faculty work closely with students to provide resume preparation, internship advisement and access to a wide range of financial corporations, banks, and accounting firms such as:

Bank of New York
Deloitte Touche Tohmatsu
Ernst & Young
KMPG
PricewaterhouseCoopers

Additional Learning Opportunities

In addition to the courses and internships mentioned above, students can meet degree requirements in Accounting through the following methods of study: Independent Study allows the experienced student with high academic standing to design an individual project with a faculty mentor; Directed Study enables faculty members to develop courses in an academic area of special interest to them and to their students not included in the departmental course offerings; Study Abroad offers students opportunities to study at colleges and universities in other parts of the world; Prior Learning Assessment allows students to gain credit for learning acquired through their professional, non-college experience.

| | | |
|------------------------------|---|----------------------------|
| Division: | Accounting and Business Management | |
| Division Chairperson: | Vandana Rao, Ph.D. | vrao@mmm.edu |
| Division Assistant: | Carmen Jackman Torres | ctorres@mmm.edu |
| Division Office: | Nugent 551 | Phone: 212-517-0631 |

Department Faculty:

Jill Choate Beier

Assistant Professor of Accounting
BBA, University of North Texas
MBA, Fordham Graduate School of Business
JD, Touro College Jacob D. Fuchsberg Law Center
LL.M., New York University School of Law
Nugent 551
212-517-0621
jbeier@mmm.edu

Andrea Tsentides

Assistant Professor of Accounting
B.A., Wesleyan University
M.B.A., Baruch College
C.P.A.
Nugent 551
212-517-0548
atsentides@mmm.edu

Accounting

ACCOUNTING MAJOR

60 Credits

B.S. (0502)

General Education: 42 Credits; Major: 60 Credits; Elective Credits: 18 Credits

| | |
|---|---|
| ACCT 215 Principles of Accounting I | 4 |
| ACCT 217 Principles of Accounting II | 4 |
| ACCT 319 Intermediate Financial Accounting I | 3 |
| ACCT 321 Intermediate Financial Accounting II | 3 |
| ACCT 324 Intermediate Managerial Accounting | 3 |
| ACCT 325 Income Taxation of Individuals | 3 |
| ACCT 435 Auditing | 4 |
| BUS 210 Marketing | 3 |
| ECO 210 Principles of Macroeconomics | 3 |
| ECO 213 Principles of Microeconomics | 3 |
| BUS 224 Statistics for Business | 3 |
| BUS 276 Business Law II | 3 |
| BUS 277 The Legal Environment of Business | 3 |
| BUS 309 Financial Management | 3 |
| BUS 316 Organizational Behavior | 3 |
| IT 330 Business Management and Information Technology | 3 |
| BUS 347 Corporation Finance | 3 |
| ECO 375 Money, Banking and Financial Markets | 3 |
| BUS 403 Strategic Management | 3 |

Note: Accounting Majors must pass MATH 113 or above with a grade of C or higher.

Note: All Open Elective credits must be taken outside of the Accounting & Business Management Division.

Note: A student receiving a grade of D or below in a required or elective course for a major or a minor, must repeat the course.

The following observable learning goals will be attained by students completing the accounting major:

- **Business and Accounting Functions:** Students will analyze and communicate information in the areas of financial, managerial, tax accounting and auditing as well as the core areas of business

including marketing, finance and business. Students will identify, record and communicate financial information and provide an analysis and interpretation of financial statements. Students will use audit techniques to form and communicate an opinion on the reliability and assertions of financial statements. Students will apply different costing methods and successfully utilize them for planning and control purposes. Finally, students will apply the Federal Internal Revenue Code and analyze the effects of different tax principles on individuals and businesses.

- **Critical Thinking:** Students will demonstrate critical thinking skills, including: identifying and applying assessment instruments and analytical tools to analyze significant problems and/or opportunities, formulating decision alternatives, selecting a preferred solution decision based on conceptual analysis, and developing an action plan for the successful implementation of the preferred solution to these problems/opportunities.
- **Quantitative & Technological Skills:** Students will demonstrate critical quantitative and technological skills and knowledge enabling them to analyze and interpret business data to support optimization of managerial decisions.
- **Domestic & Global Environment:** Students will articulate the complexity and diversity of today's domestic and global business environment and the impact of internationalization on business.
- **Communication Skills:** Students will demonstrate competency in writing and speaking effectively and professionally as well as interpersonal and team skills in the business environment.
- **Ethics:** Students will articulate current issues in business and ethics and demonstrate the integration of ethical analysis into the strategic management process.

MINOR: ACCOUNTING

17 Credits

Required Courses:

| | |
|--------------------------------------|---|
| ACCT 215 Principles of Accounting I | 4 |
| ACCT 217 Principles of Accounting II | 4 |

Electives Courses:

Take three of the following; since some courses have prerequisites, the specific program should be arranged in close collaboration with an accounting faculty advisor.

| | |
|--|-----|
| ACCT 319 Intermediate Financial Accounting I | (3) |
| ACCT 321 Intermediate Financial Accounting II | (3) |
| ACCT 324 Intermediate Managerial Accounting | (3) |
| ACCT 325 Income Taxation of Individuals | (3) |
| ACCT 326 Advanced Income Taxation | (3) |
| ACCT 328 Financial Statement Analysis | (3) |
| ACCT 329 Taxes and Business Management Decisions | (3) |

The following observable learning goals will be attained by students completing the accounting minor:

- **Business functions:** Students will demonstrate a basic knowledge of generally accepted financial accounting principles. They will identify a publicly traded company's choice among alternative accounting methods and analyze how the choice affected the financial results as presented in the financial statements.
- **Quantitative and Technological skills:** Students will record financial transactions and prepare financial statements.
- **Critical thinking skills:** Students will analyze financial transactions and articulate whether the presentation of the transactions are in accordance with generally accepted accounting principles. They will support their conclusion with examples of proper presentation as provided by the accounting regulations.
- **Communication skills:** Students will communicate their basic knowledge of financial statement analysis using proper business terminology.

Accounting

ACCOUNTING COURSES (ACCT)

ACCT 215. Principles of Accounting I

This course covers fundamentals of accounting theory and practice, including the recording of financial transactions, the completion of the accounting cycle, and the preparation of financial statements. Topics: receivables, inventories, payables, payrolls, property and equipment. Prerequisite: MATH 109. \$25 fee [Offered: F] (4).

ACCT 217. Principles of Accounting II

The accounting principles are applied to corporations. Topics include: income taxation, statement of cash flow, bonds, and financial statement analysis. The analysis of accounting data for management decisions is introduced. Prerequisite: ACCT 215. \$25 fee [Offered: S] (4).

ACCT 319. Intermediate Financial Accounting I

This course provides an in-depth study of the accounting of cash, receivables, inventories, property and equipment, and current liabilities. Principles related to accounting theory and the measurements of income are further studied. Prerequisite: ACCT 217 [Offered: F] (3).

ACCT 321. Intermediate Financial Accounting II

A continuation of ACCT 319 to the topics: accounting for long-term liabilities, pensions, stockholder's equity, earnings per share, financial statement analysis, and the statement of cash flow. Prerequisite: ACCT 319 [Offered: S] (3)

ACCT 324. Intermediate Managerial Accounting

The study of cost accounting principles, including activity based costing, total quality management as applied to job order and process costing, budgeting and standard costs. The application of such principles to business decisions, and performance evaluation and product pricing will be covered. Prerequisites: ACCT 217; MATH 113 or higher [Offered: F] (3).

ACCT 325. Income Taxation of Individuals

This course presents a study of the Federal Internal Revenue Code and applicable regulations and rulings with particular emphasis on the taxation principles that affect individuals. Prerequisite: ACCT 217 (3).

ACCT 328. Financial Statement Analysis

Students will be engaged in a thorough study of the analysis and interpretation of financial statements as an aid to investing and lending decisions. Accounting principles that govern the presentation of financial statements are covered. Other topics include financial forecasts, capital structure analysis, and evaluation of operating performance. Prerequisite: ACCT 217 (3).

ACCT 428. Advanced Financial Accounting

This course provides an in-depth study of the accounting principles of business combinations, multinational operations, not-for-profit enterprises, and partnerships. Prerequisite: ACCT 321 (3).

ACCT 435. Auditing

The theory and practice of auditing with emphasis on auditing standards, professional liabilities of Certified Public Accountants, the AICPA Code of Ethics, and the preparation of audit programs and reports. Statistical sampling and electronic data processing applications in auditing are discussed. Prerequisites: ACCT 321 & 324; BUS 224 [Offered: S] (4).

ACCT 297/397/497. Research

ACCT 298/398/498. Directed Study

ACCT 299/399/499. Independent Study/Internship

Images and design have central importance for the conveyance of information and values. Visual literacy is critical to our understanding of contemporary society, and students with such a skill are well served not only in the arts, but also in the sciences, politics, education, and business. Developing the visual intelligence of all liberal arts students through the analysis and production of images expands their overall cognitive development and competence as professionals.

MMC provides students with a unique approach to the study of art. The program integrates art theory and studio practice within the framework of a liberal arts curriculum. Small class sizes and individual attention from faculty foster close academic interactions and encourage students to achieve their creative goals. The unsurpassed resources of New York City add immediacy, richness, and breadth to the visual studies. Students work with able and committed professionals who stress individual and innovative instruction.

The Art Major includes four areas of concentration: Art History, Graphic Design, Photography, and Studio Art. The flexibility and design of the program encourages students to concentrate in more than one area. In Art History, students explore visual culture from multiple aesthetic and theoretical viewpoints to develop an awareness of the breadth of cultural and historical perspectives. In Graphic Design, students develop the visual language of imagery to communicate content in design and illustration through the use of analog and digital technology. In Photography, students create, explore and analyze images utilizing traditional and contemporary media. In Studio Art, students develop a personal artistic vision through the exploration of techniques and styles in painting, drawing, design, printmaking, ceramics and multi-media.

All students at the College may minor in any of the concentrations as well as art therapy and arts management. Furthermore, multidisciplinary studies are available through courses that integrate art with dance, theatre, communication arts, the humanities, politics, psychology, education, and business.

Enhanced Learning Opportunities and Careers

Graduates with a degree in Art will find themselves well equipped for a variety of career opportunities and well prepared to pursue further study on the graduate level so as to enter the academic world. As part of a small liberal arts college in New York City —

the premiere center for art and design and museum culture in the United States — students in the Art Department take full advantage of the professional opportunities of the metropolitan area through internships in galleries, auction houses, design studios, advertising agencies, and publishing houses. Recent internships include the Children's Museum of Manhattan, the Clampart Gallery, Kim Foster Gallery, YM Magazine, Martha Stewart, the International Center of Photography, Christie's, Sotheby's, The Guggenheim Museum and The Rubin Museum of Art.

With the guidance of full-time faculty advisors, students fashion their own curriculum. In addition, it is recommended that all Art majors and minors study abroad at some point in their undergraduate career.

Student/faculty collaboration can take a number of forms. Students publish their work in the annual MMC Review, work on the student newspaper, The Monitor, and the cultural affairs magazine Artfusion News and design for various College events and publications. MMC's art club provides more opportunities for students to explore the variety of New York's art offerings. Faculty members accompany students to artists' studios here in the heart of New York City, and lead an annual one-week intensive "Visual Arts Abroad" during the January term.

The resources of the Art Department include a full studio environment accommodating painting, drawing, and printmaking; professional ceramics and photography labs; a Macintosh design lab inclusive of a full suite of print, web and 3-D animation design software; a recently upgraded Art History teaching environment; and a professional gallery — the Hewitt Gallery of Art.

The Hewitt Gallery of Art

The Hewitt Gallery of Art provides a venue for professional artists to exhibit their work and provides students with the experience of relating to artists on the MMC campus. Students gain firsthand experience in organizing and curating exhibits with the Gallery Director. MMC faculty often incorporate lectures and discussion of the featured art in their coursework. Juniors and seniors have the opportunity to exhibit their work in the two Black and White galleries of the Hewitt Gallery and in the Corridor Gallery.

| | |
|--------------------------------------|--------------------------------------|
| Division: | Fine and Performing Arts |
| Division Chair: | David Mold, M.F.A. |
| Administrative Secretary: | Brooke Harbaugh |
| Phone: | 212-517-0693 |
| Operations Director for FAPA: | Matthew Land, M.F.A. |
| Phone: | 212-774-0760 |
| Division Office: | Theatre Office, Main Building |

dmold@mmm.edu
bharbaugh@mmm.edu

mland@mmm.edu

Academic Offerings

Art

Department Faculty:

Hallie Cohen

Associate Professor of Art
Chair, Department of Art
B.F.A., Tyler School of Art
M.F.A., Maryland Institute College of Art
Main 800
212-517-0691
hcohen@mmm.edu

Adrienne Baxter Bell

Associate Professor of Art History
Director, College Honors Program
B.A., Smith College
M.A., The Institute of Fine Arts, NYU
M.Phil. & Ph.D., Columbia University
Main 704
212-517-0676
abell@mmm.edu

Millie Burns

Assistant Professor of Art
Director, Hewitt Gallery of Art
B.F.A., American InterContinental University
M.F.A., Hunter College, CUNY
Main 106
212-517-0692
mburns@mmm.edu

Millie Falcaro

Associate Professor of Art
Coordinator, ICP Cooperative Program
B.A., Empire State College of the Arts, SUNY
M.F.A., University of Hartford
Main 800
212-517-0693
mfalcaro@mmm.edu

James Holl

Associate Professor of Art
B.A., University of Washington
M.F.A., Columbia University
Nugent 554
212-744-4819
jholl@mmm.edu

Jason Rosenfeld

Professor of Art History
B.A., Duke University
M.A. & Ph.D., Institute of Fine Arts, NYU
Main 704
212-517-0677
jrosenfeld@mmm.edu

Beth Shipley

Assistant Professor of Art
B.S., Skidmore College
M.F.A., Pratt Institute
Main 800
212-517-0694
bshipley@mmm.edu

ART MAJOR

42 Credits

B.A. (1002)

General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits

Learning Goals for the Major in Art

After completing the major in art, students will be able to:

- Exhibit conceptual and technical skill in a broad range of art and design media.
- Demonstrate scope and depth of knowledge in historical and aesthetic practices.
- Pursue critical inquiry through close observation and verbal and written expression.
- Acquire, through experiential learning, visual literacy applicable to the contemporary cultural environment.
- Develop an individual artistic and design vision necessary to advance their studies and/or enter careers in the visual arts.
- Advocate for the arts and actively participate in cultural aspects of society.

FOUNDATIONAL REQUIREMENTS FOR ALL ART MAJORS

12 Credits

| | |
|----------------------------------|---|
| ART 111 Drawing I | 3 |
| ART 116 Color and Design | 3 |
| ART 250 Survey of Western Art I | 3 |
| ART 252 Survey of Western Art II | 3 |

All Art majors must additionally complete one of the following 30 Credit Concentrations.

STUDIO ART CONCENTRATION

30 Credits

| | | | |
|--|---|---|-----|
| ART 114 Painting I | 3 | One Digital class from the following: | 3 |
| ART 301 Figure Drawing | 3 | ART 210 Digital Imaging I | (3) |
| ART 315 Painting II | 3 | ART 338 Graphic Design II: Digital | (3) |
| ART 339 Drawing II | 3 | | |
| ART 411 Senior Art Seminar | 3 | | |
| Three Studio Art Electives at the 200-/300-/400-levels | 9 | The department strongly encourages students in studio art to take at least one 3-credit art related internship for first-hand experience in the field. | |
| One Art History Elective at the 200/300/400 levels | 3 | For example: assisting in an artist's studio, gallery, museum, not-for-profit art institution, auction house, or design studio. This may be counted as elective(s) towards the major. | |

GRAPHIC DESIGN CONCENTRATION

30 Credits

Required Courses:

| | | | |
|------------------------------------|---|---------------------------------------|-----|
| ART 210 Digital Imaging | 3 | ART 206 Printmaking | (3) |
| ART 237 Graphic Design I | 3 | ART 215 Illustration | (3) |
| ART 316 Digital Illustration | 3 | ART 257 History of Graphic Design | (3) |
| ART 338 Graphic Design II: Digital | 3 | ART 301 Figure Drawing | (3) |
| ART 344 Typography and Image | 3 | ART 346 Artists' Books | (3) |
| ART 411 Senior Art Seminar | 3 | ART 352 3-D Animation | (3) |
| ART 480 Professional Portfolio | 3 | COMM 131 Introduction to Film & Video | (3) |
| | | COMM 225 Web Workshop | (3) |
| | | COMM 233 Video Workshop | (4) |

Three of the following:

| | | | |
|---------------------|-----|---|-----|
| ART 114 Painting I | (3) | COMM 325 Themes in Interactive Media | (3) |
| ART 121 Photography | (3) | COMM 359 Themes in Video | (3) |
| | | COMM 429 Advanced Video | (3) |
| | | COMM 481 Digital Media III: Advanced Studio | (3) |

PHOTOGRAPHY CONCENTRATION

30 Credits

Required Courses

| | |
|---|---|
| ART 121. Photography I: An Introduction to Medium, Content and Context | 3 |
| ART 205 History of Photography | 3 |
| ART 210 Digital Imaging I | 3 |
| ART 213. Photography II: An Intermediate Exploration of Medium, Content and Context | 3 |
| ART 411 Senior Art Seminar | 3 |

And one of the following:

| | |
|--|-----|
| ART 114 Painting | (3) |
| ART 338 Graphic Design II: Digital | (3) |
| ART 346 Artists' Books | (3) |
| ART 380 Modern Art I | (3) |
| ART 381 Modern Art II | (3) |
| ART 384 Contemporary Art | (3) |
| ART 299/399 Independent Study/Internship | (3) |

Elective Courses

| | |
|--|--------|
| COMM 131 Introduction to Film and Video | (3) |
| COMM 233 Video Workshop | (3) |
| ART 347 Advanced Photography Studies Seminar | (3-12) |
| COMM 357 Contemporary World Cinema | (3) |
| COMM 359 Themes in Video | (3) |
| COMM 429 Advanced Video | (3) |

By agreement, students may take up to 12 credits of ART 347

Photography Study in New York at The International Center of Photography towards the elective portion of the concentration.

Courses should be chosen from the following:

| |
|--|
| Studio Lighting/Portraiture |
| Photojournalism |
| Intermediate Digital Imaging |
| Advanced Digital Imaging |
| Photography the Landscape/Cityscape |
| Studio Lighting/Still Life |
| Courses at ICP: |
| Studio Lighting |
| Portraiture |
| Documentary Photography |
| Fashion Photography |
| Photoshop I |
| Photoshop II |
| Photoshop III |
| Fine Art Digital Printing |
| DSLR Video for Photographers |
| Non-Silver Printing: Alternative Processes |
| Color Printing from Negatives |
| Intermediate Black and White Printing |
| Advanced Black and White Printing |
| Advanced Darkroom Techniques |
| Advanced Color Photography |

ART HISTORY MAJOR

42 Credits

B.A. (1003)

General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits

Learning Goals for the Major in Art History

After completing the major in art history, students will be able to:

- Exhibit conceptual and technical skill in a broad range of art and design media.
- Demonstrate scope and depth of knowledge in historical and aesthetic practices.
- Pursue critical inquiry through close observation and verbal and written expression.
- Acquire, through experiential learning, visual literacy applicable to the contemporary cultural environment.
- Develop an individual artistic and design vision necessary to advance their studies and/or enter careers in the visual arts.
- Advocate for the arts and actively participate in cultural aspects of society.

Academic Offerings

Art

| | | | |
|--|-----------|--|----------|
| ART 111 Drawing I | 3 | One of the following | 3 |
| ART 116 Color and Design | 3 | ART 114 Painting I | (3) |
| ART 250 Survey of Western Art I | 3 | ART 121. Photography I: An Introduction to Medium, Content and Context | (3) |
| ART 252 Survey of Western Art II | 3 | ART 210 Digital Imaging I | (3) |
| ART 451 Senior Art History Seminar | 3 | | |
| Art History majors must take eight electives, one from each of the following six areas of study. Four of these electives must be at the 300-level or above. | | Art Since 1945 | |
| | 24 | ART 362 Visual Arts Seminar: New York City | (3) |
| | | ART 384 Contemporary Art | (3) |
| | | ART 475 The Avant-Garde in Art, Film, and Performance | (3) |
| Ancient-Medieval | | Non-Western & Indigenous | |
| ART 351 Ancient and Classical Art | (3) | ART 269 The Art of Africa and Oceania | (3) |
| ART 353 Medieval Art and Architecture | (3) | ART 270 Survey of Asian Art | (3) |
| Renaissance-Baroque | | Theory and Practice | |
| ART 318 Michelangelo | (3) | ART 290 History & Mission of Arts Institutions | (3) |
| ART 325 Caravaggio, Bernini, and Baroque Art in Rome | (3) | ART 291 Aesthetics and Criticism | (3) |
| ART 355 Renaissance and Baroque Art | (3) | ART 310 Philosophy of Art | (3) |
| | | ART 361 Curatorial Skills Seminar | (3) |
| 18th Century-Modern | | | |
| ART 205 History of Photography | (3) | | |
| ART 356 American Art | (3) | | |
| ART 380 Modern Art I | (3) | | |
| ART 381 Modern Art II | (3) | | |

MINORS:

ART HISTORY

18 Credits

Learning Goals for the Art History Minor

After completing the minor in art history, students will be able to:

- Demonstrate basic knowledge of art historical and aesthetic practices

- Engage as informed observers and active participants in the visual arts

| | | | |
|----------------------------------|---|---|---|
| ART 111 Drawing I | 3 | Three Art History Electives, two of which must be at the 300-level or above | 9 |
| ART 250 Survey of Western Art I | 3 | | |
| ART 252 Survey of Western Art II | 3 | | |

ARTS MANAGEMENT

19 Credits

The Arts Management program is designed to train students with business and/or arts backgrounds for entry and mid-level arts management positions. The program covers cultural institution administration as well as the theoretical concepts and practical skills necessary for successful marketing, funding, programming,

and management. The Arts Management minor is a logical complement to a Dance, Acting, Theatre Arts, or Art major because it builds on the academic knowledge and skills the students have acquired, while preparing them for additional employment.

| | | | |
|--|----------|---|-----|
| ART/DANC/THTR 290 History & Mission of Arts Institutions | 3 | ART 319 The Artist's Career | (3) |
| ART/DANC/THTR 348 Operations & Management for the Arts | 3 | THTR 378 Producing Performance | (3) |
| ART/DANC/THTR 392 Fundraising & Marketing for the Arts | 3 | THTR 346 Production Management | (3) |
| | | COMM 326 Producing for Creative Media | (3) |
| Choose two courses from the following: | 6 | ART/DANC/THTR 324 Careers in Arts Administration | (1) |
| ART 320 History of Museums & Collections | (3) | ART/DANC/THTR 499 Art, Dance or Theatre Management Internship | (3) |
| ART 361 Curatorial Skills Seminar | (3) | | |

ART THERAPY**18 Credits**

The Art Therapy minor introduces students to the basic principles and practices in the field of art therapy. By linking the disciplines of art and psychology, it will offer new opportunities for personal

growth in both clinical and educational settings, through theoretical and applied course work as well as internships. This minor helps prepare students for admission into art graduate programs.

Learning Goals for the Art Therapy Minor**After completing the minor in art therapy, students will be able to:**

- Demonstrate skills in the application of a variety of art modalities (drawing, painting, clay or image capture)

- Demonstrate a knowledge of human developmental and psychological theories
- Produce materials to create a visual arts portfolio which will include examples of drawing, painting and one other medium

Two of the following:**6**

| | |
|--|-----|
| ART 111 Drawing I or ART 125 Introduction to Drawing | |
| Art Majors substitute: ART 339 Drawing II | (3) |
| ART 114 Painting I | |
| Art Majors substitute: ART 315 Painting II | (3) |
| ART 115 Ceramics or ART 121 Photography I | (3) |

Two of the following:**6**

| | |
|---|-----|
| PSYCH 201: Developmental Psychology I | (3) |
| PSYCH 231 Personality Psychology | (3) |
| PSYCH 285 Introduction to Counseling | (3) |
| PSYCH 363 Abnormal Psychology | (3) |
| IDS/ART/PSYCH 370 Art Therapy: Principles and Practices | 3 |
| ART/PSYCH 499 Internship | 3 |

GRAPHIC DESIGN**18 Credits****Learning Goals for the Graphic Design Minor****After completing the minor in graphic design, students will be able to:**

- Demonstrate basic knowledge of design and aesthetic practices

- Engage as informed observers and active participants in the photographic and visual arts

| | |
|--|---|
| ART 116 Color and Design or ART 237 Graphic Design I | 3 |
| ART 210 Digital Imaging | 3 |
| ART 316 Digital Illustration | 3 |
| ART 338 Graphic Design II: Digital | 3 |
| ART 480 Professional Portfolio | 3 |

| | |
|------------------------------|----------|
| One of the following: | 3 |
| ART 344 Typography and Image | (3) |
| ART 346 Artists' Books | (3) |
| ART 352 3-D Animation | (3) |
| COMM 225 Web Workshop | (3) |

PHOTOGRAPHY**18 Credits****Learning Goals for the Photography Minor****After completing the minor in photography, students will be able to:**

- Demonstrate basic knowledge of the historic and contemporary practices in photography

- Engage as informed observers and active participants in the photographic and visual arts

| | |
|------------------------------------|---|
| ART 116 Color and Design | |
| or ART 111 Drawing I | |
| or ART 125 Introduction to Drawing | 3 |
| ART 121 Photography I | 3 |
| ART 205 History of Photography | 3 |
| ART 210 Digital Imaging | 3 |
| ART 213 Photography II | 3 |

| | |
|---------------------------------------|----------|
| One of the following: | 3 |
| ART 338 Graphic Design II: Digital | (3) |
| ART 346 Artists' Books | (3) |
| ART 347 Photography Study in New York | (3) |
| ART 399 Independent Study/Internship | (3) |

STUDIO ART**15 Credits****Learning Goals for the Studio Art Minor****After completing the minor in studio art, students will be able to:**

- Demonstrate basic knowledge and technical skills in a variety of studio practices

- Engage as informed observers and active participants in the visual arts

| | |
|--------------------|---|
| ART 111 Drawing I | 3 |
| ART 114 Painting I | 3 |

| | |
|--------------------------|---|
| ART 116 Color and Design | 3 |
| Studio Art electives | 6 |

Art

ART COURSES (ART)

ART 111. Drawing I

This course introduces students to the importance of drawing as a visual language. Drawing principles and techniques will be introduced in relation to perception and observation. Lectures, demonstrations and class critiques develop the student's analytical and critical abilities to understand both historical and contemporary drawing. Da Vinci, Ingres and Delacroix up to and including Picasso and Hockney are studied as exemplars of the discipline. Students explore a variety of media, including pencil, charcoal, conté crayon, and pen and ink. They visit museums and galleries and write response papers based on direct contact with the works of art. Students will be encouraged to experiment with color, and to explore a wide range of varied paper surfaces. [Offered: F, S] (3).

ART 114 Painting I

This course introduces students to the basic materials, techniques and practice of oil painting. Studio projects and independent assignments are based on the formal, conceptual and historical concepts central to the language of painting. There is an emphasis on direct observation and interpretation of still life, landscape and figurative subjects. Individual and group critiques, image-based lectures, demonstrations, readings and research are integral components of the studio sessions. (Offered: F, S) (3).

ART 115. Ceramics I

This course provides an introduction to the ceramic medium as both sculptural and functional, including instruction on the potter's wheel, materials, and firing. Students review the history of ceramics, its basic science and terminology. They acquire an understanding of other cultures through the study of their ceramic legacy. Visits to museums and other cultural institutions are required. Students will practice of safe procedures and responsible studio citizenship. Fee: \$40. [Offered: F, S] (3).

ART 116. Color and Design

This course is an introduction to the elements of the visual language and the fundamental principles of design. Using a variety of media, students explore how material, process and form combine to communicate meaning. Studio projects emphasize visual problem solving through a process of formal and conceptual analysis. Weekly critiques focus on developing critical thinking and refining aesthetic sensibility while gaining a fluency in the terminology of art. Image based lectures, demonstrations, presentations, readings and research are used. [Offered: F, S] (3).

ART 121. Photography I: An Introduction to Medium, Content and Context

This analog, film-based course introduces students to the fundamental principles of black and white photography, manual camera handling, film processing and darkroom techniques. Consideration of the picture content and composition will be emphasized. Viewing historic and contemporary photographic exhibitions will require students to think critically as they reflect through verbal and written responses. Students will engage in classroom discussions as part of the critique process to reinforce verbal skills as a critical method in responding to each other's photographic images. They develop an ability to articulate their creative intention through the crafting of a written artist statement. Students must provide their own 35mm film camera with adjustable aperture and shutter speed to the second class. Fee: \$40.00 [Offered: F, S] (3)

ART 125. Introduction to Drawing

This course is designed for those interested in developing their knowledge, perception and technical facility in drawing through a variety of media. Students explore both traditional and unconventional concepts for creating successful drawings and will articulate their knowledge of the fundamental principles of drawing and of aesthetic literacy. For non-art majors. [Offered: F, S] (3).

ART 154. Fine Arts: Theory and Practice

This introductory studio course is designed for the non-major and combines studio skills with discussions of artistic styles and theories. In this course, students will complete projects exploring a variety of media and techniques. Readings, image-based lectures, demonstrations and films complement and inform the aesthetic discourse. [Offered: F, S] (3).

ART 166. Exploring the Visual Arts

This is an innovative course designed to familiarize students with a broad spectrum of the visual arts and to facilitate the development of analytical skills. Through visits to art museums and galleries, and film and video screenings, students are introduced to new ways of looking at the visual arts. Readings provide a necessary background for class discussion. Corequisite: WRIT 101 [Offered: F, S] (3).

ART 205. History of Photography

This course chronicles the major contributions to the art and science of photography. Paralleling world history, it provides a background to build an understanding of and appreciation for light-sensitive materials, photographic skills and technologies, and introduces students to the pioneers, scientists, and major artists/photographers from photography's debut in 1839 to the present. Classroom lectures are augmented by audio/visual presentations, exhibit visits, and readings. Prerequisite: WRIT 101 [Offered: F, S] (3).

ART 206. Printmaking

This course investigates the medium of printmaking as a historical and contemporary art practice. Students develop images that engage the unique properties of a variety of printing techniques. An emphasis will be placed on working in multiples using both traditional and experimental processes. The works of a broad range of artists are examined through lectures, critique, readings and research. Techniques include relief, etching, lithography, monotype, and screen printing. May be repeated for an additional 3 credits. Fee: \$40 [Offered: S] (3).

ART 208. Portraiture

This course offers a systematic approach to the genre of portraiture. Students observe, describe and visually interpret the qualities that characterize a drawn or painted portrait. They examine the anatomy and physiology of the head in conjunction with an in-depth analysis of the history of portraiture. Lectures, demonstrations and examples of master artists contribute to a thorough understanding of the theories and practices in the field. A variety of media and techniques are explored with an emphasis on the student's personal interpretations. Fee: \$40.00 (3).

ART COURSES (ART)

ART 209. Ceramics II

This course continues the work of Ceramics I. It furthers the development of three-dimensional theory, multi-cultural perspectives, and advances knowledge of glaze chemistry, the wheel, and hand-building skills. Students research and write proposals and papers, and keep journals aimed towards more independent conceptions and fluency in the language of clay. This course may be taken at a more advanced level for an additional three credits. Fee: \$40.00. Prerequisite: ART 115 or previous experience in ceramics. [Offered: F, S] (3).

ART 210. Digital Imaging I

This project-based course emphasizes interpretive analysis of contemporary and historical visual media. Students gain expertise in using professional imaging software to enhance and transform digital imagery. Projects address photo manipulation and digital painting, color correction and enhancement, photo retouching and compositing. Students are encouraged to employ inventive and stylistic solutions to visual problems. Fee: \$40.00. No previous computer experience is necessary. [Offered: F, S] (3).

ART 213. Photography II: An Intermediate Exploration of Medium, Content and Context

This course builds on foundation skills and is intended for students with an intermediate understanding of black-and-white photography, darkroom techniques, and camera handling who are prepared to explore the creative potential of the photographic medium. To further the development of a personal aesthetic, students engage in research to identify historic or contemporary photographers whose work inspires them. Both an oral presentation and a written research paper are required to deconstruct the photographer's techniques and determine how they can incorporate similar methodologies into their own image-making process. An important experiential aspect of study will be viewing numerous historic and contemporary photographic exhibitions and will require students to think analytically and engage in classroom discussions as part of the critique process. The course culminates in the creation of a cohesive portfolio of images and a well constructed artist statement. Prerequisite: ART 121 or previous experience in ceramics. [Offered: F, S] (3).

ART 215. Illustration

Illustration is a visual language that enhances and communicates content. This analog course explores the fundamentals of composition, color and use of drawing and painting media. Students apply a method for solving problems beginning with research and thumbnail sketches, evolving into the finished illustration. In weekly critiques, lectures and demonstrations, students analyze illustration as it relates to historical and contemporary cultural precedents. Projects encourage students to develop a personal style that communicates specific content and addresses a targeted demographic. Prerequisite: ART 111 [Offered: F] (3).

ART 237. Graphic Design I

This project-based analog course introduces students to the fundamentals of graphic design. Readings address both contemporary and historical design topics. Students solve graphic problems that address issues of composition, typography, and the relation of form to content. The iconography of our contemporary culture and its relationship to foundational forms are explored. This course emphasizes craftsmanship and nurtures an analytical approach necessary to succeed in the field of graphic design. Prerequisite: WRIT 101 [Offered: F] (3).

ART 240. Drawing on Location: New York City

Using various locations as our classroom, students focus on describing and capturing visual, social, cultural, psychological, and historical characteristics of our urban environment. The instructor works with students on an individual basis, and students may choose to concentrate on a specific area of interest such as the figure, gesture, architecture or perspective. The visual language of composition will be emphasized. Students may work in any medium and instruction will be given in a variety of materials including pencil, charcoal, pastel and pen-and-ink. Each session begins with a discussion and demonstration and ends with an informal critique. Locations include South Street Seaport, Chinatown, night court, the Metropolitan Museum of Art, the New York Public Library, St. Patrick's Cathedral and Grand Central Terminal. This course is open to all students, major, minors and non-majors. (3)

ART 250. Survey of Western Art I

The aim of this class is to provide a thorough survey of Western Art from the Prehistoric period to the late-Gothic era, and to present a broad introduction to the period and the discipline for new students and continuing majors. Interwoven throughout the course are the interconnections among the various arts: painting, sculpture, graphic arts and design, and architecture. Students will learn a variety of methodological approaches to the study of works of art. The course will also include visits to local collections both with and without the instructor. Prerequisite: WRIT 101 [Offered: F, S] (3).

ART 252. Survey of Western Art II

This class provides a thorough survey of Western Art from the late-Gothic period to the early-twenty-first century, and presents a broad introduction to the period and the discipline for new students and continuing majors. The course covers interconnections among the various arts: painting, sculpture, photography, graphic arts and design, and architecture. Students will learn a variety of methodological approaches to the study of works of art. The class will also include visits to local collections both with and without the instructor. Prerequisite: WRIT 101 (3).

ART 260. Sophomore Art History Seminar

As a continuation of an intensive program of study for the Major or Minor in Art History, this sophomore-level course will work through various historiographic and theoretical methodological approaches to the history of art through selected texts of the field by such authors as Hegel, Wölfflin, Ruskin, Riegl, Panofsky, Gombrich, Schapiro, Baxandall, and Nochlin. It will encompass multiple topics and critical analyses and culminate in research papers, oral presentations, exhibition critiques, and catalogue entries. By special permission, students majoring in other disciplines may enroll.

ART 261. Images of Women in Art

Using selected images of women throughout the history of art from ancient through modern, this course deals with aesthetic considerations and the attitudes that contributed to the creation of these images. Prerequisite: WRIT 101 (3).

ART 269. The Art of Africa and Oceania

A survey of selected tribal art that will focus on the form, function and content of the arts in relation to their meaning in tribal society. Prerequisite: WRIT 101 (3).

Art

ART COURSES (ART)

ART 270. Survey of Asian Art

This course will consider major artistic centers in China, Japan, India and Southeast Asia focusing on painting, sculpture and temple architecture. Prerequisite: WRIT 101 (3).

ART 288. Visual Arts Abroad

This course includes visits to the best permanent collections and temporary exhibitions on offer in any number of foreign cities with seminars and lectures conducted by MMC faculty and foreign professionals. Options change annually and may range from London to Paris to Amsterdam to Rome to Madrid. Cost of trip: to be determined. (1-3) May be repeated for up to 6 credits.

ART 290. History & Mission of Arts Institutions

(Same as DANC/THTR 290; see course description under Theatre Arts.)

ART 291. Aesthetics and Criticism

(Same as PHIL 251; see course description under Philosophy and Religious Studies.)

ART 301. Figure Drawing I

From the classical Greek proportions of Polykleitos' Doryphoros to the elongated, stylized dimensions of Parmigianino's Madonna with the Long Neck, Figure Drawing I introduces the student to numerous proportional canons of the human figure throughout western art history. Various theoretical approaches to drawing the figure including the Bague Method from the 19th century French Academy will be discussed as well as an in depth study of the structure and superficial anatomy of the figure, i.e.: skeletal and muscular systems. Image-based lectures and demonstrations provide working knowledge in the methodologies of historic and contemporary artists. Professional models are provided. Fee: \$40.00. Prerequisite: ART 111 [Offered: S] (3).

ART 302. Figure Drawing II

This course provides students with further study of the theoretical underpinnings of the human figure as an expressive form in space. Through lectures and class discussions, visits to museums and galleries, readings and research, students acquire awareness of the multiple ways the figure has been represented both historically and in contemporary society. They in turn are encouraged to develop a personal style and individual use of the media. Fee: \$40.00. Prerequisite: ART 301. Course may be repeated for an additional 3 credits [Offered: S] (3).

ART 303. Watercolor Painting

This course introduces students to the fundamentals of transparent watercolor, a versatile and lively medium. Through a combination of patience and strategy, study and planning students gather visual resources and acquire the skills to execute both illusionistic and decorative images. Traditional materials and practices are emphasized, while individual interpretations are encouraged. Group critiques, image-based lectures, demonstrations, visits to gallery and museum exhibitions, readings, papers and written evaluations form a framework for analytical thinking and aesthetic discourse. Color theory, pigments and the history of color are an integral part of the class experience. This course may be repeated for an additional three credits. Prerequisite: ART 111, 114, 116, 125, or 154. (3).

ART 310. Philosophy of Art (Same as PHIL 310)

This course is intended to help the advanced student understand the philosophical perspectives that inform particular periods or trends in the history of art. It will also analyze the degree to which these perspectives have shaped or can shape the way we look at or interpret works of art. These issues will be explored through readings in theoretical texts, artists' writings and visual analysis of works of art. Prerequisites: WRIT 102; PHIL 101, 103 or 251, or ART 291; ART 250 or 252 (3).

ART 315. Painting II

This intermediate-level course expands and reinforces the basic principles and practices of oil painting introduced in Painting I. Increasingly complex approaches to image making will be explored through an examination of figurative, abstract and non-objective models of painting. There will be an emphasis on developing an individual perspective within the context of structured assignments. Through lectures and discussions of contemporary and historical art, students will become more adept at understanding their work within the context of contemporary practice. Individual and group critique, demonstrations, readings and research are integral components of the course. This course may be repeated for an additional three credits. Prerequisite: ART 114 [Offered: F] (3)

ART 316. Digital Illustration

This project-based course provides students a Macintosh computer experience with digital techniques analogous to a traditional pen and ink approach to illustration. Students solve graphic problems that explore issues concerning composition, color, typography, drawing and their formal relationships to content. An understanding of aesthetic values and cultural perspectives is achieved through studio practice, readings and demonstrations. Projects will encourage a successful communication of content as well as the development of a personal style. No previous computer experience is necessary. Prerequisite: ART 111 or 116 Fee: \$40.00 [Offered: S] (3).

ART 317. Narrative Illustration

The focus of the class is the analysis and the creation of narrative illustration and the experimentation with various media and techniques. Students solve graphic problems that explore issues concerning composition, color, typography, drawing and their formal relationships to content. Identification of aesthetic values, and the contemporary and historical cultural perspectives in illustration are achieved through studio practice, readings, research, discussion and critique. Projects demonstrate a successful communication of content as well as the development of a personal style. The goal of the class is for the student to write an original narrative, create characters to advance the story, and design and execute the sequencing and layout for the finished illustrated stories. Portfolio quality illustrations will be created. Prerequisites: WRIT 102 & ART 116 (3).

ART 318. Michelangelo

This monographic course will attempt to deal with issues of form, meaning and context in the work of the Italian Renaissance artist Michelangelo Buonarroti (1475-1564). The emphasis is on a modern analysis of Michelangelo and his historical and artistic context, including the importance of architecture in his work, his literary aspirations, questions of Mannerist style in his later art, and biographical issues. Through the in-depth study of this single artist, students will gain a deeper insight into ideas in artistic culture in the Renaissance. Prerequisites: WRIT 102 & ART 252 (3)

ART COURSES (ART)

ART 319. The Artist's Career

Artists face a daunting environment when they try to establish their careers. This course is designed to help budding artists with precisely that ambitious goal. It will provide essential information to guide students through the fundamental steps in career-building. Topics include developing a clear understanding of the various career options, understanding financial considerations, developing marketing tools, applying for grants, networking, developing an awareness of common pitfalls, working with dealers and representatives, collaborating with other artists, working with studio assistants, conducting interviews with the press, understanding and writing contracts and legal aid, building secondary careers (such as freelance curator, teacher, lecturer, arts administrator, art handler, appraiser, and so on), and surviving career slumps, as well as finding your identity as an artist, defining your own success, and balancing personal and work issues. Prerequisites: WRIT 102; ART 250 or 252; or permission of the department (3).

ART 320. History of Museums and Collections

A museum is defined by the International Council of Museums as a "permanent institution in the service of society and of its development, open to the public, which acquires, conserves, researches, communicates, and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study, and enjoyment." This upper-level course introduces students to the history of public and private museums and collections. Through readings and field trips, guest lectures and class discussions, they gain exposure to fine and decorative art collections; scientific, archaeological, botanical, zoological, historical, and heritage collections (e.g., the Museum of Natural History, the Museum of the American Indian); museums of the communication arts (film, television, video, and digital); as well as mobile and virtual collections. They will study the history of collectors and patrons, from the ancient Romans, to the Italian Renaissance aristocrats and clergy, to the speculators of the present-day. Finally, they will grapple with some of the complex moral and ethical issues concerning art law, property rights, and current debates on the restitution of treasured works of art. Prerequisites: WRIT 102 and ART 250 or 252; or permission of the department (3).

ART 324. Careers in Arts Administration
(Same as DANC/THTR 324; see course description under Theatre Arts.)**ART 325. Caravaggio, Bernini, and Baroque Art in Rome**

This course studies the painting, sculpture, and architecture of Rome in the Baroque era. It introduces the recent past of Rome in the 16th century and assays the continued importance of Ancient Rome for the development of the Imperial/Papal capital. It explores the development of early Baroque painting, with a focus on Caravaggio, the Carracci, and their followers, as well as Bernini, covering the entirety of his illustrious career. The course covers painting, sculpture, architecture, musical culture, graphic arts and other media, and includes visits to local collections where students will be introduced to some of the leading professionals in the field. Prerequisites: WRIT 102; ART 252 (3).

ART 328. The Arts & Social Change
(Same as DANC/THTR 328; see course description under Theatre Arts.)**ART 338. Graphic Design II: Digital**

This course explores design principles using form and content to solve visual communication problems. The logic inherent in organizing information in hierarchical structures necessary for communication is emphasized along with an analysis of form as it relates to historical and contemporary design theory and culture. Students become proficient using professional desktop publishing software to explore the formal and contextual relationships between typography and photography. All projects are structured to prepare students for advanced study and preparation for portfolio quality print media. Fee: \$40.00. No previous computer experience is necessary. Prerequisite: ART 237 or COMM 225 [Offered: S] (3).

ART 339. Drawing II

This course builds on the foundational skills acquired from Drawing I. It offers students advanced study in conceptualizing the elements of drawing in specific contexts. Discussions and class critiques center on solving visual problems, interpreting meaning in historical and contemporary drawings, communicating ideas visually, discerning styles and classifications of drawings and developing a personal aesthetic. Readings, research and visits to museum exhibitions and contemporary galleries are required. Course may be taken for an additional 3 credits. Prerequisite: ART 111 [Offered: F, S] (3).

ART 342. Digital Imaging II

This course focuses on project-based learning that addresses static, motion and Internet applications on the Macintosh computer. Students employ and integrate still and motion software packages to create and produce time-based media. Analysis of narration and sequential logic as it relates to historical and contemporary precedents is emphasized. Research, investigation and critique form the basis for aesthetic and stylistic judgments. Fee: \$40.00. Prerequisite: ART 210 (3).

ART 344. Typography and Image

This course considers type and image as abstract forms as well as vehicles enabling communication. Assigned readings will address historical aspects of typography, photography and their interrelated design issues. A critical understanding of aesthetic and stylistic judgments is presented through lectures, demonstrations and studio projects. Graphic problems address analytic interpretations of textual content in relation to pictorial form. Students integrate software applications as vehicles to produce creative design solutions. Fee: \$40.00. Prerequisite: ART 316 or 338 (3).

ART 346. Artists' Books

This course explores the practice of book making as a visual art medium. Students develop a series of hand-built books based on a cross-cultural exploration of the literary, poetic and fine art objects that make up the history of the book. The narrative structure may combine text and image, consist solely of image or text, however the emphasis is on conceiving the book as a visual object. Lectures, individual and group critique, demonstrations, research and written essays are integral components of the course. Prerequisites: ART 111 & WRIT 102 (3)

Art

ART COURSES (ART)

ART 347. Advanced Photography Studies Seminar

Students pursuing a variety of intermediate and advanced level areas of study through an articulation agreement with The International Center of Photography (ICP), must also attend this weekly seminar based course that combines the creative and analytical aspects of photography. Students may take up to four courses in a variety of topics offered at ICP including Advanced Darkroom Techniques, Studio Lighting, Portraiture, Documentary Photography, Fashion Photography, Alternative Photographic Processes, Intermediate and Advanced Photoshop, Intermediate and Advanced Digital Printing.

This seminar offers an academic and experiential perspective in a small, highly interactive class with an emphasis on private tutorials to support each student's photographic interest. Seminar activities include critical readings, research and written response papers to historic and contemporary photographic exhibitions and field trips to fine art and commercial venues. Culminating projects include the production of two distinct bodies of work. One portfolio reflects the principles mastered through the ICP coursework and the other developed through the conversations and discussions that evolve throughout the semester. Pre-requisite: Art 121, Art 213 [Offered: F,S] (3)

ART 348. Operations & Management for the Arts

(Same as DANC/THTR 348. See course description under Theatre Arts.)

ART 350. Watercolor Painting II

Building on the basic techniques of watercolor painting, students explore less traditional avenues by mixing media, using collage, working large-scale and three-dimensionally. They will investigate the styles and techniques of both historical and contemporary watercolor artists, helping give insight into their own creative process. Students discover what Paul Klee called their "thinking eye," a methodology of critical seeing, designing and describing their personal vision. Working individually with the instructor, they develop a cohesive portfolio of work and a well-constructed artist statement. Prerequisite: ART 303 or permission of instructor (3).

ART 351. Ancient and Classical Art

This is an upper level research course that focuses on the arts of ancient Egypt, the ancient Near East and ancient Greece and Rome. Assigned readings as well as individual research projects form the basis for the class. This course is designed as a topics oriented seminar. Prerequisites: WRIT 102 & ART 250 (3).

ART 352. 3-D Animation

This course is an introduction to professional grade software that enables the creation of 3-D animation for film, web, and video applications. Students create time-based animation employing modeling, lighting and texturing of environments in a narrative sequence. An analysis of aesthetic values and cultural perspectives is achieved through discussions, readings and critiques. Comparative contemporary precedents are explored as part of the discourse. Fee: \$40.00 Prerequisite: COMM 225, ART 210 or 316 (3).

ART 353. Medieval Art and Architecture

This survey course presents a study of the art and architecture from the fourth through the fourteenth centuries beginning in the era of Constantine and Rome's legalization of Christianity and concluding with the Black Death and Proto-Renaissance. While concentrating on the history and religious context of western Europe in the Early Christian, Romanesque and Gothic periods, the course will also illuminate connections with Jewish, Byzantine and Islamic cultures. The material studied includes sacred and secular architecture, manuscript illumination, painting, mosaics, sculpture, stained glass, ceramics and the decorative arts in both the private and the public realms. Prerequisites: WRIT 102 & ART 250 (3).

ART 355. Renaissance and Baroque Art

This course studies the visual arts beginning with the late-Gothic era and tracing its roots in Byzantine Art and icons, then follows practices in Italian painting at the time of Giotto in the turn of the thirteenth century, and then moves through Flemish art of the fifteenth century and the Italian Renaissance. It works through ancillary movements such as Mannerism, and concludes with an examination of the various statements of the European Baroque in the seventeenth century, covering Italy, France, Germany, England, the Low Countries and Spain. Areas covered include painting, sculpture, architecture, manuscript illumination, graphic arts and other media and the course will include mandatory visits to local collections both with and without the instructor. Prerequisites: WRIT 102 & ART 252 (3).

ART 356. American Art

This upper level course offers an in-depth exploration of American art from the pre-colonial period to postmodernism within its broader material, intellectual and cultural contexts. Although the subject matter is presented chronologically, the course is focused on key themes in American history, such as the development of republican values during the eighteenth century, the conflicts over national identity during the Civil War, the impact of the Darwinian revolution in post-Civil War America, and the growing pluralism of the modern era. Intersections among art, literature, science, religion, and philosophy are featured. Students are exposed to a variety of art historical methodologies that serve as a foundation for work in the major. The course includes visits to American art collections in and around New York. Prerequisites: WRIT 102 & ART 250 or 252 (3).

ART COURSES (ART)

ART 361. Curatorial Skills Seminar

This seminar is an upper-level course in which students examine core curatorial concepts of collections planning, research, analysis, documentation, management and exhibition development, and relate them to the evolving role of museums in society. At the same time, it explores the ways in which emerging ideas blend with traditional curatorial skills and knowledge. To complement this theoretical perspective, students engage in the practical work of curating an art exhibition from start to finish. They determine the theme of the exhibition, conduct research, review artists' works in person or in reproduction, visit artists' studios, formulate the list of works, and write a proposal describing the exhibition. They learn how to negotiate loans; secure funding through public and private grants; write an exhibition catalogue and supplementary textual materials (text panels, object labels, audio guides, and podcasts); collaborate with an editor, book designer, and publisher; collaborate with an exhibition designer and other museum personnel; plan and execute a publicity campaign; and secure venues for the exhibition. The proposal is submitted to the Selection Committee for possible inclusion in the MMC Gallery Exhibition Season. Prerequisites: WRIT 102, ART 252; or permission of the department.

ART 362. Visual Arts Seminar: New York City

This off-site seminar is an upper level course, which provides an in-depth view of New York's art and architectural scene, blending history and current exhibitions. Weekly field trips are supplemented by critical and historical readings. Through experiential learning, students will hone their critical and evaluative skills regarding works of art, the history of the City, and the role of residents in its pulsating aesthetic and cultural life. Prerequisites: WRIT 102 & ART 166, 250 or 252 [Offered: F, S] (3).

ART 366. Devising Performance Events
(Same as DANC/THTR 366; see course description under Theatre Arts.)

ART 370. Art Therapy: Principles and Practices Cultural Perspectives

This course introduces students to the history, philosophy and theories in the field of art therapy. It integrates therapeutic process and theory with creative art practice. Students will develop a personal vocabulary of visual imagery and gain personal and professional insight into the use of art and various art materials. Prerequisite: WRIT 102 or 201; & any lower-level psychology course (3).

ART 380. Modern Art I: The Nineteenth Century from Neoclassicism to Post-Impressionism

This is a chronological survey of developments in the art of Europe & America rising out of the Age of Revolution in the late-18th century, and commencing with the establishment of Neo-Classicism as a dominant style. Subsequent periods covered include Romanticism, Realism, Aestheticism, Impressionism, Naturalism, Symbolism, & Post-Impressionism. Some of the major themes that frequently recur in the course and that interrelate with contemporary scholarship on the period are concepts of empire, colonialism, women's art production, feminism, primitivism, socialism, Marxist approaches to art as propaganda, the avant-garde, & formal innovation. Prerequisites: WRIT 102 & ART 252 (3).

ART 381. Modern Art II: The Early-Twentieth Century from Post-Impressionism to Pop Art

The focus of this class is on a variety of different themes and methodologies, and attempts to provide a broad introduction to the period and the discipline for new students and continuing majors. Interwoven throughout the course are connections with sculpture and graphic arts and design and architecture, as well as new media in more contemporary works, although the main focus is on the art of painting and its immediate adjuncts. The aim is to acquaint the students with major international movements such as Fauvism, Cubism, Expressionism, Abstraction, Futurism, Suprematism, DeStijl, Dada, Surrealism and Abstract Expressionism. In particular, we will interrogate not only the forms of art in the period, but also the construction of art history in the age of Modernism and the development of institutions that have largely shaped our experience of art since. Prerequisites: WRIT 102 & ART 252 (3).

ART 384. Contemporary Art

This course presents an international survey of the disparate trends and currents in the visual arts since the 1970s, including feminist art, conceptual art, environmental art, post-minimalism, neo-expressionism, post-modernism, deconstruction in recent art. Prerequisites: WRIT 102 & ART 252 (3).

ART 392. Fundraising & Marketing for the Arts

(Same as DANC/THTR 392; see course description under Theatre Arts.)

ART 393. Special Topics in Art

Topics are offered on a rotating basis, and will focus on a specific aspect of art production or research. Areas of Study include History of Artmaking in New York City, Dada and Surrealism, Sculpture and Mold Making, Practices in Paint Media. Students may repeat enrollment for credit, but may not repeat topics. Certain topics will be taught as a studio/production course, in which case a material fee of \$40 may be attached. Prerequisite: WRIT 102 (3).

ART 411. Senior Art Seminar

This capstone course for the art major provides an overview of the contemporary art world and professional opportunities. As an important co-curricular experiential component, students visit contemporary cultural exhibitions and formulate critical written responses to the work. Students select a project that upon conclusion will demonstrate proficiency in one of the areas of concentration: graphic design, photography or studio art and participate in a group senior thesis exhibition. Some of the topics of special concern are funding for the arts, legal issues, marketing strategies, copyright and intellectual property. Weekly lectures and workshops will be augmented by expert guest speakers. In the exploration of these topics students develop an action plan to further their creative careers in the personal and professional realm and will include researching profit and non-profit venues and graduate programs. [Offered: F] (3)

ART 415. Advanced Painting

This course provides an opportunity for advanced students to expand their formal and conceptual investigation of painting. There is an emphasis on individual exploration of subject, content and method using traditional as well as experimental materials. Critical discussions and lectures focus on locating student work within the historical continuum of visual art practice. Individual and group critiques, demonstrations, research and written statements are integral components of project development. This course may be repeated for an additional 3 credits. Prerequisite: ART 315 [Offered: F] (3)

Art

ART COURSES (ART)

ART 451. Senior Art History Seminar

As a culmination of an intensive program of study for the Major or Minor in Art History, this course will work through various historiographic and theoretical methodological approaches to the history of art through selected texts of the field including the writings of Hegel, Wölfflin, Riegel, Panofsky, Gombrich, Schapiro, Greenberg, Benjamin, T.J. Clark, Baxandall, Nochlin, Crow, Foucault, and others. It will encompass multiple topics and critical analysis and culminate in a major research paper and an oral presentation. By special permission, students majoring in other disciplines may enroll. [Offered: F] (3).

ART 475. The Avant-Garde in Art, Film and Performance

(Same as COMM/THTR 475; see course description under Theatre Arts.)

ART 480. Professional Portfolio

This is a senior seminar class in which students apply the theories and skills learned throughout their college career toward developing a professional portfolio. Students identify a genre of study within the field of communication media. These areas of study may be editorial, advertising, corporate design and identity, web design, illustration, packaging and information design. This study is inclusive of readings, writings, research, creative production and oral presentations. The portfolio enables postgraduate student to advance to entry-level positions in the professional field of their choice or entry into graduate design programs. Fee: \$40.00. Prerequisites: ART 210, 316 or 338 or COMM 225 or permission of department [Offered S] (3).

ART 297/397/497. Research

ART 298/398/498. Directed Study

ART 299/399/499. Independent Study/Internship

Asian Studies

Home to more than half of the world population, Asia has a rich history and is increasingly playing a more important role in the contemporary world. With interdisciplinary and area studies approaches, the Asian Studies minor invites students to delve into the history, cultures, religions, arts, business and economics of Asia; students will also have the opportunity to design his/her own focus on a particular "path" of study, i.e., China, Japan, and

South Asia. The curriculum will lead students from two required introductory courses (History/IS 232 and RS 120) to upper-level electives (9 of the remaining credits must be upper-level). Internships and study abroad will also be recommended and rewarded with credits within the minor.

Division: Social Sciences
Division Chair: Manolo Guzmán, Ph.D.
 mguzman@mmm.edu
Division Assistant: Michael Backus
 mbackus@mmm.edu

Division Office: Nugent 456
Phone: 212-774-4847

Department Faculty:

Yu-Yin Cheng

Associate Professor of History &
 International Studies
 B.A., National Taiwan Normal University
 M.A. & Ph.D., University of California, Davis
 Nugent 452
 212-774-4833
 ycheng@mmm.edu

Bradley L. Herling

Associate Professor of Religious Studies
 B.A., Wesleyan University
 Ph.D., Boston University
 Main 517
 212-517-0618
 bherling@mmm.edu

Jill C. Stevenson

Associate Professor of Theatre Arts
 B.S., Valparaiso University
 Ph.D., The Graduate School and University
 Center, CUNY
 Main CE Suite, 1st Floor
 212-517-0617
 jstevenson@mmm.edu

ASIAN STUDIES MINOR**18 Credits****Learning Goals for the Asian Studies Minor**

Students who complete the Asian studies minor will be able to:

- Identify and discuss significant texts, figures, events, and trends(cultural; historical; religious; philosophical; scientific; economic) from a broad range of Asian contexts.
- Articulate ways in which relationships between Asian civilizations and communities have shaped, and continue to shape, the region.
- Articulate ways in which the events and ideas from the

Asian continent have shaped, and continue to shape, international culture and history.

- Identify and utilize a variety of resources on Asian history and culture available throughout the New York City region (museums; archives; government and non-profit organizations; theatres; etc.)
- Demonstrate through research papers and presentations an in-depth understanding of one Asian nation's history and culture.

Required:

HIST/IS 232 East Asian Civilizations 3
 RS 120 Introduction to Asian Religions 3

Four of the following, two of which must be 300-level or above and two of which must be from non-IS disciplines 12

HIST/IS 237 Modern East Asia (3)
 HIST/IS 238 Modern China (3)
 HIST/IS 239 Modern Japan (3)
 ART 270 Survey of Asian Art (3)
 RS 326 Buddhism (3)
 RS 327 Hinduism (3)
 PHIL 328 Chinese Philosophy (3)

PHIL 329 Indian Philosophy (3)
 HIST/IS 372 Women and Family in Chinese History (3)
 HIST/IS 374 History of People's Republic of China (3)
 THTR 465 Advanced Studies in Theatre: Asian Theatre (3)
 THTR 465 Advanced Studies in Theatre: Japanese Theatre (3)
 COR.C 300 China Created: Religion and Culture in Traditional China (3)
 COR.C 300 Chinese Culture Through Fiction and Drama (3)
 COR.C 300 Ghost Stories and Fox Tales in Chinese Culture (3)
 COR.C 300 Intellectual-Activists in China (3)
 COR.D 300 Reading Contemporary India (3)

Asian Studies

ASIAN STUDIES

MAND 101 Elementary Mandarin I

A direct and immediate involvement with the living language is the fundamental aim of the course. In conjunction with speaking and listening skills, reading and writing (using simplified characters) and familiarity with Pinyin will be introduced in order to develop a basic knowledge of Mandarin. Student participation is vital since this course involves much oral work carried out through interaction among students. Not open to native speakers. (3).

MAND 102. Elementary Mandarin II

This course is a continuation of Elementary Mandarin I. Prerequisite: MAND 101 or permission of department (3).

MAND 201. Intermediate Mandarin I

The purpose of this course is to strengthen and expand the student's familiarity with the language as an oral and written instrument of communication. Prerequisite: MAND 101-102 or permission of department (3).

MAND 202. Intermediate Mandarin II

This course is a continuation of Intermediate Mandarin I. Prerequisite: MAND 201 or permission of department (3).

Biology is part of the Department of Natural Sciences; the Biology Program prepares students to excel in the biological, chemical, physical and mathematical sciences. The overall nature of the department, a mixture of professors from all disciplines of the natural sciences, creates a unique and intimate educational venue for students. The academic program incorporates innovative and interdisciplinary courses that enhance the traditional scientific curriculum. Faculty members provide students with an exceptional foundation in both analytical and quantitative skills and rigorous life science course work, along with the opportunity to participate in faculty-mentored research. A broad exposure to non-science, liberal arts classes enhances our pedagogical mission, creating a critical combination of experiences essential for applying life science skills to future careers.

Department Goals and Objectives:

- To provide students with solid life-science education and training, balanced with a liberal arts curriculum, enabling them to pursue fulfilling careers or professional programs in medicine, dentistry, pharmacology or other health science fields.
- To provide students with an integrated knowledge of contemporary principles of biology, chemistry, physics and mathematics so they can obtain advanced degrees and careers in research, industry, business and education.
- To provide high quality, laboratory-enriched learning environments, allowing students hands-on experience and the opportunity to enhance their critical thinking skills.
- To provide opportunities for students to participate in significant research projects under faculty guidance: to present their research findings and to interact with other scientists through attendance at scientific conferences.
- To create strong and individualized relationships between students and faculty in the department through highly interactive classroom settings, department affiliated scientific associations/events and an open-door policy to departmental offices.
- To provide non-science majors with the quantitative and analytical skills needed to participate critically in our society and in our world.
- To provide non-science majors with instruction in scientific knowledge, scientific reasoning and the scientific process.

Two Major programs comprise the Biology curriculum: a B.A. degree and a B.S. degree, both with Pre-Med tracks. There are minor programs: Biology and Neuroscience. We also provide support for the minor programs in Chemistry, Drama Therapy, Environmental Studies, and Forensic Psychology.

Our B.S. in Biology is appropriate for students who intend to go on to medical, dental or veterinary school, as well as graduate school

in biology, biochemistry, biomedical sciences or nutrition. This degree is also excellent for those students who intend to pursue a career in the health science field or the biomedical industry. In addition, we also offer a Biology program for nonmajors interested in the Pre-Med track. The department offers many levels of support to its pre-med students, from pre-professional committees that aid and guide students to professional programs with seminars that bring current health field professionals into the classroom.

Our B.A. in Biology is appropriate for students intending to pursue studies in physical therapy, occupational therapy, or physician assistant programs.

Starting at the end of the freshman year, the Natural Science faculty will assess Biology majors annually: students should maintain a 3.0 or better overall GPA. To receive Preprofessional Committee support for admission to medical, dental, veterinary, or allied health programs, students should maintain a GPA of 3.2 or higher in the major.

The Department of Natural Sciences strongly encourages students to participate in science through guided scientific experiences. Internships and Independent Study Projects, co-mentored by department faculty and various members of the many excellent NYC biomedical facilities, have been a hallmark of the Department for years. In addition, there exist many opportunities for student-centered scientific experiences at MMC. Students can gain valuable experience in their chosen field through peer advising or tutoring, through assisting in the preparation or execution of laboratory courses, and by conducting significant scientific research in laboratory spaces available within the department. Current research topics include botanical systematics, computational chemistry, molecular neuroscience, applied mathematics, genetics, game theory, medicinal microbiology and neurodegenerative disease.

An optional Thesis Track in Biology is available to all Biology majors. To follow the thesis track and graduate with thesis...

- Student must be a Biology major and have and maintain a College GPA and Science GPA of 3.2 or greater.
- Student must generate a proposal for a novel research project (in conjunction with a Thesis/Research Advisor of their choosing*) and submit it for approval by the Department of Natural Science Thesis Committee** ("the Committee")
- * (Research/Thesis Advisor must be a FT faculty member of the Natural Science Department or be approved by "the Committee").
- Student must conduct three consecutive semesters of Natural Science research(may include a summer) unless "the Committee" approves otherwise .

Biology

- Student must enroll in Science Research 297, 397 and 497 (BIOL, CHEM, or PHYS designation dependent on area of research) during the semesters they are conducting research for AT LEAST 3 credits each semester.
- Student must present their research findings at a minimum of two conferences (chosen in conjunction with their Thesis/Research Advisor); one of which may be held on the MMC campus.
- Student must write a thesis which is reviewed by at least one reader from "the Committee" and is approved by their Thesis/Research Advisor.
- Student must successfully present and defend their thesis to "the Committee"; this presentation should be public and open to the MMC community.
- Student may conduct research on the MMC campus or at an approved (by "the Committee") off-campus location.
- If an off-campus research project, it must additionally include
 - A) a progress report submitted each semester from the approved off-campus Thesis/Research Advisor;
 - B) A Committee member must be the Reader of Thesis.
- Student must take AT LEAST ONE of the Biology capstone courses (BIOL 425 or BIOL 441) required for the major at MMC.

A student who successfully completes the thesis track will have this acknowledged on the student's College transcript.

Admission to the Biology program: All students intending to be Biology majors must place Intermediate Algebra (MATH 129) or Precalculus I (MATH 139). Placement is determined by high school GPA and SAT/ACT scores. If the student places into Intermediate Algebra he/she can declare a Biology major and register for Biology I (BIOL 220). If the student places into Precalculus I he/she can register for General Chemistry I (CHEM 235/236) also. Students who do not place into Intermediate Algebra or Precalculus I must obtain a C or better in Introductory Algebra (MATH 109) and C or better in a 100 - level Natural Sciences Disciplinary Studies course (e.g., Evolution, Human Biology, Environmental Science) and WRIT 101. Upon the successful completion of the above courses the student will enter the Biology Program and be integrated into the coursework sequence for the BS/Biology or BA/Biology depending on his/her goal. Options exist to take some of these courses in summer sessions.

Students should be advised that the degree may take more than 4 years and upon graduation they will have the requirements to enter pre-professional programs (e.g., medicine, veterinary medicine, dentistry, physician assistant, physical therapy, RN, MSN/RN, etc.) the workplace, graduate research programs, etc.

Note: Students who are not yet admissible to the Biology major may enter the College through the Liberal Studies program.

Division: Sciences
Division Chairperson: Benedetta A. Sampoli Benitez, Ph.D.
 bsampoli@mmm.edu
Division Secretary: Rekha Swami
 rswami@mmm.edu

Division Office: Main 7th Floor
Phone: 212-774-0725

Faculty: Faculty from the Departments of Natural Sciences teach courses in the Biology major.

Judith Garrison Hanks
 Chair, Department of Natural Sciences
 Associate Professor of Biology
 B.S., The City College of CUNY
 M.A., Lehman College of CUNY
 Ph.D., CUNY/New York Botanical Garden
 Main 614
 212-517-0667
 jhanks@mmm.edu

Ann Aguanno
 Associate Professor of Biology
 B.A., SUNY, Buffalo
 M.S. & Ph.D., New York University
 Main 603
 212-774-4838
 aaguanno@mmm.edu

Alessandra Leri
 Assistant Professor of Chemistry and
 Environmental Science
 B.S., College of William and Mary
 M.A., University of Virginia
 Ph.D., Princeton University
 Main 603
 212-517-0661
 aleri@mmm.edu

Terry Morley
 Coordinator of the Environmental Studies
 Program
 Assistant Professor of Biology and Ecology
 B.A., SUNY Oswego
 Ph.D., University of Maine
 Main 614
 212-774-4898
 tmorley@mmm.edu

Benedetta A. Sampoli Benitez
 Sciences Division Chair
 Associate Professor of Chemistry
 B.S. & M.S., University of Florence
 Ph.D., University of California, San Diego
 Main 706K
 212-517-0653
 bsampoli@mmm.edu

Debra Tillinger
 Visiting Assistant Professor of Physics
 B.A. Barnard College of Columbia University
 Ph.D. Columbia University
 Main 614
 212-517-0651
 dtillinger@mmm.edu

Anne Mazelis
 Professor Emeritus of Biology
 B.S., The City College of CUNY
 M.S., The University of Chicago
 Ph.D., Cornell University

Biology

MAJOR: BIOLOGY

51-58 Credits

B.A. (0401)

General Education: 42 Credits; Major: 51-58 Credits; Elective Credits: 20-27 Credits

This major is appropriate for those students intending to pursue studies in Physical Therapy, Occupational Therapy or Physician Assistants Programs, and for some Nutrition Programs.

Learning Goals for the Major in Biology (B.A.)

After completing the major in biology students will be able to:

- Demonstrate knowledge of biology, chemistry, physics and mathematics.
- Demonstrate understanding of natural sciences from both a contemporary and historical perspective.
- Demonstrate enhanced critical thinking skills.

- Integrate and apply scientific information.
- Utilize research strategies to address scientific questions.
- Fully comprehend and clearly communicate scientific principles.
- Actively participate in the scientific community.
- Demonstrate appropriate training for the pursuit of post baccalaureate careers, advanced degrees or professional programs.

Major Requirements:

| | | | |
|--|---|---|--------|
| BIOL 136 Anatomy (w/laboratory) | 4 | PHYS 201 Introduction to Physics (w/laboratory) or | |
| GS 183 Environmental Science | 3 | PHYS 261 General Physics I (w/laboratory) | 4 or 5 |
| BIOL 220 General Biology I (w/laboratory) | 4 | BIOL 320 Microbiology (w/laboratory) | 4 |
| BIOL 222 General Biology II (w/laboratory) | 4 | BIOL/CHEM 441 Biochemistry or BIOL 425 Genetics | 4 |
| BIOL 240 Cellular and Molecular Biology (w/laboratory) | 4 | BIOL/CHEM 340 Introduction to Organic and Biochemistry or | |
| BIOL 234 Human Physiology (w/laboratory) or | | CHEM 317/318 Organic Chemistry I (w/laboratory) | 4 or 5 |
| BIOL 329 Physiology (w/ Laboratory) | 4 | BIOL/CHEM 441 Biochemistry or BIOL 425 Genetics | 4 |
| CHEM 233/234 General Chemistry I (w/laboratory) | 4 | BIOL 490 Senior Seminar | 1 |
| CHEM 235/236 General Chemistry II (w/laboratory) | 4 | | |
| MATH 224 Statistics | 3 | | |

Prerequisites for Biology Majors 0-5 Credits

| | | |
|--------------------------|-----|---|
| *MATH 139 Precalculus I | 0-3 | *MATH 141 Precalculus (4 credits) may substitute for MATH 139+140 |
| *MATH 140 Precalculus II | 0-3 | |

Biology majors must take the above prerequisite Mathematics courses unless specifically exempted by the Department of Natural Sciences. Students must obtain a grade of C or better in these courses before they can enter the B.S. or B.A. Biology degree programs. Prerequisites, if applicable, may be used to fulfill the Foundation Mathematics requirement or the Natural Science and Mathematics Disciplinary Studies requirement.

NOTE: Biology majors should not take MATH 113 (Quantitative Reasoning). They are required to take mathematics courses up to and including MATH 210 (Calculus I - B.S.) or MATH 224 (Statistics - B.A.), either of which may be used to satisfy the Natural Science and Mathematics Disciplinary Studies requirement. Students whose background is not sufficient may be required to start with MATH 129 (Intermediate Algebra) before taking MATH 139.

MAJOR: BIOLOGY

60- 66 Credits

B.S.

General Education: 42 Credits; Major: 60-66 Credits; Elective Credits: 12-18 Credits

This major is appropriate for those students who intend to go to Medical, Dental or Veterinary School or to Graduate School in Biology, Biochemistry, Biomedical Sciences or Nutrition (most programs).

Learning Goals for the Major in Biology (B.S.)

After completing the major in biology students will be able to:

- Demonstrate knowledge of biology, chemistry, physics and mathematics.
- Demonstrate understanding of natural sciences from both a contemporary and historical perspective.
- Demonstrate enhanced critical thinking skills.
- Integrate and apply scientific information.

- Utilize research strategies to address scientific questions.
- Fully comprehend and clearly communicate scientific principles.
- Actively participate in the scientific community.
- Demonstrate appropriate training for the pursuit of post baccalaureate careers, advanced degrees or professional programs.
- Complete requirements necessary for admittance to Medical, Dental, and Veterinary schools, as well as graduate Biology, Biochemistry, Biomedical, and Nutrition programs (B.S. majors).

Academic Offerings

Biology

Major Requirements:

| | | | |
|--|---|--|---|
| BIOL 220 General Biology I (w/laboratory) | 4 | CHEM 317/318 Organic Chemistry I (w/laboratory) | 5 |
| BIOL 222 General Biology II (w/laboratory) | 4 | CHEM 319/320 Organic Chemistry II (w/laboratory) | 5 |
| BIOL 240 Cellular and Molecular Biology (w/laboratory) | 4 | BIOL 320 Microbiology (w/laboratory) | 4 |
| CHEM 233/234 General Chemistry I (w/laboratory) | 4 | BIOL 329 Physiology (w/laboratory) | 4 |
| CHEM 235/236 General Chemistry II (w/laboratory) | 4 | BIOL 425 Genetics | 4 |
| MATH 210 Calculus I | 3 | BIOL/CHEM 441 Biochemistry | 4 |
| PHYS 261 General Physics I (w/laboratory) | 5 | BIOL 490 Senior Seminar | 1 |
| PHYS 262 General Physics II (w/laboratory) | 5 | | |

BIOLOGY MINOR

18-24 Credits

The minor will consist of a minimum of 18 credits of Biology/Chemistry/Physics coursework. Coursework decisions will be under the supervision of Biology faculty.

Required Courses:

| | | | |
|--|---|---|-----|
| CHEM 233/234 General Chemistry I (w/laboratory) | 4 | BIOL 392 Ecology | (3) |
| CHEM 235/236 General Chemistry II (w/laboratory) | 4 | PHYS 261 General Physics | (5) |
| BIOL 220 General Biology | 4 | CHEM 317/318 Organic Chemistry I (w/laboratory) | (5) |
| | | GS 183 Environmental Science | (3) |

The student is required to take a minimum of 6 credits from the following courses:

| | | |
|-------------------------------------|-----|--|
| BIOL 222 General Biology II | (4) | The student will substitute MATH 139 (Precalculus I) for Quantitative Reasoning if background is sufficient. If not, MATH 129 (Intermediate Algebra) will have to be taken prior to beginning the minor and MATH 139 will become an elective. The student will be exempt from MATH 140 depending on the goal of the minor. |
| BIOL 136 Anatomy | (4) | |
| BIOL 240 Cell and Molecular Biology | (4) | |
| BIOL 234 Human Physiology | (4) | |
| BIOL 320 Microbiology | (4) | |

Note: Biology Minor is available to non-Biology majors only.

NEUROSCIENCE MINOR

18 Credits

As you are reading this description, the very act of reading (moving your eyes from side-to-side and up and down) and comprehension of what you have just read is a result of brain activity. Thus, behavior and cognitive functions are biological phenomena resulting from brain activity. The field of neuroscience examines of how the brain, made up of billions of tiny neurons produces psychology. Social and biological explanations of Psychology are

not mutually exclusive, but rather complimentary. Social factors influence our psychology by modulating the activity of our brains similar to biological mechanisms. In summary courses will examine the nervous system with a focus on function and on how our behavior and brains interact. This program will educate students both on basic and advanced level.

Learning Goals for the Minor in Neuroscience

After completing the minor in neuroscience students will be able to:

- Demonstrate knowledge of the organization of the brain and the nervous system.
- Demonstrate an understanding of how brain damage and pathology have contributed to the current and growing neuroscience discipline.
- Demonstrate knowledge of technology and research methods used to elucidate associations between the nervous system and behavior and cognition.
- Demonstrate basic understanding of specific anatomical brain systems and their role in cognitive and behavioral processes.

| | | |
|--|---|--|
| BIOL 136 Anatomy | 4 | Please Note: if a course required for the Neuroscience minor is also required for the student's major, the student must choose an alternative course outside their major; some possibilities are listed below, though the student should consult with the chair of the Science Division to ensure the appropriateness of the course substitution. |
| BIOL 220 General Biology I | 4 | |
| BIOL 234 Human Physiology or BIOL 329 Physiology | 4 | |
| PSYCH 333 Behavioral Neuroscience | 3 | |
| PSYCH/BIOL 497 Research | 3 | |

Alternatives:

Psychology & Learning (PSYCH 232)

Drugs and the Brain (CHEM/PSYCH 348)

Perception (PSYCH 359)

Cognitive Psychology (PSYCH 359)

Comparative Psychology/Animal Behavior (BIOL/PSYCH 379)

BIOLOGY COURSES (BIOL)**BIOL 116. Nutrition**

In this course, students will learn the fundamentals of nutrition, the science that studies food and how food is absorbed and processed in our body. Students will explore the role of the nutrients in our life and the principles behind the design of a healthy and balanced diet. Other topics include: cellular metabolism of nutrients, energy metabolism, relation of nutrition to exercise, eating disorders, preparation of food and use of preservatives. This course also has a lab component and students will perform hands-on experiences related to nutrition. No science background is required. Fee: \$20. Corequisite: WRIT 101 (3).

BIOL 127. Evolution

Course reviews historical and current views of the origin and evolution of life on earth, mechanisms of organic evolution as inferred from different lines of evidence, and basic population dynamics. Corequisites: WRIT 101 & MATH 109 (3).

BIOL 129. Heredity

This course is a study of basic human genetics; the interweaving roles of genes and environment; methods of obtaining information about inherited traits; and medical, sociological, and economic problems related to genetic counseling. Corequisites: WRIT 101 & MATH 109 (3).

BIOL 136. Anatomy

A study of human anatomy; emphasis is placed on form/function relationships. The skeletalmuscular, cardiovascular, respiratory, urogenital and neuro-endocrine systems will be studied, with appropriate lab work. Three-hour class; three-hour lab. Fee: \$45.00 (4).

BIOL 140. Human Reproduction

Human reproduction, conception, development, birth and early infancy are among the topics covered in this course. Current advances will be considered as well. Corequisite: WRIT 101 & MATH 109 (3).

BIOL 145. Human Biology

This course studies the systems of the human body in an integrative manner. The anatomy and physiology of all body systems will be presented placing emphasis on the interrelationships between structure and function. The maintenance of normal function (homeostasis) and the problems that arise when any system ceases to perform optimally will be discussed. Health related information helps to provide the student with the necessary knowledge to make informed decisions about her/his own body. The course will help students discover the remarkable scientific design of the human body (3).

BIOL 220. General Biology I

Course studies principles of cell biology, including the chemical basis of life, cell structure and function, energetics, and classical and molecular genetics. In the laboratory the student is introduced to the basic tools and techniques of biological investigation: microscopy, dissection and quantitative experimentation. Three-hour class; three-hour lab. Fee: \$45.00. Corequisites: WRIT 101 & MATH 129; or permission of department. [Offered: Spring] (4).

BIOL 222. General Biology II

This course continues and expands topics introduced in BIOL 220, with emphasis on animal biology, including physiological systems and an introduction to developmental biology. Principles of evolution and population biology and ecology are also discussed. The laboratory will use the techniques learned in BIOL 221 to further investigate the areas covered in the lectures. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 220; or permission of department. [Offered: Fall] (4).

BIOL 227. Comparative Anatomy

Course studies the phylogeny of chordate systems, especially vertebrates. There will be laboratory dissections of representative types, with emphasis on the study of progressive evolution within each line of descent. Two-hour class; four-hour lab. Fee: \$45.00. Prerequisites: GS 105/106 or permission of department (4).

BIOL 234. Human Physiology

This course presents a systems approach to human physiology. The functions of the major organ systems and the physiological mechanisms by which these functions are controlled are considered. Three-hour lecture; three-hour lab. Fee: \$45.00 (4).

Biology

BIOLOGY COURSES (BIOL)

BIOL 240. Cellular and Molecular Biology

This is a lecture and laboratory course focusing on the principles and techniques of molecular and cellular biology with an emphasis on recent advances in molecular biology. Topics include the structure and function of the cell and its subcellular organelles, biological macromolecules, enzymes, biomembranes, bioenergetics, DNA replication, protein synthesis and cell motility. Techniques include aseptic technique and the handling of microbes, isolation and purification of nucleic acids, construction, selection and analysis of recombinant DNA molecules, restriction mapping, immobilization and hybridization of nucleic acids, labeling methods of nucleic acid probes, PCR and basic cell culture. Three-hour lecture; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 220 and CHEM 233/234, or permission of department (4).

BIOL 250. Plagues and Humankind

This course will study the infectious diseases that have threatened humankind throughout the ages, as well as new agents of infection. Students will develop an intrinsic understanding of bacteria, viruses, prions, and protozoan parasites from the standpoint of transmission and virulence. The course will also provide an understanding of the treatment regimes as well as the dynamics of the process of co-evolution, a type of "dance" that occurs between parasite and host (prey). The organisms that have been responsible for "plagues" will be investigated in detail, as well as their effects on society. The newer members of the infectious disease assemblage will be studied to discern what mankind has learned from past experience, how modern society responds to the "unknown" and how the use of advanced tools of diagnosis and treatment contribute to or remove the factor of fear. Those organisms that have been "weaponized" for use in bioterrorism will be "deconstructed". Prerequisites: WRIT 101 & MATH 113 or higher (3).

BIOL 251. Introduction to Research

(Same as CHEM 251)

The student will learn fundamental techniques and procedures of research in biology and chemistry. The course is intended to prepare students for more independent research in future semesters and to allow students to test out the research experience while making a clear and limited time commitment. Eight-hour lab. Fee: \$45.00. Prerequisite: CHEM 317/318 or BIOL 320 & permission of department (3).

BIOL 317. Nutrition and Health

This course continues and expands the topics covered in BIOL 116 (Nutrition). Students will learn about nutritional needs over the lifespan (from pre-natal to older adults). The effects of exercise, weight loss and allergies on nutritional needs will be investigated; specialty diets for people with diabetes, heart disease and special needs will also be discussed. Readings will include text and articles from nutrition and professional journals. Prerequisites: WRIT 102 & BIOL 116 or permission of department (3).

BIOL 320. Microbiology

This course studies the morphology, life cycles, physiology and ecology of bacteria, algae, fungi and protozoa. It surveys applied microbiology. Laboratory studies deal principally with bacteria. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 240 (4).

BIOL 328. Animal Embryology

Course emphasizes the description and analysis of development prior to birth or hatching. It is an introduction to experimental embryology. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 220 (4).

BIOL 329. Physiology

This course studies the fundamental mechanisms by which animal systems maintain homeostasis and adjust to meet the demands of the internal and external environment. Animal systems will be studied to understand the evolution of human systems. Emphasis will be placed on the relationship between structure and function. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisites: WRIT 102, BIOL 220, & CHEM 235/236 (4).

BIOL 330. Conservation Biology

This course will introduce students to the biological, social, political and economic facets of modern conservation biology and the application of these principles to conservation issues and problems around the world. The course addresses policies and applied issues guiding the management and conservation of species, habitats and ecosystems using an international perspective. The course consists of solving current problems by multiple individual and small group projects and presentations to address the major themes in conservation biology such as threats to biodiversity, small population and metapopulation dynamics, and international policies regarding the protection of species and habitats. Additional topics include mass extinctions, global change, loss and degradation of habitat, and over exploitation of biological resources. Prerequisites: WRIT 102 and one lower level BIOL or ENV course; or permission of the department (3).

BIOL 333. Behavioral Neuroscience

(Same as PSYCH 333; see course description under Psychology.)

BIOL 340. Introduction to Organic & Biochemistry (Same as CHEM 340)

In this course, the major organic functional groups will be presented together with the basic concepts of organic reaction mechanisms. Stereochemistry will also be considered. Emphasis will be placed on the biological relevance of organic reactions. In the second part of the course, the basic concepts of structural and metabolic biochemistry will be presented. Four-hour class. Prerequisites: CHEM 235/236 (4).

BIOL 379. Animal Behavior

(Same as PSYCH 379; see course description under Psychology.)

BIOLOGY COURSES (BIOL)

BIOL 392. Ecology

This course will explore the interactions that occur between organisms and their environment. It will introduce the structural hierarchy created by these interactions (e.g., populations, communities, ecosystems, biomes) and the adjustments that occur as a result of them. The environment includes not only the physical but the biological conditions under which an organism lives. The adaptations that evolve to provide organisms the ability to survive in various types of habitats will be discussed from a comparative basis. The course will thus provide an understanding of species diversity and how the environment can support such a wide array of different organisms. It will emphasize the ability of species to adjust to changes in their environment, the response of the environment to these changes, and the consequences of extinction. Ecology is a science and will be studied in the context of scientific inquiry, understanding that the principles of evolution and natural selection are at the foundation. Prerequisites: WRIT 102; MATH 113 or higher; & BIOL 222 or GS 183; or permission of the department (3).

BIOL 425. Genetics

This course focuses on the basic principles of classical, molecular and population genetics. The course material emphasizes the scientific process involving both observation and experimentation. Topics explored are classic and non-Mendelian genetics, chromosomal basis of genetics, linkage, crossover and mapping of eukaryotic genomes, molecular structure of chromosomes, DNA replication, transcription and translation, mutation and repair, molecular biology techniques, genomics, gene regulation in prokaryotes and eukaryotes, genetics of development and cancer and the inheritance of complex traits. Critical thinking skills are underscored through the analysis of experimental data and problems. A literature research project is required, which builds on all previous biology and chemistry course content in conjunction with new content and skills acquired in this course. The project is presented in poster format. Four and half-hour class. Prerequisites: WRIT 102, BIOL 220, BIOL 222, BIOL 240, CHEM 317/318 (4).

BIOL 441. Biochemistry (Same as CHEM 441)

This course, the capstone for the Biology Majors, examines the chemistry of life. This course is organized in two fundamental parts. At the beginning it explores the structure and function of biological molecules, from proteins to lipids and carbohydrates. The second part will focus on metabolic pathways and signal transduction. Clinical correlations will be emphasized. Finally, as a last topic, we will explore cancer and DNA repair mechanisms. The laboratory exercises will focus on protein isolation, purification and analysis. Three-hour lecture and three-hour lab. Fee: \$45. Prerequisites: WRIT 102, BIOL 220/222 & CHEM 317/318 (4.)

BIOL 490. Senior Seminar

This course will allow students to become familiar with the process of reading and understanding primary literature. During the semester, students will read articles from peer-reviewed journals in various fields of biology, including microbiology, biochemistry, macromolecular structure, cellular and molecular biology, evolutionary biology, and ecology. Students will deliver oral presentations on article content, after which the faculty member will moderate a discussion. As a final project, student will write a 8-10 pages paper on a topic that was discussed in class, citing at least 10 primary literature sources. Prerequisites: BIOL/CHEM 441 or BIOL 425. 1.5 hour class (1).

BIOL 495. Special Topics in Biology

This course will explore a different topic in biology each time that it is offered. Among the topics that may be in focus will be: endocrinology, genetic engineering, cancer research, population genetics, plant physiology, etc. May be repeated for up to 9 credits, provided that each time there is a different announced topic. Prerequisite: BIOL 220 or permission of department (3).

BIOL 297/397/497. Science Research

Prerequisite: permission of Department faculty
Fee: \$45 (1-6).

BIOL 298/398/498. Directed Study

BIOL 299/399/499. Independent Study/Internship

Business and Business Management

Can you see yourself working at the New York Stock Exchange or J. P. Morgan Bank and Trust? Developing a marketing plan for Dream Works' next blockbuster movie? Opening your own business? Pursuing an MBA? Whatever career you pursue, one thing is certain: The job will not stay the same for long. To succeed, you will have to continually learn new skills to adapt to the ever-changing business world.

MMC's Business Management program, in the heart of New York City, offers a rigorous course of study that teaches the skills needed in both business and the liberal arts. The mission of the Business Management major is consistent with the College's mission: To educate a socially and economically diverse student population by fostering intellectual achievement and personal growth. We accomplish this by giving each student the necessary skills to build successful careers in business, government and non-profit institutions. We provide each student with a strong academic base for continuing education, including professional development, graduate study, and lifelong learning.

The Business Management program offers two majors: one is the Bachelor of Science in Business Management and the other is the Bachelor of Arts in Business Management. The Bachelor of Science program serves the student whose primary focus is Business Management and provides preparation for graduate studies or a career in the traditional fields of Finance, Marketing or Management. The Bachelor of Arts program serves students who wish to master the fundamentals of Business Management while they explore the liberal arts and develop a multidisciplinary perspective. This program allows for an individualized approach in crafting a career path or planning for graduate studies.

All Bachelors of Science in Business Management majors take courses in accounting, economics, marketing, finance and management. After completing the basic courses, students choose a concentration in Finance and Investments, Human Resources, International Business and Economics, Marketing, Entrepreneurship or Media and Arts Management. Students majoring in the Bachelor of Arts program in Business Management complete courses in marketing and organizational theory as well as basic accounting. After completing the basic courses, students choose a concentration in Leadership, Media and Arts Management, Entrepreneurship, or Economics. Each program emphasizes the fundamental intellectual skills: reading critically, thinking analytically, and writing clearly. Feedback from business professionals and alumni stress the importance of communicating clearly, delivering effective presentations, and working well in teams.

The Business Management faculty has strong credentials in their respective disciplines as well as extensive industry experience. In addition to their dedication to teaching excellence, our faculty contributes to professional associations, pursue research, present conference papers, publish books and articles, and consult for businesses and non-profit organizations.

At MMC, courses in business are only one part of a comprehensive education. Our active internship program, coupled with our location in the nation's corporate and financial capital, provides each business student the chance to explore the many resources of New York City while pursuing her/his studies. Students majoring in Business Management can expect to work in banking, advertising, personnel, retailing, communications, entertainment, and many other fields.

The Business Management faculty and the Office of Career Development and Internships work closely with each student to develop a resume and to secure an internship, while mentoring the student throughout the semester. Even students who work full-time may develop internships for credit on the job. Students have interned at:

Avon
Big Apple Circus
Bloomberg Business News
CBS
CNN
Conde Nast
Citibank
Dolce & Gabbana
Dream Works

Financial News Network
News Corporation
NBC
Merrill Lynch
Morgan Stanley Dean Witter
Simon & Schuster
Smith Barney
Time Warner
Young & Rubicam

Additional Learning Opportunities

In addition to the courses and internships, students can meet degree requirements in Accounting or Business Management through other methods of study: Independent Study allows the experienced student with high academic standing to design an individual project with a faculty mentor; Directed Study enables faculty members to develop courses in an academic area of special interest to them and their students that are not included in the departmental course offerings; Study Abroad offers students opportunities to study at colleges and universities in other parts of the world; Prior Learning Assessment allows students to gain credit for learning acquired through their professional, non-college experience.

Division:
Management

Division Chair:

Division Secretary:

Accounting and Business

Vandana Rao, Ph.D.

Carmen Jackman Torres

Division Office:

vrao@mmm.edu

ctorres@mmm.edu

Phone:

Nugent 551

212-517-0631

Business and Business Management

Department Faculty:

Vandana Rao

Professor of Business Management
Chair, Division of Accounting and Business Management
B.A., Bombay University, India
M.A. & Ph.D., SUNY, Stony Brook
Nugent 551
212-517-0635
vrao@mmm.edu

Richard Garrett

Associate Professor of Economics
B.A., Texas Christian University
Ph.D., New School University
Nugent 552
212-517-0636
rgarrett@mmm.edu

Leslie Levin

Associate Professor of Business Management
B.A., Goucher College
M.B.A., Columbia University
Ph.D., Brown University
Nugent 551
212-517-0634
llevin@mmm.edu

Vladimir V. Pashkevich

Assistant Professor of Business Management
M.S., Belarus State University
Ph.D., University of Cincinnati
Nugent 551
212-517-0639
vpashkevich@mmm.edu

Marvelle S. Colby

Professor Emeritus of Business Management
B.A., Hunter College, CUNY
M.A., University of Northern Colorado
D.P.A., Nova University
mcolby@mmm.edu

MAJOR: BUSINESS MANAGEMENT (0506)

53 Credits

B.S.

General Education: 42 Credits; Major: 53 Credits; Elective Credits: 25 Credits

Learning Goals for the Major in Business Management

Students in the B.S. in Business Management program will achieve the following learning outcomes:

- **Business Functions:** Students will apply their knowledge of marketing, finance, accounting and management concepts to perform a disciplined analysis of business situations and demonstrate a working knowledge of business planning processes, methods and strategies.
- **Critical Thinking:** Students will demonstrate critical thinking skills, including: identifying and applying assessment instruments and analytical tools to analyze significant problems and/or opportunities, formulating decision alternatives, selecting a preferred solution decision based on conceptual analysis, and developing an action plan for the successful implementation of the preferred solution to these problems/opportunities.
- **Quantitative & Technological Skills:** Students will demonstrate critical quantitative and technological skills and knowledge enabling them to analyze and interpret business data to support optimization of

managerial decisions.

- **Domestic & Global Environment:** Students will articulate the complexity and diversity of today's domestic and global business environment and the impact of internationalization on business.
- **Communication Skills:** Students will demonstrate competency in writing and speaking effectively and professionally as well as interpersonal and team skills in the business environment.
- **Ethics:** Students will articulate current issues in business and ethics and demonstrate the integration of ethical analysis into the strategic management process.

NOTE: Business Management Majors (B.S.) must pass MATH 113 or above with a grade of C or higher. All OPEN ELECTIVE credits must be filled through the completion of liberal arts courses. Since some of the courses have prerequisites, the specific program should be arranged in close collaboration with a business faculty advisor.

NOTE: A student receiving a grade of D or below in a required or elective course for a major or minor, must repeat the course

Academic Offerings

Business and Business Management

| | | | |
|--------------------------------------|---|--|----|
| BUS 100 The Contemporary Workplace | 3 | BUS 277 The Legal Environment of Business | 3 |
| BUS 210 Marketing | 3 | BUS 309 Financial Management | 3 |
| ECO 210 Principles of Macroeconomics | 3 | BUS 316 Organizational Behavior | 3 |
| ECO 213 Principles of Microeconomics | 3 | IT 330 Business Management & Information Technology | 3 |
| ACCT 215 Principles of Accounting I | 4 | BUS 403 Strategic Management | 3 |
| ACCT 217 Principles of Accounting II | 4 | BUS/ACCT/ECO Electives | 3 |
| BUS 224 Statistics for Business | 3 | Completion of one of the following six concentrations | 12 |

A. FINANCE AND INVESTMENTS

| | | | |
|-------------------------------------|---|--|----------|
| BUS 223 Introduction to Investments | 3 | Two of the following | 6 |
| BUS 347 Corporation Finance | 3 | BUS 337 Securities Analysis | (3) |
| | | BUS 357 International Finance | (3) |
| | | ECO 375 Money, Banking & Financial Markets | (3) |
| | | BUS 324 Entrepreneurial Finance | (3) |

B. INTERNATIONAL BUSINESS AND ECONOMICS

| | | | |
|------------------------------------|---|---------------------------------|----------|
| ECO 317 International Economics | 3 | Two of the following | 6 |
| BUS/ECO 351 International Business | 3 | ECO 214 The Global Economy | (3) |
| | | BUS 352 International Marketing | (3) |
| | | BUS 357 International Finance | (3) |

C. HUMAN RESOURCES

| | | | |
|------------------------------------|----------|--|-----|
| BUS 200 Management | 3 | PSYCH 340 Career Development Cycle | (3) |
| BUS/PSYCH 317 Personnel Psychology | 3 | BUS/PSYCH 344 Training & Development | (3) |
| | | PSYCH 369 Dynamics of Interviewing | (3) |
| Two of the following | 6 | COMM 344 Advocacy and Social Movements | (3) |
| PSYCH 313 Group Dynamics | (3) | PHIL 324 Business Ethics | (3) |
| PSYCH 330 Tests & Measurement | (3) | | |

D. MARKETING

| | | | |
|-----------------------------|----------|---|-----|
| BUS 345 Marketing Research | 3 | BUS/COMM 293 Public Relations | (3) |
| BUS 378 Consumer Behavior | 3 | BUS 313 Sales Management | (3) |
| Two of the following | 6 | BUS 335 Interactive Marketing Using the Web | (3) |
| BUS 207 Entrepreneurship | (3) | BUS 352 International Marketing | (3) |
| BUS/COMM 232 Advertising | (3) | | |

E. ENTREPRENEURSHIP

| | | | |
|---|---|--|----------|
| BUS 207 Entrepreneurship | 3 | One of the following | 3 |
| BUS 335 Interactive Marketing Using the Web | 3 | BUS 313 Sales Management | (3) |
| BUS 324 Entrepreneurial Finance | 3 | BUS/COMM 232 Advertising | (3) |
| | | BUS/COMM 293 Public Relations | (3) |
| | | COMM 258 Small Group Communications | (3) |
| | | COMM 344 Advocacy and Social Movements | (3) |

Business and Business Management

F. MEDIA AND ARTS MANAGEMENT

| | | | |
|--|---|---|----------|
| ART/DANC/THTR 290 History & Mission of Arts Institutions | 3 | One of the following | 3 |
| ART/DANC/THTR 392 Fundraising & Marketing for the Arts | 3 | ART/DANC/THTR 348 Operations & Management for the Arts(3) | |
| BUS 335 Interactive Marketing Using the Web | 3 | ART 320 History of Museums and Collections | (3) |
| | | BUS 313 Sales Management | (3) |
| | | BUS/COMM 232 Advertising | (3) |
| | | BUS/COMM 293 Public Relations | (3) |
| | | BUS 207 Entrepreneurship | 3 |

MAJOR: BUSINESS (0501)

40 Credits

B.A. **General Education: 42 Credits; Major: 40 Credits; Elective Credits: 38 Credits**

Learning Goals for the Major in Business Students in the B.A. in Business program will achieve the following learning outcomes:

- **Business Functions:** Apply concepts in marketing, finance, management, economics and accounting in business planning and decision-making.
- **Communication Skills:** Demonstrate competency in writing and speaking professionally.
- **Ethics:** Articulate current issues in business and ethics and demonstrate the integration of ethical analysis into the strategic management process.
- **Diversity:** Articulate the importance of diversity and demonstrate the value of different perspectives in managerial decision making.
- **Technology:** Demonstrate appropriate use of technology to conduct research and communicate on relevant issues and manage information to prepare and present effectively.
- Interpret problem situations, apply appropriate methods to solve problems and provide clear rationale for business decision making.

In addition, students in each of the concentrations will fulfill specific outcomes.

Leadership: Articulate team and leadership skills needed to convert business goals into action plans.

Entrepreneurship: Create and propose a new business venture with a comprehensive business plan.

Media and Arts Management: Apply theoretical concepts and practical skills necessary to engage in marketing, funding, programming and management for cultural institution administration.

Economics: Apply analytical and conceptual skills in economics as well as a world view informed by a global perspective in articulating economic issues and proposing solutions to economic problems.

NOTE: Since some of the courses in this program have prerequisites, the specific program should be arranged in close collaboration with a business faculty advisor.

NOTE: Business majors must pass MATH 113 or above with a grade of C or higher.

NOTE: A student receiving a grade of D or below in a required or elective course for a major or minor, must repeat the course

The Business Core:

| | | | |
|-------------------------------------|---|---|-----------|
| BUS 100 The Contemporary Workplace | 3 | IT 330 Business Management & Information Technology | 3 |
| BUS 210 Marketing | 3 | BUS 403 Strategic Management | 3 |
| ACCT 215 Principles of Accounting I | 4 | | |
| BUS 316 Organizational Behavior | 3 | Completion of one of the following four concentrations | 21 |

A. LEADERSHIP CONCENTRATION

| | | | |
|--|---|--|----------|
| BUS 231 Leadership in the Social Sector | 3 | Two of the following courses | 6 |
| ECO 210 Macroeconomics or ECO 213 Microeconomics | 3 | COMM 258 Small Group Communication | (3) |
| BUS 277 Legal Environment of Business | 3 | COMM 344 Advocacy and Social Movements | (3) |
| BUS 321 Business and Society | 3 | PHIL 306 Environmental Ethics | (3) |
| PHIL 324 Business Ethics | 3 | PHIL 347 Contemporary Ethical Issues | (3) |
| | | SOC 361 Cultural and Social Change | (3) |
| | | PS 355 Green Political Thought | (3) |
| | | BUS 200 Management | (3) |
| | | BUS 276 Business Law II | (3) |
| | | BUS /PSYCH 317 Personnel Psychology | (3) |

Academic Offerings

Business and Business Management

B. ENTREPRENEURSHIP CONCENTRATION

| | | | |
|--|----------|--|-----|
| BUS 207 Entrepreneurship | 3 | PHIL 306 Environmental Ethics | (3) |
| BUS 277 Legal Environment of Business | 3 | PHIL 347 Contemporary Ethical Issues | (3) |
| BUS 324 Entrepreneurial Finance | 3 | COMM 344 Advocacy and Social Movements | (3) |
| BUS 335 Interactive Marketing Using the Web | 3 | COMM 258 Small Group Communication | (3) |
| ECO 210 Macroeconomics or ECO 213 Microeconomics | 3 | PSYCH 313 Group Dynamics | (3) |
| | | PHIL 324 Business Ethics | (3) |
| Two of the following courses | 6 | BUS/COMM 232 Advertising | (3) |
| PS 355 Green Political Thought | (3) | BUS/COMM 293 Public Relations | (3) |

C. MEDIA AND ARTS MANAGEMENT CONCENTRATION

| | | | |
|--|----------|---|-----|
| ART/DANC/THTR 290 History & Mission of Arts Institutions | 3 | ART 320 History of Museums and Collections | (3) |
| ART/DANC/THTR 392 Fundraising & Marketing for the Arts | 3 | ART 210 Digital Imaging I | (3) |
| JOUR/COMM 395 Media, Law, and Ethics or BUS 277 Legal Environment of Business | 3 | ART 352 3-D Animation | (3) |
| BUS 335 Interactive Marketing Using the Web | 3 | ART 237 Graphic Design I | (3) |
| ECO 210 Macroeconomics or ECO 213 Microeconomics | 3 | ART 316 Digital Illustration | (3) |
| | | BUS/COMM 232 Advertising | (3) |
| Two of the following courses | 6 | BUS/COMM 293 Public Relations | (3) |
| ART/DANC/THTR 348 Operations & Management for the Arts | (3) | JOUR 310 Arts and Media Reporting and Criticism | (3) |

D. ECONOMICS CONCENTRATION

| | | | |
|--|----------|--|-----|
| ECO 210 Principles of Macroeconomics | 3 | ECO/IS 306 Political Economy of Development and Underdevelopment | (3) |
| ECO 213 Principles of Microeconomics | 3 | ECO/IS 350 Comparative Economics | (3) |
| ECO/IS 317 International Economics | 3 | HIST/IS 238 Modern China | (3) |
| BUS/ECO 351 International Business | 3 | HIST/IS 239 Modern Japan | (3) |
| ECO 375 Money, Banking and Financial Markets | 3 | HIST/IS/PS 289 Latin America: The Dynamics of Modernization | (3) |
| Two of the following courses | 6 | HIST 324 Industrial and Urban America | (3) |
| ECO/IS 227 Work in America | (3) | HIST/IS 374 History of the People's republic of China | (3) |
| HIST 220 Modern Europe | (3) | HIST/IS/FREN 326 Contemporary France: Social, Political and Economic Perspectives | (3) |

MINOR: BUSINESS MANAGEMENT

16 Credits

Learning Goals for the Minor in Business Management

Students in the in Business Management minor will achieve the following learning outcomes:

- Business Functions: Students will explain and apply basic concepts in business; including finance, accounting, economics, management and marketing.
- Critical Thinking Skills: Students will describe the use of fiscal and monetary policies in the context of the business and economic environment.
- Quantitative and Technological Skills: Students will record financial transactions and prepare financial statements and explain how

these are used. They will also demonstrate problem solving skills using the basic demand and supply model.

- Domestic and Global Environment of Business: Students will articulate the impact of globalization, environmental issues and the role of diversity in today's business environment.
- Communication Skills: Students will communicate their basic knowledge of business issues and financial statement analysis using proper business terminology through oral presentations.
- Ethical Analysis of Business Conduct: Students will demonstrate the use of ethical principals in business and accounting and the role of social responsibility in business decision making.

| | | |
|-------------------------------------|---|---|
| BUS 100 The Contemporary Workplace | 3 | Elective Courses: Take three courses (9 credits) from Bus/Acct/ Eco courses, with at least one course at the 300+ level. Since some courses have pre-requisites, the specific program should be arranged in close collaboration with a business faculty advisor. |
| ACCT 215 Principles of Accounting I | 4 | |

Note: The Business Management Minor is not available to students majoring in Accounting.

Business and Business Management

BUS 100. The Contemporary Workplace

This course provides an introduction to the business and economic environment of the 21st Century. It examines the major tasks of business: making decisions, improving quality, communicating with customers, and using resources to achieve profitability. This course also covers important aspects of the external environment that businesses face in the modern world: economic conditions, workplace diversity, global competition, and the state of financial markets. Topics such as the impact of globalization, role of government in business, ethical business behavior, and environmental issues are also addressed. Corequisite: WRIT 101 [Offered: F, S] (3).

BUS 102. Personal Computing

Course will introduce students to the fundamental operations of the personal computer using microcomputers and microcomputer software. The course will focus on utilizing the personal computer for research and decision-making. Topics will include use of hardware and software. (3).

BUS 103. Personal Finance

Course provides the student with practical information and skills necessary to effectively manage their personal finances. Students engage in learning experiences in both financial planning and management, and in purchasing methods. Topics discussed include personal banking, personal credit and investments, income taxes, health, life and asset insurance, budgeting, estate planning and purchases of consumer goods and housing. A financial planning software package may be used. Prerequisite: MATH 109, if required (3).

BUS 200. Management

This course introduces students to management in government, business, and nonprofit organizations. Students will learn the basic managerial functions of planning, organizing, motivating, leading and controlling. Groups of students will design and implement hands-on management projects. Students will keep journals of their experiences. Corequisite: WRIT 101 [Offered: F, S] (3).

BUS 207. Entrepreneurship

This course introduces the student to those skills that are necessary to become a successful entrepreneur. Through case studies, students will learn to appreciate the entire entrepreneurial process from feasibility plans, business plans, financing, and managing growth, through exit strategies. In a practical hands-on approach, they will work their own business ideas throughout the course. Prerequisite: BUS 100 [Offered: F, S] (3).

BUS 210. Marketing

This introductory marketing course focuses on the marketing function in business organizations. The course is designed to give students an understanding of the marketing management process, marketing strategy, and elements of the marketing mix, including pricing, distribution, promotion, and advertising. It will also provide an overview of marketing research, consumer behavior, and new product development. Pre-requisite: WRIT 101 [Offered: F, S, Sum] (3).

BUS 222. Calculus for Business

This course introduces the differential and integral calculus for polynomial, exponential and logarithmic functions. Applications of the derivative, and to a lesser extent the integral, of these functions are the most frequently used models in business and economics. Many of these standard applications of calculus will be developed in this course. Prerequisite: MATH 113 or higher (3).

BUS 223. Introduction to Investments

Course is designed to present an overview of investment vehicles and the financial markets in which they operate. Types of investments studies will include fixed-income securities, equity related securities, and leveraged investments. The course will introduce theories of valuation. Prerequisite: MATH 113 or higher [Offered: F] (3).

BUS 224. Statistics for Business

This course applies descriptive statistics, probability, distributions, and sampling to inform business decisions. The course also introduces tests of hypotheses, confidence intervals, regression, and correlation and related applications such as time series analysis, forecasting, and creating control charts to support business decision-making. Prerequisite: MATH 113 or higher [Offered: F, S] (3).

BUS 231. Leadership in the Social Sector

Develop the skills necessary to lead a nonprofit organization efficiently and effectively. Three modules focus on basic executive issues confronting all non profits including mission, Board/staff effectiveness, and fund-raising strategies; design and execution of strategic and operational programs including public relations and advocacy; and day-to-day operation, including financial management, legal requirements, and human resources management. Prerequisite: WRIT 102 or exemption (3).

BUSINESS MANAGEMENT COURSES (BUS)

BUS 232. Advertising (Same as COMM 232)

This course presents a concise history of the advertising industry and its organization, an overview of marketing and semiotics theories, application of advertising concepts through case studies, and analysis of modern campaign planning techniques, including creative and media. The course also explores the relationship between advertising and other elements of the marketing and communications mix. A final group project requires students to research a corporation or non-profit organization and develop an advertising campaign focused on marketing strategy, creative development, and media planning. Prerequisite: BUS 210 or permission of department [Offered: F, S] (3).

BUS 276. Business Law II

This course expands on the concepts of legal theory and practice in the business environment explored in the BUS 277 course. Topics include theories of tort law such as product liability, government regulation of business, Uniform Commercial Code, employment law, real property law, intellectual property law, rights of debtors and creditors, transfer of wealth and selected current topics in law. An emphasis is placed on case law analysis and research, including the social, ethical, political, and economic considerations of the impact of law on business and society. The course will engage students in critical thinking and problem solving through research and the reading and presentation of actual court cases. Prerequisite: BUS 277 (3).

BUS 277. The Legal Environment of Business

This course introduces the fundamental concepts of legal theory and practice in the business environment, identifies the various historical and current sources of law in the American legal system and explores how those sources affect businesses and individuals working in a business environment. Topics include the legal formation and structure of business contracts, including the application of equitable doctrines and theories; agency theory, including relationship characteristics and the responsibilities and duties of agents; the creation of business organizations such as partnerships, corporations and limited liability companies; business and corporate ethics such as the responsibilities and duties of partners, directors and shareholders. The course will engage students in critical thinking and problem solving through research and the reading and presentation of actual court cases. Prerequisite: WRIT 102 [Offered: F, S] (3).

Business and Business Management

BUSINESS MANAGEMENT COURSES (BUS)

BUS 293. Public Relations (Same as COMM 293)

The course explores public relations principles in today's society with an emphasis on conceptual frameworks (theory), research, strategy formulation, critical thinking and problem solving. This course proceeds from a historic overview of the public relations field to introduce students to the process of public relations management. The management and counseling functions of public relations are explored through the use of case studies. This course will engage students in the actual process of researching, planning, implementing and evaluating a comprehensive PR campaign. Prerequisite: WRIT 101 [Offered: F, S] (3).

BUS 300. Special Topics in Business: Trends and Issues

Course may vary from semester to semester but will focus on a single topic of current or historical interest, for example: Strategic Organization Design. Prerequisites: WRIT 102, MATH 113 or higher & any BUS or ECO course (1-3).

BUS 309. Financial Management

Course introduces students to the financial manager's role in the corporation. Topics include time value of money, application to securities pricing, analysis of financial statements, break-even analysis, working capital management, and an introduction to capital budgeting. Prerequisites: ACCT 217 & BUS 224 or permission of department [Offered: F, S] (3).

BUS 313. Sales Management

This course is designed to give students a basic understanding of both sales functions and management of the sales force. Elements of the sales function will emphasize selling demonstrations and presentations. Sales management topics include organizing, recruiting, training, supervising, compensating, and motivating sales personnel. The difference between retail and industrial selling will be examined. A sales simulation program will be a component of the course. Prerequisites: WRIT 102 & BUS 210 (3).

BUS 316. Organizational Behavior (Same as PSYCH 316.)

Modern applications of psychology to the world of business are emphasized in this course. Class participation exercises will be used to enhance understandings of concepts and improve communication skills. A mixture of theoretical approaches, experimental literature, case studies and action methods will be used to illustrate the following topics: motivational concepts related to work; the structure of a business organization, including leadership, management and control; group dynamics such as communication systems, decision-making and conflict resolution; and growth concepts such as training and development. Prerequisites: WRIT 102 & BUS 100, PSYCH 101 or 102 [Offered: F, S] (3).

BUS 317. Personnel Psychology (Same as PSYCH 317.)

This course surveys psychology as applied to the personnel functions of a corporation. Among the major topics covered are: personnel recruitment, selection and training, including job analysis; personnel interviewing and counseling, including psychological assessment; performance appraisal, the supervisory process, morale and job satisfaction. The course format will be a mixture of lecture/discussion and class exercises designed to demonstrate concepts and develop students' communication skills. Research in the field, as well as new developments, such as employee assistance programs (EAP), women managers and affirmative action programs will also be discussed. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

BUS 321. Business and Society

This course will examine how business interacts with the government, customers, suppliers, shareholders, media and employees, and how business is influenced by worldwide and future international political, social and economic developments. Business ethics, social responsibility, accelerating technological and scientific forces, and current events are also examined. Prerequisites: WRIT 102 & BUS 100 (3).

BUS 324. Entrepreneurial Finance

This course will develop financial management practices needed to run and grow a business venture. It will introduce the theories, knowledge, and financial tools needed by an entrepreneur in starting, managing and evaluating a successful business. Prerequisites: ACCT 215 & BUS 207. (3)

BUS 335. Interactive Marketing Using the Web

This course will build upon introductory marketing and computer concepts in order to market products and services using the Internet and the World Wide Web. It focuses on the integration of the marketing mix with web site development. Students will analyze general marketing, market research and consumer behavior theories relating to web site design and development. Topics also include e-mail, online shopping, computer software and promotional techniques. Prerequisites: WRIT 102 & BUS 210 (3).

BUS 337. Securities Analysis

Course is designed to integrate theories of accounting, economics, and finance using both a quantitative and qualitative approach to securities analysis. Students will learn how to apply current techniques used by financial managers in valuing securities. Course content will include analysis of business and economic conditions, industry analysis, and company analysis through the use of financial statements. Prerequisites: ACCT 217, ECO 210 & BUS 347 (3).

BUS 344. Training & Development (Same as PSYCH 344.)

The application of management and teaching/learning principles to problems of job training, supervisory development, executive growth and the role of business in meeting urban personnel needs will comprise the focus of this course. Train the trainer instruction is provided for developing and implementing practical programs used in business organizations, including needs analysis, program design, subject matter, resources, facilities, materials, evaluation and follow-up. Prerequisites: PSYCH 101 or permission of instructor & BUS/PSYCH 316 or 317 (3).

BUS 345. Marketing Research

This course will introduce students to the basics of marketing research. Topics will include stages in the research process, research designs for data collection, measurement concepts, sampling designs and procedures, data analysis and presentation. It will also provide a brief overview of the roles of global information systems and the Internet in marketing research. Prerequisites: WRIT 102, BUS 210 & BUS 224 [Offered: F] (3).

Business and Business Management

BUSINESS MANAGEMENT COURSES (BUS)

BUS 347. Corporation Finance

This course continues the study of the corporate finance function within the context of the theory of the firm introduced in BUS 309. Topics include capital budgeting, cost of capital, dividend policy, and financial leverage. The student will be introduced to corporate restructuring, mergers and acquisitions. Prerequisites: BUS 224 & 309 [Offered: S] (3).

BUS 351. International Business (Same as ECO 351)

This course is an analysis of the principles and practices of foreign trade; the mechanism of international payments; and the scope and significance of international investment. Recent policy tendencies and the position of the United States in the world economy will be discussed. Prerequisites: WRIT 102, ECO 210 & at least one BUS/ECO course [Offered: F] (3).

BUS 352. International Marketing

Course will examine approaches to marketing as it applies to various regions of the world. Consideration will be given to changes in the US position in the international marketplace including the impact of foreign government regulations and cultural differences on the marketing plan, including product, promotion, distribution and price. Prerequisite: WRIT 102 & BUS 210 (3).

BUS 357. International Finance

The rapid expansion of international trade and foreign direct investment has led to the globalization of many business operations. This course presents the concepts and tools most frequently used to deal with the new risks and opportunities resulting from globalization. Topics include foreign exchange risk, political risk, global capital budgeting and financing, reporting evaluation and control of global operations. Prerequisite: ECO 210 or permission of department (3).

BUS 378. Consumer Behavior

This course focuses on the ultimate target of all advertising: the consumer. It surveys the theoretical concepts of consumer behavior and their application to marketing strategies and advertising development. Topics include consumers as decision-makers and cultural influences on consumer behavior such as, ethnicity, race, religion and age. Prerequisites: WRIT 102 & BUS 210 [Offered: S] (3)

BUS 403. Strategic Management

This advanced course is taken during the student's senior year. The student applies the concepts of management, accounting, marketing, economics and finance to real case situations. Student teams will make classroom presentations. Prerequisites: BUS 210, IT 330, BUS 316, & ECO 210 or 213 [Offered: F, S] (3).

BUS 297/397/497. Research

BUS 298/398/498. Directed Study

BUS 299/399/499. Independent Study/ Internship

INFORMATION TECHNOLOGY COURSES (IT)

These courses are run through the Business Management Department

IT 318. Programming Languages for the Internet

This course prepares students to design and develop Web pages in the age of e-commerce, utilizing various Web authorizing tools. Topics covered include a systematic study of Hyper Text Markup Language (HTML), and an introduction to basic concepts of Common Gateway Interface (CGI), and Java script. Web authorizing tools such as FrontPage and PhotoShop will be explored. Prerequisite: IT 118 or exemption (3).

IT 330. Business Management and Information Technology

This course will focus on software and spreadsheet applications to prepare students as they apply concepts in finance, economics and accounting to build models and solve business problems. Prerequisites: ACCT 215 & BUS 210 [Offered: F, S] (3).

Chemistry

Chemistry is in the Department of Natural Sciences. Although there is currently no major, the department supports a minor in Chemistry that gives students a solid foundation in this discipline. Chemistry courses also form part of the departmental programs

in Biology and the College's area requirements in the Natural Sciences. Biology majors take up to five semesters of chemistry, a large part of their major requirements.

| | | |
|------------------------------|--|-------------------------|
| Division: | Sciences | |
| Division Chairperson: | Benedetta A. Sampoli Benitez, Ph.D. | bsampoli@mmm.edu |
| Division Secretary: | Rekha Swami | rswami@mmm.edu |
| Division Office: | Main 7th Floor | |
| Phone: | 212-774-0725 | |

Department Faculty:

Alessandra Leri

Assistant Professor of Chemistry and Environmental Science
B.S., College of William and Mary
M.A., University of Virginia
Ph.D., Princeton University
Main 603
212-517-0661
aleri@mmm.edu

Benedetta A. Sampoli Benitez

Sciences Division Chair
Associate Professor of Chemistry
B.S. & M.S., University of Florence
Ph.D., University of California, San Diego
Main 7th floor
212-517-0653
bsampoli@mmm.edu

MINOR: CHEMISTRY

16-17 Credits

Chemistry Minor Goals and Objectives:

A minor in Chemistry will provide students with a solid foundation in general and organic chemistry and prepare them for graduate and professional programs that require a chemistry background. By the end of their course of study, students with a Chemistry minor will:

- Demonstrate comprehension of fundamental principles governing chemical reactions and bonding;
- Master basic laboratory skills in general and organic chemistry;

- Evaluate and analyze chemical data using the scientific method;
- Demonstrate comprehension of the connection between chemistry and other disciplines;
- Demonstrate knowledge of the physical and natural world.

Required Courses:

CHEM 233/234 General Chemistry I plus lab
CHEM 235/236 General Chemistry II plus lab
CHEM 317/318 Organic Chemistry I plus lab

4
4
5

CHEM 319 Organic Chemistry II (3.5)
CHEM 348 Drugs and the Brain (3)
CHEM 441 Biochemistry (4)
CHEM 495 Special Topics in Chemistry (3)
CHEM 397/497 Research (3)

One of the Following:

CHEM 105 Chemistry and Society
CHEM 120 Introduction to Forensic Science

3-4
(3)
(3)

NOTE: Chemistry Minor is available to non-Biology Majors only.

CHEMISTRY COURSES (CHEM)

CHEM 105. Chemistry and Society

Chemistry permeates every aspect of our life, even if we do not realize it. This course will make the students see the connection between our society and chemistry. From bottled water to global warming, from pesticides to cosmetics, the course explores the interplay between chemistry and our everyday life. This course also has a laboratory component. The lab exercises are designed in a way that students will learn chemistry by "doing" it and not just by reading about it. For example, students will analyze the solids in cigarette smoke and the chemicals in shampoos. This course is intended for non-science majors and cannot be credited towards the Major Requirements for Biology (but could be taken as an elective). Two-hour lecture and two-hour lab. Corequisites: WRIT 101 & MATH 113 or higher (3).

CHEM 120. Introduction to Forensic Science

Forensic Science, by definition the application of science to law, is a relatively new field that has benefited from the recent advances in molecular biology and chemical analysis. You will learn the basic concepts of forensic science, and the scientific basis for solving a crime. We will cover the fundamental aspects of crime scene investigation, including fingerprinting, DNA analysis, toxicology and serology. The importance and relative reliability of physical evidence will be analyzed in detail. Real case readings will be an essential part of the course and you will discuss them by applying the concepts learned in class. No background in science is necessary. Corequisites: WRIT 101 & MATH 113 or higher (3).

CHEM 233. General Chemistry I

This is the first semester of a two-semester cycle of General Chemistry. Principles of the interaction of matter, as derived from modern atomic theory, are systematically developed and applied to chemical properties, reactions, stoichiometry, thermodynamics, and equilibria. Recitations will focus on problem-solving skills and will include computer-assisted instruction. Three-hour lecture; one-and-one-half-hour recitation. Corequisites: MATH 139, 141 or exemption & CHEM 234; or permission of the department (3).

CHEM 234. General Chemistry I: Laboratory

This course will introduce the experimental procedures used in analytical, physical and synthetic chemistry. Each student will work individually under the supervision of the instructor. This course should be taken concurrently with General Chemistry I. Three-hour lab. Fee: \$45.00. Corequisite: CHEM 233 (1).

CHEM 235. General Chemistry II

This course is a continuation of General Chemistry I. Topics will include chemical kinetics, electrochemistry and nuclear chemistry. Some inorganic chemistry will also be covered. Three-hour lecture; one-and-one-half-hour recitation. Fee: \$45.00. Prerequisites: CHEM 233/234; Corequisites: CHEM 236 & MATH 140, 141 or exemption. (3).

CHEM 236. General Chemistry II: Laboratory

This lab should be taken concurrently with General Chemistry II. Quantitative analytical techniques will be presented. Each student will work individually under the supervision of the instructor. Three-hour lab. Fee: \$45.00. Corequisite: CHEM 235 (1).

CHEM 317. Organic Chemistry I

This course explores the chemistry of carbon compounds with emphasis on reaction mechanisms, functional group analysis and synthesis. Stereochemistry will also be covered in detail. Recitation will focus on problem-solving skills. Three-hour lecture; one-and-one-half-hour recitation. Prerequisites: CHEM 235/236 Corequisite: CHEM 318 (3.5).

CHEM 318. Organic Chemistry I: Laboratory

This course will introduce the experimental procedures used in organic chemistry. Isolations and purifications techniques will be presented and organic synthesis will be introduced. Each student will work individually under the supervision of the instructor. This course should be taken concurrently with Organic Chemistry I. Four-hour lab. Fee: \$45.00. Corequisite: CHEM 317 (1.5).

CHEM 319. Organic Chemistry II

This course is a continuation of Organic Chemistry I. A thorough analysis of the most important functional groups will be presented, as well as a retro-synthetic approach of organic synthesis. Important biochemical compounds like carbohydrates and lipids, will also be introduced. Three-hour lecture; one-and-one-half-hour recitation. Prerequisites: CHEM 317/318 Corequisite: CHEM 320 (3.5).

CHEM 320. Organic Chemistry II: Laboratory

This course should be taken concurrently with Organic Chemistry II. Organic synthesis will be the focus of this lab, culminating with a multi-step synthesis of a well-known organic compound. Each student will work individually under the supervision of the instructor. Four-hour lab. Fee: \$45.00. Prerequisites: CHEM 317/318 & MATH 210 Corequisite: CHEM 319 (1.5).

CHEM 340. Introduction to Organic and Biochemistry (Same as BIOL 340)

In this course, the major organic functional groups will be presented together with the basic concepts of organic reaction mechanisms. Stereochemistry will also be considered. Emphasis will be placed on the biological relevance of organic reactions. In the second part of the course, the basic concepts of structural and metabolic biochemistry will be presented. Four-hour lecture. Prerequisites: CHEM 235/236 (4).

CHEM 348. Drugs and the Brain (same as PSYCH 348)

This course presents a broad perspective on the mechanism of drugs on the brain. As a general information class it benefits students from any major. Some background material covered in the course applies to any type of drug (like dose, route of administration and side effects). The main focus of the course is however to understand the relationship between drugs, the mechanism of action and the resultant behavior. An introduction to the chemistry of the brain will be presented, followed by an overview of the many categories of psychoactive drugs. Prerequisites: MATH 113 & WRIT 102 (3).

CHEM 411. Physical Chemistry I

Course studies chemical thermodynamics and equilibrium. Topics covered include: kinetics, electrochemistry, physiochemical properties of solids, liquids, gases, and surfaces, atomic and molecular orbital theory. Laboratory work illustrates these principles. Three-hour class; four-hour lab. Fee: \$45.00. Prerequisites: CHEM 235/236, MATH 211 & 212 (which may be taken concurrently) (4).

CHEM 412. Physical Chemistry II

This is a continuation of CHEM 411. Three-hour class; four-hour lab. Fee: \$45.00. Prerequisites: WRIT 102 & CHEM 411 (4).

Chemistry

CHEMISTRY COURSES (CHEM)

CHEM 441. Biochemistry (Same as BIOL 441)

This course, the capstone for the Biology Majors, examines the chemistry of life. This course is organized in two fundamental parts. At the beginning it explores the structure and function of biological molecules, from proteins to lipids and carbohydrates. The second part will focus on metabolic pathways and signal transduction. Clinical correlations will be emphasized. Finally, as a last topic, we will explore cancer and DNA repair mechanisms. The laboratory exercises will focus on protein isolation, purification and analysis. Three-hour lecture; three-hour lab. Fee \$45. Prerequisites: WRIT 102, BIOL 220/222 & CHEM 317/318 (4).

CHEM 495. Special Topics in Chemistry

This course will explore a different topic in chemistry each time that it is offered. Among the topics that may be in focus will be: stereochemistry, polymer chemistry, modern synthetic reactions and physical organic chemistry. Can be repeated for up to 9 credits provided that each time it is taken, it is taken as a different announced topic. Prerequisites: CHEM 319/320 or permission of department. (3).

CHEM 297/397/497. Science Research

Prerequisite: permission of Department faculty
Fee: \$45 (1-6).

CHEM 298/398/498. Directed Study

**CHEM 299/399/499. Independent Study/
Internship**

Communication Arts

Communication Arts students explore the wide array of subjects associated with the study of communication, including: communication theory, media history, interpersonal and organizational communication, producing for media, creative media, critical media studies, and promotional and professional communication. Each student completes a core of 9 courses then proceeds to select additional areas of focused study by choosing six additional classes, at least four of which must be upper level courses. Coursework within the upper level classes will focus on in-depth research and/or creative projects.

Set in New York City with its diversity of communication industries, the department offers professional intern experiences in a broad range of fields relating to media, organization communication, public relations, advertising, broadcasting and communication technology. Faculty members assist interested students in locating internships and designing activities that will allow each student makes the most of their time at the internship site. Guest lectures, field trips, screenings and other special programs complement the coursework.

The department encourages students to consider taking Internships and Independent Studies, although these courses do not satisfy the minimum requirements of the major. Students should note that production classes require outside lab time and should plan their schedules accordingly.

To develop expertise in an area that will broaden their options for career advancement and graduate study, we encourage students to pursue a minor to complement the major in Communication Arts. The following minors are particularly recommended for consideration by Communication Arts majors: Business Management, Creative Writing, French, Gender and Sexuality Studies; Graphic Design; Hispanic Studies; International Studies; Journalism; Philosophy and Religious Studies; Political Science; and Sociology.

| | | |
|---|-------------------------------|----------------------------|
| Division: | Humanities | |
| Division Chairperson: | Peter Naccarato, Ph.D. | |
| Division Administrative Secretary: | Eleanor Bazzini | ebazzini@mmm.edu |
| Division Office: | Main 517 | |
| | Phone: 212-517-0641 | dberarducci@mmm.edu |
| Department Administrative Assistant: | Danielle Berarducci | |
| Office: | Nugent 560 | |
| Phone: | 212-774-4834 | |

Department Faculty:

Laura Tropp

Department Chair

Associate Professor of Communication Arts
B.A., Hunter College, CUNY
M.A. & Ph.D., New York University
Nugent 560A
212-774-4868
ltropp@mmm.edu

Blake Carrington

Visiting Assistant Professor of
Communication Arts
B.A. Indiana University
M.F.A. Syracuse University
Nugent 560A
212-774-4865
bcarrington@mmm.edu

Giovanna Chesler

Associate Professor of Communication Arts
B.A., University of Virginia, Charlottesville
M.F.A., San Francisco State University
Nugent 560B
212-774-4866
gchesler@mmm.edu

Jennifer Dixon

Assistant Professor of Communication Arts
B.A.E.D, Northeastern State University
at Tahlequah, OK
M.A., Kansas State University
Ph.D., University of Missouri
Nugent 560
212-774-4861
jdixon@mmm.edu

Eileen Doherty

Assistant Professor of Communication Arts
B.A., University of Rochester
M.A. & Ph.D., Purdue University
Nugent 560D
212-774-4862
edoherty@mmm.edu

Corey Jay Liberman

Assistant Professor of Communication Arts
B.A., University of Delaware
M.A. & Ph.D., Rutgers University
Nugent 560E
212-517-0632
cliberman@mmm.edu

Communication Arts

David S. Linton

Professor of Communication Arts
B.S. & M.Ed., Indiana University of Pennsylvania
Ph.D., New York University
Main 514
212-517-0642
dlinton@mmm.edu

Anthony Naaeke

Assistant Professor of Communication Arts
B.A., The University of Ghana
M.A. & Ph.D., Duquesne University
Nugent 560A
212-517-0664
anaaeke@mmm.edu

Alister Sanderson

Professor of Communication Arts
B.A., Oxford University
M.A. & Ph.D., New York University
Nugent 560B
212-774-4863
asanderson@mmm.edu

Jade Miller

Assistant Professor of Communication Arts
B.A., New York University
M.A. & Ph.D., University of Southern California
Nugent 560D
212-774-4864
jmiller@mmm.edu

MJ Robinson

Assistant Professor of Communication Arts
B.A. & M.A., Loyola Marymount University
M.A. & Ph.D., New York University
Main 514
212-774-4867
mrobinson@mmm.edu

Peter D. Schaefer

Assistant Professor of Communication Arts
B.A., Northwestern University
M.A. & Ph.D., The University of Iowa, Iowa City
Nugent 560E
212-517-0678
pschaefer@mmm.edu

MAJOR: COMMUNICATION ARTS (0601)
45 Credits
B.A. General Education: 42 Credits; Major: 45 Credits; Elective Credits: 33 Credits
Learning Goals for the Major in Communication Arts

Students completing the Communication Arts major will:

- Demonstrate critical writing, thinking, public speaking, creative, analytical, research, and technical skills as media producers and as academic researchers.
- Creatively analyze and criticize mass media and works of media art using appropriate vocabulary and express a creative idea using media tools.

- Demonstrate an understanding of individual, group, and organizational behavior, all of which are shaped through and manifested in communication, with particular emphasis on how principles, models, theories, and paradigms come to influence our global, social, psychological, and behavioral decisions

Complete the following 9 courses:

| | | | |
|---|-----|--|-----|
| COMM 104 Interpersonal Communication | (3) | COMM 236 Public Speaking and Debate in the Digital Age | (3) |
| COMM 107 Principles and Theories of Communication | (3) | COMM 250 Organizational Communication | (3) |
| COMM 131 Survey of Film and Video | | COMM 308 Special Topics in Communication | |
| OR COMM 108 Survey of New Media | (3) | OR COMM 300 Special Topics in Creative Media | (3) |
| COMM 109 Sense and Medium: Introduction to Creative Media | (3) | COMM 450 Capstone in Communication Arts | |
| COMM 230 Cultural History of Media | (3) | OR COMM 405 Creative Media Project | (3) |

Communication Arts

Students may choose to select 6 additional elective courses from the column below left or, alternately choose to focus their elective credits by following the Creative Media Concentration from the column below right.

Select an additional 6 courses. Please note that 4 of the 6 courses **MUST** be at the 300 level or higher:

| | |
|---|-----|
| COMM 216 Digital Sound Workshop | (3) |
| COMM 225 Web Workshop | (3) |
| COMM 227 Film History | (3) |
| COMM 232 Advertising I | (3) |
| COMM 233 Video Workshop | (3) |
| COMM 258 Small Group Communication | (3) |
| COMM 293 Public Relations | (3) |
| COMM 304 Global Media Studies | (3) |
| COMM 310 Advanced Public Speaking and Debate | (3) |
| COMM 312 Digital Media and Society | (3) |
| COMM 314 Persuasion | (3) |
| COMM 316 Intercultural Communication | (3) |
| COMM 322 Writing For Television | (3) |
| COMM 323 Media Writing Workshop | (3) |
| COMM 325 Themes in Interactive Media | (3) |
| COMM 326 Producing For Creative Media | (3) |
| COMM 329 Media Criticism | (3) |
| COMM 341 Themes in 2D Animation | (3) |
| COMM 344 Advocacy and Social Movements | (3) |
| COMM 347 Mobile Media | (3) |
| COMM 349 Projects in Digital Sound | (3) |
| COMM 353 Screenplay Writing | (3) |
| COMM 357 Contemporary World Cinema | (3) |
| COMM 359 Themes in Video | (3) |
| COMM 391 Gender, Sexuality, and Media | (3) |
| COMM 395 Media, Law, and Ethics | (3) |
| COMM 429 Advanced Video | (3) |
| COMM 475 The Avante-Garde in Art, Film, and Performance | (3) |
| COMM 480 Advanced Seminar in Communication | (3) |

Creative Media Concentration

Alternatively, students may also choose to focus their elective credits by following the Creative Media Concentration. Students wanting to concentrate in Creative Media should complete the specific sequence below as their elective requirements.

REQUIRED COURSES:

| | |
|---------------------------------|-----|
| COMM 403 Creative Media Seminar | (3) |
|---------------------------------|-----|

TWO OF THE FOLLOWING:

| | |
|------------------------------------|-----|
| DANC/COMM 216 Digital Sound Design | (3) |
| COMM 225 Web Workshop | (3) |
| COMM 233 Video Workshop | (3) |

THREE OF THE FOLLOWING:

| | |
|---|-----|
| COMM 300 Special Topics in Creative Media | (3) |
| COMM 322 Writing for Television | (3) |
| COMM 323 Media Writing Workshop | (3) |
| COMM 325 Themes in Interactive Media* | (3) |
| COMM 326 Producing for Creative Media | (3) |
| COMM 341 Themes in 2D Animation | (3) |
| COMM 347 Mobile Media | (3) |
| COMM/MUS 349 Projects in Digital Sound | (3) |
| COMM 353 Screenplay Writing | (3) |
| COMM 359 Themes in Video* | (3) |
| COMM 429 Advanced Video | (3) |

* Can be repeated with different themes

NOTES:

- Students must receive a grade of C- or higher for a class to count towards the major.
- Students may take up to 15 credits of Internships and Independent Studies combined. They will be applied as general elective credits and cannot be applied towards the major.

Communication Arts

MINORS

MEDIA STUDIES

15 Credits

Learning Goals for the Minor in Media Studies

Students completing the media studies minor will:

- Articulate critical writing, thinking, public speaking, creative, analytical, research, and technical skills as ethical media producers and consumers.
- Analyze media using appropriate vocabulary.
- Investigate how communication principles, models, theories, and paradigms come to influence our global and social environments.

| | |
|------------------------------------|-----|
| COMM 131 Survey of Film & Video | (3) |
| or COMM 108 Survey of New Media | (3) |
| COMM 230 Cultural History of Media | (3) |

* When topic is suitable to minor (e.g. Deconstructing Reality Television; The Politics of Popular Culture; Manhattan Movie Experience; Japanese Fantasy and Animé; The Films of Martin Scorsese; The Road Movie; etc.). See Department Chair to verify appropriateness.

Three of the following (at least one at the 300-level):

6

| | |
|---|-----|
| COMM 227 Film History | (3) |
| COMM 242 Media Criticism | (3) |
| COMM 304 Global Media Studies | (3) |
| COMM 308 Special Topics in Communication* | (3) |
| COMM 312 Digital Media and Society | (3) |
| COMM 357 Contemporary World Cinema | (3) |
| COMM 391 Gender, Sexuality, and Media | (3) |
| COMM 395 Media, Law, and Ethics | (3) |

Note: Communication Arts majors may not take the Media Studies minor.

PROMOTIONAL AND PROFESSIONAL COMMUNICATION

15 Credits

Learning Goals for the Minor in Promotional and Professional Communication

Students completing the Promotional and Professional Communication minor will:

- Articulate critical writing, thinking, public speaking, creative, analytical, and research skills as ethical communicators.
- Articulate an understanding of individual, group, and organizational behavior, all of which are shaped through and manifested in communication, with particular emphasis on how principles, models, theories, and paradigms come to influence our social, psychological, and behavioral decisions.

REQUIRED COURSES:

| | |
|---|-----|
| COMM 104 Interpersonal Communication | (3) |
| COMM 107 Principles and Theories of Communication | (3) |
| COMM 250 Introduction to Organizational Communication | (3) |

| | |
|--|-----|
| COMM 310 Advanced Public Speaking and Debate | (3) |
| COMM 344 Advocacy and Social movements | (3) |

TWO OF THE FOLLOWING (AT LEAST ONE AT 300-LEVEL):

| | |
|---|-----|
| COMM 258 Small Group Communication | (3) |
| COMM/BUS 293 Advertising | (3) |
| COMM/BUS 232 Public Relations | (3) |
| COMM 308 Special Topics in Communication* | (3) |
| COMM 314 Persuasion | (3) |
| COMM 316 Intercultural communication | (3) |

*When topic is suitable (Social Networks, Stereotypes, Reasoning in Everyday Life, Persuasion and Advocacy, Organizational Communication & the Isms, Conflict Management Communication, etc.). See Department Chair to verify appropriateness.

Note: Communication Arts majors may not take the Promotional and Professional minor.

COOPERATIVE PROGRAMS

Pace University Master's Degree in Publishing Program

MMC majors in English, Communication Arts & Business Management are eligible to apply to participate in the MMC/Pace University Master's in Publishing Program. Qualified MMC undergraduates (juniors & seniors) may be permitted to earn graduate credits that fulfill requirements of their undergraduate programs, while at MMC. If admitted to the Pace University M.S. Program, these credits will also be applied to the student's M.S. degree. For information, please contact Dr. Cecilia Feilla, English Department, Division of Humanities.

Communication Arts

COMMUNICATION ARTS COURSES (COMM)

COMM 102. Communications Today

This course is an exploration of the world of communications. Students examine aspects of the Self as communicator within interpersonal, intrapersonal, verbal and non-verbal contexts and look at the role of mass media in our society. Classroom activities and exercises strengthen students' communication skills in a variety of settings. The course also highlights field trips to communications facilities in the metropolitan area and presentations by professionals from the communications industry. Corequisite: CAA 099, if required (3).

COMM 104. Interpersonal Communication

Course examines the theory and practice of effective interpersonal communication. In-class exercises afford an opportunity to analyze dimensions of the self as communicator. The acquisition of personal communication skills is encouraged through reading, discussion, field exercises, and interaction within and outside the classroom. Key areas of interest are communication motivations, listening skills, self-disclosure, interpersonal communication and the uses and abuses of language. Oral communication contexts include family, workplace, small group and dyad. Corequisite: CAA 099, if required (3).

COMM 107. Principles & Theories of Communication

Interpersonal, non-verbal, small group, organizational and intercultural communication, as well as persuasion, rhetoric, and media effects are the major discussion areas designed to heighten students' awareness of the meanings and motivations of spontaneous interactions. Classroom activities and exercises are used not only to amplify the theoretical material but also to improve students' communication in a variety of social situations. Corequisite: WRIT 101 (3).

COMM 108. Survey of New Media

New media surround us and permeate our world. The purpose of this course is to situate these phenomena as creative forces that shape modern culture and our everyday lives. Students will study and implement a variety of methodologies and theoretical frameworks for investigating a range of new media. We will also explore ideas and concepts integral to new media including: identity, gaming, databases, convergence, social network theory, and biotechnology. This course will include a combination of new media experiences and screenings as well as lectures, activities, projects, discussions, readings and writing. This is NOT a production course. (3)

COMM 109 Sense and Medium: Introduction to Creative Media

This is an experiential learning course that introduces students to methods of media practice and media theory through guided exercises. Students learn how to apply perceptual awareness and production techniques to digital media, sound, and video production. We address three different modalities: the creation of media projects, remixing existing media as a form of criticism, and how scholarship informs practice and practice informs scholarship. By engaging with each of these practices in one course, students learn how to choose a mode of expression that best suits their creative projects. Lab fee \$60 (3).

COMM 131. Survey of Film and Video

This course is designed to lead the student to gain a basic understanding of the structure and form in these two media. Students will learn the vocabulary and technical form of film and video through visual examples, discussions, lectures, projects, and the viewing and analysis of selected works both in and out of class. NOT a production class. Lab fee: \$25.00. Corequisite: WRIT 101 (3).

COMM 216. Digital Sound Workshop (same as Danc/Mus 216)

In this course for students interested in all aspects of digital audio creation and design, non-musicians and musicians expand their abilities to compose using sound as a medium. Students develop dedicated and informed listening practices that facilitate the critical appraisal of audio designs for video and film, radio, podcasts, web applications and live performance. Referencing a variety of aesthetic and technical approaches to audio production that draw on historical and contemporary theory and practice, students conceive, record, edit, revise, master, and evaluate digital audio projects in a variety of formats. Prerequisite: WRIT 101 & COMM 109. Fee \$60 (3).

COMM 225. Web Workshop

Literacy in any medium is the ability to both access (read) materials created by others and to generate (write) materials for others. In this course you will learn to "speak" the language of the web and to become conversant with the web as an expressive medium. Through hands-on training, you will be introduced to creative approaches to web production and to a range of software. The format of this class is designed to bridge practice and theory. Topics will include HTML, CSS, Blogging, Typography, Information Architecture, Interface Design, Social Network Theory, Net Art, Identity and Intellectual Property. We will concern ourselves with "how" and "why" the virtual world is constructed the way it is. Students will be challenged to deconstruct this world and to develop an ability to analyze and critique the cultural implications of virtual/web-based media in our lives. Prerequisite: COMM 109 or ART 210. Fee \$60 (3).

COMM 227. Film History I

This course surveys the history of narrative film in the United States and Europe from 1890 to 1930. Topics include: the development of cinematic technology, the evolution of film form and style, the social impact of the work of Griffith and Eisenstein, the German Expressionist filmmakers, Chaplin and Keaton, the organization of the studio system, the invention of the star, and the advent of sound film. Films will be screened in class. Fee: \$55.00. Prerequisites: WRIT 101 & COMM 131 (3).

COMM 230. Cultural History of Media

This course provides an overview of the cultural history of media from the origin of writing to the rise of television broadcast networks. Old and new forms of communication are put in a comparative framework to understand the relationship of culture to technology. Topics for consideration include the theories of Socrates and Plato, responses to the printing press, the advent of media industries, and the impact of 20th century media culture on the individual and society. Prerequisite: WRIT 101; COMM 107; COMM 131 or COMM 108 (3).

COMM 232. Advertising I

(Same as BUS 232; see course description under Business Management.)

Communication Arts

COMMUNICATION ARTS COURSES (COMM)

Comm 233 Video Workshop

Students engage in the craft of digital filmmaking through hands-on experience in production and editing and connecting the historical and theoretical traditions in three film genres: fiction, documentary and experimental film by making projects in each. Students create pre-production proposals and scripts to reflect their awareness of contemporary social issues and integrate critical reflection in media, as addressed in other courses in the curriculum. **ADDITIONAL LAB TIME IS REQUIRED.** Limited enrollment. Fee: \$60.00. Non-audit. Prerequisite: COMM 109 or ART 213 or Permission (3).

COMM 236. Public Speaking in a Digital Age

In this course students will prepare and deliver informative, persuasive speeches and learn methods of debate within the context of technological and digital age. Students will learn to do research, think critically, develop theses, and organize their ideas in a coherent, audience-centered manner. Students will also evaluate persuasive claims and learn the effective use of media-assisted presentations. (3)

COMM 250. Introduction to Organizational Communication

This course provides an examination of the role of communication in the creation, development, and maintenance of organizations. Students will examine the following: organizational structure, decision-making, persuasion, conflict management, diversity, leadership, communication technology, and networking. Students will gain a deeper understanding of how crucial a tool communication is for organizational processes. Students will develop and apply analytic skills in relation to case studies and observations of actual organizational communication experiences. Prerequisites: WRIT 101 & COMM 107 (3).

COMM 258. Small Group Communication

This course is designed to acquaint students with the theory and practice of small group interactions through readings, lectures, case studies, class discussion, and group projects. Students will examine the following: the emergence of small groups, social influence, cohesion, conflict, leadership, dyadic relationships, persuasion, decision-making, conflict resolution, technology, and culture. Students will gain a deeper understanding of the function of communication within the small group setting. Prerequisites: WRIT 101; COMM 104 or COMM 107.

COMM 293. Public Relations

(Same as BUS 293; see course description under Business Management.)

COMM 300. Special Topics in Creative Media

Topics may vary from semester to semester, but the course will focus on a single topic in creative media. Examples may include: directing, voice-overs, mash-ups. Additional lab time is required. Students may repeat enrollment for credit, but may not repeat topics. Lab fee may be required. Prerequisites: COMM 108 & COMM 233 or 216 (3).

COMM 304. Global Media Studies

This course examines the emergence of transnational media corporations, the effects of new communication technologies on and in culture and public life, and the cross-cultural impact of global media. These phenomena are examined from a variety of critical perspectives such as: cultural imperialism, modernization, postcolonialism, localism/globalism, and the political economy of transnational media industries. The class promotes the virtue and importance of understanding contemporary media and culture from an international perspective. Prerequisites: WRIT 102; COMM 107; COMM 131 or 108 (3).

COMM 308. Special Topics in Communication

Course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of communication. Recent offerings include: Fantasy Films and Japanese Anime; Teamwork and Leadership in Groups and Organizations; The Manhattan Movie Experience; The Films of Martin Scorsese; Stereotypes and Communication; War and Film; Sharing 101--Survival Skills for the Digital Citizen; Music and Popular Media; and Persuasion and Advocacy. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 101 & COMM 107; or permission of department. [Offered every semester] (1-3)

COMM 310. Advanced Public Speaking and Debate

Being able to prepare and deliver a coherent, well-organized, articulate oral presentation or participate in the give and take of debate are highly desirable skills for success in business, professional and civic life. This course gives advanced training in these skills through extensive class exercises and analysis of live and taped presentations. Prerequisite: COR 200 (3).

COMM 312. Digital Media and Society

This course examines the age of digital and networked media. Beginning with the increased democratization of access to the internet and the digitization of media in the 1990s, this course will address the social, political, technological and economic forces that influence media industries and communication. Students will assess the impact of the increasingly digitized, interactive and networked communication processes and industries on individuals, societies and cultures. Topics may include social networking, viral video, Web 2.0, artificial intelligence, global positioning satellites, fiber optics, D.I.Y. media, film, television, music, video games, advertising, branding, and public relations practices in a synergistic media environment. Prerequisites: WRIT 102; COMM 107; COMM 131 or COMM 108 (3).

COMM 314. Persuasion

This course will introduce students to basic theories about how persuasive messages are created and used to maintain or effect change in people's beliefs, values, attitudes and behavior. The course will empower students with theoretical knowledge and practical skills in creating persuasive messages that are vital within a democratic system and a competitive market economy. Topics covered include traditional and humanistic approaches to persuasion, social scientific approaches to persuasion, psychological, logical and cultural premises in persuasion, media and technology in persuasion and creating persuasive messages in various contexts. Prerequisite: COMM 250 (3).

COMM 316. Intercultural Communication

People are more familiar with different cultures than ever before because of the media, internet, work, local diversity, and their own travels abroad. Knowledge of intercultural communication is invaluable to anyone communicating to establish relationships or accomplish strategic goals. This course enables student to learn about and reflect on differences between cultures, the challenges associated with intercultural communication, and ways to handle these challenges. Additionally, this course will explore situated moments of cultural construction in which we collaborate to produce our cultural identities. Prerequisite: COMM 250 (3).

Communication Arts

COMM 322. Writing for Television

Television offers an immense amount of programming in a variety of formats. Students are introduced to the requirements of various television genres: the made for TV movie, TV drama, sit-coms and serial drama are possible topics. Prerequisite: WRIT 102, COMM 131 (3).

COMM 323. Media Writing Workshop

This class is an advanced course in media writing, emphasizing digital publishing. Lectures and presentations will inform students about researching, organizing and pre-writing stages of media writing. Students survey a range of blogs, webisodes and news reporting sites that are published online, in digital form. Students apply research techniques to writing stories that cross platforms, video game scripts and blog entries. They produce writing for these forms through in class and out of class exercises and assignments. Through the course, students build a portfolio that connects through their research focus, reflecting an awareness of contemporary social issues, trends in web publishing, transmedia storytelling and a theoretical understanding of the ethics of web based publishing. In-class workshops and conferences with the professor will provide feedback toward revision and contribute to a collaborative writing environment similar to some real-world media writing experiences. Prerequisite: WRIT 102, COMM 109 (3).

COMM 325. Themes in Interactive Media

Students learn the critical skills necessary to create visually engaging media that are socially and politically aware by surveying and analyzing trends in interactive media through frequent screenings, experiences, theoretical readings, discussions, critiques and workshops. This advanced interactivity workshop places emphasis on the translation of theoretical ideas and concepts into practical application in specific cultural contexts. Students create projects that integrate user interactivity, computer programming, design and digital media (video, sound, images, etc.) together using appropriate software. Potential themes include: gaming, data mining and visualization, physical computing, and software art. Students may take the course twice if each class has a different theme. Pre-requisite COMM 225. Fee \$60 (3).

COMM 326. Producing for Creative Media

In this course students develop creative decision-making and research practices that precede production, collaborative and business processes involved in developing large-scale media projects; and the skills needed to work with a client on a media project. Students put theory into practice while collaborating with a local non-profit organization on a media project. Students consider concepts like empathy, advocacy, legalities, and ethics in relationship to production. Students engage in project management, the creation of design documents, designing budgets, fundraising strategy and the development of a work plan for the project. Requirements include visiting the non-profit site outside of class. Prerequisite: Two of the following: COMM 225, COMM 233 or COMM 216.

COMM 328. Special Topics in Film & Literature (Same as EWL 350)

This interdisciplinary course will examine inter-relationships in film and literature. The organizing focus may vary from semester to semester, and will emphasize the relationships in terms of genre, historic period, theme, or narrative development. Examples: The Crime Film and Novel in America; the 1950s; the New Wave and its Philosophical Context; Biography; Continuity and the Discontinuous Narrative. Prerequisites: WRIT 102, COMM 131, and one prior English course; or permission from both departments or a literature course that teaches narrative; or permission of both departments (3).

COMM 329. Media Criticism

Students in this class will learn, interrogate and enact major humanities-based approaches to analysis of media texts. Class readings will be comprised of key scholarship in the fields of mass culture theory, semiotics, ideological criticism, psychoanalytic criticism, gender criticism, and critical race theory. Students will apply and challenge media criticism theories through screenings and discussion in class and out of class writing assignments in which they apply these theories and adopt critical stances about media texts. Examples will be drawn from across the media landscape, including but not limited to: film, television, web-based media, advertising, popular music, and popular literature. Through this course and its research and writing projects, students investigate the ways in which theories of media criticism reveal how media texts are created, how they are received, how they can be read and interpreted, and how they contrib-

COMMUNICATION ARTS COURSES (COMM)

ute to larger cultural narratives and have societal impact. Prerequisites: WRIT 102; COMM 131 or 108 (3).

COMM 336. Philosophy and Film

This course studies the philosophical analysis and interpretation of film. Students are given some background of film as a medium, and then learn to discern the philosophical elements of various films, and to analyze philosophically and interpret films on their own. Prerequisites: WRIT 102, COMM 131 & one previous PHIL course (3).

COMM 341. Themes in 2D Animation

Building upon the concepts and skills from prior courses, students will write, design and produce digital 2D animation shorts. Through frequent screenings, readings, discussions and workshops, students will learn the critical skills necessary to make visually engaging media that are socially and politically aware. Topics to be covered include: vector graphics, perspective, fauve camera movements, strategies for repetitive movements, storyboarding and linear and non-linear animation. Prerequisite: COMM 225 or COMM 233 (3).

COMM 344. Advocacy & Social Movements

Social movements are advocacy entities. They are collective, organized forces that promote or oppose a program for change. Students will investigate basic concepts and theories and underline persuasive arguments and the rhetorical theories that apply to larger advocacy groups. Prerequisite: COMM 250 (3).

COMM 347. Mobile Media

Portable media devices (mobile phones, MP3 players, game devices, GPS, tablets, etc.) offer a very different experience for users than a stationary desktop computer or television. Having an intimate personal experience through a handheld device in a public setting raises questions about culture, values and ethics and presents a unique set of design and production concerns. Using theoretical texts as a guide, students explore how media consumed in shifting contexts impacts interpretation and meaning. Students investigate a number of factors that impact a user's experience including: geography, space, architecture, identity, telepresence, embodiment, privacy/security, navigation, interaction, and augmented reality. Over the course of the semester, students use a variety of technologies to develop and produce their own mobile projects. Prerequisite: COMM 225. Fee \$60 (3).

Communication Arts

COMMUNICATION ARTS COURSES (COMM)

COMM 349. Projects in Digital Sound

This course provides opportunities for students to pursue audio projects in the recording studio in accordance with a semester's theme. Each iteration of the course explores audio design situated at a unique juncture of theory and practice and includes the introduction of a novel technology or performance practice: a software package, interactive or multidisciplinary technology, collaboration with a live-performance discipline, etc. All projects develop paradigms suggested by readings or by pre-existing, notable audio works. Projects may involve the recording, editing, and mastering of musical, spoken-word or sound material of any description or source; the generation of mixed media materials; the production of audio content for web application or radio broadcast; or the production of recorded music and effects for live theatrical or interactive performance, dance, film, and/or video. Projects may also involve the composition, creation, and recording of original vocal and instrumental music (live and MIDI). The instructor interacts with the students' exploration of the "situation" of their projects in a theoretical context and facilitates the presentation of projects in a workshop setting. Prerequisite: COMM 216 or equivalent experience & permission of instructor. Fee \$60 (3).

COMM 353. Screenplay Writing

This course covers the basics of screenplay writing with primary focus on the elements of the feature film: treatment writing, character development, plot structure, cinematic elements and back story. Prerequisites: WRIT 102 & COMM 131 (3).

COMM 357. Contemporary World Cinema

The objective of this course is to explore the nature of feature film production in various nations of the world and how film production in other countries relates to the American film industries. Emphasis will be placed on "art film" production rather than the more familiar Hollywood product as this genre is often the source of experimental films and new directors that set the pace for mainstream movies. The course is designed to incorporate films being shown at the annual New York Film Festival at Lincoln Center in September/October as well as at other New York venues. Course Fee determined by ticket prices. Prerequisite: WRIT 102, COMM 131, or permission of department. Fee \$60 (3).

COMM 358. Theories of Organizational Communication

This course presents an examination of the theories of corporate and organizational communication through readings, lecture, case studies, discussion, and field observation assignments. Students will examine theories related to culture, decision-making, nonverbal communication, small groups, corporate identification, employee socialization, and negotiation. Students will gain a deeper understanding of the role that communication plays for both internal and external organizational constituents. Prerequisite: WRIT 102 & COMM 250 (3).

COMM 359. Themes in Video

By making projects, students develop hands-on experience in production and editing in digital filmmaking through the use of historical and theoretical traditions in one of three film genres: fiction, documentary and experimental film. Students create pre-production proposals and scripts that reflect their awareness of contemporary social issues and integrate critical reflection in media. Students may repeat the course with a different theme each time. Prerequisite: COMM 233. Fee \$60 (3).

COMM 391. Gender, Sexuality and Media

Media play a pivotal role in the construction of gender & sexuality. Communication positions us as gendered individuals and sexual subjects, and it is through communication that our identities are structured and maintained. Students will develop critical abilities in reading and responding to theoretical materials about gender and sexuality; become familiar with current ideas and research about gendered communication experiences; recognize the relationship among language, social interaction, and media representations of gender and sexuality; comprehend the variability of social, historical, and cultural contexts of notions of gender and sexuality; and examine the implications of communicating gender and sexuality on their personal practices. Prerequisite: WRIT 102 & COMM 230 (3).

COMM 395. Media, Law & Ethics (Same as JOUR 395.)

This course will explore significant constitutional and ethical issues involving media. Topics include: a history of media regulation, an introduction to theories on ethics, important court decisions, the differences between legal and ethical issues surrounding print and electronic media, and legal, ethical issues arising concerning recent communications technology. Some specifically addressed: television in the courtroom, copyright and newer media, ethics in the newsroom, and privacy and new technology. Students will use mock trials and case studies to assess the different questions surrounding the law and media. Prerequisites: WRIT 102 & COMM 230 or JOUR 225 (3).

COMM 403. Creative Media Seminar

This first course in the capstone sequence focuses on pre-production and professional practice. Topics include: grant writing, intellectual property, distribution, resume writing, manifestos, professional organizations, and documentation. Students undertake original research and conduct a literary review in the history and theory of their selected format and approach toward the development of pre-production materials for their project. Students clarify their understanding of the historical and theoretical context of their work in writing before producing their project. Students develop and revise pre-production materials (i.e. storyboards, scripts, sketches) in a process that includes peer review. Projects commence during the second course in this sequence. The course emphasizes exploration of connections to other disciplines and media. Students may choose to work on collaborative projects. This course is part seminar and part workshop. Prerequisite: Two of the Following: COMM 300, 302, 322, 325, 326, 341, 347, 353, or 359 (3).

Communication Arts

COMM 405. Creative Media Project

This is the second course in the capstone sequence in Creative Media. It focuses on production and distribution. Students produce the projects proposed during the previous semester. Students develop analytical and time management skills to complete a project on schedule. The course encourages skill sharing, brainstorming, collaboration and peer review in this pre-professional setting. Students have an opportunity to share and present their finished work to the MMC community and consider how the project may expand to the community around them beyond MMC. In this process of completing and exhibiting a major work, students carefully consider the social and ethical implications of their practice and understand how it is situated in an artistic tradition. Prerequisite: COMM 403 (3).

COMM 429. Advanced Video

An advanced production course in the history, theory and practice of digital filmmaking in documentary. Students study forms and styles within the documentary tradition and apply their understanding of these traditions to the development of a documentary film idea. Through their own video making and readings on the subject, students consider ethical practices specific to documentary production and representation of the "real". Students demonstrate significant original research in the subject matter of their documentaries through the development of a pre-production proposal. Students acquire advanced editing skills in the finalization and polishing of work for exhibition. Prerequisite: COMM 359. Fee \$60 (3).

COMM 450. Capstone in Critical Media Studies

This senior seminar provides students the opportunity to engage in original research on a topic of their choosing within the field of Communication Arts. Class time will be spent in an exploration of the cultural, social, political, economic, industrial and regulatory implications of communication technologies and practices through current scholarly work in the field. The senior thesis writing and research process will proceed in stages through work and discussion in and outside of the classroom and under close supervision of the professor. Prerequisites: WRIT102; COMM104, 107, 109, 230, 250 & 308; Senior Class Standing (3).

COMM 475. The Avant-Garde in Art, Film and Performance (Same as ART/THTR 475; see course description under Theatre Arts.)

COMM 480. Advanced Seminar in Critical Media Studies

This course provides the opportunity for students to make an in-depth inquiry into a major topic, theory or theories in the area of Critical Media Studies. Each term that this course is offered a different topic and/or theory will be chosen for consideration (previous and possible future examples include: Television in the Digital Age, Propaganda and Censorship, Globalization and Synergy, The Political Economy of the Film Industry, Non-commercial Television in the Post-commercial Age, Radio and the Public Sphere, Theories of Participatory Media.) Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102; COMM 104, 107, 109 & 250; junior standing or Permission of department (3).

COMMUNICATION ARTS COURSES (COMM)

COMM 481. Digital Media III: Advanced Studio

In this course students deepen their technical and conceptual abilities in creating digital media. Students are guided towards becoming thoughtful media makers who are capable of integrating the ideas and skills necessary to realize their creative pursuits. In this endeavor, during the course of the semester students plan and produce a project of their own design. Collaboration as an approach to digital media production is explored in depth and encouraged. Weekly technical workshops expose students to advanced skills in web production, animation and interactivity that may include XHTML and Cascading Style Sheets (CSS), Javascript, Actionscript and database applications. Through presentations and discussion of critical texts, students engage a wide variety of current topics which might include game design, mobile media, physical computing, interactive fiction, interface design, and network culture. Prerequisite: COMM 325 (3).

COMM 297/397/497. Research
COMM 298/398/498. Directed Study
COMM 299/399/499. Independent Study/Internship

Creative Writing

The Creative Writing Minor presents students with the opportunity to pursue the study and practice of poetry, fiction, and creative nonfiction in a comprehensive fashion; to expand their awareness of the critical traditions that shape literary history; to utilize their capacity to analyze and examine their own writing in a self-reflective manner while learning the importance of redrafting and revision; and to work with and

in relation to others, through the workshop model, to present ideas and collectively negotiate solutions. Invigorating the imagination and developing the creative process are key. The courses listed below are required to complete the Creative Writing Minor.

Division: Humanities
Division Chairperson: Peter Naccarato, Ph.D.
Division Administrative Secretary: Eleanor Bazzini
 ebazzini@mmm.edu
Division Office: Main 517
Phone: 212-517-0641

Department: Literature and Language
Department Chairperson: Martha L. Sledge, Ph.D.
Phone: 212-517-0602

Program Faculty:

Jerry Williams
 Associate Professor of English
 B.A., Vermont College
 M.F.A., University of Arizona
 Ph.D., Oklahoma State University
 Main 512
 212-517-0604
 jwilliams1@mmm.edu

CREATIVE WRITING MINOR

18 Credits

Learning Goals for the Minor in Creative Writing

Students completing the Creative Writing minor will:

- Practice the fundamentals of writing poetry, fiction, and creative non-fiction
- Produce creative work that develops these foundational skills though advanced-level study of fiction, poetry, or creative nonfiction
- Use these skills in the analysis and revision of their own work
- Apply these skills in working with other students through the workshop model

The Creative Writing Minor is open to all students and all majors.

| | | | |
|---|---|---|-----|
| CRW 201 Introduction to Creative Writing I | 3 | Two of the following: | 6 |
| CRW 205 Introduction to Creative Writing II | 3 | CRW 441 Workshop in Writing Poetry | (3) |
| CRW 346 Intermediate Creative Writing | 3 | CRW 442 Workshop in Writing Fiction | (3) |
| CRW 391 Special Topics in Creative Writing | 3 | CRW 443 Workshop in Writing Creative Nonfiction | (3) |

Creative Writing

CREATIVE WRITING COURSES (CRW)

CRW 391. Special Topics in Creative Writing

This course gives students an opportunity to study, in greater depth, more specific aspects of poetry, fiction, and creative nonfiction for the purpose of applying this knowledge to their own writing. Topics will vary from semester to semester and may include such subject areas as Developing a Character in Fiction, New Formalism in Poetry, Literature of the Vietnam War, Literature of the Beat Generation, Gender and Ethnicity in Contemporary Nonfiction, and Literary Magazine. (May be taken twice for a total of 6 credits, but the topic may not be repeated.) Prerequisites: WRIT 102, CRW 201 & 205 (3).

Workshops in Writing:

Each of these courses has as its particular purpose the goal of providing students with the opportunity to seriously sharpen their own writing skills in a specific genre, in a group setting, with the guidance of an experienced professional. Special emphasis will be placed on the process of revision. Students also read and discuss literary works along with the criticism and commentary of distinguished practitioners of the discipline. Prerequisites: WRIT 102; CRW 201, 205 & 346 (3).

CRW 441. Workshop in Writing Poetry**CRW 442. Workshop in Writing Fiction****CRW 443. Workshop in Writing
Creative Nonfiction**

Dance

MMC's Dance Department offers professional training in dance for a variety of settings, a rich liberal arts curriculum and the opportunity to enjoy New York City's unparalleled cultural resources. The Dance Department is committed to the belief that learning through the body is a means for the acquisition, translation and creation of social, historical and theoretical knowledge. Our movement classes offer a rigorous approach to the physical and verbal command of dance vocabulary, requiring the student to formulate aesthetic insights and apply them in the contexts of individual works, stylistic traditions and historical and cultural awareness. The progression of course work within dance genres is designed to familiarize students with a variety of dance traditions, canonical and contemporary. Classes are sequenced so that key physical and aesthetic concepts can be delivered, reinforced, and developed at multiple stages of experience and understanding. All dance courses incorporate movement sequences, written assignments, class discussions, theoretical discourse and research.

We offer two undergraduate degrees: the Bachelor of Arts and the Bachelor of Fine Arts. Acceptance into both programs requires a Dance Audition Application that includes an audition for the Dance Department. Auditions take place off campus in San Francisco, Chicago and West Palm Beach in late winter and on campus four times a year in late winter and early spring for fall admittance.

The B.A. in Dance offers interdisciplinary pursuits of dance studies in dialogue with or congruent to concert dance. The Dance Department emphasizes the importance of dance education as applied to pedagogical systems, theorizations of performance practices, an analysis of movement and its implications in a variety of arenas, and the emerging relationships between dance and media. B.A. candidates are given a solid foundation in dance technique and a balanced approach to course work to facilitate the four concentrations in Teaching Dance Arts; Dance Studies; Body, Science, & Motion; and Dance & Media. The curriculum is comprehensive, forward thinking, and pragmatic in its approach to future studies and careers in dance related fields. It is nonperformance based and has the flexibility to meet the needs of dance students, dance professionals seeking a degree, and those interested in pursuing a minor or double major in a related field.

The B.F.A. is a 62-credit professional program in dance designed for the student who plans to pursue a career in dance performance and/or choreography. To best facilitate the interests and needs of the student, the B.F.A. has a set curriculum that all candidates must fulfill in one of four areas: Ballet, Modern, Choreography, and Jazz. The B.F.A. Dance program emphasizes the nurturing and further development of each student's technical skills and artistry and requires a minimum two-year residency. Acceptance into the program is competitive; prospective students must not only satisfy the academic requirements for acceptance into the College, but

also give strong evidence of professional promise as demonstrated through auditions and interviews.

Each semester following the freshman year, the full-time dance faculty members, in conjunction with the adjunct faculty, assess all B.F.A. students according to the following criteria:

- Maintenance of a 3.0 average or better in academic and dance courses;
- Evaluation of performance in workshops and productions;
- Evaluation of class work and progress in technique;
- Participation in juries (twice in the first year; once a year following);
- Attendance.

Additional Learning Opportunities

The MMC Dance Company is the College's repertory company. The Company has performed at The Joyce Theater, 92nd Street Y's "Fridays at Noon," The Hostos Center for Performing Arts, Aaron Davis Hall, Parson's Dance Gala and at public high schools in the New York City area. An audition is held each fall for acceptance into the company. If accepted, the commitment is for one year with weekly rehearsals and a special four-week January session with daily classes and rehearsals.

Internships and Independent Studies maintain a bridge from college to the professional dance world. The Dance Department's relationships with several companies and arts organizations help place students in areas such as fundraising, marketing, company/ school management, production and teaching. Recent internships have been held with the schools and companies of Merce Cunningham, Martha Graham, Jose Limon, Paul Taylor, Lar Lubovitch, David Parsons, Stephen Petronio, and organizations such as the Princess Grace Foundation, Dance Theater Workshop, The Joyce Theater, Sony, Lifestyle Media, The Village Voice, The National Dance Institute, and The New York State Council for the Arts.

A degree program for dance professionals with extensive performing experience is available through the Prior Learning Assessment Program; interested students individually develop a program with a dance faculty advisor.

By the spring semester of senior year, students can begin to explore options for working/auditioning/interviewing in the New York City area for job placement in their area of specialty. Recent graduates are members of professional dance companies, Broadway shows and touring companies, teachers in both public schools and private settings, operators of their own dance studios, producers of their own choreography, freelance writers for dance, and successful costume designers and arts administrators. Upon graduation, many students pursue graduate work.

Division: Fine & Performing Arts
Division Chairperson: David Mold, M.F.A.
 dmold@mmm.edu
Division Administrative Secretary: Brooke Harbaugh
 bharbaugh@mmm.edu
Operations Director for FAPA: Matthew Land, M.F.A.
 mland@mmm.edu

Division Office: Theatre Office, Main Building
Phone: 212-774-0760
Dance Administrative Assistant: Kelly McCormack
 kmccormack@mmm.edu
Dance Office: Main 506 212-517-0610

Department Faculty:

Katie Langan

Professor of Dance
 Chair of Dance Department
 Former member of Zurich Ballet, Chamber Ballet USA, and Twyla Tharp Dance Company
 B.A., Marymount Manhattan College
 Main 506
 212-517-0611
 klangan@mmm.edu

Elena Comendador

Assistant Professor of Dance
 Former Member of Connecticut Ballet and Joyce Trisler Danscompany
 B.A., Columbia University
 M.F.A., Goddard College
 Main 508
 212-774-0876
 ecomendador@mmm.edu

Anthony Ferro

Associate Professor of Dance
 Former member of Twyla Tharp, Louis Falco and Dennis Wayne Dance Companies and The Metropolitan Opera Ballet
 B.A., Marymount Manhattan College
 M.F.A., Goddard College
 Main 508
 212-517-0613
 aferro@mmm.edu

Nancy Lushington

Artist-in-Residence, Dance
 B.A., Adelphi University
 Former soloist, May O'Donnell Dance Company
 Main 506
 212-517-0614
 nlushington@mmm.edu

Tami Stronach

Assistant Professor of Dance
 B.F.A., SUNY Purchase
 M.F.A., Hollins College, American Dance Festival
 Main 508
 212-517-0624
 tstronach@mmm.edu

Andrew Warshaw

Associate Professor of Music and Dance
 B.A., Wesleyan University
 M.F.A., New York University
 Nugent 554
 212-774-0772
 awarshaw@mmm.edu

Dance Department Programmatic Goals

Upon completing the BFA/BA major in dance, students will be able to:

- Demonstrate, in movement, writing, and speech, critical engagement with practices, theories and histories of dance.
- Integrate creative, intellectual and physical approaches in the study of dance techniques, composition, production and performance, at a level commensurate to sustain and refine growth in the individual's area of concentration.
- Practice discipline, reflection, communication, and collaborative skills commensurate with professional and post-graduate environments.
- Apply sophisticated kinesthetic and physical awareness to work in the discipline and to associated fields of artistic and knowledge production.

- Respond critically to choreographies and performances using integrated descriptive, analytical, interpretative, and evaluative skills.
- Employ creative and intelligent approaches, such as tolerance for ambiguity, negotiation, and the development of alternative courses of action, in addressing challenges of collective and individual processes.
- Propose strategies and techniques for arts advocacy and for the participation in the improvement of society through dance on a community, institutional and social level.

MAJOR: B.F.A. IN DANCE**62 Credits****B.F.A.****General Education: 42 Credits; Major: 62 Credits; Elective Credits: 16 Credits****Core courses:**

| | | | |
|-------------------------------|----|--|---|
| Ballet (by placement) | 12 | DANC 303 Anatomy I | 3 |
| Modern (by placement) | 12 | DANC 351 Dance Composition I | 3 |
| Jazz (by placement) | 3 | DANC 352 Dance Composition II | 3 |
| Tap (by placement) | 1 | DANC 354 Dance and Cultural History | 3 |
| DANC 120 Stagecraft for Dance | 2 | DANC 364 Critical Approaches to Dance | 3 |
| DANC 203 Rhythmic Training | 2 | DANC 495 Senior Seminar | 3 |
| DANC 291 Music for Dance | 3 | The remaining 9 credits should be earned by completing one of the following four concentrations | |

BALLET CONCENTRATION**MODERN CONCENTRATION**

| | | | |
|---|---|------------------------------------|---|
| Ballet (by placement) | 6 | Modern (by placement) | 6 |
| Special Topic of Related Interest* | 1 | DANC 240 Improvisation I | 1 |
| Pointe (for women only, by placement, 1 credit each) or Men's Class (for men only, 1 credit each) | 2 | DANC 340 Improvisation II | 1 |
| | | Special Topic of Related Interest* | 1 |

Academic Offerings

Dance

CHOREOGRAPHY CONCENTRATION

| | | | |
|--------------------------------------|---|--|---|
| DANC 240 Improvisation I | 1 | DANC 453 Dance Composition III | 3 |
| DANC 340 Improvisation II | 1 | DANC 496 Choreography for the American Musical Theatre | 3 |
| DANC 294 Projects for Choreographers | 1 | | |

JAZZ CONCENTRATION

| | | | |
|--|---|------------------------------------|---|
| Jazz (by placement) | 6 | Special Topic of Related Interest* | 1 |
| Tap (by placement, 1 credit each) | 2 | | |
| *Examples of Special Topics: Partnering, African, Flamenco, and/or Contact Improvisation | | | |

MAJOR: B.A. IN DANCE (1008)

49 Credits

B.A. General Education: 42 Credits; Major: 49 Credits; Elective Credits: 31 Credits

| | | | |
|-------------------------------|---|---|---|
| Core courses: | | DANC 354 Dance and Cultural History | 3 |
| Ballet (by placement) | 6 | DANC 364 Critical Approaches to Dance | 3 |
| Modern (by placement) | 6 | DANC 495 Senior Seminar | 3 |
| Jazz (by placement) | 3 | The remaining 12 credits should be earned by completing one of the following four concentrations | |
| DANC 120 Stagecraft for Dance | 2 | | |
| DANC 203 Rhythmic Training | 2 | | |

TEACHING DANCE ARTS CONCENTRATION

| | | | |
|--|---|--|---|
| DANC 240 Improvisation I | 1 | DANC Elective in Modern or Ballet | 3 |
| DANC 291 Music for Dance | 3 | Special Topic of Related Interest * | 1 |
| DANC 303 Anatomy I | 3 | The student wishing to pursue the Teaching Dance Arts concentration must show proficiency in one of the dance techniques on a 220 level or above at the point of admission to this concentration. | |
| DANC 340 Improvisation II | 1 | | |
| DANC 351 Composition I | 3 | | |
| DANC 357 Techniques of Teaching Dance I | 3 | ** See BFA Special Topics | |
| DANC 457 Techniques of Teaching Dance II | 3 | | |

DANCE STUDIES CONCENTRATION

| | | | |
|---|---|--|---|
| ART 252 Survey of Western Art II | 3 | One appropriate 300- or 400-level course from another Dance BA concentration | 3 |
| DANC 261 Introduction to Movement Analysis and Notation | 3 | | |
| DANC 291 Music for Dance | 3 | DANC 370 Movement, Media, Theory or | |
| DANC 351 Dance Composition I | 3 | THTR 475 Avant-Garde in Art, Film and Performance | 3 |
| DANC 458 Criticism Writing Workshop | 3 | | |

BODY SCIENCE & MOTION CONCENTRATION (w/optional Biology Minor)

| | | | |
|---|---|---|---|
| BIOL 116 Nutrition | 3 | DANC 371 Somatic Awareness | 3 |
| BIOL 136 Anatomy I | 4 | DANC 399/499 Internship | 1 |
| BIOL 234 Human Physiology | 4 | Students in the Body, Science and Motion Concentration must elect to take BIOL 116 Nutrition to fulfill their Lower Level B Shared Curriculum requirement. | |
| DANC 261 Introduction to Movement Analysis and Notation | 3 | | |
| DANC 369 Anatomy II | 3 | | |

DANCE & MEDIA CONCENTRATION

| | | | |
|--|----------|---|-----|
| COMM 109 Sense and Medium | 3 | C. Digital Imaging and Web-based Media | |
| DANC/COMM 216 Digital Sound Design | 3 | ART 210 Digital Imaging I | (3) |
| DANC 351 Composition I | 3 | ART 342 Digital Imaging II | (3) |
| DANC 370 Movement, Media, Theory | 3 | COMM 225 Web Workshop | (3) |
| ART 116 Color and Design or | | COMM 325 Themes in Interactive Media | (3) |
| DANC 291 Music for Dance | 3 | COMM 326 Producing for Digital Media (3) | |
| | | COMM 347 Mobile Media | (3) |
| Two sequential courses from any one of the following areas: | 6 | D. Audio Design and Production | |
| A. Video | | DANC/COMM 349 Projects in Digital Sound | (3) |
| COMM 233 Video Workshop | (3) | THTR 254 Audio Technology for Performance I | (3) |
| COMM 359 Themes in Video | (3) | THTR 354 Audio Technology for Performance II | (3) |
| B. Photography | | E. Graphic Design | |
| ART 121 Phototgraphy I | (3) | ART 237 Graphic Design I | (3) |
| ART 213 Photography II | (3) | ART 338 Graphic Design II | (3) |

Special Notes: Students may not audit performance and production courses, or start full-year courses in the Spring Semester, without departmental approval. All technique courses require placement by audition for credit or audit. A studio fee of \$15.00 per credit is charged for performance and production classes to offset costs

of maintaining facilities and equipment. For additional information about policies and programs, students should consult the current Standard Operating Procedures for Dance Students, available in the Dance Department Office.

DANCE COURSES (DANC)

DANC 105. Dance as an Art Form for Non-Majors

This course introduces dance as a performing art investigating the diverse aesthetics, multicultural, and historical contexts of global dance forms. Students experience both theoretical and practical classes to increase kinesthetic awareness and understanding of the language of dance. In viewing dance, students explore the art form as a reflection of social and cultural perspectives and integrate relationships to other artistic disciplines. Fee: \$45.00. Corequisite: WRIT 101 [Offered: All sessions]

DANC 108. Tap I

This is a course for the beginning tap dancer interested in learning the basics of tap dance technique and terminology (brushes, shuffles, ball changes, flaps, cramp rolls, time steps, etc.), carriage of the body, use of upper body and arms, control of tap sounds, and the relationship of sounds to increase foot and rhythmic control. Traditional rhythm phrases are taught as well as the world renowned Shim Sham Shimee. This course may be repeated for up to 4 credits. Fee: \$15.00 Prerequisite: Dance majors only [Offered: S] (1).

DANC 120. Stagecraft for Dance (Same as THTR 120)

This course introduces students to the knowledge, skills and responsibilities associated with a wide variety of stage technologies and activities to be found in the world of technical theatre, particularly as it relates to dance production. Combining a grounding in the history and theory of technical theatre practices with laboratory experience, students gain a fundamental understanding of key areas of production such as light and sound operation, light hang and focus, multimedia for dance, wardrobe and costuming. Issues concerning stage safety are addressed, as well as the imperatives of public assembly and fire codes. Students participate in assigned production responsibilities for the dance performances. [Offered: F, S] (2).

DANC 145. Ballet I

This course examines elementary dance principles by studying the specific discipline of classical ballet. Instruction of simple movement sequences is strategically introduced to challenge and increase students' knowledge of form and musical phrasing. Focus is given to the study of postural alignment and French ballet terminology, both in its written and physical form. The introduction of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of ballet. Fee: \$45.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

Dance

DANCE COURSES (DANC)

DANC 149. Jazz I

This course introduces students to the idioms and influences associated with the development of jazz as a unique U.S. American dance form. Through the course, students develop an understanding of the rhythmic and dynamic differences inherent in jazz, which incorporates syncopation, improvisation and polyrhythmic phrasing. Attention is paid to the historical and cultural influences of jazz as an American phenomenon, its African-American roots, and its continuous development as influenced by social trend. Students are required to research influential jazz choreographers and learn how to transcribe movement phrases to written form. Fee: \$45.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F]

DANC 189. Modern Dance I

This course introduces the form at a basic level with emphasis on integrating phrasing and musicality with movement patterns while developing independent learning skills in the classroom including movement analysis, problem-solving, physical and verbal articulation of the concepts. The introduction of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of modern dance. Fee: \$45.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANC 203. Rhythm in Sound and Movement

This course addresses the relationships between rhythm in music and in dance movement. Students acquire a basic familiarity with musical notation as an analytical and descriptive tool. Precise technical standards for clarity of rhythmic expression, as well as an array of compositional and improvisational methodologies for rhythmic invention in sound and movement, contribute to the development of heightened rhythmic sensibilities. Sharpened listening skills and habits, designed to apply to a wide variety of artistic roles and endeavors, are cultivated through study of the rhythmic features of music of diverse styles, eras, and cultures. Prerequisite: Dance majors only. [Offered: F] (2).

DANC 208. Tap II

This is a course for the intermediate tap dancer interested in the continuation of acquiring technical skills in tap dance. A continuation of the concepts learned in Tap I will be cultivated to a level that allows the student to feel proficient enough to have command and confidence in a musical theatre audition. The course material will focus on vocabulary, phrasing, execution, form, style, and performance quality. This course may be repeated for up to 4 credits. Fee: \$15.00. Prerequisite: Dance majors only; DANC 108 or permission of department [Offered: F, S] (1).

DANC 216. Digital Sound Workshop (Same as Comm/Mus 216)

In this course for students interested in all aspects of digital sound creation and design, dedicated informed listening practices will be cultivated to help students understand and produce audio designs for video and film, radio, podcasts, web applications and live performance. Using industry standard software platforms and packages, students will conceive, record, edit, master, and critique digital audio projects in a variety of formats. Non-musicians and musicians will expand their abilities to compose using sound as a medium, by studying a variety of technical and aesthetic strategies of audio production and workflow, and by continuous examination the act of listening. Prerequisite: WRIT 101 (3). Not open to Communication Arts majors.

DANC 220. Ballet II

This course examines the kinesthetic principles and discipline of classical ballet. The instruction of movement sequences requires a basic foundation in both vocabulary and physical awareness. Focus is given to the comprehensive study of postural alignment, the refinement of French ballet terminology, both in its written and physical form, as well as introducing skills in writing self-evaluations. Students create and perform a final movement phrase that incorporates physical analysis, spatial awareness, movement patterning, musicality and the correct application of the terminology. The continued investigation of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of ballet. Fee: \$45.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANC 230. Costume for Dance

Costume for Dance examines the interdisciplinary art of dressing the body for dance in its various forms: dance dress, non-dress, "costume" and every day dress in relation to the moving body. By approaching these aesthetic concepts through cultural and historical lenses, students gain perspective on this highly specialized field of design. Through survey of documents and materials, students reflect on the overall concept of body movement, demands of choreography of particular works and the effects of various fabrics in motion. There will be an emphasis on research and collaborative relationships between costume designers and choreographers. [Offered: S] (3).

DANC 240. Improvisation I

This course is an introduction to the art and skills of extemporaneous dancing. It functions as a dance laboratory where students practice awareness training, somatic approaches to movement, exploratory exercises and undertake detailed kinetic research. Class time includes opportunities for personal reflection, group discussion and analysis of assigned readings, media, and live performance. Students consider the major historical events of the last century and examine how these events impacted various art forms and in particular western dance. Students learn to describe and distinguish between the distinctive improvisatory practices and values developed by modern and post-modern artists. This course may be repeated for up to 3 credits. Fee: \$15.00 per term. Prerequisite: Dance majors only [Offered: F] (1).

DANC 243. Modern Dance II

Building on the knowledge achieved in Modern I, this course emphasizes an increased kinesthetic awareness of the details and concepts as new movement vocabulary is introduced. Students hone the ability to interpret, analyze and perform at an intermediate level and continue to develop and refine their personal artistic expression in direct relationship to the principles outlined in the course. The continued investigation of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of modern dance. Fee: \$45.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANCE COURSES (DANC)

DANC 249. Jazz II

This course is an advanced study of jazz as an American dance form. Students are required to analyze and recreate choreographic phrases incorporating stylistic differences appropriate to the diversity of jazz traditions. The evolution of jazz as an art form is discussed and dancers are expected to incorporate this knowledge into their performance of the idiom. Fee: \$45.00 per term. This course may be repeated up to 9 credits. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered S]

DANC 255. Ballet III

This course attempts to refine the students' understanding and implementation of the technical and artistic aspects of classical ballet. Coursework is rigorous in content. Strength and stamina are built through movement sequencing; technical and musical challenges are presented and the aesthetic principles of the art form are explored. Emphasis is placed on the integration of movement material with cognitive operations and movement intentions to develop the psychology of the performer. Reading and written assignments are integral to the course to promote further critical thinking and theoretical analysis of ballet while historicizing its practice. Fee: \$45.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANC 256. Beginning Pointe

This course covers the fundamental technical skills required to perform ballet on pointe. Emphasis is placed on strengthening exercises and the proper execution of rolling through the shoe. Exercises at the barre constitute the majority of class work with center exercises remaining basic to reinforce theories from the barre. This course may be repeated for up to 4 credits. Fee: \$15.00 per term. Prerequisite: Dance majors only [Offered: F, S] (1).

DANC 261. Introduction to Movement Analysis and Notation

This course investigates contemporary issues in dance notation and movement analysis. The course introduces students to a range of frameworks for distinguishing features of movement, and not only assists them in analyzing and performing by identifying significant elements of dance but also in creating a living archive. Exploring organizational principles and approaches of choreography and dance notation expands students' critical stance towards composition and preservation of dances and the social and cultural structure in which they are housed. Students investigate a broad array of theoretical approaches to dance analysis as they apply to different dance forms and contexts. This enables students to become more articulate in analysis and performance. Prerequisite: WRIT 102 [Offered: F, biannually] (3).

DANC 290. History & Mission of Arts Institutions

(Same as ART/THTR 290; see course description under Theatre Arts.)

DANC 291. Music for Dance

Students in this course learn conventional musical terminology, as well as elements of music history and music theory that most closely relate to dance, in order to explore: musical form in relation to dance movement; the effects of musical style on dance movement; musicality as perceived by performer and audience; and choreomusicology. The course requires analytical written and oral assignments, compositional exercises involving movement and sound, and analysis of audio and visual media. Prerequisite: DANC 203 or permission of department. [Offered: F] (3).

DANC 293. Special Studies for Intermediate Students

This course includes the MMC Dance Company, which is a year-long commitment, including the January intercession. Acceptance into the MMC Dance Company is by audition only (see Dance 494). This course may also include work with a faculty member on special projects, performing arts management, etc. Students are under the supervision of Dance faculty, guest artists or other dance professionals and must follow guidelines for Independent Study/Internships. Prerequisite: Audition or permission of department. (1-3). [Offered: F]

DANC 294. Projects

Individual choreographic works are created and rehearsed by students and faculty for the fall production, which includes the student choreography workshop and the mainstage performances. Student choreographers are mentored by faculty throughout the semester. Auditions and casting culminate in bi-weekly rehearsals that afford experimentation, creative practices and realization of both technical and artistic voices in performance. All aspects of producing a dance concert is addressed including publicity, costuming, lighting, and scene design. Both the Great Hall and the Theresa Lang Theatre serve as venues. Fee: \$15.00 per credit. This course may be repeated for up to 4 terms. Prerequisite: Dance majors only [Offered: F] (1).

DANC 303. Anatomy I

In this course, students develop a practical, functional and theoretical understanding of basic anatomical terms and principles. Current dance research in kinesiology and physiology is applied to concepts of movement analysis, alignment assessment, and performance enhancement. A kinesthetic exploration of skeletal joint mechanics and the muscles that produce motion of those joints is introduced. Students apply movement analysis to the evaluation of dance technique of self and others. [Offered S] (3).

DANC 317. Design for Directors and Choreographers (Same as THTR 317; see course description under Theatre Arts.)**DANC 324. Careers in Arts Administration (Same as ART/THTR 324; see course description under Theatre Arts.)****DANC 328. The Arts & Social Change (Same as ART/THTR 328; see course description under Theatre Arts.)**

Dance

DANCE COURSES (DANC)

DANC 340. Improvisation II

This course is a continuation of study and skill building begun in Improvisation I. It focuses on the use of more narrowly and complexly defined directives, longer solo and group improvisational exercises, and the creation of the students' own improvisational structures. Improvisation is investigated as a research method for choreography, as a performative practice in itself, and as a tool to expand kinetic awareness. Class includes in depth analysis of assigned readings that address dance theory and criticism through discussion and written homework. A historical examination of a wide range of improvisatory models is undertaken, including improvisatory forms outside Western modern and post modern dance. This course may be repeated for up to 3 credits. Fee: \$15.00 per term. Prerequisite: DANC 240 [Offered: S] (1).

DANC 341. Modern Dance III

This course emphasizes a conscious use of intention as an integral part of performance and an awareness and investigation of the importance of the dancers' relationship to space. Dancers utilize an expressive and qualitative range in movement, performance, and creative work. Students' written work is expected to be reflective of an increased intellectual understanding of modern dance and its social and historical influence. Fee: \$45.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANC 343. Ballet IV

This is a concentrated inquiry of and exploration in upper level intermediate classical ballet. It is expected that students at this level have attained both an intellectual and physical understanding of the aspects of placement, alignment, and the required strength for execution of complex movement sequences. The integration of movement material with cognitive operations and movement intentions, including physical memory and sensory awareness, is refined to develop quality of movement as a platform for artistic expression. Reading and written assignments are integral to the course to promote further critical thinking and analysis of ballet. Fee: \$45.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANC 348. Operations & Management for the Arts

(Same as ART/THTR 348. See course description under Theatre Arts.)

DANC 351. Dance Composition I

This course introduces students to the nature of composition through a variety of disciplines including music, visual art, poetry, and in particular dance. As a foundation for thinking critically about dance, students examine diverse choreographic styles developed in response to cultural, philosophical and artistic influences. Classes are structured around compositional exercises, movement analysis of choreographic homework assignments, readings and viewing seminal works of art on video or in museums. The goal of the class is to offer a forum through which students can deeply engage with movement creation, develop their own artistic voices and investigate new ways of thinking about form through the lens of choreographic inquiry. Fee: \$45.00. Prerequisite: Dance majors only or permission of department. [Offered: S] (3).

DANC 352. Dance Composition II

This is a continuation of the study of choreography begun in Dance Composition I. Students are asked to merge individual creativity with acquired compositional skill. Students create solos, duets and small group works while considering the way that sound scores influence the experience of movement studies. This intermediate level course gives students a broader choreographic tool kit as well as context for working within differing aesthetic conventions. The politics of aesthetics are examined forcing students to locate themselves within broader historical, artistic and cultural frameworks. Through assigned readings, video and live performance viewings, written work and class discussion, students develop deeper analytical skills and greater clarity about their personal voice as dance makers as well as how choreography functions as a mirror for the times in which we live. Fee: \$45.00. Prerequisite: DANC 351 [Offered: S] (3).

DANC 354. Dance and Cultural History

This introductory dance history course – designed for both Dance and non-Dance Majors – is a survey of dance practices from Greek antiquity through the 21st century. Students examine major developments in Western theatrical dance and the impact of Asian, African-American, and European dance on North American stage practices. The goal of this course is two-fold: (1) to understand how dance practices are bodily enactments of specific historical and cultural developments and (2) to investigate different approaches to choreography and writing of history. Prerequisite: WRIT 102 [Offered: F, S] (3).

DANC 357. Techniques of Teaching Dance I: Creative Dance for Children

This course offers a practical exploration of the principles, theories and methods of teaching creative dance to children. Students develop and employ critical thinking skills for assessment of pedagogical goals and objectives for use in class planning. This course covers the educational dance model for use in public schools and introduces students to the benefits and outcomes of an integrated creative arts experience. Students are required to assist in creative movement classes for children at various institutions in NYC. Prerequisite: DANC 203 [Offered: F] (3).

DANC 358. Advanced Pointe

For the advanced ballet dancer, this course covers in detail the technique of dancing on pointe. The finer points of execution are honed with a continued emphasis on proper placement and the development of strength. The execution of longer sequences and classical variations augment the technical aspect of the training. This course may be repeated for up to 8 credits. Fee \$15.00. Prerequisite: Ballet level must be 255 or above and by permission of department [Offered: F, S] (1).

DANCE COURSES (DANC)

DANC 364. Critical Approaches to Dance

This class critically examines the relationship between Euro-American dance production and cultural identity in Western society. The class tracks the connection between the aesthetic and the cultural by structuring the investigation into two correlated fields of interrogation – critical theory and cultural analysis of dance. The class endeavors to determine the overlapping strategies between the choreographies of identification with those of choreographies of dance. This entitles the class to analyze culture through dance and to read dance production and history as political. Prerequisites: WRIT 102 & DANC 354 [Offered: F, S] (3).

DANC 366. Devising Performance Events
(Same as ART/THTR 366; see course description under Theatre Arts.)

DANC 369. Anatomy II

This course provides a dynamic, integrated approach to the study of physical structures of the musculoskeletal system and their functional relationship to the movement of the human body. Focus is given to advanced anatomical studies as well as the exploration of somatic practices directly linked to the intricacies of dance. Students implement a professional level of kinesiological analysis of simple to complex dance sequences by exploring alignment, prime movers, open chain, and closed chain movements. Class discussions and written assignments enrich the curricula; the course culminates with a comprehensive research project. Prerequisite: DANC 303 or BIOL 136 [Offered: S, biannually] (3).

DANC 370. Movement, Media, Theory

This course provides theoretical and historical perspectives on the representation of human movement in traditional and digital media. It surveys principal media applications currently in use in the dance field: film/video, photography, audio recording/editing/design, automated production elements, digital animation, motion capture, movement generation and modeling, web-based and interactive and virtual technologies. Students investigate problems concerning the nature of embodiment in visual and audio media, cross-modal perception in interdisciplinary artwork, and the innovative implementation of movement-based media. It is appropriate for those interested in creative and compositional work, as well as documentary, archival and promotional/marketing projects in movement-related fields. Prerequisites: WRIT

102, COMM 131 & one course from Special Focus courses of B.A. Dance and Media Concentration [Offered: F biannually] (3).

DANC 371. Somatic Awareness

This course emphasizes the importance of neuro/musculo/skeletal systems as they impact the potential for human movement in a variety of dance idioms and everyday activities. Laban Movement Analysis, Bartenieff Fundamentals, and Body-Mind Centering are introduced as methodologies that enrich the study of anatomy and kinesiology, promoting the ability to perceive and act on the basis of one's own internal sensations. Students increase their knowledge of anatomy and through guided, methodical practices heighten their awareness of the interdependence of body and mind. Prerequisite: DANC 303

(DANC 392. Fundraising & Marketing for the Arts

(Same as ART/THTR 392; see course description under Theatre Arts.)

DANC 425. Dance Production

Students participate as choreographers, dancers and technicians to produce the Spring Dance Concert. Individual choreographic works are created and rehearsed by students and created or restaged by renowned guest artists for the spring production. Student choreographers are mentored by faculty throughout the semester. Auditions and casting culminate in bi-weekly rehearsals that afford experimentation, creative practices and realization of both technical and artistic voices in performance. All aspects of producing a dance concert is addressed including publicity, costuming, lighting, and scene design. Both the Great Hall and the Theresa Lang Theatre serve as venues. This course may be repeated for up to 4 terms. Prerequisite: Dance majors only [Offered: S] Fee \$15 (1).

DANC 441. Modern Dance IV

In this course, students must demonstrate a high level of intellectual understanding and an ability to articulate both physically and in written work the concepts and theories presented. The integration of movement material with cognitive operations and movement intentions, including physical memory and sensory awareness, is refined to develop quality of movement as a platform for artistic expression. It is assumed that past practices supply a body of knowledge that deepen the theoretical engagement with the work both in execution and in written and reading assignments. Fee: \$45.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANC 445. Ballet V

This is an in-depth investigation and exploration of advanced ballet as an art form. Along with the increasing mastery of ballet vocabulary, emphasis is placed on the proficiency of the execution of intricate choreographic phrases utilizing dynamics, musicality and speed. The quality of movement for artistic expression is highlighted as the student is expected to use the ballet language as a sophisticated means of communication. Through reflexive and reflective inquiry, analysis and discussion, and contextualizing movement studies within historical developments in the discipline, students are guided to a deeper kinesthetic and artistic sensibility. Reading and written assignments are integral to the course to promote further critical thinking and analysis of ballet while historicizing its practice. It is assumed that past practices supply a body of knowledge that deepen the theoretical engagement with the work both in execution and in written and reading assignments. Fee: \$45.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S]

DANC 451-452. Externship in Dance

Course provides intensive experience in technique, composition, and production as students work with an artist in summer residence off campus. Credits per term determined through advisement. Prerequisite: Permission of department (1-6).

Dance

DANCE COURSES (DANC)

DANC 453. Dance Composition III

This advanced level course builds on material covered in Dance Composition I and II and is designed for dance students in the Choreography Concentration or those in other concentrations who wish to continue their studies in composition. The class explores multiple working methods in order to think critically about how process influences product. Students gain an in-depth understanding of a variety of compositional approaches that ultimately reinforces their own art and craft. Students are asked to direct their own scholarly research in order to support the creation of a completed creative work. Additionally, students write a paper chronicling the manner in which that research influenced their choreographic process. Analysis of live performances in New York City aim students toward the consideration of how dance theory, criticism and practice intersect in those works as well as in their own studies. Students must demonstrate a high level of intellectual understanding and an ability to articulate both physically and in written work the concepts and theories presented. The integration of movement material with cognitive operations and movement intentions, including physical memory and sensory awareness, is refined to develop quality of movement as a platform for artistic expression. It is assumed that past practices supply a body of knowledge that deepen the theoretical engagement with the work both in execution and in written and reading assignments. The class culminates in an informal showing. Dance Majors Only. Prerequisite: DANC 351 & 352. Course may be repeated once (for a total of 6 credits) for work on a new choreographic project [Offered: S] Fee \$145 (3).

DANC 457. Techniques of Teaching Dance II (Same as EDUC 457)

Through experiential, hands-on learning, this course develops the ability to deliver sound pedagogical practices in teaching dance techniques to a variety of populations. Students examine the values and goals of dance in education and fundamental movement principles as related to the teaching of Ballet, Modern and Jazz techniques. Through lectures, readings and practice, students develop analytical skills for facilitative correction while also cultivating their personal teaching philosophies. Prerequisite: Dance majors only; DANC 203, 291, & 357 [Offered: S] (3).

DANC 494. Special Studies for Advanced Students

This course includes the MMC Dance Company, which is a year-long commitment, including the January intercession. Acceptance into the MMC Dance Company is by audition only (see Dance 293). This course may also include work with a faculty member on special projects such as assistant choreographer on theatre projects, performing arts management, etc. Students are under the supervision of Dance faculty, guest artists or other dance professionals and must follow guidelines for Independent Study/ Internships. This course may be repeated for up to 9 credits. Prerequisite: Audition only [Offered: J, S] (1-3).

DANC 495. Senior Seminar

Through readings, research assignments, discussions, and guest speakers, students in Senior Seminar explore the artistic trends influencing today's dance scene and become familiar with the overall cultural climate in which to establish themselves and their artistic philosophies. Emphasis is placed on exposing students to the vast array of current issues surrounding the field, including but not limited to the dance reviewer and his/her influence on the field, financial dynamics and historical practices of non-profit dance organizations, dance education in the United States, legalities of copyright, government and the arts, and arts advocacy. The course underscores the development of self-directed inquiry to maintain awareness of the current state of the profession and its socio/political implications on the arts as a whole. Students develop a research project that strengthens and deepens their focused concentration and interest in dance and is modeled to reflect entrepreneurship in the arts and the responsibilities of being an educated dance professional. Prerequisite: Senior Dance majors, or permission of department [Offered: F] (3).

DANC 496. Choreography for the American Musical Theatre

(Same as THTR 496)

This course explores the skills needed to choreograph dances and stage numbers for musical theatre. The course approaches the work from an historical perspective in order to trace the development of dance in the commercial theatre from vaudeville to present day productions. Students choreograph studies from a variety of shows so as to develop a range of styles. Topics to be covered are: how to develop characterization through movement, how to clarify lyrics, how dance can advance the story line, how to choreograph a dance break, how to choreograph a production number, how to work with a director and with actors. This course will run concurrently with the Musical Theatre course so that students may have the opportunity to work directly with actors and singers. Fee: \$45.00. Prerequisites: DANC 351 & 352 [Offered: F] (3).

DANC 297/397/497. Research

DANC 298/398/498. Directed Study (fee \$15)

DANC 299/399/499. Independent Study/ Internship

Economics

The economics curriculum provides students with an introduction to the basic principles of economics and an opportunity to explore their application to contemporary issues. It provides a valuable supplement to the educational experience of students in both the professional and liberal arts majors. Economics is one of

the major disciplines contributing to the interdisciplinary major in International Studies and is included in the Business Management core and the Finance, International Business and Economics concentrations.

| | | |
|-----------------------------|---|---|
| Divisions: | Social Sciences | Accounting and Business Management |
| Division Chairs: | Manolo Guzmán, Ph.D. mguzman@mmm.edu | Vandana Rao, Ph.D. vr Rao@mmm.edu |
| Division Assistants: | Michael Backus mbackus@mmm.edu | Carmen Jackman-Torres ctorres@mmm.edu |
| Division Offices: | Nugent 456 Phone: 212-774-4847 | Nugent 551 212-517-0631 |

Department Faculty: Faculty from across the College teach Economics courses.

Richard Garrett

Associate Professor of Economics
B.A., Texas Christian University
Ph.D., New School University
Nugent 552
212-517-0636
rgarrett@mmm.edu

Vandana Rao

Professor of Business Management
Chair, Division of Accounting and Business Management
B.A., Bombay University, India
M.A. & Ph.D., SUNY, Stony Brook
Nugent 551
212-517-0635
vr Rao@mmm.edu

ECONOMICS MINOR**15 Credits****Learning Goals for the Minor in Economics****After completing the economics minor, students will be able to:**

- apply concepts, theories, and principles of economics;
- utilize critical thinking skills using concepts of economic theory to analyze economic conditions and evaluate policy;

| | |
|--|-----|
| IS/ECO 150 Economy, Society and the State | 3 |
| ECO 210 Principles of Macroeconomics | 3 |
| IS/ECO 214 The Global Economy | 3 |
| Economics Electives (2 of the following at the 300+ level) | 6 |
| IS/ECO 306 Political Economy of Development and Underdevelopment | (3) |

- use data, quantitative analysis and the scientific method as it applies to economics and finance;
- articulate an understanding of the global economy and financial markets.

| | |
|---|-----|
| IS/ECO 317 International Economics | (3) |
| IS/ECO 334 Gender and Development | (3) |
| BUS/ECO 351 International Business | (3) |
| ECO 375 Money, Banking, and Financial Markets | (3) |

INTERDISCIPLINARY POLITICAL ECONOMY MINOR**18 Credits****IS/ECO Core**

| | | | |
|---|---|---------------------------|---|
| IS/ECO 150 Economy, Society and the State or IS/ECO 210 Macroeconomics | 3 | IS/ECO 214 Global Economy | 3 |
|---|---|---------------------------|---|

Electives**Four of the following: 12**

| | | | |
|--|-----|------------------------------------|-----|
| ECO 305 Economics of Labor | (3) | IS/ECO 317 International Economics | (3) |
| IS/ECO 306 Political Economy of Development/ Underdevelopment | (3) | IS/ECO 334 Gender and Development | (3) |
| | | IS/ECO 350 Comparative Economics | (3) |

Economics

ECONOMICS COURSES (ECO)

ECO 150. Economy, Society and the State
(Same as IS 150; see course description under International Studies.)

ECO 210. Principles of Macroeconomics

The student will examine the fundamentals of national income theory and develop a working model of the aggregate economy. The model will be used as a tool to investigate spending by consumers, businesses, and government sectors. The operations of commercial banks and the Federal Reserve Bank will be explored. Prerequisite: WRIT 101 [Offered: F, S] (3).

ECO 213. Principles of Microeconomics

Course will help the student examine the fundamental topics of price theory and will develop a model of supply and demand price determination. The model will be built on various behavioral hypotheses of consumer and firm behavior and will be used to analyze the current problems of monopoly, price controls, and international trade. Prerequisite: WRIT 101 [Offered: F, S] (3).

ECO 214. The Global Economy
(Same as IS 214; see course description under International Studies)

ECO 227. Work in America (Same as IS 227)

This course will utilize the interdisciplinary approach to current issues in industrial relations. Issues examined in the course will include corporate downsizing, labor market discrimination, employee participation schemes, the role of unions in the workplace, the changing nature of work and wage differentials. Readings for the course will be drawn from the field of industrial relations as well as from economics, sociology and political science. Prerequisite: WRIT 101 (3).

ECO 305. Economics of Labor

This course will investigate such topics as employment and unemployment programs, wage theories, industrial labor problems, history of the labor movement, Social Security, and legal aspects of labor relations. Prerequisites: WRIT 102 & ECO 210 or 213 (3).

ECO 306. Political Economy of Development and Underdevelopment

(Same as IS 306)

This course will focus on problems and solutions of human development within a changing international political and economic context. The course will focus on the construction of developmental discourse; the reshaping of the world's economic and political relations; the pivotal role of women in human development efforts and the elements of an environmentally sustainable development process. Prerequisites: WRIT 102 & ECO 150 or 210 (3).

ECO 317. International Economics

(Same as IS 317)

Examines the history of trade; development of foreign trade doctrines and practices; the balance of payments and adjustments; international financial markets and the monetary system. The theory and practice of regional trading groups, such as the European Union and NAFTA will also be examined. Prerequisites: WRIT 102 & ECO 210 or 213 (3).

ECO 334. Gender and Development

(Same as IS 334; see course description under International Studies.)

ECO 350. Comparative Economics

(Same as IS 350)

During the last 50 years, Japan and the countries of North America and Western Europe have experienced historically high rates of economic growth and achieved unprecedented levels of economic prosperity for most citizens. While economic outcomes have been broadly similar, there are significant differences among the developed economies. This course analyzes the common experiences of the developed economies while also examining the differences among these countries in terms of economic goals, corporate structures, government policies, labor management systems and financial institutions. These differences are explored through case studies of a set of countries including Japan, Germany and the United States. Prerequisites: WRIT 102 & ECO 210 or 213 (3).

ECO 351. International Business

(Same as BUS 351; see course description under Business Management)

ECO 375. Money, Banking and Financial Markets

This course is a study of the theory and practice of money, credit and banking. The structure of the monetary and credit systems, their relation to banking and the determination of national income will be analyzed. Prerequisites: WRIT 102 & ECO 210 [Offered: S] (3).

ECO 297/397/497. Research

ECO 298/398/498. Directed Study

ECO 299/399/499. Independent Study/Internship

English and World Literatures

The English and World Literatures major is grounded in the belief that through its variety and diversity across histories and cultures, the written word possesses aesthetic value and cultural power. Therefore, the central goals of the major are to provide students with opportunities to engage literary voices and traditions from around the world and to develop a range of essential intellectual and professional skills. While acknowledging the Anglo-American roots of its discipline, the program extends well beyond this tradition. Through its regional requirements, the curriculum insures that students will study literature written and read around the globe, as a way of preparing students for the unique challenges of global citizenship in the twenty-first century.

Requiring students to engage with contemporary literary theory and criticism not only exposes them to sophisticated ways of thinking about themselves and the world around them, it also connects their study of literature with many other disciplines that have influenced the field of literary studies. In many of their literature courses, students are invited to draw connections not only to other creative fields – from art and dance to music and

theatre – but also to subjects that inform both writers and readers, including economics, history, political science, psychology, and sociology. In other words, like the literature that they read, our students' studies never exist in a vacuum.

The major also prioritizes helping students develop critical reading, writing, research and thinking skills that are essential for success not only in their academic work but also in their professional lives beyond the classroom. Majors are encouraged to individualize their studies through independent studies, to supplement their classroom experiences with internships, and to broaden their global perspective through study abroad. By the end of their studies, majors are well prepared to continue on to graduate school or to pursue careers in advertising, communications, creative writing, journalism, law, media studies, public relations, publishing, and many other fields.

| | | | |
|---|---|--------------------------------|--------------------------------|
| Division: | Humanities | Department: | Literature and Language |
| Division Chairperson: | Peter Naccarato, Ph.D. | Department Chairperson: | Martha L. Sledge, Ph.D. |
| Division Administrative Secretary: | Eleanor Bazzini ebazzini@mmm.edu | Phone: | 212-517-0602 |
| Division Office: | Main 517 | | |
| Phone: | 212-517-0641 | | |

| | | |
|--|--|--|
| Department Faculty: | Matthew Bissell Visiting Instructor of Writing B.A., Olaf College M.A., University of Chicago mbissell@mmm.edu | Michael Colvin Associate Professor of Spanish B.A., Stockton State College M.A. & Ph.D., Temple University Main 512 212-517-0549 mcolvin@mmm.edu |
| Martha L. Sledge Chair, Department of Literature and Language Associate Professor of English B.A., Louisiana College M.A., Ohio State University Ph.D., Emory University Main 516 212-517-0602 msledge@mmm.edu | Jennifer N. Brown Associate Professor of English B.A. & M.A., Georgetown University Ph.D., The Graduate School & University Center of CUNY Main 516 212-517-0601 jbrown@mmm.edu | Cecilia A. Feilla Associate Professor of English B.A., University of Michigan M.A., New York University Ph.D., New York University Main 516 212-774-0774 cfeilla@mmm.edu |
| Leah Anderst Visiting Instructor in Writing B.A., Butler University M.A. & Ph.D., The Graduate School & University Center of CUNY Main 106 212-517-0641 landerst@mmm.edu | Carol Camper Associate Professor of English B.A., Wittenberg University M.A. & Ph.D., SUNY, Buffalo Main 516 212-774-0731 ccamper@mmm.edu | Julie Ann Huntington Assistant Professor of French B.A., Eastern Michigan University M.A., Vanderbilt University Ph.D., Vanderbilt University Main 512 212-517-0645 jhuntington@mmm.edu |

English and World Literatures

Department Faculty:

Magdalena Maczynska

Associate Professor of English
 Director, Writing Seminar Program
 B.A. & M.A., Wroclaw University
 Ph.D., The Catholic University of America
 Main 516
 212-517-0643
 mmaczynska@mmm.edu

Eberly Mareci

Visiting Instructor in Writing
 B.A., Louisiana College
 M.A., University of Texas at Austin
 Ph.D., St. Louis University
 Main 106
 212-517-0641
 emareci@mmm.edu

Peter Naccarato

Professor of English
 Humanities Division Chair
 B.A., Villanova University
 Ph.D., SUNY, Stony Brook
 Main 517
 212-517-0603
 pnaccarato@mmm.edu

Jerry Williams

Associate Professor of English
 B.A., Vermont College
 M.F.A., University of Arizona
 Ph.D., Oklahoma State University
 Main 512
 212-517-0604
 jwilliams1@mmm.edu

Joseph P. Clancy

Professor Emeritus of English and Theatre Arts
 B.A., M.A., & Ph.D. Fordham University

John A. Costello

Professor Emeritus of English
 B.A., Manhattan College
 M.A., New York University

Priscilla Hoagland Costello

Professor Emeritus of English
 B.A. & M.A., New York University
 Ph.D., The Union Institute

MAJOR: ENGLISH AND WORLD LITERATURES (1501)

42 Credits

B.A.

General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits

Learning Goals for the Major in English & World Literatures

After completing the major in English & World Literatures, students will be able to:

- Analyze a variety of world literature texts in several genres.
- Analyze texts from world literature using a variety of critical methods and approaches.

- Utilize a variety of research tools to situate their literary interpretations into a larger critical conversation.
- Write critical analyses of literary texts that frame them within a broader historical and cultural context.

Required Core Courses

15

EWL 110 Reading World Literature I
 EWL 115 Reading World Literature II
 EWL 207 Literary Analysis
 EWL 302 Literary research and Theory Seminar
 EWL 490 Senior Seminar

Thematic/Generic Perspectives (300-level courses) (6)
 Advanced Perspectives (400-level courses) (3)
 Elective Courses (6)
 any additional 300- or 400-level courses

Language Studies

6

Students fulfill the Language Studies requirements by taking a foreign language at the appropriate level given previous study or selecting from the following courses:

SPCH 112: The Structure of English (3)
 SPCH 160: Introduction to Linguistics (3)
 SPCH 209: American Sign Language I (3)
 SPCH 309: American Sign Language II (3)
 EWL 210 History of the English Language.

Regional Requirements

In completing their perspectives and elective course requirements, students must complete at least one course from a minimum of four of the following regional categories. Regional designations are identified with course codes using the initials below.

Africa (AF)
 Asian (AS)
 Australian/Oceanic (AUO)
 European (EU)
 Central/South American (CSA)
 North American (NA)
 Trans-Regional (TR)
 *regional designation will vary based on content of course

Perspectives Courses

21

Historical Perspectives (200-level courses)

(6)

English and World Literatures

ENGLISH AND WORLD LITERATURES MINOR

21 Credits

Learning Goals for the Major in English & World Literatures

After completing the major in English & World Literatures, students will be able to:

- Analyze a variety of world literature texts in several genres.
- Analyze texts from world literature using a variety of critical methods and approaches.

- Utilize a variety of research tools to situate their literary interpretations into a larger critical conversation.
- Write critical analyses of literary texts that frame them within a broader historical and cultural context.

Required Core Courses

9

EWL 110 Reading World Literature I

EWL 115 Reading World Literature II

EWL 207 Literary Analysis

Perspectives Courses

9 credits at the 300+ level

Elective Courses

3

any additional literature course at the 100, 200, 300, or 400 level

Regional Requirements

In completing their perspectives and elective course requirements, students minoring in EWL must complete at least one course from a minimum of three of the following regional categories. Regional designations are identified with course codes using the initials

below.

Africa (AF)

Asian (AS)

Australian/Oceanic (AUO)

European (EU)

Central/South American (CSA)

North American (NA)

Trans-Regional (TR)

*regional designation will vary based on content of course

COOPERATIVE PROGRAMS

Joint Program in Publishing with Pace University

Students can complete their undergraduate degree at MMC while beginning a Master of Science in Publishing degree at Pace University. Eligibility requirements: This program is open to students who have reached their junior year, are majoring either in English, Humanities, Business Management or Communication Arts, and who have an overall GPA of 3.0 and a major GPA of 3.2. For more information, contact Dr. Cecilia Feilla.

EWL 110. Reading World Literature I

This course is the first of a two-part sequence in World Literature, and covers the literature of the classical age through the eighteenth century. Students will begin with a historical overview of the ancient world and its civilizations, including discussion of the invention of writing and the earliest literatures, and will then study select works from the major cultures and traditions of the ancient, classical, medieval, and early modern periods. The course is organized around the genres of epic, tragedy, lyric poetry, and tale. All works will be read in English. Co-requisite: WRIT 101(3).

EWL 115. Reading World Literature II

This course is the second of a two-part sequence, and covers literature from the eighteenth to the twenty-first century. The course will begin with a historical overview of the state of the world at the beginning of the eighteenth century, situating the studied literary texts in a broader historical context, and introducing the concept of "modernity". The course will focus primarily on the global history of prose fiction from the eighteenth to the

twenty-first centuries, looking at the birth and evolution of the novel, the emergence of written literary fiction in traditionally oral cultures, and the development of modern variations on traditional storytelling forms across the world. We will also examine modern experimental poetry and drama, comparing it to the traditional forms studied in World Literature Survey I. All works will be read in English (3).

EWL 125. The Literary Imagination

This course is designed to introduce students to the power of the literary imagination. We will explore how authors exercise their imaginations to communicate their ideas in several literary genres, including poetry, drama, and fiction. Students will learn and practice the skills of close reading, thorough discussion and analytical writing about literature. By the end of this course, students will have studied a range of literature, had opportunities to engage in oral and written analysis of literature, and had the opportunity to appreciate the unique perspective that authors enjoy as they exercise the literary imagination (3).

EWL 128. African-American Literary Traditions

This course will be a study of the development of African-American literature beginning with the period of slavery and continuing through the present. Authors studied may include Harriet Jacobs, Jean Toomer, Ralph Ellison, Richard Wright, Paule Marshall, Alice Walker, and Toni Morrison. (3).

EWL 130. LGBTQ Literary Traditions

This course introduces students to a broad range of texts written by individuals who identify as lesbian, gay, bisexual, transgendered, queer, or questioning in order to understand some of the issues and challenges that have confronted LGBTQ individuals and communities at various historical moments. (3).

English and World Literatures

ENGLISH AND WORLD LITERATURES COURSES (EWL)

EWL 132. Ethnic Literary Traditions

This course introduces students to a broad range of texts written by writers who engage with issues around ethnic identity. We will read these texts in their historical and cultural contexts in order to understand some of the issues and challenges that have confronted these writers and their communities at various historical moments. Specific authors will vary each semester; however, the course will explore issues of ethnicity across a broad national and cultural spectrum. (3).

EWL 134. Women's Literary Traditions

This course will study several representative works of literature written by, about, and for women, emphasizing the societal forces upon women and role of literature in both accepting and challenging roles and options for women. Works by authors such as Charlotte Bronte, Virginia Woolf, Harriet Jacobs, and Jean Rhys may be included. (3).

EWL 136. Social Issues in Literature (Same as SOC 215)

In this course, students explore how literature can function as a vehicle for addressing various social issues. Students will read literary texts that explore particular social issues and consider what these texts contribute to ongoing social questions and debates. At the same time, students will employ a range of sociological models and concepts to enhance their understanding of these literary texts. Sections of this course may focus on one particular social issue (for example, disability, religion, human rights, the environment) or may explore the intersections between several issues (for example, the intersections of race, class, and gender.) (3).

EWL 138. Children's Literature

Literature for children in the genres of picture books, traditional stories, modern fiction, poetry, plays, biography, and general nonfiction will be examined, with particular emphasis on the nature and uses of narrative. Students will explore children's literature collections in local public libraries and will consider the books appropriate for a child's development and their literary quality. Recommended to all students, and especially to those working with children as parents, teachers, and community workers. (3).

EWL 207. Literary Analysis

In this course, students will study and put into practice various critical methodologies for reading, analyzing, and interpreting literary texts. They begin by learning about the history of the discipline, the rise of "Literature" as a distinct kind

of writing, and the many questions and debates that continue to inform the work of literary critics and scholars. Throughout the course of the semester, they will develop an understanding of major schools of critical thought, namely Psychoanalysis; Structuralism and Deconstruction; Marxism; Feminism and Gender Studies; Gay, Lesbian, and Queer Criticism; New Historicism; Multiculturalism and Post-Colonialism. By the end of the course, students will have strengthened their ability to read, analyze, and write about literature and will have come to appreciate the range of critical methodologies that can be employed in such analysis. Students will be well-prepared to move into higher-level English courses, to engage in the kind of reading and writing that will be expected of them in such courses, and to demonstrate the kind of critical thinking skills that will serve them academically, professionally, and personally. Prerequisite: WRIT 102; EWL 115 (3).

EWL 210. History of the English Language (TR)

In this course, students will study the major periods of transition in the English language, from its origins as an Indo-European language through its many transformations as Anglo-Saxon, Middle, Early Modern, and Present Day English. Students will also study and discuss changes of the English language stemming from political, cultural, colonial, geographic, and technological events. Prerequisites: WRIT 102 (3).

EWL 211. Classical Literature (TR)

The major authors of ancient Greece and Rome have influenced subsequent Western literature and thought, and they retain their imaginative vitality today. This course will study the epics of Homer and Virgil, the development of tragedy in Aeschylus and Euripides, the comedy of Aristophanes, the lyric poetry of Sappho, Horace, and Ovid, and the verse essays and satires of Lucretius, Horace, and Juvenal. We will study the literature in translation. Prerequisites: WRIT 102 or 201 (3).

EWL 212. Medieval Literature (EU)

The Middle Ages in Europe marked an extraordinary flourishing of diverse cultures within the unity of Christendom. This course will explore the literary expressions of that diversity and that unity by studying a group of major heroic and romantic narratives, e.g., *The Gododdin*, *The Cattle Raid of Cooley*, *The Mabinogion*, *Njal's Saga*, *The Niebelungenlied*, *The Song of Roland*, *Gottfried von Strasburg's Tristan*, *Wolfram von Eschenbach's Parzival*, *Arthurian romances* and *Dante's*

Divine Comedy. The course will also treat a selection of lyric poems from Ireland, Wales, France, Germany, Italy, Spain and England. This course will study the literature in translation. Prerequisites: WRIT 102 or 201 (3).

EWL 213. European Romanticism (EU)

This course explores the development of Romanticism as a literary and theoretical movement in Europe from 1780 to 1830. We will concentrate on the movement as it arose in Germany under French influence, and then was brought back to England by students of German philosophy and to France, Russia, and Poland by cosmopolitan intellectuals. Readings will include poetry, philosophy, essays, novels, and tales by major Romantic writers representing diverse national traditions. Prerequisites: WRIT 102 or 201 (3).

EWL 215. Literature of the British Empire (TR)

In this course, students study a range of literary texts, particularly those written during the Victorian period (1832-1901), that speak to the rise of the British Empire. The course includes texts written by English authors as well as those written by authors in colonized spaces, including Africa, India, Canada, and Australia. Whether celebrating it or resisting it, these texts are best understood when read through the historical and political lens of Empire. Prerequisite: WRIT 102 or WRIT 201 (3).

EWL 217. Early Modern Literature (EU)

This course explores the development of European literature through the early modern era (from the Reformation through to the mid-seventeenth century). Readings will show the vast differences in outlook and style from several countries, including the "high" renaissance of Italy, the Lutheran reforms of Germany, and poetry from the newly-Protestant England. Prerequisites: WRIT 102 or 201(3).

EWL 219. Literature of Early US Republic (NA)

American literature emerges as a unique national literature between 1800 and 1865 when writers deal with issues confronting the growing United States -- nationalism, abolition of slavery, women's rights, Native American rights. This course will explore how these cultural issues are worked out in literature through the writings of authors such as Catherine Sedgwick, Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, and Frederick Douglass. Prerequisites: WRIT 102 or 201 (3).

English and World Literatures

ENGLISH AND WORLD LITERATURES COURSES (EWL)

EWL 221. US Literature: 1865-1914 (NA)

This course explores the development and diversity of American literature from 1865 to 1914. Writers investigated post Civil War society with a critical eye, the rapid growth of industrialism creating a complex and often harsh environment in which few could realize the promise of the American dream. Struggle for survival and meaning affected all social classes. Writers from all over the US addressed these issues, introducing the American reading public to regional settings and cultural conditions vastly different from their own. Texts may include works by writers such as Walt Whitman, Emily Dickinson, Rebecca Harding Davis, Mark Twain, Kate Chopin, Mary W. Freeman, Henry James, Theodore Dreiser and Edith Wharton. Prerequisites: WRIT 102 or 201 (3).

EWL 225. Global Modernisms (TR)

In this course, students study the literary and cultural movement known as “modernism” from a global perspective. In doing so, they compare and contrast the fundamental tenets of this movement as they inform literary and artistic productions in specific regions and countries, including the United States, Great Britain, Africa and Asia. Prerequisites: WRIT 102 or WRIT 201 (3).

EWL 302. Literary Research and Theory Seminar

This course builds on the foundational knowledge of literary theory acquired in the Reading Literary Theory course, and on the writing and research skills acquired in both first-year Writing Seminars, in order to introduce EWL majors to advanced literary study. During the semester, students will explore two different theoretical approaches in depth, and apply them to literary texts. Different theoretical methodologies and topics will be offered in any particular semester. The seminar format of the course will provide an opportunity for hands-on work with primary and secondary texts, culminating in the development of a substantive, and theoretically informed, academic research project. Prerequisite: WRIT 102 & EWL 207 (3).

EWL 310. The English Novel (EU)

Since its development in the Eighteenth Century, the novel has been the most popular form of imaginative literature. This course will study a selection of major English novels from the works of Defoe, Fielding, Richardson, Austen, the Brontës, Dickens, Eliot, Hardy, Conrad, and Joyce. Prerequisite: WRIT 102 and any prior EWL course (3).

EWL 312. The Bible as Literature (*)

(Same as RS 312; see course description under Philosophy & Religious Studies.)

EWL 314. Arthurian Literature (TR)

This course will examine the reality, literature and mythology of the great English King Arthur from his earliest appearance in Welsh texts and the lengthy redactions in the texts of Thomas Malory and Chretien de Troyes, through to his re-appropriation by the Victorian writers and artists and finally his use in modern day fantasy literature and film. Prerequisites: WRIT 102 and any prior EWL course (3).

EWL 317. Reading the Eighteenth Century (EU)

This course offers a cross-cultural thematic exploration of select writers of the eighteenth century, with focus on the many purposes, genres, and styles that characterize the era. The aim is for students to develop an understanding of some of the major works of the era while also examining the links between the literature and the complex intellectual, social, and cultural milieu in which it was produced. Themes to be explored might include the body, the rise of the modern novel, the flourishing of satire and wit, the emergence of popular culture and media, and urban fiction, among others. Prerequisites: WRIT 102 and any prior EWL course (3).

EWL 318. Religion and Literature (*)

(Same as RS 318; see course description under Philosophy & Religious Studies.)

EWL 320. Immigration, Exile, and Migration in Literature (TR)

This course explores the literature of writers displaced by force or migrating (or immigrating) by choice. Topics may include: the relationship of immigration to the national identity of writers, the role of exile in literary production, the concept of the writer as migrant, and the politics of language choices in literary production. Prerequisites: WRIT 102 or 201 (3).

ENG 322. Literature & Human Rights (*)

In this course, literature is recognized as an essential vehicle for exposing human rights abuses, holding those responsible for them accountable, and promoting change. The course offers students the opportunity to understand the rich history of human rights as a philosophical concept and political objective, to examine theoretical frameworks for linking human rights and literary studies, and to apply this knowledge to an analysis of several novels and books of poetry. Prerequisites: WRIT 102 (3).

EWL 325. Gothic Fiction (TR)

This course introduces students to the modern “Gothic” both as a literary genre and a form of cultural expression. From the haunted castles of Walpole and Radcliffe, to the fog shrouded streets of London, to the urban nightmare of film noir and today’s television screens, students will study the British and German roots of gothic horror and terror in the late eighteenth century, and the genre’s development over the nineteenth and twentieth centuries in Europe and America. We will explore the persistence of gothic themes, conventions, and sensibilities within literature and culture of the modern era, considering whether the notion of the Gothic might be useful in illuminating the aesthetic, epistemological, and ethical projects informing practices in cultural genres and media ranging from nineteenth-century architecture and journalism to wax museums, cinema, and psychoanalytic theory. Readings will include works by Walpole, Shelley, Hoffmann, Poe, Stoker, Freud, and Hitchcock, among others. Prerequisite: WRIT 102 or 201 (3).

EWL 331. Literature and Revolution (TR)

This course explores the way the great political revolutions of the modern era—French, Soviet, and Chinese, among others—have been represented in literature and other cultural forms. Through a selection of classic and contemporary novels, plays, and films, students will consider the relationship between culture and revolution, aesthetics and politics, as well as art and history. Readings may include works by Hugo, Zamyatin, Stoppard, and Yu Hua, among others, as well as revolutionary writings on culture and politics by Lenin, Trotsky, and Mao. Prerequisite: WRIT 102 or 201 (3).

EWL 332. Detective Narratives (TR)

This course introduces students to the genre of detective fiction and its development in literature and film. Students will examine the cultural conditions that contributed to detective fiction’s emergence in the nineteenth century and its continued popularity today, as well as reworkings of the form by modernist and postmodernist writers and filmmakers. Works by Edgar Allan Poe, Sir Conan Doyle, Sigmund Freud, Alfred Hitchcock, Umberto Eco, and Paul Auster among others will be considered, as well as selected essays in literary criticism, postcolonial theory, and narrative theory. Prerequisite: WRIT 102 or 201 (3).

English and World Literatures

ENGLISH AND WORLD LITERATURES COURSES (EWL)

EWL 342. The Divine Comedy (EU)

(Same as RS 342. See Religious Studies for description.)

EWL 350. Special Topics in Film and Literature (*) (Same as COMM 328; see course description under Communication Arts.)

EWL 353. Modern European Fiction (EU)

This course will study a representative selection of 19th and 20th century European novels and stories. Such authors as Stendhal, Dostoyevsky, Flaubert, Kafka, Proust, and Mann will be included. Prerequisites: WRIT 102 & Any prior EWL course (3).

EWL 357. Psychological Portraits in Literature (*)

(Same as PSYCH 357)

This course examines how writers use psychological insight to develop characters and how, as Jung realized, imaginative literature frequently provides psychological insight into human behavior prior to scientific formulation. These portraits will be related to current psychological theories and research. Writers from the Greeks to the present will be included, including readings from major psychological works. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

ENG 359. Contemporary Anglophone Fiction (TR)

In this course, we will read English-language novels written in non-English cultural contexts, including Nigeria, South Africa, the Caribbean, India, Pakistan, and Australia. We will consider why authors from these various regions chose to write in English, and examine the particular national contexts from which the texts emerged, as well as the broader questions of readership and distribution in an era of globalized publishing and reading markets. The European novel emerged in conjunction with ideas of national identity ("the English novel," "the German novel," "the Great American Novel"); contemporary Anglophone fiction complicates these notions, inviting us to consider what it means to be writing fiction in English in the twenty-first century. Prerequisite: WRIT 102 or 201 (3).

EWL 380. International Postmodernist Fiction (TR)

In this course, we will read innovative literary fiction written in the late twentieth and early twenty-first centuries in a number of cultural contexts and languages (in English translation). We will explore the multiple meanings of the term "postmodern" and look at contemporary narrative experiments through the lens of postmodernist theory, focusing on questions of language, representation, and meaning. While the course focuses primarily on experimental novels, we will also explore other forms of postmodernist art, including film and architecture. We may also attend literary readings by selected contemporary authors. Prerequisite: WRIT 102 or 201 and any prior EWL course (3).

EWL 390. Special Topics in English (*)

This course gives the advanced student an opportunity to study aspects of literature not ordinarily covered in other courses. These may include interdisciplinary approaches to literature, critical theory, performance study, travel study. Specific topics will vary each semester. [This course may be repeated once for a total of 6 credits, but the topic may not be repeated.] Prerequisite: WRIT 102 and any prior EWL course or permission of department (3).

EWL 410. Shakespeare Seminar (EU)

This course will provide a depth of knowledge on one of Shakespeare's genres, spending time analyzing the plays themselves alongside Shakespeare's sources, as well as applying recent critical theory to the study of the texts. Prerequisites: WRIT 102 and any prior EWL course (3).

EWL 415. Chaucer Seminar (EU)

This course will examine the "father of English literature," Geoffrey Chaucer, who is among the first and finest to write in an English dialect rather than the preferred French. Over the course of the semester we will read Chaucer's *Troilus and Criseyde*, considered by many to be the first novel written in English, some of his poetry, and most of his seminal work -- *The Canterbury Tales*. We will read these texts in their original Middle English. In addition, we will read recent critical approaches to Chaucer, and discuss

how different theoretical lenses yield insights into Chaucer's writing. Prerequisites: WRIT 102 and any prior EWL course (3).

EWL 420. Contemporary India Seminar (AS)

In this course, we will examine selected works of contemporary Indian and diasporic writers in the context of South Asian literary traditions as well as recent postcolonial and diasporic theories. In discussing the readings, we will focus on questions of national identity, gender roles, migration, language, and cultural hybridity, with particular emphasis on the encounter between the European novel and the Indian classical epic. In addition to reading literary texts, we will consider the importance of history, cinema, music, dance, and the culinary arts to recent Indian cultural production, and look at colonialism's continuing influence in the global contemporary world. Prerequisite: WRIT 102 or WRIT 201 and any prior EWL course (3).

EWL 490. Senior Seminar in Literary Studies (*)

This capstone seminar provides students the opportunity to study in depth major issues in literary studies and to engage in advanced research methodologies. Topics and theoretical methodologies studied will vary by semester. Students will produce a senior thesis in which they use a specific theoretical approach to analyze texts. Open to senior English majors only, or by permission of the department. Prerequisites: EWL 302 (3).

EWL 297/397/497. Research

EWL 298/398/498. Directed Study

EWL 299/399/499. Independent Study/Internship

Environmental Studies

Determining whether environmental problems exist, understanding their complexity, and creating and carrying out solutions to them requires reflection, creativity, and action; therefore, an effective environmental education generates thinkers who can do as well as doers who can think. To this end, the Environmental Studies Minor aims to provide students with a broad background in environmental issues from the perspective of multiple disciplines.

Embracing disciplines across the curriculum, Environmental Studies courses are taught by faculty from various departments in the College. In this interdisciplinary minor, students, with the guidance of faculty advisors and the Environmental Studies faculty, have a degree of freedom to explore topics which best fit with their overall program of study.

Program Faculty:

Faculty from various departments across the College teach courses in the Environmental Studies Minor.

Carrie-Ann Biondi

Associate Professor of Philosophy
B.A., Hofstra University
M.A. & Ph.D., Bowling Green State University
Main 517
212-517-0637
cbiondi@mmm.edu

Richard Garrett

Associate Professor of Economics
B.A., Texas Christian University
Ph.D., New School University
Nugent 552
212-517-0636
rgarrett@mmm.edu

Judith Garrison Hanks

Associate Professor of Biology
B.S., The City College of CUNY
M.A., Lehman College, CUNY
Ph.D., CUNY/New York Botanical Garden
Main 614
212-517-0667
jhanks@mmm.edu

Andreas Hernandez

Assistant Professor of International Studies
B.S.W. University of Washington
M.S.W., University of British Columbia
Ph.D., Cornell University
Nugent 456
212-774-4847
ahernandez@mmm.edu

Alessandra Leri

Assistant Professor of Chemistry and Environmental Science
B.S., College of William and Mary
M.A., University of Virginia
Ph.D., Princeton University
Main 603
212-517-0661
aleri@mmm.edu

Terry Morley

Coordinator of the Environmental Studies Program
Assistant Professor of Biology and Ecology
B.A., SUNY Oswego
Ph.D., University of Maine
Main 614
212-774-4898
tmorley@mmm.edu

Debra Tillinger

Visiting Assistant Professor of Physics
B.A. Barnard College of Columbia University
Ph.D. Columbia University
Main 614
212-517-0651
dtillinger@mmm.edu

Environmental Studies

ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES MINOR

18 Credits

Learning Goals for the Minor in Environmental Studies

After completing the minor in Environmental Studies students will be able to:

- demonstrate a basic scientific understanding of the natural world and its connection to human societies and individuals;

- demonstrate an awareness of social, political, cultural and ethical issues related to the environment;
- utilize problem solving skills in topics of local, regional and global importance; and
- articulate an appreciation for the importance of multiple perspectives in understanding environmental issues.

Required Course:

ENV 115 Environmental Science

3

PHIL 306 Environmental Ethics (3)

ENV 310 Applied Environmental Science (3)

BIOL 330 Conservation Biology (3)

PS 355 Green Political Thought (3)

PSYCH 361 Environmental Psychology (3)

BIOL 392 Ecology (3)

Students must take a minimum of 15 credits from the following:

ENV 170 General Geology

(3)

IS 207 World Geography

(3)

Some Advanced Interdisciplinary Studies Courses may be applied to this minor; see the faculty members above to determine which courses apply.

ENV 115. Environmental Science

This course presents a study of our planet with respect to its place in the universe, its origins and evolution. The course examines the earth as a complete environment system; the physical processes in or on earth (storms, earthquakes, continental drifts) that shape this environment; how human technology has been making this into a precarious habitat. Corequisites: WRIT 101 & MATH 113 or higher (3).

ENV 170. General Geology

An introduction to the study of the Earth, including its history and component systems. Students will explore topics in plate tectonics, physical geology, and the geological environment of New York City. Field trip required. Two-hour lecture. Two-hour lab. Fee \$45. Corequisites: WRIT 101 & MATH 113 or higher (3).

ENV 310. Applied Environmental Science

This course is designed to give students an opportunity to gain first-hand experience with developing effective approaches to solving complex environmental problems. As such, this course will establish connections between major environmental problems and their controlling factors, and will develop an appreciation of the environmental decision-making process and the role of scientists in that process. Using multiple case-scenarios, students will understand the methodologies used for the assessment of human impacts on the natural environment by learning fundamental quantitative concepts and then applying them to issues such as environmental impact assessment, environmental health and toxicology, resource contamination, natural resource management, land reclamation, climate change, and sustainable energy. Prerequisite: ENV 115; or permission of the department (3).

French

The beauty of the French language has captured the fascination of other cultures and maintained a significant role throughout the ages. At MMC, we recognize that French is an increasingly influential vehicle for diplomacy. It is one of the five official languages of the United Nations, and it is designated as the official or co-official language of 29 countries in Europe, Africa, and the Americas. We offer you a challenging and exciting exploration of the French language and culture.

To meet our students' needs, the French department offers a variety of courses which provide:

- 1) Basic language instruction to develop listening, speaking, reading and writing proficiency;
- 2) A study of cultural developments in France and the Francophone world;

- 3) An understanding of literature, music, film, and the arts in historical and contemporary contexts;
- 4) Global awareness as a member of a multilingual multicultural community at home and abroad;
- 5) Opportunities to study or volunteer in a French-speaking country.

Students who become proficient in French prepare for a variety of entry-level positions in international business, government, schools, museums and galleries. Recent alumnae include corporate executives, scholars, teachers, curators, translators, interpreters, and diplomats.

Division: Humanities
Division Chairperson: Peter Naccarato, Ph.D.
Division Administrative Secretary: Eleanor Bazzini
 ebazzini@mmm.edu
Division Office: Main 517
Phone: 212-517-0641

Department: Literature and Language
Department Chairperson: Martha L. Sledge, Ph.D.
Phone: 212-517-0602

Department Faculty:

Julie Ann Huntington
 Assistant Professor of French
 B.A., Eastern Michigan University
 M.A., Vanderbilt University
 Ph.D., Vanderbilt University
 Main 512
 212-517-0645
 jhuntington@mmm.edu

Carmen Coll
 Professor Emeritus of French
 Officier des Palmes Academiques Licence-es-Lettres, University of Nancy
 Maitrise, Sorbonne University
 Ph.D., The Graduate School and University Center, CUNY
 ccoll@mmm.edu

FRENCH MINOR

18 Credits

Learning Goals for the Minor in French

After completing the French minor, students will be able to:

- demonstrate an advanced-level of proficiency in written and oral communication in French.
- analyze and interpret French and Francophone texts in view of

historical, geographic and cultural contexts.

- articulate an understanding of language practices and policies and their impact on individuals and communities in France and the Francophone world.

For students with no previous French:

| | |
|---|---|
| FREN 101 Elementary French I | 3 |
| FREN 102 Elementary French II | 3 |
| FREN 201 Intermediate French I | 3 |
| FREN 202 Intermediate French II | 3 |
| FREN 309 Advanced Grammar and Composition | 3 |
| FREN Elective | 3 |

| | |
|---|---|
| Explication de Textes | 3 |
| FREN 309 Advanced Grammar and Composition | 3 |
| FREN Electives | 6 |

For students with the equivalent of FREN 101-102:

| | |
|--|---|
| FREN 201 Intermediate French I | 3 |
| FREN 202 Intermediate French II | 3 |
| FREN 310 French Conversation or FREN 303 | |

For students with the equivalent of FREN 201-202:

| | |
|---|---|
| FREN 303 Explication de Textes | 3 |
| FREN 301 French Translation or FREN 305 French Phonetics and Conversation | 3 |
| FREN 309 Advanced Grammar and Composition | 3 |
| FREN 310 French Conversation | 3 |
| FREN Electives | |

French

FRENCH COURSES (FREN)

FREN 101. Elementary French I

A direct and immediate involvement with the living language is the fundamental aim of the course. Emphasis is placed on understanding and speaking in order to develop a basic knowledge of French. Student participation is vital since this course involves much oral work carried out through interaction among students. Grammatical principles will be introduced through texts relating various aspects of French life. Poems and current events from magazines will be used along with topical readings to help develop a feeling for French. Not open to students who have completed FREN 113 (3).

FREN 102. Elementary French II

This course is a continuation of Elementary French I. Prerequisite: FREN 101 or permission of department (3).

FREN 113. Elementary French - Intensive Course

The development of a strong, workable knowledge of spoken and written contemporary French in a minimum amount of time is the object of this course. Emphasis is placed on direct and continued student participation. Grammar structures, vocabulary, idioms, and pronunciation patterns are presented within a natural context. Not open to students who have completed FREN 101-102 (6).

FREN 201. Intermediate French I

The purpose of this course is to strengthen and expand the student's familiarity with the language as an oral and written instrument of communication. Contemporary stories, grammar, and short poems will emphasize modern idiomatic expressions. Students may begin their study of French at the intermediate level only with permission of the Instructor. Not open to students who have completed FREN 213. Prerequisite: FREN 101-102 or permission of department (3).

FREN 202. Intermediate French II

This course is a continuation of Intermediate French I. Prerequisite: FREN 201 or permission of department (3).

FREN 223. Study in France or Canada

The course consists in visiting various important cultural centers in France or Canada and writing a paper on related topics in literature, history, art, etc. Lectures, discussions, seminars are conducted by the College faculty and scholars in the country visited. Travel related fees are the responsibility of the student. Prerequisite: Moderate fluency in French [Offered: Summer (3)].

FREN 301. French Translation

Course stresses translation of texts concerning business, politics, science, journalism, literature, and other fields, with emphasis on modern usage of French and English. Prerequisite: FREN 303 (3).

FREN 303. Explication de Textes

This course explores French and Francophone texts with a particular emphasis on the relationship between form and meaning. Through careful analysis of historical, political, and social contexts, we will consider questions of French and Francophone identities throughout the ages. Prerequisite: FREN 201-202 or equivalent (3).

FREN 305. French Phonetics & Conversation

Course studies the sound system of French, its proper pronunciation and intonation, with reading and taping. Students will be given the opportunity to practice those sounds during conversations centered on a theme. Prerequisite: FREN 201-202 or equivalent (3).

FREN 309. Advanced Grammar and Composition

In this course students will have the opportunity to strengthen their writing skills in French in a variety of genres while improving grammatical accuracy. Although the focus of this course is on written expression, participants will continue to develop and strengthen reading, listening, and speaking skills in working toward an advanced- or superior-level of communicative proficiency in French. Prerequisite: FREN 201-202 or equivalent (3).

FREN 310. French Conversation

This course develops the student's conversational ability with stress on idiomatic expressions and stylistic usage. Students will participate in debates and free exchange of opinions on contemporary topics. Prerequisite: FREN 201-202 or equivalent (3).

FREN 313. Current Events in France and the Francophone World

In French 313, we will focus our inquiry on complicated dimensions of identity in contemporary France and the Francophone world through an analysis of current events as presented in newspaper articles, blogs, radio reports, video reports, and contemporary music, literature and film. Through the course of the semester we will consider topics including but not limited to regional identities; language practices and policies; political parties and governments; religious identities; migration and immigration; urban poets and activism; and relationships between France and the Francophone world. In our readings, viewings, and discussions, we will consider historical, socio-cultural, geographic, political and economic elements as they relate to questions, configurations, and reconfigurations of "French" and "Francophone" identities. This course will be offered in French. Prerequisite: FREN 202 or department permission (3).

FREN 315. French and Francophone Cinema

In this course, we will explore the social and cultural implications of film through the analysis of the history, aesthetics, languages, themes and perspectives presented in French and Francophone cinema. Areas of discussion and inquiry include examinations of the impact of the invention of cinema, surrealism and the avant-garde, World War II and the Occupation, the nouvelle vague, global feminisms, sexual orientations and identities, colonialism, and immigration as viewed on the big screen by audiences in France and around the world. Films will be screened in the original version with subtitles. Course readings and discussions will be conducted in English. Prerequisite: WRIT 102 (3).

FREN 325. French for Business

This course offers the opportunity to develop French speaking and writing skills. It emphasizes basic vocabulary, idioms, speech structures and writing styles used in business. Prerequisite: FREN 201-202 or equivalent (3).

FRENCH COURSES (FREN)

FREN 326. Contemporary France: Social, Political and Economic Perspectives

(Same as HIST/IS 326)

Course is designed to expose students to French politics, society and culture. Emphasis will be placed on the economic development of France: its present and future socioeconomic situation, its position in the European Economic Community and the legislative impact in Europe of opening national borders. Geographical aspects and historical background will serve as a 'toile de fond' to enhance the focus on contemporary civilization. (This course will be taught in English.) Prerequisite: WRIT 102 (3).

FREN 365. Reading Contemporary Africa

This course introduces students to a variety of Francophone and Anglophone African narratives, focusing on novels by contemporary Africa-based and diasporic authors such as Ahmadou Kourouma, Ken Bugul, Véronique Tadjo, Ben Okri, Uzodinma Iweala, and Diana Evans. This class will explore these writings in a number of contexts, including the transition from oral to written storytelling, the tension between African and European languages, the political and social landscapes of contemporary Africa, and the legacy of colonial history. This class will examine oral narrative traditions to trace their influences on works of imaginative fiction. Discussions of the novels themselves will focus on a series of key themes, including: childhood, gender, language, migration, conflict, historical representation, political economy, and national identity. (3)

FREN 390. Special Topics in French

This course gives the advanced student an opportunity to study aspects of literature not ordinarily covered in other courses. These may include interdisciplinary approaches to literature, critical theory, performance study, or travel study. Specific topics will vary each semester. (This course may be repeated once for a total of 6 credits, but the topic may not be repeated.) Prerequisite: WRIT 102 & FREN 202 or permission of department (3).

FREN 403. 17th Century French Literature

This course explores the social, political and psychological complexity of French literature in the 17th century. Such outstanding authors as Molière, Racine, Corneille, La Rochefoucauld, and Mme. de Sévigné will be examined. (This course will be taught in English.) Prerequisite: WRIT 102 (3).

FREN 409. The French Short Story

Course has two objectives: develop skills in reading, writing, and speaking in order to encourage students to express their own ideas spontaneously; to introduce a special form of French literature, presenting the origin and development of the French short story from the seventeenth century to modern times. Works by the most outstanding writers from La Fontaine to Sartre will be examined. Prerequisite: Some knowledge of French (3).

FREN 413. Caribbean Francophone Literature

This course will explore the social and cultural implications of film through the analysis of the history, aesthetics, languages, themes and perspectives presented in French and Francophone cinema. Areas of inquiry include the impact of the invention of cinema, surrealism and the avant-garde, World War II and the Occupation, the nouvelle vague, global feminisms, sexual orientations and identities, colonialism, and immigration as viewed by audiences in France and around the world. Films will be screened in the original version with subtitles. Course readings and discussions will be conducted in English. (3)

FREN 297/397/497. Research**FREN 298/398/498. Directed Study****FREN 299/399/499. Independent Study/Internship**

Gender and Sexuality Studies

Gender and Sexuality Studies is an interdisciplinary minor that prepares the student for the analysis of sexual and gendered phenomena. The Gender and Sexuality Studies minor is organized around the idea that systems of sex and gender, as well as the individual experience and expression of them, are historically contingent structures, the study of which must take into account relevant forms of social difference, including, but not limited to, race, class, and nationality. Utilizing feminist and social constructivist approaches, the Gender and Sexuality Studies minor allows the student to study the impact of social, cultural,

political and economic organization on the production and experience of systems of sex and gender. The internal logic of the minor requires that students progress from required core courses at the 200- level to more specialized, discipline specific courses at the 300- and 400-levels. Students from any major may pursue the Gender and Sexuality Studies minor. However, students may not count more than one course toward both their major and their minor requirements.

Program Faculty:

Faculty from various departments across the College teach courses in the Gender and Sexuality Studies Minor.

Manolo Guzmán

Associate Professor of Sociology
Social Sciences Division Chair
B.A., University of Detroit
M.A., New School University
Ph.D., CUNY Graduate Center
Nugent 555
212-774-4616
mguzman@mmm.edu

Rebecca Sperling

Associate Professor of Social Work/Sociology
Coordinator, Social Work Education
B.A., California State University at Los Angeles
M.S.W. & Ph.D., Columbia University
Nugent 555
212-774-4844
rsperling@mmm.edu

Jennifer Dixon

Assistant Professor of Communication Arts
Coordinator, Gender and Sexuality Studies
B.A.E.D, Northeastern State University
at Tahlequah, OK
M.A., Kansas State University
Ph.D., University of Missouri
Nugent 560
212-774-4861
jdixon@mmm.edu

Peter Naccarato

Professor of English
Humanities Division Chair
B.A., Villanova University,
Ph.D., SUNY, Stony Brook
Main 517
212-517-0603
pnaccarato@mmm.edu

GENDER AND SEXUALITY STUDIES MINOR

18 Credits

Required Courses:

| | |
|---------------------------|---|
| GSS 210 Gender Studies | 3 |
| GSS 250 Sexuality Studies | 3 |

Students must take a minimum of four courses from the following at least three of which must be at the 300-level or above.

| | |
|--|-----|
| SOC 213 Women, Society and Culture | (3) |
| ENG 223 Woman as Writer, Subject and Audience | (3) |
| SOC 245 Stonewall: The Gay Liberation Movement | (3) |
| PHIL 268 Women, War and Peace | (3) |
| ENG 292 Gay and Lesbian Literature | (3) |
| RS 301 Spirituality of Women: | |
| An Autobiographical Approach Seminar | (3) |
| HIST 308 Women and Gender in Modern Europe | (3) |

| | |
|--|-----|
| PSYCH 311 Psychology of Women | (3) |
| PHIL 314 Women Philosophers of the Past | (3) |
| PSYCH 319 Human Sexuality | (3) |
| GSS 350 Special Topics in Gender and Sexuality Studies | (3) |
| IS 334 Gender and Development | (3) |
| ART 345 An Issue of Identity: Images by Women | |
| Artists from 1970 to Present | (3) |
| HIST 356 Black Women in American History | (3) |
| SOC 356 Women and Work: Research Seminar | (3) |
| SPAN 357 Hispanic Women Writers | (3) |
| SOC 360 Queer Theory | (3) |
| HIST 372 Women and Family in Chinese History | (3) |
| COMM 391 Gender, Sexuality and Media | (3) |
| PHIL 408 Feminist Theories | (3) |

Gender and Sexuality Studies

GENDER AND SEXUALITY STUDIES COURSES (GSS)

GSS 210. Gender Studies

This interdisciplinary course will provide an overview of the key texts, topics, debates, and politics that inform the field of gender studies. Course instruction involves readings, lectures, media clips, and discussion, as well as student assignments. Topics include the debate between nature versus nurture, intersections of race, ethnicity, nationality, class, gender, and sexuality, and social institutions such as family, education, work, and sport. We will pay particular attention to the connection between social structure and human agency -- how people's lived experiences are both shaped by social forces and reshaped through human action. Prerequisite: WRIT 101 (3).

GSS 250. Sexuality Studies

The main premise to be studied in this course is that human sexuality is not a given of nature but the product of myriad social and political forces. This course does not negate the biological aspects of the human sexual response, but does argue that the pleasures of the body in any given culture and/or moment in history are facilitated and constrained by the legal, medical and ethical systems that characterize that particular moment in space and time. Utilizing a social constructionist, historically radical, and global approach, this course will allow the student to analyze the impact of political economic, cultural, and social arrangements on the systematization of our sexual and other erotic experiences. Of particular interest in this intellectual journey will be the intersection of matters of sex and eroticism with concerns regarding race, gender, class, and nation, among others. As suggested above, this course will utilize knowledge from a variety of disciplines, including, but not limited to history, sociology, anthropology, economics, literature, and philosophy. Prerequisite: WRIT 101 (3).

GSS 350. Special Topics in Gender and Sexuality Studies

Course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of gender and sexuality studies. Examples: Conflict and Gender; European Feminisms; Feminist Methodology; Gender, Popular Culture and the 1950s; Mothers and Daughters; Women and Poverty; Women of the Middle East; Black Women's Narrative from Slavery to the Harlem Renaissance; Asian American Women and Labor; Laws and Love; Contested Sexualities; Lesbian and Gay Sport Studies; Lesbianism in Multinational Reception; Scientific Perspectives on Sex and Gender; Trans-studies; Political Struggle and the "Gay Agenda"; Queer Media Studies, etc. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102; GSS 210 or 250 (3).

Hispanic Studies

Spanish is one of the world's most widely spoken languages. The social, political, literary and artistic influences of the countries where Spanish is spoken are evident due to increasing numbers of Spanish-speaking people in the United States. Latino communities are important in New York and other major centers, where Spanish has become the second language.

The Hispanic Studies curriculum offers a strong foundation in Spanish language and emphasizes the history of the socio-cultural changes taking place in Latin America, Spain and Hispanic communities in the United States. As students master the Spanish language, they may take relevant courses in literature, culture, international affairs, and history, some of which are offered in English and may fulfill requirements in other programs.

The Hispanic Studies Minor is an interdisciplinary program that draws upon the social sciences and humanities. Students are

encouraged to master the Spanish language while learning about historical and current developments in the Spanish-speaking world. Students in the Hispanic Studies Minor may complete some of their coursework in study-abroad programs in Spanish-speaking countries. The Hispanic Studies Minor also encourages students to participate in internships in Hispanic business, cultural, and community organizations in the New York area.

Students who become fluent in Spanish are prepared for a variety of positions in international business, government, education, and community and cultural organizations that provide crucial services to our society. Recent alumni include corporate executives, scholars, teachers, writers, researchers, translators, interpreters, social workers, and diplomats.

Division: Humanities
Division Chairperson: Peter Naccarato, Ph.D.
Division Administrative Secretary: Eleanor Bazzini
 ebazzini@mmm.edu
Division Office: Main 517
Phone: 212-517-0641

Department: Literature and Language
Department Chairperson: Martha L. Sledge, Ph.D.
Phone: 212-517-0602

Department Faculty:

Michael Colvin

Associate Professor of Spanish
 B.A., Stockton State College
 M.A. & Ph.D., Temple University
 Room 512
 212-517-0549
 mcolvin@mmm.edu

Edna Aizenberg

Professor Emeritus of Spanish
 B.A., City College of CUNY
 M.A. & Ph.D., Columbia University

MINOR: HISPANIC STUDIES

18 Credits

For students with no previous Spanish:

| | |
|----------------------------------|---|
| SPAN 101 Elementary Spanish I | 3 |
| SPAN 102 Elementary Spanish II | 3 |
| SPAN 201 Intermediate Spanish I | 3 |
| SPAN 202 Intermediate Spanish II | 3 |
| SPAN 315 Hispanic Civilization | 3 |
| SPAN Elective | 3 |

For students with the equivalent of SPAN 101-102:

| | |
|---|---|
| SPAN 201 Intermediate Spanish I | 3 |
| SPAN 202 Intermediate Spanish II | 3 |
| SPAN 207 Spanish Conversation | 3 |
| SPAN 313 Advanced Grammar, Composition and Translation I or SPAN 314 Advanced Grammar, Composition and Translation II | 3 |
| SPAN 315 Hispanic Civilization | 3 |
| SPAN Elective | 3 |

For students with the equivalent of SPAN 201-202:

| | |
|---|---|
| SPAN 207 Spanish Conversation | 3 |
| SPAN 313 Advanced Grammar, Composition and Translation I or SPAN 314 Advanced Grammar, Composition and Translation II | 3 |
| SPAN 315 Hispanic Civilization | 3 |
| SPAN Electives | 9 |

Learning goals for the minor in Hispanic Studies

Students who complete the Hispanic Studies minor will:

- analyze Spanish grammar in the context of communication.
- demonstrate an advanced level of proficiency in written and oral communication in Spanish.
- identify and analyze social, historical and cultural movements that have shaped the identity of Hispanic civilization.
- analyze Latin American and Iberian literary texts as part of a universal literary tradition.

Hispanic Studies

HISPANIC STUDIES COURSES (SPAN)

SPAN 101. Elementary Spanish I

This course provides an introduction to the Spanish language and Hispanic culture. Emphasis is placed on speaking, reading, and writing the language in order to master the fundamental skills. Not open to native Spanish speakers or to students with advanced preparation in Spanish. [Offered: F, S] (3).

SPAN 102. Elementary Spanish II

Second semester Elementary Spanish. Not open to native Spanish speakers or students with advanced preparation. Prerequisite: SPAN 101 or permission of department [Offered: S] (3).

SPAN 201. Intermediate Spanish I

Designed to develop strong conversational skills and a solid understanding of Spanish grammar, and syntax. Classroom activities will focus on oral work, writing, and readings in Hispanic culture. Prerequisite: SPAN 101-102 or permission of department [Offered: F] (3).

SPAN 202. Intermediate Spanish II

Second semester Intermediate Spanish. Prerequisite: SPAN 201 or permission of department (3).

SPAN 207. Spanish Conversation

Course develops the student's conversational ability to utilize the language through practice in real-life situations. Students will be encouraged to use the language through dialogues, discussions, debates & role-playing. Prerequisite: SPAN 101-102 or equivalent (3).

SPAN 313-314. Advanced Grammar, Composition and Translation I/II

These courses review Spanish grammatical structure and idiomatic expression. They are helpful in perfecting oral expression, writing, and translation for the student who has native fluency in the language, as well as for the student who has completed Intermediate Spanish. Prerequisite: SPAN 201-202 or equivalent (6).

SPAN 315. Hispanic Civilization

This course explores the multicultural civilization of the Hispanic world from its beginnings on the Iberian Peninsula to present-day Spain, Latin America and the United States. The course will employ literary texts, historical materials and films to explore the diverse ethnic and religious heritages of the Spanish-speaking peoples. Prerequisite: WRIT 102 (3).

SPAN 316. Latino Literature

Latinos are among the most innovative novelists, poets, and playwrights on the contemporary US scene. Creating in an invigorating but often painful, contact zone between mainstream and minority cultures, they register issues of identity, ethnicity, bilingualism, and multiculturalism. Their work highlights many of the most important questions in today's American society, even as it incorporates Latin American cultural, linguistic, and literary modes. The course will examine writers of various Hispanic backgrounds, including Richard Rodriguez, Sandra Cisneros, Oscar Hijuelos, Gloria Anzaldúa, Julia Alvarez, Marjorie Agosin and others. Prerequisite: WRIT 102 (3).

SPAN 324. Spanish for Business and International Affairs

This course offers the opportunity to develop Spanish speaking and writing skills. It emphasizes basic vocabulary, idioms, speech structures, and writing styles used in business and international relations. Prerequisite: SPAN 201-202 or the equivalent (3).

SPAN 341. Survey of Spanish Literature I

The internationally recognized achievements of the literature of Spain through the Renaissance and the Baroque periods are studied through selections of outstanding works in prose, poetry and drama. Arabic, Catalan, Galician, Italian and French influences are discussed, as well as the effects of the Golden Age on the rest of Europe. Prerequisite: WRIT 102 (3).

SPAN 342. Survey of Spanish Literature II

Romanticism and Realism in 19th century Spain are studied through representative works. The controversial Generation of '98 is discussed as well as the influence of the Nicaraguan poet, Ruben Dario; the international impact of Ortega y Gasset; Jimenez and Lorca; the decline of literature under the Franco regime; and current writing. Prerequisite: WRIT 102 (3).

SPAN 343. Survey of Latin American Literature I: The Pre-Columbian Era to the Nineteenth Century

The course will focus on the formation of a Latin American cultural identity and on the subversion of colonial models of language and literature. Readings will include Native American materials, Afro-Hispanic poetry, and nineteenth-century fiction. Prerequisite: WRIT 102 (3).

SPAN 344. Survey of Latin American Literature II: The Twentieth Century

The course will survey the literary production of this century, including realism and naturalism, poetic traditions, and masterpieces of contemporary magical realist, fantastic, and testimonial fiction. Recent works by younger writers, including U.S. Latino authors, will also be considered. Prerequisite: WRIT 102 (3).

SPAN 347. Contemporary Latin American Fiction

Studies the development of the Contemporary Latin American fiction to the present. Juan Rulfo, Jorge Luis Borges, Laura Esquivel, Eduardo Mallea, Julio Cortazar, and Gabriel Garcia Marquez and others will be read. Prerequisite: WRIT 102 (3).

SPAN 357. Hispanic Women Writers

The course will deal with the novels, short stories and poetry of women writers from the Spanish-speaking world. Among those to be studied are Mexico's Sister Juana Ines de la Cruz; the South Americans Gabriela Mistral, Maria Luisa Bombal and Isabel Allende; Spain's Carmen Martin Gaité; and the Puerto Ricans Nicholasa Mohr and Rosario Ferre. Readings, class discussions and assignments will be in English except for Spanish minors who will do the readings and assignments in Spanish. Prerequisite: WRIT 102 (3).

SPAN 360. Revolution and Literature (Same as HIST 360)

Sociopolitical concerns have always been important in Latin-American literature. This course will examine the interaction of history and fiction in writing from Mexico, the Caribbean and South America. Topics will include the literature of the Mexican Revolution, the novel of dictatorship, and the U.S. through Spanish-American eyes. Discussions, readings and assignments will be in English. Spanish minors will do readings and assignments in Spanish. Prerequisite: WRIT 102 (3).

Hispanic Studies

HISPANIC STUDIES COURSES (SPAN)

SPAN 361. Voices from the Third World: The Novel in Latin America and Africa

This course will examine some fundamental issues in Third World literature through a comparative study of Latin American and African novels. Topics to be examined include the search for identity in the historical novel; women's concerns in patriarchal societies; and the challenge of creating new novelistic languages. Among the authors to be studied are Gabriel Garcia Marquez, Carlos Fuentes, Maria Luisa Bombal, Chinua Achebe, Mriama Ba, and Yambo Ouologuem. Reading, class discussions and assignments will be in English. Prerequisite: WRIT 102 (3).

SPAN 416. Magical Realism: From Latin America to the World

Magical Realism, a provocative mix of realism and fantasy, is a literary mode associated with Latin American writers such as Gabriel Garcia Marquez and Isabel Allende. In recent years, it has expanded from Latin America to many other literatures and art forms, becoming an important part of contemporary cultural expression. This course will explore the origins and development of the mode and its current forms in world literature, film, and art. Major writers to be studied include Jorge Luis Borges, Garcia Marquez, Allende, Ben Okri, Salman Rushdie, Tahar ben Jelloun, and others. Prerequisite: WRIT 102 (3).

SPAN 463. Seminar on Contemporary Authors

This course provides an in-depth study of select contemporary authors and their writings. Among the authors to be considered are Jorge Luis Borges, Guillermo Cabrera-Infinite and Gabriel Garcia Marquez. Prerequisite: WRIT 102 (3).

SPAN 297/397/497. Research

SPAN 298/398/498. Directed Study

SPAN 299/399/499. Independent Study/Internship

History

Historical inquiry expands our conception and understanding of what it is to be human. By studying peoples who lived in other times and cultures we encounter the limitations of our own perspectives and take membership in the entire complex human venture. The courses offered by the History department give students a sense of the past; an ability to think historically about both differences and continuities between past and present; an awareness of the social, cultural and institutional developments that produced our contemporary world; and an understanding of history as a distinctive discipline with its own critical and conceptual skills of inquiry, interpretation, and expression.

A major in History prepares students for a wide range of occupations and professions because of the breadth of understanding it gives, and because it develops students' abilities to research issues, read sources critically and contextually, and express understanding in clear, focused writing. Historical study is an excellent preparation for archival work; elementary-, secondary- and university-level teaching; work in government agencies, museums, and other kinds of private and public institutions; or, consulting agencies that specialize in developing historical contexts or analyzing historical issues. It provides excellent background or information gathering and interpretative

work in all forms of media or public policy, and for the study and practice of law.

History majors at MMC work closely with individual faculty in building their programs. Majors take a minimum of 36 credits, including three credits in the Social Science Core – World Geography or the Social Science Core – Great Social Thinkers. History requirements include 1) a thematic course that introduces students to historical inquiry as a process of source interpretation and narrative construction and a modern world history course emphasizing the twentieth century from a global perspective; 2) survey and thematic courses in European, American, and Asian history; and 3) an advanced seminar or independent research project resulting in a major research essay. The History faculty helps majors design their programs in light of their career aspirations. The faculty encourages students to study abroad in a region of particular interest, and/or to choose internships exploring possible career paths.

Division: Social Sciences
Division Chairperson: Manolo Guzmán, Ph.D.
 mguzman@mmm.edu
Division Assistant: Michael Backus
 mbackus@mmm.edu
Division Office: Nugent 456
Phone: 212-774-4847

Department Faculty:**Barbara Ballard**

Associate Professor of History
 B.A., Hunter College, CUNY
 M.A., CUNY
 M.A. & Ph.D., Yale University
 Nugent 452
 212-774-4832
 bballard@mmm.edu

Lauren Erin Brown

Assistant Professor of History
 B.A., Smith College
 M.A. & Ph.D., Harvard University
 Nugent 452
 212-774-4831
 LBrown4@mmm.edu

Yu-Yin Cheng

Associate Professor of History
 B.A., National Taiwan Normal University
 M.A. & Ph.D., University of California, Davis
 Nugent 452
 212-774-4833
 ycheng@mmm.edu

Marjorie Madigan

Professor Emeritus of History
 B.A., Marymount College
 M.A., University of Rochester

History

MAJOR: HISTORY (2205)

36 Credits

B.A. General Education: 42 Credits; Major: 36 Credits; Elective Credits: 42 Credits

A History major consists of 36 credits of history and related discipline study. Certain courses taken outside the History department may count towards the major: consult with your History advisor for specific information. Credit toward the major will be awarded for a score of 4 or 5 on the Advanced Placement Examination in European or American History.

Learning Goals for the Major in History*

Students who complete the History major will:

- Demonstrate understanding of the past gained through reading, writing, discussion and lectures;
- Demonstrate understanding of their society in context of diverse time frames and perspectives;
- Read and think critically, write and speak clearly and persuasively, and conduct research effectively;

- Demonstrate insight into human values in their own and other cultural traditions;
- Perform successfully at the graduate level in history, law, and other professions; and enter careers demanding their knowledge, perspectives, and skills gained through studying history.

*Adapted from The AHA (American Historical Association) "Liberal Learning and the History Major."

History Major Requirements:

| | |
|---|---|
| HIST 213 Historical Themes | 3 |
| HIST/IS 218 Making of the Modern World | 3 |
| IS 207 World Geography or SOC 330 Great Social Thinkers | 3 |
| HIST 401 History Seminar or HIST 497 Independent Study | 3 |

Electives in East Asian, European, United States History Students are required to complete 6 History courses in the fields of East Asia, Europe, and the United States as follows:

| | |
|---|---|
| one course from each field at the 100- or 200-level | 9 |
| one course from each field at the 300- or 400-level | 9 |

Open History electives:

| | |
|---|---|
| 2 history courses may be taken from any area or period. | |
| One course must be at the 300- or 400-level. | 6 |

MINOR:

18 Credits

A History minor consists of 18 credits of history study. Specific program should be arranged in close collaboration with a History faculty advisor.

| | |
|--|----|
| HIST 213 Historical Themes | 3 |
| HIST/IS 218 The Making of the Modern World | 3 |
| 4 History electives, 2 at the 300-level or above | 12 |

HISTORY COURSES (HIST)

HIST 101. The American Past I

This course, exploring the major events leading to the founding and development of the United States to 1877, is organized around historical and literary readings and lectures and class discussion. Among the topics covered are the Age of Discovery, the impact of the Spanish empire on American colonial development, the establishment of the thirteen colonies, the interaction of European, American, Native American, and African-American peoples, the American Revolution, the Civil War and Reconstruction. Corequisite: CAA 099, if required (3).

HIST 103. The American Past II

Beginning with the post-Reconstruction era and ending circa the 1980s, this course provides a study of why and how the United States evolved from a relatively insignificant agrarian nation to the world's major economic and political power. Among the topics to be explored are industrial-

ization, the impact of immigration, urbanization, World Wars I and II, the impact of modernity, the Great Depression, Civil Rights, Vietnam and the beginning of the post-industrial age. Historical and literary texts, lectures and class discussion form the basis exploring these issues. Corequisite: CAA 099, if required (3).

HIST 213. Historical Themes

This intensive reading, writing and discussion course introduces students to history as a form of inquiry and imaginative reconstruction through exploration of a specific topic. Students will gain experience in interpreting documents, constructing a coherent story from them, and evaluating contrasting interpretations of facts, and contextualizing such materials. Corequisite: WRIT 101 (3).

HIST 215. Ancient Worlds: the Foundations of World Civilization

This course will first examine comparatively the formation and development of the earliest civili-

zations in the ancient Near East and Egypt, China, India, and the Mediterranean world from ca. 3000 BCE to 500 CE. It will then focus on the inter-regional contacts and cultural exchanges of the Eurasian world after 100 CE, made possible by the existence of a chain of empires extending from Rome via Parthia and the Kushan Empire of India to China, forming an unbroken zone of civilized life from the Atlantic to the Pacific oceans. This cultural area provided an important channel of trade exchange, e.g. along the silk road; transmission of artistic styles, technology and institutions, e.g. the influence of Greek sculptural styles on Buddhist art in India and China; and, most importantly, the dissemination of the great world religions, Confucianism, Taoism, Buddhism, Zoroastrianism, Judaism, and Christianity. This will be a reading, viewing, and discussion course based mainly on primary texts, with lectures and brief secondary materials providing background. Class will regularly visit the Metropolitan Mu-

HISTORY COURSES (HIST)

seum of Art and other museums as appropriate. Prerequisite: WRIT 101 or permission of department (3).

HIST 216. Europe: Antiquity to Enlightenment

Course provides an overview of European history with emphasis on those institutional and intellectual developments that contributed most directly to forming modern European civilization. It briefly examines foundations: the Greek polis, the Roman Empire, and the rise of Christianity. It then studies the formation of medieval European society; the expansion of Europe via trade, exploration, war and settlement; and its distinctive capitalist and state system formation from the 16th-18th centuries. It also emphasizes the cultural movements of those centuries: the Renaissance, Reformation, Scientific Revolution and Enlightenment. Students will utilize the art and music resources of New York City as part of their learning. Prerequisite: WRIT 101 or permission of department (3).

HIST 218. The Making of the Modern World (Same as IS 218)

This course will examine the history of the twentieth century from a global perspective. It will emphasize the material and cultural processes of modernization and globalization as they have variously affected peoples throughout the world. After providing background on 19th century European and other industrializations, nation state developments and imperialism, the course concentrates on the 20th century: the first half century of war, revolution and international capitalist collapse, and the second half with its emergence of new patterns of political, social, and economic formation, as well as attempts to understand our contemporary situation. This course satisfies General Education, liberal arts and International Studies major requirements. Prerequisite: WRIT 101 (3).

HIST 220. Modern Europe

This course surveys European history from the era of the French Revolution to the end of World War II. It examines the impact of the French and Industrial Revolution on 19th century European politics, society and culture; state construction and imperialism; and the catastrophic wars, political extremism, ethnic cleansing and genocide of the 20th century. Corequisite: WRIT 101 (3).

HIST 232. East Asian Civilizations (Same as IS 232)

Through literature and museum visits, this course introduces the principal cultural elements of East Asian countries, including China, Korea, Vietnam, and Japan before the onset of Western im-

perialism. The course focuses on exploring how Confucianism, Buddhism, and Daoism became the building blocks of East Asian civilizations, and how Korea, Vietnam, and Japan maintained their identity while they absorbed Chinese civilizations. Corequisite: WRIT 101 (3).

HIST 237. Modern East Asia (Same as IS 237)

A study of the emergence of four modern East Asian nations - China, Japan, Korea, and Vietnam - during the past two centuries. Topics to be examined include: the impact of imperialism and nationalism in East Asia; revolutions and communism in China, North Korea and Vietnam; industrialization and democratization in Japan, Taiwan and South Korea, and the rise of Pacific Rim and its role in today's global society. Corequisite: WRIT 101 (3).

HIST 238. Modern China (Same as IS 238)

This course surveys the main economic developments, social and political institutions, and historical movements of China from late 19th century to the present. Topics to be examined include: the family in late traditional Chinese society, Western contacts and imperialist penetration, 1911 Revolution and the founding of republican China, May-Fourth Movement and Chinese cultural renaissance, peasant rebellions and Communist revolution, and China's rising economic and political power in contemporary world. Prerequisite: WRIT 101 (3).

HIST 239. Modern Japan (Same as IS 239)

Course examines the development of Japanese politics, economy and society from mid-19th century to the present. Issues to be emphasized will include: Japanese industrialization, emergence as a world power, the post-war "economic miracle," and the impact of these developments on Japanese society. Prerequisite: WRIT 101 (3).

HIST 244. African American History: The Black Atlantic

This course explores the experiences of people of African descent in the Atlantic World. While emphasis is on the experience of Africans who came to North America, comparison is made to that of black people in the Caribbean. Among the topics covered are the Atlantic slave trade, slavery, the formation of African-American culture, life in colonial America, slave resistance and rebellions, the Haitian Revolution, the Civil War, and emancipation. Prerequisite: WRIT 101 (3).

HIST 246. African-American History Since Reconstruction

This course surveys the history of African Americans in the United States since 1877. It examines the social, political, economic, and cultural forces that led to the rise of Jim Crow, the redefinition of black labor, black mass migration from the South, the development of urban black communities, and the Civil Rights movement. Prerequisite: WRIT 101 (3).

HIST 247. Modern South Asia (Same as IS 247)

This course will introduce students to the diversity and richness of the history, culture, and institutions of the countries of South Asia. Although each of the countries has its own distinctive characteristics, they all are deeply interconnected by common historical as well as cultural and linguistic ties. The course will focus on the political context and evolution of South Asia and the interrelated and relevant social, economic, cultural, and institutional features of its peoples and countries. Prerequisite: WRIT 101 (3).

HIST 255. Women in American History

This course will examine the changing roles, status, images, and self-consciousness of women in America from colonial times to the present. Emphasis will be placed on the impact of industrialization on women's lives. Among themes to be discussed will be the cult of domesticity as it applied to factory, pioneer, and slave women in the early nineteenth century, sexuality in the Victorian age, theory and action of the women's rights movement, and images and realities for twentieth-century women. Prerequisite: WRIT 101 (3).

HIST 287. Latin America: Conquest, Colonization, and Independence

This course will study the cultural, political and economic heritage of Latin America from the pre-Columbian era. Topics will include the Native American societies, African cultures, and the Hispanic legacy. Emphasis will be on the connections between past and present. Prerequisite: WRIT 101 (3).

HIST 289. Latin America: The Dynamics of Modernization (Same as IS/PS 289)

This course will study economic, political, social, cultural developments since independence in Latin America. The influence of the historical experience of selected Latin American states on contemporary situations, and the nature of the systems of formal and informal power in these societies will be emphasized. Prerequisite: WRIT 101 (3).

History

HISTORY COURSES (HIST)

HIST 307. Topics in Modern History

This reading, discussion, and research course will focus on a selected issue in 19th and 20th century European, comparative and global history. Possible topics: Comparative industrialization and social change; national formation in central and eastern Europe; the culture of European and American modernism: 1880-1930; the "New Imperialism," film and the globalization of culture. Prerequisite: WRIT 102 (3).

HIST 308. Women & Gender in Modern Europe

This course examines European women as they were affected by the gendered construction of their social, political, economic and cultured worlds, and as they lived, worked and developed and told their stories, from the 18th century to the present. Prerequisite: WRIT 102 or permission of department (3).

HIST 309. Twentieth Century Europe (Same as IS 309)

Course will consider the major political, socioeconomic, and intellectual developments of twentieth century Europe. Emphasis will be placed on the failures and successes of European governments in dealing with crises engendered by world and cold wars, depression and monetary crises, social transformations, and class and ideological conflict. Prerequisite: WRIT 102 (3).

HIST 322. Expansion & Disunion, 1815-1890

This course explores the history of the 19th Century in America, with emphasis on the Civil War as a critical mid-point. It focuses on institutional developments; reform movements; westward expansion; slavery; the Civil War, which divided; and the Reconstruction, which did not wholly unite. Prerequisite: WRIT 102 (3).

HIST 324. The Ambiguity of Power: The United States, 1900-1945

This course explores the changes that occurred in the United States from 1900 and 1945, along with the transformation in its international role. The course also examines the attempts to manage these changes through 'reforms,' such as Progressivism and the New Deal, and through two world wars. Coursework includes analytical essays on and independent research into reading in primary and secondary sources. Prerequisite: WRIT 102 (3).

HIST 325. Cold War America

From 1945 to 1992, the United States sought security, from the Soviet Union in the Cold War and also from future Great Depressions through its guarantor state programs. This course examines how at the same time the United States sought to meet these two challenges other political, economic and international challenges arose. Methods of instruction include reading and viewing relevant sources and secondary materials, and independent research. Prerequisite: WRIT 102 (3).

HIST 326. Contemporary France: Social, Political and Economic Perspectives (Same as FREN/IS 326; see course description under French.)

HIST 327. American Foreign Relations (Same as IS/PS 327; see course description under Political Science.)

HIST 328. Colonial & Revolutionary America

Course will first study the culture and society of colonial America with emphasis on the transmission and transformation of English culture in the American environment, interaction with Indian culture, development and role of religion, and changing roles of the family. It will then examine the Revolutionary period through the establishment of the federal republic, with particular emphasis on the nature of the transformations of this "event." Prerequisite: WRIT 102 (3).

HIST 340. Topics in European Cultural Formation: Middle Ages and Renaissance

This course will study some significant literary, artistic and musical texts of the 12th through 16th centuries for what they tell us about conceptions of human nature and life's meanings during that period. Discussion will focus on the 12th century "Renaissance," scholastic culture and its critics, Renaissance humanism and Reformation challenges—all examined in historical context. Among authors read: Abelard and Heloise, Aquinas, Dante, Christine de Pizan, Petrarch, More, Machiavelli, Montaigne, Shakespeare. Prerequisite: WRIT 102; HIST 216 recommended (3).

HIST 346. The Middle East in the Twentieth Century (Same as IS 346/PS 345)

This course examines contemporary international and regional politics of the Middle East. The political and social history of the region will be explored in terms of its effect on current political dynamics. Prerequisites: WRIT 102 & IS/PS 109, HIST 347 or permission of department (3).

HIST 372. Women and Family in Chinese History (Same as IS 372)

This course will provide for an examination of women's life and women's roles within Chinese family from antiquity to the modern period. Viewing gender as a historical category in analyzing changes of Chinese society and culture, the course will cover the following topics: property and inheritance between men and women; household economies; marriage; divorce and maternal roles; reproduction, fertility and infanticide; female chastity and Confucian ritual propriety; and women's social networking and the formation of sisterhood. Prerequisite: WRIT 102 (3).

HIST 374. History of the People's Republic of China (Same as IS 374)

A comprehensive analysis of recent Chinese history after 1949, including land reform, thought reform, the Cultural Revolution, the post-Mao era, the consequences of the new economic policies of the 1980s and their social and cultural impacts, the democratic movement since the Tiananmen Square demonstrations, and China's emerging political and economic role in global society. Prerequisite: WRIT 102 (3).

HIST 375. Modern Africa

Course examines the process of late 19th century colonial conquest and the dynamics of colonial rule in Africa. It looks at ways colonialism affected various Africans and ways in which Africans resisted or worked within the colonial system to achieve their goals. It examines nationalist movements, meanings of nationalism and key themes of post-colonial development throughout Africa. Prerequisite: WRIT 101 (3).

HIST 401. History Seminar

This is an integrative capstone course for history majors. Students will each develop and execute a significant project reflecting their interest, under the direction of the instructor. They will meet in a seminar setting to discuss research approaches and methods, and to share their work. Prerequisites: WRIT 102 & HIST 213 or 218 & History Colloquium (3).

HIST 297/397/497. Research HIST 298/398/498. Directed Study HIST 299/399/499. Independent Study/ Internship

Interdisciplinary Studies

The Interdisciplinary Studies major offers motivated students the opportunity to shape their own program of study in close consultation with their faculty advisors. The IDS major does not have a pre-determined sequence of required classes; instead, IDS majors identify a program of study, selecting courses from across the curriculum with the overall goal of studying a particular issue/problem/topic from a range of disciplinary and interdisciplinary perspectives. The flexibility of the IDS major invites students to be pro-active and creative in designing their course of study.

The base of knowledge and the analytical and critical skills acquired by IDS majors prepares them for a wide range of career options and for graduate study in a variety of fields.

Division: Humanities
Division Chairperson: Peter Naccarato, Ph.D.
Division Administrative Secretary: Eleanor Bazzini
 ebazzini@mmm.edu
Division Office: Main 517
Phone: 212-517-0641

Department Faculty: Faculty from across the College participate in the Interdisciplinary Studies major.

MAJOR: INTERDISCIPLINARY STUDIES (4903)**42 Credits**

B.A. General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits

Becoming an IDS Major

Upon completing 30 credits, a student who has maintained a GPA of 3.0 or higher may apply to the IDS major. The student begins this application process by meeting with the Program Coordinator to discuss areas of interest around which he/she might organize his/her program of study and to identify a possible faculty advisor. Once this faculty advisor has been selected, the student works with him/her to identify two additional faculty members who will comprise the committee that will review and approve the student's application, including his/her proposed topic and program of study. Once this committee has been composed, the student submits his/

her application, which includes a written proposal explaining the topic that will guide his/her selection of courses and a preliminary program of study. The committee reviews this application and may request revisions before approving it. Once approved, the student meets regularly with his/her academic advisor to review his/her progress. In the event that the student, in consultation with his/her faculty advisor, decides to make significant revisions to his/her program of study, the student submits a revised proposal to the faculty committee that approved his/her initial plan.

Required Courses 9
 IDS 399 Independent Study/Internship (3)
 IDS 499 Independent Study Capstone (6)

NOTE: No more than four of these courses can be from the same department.

NOTE: No more than three of these courses may be at the 100/200 levels.

NOTE: These courses may include Independent Study/Directed Study as deemed appropriate by the student and his/her faculty advisor

Elective Courses 33
 In consultation with their Faculty Advisor, students complete the remaining 33 credits by selecting 11 courses from across the curriculum that connect to the student's chosen topic.

IMPORTANT: In order to ensure that students have met the prerequisites and are adequately prepared for 300- and 400-level courses in any given discipline, it is strongly recommended that they select 100- and 200-level Shared Curriculum courses and elective courses in disciplines they anticipate studying at the advanced level.

Interdisciplinary Studies

INTERDISCIPLINARY STUDIES COURSES (IDS)

IDS 310. Becoming Interdisciplinary

In this course, students first examine the concepts of disciplinary and interdisciplinarity, exploring the history of these terms, the relationship between them, and their role in shaping how we learn. From there, students become practitioners of interdisciplinary study as they engage a particular theme/topic from an interdisciplinary perspective. This theme/topic varies each semester, depending on the professor. The overall goal of the course is for students to learn about interdisciplinarity and to begin thinking and learning from an interdisciplinary perspective. Prerequisites: WRIT 101. (3)

IDS 312. Critical Methods of Interdisciplinary Study

In this course, we will focus on a number of central questions: Why do we organize knowledge into separate disciplines? How have these disciplines been determined? How flexible are the boundaries between disciplines? What's the relationship between the content and the methodology of a particular discipline? What happens to both content and methodology as we begin crossing the boundaries between disciplines? How does a shift towards interdisciplinarity change how we organize knowledge, how we define knowledge, and how we produce knowledge? We will approach these questions through an engagement with contemporary thinkers who discuss and debate these issues and by engaging in our own interdisciplinary analysis, research, and writing. Prerequisites: IDS 310. (3)

IDS 299/399. Independent Study/Internship

Normally, IDS majors take this independent study/internship during their Junior year. If students register for an independent study, it is usually with their faculty advisor. The goal of this independent study is to provide an opportunity for students to bring together the various facets of their study, to explore the interdisciplinary connections that link the various courses they have taken to this point, and to chart a course for their final year of study. In consultation with their faculty advisor, IDS majors may also choose to fulfill this requirement by completing an internship in a field that is related to their topic of study. Prerequisites: IDS 310 (3)

IDS 499. Independent Study Capstone

Normally, IDS majors register for a two-semester independent study capstone with their faculty advisors during the final two semesters of their Senior year. The goal of these independent study capstone courses is to provide a culminating experience in which students produce a senior thesis (approximately 30-40 pages). This thesis provides IDS majors with the opportunity to reflect on what knowledge and insights they have gained through their interdisciplinary study of their topic. During the first semester, students finalize the topic for their thesis, develop an extensive annotated bibliography, and write a 5-7 page prospectus of the envisioned project. In the second semester, students use the feedback from the graded annotated bibliography and prospectus to do more research and start drafting the thesis. Students complete a significant draft, the faculty committee gives feedback, and then the student revises and submits a final version to be reviewed and approved by the faculty committee before the end of the semester. Prerequisites: IDS 399. (3)

International Studies

The International Studies Program at MMC provides students with a cross-cultural perspective to help them analyze and evaluate contemporary issues from a global viewpoint. The program strives to equip students with comprehensive training that is interdisciplinary, with a specific emphasis on political science, economics, and history. The curriculum is built around core courses that investigate the institutions and dynamics of the global economy and international politics, as well as the historical origins of the international system. Related coursework in geography, history, sociology, and foreign languages, as well as courses that explore the cultural dimension of human communities supplement these core courses. The department stresses the areas of human rights, development, war and peace, globalization, social movements, and comparative cultures, as well as gender and ethnic relations.

Students majoring in International Studies often choose to minor in one of several other fields such as Business, Political Economy, Economics, Political Science, Promotional and Professional Communication, Sociology, and History. International Studies can also be a fruitful interdisciplinary minor for students interested in any field. The program, leading to a Bachelor of Arts, serves as an excellent basis for future graduate studies in the social sciences and the humanities, as well as professional degree programs in law and business. Students prepare for a wide choice of career opportunities in government and international agencies,

non-governmental organizations, transnational corporations, education and research, journalism and publishing.

Students can take advantage of the fact that New York City is host to international corporations and several international organizations such as the United Nations, Council on Foreign Relations, the Ford Foundation, Human Rights Watch, International Women's Tribune Center, and the World Policy Institute. With the advice and support of the faculty, students can explore learning experiences outside the classroom through study abroad programs, or credit-bearing internships that take full advantage of the many opportunities that are available in the metropolitan area. Some of the internships that the department faculty continue to help students obtain include: the United Nations Populations Fund, the United Nations Commission for Refugees, the United Nations Development Program, United Nations Fund for Women, MADRE, and WEDO.

Students have also been able to work with faculty to conduct joint research or attend conferences globally. Recently students, with the support of the College, attended the United Nations' World Conference Against Racism in Durban, South Africa and the World Social Forum in Porto Alegre, Brazil. In addition, the Department has sponsored several trips to Eastern Europe and other parts of the world.

Division: Social Sciences
Division Chair: Manolo Guzmán, Ph.D.
 mguzman@mmm.edu
Division Assistant: Michael Backus
 mbackus@mmm.edu

Division Office: Nugent 456
Phone: 212-774-4847

Department Faculty:

Ghassan Shabaneh

Chair, Department of International Studies
 Associate Professor of International Studies
 B.A., William Paterson University
 M.A., Rutgers, The State University of New Jersey
 M. Phil. & Ph.D., The Graduate School and
 University Center of CUNY
 Nugent 456
 212-774-4824
 gshabaneh@mmm.edu

Yu-Yin Cheng

Associate Professor of History
 B.A., National Taiwan Normal University
 M.A. & Ph.D., University of California, Davis
 Nugent 452
 212-774-4833
 ycheng@mmm.edu

Andreas Hernandez

Assistant Professor of International Studies
 B.S.W., University of Washington
 M.S.W., University of British Columbia
 Ph.D., Cornell University
 Nugent 456
 212-774-4847
 ahernandez2@mmm.edu

Patience Kabamba

Assistant Professor of International Studies
 B.A., Jesuit College of Philosophy, Paris
 M.A., University of Natal, Durban, South Africa
 M.A., Katholieke Universiteit Leuven, Belgium
 Ph.D., Columbia University
 Nugent 456
 212-774-4842
 pkabamba@mmm.edu

International Studies

MAJOR: INTERNATIONAL STUDIES (2210)

51 Credits

B.A. General Education: 42 Credits; Major: 51 Credits; Elective Credits: 27 Credits

Learning Goals for the Major in International Studies

Upon completing the International Studies major, students will be able to:

- Demonstrate a critical understanding of global politics, economics and history.
- Demonstrate a cross cultural understanding and be able to analyze and evaluate contemporary issues from a global perspective.
- Demonstrate an understanding of international institutions and their role in the world.
- Demonstrate an ability to write well and conduct research.

Social Science Core:

IS 207 World Geography 3
HIST/IS 218 Making of the Modern World or SOC 330 Great Social Thinkers 3

International Studies Core:

IS/PS 109 International Relations 3
IS/ECO 150 Economy, Society and the State or
IS/ECO 210 Macroeconomics 3
IS/PS 231 Comparative Politics 3
IS/ECO 214 Global Economy 3
IS 479 International Studies Seminar 3

Six of the following:

IS 311 Democracy and Its Critics (3)
IS 305 Politics of Developing Nations (3)
IS/ECO 306 Political Economy of Development and Underdevelopment (3)

IS/PS 307 Government and Politics in Russia and Eastern Europe (3)
IS/HIST 309 Twentieth Century Europe (3)
IS 313 Global Issues: Conflict Resolution (3)
IS/PS 315 International Law (3)
IS/ECO 317 International Economics (3)
IS 343 Population and Development (3)
IS/ECO 334 Gender and Development (3)
IS/HIST 346 The Middle East in the 20th Century (3)
IS/ECO 350 Comparative Economics (3)
IS/PS 356 War and Peace (3)
IS/HIST 372 Women and Family in Chinese History (3)
IS/HIST 374 History of the People's Republic of China (3)

Foreign Language

12

Students are required to complete four college-level courses (through intermediate level II) in a foreign language, unless comparable proficiency is demonstrated. Internships are highly recommended.

INTERNATIONAL STUDIES MINOR

18 Credits

IS Core:

IS/PS 109 International Relations 3
IS/ECO 150 Economy, Society and the State or IS/ECO 210 Macroeconomics 3

IS/PS 231 Comparative Politics 3
IS/ECO 214 Global Economy 3

IS Electives:

6

Any two IS courses at the 300 level

INTERDISCIPLINARY POLITICAL ECONOMY MINOR

18 Credits

IS/ECO Core

IS/ECO 150 Economy, Society and the State or IS/ECO 210 Macroeconomics 3
IS/ECO 214 Global Economy 3

Electives Four of the following:

12

ECO 305 Economics of Labor (3)
IS/ECO 306 Political Economy of Development/Underdevelopment (3)
IS/ECO 317 International Economics (3)
IS/ECO 334 Gender and Development (3)
IS/ECO 350 Comparative Economics (3)

International Studies

INTERNATIONAL STUDIES COURSES (IS)

IS 109. International Relations

(Same as PS 109)

Introduces the basic concepts and approaches to the study of world politics and enables them to undertake a systematic analysis of contemporary global problems. Prerequisite: WRIT 101 (3).

IS 150. Economy, Society and the State

(Same as ECO 150)

This course examines the role of the market economy as a means of both achieving economic development and satisfying individual needs. Basic economic concepts are introduced and used to analyze the interactions of consumers, businesses and governmental institutions. The course will also explore a set of related issues including poverty, the distribution of income, global inequality, the limits of the market and the role of the government in a market economy. Prerequisite: WRIT 101 or permission of department (3).

IS 207. World Geography

The purpose of this interdisciplinary and team taught course is to introduce students to the world's major regions: Africa, Asia, Europe, Latin America, the Middle East and North America. The course will examine the diversity of physical environments and natural resources, and its impact on human societies. The evolution of the regions' socio-economic, political, religious and cultural institutions will also be covered. Prerequisite: WRIT 101 [Offered: F, S each year] (3).

IS 214. The Global Economy

This course will examine the changing nature of the global economy, trying to understand better the complex interaction between transnational corporations and the nation-state set within the context of a volatile technological environment. It will pay particular attention to regional and international trading blocks and international organizations such as the World Trade Organization, The International Monetary Fund, and The World Bank. Prerequisites: WRIT 101 & ECO 150 or 210 (3).

IS 218. The Making of the Modern World

(Same as HIST 218; see course description under History.)

IS 231. Comparative Politics (Same as PS 231)

Course is intended to introduce students to recent and contemporary political dynamics in different world regions. Particular attention will be paid to developments in Britain, China, Germany, Iran, Japan, Mexico, Nigeria, and Russia. Course will emphasize the distinctive role that state structures, production systems, democratic processes, and social identities play within and across these countries. Class discussions will be organized around course readings, supplemented by documentary films and guest lectures. Prerequisites: WRIT 101 & IS 109 (3).

IS 232. East Asian Civilization

(Same as HIST 232; see course description under History.)

IS 237. Modern East Asia

(Same as HIST 237; see course description under History.)

IS 238. Modern China

(Same as HIST 238; see course description under History.)

IS 239. Modern Japan

(Same as HIST 239; see course description under History.)

IS 243. Modern Africa

(Same as HIST 243; see course description under History.)

IS 247. Modern South Asia

(Same as HIST 247; see course description under History.)

IS 289. Latin America: The Dynamics of Modernization

(Same as HIST/PS 289; see course description under History.)

IS 305. Politics of Developing Nations

(Same as PS 305)

Examines political institutions and the dynamics of political processes in selected developing countries in the context of their historical, cultural, socio-economic and geo-political environment. Prerequisite: WRIT 102 (3).

IS 306. Political Economy of Development and Underdevelopment

(Same as ECO 306; see course description under Economics.)

IS 309. Twentieth Century Europe

(Same as HIST 309; see course description under History.)

IS 311. Democracy and Its Critics

Democratic governance has become the "norm" in most regions of the world. Yet the meaning of "democracy" remains contested. Course will examine democratic theory and practice to determine whether liberal democracy represents the best of all possible worlds or whether it is vulnerable to the charges that have been raised by communarians, socialists, traditional conservatives, and others. Students will be introduced to the ideas of classical democratic thinkers as well as to the approaches of contemporary authors such as Robert Brenner, Ira Katznelson, and Michael Sandel. Prerequisite: WRIT 102 (3).

IS 313. Global Issues: Conflict Resolution

The purpose of this course is to stimulate critical thinking about the dynamics of conflicts, within and among nations, which are consuming human capital and economic resources. It will explore conceptual and operational strategies and provide a road map for analyzing historical, political, economic, ethno-cultural, legal and diplomatic dimensions for crisis management and conflict resolution. Prerequisites: WRIT 102 & IS 109 & 214 or permission of department (3).

IS 315. International Law

(Same as PS 315)

Examines the evolution and development of International Law and its impact on the political and economic relationships among nations. Besides the traditional laws of war, peace and neutrality, the course will cover contemporary international law of cooperation and its social, cultural, humanitarian and technological dimensions. Prerequisite: WRIT 102 (3).

IS 317. International Economics

(Same as ECO 317; see course description under Economics.)

IS 320. Food Security

This course will examine contemporary issues of food security from a global perspective. Students will analyze the contested meanings of food security in its political, social, cultural, economic and ecological dimensions. Insights from these understandings will be used to examine the global food system and its alternatives. Particular focus will be on how diverse social movements are reframing and asserting the right to food, and with it, rights to livelihood and ecological justice. Prerequisites: IS 109 or 207 or permission (3).

International Studies

INTERNATIONAL STUDIES COURSES (IS)

IS 326. Contemporary France: Social, Political and Economic Perspectives
(Same as FREN/HIST 326; see course description under French.)

IS 327. American Foreign Relations
(Same as HIST 327/PS 326; see course description under Political Science.)

IS 334. Gender and Development
(Same as ECO 334)

Course has four main objectives. The first is to provide an analysis of the location of women in the process of development and to understand the centrality of gender in each case. The second is to examine theoretical and conceptual frameworks for that analysis, including an understanding of the interaction of class, race, and ethnicity with gender divisions. The third is to reflect upon the linkages between the global economy and the gendered macro micro processes of development. The fourth is to provide a basis for research, practical action, and policy formation and for evaluating directions and strategies for social change from a gender perspective. Prerequisites: WRIT 101 & ECO 150 or 210 (3).

IS. 343. Population and Development

Course introduces students to the dynamics of the interrelationship between population factors and the development process. More specifically, the course introduces students to demographic factors – namely fertility, mortality and migration – to examine how they affect and are affected by development outcome. The course follows a cross-country comparative framework where developed and developing country experiences are integrated and compared with a view to draw conclusions. Feminist perspectives provide an important context while examining the relationship between population growth and economic development. By focusing on the dynamics of population change, in the context of economic growth and globalization the course will provide the students with a demographic perspective on understanding the world. Prerequisites: IS 109 & 150 & MATH 113 (3).

IS 346. The Middle East in the Twentieth Century
(Same as HIST 346/PS 345; see description under History.)

IS 350. Comparative Economics
(Same as ECO 350; see course description under Economics.)

IS 356. War and Peace
(Same as PS 356)

Course studies the recurrent phenomenon of war within the human community, and draws on the perspectives of history and the social, behavioral, and natural sciences, philosophy and theology, literature and the arts to explore the consequences of war, the justification of war, the impact of modern technology on warfare, the possibilities of averting war, and current prospects for war or peace. An area of current conflict will be studied. Prerequisite: WRIT 102 & PS 106; or permission of the instructor (3).

IS 357. Human Rights in Comparative Perspective
(Same as PS 357)

This course will view human rights within a broad societal context. The course will focus on the different conceptions of human rights prevailing in the world today. Ideological, cultural, political and economic factors will be investigated as determinants of the varying notions of rights. Major controversies such as civil and political vs. economic and social rights, universalism vs. cultural relativism, and individual vs. group rights will be examined in detail. Considerations will be given to recent efforts to recast the foundations of human rights in a “truly” universal human rights doctrine. Prerequisites: WRIT 102 & IS 109 or permission of department (3).

IS 371. Research Methods in the Social Sciences
(Same as SOC/PS 371; see description under Sociology.)

IS 372. Women and Family in Chinese History
(Same as HIST 372; see description under History.)

IS 374. History of the People's Republic of China
(Same as HIST 374; see description under History.)

IS 376. Nationalism and State-Building
(Same as PS 376)

Nationalism is a powerful force in the contemporary world. The course will examine the relationship between states and nationalism, the impact of colonial rule and underdevelopment on postcolonial states, and the relationship of ethnic/religious conflict to nationalism and state-building. The course will pay particular attention to the regions of Africa, the Balkans, the Middle East and South Asia. Prerequisite: WRIT 102 (3).

IS 477. International Organization

This course will examine the evolution and development of international organization, its role in resolving global conflicts, promotion of human rights and economic cooperation, improving the human rights environment for peace and harmony and in planetary management of resources. A major focus of the course is the United Nations and its specialized agencies. Students are required to select topic for in-depth study. Prerequisites: WRIT 102 & IS 109 (3).

IS 479. International Studies Seminar
(Same as PS 479)

This interdisciplinary capstone seminar will focus on a particular issue each semester it is taught. Topics include: Labor and the Global Economy; Social Movements. This course is intended for juniors and seniors in International Studies, Political Science, and Sociology. Prerequisites: WRIT 102 and advanced study in IS, PS, and/or SOC (3).

IS 297/397/497. Research
IS 298/398/498. Directed Study
IS 299/399/499. Independent Study/Internship

Journalism

The field of journalism is undergoing an exciting transformation as it adapts to new technologies and branches out into new media outlets. MMC's journalism minor prepares students for careers in this vibrant and evolving profession by providing them with a solid foundation in traditional journalistic skills and equipping students to enter the contemporary workplace. Its foundational courses develop the research, writing, and reporting skills that are necessary across the journalistic spectrum and explore the unique challenges that journalists face in the 21st century, including the impact of new technologies on the profession and the legal questions and ethical issues with which it continually grapples. Its Areas of Specialization courses allow students to

continue developing their skills as reporters as they apply them to specific fields, including the arts, science, business, and politics. Finally, students gain professional experience through an internship, independent study, or journalism practicum. With well-developed journalistic skills, with an understanding of the unique challenges facing journalists in the 21st century, with the opportunity to apply their skills in a range of specific areas, and with practical experience, Journalism minors are ready to become part of an exciting and ever evolving profession.

| | | | |
|---|--|--------------------------------|--------------------------------|
| Division: | Humanities | Department: | Literature and Language |
| Division Chairperson: | Peter Naccarato, Ph.D. pnaccarato@mmm.edu | Department Chairperson: | Martha L. Sledge, Ph.D. |
| Division Administrative Secretary: | Eleanor Bazzini ebazzini@mmm.edu Main 517 212-517-0641 | Phone: | 212-517-0602 |

Program Coordinator:

Peter Naccarato, Ph.D.
Professor of English
Humanities Division Chair
B.A., Villanova University
Ph.D., SUNY, Stony Brook
Main 517
212-517-0603
pnaccarato@mmm.edu

MINOR IN JOURNALISM

21 credits

Learning Goals for the Minor in Journalism**Upon completing the Journalism minor students will have:**

- developed through practice the research, writing, and reporting skills that are necessary across the journalistic spectrum.
- studied the unique challenges that journalists face in the 21st century, including the impact of new technologies on the profession;
- debated the legal questions and ethical issues with which the profession continually grapples;
- strengthened their skills as reporters as they applied them to specific fields, including the arts and media; science and medicine, business, politics, and/or freelance article writing;
- applied the knowledge and skill they acquired in the classroom to various professional opportunities and, in doing so, gained valuable professional experience

Foundational Courses:

| | | | |
|--|---|---|-----|
| JOUR 110 Introduction to Journalism | 3 | JOUR 312 Public Affairs and Political Reporting | (3) |
| JOUR 225 Intermediate Journalism: | | JOUR 340 Freelance Article Writing | (3) |
| Journalism in the 21 st Century | 3 | JOUR 350 Special Topics in Journalism | (3) |
| JOUR/COMM 395 Media, Law & Ethics | 3 | | |

Choose one of the following:

| | |
|---------------------------------------|-----|
| JOUR 311 Journalism Practicum | (3) |
| JOUR 399 Internship/Independent Study | (3) |

Areas of Specialization 9**Choose three of the following:**

| | |
|---|-----|
| JOUR 313 Business and Financial Reporting | (3) |
| JOUR 314 Reporting in Science, Medicine, and Health | (3) |
| JOUR 310 Arts and Media Reporting and Criticism | (3) |

Journalism

JOURNALISM COURSES (JOUR)

JOUR 110. Introduction to Journalism

The goals of this course are two fold: 1) to learn the classic rules of journalism and 2) to teach students to become discerning journalism consumers. This is accomplished by examining a variety of news and feature stories in print, on-line and in broadcast, and by learning basic reporting and writing skills. Students will practice and utilize these skills in their own writing assignments. The overall goal of this class is to emphasize why the rules of classic journalism need to be applied now more than ever. Corequisite: WRIT 101 (3).

JOUR 225. Intermediate Journalism: Journalism in the 21st Century

In this course, students use and much further develop the skills of writing, researching and reporting that they acquired in the introductory-level course. In doing so, they focus specifically on the impact of new technologies on the field of journalism. They strengthen their ability to compose and communicate in networked environments, with mobile technologies, and in a range of media. They enhance their understanding of design as it applies both to visual and information design. They develop their facility with social media, blogging, audio/video podcasting, web design, and document design. Prerequisite: JOUR 110; WRIT 101 (3).

JOUR 310. Arts & Media Reporting and Criticism

In this course, students have the opportunity to apply their journalistic skills to the area of art and media reporting and criticism, including the fine arts (theater, classical music, dance and the visual arts) and popular culture (television, movies, pop music). To do so, they will develop their ability to identify, describe and evaluate for readers/viewers the full range of our culture's creative output. This includes recognizing the importance of the historical, social and political context of what they are reporting on and reviewing. As budding arts and media journalists, students will learn how to balance being a reporter and being a critic by studying and practicing how to cover the arts and media as reporters and to craft critical reviews. Prerequisites: JOUR 225; WRIT 102 (3)

JOUR 311. Journalism Practicum

In this course, students bridge the academic study of journalism with hands-on experience working in the field. Specifically, students enrolled in this course work on either the editorial board of The Monitor or the managerial board of the Radio Station. In the classroom, students explore the challenges of working in these media; outside the classroom, students take a leadership role in editing the newspaper or running the radio station. The overall goal of this journalism practicum is to allow students to utilize what they've learned as journalism minors and apply it to the professional world by working in this field. Prerequisites: JOUR 225; WRIT 102 (3).

JOUR 312. Public Affairs & Political Reporting

All reporters will, at some time or another, be called upon to come up with a story within the realm of public affairs that is timely, accurate, and relevant to what happened yesterday, what is happening today, and what may happen tomorrow. This is a course in reporting on and writing about public affairs in the broadest sense: the operation of government at all levels; the workings of the legal system, including covering law enforcement; writing about major public policy issues – taxation, finance, social services, the environment, and covering electoral politics. Health care, the environment, education and religion will also be included. Prerequisites: JOUR 225; WRIT 102 (3)

JOUR 313. Business and Financial Reporting

In this course, students have the opportunity to apply their journalistic skills to the areas of business and finance. In doing so, students will learn the basic language of this industry and they will develop an understanding of the writing skills expected of business and financial journalists. By the end of the semester, students will be able to write clear business stories and also identify compelling enterprise and trend stories. They will be able to understand and write about business psychology and organization. They should be able to handle with ease a deadline story about a company's earnings, merger or layoffs as well as an in-depth company profile. Prerequisites: JOUR 225; WRIT 102; at least one BUS course (3)

JOUR 314. Reporting in Science, Medicine and Health

In this course, students have the opportunity to apply their journalistic skills to the areas of science, medicine and health. Writing in these fields requires journalists with both the scientific expertise and communications skills to separate real science from fads and popular notions that have questionable factual basis. The purpose of this course is to teach students about science, health, and medical writing in the context of such challenges. Students will learn about particular topics and debates in these fields while also examining how the worlds of science and journalism differ -- and why there sometimes are conflicts between the two. Students will study the scientific process; what makes science and medical news; how to translate jargon; how to evaluate scientific and health risks; ethical problems and other issues. Prerequisites: JOUR 225; WRIT 102; at least one Science course (3).

JOUR 340. Freelance Article Writing

In this course, students develop the unique skills required for freelance writing, including coming up with story ideas and writing and marketing one's own articles. Students examine and practice every aspect of freelancing, from learning how to keep abreast of the publishing scene to conceiving and pitching story ideas and, of course, writing stories. A great deal of time is spent improving journalistic skills to meet professional standards. Throughout the semester students read and examine exemplary magazine articles from the professional press. Prerequisites: JOUR 225; WRIT 102 (3)

JOUR 350. Special Topics in Journalism

This course gives the advanced student an opportunity to study aspects of journalism not covered in other courses. These may include topical courses (for example, journalism in specific parts of the world; journalism and gender, race, or ethnicity), courses in specialized forms of journalism (for example, photojournalism; broadcast journalism), or courses that enhance specific journalistic skills (for example, copyediting; interviewing; publishing). Topics vary. This course may be repeated for a total of 6 credits but the topic may not be repeated. Prerequisites: JOUR 225; WRIT 102

JOUR 395. Media, Law & Ethics

(Same as COMM 395; see course description under Communication Arts.)

JOUR 299/399/499. Independent Study/Internship

Mathematics

Mathematics, the science of patterns, is also the language of science; as such, it is a major part of a liberal arts education. The quantitative and analytical skills students gain in mathematics courses apply to future work in the sciences and in many other fields, such as economics and the social sciences. These skills are necessary to participate critically in our society and the world. All MMC students are required to take one college-level mathematics course. For those students who enjoy Mathematics

and have done well in their required courses, the Mathematics minor provides the opportunity to explore more advanced mathematical ideas. This minor is an excellent choice for students of any major to enhance their degree with advanced mathematical skills and knowledge base. It is a valuable addition to a student's preparation for advanced degrees in such areas as mathematics, statistics, science, business, economics, finance and education.

| | | | |
|------------------------------|--|-------------------------|-----------------------|
| Division: | Sciences | Division Office: | Main 7th Floor |
| Division Chairperson: | Benedetta A. Sampoli Benitez, Ph.D. bsampoli@mmm.edu | Phone: | 212-774-0725 |
| Division Secretary: | Rekha Swami rswami@mmm.edu | | |

Department Faculty:

Steven Wat

Chair, Department of Mathematics
Assistant Professor of Mathematics
B.A., University of Hawaii
M.S., Courant Institute at New York University
Main 603
212-517-0652
swat@mmm.edu

Katalin Othmer

Assistant Professor of Mathematics
B.S., University of Sydney, Australia
M.S. & Ph.D., California Institute of Technology
Main 603
212-517-0401
kgrubits@mmm.edu

Philip R. Meyers

Professor of Mathematics
B.S., Brooklyn College, CUNY
M.A. & Ph.D., University of Maryland
Main 614
212-517-0663
pmeyers@mmm.edu

Ken Ching

Associate Professor of Mathematics
B.A., Columbia University
M.A. & Ph.D., Tufts University
Main 603
212-517-0657
kching@mmm.edu

Lia Leon Margolin

Associate Professor of Mathematics
B.S., M.S., Ph.D., Tbilisi State University,
Georgia
Main 603
212-517-0650
lmargolin@mmm.edu

MATHEMATICS MINOR

15 Credits

This minor is appropriate for students who have enjoyed Mathematics and done well in Mathematics courses. It allows students to explore more advanced mathematical ideas.

Learning Goals for the Minor in Mathematics

Upon completing the Mathematics minor, students will be able to:

- Apply mathematical algorithms correctly in solving problems.
- Solve mathematical problems requiring creativity and insight.
- Construct sound mathematical proofs.
- Communicate mathematical ideas clearly.
- Use technology appropriately in solving problems.
- Apply advanced mathematics to other disciplines.

| | | | |
|---|---|---|---|
| MATH 210 Calculus I or BUS 222 Calculus for Business* | 3 | MATH electives (one may be at the 200-level; one must be at the 300 level or above)** | 6 |
| MATH 211 Calculus II | 3 | | |
| MATH 213 Linear Algebra | 3 | | |

*MATH 139/140 or 141 are not a prerequisites for BUS 222, but mathematics minors with weak backgrounds in Precalculus should take the appropriate Precalculus courses (139/140, or 140, or 141).

**The 200-level elective may be selected from the following Statistics courses: BUS 224 Statistics for Business, PSYCH 223 Statistics for the Behavioral Sciences I, PSYCH 332 Statistics for the Behavioral Sciences II.

Mathematics

MATHEMATICS COURSES (MATH)

Developmental Courses

MATH 007. Developmental Mathematics

This course is intended for students whose mathematical background is weak in computational skills. Rudiments of arithmetic are covered. This course is included in the determination of student status (full time/part time) and financial aid eligibility. Tuition is based on 3-credit equivalency; however, no academic credit is awarded. Non-audit. Fee: \$15.00. Prerequisite: Placement by examination (0).

MATH 109. Introductory Algebra

This is a course in elementary algebra and is intended for students whose background is deficient in algebra and related skills. This course will specifically prepare students for MATH 113 Quantitative Reasoning or MATH 129 Intermediate Algebra. Prerequisite: MATH 007 or placement by examination (3).

College Level Courses

MATH 113. Quantitative Reasoning

This course is an introduction to how one can view the world quantitatively. Students gain experience in solving problems in a variety of areas in the natural and social sciences. The focus is on the reasoning involved in solving these problems as opposed to particular mathematical content. Some of the questions that will be addressed include the following: What can one do with mathematics? What tools should be used when? How does one pull the key information out of a difficult problem? How similar are the approaches to seemingly very different problems? Prerequisite: MATH 109 or exemption (3).

MATH 129. Intermediate Algebra

This course continues the work of Introductory Algebra and gives the student specific preparation for College Algebra or Precalculus. Topics covered will include real numbers, linear equations, polynomials, quadratic equations, functions, graphing and factoring. Prerequisite: MATH 109, placement by examination or permission of department (3).

NOTE: MATH 113 and MATH 129 satisfy the MMC Mathematics (Foundation course) requirement, but do not satisfy the Disciplinary Studies in Natural Sciences and Mathematics requirement. MATH courses numbered 139 or higher satisfy either requirement.

MATH 139. Precalculus I

This course, which starts with a review of algebra (especially polynomial, rational, and radical expressions; division of polynomials; factoring; and analyzing and graphing linear and quadratic functions), introduces polynomial, rational, exponential, logarithmic, and trigonometric functions. It also introduces the analysis of functions algebraically, graphically, and numerically, along with an introduction to modeling. This course, together with MATH 140 Precalculus II, is a two-course sequence equivalent to the one-semester MATH 141 Precalculus. Prerequisite: MATH 129, or placement by examination or permission of department (3).

MATH 140. Precalculus II

This course continues the study of functions started in MATH 139 Precalculus I. It specifically looks at the algebra of Calculus (including solving equations, finding zeros, finding difference quotients, solving inequalities by sign charts) and analysis of functions and their transformations. It continues the work on polynomial, rational, exponential, logarithmic, and trigonometric equations and functions along with modeling. In trigonometry, the dot product and trigonometric identities are also covered. This course, together with MATH 140 Precalculus II, is a two-course sequence equivalent to the one-semester MATH 141 Precalculus. Prerequisite: MATH 139, or placement by examination or permission of department (3).

MATH 141. Precalculus

This course offers specific preparation for Calculus I. It includes a quick review of algebra and then proceeds with the study of functions (linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric) and their graphs, with an emphasis on modeling and solving problems. It also includes work on the algebra of Calculus. This course is offered in the summer and is an accelerated version of the two-course sequence MATH 139 Precalculus I and MATH 140 Precalculus II. Prerequisite: MATH 129, or placement by examination or permission of department (4).

MATH 209. Discrete Mathematics

Discrete means separate and distinct. Discrete mathematics deals mainly with the natural or counting numbers (1, 2, 3, ...), which are discrete, whereas calculus is concerned with real numbers, which are continuous. This course is an introduction to many of the topics of discrete mathematics such as set theory, logic, discrete probability, linear algebra, computer science, graph theory, game theory, number theory, and group theory. This course teaches some specific techniques and applications, but the emphasis is on problem solving and proof. Prerequisite: MATH 113 or substitution, or placement by examination or permission of department; MATH 129 recommended (3).

MATH 210. Calculus I

This course covers the concepts of the limit of a function, continuity, the derivative, differentiation rules, and curve sketching. Applications in the natural sciences, social sciences, geometry, and business will be emphasized. Prerequisite: MATH 140 or 141, or permission of department (3).

MATH 211. Calculus II

This course, a continuation of Calculus I, covers applications of the derivative, the integral, integration formulas of trigonometric functions, techniques of integration, applications of integration, elementary transcendental functions, and infinite series. Prerequisite: MATH 210 or placement by examination (3).

MATH 213. Linear Algebra

This course analyzes linear transformations, vectors, matrices, linear equations, determinants, Euclidean spaces, and characteristic equations. Prerequisite: MATH 139, 141, 209 or 210, or permission of department; MATH 209 recommended (3).

MATH 224. Statistics

This course presents statistics as the science of collecting, organizing and interpreting data. The focus of this course is to present methods of statistics in a way that emphasizes working with data and mastering statistical reasoning. Real examples from a variety of disciplines will be used throughout the course. This course fulfills the core curriculum quantitative requirement and may be substituted for MATH 113. Prerequisite: MATH 139 or above or permission of department (3).

Mathematics

MATHEMATICS COURSES (MATH)

MATH 230. Cryptography

This course is an introduction to cryptography, the study of methods to disguise messages. Various types of cryptosystems from classical ciphers to public-key ciphers are studied and applications of number theory and group theory to cryptography are explored. Prerequisite: MATH 113 or above or permission of department (3).

MATH 315. Differential Equations

Course develops methods of solving differential equations of the first and second order with applications to scientific problems. It will include solutions by variations of parameters, the method of undetermined coefficients and solutions by series. Prerequisite: MATH 211 (3).

MATH 316 Calculus III

This course is a continuation of Calculus II. It includes the study of parametric equations, polar co-ordinates, solid analytic geometry, partial derivatives, and multiple integrals. Prerequisite: MATH 211 (3).

MATH 319. Modern Algebra

This is an introduction to rings, integral domains, fields, groups, homomorphisms and isomorphisms. Prerequisite: MATH 213 (3).

MATH 320. Philosophy of Mathematics

This course examines some of the fundamental problems in the philosophy of mathematics: the conceptual foundations of mathematics, the nature of mathematical objects, and the methodology of mathematics. Responses to these problems will be studied as well as other aspects of mathematics that make it of philosophical interest such as its abstractness, its applicability to the physical world, and the concept of infinity. Prerequisites: MATH 210 or PHIL 109 or permission of department (3).

MATH 327. Probability

Course explores elementary probability, permutations, combinations, conditional probability, Bayes' Theorem, independence, finite and infinite random variables, expectation, Binomial, Poisson, Normal and Uniform distributions, Law of Large Numbers, Central Limit Theorem. Prerequisite: MATH 211 (3).

MATH 331. Statistics II

This course covers topics in inferential statistics including estimation, hypothesis testing, time series analysis, regression and correlation analysis and an introduction to non-parametric statistics. This course is strongly recommended for students intending graduate study. Prerequisite: BUS 224 (3).

MATH 332. Combinatorics

Combinatorics, a major branch of discrete mathematics, includes enumeration (counting techniques) and graph theory. This course focuses on enumeration and includes such topics as mathematical induction, the pigeonhole principle, permutations and combinations, generating functions, recurrence relations, and the inclusion-exclusion principle including derangements. This course will emphasize combinatorial problem solving and, to a lesser extent, proof. Prerequisite: MATH 209, 210, 211, 213 or BUS 222, or permission of department; MATH 209 recommended (3).

MATH 334. Graph Theory

Graph theory, a branch of combinatorics and discrete mathematics, is the study of graphs consisting of, in the simplest form, vertices (or points) and edges connecting pairs of vertices. This course covers many of the elements of graph theory (paths, cycles, trails, trees, Euler cycles, Hamilton circuits, graph coloring, digraphs, connectivity, networks) with applications to business, computers, and the social and natural sciences. This course will explore both the proof of theorems in graph theory and the use of graphs in proofs. Prerequisite: MATH 209, 210, 211, 213 or BUS 222, or permission of department; MATH 209 recommended (3).

MATH 340. Number Theory

Number theory is the mathematical theory of the integers and, in particular, the natural or counting numbers. This course covers the principles of elementary number theory beginning with mathematical induction and divisibility. Topics include the Euclidean algorithm, the fundamental theorem of arithmetic, linear congruences, theorems of Fermat and Wilson, the Chinese remainder theorem, the Moebius inversion formula, reduced residue systems, and prime numbers. The course concludes with quadratic residues, Gauss's famous law of quadratic reciprocity, and current applications to computer data encryption. This course will emphasize the writing of mathematical proofs. Prerequisite: MATH 209, 210, 211, 213 or BUS 222, or permission of department; MATH 209 recommended (3).

MATH 350. Modern Geometry

The ideas met in Euclidean geometry are extended in three ways: by a study of the foundations of geometry, by advanced topics in Euclidean geometry and by an introduction to projective and non-Euclidean geometries. Prerequisite: MATH 212. (3)

MATH 351. History of Mathematics

This course is an historical survey of the fundamental ideas of mathematics from antiquity to the present day. It is designed to give mathematics majors a deeper understanding of, and cultural appreciation for the significance of mathematics in our civilization. Prerequisite: MATH 210 (3).

MATH 297/397/497. Research

MATH 298/398/498. Directed Study

MATH 299/399/499. Independent Study/Internship

Music

Courses in Music are intended for students who have an interest in studying music as a complement to their chosen program. While these courses do not provide a major in Music, the College does offer courses in music history, appreciation, creation, and performance. Additionally, qualified students may take private instruction in performance through an independent study with Divisional approval (an additional charge may be applicable for this instruction).

Students may also elect to take the Music Minor, which is designed to promote musical knowledge and literacy as a component of interdisciplinary scholarship, and to provide a framework for creative opportunities for students with musical skills already

at an intermediate level. The Music Minor requires 18 credits distributed among three areas of study: Music Scholarship (6-9 credits), Musicianship (3-9) and Creative Production (3-6). In this way, students can customize the minor to complement or expand their interests and abilities. Through our articulation agreement with Hunter College, MMC students may take courses during the fall and spring semesters at Hunter as part of their regular MMC course load. The Hunter Music department offers both a B.A. and M.A. in Music and many of their courses are open to MMC students. For further information and current offerings, inquire in the Fine & Performing Arts Divisional Office.

Division: Fine & Performing Arts
Divisional Chairperson: David Mold, M.F.A.
 dmold@mmm.edu
Division Administrative Secretary: Brooke Harbaugh
 bharbaugh@mmm.edu

Operations Director for FAPA Division: Matthew J. Land, M.F.A.
 mland@mmm.edu
Division Office: Theatre Office, Main Building
Phone: 212-774-0760

Department Faculty: Faculty members from across the College teach music courses.

Andrew Warshaw

Associate Professor of Music and Dance
 Coordinator of Music Minor
 B.A., Wesleyan University
 M.F.A., New York University
 Nugent 560E
 212-774-0772
 awarshaw@mmm.edu

Mark Ringer

Professor of Theatre Arts
 B.A. & M.F.A., UCLA
 Ph.D., University of California, Santa Barbara
 Nugent, Theatre Office
 212-774-0712
 mringer@mmm.edu

MUSIC MINOR

18 Credits

Music Scholarship

Two or Three of the following:

| | |
|---|-----|
| MUS 110 Introduction to World Music | 6-9 |
| MUS 201 Survey of Music | (3) |
| MUS 205 Introduction to Twentieth Century Music | (3) |
| MUS 231 Introduction to Opera | (3) |
| MUS 235 Folk Music Traditions | (3) |
| MUS 361 Literature and Music | (3) |
| MUS 370 History of Rock Music | (3) |
| MUS 372 History of American Jazz | (3) |

Students must complete a total of 12 credits in Music Scholarship and Musicianship. The remaining 6 credits are to be completed in Music Creation and Production.

Appropriate COR 300 courses may be used to fulfill these requirements (with permission of advisor).

Appropriate courses at Hunter College may be substituted for these requirements (with permission of advisor).

Musicianship

Choose from the following:

| | |
|---|-----|
| MUS 108 Elements of Music | 3-6 |
| (1. Pitch and Harmony, 2. Rhythm, 3. Improvisation) | (3) |
| MUS 120 Chorus | (1) |
| Private Vocal Instruction (Musical Theatre Students Only) | (3) |
| DANC 203 Rhythmic Training (non-major sections only) | (3) |

Appropriate courses at Hunter College (including ensembles) may be substituted for these requirements with permission of advisor.

Music Creation and Production

6

| | |
|--|-----|
| MUS 216 Digital Sound Design | |
| or COMM 349 Projects in Digital Sound | |
| or MUS 354 Digital Sound Workshop | (3) |
| MUS 350 Songwriting in the Studio | |
| or MUS 398 Special Topics in Music Composition | (3) |

Appropriate courses at Hunter College (including ensembles) may be substituted for these requirements with permission of advisor.

MUSIC COURSES (MUS)

MUS 108. Elements of Music

This course is designed to develop in the student the ability to read music in two clefs, discern keys, take musical dictation and understand basic rhythmic structures. May be repeated for up to 3 credits (1).

MUS 110. Introduction to World Music

This course provides an introduction to the folk and traditional music of Europe, Africa, Asia and the Americas within the contexts of musical experience, aesthetics, spirituality, and culture. Contemporary examples of these traditional forms will also be studied where relevant. Students will be responsible for weekly listening and reading assignments. Opportunities to hear live music in New York City will be encouraged. Corequisite: WRIT 101 (3).

MUS 205. Introduction to Twentieth Century Music

An introduction to the music of our century from 1910 to the present. Emphasis will be placed on the music of Stravinsky, Bartok, Schoenberg, Hindemith, Debussy, Britten and Shostakovich. A portion of the course will be devoted to American composers (Ives, Gershwin, Copland, Barber and Bernstein). Classes will include live performances as well as guest lectures. Prerequisite: WRIT 102 (3).

MUS 216. Digital Sound Workshop
(same as Comm/Danc 216)

In this course for students interested in all aspects of digital sound creation and design, dedicated informed listening practices will be cultivated to help students understand and produce audio designs for video and film, radio, podcasts, web applications and live performance. Using industry standard software platforms and packages, students will conceive, record, edit, master, and critique digital audio projects in a variety of formats. Non-musicians and musicians will expand their abilities to compose using sound as a medium, by studying a variety of technical and aesthetic strategies of audio production and workflow, and by continuous examination the act of listening. Prerequisite: WRIT 101 (3). Not open to Communication Arts majors.

MUS 231. Introduction to Opera

This course is designed to help students develop the skills and understanding necessary to enjoy opera. It will include the dramatic and musical analysis of several representative operas by such composers as Mozart, Verdi, Wagner and Puccini, and will include attendance at performances. Prerequisite: WRIT 101 (3).

MUS 235. Folk Music Traditions

This course provides an overview of traditional folk music of the British Isles and America. Research will include the Child Ballads and collections of Cecil Sharp, Alan Lomax, and Carl Sandburg. Folksongs will be examined for their literary and musical content. Instrumental music for fiddle, mandolin, banjo, guitar, concertina, and bagpipes will be surveyed through the various recordings of "fiddle tunes" by The Boys of the Lough, The Bothy Band, The New Lost City Ramblers, and others. Guest artists and field trips will be scheduled. Musicians and nonmusicians are welcome. Prerequisite: WRIT 101 (3).

MUS 250 Special Topics in Musicianship

This course provides students with opportunities to acquire beginning and intermediate music making skills that range from vocal and instrumental techniques to improvisation skills. Different topics will be offered in various semesters and will provide appropriate historical and cultural context to the study of technique and music making. The course utilizes the resources of NYC to provide an additional learning component. Prerequisite: WRIT 101 (3).

MUS 320 Special Topics in the History and Nature of Music

This course provides students with opportunities to acquire advanced research, listening and analytical music from a variety of fields and disciplinary perspectives. The course utilizes the resources of NYC in providing a variety of experiential components. Prerequisite: WRIT 101 (3).

MUS 350. Songwriting in the Studio

A songwriting workshop with exercises and criticism from teacher/mentor. Half the classes meet in the Digital Sound Studio. The course places emphasis on discovering and refining artistic "voice," especially as supported by the tools and techniques of the recording studio, rather than the stage. Students produce recordings of several songs. Prerequisite: by interview/ audition only (3).

MUS 354. Digital Sound Workshop

This course provides an opportunity for students to define and complete recording studio projects with the guidance of a teacher/mentor. Digital Sound Workshop projects can involve the recording, editing, and mastering of musical or spoken-word projects, the production of audio programming for internet or radio broadcast, or the production of recorded music or effects for live theatrical performance, dance, film, and video. It could also involve the composition, creation, and recording of original vocal and instrumental music

(live and MIDI), or "sound composition" using sampled or pre-recorded sources. The instructor presents lessons relevant to the semester's topic and supervises the presentations of projects in a workshop setting. Prerequisite: COMM 349 or equivalent experience (3).

MUS 361. Literature and Music

This course explores interrelationships between literature and music, how selected literary works have inspired compositions, how poems become songs, how legends and folklore become incorporated into music, how human experience becomes creatively expressed in both music and literature. Prerequisite: WRIT 102 (3).

MUS 370. History of Rock Music

This course explores rock and roll music from its inception in the mid 1950s to the present. The impact of rhythm and blues, jazz forms, and radio and television upon early rock, and the social and cultural contexts of the times will be studied. Topics to be explored include various evolutionary developments such as "doo-wop," soul, blues, folk rock, psychedelic rock, heavy metal, and punk. Musical artists/groups can include Janis Joplin, Patti Smith, Frank Zappa, The Rolling Stones, B.B. King, Madonna, Aretha Franklin, The Beatles, The Who, The Buzzcocks, and The Supremes. Students will develop listening and research skills; there will be several substantial writing assignments. Prerequisite: WRIT 102 (3).

MUS 372. History of American Jazz

Through a broad investigation of jazz history, from its African roots and early twentieth century origins through its various developments to the present, students will explore the diverse styles of American jazz and the cultural and social dynamics that contributed to this uniquely American form. Styles explored will include ragtime, blues, swing, bebop, funk, fusion, and free jazz. Musical artists include Scott Joplin, "Jelly Roll" Morton, Louis Armstrong, Bessie Smith, Duke Ellington, Thelonius Monk, Charlie Parker, Miles Davis, John Coltrane and Ornette Coleman. Students will develop listening and research skills, engage music experientially (no musical training necessary), and respond imaginatively and creatively to the possibilities of the jazz medium. Prerequisite: WRIT 102 (3) or WRIT 210 (3).

MUS 297/397/497. Research**MUS 298/398/498. Directed Study****MUS 299/399/499. Independent Study/Internship**

Philosophy and Religious Studies

Philosophy and religious studies are at the core of the liberal arts. In different ways, each concentration introduces students to both the most profound and universal questions humans have asked, and to their most thoughtful and enduring answers.

The Philosophy and Religious Studies major at Marymount Manhattan College is designed to 1) Help students identify the central questions and issues of human experience, specifically those dealing with the nature of reality, knowledge, and values; 2) Show students how these questions have been dealt with and answered by the greatest minds in history; 3) Give students the tools to investigate, explore, and answer the questions themselves, tools such as the ability to analyze texts critically, and the capacity for basic philosophical reflection; 4) Help students to understand the nature and function of religion in individual life and human society and to understand historical and contemporary differences and similarities of religious systems.

The Philosophy and Religious Studies program offers a major in which students may concentrate in either discipline, as well as minors in both Philosophy and Religious Studies.

Philosophy

Philosophy, literally “the love of wisdom,” is an investigation of the most important and central questions about the world and human existence. Among these questions, are: What can I know? What is truth? Does God exist? What is the highest good for human beings? How ought I to live my life? What is human nature? What is reality? What is art? What is the mind? What is the best government or political arrangement? What is justice?

When he was on trial for his life for having practiced philosophy, Socrates famously said, “The unexamined life is not worth living.” This means that in order to live fully and meaningfully, we need to understand our world and ourselves. As philosophers, then, we pose the central philosophical questions not merely as an academic exercise, not merely to gain theoretical insights or abstract knowledge. Rather, we explore these questions and investigate these ideas as a way to transform our lives. Often, perhaps most often, it’s not the resulting knowledge that’s transformative; it is the process of asking and investigating the questions that changes us. To do philosophy is to live the examined life.

The Philosophy concentration at MMC focuses on the history of philosophy and the greatest works of that history. Students read and study such thinkers as Plato, Aristotle, Thomas Aquinas, René Descartes, John Locke, Immanuel Kant, Friedrich Nietzsche, and Simone de Beauvoir. These great minds represent diverse ways of approaching, examining, and answering the most important questions. Far from being merely of academic or historical interest, they continue to show us different ways to investigate and transform our lives. In reading their works, in talking and arguing about them, we understand the world and ourselves better. In addition, students also consider recent critiques of Western philosophy from the perspective of Asian and African cultures, of feminism and revisionist philosophical positions.

Religious Studies

The Religious Studies concentration emphasizes an interdisciplinary and cross-cultural approach to the study of world religions. Students are encouraged to examine a plurality of religious worldviews through various humanistic and social scientific perspectives. The study of religion begins with historical and literary analysis in order to acquire a solid grounding for understanding belief systems around the world. The student is then encouraged to reflect upon the meaning of religious concepts in a dialogue with his or her own beliefs and academic disciplines such as sociology, art, psychology, philosophy, and science. The academic study of religion explores the range of humanity’s cultural and social development, setting a broad foundation for the experience of other cultures and for critical thinking in a variety of fields.

Philosophy and Religious Studies and Your Life After College

The Philosophy and Religious Studies program at MMC emphasizes the reasoning, argumentation, and critical thinking skills essential to the examination and understanding of human existence and the world at large. These skills are universally applicable in our lives and professions, and are necessary tools for living the examined life. Students who become proficient in philosophy and religious studies thus not only have a better, richer understanding of themselves and the world around them, they are also well prepared for entry-level positions in a broad range of professions and in business. They are likewise prepared for further professional study and research. In addition, the study of philosophy and religious studies is excellent pre-law training, since reasoning and argumentation are essential tools for attorneys.

Division: Humanities
Division Chairperson: Peter Naccarato, Ph.D.
Division Administrative Secretary: Eleanor Bazzini
ebazzini@mmm.edu

Division Office: Main 517
Phone: 212- 517-0641

Philosophy and Religious Studies

Department Faculty:

Mark T. Conard

Associate Professor of Philosophy
Chair, Department of Philosophy and Religious Studies
B.A., Wright State University, Dayton, Ohio
M.A., Miami University, Oxford, Ohio
Ph.D., Temple University
Main 517
212-774-0704
mconard@mmm.edu

Bradley L. Herling

Associate Professor of Religious Studies
B.A., Wesleyan University
Ph.D., Boston University
Main 517
212-517-0618
bherling@mmm.edu

Carrie-Ann Biondi

Associate Professor of Philosophy
B.A., Hofstra University
M.A. & Ph.D., Bowling Green State University
Main 517
212-517-0637
cbiondi@mmm.edu

MAJOR: PHILOSOPHY AND RELIGIOUS STUDIES (1509)

36 Credits

B.A. General Education: 42 Credits; Major: 36 Credits; Elective Credits: 42 Credits

Learning Goals for the Major in Philosophy and Religious Studies

Upon completing the Philosophy and Religious Studies major, students will be able to:

- Identify the central questions and issues of human existence, specifically those dealing with the nature of reality, knowledge, and values.
- Articulate how these questions have been dealt with and answered by the greatest minds in history.

- Investigate, explore and answer the questions themselves, using tools they will have developed such as the ability to analyze texts critically, and the ability for basic philosophical reflection and critical thinking.
- Explain the nature and function of religion in individual life and human society, and historical and contemporary differences and similarities of religious systems.

Core Requirements

| | |
|--|---|
| PHIL 101 Introduction to Philosophy | 3 |
| PHIL 103 Introduction to Ethics | 3 |
| RS 120 Introduction to the Religions of Asia | 3 |
| PHIL 322 Philosophy of Religion | 3 |
| RS 346 Theory and Method in the Study of Religion | 3 |
| PHIL/RS 420 Philosophy and Religious Studies Seminar | 3 |

One of the following: 3

| | |
|------------------------------|-----|
| PHIL 201 Ancient Philosophy | (3) |
| PHIL 203 Medieval Philosophy | (3) |
| PHIL 305 Modern Philosophy | (3) |

The remaining 15 credits should be earned by completing one of the following concentrations:

PHILOSOPHY CONCENTRATION

Students must take at least 3 credits in the History of Philosophy group, and at least 6 credits in the Topics in Philosophy group. Students must take at least 3 courses at the 300/400 level. Classes taken as part of the Major's core requirement cannot count for the History of Philosophy requirement.

| | | | |
|---|-----|---|-----|
| History of Philosophy | 3 | PHIL 334 20th-Century Philosophy | (3) |
| PHIL 201 Ancient Philosophy | (3) | PHIL 401 Plato | (3) |
| PHIL 203 Medieval Philosophy | (3) | PHIL 403 Aristotle | (3) |
| PHIL 211 American Philosophy | (3) | PHIL 407 Marx | (3) |
| PHIL 305 Modern Philosophy | (3) | PHIL 410 Classic Philosophical Texts | (3) |
| PHIL 307 Phenomenology | (3) | PHIL 425 Kierkegaard | (3) |
| PHIL 314 Women Philosophers of the Past | (3) | | |
| PHIL 317 Existentialism | (3) | Topics in Philosophy | 6 |
| PHIL 329 Indian Philosophy | (3) | PHIL 109 Introduction to Logic | (3) |
| PHIL 333 19th-Century Philosophy | (3) | PHIL 206 The Philosophy of Life, Death, and Dying | (3) |

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

| | |
|--|---|
| PHIL 228 Science and Technological Issues and Philosophy (3) | PHIL 325 Philosophy of Language (3) |
| PHIL 251 Aesthetics and Criticism (3) | PHIL 330 Metaphysics (3) |
| PHIL 261 Political Philosophy (3) | PHIL 331 Philosophy of Mind (3) |
| PHIL 263 Contemporary Political Philosophy (3) | PHIL 332 Popular Culture and Philosophy (3) |
| PHIL 268 Women, War and Peace (3) | PHIL 336 Philosophy and Film (3) |
| PHIL 287 Philosophy of Law (3) | PHIL 337 Symbolic Logic (3) |
| PHIL 306 Environmental Ethics (3) | PHIL 345 Value Theory (3) |
| PHIL 308 Epistemology (3) | PHIL 347 Contemporary Ethical Issues (3) |
| PHIL 310 Philosophy of Art (3) | PHIL 357 Problems in Philosophy (3) |
| PHIL 320 Philosophy of Mathematics (3) | PHIL 408 Feminist Theories (3) |

RELIGIOUS STUDIES CONCENTRATION

Students must take at least 3 credits in the Themes and Methods group, and at least 6 credits in the Areas and Traditions group. Students must take at least 3 courses at the 300/400 level. Courses taken as part of the major core cannot count towards the concentration.

| Themes and Methods in Religious Studies | 3 | Areas and Traditions in Religious Studies | 6 |
|---|---|---|---|
| RS 207 Religion and Psychology (3) | | RS 115 Introduction to Judaism, Christianity, and Islam (3) | |
| RS 216 Religion and Sexuality (3) | | RS 200 World's Major Religious Texts (3) | |
| RS 228 Religion & Gender (3) | | RS 225 The Hebrew Bible (3) | |
| RS 220 Religion & Politics (3) | | RS 226 The New Testament (3) | |
| RS 312 The Bible as Literature (3) | | RS 320 Islam (3) | |
| RS 315 Religion and Experience (3) | | RS 321 Christianity (3) | |
| RS 318 Religion and Literature (3) | | RS 324 Mysticism: East and West (3) | |
| RS 333 Religion, Society, and Culture (3) | | RS 329 Indian Philosophy (3) | |
| RS 340 Comparative Religious Ethics (3) | | RS 332 Judaism (3) | |
| RS 344 The Extremes of Religion (3) | | RS 337 Buddhism (3) | |
| RS 466 Religion and Social Justice (3) | | RS 339 Hinduism (3) | |
| | | RS 348 Islamic Ethics of War and Peace (3) | |
| | | RS 350 Christian Ethics of War and Peace (3) | |

MINOR: PHILOSOPHY

18 Credits

| | | |
|--|----|--|
| Two courses as follows: | 6 | Learning Goals for the Minor in Philosophy: |
| PHIL 101 Introduction to Philosophy or | | Students who complete the Philosophy minor will: |
| PHIL 103 Introduction to Ethics | 3 | • identify concerns at the heart of human experience, especially those pertaining to the fundamental nature of reality, knowledge, and values; |
| PHIL 109 Introduction to Logic | 3 | • articulate the way the greatest thinkers have addressed these concerns throughout human history; |
| Four Philosophy electives, three of which must be at the 300 level or above | 12 | • and respond to these issues themselves, building on a firm foundation of formal reasoning, analytic method, and critical intelligence. |

MINOR: RELIGIOUS STUDIES

18 Credits

| | | |
|--|--|---|
| Learning Goals for the Minor in Religious Studies: | | • articulate the way religious communities have addressed these concerns throughout history, in relation to other social and cultural forces; |
| Students who complete the Religious Studies minor will: | | • and respond to these issues themselves, building on a firm foundation of cultural literacy, analytic method, and critical intelligence. |
| • identify concerns at the heart of human experience, especially those pertaining to the fundamental nature of reality, knowledge, and values; | | |

| | | | |
|---|---|---|---|
| All of the following: | 9 | Three Religious Studies electives, two of which must be at the 300 level or above. | 9 |
| RS 115 Introduction to Judaism, Christianity, and Islam | 3 | | |
| RS 120 Introduction to the Religions of Asia | 3 | | |
| PHIL 322 Philosophy of Religion | 3 | | |

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

PHIL 101. Introduction to Philosophy

This course introduces the student to some of the basic themes in Western philosophy insofar as it is a study of the structure of reality and a study of the ways of knowing. Special attention will be paid to methods philosophers use to achieve their insights. Corequisite: CAA 099, if required [Offered: F, S each year] (3).

PHIL 103. Introduction to Ethics

This course introduces the student to the basic themes in the Western tradition of ethics. The nature of virtue, the criterion of morality, and moral absolutes will be explored. The basic division between value systems that take experience at face value and those that do not will be emphasized. Corequisite: CAA 099, if required (3).

PHIL 109. Introduction to Logic

In this course the student is introduced to basic concepts and techniques of formal and informal logic. Immediate inferences, syllogisms, fallacies, and propositional calculus will be explored. Emphasis will be placed on the concepts of form, substitution, and replacement. Non-audit. Corequisite: CAA 099, if required (3).

PHIL 201. Ancient Philosophy

Differentiation of philosophy from mythic culture, the contributions of the Milesians, Pythagoreans, and Eleatics, the importance of Socrates, Plato's vision, Aristotle's work of systematization, the Stoics and Epicureans, and the ecstatic philosophy of Plotinus constitute the content of this course. Prerequisite: WRIT 101 (3).

PHIL 202. African Philosophy

This course will study African Philosophy, in Africa and in the African Diaspora, from ancient times to the present, with emphasis on the last two hundred years. Particular attention will be given to colonization, the anti-colonial struggles, de-colonization, development, and globalization. (3).

PHIL 203. Medieval Philosophy

This course studies the origins of medieval thought in Augustine, Plotinus, and Boethius and examines the developments of the twelfth-century Renaissance and its fruits in such thirteenth-century philosophers as Aquinas and Bonaventure. Prerequisite: WRIT 101 (3).

PHIL 206. The Philosophy of Life, Death, and Dying

This course will examine various metaphysical and ethical issues that arise once we begin to reflect on our mortality. What does it mean to say that a person has died? What kind of fact is that? What happens when we die? The possibility that physical death may not be the end is considered. If we were immortal, would that be desirable? Also, different attitudes toward death are evaluated. Is death an evil? How? Why? Is suicide or euthanasia ever permissible? How should the knowledge that I am going to die affect the way I live my life? What does it mean to say that a person is alive? And what is the meaning of life? Prerequisite: WRIT 101 (3).

PHIL 211. Introduction to American Philosophy

This course considers the historical development of American thought from the colonial period to the present. Areas of emphasis include the American Dream, Puritan ethic, and the notion of progress and process. Major consideration is given to the development of Pragmatism as the outstanding philosophical position in American thought. Prerequisite: WRIT 101 (3).

PHIL 228. Science and Technological Issues and Philosophy

This course will explore current issues in science and technology from the point of view of philosophy and provide philosophical analysis of the public debate on these issues. Internet development, the relation of logic and computer development, and stem cell and fetal research will be among the issues considered. Corequisite: WRIT 101 (3).

PHIL 251. Aesthetics and Criticism (Same as ART 291)

This course introduces the student to major contributions to the philosophy of art and beauty. It examines the role of criticism in the arts and its relation to philosophical considerations. The first part of the course considers the aesthetic theories of Plato, Aristotle, Plotinus, Kant, Hegel, and Nietzsche. In the second part of the course the nature of criticism in the arts and its relation to aesthetic theory is explored. Prerequisite: WRIT 102 (3).

PHIL 261. Political Philosophy

Course provides an overview of the major developments of political thought in the Western philosophical tradition. The course also contrasts the classical tradition with contemporary political philosophies. Major authors to be read include Plato, Aristotle, Machiavelli, Hobbes, Locke, Jefferson, Thoreau, Marx, Gandhi, and Fanon. Prerequisite: WRIT 101 (3).

PHIL 287. Philosophy of Law

The course begins with a survey of a few central texts in jurisprudential thought that range over natural law theory, legal positivism, and critical legal studies. In this part of the course, students perform a conceptual analysis of the law, asking such questions as: What is law? How is it different from other systems of norms, such as morality? What role do judges play in the creation of the law, or do they merely apply it? The second half of the course will deal with questions of normative jurisprudence. Specifically, students investigate what moral limits there are on what the law can command or prohibit. This investigation begins with the classical liberal defense of the "harm principle," and then goes on to examine challenges to that principle including legal moralism, legal paternalism, and the legal prohibition of offense. Prerequisite: WRIT 101 (3).

PHIL 305. Modern Philosophy

This course surveys major themes of Rationalism and Empiricism, as developed in the 17th and 18th centuries by thinkers such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. The mind-body problem, the relationship between experience and science, questions of knowledge and of the existence of God, issues of subjectivity and objectivity, and the understanding of substance and nature are explored. Prerequisite: WRIT 102 & one previous PHIL course (3).

PHIL 306. Environmental Ethics

This course will introduce basic ethical theories and concepts that are frequently used to formulate and justify environmental policy, investigate the question of our ethical relations and responsibility to objects and systems in the natural world, explore the relationship between ethics and environmental issues, and examine how that relationship is manifested in contemporary public policy debates over the environment. Prerequisites: WRIT 102 or 201 (3).

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

PHIL 307. Phenomenology

This course approaches phenomenology as a critique and alternative to the Cartesian conception of human beings and our relation to the world. The course considers the work of Locke, Berkeley, and Hume as the background against which phenomenology derives its philosophical force. The course focuses on the major figures in the phenomenological movement, including Husserl, Heidegger, and Merleau-Ponty. Within the Cartesian framework, several classical philosophical problems are sharpened, e.g., the relation between mind and body, the “reality” of the external world, and our relationship to others, including the existence of other minds. Phenomenologists argue for an alternative way to conceive of human beings and their relation to the world. Prerequisites: WRIT 102 & one previous PHIL course (3).

PHIL 308. Epistemology

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Are we capable of knowing anything other than our own states of mind, including the minds of others, the future, and our physical surroundings? Epistemology—the study of the nature and scope of knowledge—is the branch of philosophy concerned with such questions. This course covers historical and contemporary approaches to the question of what knowledge is, what makes a belief true, and how beliefs are justified. Skepticism about the possibility of knowledge will also be discussed, as will possible responses. Other topics may include induction, naturalism, and the internalism/externalism debate. Prerequisites: WRIT 102 & one previous PHIL course (3).

PHIL 310. Philosophy of Art (Same as ART 310)

This course is intended to help the advanced student understand the philosophical perspectives that inform particular periods or trends in the history of art. It will also analyze the degree to which these perspectives have shaped or can shape the way we look at or interpret works of art. These issues will be explored through readings in theoretical texts, artists' writings, and visual analysis of works of art. Prerequisites: WRIT 102 & ART 250 or 252 & PHIL 101, 103, or PHIL 251/ART 291 (3).

PHIL 317. Existentialism

This course examines major thinkers in the existentialist movement. Precursors such as Kierkegaard, Dostoevsky, Kafka, and Nietzsche are surveyed. Special emphasis is placed on the study of Heidegger, Jaspers, Marcel, and Sartre. Prerequisite: WRIT 102 & one previous PHIL course (3).

PHIL 320. Philosophy of Mathematics

This course examines some of the fundamental problems in the philosophy of mathematics: the conceptual foundations of mathematics, the nature of mathematical objects, and the methodology of mathematics. Responses to these problems will be studied as well as other aspects of mathematics that make it of philosophical interest such as its abstractness, its applicability to the physical world, and the concept of infinity. Prerequisites: MATH 210 or PHIL 109 or permission of department (3).

PHIL 322. Philosophy of Religion

This course is an advanced seminar that investigates central issues in philosophy of religion, including religious diversity and pluralism, proofs for the existence of a monotheistic God, the sources and validity of religious knowledge, the nature of religious experience, and the problem of evil. Prerequisites: WRIT 102; two PHIL courses or one PHIL & one RS course (3).

PHIL 324. Business Ethics

This course will introduce basic ethical theories and concepts that are frequently used to formulate and justify policies regulating business and investigate the purposes, relationships, and responsibilities involved in business activities. Students will confront a number of morally and legally complex issues that arise on both a domestic and international scale. Topics covered may include the nature and purpose of business, controversies regarding hiring and firing practices, financial practices, the conduct of multinational corporations, the globalization of the economy, labor rights, environmentalism, and information disclosure. Prerequisites: WRIT 102 or 201 (3).

PHIL 325. Philosophy of Language

This course explores the nature of language and various philosophical questions that can be posed about language. What is language? What is its meaning? Are the truth and falsehood of our utterances determined by the world or by social conventions? How are we to understand the connections between names and the objects to which they refer? How do we know that our meaning is conveyed as we intended?

Can we have thought without language? Are there insuperable difficulties in translation and interpretation? Does language use presuppose rationality? Thinkers covered include Frege, Wittgenstein, Russell, Quine, Austin, and Searle, among others. Prerequisites: WRIT 102; one previous PHIL course (3).

PHIL 329. Indian Philosophy (See course description under Religious Studies.)

PHIL 330. Metaphysics

Metaphysics is the branch of philosophy that seeks to understand the ultimate nature of reality—what the nature of the world really is, what things the world contains, what the different categories of existing things are, and what relations exist among those things. This course will consider issues such as existence and identity, personal identity, possibility and necessity, substance, matter, form, free will, universals and particulars, space and time, consciousness, and causation. Prerequisites: WRIT 102 & one previous PHIL course (3).

PHIL 332. Popular Culture and Philosophy

This course examines the intersection of popular culture phenomena, e.g., television shows, films, etc., and philosophy. Specifically, we will look at these phenomena both as a vehicle for exploring traditional philosophical themes and ideas, and also as philosophically interesting texts in their own right, i.e., as texts which either contain philosophically relevant ideas and/or as texts which are in some sense themselves worthy of philosophical analysis. Prerequisites: WRIT 102 & PHIL 101 or 103; or permission of department. (3)

PHIL 333. 19th-Century Philosophy

The course covers the movement of thought in Europe after Kant, focusing on such topics as: history as an articulation of reason; critiques of religion and morality; and notions of human individuality and life that became the basis for the 20th-century philosophies, phenomenology and existentialism. Figures studied may include Kant, Fichte, Schelling, Schiller, Schopenhauer, Hegel, Dilthey, Feuerbach, Marx, Dostoevsky, Kierkegaard, and Nietzsche. Prerequisites: WRIT 102 & one PHIL course. (3)

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

PHIL 331. Philosophy of Mind

This course is a philosophical study of the mind and consciousness and focuses on such issues as the nature of mind, the relation of the mind to the body (and specifically to the brain), the question of whether mental states are reducible to brain states, and the issue of whether the mind and consciousness are accessible via natural scientific methods. The course begins with a brief investigation of classical treatments of philosophy of mind, which sets the context for the examination of the contemporary discussion of the subject matter. The class focuses primarily on those thinkers from the Anglo-American "Analytic" tradition who (for the most part) take a scientific approach in their attempts to understand the mind's place in the natural, physical world. Prerequisites: WRIT 102 & one previous PHIL course (3).

PHIL 334. 20th-Century Philosophy

This course is a survey of major philosophical questions and themes of the 20th century. The developments of process thought, analytical and symbolic thinking, structuralism, and post-modernism are explored. Positions developed in Europe and the United States and reactions to these positions from African, African-American, Latino, and feminist points of view, among others, are considered. This course satisfies the Philosophy Minor in General and History of Philosophy Areas and provides insight into many aspects of 20th-century literature, psychology, politics, and science. Prerequisites: WRIT 102 & one PHIL course. (3).

PHIL 336. Philosophy and Film

This course studies the philosophical analysis and interpretation of film. Students are given some background of film as a medium, and then learn to discern the philosophical elements of various films, and to analyze philosophically and interpret films on their own. Prerequisites: WRIT 102 & one PHIL course (3).

PHIL 337. Symbolic Logic

Logic is the study of the principles of correct reasoning; symbolic logic is the branch of logic that studies correct reasoning using artificial, formal languages, much like the formal languages used in mathematics. This course will introduce two formal languages, sentential (or propositional) and quantificational (or predicate) logic, which students use to analyze certain patterns of inference made in natural languages. The class studies the techniques for constructing arguments in these languages and for evaluating the validity

and soundness of such arguments. In addition, students will learn techniques for constructing formal proofs of arguments in these languages. Prerequisite: PHIL 109 (3).

PHIL 340. Ethics and Law

This course will introduce basic ethical theories and concepts that are frequently used to formulate and justify public policy and law, explore the relationship between ethics and law, examine how that relationship is manifested in contemporary public policy and legal issues, and study several court cases as they relate to the intersection of ethics and law. Prerequisites: WRIT 102 or 201 (3).

PHIL 345. Value Theory

This course explores various metaethical and moral epistemological theories that underlie competing normative theories and respond to moral skepticism. Topics to be studied may include the truth-value of moral claims, the structure of value, types of value, monism versus pluralism, subjectivism versus objectivism, naturalism versus nonnaturalism, the fact/value distinction, the nature of moral entities, moral motivation, and methods of moral knowledge. Prerequisites: WRIT 102 and PHIL 103 (3).

PHIL 347. Contemporary Ethical Issues

This course examines the complexity of issues that surround many situations people must experience. The questions of abortion, media morality, government morality, euthanasia, and responsibilities of rich nations to poor nations will be among those explored. Prerequisites: WRIT 102 & PHIL 101 or 103 (3).

PHIL 401. Plato

In this course major works of Plato are examined: Apology, Crito, Phaedo, Republic, Phaedrus, Symposium, Gorgias, and Sophist. Themes such as the soul, virtue, knowledge, the real and the apparent, and the ideal state will be discussed. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

PHIL 403. Aristotle

In this course the major contributions of Aristotle to Western philosophy are explored. Emphasis is placed on the Organon, the Metaphysics, the Physics, and the Nichomachean Ethics. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

PHIL 407. Marx

Course is a study of the main features of Marx's philosophy in the context of its 19th century development. It will include intensive reading in Marx and a consideration of the implications, political and philosophical, for the contemporary world. Prerequisites: WRIT 102 or 201; and two previous PHIL courses or by permission of the department.

PHIL 408. Feminist Theories

Course explores themes and issues in the development of feminist theory in the modern and post-modern world. Questions studied will include the role of feminism as critic of philosophy, the challenge to categories of "public" and "private," common good and private interest, the examination of "subjective" and "objective" description, and changing understandings of ethics and virtue. Transformation of philosophical understanding in light of increasing global consciousness will also be considered in light of the role of feminism and the leadership of women in recent socio-political and economic changes. Prerequisites: WRIT 102 & PHIL 101, 103 or SOC 213; or permission of department (3).

PHIL 409. History and Philosophy of Science

This course examines and traces the development of scientific thought through the eyes of both philosophers and scientists and examines the controversies and restructuring of our outlook, especially with the introduction of relativity and quantum mechanics in the early 20th Century. These ideas are therefore studied for what they tell us about how humans relate cognitively to the universe, in both active and passive senses. Prerequisite: WRIT 102; two previous PHIL courses, or one PHIL course and one GS, BIO, CHEM, or PHYS course (3).

PHIL 410. Classic Philosophical Texts

This course is a seminar for advanced students centered around one great work from the history of philosophy. The great work under consideration will vary, but such works could include: Plato's Republic, Aristotle's Nichomachean Ethics, Kant's Critique of Pure Reason, Hegel's Phenomenology of Spirit, or Heidegger's Being and Time. The seminar will emphasize close reading of the text, but we will also explore the genesis of the text and major strands of interpretation that it has inspired. Students must have already had significant exposure to the history of philosophy and have developed some capacity for philosophical thinking. Prerequisites: WRIT 102 & two PHIL courses, one of which must be at the 300-level or above, or permission of the department (3).

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

PHIL 420. Philosophy and Religious Studies Seminar (same as RS 420)

This is an integrative and interdisciplinary capstone course for the Philosophy and Religious Studies major, intended for juniors and seniors who have completed most of their major departmental requirements. A different topic or series of topics will be covered in any particular semester and the course may, on occasion, be team taught. Topics covered include: Theories of Human Nature, Free Will, God and the Problem of Evil. Prerequisites: PHIL 101, 103 & 322 & RS 120 (3).

PHIL 425. Kierkegaard

This course will be devoted to careful reading of some of Soren Kierkegaard's most influential works. We will contextualize Kierkegaard in the history of Western thought and attend to important themes in his heterodox Christian philosophy of religion: paradox, subjectivity, inwardness, existentialism, guilt, despair, sin, and death. Assigned works to include *Concluding Unscientific Postscript*, *Fear and Trembling*, *Philosophical Fragments*, and *The Sickness Unto Death*. Prerequisites: WRIT 102 & two PHIL courses (3).

PHIL 440. Kant

Immanuel Kant's work had a major impact on almost all of the sub-disciplines of philosophy: metaphysics, epistemology, ethics, aesthetics, logic, and political theory. And while there are many philosophers who disagree with Kant, very few have been able to avoid his influence altogether. His impact has been felt most dramatically in metaphysics, epistemology, and ethics. This course, which is designed to familiarize students with the most important aspects of Kant's work, will focus on these three topics. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

PHIL 297/397/497. Research

PHIL 298/398/498. Directed Study

PHIL 299/399/499. Independent Study/Internship

PHIL 396/496. Teaching Apprenticeship

RELIGIOUS STUDIES COURSES (RS)

RS 110. Faith and Doubt

Does religious faith remain a valid, well founded, and necessary aspect of human experience? Or have the events of the last century (or the last decade) shattered it beyond repair? This course offers an introduction to normative questions in the study of religion by investigating the experience of faith and doubt during the last century. We will attend closely to the effects of science, war, genocide, discrimination, and terrorism on religious consciousness, through literature, memoir, and film. Readings may be from C.S. Lewis, Freud, Wiesel, Malcolm X, Ayaan Hirsi Ali, and the "New Atheism" (3).

RS 115. Intro to Judaism, Christianity, & Islam

This course offers an introduction to the major religions of the West (Judaism, Christianity, and Islam) that focuses on their historical development, grounding concepts, and dominant practices. Special attention will be devoted to the common lineage of these traditions and the radical divergences between them, leading up to a consideration of the religious divisions that trouble our world today. Selected readings from primary sources, audio-visual material, and site visits will provide vital data for the course (3).

RS 120. Introduction to the Religions of Asia

This course offers an introduction to the religions of Asia, with a particular emphasis on the traditions of India, China, and Japan. Emphasis will be placed on Hinduism, Buddhism, Taoism, and Confucianism, but Jainism, Islam, Sikhism, Chinese popular religion, and Shintoism will also receive attention. Students will gain literacy in the historical development, grounding concepts, and dominant practices of these traditions, while also attempting to engage empathetically with a widely divergent set of religious worldviews. Selected readings from primary sources, audio-visual materials, and site visits will provide vital data for the course (3).

RS 200. World's Major Religious Texts

The course centers on the texts of the world's major religions: Hebrew and Christian scriptures, the Islamic Qur'an, and major texts of Buddhism and Hinduism. Each text will be studied against its historic/geographic background. The focus will be on notable similarities and differences informed by contemporary scholarship. Prerequisite: WRIT 101 (3).

RS 207. Religion and Psychology

This course will examine the complementation of religion and psychology in many aspects of the human person through the media of selected films, dramas, and stories. Prerequisite: WRIT 101 [Offered: F, S] (3).

RS 216. Religion and Sexuality

This course examines the often intimate connection between religion and sexuality. Emphasis will be placed on the ways a variety of religious traditions have both imagined and constructed human sexuality, with special attention to creativity and reproduction, rites of passage, ritual behavior and sexual conduct, the sexual act(s), eroticism and the mystical path, sex and gender roles (especially marriage), and sexual orientation. The course will conclude with a consideration of a contemporary issue (e.g., abortion or same-sex marriage) that is at the intersection of religion and sexuality. Prerequisite: WRIT 101 (3).

RS 220. Religion and Politics

This course will introduce students to the various ways religion has influenced (and been influenced by) politics throughout history and across cultures. To do so, this course will address five specific issues: 1) How religion has influenced the most prominent theories about the nature and function of government; 2) The various ways individuals have conceptualized the relationship between religion and law; 3) The role religion has played in elections and political participation, more generally; 4) How religions have instigated, justified, and/or challenged the use of military force to wage war; and 5) The historical and ideological relationship between religion and terror. Prerequisite: WRIT 101 (3).

Philosophy and Religious Studies

RELIGIOUS STUDIES COURSES (RS)

RS 225. The Hebrew Bible

The Hebrew Bible is foundational for Jews, Christians, and Muslims, and its cultural influence has been profound. This course engages in historical and literary analysis of the text, with a special emphasis on its development and genres: the primordial and national narrative, legal/ritual codes, the historical and prophetic texts, the wisdom literature, and later apocalyptic writings. Prerequisite: WRIT 101 (3).

RS 226. The New Testament

The New Testament is the authoritative collection of scriptures in the Christian tradition, and its cultural influence has been profound and widespread. This course engages in historical and literary analysis of the text, with a special emphasis on its development and genres: the gospels (Matthew, Mark, Luke, and John), the Pauline letters, history of the early Christian movement (Acts), and apocalyptic (Revelation). Prerequisite: WRIT 101 (3).

RS 228. Religion and Gender

This course will introduce students to the various ways religious practice and belief have influenced (and been influenced by) gender norms throughout history and across cultures. More specifically, we will explore the status of women, constructions of the feminine and masculine, norms regarding homosexuality, and the prescribed role of the family in a variety of religious traditions. Attention will be given to both conservative constructions of gender and strands of resistance to

RS 312. The Bible as Literature

(Same as ENG 312)

This course will investigate the Bible (both the Hebrew Bible and the New Testament) as a literary text. Theories of authorship and audience will be investigated, building toward literary analysis of the Bible's development, language, and genres (narrative, poetry, wisdom literature, gospels, letters, etc.). Students will also employ contemporary literary theories in analyzing the text. Prerequisite: WRIT 102 & one RS or ENG course (3).

RS 315. Religion and Experience

What makes an experience "religious"? This course will inspect the ways in which religion manifests itself in human consciousness in a variety of religious traditions. Through our examination of religious emotions, attitudes, visions, and conversations, we will describe the value ascribed to these experiences while also investigating their validity and authority. Readings may include William James, *The Varieties of Religious Experience*, the Tao Te Ching, Augustine, *Confessions*, *The Autobiography of Malcolm X*, and Shunryu Suzuki. Prerequisite: WRIT 102 & one RS course or permission by the department(3).

RS 318. Religion and Literature

(same as Ewl 318)

This course is a historical and genre-based exploration of the intersection between religion and literature. The course will include consideration of scriptural texts, as well non- or post-religious texts that persist in expressing religious themes. Course readings to include examples of Greek tragedy, biblical texts, Hindu and Buddhist scripture, mystical poetry, post-Holocaust literature, and the modern/post-modern novel. Prerequisite: WRIT 102 & one RS or ENG course or permission of the department (3).

RS 320. Islam

This course offers a thorough introduction to the history, beliefs, and practices of Islam. Beginning with the cultural and religious context from which this tradition arose, the course goes on to explore the life of the prophet Muhammad, the teachings of the Qur'an, central doctrines and rituals, and the diversity of global Islam. Finally, we will examine the relationship between Islam and modernity, as well as the way that Islam and Muslims are perceived in post-9/11 America. Prerequisite: WRIT 102 & RS 115, 200, or 216; or permission of the department (3).

RS 321. Christianity

This course provides an introduction to the texts, beliefs, and practices of the Christian tradition. From the life and teachings of the historical Jesus in the first century C.E. to recent developments in the twentieth century, the course will offer a historical survey of Christianity, with an emphasis on the theological tradition that has represented and interpreted it. Prerequisite: WRIT 102 & RS 107, 115, 200, or 216; or permission of the department (3).

RS 324. Mysticism: East and West

This course is a study of the mystical element in the religious traditions in Judaism, Christianity, Islam, Hinduism, Taoism, and Buddhism. Differences as well as similarities will be considered, drawing upon influential theories in the contemporary study of mysticism. Readings may include selections from the Bible, the Zohar, medieval Christian saints and mystics, Sufi poets, the Upanishads and Bhagavad Gita, the Tao Te Ching, and Zen Buddhist writings. Prerequisite: WRIT 102 & one PHIL or RS course or permission of the department (3).

RS 329. Indian Philosophy

(Same as PHIL 329.)

This course offers an exploration of the main strands of South Asian philosophical reflection. Emphasis will be placed on the scriptural foundations of both Hindu and Buddhist thought forms, the "orthodox" schools of Hindu thought, their dialogue with Buddhist schools, and the contributions of modern Hindu thinkers, like Gandhi and Aurobindo. Prerequisite: WRIT 102; one course in PHIL & RS 120, 200, 324, 337, or 339; or permission of the department (3).

RS 332. Judaism

This course provides an introduction to the texts, beliefs, and practices of the Jewish tradition. This will include in-depth examination of the Bible (Tanakh) and its composition, developments in the Second Temple and diaspora periods (the Rabbinic tradition and the emergence of the synagogue), trends in medieval and early modern Judaism (mysticism, messianism, and Hasidism), and the profound challenges posed by the modern period. Jewish practice and its historical and textual precedents will also be a focus in the course. Prerequisite: WRIT 102 & RS 101, 115, 200, or 216; or permission of the department (3).

RS 333. Sociology of Religion

(Same as SOC 333)

This course studies religion from a sociological perspective. Students will draw upon sociological theory and methods to examine the meaning of religious rituals, the construction of religious identity, the structure of conversion and switching religions, the shape of religious institutions and communities, and the social nature of religious discourse and beliefs. The relationship between these phenomena and broader social, cultural, economic, and political forces (including race/ethnicity, gender/sexuality, secularization, globalization, and social/political change) will also be a focus. Prerequisites: WRIT 102 or WRIT 201 and one course in RS or one course in SOC; or permission of the department.

RS 337. Buddhism

This course investigates the texts, beliefs, and practices of the Buddhist tradition, with careful attention to its historical development and cultural variations. Starting with the life and teachings of the historical Buddha, the course continues with an examination of Theravada Buddhism, the early foundations of Mahayana Buddhism, and later forms of Buddhism in Tibet, China, and Japan. Prerequisite: WRIT 102 & RS 120, 200, or 216; or permission of the department (3).

Philosophy and Religious Studies

RELIGIOUS STUDIES COURSES (RS)

RS 339. Hinduism

This course will investigate the Hindu religious tradition. Early Vedic scriptures, later religious literature (e.g., the Bhagavad Gita, the Laws of Manu, and the Puranas), and Hinduism's historical encounter with Islam and "the West" will be examined, with an eye toward interpreting and understanding contemporary beliefs and practices. Prerequisite: WRIT 102 & RS 120, 200, or 216; or permission of the department (3).

RS 340. Comparative Religious Ethics

In this course students will be introduced to the sources and patterns of moral reasoning within a variety of historical religious traditions. Though we will compare the diversity of approaches within and across these traditions, special attention will also be devoted to a comparison of these religious patterns of moral reasoning with secular moral philosophy. To facilitate these comparisons, we will discuss a wide range of arguments from each tradition about a handful of moral problems (e.g., sexuality, war, the environment, etc.). Prerequisite: WRIT 102, PHIL 103, & one RS course (3).

RS 342. The Divine Comedy (same as EWL 342)

This course is an in-depth study of *The Divine Comedy* by Dante Alighieri, emphasizing its biographical, historical, and religious context. Students will engage in careful analysis of the text, utilizing the tools of advanced literary theory and analysis. This course may include other works by Dante. Prerequisites: WRIT 102, one ENG course; & RS 107, 115, 312, 318, or 321, or permission of the department (3).

RS 344. The Extremes of Religion

What is the nature of "religious extremism"? When do religious beliefs, practices, and actions become "extreme"? How far should one go for one's beliefs? When does passion transform into fanaticism? Doesn't real conviction require going to extremes? Or alternatively, isn't this when religion-or any belief system-becomes dangerous? This course offers an investigation of these questions, drawing upon a series of episodes from a wide range of historical and cultural contexts. These case studies may include: the binding of Isaac episode, Hindu and/or Buddhist asceticism, religious persecution in the history of Christianity, recent cult activity in America, and the contemporary challenge of Islamic terrorism. Prerequisite: WRIT 102 & one previous RS course (3).

RS 346. Theory and Method in the Study of Religion

This course which is required of all majors in Philosophy and Religious Studies, examines both classic and contemporary approaches to the study of religion. Students will begin by exploring canonical theories about the origin, nature, and function of religion, including those proposed by Marx, Weber, Durkheim, Freud, James Otto, and Eliade. Then the course turns to religious studies as a contemporary academic discipline: its formation and history, its relation to other disciplines (such as theology, psychology, sociology, anthropology, and the natural sciences), its most prominent voices, and its most vigorous current debates. Students will consistently apply the theoretical and methodological alternatives under study to concrete test cases from a variety of religious traditions. Prerequisites: WRIT 102 and one RS course (3).

RS 348. Islamic Ethics of War and Peace

This course investigates the diversity of Islamic theological arguments about the ethics of war and peace. More specifically, students will be introduced to the concept of "jihad," its place within the authoritative sources of the tradition, the way the term has developed throughout history, and the various ways irregular forms of warfare (most notable "terror") have been justified and challenged within this theological context. Simultaneously, students will explore the socio-historical contexts in which these ethical positions developed. We will begin by identifying the place of coercive force in the life of the Prophet and his earliest caliphate, note its significance during the medieval period of Islamic expansion and empire, and end with extended discussions of the contemporary activity of Muslim terrorists. At all points along the way, students will be urged to reflect upon the way these arguments might reinforce and/or challenge contemporary discourse about Islam in the West. Prerequisites: WRIT 102 & RS 115, or 220, or permission of the department (3).

RS 350. Christian Ethics of War and Peace

This course investigates the diversity of Christian theological arguments about the ethics of war and peace. More specifically, students will be introduced to "just war theory," its relationship to the authoritative sources within the tradition, the way this theory had developed throughout history, and the ways irregular forms of warfare have been justified and challenged within this theological context. Simultaneously, students will explore the socio-historical contexts in which these ethical positions developed. We will begin by identifying the place of coercive force in the early Christian community, note its significance during the medieval period of Christian expansion and empire, and end with extended discussions of the use of violence in contemporary Christian-majority states. Prerequisite: WRIT 102 & RS 115, or 220, or permission of the department (3).

RS 352. Religion and Social Justice

This course will explore how religious ideas and values shape social justice movements. An examination of various intersections between religion and the concept of justice will be followed by a survey of some major 20th century social justice movements from various religious traditions. Prerequisite: WRIT 102 or 201 (3).

RS 420. Philosophy and Religious Studies Seminar (See Philosophy courses for description).

RS 425. Kierkegaard (See Philosophy courses for description).

RS 465. Advanced Study in Religion

This course will offer the advanced student in religious studies an opportunity to engage in specialized, in-depth examination of a specific topic in the field. The topic may be a specific historical period, a branch of a larger religious tradition, the life and works of a significant religious figure, a strand of religious thought, or a single religious text or body of texts. Prerequisite: WRIT 102 and at least two courses in Religious Studies (3).

RS 297/397/497. Research

RS 298/398/498. Directed Study

RS 299/399/499. Independent Study/ Internship

RS 396/496. Teaching Apprenticeship

Physics

Physics is in the Department of Natural Sciences. Physics courses are part of the department's programs in Biology and the College's area requirements in the Natural Science and Mathematics Disciplinary Studies. Biology majors take either a semester of Physics (PHYS 201 for B.A. students) or a full year (PHYS 261-262 for B.S. students).

Division: Sciences
Division Chairperson: Benedetta A. Sampoli Benitez, Ph.D.
 bsampoli@mmm.edu
Division Secretary: Rekha Swami
 rswami@mmm.edu
Division Office: Main 7th Floor
Phone: 212-774-0725

Department Faculty:**Katalin Othmer**

Assistant Professor of Mathematics
 B.S., University of Sydney, Australia
 M.S. & Ph.D., California Institute of Technology
 Main 603
 212-517-0401
 kgrubits@mmm.edu

Debra Tillinger

Visiting Assistant Professor of Physics
 B.A. Barnard College of Columbia University
 Ph.D. Columbia University
 Main 614
 212-517-0651
 dtillinger@mmm.edu

PHYSICS COURSES (PHYS)**PHYS 201. Introduction to Physics**

This survey course, requiring only basic algebra, will explore the classical themes of physics in the study of matter and energy. The topics include mechanics, fluids in motion, sound, electromagnetism, optics and themes from modern physics. The laboratory exercises form an integral component and help round out the lecture discussions. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: MATH 129 (4).

PHYS 206. Introductory Astronomy

This is a survey course in astronomy and space exploration. Starting with a brief discussion of the significant historical events that shaped the ideas of modern astronomy, the course will examine the solar system, stars, pulsars, black holes and galaxies, the theories on the birth and death of stars, and the current thinking on the theories of cosmology. Demonstrations and audiovisuals are used to illustrate and explain some of the scientific principles underlying the discipline. Prerequisites: WRIT 101 & MATH 113 or higher (3).

PHYS 261. General Physics I

This course explores basic concepts of mechanics, heat and sound. It includes computer-assisted problem solving techniques. Laboratory experiments are designed to help the student probe empirical truths about the physical world. Three-hour lecture; one-and one-half-hour recitation; three-hour lab. Fee: \$45.00. Prerequisite: MATH 139/140 or MATH 141, or exemption (5).

PHYS 262. General Physics II

This course explores basic concepts of electricity, magnetism, and light with an introduction to modern physics. Includes computer-assisted instruction. Three-hour lecture; one-and-one-half-hour recitation; three-hour lab. Fee: \$45.00. Prerequisite: PHYS 261 (5).

PHYS 297/397/497 Science Research

Prerequisite: permission of department faculty. Fee \$45 (1-6).

Political Science

Political Science is the study of government and politics. It is concerned with the control, use and abuse of power in institutions, public policy, and social and cultural systems. The program at MMC offers courses that focus on political theory, American political institutions, processes and behaviors, and comparative politics.

In close collaboration with faculty advisors, students plan programs to prepare them for careers ranging from entry-level positions in government and criminal justice to graduate degrees in law, public policy, and public administration. Majoring in political science is also excellent preparation for careers in journalism, teaching, and business. In particular, faculty members help and encourage students to supplement their academic study with internships in New York and Washington, as well as with study abroad opportunities.

Our graduates distinguish themselves in the fields of law, government, politics, civil service, private and public corporations, and teaching. Political Science faculty members make special efforts to keep in touch with those who are prominent in their fields, inviting them back for frequent contact with current students, both formally as guest lecturers in classes and informally at get-togethers with undergraduates.

While not required, Political Science majors are encouraged to pursue a minor which will assist them in developing a marketable competency and help them prepare either for entry into the job market or for specialized graduate programs.

The following minors are available and recommended for Political Science majors:

Applied Minors: Business Management, Media Studies, and Social Work

Liberal Arts Minors: English, French, Hispanic Studies, History, International Studies, Journalism, and Sociology.

Students are also encouraged to pursue internships, which are available at numerous organizations, including: Policy Link; Legal Aid Society; Center for Constitutional Rights; and various legal firms. Travel/Study opportunities may be offered as well.

Division: Social Sciences
Division Chairperson: Manolo Guzmán, Ph.D.
mguzman@mmm.edu
Division Assistant: Michael Backus
mbackus@mmm.edu
Division Office: Nugent 456
Phone: 212-774-4847

Department Faculty:

Kenton Worcester

Professor of Political Science
B.A., University of Massachusetts at Boston
M.A., M.Phil., & Ph.D., Columbia University
Nugent 456
212-774-4845
kworcester@mmm.edu

Jessica Blatt

Assistant Professor of Political Science
B.A., University of California at Berkeley
M.A. & Ph.D., New School for Social Research
456 Nugent
212-774-4842
jblatt@mmm.edu

Rosemary Nossiff

Associate Professor of Political Science
B.A., University of New Hampshire
M.A., California State University
Ph.D., Cornell University
Nugent 456
212-774-0732
rnossiff@mmm.edu

Tibor Farkas

Professor Emeritus of Political Science
Ph.D., New School University
Nugent 456
212-774-4841
tfarkas@mmm.edu

Political Science

B.A. General Education: 42 Credits; Major: 37 Credits; Elective Credits: 41 Credits

MAJOR: POLITICAL SCIENCE (2207)

37 Credits

Learning Goals for the Major in Political Science

Upon completing the major in political science, students will be able to:

- Critically analyze contemporary political trends and developments, as well as theoretical approaches.

- Communicate at a sophisticated level, both orally and in writing, about political topics.
- Conduct qualitative and quantitative research on political topics.

Requirements:

| | | | |
|---|---|--|----|
| PS 105 Introduction to Politics | 3 | PS 340 Political Participation | 3 |
| PS 106 Introduction to U.S. Politics | 3 | PS/SOC/IS 371 Research Methods in Social Science | 4 |
| PS 262 Multiculturalism and Democracy | 3 | PS/IS 479 Senior Seminar | 3 |
| PS 231 Comparative Politics | 3 | Political Science Electives | |
| or PS 324 Law, Government and Politics in America | 3 | (5 courses, at least 3 at the 300/400 level) | 15 |
| PS 310 Modern Political Thought | 3 | | |

MINOR: POLITICAL SCIENCE

18 Credits

Learning Goals for the Minor in Political Science

Upon completing the political science minor, students will be able to:

- Critically reflect on and analyze contemporary political trends and developments.

- Communicate effectively, both orally and in writing, about political topics.
- Conduct qualitative and quantitative research on political topics.

| | | | |
|---|-----|---|---|
| PS 106 Introduction to U.S. Politics | 3 | PS 310 Modern Political Thought | |
| PS/IS 231 Comparative Politics | (3) | 2 Political Science Electives at the 300 level or above | 6 |
| or PS 324 Law, Government and Politics in America | 3 | | |
| PS 262 Politics of American Democracy | 3 | | |

PS 105. Introduction to Politics

This course is aimed at first and second year students who are curious about the political world and want to learn more. It is intended to help students understand not only how politics affects their lives, but also how their own beliefs and actions can meaningfully affect the political system. No prior background in political science is expected (3).

PS 106. Introduction to U.S. Politics

This introductory course provides an overview of politics in the United States. Topics include the origins and development of the American system of government, civil liberties and civil rights, the function and interrelations of the branches of the federal government and the states, and the roles of elections, parties, and interest groups in national politics. Corequisite: WRIT 101 [Offered: F, S] (3).

PS 107. Introduction to Criminal Justice

The purpose of this course is to survey and analyze the origin, development, and classification of the criminal law. The principal topics to be covered will be grouped into the following areas: crime as a legal concept, the objectives of punishment, an overview of the American criminal justice system, the trial, the role of the attorneys, judges, and the jury, the bail system, plea bargaining, sentencing, jails, prisons, probation, and parole. Visits to courts and prisons will be included in the course. Prerequisite: WRIT 101 (3).

PS 109. International Relations

(Same as IS 109; see course description under International Studies.)

PS 231. Comparative Politics
(Same as IS 231)

This course is intended to introduce students to recent and contemporary political dynamics in different world regions. Particular attention will be paid to developments in Britain, China, Germany, Iran, Japan, Mexico, Nigeria, and Russia. The course will emphasize the distinctive role that state structures, production systems, democratic processes, and social identities play within and across these countries. Class discussions will be organized around course readings, supplemented by documentary films and guest lectures. Prerequisites: WRIT 101 & IS 109 (3).

PS 262. Multiculturalism and Democracy

This course considers the relationship between democracy and multiculturalism in the United States. It examines both the strengths and weaknesses of American democracy and explores whether and how people rule. The course examines how the definition of democratic citizenship has created exclusions based on categories of race, ethnicity, nationality, language, culture, gender and sexuality. Students will study competing perspectives on the meaning of multiculturalism. Corequisite WRIT 102; Prerequisite: any 100-level SOC course (3).

Political Science

POLITICAL SCIENCE COURSES (PS)

PS 263. Power and Politics in the City

Cities highlight the dramatic interplay of wealth, poverty, racial and ethnic hierarchy, diverse cultures, work and space in American politics and society. This course examines the politics of class, racial and gender inequality, of work and neighborhood, and of community development and community organizing from both historical and contemporary perspectives. Special attention will be given to the policy issues and politics confronting New York City. Corequisite WRIT 102; Prerequisite: PS106, 107, IS 150 or SOC 101; or permission of the instructor. (3).

PS 264. Public Policy Analysis

This course will systematically analyze factors affecting public policy making and implementation and then apply that understanding to an examination of four or five selected contemporary issues in national public policy. Students will explore these issues through individual research, class exercises, discussions and group projects. Corequisite WRIT 102; Prerequisite: PS106, 107, IS 150 or SOC 101; or permission of the instructor (3).

PS 310. Modern Political Thought

This course explores substantive primary texts in the modern tradition. The course traces the evolution of post-feudal political thought from Niccolo Machiavelli in the 16th century to Karl Marx in the 19th century. The course mainly focuses on the so-called "social contract" school of formative liberalism associated with the writings of Hobbes, Locke, and Rousseau. As the political theorist Dante Germino has observed, the "conventional periodization of political history assumes that a profound break in the continuity of Western political speculation occurred around 1500." This course follows this convention and concentrates on key books and essays by the most sophisticated political thinkers of the four centuries between 1500 and 1900. Prerequisite: WRIT 102, PS 105, or PS 106 (3).

PS 312. Elections & Democracy in America

This course focuses on a basic mechanism of American democracy: elections for national office. Through a consideration of this basic and often taken-for-granted feature of our political life we will explore questions about democracy, political inclusion, and the possibility of meaningful, collective deliberation and action in the United States in the twenty-first century. Throughout, we will follow the ongoing electoral contests as they unfold, investigating how the reality we observe conforms to or challenges received ideas about American politics. Prerequisite: WRIT 102 & PS 106, SOC 101, or HIST 103 (3).

PS 317. Money, Sex and Power

At the founding of this country the vast majority of people in the United States were not granted their constitutional rights. This course examines women's exclusion from the polity, and analyzes its widespread consequences for their equality over the past 300 years. We will read a wide range of works, from Rousseau and Wollstonecraft to De Beauvoir and Pateman, to analyze how various political theorists have conceived of women's citizenship. In the second part of the course we will examine how these ideas have informed attitudes and assumptions about women, and how they have shaped their participation in public life, as well as their lives outside the public domain. Prerequisite: WRIT 102 and any 200-level social science course (3).

PS 322. Totalitarian Systems (Same as IS 322)

This course studies the characteristic features of modern totalitarian systems. Using the examples of Nazi Germany, the Soviet Union under Stalin, and China under Mao, it explores the ideology, practice and the political, economic, social and cultural aspects of totalitarianism. Prerequisites: WRIT 102 & IS 106; or permission of department (3).

PS 324. Law, Government & Politics in America

This course surveys and analyzes the basic features of the American constitutional, legal, governmental and political systems. The main topics to be discussed include the constitution, statute law, common law, civil liberties, civil rights, criminal justice system, equal protection of the laws, key features of American politics, role of public opinion, pressure groups, political parties, the electoral process, and main institutions of the federal government. Students will explore a several controversial political issues using a variety of primary sources. Prerequisite: WRIT 102 (3).

PS 328. The Politics of Popular Culture

This course introduces students to the critical study of popular culture, with an emphasis on the relationship of contemporary mass culture to questions of power, ideology, and social conflict. The course is organized around scholarly texts that can help us appreciate the extent to which popular culture engages quintessentially political concerns. The theoretical approaches that we will draw on include semiotics, psychoanalytic theory, political economy, and genre theory. The course will examine a range of popular media, such as movies, comics, rock music, and video games, so that we can better understand the political implications of popular culture. Prerequisite: WRIT 102, PS 105, or PS 106 (3).

PS 333. Mock Trial

This course consists of preparation for American Mock Trial Association competitions. It will culminate in participation in a Mock Trial tournament. Coursework includes development of cases for presentation, including opening arguments, introduction of testimonial, physical, and demonstrative evidence, direct and cross examination of witnesses, and closing arguments. Prerequisite: One of: PS 105, PS 106, or PS 107 (3).

PS 334. Conservative Political Thought

This course introduces students to core readings in the conservative political tradition. The aim of the course is to expose students to the intellectual foundations of one of the major political currents of the modern world. Rather than emphasizing contemporary debates, the course will focus on canonical authors whose ideas helped shape modern conservative thought. The readings touch on such perennial themes as the sources of legitimate authority; the role of the market; the relationship of politics, community, and religious faith; and the appropriate ends of politics. The course is also concerned with the development and revival of conservative political thought as a direct challenge to the liberal and socialist political traditions as exemplified by such writers as John Locke, John Stuart Mill, and Jean-Jacques Rousseau. Prerequisite: WRIT 102 & PS 106; or permission of the instructor (3).

Political Science

POLITICAL SCIENCE COURSES (PS)

PS 336. Playing Politics

This course consists of elaborate games, set in moments of particular political contestation, ferment, and significance, in which students are assigned roles informed by classic texts of political and social theory. Games take place over several weeks, with most class sessions run entirely by students working in teams (usually) or alone (sometimes). The instructor advises and guides students and grades their oral and written work. The games seek to promote engagement with big ideas and improve intellectual and academic skills. Students may consult the instructor to find out which games will be played in a given semester. Prerequisite: PS 105, or PS 106, or SOC 101 (3).

PS 337. Crime and Society

This course places crime and criminal activity in a broader social and historical context by examining the ways in which different societies have defined the boundaries of criminal and noncriminal behavior. Special emphasis will be placed on the changing patterns of criminal activity and the role that cultural forces play in stimulating and preventing criminal behavior. The course will also explore the representation of crime in the mass media as well as theories of crime causation. Some of the authors whose works will be featured include: Mike Davis, Michel Foucault, Lawrence Friedman, Gary La Free and Christian Parenti. Prerequisite: WRIT 102; PS 107 recommended (3).

PS 340. Political Participation

Who participates in American Politics and why this matters is explored in this course. It examines the historical roots of the party system, the decline in voter turnout, the ascendancy of social movements and organized interest, the power of money in electoral politics, and how the media influence political participation and shape public policy. Prerequisite: WRIT 102 & PS 106; or permission of the instructor (3).

PS 350. Comparative Economic Systems

(Same as ECO 350)

This course will present an analytical look at the free market system in relation to the centrally planned economies of Europe and Asia, the socialist countries of Europe, the newer economic structures of Japan and China, and the interplay of forces with Third World countries. Prerequisite: WRIT 102 (3).

PS 355. Green Political Thought

This course applies the ecological paradigm to the traditional concerns of political theory, such as the sources of power and authority, the struggle for justice, individual rights and communal obligations, and the search for normative foundations for human action. The course will explore competing conceptions of the relationship between human societies and the natural world, and will address such issues as environmental ethics, sustainability, green parties, environmentalism and the left/right axis, and animal rights, with a special emphasis on new forms of environmental activism on political theory and practice. Prerequisite: WRIT 102 & PS 106; or permission of the instructor (3).

PS 356. War & Peace (Same as IS 356; see description under International Studies.)

PS 357. Human Rights in Comparative Perspective (Same as IS 357; see description under International Studies.)

PS 360. The American Presidency

This course explores the nature of presidential power. It examines the historical, political and economic factors that have transformed the office of the presidency in the nineteenth century into the most powerful branch of government in contemporary America. Some of the topics analyzed are the constitutional origins of the presidency, the institutional aspects of the office, the relationship amongst the three branches, and the role of mass media in expanding the reach of the presidency. Prerequisite: PS 106 & any 200-level Social Science course; or permission of the instructor (3).

PS 371. Research Methods in Social Sciences (Same as SOC/IS 371; see description under Sociology.)

PS 402. American Constitutional Law

This course is a study of the formation and interpretation of the American Constitution. Class discussions will focus on leading Supreme Court decisions in various areas of the law. The major topics to be covered include: Judicial review, the Courts, federalism, freedom of speech, press, assembly and religion, libel, slander, obscenity, privacy, criminal procedure, and equal protection of the laws. Prerequisites: Social Science Majors with 300-level SOC course work or permission of instructor. (3).

PS 479. Senior Seminar

(Same as IS 479 see description under International Studies.)

PS 297/397/497. Research

PS 298/398/498. Directed Study

PS 299/399/499. Independent Study/Internship

Psychology

People study psychology because they have an interest in understanding human behavior and experience. MMC's Psychology program encompasses diverse areas that all have as their goal preparation for living in a complex society. Courses in biological and sociocultural influences on behavior encourage the recognition and appreciation of diversity. Our program is designed for students with a range of interests, from preparation for graduate work to gaining insight into self-understanding, a particular area of study, work in related fields, or a combination. The Psychology program prepares students for all of these diverse goals and for further training in all areas of psychology, as well as other fields such as education, social work, business and the helping professions. While giving students the tools to understand human behavior, our program emphasizes critical thinking and the scientific method, with research at many levels of the curriculum considered to be important preparation for many psychology-related careers.

An important goal of the program is to provide students with a broad background and foundation in the field by offering courses in traditional core content areas, such as Personality, Development, Learning and Cognition, Neuroscience and Social Psychology, as well as applied fields such as Forensic Psychology and Health Psychology. Students gain proficiency in research techniques through courses in Statistics and Experimental Psychology and also benefit from a broad spectrum of electives including Animal Behavior, Human Sexuality, The Psychology of Women and Psychological Portraits in Literature. Psychology has natural links to other areas of study and our courses are open to non-majors.

Psychology students at MMC benefit from additional learning opportunities through a certificate program in Industrial/Organizational Psychology. This is an ideal choice for those interested in the business environment from a psychological perspective, helping to launch a career in such areas as human resources or market research. Students may also minor in Neuroscience or Forensic Psychology. The Forensic Psychology minor provides students with the necessary tools for understanding and critically assessing important questions of law and mental health issues. The minor addresses such important social and political issues as crime investigations, racial profiling, the death penalty, problems with the prison system, the psychology of violence and the assessment and treatment of defendants and convicted offenders. The Neuroscience Minor is the interdisciplinary study of

the neural basis of cognition and behavior and includes courses in biology, chemistry, neurolinguistics and psychology. Our goal is to expose students to the relationships between the nervous system, the mind, and behavior by examining mechanisms and processes from the molecular to the systems level with an evolutionary perspective. The Neuroscience Minor provides students with theoretical and practical skills for careers in basic and applied science, future graduate school studies, and the critical analysis of issues at the interface of science and humanity. Additional related minors include Art Therapy and Drama Therapy.

Additional Learning Opportunities

We encourage students interested in graduate study to take advantage of the numerous research and field experiences available in New York City. Psychology faculty work with students to locate internship opportunities, and MMC students have worked in field placement settings as diverse as hospitals, psychotherapy clinics, criminal court psychiatric clinics, human resource offices, and public schools. They have worked with diverse populations including, psychiatric inpatients, children in foster care, children in therapeutic nurseries and homeless teen mothers and their children. Recent graduates have enrolled in doctoral programs in Clinical Psychology, Environmental Psychology, Neuropsychology, Industrial/Organizational Psychology, Educational Psychology and in masters programs in Social Work and Childhood Special Education.

Students have had the opportunity to collaborate with faculty on ongoing research projects, as well as to explore their own research interests. Recent student projects have included: "Attitudes towards solitary confinement", "Sleep paralysis in a college population", "Gender differences in stress coping techniques," and "Gender bias and stereotypical sex-roles in children's literature." Faculty/student research reports have been presented at annual conventions of the Eastern Psychological and American Psychological Associations and also have been published in such journals as the Academic Psychology Bulletin, the Journal of Social Psychology, the Journal of Psychology and Law and Psychology Reports. Recent publications which included student authors include: "Flashbulb Memories of Personal Events of 9/11 and the Day After for a Sample of New York City Residents", "Asian American Defendants: A Study of Psychiatric, Psychosocial and Legal Factors" and "Response to Mentoring as a Function of Attachment Style."

Division: Sciences
Division Chairperson: Benedetta A. Sampoli Benitez, Ph.D.
 bsampoli@mmm.edu
Division Secretary: Rekha Swami
 rswami@mmm.edu

Division Office: Main 7th Floor
Phone: 212-774-0725

Psychology

Department Faculty: All faculty are located in the 7th Floor Suite, Main

Richard Tietze

Associate Professor of Psychology
Chair, Psychology Department
Coordinator, Art Therapy Minor
B.A., Iona College
Ph.D., Fordham University
212-774-4887
rtietze@mmm.edu

Samantha Berkule

Assistant Professor of Psychology
B.A., Cornell University
M.A. & Ph.D., Yeshiva University
212-774-4886
sberkule@mmm.edu

Deitra Hunter

Assistant Professor of Psychology
Coordinator, Neuroscience Minor
B.A., Hunter College, CUNY
M.A., New York University
Ph.D., The CUNY Graduate Center
212-774-0777
dhunter@mmm.edu

Cheryl Paradis

Professor of Psychology
Forensic Psychology Minor Coordinator
B.A., Marymount Manhattan College
Psy.D., Yeshiva University
212-774-4885
cparadis@mmm.edu

Linda Solomon

Professor of Psychology
B.A. & Ph.D., University of Toronto
212-774-4884
lsolomon@mmm.edu

Nava Siltan

Assistant Professor of Psychology
B.A., Cornell University
M.A. & Ph.D., Fordham University
212-774-4883
nsiltan@mmm.edu

Sarah Weinberger-Litman, Ph.D.

Assistant Professor of Psychology
B.A., Brooklyn College, CUNY
M.A. & Ph.D., The Graduate School and
University Center of CUNY
212-774-4882
sweinberger-litman@mmm.edu

MAJOR: PSYCHOLOGY (2001)**34-35 Credits****B.A. General Education: 42 Credits; Major: 34-35 Credits; Elective Credits: 43-44 Credits****A. Foundation Skills****Take all of the following:**

PSYCH 101 General Psychology: Social and
Clinical Processes 3

or PSYCH 106 General Psych: 4

Social and Clinical Processes with Workshop 4

PSYCH 102 General Psychology: Physiological
and Cognitive Processes 3

or PSYCH 107 General Psych: 4

Physiological & Cognitive Processes with Workshop 4

PSYCH 223 Statistics for the Behavioral Sciences I 3

PSYCH 332 Statistics for the Behavioral Sciences II 3

PSYCH 426 Experimental Psychology 4

B. Cognitive and Biological**Take one of the following:**

PSYCH 232 Psychology of Learning 3-4

PSYCH 237 Motivation and Emotion (3)

PSYCH 241 Perception (3)

PSYCH 333 Behavioral Neuroscience (3)

PSYCH 359 Cognitive Psychology (3)

PSYCH 379 Animal Behavior (4)

C. Applied and Experiential**Take one of the following:**

PSYCH 243 Introduction to Health Psychology (3)

PSYCH 250 Introduction to Forensic Psychology (3)

PSYCH 285 Introduction to Counseling Techniques (3)

PSYCH 313 Group Dynamics (3)

PSYCH 316 Organizational Behavior (3)

PSYCH 330 Tests and Measurements (3)

PSYCH 369 Dynamics of Interviewing (3)

PSYCH 399 Internship (3)

D. Psychodynamic and Interpersonal

Take one of the following: 3

PSYCH 201 Developmental Psychology I: Child Psychology (3)

PSYCH 231 Personality Psychology (3)

PSYCH 235 Social Psychology (3)

PSYCH 363 Abnormal Psychology (3)

E. Capstone and Integrative

Take one of the following: 3

PSYCH 411 History and Systems (3)

PSYCH 491 Senior Seminar (3)

PSYCH 492 Senior Honors Thesis (3)

PSYCH 499 Independent Study (3)

Also two further Psychology electives 6

Learning Goals for the Major in Psychology

After completing the psychology major, students will be able to:

- Demonstrate knowledge of diverse areas in psychology.
- Evaluate and perform research.
- Communicate psychological material clearly and in appropriate format and style.
- Perform competently in situations (e.g., internships, graduate school, employment) requiring application of psychological knowledge.

Academic Offerings

Psychology

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY MINOR

18 Credits

A rapidly growing field, I/O Psychology develops and applies psychological insights to the modern organization, both on the individual and group level. The minor is useful for both Psychology and Business majors, and trains students to work effectively in a range of business and industrial settings, through research, theory and practical experience internship settings. This program is also useful for the returning student seeking career change, as well as preparation for graduate study.

Required courses:

| | |
|--|---|
| BUS/PSYCH 316 Organizational Psychology | 3 |
| (Students should begin program with this course) | |
| BUS/PSYCH 317 Personnel Psychology | 3 |
| PSYCH 369 Dynamics of Interviewing | 3 |
| PSYCH 399 Internship | 3 |

Two of the following electives:

| | |
|--------------------------------------|-----|
| PSYCH 313 Group Dynamics | (3) |
| PSYCH 330 Tests and Measurements | (3) |
| PSYCH 340 Career Development Cycle | (3) |
| BUS/PSYCH 344 Training & Development | (3) |
| BUS 320 Human Resources Management | (3) |

6

MINOR: PSYCHOLOGY

18 Credits

Learning Goals for the Minor in Psychology

After completing the major in psychology minor, students will be able to:

- Demonstrate knowledge of the range of theories in a variety of psychological fields;

- Evaluate the implications of statistical methods used to analyze data in psychological research;
- Make connections between psychological theory and research and his/her own major or field of interest.

| | | |
|--|-----------------------------------|----------|
| PSYCH 101 General Psychology: Social and Clinical Processes or | PSYCH 232 Psychology of Learning | (3) |
| PSYCH 102 General Psychology: Physiological | PSYCH 235 Social Psychology | (3) |
| and Cognitive Processes | | |
| PSYCH 223 Statistics for the Behavioral Sciences I | | 3 |
| | One of the following: | 3 |
| Three of the following: | PSYCH 313 Group Dynamics | (3) |
| PSYCH 201 Developmental Psychology I: Child Psychology | PSYCH 359 Cognitive Psychology | (3) |
| PSYCH 231 Personality Psychology | PSYCH 363 Abnormal Psychology | (3) |
| | PSYCH 333 Behavioral Neuroscience | (3) |

MINOR: FORENSIC PSYCHOLOGY

18 Credits

Forensic Psychology is a rapidly-growing field within psychology, the study of the many levels of interaction between psychology and the legal system. A combination of courses in psychology and the social and natural sciences is complemented by internship experience, to create a balanced experience for the student.

Required Segment

Take all of the following:

| | |
|---|---|
| PSYCH 250 Introduction to Forensic Psychology | 3 |
| PS/SOC 107 Introduction to Criminal Justice | 3 |
| PSYCH 350 Advanced Forensic Psychology | 3 |

Psychology Segment

Take one of the following:

| | |
|------------------------------------|-----|
| PSYCH 363 Abnormal Psychology | (3) |
| PSYCH 499 or 399 Internship | (3) |
| PSYCH 499 or 399 Independent Study | (3) |

Political Science/Sociology/Chemistry Segment

Take one of the following:

| | |
|--|-----|
| PS 324 Law, Government and Politics in America | (3) |
| PS 337 Crime and Society | (3) |
| SOC 204 Valuing Difference | (3) |
| CHEM 120 Introduction to Forensic Sciences | (3) |

Students must take one additional course from either the Psychology or Political Science/Sociology/Chemistry segments above.

3

MINOR: NEUROSCIENCE

18 Credits

Neuroscience is a rapidly growing field that examines how the brain and the nervous system give rise to the human experience. Neuroscience integrates information from various disciplines, including psychology, biology and chemistry in order to understand the connection between behavior, cognitive processes and their neural correlates.

| | |
|--|---|
| BIOL 136 Anatomy | 4 |
| BIOL 220 General Biology I | 4 |
| BIOL 234 Human Physiology or BIOL 329 Physiology | 4 |
| PSYCH 333 Behavioral Neuroscience | 3 |
| PSYCH/BIOL 497 Research | 3 |

Alternative courses:

| | |
|----------------------------------|-----|
| PSYCH 232 Psychology of Learning | (3) |
| PSYCH 359 Cognitive Psychology | (3) |
| PSYCH 379 Animal Behavior | (3) |

Psychology

PSYCHOLOGY COURSES (PSYCH)

PSYCH 101. General Psychology: Social and Clinical Processes

This course is designed to introduce students to the basic processes of behavior including brain processes, human development, psychological disorders, therapy, stress, personality and social psychology (3).

PSYCH 102. General Psychology: Physiological and Cognitive Processes

This course is designed to introduce students to the basic processes of behavior including brain processes, sensation and perception, learning, memory, thinking, language, intelligence and motivation (3).

PSYCH 106. General Psych: Social and Clinical Processes with Workshop &

PSYCH 107. General Psych: Physiological & Cognitive Processes with Workshop

These project-based course are optional 4-credit substitutes for General Psychology 101 & 102. During the time allotted to the extra credit, students will meet in small seminar-style groups and will explore psychology by taking part in such activities as replication of classic experiments and engagement in roundtable discussions or debates. (4)

PSYCH 201. Developmental Psych I: Child Psychology

This course studies the human life cycle from birth through early adolescence. The course discusses both theory and research concerning environmental, psychological and physiological influences on development. Areas include cognitive, personality, social and emotional development. Prerequisites: WRIT 101 & PSYCH 101 (3).

PSYCH 207. Religion and Psychology (Same as RS 207; see course description under Philosophy and Religious Studies)

PSYCH 216. Developmental Psych II: Adult Years

Viewing development as a process, which continues throughout the human life cycle, this course investigates the special issues of the period from late adolescence through early adulthood and middle age, while maintaining continuity with broader developmental issues. Through examination of the research literature and the newly developing theories on adult development, the course will examine such issues as: the relationship between biological and psychosocial development; the impact and interaction of theory and research; and the integration of cognitive, personality, social and emotional components during the adult years. Prerequisites: WRIT 101 & PSYCH 101 (3).

PSYCH 223. Statistics for the Behavioral Sciences I

This course aims at the development of skills in the use of statistical methods as applied to behavioral sciences. The course includes the topics of data collection, types of measurement, populations and samples, tables and frequency distributions, graphs, descriptive statistics of central tendency and variability, correlation, normal curve, and probability. The course introduces the concepts and uses of statistical decision-making, inferential statistics and t-tests. Prerequisites: MATH 113 or equivalent & PSYCH 101 or 102 (3).

PSYCH 231. Personality Psychology

Designed as a beginning-level approach to the study of personality, this course will explore issues relating to the historical background of personality study (such as philosophical models and the scientific method). The dimensions of personality (structure, motivational and developmental processes), theoretical approaches and applications of personality to psychotherapy, dreams, personality assessment, and research will be discussed. Prerequisites: WRIT 101 & PSYCH 101 (3).

PSYCH 232. Psychology of Learning

Basic learning process such as acquisition, extinction, spontaneous recovery in instrumental learning and classical conditioning will be considered. Escape and avoidance conditioning, punishment, discrimination learning, errorless discrimination learning, generalization, transposition effects, and contrast effects will be covered. The influence of motivational variables on learning, such as drive and incentive, will also be discussed. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

PSYCH 235. Social Psychology

The interaction between the individual and the social world will be studied by examining current research dealing with helping behavior, aggression and violence, group structure, leadership, person perception, attraction, affiliation, attitude formation, attitude change, dissonance, compliance and obedience, conformity, and authoritarianism. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

PSYCH 237. Motivation and Emotion

This course explores systematic approaches developed to explain the application of causality to behavior, and the origin and functions of human emotion. A variety of theoretical contributions will be examined. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

PSYCH 241. Perception

The aim of this course is to introduce the student to basic principles in the field of sensation and perception. Among the topics covered will be receptor function and physiology, psychophysics, constancy and attention. Prerequisites: WRIT 101 & PSYCH 102 (3).

PSYCH 243. Introduction to Health Psychology

This course is designed to introduce students to the role that the science and practice of psychology play in health promotion and wellness. The course is guided by the biopsychosocial model, the assertion that biological, psychological and social factors are all key players in the development of disease and maintenance of health. The course also emphasizes the reciprocal nature of psychological and physical health. Some of the numerous areas examined are the influence of stress, social support, socioeconomic status, gender and sexual orientation on health and illness. The influence of psychological and social factors in the development and management of specific illnesses such as cardiovascular disease, cancer, HIV, eating disorders and obesity is examined. There is a strong emphasis on the foundations of research in health psychology and related areas such as epidemiology. The course focuses on the importance of using original research as a way to develop critical thinking skills and develop health promoting behaviors. Various short research and experiential projects are assigned in addition to exams. Prerequisites: WRIT 101, PSYCH 101/106 or 102/107 (3).

PSYCH 250. Intro to Forensic Psychology

This course focuses on the intersection of law and psychology. Criminal areas studied include assessment of criminal competency and criminal responsibility and the evaluation of treatment for offenders. Civil areas studied include juvenile delinquency, child custody, treatment of mentally disabled individuals, personal injury and workers' compensation matters. This course explores careers in the psychological, legal and criminal justice fields. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

Psychology

PSYCHOLOGY COURSES (PSYCH)

PSYCH 285. Intro to Counseling Techniques

Course acquaints students with the major current theories and techniques of individual, group, and family counseling and psychotherapy by means of lectures, readings, demonstrations, films, and experiential simulations of counseling processes. Attention will also be given to the contexts of practice, professionalism, and ethical problems. Topics include: Client-centered therapy, Existential/Humanistic therapy, Gestalt therapy, Rational Emotive therapy, Behavior therapy, Psychodrama, Psychoanalytic therapies, Transactional Analysis, Marriage Counseling, Family therapies and Crisis Intervention. Prerequisites: WRIT 101 & PSYCH 101 (3).

PSYCH 290. Departmental Seminar

This course allows the student to expand and deepen interest in topics chosen by the faculty to represent current trends in the field of Psychology, which are areas of faculty interest and expertise. Topics may include such areas as: Alcoholism, Children and T.V., Child Abuse, Freud vs. Jung, Psychodrama. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

PSYCH 311. Psychology of Women

This course focuses on theoretical viewpoints and research findings relevant to female development, psychology and functioning. Particular issues studied will include: gender development, sex differences, sex-roles, socialization, and life cycle events particular to females. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

PSYCH 313. Group Dynamics

Utilizing an experiential laboratory approach, the goals of this course are to enhance student's ability to observe group behavior; through group interaction, students will develop the ability to communicate their observations in verbal and written formats. This increases both the functioning efficiency of the group and the students' communication skills. Course explores basic concepts of group behavior such as role, structure, function, cohesiveness, leadership styles, conformity, and communication systems. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

PSYCH 316. Organizational Behavior

(Same as BUS 316; see course description under Business Management.)

PSYCH 317. Personnel Psychology

(Same as BUS 317; see course description under Business Management.)

PSYCH 319. Human Sexuality

Course studies the physiological, social, cultural, psychological, moral, artistic, and legal aspects of human sexuality. Fee: \$10.00. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

PSYCH 330. Tests and Measurements

This course is designed to provide a basic understanding of concepts, principles, and methodology necessary to the construction and interpretation of psycho-educational tests and assessment procedures. The theoretical nature of testing and types of testing procedures currently in use in psychology, education and industry will be studied. The measurement of intelligence, achievement, and personality will be included. Prerequisites: WRIT 102 & PSYCH 101 or 102 & PSYCH 223, BUS 224 or MATH 224 (3).

PSYCH 332. Statistics for the Behavioral Sciences II

This course covers the topics of decision-making and inferential statistics in some depth. The rationale and application of such procedures as regression, t-tests, chi square, one and two way analysis of variance, and non-parametric statistics are taught. The course also provides a basic understanding of research design and the fit between design, analysis and interpretation. Techniques of literature review and use of American Psychological Association format are also covered. Prerequisites: WRIT 102 & PSYCH 223, BUS 224, or MATH 224 (3).

PSYCH 333. Behavioral Neuroscience (Same as BIOL 333)

The student will learn the structure and function of the central nervous system in relation to sensory processes: sleep and wakefulness, motivation, emotion, learning, and other selected topics. Prerequisites: WRIT 102 & PSYCH 102, GS 105 or equivalent (3).

PSYCH 334. Death and Bereavement (Same as SOC 334)

Designed to provide opportunities for the student to explore personal feelings and develop positive attitudes about death, dying, and the process of mourning. Death and bereavement will be studied from psychological, biological, cultural, and social perspectives in terms of the impact upon the individual, the bereaved and social institutions. Prerequisites: WRIT 102 & PSYCH 101; or permission of department (3).

PSYCH 340. Career Development Cycle

This course will be an active discussion seminar with a dual purpose: Students will first read and

discuss the background literature and recent developments in the fields of career counseling and adult development; then students will apply these insights to their own career experience by exploring a model developed by the Professor, called the Career Development Cycle (CDC). The CDC will allow students to integrate theory with their own practical experience. Ideal for graduating seniors or anyone with an interest in the field, this course will allow the individual student, with support from the Professor and the group, to understand his/her own experience within the context of theory and assist with decision-making and problem solving in regard to career issues. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

PSYCH 342. Social and Emotional Maladjustment in Children

This course presents an overview of childhood and adolescent maladjustment. Major areas to be covered include concepts of normality and abnormality, symptomatology and diagnosis, theories of causality, as well as techniques of intervention, which are useful in treating or educating the emotionally handicapped child, the autistic child and adolescent. Prerequisites: WRIT 102 & PSYCH 201 or 212 (3).

PSYCH 344. Training & Development (Same as BUS 344; see course description under Business Management.)

347. Family Processes: Psych of the Family

The course attempts to deepen students' understanding of the ways in which families function and how the person is defined in relation to family origin. Students will study their own families within a multigenerational family systems perspective through text and research reading, experiential exercises, film and videotape. Structural and theoretical developments in the field will be used to broaden the students' knowledge beyond their own family structure, and topics will include: the family-life cycle, effects of sibling position, comparative models of family functioning, uses of the genogram, single-parent, step and reconstituted family structures, triangles, and intergenerational transmission processes. Prerequisites: WRIT 102 & PSYCH 201 or 231 (3).

PSYCH 348. Drugs and the Brain

(Same as CHEM 348; see Chemistry for course description.)

PSYCH 350. Advanced Forensic Psychology

In this advanced course we will follow the following topics in depth: Eyewitness accuracy, the psychology of confession evidence, amnesia and recovered memory, competency, malingering, ju-

Psychology

venile violence, mental state at the time of the offense, involuntary commitment, risk assessment and the assessment and treatment of sex offenders. One important goal is to develop abilities to analyze and critique research and clinical data. Students will develop abilities to integrate psychological theories into real clinical cases and current events. Videotapes of defendants will be integrated in the course. A term paper will be assigned. This is a course for those students who are interested in the field of forensic psychology, law or criminal justice. It would benefit students who are considering or intend to pursue graduate work in these fields. Prerequisite: PSYCH 101 or 102 (3)

PSYCH 357. Psychological Portraits in Literature

(Same as EWL 357; see course description under English.)

PSYCH 359. Cognitive Psychology

Course will focus on the nature of human thought processes. The topics will include: simple and complex modes of problem solving; the relationship of language to thought; mental structures as they relate to plans, perceptions and attributions; models of artificial intelligence; physiological bases of thought; and shifts in cognitive process as utilized in therapy and education. Prerequisites: WRIT 102 & PSYCH 101 or 102, plus six additional credits in Psychology, or permission of the instructor (3).

PSYCH 361. Environmental Psychology

This course focuses on the interrelationships between human behavior and experience and the physical (natural and built) environment. Environmental psychology is an interdisciplinary field of study with a concern for the solutions to practical problems. The topics in the course include innate and learned responses to the natural environment, the effects of such environmental variables as noise and crowding on human behavior, the impact of both natural and technological disasters on physical and psychological functioning, the human contribution to climate and weather changes and the effect of climate and weather on stress and coping responses, research on behavior change, and the options for design of such environments as cities, parks, museums, and workplaces. Students will complete several class projects requiring data collection and suggestions for environmental design. Prerequisites: WRIT 102 & PSYCH 101 or 102; or permission of department (3).

PSYCH 363. Abnormal Psychology

This course will focus on the various models of mental illness, the psychotic, neurotic and character disorders and approaches to treatment. Phenomenological, as well as empirical and theoretical, aspects of the various disorders will be considered. Various historical and contemporary models of diagnosis will be discussed. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3)

PSYCH 369. Dynamics of Interviewing

This course includes didactic and experiential components, providing both theoretical knowledge and applied practical experience in the skill of conducting a variety of interviews. Feedback discussion between interview participants and observers will enhance both effective communication and students' observations, improving interview skills and performance. Different types of interviews including personnel, appraisal, structured, open-ended, group, counseling, and exit interviews will be demonstrated and/or simulated. The dynamics of the interview as interpersonal communication and as personal interaction will be explored, using tapes, cassettes and films, as well as live interview situations. Field visits may be required. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

PSYCH 379. Animal Behavior

(Same as BIOL 379)

This course will take an ethological approach to the examination of behavior. We will examine the genetic, neural and physiological bases of behavior from an evolutionary perspective. Topics to be covered will include aggression, communication, development, mating and reproduction, social behavior, navigation and migration. Prerequisites: WRIT 101 & BIOL 220, PSYCH 101 or 102; or permission of department (3).

PSYCH 393. Special Topics in Psychology

This course will offer both student and faculty the opportunity to focus on one or more topics of current relevance to the general discipline of Psychology (i.e. newly developing areas within the discipline) or to the interests of a special interest sequence within the major (Substance Abuse, Gerontology or Organizational Psychology). Prerequisites: WRIT 102 & PSYCH 101 or 102 & one 200-level PSYCH course; depending on the breadth of the topic, the course will be offered for 1, 2 or 3 credits. [Offered as needed] (1-3).

PSYCH 411. History and Systems

The goal of this course is to provide a broad overview of psychology and its evolution from the parent disciplines of philosophy and medicine. The development of the major systems in

PSYCHOLOGY COURSES (PSYCH)

psychology (including associationism, structuralism, functionalism, behaviorism, gestalt and psychoanalysis) will be traced from the origins through the present. The major historical developments, experiments, and significant research will be studied. This course is highly recommended for students planning graduate work in psychology. Prerequisites: PSYCH 101 or 102, at least 15 credits in Psychology & permission of department (3).

PSYCH 426. Experimental Psychology

Course is designed to teach the basic principles of psychological research and their application to the study of social, perceptual or cognitive behavior. Students will conduct laboratory, field and survey investigations, and evaluate the outcomes as they relate to theory. Students will use computer software to analyze data, will write complete lab reports using APA format, and will present their research to the group. Nonaudit. Prerequisites: PSYCH 101, 102 & 332 (4).

PSYCH 491. Senior Seminar

Designed to be an integrative experience for senior psychology majors, this small group seminar will direct the student toward the dual goals of reviewing major content areas within the field and completing assignments to demonstrate major skills. These skills will include writing an analytical literature review, oral presentation of psychological research and theory, and articulation of an integrative knowledge of the broad field of psychology. Working with a seminar coordinator, the entire psychology faculty and psychologists from outside the college will serve as guest lecturers in their areas of expertise and will create assignments, which reflect both content and skills areas. Prerequisites: PSYCH 101, 102 & 332 & 15 additional credits in Psychology; or permission of department (3).

PSYCH 492. Senior Honors Thesis

Particularly designed for the student intending to go to graduate school, this course involves conducting a professional research study under the mentorship of a member of the Psychology faculty. A substantial topic would be selected and a study would be designed, conducted and interpreted according to the American Psychological Association standards with the ultimate goal being publication of the study in a psychological journal. Prerequisites: PSYCH 101, 102 & 426; or permission of department (3).

PSYCH 297/397/497. Research
PSYCH 298/398/498. Directed Study
PSYCH 299/399/499. Independent Study/Internship

Sociology

The mission of the Sociology Department is to foster creative and rigorous research on the world's most pervasive social phenomena. Through the cultivation of the sociological imagination, students achieve an understanding of the complex forces that shape the world and develop the skills to analyze and, ultimately, to change that world.

Sociology is one of the core majors of the social sciences. It is organized around the study of the complex forces that influence human behavior in modern societies. As a field of study it emerged in the 19th and 20th centuries in an effort to identify the underlying dynamics of urbanized industrial societies. From this period into the decades following World War II, when Sociology boomed as a field, its areas of inquiry ranged from social control, deviance and crime to the nature of social change, inequality, the economy, and religion. Today, Sociology furthers research in these areas, but also explores race and ethnicity, sexuality and gender, science and technology, as well as culture and art.

At Marymount Manhattan, the Sociology department is built upon the discipline's two pillars: theory and research. In the classroom, students are exposed to a variety of theoretical approaches as well as a range of qualitative and quantitative research skills. While this is the core of our curriculum, there is more. Outside of the classroom, the rich diversity of New York City serves as our laboratory of research- the unique hallmark of our program. Doing research in the city, students develop rigorous skills for critical

analysis that are invaluable to any effort to effect change in the world. On this, we pride ourselves.

The major also sponsors a Minor in Social Work based on systems theory and informed by a strengths perspective. Through a series of courses and a required internship experience, students develop professional values, knowledge and skills. Courses are designed to expose students to various perspectives on the social, political, economic and personal factors involved in the construction of human problems.

In addition, courses direct students to think critically about their communities and to act powerfully as civic agents within them. Ultimately, this training forges successful providers of human services.

Career Possibilities:

The study of sociology affords students a better understanding of the complex socioeconomic and cultural dynamics that shape individual, community, national and global behaviors. In addition to preparing students for their political and social responsibilities as members of civil society, students majoring in Sociology have gone onto successful careers in journalism, urban planning, survey research, human resources, business, law, criminal justice, marketing research, social work and nonprofit administration. Graduates of the program have also entered academically competitive programs at the Masters and Ph.D. levels.

Division:

Division Chair:

Social Sciences

Manolo Guzmán, Ph.D.

mguzman@mmm.edu

Division Assistant:

Michael Backus

mbackus@mmm.edu

Division Office:

Nugent 456

Phone:

212-774-4847

Department Faculty:

Manolo Guzmán

Associate Professor of Sociology

Chair, Department of Sociology

B.A., University of Detroit

M.A., New School University

Ph.D., CUNY Graduate Center

Nugent 456

212-517-0616

mguzman@mmm.edu

Erin O'Connor

Assistant Professor of Sociology

B.A., Michigan State University

M.A. & Ph.D., New School for Social Research

Nugent 555

212-774-4846

erinconnor@mmm.edu

Michelle Ronda

Assistant Professor of Sociology

B.A., City University of New York, Queens College

M.A., University of Texas, Austin

Ph.D., CUNY Graduate Center

Nugent 555

212-774-4843

mronda@mmm.edu

Rebecca Sperling

Associate Professor of Social Work/Sociology

Coordinator, Social Work Education

B.A., California State University at Los Angeles

M.S.W. & Ph.D., Columbia University

Nugent 555

212-774-4844

rsperling@mmm.edu

Sociology

MAJOR: SOCIOLOGY (2208)

37 Credits

B.A.

General Education: 42 Credits; Major: 37 Credits; Elective Credits: 41 Credits

Learning Goals for the Major in Sociology

After completing the sociology major, students will be able to:

- Evaluate quantitative and qualitative research articles in the field.

- Design and implement valid, reliable, and ethically sound research that is original and empirical.

- Analyze social situations utilizing different theoretical perspectives implicit in the sociological imagination.

Social Science Core

SOC 237 Social Statistics 3

Sociology Concentration

SOC 101 Introduction to Sociology 3

SOC 301 Classical Social Theory 3

SOC 303 Contemporary Sociological Theory 3

SOC 361 Cultural and Social Change 3

SOC 371 Research Methods in Social Science 4

SOC 491 Senior Seminar 3

SOC electives, at least two must be at the 300+ level 15

MINORS:

JUSTICE STUDIES MINOR

18 Credits

The minor in Justice Studies is designed for students interested in understanding the theoretical foundations, practical implementations, and resulting consequences of justice in contemporary Western society. The minor includes coursework across disciplines to introduce students to cultural, economic, philosophical, political, and social conceptualizations of justice

and injustice with a core emphasis on analyzing often controversial issues through critical inquiry and social science investigation. The internal logic of the minor requires that students progress from required core courses at the 200- level to more specialized, discipline specific courses at the 300- and 400-levels. Students from any major may pursue the Justice Studies minor.

Division: Social Sciences
Division Chair: Manolo Guzmán, Ph.D.
 mguzman@mmm.edu
Division Assistant: Michael Backus
 mbackus@mmm.edu

Division Office: Nugent 456
Phone: 212-774-4847

Department faculty:

Michelle Ronda

Assistant Professor of Sociology
 B.A., Queens College, CUNY
 M.A., University of Texas at Austin
 Ph.D., Graduate Center of CUNY
 Nugent 555
 212-774-4843
 mronda@mmm.edu

Mark T. Conard

Associate Professor of Philosophy
 Chair, Department of Philosophy and Religious Studies
 B.A., Wright State University
 M.A., Miami University
 Ph.D., Temple University
 Main 517
 212-774-0704
 mconard@mmm.edu

Rosemary Nossiff

Associate Professor of Political Science
 B.A., University of New Hampshire
 M.A., California State University
 Ph.D., Cornell University
 Nugent 555
 212-774-0732
 rnossiff@mmm.edu

Sociology

Learning Goals for the Justice Studies Minor

Students who complete the Justice Studies minor will be able to:

- Identify and explain the common philosophical, economic, cultural, political and social conceptualizations of justice in Western society;

- Analyze and critically evaluate arguments concerning justice; and
- Articulate contemporary controversies concerning justice and injustice in Western society.

Required courses

Students must take all of the following:

| | | | |
|--|---|--------------------------------|---|
| SOC/PS 107. Introduction to Criminal Justice | 3 | PHIL 261. Political Philosophy | 3 |
|--|---|--------------------------------|---|

Students must take a minimum of four (4) courses from the following at least three (3) of which must be at the 300-level or above:

| | | | |
|--|-----|---|-----|
| SOC 201. Criminology | (3) | SOC 332. Sociology of Surveillance | (3) |
| RS 220. Religion and Politics | (3) | IS 320. Food Security | (3) |
| PSYCH 250. Introduction to Forensic Psychology | (3) | PS 324. Law, Government & Politics in America | (3) |
| PHIL 287. Philosophy of Law | (3) | PS 337. Crime and Society | (3) |
| JS 390. Special Topics in Justice Studies | (3) | SOC 342. Social Movements, Protest and Conflict | (3) |
| | | SOC 347. Politics, Power and Society | (3) |
| | | COMM 395. Media, Law & Ethics | (3) |
| | | RS 352. Religion and Social Justice | (3) |

JUSTICE STUDIES COURSES

JS 390. Special Topics in Justice Studies

This course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of justice studies. Examples include: Court Trial and Procedure; Justice and Injustice in HBO's "The Wire;" School Violence in the United States; Community Organizing;

Philosophy of Punishment; Environmental Justice; The War on Drugs; Elite Deviance, etc. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102 or WRIT 201 and SOC/PS 107 and PHIL 261 or permission of instructor. (3)

SOCIOLOGY MINOR

18 Credits

| | | | |
|-----------------------------------|---|-------------------------------------|---|
| SOC 101 Introduction to Sociology | 3 | SOC 330 Great Social Thinkers | 3 |
| SOC 204 Valuing Difference | 3 | SOC electives, one at the 300-level | 9 |

SOCIAL WORK MINOR

18 Credits

Required Courses:

| | | | |
|---|---|---|-----|
| SOC 105 Introduction to Social Work | 3 | IS/PS 357 Human Rights in Comparative Perspective | (3) |
| SOC 204 Valuing Difference | 3 | HIST/PS 348 Poverty in America | (3) |
| SOC 209 Method and Skills in Social Work Practice (includes internship experience) | 4 | PS 264 Public Policy Analysis | (3) |
| | | PSYCH 201 Developmental Psychology I | (3) |
| | | PSYCH 216 Developmental Psychology II | (3) |
| | | PSYCH 286 The Aged in Society | (3) |
| | | PSYCH 313 Group Dynamics | (3) |

Electives:

| | | | |
|---|-----|---|-----|
| Students must take three courses from the following list, at least one of which should be at the 300-level. | 9 | PSYCH/SOC 334 Death and Bereavement | (3) |
| | | SOC/PS 107 Introduction to Criminal Justice | (3) |
| | | SOC 201 Criminology | (3) |
| COMM 258 Small Group Communication | (3) | SOC 221 Social Problems | (3) |
| COMM 316 Intercultural Communication | (3) | SOC 312 Family Diversity in America | (3) |
| COMM 429 Advanced Video | (3) | SOC 324 Immigration and Its Impact | (3) |
| CHEM/PSYCH 348 Drugs and the Brain | (3) | SOC 361 Cultural and Social Change | (3) |
| ECO/IS 214 The Global Economy | (3) | SOC 384 Valuing Difference II | (3) |
| ECO/IS 227 Work in America | (3) | SPCH 209 American Sign Language I | (3) |
| ECO/IS 334 Gender and Development | (3) | SPCH 309 American Sign Language II | (3) |

Students must pass each course with a final grade of C or better to advance to the next course in the sequence.

Additional Learning Opportunities

Internships: Students may take advantage of internship opportunities in a wide range of social service and international organizations in New York. Students have interned in community organizations dealing with issues such as housing, homelessness, the elderly, immigrant rights, civil rights, legal and educational advocacy and international organizations, such as the United Nations High Commission for Refugees, and a number of non-governmental organizations (NGOs) such as Doctors Without Borders. The Social Work minor includes required internships as part of the Human Services courses in its curriculum. Students in the minor volunteer for agencies and institutions such as: Mt. Sinai Hospital's Sexual Assault and Violence Intervention Program; NY Cares; God's Love We Deliver; Green Chimneys Children's Services; City Harvest; Mary Manning Walsh Nursing Home; Memorial Sloan Kettering; The Lesbian, Gay, Bisexual and Transgender Community Center (SAGE); Bedford Hills Correctional Facility Parents' Center.

Study and travel abroad enables students to learn about different cultures and societies and how they address social issues and concerns. Students have studied in a variety of countries around the world, including: Australia,

Spain, Sweden, and some have participated in international work projects such as building homes for the poor in Nicaragua and digging in archeological expeditions in Belize and among Navaho communities.

Research possibilities: Students are encouraged to carry out independent empirical research based on projects developed during major course work or as independent study. The College's annual Honors Colloquium provides one such forum for students to present the best student work to the academic community. The American Sociological Association invites students to present papers at regional and annual meetings.

Student-Faculty collaboration: Close faculty/student interaction is facilitated by the small size of the Sociology program and its classes. Faculty members work intensively with students not only in sponsoring independent studies, research projects and supervising internships, but also in daily class work by stimulating thoughtful discussions and developing challenging writing assignments. Faculty members provide one-on-one guidance to students in identifying effective research sources and in articulating effective arguments characterized by the clear development of ideas supported by quality evidence.

SOCIOLOGY COURSES (SOC)**SOC 101. Introduction to Sociology**

The purpose of this course is to acquaint the student with the field of sociology and to provide a basis for a greater understanding of contemporary society. The socialization process, culture, institutions and inter-group relations are among the topics explored. Attention will be given to forces of stability and change inherent in the relationship between the individual and society. Corequisite: WRIT 101 [Offered: F, S] (3).

SOC 103. Anthropology

The purpose of this course is to provide the students with an understanding of the interrelationship of social structure and cultural patterns. Through anthropological and analytical means, it will examine the works and activities of man (social, artistic, and technological) as well as theories of social and cultural change. Prerequisite: CAA 099, if required [Offered: F, S] (3).

SOC 105. Introduction to Social Work

This course provides an introduction to social work as a profession and to social welfare. It will include: a history of the development of the field, an overview of social work ethics and values, discussion of professional roles and settings as well as an introduction to current theories and practices. It features an introduction to the ecosystems and strengths perspectives. Students also learn beginning assessment skills. [Offered: F, S] (3).

SOC 107. Introduction to Criminal Justice

(Same as PS 107; see course description under Political Science.)

SOC 136. Social Issues in Literature

(Same as EWL 136; see course description under English and World Literature.)

SOC 201. Criminology

Each of us has a preconceived definition of crime, of criminal behavior, as well as opinions about the causes of and solutions to crime. In other words we are all "armchair criminologists." This class is an introduction to the sociology of crime: we will refine and move beyond our armchair criminology by employing the theories, methods and habits of the mind that sociology offers. We will make use of the methods of the social sciences, as well as the traditions of critical thinking and social theory to gather and interpret evidence about the behaviors typically defined as "criminal" in the U.S. and globally. We will move beyond the popular focus on the individual as violator of law to consider state and corporate deviance and criminal activity. We will come to understand distinct theoretical approaches to the study of behaviors that violate formal social norms (laws), consider the causes of such behaviors as well as the variety of social control mechanisms upon which societies rely to control those behaviors. Prerequisites: SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 204. Valuing Difference

Drawing from both theoretical and personal sources, this course seeks to heighten each student's awareness and appreciation of our human differences. Understanding our diversity will also make our commonalities more apparent. Students will

explore how ideology, as well as public and private discourse, constructs issues related to race, ethnicity, class, religion, gender, sexual orientation, age and differing abilities, and how each of these concepts works in combination with others to weave a complex web of human behaviors. Power and authority will be featured elements in discussions of identity formation and social dynamics. Course will be taught from a social work perspective, highlighting the consequences of racism and privilege for everyone in a community. Prerequisite: WRIT 101 [Offered: F, S] (3).

SOC 205. Urban Sociology

Topics discussed in this course will include the origin of cities, the processes of urbanization and suburbanization, the growth of metropolitan communities and current developments in urban planning. While emphasis will be on the analysis of American society, cross-national and cross-cultural comparisons will be made throughout. Although the focus will be on cities, the course perspective will encompass a broader scope – looking at entire societies whose institutions are influenced by urbanism in all its manifestations. Urbanization in underdeveloped as well as in modern metropolitan communities and world cities will be examined. Prerequisite: WRIT 101, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

Sociology

SOCIOLOGY COURSES (SOC)

SOC 209. Method and Skills in Social Work Practice

Course provides a close examination of social work method: data collection, assessment, intervention and evaluation. It also focuses on skill development and provides an overview of the various modalities (individual, family, group and community work) used in social work practice. Students learn the value of understanding all human behavior in its environmental context. A concurrent internship in a local community based agency, which offers students direct experience in the field, is also required. The internship is intended to provide students with the opportunity to understand how agencies are organized and how they function on behalf of clients. Students will work in an agency for three hours per week throughout the semester. They will keep regular journal entries and prepare a summary report on their experience in the agency. Prerequisites: WRIT 101 & SOC 105; or permission of department [Offered: S] (4).

SOC 210. Anthropology at Museums in New York City

Course will be an ethnographic survey of the world's culture areas and will be oriented towards museum exhibits in New York City. Classroom lectures and assigned readings will be designed to complement and supplement several museum tours taken by the class. Students should be prepared to pay the nominal student admission fees to these museums. Prerequisite: WRIT 101, & SOC 101, PS 106, IS 109 or permission of the instructor (Visiting students need not meet this requirement.) [Offered: Sum] (3).

SOC 213. Women, Society, and Culture (Same as RS 213)

This course will consider the condition of contemporary women in our own and other societies. We will study a variety of theoretical perspectives, e.g. psychological, cultural, structural that throw light on the sex/gender relationship; and will explore their applicability in a cross-cultural context. Such issues as male/female relations, economic and political inequality, the role of motherhood, sexuality, and forms of resistance and protest will be discussed. Prerequisite: WRIT 101, & SOC 101, PS 106, IS 109 or permission of the instructor [Offered: F, S] (3).

SOC 230. Psyche & Society

Through an interdisciplinary selection of readings students will understand the social and cultural forces that bring very specific forms of consciousness into existence. In other words, the main goal of this course is to help the stu-

dent realize the extent to which the experience of "self" in society and culture is not governed by the immutability of physiological processes or the maturation of the human organism. This course will explore how the content and the experience of self is largely the result of traditions and practices that are historical and thus highly susceptible to transformation. While a sociological perspective informs the collection of readings, these are not always sociological and are culled from a variety of disciplines. Prerequisite: WRIT 102 & SOC 101 or permission of instructor.

SOC 234. Ethnography

Ethnography is "writing (graphia) people (ethnos)": it is a textual account of people's everyday lives. Over time, the writing of these accounts has changed in accord with shifting socio-historical and cultural contexts. In this course, we will survey ethnographic texts, spanning from early anthropologies conducted in colonial Africa and the South Pacific to contemporary ethnographies researched in contemporary American cities and modern institutions. Part narrative, part science, part self-reflection and all analysis, ethnography is a compelling genre through which to observe and understand our own lives as well as those of others. Prerequisites: WRIT 101, & SOC 101, PS 106, IS 109 (3).

SOC 236. The Native Americans

This course will examine the peoples and cultures of aboriginal North America. It will include an in-depth discussion of traditional cultures and the impact that United States jurisdiction has had on the expression of traditional beliefs and practices. Contemporary problems of Native American groups will also be analyzed. Prerequisite: WRIT 101 (3).

SOC 237. Social Statistics

Proposed: Social science offers its practitioners a variety of tools with which to know and interpret the social world. This course will introduce students to the basic concepts, logic and procedures of quantitative data analysis in the context of those concerns typical of the social sciences. This course is intended to provide even the most anxious student with an introduction to statistics and quantitative reasoning that permits us to evaluate how, when and why to use these tools with integrity in social and political life. Prerequisites: MATH 113 or equivalent and one of the following: SOC 101, PS 10, IS 109 or permission of the instructor (3).

SOC 247. Special Topics in Anthropology

This course may vary from semester to semester, focusing on such topics as Urban Anthro-

pology, Ethnography, Women in Film, Symbol, Ritual and World View or on area studies of Latin America, Africa, etc. Students may repeat enrollment but may not repeat topics. Prerequisite: WRIT 101, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 301. Classical Social Theory

This course explores early modern efforts to understand social life. The course will focus on works by Karl Marx, Max Weber, Emile Durkheim and Sigmund Freud. Their descriptions of the causes and character of modern life, together with their proposals to address the challenges and opportunities of modernity will be the central concerns with which we will approach the work of these authors. Prerequisites: WRIT 101 or 201 and one of the following: SOC 101, PS 106, IS 109, or permission of the instructor (3).

SOC 303. Contemporary Social Theory

Contemporary Social Theory explores developments in social theory since the early days of the 20th century to the present in the United States and abroad. While familiarizing the student with the works of those theorists whose contributions have preeminently shaped the field of social criticism, special attention will be devoted to those preoccupations typical of this period including but not limited to the relationship between individual agency and social structures, consensus and conflict in modern societies, social change, intersectional analyses of gender/race/class and nation, and the relationship between private and public life. Prerequisite SOC 301 (3)

SOC 304. Sociology of the Arts

The sociology of art critically analyzes the concept of "art". Foremost, it explores the socio-historical origins of the category of "art". Thereafter, it examines the social worlds and relations that have developed alongside and in relation to "art": institutions, such as museums, galleries and art schools, social roles, such as patron, artist, dealer, curator, and art historian, as well as the process of creativity itself. Ultimately, through this class, you will discover the social nature of art and art worlds. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 306. Sociology of Culture

"Culture" is everywhere, but what exactly is it? Is it the arts? Language? Everyday life? The structure of thought shared by people? Or the beliefs shared by people who are bounded by a specific location? This course analyzes the concept of culture through both theories of culture and empirical research. Specifically, it investigates how social, economic, political and historical processes produce culture and how

Sociology

SOCIOLOGY COURSES (SOC)

this is reproduced by people in practice. This investigation can include a broad range of topics, ranging from food, art, cities, and the body to religion, history, knowledge, and nature. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 308. Material Culture

Culture is meaning. Traditionally, meaning has been investigated in terms of ideas and structures of thought. This class aims to investigate an overlooked component of this traditional approach: the material world. Towards this end, we will analyze how material, whether objects, buildings or raw matter, inform and structure the interactions between people, as well as their perceptions and understandings of the world. While theoretical readings will guide this exploration, we will continuously draw from our own field research. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 312. Family Diversity in America

This course will examine the changing understandings of different forms of family life in the contemporary United States. Among others, these include: single parent families, stepfamilies, same sex, extended and multi racial families. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 315. Field Experience in Human Services I

This is the first of the advanced courses in social work practice. It will be conducted as a seminar and includes an internship experience. The class work will focus on highlighting the importance of substantive knowledge in social work and will introduce the varieties of theories that inform social work practice, including crisis intervention theory. Students apply their knowledge and develop practice and evaluative skills to the work they do in the agency. Students will work in an agency for three hours per week throughout the semester and will be supervised by a sponsor at the agency and the course instructor. Those who are taking the course as part of the minor in social work will begin a field placement in the fall and will continue their internship in the same social service agency during Field Experience II in spring. Prerequisites: SOC 209 & 204 for students taking the minor in social work. Students, who are not pursuing the social work minor, may register for the course if they have completed at least two courses at the 200-level in their major or if they have the permission of the Coordinator of Social Work Education. [Offered Fall] (4).

SOC 319. Sociology of Childhood

A variety of social factors shape who we are and to some extent what will become of us. The institutions of the family, kinship, education as well as the peer group, the media and the legal system, in varying degrees, play a role in the shaping of our social selves and our future goals. This course analyzes these influences from infancy through adolescence with the intent of understanding the impact of the larger society on the development of the individual. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 324. Immigration and Its Impact

Course will analyze the impact of immigrants, refugees, migrant workers and illegal aliens on society. Issues to be covered include race and prejudice, discrimination, extent of cultural and social assimilation, "brain drain," and social, political and economic adjustments. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 330. Great Social Thinkers

In this course, a selected number of classical and contemporary social thinkers who have made major contributions to social thought will be examined. Among those to be considered are Comte, de Tocqueville, Adam Smith, Karl Marx, Max Weber, Veblen, Keyes, Freud and Michels. In addition, students will select, for purposes of a research paper, a major contemporary social thinker from the social sciences other than those discussed in class, e.g. Toynbee, Lasch, Arendt. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor [Offered: F, S] (3).

SOC 332. Sociology of Surveillance

Surveillance, or monitoring people and their behavior, is purposeful and has the potential to change the way people relate to government, to business and to each other. The course introduces students to the sociology of surveillance, that is, to the application of social and political theories to the interpretation of the monitoring of people and their behaviors. The course begins with an introduction to social and political theories as well as social science research methods that assist us in defining surveillance practice, its justification and its consequences. Because technology figures importantly in how, where and when people and populations are subject to surveillance, the course also introduces students to the myriad of surveillance technologies used historically as well as today. Surveillance has implications for social justice, privacy law and policy, trust and sociality, and public fears and

security. We will consider how and why governments and other institutions, such as corporations and political parties, came to be interested in gathering information about citizens and the techniques they use to do so, as varied as police files, tax rolls, censuses, student testing and credit scores. In short, we will gather theoretical and practical tools with which to answer critical questions about how surveillance operates as a form of social control and sorting, how surveillance relates to the accumulation of power and knowledge, and how governments are shaped and shape us through surveillance. Prerequisite: WRIT 102 or WRIT 201 and one of the following: SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 333. Sociology of Religion

(Same as RS 333; see course description under Philosophy and Religious Studies.)

SOC 336. Sociology of Religion

(Same as PS 336; see course description under Political Science.)

SOC 342. Social Movements, Protest and Conflict

This course covers theoretical perspectives and research on the causes and effects of social movements. Theoretical topics will include: collective behavior, rational choice theories, resource mobilization, political opportunity, collective identity and the role of mass media. Substantive topics may include: labor movements, abortion rights and anti-abortion movements, civil rights, animal rights, environmental movements, revolutions and new religious movements. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 347. Politics, Power and Society

This course surveys, from a macro-sociological viewpoint, theories controversies and research concerning key topics in political sociology. These topics include: the concept of power, the formation of states, political institutions, social policies and political participation and collective action. The studies develop critical analysis of American politics from a comparative and historical perspective. Prerequisite: WRIT 102, SOC 101, PS 106, IS 109 or permission of the instructor (3).

Sociology

SOCIOLOGY COURSES (SOC)

SOC 359. Race and Ethnicity

In the United States, the terms “race” and “ethnicity” have been subject to a variety of shifting meanings and definitions over the course of the last century. This course will explore contemporary meanings of race and ethnicity and examine the social, political, economic and cultural forces that shape those meanings. It will also introduce students to a variety of sociological theories of race relations, including theories of prejudice and discrimination. Students will also explore the economic, social and historical contexts of race relations in the U.S., including the legacy of slavery and the history of immigration, through an overview of minority groups in the United States. Using a sociological and historical lens, we will address contemporary issues in race relations, including the affirmative action debates, multiculturalism, model minority status and immigration. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 360. Queer Theory

This course will help students master the fundamental questions around which queer theory emerged in the United States during the latter part of the 20th-century. Through the work of Michel Foucault, Eve Sedgwick and Judith Butler we will study the ways in which the social order is constructed through the normalization and regulation of erotic relations. In addition to a thorough understanding of the work of these theorists, the course will also help students understand how this later work articulates with, challenges, and expands on those descriptions of modern life associated with the earlier work of Karl Marx and Sigmund Freud. Prerequisites: WRIT 102 or WRIT 201 & SOC 330 or COR.C 301: Intro to Lesbian & Gay Studies or SOC 301 or GSS 250 (3).

SOC 361. Cultural and Social Change

Course will examine major historical and contemporary theories of social change. A variety of examples of social change will be studied in order to understand the factors effecting change in individuals, in organizations and social movements, and in society as a whole; and the ways in which these changes are interrelated. The objective of the course is to enable students to develop an understanding of the process of social and cultural change and to develop their analytical abilities for evaluating ongoing, spontaneous, or planned social change. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 371. Research Methods in Social Sciences (Same as PS/IS 371)

This course introduces students to the practice of social research - a broad set of theories, methods and ethics that the social sciences use to guide systematic and rigorous pursuit and production of knowledge about society. The course rests on the assumption that the collection and analysis of data about people is a craft that requires creativity, curiosity, and reflexivity. Students select a topic of empirical interest, review social and political theories that bear on the chosen topic, practice reading and interpreting social research findings, learn to analyze academic research articles in a literature review, and pose their own research question on the chosen topic. Students are introduced to methods by which to answer original, empirical research questions, including formulating a problem, designing research studies, engaging in data collection, practicing techniques of observation, mastering questionnaire construction, interviewing, sampling and performing basic statistical analyses using a statistical software program. Prerequisite: WRIT 102 or WRIT 201; Sociology majors are required to take SOC 237 and SOC 303; Political Science majors are required to take PS 310; or permission of the instructor (4).

SOC 373. Latin America: Social Justice and the Consolidation of Democracy

This course examines recent social, economic, and political developments and culture in Latin America with emphasis on Mexico and the Southern Cone. Of particular interest will be the institutionalization of the liberal ethos in contemporary Latin America and the shifting US business and diplomatic relations in the region. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

SOC 374 Erotic Organization of Race

Race and sex were traditionally understood as radically independent social and political matters. Feminists of color, and queer theorists more recently, have challenged this distinction between the reality and construction of the categories of race and sex. In this course we will look at the manner in which the construction of race evolves in a close relationship to systematizations of erotic experience and how technologies or ideas associated with the social regulation of the erotic are at the heart of our understanding of race. Prerequisite: Writ 102 or 201 and one of the following: SOC 101, PS 106, IS 109, or permission of the instructor (3).

SOC 384. Valuing Difference II: Knowledge and Action for Equity

In a continuing effort to think through how discriminatory practices operate to determine socioeconomic status, the students in this course will monitor the many ways in which mechanisms of discrimination operate daily (by gender, religion, nationality, race, sexual orientation, age and ability) to effectively marginalize select groups and canonize others. At the same time, students will examine how persons, groups, communities, organizations, policies and practices (both past and present) have challenged and undermined the status quo. Students will study activist models and activities in order to inform themselves about efforts directed toward progressive change. Prerequisite: SOC 204 (3).

SOC 415. Field Experience and Public Policy

This is the capstone experience in the minor in social work. The course will be devoted to directing students to think about social policy and macro level social work practice. It will focus on increasing the knowledge and skills necessary to provide community based social services. Students will think about the relevance of developmental theory to their work in internships. They will also research the history of a social policy or belief system that impacts the well being of clients in their field placements. Students will continue the internships that they began in Field Experience I and will use their knowledge and experience from both the class and the field to evaluate critically the success of the agency in providing services. [Offered S] Prerequisite: SOC 315 (4).

SOC 491. Senior Seminar

Intended for seniors who have completed most of their major departmental requirements, this course provides the student with an opportunity to study in depth major issues in sociology, many of which have been introduced in earlier courses. A different topic will be covered each year. Topics may include the sociology of race, ethnicity and sexuality; deviance and social control; criminology; surveillance; the sociology of art, technology, science and culture; and urban sociology, among others. Prerequisite: WRIT 102 or WRIT 201 & SOC 371 (3).

SOC 297/397/497. Research

SOC 298/398/498. Directed Study

SOC 299/399/499. Independent Study/ Internship

Speech-Language Pathology and Audiology

This major, housed in the Department of Communication Sciences and Disorders, offers students an overview of human communication and its disorders. Through study in this discipline, one develops an appreciation of the normal development of speech, language and hearing; the theoretical bases underlying normal processes in speech, language and hearing; communication disorders, including problems in hearing, language, articulation, voice and fluency; the evaluation and management of these disorders; and the professional roles of the speech-language pathologist and audiologist. The major provides pre-professional preparation for graduate study in Speech-Language Pathology and Audiology.

The department offers internship opportunities on site in the Ruth Smadbeck Communication and Learning Center. In addition, students can complete an internship in the New York City public schools as part of their program of study. The majority of alumni pursue graduate study to become speech-language pathologists, audiologists, and speech and hearing scientists. Many obtain graduate scholarships and fellowships.

Career Possibilities:

The undergraduate degree in Speech Pathology and Audiology prepares students to go on to graduate school to earn the required graduate degree to practice as a speech pathologist or audiologist. It may also be used as a foundation for other graduate education

such as special education, psychology and linguistics.

Opportunities for Faculty-Student Interaction:

One of the most unique aspects of the Speech Pathology/Audiology major is the close interaction with faculty. As a clinical teaching discipline, there is close mentorship of the students both in the classroom and in external learning activities. These include lectures, research, independent studies, internships and on-site clinic rotation as well as community externships in the field of speech pathology and audiology.

Departmental Resources:

The department has an on-site speech clinic, audiology suite and speech and language research laboratory. The department is well equipped with professional and technical resources, including a student resource area and library, as well as three treatment rooms with CCTV observation capacity.

Additional Learning Opportunities:

The department staff and faculty include researchers who are actively engaged in many projects related to the development of the fields of speech pathology, linguistics, and audiology. There is opportunity for qualified students to function as research assistants, to apply for grant support and scholarships. Advanced students may serve as teaching assistants.

| | | | |
|------------------------------|--|-------------------------|-----------------------|
| Division: | Sciences | Division Office: | Main 7th Floor |
| Division Chairperson: | Benedetta A. Sampoli Benitez, Ph.D. bsampoli@mmm.edu | Phone: | 212-774-0725 |
| Division Assistants: | Rekha Swami rswami@mmm.edu | | |

Department Faculty and Clinic Staff:

Susan Behrens

Professor of Communication Sciences and Disorders
B.A., Queens College, CUNY
M.A. & Ph.D., Brown University
Main 7th Floor
212-774-0722
sbehrens@mmm.edu

Ann D. Jablon, CCC-SLP

Professor of Communication Sciences and Disorders
Chair, Department of Communication Sciences and Disorders
B.A. & M.A., Queens College, CUNY
Ph.D., The Graduate School and University Center, CUNY
Main 7th Floor
212-774-0721
ajablon@mmm.edu

Teresa Signorelli, CCC-SLP

Clinic Director, Ruth Smadbeck Communication and Learning Center
B.S., Binghamton University
M.S., Boston University
Ph.D., The Graduate School and University Center, CUNY
Main 7th floor
212-774-0728
tsignorelli@mmm.edu

Margaret Kamowski-Shakibai

B.A. Marymount Manhattan College
M.Phil. The Graduate School and University Center, CUNY
Ph.D. The Graduate School and University Center, CUNY
Main 7th floor
212-774-4881
mshakibai@mmm.edu

Speech-Language Pathology and Audiology

MAJOR: SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (1220)
39 Credits
B.A.
General Education: 42 Credits; Major: 39 Credits; Elective Credits: 39 Credits

A Speech-Language Pathology and Audiology Major consists of 39 credits in Speech-Language Pathology and Audiology courses with the following specific requirements:

Learning Goals for the Major in Speech-Language Pathology & Audiology
Upon completion of the major in Speech-Language Pathology and Audiology, students will:

- Exhibit professionalism in behavior, speech, and writing across genres.
- Demonstrate scientific literacy in both reading and writing skills, as it pertains to the human communication system.
- Effectively demonstrate knowledge of a range of normal, different, and disordered functions of the human

communication system to their work across varied cultural contexts.

- Devise research studies, employing state of the art technology as is current in the contemporary speech, language, and audiological workplace.
- Demonstrate knowledge of how successful completion of this major constitutes a foundation for professions and careers beyond speech-language pathology and audiology, in order to successfully pursue post-B.A./B.S. careers.

| | | | |
|---|---|--|---|
| SPCH 155 Introduction to Communication Disorders | 3 | SPCH 263 Audiology I: Disorders, Diagnosis and Treatment | 3 |
| SPCH 160 Introduction to Linguistics | 3 | SPCH 351 Speech-Language Pathology I | 3 |
| *SPCH 202 Phonetics | 3 | SPCH 352 Speech-Language Pathology II | 3 |
| SPCH 210 Research Methods in Communication Sciences and Disorders | 3 | SPCH 435 Diagnostic Principles and Procedures in Speech-Language Pathology | 3 |
| SPCH 251 Normal Language Development | 3 | SPCH 475 Clinical Methods in Speech-Language Pathology/Audiology | 3 |
| SPCH 260 Speech and Hearing Science | 3 | SPCH 476 Practicum in Speech-Language Pathology/Audiology | 3 |
| SPCH 261 Anatomy and Physiology of Speech and Hearing Mechanisms | 3 | | |

To meet the General Education requirements and the requirements of the American Speech-Language Hearing Association, Speech-Language Pathology/Audiology Majors must complete three credits in physical science, three credits in biological science, and three credits in statistics.

Specific Additional Requirements for the Major:

1. A minimum overall grade point average of 2.5;
2. A minimum grade point average of 2.5 in SPCH courses;
3. Students may retake only one course within the major;
4. Students must continue to follow the prescribed sequence outlined in the SPPA student Handbook even if a course is to be retaken;

5. Mandatory semester-end reviews may result in a required change of major;

The American Speech-Language-Hearing Association requires that students in the major fulfill 25 supervised observation hours before enrolling in practice in speech-language pathology.

MINORS:

LANGUAGE SCIENCES MINOR

21 Credits

Learning Goals for the Minor in Language Sciences.

Upon completion of the Language Sciences minor students will:

- demonstrate knowledge of the human language facility by articulating the main principles of linguistic theory;
- accurately apply such theories to real-world settings, with implications for language diversity in cultural and political contexts;

- demonstrate explicit knowledge of language structure;
- accurately apply this knowledge to linguistic analyses of language data through hands-on experience;
- plan and implement linguistic research via the scientific method;
- produce written assignments that apply scientific principles to language from the fields of behavioral science.

| | | | |
|---|---|---|---|
| SPCH 112 The Structure of English | 3 | Capstone course: Choose Option A, B, or C | |
| SPCH 160 Introduction to Linguistics | 3 | Option A: SPCH 497 Research Project | 3 |
| *SPCH 202 Phonetics | 3 | Option B: SPCH 499 Internship in Teaching English as a Second or Other Language (TESOL) | 3 |
| SPCH 251 Normal Language Development | 3 | Option C: SPCH 499 Independent Study | 3 |
| OR | | Suggested electives: Foreign Language | 3 |
| SPCH 252 Special Topics in Language Processes | 3 | | |
| SPCH 316 Psycholinguistics | 3 | | |

*Theater Arts and Acting majors who wish to pursue the Speech-Language Pathology and Audiology major or minor may count THTR 202-203 towards the major or minor and in substitution for SPCH 202 towards the major or minor.

Speech-Language Pathology and Audiology

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY MINOR

21 Credits

Learning Goals for the Minor in Speech-Language Pathology & Audiology Upon completion of the Speech-Language Pathology and Audiology minor students will:

- Exhibit professionalism in behavior, speech, and writing across genres.
- Demonstrate scientific literacy in both reading and writing skills, as it

pertains to the human communication system.

- Effectively demonstrate knowledge of a range of normal, different, and disordered functions of the human communication system to their work across varied cultural contexts.

| | | | |
|--|---|---|---|
| SPCH 155 Introduction to Communication Disorders | 3 | SPCH 260 Speech & Hearing Science | 3 |
| SPCH 160 Introduction to Linguistics | 3 | SPCH 261 Anatomy & Physiology of the Speech & Hearing Mechanism | 3 |
| *SPCH 202 Phonetics | 3 | | |
| SPCH 251 Normal Language Development | 3 | SPCH 263 Audiology I: Disorders, Diagnosis and Treatment | 3 |

*Theater Arts and Acting majors who wish to pursue the Speech-Language Pathology and Audiology major or minor may count THTR 202-203 towards the major or minor and in substitution for SPCH 202 towards the major or minor.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (SPCH)

SPCH 112. The Structure of English

This course offers an extensive review of English grammar: the structure of the language and the rules by which language units combine to form phrases, clauses, and sentences. In addition, it places grammar in a socio-educational context and covers the current theories and debates in the linguistic literature. We focus on 1) English Morphology—the inflectional system of suffixes and other markers that impart grammatical information on words; and 2) English Syntax—the rules for building larger units. We look at English grammar from several angles: spoken vs. written; standard vs. non-standard forms; academic and creative variations. We explore current theories of language discussed in the linguistics literature (3).

SPCH 155. Introduction to Communication Disorders

This course will provide an overview of the field of human communication. Models of verbal and nonverbal communication, and theories of speech, language and hearing development will be presented as background to understanding communication disorders. Topics include: the nature and cause of communication disorders, the role of professionals, such as speech-language pathologists, audiologists, educators, psychologists and others who manage treatment of disorders, and the terminology that is used by those professionals in diverse settings. This course requires 2.5 hours of observation of speech-lan-

guage therapy. Speech-Pathology majors must take this course within their first year. Corequisite: WRIT 101 [Offered: F] (3).

SPCH 160. Introduction to Linguistics

This is an introductory course for students with no background in linguistics; it is designed to familiarize students with linguistic terminology and concepts and with the techniques for analyzing language. The student will explore the main components of language - phonetics and phonology, morphology, semantics and syntax - in order to relate them to the study of various disciplines. Corequisite: WRIT 101 [Offered: F] (3).

SPCH 202. Phonetics

The sound system of American English is analyzed in detail. A major focus is mastery of the International Phonetic Alphabet (IPA) for both reading and transcription purposes. A further objective is to develop the ability to apply phonetics to the study of special speech patterns including dialects and speech sound disorders. Corequisite: WRIT 101 [Offered: S] (3).

SPCH 209. American Sign Language I

Students are taught fundamental principles of ASL grammar and syntax with the emphasis on signed language, although aspects of deaf culture and history will be covered. Emphasis is placed on finger-spelling, basic sentence structure, tenses, time, negatives and sentence types. Many aspects of deaf culture will be touched upon and students are encouraged to investigate deaf actors, artists and writers [offered: F, S] (3).

SPCH 210. Research Methods in Communication Sciences and Disorders

This course is an introduction to the basic scientific methods used in communication sciences and disorders research and clinical practice. The main components include types of research, research design, methodology, data organization and statistical analysis. Prerequisites: SPCH 155, MATH 113, WRIT 102 [offered: F] (3).

SPCH 251. Normal Language Development

This is a basic course in the study of language development from infancy through the adult years. The content will cover theory and research in the acquisition of phonology, semantics, syntax, and pragmatics. Prerequisite: WRIT 101 [Offered: S] (3).

Speech-Language Pathology and Audiology

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (SPCH)

SPCH 252. Special Topics in Language Processes

The goal of this course is to study the theories and issues behind the phenomena of such language processes as bilingualism and narratives. The class will take a linguistic perspective but one that places language in a social and educational context. Prerequisite: WRIT 101 (3).

SPCH 260. Speech and Hearing Science

Course is designed to cover aspects of speech and hearing science, including acoustics, physics of sound, speech acoustics, speech perception, spectrum analysis and speech production. Prerequisite: SPCH 202 [Offered: F] (3).

SPCH 261. Anatomy and Physiology of the Speech and Hearing Mechanisms

The basic structures and functions of the auditory and vocal mechanisms and the language system are discussed in detail. Emphasis is on the practical applications of the material to the field of speech and hearing and its usefulness in the clinical treatment of the communicatively impaired. Prerequisites: WRIT 101 & SPCH 155. Corequisite: SPCH 260 [Offered: F] (3).

SPCH 263. Audiology I: Disorders, Diagnosis and Treatment

Students are introduced to the field of Audiology, which is the study of hearing and hearing disorders. Topics include physics of sound, pathology and treatment of auditory disorders, interpretation of audiograms and introduction to impedance testing and masking principles, public school hearing-conservation programs, and habilitation and rehabilitation of hearing-impaired children and adults. Theoretical material will be supplemented by observations in the Ruth Smadbeck Communication and Learning Center. Students will also learn and perform audiometric screenings. This course requires 2.5 hours of observation of audiometric testing. [Offered: S] (3).

SPCH 303. Organization of the School Speech and Hearing Program

Students will become familiar with the organization, administration and procedures of a remedial program in speech, language and hearing within an educational setting. This course is required for teacher certification and is to be taken prior to student teaching. Corequisite: SPCH 351 & 352 [Offered: S] (3).

SPCH 309. American Sign Language II

All topics covered in SPCH 209 will be reviewed, drilled and employed with emphasis being placed on the more difficult receptive skills used in finger-spelling, complex sentence types, and idioms. Expressive finger-spelling will be drilled and mastered for clarity, accuracy and speed. Topics covered will be classifiers, more sophisticated grammar and syntax, quantifiers, locational relationships, the use of time and numbers, interpreting as a career and students will develop a more fluent ability and a greater understanding of ASL and creative signing and slang. Students will increase their vocabulary by another 200 words (approx) and will practice conversations and dialogues in sign. This course will incorporate several field trips, outside projects, sign language interpreted events and guest speakers. Movies and videos that have to do with ASL or deafness will be shown and discussed in greater detail. Literary works by deaf authors will be assigned and discussed. Prerequisite: Grade of B or higher in SPCH 209, or Permission of Instructor [Offered: S] (3).

SPCH 316. Psycholinguistics

The study of human language provides a unique way to understand human nature and to engage in cognitive science. Psycholinguistics, an interdisciplinary sub-discipline of psychology and linguistics, is the study of the mental processes and types of knowledge involved in understanding and producing language in both its oral and written forms. Students study listening, speaking, reading, and writing, trying to discover the cognitive mechanisms and knowledge structures that underlie these skills and the roles they play in linguistic behavior. Prerequisites: WRIT 102 (3).

SPCH 320. Management of the Communicatively Impaired in Academic Settings

This course prepares students in speech-language pathology and education to work with communicatively impaired children in educational settings. Auditory learning, amplification systems, mainstreaming and educational considerations, and communication development of hearing impaired children are covered. School observations are required. Prerequisite: SPCH 155; [Offered: F] (3).

SPCH 351. Speech-Language Pathology I

This course covers topics relating to the nature and cause of communication disorders in infants, children, and adults. Diagnostic procedures, techniques, and strategies for intervention will be reviewed. Topics may include a detailed study

of voice, fluency, articulation, and craniofacial-based problems. This course requires 10 hours of observation of speech-language therapy. Prerequisites: SPCH 202 [Offered: S] (3).

SPCH 352. Speech-Language Pathology II

Course will cover topics relating to the nature and cause of communication disorder in infants, children, and adults. Diagnostic procedures, techniques, and strategies for intervention will be reviewed. Topics may include a detailed study of language disorders as well as problems related to cerebral palsy, aphasia and dysphagia. This course requires 10 hours of observation of speech-language therapy. Prerequisite: SPCH 251 [Offered: S] (3).

SPCH 435. Diagnostic Principles and Procedures in Speech-Language Pathology

Course is designed to familiarize the student with procedures and materials used in the evaluation of speech-language disorders. Course will emphasize the theory, administration and critical evaluation of standard-tests, analysis of linguistic behaviors, synthesis of clinical information, report writing, parent interviewing and counseling skills. This course requires 5 hours of observation of speech and hearing disorders. Prerequisite: SPCH 351 & 352 [Offered: F] (3).

SPCH 475. Clinical Methods in Speech-Language Pathology/Audiology

Course will provide the student with exposure to theoretical and professional issues in Speech Language Pathology. Students will intern in the Ruth Smadbeck Communication and Learning Center. Corequisite: SPCH 435 [Offered: F] (3).

SPCH 476. Practicum in Speech-Language Pathology/Audiology

A continuation of SPCH 475, this course focuses on the emerging and ever-changing student, student-teacher, intern, clinical fellow, newly employed and later seasoned professional. Classroom readings will focus on the varied and dynamic solitary and/or collaborative roles that students engage in during the process of clinical engagement with clients (and their families and significant others). Students will intern in the New York City Public Schools. Prerequisite: SPCH 475 [Offered: S] (3).

SPCH 297/397/497. Research SPCH 298/398/498. Directed Study SPCH 299/399/499. Independent Study/ Internship

Theatre Arts

The Theatre Arts Programs at MMC offer professional theatre training combined with a liberal arts education. Individualized attention and a strong faculty advisement program enable qualified students to take on substantial projects and roles. Independent study projects provide opportunities for specialized training and performance experience. Junior and senior level students may also study abroad for credit at schools such as the Royal Academy of Dramatic Art and the Drama Studio, London. Internships in a variety of settings (Broadway, Off- and Off-Off-Broadway, television, film and dance) develop experience and a potential network in the NYC performing arts community. Cocurricular minors in Musical Theatre, Drama Therapy, Arts for Communities, Music, and Arts Management can complement the major in Acting or in Theatre Arts.

Performance opportunities include four main stage productions per year such as *The Three Sisters*, *As You Like It*, *Endgame*, *Road*, *She Loves Me*, *The Colored Museum*, and *The Grass Harp*. The MMC Directing Projects are performed in the Box Theatre each semester. These short, contemporary plays are directed by student directors and are cast with student actors. Past playwrights include Sam Shepard, Harry Kondoleon, Irene Fornes, Roslyn Drexler, Athol Fugard, Eugene Ionesco, and Christopher Durang. The MMC Play Readings provide student playwrights with an opportunity to hear and see their works-in progress. The Senior Acting Showcase provides a venue for actors to show their work to professional agents and casting directors.

MMC Theatre Arts programs are unique in offering specialized opportunities to the qualified student. Theatre faculty teach students through flexible programs in which intensive production experience can be gained. MMC Theatre Arts graduates leave with viable, competitive portfolios. They have made successful careers in theatre, film, and television, and have been accepted into highly competitive graduate programs.

Admission to the Programs: All students who wish to major in Theatre Arts or in Acting must audition or show a portfolio for acceptance into these programs. Contact the Theatre Arts Department for more information.

Special Notes: Students may not audit performance and production courses, or start full-year courses in the Spring Semester, without departmental approval. A studio fee of \$10.00 per credit is charged for performance and production classes to offset costs of maintaining facilities and equipment. For additional information about policies and programs, students should consult the current MMC Theatre Arts Student Handbook, available in the Theatre Office and online on the MMC web site.

| | | | |
|--|---|---|--------------------------------------|
| Division: | Fine & Performing Arts | Operations Director for FAPA: | Matthew J. Land, M.F.A. |
| Division Chairperson: | David Mold, M.F.A. | | mland@mmm.edu |
| | dmold@mmm.edu | Division Office: | Theatre Office, Main Building |
| Division Administrative Secretary: | Brooke Harbaugh | Phone: | 212-774-0760 |
| | bharbaugh@mmm.edu | | |
| <hr/> | | | |
| Department Faculty: | John Basil | Robert Dutiel | |
| | Assistant Professor of Theatre Arts | Associate Professor of Theatre Arts | |
| | B.S. & M.F.A., Temple University | B.S. & M.F.A., University of Nebraska-Lincoln | |
| | 212-774-4874 | 212-774-0763 | |
| | jbasil@mmm.edu | rdutiel@mmm.edu | |
| Mary R. Fleischer | Elizabeth Bourgeois | Patricia Hoag Simon | |
| Professor of Theatre Arts | Assistant Professor of Theatre Arts | Associate Professor of Theatre Arts | |
| Chair, Department of Theatre Arts | B.A., Western Michigan University | B.F.A., Boston Conservatory of Music | |
| B.A., SUNY, Purchase | M.F.A., NYU Tisch School of the Arts | M.F.A., Florida Atlantic University | |
| M.A., Hunter College of CUNY | 212-774-4894 | 212-774-0714 | |
| Ph.D., The Graduate School and University Center, CUNY | ebourgeois@mmm.edu | psimon@mmm.edu | |
| 212-774-0761 | | | |
| mrfleischer@mmm.edu | | | |
| Barbara Adrian | Kevin Connell | David Mold | |
| Professor of Theatre Arts | Professor of Theatre Arts | Associate Professor of Theatre Arts | |
| B.A., James Madison University | B.F.A., The Ohio State University | Chair, Division of Fine and Performing Arts | |
| M.F.A., Brooklyn College of CUNY | M.F.A., University of California, San Diego | B.F.A., Boston University | |
| C.M.A., Laban Institute of Movement Studies | 212-774-0713 | M.F.A., The Theatre School, DePaul University | |
| 212-774-0711 | kconnell@mmm.edu | 212-774-0764 | |
| badrian@mmm.edu | | dmold@mmm.edu | |

Academic Offerings

Theatre Arts

Department Faculty:

Jeffrey A. Morrison

Associate Professor of Theatre Arts
B.A., University of Pennsylvania
M.F.A., University of Wisconsin at Madison
212-517-0405
jmorrison@mmm.edu

Richard Niles

Professor of Theatre Arts
B.F.A., NYU, Tisch School of the Arts
M.F.A., Brooklyn College of CUNY
Ph.D., The Graduate School and University
Center, CUNY
212-774-4872
rniles@mmm.edu

Ellen Orenstein

Associate Professor of Theatre Arts
B.A., Wesleyan University
M.F.A., University of Washington
212-774-4873
eorenstein@mmm.edu

Ray Recht

Professor of Theatre Arts
B.F.A., Carnegie Mellon University
M.F.A., Yale University
212-774-0762
rricht@mmm.edu

Christine Riley

Artist-In-Residence
B.M., Ithaca College
M.M., Arizona State University
212-517-0508
criley@mmm.edu

Mark Ringer

Professor of Theatre Arts
B.A. & M.F.A., UCLA
Ph.D., University of California, Santa Barbara
212-774-0712
mringer@mmm.edu

Haila Strauss

Associate Professor of Dance
B.A., Sarah Lawrence College
M.A., Columbia University
212-774-4871
hstrauss@mmm.edu

Jill C. Stevenson

Associate Professor of Theatre Arts
B.S., Valparaiso University
Ph.D., The Graduate School and University
Center, CUNY
212-517-0617
jstevenson@mmm.edu

Joseph P. Clancy

Professor Emeritus of English and Theatre Arts
B.A., M.A. & Ph.D., Fordham University

Elizabeth Swain

Professor Emerita of Theatre Arts
B.S., CUNY
M.A., City College, CUNY
Ph.D., The Graduate School and University
Center, CUNY

MAJOR: THEATRE ARTS (1007)

42 Credits**Learning Goals for the Majors in Theatre Arts (B.A. and B.F.A.)****Upon completing the theatre arts major, students will be able to:**

- Demonstrate comprehension of achievements in drama and theatrical production across a range of periods and cultures.
- Demonstrate comprehension of the interdisciplinarity of theatre study and the collaborative nature of theatre production.
- Demonstrate writing, research, performance, and technical skills as a foundation for building specific expertise in selected secondary areas of concentration.
- Draw on external resources for further study and work experience by utilizing museums, theatres, performing arts organizations, libraries, and other institutions in New York City and abroad.

B.A.**General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits**

There are six areas of concentration which develop specific expertise within the general program:

- Theatre Studies
- Directing
- Design & Technical Production
- Writing for the Stage
- Theatre Performance
- Producing and Management

A flexible program, the 42-credit B.A. program can be pursued full or part time and is suited to those applying for prior learning experience credit.

Theatre Arts

Major Requirements:

| | |
|--|---|
| THTR 110 Stagecraft* | 3 |
| THTR 215 Script Analysis | 3 |
| THTR 230-231 Theatre History I & II | 6 |
| THTR 305 Elements of Directing | 3 |
| THTR 311 Shakespeare | 3 |
| THTR 465 Advanced Studies in Drama & Theatre | 3 |

***Students who are pursuing the Design & Technical Production concentration should take one of the following instead of THTR 110 Stagecraft:**

| | |
|--------------------------------------|-----|
| THTR 200 Technical Production | (3) |
| THTR 266 Costume Construction | (3) |
| THTR 252 Lighting Mechanics | (3) |
| THTR 253 Scenery and Prop Technology | (3) |

One of the following:

| | |
|---|-----|
| THTR 243 Theatre in Education and Community | (3) |
| THTR 252 Lighting Mechanics | (3) |
| THTR 253 Scenery & Prop Technology | (3) |
| THTR 266 Costume Construction | (3) |
| THTR 290 History & Mission of Arts Institutions | (3) |
| THTR 296 Introduction to Playwriting | (3) |
| THTR 238 Stage Management I | (3) |
| THTR 345 Dramaturgy | (3) |
| THTR 355 New York City Arts Seminar | (3) |
| THTR 378 Producing Performance | (3) |
| THTR 385 Directing II | (3) |
| THTR 465 Advanced Studies in Drama & Theatre | (3) |
| Any 300 level Dramatic Literature course | |

Students must also complete one of the six following concentrations for the remaining 18 credits of the major:

THEATRE STUDIES CONCENTRATION

| | | | |
|--------------------------------------|---|---|-----|
| THTR 320 Dramatic Forms & Genres | 3 | THTR 475 The Avant-Garde in Art, Film & Performance | (3) |
| THTR 380 Dramatic Theory & Criticism | 3 | ART/COMM/THTR | |
| THTR 355 New York City Arts Seminar* | 3 | A 300 or 400 level non-Western film, literature or art history course | (3) |
| THTR 499 Dramaturgy Internship | 3 | | |

Two of the following:

| | |
|---|-----|
| THTR 316 British Drama and Theatre | (3) |
| THTR 319 Drama & Theatre in the United States | (3) |
| THTR 345 Introduction to Dramaturgy | (3) |
| THTR 381 Classical Drama & Theatre | (3) |

6 *If THTR 355 is taken as a choice in the major, select an additional course from the group above.

DIRECTING CONCENTRATION

| | |
|---|-----|
| THTR 211-212 Acting I | 6 |
| THTR 238 Stage Management I, taken in Theatre Arts Core | (3) |
| THTR 343 Theatre Production Workshop | 3 |
| THTR 320 Dramatic Forms & Genres | 3 |
| THTR 385 Directing II | 3 |

One of the following:

| | |
|--|-----|
| THTR 317 Design for Directors & Choreographers | (3) |
| MUS 216 Digital Sound Design | (3) |
| THTR 302a Scenic Design I | (3) |
| THTR 303a Costume Design I | (3) |
| THTR 304a Lighting Design I | (3) |

DESIGN AND TECHNICAL PRODUCTION CONCENTRATION

Students in this concentration must choose one of the following design emphases:

For Sound Design:

| | |
|--|---|
| THTR 240 Design Assistant Practicum | 3 |
| THTR 254 Audio Technology for Performance I | 3 |
| MUS 216 Digital Sound Design | 3 |
| MUS 354 Digital Sound Workshop | 3 |
| THTR 354 Audio Technology for Performance II | 3 |
| THTR 499 Internship | 3 |

For Scenic Design:

| | |
|-------------------------------------|---|
| THTR 238 Stage Management* | 3 |
| THTR 240 Design Assistant Practicum | 3 |
| THTR 302a-b Scenic Design I | 6 |
| THTR 402a-b Scenic Design II | 6 |

For Lighting Design:

| | |
|-------------------------------------|---|
| THTR 238 Stage Management* | 3 |
| THTR 240 Design Assistant Practicum | 3 |
| THTR 304a-b Lighting Design I | 6 |
| THTR 404a-b Lighting Design II | 6 |

For Costume Design:

| | |
|-------------------------------------|---|
| THTR 238 Stage Management* | 3 |
| THTR 240 Design Assistant Practicum | 3 |
| THTR 303a-b Costume Design I | 6 |
| THTR 403a-b Costume Design II | 6 |

*students must also take THTR 238 Stage Management (if not taken as a requirement in the major) or a 3-credit design elective not taken from the above.

Academic Offerings

Theatre Arts

WRITING FOR THE STAGE CONCENTRATION

| | | | |
|---|---|--|----------|
| THTR 296 Introduction to Playwriting | 3 | One of the following: | 3 |
| THTR 396a-396b Intermediate Playwriting Techniques I & II | 6 | COMM 322 Writing for Television | (3) |
| THTR 496a-496b Advanced Playwriting I & II | 6 | COMM/ENG 328 Special Topics in Film and Literature | (3) |
| | | COMM 353 Screenplay Writing | (3) |
| | | THTR 410 Playwright/Director Workshop | (3) |
| | | THTR 499 Internship in Literary Management | (3) |

THEATRE PERFORMANCE CONCENTRATION

| | | | |
|--|---|------------------------|---|
| THTR 202-203 Voice & Speech for the Actor I & II | 6 | THTR 341-342 Acting II | 6 |
| THTR 211-212 Acting I | 6 | | |

PRODUCING & MANAGEMENT CONCENTRATION

| | | | |
|--|---|---|-----|
| THTR 238 Stage Management I* | 3 | *If these courses are taken as part of the major, then choose credits from the following: | |
| THTR 290 History and Mission of Arts Institutions* | 3 | | |
| THTR 338 Stage Management II | 3 | THTR 385 Directing II | (3) |
| THTR 346 Production Management | 3 | DANC 425 Dance Production | (3) |
| THTR 378 Producing Performance | 3 | Technical Production or Design course | (3) |
| THTR 499 Internship | 3 | | |

MAJOR: ACTING (1007)

60 Credits

B.F.A. General Education: 42 Credits; Major: 60 Credits; Elective Credits: 18 Credits

The B.F.A. in Acting is an intensive 60-credit program focusing on performance work and acting techniques. Prospective students for the BFA must not only satisfy the academic requirements for acceptance to the College, but must also give strong evidence of professional promise as demonstrated through an interview and audition. The program usually requires a three-year residency at the College.

Continuation in the BFA Acting program is based on the Theatre faculty's evaluation of each student's progress and potential. All BFA students are evaluated each year and recommendations for continuation in the program are made according to the following criteria:

- Maintenance of a 2.8 cumulative average or better in all course work and a 3.0 average or better in all major courses.
- Participation in freshman, sophomore and junior Acting Evaluations.
- Yearly evaluation by the student's acting mentor in consultation with the Acting Program Coordinators.

| | | | |
|--|---|--|---|
| THTR 110 Stagecraft | 3 | Dramatic Literature Course 300/400-level | 3 |
| THTR 215 Script Analysis | 3 | THTR 305 Elements of Directing | 3 |
| THTR 202-203 Voice & Speech for the Actor I & II | 6 | THTR 311 Shakespeare | 3 |
| THTR 211-212 Acting I | 6 | THTR 352-353 Acting III | 6 |
| THTR 341-342 Acting II | 6 | THTR 431-432 Acting IV | 6 |
| THTR 223-224 Movement for Actors I & II | 6 | THTR 465 Advanced Studies in Drama & Theatre | 3 |
| THTR 230-231 Theatre History I & II | 6 | | |

MINOR: ARTS MANAGEMENT

19 Credits

The Arts Management program is designed to educate students for administrative positions in a variety of settings including theatre, dance and opera companies, museums and galleries, auction houses, music ensembles, festivals, foundations, community centers, arts advocacy groups and government arts agencies. By completing the sequence of courses and experiential projects in this minor, students acquire the knowledge and skills required to manage visual and performing arts organizations and events, and gain an understanding of how social, economic and political factors influence the development and implementation of arts programs and institutions.

Theatre Arts

| | | | |
|--|---|--|----------|
| ART/DANC/THTR 290 History and Mission of Arts Institutions | 3 | Choose two from the following: | 6 |
| ART/DANC/THTR 392 Fundraising & Marketing for the Arts | 3 | ART 319 The Artist's Career | (3) |
| ART/DANC/THTR 348 Operations & Management for the Arts | 3 | ART 320 History of Museums & Collections | (3) |
| ART/DANC/THTR 324 Careers in Arts Administration | 1 | ART 361 Curatorial Skills Seminar | (3) |
| ART/DANC/THTR 499 Art, Dance or Theatre Management | | THTR 378 Producing Performance | (3) |
| Internship | 3 | THTR 346 Production Management | (3) |
| | | COMM 326 Producing for Creative Media | (3) |

MINOR: MUSICAL THEATRE**24 Credits**

This minor is open to Theatre Arts and Acting majors by audition. Contact the Theatre Office for further information

| | | | |
|--|------------|--|------------|
| THTR 274a-b Fundamentals of Musical Theatre | 6 cr + lab | THTR 424 The Musical Theatre Song Portfolio | 3 cr + lab |
| THTR 228-229 Musical Theatre Techniques I & II | 6 cr + lab | THTR 428 Professional Preparation: Musical Theatre | 3 cr + lab |
| THTR 330-331 Scene into Song | 6 cr + lab | | |

MINOR: THEATRE**15 Credits**

| | | | |
|--|---|--|-----|
| THTR 103 Acting for Non-Majors | 3 | THTR 235 Scene Painting & Treatments | (3) |
| THTR 214 Exploring the Performing Arts | 3 | THTR 252 Lighting Mechanics | (3) |
| THTR 215 Script Analysis | 3 | THTR 257 Exploring the Production Arts | (3) |
| THTR 230-231 Theatre History I & II | 6 | THTR 266 Costume Construction | (3) |
| THTR 311 Shakespeare | 3 | THTR 296 Intro to Playwriting | (3) |

| | | |
|--------------------------------|----------|--|
| One of the following | 3 | A student may design an individual theatre minor in consultation with a Theatre Faculty advisor. |
| THTR 103 Acting for Non-Majors | (3) | |

MINOR: DRAMA THERAPY**18 Credits**

This minor integrates study in psychology, biology and theatre and prepares students for post-Baccalaureate programs in Drama Therapy or to pursue NADT accredited certification programs.

| | | | |
|--|---|---|----------|
| THTR 101 Theatre Games & Improvisation | 3 | And one of the following: | 3 |
| THTR 103 Acting for Non-Majors or THTR 211 Acting I (for BA Theatre or BFA Acting Majors only) | 3 | PSYCH 285 Introduction to Counseling Techniques | (3) |
| PSYCH 290 Psychodrama | 3 | PSYCH 313 Group Dynamics | (3) |
| BIOL 145 Human Biology or BIOL 220 General Biology I (For BA/BS Biology Majors only) | 3 | PSYCH 363 Abnormal Psychology | (3) |
| Internship: PSYCH or THTR 499 | 3 | | |

MINOR: ARTS FOR COMMUNITIES**24 Credits**

The Arts for Communities minor prepares students of various backgrounds and disciplines to use creative tools to make a difference in a variety of communities and settings. Students will study artistic and performative strategies, teaching methods, community building, and facilitation methods through course work, and will engage in an off-campus internship with an arts, educational, or community service organization in New York City.

Learning Goals for the Minor in Arts for Communities**Students who complete Arts for Communities Minor will:**

- plan, create or perform original pieces of art, dance and theatre that explore social justice themes and issues relevant to particular communities.
- demonstrate knowledge of performance techniques, methods and strategies (such as forum theatre, invisible theatre, street performance, story circles, ethnodrama) as they relate to community-based performance projects.
- demonstrate an understanding of theory and history of art, dance and theatre as they apply to positive social change (Brecht, Boal, Theatre of the Oppressed, ethnodrama, community-based performance, process drama) and are evidenced by plays, historical texts, and community archives.
- conduct a needs analysis to assess the appropriateness of potential New York City art, dance and theatre sites and community organizations for partnerships, programs and performances.

Theatre Arts

Minor Requirements

SOC 204: Valuing Difference

ART/DANC/THTR 328: The Arts & Social Change

ART/DANC/THTR 366: Devising Performance Events

OR THTR 370: Beyond Naturalism

ART/DANC/THTR 499: Internship

One of the Following

EDUC 220: The Arts and Education

THTR 243: Theatre in Education & Community

ART/EDUC 246: Teaching Methods for the Visual Arts

DANC 357: Techniques of Teaching Dance I

Elective Requirements

Choose Three Courses from the Following List:

ART 125: Introduction to Drawing

BUS 231: Leadership in the Social Sector

COMM 104: Interpersonal Communication

COMM 344: Advocacy and Social Movements

DANC 105: Introduction to Dance for Non-Majors

| | | |
|-----|---|-----|
| 12 | ENG/SOC 215: Social Issues in Literature | (3) |
| (3) | PSYCH 285: Introduction to Counseling Techniques | (3) |
| (3) | PSYCH 290: Departmental Seminar: Psychodrama | (3) |
| | PSYCH 313: Group Dynamics | (3) |
| (3) | PSYCH 334: Death & Bereavement | (3) |
| (3) | PSYCH 363: Abnormal Psychology | (3) |
| | PSYCH 393: Special Topics: Conflict Resolution | (3) |
| 3 | PS 107: Introduction to Criminal Justice | (3) |
| (3) | PS 324: Law, Government & Politics in America | (3) |
| (3) | PS 340: Political Participation | (3) |
| (3) | SOC 213: Women, Society & Culture | (3) |
| (3) | SOC 304: Sociology of Culture | (3) |
| | SOC 306: Sociology of Art | (3) |
| 9 | SOC 359: Sociology of Race | (3) |
| | SOC 384: Valuing Difference II: Knowledge & Action for Equity | (3) |
| (3) | SPAN 360: Revolution & Literature | (3) |
| (3) | SPCH 209: American Sign Language I | (3) |
| (3) | SPCH 309: American Sign Language II | (3) |
| (3) | THTR 101: Theatre Games and Improvisation | (3) |
| (3) | THTR 103: Acting for Non-Major | (3) |

THEATRE ARTS COURSES (THTR)

THTR 101. Theatre Games and Improvisation

Course develops the actor's facility in spontaneous and creative invention, encouraging the free use of mind and body to invent relevant action and reaction in character (or as oneself as a tool to explore character) -- an essential skill for the creative performing artist. Fee: \$30.00 Corequisite: THTR 211 [Offered: F, S] (3).

THTR 103. Acting for Non-Majors

This one semester course orients the non-major student to the basic theories and elements of acting and dramatic interpretation, and focuses on script analysis, and exercises to develop concentration, relaxation, imagination, and the use of movement and voice. These exercises will be applied to develop the student's emotional and physical capacity to discover and interpret a monologue or scene study. The primary focus of the course is on the individual's interest in acting, and to introduce the student to the kind of analytical and creative activities that acting entails, rather than teaching a specific technique. Students will read several plays and be encouraged to attend performances Off-Broadway and at the Theresa Lang Theatre. Fee: \$30.00. Corequisite: WRIT 101 or 201 [Offered: All sessions] (3).

THTR 105. Introduction to Drama and Theatre for Non-Majors

This course is designed to help students understand dramatic concepts and develop the skills and knowledge necessary to appreciate theatre in its many forms. Through readings, video screenings, class discussions and guided writing assignments over the course of the semester, students will analyze a variety of works of dramatic literature and of theatrical production. Students will be encouraged to attend live performances. Not open to theatre majors. Corequisite: WRIT 101 or 201 (3).

THTR 110. Stagecraft

This course introduces students to the theoretical concepts, knowledge, skills and responsibilities associated with a wide variety of stage technologies and activities to be found in the world of technical theatre. Combining a grounding in the history and theory of technical theatre practices with laboratory experience, students will gain a fundamental understanding of key areas of production such as light and sound operation, scenic carpentry, properties, light hang and focus, organization of running crews, rigging, wardrobe crew and costume construction. Issues concerning stage safety will be addressed, as well as imperatives of public assembly and fire codes. In addition to the weekly formal class session of 2.5 hours, students will complete sixty hours of practical laboratory work in the running of either a mainstage or Box Theatre production. Prerequisite: MATH 007, if required [Offered: F, S] (3).

THTR 200. Technical Production

This course investigates the fundamental principles of planning, preparing and organizing the technical side of theatrical production. Students will learn methodologies for carrying a theatrical design from various levels of drawings to reality and will acquire required skills including assessing material and labor costs, creating a production schedule, and planning within time and budget constraints. to achieve the set on time and within budget. Students will examine the collaborative process, which involves the entire production team and will identify necessary leadership skills. Projects will require artistic and technical research, site visits, and include relevant activities related to the current term's productions. Prerequisite: THTR 110 or permission of department (3).

THTR 202-203. Voice & Speech for the Actor

Fundamental theory and technique course intended to develop the actor's breath, tone, range of the voice, and the muscles of the articulators. The goal is to develop simple, clear, unaffected speech. Through an integrated approach of movement and voice, the student begins to develop balance among the body, the voice, the diction, and finally the thought. Voice and speech techniques employed may include those of Clifford Turner, Catherine Fitzmaurice, Kristin Linklater, and Arthur Lessac. The bodywork may include Bartenieff Fundamentals, Alexander Technique, Feldenkrais Method, and yoga. There is study of the International Phonetic Alphabet and anatomy. Vocal practice, which includes speaking short texts, provides the basis for application to dramatic texts and poetic interpretation of language. Fee: \$30.00 per term. Prerequisite: THTR 212 [Offered: F, S] (3-3).

THTR 211-212. Acting I: Process & Technique

This course introduces students to theoretical concepts and foundation skills in acting technique through physical, vocal, and interpersonal exercises that develop the student's emotional and physical capacity to interpret dramatic text and find personal approaches to characterization. Students apply techniques to improvisations, monologues, and scene studies. Open to majors only. Fee: \$30.00 per term. Corequisite: WRIT 101 or 201 [Offered: F, S] (3-3).

THTR 214. Exploring the Performing Arts

This course is designed to introduce students to the performing arts. Through weekly group attendance at a wide variety of performances in NYC (including theatre, dance and music), students will explore and analyze the many elements that comprise a performance. Students write critiques of each performance and events are discussed in class. Additional reading and research will be assigned. Ticket cost to be determined. Corequisite: WRIT 101 or 201 [(3).

THTR 215. Script Analysis

Class is based on the intensive analysis of theatrical structure of scripts primarily from the viewpoint of the actor, director, and designer. The emphasis of this analysis is to develop the student's ability to synthesize the intellectual and intuitive work required to create a theatrical experience from a written text. Psychological, physical, thematic, musical, and abstract structures will be explored. Students acquire a thorough understanding of beat analysis and the working vocabulary of actors. Secondary readings and several short papers are required. Corequisite: WRIT 101 or 201 [Offered: F, S] (3).

THTR 220. The Short Play

The basics of journalistic writing for newspapers, magazines, radio and television are covered. Students are encouraged to apply their skills to the production of college publications. Prerequisite: WRIT 102 (3).

THTR 223. Movement for Actors I

This course focuses on exploring the individual's body as an expressive tool of the creative imagination and the actor's craft. Through a series of guided studies, and formal and informal exercises, students build confidence in their ability to translate impulses into physical action. Concurrently, students will acquire relevant knowledge of anatomy, and be introduced to leading theories of spatial and movement analysis. Students will be assessed on an individual basis in their development of dynamic alignment, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques leading to their kinetic application in acting choices. Fee: \$30.00. Prerequisites: THTR 212 & 215 (3).

THTR 224. Movement for Actors II

This course continues the work of Movement I in translating impulse into physical action and further develops the student's dynamic alignment, breath connection, strength, flexibility, range of motion and stamina. These skills will be applied to the interpretation of dramatic language through an exploration of the interactions between text and movement. Students will be assessed on an individual basis on the development of these skills as they are applied to text. Fee: \$30.00. Prerequisite: THTR 223 (3).

THTR 228-229. Musical Theatre Techniques

This course explores the problems unique to musical theatre and emphasizes the expression of a dramatic situation through song interpretation, character and movement. Students explore song and dance material drawn from major periods of the American musical theatre. Close readings of scripts and song dossier forms are a component of the course. Short papers are assigned which require outside reading and research. Fee \$30.00 per term. Course includes Private Voice and Daily Dance labs which require separate fees of \$860 & \$485. Prerequisites: THTR 212 & THTR 274B [Offered: F, S] (3-3).

THTR 230. Theatre History I: Antiquity to the Restoration

Beginning with the earliest ritual forms, this course surveys the major periods and trends of the theatre from ancient times to the Restoration. Periods studied include Greek, Roman, Medieval, Renaissance, and Neo-Classical. Emphasis is on kinds of performance environments, theatre architecture, scene and costume design, acting styles, scripts, audiences, and the social and cultural conditions out of which these conventions emerged. Prerequisite: WRIT 101 or 201 [Offered: F] (3).

THTR 231. Theatre History II: 18th Century to the Present

This course surveys the major periods and trends in the theatre through an examination of performance environments, theatre architecture, design, acting styles, scripts, audiences, and the social and cultural conditions of the times. Romanticism, Realism, and 20th century movements will provide a chronological focus for a comprehensive survey. Prerequisite: WRIT 101 or 201 [Offered: S] (3).

THTR 233. Theatrical Make-up

An exploration of the styles and techniques of make-up application with an emphasis on each student's own facial characteristics. Students examine age make-up, character make-up, and the use of prosthetics to change facial characteristics. Course will also cover special effects and the use of masks and hair. Differences among stage, television and film applications will be discussed. Historical research and styles of make-up and hair will be explored. Fee: \$30.00. Prerequisite: WRIT 101 or 201 [(3)

Theatre Arts

THEATRE ARTS COURSES (THTR)

THTR 235. Scenic Painting and Treatments

This course explores the skills and techniques needed to execute theatrical painting. Historical and contemporary techniques and practices include the mixing of various paints and colors, brush selection and attributes, specific applications of paint for effect, and the proper use of additives. Appliqué and textures, faux finishes, ornamental details, foliage, and aging and distressing are among the techniques considered. Primary and secondary research sources will be studied, and there will be a strong emphasis on the safe use of paint and treatment products. An additional two and a half lab hours are required each week, which will feature projects which make use of current industry practices, and which will enhance the development of speed and accuracy in execution. Open to non-majors by permission of the Department. Fee: \$30.00. Prerequisite: WRIT 101 or 201 (3).

THTR 237. Drafting and Model Making

This course offers students a fundamental knowledge of the graphic and model building concepts and skills required for the execution of designs in the theatre. Students will apply principles of geometry to the creation of orthographic and isometric projections, sections and elevations. Projects will include the use of a wide variety of working materials and explore methods of graphic and visual communication. Two and a half lab hours are required each week. Prerequisites: THTR 110 & MATH 007, if required [Offered: F] Fee \$30 (3).

THTR 238. Stage Management I

Students will study the essentials of managing a production from pre-production, through audition, rehearsal, and performance phases. Topics include: the artistic and technical challenges of cueing in a variety of settings; methods of blocking notation, knowledge of union rules and contracts, production and organizational skills, and the development of interpersonal and problem-solving techniques required in the production process. Readings and discussions support paper projects and Box Theatre production assignments. Additional lab time is required. Fee: \$30.00 Prerequisites: THTR 110 & THTR 215 (3).

THTR 240. Design Assistant Practicum

Through individual mentorship, the intermediate design student will hold the position of crew chief on a main stage production. The student will meet regularly with designers and technical director and attend all production meetings, and will be monitored in collaborative skills. Student responsibilities will vary depending upon the nature of the production but could include serving as master electrician, wardrobe supervisor, master carpenter, or chief scenic artist. Prerequisites: THTR 110 and permission of department [Offered: F, S] (1-3).

THTR 243. Theatre in Education & Community

This course explores methods of applied theatre for teaching, arts programs, and community building. An overview of theoretical and practical approaches (including process drama, forum drama, ethnodrama, games and creative dramatics) is presented. Discipline-based instruction in performance, playwriting, and production for students is discussed and interdisciplinary and cross-cultural opportunities are emphasized. Creating practical projects utilizing specific theatre techniques for school- and community-based performance are significant aspects of this course. Additional hours of field experience are required. Prerequisites: WRIT 102 or 201 & THTR 215 (3).

THTR 248-249. Voice, Speech, and Movement for the Actor

This is a full-year, fundamental technique course that develops the actor's breath, tone, range of voice, and the muscles of articulators in conjunction with the body as a whole. The goal is to develop simple, clear, unaffected speech and a dynamic physical presence. Through an integrated approach to movement and voice, the student begins to develop a balance among the body, voice, and diction that is responsive to moment-to-moment impulses. Voice and speech techniques employed may include those of Clifford Turner, Catherine Fitzmaurice, Kristen Linklater, and Arthur Lessac. The movement work may include Laban: Effort/Shape/Space, Bartenieff Fundamentals, Alexander Technique, Feldenkrais Method, and yoga. There is study of the International Phonetic Alphabet and anatomy. Imaginative and practical movement and voice exercises provide the basis for developing a visceral connection to vocal sound. Vocal practice, which includes speaking short texts, provides the basis for application to dramatic texts and poetic interpretation of language. This two-semester course is for students in the Theatre Perfor-

mance concentration of the BA Theatre Arts program and is a substitute for the THTR 202/203 requirement. Prerequisite: Minimum "B" average in THTR 211/212. Fee \$30 (3-3).

THTR 252. Lighting Mechanics

This course looks at the science, equipment, theory, and practice associated with the planning, execution and running of stage lighting. Topics include the basic theory, physics and mechanics of light, color and electricity, a comprehensive look at lighting equipment, electrical hook-ups, and stage rigging. Students will learn how to read a light plot and the related paperwork necessary to turn a lighting concept into reality. Open to non-majors. Prerequisite: MATH 007, if required. Fee \$30 (3).

THTR 253. Scenery and Prop Technology

Course offers students a fundamental knowledge of the planning, building, finishing and shifting of stage scenery and props. Students will conduct primary and secondary research to support properties design and engage in a hands-on exploration of the materials, tools, and construction techniques currently used to create scenery and props. Students will learn to read a drafting and turn it into a three-dimensional object. Open to non-majors. Prerequisite: MATH 007, if required. Fee \$30 (3).

THTR 254. Audio Technology for Performance I

This course looks at the science, equipment, theory, and practice associated with sound reinforcement and support of live entertainment. The course will include specifications, layout and installation techniques, operation and maintenance of basic theatre sound systems. Prerequisites: THTR 110 or permission of the Department & MATH 007 if required. Fee \$30(3).

THTR 257. Exploring The Production Arts

This course introduces students to the integration and application of the various design elements found in the production arts. Through readings, in-class discussions, and several guided tours throughout New York City, students are introduced to the fundamental principles behind the many elements that comprise a production. Students gain a sense of the entire production process as it relates to theatre, dance, film, television, and the other various forms of media. Topics covered will include composition, style, unity and design and technical processes. Corequisite: WRIT 101 or 201 (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

THTR 266. Costume Construction

This course offers students the skills necessary to construct, fit, alter, treat and maintain costumes. Students will acquire various techniques for hand and machine sewing. Open to nonmajors. Prerequisite: MATH 007, if required. Fee \$30 (3).

THTR 274a-b. Fundamentals of Musical Theatre

This yearlong course, required of all freshmen accepted in the Musical Theatre minor, consists of two modules, one in sightsinging and the other in the history of the musical. Sightsinging will enable students to read music in the musical theatre repertoire while also giving them the tools to sing with proper breath support. The historical module will use archival video and recordings along with selected readings to present a survey of musical theatre history. There will be short written assignments, and mid-term and final examinations. Fee \$30. Course includes Private Voice and Daily Dance labs which require separate fees of \$860 & \$485. Corequisite: WRIT 101 or 201 (6).

THTR 283. Performing Arts in London

This course includes visits to the best available theatre, dance, opera, and music in London with seminars and lectures conducted by MMC faculty and British arts professionals. Cost of trip: to be determined. May be repeated for up to 6 credits. Prerequisite: WRIT 101. [Offered: Jan] (3).

THTR 290. History & Mission of Arts Institutions (Same as ART/DANC 290.)

This course provides a comprehensive view of visual and performing arts administration and serves to prepare students for specialized courses. The course traces the development of arts institutions and explores the relationship of economic, political and social factors on arts and culture in the United States, with comparisons to arts organizations abroad. It provides an overview of management functions including planning, organizing, and managing within non-profit, public, and for-profit structures, and the interrelationship of organizational mission, vision and leadership. Readings and lectures will be supplemented by weekly discussions of current developments in the field. Prerequisite: WRIT 101 or 201 [(3).

THTR 293. Special Topics in Design and Technical Theatre

This course covers the historical background of a subject and develops skills and knowledge in a particular aspect of design and/or technical theatre. Topics may include: Perspective Drawing and Rendering, Technical Direction, Stage Mechanics, and Moving Light Technology. Prerequisites: WRIT 101 or 201 [& THTR 110 or permission of department . Fee \$30 (3).

THTR 296. Introduction to Playwriting

A combination lecture, discussion, and lab course in which students explore play structures and aspects of the creative process through weekly exercises devised around key elements of dramatic writing (time, place, action, voice). Students will also read and discuss a variety of contemporary plays, which will be chosen for their relevance to the topics of the weekly writing assignments. Prerequisite: THTR 215 [Offered: F, S] (3).

THTR 302a-b. Scenic Design I

Aesthetics and practices of scene design will be studied with an emphasis on the theoretical, imaginative and analytical underpinnings of the design process. Activities of the class will focus on the various modes of execution available to present a design concept, historical context, production styles, organization and techniques of production. Lab work and design projects will be assigned which will enhance the development of collaborative skills. Open to non-majors by permission of the Instructor. Fee: \$30.00 per term. Prerequisites: THTR 253 & 237; or permission of department [Offered: F, S] (3-3).

THTR 303a-b. Costume Design I

Aesthetics and practices of costume design will be studied with an emphasis on script analysis, research, character revelation and organization. Lab work and design projects will be assigned which will enhance conceptual and collaborative skills. Open to non-majors by permission of the Instructor. Fee: \$30.00 per term. Prerequisite: THTR 266 or permission of department [Offered: F, S] (3-3).

THTR 304a-b. Lighting Design I

Aesthetics and practice of lighting design are studied with reference to script breakdown and analysis, research, color theory, and concept development. Students will learn to utilize currently available lighting units and control equipment to execute design ideas. Lab work and design projects will be assigned to develop collabora-

tive skills and the techniques needed to produce a light plot, hook-up sheets, magic sheets, and shop orders. Open to non-majors by permission of the instructor. Fee: \$30.00 per term. Prerequisite: THTR 237, 252 or permission of department [Offered: F, S] (3-3).

THTR 305. Elements of Directing

This course introduces the student to the history, theory and technique of stage direction. Basic directorial concepts are studied and applied to scenes and short plays. Topics include stage visualization; composition and movement; play analysis with emphasis on the theatrical content of scripts; production research; rehearsal techniques; and collaboration with other theatre artists. Student work includes selected scenes and projects prepared for class presentation. Outside rehearsal work is required. Students will concurrently study the history of stage directing through assigned readings and discussions. Students will write a major research paper on a director and will present an oral report based on his/her work. Fee: \$30.00. Prerequisites: WRIT 102 & THTR 215 [Offered: F, S] (3).

THTR 307. Dialects for the Stage

A one-semester technique class to develop a process for acquiring a dialect and to become proficient in the most commonly requested dialects for the stage. The course will utilize the substitution method to select important identifiers in a dialect and find the correlating sounds in standard American speech to apply to the interpretation of dramatic texts. Students will rely on their knowledge of the International Phonetic Alphabet to capture foreign and non-standard American sounds. Students will sharpen listening skills through identification of dialects through listening to native speakers and commercial recordings, as well as studying research sources and cultural and historical materials pertinent to dialect study and acquisition. Fee: \$30.00. Prerequisite: completion of THTR 203 with a grade of "B" or better or permission of department [Offered: S] (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

THTR 309-310. Voice and Speech Practicum

A continuation of the body/voice techniques begun in THTR 202-203, the emphasis of this course is on the application of these techniques to various styles of poetic and dramatic text. Orchestrating text for breath, inflection, operative words, consonant and vowel explorations, detailed study of the International Phonetic Alphabet, and advanced physical and vocal exercises support the actor in interpreting and speaking challenging texts. Voice and speech techniques employed may include those of Clifford Turner, Catherine Fitzmaurice, Kristen Linklater, and Arthur Lessac. The movement work may include Laban: Effort/Shape/Space, Bartenieff Fundamentals, Alexander Technique, Feldenkrais Method, and yoga. Knowledge of the anatomy of the voice production and muscles used for articulation are taught to promote the economy of effort and the health and safety of the voice. Fee: \$30.00 per term. Prerequisite: completion of THTR 202 & 203 with a grade of "B" or better in each semester (3).

THTR 311. Shakespeare

Shakespeare's work is explored in the context of the Elizabethan culture and theatre. A study of selected histories, comedies, romances, and tragedies will reveal how Shakespeare gave dramatic expression to his understanding of human experience. Prerequisites: WRIT 102 and THTR 215 (3).

THTR 314. Special Topics in Acting

This course builds on the theoretical concepts and foundational skills acquired from the freshmen and sophomore levels of the Acting/Theatre Performance curriculum, and offers students the opportunity to choose further study to inform their individual development as actors. Topics are offered on a rotating basis, and focus on a specialized aspect of acting technique while incorporating advanced research and dramatic analysis. Past topics include Acting for Camera, Stage Combat, Clown Techniques, Commedia dell'arte, and Viewpoints. Students may repeat enrollment for credit, but may not repeat topics. Fee: \$30.00. Prerequisites: THTR 203 & 342 (3).

THTR 315. Performing Shakespeare

This course builds on the theoretical concepts and foundational skills acquired from the freshmen and sophomore levels of the Theatre Performance curriculum, and offers students the opportunity to study the challenges involved in acting Shakespeare and verse. The course will focus on how the performer identifies and utilizes the linguistic structures of the texts, including scansion,

breath control, and the specific rhetorical and poetic devices found in Elizabethan verse. Students will develop voice, speech and movement skills required for performing Shakespeare's plays. Fee: \$30.00 Prerequisites: THTR 203 or 249 & 342 (3).

THTR 316. British Drama and Theatre

Beginning with a brief look at its medieval origins, this course will study a selection from the Elizabethan plays of Shakespeare's contemporaries (e.g. Marlowe, Jonson, Webster, Middleton) examples of the "comedy of manners" in the Restoration and Eighteenth Century, and several modern and contemporary works by such playwrights as Shaw, O'Casey, Pinter and Churchill. Prerequisites: WRIT 102 and THTR 230-231 (3).

THTR 317. Design for Directors & Choreographers (Same as DANC 317)

This is a one-semester course that will give students an understanding of the design process. There will be an emphasis on visual clues in text and music, research methods, and collaborative skills. Students will also gain a brief history of design and knowledge of a design vocabulary. The course will explore the common ground in designing sets, lights, costumes, media or sound as well as their specific goals and needs. Fee: \$30.00 Prerequisite: THTR 305 or DANC 351 (3).

THTR 318. The Business of Acting

This course focuses on the business aspects of professional acting. Students develop the necessary approaches and skills to marketing their acting careers as professionals, and start the transition from the world of academic theatre to the world of professional acting. Students learn to present themselves as professional actors, gain knowledge of the audition and casting process, and learn to work with various organizations in the acting profession. Students in the course create and develop professional resumes; learn to obtain professional headshots; develop skills in finding appropriate auditions and audition material; develop knowledge of the roles of agents, managers, and casting directors in the theatre profession; learn to correspond with industry professionals; and meet with representatives of Actors Equity Association, Screen Actors Guild, American Federation of Television and Radio Artists, as well as other members of the industry to learn how to work as professional actors. Prerequisites: THTR 342, THTR 203 or THTR 249 and 85 credit hours completed (1).

THTR 319. Drama & Theatre in the United States

Beginning with a brief look at early popular entertainments, this course moves through the major periods and forms of theatre and drama up to the present. Representative works by Eugene O'Neill, Arthur Miller, Tennessee Williams, Edward Albee, August Wilson, Sam Shepard, and David Mamet are studied, as well as plays by a wide variety of contemporary playwrights such as Mac Wellman, Suzan-Lori Parks, Tony Kushner and Diana Son. Attendance at relevant theatre productions in New York City is stressed. Prerequisites: WRIT 102 or 201; THTR 230, 231 or ENG 200 (3).

THTR 320. Dramatic Forms and Genres

This course provides a systematic survey of the major genres and forms of dramatic literature. Through a coordinated examination of plays, dramatic theory, and production history, students engage in a dramaturgical analysis of a wide variety of texts. Students will present several short oral and written reports, and a substantial research paper. Prerequisites: WRIT 102 or 201, THTR 215, THTR 230 & 231. Fee \$30 [Offered: S] (3).

THTR 324. Careers in Arts Administration

(Same as ART/DANC 324)

This workshop examines career opportunities, service organizations, placement services, resumes and interviews. Topics also include the changing role of the arts in society, mainstream and alternative employment settings, and an overview of the job market. Students will prepare resumes and an employment strategy. Prerequisite: completion of all other courses for the minor (1).

THTR 328. The Arts & Social Change

(same as ART/DANC 328)

Can Arts change the world? This course will look at various political movements in the United States and examine how performers and artists have responded and made an impact. Students will explore how the arts have challenged social and political structures and how performance can be used in the community as a tool for social change. Through readings of performance texts, historical documents, and theory, and viewing art works, film, and performances, students will discuss and challenge the role of the arts. In addition to critical and practical writing assignments, students will have the opportunity to work (1-2 hours per week, according to students' and school schedules) with a local community organization to create a short performance project that addresses a topical issue. Prerequisites: WRIT 102 or 201, SOC 204; & THTR 243, EDUC 22, ART 246, or DANC 357.

Theatre Arts

THEATRE ARTS COURSES (THTR)

THTR 330-331. Scene into Song

Course provides advanced level work in performing musical theatre material and the expression of a dramatic situation through song interpretation, character and movement. Students will work on scene-into-song studies from traditional "book" style musicals as well as from specialized forms. Students will produce a series of staged "mini-musicals" where they are responsible for complete roles in addition to supporting reading and research. Students will study archival video material at the New York Public Library at Lincoln Center and a midterm exam and final paper are required. Fee: \$30.00 per term. Course includes Private Voice and Daily Dance labs which require separate fees of \$860 & \$485. Prerequisite: THTR 229 [Offered: F, S] (3-3).

THTR 334. Audition Techniques

This course focuses on the skills necessary to audition successfully for theatre, film and television. Topics include cold readings, monologues, television commercials and the business of dealing with agents and casting directors. Fee: \$30.00. Prerequisites: THTR 203 & 342 [Offered: F, S] (3).

THTR 335. Advanced Contemporary Scene Study: Comedy

This course builds on the theoretical concepts and foundational skills acquired from the freshmen and sophomore levels of the Acting/Theatre Performance curriculum, and offers students the opportunity to choose further study to inform their individual development as actors. Students will further develop their abilities to use a variety of research sources and the information and clues in their analysis of text to choose acting styles, make informed choices and build characters. This course will examine the work of such playwrights as Alan Ayckbourn, Charles Busch, The Five Lesbian Brothers, Caryl Churchill, Christopher Durang, David Ives, Charles Ludlam, Nicky Silver and Wendy Wasserstein, among others. Through an emphasis on rhythm (the music of the text) and letting words and images fill the body and awaken the imagination, actors will learn how to bring the world of the play and its images to life onstage. Students will gain a broad knowledge of contemporary playwrights and texts, actor flexibility (character development, the clear and decisive playing of actions and emotional, psychological and physical depth), the ability to discover a variety of circumstances and to perform "style." Prerequisites: THTR 203 or 249 and THTR 342 (3).

THTR 336. Advanced Contemporary Scene Study: Drama

This course builds on the theoretical foundational skills acquired from the freshmen and sophomore levels of the Acting/Theatre Performance curriculum, and offers students the opportunity to choose further study to inform their individual development as actors. Students will further develop their abilities to use a variety of research sources and the information and clues in their analysis of text to choose acting styles, make informed choices and build characters. This course will explore such playwrights as: Maria Irene Fornes, Naomi Iizuka, Romulus Linney, David Mamet, Suzan-Lori Parks, Sarah Ruhl, Wallace Shawn, Sam Shepard and Naomi Wallace, among others. Through an emphasis on rhythm (the music of the text) and letting words and images fill the body and awaken the imagination, actors will learn how to bring the world of the play and its images to life onstage. Students will gain a broad knowledge of contemporary playwrights and texts, actor flexibility (character development, the clear and decisive playing of actions and emotional, psychological and physical depth), the ability to discover a variety of circumstances and to perform "style." Prerequisites: THTR 203 or 249 and THTR 342 (3).

THTR 338. Stage Management II

A combination lecture, discussion, and lab course in which students will acquire advanced skills in notation and cueing in a variety of performance genres, which can include dance, musical theatre, performance art, opera, and multi-media productions. Course will also cover technical production and design elements, union rules and contract obligations, budgeting of resources and staff organization. Additional lab time is required. Fee: \$30.00. Prerequisite: THTR 238 (3).

THTR 340. Intermediate Design Assistant Practicum

Through individual mentorship, the advanced design student will assist a professional designer on a main stage or off-campus production. The student will meet regularly with the designers and technical director and attend all production meetings and will be monitored in collaborative skills. Student responsibilities will vary depending on the nature of the production but could include production research, model making, drafting, color swatching, and production paperwork. Prerequisite: Permission of the design faculty [Offered: F, S] (1-3).

THTR 341-342. Acting II: Rehearsal and Scene Study

This course is designed to continue the training acquired during Acting I through a variety of approaches to acting, while incorporating advanced research processes, script analyses and character development. Primary goals of Acting II include the rigorous development of scripted scene work and the performing of heightened circumstances and the imagistic/poetic language found in the plays of American Realism. There is still an emphasis on actor physicality, playing of actions, connection to partner and moment to-moment techniques, as in Acting I. However, Acting II moves into scene work within the first two weeks of the fall semester, and students are expected to apply technique to their work with text immediately. Several research and writing assignments are required. Fee: \$30.00 per term. Prerequisites: THTR 212 & 215 [Offered: F, S] (3-3).

THTR 343. Theatre Production Workshop

Course combines theory and practice by rigorous study and work in the areas of acting, directing and dramaturgy, and collaboration in the areas of stagecraft and production/stage management. The emphasis is on rehearsal/performance process and production values/techniques, while incorporating advanced research processes. The course produces a play at MMC during the course of the term. Additional lab hours are assigned. Theatre Production Workshop may be repeated for up to 9 credits. Fee: \$30.00 per term. Prerequisites: WRIT 101 or 201, THTR 211, THTR 215, Audition or permission of department (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

THTR 345. Introduction to Dramaturgy

Dramaturgs are collaborative artists and critical advisors who contextualize the world of a play both for those involved in its planning and production, and for those in the audience. In this course students will study the dramaturg's various responsibilities through research and practice. Assignments might include: serving as the dramaturg on a hypothetical production; designing and proposing a theoretical season for a theatre; or shadowing a professional dramaturg. The course requires students to engage both local and international sources as they undertake intensive historical research in New York museums, libraries and archives. In addition students must take advantage of the city's many theatrical resources actively and independently. Because dramaturgs must learn to communicate clearly with many individuals, students will practice different methodologies of description, communication, and analysis throughout the semester. Prerequisites: WRIT 102 or 201 & THTR 215, 230 & 231 (3).

THTR 346. Production Management

This course explores the interconnected relationships among the different management areas (stage management, technical direction, design, artistic staff, production crew) in theory and theatrical practice. Students study production management in the U.S. and develop an understanding of new directions and technologies. Emphasis will be placed on current aspects of the field and include staffing, scheduling, touring, budgeting, contract negotiations, facility and safety oversight, project estimation, site specific work and festival planning. Through in-class discussions and several field trips to New York City theatres and production companies, students will acquire knowledge of current production management and its relationship to artistic goals and business concerns. Readings and lectures will emphasize case studies, and students will make use of New York City cultural institutions and government agencies as sources of research for assignments and projects. Prerequisites: WRIT 102 or 201 and THTR 238. (3).

THTR 348. Operations & Management for the Arts

This course focuses on the systematic planning and implementation of all activities required for a performance or exhibition. Topics include securing and managing facilities, scheduling, artistic programming staff/personnel management, representation, unions, contracts, licensing and copyrights, insurance, incorporation, and code compliance (environmental, ADA, state and

federal). Readings and lectures will emphasize case studies, and students will make use of New York City cultural institutions and government agencies for their assignments and projects. Prerequisite: WRIT 102; ART/DANC/THTR 290 & ART/DANC/THTR 392.

THTR 352-353. Acting III: Language and Style

This course provides an environment in which the student can deepen theoretical understandings of acting technique and refine technical skills. Emphasis is placed on the delivery of the text and how the actor's body can communicate the world of the play. Material will be taken from plays composed with heightened language and style that goes beyond contemporary naturalism. Playwrights may include Chekhov, Ibsen, Strindberg, Coward, Wilde, Shaw, Churchill, Stoppard, and others. Emphasis is placed on individual student research and several writing assignments will be required. Open to BFA Acting majors only. Fee: \$30.00 per term. Prerequisites: THTR 203 & 342 (3).

THTR 355. New York City Arts Seminar

Course builds on general appreciation and 100 and 200 level technique courses to provide students with an intermediate, comparative exploration of performance currently available in New York City. Students will attend diverse events (dance, theatre, music, performance art), which will be discussed and analyzed in depth during class sessions. Students will be assigned ongoing readings in cultural and performance theory which will be discussed in light of actual performance and which will serve as the basis for several short essays and a longer critical paper. Fee: Ticket cost to be determined. Prerequisites: WRIT 102 or 201 & 100/200-level "E" course (3).

THTR 366. Devising Performance Events (same as ART/DANC 366)

Students will explore various methods and techniques for creating original performance experiences for specific communities (such as social justice organizations, political advocacy groups, social and health care services, youth organizations). Students will study the history and current state of devised performance in the United States through readings from performance and historical texts. Concurrently, students will apply strategies and techniques to in-class and site-specific performance projects. Throughout the

semester, students will attend and analyze professional and community-based devised NYC performances which will serve as case studies to examine the relationships between performance activities and community building. Prerequisites: WRIT 102 or 201, THTR 328 (3).

THTR 370. Beyond Naturalism

This course allows students to experiment with diverse styles of theatricality. Particular attention will be placed on abstractions of thought, the visual possibilities of the spoken word, and the actor's body in space. Postmodern writings by a variety of theatre artists including Antonin Artaud, Augusto Boal, Peter Brook, Steven Berkoff, Richard Foreman, Naomi Iizuka, Robert Lepage, Simon McBurney, Charles L. Mee, Jr., Stephan Schultz, Tadashi Suzuki, Mac Wellman, and Robert Wilson will be studied and explored for their particular theatrical strategies. Through play readings, class discussions, production research, the creation of scene compositions and solo-performances, and the viewing of live performances, the student will delve into the intricacies of acting in postmodern plays, at the same time establishing an understanding of the demands placed on the director, playwright, and designer. Fee: \$30 plus ticket cost to be determined. Prerequisites: THTR 203 or 249 & 342 [Offered: S] (3).

THTR 372. Acting Solo

This course will study Acting in the medium of solo-performance, and will identify and explore the unique parameters of the solo-artist's theatrical voice while incorporating advanced research processes and theatrical analysis. Through the use of historical, non-dramatic, biographical and original materials, the student will create several performance pieces exploring the varying forms of solo-performance including: the monologist, the storyteller, the performance artist, and the cabaret performer. Solo-artists studied may include Sandra Bernhard, Karen Finley, Spalding Gray, Danny Hock, Holly Hughes, Eddie Izzard, Daniel MacIvor, Robbie McCauley, and Tim Miller, among others. Prerequisite: THTR 370. Fee \$30 (3).

THTR 378. Producing Performance

This is a course for theatre and dance artists who want to learn how to produce their own work or form their own company. Topics include defining the artistic and producing goals of the project; locating the right venue; securing rights; establishing a budget; finding sources of funding; dealing with unions, establishing not-for-profit status, engaging artistic and production staff, and es-

Theatre Arts

THEATRE ARTS COURSES (THTR)

tablishing and administrating a dance or theatre company. Over the course of the semester, students will be engaged in analyzing case studies from established companies, and will utilize the resources of New York City to research and create their own production plans. Prerequisite: WRIT 102 or 201 (3).

THTR 380. Dramatic Theory and Criticism

This course presents a study of major issues in dramatic theory and criticism, including the nature of imitation and representation, the relationship of text to performance, the formation of dramatic genres, and the role of the spectator. Readings include plays and theoretical essays. Prerequisites: WRIT 102 or 201 & THTR 215, 230 & 231 (3).

THTR 385. Directing II

This course focuses on directing techniques for contemporary, realistic plays. Consideration is given to choosing material, script analysis, visualizing a production, auditions and casting, rehearsal techniques, characterization, physicalization, and the actor-director relationship. Dramaturgical research skills will be stressed to inform the student director's interpretation of the script and directing choices in rehearsal. Students will work on scenes and exercises in class, and will complete several projects, which necessitate rehearsal time in addition to class time. Fee: \$30.00. Prerequisite: THTR 305 [Offered: F, S] (3).

THTR 392. Fundraising & Marketing for the Arts (Same as ART/DANC 392.)

This course will cover several key areas of visual and performing arts management: financial management and budget planning; accounting practices; marketing and audience development; fundraising; individual, foundation, corporate and government support; partnerships, community building and education outreach programs. Special emphasis will be given to grant proposal research and writing. Readings and lectures will emphasize case studies, and students will make use of New York City cultural institutions and government agencies as sources of research for assignments and projects. Prerequisites: WRIT 102 or 201; ART/ DANC/THTR 290 (3).

THTR 396a-396b. Intermediate Playwriting Techniques I & II

In this year-long course the student will develop a technique that is individual, yet grounded in fundamental dramatic writing skills. During the first semester, students will write weekly scenes, and

be guided through exercises to develop facility with storytelling, plotting, stage action, dialogue, and thematic unity. During the second semester, students will select one or two scenes from the first semester and finish a longer play that grows out of this selected scene. Student work will be read and discussed at each class. Prerequisites: WRIT 102 or 201 & THTR 296; or permission of department (6).

THTR 402a-b. Scenic Design II

This course provides an in depth study of the design process, with emphasis on research and the skills needed to communicate a design concept to a director and scenic shops. Projects will be varied and students will learn to do thumbnail sketches, color renderings, models, set plans, sections, elevations, and paint elevations. The class will study the history of scenic design, including the latest technical advances in set design execution. Fee: \$30.00 per term. Prerequisite: THTR 302b or permission of department (3-3).

THTR 403a-b. Costume Design II

This course provides an in depth study of the design process, with emphasis on research and the skills needed to communicate a design concept to a director and costume shops. Projects will be varied and students will develop the skills and knowledge necessary to produce finished costume sketches with construction details and fabric swatching. The class will concurrently study the history of costume design. Fee: \$30.00 per term. Prerequisite: THTR 303b or permission of department (3-3).

THTR 404a-b. Lighting Design II

This course provides an in depth study of the design process, with an emphasis on research and all paperwork. Projects will be varied and students will be expected to complete all production paperwork (magic sheets, light plot, shop order, instrument schedules, hook-up charts), and cut color list and production script with cues. Students will learn to use Lightwright. The course will cover the latest advances in lighting equipment and control and will discuss the problems associated with touring and repertory. Fee: \$30.00 per term. Prerequisite: THTR 304b or permission of department (3-3).

THTR 406. Directing III

Students participate in a directing lab from the first day of class through practical directing exercises on selected scenes. Attention will be given to advanced directorial problems of interpreta-

tion, planning and rehearsal, characterization, style, language, visualization, production values and the actor-director relationship. Dramaturgical research skills will be stressed to inform the student director's interpretation of the script and directing choices in rehearsal. Course work will be supplemented by guest lectures and attendance at theatre events. Students direct a 20-minute theatre piece as their final project for public performance for which a minimum of 45 hours spent in independent rehearsals is required. May be repeated for up to 6 credits. Fee: \$30.00. Prerequisites: THTR 238, 385 & permission of department (3).

THTR 408. Medieval Performance

This course takes a broad historical approach to medieval performance across Europe during the long Middle Ages (c. 500-1500). In addition to examining the major performance traditions from this period, and how those traditions influenced larger cultural and social trends, the course also examines the continuation of medieval performance into the present, both in Europe and the United States. Students will examine play texts, stage designs, art and manuscripts, production and management records, and other forms of evidence as part of their coursework. Prerequisite: WRIT 102 or 201; THTR 230 & 231 or permission (3).

THTR 410. Playwright/Director Workshop

The focus of this class will be on the process of creating a text and its development through dramaturgical investigation, rehearsal, class discussion, and performance. The process will be as follows: a writer will be assigned a director and a cast of three actors. A play will be written within specific parameters (15-20 minutes in length, minimal production values, with roles for specific actors). Within a particular time period of four or five weeks the piece will be given a cold reading, rehearsed, and brought into class for several showings and revisions. Through this procedure, the student will experience the collaborative process of playwright/director/actor within a supportive environment, which encourages risk and exploration. Final projects will be given a public performance. Fee: \$30.00. Prerequisites: THTR 342, 406 or 396, depending on student's emphasis & audition/interview. Contact Theatre Office for more information (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

THTR 424. The Musical Theatre Song Portfolio

This course focuses on creating an audition portfolio for musical theatre. Topics include: Choosing appropriate audition music in various styles and genres (ballads, uptempo, patter, pop, rock etc), creating 16 and 32 bar cuts, performing in an audition setting, and organizing audition materials. Students will learn the difference between approaching sung material to feature their best attributes as an individual vs. approaching the material as a character from a musical. This performance class will include two mock auditions. Fee \$30. Course includes Private Voice and Daily Dance labs which require a separate fee. Prerequisites: THTR 331 and 342 (3).

THTR 428. Professional Preparation: Musical Theatre

This course focuses on the application of audition skills and the audition portfolio that were developed in THTR 424 The Musical Theatre Song Portfolio. Topics include: preparing an audition, callbacks, cold and prepared readings, dance calls, agents and casting directors, headshots and resumes, and professionalism. This performance class will guide students through a series of mock audition scenarios with MMC faculty and guest professionals. The students will also be mentored and monitored in professional auditions throughout the semester. Fee \$30. Course includes Private Voice and Daily Dance labs which require a separate fee. Prerequisite: THTR 424 (3).

THTR 431-432. Acting IV: Shakespeare and Period Styles

This advanced scene study class is designed to help the student acquire the theoretical understandings and skills necessary to perform the texts of Shakespeare, Moliere, and Restoration and Eighteenth-century playwrights. Students will experiment with techniques and will delve into the worlds of these plays through text analysis, advanced voice and bodywork, and new approaches to characterization. Emphasis is placed on language, both the understanding of it and the ability to communicate text to an audience within the demands of style and character. Several research and writing assignments will be required. Fee \$30.00 per term. Open to BFA Acting majors only. Prerequisites: THTR 311 & 353 [Offered: F, S] (3-3).

THTR 434. Senior Showcase

This course concentrates on professional acting skills appropriate for an audition showcase and prepares students for obtaining work as professional actors in theatre, film and television. Students research appropriate audition material from contemporary dramatic and comedic theatre literature, explore audition material through in-class and out-of-class rehearsals, select final scenes and monologues, and edit, rehearse, and shape audition selections into a Showcase. The course covers: the selection of appropriate performance material, choosing headshots, creating resumes, and corresponding with industry professionals. The class will culminate in a showcase performed at a New York theatre for an invited audience of casting directors, legitimate talent agents, managers, artistic directors and producers. Prerequisites: THTR 203 or 249, and 342; completion of 85 credits; and a successful audition. (Check with the Theatre Department for specific date and time.) [Offered: S] Fee \$30(3).

THTR 440. Advanced Design Practicum

Through individual mentorship, the advanced design student will assist a professional designer on a main stage or off-campus production. Student will meet regularly with the designer and attend all production meetings and will be monitored in collaborative skills. Student responsibilities will vary depending upon the nature of the production but could include production research, model making, drafting, color swatching and production paperwork. May be repeated for up to 6 credits. Prerequisite: permission of design faculty (1-3).

THTR 458. Criticism Writing Workshop (Same as ART/DANC 458; see course description under Dance.)

THTR 465. Advanced Studies in Drama & Theatre

This course gives the advanced theatre student an opportunity to acquire more advanced research skills and to explore a variety of city resources including specialized library and museum collections. Different topics will be offered each semester; previous topics include: Modern Irish Dramatists, Russian Theatre, American Musical Theatre, Asian Theatre, and The Dynamics of Silence: Pinter and Chekhov. Prerequisites: WRIT 102 & THTR 230 & 231 (May be repeated for up to six credits.) [Offered: F, S] (3).

THTR 475. The Avant-Garde in Art, Film and Performance (Same as ART/COMM 475)

This course examines major 20th century avant-garde movements (Futurism, Cubism, Surrealism, Modernism, Post-Modernism) and their interrelated movements from the perspective of their achievements in art, film, dance, music and theatre. In double-class lecture/ discussion sessions, the ideological, political, and aesthetic dimensions of the avant-garde are explored from their earliest nineteenth century roots, through the World Wars, to our contemporary world. This interdisciplinary course is team-taught. A major research paper is required. Prerequisites: WRIT 102 or 201& ART 166, 252, COMM 131 or THTR 231 (3).

THTR 496a-496b. Advanced Playwriting Techniques I & II

This year-long course provides the student with progressive and advanced assignments in writing for the stage. Emphasis will be placed on patterning and structuring of one-act and longer works, non-realistic approaches to character and environment, and the theatrical potential of language. Other topics include the variety of source materials for dramatic works, writing from improvisation, and the challenges inherent in writing for a particular performer. Students will complete a one-act play over the course of each semester. Prerequisite: THTR 396b (6).

THTR 297/397/497. Research

THTR 298/398/498. Directed Study (fee \$30)

THTR 299/399/499. Independent Study/ Internship

GRADUATION HONORS

The official dates for the completion of degree requirements are February 1, June 1, and September 1. Commencement ceremonies are held only once a year in May. At the Commencement exercises all students who have completed degree requirements since the previous Commencement are awarded any honors they earned at MMC. Some of the honors listed below may be awarded on Honors Day.

To qualify for honors at Commencement, students must have earned a minimum of sixty (60) credits at MMC. Only credits earned through coursework at MMC will be counted towards graduation honors; credits earned through Prior Learning Experience, CLEP, CPE and other similar exams as well as transfer credits are excluded from consideration.

A student who has a maximum of 6 credits to complete and will have a graduation date of September 1, may request permission to walk at the Commencement ceremony held the previous spring. If such permission is granted and the student elects "to walk," he or she automatically forfeits any and all MMC honors she or he may have been eligible for, since his/her degree requirements will not have been formally completed by the date of the ceremony. Students will, however, achieve cum laude, magna cum laude or summa cum laude, at the time their degree is actually conferred, provided that they have achieved the requisite final grade point average and the 60 credit minimum requirement.

cum laude

Students who have achieved a GPA of 3.90 or higher are graduated summa cum laude; those who have attained a GPA of 3.70 or higher are graduated magna cum laude; those who have attained a GPA of 3.50 or higher are graduated cum laude.

Gold Keys

A Gold Key is awarded in each discipline to one graduate who has achieved a high degree of excellence in his/her chosen academic field. The criteria for the major medal are: a 3.50 GPA based on all credits in the major field completed by Commencement; a cumulative GPA of 3.00 based on the 60 or more credits taken at MMC; command of subject matter; self-reliance in independent learning and research ability; written clarity of expression; verbal clarity of expression and breadth of purpose. Faculty members in each department decide on the recipient of the Gold Key award.

Valedictorian

The Valedictorian is the senior who maintains the highest GPA based on the highest number of credits earned at MMC. To qualify, students must have earned a minimum of 60 credits at MMC.

The MMC Crest

Established by the College in memory of Mother Joseph Butler, who was responsible for establishing a network of colleges throughout the United States called "Marymount," the MMC Crest is awarded to the senior who has best demonstrated the spirit and embodiment of MMC's educational mission: academic excellence and leadership within a strong liberal arts program.

The Rowley Founder's Medal

Established in memory of Mother Rita Rowley, founder of Marymount Manhattan College, the Rowley Founder's Medal is awarded to the senior who, through extraordinary determination and effort, has been able to attain educational achievement.

The Raymunde McKay Award

Established in memory of Sister Raymunde McKay, the first President of Marymount Manhattan College, the Raymunde McKay Award is awarded to the senior who has made an outstanding contribution toward meeting the problems and demands of our society through service at MMC and in the larger community.

The Alumni Association Medal

This medal is awarded to the senior who, in the opinion of her/his classmates, has shown outstanding leadership and has made the most noteworthy contribution to MMC.

The Trustees' Award

In recognition of student leadership and volunteerism, the Trustees' Award is awarded to a senior who has made a significant contribution to the building of community among the students at MMC.

The Silver "M"

Through faculty and staff nomination, the Silver "M" is awarded to seniors who have shown overall leadership and contributive involvement in the College during their years at MMC.

Certificates in Minors

A Certificate in a Minor is awarded to one graduate in a minor who has achieved a high degree of excellence in this field of study. The criteria for this certificate are a minimum GPA of 3.5 based on all credits in the minor field completed through the January semester of the year of Commencement and a minimum of 60 credits completed at MMC. Faculty members in each minor select the recipient from among eligible students.

HONOR SOCIETIES

Alpha Chi

Alpha Chi is a national honor society dedicated to the pursuit of knowledge and scholarship. Society members are chosen for their academic excellence. MMC's Iota chapter was founded in November 1979. To be eligible for membership, students must attain junior or senior standing, have completed at least 24 credits at MMC and have maintained a 3.75 GPA. Induction ceremonies are held each spring, and eligible students are notified by mail. Membership in Alpha Chi is lifetime, and MMC's chapter is composed of both alumnae/i and current students. Chapter meetings are held several times during the academic year. Alpha Chi activities include planning an event to celebrate Women's Heritage Month and cosponsoring with the Faculty Honors Committee the annual Honors Day.

Chi Omega Lambda

The Chi Omega Lambda Biochemistry & Molecular Biology Honor Society is both an honor and professional society for students in the molecular life sciences. It aims to stimulate interest, support outreach activities, and recognize scholarly attainment and research accomplishments in the molecular life sciences. This National Honor Society acknowledges outstanding undergraduate students interested in pursuing careers in the molecular life sciences and provides a mentoring network to assist in the attainment of their goals.

Academic Honors and Recognition

Membership into the Chi Omega Lambda National Honor Society requires that the candidate be nominated by their local chapter advisors. Candidates must be students majoring in biochemistry and/or molecular biology or any related field, such as Biology. They must have completed their second year of a four-year curriculum or its equivalent, must be in strong academic standing, have engaged in research activities and involved in community outreach that help raise science awareness. MMC chapter of Chi Omega Lambda was established in 2010-2011.

Kappa Delta Pi

A chapter of Kappa Delta Pi, the International Honor Society in Education, was initiated at MMC in 1997. The purpose of Kappa Delta Pi is to promote excellence in and recognize outstanding contributions to education. Members must maintain a high degree of professional fellowship, enhance professional growth, and honor achievement. Membership is extended to students who exhibit commendable professional qualities, worthy educational ideals, and sound scholarship. The society accepts applications each spring and induction takes place the following September. Criteria to be met by the end of the spring semester include the completion of at least 60 college credits and at least 3 courses in the education sequence. Applicants must have earned a cumulative GPA of 3.0 and a minimum GPA in the education sequence of 3.3.

Lambda Pi Eta

Lambda Pi Eta is the National Communication Association's Honor Society. The MMC chapter recognizes, fosters and rewards outstanding scholastic achievement in communication studies. The society seeks to establish and maintain close relationships and mutual understanding among speech communication faculty and students and to assist students in exploring options for graduate education in communication studies. Other goals include: the stimulation of College-wide interest in the field of communications and the provision of time and opportunity to discuss and exchange new developments in the field of communication.

Omicron Delta Kappa

The Omicron Delta Kappa Society, Inc., the National Leadership Honor Society for college students, recognizes and encourages superior scholarship, leadership and exemplary character. Membership in ODK is a mark of highest distinction and honor. To be eligible for admission, a student must be a junior or senior whose academic rank places her/him within the upper 35% of her/his class and has, in the opinion of the voting members, earned special distinction in at least one of five phases of collegiate activity: general scholastic ability; athletics; campus or community service; social, religious activities, or campus government; work in journalism, speech or the mass media; ability in the creative and performing arts. The society emphasizes the development of the whole person, both as a member of the college community and as a contributor to a better society. MMC's chapter was established in 1995.

Pi Sigma Alpha

Pi Sigma Alpha, the national political science honor society, exists to encourage and reward high achievement in the study of political science. Only junior, senior, and graduate political science students enrolled in institutions where chapters of the honor society are located qualify for membership. With over 550 chapters nationwide and over 6,000 new students initiated each year, Pi Sigma Alpha is one of the largest collegiate honor societies in America. It is also a

leader among honor societies in supporting programs and awards that directly benefit its members.

Psi Chi

Psi Chi is the National Honor Society of Psychology. To be considered for admission, a student must either be a major in Psychology or be recommended by the Psychology faculty. A student must have completed at least 18 credits in Psychology at MMC and have achieved a GPA of 3.5. Psi Chi is an affiliate of the American Psychological Association and a member of the Association of College Honor Societies.

Sigma Beta Delta

The purpose of Sigma Beta Delta is to encourage and recognize scholarship and achievement among students of business management and administration, and to encourage and promote personal and professional improvement in a life distinguished by honorable service to humankind. Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. To receive an invitation from the faculty officers, business students must rank in the upper 20 percent of the junior or senior class.

Sigma Tau Delta

The purpose of Sigma Tau Delta, the International English Honors Society, is to confer distinction upon students of the English language and its literature. Membership is granted by invitation to students with a minimum overall grade point average of 3.0, and a minimum grade point average of 3.3 in their English coursework. To be invited into the society students must have completed at least four semesters of College course work.

ACADEMIC HONORS

Dean's List

Dean's List honors are awarded each semester to full-time and part-time students who successfully completed a minimum of 12 and 6 credits respectively at MMC during the previous semester and who in that period attained a GPA of at least 3.50. In order to qualify, students must clear any INC grades. The Registrar notes the student's achievement as a Dean's List honoree on the student's academic transcript for the semester(s) in which the student achieved the honor.

Each October, MMC recognizes those students who achieved academic excellence during the previous year at an Honors Reception. Invited students are those who have earned election to the Dean's List during the previous year.

Honors Day

Each spring, the Faculty Standards and Honors Committee and the Alpha Chi Honor Society sponsor an Honors Day at MMC. This is a day dedicated solely to celebrating excellence at our institution and building student awareness of the importance of intellectual achievement within the academic community. This day provides an opportunity to showcase the talents of individual faculty and the excellent work achieved in their classrooms through the sharing of scholarly work. The events of the day center on the Honors Colloquium, where selected students present research papers, scholarly works, creative projects (paintings, dramatic or dance performanc-

es), scientific projects or psychological experiments to the College community. Other events include ceremonies inducting deserving students into the College's honor societies, awarding honors, the presentation of the Teaching Excellence Award, and a faculty panel of on-going scholarship presentations.

MMC ACADEMIC POLICIES

Every student, regardless of date of admission to the College, is subject to compliance with new policies and procedures. Changes in policies and procedures are posted on the College web site and are updated each year in the College Catalogue.

Students are subject to degree program requirements in effect at the time of their admission or readmission to the College; however, upon the recommendation of his/her faculty advisor, a student may choose to complete more recent program requirements, should these be better suited to the student's professional and career goals. Additions and/or changes to the curriculum are published in the catalogue that is printed subsequent to the approved change, and additionally on the College web site.

Courses and programs described in the Catalogue are subject to change through normal academic channels. New courses and changes to existing programs are initiated by the sponsoring departments and divisions and approved by the Curriculum Committee and the Vice President for Academic Affairs. The College reserves the right to change the programs, requirements, policies and their provisions set forth in this catalogue.

Matriculation

A matriculated student is one who has stated an intention to complete the degree requirements of the College, has satisfied all entrance requirements of the College, and has been accepted for admission for part-time or full-time study. Students who wish to take leave for a semester while pursuing their degree must file a Maintenance of Matriculation form with the Registrar in order to maintain their status within their degree program.

Those who do not must apply for readmission and will be subject to degree requirements in effect at the time of their readmission.

Matriculated students are classified on the following basis according to the number of credits completed:

First Year - - - - - 0-29 credits
Sophomore - - - - 30-59 credits
Junior - - - - - 60-89 credits
Senior - - - - - 90+ credits

Academic Standards

Maintaining "Good Academic Standing"

Colleges and universities define and apply measures of good academic standing to all matriculated students in two categories leading to degree completion: academic progress and academic pace.*

* In conjunction with this requirement, the federal government requires each college receiving funds from Title IV programs of financial assistance to maintain these standards. This federal requirement ensures that only those students who make satisfactory academic progress toward their degree objectives continue to receive financial assistance.

Academic Review

Students' academic records are reviewed each semester for progress (grade point average) and pace (number of credits completed). Students whose cumulative grade point averages fall below 2.0 are placed on academic probation immediately and have two semesters to raise their grade point averages before being considered for dismissal. Students not earning sufficient credits, according to federal guidelines, will be placed on academic probation and may lose their eligibility to receive financial aid. Probation will be cumulative; that is, a student in poor standing, who successfully raises his/her cumulative grade point average to 2.0 or above but subsequently returns to poor standing will be considered on probation for the second semester and will have only one additional semester to earn good standing.

Academic Progress

Matriculated students must attain and maintain a minimum GPA of 2.0 for each semester and cumulatively. Failure to achieve and to maintain the minimum standard GPA requires that the student be placed on academic probation. To resume satisfactory academic progress (and have one's probationary status revoked), a student must raise his/her GPA to a level of at least 2.0 within the next academic year or two semesters. Failure to achieve this goal will result in dismissal from the College.

Academic Pace

Each academic year matriculated students must complete a specified number of credits (see chart p. 180). Failure to meet these credit requirements results in probationary status for the student. The College allows students on probation one additional academic year or two semesters (i.e. fall and spring) to complete the required number of credits. Failure to achieve this goal may result in dismissal from the College.

Academic Probation

Students are placed on academic probation when they do not meet requirements for good standing for either academic progress or academic pace.

Students on academic probation for academic progress:

- May not enroll for an independent study, internship or research project.
- Will not receive approval for Maintenance of Matriculation.
- May not enroll for more than 12 credits in a fall or spring semester.

Dismissal from the College

Students placed on academic probation, who do not meet the requirements of satisfactory academic progress within the prescribed time face dismissal from the College. The Dean of the Faculty in consultation with the Academic Standing Committee, reviews the records of such probationary students and renders a decision on the student's status. In addition, the College may also dismiss students at any point during a student's probationary status if it is mathematically impossible for the student to attain a cumulative GPA of 2.0, within the prescribed probationary period of time. The College will also dismiss students when they are unable to remain in school without detriment to health or who, in the judgment of school authorities, fail to live up to required standards and regulations.

Academic Policies and Procedures

The Vice President for Academic Affairs informs students by certified letter of a dismissal decision. If a student wishes to appeal such a decision, he/she must submit an appeal in writing to the Vice President. In either case, the College considers the decision of the Vice President for Academic Affairs as final.

Grades

The Grading System

Once submitted by instructors and processed by the Center for Student Services, grades are considered permanent and may not be changed unless serious extenuating circumstances apply. Final grades for courses and independent work may be academic or administrative grades.

MMC calculates quality points and GPA to three decimal places. The quality points represented in the table below have been rounded to two decimal places:

| | | |
|------------|---|--------------------|
| A | Excellent | 4.00 points |
| A- | | 3.67 points |
| B+ | | 3.33 points |
| B | Good | 3.00 points |
| B- | | 2.67 points |
| C+ | | 2.33 points |
| C | Average | 2.00 points |
| C- | | 1.67 points |
| D | Poor | 1.00 points |
| F | Failure | 0.00 points |
| INC | Incomplete course (not tabulated in GPA) | |

INC grades are automatically converted to grades of F, if not removed in the prescribed time. See the section on incomplete grades.

The following are administrative grades and are only issued by the Registrar under the circumstances described:

| | |
|------------|--|
| W | Withdrawal within prescribed time (not tabulated in GPA) |
| WF | Withdrawal/Failure after prescribed time (0.00 pts-Tabulated as F) |
| UW | Unofficial Withdrawal (0.00 pts-Tabulated as F) |
| P | Pass (not tabulated in GPA) |
| M | for Maintenance of matriculation (Not tabulated in GPA) |
| N | No credit (not tabulated in GPA) Limited to certain developmental courses |
| NA | Not tabulated in GPA (for GRAD 000 listing) |
| Y | Course in progress (not tabulated in GPA) |
| AUD | Audit No Credit |
| Z | No grade submitted by instructor |
| T | Transfer Credit |
| V | Non-Course Work |
| S | Satisfied |
| NS | Not Satisfied |

The following grades indicate grade waivers (see policy described below)

| | |
|------------|---|
| C-# | C Grade Waiver (Not computed in GPA) |
| D# | D Grade Waiver (Not computed in GPA) |
| F# | F Grade Waiver (Not computed in GPA) |

Computing the Grade Point Index (GPA)

The following is the method by which a student's GPA is calculated:

1. Multiply the quality points equal to the grade by the number of credits for which the grade was earned
A=4.00 quality points x 3 credits = 12.00 points];
2. Add the total quality points earned in a semester;
3. Divide by the total number of credits for a semester.

The total quality points, divided by the total credits equals the GPA for the semester. To compute a cumulative grade point average, include all MMC courses taken to date and divide by the total number of credits for which grades other than W, P, NC, N, NA, Y, AUD or Z have been earned or assigned.

Pass/Fail Option

Students may choose to forego a letter grade and take courses under the Pass/Fail Option under the following conditions:

- The student must have completed sixty credits of academic work, including transfer credits.
- The student may not be on academic probation.
- The student must file a request form for the Pass/Fail Option with the Center for Student Services during the Program Change period each term; under no circumstances will a student be allowed to apply the pass/fail option to any course once the Program Change period has ended. Request forms must be signed by the instructor of the course.
- Once a student chooses the Pass/Fail option he/she may not later decide to take a letter grade.
- The Pass/Fail Option may be applied only to courses taken as electives and not to courses intended to fulfill degree requirements, including:
 - a. Courses intended to fulfill General Education requirements;
 - b. Courses in the student's major, in a minor or a certificate program;
 - c. Courses intended to meet the requirements of graduate schools or other post-collegiate institutions, except where divisions shall provide otherwise.
- The Pass/Fail Option may not be applied to Independent Study courses and Internships.
- No more than one course in a single term and no more than an overall total of four courses or 12 credits (whichever is fewer) under the P/F option will be applied to the MMC degree. In addition
- All requirements for the course must be completed to be eligible to receive the grade of Pass (P).
- A grade of Pass (P) is not counted toward the student's cumulative index, but a failing grade (F) is computed in the index.
- A course in which a student receives a grade of pass may not be counted toward the 60 credit minimum MMC credits necessary to receive honors at Commencement. The Grade of Pass is considered equivalent to a grade of D or better. Grades of P generally do not transfer to other institutions.

Incomplete Grade (INC)

An Incomplete grade (INC) may be awarded by a faculty member upon request by the student prior to the submission of final grades to address extenuating circumstances, provided the following spe-

cific requirements are satisfied: the majority of course requirements and assignments have been completed and the student must postpone, for serious medical or personal reasons beyond his/her control, the completion of a particular final paper, report, examination or other assignment.

The student and faculty member must complete a "Contract to Resolve an Incomplete Grade" outlining the outstanding assignments/requirements and the date on which these will be due to the instructor. Please see the procedure posted on the web.

Grade Appeals

Grades earned by a student reflect the quality of his/her academic performance, as judged by the instructor of the course and pursuant to the requirements set forth in the course syllabus; the course instructor has sole responsibility for determining all academic grades.

Though rare, a student may feel that his/her work has been graded unfairly, or that his/her grade is based on some standard other than academic performance in the course in question. In such cases, the Grade Appeal Procedure offers the student a vehicle by which to seek clarification and/or resolution.

Grades entered on a student's transcript (except for the INC grade) are considered permanent; consequently, students who wish to appeal a grade must make their request within 30 business days of final grade submission. As a first step, students are required to make his/her appeal to the faculty member for whose course the grade was earned. Should a disagreement remain unresolved at this level, the student may seek redress with the Chairperson of the Department or Division through which the course was offered. Further appeals may be made to the Associate Dean for Academic Affairs and may be referred to the Academic Review Committee. A detailed description of additional steps in the grade appeals process, if needed, may be found on the College's web site.

Barring instructor error, grade appeals are entertained in cases where unusual or extenuating circumstances apply. In any case students may not request to appeal a grade beyond 30 business days after the original grade was received.

Grade Waiver Petition

Matriculated students may petition for a grade waiver for courses taken within their first year of study at MMC in which they earned grades of C-, D, or F only under the following circumstances:

- The course to be waived must have been taken in their first year of college study (within their first 31 credits* attempted) - *including transfer/AP/CLEP credits;
- Except for extenuating circumstances, they must be continuously matriculated at MMC;
- Grade waivers will not be approved for more than 4 courses with a maximum 15 credits;
- A course in which a student receives an unofficial or official withdrawal (UW, W, or WF grade) is not eligible for a grade waiver;
- Students must repeat the identical course for which the original grade was earned at MMC, unless such course is no longer offered, in which case a suitable substitute may be approved by the divisional chair;

- Under no circumstances will a student be permitted to petition for a grade waiver for a course in which a prior grade waiver was granted;
- Credits earned for Internships, Independent Study, Prior Learning Assessment, under the Pass/Fail grade option, Study Abroad, Consortial Agreements and/or other non-traditional means may not be considered for grade waivers;
- The course to be repeated must be taken prior to the student's completion of 60 (institutional + other*) credits - *transfer/AP/CLEP;
- All grade waiver petitions must be submitted to the Dean of Academic Advisement and Student Retention by the last day of the semester in which the repeated courses is taken;
- Grade waiver petitions are reviewed and approved by the Dean and the Registrar.

If approved, the following conditions apply to the waiver of a grade:

- Upon completion of the repeated course, the student will be awarded the new grade, regardless of whether it is higher or lower than the original grade; only the new grade will be applied in the calculation of the term and cumulative GPAs.
- The old grade will not be used to calculate the GPA but will remain on the student's transcript record and designated to indicate that a grade waiver was granted.
- Although the new grade will replace an existing F, D or C-grade, in cases of the D or C- grades, no additional credits will be granted for the course.

Repeated Courses

- A student may not take a course offered by the College more than twice; i.e., only one repetition is allowed. This policy does not apply to certain courses for which content changes, e.g.: Directed Study (298,398), Cultural Studies (COR 300), Special Topics. See Department listings for codes.
- If a student repeats a course, both grades are calculated in the student's cumulative GPA, unless a student has an approved Grade Waiver Petition for the course (see above).
- In all cases, the credits for the course will be granted only once in determining a student's total credits completed.
- Students who fail a course twice will:
 - in the case of General Education courses, not be allowed to continue studies at MMC;
 - in the case of a course in the student's major, be required to declare a new major in order to continue his/her studies at MMC.

NOTE: Repeating a course may adversely affect a student's full-time status for financial aid purposes.

Transfer Credit Policy

At the time of admission, the number and type of transfer credits awarded by the College will be determined based on the requirements of a student's officially declared academic program, including all majors or minors. Any subsequent change in a student's major or minor may affect the number of transfer credits awarded. Upon receipt of an official external transcript, the Office of Academic Advisement will conduct a review of the student's academic program to determine the maximum number of credits that may be awarded, and to evaluate how such credits may be applied to the student's degree.

Academic Honesty Policy

Introduction:

MMC fosters an academic community; students and faculty work together to create a learning experience that imparts knowledge and forms character – the hallmarks of a university culture. To achieve this, the College adheres to a policy of Academic Honesty – one that teaches students to complete tasks in a thoughtful, honest manner so as to breed a positive ideal of self-knowledge within each student. It is through this quality that a student understands her/his true capabilities. This policy instructs students to honor their colleagues by producing work that is based on their own capabilities so fellow students receive their equal consideration in the eyes of their professor. Honest work—on the computer or in writing—is important in the development of the academic character. MMC desires for each student to finish each course, each program, with a developed sense of self, a pride in the integrity of his/her own work toward his/her own level of achievement; this will create a true community of dedicated, life-long learners.

Policy and Definition:

Categories of Academic Dishonesty:

- A. Plagiarism means to present as one's own the work, writing, words, or computer information of someone else. You commit plagiarism if you submit as your own work or make use of:
1. Part or all of a written, spoken, or computer-generated assignment copied or accessed from another person's manuscript, notes, computer disks or mainframe account.
 2. Part or all of an assignment copied, paraphrased, or accessed from a source, such as a book, magazine, pamphlet, computer disk, or mainframe account without attribution.
 3. A sequence of ideas, arrangement of material, pattern of thought of someone else, even if expressed in your own words. This means that paraphrasing (or rephrasing) someone else's ideas without attributing them as the source of the idea, is also plagiarism. In this example, even if there is no proof that "part" has been stolen because no three words occur in the same sequence as in the original document, plagiarism has still occurred if there is an obvious parallelism among documents.
 4. A sequence of ideas that is transferred from one source—including electronic sources--without the process of digestion, integration, and reorganization in the writer's mind, and without acknowledgement in the work.
- B. You are an accomplice to academic dishonesty and equally guilty if you:
1. Allow access to your computer account, disks, or to your writing or ideas, in outline or finished form, to be copied in any way and submitted as the work of someone else.
 2. Prepare an assignment for another student and allow it to be submitted, as hers/his own work.
 3. Keep or contribute to a file of work with the clear intent that this work be copied and submitted as the work of other students.
 4. Allow access to your computer account or disks with the intent of permitting someone else to submit that material under their own name.
 5. Multi-purpose a paper. This means you cannot submit a paper

for one class and then submit it again to fulfill the assignments of another class without consultation with faculty. Even a slightly modified resubmission is considered a form of academic dishonesty.

6. Cheat or assist others in cheating.

7. Forge the signature of a faculty member, administrator, or another student.

Please Note: Students found in violation of the Academic Honesty Policy will not be permitted to drop the course. If a student is found in violation of policy and the faculty member or Review Board sanctions an "F" grade for the class, the student's transcript will reflect a letter grade of "F." If a student should process a withdrawal form while the case is pending, the grade will be changed to an "F" grade.

The faculty of Marymount Manhattan College composed and approved this Academic Honesty Policy; in the case of academic dishonesty, the instructor has the authority to, but is not obligated to, fail the student for either or both the assignment and the course. In consultation with the Associate Dean for Academic Affairs, the instructor may also recommend other disciplinary action in accordance with college policy. However, in all cases, whether such action is taken or not, violations of the policy will be recorded in an Academic Integrity file maintained by Academic Affairs.

Reporting Students:

All faculty (including part-time and full-time) must report all cases of academic dishonesty to Academic Affairs no matter how they choose to resolve the case. Faculty should identify cases of academic dishonesty as soon as possible but no later than within a month of the incident.

The Academic Integrity File:

When faculty report violations, each report goes into a central Academic Integrity file. Each reported student will receive written notification that a report will be placed in the file. The file will be placed under limited access and housed within Academic Affairs. Under most circumstances, only the Vice President of Student Affairs, the Dean of Students, and the Associate Dean for Academic Affairs will have access to the file. Information about individual cases will be made available to the Academic Review Committee on an as-needed basis.

Academic Affairs will take the following actions when notices are placed in the file:

1st violation: Students will be mailed a written notice requiring that they have an in-person meeting with the Associate Dean for Academic Affairs within thirty days. Students who do not respond to a request for a meeting will have a hold placed on their record until such meeting takes place.

2nd violation: Students will be mailed a written notice requiring that they have an in-person meeting with the Associate Dean for Academic Affairs within thirty days, at which the Associate Dean will explain the hearing process. The Associate Dean will then schedule a hearing by the Academic Review Committee.

Academic Review Committee

The Academic Review Committee will convene under the following circumstances:

1. When a student is cited for a second instance of academic dishonesty with the placement of a second notice in the Academic Integrity file, students will automatically be called before the Academic Review Committee for consideration of action.
2. Students may request a hearing of the Academic Review Committee to appeal a notice being placed in the Academic Integrity file.

Academic Review Committee Membership

The Academic Review Committee consists of five voting members of the faculty. An alternate member will be appointed by the Vice President for Academic Affairs if a committee member needs to refuse him/herself due to conflict of interest or is not available for a deliberation. In each case, all members participating in this process are expected to maintain the highest level of discretion and confidentiality regarding all proceedings and findings.

Process for Appeals

1. A student may request a hearing with the Academic Review Committee within thirty business days (as determined by the date on the notification letter) of a notice being placed in the Academic Integrity File.
2. The Chair of the Academic Review Committee must schedule a hearing within sixty business days after receiving a student's request for an appeal. The hearing itself must take place prior to the end of the following semester. All efforts should be made to guarantee that the hearings take place in a timely manner.

The Academic Review Committee has the following responsibilities:

1. Determine whether the parties acted according to the College's policies regarding academic dishonesty;
2. Decide whether the allegations of academic dishonesty are warranted;
3. Decide whether the grade penalty and/or disciplinary action were warranted;
4. Consider a number of resolutions such as clearing the student, issuing a written warning, or recommending academic counseling. The Academic Review Committee may also make a recommendation of suspension to the Vice President for Academic Affairs/Dean of the Faculty. The Associate Dean will inform the interested parties of the decision within thirty business days of the hearing. All decisions made by the Academic Review Committee are final.

The following Rules and Procedures will apply to the Academic Review Committee:

1. Any member of the Academic Review Committee who has a conflict of interest with the case in question must recuse him/herself from the case.
2. The student will be informed by the Chair of the Academic Review Committee of his/her right to provide any evidence at the hearing.
3. The student will be allowed to bring one person (a faculty member, staff member, or another student from the College) with him/her to the hearing. The Chair of the Academic Review

Committee must be informed of that intention within seventy-two hours prior to the hearing. This person's role is to provide emotional support. He/she does not have the right to speak or ask questions.

4. Final decisions will be recorded in the Academic Integrity file.

General Attendance Policy

Faculty members will define their own attendance and grading policies in their written course syllabi. Failure to meet such requirements may result in academic penalties for the course in question.

MMC requires faculty to report attendance after the Add/Change period. Faculty members may also be asked by the Registrar for student's last date of attendance, pertinent to registration and financial aid issues. While taking attendance is at the instructor's discretion, the need to provide such information suggests that faculty should indeed take attendance. Students who are deemed not to be in attendance, and who have not officially withdrawn, are considered not attending. These students will be dropped from all registered classes, will forfeit tuition according to the College's tuition cancellation policy, and forfeit financial aid eligibility based on federal regulations.

Non-Attendance Due to Religious Observance

It is the policy of the College to respect its members' observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious observance, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, they should consult the appropriate Chair. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

Withdrawal Policy**Permanent Withdrawal from the College**

To withdraw permanently from the College during a given semester, a student must formally withdraw from all registered courses by completing a withdrawal form available in Office of Academic Advisement. At the time of withdrawal, students must complete an exit survey, signed by the Office of Academic Advisement, the Center for Student Services, and the Office of Residence Life, as appropriate. Such a withdrawal will take effect as of the date the student completes and signs the official withdrawal form. A student who chooses to withdraw voluntarily from the college will be held liable for tuition and other charges as of the effective withdrawal date, consistent with the College's tuition cancellation policy.

Withdrawal from the College for a Semester

Students who wish to withdraw from all courses during a given semester with the intention to return to the College must complete a withdrawal form as described above, and they must complete an exit survey indicating their desire to return to the College within a given time period. If, due to circumstances beyond the student's

Academic Policies and Procedures

control, the student cannot complete the withdrawal form, a letter to the Dean of Academic Advisement and Student Retention or a phone conversation with the Dean of Academic Advisement and Student Retention will constitute official withdrawal notification. Students informing faculty that they will not be returning to College is not sufficient and is not considered an official withdrawal.

Students seeking a temporary withdrawal from the College should apply for maintenance of matriculation for the up-coming semester. Failure to secure maintenance will require the student to apply for re-admission prior to any future registration. (See section on Maintenance of Matriculation.)

Withdrawal from one or more courses in a semester

If a student withdraws from one or more courses during a given semester, the withdrawal is effective as of the date the student officially withdraws and a grade of "W" appears on the student's transcript. Students may only withdraw without academic penalty during the official withdrawal period in each semester/session, listed in the Course Bulletin and at MMC's website.

A student who chooses to withdraw from classes during the course of a given semester may incur failing grades for all such withdrawn courses. It is therefore the responsibility of the student to become fully aware of the academic implications of such withdrawals at the time that such action is taken. The course(s) from which a student withdraws will appear as part of the student's permanent transcript unless such withdrawals occur prior to the official "last date to drop a class without a grade." Students withdrawing after this period but during the official withdrawal period will receive a "W" grade which carries no academic penalty and is not computed into the student's GPA. However, students withdrawing after the last date to withdraw with a "W" grade will receive a "WF" grade which counts as an "F" grade with 0 points.

Students who cease attending courses without officially withdrawing will be given a grade of "UW". This grade will factor into the student's GPA and will count as an "F" grade. Students should know that ceasing to attend classes or notifying an instructor of intent to withdraw does not constitute an official withdrawal. Further, a student who withdraws for medical or psychological grounds is subject to the policies and procedures below. The student is responsible for all charges on the account due to his/her withdrawal.

Medical Withdrawals

A student may apply for a medical withdrawal when, due to some physical or psychological problem, he or she is unable to complete the course of study during a given semester. In such circumstances, the student must make a request to withdraw prior to the last day of the semester and before the faculty have submitted final grades for the courses involved. It is important to note that an approved medical withdrawal will apply to all courses for which the student is currently registered. In general, a student who receives at least one passing grade in a given semester is deemed ineligible for a medical withdrawal. Further, students seeking to withdraw from some, but not all, courses in a given semester will be subject to the normal withdrawal process described above.

The following procedures and policies apply to medical withdrawals:

1. Students seeking a medical withdrawal from a given semester must first notify the Office of Academic Advisement of their desire to withdraw from all courses for which they have registered. Upon such notification, the student will immediately be withdrawn and awarded withdrawal grades based upon the date of notification, pending completion of the process below.
2. After withdrawal, the student must submit a Medical Withdrawal Request form and a formal letter stating the basis for the request to the Dean of Academic Advisement and Student Retention.
3. In addition, the student must submit to the Dean of Academic Advisement and Student Retention a letter from a licensed medical or mental health professional (appropriate to the reason for withdrawal), certifying that due to a medical problem – either physical or psychological – the student is unable to continue his/her studies during the current semester. Where the medical problem is of a psychological nature, such a request will be forwarded to the Director of the Counseling and Wellness Center prior to the approval of his/her request (see section on Psychological Leave of Absence below).
4. All requests for medical withdrawals, along with substantiating documentation, must be submitted no later than the end of the semester for which such consideration is sought.
5. After all documentation has been submitted and the request is granted, the Dean of Academic Advisement and Student Retention will authorize the Registrar to award "W" grades in all courses for which the student registered during the semester.
6. Students whose requests have been granted will receive a letter from the Dean of Academic Advisement and Student Retention confirming the approval of the request and outlining the associated terms and conditions.
7. It is understood that the granting of a medical withdrawal, whether psychological or physical, does not in any way constitute or imply a cancellation of tuition or other fees for which the student is currently liable. The determination of any refund will be in accordance with the College's refund policy. However, in extenuating circumstances, a student may apply to the Director of Student Financial Services for financial reconsideration. The student's account must be paid in full at the time of the withdrawal in order to be reviewed for financial reasons.
8. A student whose medical withdrawal request is granted may apply for maintenance of matriculation for up to two subsequent semesters. A request must be made to the Registrar in the Center for Student Services prior to the start of each semester for which the student wishes to maintain matriculation.
9. A student whose request for medical withdrawal was granted is required to submit a letter of clearance from a medical practitioner no sooner than 30 days before the start of next semester for which registration is sought. In cases where such withdrawal psychological reasons, such a clearance is also mandatory (see section on Psychological Leave of Absence below).
10. Students who fail to register for a subsequent semester (Fall or Spring) and who have not been granted maintenance of matriculation must apply for and be approved for readmission prior to further registration. In the event that such an absence from the college was initiated through a medical withdrawal, the medical clearance letter becomes mandatory and must be submitted along with the application for readmission.
11. In all cases, students whose medical withdrawal was granted

may not re-register for any subsequent semester without prior approval by the Dean of Academic Advisement and Student Retention. In addition, at the discretion of the Dean, a student whose medical withdrawal was granted may be required to take an involuntary leave of absence from the college for up to one year.

12. All international students and students in special programs, such as HEOP and Academic Access, must inform the directors of their programs of any intention to request a medical withdrawal.

Retroactive Medical Withdrawals

Under certain extenuating circumstances, a student may request a medical withdrawal after the term has ended. The Dean of Academic Advisement and the Center of Health and Wellness Director, if applicable, will consult and review each case. If a retroactive medical withdrawal is granted, all final grades for the given term will be converted to "W"s - Official Withdrawals. Under no circumstances, will a student be able to obtain final grades in some courses and "W"s in others. Requests for partial withdrawals will not be accepted.

Psychological Leave of Absence Overview

Sometimes students are unable to continue in school for psychological reasons. In rare cases, the College will require a student to take a leave of absence to address these concerns. In most cases, however, the student realizes the need to go on leave. Students granted psychological leaves have a "hold" placed on their records accessible to selected staff only.

The general policies and guidelines governing placing a student on medical leave of absence for psychological reasons and the conditions for returning from leave follow:

Involuntary Leave of Absence

An involuntary leave is appropriate for students who refuse to take a voluntary leave of absence and engage or threaten to engage in behavior which 1) poses imminent and/or significant risk to self or others, 2) causes significant property damage, or 3) substantially interferes with the community and/or academic activities. The Director of the Counseling and Wellness Center (CWC) in all cases evaluates the student directly and/or reviews materials from other mental health professionals before making a recommendation to the Dean of Academic Advisement to place the student on an involuntary leave. Once placed on an involuntary leave of absence, the student must fulfill the requirements for return from leave. Until that time, a block on the student's record prevents registration for classes.

Voluntary Leave of Absence

In a voluntary leave the student consents to the leave and the conditions for return from leave. As with involuntary leaves, the Director of CWC evaluates the student and/or reviews supportive documentation from other mental health professionals before recommending the leave to the Dean of Academic Advisement, who implements the leave. The general criteria for recommending a voluntary medical leave of absence are either 1) the student needs to leave school to concentrate on treatment for mental health issues or 2) the student's academic performance is compromised

because of mental health issues. Once placed on a voluntary leave of absence, the student must fulfill requirements for return from leave. Financial obligations are not waived by a voluntary leave of absence. There is a block on the student's record preventing registration for classes.

Hospitalization & Inpatient Admission

When a student is hospitalized for psychiatric reasons and/or substance abuse, in general he or she will be required to have an in-person evaluation with the Director of CWC, who will give feedback to the Vice President and, if appropriate, the Director of Residence Life on whether the student is safe to return to the residence halls and/or remain in the college. Sometimes remaining in the residence hall or the college may require certain conditions, such as attendance in counseling sessions.

Leave of Absence & Residence Hall Status

All residential students who take an involuntary or voluntary leave of absence must leave the residence hall. In some instances, the student is required to leave the residence hall but is permitted to complete the academic semester. This decision is generally made by the Vice President for Student Affairs in consultation with the Director of Residence Life, Dean of Academic Advisement, and Director of CWC.

Financial Obligations to Marymount Manhattan College

Students on a psychological leave will be expected to fulfill all financial obligations to the College for that semester, in accordance with published liability dates. Students will be charged based on the date of official withdrawal and the College's tuition cancellation policy. In order to not be charged for a given semester a student must be withdrawn by the end of business on the first official day of classes for that semester.

Readmission from Psychological Leaves of Absence

To return from a medical leave of absence a student must fulfill these conditions:

- Be out of school for a minimum of three months
- Be in treatment during the entire time away from school
- Have the therapist submit a Certificate of Readiness to Return form to the Director of CWC.
- Be evaluated by the Director of CWC approximately one month before the student's intended return.

Based on fulfillment of these criteria, the Director of CWC makes a recommendation to the Dean of Academic Advisement and Student Retention about the student's readiness to return. Sometimes conditions are attached to the recommendation, such as ongoing treatment. It should be noted that because the CWC Director's evaluation takes place shortly before the start of the term, which is necessary to properly assess the student's readiness, the block on registration will not be removed until that time.

If the decision is not to readmit, the CWC Director in consultation with the Dean of Academic Advisement and Student Retention will specify the conditions that must be met before readmission.

Newly readmitted students should consult with the Dean of Academic Advisement to determine their class schedule given their prior psychological difficulties.

Maintenance of Matriculation

Once admitted to the College, matriculated (degree-seeking) students are expected to maintain continuous enrollment for all consecutive fall and spring semesters until they have completed their degree. Students who must interrupt their studies for a compelling reason (for example, sustained illness, personal or financial matters that impede their ability to continue study) may be allowed to leave school for a stated period, not to exceed one year or two consecutive semesters. To do so, and thereby, retain matriculated status, a student may request to maintain matriculation by completing a "Maintenance of Matriculation Application" form. The form is available in the Center for Student Services or can be downloaded from MMC's web site: <http://marymount.mmm.edu/learn/administrative/css/registration/registrationforms.html>. Such applications are approved only under the following circumstances: the student must be in good academic standing (the cumulative GPA must be at least 2.0); the student must have satisfied all past and current financial obligations to the College; the student must not have had any disciplinary action while in attendance at MMC. Students should not plan on matriculating at another college while maintaining matriculation at MMC. Such application must be submitted prior to the beginning of the given semester for which the Maintenance of Matriculation is sought. Students will be notified as to whether or not their requests for Maintenance of Matriculation have been approved.

If the student's request for Maintenance of Matriculation is approved, the student's permanent academic record or transcript will indicate by the course code REG 001 "Maintenance of Matriculation" that the student maintained active matriculated status. However, students with an approved Maintenance of Matriculation are not considered enrolled and cannot receive verification of enrollment as a full-time or part-time student from the College for that time period. In addition, maintenance of matriculation does not prevent a student from entering loan re-payment, if applicable. Students who have been approved for Maintenance of Matriculation are notified, along with all continuing students, of the registration period for the subsequent semester and may register on their priority registration day. Thus, students who have been approved for Maintenance of Matriculation do not need to apply for readmission to the College and may be assured that any academic scholarships they may have been awarded at the time of their admission to the College will remain available to them, provided they continue to meet the eligibility criteria. Lastly, these students will be bound by the catalogue requirements in effect at the time of their initial enrollment at the College, provided that the date of that catalogue does not exceed the statute of limitations (10 years) imposed by the State of New York.

Students who require a second semester away from the college may indicate so by checking off both terms on the application form. Under no circumstances will a student be permitted to maintain matriculation for more than two consecutive semesters. Students who either fail to apply for Maintenance of Matriculation or who do not return after their registration for Maintenance of Matriculation has elapsed will be required to apply for re-admission in order to return to their studies at MMC. Students who seek re-admission are subject to the catalogue requirements in effect at the time of their re-admission and will have forfeited any financial assistance awarded them by the College at the time of their original admission to the College.

International students, who must attend classes to maintain their F-1 Visa status, are not eligible for Maintenance of Matriculation. They should consult the Director of International Recruitment in the Office of Admissions for additional information.

Re-Admission Policy

All continuing degree students who fail to register for a given semester without being approved for Maintenance of Matriculation must apply for re-admission prior to registering for future semesters. A hold is placed on the student's record by the Center for Student Services pending approval of the student's request. To request re-admission to the College, students must complete a Re-Admit application, available in the Office of Academic Advisement online at the College's Web site (www.mmm.edu). There will be no charge for such an application. Students must submit the completed Re-Admit application to the Office of Academic Advisement for review by the Dean of Academic Advisement. In some cases, a student may be required to have a personal meeting with the Dean as part of the review process. All continuing degree students who fail to register for a given semester and who are not registered for Maintenance of Matriculation, will have an RA hold placed on their record by the Office of Academic Advisement and must be approved for re-admission prior to registering for future semesters. All approved students will be notified by mail and will be asked to set up a special re-admission advisement appointment with one of the academic advisors in the Office of Academic Advisement.

ACADEMIC ADVISEMENT

Academic advisement is an invaluable interaction between a student and his/her faculty advisor. By providing students with critical information regarding their majors, minors, elective courses, career options, as well as co-curricular activities, the advisement process allows students to make the most of their college experience. Through faculty-based advisement, students are not only able to develop meaningful academic relationships with their faculty advisors, but also stand to benefit from the expert guidance of someone within their selected area of study.

While every student is assigned a faculty advisor, all students are welcome to make an appointment with an academic advisor in the Office of Academic Advisement to discuss specific academic issues, declare or change their major, add a minor, clarify program requirements, seek permission to take a course at another college, or simply ask questions about academic policies, procedures or regulations. To schedule such an appointment, students should call 212-517-0568. In addition, students are also encouraged to visit the College web site to access advisement forms and information.

Student Responsibility

Notwithstanding such support from qualified faculty advisors, students are expected to increasingly assume full responsibility for their own educational decisions. Advisement is therefore a working partnership between the student and his/her faculty advisor, in which the advisor, who is fully grounded in the academic requirements, helps to bring clarity and logic to the student's choices. Working in concert with the academic advisors in the Office of Academic Advisement, faculty advisors are expected to assist students

in making the best academic decisions from selecting a major to dropping a course. Equally, students are expected to work closely with their advisors to gain a clear understanding of all their degree requirements, and to make appropriate choices in order to ensure efficient completion of their degree programs.

The Advisement Process

During the course of a given semester, students are encouraged to meet frequently with their faculty advisor and/or their program director (e.g., HEOP, Academic Access) to discuss their progress towards the fulfillment of degree requirements and to explore opportunities for internships and other career-related matters. In addition, prior to the registration period, students are specifically invited to make an appointment with their faculty advisor to discuss their course schedule for the upcoming semester. Such advisement sessions are normally conducted on one of two Advisement Days, specially reserved for one-on-one meetings between students and faculty advisors. On these Advisement Days, no classes are scheduled, allowing students and faculty the freedom to meet at a mutually suitable time.

Preliminary Degree Audit

As part of the Advisement process a preliminary degree audit will be done by Academic Advisement for all students who have completed 60-85 credits. A copy of this degree audit will be made available to the student and their Faculty Advisor for review. Students also have the ability to view their degree audits on Webadvisor.

Advising 'At-Risk' Students

The Office of Academic Advisement shares the responsibility of ensuring that all students are afforded the best support and resources for achieving academic success, through timely intervention and academic counseling. At the start of each semester, all faculty members are asked to notify the Office of those students who are experiencing academic and/or personal challenges, and who may be in danger of failing by filing an Early Alert notice. Upon the receipt of such notices, the Office of Academic Advisement makes the determination of what specific set of support services or intervention would best work for the student. Often, this involves one-on-one meetings with the student and his/her instructor to discuss methods of and strategies for improving the student's current academic performance. Such recommendations may require the intervention of other offices such as the Center for Academic Advancement or the Counseling and Wellness Center (CWC).

Additionally, at the end of each semester, the Office of Academic Advisement works closely with the Office of Academic Affairs to conduct the Academic Review, determining which students have failed to meet the requirements for good standing in the College (see Standards of Academic Progress under Center for Student Services). Students who fail to meet these requirements will be placed on academic probation. Students on academic probation are required to meet with an assigned academic advisor within the Office of Academic Advisement to discuss and plan their future schedules and design strategies to return them to good standing.

Serving Special Student Populations

International Students

MMC welcomes students from all over the world; the College's students come from about sixty countries. The Director of International Recruitment serves as a resource for international students and facilitates their adjustment to the College and life in the United States. In conjunction with the Office of Admissions, MMC assists international students with maintaining their visas' validity. The Office provides personal counseling, as well as programs to promote cross cultural and international understanding.

Students on F-1 visas must report to the Director of International Recruitment upon arriving at MMC and must attend an international student orientation. Such students must maintain a full course of study (minimum of 12 credits) each semester. The Director of International Recruitment, the campus Primary Designated School Official, must authorize a drop below a full-time course of study. All International F-1 visa students must ensure that their I-20 forms are properly endorsed before they travel outside the United States. F-1 visa students may be employed at MMC provided that they receive clearance from the Director of International Recruitment. In addition, all international students must participate in the College's health insurance plan.

Higher Education Opportunity Program (HEOP)

The Arthur O. Eve Higher Education Opportunity Program (HEOP) has served MMC since 1969. HEOP developed out of the need for private colleges and universities in New York State to provide higher education for students who have academic potential but lack the necessary preparation and demonstrate financial need. HEOP receives funding from the New York State Higher Education Opportunity Grant along with MMC funding. Students in HEOP receive the supportive services of academic courses, tutorial work and counseling (academic, personal, and career planning). Students entering the College through this program are required to participate in the six-week summer program. Students wishing to apply for HEOP must submit an Admission application and supporting data to the Office of Admissions. A personal interview is required for all applicants. Students must be eligible for TAP and Pell awards. For information concerning eligibility requirements, please contact the HEOP office.

Students in the HEOP program are required to meet standards of progress and pace as previously defined for New York State Aid. Their good standing is maintained by their continued success in meeting these standards. Detailed guidelines governing these standards for progress and pursuit are available from the Office of Financial Aid. All students covered by HEOP must remain eligible for TAP awards in order to remain in the HEOP program at MMC. HEOP students who fall below the HEOP standards are subject to dismissal from the program and from the College.

Returning Adult Students

MMC supports non-traditional aged adults, 25 years and older, who wish to continue their education and achieve a bachelor's degree. The Office of Admissions provides support to adult applicants in the admissions process, including the application and counseling on the final decision. The Office reaches out to the community,

Technology at MMC

providing information sessions and individual appointments specifically geared towards the returning adult student. It also works with employers to provide assistance for staff members interested in returning to college for a degree or certificate.

Tutoring

The Center for Academic Advancement (CAA), located on the fourth floor of the Nugent Building, offers free individual coaching in all disciplines to help students achieve greater academic success. CAA staff is composed of professional coaches with advanced degrees and peer coaches who have excelled in their subjects. Recently the Center has begun to offer test preparation for graduate entrance examinations as well as individualized sessions in software packages such as InDesign and SPSS.

The Center also provides courses for students who need the opportunity to reinforce their skills in reading comprehension, vocabulary and grammar proficiency, and basic writing. Enrollment in these courses is determined by performance on SAT or ACT examinations. Popular subjects include: Writing, Math, Economics, French, Philosophy, Sign Language, Spanish, and Statistics.

Speech-Communication Services

The Ruth Smadbeck Communication and Learning Center provides speech-language and audiological diagnostic services to the Marymount community, and also serves as a training clinic for students majoring in Communication Sciences and Disorders. Speech therapy is available for both children and adults, under the supervision of the faculty and Clinic Director. Language and speech disorders ranging from articulation, voice, dysfluency, language delay and other conditions effecting communication are treated.

The clinic also houses an after-school speech clinic, a service program for adults requiring advanced voice and diction instruction for professional speaking, and an after-care program for aphasic individuals. The Center's speech science laboratory is utilized to conduct research, provide education, and deliver training modules.

TECHNOLOGY AT THE COLLEGE

Computer Stations, Laptops and Connectivity

While many students bring their own computers to campus, the Library has an additional 66 laptops available to students for loan. The library also provides dedicated comfortable space which accommodates student's computer based work. The first floor houses 12 computers designated specifically for research. On the second floor of the library there are 22 PC workstations, 2 Macs and one computer loaded with Kurzweil software and a scanner for people with visual disabilities. A limited number of general PC workstations in the Nugent Lounge and on the 4th floor of the Nugent building are also available for student use. Wireless connectivity to the MMC network is available across the campus. Wifi is supported at the main campus and the 55th Street Dorm up to the current standard "N" technology.

Technology-Enhanced Classrooms (TECs)

Students are likely to have classes in one of the TECs that include Main 509, 606, 703 and Nugent 558. In addition, all classrooms on the fourth floor of Nugent are equipped with multimedia in-

structional technology and they provide a wireless environment. All classrooms in the main building are equipped with instructional technology.

Workstation-Equipped Classrooms (WECs)

Students who wish to use computer workstations on campus can do so at the following locations: Main 410 and Main 411 are each equipped with PC workstations; Nugent 556 and Nugent 559 are each equipped with Macintosh computers. A schedule is posted on the door to these classrooms indicating "open" hours for student use.

Computer Specifications

For students who wish to bring their own computers to campus, specifications for both Mac and PC formats are available at <http://marymount.mmm.edu/become/whattobring/technology/laptop-spec.html>. MMC students may purchase computers at a discount through the College's account with Dell. Apple Computers purchased with these specifications will be compatible with all MMC systems.

Student E-mail Accounts/MMC Connect

At MMC students receive individual e-mail accounts and access to the MMC network including Blackboard and MMC Connect. All students are expected to adhere to the "Guidelines for Appropriate Use of Technology at MMC," published in the MMC Student Handbook and on the web site at the following link. <http://www.mmm.edu/study/resources/mmctechnologyusepolicy.html>. MMC Connect for Students enables students to review their student profile, academic progress and grades, manage their student account, and register for courses online. A student's e-mail account allows him/her to enroll in the Blackboard™ course management system used by faculty for web-enhanced and online courses. In addition, the College communicates regularly with students via e-mail. In order to stay informed, students are advised to check their MMC e-mail accounts for important information sent from various offices and faculty members throughout the academic year.

Blackboard

Many faculty members use the course management system Blackboard™ for web-enhanced and online courses. Students are able to access reserve material, post assignments, engage in online discussion and chart their progress in a given course through the Blackboard™ site associated with the particular course.

Online and Blended Courses

MMC offers a limited number of online and "blended" courses each semester. Online courses are taught entirely on the internet using the Blackboard™ system to create an online classroom. Blended courses have an online component, as well as traditional classroom sessions. Students should check the MMC Course Bulletin for a given semester to determine which courses are offered in an online or a blended format.

STUDENT AFFAIRS

Division of Student Affairs
807 Main Building
212-774-0750
studentaffairs@mmm.edu

The Division of Student Affairs is responsible for the overall administration of Marymount Manhattan's student life program and works to provide an environment that complements the college's academic mission.

The Division of Student Affairs provides comprehensive services and diverse opportunities that enhance the learning environment and support the needs of our dynamic student body. We strive to promote personal growth and wellness, encourage leadership development and social responsibility, and support success during and after college. Our objective is to help students appreciate diversity, become active community members and reach their academic and personal goals.

The Division of Student Affairs comprises the offices of Student Development & Activities, Counseling & Wellness Center (CWC), Dow Zanghi Student Health Center, Health Immunization Records, Disability Services, Academic Access, Residence Life, Career Services, Campus Ministry, and Community and Service-Learning. In addition, we support all recognized student clubs and organizations and coordinate many special events, including Commencement.

Student Development & Activities
807 Main Building
212-774-0788
activities@mmm.edu

The Office of Student Development & Activities (SDA) is an integral part of student life at Marymount Manhattan College. As part of the Division of Student Affairs, the Office provides students with ample opportunities to enhance personal and social development outside the classroom. We are committed to developing a sense of community among staff, faculty and students at the College.

SDA comprises five general areas: Orientation, Office Programs, Leadership Development, Clubs and Organizations and Diversity initiatives. SDA is the center of information on student events and leadership development for the College. Students may make the most of their college experience by taking part in one or more of the areas SDA has to offer. Genuine involvement outside the classroom aids in creating a more holistic experience for students and fosters leadership development and skills students may use throughout their careers.

Counseling & Wellness Center (CWC)
807 Main Building
212-774-7000
counseling@mmm.edu

CWC helps students handle personal and psychological problems. These problems include stress, homesickness, loneliness, anxiety, depression, family conflicts, identity, culture, eating and body image, self-esteem and alcohol or drugs. Whatever a student's troubles may be, CWC is here to help.

CWC offers short-term individual counseling, psychiatric services (to evaluate students for prescription medications), health and wellness workshops and programs, and referrals to care in the community. Walk-in hours (no appointment necessary) are Monday through Friday 3-4. All services are free of charge and, except in life-threatening emergencies, confidential. The staff includes clinical psychologists, a clinical social worker, a psychiatrist and advanced doctoral psychology trainees. All are experienced and enjoy working with students.

Dow Zanghi Student Health Center
55th Street Residence Hall, first floor
212-759-5870
healthcenter@mmm.edu

The Dow Zanghi Student Health Center is committed to providing quality health care to all students. The health center provides free primary care, including treatment for colds, flu and minor injuries, physicals, STI/HIV testing and women's health care services. Some tests and vaccinations are subject to fees, which the student can submit to his or her health insurance provider for reimbursement. The services are provided by the Beth Israel Medical Center, Student Health Services Network.

Hours during Academic Semesters
 Monday, Thursday, and Friday 9 am to 5 pm
 Tuesday and Wednesday 12 noon to 8 pm

Closed July and first two weeks of August

Appointments/Walk-Ins
 Call the Dow Zanghi Student Health Center at 212-759-5870 to schedule an appointment, or just walk in.

After Hours
 Through the Health Center, students have access to a 24/7 on-call Beth Israel triage doctor. For urgent matters, the doctor can be reached by calling 212-420-2882.

Dow Zanghi Student Health Center is located at the 55th Street Residence Hall, first floor (212-759-5870) healthcenter@mmm.edu

Disability Services
706 Main Building
212-774-0724

Marymount Manhattan College provides accommodations for students with learning, physical, and/or psychological disabilities. In order to receive academic accommodations due to your qualifying disability, you must register with the Office of Disability Services no later than the **end of the third week of classes**. To obtain special housing accommodations, you must register with Disability Services **no later than our published move-in dates**.

To register, come to our office on the 7th floor, Main Building. We will help you with the registration process. Your accommodations will be provided when all supporting documentation has been submitted and reviewed.

Some examples of accommodations, depending on the disability, include:

- Student note-takers for classes

Student Affairs

- Permission to tape-record lectures
- Extended time, separate testing space, use of computer for exams
- Wheelchair access
- Use of Kurzweil reading station in MMC Library
- Use of laptop computer to take class notes
- Left-handed desk

We look forward to meeting you and helping you navigate through MMC.

Program for Academic Access

706 Main Building
212-774-0724

The Program for Academic Access is for students with learning disabilities. The program is designed to provide a structure that fosters individual growth and academic success. The Access Program welcomes applicants whose school records and documents evidence the skills, intellectual potential, and commitment necessary to addressing their learning difficulties. With accommodations and multifaceted support they will be able to handle the same curriculum as other qualified applicants to Marymount. The program fee, a cost above tuition, includes tutoring services, counseling/advisement, and priority registration. The Access Program also offers Marymount students referrals for low cost psychological evaluations. Interested students should contact the program.

Health Records and Information Immunization Requirement

New York State Law §2165 requires college students enrolled in six or more credits per semester and who were born on or after January 1, 1957 to demonstrate proof of immunity against measles, mumps and rubella. Those students, born before 1957, do not need to submit proof of immunity, but must submit proof of age. Proof of immunity consists of an official record of immunization or a letter from a doctor on his or her stationery detailing immunization history.

All students enrolled in at least six credits per semester are also required to document a decision about the meningococcal meningitis vaccine. The vaccine is optional; the documented decision is required.

Failure to comply with immunization requirements will result in an administrative withdrawal from all classes.

Health Insurance

All Marymount Manhattan students enrolled in 12 or more credits per semester are required *each year* to either sign up for the College's endorsed health insurance policy or indicate they already have adequate insurance coverage. Not all out-of-state policies offer sufficient coverage in New York, so students should carefully review their plans. If a student does not have adequate coverage under another plan, the student should purchase the affordable health insurance policy offered by the College. Enrolling in or waiving the College plan takes place during the enrollment period at the start of each academic year. Information about the enrollment period is mailed to the student's permanent home address and emailed to the student at his or her MMC e-mail address. All international students are required to participate in the College's health insurance plan.

Residence Life
807 Main Building
212-774-0740
residencelife@mmm.edu

The Residence Life Program at Marymount Manhattan College is committed to the overall growth, development and education of its residents. Our primary goal is to provide a safe, secure and comfortable educational environment while providing residents the opportunities to become involved, exercise their leadership skills and be a part of a residential community. We seek to promote individual growth: Challenging values and attitudes, developing qualities of respect for others, intellectual curiosity, social responsibility, cultural awareness, self-discipline, independent judgment and personal responsibility.

We currently house about 700 full-time students in two residence halls located within a 20 minute commute to the College. Students who wish to live in a College residence hall must submit a housing application, a \$500 non-refundable deposit, and a \$250 damage deposit to secure housing for the coming academic year. Marymount Manhattan College requires all students who are granted housing to remain in the residence for the full academic year. Only those who withdraw from the College may be released from their housing contract. Due to limited space, applicants should submit their housing application and deposit by established deadlines.

Code of Conduct

MMC has a student Code of Conduct that specifies that students conduct themselves in a responsible and mature manner on campus. The Code describes the process for conducting disciplinary procedures and enacting sanctions. The Student Code of Conduct is detailed in the "Griffin Guide" the Marymount Manhattan College Student Handbook. Students are responsible for reviewing the student handbook and receiving copy from the Office of Student Affairs.

Career Services
106 Main Building
212-517-0599
careerservices@mmm.edu

Marymount Manhattan's Office of Career Services assists students and alumni in their initial and continuing professional development by providing a wide-ranging series of career-related workshops and seminars, individual career counseling and access to full-time and part-time job and internship listings. Resume and cover letter review, interviewing techniques, job search strategies and transferable skills are just a sample of the topics offered by the Career Services staff. These programs, also offered during the Summer Sessions, are intended to enhance career development and marketability for both students and alumni. Emphasis is on relating studies, interests and goals while developing a solid career strategy.

A developmental approach to career counseling is favored at MMC, with a four-year roadmap that suggests the student's career planning focus for each year. First year students develop a resume and job search skills as they adapt to life at the College. The second year focus is on the exploration of majors and their relation to possible careers. Third and fourth year career development focuses

on internships, completing a career portfolio and developing the skills needed to make the transition to post-undergraduate life.

Job listings are available online through the MMC Career Connection, accessed through Marymount Manhattan's webpage at www.mmm.edu/succeed. The Office develops and maintains relationships with companies locally and nationwide. Offerings are tailored specifically for Marymount students. Also, the Office maintains short-term, free-lance job listings.

Career and Internship Fairs, held twice annually, company information sessions and the annual Etiquette Luncheon are sponsored by the Office in conjunction with the various academic departments within the College.

Career development professionals provide individual and group career counseling, career inventories, graduate and professional school application advisement in addition to fellowship/scholarship support and advisement.

Internships

Marymount Manhattan's Academic Credit Internship Program is administered through the Office of Career Services. Many students participate in this program and take advantage of the many professional opportunities available in New York City. The College has close ties with cultural institutions, businesses and media/entertainment organizations in the city. The internship experience connects the student with the professional world in a unique way and builds networks that will be useful in the job search.

Internships are an excellent career counseling tool because they help students make informed career decisions as they progress through their college years. Marymount Manhattan students are eligible to take internships for academic credit if they have completed 30 credits and have a minimum GPA of 2.8. Transfer students are eligible after one semester of full-time study at MMC with a minimum GPA of 2.8. Academic requirements for the internship program are available in greater detail in the Curriculum section of the MMC Catalogue. Online information is available at www.mmm.edu/study/catalog.html.

Academic requirements for an internship vary by department and advisor. Students should consult with faculty and then meet with a career counselor in the Office of Career Services in order to register for the internship. Internships may be obtained through a career counselor, faculty or by the students themselves.

Campus Ministry 412 Main Building 212-774-0723

Marymount Manhattan's Campus Ministry provides interfaith programming that serves and supports the students, faculty and staff of the College. The Ministry assists in the development of the spiritual and religious life by providing individual spiritual direction/counseling and opportunities for expression of all faith traditions that promote peace and interreligious understanding.

Community Service and Service-Learning 412 Main Building 212-774-0759

Marymount Manhattan College has a rich history of engaging students in service to the community. The Office of Community Service and Service-Learning through "MMC Serves" supports the mission of the College by providing meaningful and engaging applied learning and service-related opportunities. An array of programs are developed and facilitated through *MMC Serves*. Co-curricular activities, service internships, volunteer opportunities, alternative break trips and service-learning courses give students the opportunity to apply classroom learning to real world settings.

THE CENTER FOR STUDENT SERVICES

Registration and Records

Students' academic records are maintained by the Registrar. All processes/transactions pertaining to registration and the updating of academic records are conducted in the Center for Student Services. Students seeking assistance with any matters concerning their academic records are directed to the student service representatives in the CSS.

Because academic records change continuously throughout a student's progress toward degree completion, the following procedures are conducted in the CSS:

- Registering for courses and making program changes
- Withdrawing from courses or from the College
- Obtaining official or student copies of transcripts and grade reports
- Requesting confirmation of enrollment status
- Submitting changes of address or contact information
- Processing change of name (based upon sufficient documentation)
- Requesting Maintenance of Matriculation

Registering for Courses

While a wide range of transactions is carried out in the CSS, the most regular and frequent of these is registration for classes. All students register twice annually: in the Fall (November) for January and Spring Classes; in the Spring (April) for Summer and Fall Classes. The schedule of courses being offered for these sessions is available during advisement, through the MMC web site, as a pdf file, and on MMC Connect. Each semester prior to advisement, students are sent an e-mail notification to inform them about registration and to access the "On-line Registration Manual" for detailed instructions and procedures. Students are also instructed to access MMC's registration portal. The portal window will show:

- Student's registration date and time.
- A count down of the time remaining until the student can access MMC Connect for registration.
- Any restrictions (holds) on the student's account
- Student clearances for immunization (IC) and registration (HBA).

Faculty advisors meet with students on one or two advisement days held each semester to plan a schedule for the next term. After meeting with her/his faculty advisor, each student is permitted to log on to MMC Connect to register online for courses. To register for a few independent activities such as: internships, study abroad, independent study, etc., students must register in person.

The Center for Student Services

New and readmitted students may register during the time between the end of the regularly scheduled registration period for continuing students, and the end of Late Registration. Although students may register online, they may not completely withdraw from their entire schedule online. Students wishing to withdraw from the College must complete a total withdrawal form and an Exit Interview in the Office of Academic Advisement.

Late Registration

Students who do not register during the official registration period have the opportunity to register late (just before the start of the term). Late registration for the Fall semester begins in late August and for the Spring semester in mid-January. (Consult the appropriate semester Course Bulletin, and MMC Connect for specific dates.) Continuing students who register late will be charged a \$175 late registration fee. New Students are not charged a late registration fee.

Program Changes

Students may add or drop courses online before the official start day of the term begins. Students may make program changes until the end of the add period without incurring any fees. During the official Program Change period, students must make all changes in person by following this procedure: obtain a Program Change form in the Center for Student Services; consult with an advisor; obtain the advisor's signature; and return the form to the Center for Student Services for processing. After the official Program Change add period ends, a charge of \$30 is imposed for every program change transaction made. (Dates for Program Change are listed on the web for each term.) Students may not add courses once the Program Change period has ended; however, they may continue to drop courses without a grade according to dates published in the academic calendar.

Students who shift their credit load for the semester from full- to part-time will be charged forfeiture, according to the College's Tuition Cancellation Policy. Similarly, students, who drop all courses in their semester program, during this period, will be charged tuition and fees according to the College's Tuition Cancellation Policy. (See Student Account Section.) For these students, financial aid will be recalculated for the semester.

Grade Reports

Students may access grade reports on MMC Connect (after all final grades have been received). Students wishing to receive a paper report of their grades for a given semester may go to the MMC Web page and download a "Grade Report Request" form. Students with financial and registrar holds will not have access to grade reports and cannot view previous academic history through MMC Connect. Students with holds, however, can have their grades issued on non-letterhead paper upon request.

Transcripts

A student may request an official copy of her/his transcript at any time for submission to graduate schools and universities or to employers. Transcripts are processed in the order in which applications are received (determined by the date of submission). Only the work completed at MMC is recorded on a student's official transcript. Coursework transferred to MMC from another institution will be listed as a credit total on a student's MMC transcript; that is, neither individual courses nor grades earned for courses transferred

to MMC will be indicated.

Applications for copies of transcripts are available in the Center for Student Services. There is a \$5.00 charge for each transcript, payable in cash or by check. All transcripts are normally sent within two business days. However, additional time for processing may be required during grading and registration periods, as well as for those students who attended MMC or Finch College before 1982.

Transcript request forms with instructions can be downloaded from the MMC Web site. The CSS reserves the right to refuse transcript requests either because the form is incomplete or inaccurate and/or the student's record contains a financial hold. We cannot be held responsible for incorrect addresses or postal delays.

Upon completion of the requirements for her/his degree, each student is mailed an unofficial copy of their final College transcript.

Enrollment Status Verification

Students requiring evidence of their enrollment status may contact the National Student Loan Clearinghouse at <http://www.nslc.org>. Under "Student/Alumni" NSLC provides Enrollment Verify which is an online service that allows you to obtain enrollment verification certificates to provide to credit issuers, health insurance companies, student housing providers, and others. There may be a fee for each transaction.

Students can also submit requests to the CSS. After confirming a student's active enrollment, a letter verifying that the student is matriculated and either full- or part-time will be completed.

Change of Address/Change of Name

A student is responsible for notifying the CSS of any change to her/his address, either permanent or local, at the time the change is effective. A student who changes her/his name must also notify the office of any such change.

All of the following must accompany the request:

- birth certificate
- copy of certificate of naturalization
- legal notice of name change (esp. published newspaper)
- copy of marriage certificate or divorce decree (if applicable)

Applying for Graduation

Students who complete or will complete 120 credits do not automatically graduate or receive a diploma. All candidates for degree must file a formal application for graduation with the Registrar's Office in the Center for Student Services, by the application deadline date. Students who are not completing their degree requirements should not apply for graduation. It is the student's responsibility to ensure that he/she will have at least 120 credits upon graduation.

Degrees are conferred three times a year: September, February, or June. The deadline dates to submit the graduation application are as follows:

| Degree Conferral Date | Deadline to Submit Graduation Application |
|-----------------------|---|
| September graduate | May 15 |
| February graduate | September 15 |
| June graduate | November 15 |

Catalogue Requirements

A student may choose to have her/his record audited according to catalogue requirements in place during any of the following catalogue years:

1. The entering year catalogue with requirements in effect on the date the student first entered MMC; this catalogue must be dated more recently than 10 years prior to the graduation date.
2. The graduation year catalogue with requirements in effect on the date of their graduation.*
3. The catalogue preceding the graduation date by one or two years.

*Students who plan on using catalogue requirements in option 2 or 3 will need to file a "Catalogue Change Petition" form with the Office of Academic Advisement. The petition must be submitted and approved by the Dean of Academic Advisement and Student Retention before the student applies for graduation with the Center for Student Services.

The Registrar's Office evaluates each student who has formally filed an application for graduation on the basis of requirements published in the catalogue year using one of the three options above. Under no circumstances may a student elect to be evaluated for degree requirements under a catalogue in effect prior to his/her first term of studies.

Inactive Students

Students who withdrew from MMC or left MMC without having applied for graduation and who have completed all their graduation requirements must re-apply for admission – (Refer to "Re-Admission Policy" in catalogue). The Dean of Academic Advisement and Student Retention will determine if the student is eligible to remain in the student's original catalogue year, whereby the catalogue's degree requirements may remain in effect. If the re-admit application is approved, the student will need to apply for graduation. The degree conferral date is dependent on the date of submission. Under no circumstances will conferral dates be backdated.

Re-Admitted Students

Re-admitted students will follow the new catalogue requirements in effect at the time of enrollment. The catalogue at the time of their original admission is no longer in effect. Readmit students may request an alternate catalogue based upon special request/circumstances (e.g. graduating senior who could not complete final semester). The Dean of Academic Advisement and Student Retention will review requests on a case-by-case basis.

Substitutions, Exceptions, Exemptions

Certain program/degree requirements may be completed alternately to specifications detailed in a given catalogue. To request an exemption from a requirement or to substitute a different course from the course required to fulfill a requirement, the student must seek the approval of the Chair of the Division overseeing the requirement in question.

In other cases, both the Division Chair and the Academic Dean must approve, in writing, all exceptions required as a result of curricular changes (e.g., elimination of major, courses), pertaining to the student's major field of study. The Academic Dean approves exceptions in the general college requirements. The Academic

Dean will forward the information in question to the Registrar and that information will become a part of the student's permanent record. Such exceptions apply only to the awarding of the bachelor's degree and not to special programs or teacher certification.

Request to Participate in May Commencement

Students who complete all requirements (including degree recipients from September of the previous calendar year as well as those from February and June of the current year) and who receive clearance by the Registrar by the date posted in the academic calendar will be eligible to participate in that year's commencement proceedings.

A senior, who has no more than 6 credits remaining in order to complete his/her degree, may choose to participate in the May commencement. Candidates who request permission to "walk" must agree to complete the remaining credits in the summer sessions that immediately follow commencement. Students may register for no more than a combined total of 6 credits during the summer sessions, and must pay for those credits by the time the "Request to Participate in May Graduation" application is submitted, in order to participate. Requests must be made by the deadline posted for each year.

Note: A student who participates in that year's commencement ceremony before completing her/his degree forfeits eligibility for honors at the Baccalaureate ceremony. Once the student's degree is completed, summa, magna and cum laude honors will be recorded on the student's diploma and transcript, if s/he is found to have earned such distinction.

Information and Recommendations

Students are advised to consider the following when making decisions about study options outside of MMC in their senior year of study:

- Study Abroad – It is recommended that students do not take study abroad courses in their final semester. Transcripts from Study Abroad institutions, which often follow a different calendar from ours, may be received after the graduation deadline. Should a transcript not be received on time, the student's graduation date will be postponed to the next graduation period.
- Course waiver and course substitutions must be approved by the appropriate authorities (Division/Dept. Chairs, Dean, and Vice President of Academic Affairs) and submitted before the graduation deadline date. Any delay in the submitting these documents may postpone a student's graduation date.
- Students, who are completing their final semester of study should not request a grade of INC for any course in her/his program. Delay in resolving an incomplete grade may postpone graduation to the next graduation period.
- Participating (Walking) during the commencement ceremony does not guarantee that a student will graduate. In all cases, students who are permitted to participate before completing the requirements/ credits for any degree are required to complete those requirements before his/her degree will be awarded. The College is under obligation to the State Education Department to certify as graduated only those students who have successfully completed all requirements for the degree for which the student was matriculated.
- Diplomas are not distributed at Commencement but are normally available within 6 - 8 weeks after graduation. If a student requires proof of graduation prior to receiving his/her diploma,

The Center for Student Services

the student may contact the Center for Student Services to request a "Certification of Graduation" letter.

- In the event a diploma is lost or damaged, the student may request a duplicate diploma for a fee. If the diploma was lost, the student must inform the Registrar by letter in order to request that a replacement be issued. The letter must include the following information: the student's name, address, graduation date, and the degree awarded. If the diploma was damaged, the student must return the damaged diploma, accompanied by a letter requesting that a replacement be issued.

Requests may be submitted to:

Marymount Manhattan College

Center for Student Services

221 E. 71st Street

New York, NY 10021

Attn: Associate Registrar

- Graduates must clear their financial accounts with the College. In cases where a student's financial account is in arrears, the student's diploma will not be released, nor will any official transcripts be released until the entire outstanding balance is paid in full and the student's account is cleared. A record of academic history can be made available on non-letterhead paper only.
- No grade changes may be made to the academic transcript or record, after a degree has been awarded to a student. Requests for student's name change, address, and/or review of grades will be denied.

Graduation Audit

At the end of the student's final semester, when all final grades are processed, a graduation evaluation for each student who applied for graduation will be done. The graduation evaluation is the official graduation degree audit. This audit supersedes other offices or staff who assisted in mapping the student's degree program. The student will be notified if he/she is cleared for degree conferral. Students who have outstanding requirements are considered ineligible for graduation and will be deferred to the next degree conferral date in that academic year. If the requirements have not been completed after a semester, the student will need to re-apply for graduation and may need to file a re-admit application. (See the section in this catalog on "Re-admitted students" for more information.)

Diploma and Transcript

The Registrar's Office will mail the degree recipient's diploma when the degree requirements have been certified by the appropriate department. The diploma will be mailed within 6 to 8 weeks after the degree conferral date. In addition to the student's diploma, the degree recipient will receive an unofficial final transcript from MMC.

If the student has any outstanding obligations, the diploma and transcript will be withheld from the student until all obligations have been satisfied.

***Name on Diploma** - MMC issues diploma under the student's legal name or the name as it appears on the student's academic record. Nicknames or variations from the student's legal name will not be published on the diploma. Students requesting a different name on the diploma will be required to submit an "Official Change of Name form". Students must provide proof by attaching a copy of the marriage license, divorce decree, court papers, copy of certificate of naturalization, or similar documents.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) exists to protect the privacy of the educational record of college students. Colleges are not allowed to release any information to parents or others about a student's educational record or disciplinary proceedings without the written consent of the student.

Notification of rights under the Family Educational Rights and Privacy Act:

1. The right to inspect and review your education records.
2. The right to request the amendment of education records to ensure that they are not inaccurate, misleading, or otherwise in violation of a student's privacy or other rights.
3. The right to consent or to refuse to consent to disclosures of personally identifiable information contained in your educational records, except to the extent that FERPA and regulations issued pursuant to it, authorize disclosures without consent.
4. The right to file with the US Department of Education a complaint concerning alleged failures by Marymount Manhattan College to comply with the requirements of FERPA.

Student records policies and procedures for Marymount Manhattan College:

1. **Annual Notification:** Students will be notified of their FERPA rights by the issuance, on an annual basis, of the Marymount Manhattan College Student Handbook.
2. **Definitions:** For the purposes of this policy, Marymount Manhattan College (the College) has used the following definitions of terms:
 - a. Student – any person who attends or has attended the college.
 - b. Education Records – any record (in handwriting, print, tapes, film, computer, or other medium) maintained by the College or an agent of the College which is directly related to a student, except:
 - i. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - ii. An employment record of an individual, whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
 - iii. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing treatment.
 - iv. Alumni records which contain information about a student after she or he is no longer in attendance at the College and which doesn't relate to the person as a student.
3. **Procedure to Inspect Education Records:**
 - a. Students may inspect and review their education records upon written request to the appropriate records custodian.
 - b. Students should submit to the records custodian or an appropriate College staff person a written request that identifies as precisely as possible the record he/she wishes to inspect.
 - c. The records custodian or an appropriate College staff person will make the needed arrangements for access as

promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the date of receipt of the written request by the College.

- d. When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her.

4. Limitation on Right of Access: Marymount Manhattan College reserves the right to refuse to permit a student to inspect the following records:

- a. The financial statement of the student's parents.
- b. Letters and statements of recommendation for which the student has waived his/her right of access, or which were maintained before January 1, 1975.
- c. Records connected with an application to attend the College or a component unit of the College if that application was denied.
- d. Those records which are excluded from the FERPA definition of educational records.

5. Refusal to Provide Copies: The College reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA in any of the following situations:

- a. The student has an unpaid financial obligation to the College.
- b. There is an unresolved disciplinary action against the student.
- c. The education record requested is an exam or set of standardized test questions. (An exam or standardized test that is not directly related to a student is not an education record subject to FERPA's access provisions.)

6. Copies of Records: The College will search and retrieve all records subject to FERPA's access provisions at no charge; however, there may be a charge imposed for copies in accordance with College policy at the time copies are to be made.

7. Disclosure of Education Records: The College will disclose information from a student's education records only with the written consent of the student, except that records may be disclosed without consent when the disclosure is:

- a. To school officials who have a legitimate educational interest in the records. A school official is:
 - i. A person employed by the College in an administrative, supervisory, academic or research, or support staff position including health or medical staff.
 - ii. A person elected to the Board of Trustees.
 - iii. A person employed by or under contract to the College to perform a special task, such as an attorney or auditor.
 - iv. A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his/her tasks.
- b. A school official has a legitimate educational interest if the official is:
 - i. Performing a task that is specified in his or her position description or contract agreement.
 - ii. Performing a task related to a student's education.
 - iii. Performing a task related to the discipline of a student.
 - iv. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
 - v. Maintaining the safety and security of the campus.

- c. To officials of another school, upon request, in which a student seeks or intends to enroll. The College will make a reasonable attempt to notify the student of the record's request.
- d. To certain officials of the US Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported programs.
- e. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- f. To state and local officials or authorities if specifically required by a state law that was adopted before November 19, 1974.
- g. To organizations conducting certain studies for or on behalf of the College.
- h. To accrediting organizations to carry out their functions.
- i. To parents of an eligible student who is claimed as a dependent for income tax purposes.
- j. To comply with a judicial order or a lawfully issued subpoena.
- k. To appropriate parties in a health or safety emergency.
- l. To individuals requesting directory information so designated by the College.
- m. The results of any disciplinary proceeding conducted by the College against an alleged perpetrator of a crime of violence to the victim of that crime.

8. Record of Requests for Disclosures: The College will maintain a record of all requests for and/or disclosures of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting or obtaining information. The record may be reviewed by the student.

9. Directory Information: The College designates the following items as Directory information: student name, parents' names, address, telephone numbers, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, most recent previous school, educational agency or institution attended photograph, and class schedule. The College may disclose any of those items without prior written consent, unless notified in writing to the contrary by October 15th of each year.

10. Correction of Educational Records: Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

- a. A student must ask the appropriate official of the College to amend a record. In so doing, the student should identify the part of the record to be amended and specify why the student believes it is inaccurate, misleading, or in violation of

his/her privacy rights.

- b. The College may comply with the request or it may decide not to comply. If it decides not to comply, the College will notify the student of the decision and advise the student of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
- c. Upon request, the College will arrange for a hearing and notify the student reasonably in advance, of the date, place, and time of the hearing.
- d. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the College. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
- e. The College will prepare a written decision based solely on the evidence presented in the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
- f. If the College decides that the information is inaccurate, misleading, or in violation of the student's privacy rights, it will amend the record and notify the student, in writing, that the record has been amended.
- g. If the College decides that the challenged information is not inaccurate, misleading, or in violation of the student's rights of privacy, it will notify the student that she/he has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
- h. The statement will be maintained as part of the student's education record as long as the contested portion is maintained. If the College discloses the contested portion of the record, it must also disclose the statement.

Health Insurance Requirement

All full-time students enrolled in 12 credits or more, are required to maintain adequate health insurance coverage. Each year students must either enroll in the College-sponsored health insurance plan or waive it by demonstrating that they have sufficient alternative coverage. All international students are automatically enrolled in the College-sponsored plan. For more information on student health insurance, visit the College Web site at www.mmm.edu/current/health/healthinsurance or contact the Counseling & Wellness Center at (212) 774-0700.

Optional Tuition Refund Insurance

The College has arranged with Sallie Mae Insurance Services to offer the Tuition Refund Insurance Plan to all students. This is an elective insurance plan which will minimize the financial portion of losses incurred when a student suffers a serious illness or accident and has to withdraw before the semester is completed. Students can view options and costs at www.mmm.salliemaainsurance.com/tuition.

Student Accounts

NOTE: Students who register for classes at MMC are responsible for satisfying all financial obligations by the designated payment dates. Payment dates are available each semester in the course bulletin. All students are bound by the payment due date (determined by your initial registration date) **whether or not a computerized bill is received**. Students can view their billing statements online on MMC Connect.

Tuition Payment Options

By Mail:

Pay by check or money order payable to Marymount Manhattan College for the exact amount of the bill. Please include the student's full name and College ID number on the check or money order.

Payment must be received by the designated due date.

If payment is not received by the due date or if payment arrangements for balances have not been made, you will be charged a \$175 non-refundable late payment fee.

Payment due Dates:

Fall 2012 – July 23, 2012

January 2013 – December 6, 2012

Spring 2013 – January 3, 2013

Summer 2013 – May 1, 2013

Non degree and visiting summer school students must pay their invoice in full by the payment due date. Failure to make payment can result in de-registration.

Mail payments to:

**Marymount Manhattan College,
Center for Student Services
221 East 71 Street, New York, NY 10021.**

In-Person:

Make a payment in-person in the Center for Student Services on the lower level of the Nugent Building during business hours.

On-line Payments and Monthly Payment Plan

Pay in full on-line or open a monthly payment plan through Nelnet Business Solutions, via e-cashier. Through e-cashier you will be able to:

- Arrange for monthly payments
- Make a partial payment immediately and arrange for monthly payments, or
- Pay in full immediately.

You can make automatic payments from your checking or savings account, or you can charge a payment to your Visa, MasterCard, American Express or Discover Card.

To sign on to participate go to www.mmm.edu and on the left sidebar select "tuition payment." Under on-line payments click on the e-cashier icon and follow the directions.

Electronic Payment

Payment may be made by wire transfer directly to Marymount's bank account. For information please call the Center for Student Services at 212 517-0500. To ensure proper crediting of your account, please include the student's name and ID number on any correspondence.

Financial Aid Recipients

Only valid Financial Aid awards will appear on your bill. If there is a discrepancy or aid is missing, please contact the Center for Student Services. Balances not covered by financial aid must be paid by the designated due dates. In the event that the aid is received after payment has been made, a refund will be issued according to financial aid regulations and based on the existing credit on account. For additional information, please refer to the section concerning Refund Policy. Students can view their award letters online on MMC Connect.

For information on types of financial aid and how to apply, please see the Financial Aid section of this catalog.

Third Party (Employer) Billing

Students may apply for third party billing in lieu of actual payment. All deferments must be submitted using the third party billing application available at the Center for Student Services. All paperwork must be submitted by the official payment deadline. Third party billing will only be accepted as long as the sponsoring agent assumes responsibility for payment upon receiving an invoice from the College.

Students must submit the following by the payment due date in lieu of payment in full:

- 1) A letter from the sponsor on official stationery with the following information:
 - Promise to pay upon receipt of invoice and grades;
 - Student's name and Social Security number;
 - Semester being covered by agreement (a separate letter is needed for each semester that student is enrolled);
 - maximum dollar amount to be covered (if applicable);
 - specific courses to be covered (if applicable);
 - maximum number of credits to be covered (if applicable).
- 2) Completed Third Party Sponsorship Agreement form
- 3) All fees not covered by the sponsor must be paid by the tuition due date
- 4) Completed form allowing MMC to release final semester grades to third party.

Additional Notes Regarding Payment

Personal checks are accepted as payment of tuition and fees. A charge of \$50 is assessed for each check returned unpaid by the bank. The College reserves the right to exclude the use of personal checks and may require payment by certified check or money order if an account is more than 90 days in arrears.

Students in arrears to the College may not obtain academic transcripts nor be permitted to register for additional semesters until all prior balances are paid in full. Payments received for new enrollments will be applied to any outstanding balance due.

Delinquency of outstanding balances, including those from payment plans, financial aid reductions, or third party billings, are subject to collection by the College or its designated agents. There is no statute of limitations for outstanding financial obligations to the College. Student accounts that are sent to a collection agency may be subject to additional collection costs.

Tuition and Fees (subject to change)

Please note that all rates listed below are in effect beginning Fall 2012 through Spring 2013. All published rates may be subject to change at the discretion of the College.

Tuition per Semester

| | |
|---|-------------|
| Full-time (12 - 15 credits) | \$12,241.00 |
| Part-time per credit rate..... | \$ 816.00 |
| Per credit rate in excess of 15 credit..... | \$ 816.00 |

Mandatory Fees per Semester (Non-refundable)

| | |
|---|----------|
| Registration Fee - (full-time students) | \$155.00 |
| Registration Fee - (part-time students) | \$116.00 |
| Library Usage Fee (full-time students) | \$194.00 |
| Library Usage Fee (part-time students) | \$144.00 |
| Technology Usage Fee (full-time students) | \$194.00 |
| Technology Usage Fee (part-time students) | \$144.00 |
| Registration Fee - (winter/summer session) | \$116.00 |
| Student Activities Fee (full-time students Fall & Spring only) .. | \$60.00 |
| Student Activities Fee (part-time students Fall & Spring only) .. | \$30.00 |
| New Student Orientation Fee (one time fee) | \$75.00 |

Housing Charges per Semester

| | |
|--|-------------|
| All Residences | \$ 6,114.00 |
| Declining Balance Card for Meals (per semester): | |
| Silver Basic Plan..... | \$ 1,000.00 |
| Griffin Gold Plan | \$ 1,800.00 |
| Platinum Plan | \$ 2,500.00 |

Miscellaneous Fees

| | |
|--|-----------|
| Admission Application Fee..... | \$60.00 |
| Alumni Discount, per credit..... | \$408.00 |
| Audit Fee, per credit..... | \$ 408.00 |
| Audit Fee, per credit, alumni (non-refundable) | \$ 204.00 |
| Audit Fee, per credit, senior citizens (non-refundable) .. | \$ 204.00 |
| Certificate Fee | \$50.00 |
| Change of Program Fee | \$30.00 |
| Graduation Filing Fee | \$100.00 |
| Health Insurance Fee (annual plan) | \$TBA |
| Health Insurance Fee (Spring only plan)..... | \$TBA |
| Late Payment Fee | \$175.00 |
| Late Registration Fee | \$175.00 |
| Private Voice..... | \$860.00 |
| Daily Dance..... | \$485.00 |
| Bad Check Fee..... | \$50.00 |
| Special Course Fee..... | Vary |

Note: Certain courses carry additional lab or course fees that are noted in the catalogue in the course description.

Deposits

| | |
|--|----------|
| Tuition Deposit (newly admitted students) | \$200.00 |
| Housing Deposit (due with housing application) | \$500.00 |
| Housing Damage Deposit (due with housing application)... | \$250.00 |

Please refer to the College Web site (www.mmm.edu) for the most up-to-date information about programmatic and administrative matters.

Tuition Cancellation Policy

An official withdrawal from any or all classes does not always entitle a student to a refund of tuition and fees paid or a reduction of costs incurred. It is important to note that all charges and cancellations are based upon tuition commitments for the full semester. The effective date of withdrawal and cancellation, if any, will be the date when formal application is filed with Academic Advisement in the Center for Student Services. Students receiving financial aid who withdraw from school completely will have their financial aid eligibility calculated based on the federal formula for Title IV withdrawals.

If a student withdraws from one or more classes, during the drop/add period but does not drop below full-time status (12 credits) no forfeiture of tuition will be charged. If a student withdraws from one or more classes and becomes less than full-time, forfeiture will be

The Center for Student Services

charged for the difference between full and part-time tuition rates using the schedule for partial withdrawals.

After the census date, students who did not attend classes and did not officially withdraw from MMC will be assessed 25% of their tuition charge as forfeiture. Failure to attend classes or to make payment does not constitute an official withdrawal.

Marymount Manhattan College has arranged with Sallie Mae Insurance Services to offer the **Tuition Refund Insurance Plan**. This is an elective insurance plan which will minimize the financial portion of losses incurred when a student suffers a serious illness or accident and has to withdraw before the semester is completed. Go to www.mmm.salliemaeinsurance.com/tuition for information and forms.

Students using payment plans or receiving financial aid are responsible for completing all payments if a balance exists after cancellation of tuition.

Please note that all fees are non-refundable after the first day of the semester and only tuition will be cancelled according to the following schedules:

Complete Withdrawal

Fall and Spring Sessions (based on a 15 week term)

if you withdraw% of Cancellation
On or before term start date full cancellation
During the first week of term75 %
During the second week50%
During the third week25%
During & after the fourth week0%

Summer Sessions (based on a five or six week term)

If you withdraw% of Cancellation
On or before term start date full cancellation
During the first week of term75 %
During the second week25 %
During & after the third week0%

January Session (based on terms shorter than five weeks)

If you withdraw% of Cancellation
On or before term start date full cancellation
During the first week of the term25 %
During & after the second week0%

Partial Withdrawal**

Fall and Spring Sessions (based on a 15 week term)

if you withdraw% of Cancellation
on or before term start date full cancellation
During the first week of term75 %
During the second week50%
During the third week25%
During & after the fourth week0%

**** change in status from full-time to part-time will incur forfeiture charges for the difference between the full-time and part-time tuition rate.**

NOTE: Program Change Fees may apply to partial withdrawal.

Housing and Meal Plan Cancellation Schedule

Fall and Spring Sessions (based on a 15 week term)

If you withdraw% of refund
On or before term start date
75% housing and 85% of remaining declining meal balance
During the first week of term
0% housing and 85% of remaining declining meal balance
After the first week of term
0% housing and 50% of remaining declining meal balance

Summer and January Sessions

If you withdraw% of cancellation
On or before term start date50%
After first day0%

Student Refund Policy

Students with credit balances resulting from excess financial aid funds, tuition cancellations etc., will have a refund processed within 14 days of the credit appearing on their account. MMC offers students the ability to have their refund automatically credited to their designated bank account through E refunds. Students can enroll in e-refund through MMC Connect. Students not enrolled in e-refunds will have their refund check mailed to the permanent home address. Students may request to apply their credit balance to future semester charges by completing the appropriate authorization form at the Center for Student Services.

When a student's registration status changes and he/she is a recipient of financial aid funds, the student's record must be reviewed by a financial aid counselor before a refund can be issued. Credit balances resulting from the disbursement of Parent Plus Loans will be refunded to the borrower if the loan is greater than the students institutional charges. If the parent would like the refund to go directly to the student, written authorization must be submitted to the Center for Student Services.

Financial Aid

Our Financial Aid Counselors in the Center for Student Services work closely with families to assist them in identifying resources that help make a student's education at MMC affordable. Through our merit-based scholarships and need-based financial aid programs, we are able to assist students with their cost of attendance.

Marymount Manhattan College awards need-based grants and all federal financial aid to students based upon the completed Free Application for Federal Student Aid (FAFSA). All current and prospective students are urged to complete a FAFSA form each academic year with the Department of Education. Our Federal School Code is 002769.

For full consideration of Marymount Manhattan College's need-based grants and federal aid programs including student and parent loans, all students must have a FAFSA on file that is officially processed by the Department of Education, no later than: March 15 for fall entrants and November 15 for spring entrants.

Only valid Financial Aid awards will appear on your bill. If there is a discrepancy or aid is missing, please contact the Center for Stu-

dent Services. Balances not covered by financial aid must be paid by the designated due dates. In the event that the aid is received after payment has been made, a refund will be issued according to financial aid regulations and based on the existing credit on account. For additional information, please refer to the section concerning Refund Policy. Students can view their award letters online on MMC Connect.

General Financial Aid Eligibility Requirements

To be eligible for financial aid, students must:

- Be enrolled or accepted for enrollment, at least half time, in a degree program;
- Be a U.S. citizen, national or permanent resident alien;
- Make satisfactory academic progress in their program of study;
- If male, be registered with the Selective Service, if required;
- Not have had her/his eligibility suspended or terminated due to a drug related conviction;
- Have a valid Social Security number;
- Not be in default on a federal student loan or owe a repayment of a federal student grant;
- Have financial need as determined by the FAFSA.

Cost of Attendance

The Cost of Attendance (COA) includes tuition, fees, books and supplies, room and board, transportation and personal expenses. The Estimated Family Contribution (EFC) consists of the expected parental contribution and/or student contribution, based on the student's status as a dependent or independent student.

The EFC is calculated in a consistent and equitable manner using Federal Methodology, a standard formula established by the U.S. Congress, which determines a family's contribution based on the information provided on the FAFSA. The difference between the COA and the EFC is called the student's "financial need."

Cost of Attendance – Expected Family Contribution = Financial Need

A student's financial planning should begin with an estimate of the total cost of attending MMC for one academic year. Direct costs include: tuition, fees, room and board charges. Indirect costs include: books, supplies, personal needs, and travel. The Office of Financial Aid establishes standard budgets, adjusted for such variables as enrollment status, dependency status, and whether the student lives at home or in MMC's residence halls.

Types of Financial Aid

Financial aid awards are presented in a "package;" to eligible students. The award package letter offers a combination of different kinds of assistance that includes scholarships, grants, loans and/or work-study.

Scholarships awarded by MMC are listed in a chart, which appears at the end of this Financial Aid section.

Scholarships and grants do not have to be repaid. They are available from many sources, including the federal government, state agencies, professional and service organizations, private foundations, and Marymount Manhattan College.

1. Federal Pell Grant

Eligibility is determined based on the EFC as derived from the FAFSA. The U.S. Congress sets the maximum Federal Pell grant annually. For 2012-2013 academic year the Federal Pell Grant range is from \$575 to \$5,550 based on the student's enrollment status and EFC. Effective in the 2012-2013 award year all Federal Pell Grant eligible students can only receive up to 12 semesters of aid (or its equivalent) for the duration of the student's Lifetime eligibility. The calculation of the duration of a student's eligibility will include all years of the student's receipt of Federal Pell grant funding. A student who is not eligible for a Federal Pell Grant may be eligible for other federal aid.

2. Federal Supplemental Educational Opportunity Grant (FSEOG)

The Department of Education allocates limited FSEOG funds each academic year to help Federal Pell Grant recipients who show exceptional financial need based on their FAFSA information.

3. Federal Work-Study (FWS)

The FWS program funds part-time employment opportunities for both on and off-campus jobs. These programs provide students with the ability to earn money to offset a portion of their educational expenses. Students are offered a specific work-study grant allocation to indicate the total wages they are eligible to earn during their employment and cannot exceed this allocated amount. Students can work up to 19.5 hours per week, the number of hours worked weekly is determined by the student's schedule and the number of hours required by the employer. Awarding of FWS does not guarantee job placement. There is a limited number of jobs available, so placement is on a first-come, first-served basis. FWS students must be paid at least the federal minimum wage rate. Students must complete a FWS agreement and submit all other required paperwork before their employment can begin. Federal Work-Study funds cannot be applied to a student's account balance.

4. Federal Direct Loans

Federal Direct loans are either subsidized or unsubsidized. A student can receive a subsidized loan and an unsubsidized loan for the same enrollment period. A Federal Direct Subsidized Loan is awarded on the basis of financial need. A student will not be charged any interest before repayment or during authorized periods of deferment because the federal government "subsidizes" the interest during these periods. Repayment begins six months after graduation or after a student drops below half-time status. Subsidized loans first disbursed on or after July 1, 2012 and before July 1, 2014, will not have the interest subsidy provided during the 6 month grace period. Students receiving a subsidized loan during this timeframe will be responsible for the interest that accrues on the loan during the grace period. If a student does not pay the interest accrued, the interest will be added (capitalized) to the principal amount of their loan when the grace period ends. The interest rate for Federal Direct Subsidized Loans for all students disbursed on or after July 1, 2012 will be a fixed interest rate of 3.4%.

A Federal Direct Unsubsidized Loan is not based on financial need. Interest is charged from the time the loan is disbursed until it is paid in full. If a student allows the interest to accumulate while in school or during other periods of nonpayment such as grace, and deferment periods it will be capitalized – that is, the interest will be

added to the principal amount of the loan. You can pay interest during these periods or it can be capitalized. The interest rate for Federal Direct Unsubsidized Loans for all students disbursed on or after July 1, 2010 will be 6.8%.

Direct Stafford Loan Fees

Federal Direct Stafford Loans, are assessed an origination fee of 1.0% of the total loan. The net disbursement will reflect these fees; therefore, the amount credited to the student's account will be less than the loan amount. This fee is determined by the U.S. Department of Education.

How a Direct Stafford Loan is Disbursed

Generally, a loan will be for a full academic year and MMC will make at least two disbursements. Disbursements will be applied at the beginning of each semester of the academic year. MMC will disburse the loan money by crediting it to the student's account to pay tuition, fees, room, board, and other authorized charges. If the loan disbursement amount exceeds the student's school charges, the school will pay the remaining balance of the disbursement directly to the student borrower. MMC will notify the borrower in writing each time a disbursement of loan funds is made and will provide information about how to cancel all or part of the disbursement.

See the Federal Direct Loan charts at the end of this section for the Annual Stafford Loan Limits for Dependent Students, effective July 1, 2012.

The rate for loans disbursed prior to July 1, 2006 is variable (subject to change each year) but does not exceed 8.25%. Variable interest rates for these loans are adjusted each year on July 1. You will be notified of variable interest rate changes throughout the life of your loan.

5. Federal Direct Parent Loan for Undergraduate Students (PLUS)

The Federal Direct PLUS Loan is a loan from the U.S. Department of Education for parents of undergraduate students enrolled at least half time with a valid FAFSA on file. The maximum amount a parent will be eligible to borrow for the 2012-2013 school year will be indicated on the MMC award letter and is limited to the difference between the students' cost of attendance and other financial aid. Parents often elect to limit the amount they borrow to the difference between annual direct costs and other financial aid the student has received. Direct costs are those paid directly to MMC including tuition, fees, and room and board for resident students. Indirect costs consist of all other expenses that relate to attendance at MMC. The interest rate on PLUS loans is 7.9%.

PLUS Loan Eligibility Requirements

Parent PLUS loan borrowers cannot have an adverse credit history (a credit check will be done). In addition, parents and their dependent child must be U.S. citizens or eligible noncitizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. You can find more information about these requirements in *Funding Education Beyond High School: The Guide to Federal Student Aid* available at: www.studentaid.ed.gov.

Credit Check & Endorser Alternative

When you apply for a Direct PLUS Loan, the Department will check your credit history. To be eligible for a PLUS Loan, you must not have an adverse credit history. If you are found to have an adverse credit history, you may still borrow a PLUS Loan if you get an endorser who does not have an adverse credit history. An endorser is someone who agrees to repay the Direct PLUS Loan if you do not repay the loan. The endorser may not be the student on whose behalf a parent obtains a Direct PLUS Loan. In some cases, you may also be able to obtain a Direct PLUS Loan if you document to the satisfaction of the U.S. Department of Education that there are extenuating circumstances related to your adverse credit history.

PLUS Loan Fees

Federal Direct PLUS loans, are assessed an origination fee of 4.0% of the total loan. The net disbursement will reflect these fees; therefore, the amount credited to the student's account will be less than the loan amount. This fee is determined by the U.S. Department of Education.

How a PLUS loan is disbursed

Generally, a loan will be for a full academic year and MMC will make at least two disbursements. Disbursements will be applied at the beginning of each semester of the academic year. MMC will disburse the PLUS loan money by crediting it to the student's account to pay tuition, fees, room, board, and other authorized charges. If the loan disbursement amount exceeds the student's school charges, the school will pay the remaining balance of the disbursement directly to the borrower. The parent can give written permission to MMC to disburse the remaining balance of the PLUS loan money directly to the student. MMC will notify the borrower in writing each time a disbursement of loan funds is made and will provide information about how to cancel all or part of the disbursement.

Grace Period and Deferment for Parent PLUS Borrowers

Beginning July 1, 2008, parents can request to defer payments on a PLUS loan until six months after the date the student ceases to be enrolled at least half time. Accruing interest could either be paid by the parent borrower monthly or quarterly, or be capitalized quarterly.

6. Alternative Loan Programs

We strongly encourage you to carefully evaluate the terms offered by lenders for your alternative loan. Many lenders require that you utilize the Direct Stafford Loan prior to applying for an alternative loan. Review the rates for both the Direct Stafford and Direct Parent PLUS loans at these interest rates are set by the government. It is essential that you educate yourself about the relative terms and benefits offered by lenders to ensure the best possible terms for your personal circumstances.

Families should evaluate the various terms and features associated with each loan. Among the terms and features to consider are the following:

- Loan Requirements
- Repayment terms
- Interest rates
- Loan benefits before and during repayment
- Deferred payments

- Rate reductions
- Principal reductions
- Auto debit rate reductions

Parents should consider borrowing from the Direct Parent PLUS loan program since it is generally a less expensive loan as compared to a private educational loan. However, parents should be clear that PLUS loans obligate the parent, not the student. Private loans, while more expensive, obligate the student for repayment; however in most cases parents may be required to cosign a private student loan, thereby obligating them as well.

7. Tuition Assistance Program (TAP)

TAP is New York State's largest grant program. It helps eligible New York residents attending in-state post-secondary institutions pay for tuition. Awards range from \$275 to \$5,000. TAP is a grant; therefore it does not have to be paid back. MMC's NYS TAP code is 0447.

Eligibility:

To be eligible for TAP, a student must:

- Be a United States citizen or eligible non-citizen.
- Be a legal resident of New York State at least one year prior to the start of college. (Dependent students' parents must meet residency requirement.)
- Study full time (at least 12 credits per semester applicable towards degree).
- Have graduated from a U.S. high school, or have a GED, or have passed a federally-approved Ability to Benefit test. If home-schooled, the student must provide a letter from the District Superintendent, or take and pass an approved ATB test or the GED test.
- Be matriculated in an approved program of study and be in good academic standing.
- Have at least a cumulative "C" average after receipt of two annual payments.
- Not be in default on a student loan guaranteed by HESC and not be in default on any repayment of state awards.
- Meet income eligibility limitations.

Undergraduate students enrolled in four-year programs may receive up to four years of assistance for full-time study, and up to five years of assistance in an approved specialized program such as HEOP.

Transfer students who have been TAP recipients will be required to meet the standards that apply based on the number of credits accepted in transfer plus those accumulated while at Marymount Manhattan College. For financial aid purposes, students will be considered first term students if they are applying for TAP for the first time, regardless of the number of credits they may have completed or the number of terms they may have attended at any post-secondary institution.

How to Apply for TAP:

Your TAP on the web application cannot be processed until your FAFSA is completed. Complete and submit the Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.ed.gov. To sign the FAFSA form electronically, the student and one parent must have a federal pin number. Go to www.pin.ed.gov to apply for a pin number. You will be directed to the State form once your FAFSA is completed.

All TAP applicants must establish a HESC PIN (personal identification number) for TAP at www.hesc.com. The HESC PIN will allow you to complete your application, keep track of your application information, or make changes later. After establishing your PIN, your family's calculated NYS net taxable income will be pre-filled on your TAP on-the-web application with instructions provided. The final filing deadline for TAP is May 1 of the academic year for which aid is sought.

8. Part-time TAP:

Students who have completed requirements as a first-time freshman in 2006-07 and thereafter may qualify for a part-time TAP award. Students must be enrolled for 6 to 11 credits and in the previous academic year have earned two consecutive semesters of 12 credits each (24 credits total) and maintained a "C" average. Awards are based on New York State net taxable income, tuition charged, type of institution attended and number of credits taken. Must file a TAP application.

9. Aid for Part-time Study (APTS)

The NYS APTS program provides grant assistance for eligible part-time students enrolled in approved undergraduate studies. Awards provide up to \$2,000 per year for part-time undergraduate study at participating institutions in New York State. An APTS award cannot exceed tuition charges.

For this program, part-time study means being enrolled for at least 3 but fewer than 12 semester hours per semester.

a) APTS Eligibility:

To be considered for an APTS award, students must:

- Be enrolled as a matriculated part-time student in an approved undergraduate degree program.
- Meet the program income limits.
- Be New York State residents and either United States citizens or qualifying non-citizens.
- Not have used up Tuition Assistance Program (TAP) eligibility.
- Maintain good academic standing.
- Not be in default on a Federal Family Education Loan.
- Have achieved at least a cumulative "C" average after having received the equivalent of two full years of payment of State sponsored student financial aid.
- Be a high school graduate, or have received the equivalent of a high school certificate, or have received a passing grade on a federally approved examination.

b) Selection for an APTS Award:

The New York State Higher Education Services Corporation (HESC) distributes APTS funds to participating colleges in New York State. College financial aid administrators will select recipients from eligible applicants based on the availability of funds and NYS income limits.

c) How to Apply:

To apply, an APTS application must be obtained from the Center for Student Services. The student should complete the application, attach a copy of their NYS tax form, and return it to the Center for Student Services for processing as early as possible, as funds are limited.

Note: The amounts of Federal and State grants are subject to legislative approval and can change. The amounts listed in this catalogue are accurate as of the date of printing.

10. War Orphans or Armed Services Benefits

Students who are dependents of a veteran who died or who is permanently disabled as a result of military duty, are between the ages of 18 and 26, and are enrolled on a full time basis may be eligible for educational benefits.

11. G.I. Educational Benefits

In 2009, the Department of Veterans Affairs (VA) introduced the Post-9/11 GI Bill, an initiative to improve the quality of education and life of our nation's Veterans. As an important part of the new GI Bill, VA also introduced the Yellow Ribbon Program; a way for Veterans and their dependents to attend institutions that exceed the standard payable rates under the Bill.

Yellow Ribbon Program -

Effective August 1, 2011 the Post-9/11 GI Bill will pay up to \$17,500 per academic year for private school tuition and fees. Degree Granting Institutions may elect to participate in the Yellow Ribbon Program to make additional funds available for your education program without an additional charge to your GI Bill entitlement. Because Marymount Manhattan College has voluntarily entered into a Yellow Ribbon Agreement with the VA for up to 10 participants in the program, each academic year, the VA will match Marymount Manhattan College funds awarded to the student, up to \$1000. This is in addition to the GI Bill entitlement funds being received. The VA will issue payments directly to the College for these matching funds.

To receive benefits under the Yellow Ribbon Program:

- You must be eligible for the maximum benefit rate under the Post-9/11 GI Bill;
- You must not be on active duty or a spouse transferee of an active duty member
- Your school must agree to participate in the Yellow Program;
- Your school must have not offered Yellow Ribbon to more than the maximum number of individuals stated in their participation agreement;
- Your school must certify your enrollment to VA, including Yellow Ribbon program information.

The Montgomery GI Bill

Montgomery GI Bill Active Duty (MGIB-AD)

Active Duty, called "MGIB" for short. The MGIB program provides up to 36 months of education benefits to eligible veterans for college. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30.

Montgomery GI Bill Selected Reserve (MGIB-SR)

The MGIB-SR program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard.

Reserve Educational Assistance (REAP)

REAP was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This program makes certain reservists who were activated for at least 90 days after September 11, 2001 either eligible for education benefits or eligible for increased benefits.

Veterans Educational Assistance Program (VEAP)

Summary of Benefits

VEAP is available if you elected to make contributions from your military pay to participate in this education benefit program. Your contributions are matched on a \$2 for \$1 basis by the Government. You may use these benefits for degree programs. In certain circumstances, remedial, deficiency, and refresher training may also be available. Benefit entitlement is 1 to 36 months depending on the number of monthly contributions. You have 10 years from your release from active duty to use VEAP benefits. If there is entitlement not used after the 10-year period, your portion remaining in the fund will be automatically refunded.

Return of Title IV Funds Policy

This policy applies to students who withdraw, officially or unofficially. These rules govern the return of Title IV funds disbursed for a student who completely withdraws from a term, payment period, or period of enrollment. The rules assume that a student earns his or her aid based on the period of time he or she remains enrolled.

The term Title IV Funds refers to the Federal Financial Aid programs authorized under the Higher Education Act of 1965 and includes the following programs: Subsidized and Unsubsidized FFEL loans or Direct loans, PLUS (Parent Loans for Undergraduate Students), Federal Pell Grants and Federal SEOG (Supplemental Education Opportunity Grant).

Date of institution's determination that a student withdrew 668.22 (I) (3)

1. The date the student began the institution's withdrawal process (as described in the MMC Catalogue), or officially notified the institution of intent to withdraw. The date of the institution's determination that a student withdrew is used for two purposes:
 - a. It provides the dividing date between disbursed aid and late disbursements.
 - b. It starts the clock for the period of time within which the institution must return funds.
2. The midpoint of the period for a student who leaves without notifying the institution.
3. The student's last date of attendance at an academically related activity in lieu of any other withdrawal date. An "academically-related activity" is one that has been confirmed by an employee of the college (such as an exam, computer assisted instruction, turning in a class assignment, or attending a study group assigned by the institution).

Unearned Aid 668.22 (a) (1), (e) (4)

Unearned Title IV funds must be returned. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned as per the Federal Government formula.

Earned Aid 668.22 (e)

During the first 60% of the period, a student “earns” Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the period that the student remained enrolled equals the percentage of aid for that period that the student earned. A student who remains enrolled beyond the 60% period earns all the aid for that period. Aid is “disbursable” if the student could have received it at the point of withdrawal. Total disbursable aid includes aid that was disbursed and aid that could have been (but was not) disbursed as of the student’s withdrawal date.

Percentage of period enrolled 668.22 (e) (2)

The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days are used, but breaks of at least 5 days are excluded from the numerator and denominator.

Repayment of unearned aid 668.22 (g), (h), (l)

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. The institution’s share is the lesser of:

- The total amount of unearned aid; or
- Institutional charges multiplied by the percentage of aid that was earned. The student’s share is the difference between the total unearned amount and the institution’s share.

Standards of Academic Progress

(For All Students)

To be eligible to receive federal and state aid students are required to maintain satisfactory academic progress toward their degree. Marymount Manhattan College’s satisfactory academic progress policy is developed in accordance with federal and state regulations.

The programs subject to these regulations include: Federal Pell grant, Federal Supplemental Educational Opportunity grant (SEOG), Federal Work-Study, Federal Stafford loans (subsidized and unsubsidized), Federal Parent (PLUS) loans, as well as MMC institutional grants.

Maximum Timeframe for Academic Programs

Each College is required to set a maximum time frame during which a student is expected to complete a program of study. This time frame cannot exceed 150% of the length of the program measured in credit hours or years. MMC academic programs require 120 credit hours for graduation therefore the maximum time frame to complete their program of study is 180 attempted credit hours ($120 \times 1.5 = 180$). In years, a student is expected to complete their undergraduate degree by the end of four years of full-time study. Under the new regulations a student will forfeit their eligibility to receive federal financial aid after six (6) years of full time enrollment ($4\text{yrs} \times 150\% = 6\text{ yrs}$).

A student who is aware of learning or other disabilities should immediately contact the Office of Academic Access and Disability Services so that appropriate accommodations can be made. Students with documented disability and functional limitations are still held to the academic progress requirements for financial aid eligibility purposes.

Federal Qualitative Standard: Grade Point Average (GPA)

According to federal regulations, to be considered as making satisfactory academic progress, the student must have a cumulative C average (2.0 GPA) at the end of the student’s second academic year. Any student not making satisfactory academic progress is considered ineligible for federal aid and/or MMC institutional grant aid. All students will be reviewed at the end of each enrollment period. The minimum required cumulative GPA is shown in the following table.

Required Minimum GPA

| Credit Hours Attempted | Minimum Required Cumulative GPA |
|------------------------|---------------------------------|
| 1 – 18 credits | 1.2 |
| 19 - 29 credits | 1.5 |
| 30 - 47 credits | 1.8 |
| 48+ credit | 2.0 |

Federal Quantitative Standard: Pace (formerly program pursuit)

According to federal regulations, financial aid eligibility is limited to 150% of the credits required to complete a degree. As explained in the above section on Maximum Timeframe a student’s financial aid eligibility is limited to a total of 180 attempted credit hours.

For a student to be maintaining the proper pace, the ratio of earned hours to attempted hours must be no less than as shown in the following table.

Pace for Degree Completion (formerly Program Pursuit)

| When total attempted credit hours are: | Earned (completed) credit hours must be at least: |
|--|---|
| Less than 26 credits | 50% of attempted hours |
| 26-50 credits | 55% of attempted hours |
| 51-75 credits | 60% of attempted hours |
| 76-100 credits | 65% of attempted hours |
| 101-125 credits | 70% of attempted hours |
| 126+ credits | 75% of attempted hours |

Additional Standards and Requirements for Satisfactory Academic Progress:

- Students must be matriculated in an approved degree program.
- Attempted hours include all courses for which a student is registered, at the end of the “W” period.
- To calculate the cumulative GPA all A, B, C, D, F, WF, and UW grades are used and counted as earned (completed credits).
- The following grades are counted as attempted credit hours but will not count as earned (completed) credits: W, P, AU, N, NA, and Y
- If a course is repeated, credits for each time the student registers will be added to the attempted credit totals, but earned credits are counted only once. Both grades received will be used in the calculation of the cumulative GPA.
- If a student petitions and is approved for a grade waiver, credits for the course will be added to the attempted/earned credit totals. But, only the most recent grade received will be used in the calculation of the cumulative GPA.
- Transfer credits accepted toward the student’s academic

The Center for Student Services

program will be counted as both attempted and earned credits. For additional information review the section of the catalogue on Transfer credits.

- An incomplete grade must be resolved by March 1st after fall and January terms and by October 1st after the spring and summer terms to avoid an administrative "F" grade.
- Developmental (remedial) courses taken for "0" credits are not counted as attempted or earned credits.

Students are reviewed at the end of each enrollment period (fall, spring, summer) A student not meeting Marymount Manhattan College SAP requirements will be officially notified of their eligibility status as defined below:

Academic Review Definitions:

Financial Aid Warning – Students who are not meeting Satisfactory Academic Progress (SAP) for the first time are automatically placed on Financial Aid Warning for one term. Students who are placed on warning are eligible for federal financial aid and/or MMC institutional grant aid during the warning period. Students who fail to meet the SAP standard after the warning period will be denied aid with an option to appeal.

Appeal - a student who after the Financial Aid Warning semester still does not meet the College's SAP standards can then submit a petition of appeal for reconsideration of eligibility.

Financial Aid Probation – a status assigned by MMC to a student who fails to make SAP after their warning semester and who has appealed and has had eligibility for aid reinstated. During this probation period the student could be required to fulfill specific conditions such as taking a reduced course load or enrolling in specific courses. A more detailed academic plan can be developed that, if followed, will ensure that the student is able to meet the College's SAP standards by a specific point in time.

Appeal Process

Marymount Manhattan College monitors academic progress after each enrollment period. This review must be completed before any federal financial aid funds are disbursed for the subsequent semester. Students who do not meet our published guidelines will be notified by Academic Advisement and/or Financial Aid of their status. Students have the right to appeal any decision of ineligibility of financial assistance. The appeal may not be based upon the need for assistance OR lack of knowledge that a student's assistance was in jeopardy. An appeal should be based upon some unusual situation or condition which prevented the student from passing more of the courses, or which necessitated that the student withdraw from classes.

Request for Review (Appeal):

A student who, after their warning semester, does not meet MMC's satisfactory academic progress standards will be ineligible to receive any federal financial aid. The student will receive a letter of denial from the SAP Appeal Committee which will describe the appeal process and provide an appeal form. All appeals will be reviewed by the Committee.

In the appeal the student must explain any special or unusual circumstances that caused the student to not make SAP such as:

- A personal injury or serious illness of the student.

- Serious illness and/or death of an immediate family member.
- Serious and/or unusual personal circumstances.

Documentation in support of the appeal reason must be attached to the appeal form for review. This documentation can be from a doctor, lawyer, and/or clergy member and must be on their letterhead. Other documents can include death certificate, hospital records, and doctor's note.

The appeal must explain how the special or unusual circumstances have been resolved so that the student will now be able to complete the required number of credit hours or attain the required grade point average.

If the appeal is approved, the student's financial aid will be reinstated for one semester. By the end of that semester, the student must have successfully completed the required number of credit hours and attained the overall required grade point average. Students who fail to make SAP by the end of that semester will have their future financial aid eligibility terminated. They will be notified in writing of their status by the SAP Appeal Committee.

If the appeal is approved and an academic plan is created the student's financial aid will be reinstated during the period the plan is being followed. An academic plan is reviewed each semester by the student and an Academic Advisor. Students will be notified by the SAP Appeal Committee if they are found to be non-compliant with their academic plan.

An appeal may be denied if a student does not have grounds for an appeal. A student whose appeal is denied may be able to regain eligibility for future semesters. This is done by enrolling at Marymount Manhattan College at the student's own expense -- without financial assistance until satisfactory academic progress is achieved.

New York State Satisfactory Academic Progress for TAP

New York State aid such as TAP and APTS measure a student's academic progress in their degree program. These New York State requirements are outlined below in the following charts, indicating the number of credits you must earn with the minimum cumulative grade point average each term you receive State financial aid. Students must have a Cumulative GPA of 2.0 before being certified for their 5th scheduled payment.

New York State Satisfactory Academic Progress for TAP

This chart applies to students first receiving State awards in 2006-07, 2007-08, through and including 2009-10 and also applies to students in the HEOP Program.

Program: Baccalaureate Program

| Calendar: Semester | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th* | 10th* |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|
| Before being certified for this payment student must have accrued at least this many credits | 0 | 3 | 9 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| With at least this GPA | 0 | 1.1 | 1.2 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

Note: Only students in five-year programs, approved pursuant to Section 145-2.7 of the Regulations, are eligible for more than eight semesters of undergraduate awards.

New York State Satisfactory Academic Progress for TAP

This chart applies to non-remedial students first receiving State awards in 2010-2011 and thereafter.

Program: Baccalaureate Program

| Calendar: Semester | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th* | 10th* |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|
| Before being certified for this payment student must have accrued at least this many credits | 0 | 6 | 15 | 27 | 39 | 51 | 66 | 81 | 96 | 111 |
| With at least this GPA | 0 | 1.5 | 1.8 | 1.8 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

Note: Only students in five-year programs, approved pursuant to Section 145-2.7 of the Regulations, are eligible for more than eight semesters of undergraduate awards.

Program Pursuit for New York State Aid

A student must receive a passing or failing grade (A-F letter grade) in a certain percentage of courses each term, depending on the number of awards the student has received. The percentage is determined by the following schedule:

| Number of payments by semester: | Must receive a grade for: |
|---------------------------------|--|
| 1, 2 | 50% of minimum full-time requirement (6 credit hours/semester) |
| 3, 4 | 75% (9 credit hours/semester) |
| 5 or more | 100% (12 credit hours/semester) |

2012-2013 MARYMOUNT MANHATTAN COLLEGE BUDGETS*

| Dependent Commuter Students | | Dorm Resident/Off Campus Students | |
|------------------------------|-----------|-----------------------------------|-----------|
| Tuition and Fees (full-time) | \$ 25,688 | Tuition and Fees (full-time) | \$ 25,688 |
| Home Maintenance | \$ 5,700 | Room | \$ 12,228 |
| Books | \$ 1,000 | Board | \$ 2,000 |
| Transportation | \$ 1,200 | Books | \$ 1,000 |
| Personal Expenses | \$ 4,300 | Transportation | \$ 1,200 |
| | | Personal Expenses | \$ 4,300 |
| | \$ 37,888 | | \$ 46,416 |

*Budgets are prorated for less than full time attendance and/or 1 semester attendance.

MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS

Scholarships are offered to freshman and transfer students and are given on the basis of academics, talent and service. A combination of scholarships may be awarded. However, total scholarships may not exceed tuition costs minus TAP and Federal Pell Grant. All students are required to file the Free Application for Federal Student Aid (FAFSA) each year for consideration for all Federal, State and institutional need-based aid they are eligible to receive. Students must be attending full time (12 or more credits) each semester to be eligible for their scholarship. Scholarship recipients whose averages drop below the GPA required for renewal will lose their MMC scholarships.

| PROGRAM | ELIGIBILITY | SELECTION CRITERIA AND AMOUNT | APPLICATION | RENEWAL |
|--|--|--|---|---|
| Freshman Academic Excellence Scholarship | Full-time degree seeking undergraduates who enter MMC directly from high school | 1. SAT of 1150 (critical reading and math sections) or higher, for ACT composite score of 25 or higher and a 3.0 GPA from high school. 2. New Freshmen. 3. U.S or Permanent Resident. 4. \$8,000 award. | No application required. Considered at time of acceptance. | 1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher. 3. Awarded fall/spring terms only from Freshman year for a maximum of four years. |
| Competitive Scholarship | Full-time degree seeking undergraduates majoring in Theatre, Dance, or Fine Arts | 1. New Freshman or Transfer student. 2. Competitive demonstration in specialized area. 3. \$1,000 - \$4,000 awarded per academic year. | Audition, Interview, or Portfolio review with respective department. | 1. Maintain full-time status. 2. Cum GPA of 3.0 or higher in major. 3. Overall cum GPA of 2.8 or higher. 4. Must continue to major in area of scholarship. 5. Award possible for fall and spring terms only from entering year for a maximum of four years. |
| Student Leadership Scholarship | Full-time degree seeking undergraduates Working towards first Bachelor's degree | 1. New Freshman or Transfer student. 2. Must have demonstrated leadership abilities during high school or college in such areas as student government, student newspapers, magazines, clubs and service activities. The student must also show potential for future leadership in college. 3. U.S. Citizen or Permanent Resident. 4. \$2,000 awarded per academic year. | 1. Leadership essay. 2. Letter of support from school or community leader. 3. Leadership Scholarship Application. | 1. Maintain full-time status. 2. Cumulative GPA of 2.8. 3. Award possible for fall entrants only for a maximum of four years. 4. Successful completion of annual requirements. 5. Meeting with Assistant Dean of Student Development and Activities at end of spring term to evaluate the quality of involvement. |

MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS (cont.)

| PROGRAM | ELIGIBILITY | SELECTION CRITERIA AND AMOUNT | APPLICATION | RENEWAL |
|--|--|---|---|---|
| Transfer Academic Excellence Scholarship | Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree | 1. New Transfer student. 2. Cumulative GPA of 3.5 or higher from all colleges attended. 3. U.S. Citizen or Permanent Resident. 4. \$6,000 awarded per academic year. | No application required. Considered at time of acceptance. | 1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher. |
| Transfer Academic Merit Scholarship | Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree | 1. New Transfer student. 2. Cumulative GPA of 3.0 -3.49 from all colleges attended. 3. U.S. Citizen or Permanent Resident 4. \$3,000 awarded per academic year. | No application required. Considered at time of acceptance. | 1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher. |
| New York City High School Scholarship | Full-time degree seeking undergraduates who enter MMC directly from high school | 1. New Freshmen. 2. Resident of New York City. 3. Graduate of New York City High school. 4. \$2,000 awarded per academic year. 5. SAT of 1150 (critical reading and math sections) or higher for ACT composite score of 25 or higher and a 3.0 high school GPA from high school. | No application required. Awarded at time of acceptance. | 1. Maintain full time status. 2. Award possible for fall and spring terms only and for a maximum of four years. |
| Community College Honor Society | Full-time, degree-seeking undergraduate entering from a Community College | 1. Proof of member of a recognized community college honor society (Phi Theta Kappa, Alpha Beta Gamma, etc.). 2. U.S. Citizen or Permanent Resident. 3. \$1,000 per year. | Letter with application requesting consideration. | 1. Maintain full-time status. 2. Cumulative GPA of 3.0. |
| AmeriCorps Scholarship | Full-time, degree-seeking undergraduate | 1. Alum of AmeriCorps. 2. U.S Citizen or Permanent Resident. 3. Match up \$2,000 of AmeriCorps Award. | Letter with application requesting consideration. | 1. Maintain full-time status. 2. Cumulative GPA of 3.0. |
| 21st Century Scholarship | 1. Full time degree seeking undergraduate. 2. Foreign students only, U.S Citizens or Permanent Residents are not eligible for this scholarship. | 1. Must be a degree seeking student. 2. Must have an exemplary academic record. 3. Recommended by Director of International Recruitment. 4. \$5,000 award per academic year. | Interview with Director of International Recruitment. | 1. Maintain full-time status. 2. Fall and spring terms only for a maximum of four years. 3. Overall cumulative GPA. of 2.5. |
| Diplomatic Scholarship | 1. Full-time freshman or transfer students. 2. U.S Citizens or Permanent Residents are not eligible for this scholarship. | 1. Student must show evidence that he/she is a member of a foreign mission or consulate, or the United Nations, or that he/she is the son/daughter or spouse of a member of one of the above. 2. Must have achieved a high school GPA of 3.0 or more or higher. 3. \$5,000 award per academic year. | Confirmation letter of involvement with foreign mission or consulate or United Nations. | 1. Maintain full-time status. 2. Fall and spring terms only for a maximum of four years. 3. Overall cumulative GPA of 2.5 or higher. 4. Must submit confirmation letter each year. |

MARYMOUNT MANHATTAN COLLEGE GRANTS

Grants are offered to entering students on the basis of financial need. Some of these grants continue to be offered to students who maintain a specific cumulative grade point average. (If cumulative GPA is also a criterion, the required GPA is shown under eligibility.) All grants and combinations of grants with supplemental grants are awarded up to tuition costs only depending on individual need.

Marymount Manhattan Institutional Scholarships and Grants are funded by donations from alumnae, Trustees, corporations, and foundations. There are many students who are academically qualified to attend Marymount Manhattan but face financial challenges. One of the key initiatives of This is the Day, the campaign for Marymount Manhattan, is increased scholarship support for students who need help most. The College is very grateful to all those members of the MMC community - trustees, alumni, parents, friends, faculty and staff - who have provided such strong support to the campaign, thus enabling us to increase need based grants and our funding of the Support -a- Student grant.

| PROGRAM | ELIGIBILITY | SELECTION CRITERIA AND AMOUNT | RENEWAL |
|---|--|---|--|
| Marymount Manhattan College Need-Based Grants | Full-time degree seeking undergraduates. | Demonstrated financial need. | 1. Renewal FAFSA. 2. Demonstrate need. 3. Maintain full-time status. |
| Support A Student Grant | Full-time degree seeking undergraduate. Working towards first Bachelor's degree. | 1. Demonstrated financial need. 2. Reviewed by Committee. | 1. Renewal FAFSA. 2. Demonstrate need. 3. Maintain full-time status. |
| Returning Student's Grant | Undergraduate, degree seeking students taking at least 6 credits. | 1. Demonstrated financial need. 2. \$1,000 award per academic year. | 1. Renewal FAFSA. 2. Maintain good academic standing. 3. Maintain at least 6 credits status. |
| Career Development Award | Undergraduate part-time degree seeking students taking at least 6 credits per semester. | 1. Interview with Admissions. 2. Essay. 3. \$2,000 award per academic year. | 1. Renewal FAFSA. 2. Maintain cumulative GPA of 2.8. 3. Maintain at least 6 credits status. |
| Marymount Manhattan 75 th Anniversary Transfer Grant | Full-time degree seeking undergraduates who enter MMC from another college in 2012-13. Working towards first Bachelor's degree. No application required. Considered at time of acceptance. | 1. New Transfer student. 2. Cumulative GPA of 3.0 or higher from all colleges attended. 3. U.S. Citizen or Permanent Resident. 4. Reviewed by Committee. | 1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher. |
| MMC Incentive Award | Full-time degree seeking undergraduates who enter MMC directly from high school. No application required. Considered at time of acceptance. | 1. New Freshmen only. 2. U.S. or Permanent Resident. 3. Reviewed by Committee. | 1. Maintain full-time status. 2. Maintain good academic standing. |

Note: Funding received may be used to replace all or part of a previously awarded MMC grant. Scholarships are awarded based on donors specified criteria and are not guaranteed renewal.

FEDERAL AND STATE EXTERNAL GRANTS AND SCHOLARSHIPS

Federal and State grants are based on need. Each student is reviewed for eligibility when the Free Application for Federal Student Aid (FAFSA) is filed for federal eligibility. MMC requires full-time students who are New York State residents to complete requests for information from HESC to determine eligibility for TAP.

| Program | Eligibility | Selection Criteria and Amount | Application | Renewal |
|---|--|---|---|---|
| Federal PELL Grant (MMC FAFSA code #002769) | <ol style="list-style-type: none"> 1. Matriculated undergraduate. 2. Must not possess a B.A. 3. Enrolled for at least 3 credits each semester. 4. Demonstrate need according to federal guidelines. 5. U.S. Citizen or eligible non-resident. 6. Maintain Good Academic Standing. 7. Not in default on a student loan or owe repayment on a Federal grant. | <p>Awards range from \$558 to \$5,550 per academic year. Federal government determines eligible students and amount of grant.</p> <p>Funded by the Federal government.</p> | <ol style="list-style-type: none"> 1. FAFSA. 2. Income documentation (if required). | <ol style="list-style-type: none"> 1. Must file a renewal FAFSA each year. 2. Continue to meet eligibility requirements. 3. Maintain Good Academic Standing. |
| Federal Supplemental Educational Opportunity Grant (FSEOG) | <ol style="list-style-type: none"> 1. Must be PELL Grant eligible. 2. Must be full-time (12-15 credits per term). | <ol style="list-style-type: none"> 1. Demonstrated financial need. 2. Awards are offered in combination with MMC grants. 3. \$100 - 1,400 awards. | Same as PELL grant. | Same as PELL grant. |
| New York State Tuition Assistance Program (TAP) (MMC TAP CODE #0447) | <ol style="list-style-type: none"> 1. NY State resident. 2. Enrolled full-time (12 credits per semester). 3. Family income cannot exceed statutory limits. 4. Matriculated and maintaining satisfactory academic progress as per TAP regulations. | <ol style="list-style-type: none"> 1. NY State funds program, selects students, determines amount of each student's grant. 2. Awards can range from \$250 to \$5,000 for the year. | <ol style="list-style-type: none"> 1. FAFSA. 2. TAP Application. | <ol style="list-style-type: none"> 1. Must file a TAP application each year. 2. Continue to meet NYS eligibility requirements. |
| Part-time TAP | Available beginning in 2007-08 for students who have completed requirements as a first-time freshman in 2006-07. Students may qualify for a part-time TAP award if they are taking 6 to 11 credits and in the previous academic year have earned two consecutive semesters of 12 credits each (24 Credits total) and maintained a "C" average. | Determined by New York State. Awards are based on New York State net taxable income, tuition charged, type of institution attended and number of credits taken. | <ol style="list-style-type: none"> 1. File a FAFSA. 2. Must file a TAP application. | <ol style="list-style-type: none"> 1. Must file a TAP application. 2. Continue to meet NYS eligibility requirements. |
| NY State Aid for Part-Time Study (APTS) | Same as TAP except must be enrolled for 3 -11 credits. | <ol style="list-style-type: none"> 1. NY State funds program, selects students, determines amount of each student's grant. 2. Awards can range from \$250 - \$2,000 for the year. 3. For income limits see current APTS Application. | <ol style="list-style-type: none"> 1. APTS Application. 2. Copy of your NYS tax return for current tax year. | <ol style="list-style-type: none"> 1. Retain Good Academic Standing. 2. Continue to meet eligibility requirements. 3. Re-file all applications each year by deadline |
| NY State Higher Educational Opportunity Program (HEOP) | <ol style="list-style-type: none"> 1. Must meet NY State economic and academic guidelines for admissions criteria. 2. Must be admitted to MMC as a HEOP student. | Awards \$600 in NYS tuition grant and can include a maintenance stipend. | New students must contact the Admissions Office or the HEOP Office at MMC for details. | <ol style="list-style-type: none"> 1. Must continue to satisfy HEOP and satisfactory academic requirements according to NY State guidelines. 2. Must file a renewal FAFSA each year. 3. Continue to meet eligibility requirements. |
| NY State Child of a Veteran Award | <p>Provides aid to children of veterans who served in the U.S. Armed Forces during 1941-46, 1950-53, 1961-73 or national emergency and as a result of service or when prisoner of war or missing in action died or suffered 50% or more disability.</p> <p>Qualifications:</p> <ol style="list-style-type: none"> 1. Full-time student. 2. New York State resident. 3. Matriculated and making satisfactory progress. | \$450 per academic year up to four years, without consideration of income, for tuition and other education costs. If TAP award is also received the combination award cannot exceed the tuition costs. TAP is reduced accordingly. | <ol style="list-style-type: none"> 1. Student submits a special application supplement form supplied by HESC upon request. 2. FAFSA. 3. HESC information requests. | <ol style="list-style-type: none"> 1. Must file a renewal FAFSA each year. 2. Must refile NYS forms each year. |

LOAN PROGRAMS

This section describes all loans that are available to both students and parents of dependent students. The federal loan programs are known as the Federal Direct Loans

| Program | Eligibility | Selection Criteria and Amount | Application | Renewal |
|---|---|--|---|---|
| Federal Direct Loan Student Loan A. Direct Subsidized Loan | 1. Enrolled for 6 credits or more per semester. 2. Not in default of a prior student loan or in repayment of a PELL Grant or SEOG. 3. Enrolled in a degree program. | Demonstrate financial need. | 1. Must sign a Master Promissory Note (MPN) and Complete an Entrance Counseling Session at www.studentloans.gov . 2. No payment is due and no interest accrues while student is continually enrolled for at least 6 credits. Interest accrues and repayment begins 6 months after the student is no longer enrolled for 6 credits. | 1. FAFSA renewal. 2. Automatically renewed unless notification is given to Financial Aid in writing. |
| B. Direct Unsubsidized Loan | 1. Enrolled for 6 credits or more per semester. 2. Not in default of a prior student loan or in repayment of a PELL Grant or SEOG. 3. Enrolled in a degree program. | 1. Loan is based on the student's cost of education minus any other financial aid received. 2. All Students who meet the federal eligibility requirements for the Stafford loan program are automatically Eligible for \$2,000 in the Unsubsidized loan. 3. Students qualify for an additional \$4,000 unsubsidized loan. If they are "federally" independent or if a dependent student's parent is denied a parent PLUS loan. | 1. Can apply for the Subsidized and Unsubsidized loan with the same MPN. 2. Repayment of interest begins 30 to 60 days after disbursement of the loan. (Interest can be deferred until 6 months after the student is no longer enrolled for 6 credits but it does accrue.) 3. Repayment of the principle begins 6 months after the student is no longer enrolled for 6 credits. | Same as for subsidized loan. |
| Federal Direct PLUS Loan Parent Loan for Undergraduate Students | 1. Parents of financially dependent students. 2. Students must meet Stafford eligibility requirements. 3. Parents must receive credit approval. | 1. Loan is based on the student's cost of education minus any other financial aid received. 2. Parent and student must complete the PLUS MPN at www.studentloans.gov | 1. Fixed interest rate, as published by the Department of Education not to exceed 9%. 2. Repayment begins 60 days after loan is completely disbursed. 3. There is an origination fee that is charged on the amount borrowed. | 1. Must file a FAFSA renewal each year. 2. PLUS Pre-Approval each year for renewal. |

Annual Stafford Loan Limits for Dependent Students (whose parents are eligible to borrow a Parent PLUS loan)

| Year in School | Base Subsidized/ Unsubsidized Amount | Additional Unsubsidized Amount | Total Amount |
|--------------------------------------|--------------------------------------|--------------------------------|--------------|
| Freshmen (0-29 credits) | \$3,500 | \$2,000 | \$5,500 |
| Sophomores (30-59 credits) | \$4,500 | \$2,000 | \$6,500 |
| Juniors/Seniors (60 credits & above) | \$5,500 | \$2,000 | \$7,500 |

Annual Stafford Loan Limits for Independent Students & Dependent Students (whose parents are denied a PLUS loan)

| Year in School | Base Subsidized/ Unsubsidized Amount | Additional Unsubsidized Amount | Total Amount |
|--------------------------------------|--------------------------------------|--------------------------------|--------------|
| Freshmen (0-29 credits) | \$3,500 | \$6,000 | \$9,500 |
| Sophomores (30-59 credits) | \$4,500 | \$6,000 | \$12,500 |
| Juniors/Seniors (60 credits & above) | \$5,500 | \$7,000 | \$15,500 |

STUDENT WORK OPPORTUNITIES

Many students help finance their education by securing part-time employment. This type of assistance is considered to be a form of “self-help”. Marymount Manhattan College provides employment assistance in the form of Federal Work-Study for those students who show financial need. Positions are also available through the regular student employment program, which is based on financial need. Descriptions of these programs and procedures for applying are listed below:

| Program | Eligibility | Selection Criteria and Amount | Type of Position | Application | Renewal |
|--|---|---|--|--|---|
| Federal Work Study (FWS) | 1. Enrolled for at least 6 credits each semester. 2. Must show financial need. | 1. Awards average \$3,000 per academic year. 2. MMC selects eligible students and determines amount of each student's award based on need. | Job listing available on the MMC web site. Students may work up to 19.5 hours per week. | 1. Must complete I-4 and W-9 forms. 2. Submit a copy of Social Security card. | 1. Continue to meet eligibility requirements. 2. Availability of funds at time your application is complete. |
| Federal Work Study Off-Campus Community Service jobs | Same as above. | Same as above. | Career guiding internships. | 1. Complete a Public Service Corps Application and submit to Financial Aid Office. | |
| Regular Student Employment | Any Marymount student. | Selection varies. | Jobs are available in on-campus departments. Contact department offices for available jobs. Students may work up to 19 1/2 hours per week. | 1. Must complete I-4 and W-9 forms. 2. Submit a copy of Social Security card. | May be renewed upon approval of individual supervisor. |

Marymount is committed to the goal of academic excellence and the success of our students. Students are permitted to hold part time employment in one position for a maximum of 19.5 hours per week.

ADMISSION TO THE COLLEGE

MMC seeks students who show potential for scholarship, leadership, self-expression and social responsibility. The College believes that these qualities can be most effectively evaluated through review of scholastic records, teacher/employer recommendations, essays, extra-curricular activities, and personal interviews. Admission Officers review student records on an individual basis to identify academically motivated students who can benefit from MMC's unique educational experience.

A wide variety of students choose to attend MMC. Of these there are two distinct categories: degree-seeking students and non-degree students.

Degree-Seeking Students

A degree-seeking (matriculated) student is one pursuing a degree at MMC by following the program plan of the degree and of the student's chosen major. Degree-seeking students may study on either a part-time or a full time basis.

All degree students must file the *Application for Admission* as a degree seeking student. A complete application includes the following:

- Completed application
- Official high school or secondary school transcript or General Equivalency Diploma (GED) results
- SAT and/or ACT scores (freshman and transfers with less than 12 college credits completed at time of application)
- Two letters of recommendation
- Personal essay
- Personal interview (recommended, may be required)
- \$60 Non-refundable Application Fee

MMC requires that all applicants have completed a minimum of sixteen academic units, which should include the following:

| Subject Area | Number of Units |
|---------------------------------|--------------------------------|
| English | 4 (required) |
| Language (Foreign or Classical) | 3 (recommended) |
| Mathematics | 3 (required) |
| Social Sciences | 3 (required) |
| Science | *2 (required) +1 (recommended) |
| Academic Electives | 4 (recommended) |

*We recommend that 2 of these units be laboratory science.

Please Note: Additional requirements apply for admission to the B.A. and B.F.A. Programs in Acting, Dance and Theatre Arts.

Online or correspondence schools' high school transcripts are only accepted if the school is accredited by one of the six regional accrediting agencies**, or is recognized or approved by the state department of education in which the school resides.

**Middle States Association, New England Association, North Central Association, Northwest Association, Southern Association, and Western Association

Home schooled students must ensure that:

- At least one of the required recommendation letters is NOT

from a parent

- Curriculum must meet homeschool requirements for the state in which the student resides and must additionally submit:
- Transcripts indicating completed coursework and grades with a brief summary of course content for each
- Recommend (2) SAT II Subject Tests
- Homeschool Student Information Form

Transfer students must additionally submit:

- Official transcripts from any and all post-secondary institutions attended
- Judicial Record Form (in lieu of one required recommendation letter)

International students must additionally submit:

- Certification of Funds (sponsor information)
- Evaluation of Foreign Educational Credentials (may not be necessary if the transcript is in English)
- TOEFL, IELTS, or PET exam scores (if English is not the native language)

Procedures after Admission for Degree-Seeking Students

Students must submit the following after receiving their notice of acceptance to MMC:

1. Tuition Deposit (HEOP students are exempt.)
2. Housing Application and Non-Refundable Housing Deposit (if housing is requested)
3. Registration
4. Immunization Form
5. Final High School and/or College Transcripts
6. Payment

Non-Degree Students

A non-degree (non-matriculated) student is one who is not necessarily following a program plan or pursuing a degree. Non-degree students may register for courses of their own choosing provided that they meet the prerequisites for those courses. A non-degree student is either taking courses for credit while not pursuing a MMC degree or is auditing courses for no credit.

All non-degree students need to submit an *Application for Admission* as a *Non-Degree Student*.

A completed application includes:

- Completed application
- Copy of the applicant's official final high school transcript (unofficial copy if not planning to matriculate in a future semester)
- Judicial Record Form (if previously in college)
- Additional materials may be requested as necessary by the Office of Admissions
- \$60 Non-refundable application fee

The following are specific categories of non-degree students:

Alumni Audit/Alumni Discount

Alumnae/i (graduates of MMC) may audit courses for a reduced rate. (See tuition and fee schedule under Center for Student Services). No more than two courses may be audited in any given semester. Audit students may lose their place in class in favor of degree students who may require a specific course to fulfill their degree requirements.

Students who audit courses do not earn credit. The audit student must attend all classes, do assigned readings and participate in class discussions but is not required to take exams. An audited course cannot be applied to a college degree. A student cannot change an audit course to credit bearing or vice versa, during the semester.

An Alumnae/i may take a course for credit at a reduced cost of 50% of the regular per credit rate. A student using the Alumni Discount must be a non-degree seeking, part-time student. Courses taken for credit and the grades received will be listed on the student's permanent transcript. However, any courses taken as alumnae/i will not be applied to the GPA on the student's conferred degree.

Visiting Students

Visiting students are those enrolled at another college or university who want to take courses at MMC for transfer to the home institution. Students may register for up to fifteen credits per fall or spring term. Degree-seeking students at institutions that have reciprocal visiting agreements with MMC are subject to the terms of those agreements. Contact the Registrar for further details. Exchange students from other countries are considered Visiting Students and may require additional documentation. Please contact the Office of Admission for further information.

Special Categories of Admission

Deferred Admission

A student may request deferment of his/her enrollment for one semester after acceptance to the College and may only defer within the same academic year; fall to spring term or spring to summer term. Students must apply again if admission is not accepted within the academic year. The Office of Admission reserves the right to re-evaluate an applicant who chooses to defer based on any new academic information, for example final high school and college transcripts. Deferment is not guaranteed until confirmed by Admissions. If a student registers for a program of study prior to deferring admission, the student must take official action to drop current classes. Such action requires that notification be made in writing to the Office of Admissions, including the student's signature and social security number. In order to avoid academic and financial penalties, students must notify the College prior to the onset of the next semester for which s/he is registered.

Non-Degree to Degree

Any non-degree student who wishes to matriculate at MMC must file an official Application for Admission as a Degree Student with the Office of Academic Advisement. These students are expected to submit all required data for review by the Office of Academic Advisement. (See Admissions Procedures for all degree students.) Courses taken at MMC as a non-degree student do not ensure admission to degree status. If accepted for admission, students receive credit for any coursework completed for credit at MMC. Please consult the Office of Academic Advisement for applications and further information.

Transfer Credit Policy

At the time of admission, the number and type of transfer credits awarded by the College will be determined based on the requirements of a student's officially declared academic program, including all majors or minors. Any subsequent change in a student's major or minor may affect the number of transfer credits awarded.

Upon receipt of an official external transcript, the Office of Academic Advisement will conduct a review of the student's academic program to determine the maximum number of credits that may be awarded, and to evaluate how such credits may be applied to the student's degree.

Jump Start

For many high school graduates, the transition to college life can be daunting. The Jump Start Program is aimed to mitigate some of the challenges incoming first-year students face when acclimating to a new environment, making new friends, and taking on college coursework. For three weeks in August, students earn credits towards their degree, socialize with other first year students, learn subway navigation in New York City and attend cultural outings such as museums, walking tours and a Broadway Show.

Jump Start courses are designed to introduce incoming students to the MMC campus and ensure that they begin the school year with the skills necessary for academic success. Students will learn to expand their research abilities, critically evaluate and synthesize texts, and practice focused learning. Many of the courses include off-campus excursions that turn the city itself into a classroom. Jump Start courses are guaranteed to fulfill credits toward any MMC degree. To see a full list of courses offered in the program, visit www.mmm.edu/jumpstart.

A typical schedule includes classes and co-curricular activities (such as city tours and museums visits), which take place Monday through Friday from 9am to 5pm. Peer mentors will also organize residence hall activities (like study sessions or social gatherings), which are optional but highly encouraged.

Students may apply to Jump Start when they have been accepted to the College. Applications can be found at www.mmm.edu/jumpstart. Applications are accepted on a rolling basis, however program space is limited and priority will be given to early submissions. For additional questions, please call The CAA at 212-774-4820, or e-mail: jumpstart@mmm.edu.

FACILITIES AND RESOURCES

Marymount Manhattan College is centrally located in Manhattan at 221 East 71 Street between Second and Third Avenues, near bus and subway lines. Facilities are accessible to physically handicapped students.

The College has the following Academic Facilities and Resource Centers:

Main Building

The Main Building houses classrooms, administrative and faculty offices, art, photography, theatre, and dance studios, new state-of-the-art science labs, the Academic and Administrative computer centers, a chapel, a dining room and a formal meeting and reception room.

Hewitt Gallery of Art

The Hewitt Gallery of Art, located in the main esplanade and adjacent black and white galleries in the Main and Nugent Buildings, is a highly recognized showcase gallery that offers both well-known and emerging artists an opportunity for exposure within

Facilities and Resources

the art world and the MMC community. Works reflecting a wide range of concerns, styles and media, such as painting, drawing, photography, sculpture, video, and multimedia installations are exhibited on a regular basis throughout the year. The Gallery allows our students the opportunity to engage in an ongoing dialogue with contemporary art and artists, as many of the exhibitors are guest presenters in our art department classes in both studio and art history. Hundreds of artists, critics, collectors, and curators visit the Gallery each year, and the visibility of innovative and challenging works of art throughout the College plays an important role in expanding the creative horizons of MMC students. Through internships and curatorial studies, students have the opportunity to participate directly in a professional gallery environment.

The Regina S. Peruggi Room

Named in honor of the College's sixth President, the Perruggi Room is located on the second floor of the Main building and serves as a formal meeting and reception space.

The Commons

The Commons consist of 5,000 square feet adjacent to The Lowerre Family Terrace. Accessible from the terrace and from the third and fourth floors of the Main Building, the Commons will include a new kitchen and extensive, flexible dining and lounge space.

The Samuel Freeman Science Center

The Samuel Freeman Science Center for Science Education, dedicated in 1997, with new biology, chemistry and physics laboratories, allows MMC to enhance the educational experience of all students. These state-of-the-art laboratories provide the venue for students to explore the natural sciences through both standardized and inquiry based laboratory opportunities. These labs also provide facilities where students can engage in faculty mentored research projects, thereby preparing our students to enter many areas of the biomedical field. The Ruth Smadbeck Communication and Learning Center The Ruth Smadbeck Communication and Learning Center is a valuable educational asset that provides on-site supervision and training for students in Speech-Language Pathology and Audiology. Such training is not usually available at the undergraduate level. The newly designed facilities contain therapy rooms equipped with a state-of-the-art closed circuit audio/visual system to maximize teaching and learning opportunities. The Center has new soundproof rooms that house the audiology and speech science labs. The Center is located on the seventh floor of the Main Building in the Departments of Communication Sciences and Disorders and Psychology. The Program for Academic Access is located within this center as well.

The Lowerre Family Terrace

The Lowerre Family Terrace, the College's 5,000-square foot quad, offers a respite in a natural setting and features a water wall, heated trellis and garden areas that foster the community interaction essential to student-centered learning.

Joseph C. Nugent Building

Adjoining the Main Building is the Joseph C. Nugent Building, opened in September 1974. This facility houses classrooms, administrative and faculty offices and specialized laboratories, including: the Center for Student Services, the Nugent Lounge, the Theresa Lang Theatre, the Thomas J. Shanahan Library/Media Center and Archives, the Center for Academic Advancement, the

Theresa Lang Center for Producing, WMMC Radio and WMMC-TV.

The Theresa Lang Theatre

The Theresa Lang Theatre affords students training and work experience in a professionally equipped facility, while also serving as a performance space for professional music, dance, opera and theatre companies. Through student and professional performances, master classes and open rehearsals, students can view a wide range of events from Restoration comedy to Caribbean dance. Forums about the American theatre are held with such theatre professionals as Stephen Sondheim, John Guare, George C. Wolfe and Harold Prince. The Lang Theatre is the primary venue for exhibiting the work of students in the Dance and Theatre programs.

The Nugent Lounge

The Nugent Lounge, located on the first floor of the Nugent Building is a student lounge, equipped with computer stations for students wishing to work, as well as with comfortable furniture for relaxation and social exchange. The Lounge also houses Java City, a café serving beverages and light snacks.

The Thomas J. Shanahan Library, Media Center and Archives

The Thomas J. Shanahan Library offers facilities, resources, and services in support of the instructional and cultural programs of the College as well as supports the research needs of the faculty. The Library is dedicated to providing information and instruction as a central and integral part of the total educational experience of every student.

Its collection of 50,000 books, nearly 5000 videos and CDs, 625 paper subscriptions, and over fifty electronic databases (available via remote access) is easily accessible to both students and faculty. Nowhere is the College's commitment to new technological learning resources more visible than in the Library. The library system, Koha, has many advanced features that allow its users to go directly to e-books and full-text journals. Koha, an open source web-based system, also enables its users to simultaneously search the catalogues of 15 other local colleges along with MMC's own catalog. Both the new catalogue and over 50 full-text databases are accessible through MMC's Web pages on the Internet. In the past year the library has significantly increased its e-book collection, and now offers over 45,000 e-books that are directly accessible through MaMaCat, the library's online catalogue.

During the summer of 2009 the library underwent a major renovation to provide comfortable and attractive space for students to study. It also created another entrance/exit on the third floor of Nugent (the second floor of the library) that directly connects Nugent to the Lowerre Family Terrace and to the new Commons in the Main building.]The renovation was very successful, evidenced by the increasing number of students using the library.

Now in its ninth year, the lending laptop program continues successfully. Students may now check out a laptop for up to ten hours and use it throughout the main campus. The computers feature Microsoft components such as, Excel, PowerPoint, Word, and Internet capability. There are also ten MAC computers available for those people more comfortable with an Apple. Printing and copying are available in two areas in the library.

The Library's collections span a broad spectrum of subjects, from the classical to the contemporary and are available in various formats accessible outside the Library. Over the past few years, faculty suggestions have helped to develop the collections in the arts, sciences, women's studies, business and communications. The Library receives an annual grant from the State of New York specifically for collection development. Over the next few years the Library plans to increase the number of e-journals while at the same time adding hard copy editions of critical literature and scholarship in the humanities.

The Library's main circulation, reserves and reference services are available on the second floor. Articles placed on reserve are available electronically through the Blackboard system. Also, the second floor houses an extensive reference collection, a large study space, an area with 13 specifically designated computers for research, current and past periodicals, a copying center, and the Media Center. The circulating collection, twenty PCs and four Macs, a printing/copying center, large study areas, and the MMC archives are housed on the third floor, as is a direct entrance to the Lowerre Family Terrace.

In addition to its own archives, MMC houses the archives of alumna Geraldine Ferraro, the first woman to run for Vice President of the United States on a major political ticket. Recently, the college received the papers of William Harris, a noted dance and theatre critic, and the personal papers of Ethel and George Martin, noted Broadway choreographers.

The Media Center houses an extensive video library, consisting of over 5000 contemporary and scholarly films and has four flat monitors for students to view them, interactive multimedia CD-ROMs, and DVDs. It also provides audiovisual hardware including all manner of AV equipment. The Media Center has four flat monitors for student viewing and acquired the Criterion Collection, a critically acclaimed set of 600 major foreign and domestic films.

With the support of a Mellon Grant, the library installed an Internet Protocol Television (IPTV) system on the local college network. The LAN enabled students and staff to view videos, workshops, and presentations from computers in the network. Faculty members place reserve items on the IPTV network so students can view videos on their laptops. When IPTV's vendor Cisco Systems, stopped supporting its IPTV product, the Media Center Coordinator, in collaboration with I.T. and Mac support, developed an in-house product that allows for greater expansion and allows viewers to stream films.

The Media Center also supports the Communication Arts curriculum by providing equipment and assisting students in the use of basic film editing. Beginning this fall, the Media Center will loan out I-Pads to faculty members for use in classrooms and will support a users group to assist in pedagogic uses of the I-pad.

In addition to the collections of the Thomas J. Shanahan Library, MMC students and faculty have access to the resources of some of the world's greatest research libraries located in New York City and in the surrounding suburbs. MMC students and faculty may access these resources through a variety of cooperative and resource sharing programs that the Library participates in, including METRO, WALDO, and OCLC. Library staff members are available to help with searches, to secure interlibrary loans, and to deliver research documents for free, or at minimal cost to users.

The Library staff is available to provide individual assistance and instruction in the use of library resources. The Library's active participation in the formal instruction of library research methods provides students in the First Year Mentoring 101, and Writing Seminar II, and other research-related courses with necessary assistance. Tours, orientation talks, and specialized lectures and workshops are available upon request.

Library Membership is available to the community through MMC's Friends of the Library Program. Alumnae receive borrowing privileges as part of their membership in the Alumni Association.

During the fall and spring semesters the Library/Media Center is open from 8:00 a.m. until 10:00 p.m. Monday through Thursday; 8:00 a.m. until 7:00 p.m. on Friday; 11:00 a.m. until 5:00 p.m. on Saturday; and from noon until 6:00 p.m. on Sunday. The library extends its hours during exam periods. The Library/Media Center operates on a slightly reduced schedule during the January and summer sessions. (Check current postings and library Web site for specific times.)

The Center for Academic Advancement

Located in Nugent 451 and 462, the Center for Academic Advancement has three primary functions - providing academic support for all Marymount Manhattan students, conducting courses in academic writing and thinking for students with developmental and/or ESL needs, and offering placement tests for incoming students.

The Center's academic support services offer assistance in all academic subjects. The Center prides itself on providing one-on-one support for every student. For students who need the opportunity to reinforce their skills in reading comprehension, vocabulary and grammar proficiency, and basic academic writing, the Center provides courses in these subject areas. Performance on placement exams determines enrollment in these courses; Center staff administer and evaluate the exams.

It is the mission of the Center to provide these services in any reasonable manner in order to secure student futures; the Center's main objective is to assure the success of each student who passes through its doors.

The Theresa Lang Center for Producing

The Theresa Lang Center for Producing extends education in the liberal arts into the pre-professional arena, making connections to New York City's exciting internship experiences, and providing students with the knowledge and skills they need to become creative leaders in the media industries. The Center comprises an experimental video studio, digital sound design and graphic design rooms, a suite of non-linear digital video editing rooms and a digital media lab, where students publish their work on a Web server, and broadcast programming over the Internet. Macintosh workstations run a broad array of industry standard software including, Maya for 3-D design, Pro-Tools for sound design, and Final Cut Pro for video editing. Ancillary equipment includes digital video camcorders and mini-disc recorders.

Residence Halls

The College maintains residence facilities to house approximately 700 students at the following locations:

**The 55th Street Residence Hall, located on East 55th Street between Second and Third Avenues.
1760 Third Avenue Residence, at 97th Street.**

INSTITUTIONAL INFORMATION AND POLICY

Crime Statistics

The Marymount Manhattan College Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. This information can be found online at <http://ope.ed.gov/security/> or obtained by contacting the Director of Campus Safety at 212-517-0685.

Equal Opportunity/Nondiscrimination Policy

MMC policy prohibits discrimination on the basis of race, color, gender, sexual orientation, gender identity and expression, national or ethnic origin, religion, age, disability, veteran status or other basis prohibited by law. This policy extends to all rights, privileges, programs, and activities including admissions, employment, financial assistance, educational and athletic programs, and is required by federal law, including Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and the regulations there under. Inquiries concerning the application of these laws to MMC should be addressed to the Director of Human Resources, 221 East 71st Street, New York, New York 10021, (212) 517-0532.

Family Education Right to Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 exists to protect the privacy of the educational record of college students. The College is not allowed to release any information to parents, guardians, or any other party concerning a student's educational record or disciplinary proceedings without the written consent of the student. The College's policy with regard to this act can be read in detail in the MMC Student Handbook.

HIV/AIDS Policy

MMC does not discriminate on the grounds that a student has or is believed to have AIDS or to have tested positive for the HIV virus. This policy applies to all departments and divisions of the College.

Religious Observance

It is the policy of the College to respect its members' observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate Chair or Director. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

Inclusivity

Marymount Manhattan College is an inclusive community. Inherent in its mission is the commitment to diversity among its students, faculty, and staff. The College welcomes civil debate and encourages the lively exchange of ideas to foster and promote an inclusive campus culture and learning environment. Marymount Manhattan respects and values the dignity and value of every

human being. We strive to create a community free from bias and harassment that maximizes each person's capacity to learn and work in an institution in which difference is embraced, valued, and celebrated.

Sexual Harassment

Sexual harassment is a form of discrimination, and is illegal under both Federal and New York State laws. The College will not tolerate sexual harassment, or any form of harassing behavior. Unwelcome sexual advances, requests for sexual favors, and physical or verbal conduct of a similar nature may constitute sexual harassment. Please refer to www.mmm.edu/learn/administrative/hr/policies/SexualHarassment_UnlawfulDiscrimination.html for full explanation of the policy. If you feel you have been a victim of sexual harassment, please come to the Office of Student Affairs, Main 807 and see the Title IX Coordinator, Misty Beasley.

OFFICERS:

James E. Buckman - Chairman

Hope D. Knight '85 - Vice Chair (Chair Designate)

Chief Operating Officer

Upper Manhattan Empowerment Zone

Ronald J. Yoo - Secretary

MEMBERS:

Gloria Spinelli Bohan '63

President

Omega World Travel

Thomas C. Clark

Teresita Fay, RSHM, Ph.D.

Anne C. Flannery, Esq. '73

Partner

Morgan Lewis & Bockius, LLP

Paul A. Galiano

Senior Managing Director

Tishman Speyer

Susan Gardella '79, RSHM

Executive Director

RSHM LIFE Center

Mary Twomey Greason '86

Paul C. Lowerre '81

Senior Vice President – Investments

UBS Financial Services, Inc.

Sallie Manzanet-Daniels '85

Associate Justice

New York State Supreme Court

Appellate Division, First Department

Michael J. Materasso

Senior Vice President

Franklin Templeton Fixed Income

Franklin Resources, Inc.

Natasha Pearl

CEO & Founder

Aston Pearl

Judith L. Robinson '90

Senior Vice President

Wells Fargo Insurance Services, Inc.

Joanne Safian, RSHM, Ph.D.

Provincial Councilor and Treasurer

Eastern American Province, RSHM

Judson R. Shaver, Ph.D.

President

Marymount Manhattan College

Lucille Zanghi

TRUSTEE EMERITUS

William Edwards Murray, Esq.

Deceased

OFFICE OF THE PRESIDENT

Judson R. Shaver, Ph.D.
President

Melissa Richman, B.A.
Associate to the President for Operations

Wendy Malina, B.A.
Executive Assistant to the President

Marilyn Mills, B.A.
Executive Office Coordinator

**DIVISION OF ACADEMIC AFFAIRS
OFFICE OF ACADEMIC AFFAIRS**

David Podell, Ph.D.
Vice President for Academic Affairs and Dean of the Faculty

Kathleen LeBesco, Ph.D.
Associate Dean for Academic Affairs

Richard Sheldon, M.S., M.B.A.
Assistant Dean of Academic Administration

Elaine Bowden, B.A.
Academic Affairs Support Staff

Cynthia Sittler, B.A.
Study Abroad Coordinator

Marie Warshofsky, M.A.
Grant Writer/Administrator

Lora Georgiev, M.S.
Assistant to the Vice President for Academic Affairs

Jacqueline Noel, B.S.
Administrative Assistant

Denise Ungbao, B.S.
Administrative Assistant

ACADEMIC DIVISIONS

ACCOUNTING AND BUSINESS MANAGEMENT

Vandana Rao, Ph.D., Chair

Carmen Jackman-Torres, B.A.
Administrative Assistant

FINE AND PERFORMING ARTS

David Mold, M.F.A., Chair

Brooke Harbough, B.A.
Administrative Secretary, FAPA & Theatre Arts

Kelly McCormack, B.F.A.
Administrative Assistant, Dance Department

Mathew J. Land, M.F.A.
Operations Director for FAPA

HUMANITIES

Peter Naccarato, Ph.D., Chair

Eleanor Bazzini
Administrative Assistant

Danielle Berarducci, B.A.
Administrative Secretary, Communication Arts

SCIENCES

Benedetta Sampoli Benitez, Ph.D., Chair

Rekha Swami, B.A.
Administrative Assistant

SOCIAL SCIENCES

Manolo Guzmàn, Ph.D., Chair

Michael Backus, M.F.A.
Administrative Assistant

**THOMAS J. SHANAHAN LIBRARY,
MEDIA CENTER, & ARCHIVES**

Donna Hurwitz, M.A., M.L.S.
Director of the Library

Henry Blanke, M.A., M.L.S.
Reference Librarian

Mary Brown, Ph.D.
Archivist and Bibliographer

Dolma Adhikari, M.A., M.L.S.
Serials Librarian

Jason Herman, M.L.A.
Circulation Manager

Jordan Horsley, B.A.
Coordinator of Media Center

Brian Rocco, M.L.S.
Technical Librarian

David Uscinski, M.A.
Evening Media Supervisor

Tammy Wofsey, M.L.S.
Reference Librarian

Teresa Yip, B.A.
Library of Congress Cataloger

HEOP

Blanca Vega, M.Ed.
Director of the Higher Education Opportunity Program

Rebecca Pinard, M.A., Ed.M.
Coordinator/Counselor of the Higher Education Opportunity Program

BEDFORD HILLS COLLEGE PROGRAM

Aileen Baumgartner, M.A.
Director of the Bedford Hills College Program

Georgia Roelof, B.S.
Administrative Secretary Bedford Hill College Program

CENTER FOR ACADEMIC ADVANCEMENT

Monica Colbert, M.A.
Interim Director of the Center for Academic Advancement

Ryan Cunningham, B.A.
Administrative Assistant

THE THERESA LANG THEATRE

Mary R. Fleischer, Ph.D.
Managing Director

Ray Recht, M.F.A.
Resident Designer

Robert Dutiel, M.F.A.

Technical Director

Mathew J. Land, M.F.A.
Operations Director for FAPA

Brooke Harbough, B.A.
Administrative Secretary

THE HEWITT GALLERY OF ART

Millie Burns, M.F.A.
Director

ACADEMIC ADVISEMENT

Michael Salmon, M.Sc.
Dean of Academic Advisement and Student Retention

Jenna Grogan, M.Ed.
Academic Advisor

Jennielle Lord, M.S.Ed.
Academic Advisor

Nahida Rahim, M.A.
Academic Advisor

Nakamuli Torkonoo, M.Ed.
Director of Transfer Student Advisement

Melissa Weekes
Administrative Assistant

OFFICE OF ADMISSIONS

Jim Rogers, M.B.A.
Dean of Admission

Jenna Schebell, M.B.A.
Associate Director of Admission

Lisa Velez, B.A.
Assistant Director of Admission

Paul Kohler, B.S.
Admission Counselor

Christopher Levine, B.A.
Admission Counselor

Administrative Directory

Sarah Rosenblum, B.A.

Admission Counselor

Troy Cogburn, B.A.

Assistant Director of Transfer Admission

Jaclyn Hall, M.S.

Transfer Admission Counselor

Orteg Dakaj, M.S., M.B.A.

Director of International Admission & Student Services

Dolly Sengsavang, B.A.

Customer Service Specialist

Dionne Cooney

Coordinator of Admission Support Operations

Amanda Garay - Cedeño, B.A.

Senior Data Associate

Melissa Gonzalls

Data Entry Clerk

DIVISION OF STUDENT AFFAIRS OFFICE OF STUDENT AFFAIRS

Carol L. Jackson, Ph.D.

Vice President for Student Affairs and Dean of Students

Zakkiyya Taylor, B.A.

Assistant to the Vice President for Student Affairs and Dean of Students

Miwa Yoshikami, M.S.Ed.

Administrative Assistant

STUDENT DEVELOPMENT & ACTIVITIES

Rosemary Ampuero, M.A.

Assistant Dean/Director of Student Activities

Kevin P. Croke, M.S.

Coordinator of Student Activities

Demetria Jennings, B.A.

Administrative Assistant

COUNSELING AND WELLNESS CENTER

Paul Grayson, Ph.D.

Director of Counseling and Wellness Center

Deborah Giordano, Psy.D.

Staff Psychiatrist & Training Coordinator

Suzanne Sorrentino, L.C.S.W.

Staff Counselor and Wellness Coordinator

Allan Flaggman, M.D.

Psychiatric Consultant

Ashley Heywood, B.S.

Office Assistant

ACADEMIC ACCESS PROGRAM

Diana Nash, M.A.

Director, Academic Access and Disability Services

Mary-Elizabeth Dee, M.A.

Learning Specialist

Laury Franks, M.A.

Learning Specialist

Deborah Kelley, M.A.

Learning Specialist

Gail Reisin, M.A.

Learning Specialist

Lorraine Ruggieri, L.M.S.N.

Learning Specialist

Marion Weinstock, M.Ed.

Learning Specialist

CAMPUS MINISTRY

Rebecca Buchanan, Ph.D.

Director of Campus Ministry

Rabbi Philip Hiat, D.D.

Campus Minister

CAREER SERVICES

Melissa Benca, M.A.

Director of Career Services

Susan Ach, M.S.

Career Counselor

Benjamin Selznick, M.A.
Career Counselor

RESIDENCE LIFE

Emmalyn Yamrick, M.A.
Director of Residence Life

Chris Mosier, M.A.
Assistant Director of Residence Life

Julie Brown, B.A.
Resident Director

Catie Solan, M.Ed/Ed.S.
Resident Director

COMMUNITY SERVICE AND SERVICE LEARNING

Misty Beasley, B.S.
Director of Community Service and Service Learning

DOW ZANGHI HEALTH CENTER

Nicole Barry
Medical Assistant

Kelita Alston-Jones
Physician Assistant

CENTER FOR STUDENT SERVICES

FINANCIAL SERVICES

Maria DeInnocentiis, M.S.
Director of Student Financial Services

Christina Bennett, M.S. Ed.
Director of Financial Aid

Annette Hamilton, B.S.
Associate Director of Financial Aid

Christina Rosado, B.S.
Associate Director of Financial Aid Operations

Purvi Patel, M.S.
Financial Aid Counselor

Katherine Khul, B.A.
Financial Aid Counselor

Cynthia Palumbo, B.A.
Financial Aid Loan Outreach Counselor

Rosanna Rivera, B.S.
Financial Aid Operations Specialist

Terry Padmore, B.S.
Director of Student Accounts

Julande Jean, B.A.
Assistant Director of Student Accounts

Nygeia Phifer
Student Accounts Representative

Vernell Bolar, A.A.S.
Student Service Representative

Anayansi Duff, B.S.
Student Service Representative
Ty-Ron Watson, A.S.
Student Service Representative

Joy Hue, B.A.
Student Service Representative

Michael Roberts
User Support Specialist

REGISTRATION AND RECORDS

Regina Chan, M.B.A.
Registrar

Ruth Falconer, A.A.S.
Associate Registrar

Joseph Dooling
Assistant to the Registrar

DIVISION OF ADMINISTRATION AND FINANCE

Paul Ciraulo, B.A.
Executive Vice President for Administration and Finance

Kristy Gonzales, M.S.Ed.
Associate to the Executive V.P. and Special Projects Manager

Cassie Deutsch, B.S.
Assistant to the Executive V.P. and Financial Analyst

Lindsey Connors, B.A.
Part-Time Administrative Assistant to the Executive V.P.

OFFICE OF FINANCE

Wayne Santucci, M.B.A.

Associate Vice President, Administration and Finance & Controller

Diana Zambrotta, B.F.A.

Coordinator of Promotional Sales & Event Operations

Ngan Man Ng, B.S.

Financial Analyst

Sherry Tang, B.S.

Staff Accountant

Azeena Melissa Khan

Accounts Payable Clerk

FACILITIES

Peter Romain

Director of Facilities

Richard Formosa

Maintenance Manager

Dennis Abrams

Maintenance Mechanic

Quincy Harper

Maintenance Mechanic

Daniel Irizarry

Maintenance Mechanic

Kiernan Sullivan

Maintenance Mechanic

Juan Vazquez

Maintenance Mechanic

Victor White

Maintenance Mechanic

Johanna Alarcon

Custodian

Stella Cortez

Custodian

Ada Hernandez

Custodian

Charles Melvin

Custodian

OFFICE OF INFORMATION TECHNOLOGY

Patricia Hansen

Director of Information Technology

Peter Travaglione, B.S.

Sr. System Programmer Developer

James Shan, M.S.

Systems Manager

Darrel Campbell

Director of Systems Application

Colin R. Burrridge, B.S. '11

Web Master

Jogy Vathappallil, B.S.

Assistant Director for Client Services

Misccha Gresser

Unix/Linux Systems Administrator

Noray Joseph

Telecommunication Supervisor

Michael Illian

Technician

Justin Wurm

PT Technician

Thomas Leng, B.S.

Jr. Technician

Sergio Morel

Jr. Technician

Cheryl-Lynn Adriano, B.A.

Mac/Multimedia Manager

Jean Robles

Mac/Multimedia Technician

Shay Georges

Switchboard Operator

OFFICE OF ADMINISTRATION CAMPUS SAFETY

Peter DeCaro

Director of Campus Safety

James Cambria, B.B.A.

Security Supervisor

Paul Treyman

Security Supervisor

Robert Hawkins

Security Guard

Michael Roberts

Security Guard

Oscar Rosario

Security Guard

ADMINISTRATIVE SERVICES

Maria Marzano, B.S.

Director of Administrative Services

Jose Irizarry

Purchasing Coordinator

Jason Marrero

Mailroom Coordinator

Michael Durnin

Mailroom Coordinator

Caesar Xavier, B.S.

Assistant Director of Administrative Services

OFFICE OF HUMAN RESOURCES

Bree Bullingham, M.S.

Director of Human Resources

Kevin Ng, B.A.

Assistant Director Benefits, Compensation, HRIS

Ayana Murray, M.A.

Assistant Director of Human Resources

Ariana Gaillard

Human Resources Coordinator

OFFICE OF INSTITUTIONAL ADVANCEMENT

Marilyn Wilke, B.A.

Vice President for Institutional Advancement

Carolyn Bolt, M.A.

Director of Annual and Alumni Programs

Sarah Seigel, M.A.

College Relations Associate

Julie Ellison, B.S.

College Relations Associate

Thomas Gray, M.B.A.

Director of Major and Planned Giving

Caitlin Gansfuss, M.S.Ed.

Assistant to the V.P. for Institutional Advancement

Shellie Luchs, B.S.

Assistant Director

Richard Basler, B.M.

Database Specialist

DIVISION OF INSTITUTIONAL RESEARCH AND PLANNING

Cheryl Goldstein, M.A.

Associate Director for Institutional Research and Planning

Adjunct Faculty Directory

In addition to our esteemed full-time faculty, the College employs many exceptional part-time faculty members, who are experts in their respective fields and whose knowledge and backgrounds add breadth and depth to our programs. Part-time faculty are valued members of the MMC community and provide invaluable support to our students and to the accomplishment of our goals.

Arnaud, Sylvie, Adjunct Instructor in French, B.A. & M.A., University of Nice, France; **Atwood, Robert**, Adjunct Assistant Professor of Dance, B.A., Haverford College, M.F.A., Florida State University

Backus, Michael, Adjunct Assistant Professor of Humanities, B.A., Purdue University, M.F.A., Columbia College; **Baldwin, Craig**, Adjunct Instructor in Theatre Arts, B.A., Macquarie University (AUS), Diploma, The Juilliard School; **Banholzer, Craig**, Adjunct Assistant Professor of Art, B.A., Indiana University, M.F.A., New York Academy of Art; **Barash, Susan Shapiro**, Adjunct Instructor in English, B.A., Sarah Lawrence College, M.A., New York University; **Barker, Sheila**, Adjunct Instructor in Dance, B.F.A., City College of CUNY; **Bassman, Damien**, Adjunct Instructor in Dance, B.M., Cleveland Institute of Music, M.M., Carnegie Mellon University; **Berger, Kristina**, Adjunct Instructor in Dance, B.A., The American University; **Bernhard, Sue**, Adjunct Instructor in Dance, B.F.A., SUNY, College at Purchase, Former Dancer, Jose Limon Dance Company; **Bhattacharyya, Amit Kumar**, Adjunct Assistant Professor of International Studies, B.A. & LLB, University of Calcutta, M.A., Northeastern University, Ph.D., Brown University; **Bragen, Andrew**, Adjunct Assistant Professor of Theatre Arts, B.A., Johns Hopkins University, M.F.A., Brown University; **Brandeis-Pierno, Ann**, Adjunct Assistant Professor of Art, B.S., Queens College, CUNY, B.F.A., Pratt Institute; **Brandoff, Rachel**, Adjunct Instructor in Psychology, B.A., University of Maryland, M.A., Lesley University, Cambridge, MA; **Brown, Holly**, Adjunct Instructor in Spanish, B.A., Wellesley College, M.A., Middlebury College, Ph.D., CUNY Graduate Center; **Brown, Mary E.**, Adjunct Assistant Professor of History, B.A., University of Virginia, M.A., M.Phil., & Ph.D., Columbia University; **Byrne, Kevin James**, Adjunct Assistant Professor of Theatre Arts, B.A., University of Wisconsin-Madison, M.A., Northwestern University, Ph.D., CUNY Graduate Center;

Carpenter, Larry, Adjunct Instructor in Theatre Arts, B.F.A., Boston University, M.A., Gallatin School, New York University; **Carvalho, Joao M.**, Adjunct Instructor in Dance, B.S., Sao Paulo University, Former member of the Paul Taylor Dance Company; **Chiang, Jenny**, Adjunct Instructor in Dance, Beijing Dance Academy, Former soloist, National Ballet of Canada; **Cincotta, James A.**, Adjunct Assistant Professor of Business Management, B.S., Stonehill College, M.A. & M.B.A., Marymount University; **Clifford, Regis**, Adjunct Assistant Professor of Business Management, B.A., Queens College of the City of New York, M.B.A., Fordham University; **Collins, Andrade**, Adjunct Assistant Professor of Business Management, B.A., Harvard University, M.B.A., Stanford Graduate School of Business; **Corsello, David**, Adjunct Assistant Professor of Theatre Arts, B.S., University of Pittsburgh, M.E. and M.F.A., University of California, San Diego; **Crab, Kenneth**, Adjunct Assistant Professor of Communication Arts, M.A., New York University, Ph.D., Universitaire Instelling Antwerpen, Belgium; **Crook, Michael, W.**, Adjunct Assistant Professor of Business Management, B.S., University of Georgia, M.A., New York University

Danforth, Roger, Adjunct Assistant Professor of Theatre Arts, B.A., Western Michigan University, M.F.A., Florida State University; **Daugherty, Patrick**, Adjunct Instructor in Dance, B.A., University of Illinois, Champagne Urbana; **Davis, Dorian**, Adjunct Instructor in Journalism, B.F.A., New York University, M.F.A., CUNY Graduate School of Journalism; **Davis, Matthew**

Ethan, Adjunct Assistant Professor of Theatre Arts, B.F.A. & M.F.A., Tisch School of the Arts, New York University, M.A., Hunter College of CUNY; **Dawson, Carey**, Adjunct Assistant Professor of Theatre Arts, B.A., Peace College, M.F.A., Institute for Advanced Theatre Training at Harvard University; **Dee, Mary Elizabeth**, Adjunct Instructor in Mathematics, B.A. & M.A., SUNY, College at Stonybrook; **Diggles, Dan**, Adjunct Assistant Professor of Theatre Arts, B.A., University of Notre Dame, South Bend, M.F.A., Catholic University; **Doig-Marx, Geoffrey**, Adjunct Instructor in Dance, Artistic Director, The Mantis Project

Episale, Frank, Adjunct Instructor in Theatre Arts, B.F.A., New York University, M.A., University of Hawaii; **Epstein, Emily**, Adjunct Instructor in Speech Language Pathology/Audiology, B.A., Emerson College, M.A., Hunter College; **Evans, Karen**, Adjunct Assistant Professor of Philosophy, B.A., University of Pittsburgh, Ph.D., The Graduate School and University Center, CUNY

Farrell, Gordon, Adjunct Assistant Professor of Theatre Arts, B.F.A., United States International University, San Diego, M.F.A., Yale University; **Farrington, Kate**, Adjunct Assistant Professor of Theatre Arts, B.A., University of Dallas, M.F.A., Brooklyn College, CUNY; **Fasos, Sofia**, Adjunct Instructor in Communication Arts, B.A., Queens College of CUNY, M.A., New York University; **Ferranti, Michelle**, Adjunct Instructor in Dance, B.F.A., MMC, M.A., Rutgers University; **Fleischer-Feinstein, Elisabeth**, Adjunct Instructor in Theatre Arts, B.A., Columbia University, M.A., Columbia University, Teachers College; **Franco, Anna**, Adjunct Assistant Professor of Business Management, M.A., Claremont Graduate School, M.B.A., Rice University, S.B., MIT

Gallagher, Sean, Adjunct Instructor in Dance, B.F.A. and B.S., Temple University; **Glauber, Lynn**, Adjunct Instructor in Dance, Former Dancer, The Bejart Ballet of The Twentieth Century and Joffrey Ballet; **Gould, Jill**, Adjunct Assistant Professor of Theatre Arts, B.A. & M.F.A., San Diego State University; **Gran, Julia**, Adjunct Instructor in Art, B.F.A., Parsons School of Design; **Gunhouse, Carl**, Adjunct Assistant Professor of Art, B.A., Fordham University, M.A., Fordham University, M.F.A. Yale University

Hames, Maggie, Adjunct Assistant Professor of Communication Arts, B.F.A., School of Visual Arts, M.F.A., Columbia University; **Hamilton, Ann**, Adjunct Assistant Professor of Theatre Arts, B.A., Louisiana State University, M.F.A., University of California, Irvine; **Hayman, Connie Passalacqua**, Adjunct Instructor of Journalism, B.S., Excelsior College, M.A. New York University; **Hutzler, Richard**, Adjunct Instructor in Theatre Arts & English, B.A., MMC, M.A., New York University

Illingworth, Scott, Adjunct Assistant Professor of Theatre Arts B.F.A. and M.F.A., DePaul University; **Iwahori, Chikako**, Adjunct Instructor in Dance B.A., Seijo University, Tokyo

Johnson, David, Adjunct Assistant Professor of Music, B.M., Arizona State University, M.F.A., Queens College, CUNY; **Johnson, Timothy**, Adjunct Assistant Professor of Theatre Arts, B.M.E., Baldwin-Wallace College Conservatory, M.F.A., University of Washington, Seattle; **Joyner, KaRon J.**, Adjunct Assistant Professor of Business Management, B.B.A., Baruch College, M.S., St. John's University;

Keen, Elizabeth, Adjunct Instructor in Dance B.A., Barnard College, M.A. Sarah Lawrence College; **Keever, Tom Dale**, Adjunct Instructor in Theatre Arts, B.A., Justin Morrill College, M.A. & M.Phil., Columbia University; **Kerr, Merrily**, Adjunct Assistant Professor of Art, B.A., Sussex University,

England, M.A., Leeds University, England; **Kimball, Dyana**, Adjunct Assistant Professor of Theatre Arts, B.A., Boston University, M.F.A., Columbia University; **Kozol, Lauren**, Adjunct Assistant Professor of Music, B.A., Columbia College, Ph.D., CUNY Graduate Center; **Kresley, Edmond**, Adjunct Instructor in Theatre Arts, Broadway performer; **Krumova, Elena**, Adjunct Assistant Professor of Business Management, B.A., American University of Bulgaria, M.B.A., Zicklin School of Business, CUNY, M.A., Columbia University, Ph.D., Columbia University; **Kyle, Peter**, Adjunct Assistant Professor of Dance, B.A., Kenyon College, M.F.A., University of Washington

Larsen, Lone, Adjunct Instructor in Dance, B.F.A., Boston Conservatory Soloist., Martha Graham Dance Company; **Lazarus, Bruce**, Adjunct Assistant Professor of Music; B.M. & M.M., The Juilliard School; Ph.D., Rutgers University; **Lee, Max**, Adjunct Instructor in Mathematics, B.S., Norwich University, M.S., Southern Illinois University; **Liddicoat, Joseph C.**, Adjunct Assistant Professor of Environmental Science, A.B., Wayne State University, A.M. Dartmouth, Ph.D., University of California, Santa Cruz; **Little, Deborah**, Adjunct Instructor in Social Work, B.S., Cleveland State University, M.S., Case Western Reserve University; **Lopez, John**, Adjunct Assistant Professor of Biology, B.A., Columbia University, M.D., Fatima College of Medicine, Manila - Philippines; **Lyons, Terese**, Adjunct Instructor in French, B.A., University of Wisconsin-Madison, M.A., Columbia University, M. Phil., Columbia University

MacLellan, Kelly, Adjunct Assistant Professor of Business Management, B.A., St. Francis College, M.S., Mercy College; **Mannarino, Judy**, Adjunct Instructor in Art, B.F.A., School of Visual Arts; **Marion, Tom**, Adjunct Assistant Professor of Theatre Arts, B.F.A., Ithaca College, M.F.A., Rutgers University, Mason Gross School of the Arts; **Markus, Andrea**, Adjunct Instructor in Dance, B.A., Ithaca College, M.A., Steinhardt School of Education, N.Y.U.; **Marr, Jason**, Adjunct Assistant Professor of Theatre Arts, B.A., Mount Union College, M.F.A., Indiana University; **Master, Yogesh**, Adjunct Instructor in Mathematics, B.S. & M.S., Sardar Patel University, India; **McCarthy, Patrick**, Adjunct Instructor in Writing, B.A. & M.A., Fordham University, **McIntosh, Jane A.**, Adjunct Instructor in Theatre Arts, B.A., Binghamton University, M.A., Columbia University; **McLoughlin, Cathleen T.**, Adjunct Assistant Professor of English, B.A., MMC, M.A., Teachers College, Columbia University, Ph.D., The Graduate School and University Center, CUNY, **Melendy, Roberta**, Adjunct Instructor in Mathematics, B.A., University of Wisconsin, M.S., Long Island University, C.W. Post Center; **Milioti, Stephen**, Adjunct Instructor in Journalism, B.A., New York University, M.F.A. The New School, M.A., Columbia University; **Miller, Keith**, Adjunct Assistant Professor of Art, B.F.A., SUNY College at Purchase, M.F.A., SUNY at Stonybrook; **Mirza, Atique**, Adjunct Assistant Professor of Accounting, MSc., University of Reading, United Kingdom, M.B.A., Sam Houston State University, C.P.A., Texas State Board of Public Accountancy; **Mobley, Jennifer-Scott**, Adjunct Assistant Professor of Theatre Arts, B.A., College of William and Mary, M.F.A., Brooklyn College CUNY, Ph.D., CUNY Graduate Center; **Montel, Michael** Adjunct Instructor in Theatre Arts, B.S., Syracuse University; **Moore, Ellen Anthony**, Adjunct Assistant Professor of Theatre Arts, B.A., Sarah Lawrence College, M.F.A., Columbia University, Ph.D., CUNY Graduate Center; **Mor, Daphna**, Adjunct Instructor in Music, B.M., Boston Conservatory of Music

Nagel, Susan, Adjunct Assistant Professor of English, A.B., Mt. Holyoke College, M.A. & Ph.D., New York University; **Nash, Diana**, Adjunct Instructor in Humanities, B.A., MMC, M.A., New York University; **Neher, Christopher**, Adjunct Assistant Professor of Theatre Arts, B.F.A., SUNY, College at Fredonia, M.F.A., Ohio State University, Columbus; **Nest, Anne**

Marie, Adjunct Assistant Professor of Theatre Arts, B.F.A., Chapman University, M.F.A., National Theatre Conservatory; **Newman, Ann**, Adjunct Instructor in Speech Language Pathology/Audiology, B.A. & M.A., Queens College of CUNY, Au.D., Arizona School of Health Sciences; **Nutter, Linda**, Adjunct Assistant Professor of Dance, B.A., SUNY Binghamton, MA and PhD, NYU

Oakes, Jason Lee, Adjunct Assistant Professor of Music, B.A., Texas A&M University, Ph.D., Columbia University; **Ogan, Banu**, Adjunct Instructor in Dance, B.A., University of North Carolina, Chapel Hill

Paek, Margaret, Adjunct Instructor in Dance, UC San Diego; **Paguaga, James**, Adjunct Assistant Professor of Business Management, B.S., St. Francis College, M.B.A., Pace University; **Paz, Jimena**, Adjunct Assistant Professor of Dance, M.F.A., Hollins University; **Peretz, Jeffrey**, Adjunct Instructor in Music, B.M., William Patterson University; **Person, Melanie**, Adjunct Instructor in Dance B.A., State University of NY, Empire State College; **Perrin, Martin**, Adjunct Instructor in Theatre Arts, B.A., University of Massachusetts, Amherst; **Pfeffer, Helen**, Adjunct Assistant Professor of Communication Arts, B.A., Barnard College, M.F.A., Columbia University; **Pettibone, David**, Adjunct Assistant Professor of Art, B.F.A., Rhode Island School of Design, M.F.A., New York Academy of Art; **Pinzler, Johanna**, Adjunct Assistant Professor in Theatre Arts, B.A., University of Wisconsin-Madison, M.F.A., Brooklyn College; **Piretti, Ronald**, Adjunct Assistant Professor of Theatre Arts, B.A., Trinity University, B.F.A. & M.F.A., Goodman School of Drama; **Potter, Nicole**, Adjunct Assistant Professor of Theatre Arts, B.F.A., SUNY, College at Purchase, M.F.A., Brooklyn College of CUNY; **Prosperi, Alessandra**, Adjunct Instructor in Dance, Principal Dancer, Martha Graham Company

Quattromani, William, Adjunct Instructor in Mathematics, B.A. & M.A., St. John's University

Rice, Molly, Adjunct Assistant Professor of Theatre Arts, B.A., University of Texas, Austin, M.F.A., Brown University; **Ruggeri, John**, Adjunct Assistant Professor of Art, B.F.A. & M.F.A., School of Visual Arts; **Ruiz, Pedro**, Adjunct Instructor in Dance, Principal Dancer, Ballet Hispanico, Bessie Award Recipient

Sagolla, Lisa Jo, Adjunct Assistant Professor of Dance, B.A., The College of William and Mary, M.A. & Ed.D., Teachers College, Columbia University; **Salmon, Michael G.**, Adjunct Instructor in Economics, B.Sc. & M.Sc., University of the West Indies; **Sanders, Karin**, Adjunct Instructor in Art, B.A., MMC; **Sanftner, Patricia**, Adjunct Assistant Professor of Theatre Arts, M.F.A., New York University; **Schaer, Robin**, Adjunct Instructor of Creative Writing, M.F.A., Columbia University; **Schiavoni, Andrew**, Adjunct Instructor in English, B.S. & M.A., St. John's University; **Schneider, Nicolas**, Adjunct Assistant Professor of Art, B.A., University of Montana, M.F.A., State University of New York, New Paltz; **Schwarz, Eliza Ladd**, Adjunct Assistant Professor of Theatre Arts, B.A., Harvard University, M.F.A., Naropa University; **Scott, Virginia**, Adjunct Instructor in Theatre Arts, B.A., Wesleyan University, M.S.W., Boston University; **Serrano, Alejandro**, Adjunct Assistant Professor of Business Management, B.A., Instituto Tecnológico de Mexico, M.A., De Paul University, Rutgers University; **Sicre, Daphnie**, Adjunct Instructor in Theatre Arts, B.A., Leigh University, M.A., Teachers College, Columbia University; **Silvert, Henry M.**, Adjunct Assistant Professor of Sociology B.A., M.A., & Ph.D., New York University; **Soleau, William**, Adjunct Instructor in Dance, B.A., Amherst College, Former principal dancer, Chamber Ballet USA and Dennis Wayne's Dancers; **Solomon, Henry**, Adjunct Assistant

Adjunct Faculty Directory

Professor of Psychology, B.A., Hunter College of CUNY, M.A. & Ph.D., CUNY; **Sorci, Malinda**, Adjunct Assistant Professor of Theatre Arts, B.A., University of California, Davis, M.F.A., The New School; **Spessard Azaroff, Kristi**, Adjunct Assistant Professor of Theatre Arts, B.S. & B.A., University of Mary Washington, M.F.A., Ohio State University, Certificate, Laban/Bartenieff Institute; **Spina, Peggy**, Adjunct Instructor in Dance, B.S., University of California, Los Angeles; **Starr, Bernard D.**, , Adjunct Assistant Professor of Psychology/Gerontology, B.A., CUNY, M.A. & Ph.D., Yeshiva University; **Staub, Dorothy**, Adjunct Instructor in Spanish, B.A., Hunter College, M.A., Hunter College; **Stein, Daniel**, Adjunct Instructor in Teacher Education, B.S., Long Island University, M.Ed., Queens College of CUNY; **Stein, Cecile**, Adjunct Assistant Professor of Speech-Language Pathology/Audiology, B.A., Hunter College of CUNY, M.A., Teachers College, Columbia University, Ph.D., The Graduate School and University Center, CUNY; **Steinman, Maxine**, Adjunct Instructor in Dance, B.F.A., Adelphi University, M.A., Teachers College, Columbia University; **Stevens, Gloria M.**, Adjunct Assistant Professor of Psychology, B.A., MMC, M.A., Columbia University; **Suarez, Antonio Edwards**, Adjunct Assistant Professor of Theatre Arts, B.F.A., MMC, M.F.A., Institute for Advanced Theatre Training, Harvard University; **Swift, Christopher**, Adjunct Assistant Professor of Theatre Arts, B.F.A, Brooklyn College, CUNY, M.F.A, Carnegie Mellon University, Ph.D., CUNY Graduate Center;

Taradash, Meryl, Adjunct Assistant Professor of Art, B.F.A. & M.F.A., Pratt Institute; **Trevino, Philip**, Adjunct Instructor in Dance, B.A., San Francisco State University; **Twain, Deanna**, Adjunct Instructor in Speech-Language Pathology/Audiology, B.A., Michigan State University, B.A. & M.F.A., Goodman School of Drama in Chicago; **Tyrus, Judy**, Adjunct Instructor in Dance, Former Member and Principal, Dance Theatre of Harlem

Ujda, Halina, Adjunct Assistant Professor of Theatre Arts, B.S., Eastern Michigan University, M.A., New York University, M.F.A., Brooklyn College, CUNY

Vanderlinde, Debra, Adjunct Instructor in Theatre Arts, B.A., Denison University, M.A., Eastman School of Music; **Vorburger, Jane**, Adjunct Assistant Professor of Dance, B.A., Oberlin College, M.F.A., New York University, Member, American Ballet Theatre

Walker, Alexis P., Adjunct Instructor in Writing, B.A., Yale University; **Wang, Michelle**, Adjunct Assistant Professor of Business Management, B.B.A., City University of New York, M.S., City University of New York, Ed.D., Nova Southeastern University; **Weiner, Marcella Bakur**, Adjunct Assistant Professor of Psychology/Gerontology, Ed.D., Columbia University, Ph.D., American Institute of Holistic Theology; **Werner, Dawn**, Adjunct Instructor of Communication Arts, B.A., Dartmouth College, M.A., New York University; **Whitaker, Nicholas**, Adjunct Instructor of Communication Arts, B.A., New School University, M.A., New York University; **Wilberg, Kriota**, Adjunct Instructor in Dance, B.A., Northeastern Illinois University, Certificate, Swedish Institute of Massage & Allied Health Sciences

Yaruss, Howard, Adjunct Assistant Professor of Business Management, Sc.B., Brown University, J.D., University of Pennsylvania Law School

Zepp, Lori Ann, Adjunct Instructor in Theatre Arts, B.A., Bennington College; **Znidarsic, John**, Adjunct Instructor in Theatre Arts, B.A., John Carroll University

DIRECTIONS TO THE COLLEGE

Marymount Manhattan College is located on E. 71st Street between Second and Third Avenues.

Follow the directions below to find us.

From Long Island

By car: Take Northern State Parkway (Grand Central Parkway) to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

By train: Take LIRR to Penn Station. Take the E train uptown to 51st/Lexington Avenue. Transfer to the #6 train Uptown. The station is 68th Street/Lexington Avenue.

From Upstate New York (depending on origin)

By car: Take the New York State Thruway (Rt. 87) South to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

Alternate route: Take Rt. 684 South to Hutchinson River Parkway to Rt. 278 West. Follow signs to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

By train: Take the Metro North to Grand Central Station. Transfer to the #6 Uptown train. The station is 68th Street/Lexington Avenue.

From New England

By car: Take Rt. 95 South to Rt. 278 West to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

From points west and south of New York City

By car: Take the George Washington Bridge to Harlem River Drive South, which becomes FDR Drive. Exit FDR Drive at E. 71st Street.

Catalogue Design: Kelsey Charter, MMC class of '11

Jim Holl, Associate Professor of Art, FAPA

Editor: Lora Georgiev

Printing:



Index

| | | | |
|--|---------------------------------------|---|---------------------------------------|
| Academic Access | 166 | Communication Arts | 53 |
| Academic Advancement..... | 164, 189 | Community College Honor Society Scholarship..... | 183 |
| Academic Advisement..... | 162 | Community Service | 167 |
| Academic Affairs, Office of | 155-159, 194 | Competitive Scholarship | 182 |
| Academic Calendar | 2 | Computer Specifications | 164 |
| Academic Divisions | (please see Academic Offerings pages) | Computer Stations | 164 |
| Academic Excellence Scholarship | 182 | Cooperative Programs..... | 17 |
| Academic Honesty, Policy on | 158 | Cost of Attendance | 175, 181 |
| Academic Honors | 153 | Counseling and Wellness Center..... | 165 |
| Academic Pace..... | 155, 180 | Course descriptions.....(please see Academic Offerings pages) | 18 -152 |
| Academic Policies | 155-162 | Creative expression, studies in..... | 14 |
| Academic Programs | 18 - 152 | Creative Writing | 62 |
| Academic Progress | 155, 179 | Credit for previous work..... | 10 |
| Academic Recognition..... | 153 | Crime statistics | 192 |
| Academic Standing | 155 | cum laude | 153 |
| Accounting | 18 | Cultural Perspectives..... | 15 |
| Accreditation..... | 6 | Curriculum | 7-17 |
| Adjunct Faculty Directory | 200 | (also see Academic Offerings pages) | |
| Administrative Directory..... | 194 | Dance | 65 |
| Admission | 188 | Dean's List | 154 |
| Adult Students | 163 | Deferred Admission | 189 |
| Advanced Interdisciplinary Perspectives..... | 15 | Degree Audit..... | 163, 170 |
| Advanced Placement (AP) Credit | 11, 12 | Degree Completion..... | 169 |
| Aid for Part Time Study (APTS)..... | 177-181 | Degree Requirements | 9, 169 |
| Alpha Chi | 153 | Degrees | 7, 169 |
| Alumni Discount..... | 189 | (also see Academic Offerings pages) | |
| Alumae/i Association Medal | 153 | Diplomas..... | 170 |
| Archives | 191 | Directed Study..... | 16 |
| Art..... | 22 | (also see Academic Offerings pages) | |
| Asian Studies..... | 33 | Directions to the College | 202 |
| At-Risk Students..... | 163 | Disability Student Services..... | 165 |
| Attendance policy..... | 159 | Disciplinary Studies | 14 |
| Auditing courses..... | 189 | Dismissal from the College..... | 155 |
| Bachelor of Arts..... | 7 | Division Chairs.....(please see Academic Offerings pages) | |
| (also see Academic Offerings pages) | | Dow Zanghi Student Health Center..... | 165 |
| Bachelor of Fine Arts..... | 7 | Double Major | 10 |
| (also see Academic Offerings pages) | | Economics | 73 |
| Bachelor of Science..... | 7 | Effective Thinking | 16 |
| (also see Academic Offerings pages) | | Electives | 8 |
| Biology..... | 37 | (also see Academic Offerings pages) | |
| Blackboard..... | 164 | Electronic Payment..... | 172 |
| Blended courses..... | 164 | e-mail | 164 |
| Board of Trustees | 193 | English and World Literature | 75 |
| Business Management | 43 | Enrollment status verification | 168 |
| Campus Ministry..... | 167 | Environmental Studies..... | 81 |
| Career Services..... | 166 | Equal Opportunity Policy..... | 192 |
| Center for Academic Advancement (CAA)..... | 16, 192 | Ethical Perspectives | 15 |
| Center for Student Services | 167-188 | Faculty | |
| Certificates in Minor..... | 153 | Full-Time | (please see Academic Offerings pages) |
| Change of Address/Name | 168 | Adjuncts | 200 |
| Change of Grade | 157 | Faculty Advisors | 162, 163 |
| Changes in policy | 155 | (also see Academic Offerings pages) | |
| Chemistry | 51 | Family Education Right to Privacy Act (FERPA) | 170, 192 |
| Chi Omega Lambda | 153 | Fees | 173 |
| Code of Conduct..... | 166 | (also see course listings) | |
| College Honors Program | 9 | Federal Financial Aid..... | 175-188 |
| College Level Examination Program (CLEP) | 13 | Financial Aid..... | 174 -188 |
| College Residency Requirement..... | 9 | Foreign language credit..... | 13 |
| Commencement | 169 | Foundation Courses | 13 |
| request to walk | 169 | Free Application for Financial aid (FAFSA) | 174 |
| Commons | 190 | French | 83 |

| | | | |
|--|---------------|---|----------|
| Gender and Sexuality Studies..... | 86 | Art..... | 22 |
| General Education..... | 8, 13 | Art History..... | 23 |
| G.I. Benefits..... | 178 | Biology, B.A..... | 37 |
| Gold Keys..... | 153 | Biology., B.S..... | 37 |
| Grade Change or Appeal..... | 157 | Business..... | 45 |
| Grade Point Average (GPA)..... | 156 | Business Management..... | 43 |
| Grade Reports..... | 168 | Communication Arts..... | 53 |
| Grade Waivers..... | 157 | Dance, B.F.A..... | 65 |
| Grades..... | 156 | Dance, B.A..... | 66 |
| Graduation..... | 168-170 | English and World Literatures..... | 75 |
| Graduation Honors..... | 153 | History..... | 91 |
| Graduation Requirements, Evaluation..... | 169 | Interdisciplinary Studies..... | 95 |
| Grants..... | 184-185 | International Studies..... | 97 |
| Health Center, Dow Zanghi Student..... | 165 | Philosophy and Religious Studies..... | 108 |
| Health Insurance..... | 166, 172 | Political Science..... | 118 |
| Health Records..... | 166 | Psychology..... | 122 |
| Hewitt Gallery of Art..... | 21, 190 | Sociology..... | 128 |
| Higher Education Opportunity Program (HEOP)..... | 163 | Speech-Language Pathology/Audiology..... | 135 |
| Hispanic Studies..... | 88 | Theatre Arts..... | 139 |
| History..... | 91 | Major Residency Requirement..... | 9 |
| History and Heritage of the College..... | 6 | Mandarin..... | 34 |
| Honor Societies..... | 153 | Mathematics..... | 14, 103 |
| Honors Day..... | 154 | Matriculation..... | 155, 162 |
| Housing cost..... | 181 | Media Center..... | 191 |
| Hunter College Consortial Agreement..... | 17 | Medical Withdrawal..... | 160 |
| Immunization..... | 166 | Middle States Commission on Higher Education..... | 6 |
| Incomplete Grades..... | 156 | Military Credit..... | 11 |
| Independent Study..... | 16 | Minors..... | 8 |
|(also see Academic Offerings pages) | | Accounting..... | 19 |
| Interdisciplinary Studies..... | 95 | Art History..... | 24 |
| International Baccalaureate Credit..... | 13 | Art Therapy..... | 25 |
| International Center for Photography Consortial Agreement..... | 17 | Arts for Communities..... | 143 |
| International Perspectives..... | 15 | Arts Management..... | 24, 142 |
| International Students..... | 163, 188 | Asian Studies..... | 33 |
| International Studies..... | 97 | Biology..... | 38 |
| Internships..... | 16, 167 | Business Management..... | 46 |
|(also see Academic Offerings pages) | | Chemistry..... | 50 |
| Introduction to Writing..... | 16 | Creative Writing..... | 62 |
| Involuntary Leave of Absence..... | 161 | Drama Therapy..... | 143 |
| Joseph C. Nugent Building..... | 190 | Economics..... | 73 |
| Journalism..... | 101 | English and World Literature..... | 77 |
| Jump Start..... | 189 | Environmental Studies..... | 81 |
| Kappa Delta Pi..... | 153 | Forensic Psychology..... | 124 |
| Kurzweil Reading Stations..... | 164 | French..... | 83 |
| Lambda Pi Eta..... | 153 | Gender and Sexuality Studies..... | 86 |
| Late Registration..... | 168 | Graphic Design..... | 25 |
| Learning Communities..... | 8 | Hispanic Studies..... | 88 |
| Learning Disabilities, see also Academic Access..... | 173, 183, 189 | History..... | 92 |
| Leaves of Absence..... | 161 | Industrial/Organizational Psychology..... | 124 |
| Liberal Arts requirement..... | 9 | Interdisciplinary Political Economy..... | 73, 98 |
| Liberal Learning, statement on..... | 7 | International Studies..... | 98 |
| Liberal Studies Program..... | 8 | Journalism..... | 101 |
| Library, Thomas J. Shanahan Library, Media Center and Archive..... | 191 | Mathematics..... | 103 |
| Literature and Language, studies in..... | 14 | Media Studies..... | 56 |
| Loan Programs..... | 186 | Music..... | 106 |
| Lowere Family Terrace..... | 186 | Musical Theatre..... | 143 |
| Main Building..... | 190 | Neuroscience..... | 38, 124 |
| Maintenance of Matriculation..... | 162 | Philosophy..... | 110 |
| Majors..... | 7 | Photography..... | 25 |
| Accounting..... | 18 | Political Science..... | 119 |
| Acting..... | 142 | Promotional and Professional Communication..... | 15 |

Index

| | | | |
|---|--|--|---------------|
| Psychology | 124 | Sigma Beta Delta | 153 |
| Religious Studies | 110 | Sigma Tau Delta | 153 |
| Sociology | 130 | Silver "M" | 153 |
| Social Work | 130 | Social Science, Business, and History, studies in | 15 |
| Speech-Language Pathology/Audiology | 137 | Sociology | 128 |
| Studio Art | 25 | Spanish Courses | 89 |
| Theatre | 143 | Special Course Categories | 16 |
| Mission Statement | 6 | Speech Communication Services | 164 |
| MMC Connect | 164 | Speech-Language Pathology and Audiology | 135 |
| MMC Crest | 153 | Stafford Loans | 186 |
| Music | 106 | Student Accounts | 172 |
| Natural Science and Mathematics, studies in | 15 | Student Affairs | 165 |
| Natural Science Perspectives | 15 | Student Development & Activities | 165 |
| New York City Highschool Scholarship | 183 | Student Housing | 161, 166, 192 |
| New York State Financial Aid | 177-181 | Student Leadership Scholarship | 182 |
| Non-Degree Students | 189 | Student Services | 167 |
| Nugent Building | 190 | Student Work Opportunities | 187 |
| Nugent Lounge | 190 | Study Abroad | 17, 163 |
| NYU Language Proficiency Examination | 13 | Teacher Education | 7 |
| Office of Academic Advisement | 162 | Technology at MMC | 164 |
| Omicron Delta Kappa | 153 | Technology Enhanced Classrooms (TEC) | 164 |
| Online Courses | 164 | Theatre Arts | 139 |
| Online Payments | 172 | Theresa Lang Center for Producing | 192 |
| Parent Loan for Undergraduate Students (PLUS) | 176 | Theresa Lang Theatre | 190 |
| Pass/Fail grade option | 9, 156 | Thomas J. Shanahan Library, Media Center and Archive | 191 |
| Payment Options | 172 | Third party billing | 173 |
| Philosophy and Religious Studies | 108 | Transcripts | 168, 170 |
| Physics | 117 | Transfer of Credit, students | 10, 157, 189 |
| Pi Sigma Alpha | 153 | Transfer Academic Excellence Scholarship | 183 |
| Plagiarism | 158 | Transfer Academic Merit Scholarship | 183 |
| PLUS loan | 176 | Travel/Study Courses | 17 |
| Political Science | 118 |(also see Academic Program pages) | |
| Prior Learning Assessment (PLA) | 11 | Trustees' Award | 153 |
| Probation | 155 | Tuition and Fees | 173 |
| Program Change | 168 | Tuition Assistance Program (TAP) | 177, 181 |
| Psi Chi | 153 | Tuition Cancellation Policy | 173 |
| Psychological Leave of Absence | 161 | Tuition Cancellation Schedule | 174 |
| Psychology, Philosophy, and Religious Studies, studies in | 15 | Tuition Payment Options | 172 |
| Psychology | 122 | Tutoring | 164 |
| Publishing Program Agreement with Pace | 17, 56, 77 |(also see Center for Academic Advancement) | |
| Quantitative Reasoning | 14 | Undecided majors | 8 |
| Raymunde McKay Award | 153 | U.S. Perspectives | 16 |
| Readmission Policy | 161, 162 | Valedictorian | 153 |
| Refund Policy | 174 | Voluntary Leave of Absence | 161 |
| Regina S. Peruggi Room | 190 | Veterans Educational Assistance Program (VEAP) | 179 |
| Registration | 167 | War Orphans or Armed Services Benefits | 178 |
| Religious Observance | 159, 192 | Visiting Students | 189 |
|(also see Campus Ministry) | | Withdrawal Policy | 159 |
| Religious of the Sacred Heart of Mary | 6 | Workstation Equipped Classrooms (WECs) | 164 |
| Religious Studies | (see Philosophy and Religious Studies) | Work Study | 175 |
| Repeated Courses | 157 | Writing Lab | 16 |
| Research | 16 | Writing Seminar (WRIT) | 13 |
|(also see Academic Program pages) | | | |
| Residence Halls | 161, 166, 192 | | |
| Residence Life | 166 | | |
| Rowley Medal | 153 | | |
| Ruth Smadbeck Communication and Learning Center | 135 | | |
| Samuel Freeman Science Center | 190 | | |
| Scholarships | 182 | | |
| Service Learning | 167 | | |
| Science Research | 16 | | |
| Sexual Harassment | 192 | | |

Changes in Policy and Procedure

Every student, regardless of date of admission to the College, is subject to compliance with new policies and procedures. Changes in policies and procedures are posted on the College web site and are updated each year in the College Catalogue.

Students are subject to degree program requirements in effect at the time of their admission or readmission to the College; however, upon the recommendation of his/her faculty advisor, a student may choose to complete more recent program requirements, should these be better suited to the student's professional and career goals. Additions and/or changes to the curriculum are published in the catalogue that is printed subsequent to the approved change, and additionally on the College web site.

Courses and programs described in the Catalogue are subject to change through normal academic channels. New courses and changes to existing programs are initiated by the sponsoring departments and divisions and approved by the Curriculum Committee and the Vice President for Academic Affairs. The College reserves the right to change the programs, requirements, policies and their provisions set forth in this catalogue.