

St. John's College of Liberal Arts and Sciences

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For general information regarding St. John's College of Liberal Arts and Sciences, call the Queens campus at 718-990-6243, Staten Island campus at 718-390-4412, or the Rome campus at +39 (06) 393-842.

Objectives

In harmony with the general objectives of the University, the Graduate Division of St. John's College of Liberal Arts and Sciences provides an opportunity for the development and maintenance of continuing scholarly growth for faculty and students in certain fields of academic specialization. To this end, it offers programs of advanced study in selected disciplines, provides adequate resources in support of these programs, and establishes an atmosphere of creative scholarship. This fosters the acquisition of advanced knowledge, a thorough mastery of research methods, and a spirit of searching inquiry.

The Graduate Division of St. John's College of Liberal Arts and Sciences is organized as an integral unit of the University, administered by the Dean, who shall act in conformity with University statutes and the academic policies prescribed by the departments/division(s), Liberal Arts Faculty Council, and the Graduate Council.

Academic Status

In addition to the general University policies set forth in this bulletin, the following information specifically applies to the Graduate Division of St. John's College of Liberal Arts and Sciences. Students are expected to meet all of the requirements of their academic programs and should refer to their respective departmental/divisional listings. Each student must conform to the policies stated in the Student Handbook, which may be obtained from the office of the Dean of Student Life.

Programs of Study

Doctor of Philosophy

Biology
Clinical Psychology
Child
General
English
World History

Doctor of Psychology

School Psychology
Bilingual
General

Doctor of Audiology

Audiology (consortium with Hofstra University and Adelphi University)

Master of Science

Biology
Biological and Pharmaceutical
Biotechnology (Institute for Biotechnology)
Chemistry
Library and Information Science
Academic Librarianship
Archival Studies
Law Librarianship
Public Librarianship
Special Librarianship
Youth Services
School Psychology
Bilingual
General

Master of Arts

Applied and Computational Mathematics
Chinese Studies
Criminology and Justice
East Asian Studies
English
Global Development and Social Justice
Government and Politics
American Government
Comparative Politics
International Relations
Political Theory
Public Policy and Administration
History
American
European
Global
Women and Gender

Liberal Studies

Cultural Studies (Women and Gender)
Humanities
Interdisciplinary Studies
Social Science
Museum Administration
Public History
Psychology
Sociology
Spanish
Speech-Language Pathology
Theology
Biblical Studies
Historical and Theological Studies
Pastoral Theology

Government and Politics/Library and Information Science – M.A./M.S.

Government and Politics/Law–M.A./J.D.

Public History/Library and Information Science - M.A./M.S.

Master of Divinity

Ministerial Studies

Please visit the College website for regular program updates.

The Master of Philosophy (M.Phil.) degree is available in all St. John's College programs awarding a Ph.D. The M.Phil. is normally reserved for students who have advanced to candidacy in a Ph.D. program but are unable to complete the remaining Ph.D. dissertation requirements; it is intended as a formal recognition of what is informally known as A.B.D. (all but dissertation) status. Students must be advanced to candidacy for one full year before receiving the M.Phil.

The Master of Science in Biology may be awarded to Ph.D. candidates who have successfully passed their comprehensive exam.

The Master of Science in School Psychology may be awarded to Psy.D. candidates who have successfully passed their comprehensive exam.

The Master of Arts in English may be awarded to Ph.D. candidates who have successfully passed their comprehensive exam.

The Master of Arts in History may be awarded to Ph.D. candidates who have successfully passed their comprehensive exam.

For doctoral students in the Clinical Psychology, School Psychology, Biology, History, and English programs, registration in doctoral research (i.e., 950, 951, 975) is mandatory for each semester following the successful completion (passing) of the Doctoral Comprehensive Examination, including the semester of defense of dissertation, until the candidate graduates.

Certificate Programs

Post-Baccalaureate Certificates

Students interested in these certificates must possess at least a baccalaureate degree and fill out an application through the Graduate Admission office:

- Latin American and Caribbean Studies
- Public Administration
- International Law and Diplomacy

Post Master's Degree Certificates

Students interested in these certificates must possess at least a master's degree and fill out an application through the Graduate Admission office:

- East Asian Cultural Studies
- Library and Information Science

Certificates Offered On the Way to Degree

Application for these certificates must be made within the appropriate department:

- Public Administration
- International Law and Diplomacy
- Latin American and Caribbean Studies

Combined Degree Programs

The Graduate Division of Arts and Sciences, in conjunction with the Undergraduate Division of St. John's College, and the College of Professional Studies, offers intense, accelerated combined degree programs for highly qualified, motivated undergraduate students who demonstrate potential for graduate studies.

These students are given the opportunity to complete both the baccalaureate and master's degree in five years of full-time study by enrolling in four or more approved graduate courses while still an undergraduate. By completing undergraduate requirements during the first four years, students are assured of the bachelor's degree if for any reason they decide not to complete the master's degree.

Graduate level courses that are applied to the baccalaureate degree as part of the major may not be applied to a graduate degree should the student decide not to complete the combined degree program.

At the time of application, students must have a cumulative GPA of 3.0 or better and a minimum 3.0 GPA in at least four undergraduate courses in the major. Students may apply for the combined degree program in their sophomore year.

For more information concerning this program, please contact your faculty advisor, academic Dean, and department Chair.

St. John's College of Liberal Arts and Sciences:

B.S./M.S.	Biology
B.S./M.S.	Chemistry
B.A./M.A.	East Asian Studies
B.A./M.A.	English
B.A./M.S.	French and Library and Information Science
B.A./M.A.	Government and Politics
B.A./M.A.	History
B.A./M.S.	Italian and Library and Information Science
B.A./M.A.	Psychology
B.A./M.A.	Psychology and Criminology and Justice
B.A./M.A.	Sociology
B.A./M.A.	Sociology and Criminology and Justice
B.A./M.A.	Spanish
B.A./M.S.	Spanish and Library and Information Science
B.A./M.A.	Theology

College of Professional Studies:

B.S./M.A.	Communication Arts and Government and Politics
B.S./M.A.	Communication Arts and Sociology
B.S./M.S.	Computer Science and Library and Information Science
B.S./M.A.	Criminal Justice and Government and Politics
B.S./M.A.	Criminal Justice and Sociology
B.S./M.S.	Information Technology and Library and Information Science
B.S./M.A.	Journalism and Government and Politics
B.S./M.A.	Journalism and Sociology
B.S./M.A.	Legal Studies and Government and Politics
B.S./M.A.	Legal Studies and Sociology

Consult the relevant departmental listings of this bulletin and www.stjohns.edu/liberalarts/ combined for further information on specific programs.

Academic Information

Admission Requirements

Applicants must submit the following credentials in conjunction with their applications for admission:

1) Grade Point Average:

Combined Degrees: All combined degree applicants must have a cumulative 3.0 GPA and a minimum 3.0 GPA in at least 12 credits in the field of study.

Master's Programs: All applicants must present evidence of a 3.0 GPA and a 3.0 index in the major field of study.

Doctoral Programs: Doctoral programs have individual entrance requirements. See departmental entry.

2) Standardized Test Scores:

The following programs require submission of official scores of the Graduate Record Examination (GRE) in support of applicants for admission:

- M.S. and Ph.D. in Biology: General Examination is required.
- M.A. in English: General Examination is required.
- Ph.D. in English: General Examination is required.
- Ph.D. in Clinical Psychology: General Examinations (Verbal and Quantitative) required of all applicants; Subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.
- M.S. in School Psychology: General Examinations (Verbal and Quantitative) required of all applicants; Subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.
- Psy.D. in School Psychology: General Examinations (Verbal and Quantitative) required of all applicants; Subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.

Applicants to other programs may strengthen their credentials by submitting GRE scores as well.

Those applicants to other programs who may be required to submit GRE scores will be so notified.

3) Letters of Recommendation:

Master's Programs: All applicants must submit at least two letters of recommendation, except the master's programs Psychology, School Psychology, and Speech-Language Pathology, all of which require three letters.

Doctoral Programs: All applicants must submit a minimum of three letters, at least one of which should attest to the research potential of the applicant.

4) Writing Samples/Personal Statements:

Applicants to all Psychology programs must submit two papers from psychology courses, one a laboratory paper and the other a term paper, as well as a personal statement of educational or career goals.

Applicants to the Doctor of Philosophy programs in English and World History must submit a recent sample of written work and a personal statement of professional experience and career goals.

Applicants to the master's program in Library and Information Science must submit a statement of professional purpose.

Applicants to the master's program in Speech-Language Pathology must submit a 300-word statement of career goals.

- 5) International students who have not received a U.S. degree will also be required to present either TOEFL or IELTS scores as evidence of English proficiency.
- 6) See specific entrance requirements listed in each departmental entry.

Applicants must have sufficient academic preparation to be eligible for matriculation.

Requirements for the Doctorate

1. **Academic Credit Hours:** Minimum of 32 beyond the master's degree.
2. **Research Tool:** Foreign Language Reading Course or other appropriate research tool at the department's option. This requirement must be satisfied during the course of the program.
3. **Quality Point Index:** 3.0 or better for credit in each course.
4. **Colloquia:** See departmental entry.
5. **Comprehensive Examination:** Written, oral, or both. See departmental entry.
6. **Continuous Enrollment:** Required.
7. **Dissertation:** Procedures and format guidelines are available in the Graduate Division office.
8. **Dissertation Defense:** Final oral examination.
9. **Submission of Final Approved Dissertation to the Dean's Office.**

Requirements for the Master's Degree

1. **Academic Hours:** See departmental entry.
2. **Quality Point Index:** 3.0 or better (good academic standing).
3. **Colloquia:** See departmental entry.
4. **Comprehensive Examination:** Written, oral, or both. See departmental entry.
5. **Continuous Enrollment:** Required.
6. **Thesis:**
THESIS PROGRAM—Procedures are available in the Graduate Division office.
NON-THESIS PROGRAM—Not applicable.
7. **Defense:**
THESIS PROGRAM—Departmental option.
NON-THESIS PROGRAM—Not applicable.

Requirements for the Advanced Certificates

1. **Academic Hours:** See departmental entry.
2. **Quality Point Index:** 3.0 or better (good academic standing).
3. **Continuous Enrollment:** Required.
N.B. For specific requirements, see departmental entry.

Advisement and Registration Procedure

Upon matriculation, students must consult with the department to determine when the advisement period is scheduled and then make an appointment to see their advisor during this period in order that appropriate programming may be arranged. At this time, with the counsel and approval of the advisor, the Graduate Registration Form will be completed.

The University calendar stipulates the periods for Registration. During this period, students must register for their courses in the following semester, since courses with small enrollments may be cancelled or courses with large enrollments may be closed. When registering, the student must present a Graduate Registration Form to his/her advisor in order to receive a priority code to be used with the University's online registration system. No registration priority codes will be issued without an approved Graduate Registration Form. The Dean's office reserves the right to withhold priority codes.

New students are registered by the Dean's office and do not receive priority codes. Students on academic probation must obtain a faculty advisor signature and Dean's signature, from the Dean's office prior to registering for any courses. Any changes from the original (i.e., add/drop) registration form must have all signatures. Unauthorized registration may result in being withdrawn from the course.

Non-Matriculated and Special Students

A student who has not met all the admission requirements but has, on the evaluation of the faculty and Dean, the potential to pursue graduate studies is considered a non-matriculated student. Non-matriculated students may, upon approval, take a maximum of six credits per semester for a total of 12 credits, with a grade of "B (3.0)." or better in each course. If a student, upon completion of 12 credits, is accepted into a degree program, the Committee on Admission will determine which credits will be applicable to the degree. In any case, no more than 12 credits completed as a non-matriculated student may be applied toward the degree. A non-matriculated student will not be evaluated for admission with any grade of Incomplete (INC) on his/her transcript.

A student who has met all the admissions requirements (i.e., GPA and solid academic preparation) but who wants to take graduate courses for professional development may

request to take courses as a special student. A maximum of 12 credits is permitted as a special student. If a student wishes to be considered for matriculation into a degree program he/she must file the appropriate application. There is no guarantee that a special student will be matriculated into a degree program.

All students, whether non-matriculated or special, must submit transcripts of all prior academic work, undergraduate and graduate, and complete the appropriate forms. Only those students who are qualified and possess the necessary background will be permitted to enroll in graduate courses.

Transfer of Credit

The general policy of the Graduate Division of the College of Liberal Arts and Sciences pertaining to transfer of credit and advanced standing is as follows:

1. In graduate programs requiring the completion of 30–36 credits, a maximum of six credits may be transferred with the approval of the Chair and the Dean.
2. In programs leading to the master's or Doctor of Philosophy degree, requiring the completion of 37–54 credits, a maximum of nine credits may be transferred with the approval of the Chair and the Dean.
3. In programs leading to the master's or Doctor of Philosophy degree, requiring the completion of 55 or more credits, a maximum of 12 credits may be transferred with the approval of the Chair and the Dean.
4. Students enrolled in advanced certificate and doctoral programs may request advanced standing for coursework completed in fulfillment of a previously earned graduate degree. The number of advanced standing credits permitted is contingent upon assessment of the previously earned credit in accordance with the department and the Dean's office. All doctoral students in the Graduate Division of St. John's College of Liberal Arts and Sciences must complete a minimum two-thirds of the total number of credits beyond the master's degree at St. John's University.
5. Requested transfer credits must not have already been used in fulfillment of another degree. The student must present catalog descriptions of the graduate courses for which transfer credit is requested. No credit will be allowed for courses in which the grade attained is below "B (3.0)." Transfer grades do not affect cumulative quality points. In addition, no degree credit will be allowed for courses completed beyond the stipulated time limit ("Time Limit").

Incomplete ("INC") Grades

Students receiving an "INC" (Incomplete) grade must submit all required materials no later than the deadline indicated in the Academic Calendar in the front of this bulletin. All

"INC" grades not removed by the deadline will become permanent on the transcript. In some cases, it may be necessary for the student to repeat the course involved. The student must request a grade of incomplete from the professor before the end of the semester. Requests for an extension of the INC grade must be filed in the Graduate Division office. Faculty hold the prerogative in establishing a date earlier than identified in this bulletin. All materials must be submitted to the Graduate Division office by the set deadline. The materials submitted will be forwarded to the faculty member for review.

Scheduling of Courses

Departments strive for accuracy with regard to the scheduling of courses. They reserve the right, however, to alter the schedule as needs may dictate. Moreover, the Dean maintains the right to cancel courses when deemed necessary.

Certification of Full-time or Part-time Status

In conjunction with registration each semester, graduate students enrolling for only Master's Research (900) or Doctoral Research (950 or 975) must complete appropriate certification regarding full-time or part-time status. Psychology students enrolling in an internship must also complete appropriate certification. All Graduate Assistants and Research Assistants must complete appropriate certification attesting to their full-time status. Those students needing to be certified full-time must complete the necessary forms each semester. Full-time status as a graduate student requires nine credits (or equivalent) per semester.

Comprehensive Examination

Doctoral and master's students in all departments or divisions must pass a comprehensive examination, or submit a thesis or portfolio as specified by the Department. This examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework. Students must be in good academic standing (3.0 or better) and must have completed language requirements before their applications to sit for comprehensive examinations will be approved. Students may not sit for the comprehensive examination with a grade of incomplete (INC).

The examination may be oral or written or both, according to department regulations. This examination may cover general concepts as well as the whole area of the candidate's field of study.

Students must register for the appropriate Comprehensive Examination section as set forth by their departments. The department chair or program director reports

the results of this examination by assigning the student a Pass (P) or Fail (X) grade in the appropriate course section.

Students in Speech-Language Pathology must submit an Institutional Review Board (IRB) application prior to sitting for a comprehensive exam.

Candidacy

A doctoral student acquires the status of "candidate" after he or she has successfully completed: 1) all coursework excluding Doctoral Research (950 or 975) and Departmental Seminars (e.g., BIO 599) or Colloquia; 2) language and/or research tool requirements; 3) the comprehensive examination; and 4) approval of a dissertation topic by a department faculty committee and the Dean.

Doctoral Dissertation and Master's Thesis

Responsibility for a well-organized presentation of personal research, as well as the details involved, rests primarily upon the student.

Some of these details are:

- 1) There is a procedure for the doctoral dissertation and the master's thesis which the student must follow. These directives can be obtained from the office of the Graduate Division of Arts and Sciences.
- 2) Each dissertation requires a mentor and a minimum of two committee members.
- 3) Each master's thesis requires a mentor and at least one committee member.
- 4) Doctoral students or master's students in a thesis program must submit a proposal for their research to the appropriate department. Upon departmental approval, the proposal and a Dissertation Approval Form or Master's Thesis Approval Form must be forwarded to the Associate Dean for approval and registration of the topic. The Associate Dean may request that additional members be appointed from outside the department to the research committee.
- 5) Research involving human subjects requires the permission of the University's Institutional Review Board (IRB). Such permission must be sought and obtained prior to any experimentation with human subjects. The IRB meets the first week of each month to review proposals submitted since the last meeting. Results of these reviews will be reported to the initiator immediately after.
- 6) Research to be conducted outside the University (in a hospital, laboratory or psychiatric center, for example) must have the approval of the Associate Dean.
- 7) Final copies of the dissertation or thesis, bearing the approval of the mentor, must be submitted to the Graduate Division office for final approval in accordance with the dates published in the Academic Calendar.

Insurance

Students enrolled in science laboratory courses or conducting research in which the use of a laboratory is required must be covered by insurance obtained through the University or present evidence of other coverage to the treasurer's office. For example, "other coverage" may be through the student's own health insurance plan or he/she may still be covered under a parent or spouse's policy. Those who apply for coverage through the University will receive an insurance identification card which must be presented upon request. The University requires all students holding an F-1 or J-1 visa to have Sickness Insurance. See the "Student Support Services and Resources" section for more information.

Criminal Background Checks

Policy:

In order to meet the requirements of University and affiliated clinical facilities, all students in the Au.D. Audiology, M.A. Speech-Language Pathology, Ph.D. Clinical Psychology, and Psy.D. and M.S. School Psychology programs will complete a University-specified criminal background check (Sterling Inc.) prior to placement in the clinical learning sites. This background check will meet the requirements outlined by affiliated clinical sites and/or state law.

Procedures:

1. Prior to registration, students will complete a criminal background check. The finalized, approved background check must be received from Human Resources before the student can register.
2. The costs associated with the criminal background check will be incurred by the student and will be paid directly to Sterling Inc. If an error occurs in the submission of the request, the student will be responsible for resubmitting the request at an additional cost.
3. All finalized student requests will be submitted electronically to Sterling Inc. The company will then submit finalized reports for each student to St. John's Office of Human Resources for review and evaluation.
4. In the event of a positive finding, the case will be reviewed by Human Resources, the University's General Counsel, and the Dean of St. John's College of Liberal Arts and Sciences.
5. In the event that an offense prevents the student from progressing to the experiential components of the program, the student may be dismissed, regardless of his/her academic standing.

Department of Art and Design (ART)

Program of Study:

Master of Arts (M.A.) in Museum Administration

The M.A. Museum Administration program offers opportunities for research and professional training in the history, theory, and preservation of cultural artifacts. The 36-credit program—encompassing collections, curatorial practice, education, and the application of museum-specific communication and technology platforms—requires a 24-credit Museum Administration core, a three-credit internship, and nine credits of electives, which may be fulfilled with interdisciplinary coursework in Museum Administration, Public History, or Library and Information Science. Students may also undertake an additional three-credit internship, or final research or exhibition project. Opportunities for coursework, internship, or independent study are available in Queens, Manhattan, Rome, Italy, or Paris, France.

Entrance Requirements

Acceptance into the M.A. in Museum Administration requires evidence of successful completion of a B.A. with 24 credits in art history, or a major in a related area of the humanities (e.g. history, English, anthropology) and coursework in art history; a cumulative 3.0 grade point index; two letters of recommendation; and a written personal statement describing the student's interest in the program, relevant work experience, and career goals.

Program Requirements

Core Courses

101 Introduction to Working in Museums

An introduction to museums' functions and professional specializations with exposure to contemporary issues and controversies in the museum field and contact with professionals working across a range of museum disciplines. *Credit: 3 semester hours.*

102 The Modern Museum: History, Theory, Practice

The rise of modern art museums and display practices in the 20th century and 21st century are studied in light of the birth of public museums in 18th-century Europe and the rise of encyclopedic museums in the 19th century. *Credit: 3 semester hours.*

105 Introduction to Curatorial Studies

This course examines the history, definition, and practice of curating, past and present. The course is a prerequisite for student-initiated capstone projects. Students are exposed to the various agents who participate in exhibition-making: collectors, dealers, artists, and publishers, as well as experts in marketing, development, and technology. *Credit: 3 semester hours.*

106; 107 Topics in Museum Administration I; II

Topics courses provide a platform for a changing roster of classes dedicated to contemporary issues in art history and museum administration. *Credit: 3 semester hours per semester.*

200 Collections Management

Focusing on best practices in the field of collection management, students examine current thinking on the management and care of collections including ethical and legal issues, local to global. *Credit: 3 semester hours.*

201 Exhibition Management

This course offers an introduction to exhibition theory, maintenance, and evaluation. Students will examine how museums create exhibits, from planning, research, and budgets through exhibit design, display, didactic presentation, and installation. *Credit: 3 semester hours.*

600; 601 Internship I; II

Internships provide professional experience in museums and exposure to the internal workings of an institution of the student's choice. Internship placements are initiated by students and overseen by the Program Director in collaboration with an outside mentor. Students may elect to undertake an internship for up to two semesters—for three or six credits per semester. *Credit: 3 semester hours per semester. Each 3-credit course requires a minimum of nine internship hours per week.*

Elective Courses

103 Writing for Museums

This course develops proficiency in techniques of writing for a variety of museum functions, introduces students to standard museum formats and individual style requirements for museum texts, and encourages critical analysis of how meaning is produced through the interplay of texts and objects in museum exhibitions. *Credit: 3 semester hours.*

301 The Museum as Learning Environment

A survey of theories and practices in museum education addressing issues of interpretation, learning styles, programming, audience cultivation, community outreach, and evaluation. *Credit: 3 semester hours.*

500 The Business of Museums

An overview of museum governance and administration, addressing issues of public and private accountability, strategic planning, fundraising, and community relations. *Credit: 3 semester hours.*

502 Museums and Technology in the 21st Century

An introduction to the history and function of technology in museums focusing on internal operations, as well as areas of public access including exhibitions, education, marketing, audience development, and evaluation. *Credit: 3 semester hours.*

602 Supervised Research

Students may elect to undertake one semester of supervised research, which can be based on internship experience, the academic study of museums, or the realization of an individually-curated exhibition. *Credit: 3 semester hours.*

Maintaining Matriculation

925 Maintaining Matriculation

Master's students not registered for other courses must register for ART 925 until all degree requirements are completed and the degree is granted. *No Credit. Fee: \$100 per semester.*

For a complete listing of approved courses, please contact the Dean's office.

Institute for Asian Studies (ASC)

The Institute for Asian Studies offers programs leading to the M.A. degree in East Asian Studies or Chinese Studies, the B.A./M.A. degrees in East Asian Studies, and the advanced certificate.

Programs of Study:

Master of Arts (M.A.) in East Asian Studies

The program in East Asian Studies seeks to provide a comprehensive and critical study of the historical, social, economic, political, and cultural developments of the Asian world, both as a whole and as individual societies. To attain these ends, language courses or linguistic studies in Chinese and Japanese are provided. The program also seeks to provide intensive knowledge of the field and experience in the critical use of sources and in the presentation of research.

Entrance Requirements

Acceptance into the program presupposes that the applicant has sufficient background in area studies and humanities. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency. Students are expected to have an undergraduate preparation of at least six

semester hours in the field. In lieu of this, subject to departmental review, students may be accepted provided that some of their undergraduate credits are in related fields.

Program Requirements

- Two options are offered:
 - Thesis option:** the program of study consists of a minimum of 33 semester hours of coursework, six of which include master's thesis research and a written thesis. Prescribed courses include: (i) one of the following two courses—ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China); & (ii) ASC 900 (Master's Research) in the East Asian field. The remainder of the program will be arranged in consultation with the student's advisor.
 - Non-Thesis option:** 33 credits. The program of study requires a minimum of 33 hours of coursework, including one of the following two courses: ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China). The remainder of the program will be arranged in consultation with the student's advisor.
 - The student matriculating for the M.A. degree will choose either of these two options. It is strongly recommended that the thesis option be pursued by those students who may continue their graduate studies beyond the M.A. degree and teach on the college or university level.
- Language:** At least one semester of Chinese or Japanese or any other language pertinent to the student's major field.
- Comprehensive Examination:** A written examination will test the student's knowledge of four selected fields, areas or problems of historical scholarship. The examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework, language, and residence requirements.

Master of Arts (M.A.) in Chinese Studies

The Institute of Asian Studies offers a program of graduate study in the language and civilization of China leading to the Master of Arts degree. The aim is to broaden the student's use of language skills and to provide a solid foundation in the history and culture of China. This specialized study and familiarity with research are intended to equip the student for a teaching career or for further scholarship.

Entrance Requirements

In addition to the entrance requirements for the M.A. program in East Asian Studies, the minimum background preparation for graduate study leading to the degree in Chinese Studies

should also include at least one year of Chinese language studies.

Program Requirements

- Two options leading to the M.A. in Chinese Studies are offered:
 - Thesis option:** a minimum of 33 semester hours of coursework, six of which include master's thesis research and a written thesis. Prescribed courses include: (i) one of the following two courses—ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China); & (ii) ASC 900 (Master's Research) in the Chinese Studies field. The remainder of the program will be arranged in consultation with the student's advisor.
 - Non-thesis option:** a minimum of 33 hours of coursework, including one of the following two courses: ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China). The remainder of the program will be arranged in consultation with the student's advisor.
 - The student matriculating for the M.A. will choose either of these two options. It is strongly recommended that students who may continue their graduate studies beyond the Master of Arts degree and teach on the college or university level pursue the thesis option.
- Language:** The student is required to take 12 semester hours in the Chinese language if he/she is a non-Chinese native speaker.
- Comprehensive Examination:** A written examination will test the student's knowledge of four selected fields, areas, or problems of historical scholarship. The examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework, language, and residence requirements.

Advanced Certificate Program

Along with the increasing importance of Asia, there is a corresponding increase in demand to hire professionals with a background in Asian Studies. To meet this need, the Institute also offers a 18-credit Certificate program.

B.A./M.A. in Asian Studies

Qualified students who have completed the first semester of their sophomore year with a general index of 3.0 and a major index of 3.3 are encouraged to enter this intensive, accelerated five-year program leading to two degrees. Under this program, students matriculate for 147 undergraduate/graduate credits. Students are expected to maintain grade levels in undergraduate and graduate work according to the requirements set forth in the existing B.A. and M.A. programs.

The Chin-Ying Scholarships for Graduate Asian Studies

Established in 2005, two scholarships will be awarded annually to two graduate students, preferably of Chinese descent, pursuing a master's degree in East Asian or Chinese Studies. These scholarships are provided by Prof. and Mrs. Chin Ling Wang. Prof. Wang was a dedicated faculty member of St. John's for nearly thirty years until his retirement. Qualified applicants must possess a minimum 3.5 cumulative index. Recipients are selected by the Office of Student Financial Services with the recommendation of the Institute for Asian Studies.

Courses

Required (choose one)

102 Great Books from China

The purpose of this course is to introduce several extraordinary Chinese classics, including Lao Tzu, The Confucian Analects, and Chuang Tzu, by discussing and analyzing selected chapters. All readings are in English. *Credit: 3 semester hours.*

300 Introduction to Source Materials on China

A survey of essential bibliographies, periodicals, research aids, source materials, and books about China from prehistoric times to the present. Emphasis is placed on English-language works. *Credit: 3 semester hours.*

Elective I

103 The Art of War by Sun Tzu

The Art of War, composed probably in the 4th century B.C., is the earliest treatise on the subject. It is forever current in its wisdom and insightful analysis of military strategy and tactics, and it teaches a winning philosophy and the strategies and tactics for winning, applicable to business as well as to politics and the military. *Credit: 3 semester hours.*

104 History of Chinese Painting

This course is an introduction to the history of Chinese painting from the Tang to the Qing period (9th to 19th century). The course introduces historical elements in the styles of Chinese painting from each period. *Credit: 3 semester hours.*

354 Women in Chinese Literature

Literary works are a major source for the study of the history of Chinese society in general and Chinese women in particular; the lives and changing conditions of Chinese women are investigated through readings in poetry, fiction, and drama from the earliest times to the present. *Credit: 3 semester hours.*

359 Seminar on Chinese Literature

The course aims to examine major works of Chinese philosophy, history, poetry, prose, and fiction from ancient times to the pre-modern period. All readings are in English. *Credit: 3 semester hours.*

553; 554 Classical Chinese Civilization

An introduction to the historical development of Chinese civilization from prehistoric times to the early 19th century with emphasis on political and intellectual trends. *Credit: 3 semester hours.*

563 Seminar: China in the Modern World

An analysis of China in the 19th and 20th centuries; the erosion of the traditional political and social systems and various attempts to construct new political and social forms to meet the needs of the modern world. Emphasis is on political, economic, military, population, and social developments, but some attention is also given to intellectual and cultural changes. *Credit: 3 semester hours.*

582 Western Images of China

A survey of Westerners' impressions and perceptions of China from the earliest times to the present. Particular attention will be given to American descriptions of China and the Chinese in writings and films. *Credit: 3 semester hours.*

Elective II

CHI 118 Contemporary China

A study of the place of China in modern science, literature, architecture, the fine arts, and music, and of the political, social, and economic problems confronting China in our times. *Credit: 3 semester hours.*

180 International Investment and Trade in China

China has become a top destination for foreign direct investment (FDI). The Chinese market is vital to the U.S. and to the world economy. The purpose of this course is to introduce students to opportunities and strategies for investments and trade in/with China. *Credit: 3 semester hours.*

254 U.S.–China Relations

A survey of the cultural, economic, diplomatic, and military relations between the two countries, from the discovery of America to the present. The emphasis will be on contemporary developments, from the Nixon administration to the present. The Taiwan issue will also be discussed. *Credit: 3 semester hours.*

349 Women and Family in Modern China: Changing Patterns of Social Relations

An analysis of the changes in the status of modern Chinese women; women's status in traditional China and the changing social and political roles of Chinese women from the late 19th century to the present will be examined in the context of modern Chinese history. *Credit: 3 semester hours.*

352 China after the Communist Revolution

The political culture and history of the People's Republic of China. Explores long-term social change and institutional development, and discusses China's current economic relations with the world. *Credit: 3 semester hours.*

541; 542 Seminar—Taiwan in the Modern World

A study of historical changes in Taiwan in the context of major world trends; internal developments of Taiwan; the influence of external forces. *Credit: 3 semester hours.*

572 Chinese Business Law

This course will explore main issues in Chinese business law since 1978. It will also discuss Chinese approaches to arbitration and dispute resolution, bankruptcy, corporate corruption, foreign investment, intellectual property, joint ventures, and taxation. *Credit: 3 semester hours.*

Elective III

121 Japan as an Economic Power

A study of political, economic, and social factors which contributed to the unusually fast development of the Japanese economy during the post-war period and its domestic and international impacts. *Credit: 3 semester hours.*

256 Banking in East Asia

Banking in East Asia: core banking functions, types of banks, diversification of banking activities, risk management issues, bank failure and financial crises, and competitive issues. *Credit: 3 semester hours.*

320 Classical Japanese Literature

A study of Japanese literature from the Yamato period to 1868, concentrating mostly on poetry and drama. *Credit: 3 semester hours.*

321 Modern Japanese Literature

An examination of Japanese literature since the Meiji Restoration in 1868. This includes discussion of the peculiar social and cultural milieu in modern Japan, with primary focus on major writers. *Credit: 3 semester hours.*

347 The United States and East Asia

International and intercultural relations from the 18th century to the present, with an emphasis on imperialism, nationalism, immigration, evangelization, modernization, globalization, and the role of ideas and images. *Credit: 3 semester hours.*

Elective IV

101 Asian American Cinema

This course introduces students to films made by and about Asian Americans. Using a chronological and thematic approach, various genres—including narrative dramas, documentaries, and experimental films—will be analyzed within the context of Asian American history and contemporary issues concerning the development of Asian American identities. *Credit: 3 semester hours.*

257 Asian American History

The aim of this course is to provide a balanced survey of the history of the major Asian ethnic groups in the United States: Chinese, Japanese, Korean, Indian, and Vietnamese. The primary

focus is on developments during the past half-century. *Credit: 3 semester hours.*

258 Asian American Art

This course is a survey of the achievements of Asian American artists, beginning with the early 20th century, but concentrating on more recent developments and trends. *Credit: 3 semester hours.*

583 Asian American Literature

This course concentrates on some important Asian American novelists, short story writers, and dramatists, their major themes and their connections with the literary traditions of Asia. *Credit: 3 semester hours.*

584 Asian American Women

This course is a survey of three major groups of Asian American women—Chinese, Japanese, and Korean. The focus is on the interplay between these women's cultural heritages and the changing social environment in the United States. *Credit: 3 semester hours.*

Electives V

CHI 108 Beginning Chinese

Practice in the acquisition of pronunciation, tones, vocabulary, and grammar. For students with little knowledge of Mandarin Chinese. *No Prerequisite. Credit: 3 semester hours.*

CHI 103; 104 Advanced Conversational Chinese

Drill in the audio-lingual skills; the learning of speech patterns, sounds, intonation, and basic vocabulary. *Prerequisite: Elementary level Chinese courses or equivalent. CHI 103 is a prerequisite for CHI 104. Credit: 3 semester hours.*

CHI 111 Readings in Contemporary Prose

Materials selected from contemporary Chinese writings of general interest. *Credit: 3 semester hours.*

CHI 203; 204 Advanced Reading in Modern Chinese

Readings from modern/contemporary Chinese texts, such as newspapers and periodicals. *Prerequisite: Intermediate level Chinese language courses or equivalent. CHI 203 is a prerequisite for CHI 204. Credit: 3 semester hours.*

CHI 210; 211 Chinese for Business Managers

This course provides students with commonly used vocabulary and idioms necessary for doing business with the Chinese. It will also discuss social etiquette in doing business. *Credit: 3 semester hours.*

CHI 305; 306 Seminar on Chinese Literature I; II

The course examines major works of Chinese poetry, prose, and fiction from ancient times to the present. The first semester concentrates on the pre-modern period, while the second semester focuses on the 20th century. *No Prerequisite. Credit: 3 semester hours.*

114 Chinese Calligraphy: Theory and Practice

This course introduces students to the essential elements of calligraphy by describing and analyzing its theoretical structure and aesthetic values. In addition to classroom lectures, several well-known calligraphers will demonstrate the uses of brushes and ink. *No Prerequisite. Credit: 3 semester hours.*

JPN 103; 104 Conversational Japanese

The aim of this course is to give the student basic training in Japanese conversation based on the Japanese grammar and vocabulary that he/she has learned. *Prerequisite: Elementary level Japanese language courses or equivalent. JPN 103 is a prerequisite of JPN 104. Credit: 3 semester hours.*

Research and Comprehensive Examination**105 Comprehensive Examination**

This exam tests the student's knowledge in his/her field. *No credit.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. *Credit: 3 semester hours.*

901 Directed Readings

Supervised research on a single topic determined jointly by the student and a member of the faculty. *Credit: 3 semester hours.*

Maintaining Matriculation**925 Maintaining Matriculation**

Master's students not registered for other courses must register for ASC 925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester.*

For a complete list of approved courses, please contact the Dean's office.

Department of Biological Sciences (BIO)

General Entrance Requirements

Applicants should have successfully completed an undergraduate major in the biological sciences or a related field, including one year each of inorganic and organic chemistry, physics, and mathematics through introductory calculus with a "B (3.0)" or better average. One semester of either genetics, molecular biology, or biochemistry is required and a semester of each is highly recommended. Preferably, an applicant will also have one or more courses in an area of biology in which he or she hopes to specialize.

All prerequisite courses should be completed prior to commencing graduate studies. The department may require a student to make up certain deficiencies during the first year of study. This may preclude the possibility of obtaining the master's degree within the usual two-year period.

Programs of Study

Master of Science (M.S.) in Biology

Entrance Requirements

The applicant must submit transcripts demonstrating that in completing the program described above under "General Entrance Requirements" he or she has achieved an overall cumulative index of "B," (3.0) including a "B" or better average in biology and the cognate sciences. Acceptance into the M.S. program in Biological Sciences presupposes that the applicant is interested in a career in which the understanding of research objectives plays a substantial role.

All students will be required to present satisfactory scores on the GRE general tests. International students who have not received a U.S. undergraduate degree will also be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

- Courses:** The M.S. program requires a minimum of 33 credit hours of coursework including the core courses Biology 207, 208, and 212. Students may register for upper-level courses in accordance with their career goals and upon recommendation from their graduate advisor.
- Research:** Research is emphasized at all levels of graduate study. M.S. candidates are strongly advised to take at least two

semesters of special research (Biology 352, 353). A formal written report describing the results of this research is required for each semester. The thesis option requires six credits of Biology 900, the submission of a research thesis, and an oral defense, which documents a student's ability to conduct independent research.

- Seminars:** Enrollment in and attendance at the Biological Sciences Department Seminars (Biology 599 or 599A) is required every semester. Students will earn credit during a total of three semesters and no credit thereafter. At these meetings, research topics of current interest are discussed by distinguished outside speakers, faculty, and advanced graduate students.
- Graduate Research Presentations:** Enrollment in and attendance at the Graduate Research Presentations (BIO 500) are required for credit during a total of three semesters and thereafter as a no-credit course (BIO 500A). Graduate students will present their research and participate in discussions.
- Language:** There is no specific language requirement for the master's degree in biology.
- Comprehensive Examination:** All students who do not elect the thesis option must pass a comprehensive examination covering current theory, application, and research in areas appropriate to their training and interests. (See "Comprehensive Examination.")
- Time Limit:** All academic requirements for the M.S. degree must be completed within five years.
- Academic Standing:** A 3.0 quality point average must be maintained both in the core courses and in the overall academic record. Failure to do so may result in being placed on probation or lead to dismissal from the program.

B.S./M.S. in Biology

The Department of Biological Sciences offers an intensive, accelerated combined degree program leading to both the B.S. and M.S. degrees in five years of full-time study.

Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 for 12 credits in Biology are encouraged to apply. Students in the B.S./M.S. program matriculate for a total of 144 credits, 33 of which are on the graduate level. Those electing the thesis option must complete six credits of Master's Research (BIO 900). Students choosing the non-thesis option complete six credits of coursework in lieu of BIO 900. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For detailed information, students should consult the Director of Graduate Studies.

Doctor of Philosophy (Ph.D.) in Biology

Entrance Requirements

Acceptance into the Ph.D. program in Biological Sciences presupposes that the applicant is interested in and qualified for a career directing research in an academic, medical, or biotechnology setting. Students with a strong grounding in some combination of biology, chemistry, physics, mathematics, and computer science are encouraged to apply.

Admission to the Ph.D. is for the fall and spring semesters. Applications for fall and spring admission must be completed by April 1 and October 1, respectively.

Program Requirements

1. The academic curriculum consists of a minimum of 60 credits beyond the B.S. degree or 32 credits beyond the M.S. degree. The core curriculum consists of Biology 207, 208, 212, and at least two research rotations (BIO 550 and 551). The third research rotation (BIO 552) is optional and requires approval from the Graduate Education Policy Committee (GEPC). In each of these rotations, students are introduced to the specific techniques and the research approaches of individual faculty.
2. **Qualifying Examination.** Ph.D. students will generally register to take the qualifying exam in their third or fourth semester. In this oral examination, students demonstrate a basic knowledge of material from the core courses and how it relates to their chosen area of research specialization, which should be established by this time. Acceptable performance on this examination by the Graduate Education Policy Committee and formal acceptance of the student by a faculty mentor confers acceptance to the doctoral research level.
3. **Upper-Level Courses.** Further training consists of a series of upper-level specialized research courses leading to the development of a doctoral dissertation, and advanced seminars in which specific research questions are examined through use of experimental literature. Courses are selected by the student in consultation with faculty advisors and reflect the specific career orientation of the student. The selection of upper-level courses to be taken will be recommended by the student's research advisor and other professors. Ordinarily, a plan will be established during the first year of study. The student's thesis committee will guide the student's research and will form the nucleus of examining committees.
4. **Comprehensive Examination.** The doctoral comprehensive examination should be scheduled by the student with his/her Ph.D. committee as early during the fourth

year as possible. This oral examination is administered by the thesis committee (jointly chosen by student and thesis mentor) to review the thesis proposal, considering both the methodological soundness of the proposed research and its significance in the light of current developments in the field.

5. **Research and Dissertation.** All doctoral students are required to take a minimum of six credits of Doctoral Research (BIO 950) and to submit a dissertation. Not more than 15 credits of Doctoral Research (BIO 950) will be counted towards the completion of the degree. Upon the recommendation of the student's advisor, Special Research (BIO 352 or BIO 353) may be taken as a preparation for dissertation research. Each semester of Special Research requires a written report. The dissertation should embody the results of significant original research which has been accepted for publication in two peer-reviewed scientific journals. These publications must be included in the Ph.D. thesis.

Doctoral candidates must defend the dissertation in a final oral examination before a committee of the faculty. Doctoral-level students will be expected to communicate in both oral and written presentations with clarity, organization, and accuracy. The doctoral dissertation is a major document that is expected to demonstrate high-level skills in writing and presentation as well as in the scientific context. The public defense of the doctoral dissertation is not scheduled until the candidate submits evidence to the Department Chair that the two manuscripts derived from the dissertation have been accepted for publication in peer-reviewed scientific journals.

6. **Seminars.** Enrollment in and attendance at the Departmental Seminars (BIO 599) are required for credit during a total of three semesters and thereafter as a non-credit course (Bio 599A).
7. **Publications.** Requirement for defense for all Ph.D. students are two accepted, peer-reviewed publications with an impact factor of 2 or above. One publication must be first authorship and represent original research. The second publication does not require first authorship and does not need to represent original research. In cases where the impact factor for either accepted manuscript is below 2, then two or more manuscripts would need to be accepted with a combined impact factor of 2 or above. The publications must be included in the Ph.D. thesis.
8. **Time Limit.** Students must complete all requirements for the degree within seven years from the date of matriculation. Degree credit may be denied for courses more than seven years old.

9. **Transfer Credit.** Students may seek admission to the Ph.D. program after having successfully completed some graduate work at another accredited institution. Students may request transfer of credit for this work, provided it has not been offered in fulfillment of another graduate degree.
10. **Academic Standing.** A 3.0 quality point average must be maintained both in the core courses and in the overall academic record. Failure to do so may result in being placed on probation or lead to dismissal from the program.

Special Requirements

1. All laboratory work must be done at the University unless special permission is granted by the Associate Dean to do research elsewhere.
2. Students may enroll for special research in the summer session as well as in the regular academic year.
3. It is strongly recommended that students plan for full-time attendance, since it is not advisable to attempt completion of a degree program by part-time study.

Candidacy

A student will be admitted into candidacy for the Ph.D. program upon the successful completion of all courses other than Doctoral Research (950), the doctoral qualifying examination, research tool requirements, and acceptance of a thesis proposal by the Chair.

Assistantships and Fellowships

Master's students are eligible to apply for graduate assistantships which offer a stipend, provide tuition remission, and require service to the department. Doctoral program students are eligible to apply for doctoral fellowships which are awarded competitively based on criteria such as grades, GRE scores, effort, and progress in research. Women doctoral students are eligible for the prestigious Clare Booth Luce Fellowships which are awarded on the basis of academic merit and are intended for women who expect to pursue careers in higher education.

Some of the biology faculty may have funds available from research grants for the support of student assistants; these awards are made by the faculty member. Interested students may consult the Chair for specific information and application procedures required for any of these assistantships or fellowships.

Courses

The core curriculum is an integrated series of three courses encompassing the fundamentals of biochemistry and molecular biology in the context of prokaryotic and eukaryotic cell biology. It is designed so that BIO 207 (Core

A) is taken during the fall semester, BIO 208 (Core B) in the spring semester, and BIO 212 (Core C) in the following fall semester. All students will take BIO 599 (Departmental Seminars) and BIO 500 (Graduate Seminar) for credit during the first three semesters and for 0 credits thereafter. Doctoral students beginning in the fall are required to enroll in BIO 550 (Research Rotation I) in the spring semester of their first year and in BIO 551 (Research Rotation II) during the summer between their first and second years. Doctoral students beginning in the spring semester are required to enroll in BIO 550 (Research Rotation I) in the summer of their first year and in BIO 551 (Research Rotation II) during the following fall semester of their first year.

207 Core A Biochemistry

Structure and function of biomolecules; enzymes; introduction to the organization and chemical economy of the cell; an overview of metabolism. *Credit: 3 semester hours.*

208 Core B Molecular Biology

Structure and function of DNA; protein synthesis and the genetic code; mechanisms of genetic transfer; recombinant DNA; viruses; chromosomes; gene expression and its regulation. *Credit: 3 semester hours.*

209 Bioinformatics

Information technology and computational thinking applied to biological systems, including genomics, proteomics, biological networks and graphical display of complex data sets. *Credit: 3 semester hours.*

212 Core C Cell Biology

Integration of cellular systems through regulated transport, biological information processing, and signal transduction, with an emphasis on the current literature. *Credit: 3 semester hours.*

234 Selected Topics in Medical Microbiology

The host-microbe interaction in health and disease; role of microbial agents as biological response modifiers; the molecular basis of chemotherapy and microbial resistance to antibiotics. *Credit: 3 semester hours.*

236 Microbial/Molecular Genetics

Prerequisite: BIO 207. The focus of this course is on modes of genetic transfer, plasmids, and mobile genetic elements. Molecular techniques used in prokaryotic research will be emphasized. *Credit: 3 semesters hours.*

240 Virology

The nature and molecular biology of viruses and their relationship to the host cell. *Credit: 3 semester hours.*

248 Laboratory Techniques and Applications I

Project-based hands-on experience with a variety of modern cellular, biochemical, and molecular techniques. *Credit: 3 semester hours.*

249 Communication Skills in the Sciences

Prerequisite: BIO 207. An introduction to life science communication and the practical applications of oral and written formats of communication. *Credit: 3 semester hours.*

250 Topics in Immunology

Prerequisites: BIO 207, 208, 212. This course focuses on the organization and functions of the immune system, with a special emphasis on molecular biology and biomedical research. *Credit: 3 semester hours.*

253 Laboratory Techniques and Applications II

Second part of BIO 248. *Credit: 3 semester hours.*

275 Principles of Electron Microscopy

Corequisite: BIO 275L. This course is intended to instruct the student in the basic techniques of electron microscopy. It will also describe the analytical methods used to identify various biological systems. Cf. PHS 240. *Credit: 4 semester hours.*

275L Electron Microscopy

Corequisite: BIO 275. This course will instruct the student in the preparation of tissue for electron microscopy and the interpretation and analysis of electron micrographs. *Laboratory fee: \$60 per semester. Credit: 3 semester hours.*

299 Scientific Literacy and Integrity

Designed to assist graduate students in STEM disciplines in reading, interpreting, and discussing the responsible conduct of scientific research. *Credit: 3 semester hours.*

500; 500A Graduate Research Presentations

Students will present their research and participate in discussions. Enrollment and attendance are required of all graduate students. *Credit: 2 semester hours per semester for the first three semesters; 0 semester hours during subsequent semesters.*

599; 599A Departmental Seminar

Enrollment and attendance at this weekly seminar is required of all students. Presentations by invited speakers from St. John's and other universities and research institutions. *Credit: 1 semester hour per semester for first three semesters; 0 semester hours during subsequent semesters.*

700 Business in the Biological Sciences

This course introduces students to concepts of business such as management, marketing, finance, legal regulation, and intellectual property within the context of biological sciences. *Credit: 3 semester hours.*

708 Topics in Molecular Biology

Organization, function, regulation, and manipulation of genes at the molecular level. Applications of recombinant DNA technology to basic research medicine and biotechnology. *Credit: 3 semester hours.*

715 Yeast and Other Fungi as Experimental Organisms

The focus of the course is on molecular genetic manipulations of yeast and other fungi. *Credit: 3 semester hours.*

722 Biology of Aging

Current theories of aging. Emphasis will be on readings in one of the currently popular theories and its future development. *Credit: 3 semester hours.*

Research

350; 351 Internship in Biology

This research course is designed for M.S. students who wish to gain research experience outside of the University. *Laboratory fee: \$60 per semester.*

352; 353 Special Research in Biological Sciences

Consists of conferences on specialized topics and accompanying laboratory work. A formal written report is required. May not be repeated. *Credit: 3 semester hours per semester. Laboratory fee: \$100 per semester.*

550 Research Rotation I

Required of all doctoral students. This course represents the first laboratory experience in a research laboratory. *Credit: 3 semester hours. Laboratory fee: \$100 per semester.*

551 Research Rotation II

Required of all doctoral students. This course consists of a second laboratory experience in a research laboratory. *Credit: 3 semester hours. Laboratory fee: \$100 per semester.*

552 Research Rotation III

This course is an optional third laboratory experience. The goal is to give the student additional research experience. *Credit: 3 semester hours. Laboratory fee: \$100 per semester.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. Students enrolled in the thesis program are obliged to complete six credits of master's research. *Credit: 3 semester hours per semester. Laboratory fee: \$60 per semester.*

950 Doctoral Research

Original research leading to the doctoral degree. Doctoral students may register for 950 while completing degree requirements. However, upon the successful completion of all formal courses and qualifying examination, doctoral candidates must register for 950 until the dissertation is completed and the degree is awarded. No more than 15 credits of 950 will be counted towards the completion of the degree. *Credit: 3 semester hours per semester. Laboratory fee: \$100 per semester.*

Maintaining Matriculation, Comprehensive Examination, Qualifying Examination, and Thesis Defense

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

105D Doctoral Comprehensive Examination

Students should register for this placeholder section in the semester they will submit their dissertation proposal. *No credit.*

105Q Doctoral Qualifying Examination

Students should register for this placeholder section in the semester they will complete the qualifying examination. *No credit.*

105T Master's Thesis Defense

Master's students should register for this placeholder section in the semester they will defend their thesis. *No credit.*

925 Maintaining Matriculation

M.S. students who do not register for other courses must register for BIO 925 until all degree requirements are completed and the degree is granted. *No credit. Fees: \$100 per semester, \$60 laboratory; Total \$160 per semester. (Students who do not use laboratory facilities may petition the Chair and the Dean to waive the laboratory fee.)*

940 Maintaining Matriculation

Ph.D. students who have not registered for other courses must register for BIO 940. May not be taken consecutively for more than two semesters. *No credit. Fees: \$100 per semester, \$100 laboratory; Total: \$200 per semester. (Students who do not use laboratory facilities may petition the Chair and the Dean to waive the laboratory fee.)*

For a complete listing of approved courses, please contact the Dean's office.

Institute for Biotechnology (BIT)

Program of Study

Master of Science (M.S.) in Biological and Pharmaceutical Biotechnology

A collaborative, interdisciplinary effort between the College of Pharmacy and Health Sciences and St. John's College of Liberal Arts and Sciences, the M.S. program in Biological and Pharmaceutical Biotechnology prepares students for careers in the fastest-growing and most research-and-development intensive industries in America. Biotechnology is a collection of techniques from the disciplines of microbiology, biochemistry, and molecular

and cellular biology. Biotechnology companies include the large pharmaceuticals, small start-ups, information technology firms, clinical and research laboratories, and others. All of these companies are looking for skilled, self-motivated, proficient employees.

Entrance Requirements

Applicants to the program are required to submit the following items with their admission application:

- B.S. or B.A. equivalent with a major in life sciences or physical sciences
- Official transcripts reflecting a minimum GPA of 3.0 on a 4.0 scale
- Satisfactory GRE scores
- A minimum of two letters of recommendation
- International students who have not received a U.S. degree will also be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

The outlined curriculum provides a strong conceptual foundation upon which students can build the practical skills necessary to excel in this exciting field. Students must complete 33 credits, 18 of which are satisfied by the completion of the required core courses, including an off-campus internship taken in the final semester or after completing a minimum 21 credits with a 3.0 index or higher.

A student may transfer up to six graduate credits from another fully-accredited institution of higher learning to substitute for courses in the curriculum. The student should present a syllabus of the course for which he or she is requesting credit and an official transcript for the college or university to the Director of the Institute for Biotechnology. The syllabus will be evaluated by the Chair of the department offering the corresponding course in the curriculum. If it is deemed to be equivalent, the student will receive transfer credit for the course.

Core Courses (3 credits each)

BIT (BIO)	207	Biomolecules and Cell Structure
BIT (BIO)	248	Laboratory Techniques and Applications I
BIT (BIO)	249	Communication Skills in the Life Sciences
BIT (PAS)	252	Biostatistics
BIT (PHS)	270	Introduction to Biotechnology
BIT	900	Internship in Biotechnology

Elective Courses (3 credits each) – Choose five from among the following:

BIT (CHE)	201	Instrumental Methods of Analysis
BIT (PHM)	203	Research Methods in Pharmacology
BIT (BIO)	208	Molecular Genetics
BIT (BIO)	209	Bioinformatics

BIT (BIO)	212	Cell Biology
BIT (PAS)	215	Foundation of Regulatory Affairs
BIT (BIO)	236	Microbial Genetics I
BIT (PHS)	250;L	Cell and Tissue Culture; Laboratory
BIT (BIO)	253	Laboratory Techniques and Applications II
BIT (IPP)	255	Biotechnological Drug Delivery Systems
BIT (PAS)	256	Principles of Experimental Design
BIT (PHS)	257	Gene Technology in the Pharmaceutical and Health Sciences
BIT (PHS)	261	Laboratory in Gene Technology in the Pharmaceutical and Health Sciences
BIT (MCM)	263	Laboratory in Analysis of Biomacromolecules
BIT 264/MCM	265	Principles of Drug Design I
BIT (PAS)	265	Scientific Inquiry: Regulation and Ethical Challenges
BIT	352	Special Research in Biotechnology

Department of Chemistry (CHE)

Programs of Study

Master of Science (M.S.) in Chemistry

The Master of Science in Chemistry at St. John's University provides a strong background in all areas of chemistry: analytical, biological, inorganic, organic, and physical chemistry. The program offers two degree options – a thesis track and a non-thesis track. Students in the thesis track conduct research with a faculty member, exploring a chemistry topic in depth, and write and defend a thesis. Students in the non-thesis track take an extra course and sit for a Comprehensive Examination at the end of the program (See "Comprehensive Examination"). The program provides an opportunity for original investigation in a specialized field. For more information about current research areas, please see the department website. The master's program in chemistry may be completed through part-time study.

Entrance Requirements

The undergraduate preparation of the student who expects to undertake graduate work in chemistry is a B.S. in a chemical science. Alternately, a non-chemistry degree student may submit evidence of undergraduate preparation

that normally includes courses of eight or more credit hours in each of the following: inorganic chemistry, organic chemistry, analytical chemistry, physical chemistry, and general physics. In addition, he/she should be equipped with six credits of mathematics, including differential and integral calculus. Where there is a deficiency, the Department Chair will determine what basic courses the student must make up to matriculate for an advanced degree in chemistry.

Program Requirements

- 1. Program:** Students who elect to undertake a thesis as partial fulfillment of the degree requirements must complete a total of 30 credits, comprised of 24 lecture credits and six research credits. Students who elect to meet degree requirements without undertaking a thesis must complete a total of 33 credit hours and pass a comprehensive exam.
- 2. Required Courses:** All students must pass CHE 101, 111, 121, and 141.
- 3. Research:** Students in the thesis program must take CHE 900 Master's Research (six credits). This sequence of courses requires the completion of a research problem by the student under the supervision of a staff member and the presentation of the results in the form of a written thesis.

The research topic must be approved by the research advisor, the Chair, and the Dean. All research must be done at the University. In rare cases, permission may be obtained from the Dean to carry out a portion of the research outside the University.

- 4. Comprehensive Examination:** A written comprehensive examination is required of students in the non-thesis program. In the thesis program, an oral comprehensive examination is given that includes defense of the thesis (See "Comprehensive Examination").

Assistantships

A limited number of graduate assistantships are available for qualified students who meet all entrance requirements outlined above and in the Admission Requirements section in the front of this bulletin. The Department Chair and faculty will determine the responsibilities and professional development of graduate assistants.

B.S./M.S. in Chemistry

The Department of Chemistry offers an intensive, accelerated, combined degree program leading to both the Bachelor of Science and the Master of Science degrees in five years of full-time study. Qualified undergraduates will have completed their sophomore year with a 3.0 cumulative index and a 3.0 index in chemistry applicable to the major. They are enrolled into the program upon application. Provisional acceptance into the program may be granted to exceptional first- and second-year students.

Students enrolled in the B.S./M.S. program matriculate for a total of 147/148 credits. A total of 126/127 credits must be completed by the end of the fourth year, at which time the B.S. degree is awarded. Completion of a thesis and the remaining hours of coursework in the fifth year fulfill the requirements for the M.S. degree. All graduate students must successfully complete CHE 101, 111, 121, and 141.

For more details about the B.S./M.S. program and advisement, students are encouraged to contact the Department Chair at the earliest possible date.

Courses

101 Instrumental Methods of Analysis

A lecture and laboratory course on the application of modern physical and chemical techniques to chemical analysis. Emphasis is placed on the unifying principles underlying analog and digital data acquisition and evaluation. *Credit: 3 semester hours. Laboratory fee: \$100.*

103 Computer Applications in Science

Designed to prepare graduate students to fully utilize computer technology through the understanding of commercial software, and internet searching. *Credit: 3 semester hours.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

111 Advanced Inorganic Chemistry

Atomic structure, molecular bonding and structure, intermolecular forces, acid-base chemistry, coordination chemistry, descriptive chemistry, and organometallic chemistry are discussed in detail. *Credit: 3 semester hours.*

121 Advanced Organic Chemistry

The structure, energetics and reactivity of organic compounds are discussed in detail and are explored through discussions of Molecular Orbital Theory, advanced conformational analysis, and stereochemistry. *Credit: 3 semester hours.*

141 Chemical Thermodynamics

The laws of thermodynamics with chemical applications. Heat work, thermochemistry, entropy, free energy, chemical potential, chemical equilibrium. *Credit: 3 semester hours.*

145 Physical Chemistry of Macromolecules

Biophysical chemistry and physical polymer chemistry are united into a single course of study. Key concepts and principles of both fields will be investigated. *Credit: 3 semester hours.*

202 Separation Techniques in Chemistry

The underlying unity of differential migration techniques applicable in the fields of chemistry, biology, and the pharmaceutical sciences is the basis for this course. Current instrumentation and new trends in separations will be discussed. *Credit: 3 semester hours.*

207 Biochemistry

See *Biological Sciences* entry.

214 Bioinorganic Chemistry

The role of inorganic elements in compounds found in living systems. Topics covered include the role of metals in the biological electron transfer reactions, oxygen transport, enzymes, metal uptake, toxicity of metals, and chemotherapy. *Credit: 3 semester hours.*

224 Mechanisms of Organic Reactions

Aliphatic nucleophilic substitution, intramolecular cationic rearrangements, carbanions, carbenes, electrophilic aliphatic substitution, addition and elimination reactions, reactions of carbonyl compounds, and radical reactions. *Credit: 3 semester hours.*

227 Organic Spectroscopy

The principles of infrared, nuclear magnetic resonance, ultraviolet and visible spectroscopy, and mass spectrometry are presented. The primary emphasis is on spectral interpretation and structure determination. *Credit: 3 semester hours.*

231 Chemistry of Organometallic Compounds

The preparation, structure, and reaction chemistry of transition metal organometallic compounds. The chemistry of ligands possessing a metal to carbon bond is examined. Mechanisms for achieving various organometallic transformations are also discussed. *Credit: 3 semester hours.*

232 Supramolecular Chemistry

Organo-molecular interactions; non-covalent forces; synthetic systems/analytical techniques for probing same. Includes materials science, biomimetic chemistry, and nano-science. Assessed by mandatory research presentations. *Credit: 3 semester hours.*

233 Stereochemistry of Carbon Compounds

Chirality, optical activity, configurational and conformational stereoisomerism in acyclic and cyclic carbon compounds, geometrical isomerism, methods of determination of configuration and conformation are discussed. *Credit: 3 semester hours.*

236 Natural Products

The structure, synthesis, reactions, and biosynthesis of the most important naturally occurring organic compounds are developed. *Credit: 3 semester hours.*

237 Bioorganic Chemistry

This course provides an understanding of biological systems at the molecular level by applying the principles of Organic Chemistry. *Credit: 3 semester hours.*

238 Advanced Organic Synthesis

An in-depth study of modern synthetic methodologies, incorporating the elements of functional group transforms, mechanism, stereochemistry, conformational control, and strategy. *Credit: 3 semester hours.*

239 The Development of Modern Organic Chemistry

This course covers the discoveries, theories and techniques of the last 200 years, which brought organic chemistry to its present-day dramatic vigor. *Credit: 3 semester hours.*

242 Reaction Kinetics

This course involves the detailed study of the rates of chemical reactions, treatment of experimental data, theories of simple reactions, and mechanisms of complex reactions. *Credit: 3 semester hours.*

249 Quantum Chemistry

Exact solution to the Schrodinger equation for simple systems and methods of approximation for more complex systems. The application of wave mechanics to problems of chemical bonding. *Credit: 3 semester hours.*

250 Electronic Spectra and Group Theory

Theory of electronic and vibrational transitions in molecules and the spectra resulting from these transitions. Detailed discussion of group theory related to the determination of selection rules in molecular spectroscopy. *Credit: 3 semester hours.*

255 Chemical Bonding

Introduction to a quantitative understanding of chemical bonding with applications to atomic and molecular systems. The development and application of mathematical tools for classical and quantum mechanical description of molecular phenomena. *Credit: 3 semester hours.*

260 Independent Study

Experimental research is performed under the guidance of a faculty member. Permission of the Chair required. *Credit: 3 semester hours. Laboratory Fee \$100 per semester.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. Students enrolled in the thesis program are obliged to complete six credits of master's research. An approved research plan is required prior to registration for this course. *Credit: 3 semester hours per semester. Laboratory fee: \$100 per semester.*

925 Maintaining Matriculation

M.S. students who do not register for other courses must register for 925 until all degree requirements are completed and the degree is granted. *No credit. Fees: \$100 per semester.*

Additional Courses to Be Offered As Needed:

262; 263 Special Topics in Organic Chemistry

264; 265 Special Topics in Physical Chemistry

266; 267 Special Topics in Inorganic Chemistry

268; 269 Special Topics in Analytical Chemistry

For a complete listing of approved courses, please contact the Dean's office.

Department of Communication Sciences and Disorders (CSD)

Program of Study

Master of Arts (M.A.) in Speech-Language Pathology

The 48-credit Master of Arts degree program in Speech-Language Pathology offers educational courses and clinical experiences leading to ASHA Certification, New York State licensure, and the Professional Certificate as a Teacher of Students with Speech and Language Disabilities. The curriculum consists of three substantive divisions: basic communication processes, a fundamental core curriculum, and clinical studies. Each student must complete either 42 course credits and a six-credit master's thesis or 45 course credits and a three-credit research project or advanced research course. Students must also complete a minimum 400 hours of supervised clinical experience. All students must meet the knowledge and skills requirements for ASHA certification and the NYS license.

The Master of Arts education program in Speech-Language Pathology at St. John's University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language and Hearing Association, 2200 Research Boulevard, #310, Rockville, MD, 20850, 800-498-2071 or 301-296-5700.

Entrance Requirements

Admission into the program requires a B.A. degree (with a minimum cumulative index of 3.0), competence in oral and written communication; three letters of recommendation; a 300-word written statement of career goals; three credits of undergraduate coursework in each of the following: biology, physical science (either chemistry or physics), and statistics; six credits of undergraduate coursework in behavioral and/or social sciences; and 18–21 credits of undergraduate coursework in the speech and hearing sciences, anatomy and physiology of speech, phonetics, language acquisition or linguistics, audiology, and speech-language pathology. Graduate Record Examination (GRE) scores are required.

Students must demonstrate a level of English language proficiency commensurate with the demands of graduate-level academic and clinical coursework. As per ASHA's 1998 Technical Report, *Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations*, students who speak with accents can effectively provide speech, language, and audiological services as long

as they have the expected level of knowledge and skills, and are capable of providing needed models. International students who have not received a U.S. undergraduate degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency. Prior to matriculation in the program, students will be required to undergo and successfully pass a Criminal Background Check (See "Criminal Background Checks").

Degree Requirements

A. Required Courses: All students must complete a minimum 15 credits of required coursework in basic communication processes (CSD 201, 202, 203, 204, 210). Students are required to take an aural rehabilitation course on the graduate level (CSD 214 or 354) if they do not complete this requirement at the graduate level.

B. Major Concentration: Students select professional courses in speech-language pathology, taking at least 21 graduate credits in the major area of study, with the courses selected in consultation with the student's advisor.

C. Residency: Each student must satisfy a full-time residence requirement (a minimum of nine credits) during one academic semester, excluding summers.

D. Practicum: Students must complete a minimum 400 hours of supervised clinical experience, distributed among several categories of communication disorders across the lifespan. A student may apply up to six credits of practicum toward the 48 credits required for the degree (CSD 405, 407, 408, 420).

E. Advanced Research: Students must select either an advanced research course (CSD 440 or 452) or Master's Thesis Research (CSD 900). Students must have a minimum GPA of 3.5 to complete a thesis.

F. Comprehensive Examination: Students are required to take a written comprehensive examination during the last semester of coursework, unless they are enrolled in CSD 900 Master's Thesis Research.

Certificate: Teacher of Students with Speech and Language Disabilities

Students will be eligible to obtain a Certificate as Teacher of Students with Speech and Language Disabilities (TSSLD) issued by the New York State Department of Education provided that they meet the education, practicum (student teaching), and observation requirements as required by the New York State Department of Education. The M.A. program coursework meets requirements for the TSSLD certificate, and students who complete the degree, including CSD 407, will be endorsed for certification.

Doctor of Audiology (Au.D)

The Long Island Au.D. Consortium

Three academic institutions on Long Island—Adelphi, Hofstra, and St. John's Universities—have joined together to offer their combined resources for a ground-breaking Doctor of Audiology program. Students have access to the resources of all three schools, including the laboratories, equipment, faculty, and externship sites. The objective of this clinical program is to produce highly-skilled practitioners who have the ability to perform the wide variety of diagnostic, remedial, and other critical services included within the scope of practice for audiologists to meet the ASHA requirements for certification.

Each audiology doctoral student selects a home university, but the Audiology faculty reserves the right to assign students to another campus to balance enrollment among the participating universities, as needed. The home institution maintains student transcripts, provides advisement, and monitors ASHA certification and New York State licensing requirements. The home institution awards the degree, noting that it was completed in conjunction with the two other universities. All coursework and practica are administered through the consortium. Admission to the Au.D. Consortium Program requires completion of a bachelor's degree from a regionally accredited institution. Applicants are admitted based on established admission criteria. One applies for the Au.D. program through Adelphi University.

The curriculum includes advanced coursework in vestibular assessment, hearing aid technology, early intervention, and electrophysiology. Consistent with the 2012 Standards for the Certificate of Clinical Competence in Audiology (CCC-A) described by ASHA, the program of study for the Au.D. consists of a minimum 86 post-baccalaureate semester credit hours of academic coursework, including a minimum 12 months full-time equivalent of supervised clinical practicum in the requisite areas of foundations of practice, prevention and identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Facilities

The Speech and Hearing Center, located off campus at 152-11 Union Turnpike, serves as a training facility for students while providing diagnostic and remediation services to the community. It has substantial resources including tests, materials, and instrumentation necessary to provide required practicum experiences. The center is open six days a week, including evenings. More than 100 outside facilities, including medical centers, hospitals, schools, day care centers, and nursing homes also serve as externship sites for students, providing experience in a variety of settings.

Courses

M.A. in Speech-Language Pathology

201 Introduction to Research Methods

Prepares students to become well-informed consumers of research. Principles and practices of scientific research, including experimental design, statistical methods, and application to clinical practice. *Credit: 3 semester hours each semester.*

203 Models of Language Behavior

Psycholinguistic theories of language and speech development, including syntax, semantics, and pragmatics. Relation between language and cognition, including attention, perception, storage, and retrieval. *Credit: 3 semester hours.*

210 Assessment of Speech-Language Problems

Assessment of speech and language disorders including developmental status, differential diagnosis, use and limitations of standardized instruments, scoring and interpretation, and application of dynamic assessment procedures. *Credit: 3 semester hours.*

308 Voice, Resonance, and Fluency

Normal and abnormal adaptation of voice, resonance, and fluency across the lifespan; materials and instrumentation for voice, resonance, and fluency assessment and intervention. *Credit: 3 semester hours.*

312 Motor Speech Disorders

Understand the basic neuromuscular systems and pathological disturbances, acquired and developmental causes, and diagnosis, treatment, and management of motor speech disorders. *Credit: 3 semester hours.*

315 Augmentative Communication Systems

Alternate communication systems for individuals across the range of communication handicaps, including sign systems, Bliss symbols, communication boards, electrical-mechanical aids, and other assistive technologies. *Credit: 3 semester hours.*

317 Acquired Language Disorders

Syndromes of language impairments resulting from neurological damage. Includes differential diagnosis and rehabilitation of pathologies in the adult population (e.g., aphasia, traumatic brain injury, dementia). *Credit: 3 semester hours.*

318 Developmental Language Disorders

Characteristics, assessment, and treatment of language disorders in children resulting from syndromes, autism, receptive/expressive language problems, cognitive deficits, and social/pragmatic deficits, using evidence-based criteria. *Credit: 3 semester hours.*

321 Assessment and Intervention of Infants, Toddlers, and Pre-School Children

This course focuses on typical and atypical development of children from birth to five years. Aspects of physical, cognitive, speech-language, feeding, and social-emotional development are covered. *Credit: 3 semester hours.*

322 Communication Problems of Geriatric Persons

Study of the speech, language, and hearing difficulties affecting the geriatric population, and the relationship of social adjustment and health concerns of this population to communication disorders. Identification of support groups available, and federal legislation pertinent to the needs of this population. *Credit: 3 semester hours.*

325 Studies in Bilingualism

Theories of bilingual first and second language acquisition and bi-dialectal use for speech, language, and literacy skills in typical and atypical development across the lifespan. *Credit: 3 semester hours.*

329 Neuroanatomy and Neuropathology of the Speech System

Functional classification and principles governing brain function; levels of organization of speech motor function; clinical/diagnostic technologies in medical speech-language pathology and research. *Credit: 3 semester hours.*

330 Speech-Language Pathology Practice in Educational Settings

Implementing speech-language services in schools. Service delivery models; education law; due process; strategies for effective participation in services for speech- and language-impaired students. Includes 15 hours of observation. Required for students enrolled for the NYS TSSLD. *Credit: 3 semester hours.*

331 Principles of Dysphagia

Swallowing physiology; behavioral and mealtime correlates of swallowing; associated diagnoses and conditions; evaluation methods; treatment and management; clinical decision-making and counseling. *Credit: 3 semester hours.*

340 Special Topics in Speech-Language Pathology

The course is devoted to the in-depth study of areas of speech-language pathology to which no standard course is dedicated and whose study is felt to be warranted. *Credit: 3 semester hours.*

341 Management of Pediatric Dysphagia in a Developing Country

Anatomy and neurophysiology of normal swallowing and pathophysiology in infants and children. Assessment, treatment, management, and models of delivery in the U.S. and in a developing country. *Credit: 1 semester hour.*

343 Global Perspectives on Communication Disorders

How societal expectations, parenting styles, social resources, access to information and education/therapeutic services influence developmental outcomes when a communication disorder exists. *Credit: 1 semester hour.*

354 Habilitation of Children Who Are Deaf or Hearing Impaired

Theories of language, speech production, and perception of children with hearing loss. Current approaches to assessment, speech training, and the use of sensory aids including computer-based devices and cochlear implants. *Credit: 3 semester hours.*

381 Cultural Diversity in Speech-Language Pathology and Audiology

Methods of assessment and intervention focusing on alternate practices that address the impact of diversity on language, speech, and literacy skills in multicultural and multilingual populations. *Credit: 3 semester hours.*

405; 406 Speech-Language Pathology Practicum I; II

Clinical evaluation and remediation of disorders of speech and language; on- and off-campus sites; children and adults. Approximately 50-60 hours of direct clinical practice. May be repeated for a maximum three credits. Sufficient background in coursework required. *Credit: 1-3 semester hours.*

407 Practicum in Speech-Language Pathology in Educational Settings

Prerequisite: CSD 330. School-based practicum (student teaching). Minimum 150 hours of direct contact/15 hours of observation. Authorization of Completion Letter must be filed with the NYS Department of Education for this experience to fulfill requirements for state teacher certification. *Credit: 2 semester hours.*

408 Speech Pathology Practicum in Adult Setting

Clinical evaluation, treatment, and remediation of disorders of speech, language, cognition, and swallowing; off-campus site with adults. Minimum 60 hours of direct clinical practice. May be repeated for a maximum three credits. Sufficient background in coursework required. Must register with clinical coordinator. *Credit: 1-3 semester hours.*

Doctor of Audiology (Au.D.)

Required Courses

501 Advanced Audiology

This course will integrate theoretical and practical aspects of audiologic assessment. The standard audiometric battery (pure tone air and bone conduction testing, speech testing, and acoustic immittance testing) will be presented in detail, preparing students with the skills necessary to administer these tests and to interpret test results. Current ASHA documents concerning the scope of practice of audiology, practice patterns in audiology, and guidelines for audiometric assessment and screening will be discussed. An overview of selected topics in audiology with discussion of other specialized diagnostic audiometric tests will also be provided. *Credit: 3 semester hours.*

502 Research Methods

This course will prepare students to become well-informed consumers of research. Students will learn the principles and practices of research, including experimental design, statistical methods, and application to clinical practice. *Credit: 3 semester hours.*

503 Anatomy, Physiology, and Neurology of the Auditory and Vestibular Mechanisms

This course will provide a description of normal anatomy and neuroanatomy of the auditory and vestibular systems. Theories of physiology and the effects of certain pathological conditions on normal physiology will also be discussed. *Credit: 3 semester hours.*

504 Auditory Pathologies

Students will gain knowledge and understanding of the pathologies in the auditory system, their audiological and medical diagnosis and treatment. Emphasis is placed on the differential diagnosis of auditory, cortical, and vestibular pathologies using behavioral and electrophysiologic techniques. *Credit: 3 semester hours.*

505 Psychoacoustics

This course provides an advanced level of study of the psychoacoustic principles involved in the practice of audiology. Laboratory exercises in the topic areas are required. *Credit: 3 semester hours.*

506 Genetics

This course explores embryologic development and various teratogenic agents that affect development, particularly those related to genetic mutations affecting speech, language, and/or hearing. The application of clinical and molecular genetics to the diagnosis and treatment of syndromic and non-syndromic communication disorders will be discussed. The clinical features of genetic syndromes and disorders associated with speech, language, and hearing disorders will be described, and management strategies will be introduced. *Credit: 3 semester hours.*

507 Aural Rehabilitation

This course provides an advanced level of study of the effects of hearing loss, noise, and reverberation on the process of auditory (and auditory-visual) speech perception. Also discussed are the factors involved in amplification selection (including cochlear implants) and the benefits of assistive listening devices and sensory aids. Issues concerning the Deaf and Deaf Culture are covered, but the emphasis of the course is on auditory approaches to aural (re)habilitative assessment and intervention. *Credit: 3 semester hours.*

508 Acoustics and Instrumentation for Audiologists

Students learn fundamental concepts of acoustics in clinical audiology practice and its related clinical and research instrumentation. Topics related to sound measurement, noise legislation, and hearing conservation are also discussed. Laboratory exercises required. *Credit: 3 semester hours.*

509 Speech-Language Pathology for Audiologists

This course will provide students with an appreciation of the diversity of speech and language disorders across the lifespan, and the relationship of cultural factors to communication and speech and language disorders. Students will learn to identify symptoms and behaviors associated with specific speech and language disorders and will be prepared to screen for same and to make appropriate referrals for more comprehensive evaluations. *Credit: 3 semester hours.*

510 Amplification I

This course will provide a background on the effects and management of hearing loss using amplification. Hearing aid design, electroacoustic characteristics of hearing aids, and recent advances in hearing aid technology will be covered. State and Federal hearing legislation, including current ASHA guidelines on amplification systems will be discussed. Circuit options and components of personal hearing aids will be studied in detail. Laboratory exercises in the areas of electroacoustic analysis, otoscopic examination, and earmold acoustics/impressions/modifications will be required. *Credit: 3 semester hours.*

511 Pediatric Audiology

This course will provide an advanced level of study of the audiological principles and practices specific to children. Topics will include embryological and fetal development of the auditory and vestibular structures; the development of auditory behavior; identification audiometry; and pediatric audiological evaluation procedures, including behavioral protocols, immittance testing, ABR testing, and OAE testing. Counseling families with hearing-impaired children will also be covered. Lectures will be accompanied by laboratory exercises, allowing students to make

informed decisions about test protocol selection and implementation for the pediatric client. *Credit: 3 semester hours.*

512 Electrophysiology I

Procedures for evaluating the auditory system in children and adults, including the recording techniques, interpretation, clinical application, and synthesis of results using auditory evoked potentials will be covered. This will be accomplished via lectures and hands-on workshops. Students will be required to perform laboratory exercises and demonstrate proficiency in performing each test. Case examples will be studied. *Credit: 3 semester hours.*

513 Electrophysiology II

This course will provide an in-depth discussion of otoacoustic emissions: principles and clinical applications; middle-latency auditory evoked potentials; basic issues and potential applications; and late cortical event-related potentials to auditory stimuli. Basic issues and potential applications. *Credit: 3 semester hours.*

514 Amplification II

This course will provide students with an understanding of the principles and practices of hearing aid dispensing, including assessment for candidacy, prescriptive fitting protocols, validating and verifying hearing aid outcomes, and considerations in special populations and audiometric configurations. *Credit: 3 semester hours.*

516 Central Auditory Processing

This course will describe the anatomical and neurophysiological aspects of auditory processing. The course will discuss the nature and causes of auditory processing disorders, including their symptomatology, assessment, treatment, clinical management and referrals. The impact of auditory processing disorders on language and learning will be discussed and recommendations for maintaining treatment efficacy data will be presented. *Credit: 3 semester hours.*

517 Advanced Research Seminar

This seminar is designed to assist the Level 3 AuD student in formulating, developing and executing a clinical research project. Concepts of research design and statistical analyses will be discussed with regard to individual projects in seminar fashion. *Credit: 3 semester hours.*

518 Vestibular Assessment and Management I

This course will provide a theoretical understanding and practical knowledge of the vestibular system, and its objective diagnosis via Videonystagmography (VNG) and Electronystagmography (ENG). This is accomplished via lectures, demonstrations, and hands-on laboratory workshops using VNG instrumentation. *Credit: 3 semester hours.*

519 Cochlear Implants

This course is designed to give students an understanding of the medical, surgical,

engineering, and audiological aspects of cochlear implants, including speech processor programming, and the (re)habilitative programs and strategies used with infant, child, and adult implant recipients. *Credit: 3 semester hours.*

521 Amplification III

This course provides an advanced level of study of hearing aid design and selection. Concepts and procedures introduced in Amplification I and Amplification II will be expanded upon, and verification and validation methods associated with advanced technology will be discussed and demonstrated. Laboratory exercises in the topic areas will be required. *Credit: 3 semester hours.*

522 Vestibular Assessment and Management II

Evaluation of balance function beyond electronystagmography including Rotational and Posturographic tests, and Vestibular Evoked Potentials; programs and protocols for vestibular rehabilitation will also be detailed. *Credit: 3 semester hours.*

541 Intraoperative Monitoring: Audiology in the Operating Room

This course is designed to introduce the advanced audiology student to the growing field of neurophysiologic intraoperative monitoring. The course will present the anatomic and physiologic bases of monitoring for spine, neck, cranial, and cardiothoracic and peripheral nerve surgeries. SSEP, MEP, ABR, CNAP, CMAP, and EMG tools; the evaluation of the data from these tools; and the effects of surgical, patient, and anesthesia control on the interpretation of these data. *Credit: 1 semester hour.*

544 Business Practices in Audiology

This course examines planning and execution of a comprehensive, quality, cost-effective private practice in audiology. Content includes variables such as the physical layout, location, organization, and marketing of a private practice. Methods of procuring instrumentation, retaining patient populations, and the business of audiology including hearing aid dispensing will be discussed. *Credit: 3 semester hours.*

546 Pharmacology/Ototoxicity

This course explores theories in pharmacology including drug absorption, bioavailability, administration and treatment, mechanisms of interaction, and toxicity related to the ear, hearing and the vestibular mechanism. Methodologies and technologies for monitoring use of ototoxic medications will be explored. *Credit: 3 semester hours.*

547 Cerumen Management

This course will provide students with the knowledge and skills necessary for proficiency in cerumen management. In accordance with ASHA 1992 guidelines, students will acquire practical, supervised training in the use of hand-held, video, and pneumatic Otoscopy, recognition of the external auditory canal (EAC)

and tympanic membrane (TM) condition, and removal of cerumen when it can be performed comfortably and safely. *Credit: 1 semester hour.*

549 Counseling in Audiology

This course will provide students with the knowledge and skills necessary to conduct effective audiologic counseling to patients and their families/caregivers based on individual patient need and cultural sensitivity. Counseling techniques will be tailored to specific audiologic diagnoses and services. *Credit: 3 semester hours.*

550 Current Issues in Audiology

This course provides students with an in-depth discussion of current and relevant topics in audiology with some invited lectures. Topics include, but are not limited to: auditory neuro-anatomy, geriatric audiology, tinnitus management, deafness, global audiology, multicultural and bilingual audiology, legislation, and inter-professional education. *Credit: 3 semester hours.*

560 Clinical Instruction in Audiology

This course is designed to introduce the student to the basic principles and procedures involved in assessment of the auditory system and rehabilitation of auditory disorders. Students will learn clinical procedures for conducting a diagnostic behavioral evaluation using pure tone, speech and Immittance audiometry. Procedures for the various tests will be described and students will begin to gain hands-on experience in their home institution clinics. Interpretation of clinical data and generating a diagnostic statement and recommendations will be stressed. Issues involved in counseling and taking case histories for diverse populations will be addressed. Various professional and legal issues, such as licensure and certification requirements, Code of Ethics, and confidentiality will be discussed. *Credit: 3 semester hours.*

561; 562 Clinical Practica in Audiology: In-House

Study the development of advanced clinical and rehabilitative audiology skills, the clinical application of theory and concepts obtained in advanced audiology coursework. Seminars: open discussion forums encouraging discussions on specific clinical problems, disorders, situations, case resolutions, and diagnoses they have been involved with at their various placements. *Credit: 1 semester hour each.*

563; 564; 565 Clinical Practica in Audiology

Study the development of advanced clinical and rehabilitative audiology skills, the clinical application of theory and concepts obtained in advanced audiology coursework. Seminars: open discussion forums encouraging discussions on specific clinical problems, disorders, situations, case resolutions, and diagnoses they have been involved with at their various placements. *Credit: 1 semester hour each.*

568 Clinical Practicum in Speech-Language Pathology

Supervised clinical practice in speech-language pathology. *Credit: 1 semester hour.*

570 Clinical Externship in Audiology

This seminar course, conducted during the clinical externship experience, is designed to supplement the student's understanding of the advanced principles and practices of diagnostic audiology, balance disorders, audiologic (re) habilitation, electrophysiological measures and audiological counseling. Further seminar discussion will include review of ASHA guidelines/requirements and New York State license requirements for practicing Audiologists. Seminar will include but is not limited to discussion and presentation of audiologic cases from routine to challenging. *Credit: 3 semester hour.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

For a complete listing of approved courses, please contact the Dean's office.

Department of English (ENG)

Programs of Study

English graduate studies at St. John's feature combined Bachelor of Arts/Master of Arts (B.A./M.A.), Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.) degree programs. We offer courses in traditional and emerging fields of literature, cultural studies, critical theory, and writing and composition studies. All English graduate courses are seminars taught by research faculty who are committed to teaching and mentoring graduate students. The M.A. and Ph.D. programs are designed for both full-time graduate students and for professional educators, administrators, and writers who want to pursue an advanced degree part-time. The English graduate curriculum offers students the flexibility to develop individualized programs of study that meet their intellectual and professional goals. Because the number of required courses for each program is limited, the curriculum appeals to students seeking either broad exposure to advanced English studies or more intensive concentrations in specific fields. Among the areas of study are British and American literary history, creative writing, composition studies, and interdisciplinary fields such as American studies, gender studies, and postcolonial studies. The department also sponsors a student-edited journal, *The St. John's Humanities Review*, and hosts an annual Graduate Student Conference.

B.A./M.A. in English

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study. Students who have been accepted into the program take one graduate course each semester of their junior and senior years; this course counts toward both the B.A. and M.A. degrees. In the fifth year, students may take the remaining seven graduate courses needed to complete the degree; in their final semester, students fulfill the portfolio requirement, described below.

Entrance Requirements

Qualified undergraduates who have completed their sophomore year with a 3.0 cumulative index and a 3.0 for 12 credits in English are encouraged to apply. Two letters of recommendation from faculty who teach in the English graduate program are required.

Program Requirements

Students in the B.A./M.A. program matriculate for a total of 147 credits, 33 of which must be at the graduate level. After completion of the baccalaureate degree, students may enroll full-time on the graduate level for the fifth year. Students have the option of writing a master's thesis in their final year of the program to fulfill three of their M.A. credits. Students who plan to write a thesis should register for ENG 900: Master's Research.

Master of Arts (M.A.) in English

The M.A. program in English is designed for students interested in a broad but intensive engagement with literary, cultural, and composition studies. Recent graduates of the M.A. program have received fellowships for doctoral study at some of the best graduate programs in the U.S. and abroad. Other graduates have been accepted at prestigious law schools, established careers in publishing and editing, and obtained tenure-track secondary school teaching positions.

The English master's degree curriculum offers students the opportunity to develop programs of study that meet their intellectual and professional goals. Because there is only one required foundational course (ENG 100 Modern Critical Theories), the program provides flexibility for students seeking either broad exposure to advanced English studies or more intensive concentrations in specific fields. The master's program offers seminars in the major periods of literary history (medieval, early modern, Restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial) as well as many interdisciplinary courses. All students submit a portfolio of their graduate work in their final semester, containing representative essays and a critical synthesis of their work while in the program. Students also have the option of writing a master's thesis to fulfill three of their M.A. credits. Students who plan to write a thesis should register for ENG 900 Master's Research.

Entrance Requirements

Students entering the M.A. program must present at least 24 credit hours of undergraduate preparation in English. All students must submit acceptable scores for the Graduate Record Examinations (GRE) General Test; the Subject Test is not required.

Program Requirements

Students must take a minimum of 33 credit hours, and those receiving Graduate Assistantships can receive tuition support up to but not beyond 33 credits. If students opt to write a master's thesis in their final year of the program to fulfill three of these credits, they should register for ENG 900 Master's Research.

The only course required of all M.A. students is ENG 100 Modern Critical Theories, which should be taken during the student's first year of study. Otherwise, students are free to choose courses that suit their needs and interests. All courses in the English graduate curriculum are open to students in the M.A. program.

Students must submit a portfolio project in their last semester of study. This portfolio of written work serves as the non-credit capstone project for the master's program. The portfolio consists of three representative papers from three different courses, one of which should be revised substantially according to the professor's instructions and suggestions. Accompanying the portfolio is a 10-page critical overview in which the student offers a synthesis of her work in the program, referring to the portfolio essays and their revision as indication of the student's growth as a reader, scholar, and writer. A committee comprised of English faculty evaluates these portfolios.

Assistantships

Graduate assistantships are available on a competitive basis through the English department. These assistantships provide tuition remission and a stipend in exchange for research support to faculty or tutoring in the University Writing Center. New students who are interested in an assistantship should indicate their interest on the application form. Current students should submit a full graduate school application, including a statement of purpose, two letters of recommendation, and a writing sample to the English Chair. The deadline for assistantship applications is February 15.

Doctor of Philosophy (Ph.D.) in English

Note: Current Doctor of Arts (D.A.) students should refer to the Graduate Bulletin that corresponds to their term of admission for that program's requirements and regulations.

The Ph.D. program in English is a terminal degree that combines advanced study in literary, cultural, and composition studies with preparation for teaching. It offers courses and research opportunities in traditional and emerging fields of

literature, cultural studies, critical theory, writing, and composition studies. At the same time, it emphasizes the theory and practice of pedagogy, especially writing pedagogy, to prepare students for English and interdisciplinary college teaching. The program is designed for both full-time graduate students and professional educators, administrators, and writers who want to pursue a doctoral degree part-time.

The English Ph.D. curriculum provides a foundation in critical theory and writing pedagogy, while offering students the opportunity to develop programs of study that meet their intellectual and professional goals. The program offers seminars in the major periods of literary history (medieval, early modern, Restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial) as well as many interdisciplinary courses. After completion of their coursework, Ph.D. students, in consultation with department faculty, design three exam areas in fields the student wishes to claim as areas of specialization. Following successful completion of the exams, the student works with a committee of three or more faculty on a dissertation, to be defended orally.

Entrance Requirements

1. Applicants must present verification of their completion of a bachelor's degree, with a minimum of 24 credits in English.
2. Applicants must possess at least a cumulative G.P.A. of 3.0 and a 3.5 in English courses.
3. Applicants must submit acceptable scores for the Graduate Record Examinations (GRE) General Test. The subject GRE Test is not required.
4. Applicants possessing a master's degree with at least 15 graduate credits in English and an index of at least 3.5 in these courses can receive advanced standing up to 18 credits, as determined by the Department's Admissions Committee and the Dean.
5. Applicants must submit three letters of recommendation, two of which need to be academic letters attesting to the applicant's work as a student.
6. Applicants must also submit a recent sample of written work, as well as a personal statement detailing the student's professional goals.

Program Requirements

1. The Ph.D. degree entails 48 credits of coursework and six credits of dissertation research, for a total of 54 credits. Applicants who apply with an M.A. or M.F.A. in English can receive up to 18 credits of advanced standing. Students in the program must maintain a minimum GPA of 3.0; courses for which the student receives a grade lower than a "B" will not count towards the degree.
2. Students must take ENG 100: Modern Critical Theories and ENG 110: Introduction to the Profession. The student determines

all remaining courses in consultation with a faculty mentor.

3. All students must demonstrate proficiency in a foreign language prior to taking their comprehensive exams by one of the following: 1) a grade of "B (3.0)" or better in an advanced college-level language class that requires reading proficiency in the language (3000-level or above at St. John's or the equivalent at another college or university, with the approval of the graduate program director); 2) successful completion of a translation exam administered by the English faculty.
4. A student will be evaluated at the completion of 24 credit hours of graduate work to determine whether or not he or she is qualified to continue in the program.
5. Upon successful completion of coursework, students must pass an oral comprehensive examination. The student selects three graduate faculty to serve on his or her exam committee, who then work closely with the student to design three areas of specialization. The student, in consultation with his or her committee, assembles a reading list of approximately 25 books and critical essays for each of the three exam areas. In addition to providing an opportunity for the student to demonstrate her mastery in these exam areas, the comprehensive exam serves as preliminary research for the dissertation.
6. After successfully completing the comprehensive examination, the student will undertake the dissertation for a minimum of six credits. Students complete these six credits by attending the Dissertation Writing Workshop (ENG 975) for two semesters. After these two semesters, students must register for one credit of ENG 975 each semester until the dissertation is successfully defended. Students select a topic that will enable them to apply their learning to an original problem in contemporary scholarship, criticism, pedagogy, or the profession.

Fellowships

Doctoral fellowships are available on a competitive basis through the English Department. These assistantships offer a stipend and provide the experience of teaching one course per semester or the equivalent time tutoring in the University Writing Center. New students who are interested in a fellowship should indicate their interest on the application form. Current students should submit a full graduate school application, including a statement of purpose and three letters of recommendation, to the Department Chair.

Courses

Theory, Pedagogy and the Profession

100 Modern Critical Theories

Graduate-level introduction to the key concepts and thinkers of the twentieth century in literary theory, from structuralism onward. *Credit: 3 semester hours.*

110 Introduction to the Profession

This course surveys the historical development of English departments, the breadth of contemporary English studies, and various research methods for the humanities. *Credit: 3 semester hours.*

120 Composition Theory and the Teaching of Writing

Overview of the histories and theories of composition studies. Examines key historical and contemporary theories and effective practices for teaching writing at the postsecondary level. *Credit: 3 semester hours.*

130 Theories of Literacy

Critical examination of social and linguistic perspectives on literacy. Focuses on sociocultural and linguistic diversity, its relation to the origins and development of schooling, and the implications of such diversity for contemporary literacy instruction and evaluation. *Credit: 3 semester hours.*

135 Critical Issues in the Teaching of Writing

A course considering significant and/or timely theoretical, historical, and pedagogical issues in the teaching of writing. *Credit: 3 semester hours.*

140 Topics in Theory

This course gives students a deeper framework into theoretical interventions and conversations on pedagogy, discourse, literature, rhetoric, and other topics central to English graduate study. *Credit: 3 semester hours.*

141 Writing in the Academy

This course introduces students to the history and current status of English studies' involvement in writing instruction beyond first year and general education composition courses. *Credit: 3 semester hours.*

150 Critical Race Theory

A critical examination of literature, laws, institutions, and cultural forms that have shaped categories of race and racially-based norms. *Credit: 3 semester hours.*

152 Research Methods in English Studies

This course examines advanced research and writing in English Studies broadly construed, including digital humanities and social science protocols. *Credit: 3 semester hours.*

170 Authorship, Ownership, Appropriation, and Remix

This course will consider how boundaries of authorship are tightened, maintained, or expanded as texts are created, owned, shared, stolen, and/or exchanged. *Credit: 3 semester hours.*

180 African-American Literacies and Education: Eighteenth and Nineteenth Centuries

This course examines the educational practices of African-Americans from formal schooling, to methods of reading and writing, and to literary societies and associations. *Credit: 3 semester hours.*

185 African-American Literacies and Education: Twentieth and Twenty-First Centuries

This course examines African-American sociopolitical ways of reading and writing words and world over the last two centuries and their implications for education. *Credit: 3 semester hours.*

190 Digital Pedagogy

Introduces students to methods and theories of digital pedagogy and online learning. May be taught as a hybrid online course. *Credit: 3 semester hours.*

195 Digital Literary Studies

Investigates how digital technologies impact the way we read literary texts and introduces students to debates and practices in the digital humanities. *Credit: 3 semester hours.*

Medieval

200 Medieval Literature: Critical Theoretical Approaches

This course considers a range of late medieval literary works with close attention to questions and representations of difference: social, sexual, national, racial, and religious. *Credit: 3 semester hours.*

210 Medieval Literature in Historical Contexts

This course examines a range of medieval genres, including lyric, travel writing, romance, and drama, together with important historical context and recent critical work. *Credit: 3 semester hours.*

230 Chaucer

This course considers selected tales in the context of the *Canterbury Tales* as a whole, introducing some important historical and literary-critical approaches to the work. *Credit: 3 semester hours.*

250 Medieval Drama

This course examines selected late medieval English regional plays and performance histories. Topics may include civic identity, work and gender, devotional practice, and heterodoxy. *Credit: 3 semester hours.*

260 Medieval Romance

This course explores romance, an important and protean literary form, as it developed from the late twelfth century to the end of the fifteenth century. *Credit: 3 semester hours.*

270 Medieval to Early Modern

This course considers the transition from the fifteenth to the sixteenth century in England, examining relations among literary production, performance practice, and religious controversy. *Credit: 3 semester hours.*

280 Topics in Medieval Studies

This course considers literary work by, for, and about women from the tenth to the fifteenth century, historicizing and theorizing writing in relation to gender. *Credit: 3 semester hours.*

Early Modern

300 Shakespeare and Early Modern Studies

Placing Shakespeare's plays in twenty-first century scholarly context, this course engages the intellectual trends currently shaping early modern studies. *Credit: 3 semester hours.*

310 Shakespeare's Media: Print, Performances, and Film

Paying special attention to media cultures from the Elizabethan stage to twenty-first century film, this course examines how "Shakespeare" becomes meaningful to many different audiences. *Credit: 3 semester hours.*

320 Elizabethan Drama

Using a variety of critical approaches, this course explores plays written by Shakespeare and his contemporary playwrights during the reign of Queen Elizabeth I. *Credit: 3 semester hours.*

330 Jacobean Drama

Using a variety of critical approaches, this course explores plays written by Shakespeare and his contemporary playwrights during the reign of King James I. *Credit: 3 semester hours.*

340 Spenser and the Elizabethan Renaissance

This course considers the poetry and prose of Edmund Spenser within the broader context of Tudor culture in England and Ireland. *Credit: 3 semester hours.*

345 Shakespeare's London: Page, Stage, and Place

This study abroad course considers Shakespeare in local context, from the replica Globe Theater to the print shops of St. Paul's. *Credit: 3 semester hours.*

350 Milton and the English Civil Wars

Examines Milton's poetry and prose in the context of major cultural debates produced during the civil wars (1642-1646, 1648), the Interregnum (1649-1660), and Restoration (1660-1685). *Credit: 3 semester hours.*

355 Renaissance Lyric Poetry

Engaging the celebrated generation of Philip Sidney and John Donne, this course explores lyric poetry through creative imitation, literary theory, textual analysis, and other modes. *Credit: 3 semester hours.*

370 Topics in Shakespeare

Treating "Shakespeare" as both cultural symbol and historical author, this course employs historicist, literary, cultural, and experimental approaches to his works and legacy. *Credit: 3 semester hours.*

380 Topics in Early Modern Studies

Utilizing a thematic approach to Early Modern studies, this course employs historicist, cultural, and textual methods to analyze poetry and prose from the period. *Credit: 3 semester hours.*

Restoration and Eighteenth Century

400 The Novel to 1800

Considers a variety of topics related to the novel's emergence and dominance in the long eighteenth century (1660-1800). *Credit: 3 semester hours.*

410 Restoration and Eighteenth-Century Poetry

A study of the forms and conventions of poetry from 1660 through early Romanticism, including Augustanism, satire, pastoral, empire, labor, abolitionism, sexuality, politics, and modernity. *Credit: 3 semester hours.*

420 Restoration and Eighteenth-Century Drama

Examines the reopening of the theaters after 1660, the development of new dramatic modes, innovations in staging and performance, including the emergence of actresses. *Credit: 3 semester hours.*

430 Restoration and Eighteenth-Century Prose

A survey of the period's prose forms beyond fiction: conduct literature; essays; periodicals; religious texts; letters; treatises; literary criticism; travel writing; history; philosophy; life writing. *Credit: 3 semester hours.*

440 Studies in Restoration and Eighteenth-Century Literature

Addresses current debates in eighteenth-century scholarship, covering a variety of genres and authors. *Credit: 3 semester hours.*

450 Topics in Restoration and Eighteenth-Century Literature and Culture

A focused study of intersections between text and world around a significant concept, idea, topic, event, or figure. Research-intensive; topics will vary. *Credit: 3 semester hours.*

Nineteenth-Century British

501 The Victorian Social Imagination

Victorian literary efforts at representing society and reimagining it through the lens of reform. *Credit: 3 semester hours.*

510 British Romanticism

A course on the poetry and prose of leading figures, with a special focus on aesthetic innovation and relevant political and social contexts. *Credit: 3 semester hours.*

520 The Nineteenth-Century Novel

A survey of various genres of the novel across the Romantic and Victorian period, and in some course iterations, comparatively with the European novel. *Credit: 3 semester hours.*

540 Science, Poetry, and Prose in Victorian England

Victorian science as, and in relation to, literature, with a focus on evolutionary science, geology, natural history, and psychology. *Credit: 3 semester hours.*

550 Realism and Its Discontents

Philosophical origins of and political, aesthetic, and cultural implications of the dominant nineteenth-century novelistic mode of realism, as practiced by Dickens, Eliot, and others. *Credit: 3 semester hours.*

560 Revolution and Romanticism

Literature, philosophy, and the visual arts – all are sites of contention over political and social reform in the culture wars of the Regency Era. *Credit: 3 semester hours.*

570 Monumental Form: Eliot, Dickens, Trollope

Victorian large-scale fiction, serial and triple-decker novels; theorizing their formal properties and monumentality as central to Victorian society via Eliot, Dickens, Trollope, and Thackeray. *Credit: 3 semester hours.*

580 Studies in Nineteenth-Century British Authors

This course examines various authors central to the field of nineteenth-century British literature according to instructor interest. *Credit: 3 semester hours.*

590 Topics in Nineteenth-Century British Literature and Culture

Utilizing a thematic approach to nineteenth-century British literary studies, this course employs historicist, cultural, and textual models to analyze poetry and prose from the period. *Credit: 3 semester hours.*

American to 1900**600 Nineteenth-Century American Public Culture**

This course examines expressions of the public and the public sphere in nineteenth-century American art and culture. *Credit: 3 semester hours.*

610 Literature of the Early Republic

Stretching from the Revolution to the election of Andrew Jackson, this course surveys U.S. literature and culture from 1776 to 1828. *Credit: 3 semester hours.*

616 Colonial American Literature

A survey of literature and culture of the U.S. colonial period. *Credit: 3 semester hours.*

620 Antebellum American Literature

The course examines American literature and culture from the age of Jackson to the Civil War. *Credit: 3 semester hours.*

625 Gender and Nineteenth-Century American Literature

This course analyzes gender roles in nineteenth-century American literature and culture. *Credit: 3 semester hours.*

630 American Regional Literature

Ranging from Yankee stereotypes to landscape imagery, this course looks at the relationship of literature to place in nineteenth-century America. *Credit: 3 semester hours.*

635 Narratives of American History

This course examines historical discourses that have shaped American literary and cultural identity, according to instructor interest. *Credit: 3 semester hours.*

640 Transcendentalism: Art and Reform

A close examination of the Transcendentalist movement, including writers such as Emerson and Fuller, Whitman and Dickinson. *Credit: 3 semester hours.*

646 American Poetics

This course examines selected topics in the field of American poetry and poetics according to instructor interest. *Credit: 3 semester hours.*

650 American Novel to 1914

A study of the novelists and fiction writers of nineteenth-century America up to the first World War. *Credit: 3 semester hours.*

660 Nineteenth-Century African-American Literature

This course examines early U.S. African-American literature, paying particular attention to both the slave narrative and the international dimensions of Black writing. *Credit: 3 semester hours.*

665 Studies in Nineteenth-Century Authors

This course examines the work of selected nineteenth-century authors for advanced study. *Credit: 3 semester hours.*

670 Topics in Nineteenth-Century American Literature and Culture

This course examines selected topics of cultural or aesthetic value according to instructor interest. *Credit: 3 semester hours.*

Twentieth Century**700 The Emergence of Modernism**

A study of the development of modernist literature as a response to the sudden and rapid developments in philosophy, politics, science, and technology. *Credit: 3 semester hours.*

710 Postmodernism

A study of Anglophone postmodern literary works in different genres, emphasizing how they respond to both traditional and emerging conceptions of literature and culture. *Credit: 3 semester hours.*

711 Modern Short Story

This course examines modern global literature through a focus on the form of the short story, from Chekhov to Borges. *Credit: 3 semester hours.*

715 Modern Novel

A study of selected British and/or American modern novelists, with an emphasis on how they respond to the traditional novel and to historical circumstances. *Credit: 3 semester hours.*

716 Modern Poetry

A study of selected British and/or American modern poets, with an emphasis on their responses to modernity through stylistic experimentation and thematic innovation. *Credit: 3 semester hours.*

725 Modern Drama

This course surveys important staged dramatic works from the end of the nineteenth century to the mid-twentieth, focusing on realism and its reactions. *Credit: 3 semester hours.*

735 Harlem Renaissance

African-American literature, culture, and the arts of the Harlem Renaissance. *Credit: 3 semester hours.*

740 Contemporary Novel

This course examines postmodern global literature through a focus on the form of the novel, from 1970 to present. *Credit: 3 semester hours.*

745 Contemporary Poetry

Post-World War II poetry and its schools, theoretical underpinnings, modernist and alternative roots, and cultural and historical relevance. *Credit: 3 semester hours.*

750 Contemporary Drama

This course examines English-language plays written since the mid-twentieth century, focusing on social, political, and historical questions as well as those of gender, sexuality, and performance. *Credit: 3 semester hours.*

755 Topics in African-American Literature

Special topics in African-American literary studies, which will vary according to instructor interest. *Credit: 3 semester hours.*

760 Postcolonial Literature

Literature and theory from the formerly colonized nations of Africa, Asia, Latin America, and the Caribbean. *Credit: 3 semester hours.*

761 Caribbean Literature and Culture

This course is a critical introduction to Caribbean literary and cultural studies, engaging literary works across poetry, fiction, and drama of the multilingual, circum-Caribbean region. *Credit: 3 semester hours.*

762 Utopian Fiction

Readings in a wide range of utopian novels, both as literary works and as blueprints for social change. *Credit: 3 semester hours.*

763 Vernacular Literature

Readings in a wide range of fiction, poetry, and drama in non-standard Englishes (creole, patois, vernacular, etc.), along with theoretical considerations of their context and content. *Credit: 3 semester hours.*

764 State and Non-State Violence in Literature

Study of literary depictions of terrorism, counter-terrorism, and militarization in the twentieth and twenty-first centuries. *Credit: 3 semester hours.*

765 American Ethnic Literatures

This course considers (singly or in combination) the literatures, criticism, and theories of African Americans, Asian Americans, Chicana or Latinx Americans, and/or Native Americans. *Credit: 3 semester hours.*

766 South Asian and South Asian Diaspora Literature

Advanced study of the fiction, poetry, essays, and drama of South Asia and South Asian diasporas. *Credit: 3 semester hours.*

770 Studies in Twentieth-Century American Literature and Culture

A study of selected themes or genres from twentieth-century American writers and their relation to American culture. *Credit: 3 semester hours.*

775 Topics in Twentieth-Century British Literature and Culture

A study of selected themes or genres from twentieth-century British writers and their relation to British culture. *Credit: 3 semester hours.*

Interdisciplinary and Cultural Studies

800 Forms and Themes in Film

A study of film focused on a specific theme that cuts across genres and national cinemas. *Credit: 3 semester hours.*

802 Topics in Film Authors

An examination of authorship in cinema through a study of a body of films attributable to a single director. *Credit: 3 semester hours.*

805 Reading the High School Canon

Examination of the books that appear most frequently in U.S. secondary English curricula, along with investigation of when and why those books achieved "required reading" status. *Credit: 3 semester hours.*

807 Teaching World Literature

Critical investigation of pedagogical, theoretical, and aesthetic factors in the teaching of "World Literature" or "Global Literature" at a university level. *Credit: 3 semester hours.*

810 Literary/Visual Texts

Theories of visual rhetorical criticism and textual strategies for integrating words, images, and other multimedia elements. Examines principles of visual design, persuasion, and composition. *Credit: 3 semester hours.*

820 Literature and Religion

A study of the relationship of religious and theological concepts and practices to the production of literary texts. *Credit: 3 semester hours.*

830 Allegory and Epic

A study of these ancient genres through the examination of selected texts, as they manifest themselves in different forms throughout literary history. *Credit: 3 semester hours.*

836 Modernism and the Fascist Aesthetic

A course on the connections between discourse and modes of representation associated with high culture and far-right political movements in the twentieth century. *Credit: 3 semester hours.*

850 Jazz and Literature

The study of jazz and literature, with an emphasis on African-American literature. *Credit: 3 semester hours.*

855 Theory of the Novel

A study of the foundational texts on narrative theory and the various approaches to the analysis of the novel's form and place in literary history. *Credit: 3 semester hours.*

865 Emerging Technologies and the Making of Meaning

Focuses on the ways technological media (photography, film, video, digital) influence considerations of form and content. *Credit: 3 semester hours.*

875 Feminist Theory

This course investigates major concepts and critiques in feminist thought, theory, and methodology. *Credit: 3 semester hours.*

876 Writing Nonfiction

In this class, students study nonfiction from the point of view of the writer and produce essays, memoir, and reportage of their own devising. *Credit: 3 semester hours.*

877 Workshop in Fiction

In this class, students study fiction from the point of view of the writer and produce stories of their own devising. *Credit: 3 semester hours.*

878 Workshop in Poetry and Poetics

In this class, students study poetry and poetics from the point of view of the writer and produce poetry of their own devising. *Credit: 3 semester hours.*

879 Fiction and Autobiography Writing Workshop

This creative writing class explores the relationship between autobiography and fiction, the autobiographical sources of fiction, and the fictions necessary in memoir. *Credit: 3 semester hours.*

880 Topics in Interdisciplinary Studies

This course gives students grounding in interdisciplinary critical theory and literary studies using media and messaging to investigate how networks, categories, and identities are produced. *Credit: 3 semester hours.*

885 Topics in Cultural Studies

This course studies the experiences of various ethnic groups in the Americas through literature, film, history, psychoanalysis, religion, law, culture, and sociology. *Credit: 3 semester hours.*

Special and Research Courses

105 Comprehensive Examination (Master's)

Portfolio-based capstone assessment for the M.A. degree. *No credit.*

105Q Comprehensive Examination (Doctoral)

Preparation for and oral examination in three scholarly fields of the doctoral student's devising, in consultation with three faculty mentors/examiners. *No credit.*

105T Master's Thesis Defense

Defense of M.A. thesis. *No credit.*

900 Master's Research

M.A. thesis; research project of the student's devising, written in consultation with a mentor and several faculty readers. *Credit: 3 semester hours.*

901 Independent Study: Readings and Research

Independent readings and research supervised by, and in conversation with, a faculty mentor. *Credit: 3 semester hours.*

906 English Internship

Internship in varying contexts outside the classroom related to and productive of the graduate student's education in English. *Credit: 3 semester hours.*

925 Maintaining Matriculation (M.A.)

Designation for M.A. students pausing studies for personal reasons not medical in nature; available for no more than two consecutive semesters. *No credit. Fee: \$100 per semester.*

930 Maintaining Matriculation (Ph.D.)

Designation for Ph.D. students pausing studies for personal reasons not medical in nature; available for no more than two consecutive semesters. *No credit. Fee: \$100 per semester.*

975 Doctoral Research

Doctoral research colloquium or independent doctoral research supervised by doctoral committee. *Credit: 3 semester hours.*

For more information, please see the English department blog at stjenglish.com. For a complete listing of approved courses, please contact the Dean's office.

Center for Global Development (MGD)

The mission of the Center for Global Development is to invest in educational programs and activities to promote the common good and the advancement of the human community where the dignity of the human person is at the foundation of every process of development.

The term “global” not only encompasses social, cultural, and economic structures and processes that foster human progress, but also an awareness of interdependence between people and among nations. This interdependence comes with the responsibility of building a civil society based on a culture of solidarity and social justice. According to Pope Paul VI, development, to be authentic, must foster human wellbeing, but also each person’s spiritual and moral development.

Human nature is relational, and our responsibility is to further educate people about the process of relational sharing. Building a global community, through projects of social intervention, welfare, and development will not fail if it is grounded on dialogical opening.

The Center serves as a center for research on issues regarding international development. Drawing upon its network of international specialists as well as its own faculty, staff, and researchers, the activities promoted and offered by the Center include the M.A. in Global Development and Social Justice, conferences, internships, research projects, a comprehensive Resource Center, and joint ventures and projects with other organizations.

Programs of Study

Master of Arts (M.A.) in Global Development and Social Justice

The M.A. in Global Development and Social Justice aims at best practices and leadership in global development. Our mission of social justice and human rights advocacy, grounded in Catholic Social Teaching, is reflected through our innovative online methodology. We seek to provide education, especially to those lacking economic, and/or social means. Furthermore, through its committed faculty and support staff, the M.A. seeks to teach students how to search out the causes of poverty and social injustice and encourages them to explore and identify solutions which are adaptable, effective, and concrete.

This innovative multidisciplinary program is coordinated by a Steering Committee chaired by the Director of the Center for Global Development. It combines classroom instruction with online methodology to offer students the flexibility to pursue in-depth research in a broad variety of critical areas related to development and social justice.

The M.A. includes 11 three-credit courses for a total of 33 credits and is completed over the duration of two years. When students begin the program, they are given a free laptop which they will keep after graduation. This program is unique in that the curriculum is primarily delivered via online learning that can be accessed worldwide. Three courses in total are taught in a classroom setting.

Three courses are to be taken in Rome in the summer, two courses at the outset and one at the close of the program (the Integrating Seminar), while the remainder of the curriculum is delivered via online learning. Additionally, there is a required capstone project to be presented in the Integrated Seminar that summarizes the student’s learning in the courses.

Entrance Requirements

- An accredited bachelor’s degree or its equivalent.
- Proficiency in English (written and spoken). Applicants whose native language is not English, or whose secondary and post-secondary education was not in English must take the (1) Test of English as a Foreign Language [TOEFL] or (2) International English Language Testing System [IELTS]. The TOEFL code for St. John’s University is 2799.
- Two letters of recommendation from persons qualified to evaluate the applicant’s ability to succeed in a graduate program of study.
- A statement of personal and professional goals relevant to the applicant’s interest in the concentration in Global Development and Social Justice.
- The Graduate Record Examination (GRE) is not required.

Program Requirements

The program offers significant training in information technology and an optional internship related to the student’s required capstone project. It also encompasses a broad range of topics related to development and social justice. Additionally, the capstone project is presented in the Integrated Seminar, summarizing the student’s learning in the courses and his/her ability to undertake in-depth research and apply the knowledge and skills acquired. Finally, its dedicated and distinguished faculty and support staff participate together and individually in special training seminars and workshops to ensure excellence in instruction and program management.

Curriculum (33 credits.)

MGD 100	Models of Intervention in Global Development	3 credits
MGD 110	Catholic Social Thought and Practices of Integral Human Development and Solidarity	3 credits

MGD 120	Information Resources for Global Development and Social Justice Practices	3 credits
MGD 130	Impact of International Organizations in Global Development	3 credits
MGD 140	Economics of Development	3 credits
MGD 150	Sustainable Food Systems, Water, and the Environment	3 credits
MGD 160	Migration and Refugees in Development: Humanitarianism, Gender, and Inequities	3 credits
MGD 172	Project Management for NGOs	3 credits
MGD 180	Media Strategy and the Politics of Peace Building	3 credits
MGD 190	Health Care Issues in Global Development	3 credits
MGD 200	Integrating Seminar	3 credits

Assistantships and Scholarships

Graduate assistantships, as well as both full and partial scholarships, are available on a selective basis for this program.

Employees of the United Nations may be eligible for the Pope Paul VI scholarship. To be eligible, applicants must be accepted to the M.A. program in Global Development and Social Justice as matriculated students, be listed in the UN Blue Book entitled Permanent Missions to the United Nations, and remain in the employ of the United Nations for the duration of the scholarship. For further information, students may consult the Graduate Director or the Dean’s office.

Transfer of Credit

Because of the distinctive nature of the program, including in-person instruction during summer sessions in Rome and online learning courses during the fall and spring semesters, no transfer credits may be applied to this degree.

Courses

100 Models of Intervention in Global Development

This course introduces students to the key concepts of Global Development in the context of social justice, combining concerns for international development with awareness of the human person, the common good, solidarity, and subsidiarity. Contemporary development issues such as migration, environment, health, and conflict will be examined through common models and tools of intervention. Case studies referring to non-governmental organizations, inter-governmental organizations, and national governments will also be emphasized. *Credit: 3 semester hours.*

110 Catholic Social Thought and Practices of Integral Human Development and Solidarity

What should be the goals of global development? What constitutes sustainable prosperity for all? What models and practices of global development lead to human flourishing? How can practices of solidarity and peace building be cultivated to promote development and human well-being? Students will endeavor to answer these and other important questions in a manner that draws deeply upon the Catholic moral tradition in dialogue with other points of view. *Credit: 3 semester hours.*

120 Information Resources for Global development and Social Justice Practices

This course is an introduction to the scope, organization, evaluation, and use of print and electronic information sources. Particular emphasis will be placed on developing skills in using and creating digital information resources, and of the sharing these resources using electronic courseware social networking technologies, scholarly networking technologies, and information management techniques. All topics in this course are discussed within the context of the kinds of research and communication activities that are expected of development workers, thus information literacy skills, social science research methods, and professional and scholarly writing are also key areas of emphasis. *Credit: 3 semester hours.*

130 Impact of International Organizations in Global Development

This course examines the role of international organizations (IGOs) and nongovernmental organizations (NGOs) in global development. Organizations play an important role in the development of the economy, environment, health care issues, education, and other social issues that plague developing countries in the global economy. At the conclusion of this course, students will be able to 1) analyze the role of international and nongovernmental organization to development; 2) examine organizations and their policies toward developing countries; and 3) compare and contrast IGOs, NGOs, and other organizations in the context of globalization and development. *Credit: 3 semester hours.*

140 Economics of Development

An introduction to the field of economic growth and development from the perspective of Catholic Social Thought. This course covers: theories of economic growth; development and underdevelopment; role of ethics in policy formation; causes and consequences of poverty (national and international); international wealth and income inequality; and trade and globalization. Various theories and perspectives are presented, all contrasted with the approach to development found in the Catholic social thought tradition, especially in the Encyclicals related to development issues. *Credit: 3 semester hours.*

150 Sustainable Food Systems, Water and the Environment

This course will critically evaluate the political economy of development policies to reduce global hunger, and assess the impact of fluctuating climate, biodiversity, and natural resources on agricultural production, food security, public health, and poverty reduction strategies within a social justice framework. A review of methods for assessing the impact of climate change, biodiversity, and natural resources on agricultural production, food security, and public health will include a focus on GIS (Geographic Information Systems) mapping and analysis, as well as examining participatory and community-based projects. In addition, the political, economic, and socio-cultural dimensions of global disparities and poverty and their impact on food and agricultural policy will be assessed. *Credit: 3 semester hours.*

160 Migration and Refugees in Development: Humanitarianism, Gender and Inequities

This course addresses the political and social issues associated with the movement of people as they relate to the developing world. The course will familiarize students with the normative and legal issues of migrations and refugee movements, including the relevant international institutions and conventions. Students will examine such issues as the role of diaspora communities, remittances and development, forced migration and trafficking, as well as refugee crises and humanitarian responses. Theoretical frameworks will include issues of gender, inequality, and social justice. *Credit: 3 semester hours.*

172 Project Management for NGOs

This course provides the theory and core methodology students will need to manage projects or participate effectively on project teams. The course uses the project life cycle as its organizing framework and topics cover the entire project management process, including project definition, planning, executing, and closing. Topics will include: basic project concepts and project selection, definition, organization structure, team building, communication and conflict management, planning methods and techniques, resource allocation, risk management, monitoring and control, and termination. Participants will complete a group project which involves preparing a project proposal for a "real world" project of their choosing. *Credit: 3 semester hours.*

180 Media Strategy and the Politics of Peace Building

The first part of this course will focus on how communication and media are vehicles for human development, and communication as agent of social change; it will present various models of communication, and a particular emphasis will be on participatory

model of communication. The second section of the course will seek apply the students' understanding of these models through a focus on the study of interactive methods for negotiation and mediation to resolve conflict. Students will be introduced to practical models of conflict resolution, such as workshops and multi-track mediation. The course will conclude by linking communications and development with broad approaches to social peace and community building. *Credit: 3 semester hours.*

190 Health Care Issues in Global Development

This course closely links health care with issues of culture, global development, and social justice. Participants will gain a comprehensive understanding of global health problems and the state of health within their own countries. At the same time, they will get a comparative and global view of current applied solutions. *Credit: 3 semester hours.*

200 Integrating Seminar: The Art and Complexities of Development: Toward a new Model of Sustainability

This Integrating Seminar intends to focus on what students have learned during their studies, integrating what has been learned in each of the courses in the light of each student's own experiences and the shared experiences of the entire class. During the Integrating Seminar, students will have the opportunity to present and discuss their capstone projects with each other, and with the professor who will be the seminar leader. The goal is to arrive at an in-depth understanding of specific development issues researched and to identify strategic/structural solutions and alternative approaches. *Credit: 3 semester hours.*

Capstone Project

The goal of the required capstone project is to arrive at an in-depth understanding of development issues or priorities a student has identified. That comprehensive understanding takes into account the data available on a specific issue or priority and the results of other studies that have been undertaken. Students are also expected to identify strategic/structural solutions or approaches to addressing the development issue or priority identified. Students may also choose to research in-depth and analyze one (or more) strategies that a nation, an international organization, or NGO has developed to address a development issue, to assess that strategy, and to propose an alternate approach(es). *Credit: 3 semester hours.*

For a complete listing of approved courses, please contact the Dean's office.

Department of Government and Politics (GOV)

General Entrance Requirements

For admission to graduate studies in Government and Politics, students are expected to have an undergraduate preparation of at least 18 credits in Government and Politics (Political Science) and a 3.0 G.P.A. Any deficiencies in preparation may require supplementary course work as a condition for admission, in the form of suitable graduate courses, as determined by the Department Chair.

Rome Campus

The Department of Government and Politics offers students the opportunity to study for a semester or to complete their degree with a concentration in International Relations in Rome, Italy. Students who apply to the Rome Campus will have to complete the same number of credits and requirements described in the Entrance Requirements. The Rome campus has seven-week quarters instead of 14-week semesters as in Queens.

Programs of Study

Master of Arts (M.A.) in Government and Politics

Program Requirements

Non-Thesis Option

- Gov 205
- 12 credits in the major concentration
- 3 credits in Political Theory
- 6 credits in the minor concentration
- 9 credits in any field
- No language requirement

Thesis Option

- 12 credits in the major concentration
- 3 credits in Political Theory
- 6 credits in the minor concentration
- 3 credits in any field
- 6 credits of Masters Research (GOV 900)
- Language requirement

Political Theory major and minor concentrators may substitute a course from any of the four other concentrations for the three-credit Political Theory requirement.

Comprehensive Examinations - Both Options

This examination tests the student's knowledge in her/his field of concentration at the end of their program of study. In order to register for the comprehensive examination, GOV 500, students must have completed a minimum of 24 credits with grades posted by the time of registration for the examination and be in the last semester of their program. (See also "Comprehensive Examination.")

Certificate Programs

The department offers one certificate program in Public Administration (available only in Queens) and another in International Law and Diplomacy (available in Queens and Rome). Students may find one or both of these certificates useful in establishing evidence of completion of such courses for employment or other purposes. The certificates can be obtained independently or as a complement to the M.A. Students who have already completed their M.A. degree in the department may continue to study for the certificates.

Public Administration

Matriculated and special students who have successfully completed 18 semester hours in public administration (including GOV 215) will be issued a Certificate in Public Administration upon application to the department.

International Law and Diplomacy

Matriculated and special students who have successfully completed 18 semester hours of appropriate courses in international relations and comparative politics will be issued a Certificate in International Law and Diplomacy upon application to the department. A minimum of six of the 18 credit hours must be taken from International Law and Diplomacy courses (GOV 271, 341, 342, 343, 344, 367).

Combined Certificates

Students who desire to earn both the Certificate in Public Administration and the Certificate in International Law and Diplomacy may utilize six credits toward both certificates providing the courses are from among Government 188, 189, 290, 293, and 296. Thus, a total of 30 credits is the minimum needed to earn both certificates. Courses should be selected in consultation with an academic advisor.

Combined Degree Programs: Graduate

M.A./J.D. Program

In conjunction with the School of Law, the department offers a combined M.A./J.D. program. At the end of three years of graduate study, including at least one summer, students may graduate with both the Master of Arts and the Juris Doctor degrees. To be eligible, students must apply for the combined degree program after having been accepted to both the Graduate and Law Schools.

Students must apply separately to the School of Law and the Graduate Division of Arts and Sciences, and must meet all regular requirements for admission to both the School of Law and the Graduate Division of Arts and Sciences as set forth in the respective school bulletins.

Students currently enrolled in the School of Law also may apply prior to completion of their second year of study. These students, however, may have to spend at least an additional semester of full-time M.A. study. Students currently enrolled in the Graduate Division of Arts and Sciences may also apply for this combined degree program.

The Deans of both schools must approve the course of study for all students accepted to the M.A./J.D. program.

Students, in consultation with the M.A./J.D. Committee and the approval of the Dean of the Graduate Division of Arts and Sciences, may apply up to nine credits taken as part of the Law School curriculum toward the M.A. degree. Alternately, in consultation with the M.A./J.D. Committee and the approval of the Dean of the School of Law, students may apply up to nine credits taken in the Department of Government and Politics toward credits required for the J.D. degree. These students, however, may have to spend at least one additional semester of full-time M.A. study.

In planning a course of study suitable for each student, the following shall apply:

1. Students will not enroll in any M.A. courses during their first year of study in the School of Law.
2. Satisfactory progress in the School of Law shall also satisfy the M.A. residency requirement.
3. Students will be obliged to take a total of at least three credits of Government and Politics graduate study during each of the fall and spring semesters of their second year and third years of law school studies (12 credits minimum). Over two summers, they may take 12 additional credits in Government and Politics.
4. All M.A./J.D. students must take the M.A. Comprehensive Examination in Government and Politics no earlier than the last semester of coursework and within one year of the completion of all coursework, language, and residence requirements.

	J.D. Program	M.A. Program (Thesis)	M.A. Program (Non-thesis)
J.D. Credits	75	—	—
M.A. Credits	—	24	24
Credits toward both degrees	9 OR	9	9
Totals:	84	33	33

Students electing the thesis or non-thesis option will complete at least 108 semester hours for their combined degree program.

M.A./M.S. Program in Government and Politics/Library and Information Science

Under the administration of the Graduate Division of Arts and Sciences, the Department of Government and Politics and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Government and Politics and Master of Science in Library and Information Science degrees. Students complete a total of 57 credits (thesis or non-thesis) rather than the 66 credits (thesis or non-thesis) usually required.

The combination of the two masters programs will provide students with the opportunity to integrate two complementary bodies of knowledge: government and politics and library science. The graduate program in government and politics will supplement the graduate program in library science by broadening and deepening a student's understanding of the governmental structure, institutions, public administration, and political/legal processes, while at the same time mastering contemporary means of accessing and utilizing related information.

Entrance Requirements

Students must meet the requirements of admission to both the Master of Arts in Government and Politics and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

Program Requirements

All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs.

These exchange courses include:

GOV 205 Modern Political Research
One GOV course in the student's area of concentration

Two of the following LIS courses:

- LIS 222 Materials and Services to Diverse Populations
- LIS 237 Metadata for Information Professionals
- LIS 260 Information Use and Users

All students must complete the written comprehensive examination in Government and Politics and an ePortfolio in Library and Information Science.

Combined Degree Programs: Undergraduate/Graduate

B.A./M.A. in Government and Politics

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index and a 3.0 index in at least 12 credits in Government and Politics are encouraged to apply.

Students enrolled in the thesis program matriculate for a total of 144 credits (33 on the graduate level), including six credits of Master's Research. Students electing the non-thesis option must complete a total of 144 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Communication Arts/M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in Communication Arts and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.0 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 153 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 153 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Criminal Justice/M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in criminal justice and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.0 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 147 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the B.A. requirements, the student may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Journalism/M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in Journalism and

the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.0 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 150 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 150 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Legal Studies/M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in Legal Studies and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.0 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 147 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

Financial Aid Opportunities

In addition to the graduate assistantships provided to the department by the University, students who are currently employed by a local, municipal, state, or federal agency on the management level are encouraged to apply for the Special Graduate Scholarship program. To be eligible, applicants must be accepted to the M.A. program in Government and Politics as matriculated students and remain in the employ of the public sector for the duration of the scholarship. For further information, students may consult the Chair.

Employees of the United Nations may be eligible for the Pope Paul VI scholarship. To be eligible, applicants must be accepted to the M.A. program in Government and Politics as matriculated students, be listed in the UN Blue Book entitled Permanent Missions to the United Nations, and remain in the employ of

the United Nations for the duration of the scholarship. For further information, students may consult the Chair.

Courses

The department strives for accuracy with regard to the schedules of courses and their instructors. However, it reserves the right to alter either or both as needs arise. Students are advised to consult the online course listing posted at the start of each pre-registration period.

Courses by Area of Concentration

Required Courses:

205 Modern Political Research 3 cr.

I. American Government

140 The Federalist Papers 3 cr.
 141 Politics and Religion 3 cr.
 145 American Governmental Process: The Presidency 3 cr.
 146 American Governmental Process: The Legislature 3 cr.
 148 Politics and the Media 3 cr.
 149 Campaigns and Elections 3 cr.
 157 American Foreign Policy 3 cr.
 183 The Puerto Rican Contribution to American Society 3 cr.
 195 American Constitutional Development I 3 cr.
 196 American Constitutional Development II 3 cr.
 198 American Political Parties and Interest Groups 3 cr.
 216 United States Intelligence Policy 3 cr.
 217 American Defense Policy 3 cr.
 218 Public Policy—American 3 cr.
 233 Constitutional Law: The Three Branches 3 cr.
 234 Constitutional Law: The Bill of Rights 3 cr.
 239 Municipal Government and Administration 3 cr.
 241 State and Local Government 3 cr.
 335 Legislative Internship Program I 3 cr.
 336 Legislative Internship Program II 3 cr.
 364 American National Security Policy 3 cr.
 369 Seminar: Constitutional Law 3 cr.

II. International Relations

152 Migration Policy and Politics 3 cr.
 153 International Organization 3 cr.
 156 Global Environmental Politics 3 cr.
 183 The Puerto Rican Contribution to American Society 3 cr.
 189 Political and Administrative Problems of Developing Nations 3 cr.
 191 International Peacekeeping 3 cr.
 199 Issues in Global Politics 3 cr.
 263 Politics of Revolution, War, and Terrorism 3 cr.
 264 International and Transnational Relations 3 cr.
 271 Theory and Practice of Diplomacy 3 cr.

277 International Political Economy I 3 cr.
 278 International Political Economy II 3 cr.
 291 Great Powers from a Global Perspective 3 cr.
 293 Administration of International Organizations 3 cr.
 341 International Law: Law of Peace 3 cr.
 342 International Human Rights Law 3 cr.
 343 International Law: Law of International Transactions 3 cr.
 344 International Law: Law of War and Neutrality 3 cr.
 364 American National Security Policy 3 cr.
 367 Military Force in International Relations 3 cr.
 370 Arms Control and Nonproliferation: Theory and Policy 3 cr.

III. Comparative Politics

131 Politics of the Middle East 3 cr.
 133 Contemporary Far Eastern Governments and Politics 3 cr.
 135 Governments and Politics in Europe 3 cr.
 136 Politics of the European Union 3 cr.
 137 Government and Politics of Latin America 3 cr.
 150 Politics of Nationalism and Ethnicity 3 cr.
 152 Migration Policy and Politics 3 cr.
 157 American Foreign Policy 3 cr.
 188 Comparative Public Administration 3 cr.
 199 Issues in Global Politics 3 cr.
 225 Contemporary Western European Governments and Politics 3 cr.
 230 Politics of Russia and the Post-Soviet Republics 3 cr.
 250 Politics of Africa 3 cr.
 269 Global Politics of Gender 3 cr.
 279 Comparative Law 3 cr.
 290 Administration in Transitioning Countries 3 cr.
 296 Politics of the Welfare State 3 cr.
 264 International Politics 3 cr.
 347 Seminar: Special Topics in Developing Areas 3 cr.
 368 Democracy Capitalism and Crisis 3 cr.

IV. Political Theory

140 Federalist Papers 3 cr.
 162 Modern Political Ideologies 3 cr.
 174 Ancient Political Theory 3 cr.
 175 Modern Political Theory 3 cr.
 176 Politico-Religious Mass Movements 3 cr.
 177 Contemporary Political Theory 3 cr.
 220 American Political Thought: The Formative Period 3 cr.
 221 American Political Thought Since 1820 3 cr.
 269 Global Politics of Gender 3 cr.
 280 Marxism-Leninism 3 cr.
 368 Democracy Capitalism and Crisis 3 cr.
 376 Seminar: Political Theory 3 cr.

V. Public Policy and Political Administration

163 Ethical Problems in Government and Public Administration 3 cr.
 181 Principles of Public Administration 3 cr.
 182 Public Personnel Administration 3 cr.
 184 Introduction to Organization Development 3 cr.
 188 Comparative Public Administration 3 cr.
 189 Political and Administrative Problems of Developing Nations 3 cr.
 190 Labor Relations and Collective Bargaining in Government 3 cr.
 192 Public Finance and Budget Administration 3 cr.
 210 Scope and Methods of Political Science and Public Administration 3 cr.
 215 Research Methods and Quantitative Analysis 3 cr.
 216 United States Intelligence Policy 3 cr.
 217 American Defense Policy 3 cr.
 218 Public Policy – American 3 cr.
 235 Internship in Public Administration I 3 cr.
 236 Internship in Public Administration II 3 cr.
 239 Municipal Government and Administration 3 cr.
 241 State and Local Government 3 cr.
 245 Theories of Public Administration 3 cr.
 285 Administrative Law and Government 3 cr.
 290 Political and Administrative Problems of Socialist/Post-Socialist Countries 3 cr.
 293 Administration of International Organizations 3 cr.
 296 Politics of the Welfare State 3 cr.
 325 Economic Analysis of Public Policy 3 cr.
 370 Arms Control and Nonproliferation Theory and Policy 3 cr.

VI. Courses Common to All Concentrations

357 Reading and Research 3 cr.
 900 Master's Research (two semesters) 3 cr. (6 cr. total)

VII. Additional Courses

420 Colloquia 0 cr.
 500 Comprehensive Exam 0 cr.
 925 Maintaining Matriculation 0 cr.

Courses

205 Modern Political Research

A review of scope and methods in government and politics; an analysis of classical, behavioral, and postbehavioral approaches to research; a presentation of major disciplinary research paradigms. *Credit: 3 semester hours. Required for all M.A. students.*

131 Politics of the Middle East

Introduction to the politics of the Middle East and North Africa. It focuses on important domestic, regional, and international developments since World War II, and on key issues such as democratization, nationalism, and the politics of religion and oil. *Credit: 3 semester hours.*

133 Contemporary Far Eastern Governments and Politics

Modern political developments in the Far East; their constitutional systems; government organizations and political problems; critical study of the factors contributing to the Communist occupation of China. *Credit: 3 semester hours.*

135 Governments and Politics of Europe

Democratization process and market-reform transition in East and Central Europe, eastward enlargement of the European Union and the impact of the post-communist legacy. *Credit: 3 semester hours.*

136 Politics of the European Union

This course will examine the concepts of the European integration, intergovernmental, and supranational aspects of the E.U., enlargement of the E.U., major institutions of the E.U. and their role, and the major Nation-States in the European Union. *Credit: 3 semester hours.*

137 Government and Politics of Latin America

A study of the government and politics of modern Latin America; analysis of the formal and informal political structure of the Latin American States; study of contemporary conditions and trends. *Credit: 3 semester hours.*

140 The Federalist Papers

This course examines the intellectual influences and historical setting surrounding the Philadelphia Constitutional Convention. *Credit: 3 semester hours.*

141 Politics and Religion

The relationship between religion and politics in the liberal democratic order is explored with special attention to the American case. *Credit: 3 semester hours.*

145 American Governmental Process: The Presidency

This course examines the paradox of the modern presidency: increased expectations alongside limited power. It considers the differing expectations and assessments of the presidency from other political actors, including the media, the public, and scholars. *Credit: 3 semester hours.*

146 American Governmental Process: The Legislature

This course examines the functions of Congress: lawmaking, oversight, and representation. The course explores how the branch was created, how individuals get to Congress, the complex and archaic rules, and the politics of Washington. *Credit: 3 semester hours.*

148 Media and Politics

This course explores the role of the mass media in American politics. This course evaluates various models and theories of political communication, the construction of news, agenda setting, and the evolution of the American news media in both the electoral and governing processes. *Credit: 3 semester hours.*

149 Campaigns and Elections

This course explores the processes and politics of American campaigns and elections, focusing on the roles of voters, candidates, and the press as well as the systemic features arising out of the constitutional design. It evaluates various models and theories of political communication, political behavior, and voting behavior as well as the strategic decision-making of candidates. *Credit: 3 semester hours.*

150 Politics of Nationalism and Ethnicity

Development of the nation-state system and nationalism following the French Revolution; the question of self-determination of peoples; resurgent nationalism; politicization of ethnicity and the break-up of states; and the challenges of multiethnic states. *Credit: 3 semester hours.*

152 Migration Policy and Politics

Politics, policy, and patterns of national and transnational migration; causes, costs, and benefits of migration; policy debates and dilemmas; economic and security dimensions; assimilation, integration, and citizenship issues. *Credit: 3 semester hours.*

153 International Organization

Early ideas of international organization, the development of international organization in the 19th century, the League of Nations, the United Nations and the prospect of world government. *Credit: 3 semester hours.*

156 Global Environmental Politics

The emergence of environment into the political arena and the consequent nature of international relations; sustainable development; the available avenues for cooperation within the international political system. *Credit: 3 semester hours.*

157 American Foreign Policy

Concept of national interest; the nature, instruments, and factors influencing American foreign power; institutional actors and examples of contemporary American foreign policy. *Credit: 3 semester hours.*

162 Modern Political Ideologies

An analysis of the Enlightenment, democracy, Marxism-Leninism, nationalism, socialism, facism, Nazism, Zionism, Anarchism; the development of recent ideologies; resurgent nationalism, liberation "theology," Islamic, radical feminism; the ideology of revolution and elitist theory. *Credit: 3 semester hours.*

163 Ethical Problems in Government and Public Administration

Current and recurrent problems and behavior in government: conflict of interest, official disobedience, corruption, deception and security, and issues of liberty and morality. *Credit: 3 semester hours.*

174 Ancient Political Theory

Primarily Plato and Aristotle. Fundamental questions about politics—What is justice? Who should rule? What is citizenship? What is the proper relationship between ethics and politics? *Credit: 3 semester hours.*

175 Modern Political Theory

Traces the development of a modern approach to political life—the break between ethics and politics, emergence of liberalism and modern conservatism, the development of democratic theory. *Credit: 3 semester hours.*

176 Politico-Religious Mass Movements

Political-religious mass movements have a long history. Students are encouraged to apply emerging principles to contemporary movements. Student and lecture presentations. *Credit: 3 semester hours.*

177 Contemporary Political Theory

Recent developments in contemporary political theory—progressive liberalism, libertarianism, communitarianism, conservatism, neo-Aristotelianism, feminism, and global democratic theory. *Credit: 3 semester hours.*

181 Principles of Public Administration

Administration of public agencies; federal, state and local administrative problems; responsibility of the administrator to the public; shifting perceptions of the function of public agencies and administrators. *Credit: 3 semester hours.*

182 Public Personnel Administration

Personnel administrative theory in public agencies, including development of civil service, recruitment, examination, promotion and position classification, discipline, and retirement. *Credit: 3 semester hours.*

183 The Puerto Rican Contribution to American Society

Commonwealth structure and services, cultural highlights and problems, educational developments and related items. Puerto Ricans will be investigated through their contributions and difficulties. *Credit: 3 semester hours.*

184 Introduction to Organizational Development

Prerequisite: Gov 181 or 182, or permission of instructor. Improving interpersonal communication skills, building awareness of different personality preferences and team-building. Database and spreadsheet computer applications will be introduced. *Credit: 3 semester hours.*

188 Comparative Public Administration
Emphasis on general concepts, administration in selected Western European and developing nations; the relationship of culture and political systems to administrative organs and functions. *Credit: 3 semester hours.*

189 Political and Administrative Problems of Developing Nations
Political and administrative institutions of developing nations; problems of newly developing nations and their bureaucracies; heritage of European and other colonial systems in these nations. *Credit: 3 semester hours.*

190 Labor Relations and Collective Bargaining in Government
Focus on the institutions of collective bargaining in the public sector: its development, structure and process; emphasis on the role of public policy as it relates to public sector bargaining in the United States. *Credit: 3 semester hours.*

191 International Peacekeeping
Peacekeeping operations and humanitarian interventions are an important component of contemporary international relations. This course provides an advanced analysis of the theoretical and practical dimensions of these complex missions, addressing issues of sovereignty, the right to protect, human rights, and the establishment of local security, among other issues. *Credit: 3 semester hours.*

192 Public Finance and Budget Administration
Government fiscal policy, taxation, budget policy, government and the economy, budget cycles, budget reform, PPBS, program planning, information systems, zero-base budgeting, capital budgeting. *Credit: 3 semester hours.*

195 American Constitutional Development I
The sources, framing and development of the US Constitution during the 18th and 19th centuries; historical and social framework of cases and trends; discussion of current problems of interpretation. *Credit: 3 semester hours.*

196 American Constitutional Development II
The sources and development of the US Constitution through the 20th-century historical and social framework of landmark cases and trends; discussion of current problems of constitutional interpretation. *Credit: 3 semester hours.*

198 American Political Parties and Interest Groups
This course explores representation; the translation of opinion and interests into outcomes in the political system. The course examines the origins of political parties and interest groups, their transformations over time, and their role in modern political life. *Credit: 3 semester hours.*

199 Issues in Global Politics (Mini-Session)
Field Study conducted in different geographical areas and examining a single area-specified political issue within a larger global context and theme. *Credit: 3 semester hours.*

210 Scope and Methods of Political Science and Public Administration
Classical, behaviorist, and postbehaviorist paradigms in public administration; approaches to politics including: systems modeling, group theory, structural-functionalism, decision theory, conflict analysis and collective choice theory. *Credit: 3 semester hours.*

212 Global Energy Politics and Policy
A critical examination of policies related to traditional carbon-based energy, renewable energy sources, energy and sustainable development, energy use and environmentalism, and global energy. *Credit: 3 semester hours.*

215 Research Methods and Quantitative Analysis
Theory construction, research designs, survey methods and statistical techniques; emphasis on the critical evaluation of academic research and professional reports. *Credit: 3 semester hours.*

216 United States Intelligence Policy
This course examines the development and evolution of the United States intelligence community, focusing on the key challenge of intelligence analysis. *Credit: 3 semester hours.*

217 American Defense Policy
This course examines the United States Defense establishment, including the respective roles of the Department of Defense, the uniform services, and relevant legislative committees. *Credit: 3 semester hours.*

218 Public Policy—American
An analysis of public policy; the impact of political parties and interest groups on policy; executive and legislative formulation of policy; bureaucratic implementation of policy and policy evaluation. *Credit: 3 semester hours.*

220 American Political Thought: The Formative Period
The colonial era and the Revolutionary and Constitution-making experiences, with emphasis on the writings of individual theorists who illustrate classical principles of political theory. *Credit: 3 semester hours.*

221 American Political Thought Since 1820
Selected major thinkers and movements shaping the U.S., such as Jacksonian democracy, Lincoln, Progressivism, Social Darwinism, equality movements, New Left, and New Right. *Credit: 3 semester hours.*

225 Contemporary Western European Governments and Politics
Comparison of West European governments in transition from sovereign states to the integration into the European Union; examination of political, economic, social problems; and current policy developments. *Credit: 3 semester hours.*

230 Government and Politics of Russia and CIS
Political, economic, and cultural developments in the post communist governments; the Commonwealth of Independent States; and the division of power in the post-Soviet Union era. *Credit: 3 semester hours.*

233 Constitutional Law: The Three Branches
Cases and materials dealing with procedural rights. *Credit: 3 semester hours.*

234 Constitutional Law: The Bill of Rights
Cases and materials dealing with substantive rights. *Credit: 3 semester hours.*

235 Internship Program in Public Administration I
Participation in a supervised program of regularly scheduled work and independent research in a government agency under the direction of the faculty and the agency head. Registration only with permission of the Chair. *Credit: 3 semester hours.*

236 Internship Program in Public Administration II
Participation in a supervised program of regularly scheduled work and independent research in a government agency under the direction of the faculty and the agency head. *Credit: 3 semester hours.*

239 Municipal Government and Administration
Urbanization in the United States; the socio-economic environment of American urban politics; intergovernmental relations and the city; political party and reform influence on urban governance. *Credit: 3 semester hours.*

241 State and Local Government
American federalism and intergovernmental relations; socioeconomic and regional influences on state politics; interest groups and lobbying in state capitals; the policy effects of the professionalization of state governments. *Credit: 3 semester hours.*

245 Theories of Public Administration
The evolution of public administration theory in the areas of organizational structure, personnel management, and inter-organizational relations; emphasis on classical, modern, and post-modern interpretations of organizational behavior. *Credit: 3 semester hours.*

250 Government and Politics of Sub-Saharan Africa
Using theoretical constructs from the fields of comparative politics, international relations and political economy, this course introduces students to Africa's political systems, interstate relations, and foreign policies. *Credit: 3 semester hours.*

263 War, Revolution, and Terrorism
A comprehensive survey of the political violence within contemporary political systems. *Credit: 3 semester hours.*

264 Global Politics: International and Transnational Relations

Scope and method of international politics, international political systems; concepts and elements of national power; constraints of national power; balance of power, world public opinion, international law; methods of international politics. *Credit: 3 semester hours.*

269 Global Politics of Gender

This course examines the politics of gender in the international arena, from both comparative and global perspectives, grounded in political theory. It will examine gender policy, movements, and non-governmental groups concerned with gender issues and their effect on institutions of government and society. *Credit: 3 semester hours.*

271 Theory and Practice of Diplomacy

Nature, development, structure, and procedures of diplomacy; functions and qualities of diplomats; process of negotiation; foreign service of major powers; value of diplomacy. *Credit: 3 semester hours.*

275 Green Political Theory

Examination of fundamental normative issues of the value, justice, the state, citizenship, obligation, rights, community, democracy in response to environmental social movements and thought. *Credit: 3 semester hours.*

277 International Political Economy I

An economic interpretation of international politics with emphasis upon politico-economic relations between the more developed nations within the East-West context; development of the post-World War II Western international monetary system and system of commerce. *Credit: 3 semester hours.*

278 International Political Economy II

An economic interpretation of international politics with emphasis upon politico-economic relations between the developed and underdeveloped countries; the ideological development and foreign economic politics of the emerging nations of the world. *Credit: 3 semester hours.*

279 Comparative Law

A critical examination of the origin, sources and growth of Civil Law, Common Law, and Socialist Law; historical and situational factors attending their formation and their influences on diverse societal structures. *Credit: 3 semester hours.*

280 Marxism-Leninism

Hegel, Feuerbach, and other major influences on Marx. Analysis of the principal works of Marx-Engels, Lenin and Trotsky; late 20th-century evaluations of Marxism; the continuing influence of Marxism, especially in the academic world. *Credit: 3 semester hours.*

285 Administrative Law and Government

Problems and cases in Administrative Law; the powers and procedures of administrative agencies, including the law concerning judicial review of administrative action; delegation; rule-making adjudication. *Credit: 3 semester hours.*

290 Administration in Transitioning Countries

Comparative study of public administration in emerging countries including Central and Southern Europe, former Soviet Republics, and other states experiencing system transition such as China, Cuba, South Africa, and North Korea. *Credit: 3 semester hours.*

291 Great Powers from a Global Perspective

Development of great power politics in the post-World War II period and the strategic relationship of Russia (Soviet Union), China, and the United States from a global perspective. *Credit: 3 semester hours.*

293 Administration of International Organizations

Administration of contemporary international organizations, emphasizing structural and administrative organization and patterns; administrative responsibility and personnel administration, with specific emphasis on the United Nations. *Credit: 3 semester hours.*

294 International Peacekeeping and Interventions

A study of the politics of international peace-keeping, humanitarian operations and interventions. The theoretical challenges that these operations pose to the international state system and the practical challenges of mission organization and deployment. Cases will be drawn from the Balkans, Africa, and Central Asia. *Credit: 3 semester hours.*

296 Politics of the Welfare State

This course analyzes the politics of the welfare state and welfare policy from both comparative and global perspectives. The course will examine welfare state regime type, patterns of welfare state development, and comparisons of national policies and programs. It will also examine newer theories of global social policy. *Credit: 3 semester hours.*

325 Economic Analysis of Public Policy

An introduction to micro- and macro-economic perspectives on public policy, with emphasis on: cost-benefit analysis and its theoretical foundations; problems and programs at the local government level; the impact of public policy on the economy. *Credit: 3 semester hours.*

335 Legislative Internship Program I

Participation in a supervised program of regularly scheduled work and independent research in the office of a legislator or legislative committee under the direction of the faculty. Limited to students accepted into approved legislative internships. Permission of the Chair required. *Credit: 3 semester hours.*

336 Legislative Internship Program II

Participation in a supervised program of regularly scheduled work and independent research in the office of a legislator or legislative committee under the direction of the faculty. Limited to

students accepted into approved legislative internships. Permission of the Chair required. *Credit: 3 or 6 semester hours.*

341 International Law: Law of Peace

Study subjects of international law: international law, law of recognition of state and government, law of state extinction and succession, rules of international law governing territory, nationality, jurisdiction, and state responsibility. *Credit: 3 semester hours.*

342 International Human Rights Law

An introduction to the study of international human rights law. The course will address the theoretical foundations, history, and applications of international human rights law. *Credit: 3 semester hours.*

343 International Law: Law of International Transactions

Agents of international intercourse, treaties and other international agreements, pacific settlement of international disputes and forcible measures of redress short of war; comprehensive case studies. *Credit: 3 semester hours.*

344 International Law: Law of War and Neutrality

Development and sources of the laws of war and neutrality; legal effects of war in general; rules and regulations governing land warfare, air warfare and maritime warfare; neutral rights and duties. *Credit: 3 semester hours.*

346 Seminar: Dictatorship

Discussion of dictatorship, utilizing formal student oral reports and commentaries. Reports follow introductory sessions concerning the course requirements, methodologies, and introductory remarks concerning selected topics. *Credit: 3 semester hours.*

347 Seminar: Special Topics in Developing Areas

Special topics discussed utilizing formal oral reports and commentaries. Reports follow introductory sessions concerning course requirements and methodologies and introductory remarks concerning politics in developing areas. *Credit: 3 semester hours.*

357 Reading and Research

Individually directed reading programs, together with relevant research. *Credit: 3 semester hours.*

364 American National Security Policy

Analysis of the decision-making process for American national security affairs and the debate over its goals, national interest or the propagation of democracy; view of the Founding Fathers; the National Security Act of 1947. *Credit: 3 semester hours.*

365 Mediating International Conflict

The course is a study the processes of negotiation and mediation used to resolve international violent conflicts. The course addresses efforts to mediate resolutions for both intrastate and interstate conflicts,

as well as the theoretical underpinnings of international conflict resolution through the use of case studies. *Credit: 3 semester hours.*

367 Military Force in International Relations

This course introduces the basic concepts and theories concerning the role of the military force in international relations, examines major theoretical approaches that explain and predict great power conflict and analyzes critical case studies. *Credit: 3 semester hours.*

368 Democracy Capitalism and Crisis

This course will focus on the vulnerability of capitalist democracies to crises, as well as how they respond when faced with crises. Although historical cases will be examined, the emphasis will be on the contemporary political context. Theoretical frameworks will include democratic theory, crisis theory, Marxism, and contemporary political economy. *Credit: 3 semester hours.*

369 Seminar: Constitutional Law

The seminar deals with a contemporary issue in Constitutional Law. *Credit: 3 semester hours.*

370 Arms Control and Nonproliferation: Theory and Policy

This course introduces issues related to the international arms control cooperation and the development and implementation of U.S. nonproliferation and counterproliferation policies. *Credit: 3 semester hours.*

376 Seminar: Political Theory

The seminar deals with one contemporary issue in theory, publicized prior to registration; Imperialism; Resurgent Nationalism; the theory of rights; emergency powers; revolution; terrorism; world government. *Credit: 3 semester hours.*

420 Colloquia

At these meetings, issues in the discipline and research topics of interest are discussed by faculty, alumni and distinguished outside speakers. Held twice each semester. All majors are expected to attend. *No credit; no fee.*

500 Comprehensive Examination

This exam tests the student's knowledge in her/ his field of concentration. *No credit.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. *Credit: 3 semester hours.*

925 Maintaining Matriculation

M.A. students not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester.*

For a complete listing of approved courses, please contact the Dean's office.

Department of History (HIS)

Faculty Advisor

Each student is assigned a faculty advisor who takes full charge of the student from admission to graduation. Students should address all departmental matters to their faculty advisor, including program planning, registration for courses, and appointment of mentors.

Programs of Study

Master of Arts (M.A.) in History

Entrance Requirements

Acceptance into the M.A. program presupposes that the student has taken a minimum of 24 semester hours of appropriate undergraduate courses in history approved by the department and the Admissions Committee. Students lacking undergraduate preparation may correct this deficiency by taking additional courses approved by the department and the Committee. Students will not be accepted into the graduate program until all undergraduate deficiencies have been corrected.

Program Requirements

1. **Courses:** A minimum of 33 semester hours in history. Prescribed courses include Historical Methods (HIS 401) and Historiography (HIS 402). Students who elect to write a master's thesis must complete six credits of Master's Research (HIS 900). The remaining courses, to be arranged in consultation with the student's advisor, are to include a minimum of 18 credits in the area of concentration and for non-thesis students, a minimum of six credits of coursework taken in any one field outside of the area of concentration.
2. **Language:** Knowledge of a foreign language is required for students in the thesis program. This may be evidenced in a manner deemed appropriate by the department. The department may permit a substitution if it is pertinent to the field of research. Students in the non-thesis program are not required to demonstrate competency in a foreign language.
3. **Comprehensive Examination:** Master's comprehensive examinations may not be taken before the last semester of coursework. This test of the student's knowledge in the area of concentration consists of four hours of written and/or oral examination. In preparation, the student is directed to consult with the Graduate Director and his/her faculty advisor well in advance of the examination. (See "Comprehensive Examination.")

4. **Thesis:** Students electing to submit a thesis as part of the M.A. program must demonstrate an understanding and application of proper historical methods and present their findings clearly and in accordance with the University format. The thesis topic should be developed with a faculty advisor before enrolling in HIS 900.
5. **Department Colloquia:** As part of HIS 970, all students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests.

Areas of Concentration

1. American History
2. European History
3. Global History
4. Women's and Gender History

Master of Arts (M.A.) in Public History

The two-year, 33-credit M.A. in Public History program consists of 24 credits of coursework, a six-credit internship, and an additional three-credit capstone project. Opportunities for service, internships, or independent study are available at our New York campuses in Queens, Manhattan, and Staten Island as well as our locations in Rome, Italy, and Paris, France. Public History students may pursue interdisciplinary coursework in History, Museum Administration, and Library and Information Science.

Acceptance into the M.A. in Public History program requires that a student has taken a minimum of 24 semester hours of appropriate undergraduate coursework in humanities and social science fields approved by the department and the Admissions Committee. Students lacking undergraduate preparation may correct this deficiency by taking additional courses approved by the department and the Admissions Committee. Students will not be accepted into the graduate program until all undergraduate deficiencies have been corrected.

Program Requirements

1. **Courses:** A minimum of 33 semester hours in history. A maximum of 12 credits may be substituted from Library and Information Science or another appropriate graduate program upon approval of the Graduate Director. Prescribed courses include Historical Methods (HIS 401), Introduction to Public History (HIS 500), Public History Internship (HIS 980), and Public History Final Project (HIS 981).
2. **Portfolio:** Submission and faculty review of a digital portfolio reflective of the final project.
3. **Department Colloquia:** All students must register and attend HIS 970.

M.A./M.S. Public History/Library and Information Science

Under the administration of the Graduate Division of the College of Liberal Arts and Sciences, the Department of History and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Public History and Master of Science in Library and Information Science degrees. Students complete a total of 57 credits rather than 66 credits required if both degrees are pursued separately.

The combination of these two graduate degrees will provide students with the theoretical understanding and technical skills needed to help libraries, archives, schools, museum, government agencies, and corporations ethically serve diverse global audiences and promote responsible stewardship of information and cultural resources.

Entrance Requirements

Students must meet the requirements of admission to both the Master of Arts in Public History and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

Program Requirements

All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs. These exchange courses include HIS 401 Modern Historical Research and three of the following:

HIS 404/LIS 253	Oral History
HIS 410	History of Material Culture
HIS 412	History as Visual Record
HIS 506	U.S. Museums and Historic Sites
HIS 525	Advanced Topics in Public History

All students must complete internships in Public History and Library and Information Science, a Public History final project, and an ePortfolio in Library and Information Science to culminate their degrees.

B.A./M.A. in History

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.0 index for 12 credits in history are encouraged to apply. Students in the B.A./M.A. program matriculate for a total of 147 credits, 33 of which are on the graduate level. Students electing the thesis option must complete six credits of Master's Research. Students choosing the non-thesis option complete six credits in lieu of HIS 900. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For detailed information, consult the Department Chair.

Doctor of Philosophy (Ph.D.) in World History

Note: Current Doctor of Arts (D.A.) students should refer to the Graduate Bulletin that corresponds to their term of admission for that program's requirements and regulations.

The Ph.D. in World History redefines and reclaims the vital roles that professionals with advanced humanities training play in our complex, global society. It combines traditional academic rigor in research with an emphasis on new pedagogies, interdisciplinary study, technology, collaborative work, community engagement, and a unique approach to internship training. The program is geared toward both the traditional full-time doctoral student and the working professional seeking a degree part time.

Entrance Requirements

The following materials must be submitted with all applications:

1. Applicants must present evidence of successful completion of a B.A., with at least 24 credits in history. Applicants with graduate credits in history may apply for transfer credit or for advanced standing, as determined by the Admissions Committee. All academic transcripts should be submitted to provide verification of degree conferral, GPA, and current coursework.
2. Applicants must present a cumulative index of 3.0 overall and a minimum of 3.5 in history courses.
3. Applicants must supply three letters of reference, at least one of which attests to the applicant's research ability, a recent sample of written work and a personal statement of professional experience and career goals.
4. Applicants must submit GRE scores. The subject GRE is not required.

Program Requirements

The Ph.D. requires completion of a minimum of 60 credits beyond the B.A. degree, distributed as follows:

1. Completion of a historical methods course, HIS 401.
2. Completion of four world history seminars (12 credits total), to be chosen from HIS 701-709.
3. Completion of 27 credits of graduate history courses, of which 12 credits should be a major area of concentration and 15 credits should be electives.
4. Completion of six credits of Teaching Internship (HIS 905; 906). The internship is a two-semester, six-credit supervised teaching experience designed to enable the student to step confidently and competently into a variety of professional historical settings upon completion of the doctoral program. To this end, interns will receive intensive hands-on training under the close supervision of a faculty member from the department.

Students who enter the program with permanent New York State certification (which requires two or more years of full-time teaching experience) are not required to take the six-credit internship, though they may elect to do so.

Students may also complete a two-semester professional internship for a total of six credits. The internship will provide a supervised practical experience that can be fulfilled either as a teaching assistant in a survey course, in a public history setting such as a museum, archive, or restoration project, or in some other kind of appropriate activity reflecting the student's professional interests. With the approval of the Graduate Director, students may also propose an internship that develops certain skills relevant to applied history, such as film-making, editing, and digital media. Upon completion of the internship, the student will submit a formal analysis, media project, or other demonstration of the knowledge and professional skills that he or she has gained from the experience.

5. Demonstration of functional proficiency in a foreign language appropriate to the student's research. This proficiency may be demonstrated by satisfactory scores on the ETS language exam, completing successfully two semesters of reading courses in French or German offered by the Department of Languages and Literatures (French 0101-0102; German 0101-0102), or a passing grade in a second-year college-level course in the appropriate language, as approved by the Graduate Director.
6. Successful completion of an annual portfolio where students will present progress towards completion of their degree and development of their research agenda. Failure to develop a portfolio and pass the portfolio review will constitute grounds for dismissal from the program.
7. Completion of a minimum 12 credits of Doctoral Research Workshop (HIS 975) is required of all students until the dissertation has been successfully defended. The Ph.D. dissertation must be based on primary source research and make an original contribution to the historical discipline. Dissertations are publications. They must advance a clear argument, include a compelling statement of significance, and conform to professional standards of research, writing, and citation. As they formulate, research, and write their dissertations, students must consult closely with their dissertation advisors. Students must perform their research in archives, libraries, museums, historical sites, or with databases approved by their advisor. As students write individual chapters, they must submit drafts to their advisors for comments. They are also encouraged to share their

chapters with other faculty members on their dissertation committee. In order to address comments and suggestions from their advisors (and from other readers), students should plan to do multiple revisions of their dissertation prior to defending. The dissertation must demonstrate an in-depth knowledge of the state of the historical field and relevant secondary sources, including books, articles, and dissertations. References must conform to the Chicago Manual of Style. The final essay must be approximately 225–300 pages, double-spaced, with notes. Ph.D. students have the option to complete a purely textual dissertation or develop a historical presentation or production that is accompanied by a research text, in which case the total product should be of comparable depth to the dissertation.

8. As part of HIS 970, all students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests.

Additional Requirements

1. Students working towards the Ph.D. must complete all requirements for the degree within seven years. Credit may be denied for courses completed more than seven years prior to the granting of the degree.
2. Students may seek admission to the program after having successfully completed some graduate work at another accredited institution. Students may request transfer of credit for this work provided it has not been offered in fulfillment of another degree, in consultation with the Graduate Director and the Dean's office. No credit will be allowed for courses in which the grade attained is below "B" (3.0).
3. After completing coursework, students must enroll in Doctoral Research Workshop (HIS 975) until the dissertation has been successfully defended.

Fellowships

Full-time students may apply for Doctoral Fellowships, which provide tuition remission and a stipend and require some weekly service to the department.

University Doctoral Fellowships, available to qualified part-time doctoral students, provide tuition remission for up to two graduate courses in each semester of the academic year. Based on academic merit, these fellowships require no service and award no stipend.

To apply for these awards or to receive more information about them, prospective students should contact the Dean's office. For information concerning other types of financial aid and scholarships, see "Financial Aid."

Courses

Required Courses (M.A. in History)

401 Historical Methods

The science and art of history; principles and methods of historical research; historical bibliography; sources and their criticism; techniques of the research paper. *Credit: 3 semester hours.*

402 Historiography

A survey of historical explanations for large-scale phenomena over long stretches of time. *Credit: 3 semester hours.*

970 Department Colloquia

Graduate students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests. *No credit; no fee.*

Required Courses (M.A. in Public History)

401 Historical Methods

The science and art of history; principles and methods of historical research; historical bibliography; sources and their criticism; techniques of the research paper. *Credit: 3 semester hours.*

500 Introduction to Public History

An examination of the subfields that constitute public history including historical preservation, cultural resources management, museum studies, and archival management; the research tools and analytical models employed in the field. *Credit: 3 semester hours.*

980 Internship in Public History

The internship provides first-hand experience of the practice of public history. Students will develop and execute their responsibilities in consultation with the Program Director and the sponsoring institution or individual. *Credit: 3 semester hours.*

981 Final Project in Public History

The capstone of the public history program. Students will conceive of a discrete project (organizing an archive, mounting an exhibition, preparing an institutional history, etc.) and see it through to its conclusion. A record of the project – and in many cases the record will be the project – should be created and made available in the various media appropriate to the material. *Credit: 3 semester hours.*

Required Courses (Ph.D. in World History)

401 Historical Methods

The science and art of history; principles and methods of historical research; historical bibliography; sources and their criticism; techniques of the research paper. *Credit: 3 semester hours.*

Students must take four of the following seminars:

701 World History Seminar in Gender and Sexuality

Advanced research and analysis of topics in women's and gender history from a world history perspective. Students will be introduced to key theoretical concepts in the field and will study comparative examples of gender systems in the United States, Europe, Latin America, Africa, and Asia. *Credit: 3 semester hours.*

702 World History Seminar in War, Peace, and Revolution

Advanced research and analysis in the history of war, peace, and revolution, from the perspectives of world history. Topics include the changing nature of war and peace from antiquity to the early modern period, wars of national unification, colonial and anti-colonial wars, social and political revolutions, civil wars, and various modes of peacemaking. *Credit: 3 semester hours.*

703 World History Seminar in State and Society

Advanced research into and analysis of the theoretical foundations and historical research on power and society. Topics include the development of the state and sovereignty in global perspective, empires and imperialism, dictatorship, welfare state, political culture and mass movements, and globalization and the erosion of state power. *Credit: 3 semester hours.*

704 World History Seminar in Historical Identities

Advanced research into and analysis of the major categories of historical identity, with special attention to their foundations and variable appeal across time. Topics include geography and climate, kinship, ideology, cultural rivalry, empire, and political and economic mastery. *Credit: 3 semester hours.*

705 World History Seminar in Technology and Science

Advanced research and analysis of major scientific and technological developments from the perspectives of world history, emphasizing the social and cultural context and interconnections of discovery and invention. *Credit: 3 semester hours.*

706 World History Seminar in Production, Consumption, and Trade

Advanced research and analysis of the world history of economic activity in the intertwined realms of production, trade and consumption from the 1400s through the present day. Traces the development of capitalism and critiques and alternatives to profit-seeking as the best means for organizing society. *Credit: 3 semester hours.*

707 World History Seminar in Cities and Countryside

Advanced research in and analysis of the history of changing landscapes from the perspectives of urban and suburban history, rural history, and environmental history. Students will gain familiarity with the theories informing and the methods of study used in research in these fields. *Credit: 3 semester hours.*

708 World History Seminar in Diasporas, Migrations, and Borders

Advanced research in and analysis of the global history of coerced and free migrations between the 15th century and the present. Traces local, regional, and global structures that shaped human migration during this time; focuses on changing political and economic landscapes that explain human movement across time and space. *Credit: 3 semester hours.*

709 World History Seminar in Ideas and Culture

Advanced research in and analysis of multi-cultural topics in ideas and cultures, including world religions, thought systems, ideologies, and their interrelations, from a world history perspective. *Credit: 3 semester hours.*

970 Department Colloquia

Graduate students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests. *No credit; no fee.*

Electives

106 Europe in the Cold War Era

Cold War conflict in Europe, 1946–1991. Cold War culture and society in Eastern and Western Europe; competition between the two blocs. The fall of Communism. *Credit: 3 semester hours.*

120 Race, Gender and Ethnicity in the Formation of National Identity in Modern Latin America

An analysis of the complex historical development of national identity in the context of race, gender, and ethnicity in modern Latin America. *Credit: 3 semester hours.*

122 The Russian Revolution

Historical analysis of Russian radical politics and social thought, culminating in the revolutions of 1905 and 1917. Political, cultural, economic, and social developments in the first decade of Soviet rule up to the Stalin or Second revolution of the late 1920s. *Credit: 3 semester hours.*

124 Development of the Communist World after 1945

The development of Communist societies in Europe, Asia, Africa, and the Americas, focusing on the period from 1945 to 1991. *Credit: 3 semester hours.*

125 Nazi Germany

The causes of the rise of the Nazis to power in Germany. The establishment of a dictatorial racial state, the Holocaust, and German aggression in the Second World War. *Credit: 3 semester hours.*

129 Reform and Revolution in the Atlantic World

This course studies the revolutionary impulses and events that animated the history of the Americas and Western Europe in the late 18th and early 19th centuries. We will discuss, among other topics, the intellectual and constitutional backgrounds, the coordination of revolutionary movements across national borders, the role of race and ethnicity, and the geopolitical pressures generated by the competition of the British, French, Spanish, and American empires. *Credit: 3 semester hours.*

131 Eastern Europe since 1900

The development of nationalism in Eastern Europe through the upheaval of World War I. The politics and policies of Eastern Europe in the interwar period; Eastern Europe in the Cold War; the 1989 revolutions; Eastern Europe in the post-Soviet period. *Credit: 3 semester hours.*

135; 136 Problems in East Asian History (Cf. ASC 135; 136)

European imperialism in East Asia since the mid-1800s with special emphasis on China; the origin and the consequence of Japanese militarism, the Chinese Republican Revolution and modernization and social changes in East Asia. *Credit: 3 semester hours.*

151 Problems in Contemporary Africa

Africa after independence; the effects of World War II and the break-up of colonial empires; political and economic trends in various countries as they strive to modernize and become viable nations. *Credit: 3 semester hours.*

158 History of Ethnic Rivalries in the United States

Emphasis on various patterns of the United States' reaction to immigrants and other minority groups in America. *Credit: 3 semester hours.*

164 Cultural Geography of Africa

Analysis of the distribution of pastoralists, agriculturalists, urban dwellers, and the resulting cultural areas. The adjustment of these areas to their physical environment. *Credit: 3 semester hours.*

169 African-American History

Examines important ideas and events in African-American history as well as debates among historians about how to interpret these ideas and events. Topics include slavery and its demise, violence against African Americans, the exodus of millions of African Americans from the rural South, the struggle for civil rights, and the backlash against the Civil Rights Movement, among other topics. *Credit: 3 semester hours.*

171 Africa: Pre-Colonial

Tribal and traditional systems of government, land tenure laws and social patterns as a basis for understanding African cultural and historical developments. *Credit: 3 semester hours.*

172 Africa: The Colonial Period

The development of colonial policy by the Great Powers, with special emphasis on the differing patterns of rule as contributing to modern administrative and political developments in Africa. *Credit: 3 semester hours.*

176 Contemporary Middle East

The development of European protectorates, the influence of World War II, and the problems of independence. The emergence of the Arab League, the role of nationalism, the Arab-Israeli conflict, and the influence of the Iranian Revolution, the Gulf War, and the U.S. invasion of Iraq. *Credit: 3 semester hours.*

181 Proletarian Pleasures: The Evolution of Popular Culture in Europe and the Americas

Studies in the popular culture of Europe and the America, emphasizing changing patterns of popular art, consumption, entertainment, and diversions and their social and political significance. *Credit: 3 semester hours.*

219 Terrorism

Conceptual Analysis of terrorism as a form of political action. *Credit: 3 semester hours.*

220 Nationalism and Revolution in Modern Latin America

The course studies nationalist and revolutionary challenges against elite-sponsored Latin American social, political, and economic policies during the 20th century. Often these policies were shaped by U.S. foreign policies. Nationalism functioned as a standard bearer for leaders fighting the role of the U.S. in their internal affairs, resulting in numerous guerrilla conflicts and revolutions throughout the region. *Credit: 3 semester hours.*

225 Women in U.S. History

This course focuses on the history of women in the U.S. from 1776 to 1920. Our discussions include the development of gender as a category of analysis; race, class, and regional diversity in women's experiences; and women's mobilization to demand greater social, economic, and political power. *Credit: 3 semester hours.*

230 Fascism in Europe

The varieties of Fascism in Europe with emphasis on origins and development of Fascism in Italy and Nazism in Germany. Authoritarian and totalitarian regimes compared and contrasted and their foreign policies examined. *Credit: 3 semester hours.*

272 Colloquium on the Technological Transformation of the United States

Focus on the value system and material conditions that led to the technological transformation of the U.S., as well as effects of this transformation on American social, cultural, economic, and political institutions in the 19th and 20th centuries. *Credit: 3 semester hours.*

375 The United States and Africa

Examines the complex relationship between the United States and Africa between the 18th and 21st centuries. Topics include the US involvement in the slave trade, the establishment and growth of Liberia, the impact of the Cold War in Africa, and "neocolonialism." *Credit: 3 semester hours.*

413 The Renaissance

This course focuses on the development of humanist culture and the ways in which it shaped politics, cultural and social practices, and identities from 1450 to 1600. *Credit: 3 semester hours.*

414 The Reformation

This course explores the genesis and development of the Protestant Reformations after 1500, together with Catholic responses to the challenge of reform, and the manifold impacts these religious movements had on European society and culture up to 1650. *Credit: 3 semester hours.*

416 The French Revolution and Napoleonic Era

This course examines the Old Regime in France, the origins and ensuing course of the revolution through the Napoleonic period, and the impacts and legacies across Europe and the wider world. *Credit: 3 semester hours.*

450 Global Nineteenth Century

Examination of the nineteenth century and major themes affecting regions across the world, including cities, frontiers, industry, and empire. *Credit: 3 semester hours.*

461 The Soviet Union

The political, cultural, and economic development of the U.S.S.R. from 1917 to 1991. The dissolution of the Soviet Union and its immediate aftermath. *Credit: 3 semester hours.*

462 Colonial America: The Seventeenth Century

This course examines the settlement of Europe's North American colonies. Students will attend to European habits and structures and to their transformation in a new environment. The social, political, and cultural diversity of the colonies will be studied, along with the complications that arose as Europeans interacted with the Amerindians and with, by century's end, a rapidly increasing population of coerced African immigrants. *Credit: 3 semester hours.*

463 Colonial America: The Eighteenth Century

This course studies the cohesive properties of Britain's North American empire even as it attends to the possibility of disintegration. Among the topics to be addressed: international rivalries and the colonial frontier; the making of the American colonial mind; and the approach of the imperial crisis. *Credit: 3 semester hours.*

464 The American Revolution

This course offers a review of the major events and issues of the American Revolutionary period. Of particular interest are: the causes of the imperial crisis, the character of American rhetoric and ideals, the social and cultural dimensions of the conflict, and the young republic's struggle to perfect – or at least manage – its historical legacies during a period of intense international rivalry. As this is a graduate course, we will pay special attention to the various interpretive frames through which late 18th-century America has been understood. *Credit: 3 semester hours.*

469 The Civil War

This course examines the social and political history of the U.S. Civil War and Reconstruction. It considers the impact of the war on ordinary people as well as the actions of key leaders such as Abraham Lincoln. *Credit: 3 semester hours.*

473 The Progressive Movement

The political, social, and economic development of the Roosevelt, Taft, and Wilson administrations in United States history. *Credit: 3 semester hours.*

474 History of the New Deal

An analysis of the philosophy, techniques, and specific programs employed by the New Deal to resolve the domestic problems of the United States from 1933 to 1939. *Credit: 3 semester hours.*

480 Colloquium in 20th C. American History: The 1960s

The course will examine and analyze the principal social, political, economic, and cultural issues and events of the long 1960s in America, from the early civil rights movement of the 1950s to Watergate. *Credit: 3 semester hours.*

504 Oral History

Introduction to the theory and practice of oral history. Major topics include the ideological content of speech and storytelling, the role of class and ethnicity, the ethics of scholarly intrusion, and the use of technology. *Cf. LIS 253. Credit: 3 semester hours.*

506 U. S. Museums and Historical Sites

Battlefields, house museums, and other historic sites are among the most trusted sources of insight into the past. The origins and the changing cultural role of museums and historic sites will be examined. *Credit: 3 semester hours.*

510 History of Material Culture

This course introduces students to the theory and historical study of material artifacts and the built environment. Major topics include the embodiment of value, the role of class and ethnicity, the differentiation of domestic and public spheres, and the effects of technological and economic change. *Credit: 3 semester hours.*

512 History and Visual Media

The role of visual media as historical artifacts, including photographs, posters, magazine illustrations, advertisements, motion pictures, and video and the preservation of such media. The use of visual media as an aid to public historian will also be considered. *Credit: 3 semester hours.*

525 Advanced Topics in Public History

Advanced examination of the social, theoretical, and methodological dimensions of public history. Major topics include the impact of culture studies and various "culture wars," the competition of local and national narratives, and the importance and historically unstable meanings of class. *Credit: 3 semester hours.*

534 Studies in Central African History

Examines problems and issues that shaped Central Africa over the past five centuries. Topics include the slave trade; Belgian and Portuguese colonial partition; African resistance to colonialism; wars for independence; and post-independence social, political and economic challenges. *Credit: 3 semester hours.*

544 Race and Nationalism in the African Diaspora, 1900 to the Present

Follows the movement of Africans around the world over previous centuries. Topics include diasporas to the "Old" and "New" Worlds; cultural dynamics in New World slave societies; "Back to Africa" movements; and problems and issues with recent African emigration. *Credit: 3 semester hours.*

574 History of Secularism: A Comparative Approach

This course examines secularism as a historical idea in European, American, South Asian, and Middle Eastern histories. After tracing the formation of secularism as a concept originated in Enlightenment histories, the course analyzes how secularism developed as a specific doctrine in Victorian England and traces the challenges of the political project of secularism during the practice of British and French colonialism. The course ends by assessing secularism as a political goal in France and the Netherlands. *Credit: 3 semester hours.*

600 The First World War

The war as a global war, focusing on social, cultural, and political developments in addition to its purely military aspects. *Credit: 3 semester hours.*

620 Muhammad and Biography

This class studies the politics inherent in biographies of Muhammad and his wives. Its aim is to analyze religious biography as a historical and polemical form of writing and to trace the developing traditions of Muslim and non-Muslim accounts of Muhammad and his female companions. *Credit: 3 semester hours.*

634 The History of the American South

Examines important ideas and events in the history of the American South as well as debates among historians about how to interpret these ideas and events. Topics include slavery, the Civil War and Reconstruction, segregation and disenfranchisement, industrialization, the Civil Rights Movement, and the rise of conservatism. *Credit: 3 semester hours.*

637 The Gilded Age

From 1865 to 1905, the US underwent a dramatic industrial, political, social and environmental transformation. While the South, North, and West, forged distinctive regional identities, people around the nation debated meaning—and the future—of American democracy. *Credit: 3 semester hours.*

652 Church and State in Modern History

A focus on popes, problems they confronted, and programs they adopted. *Credit: 3 semester hours.*

712 East Asia in the Modern World

Comparative historical analysis of social, economic, and political developments in East Asia from 1600 to the present. *Credit: 3 semester hours.*

715 World War II and Society

World War II as experienced by civilian populations and military personnel. Wartime deployment of the economy, science and technology, and propaganda. Genocide and other war crimes. Hiroshima. *Credit: 3 semester hours.*

716 The Cold War in Global and Interdisciplinary Perspective

Conflicts of the Cold War and their cultural and social impact. East-West ideological, economic and social competition. Third World revolutions. The arms race. Historiographic controversies. *Credit: 3 semester hours.*

718 Technology and Transformation in Western Europe

The technological revolution in Western Europe is examined within a historical framework which examines the period of preparation, the agricultural revolution, and the industrial revolution. *Credit: 3 semester hours.*

719 The Contemporary World

Consequences of the Second World War. The breakup of colonial empires and the Cold War. The postwar rise of Europe and Japan. Decolonization and the emergence of the Third World. Globalization, the end of the Cold War, the rise of China and India. *Credit: 3 semester hours.*

720 Terrorism: A History

An analysis of terrorism, its historical evolution and contemporary manifestations of terrorism in the context of modernization, ideological and psychological rationales of terrorist movements, and the international implication. *Credit: 3 semester hours.*

724 Globalization in Sub-Saharan Africa

An examination of globalization in Sub-Saharan Africa and its impact on people and institutions in the area. *Credit: 3 semester hours.*

726 Religious Responses to Globalization in the Information Age

The technological revolution and transformation of religious organizations in the West; the Middle East, East Asia, and Latin America; patterns of convergence, loss of functions, charismatic episodes and widespread movements. *Credit: 3 semester hours.*

734 Gender in Global Perspective: An Introduction

Changing gender roles in the age of globalization. Gender and industrialization, imperialism, feminism, war, revolution, sexuality, crime, politics, comparisons of Europe, U.S., Asia, Africa, Latin America. *Credit: 3 semester hours.*

741 USSR and the World, 1917–1991

A study of contacts between the Soviet Union and the world via diplomacy, cultural relations, and the international Communist movement. *Credit: 3 semester hours.*

745 Women's Social Movements: a Global Perspective

This course examines women's social movements comparatively as well as transnationally from 1789–1945, considering women's local and national movements, as well as women's efforts to organize across the boundaries of the nation-state. Key areas of activism include peace, democracy, human rights, labor equity, and maternal and child health. *Credit: 3 semester hours.*

755 American Foreign Policy in the 20th Century

This course explores U.S. foreign policy after 1898. Particular attention is paid to the United States' changing position among the world powers and its significance. Topics include research in state archives and in collections of policy makers. *Credit: 3 semester hours.*

756 The World in Upheaval: Europe and the World Since 1776

The globalization of European ideologies and institutions and ensuing political, diplomatic, economic, and cultural consequences; emphasis on nationalism, imperialism, industrialization, and ideology. *Credit: 3 semester hours.*

757 America Abroad: The United States and the World

The course explores American foreign policy in Asia, Latin America, and Europe. Particular attention is paid to America's shift from

an isolationist country to an imperial world power. Topics include the expansion of world capitalism and the role of non-state actors in diplomacy. *Credit: 3 semester hours.*

760 Modern Religious Pluralism and World Peace

Analysis of ever-increasing contacts and communications between major global religious traditions that have made significant inroads toward mutual understanding and cooperation; new possibilities in the changed context for world religions to serve as important resources for world peace. *Credit: 3 semester hours.*

762 Chinese Revolutionaries in Office

Chinese revolutionaries of 1911, 1926, 1949, and 1978; their goals, methods and ideologies; how the dreams fared as the prime movers consolidated their respective revolutionary movements. *Credit: 3 semester hours.*

766 The Information Revolution and the Formation of a Global Society

The explosion of the mass media in the 20th century; spread of communication and entertainment technologies; cybernetics and global communication networks; cultural and ideological exchanges. *Credit: 3 semester hours.*

768 The New Imperialism in Africa: Causes and Consequences

An examination of the European scramble for territory in Africa after 1870 and its political and economic consequences; the political liberation of Africa and the ongoing attempt to achieve economic independence. *Credit: 3 semester hours.*

774 European Integration and Disintegration

An analysis of Europe's cultural and social diversity in the 19th century; how Western European societies have become more similar in the 20th century. *Credit: 3 semester hours.*

Professional Skills Curriculum

812 Transnational and Interdisciplinary Approaches in the Teaching of World History

Basic conceptual approaches employed by historians and social scientists in the study of world history; an examination of global history and the analytical methods used in academic disciplines. *Credit: 3 semester hours.*

820 Quantitative Approaches to Historical Analysis

A survey of quantitative approaches from various disciplines that have been used to gather, interpret, and analyze historical evidence. *Credit: 3 semester hours.*

840 Reasoning and Historical Inquiry

The development of formal and material elements of logic emphasizing their proper application to the study and teaching of history. *Credit: 3 semester hours.*

850 Geographical Approaches to World History

A survey of basic conceptual approaches used in the field of geography that can be applied by historians in the study and teaching of world history. *Credit: 3 semester hours.*

860 Research, Writing and Teaching History in a Global Age: Promise and Problems

This course explores the promise and problems inherent in the research, writing, and teaching of a history which transcends the national state and examines the evolution of this more expansive approach. It also assesses the new sources and techniques provided by the communication and information revolution of the global age. *Credit: 3 semester hours.*

899 Teaching Practicum

This practicum is designed for the improvement of the professional skills of history and social studies teachers. It aims to guide the practicing teacher to experiment with alternative instructional methods and to evaluate the effectiveness of present teaching techniques. *Credit: 3 semester hours.*

905; 906 Teaching Internship

The internships provide first-hand experience in teaching history or working in an environment where historical knowledge is applied. Students will develop and execute their responsibilities in consultation with the Program Director and the sponsoring institution or individual. Each semester will require a total of 150 internship hours. *Credit: 3 semester hours.*

Independent Reading and Research

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. *Credit: 3 semester hours.*

901 Reading and Research

Individually directed reading programs for M.A. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair. *Credit: 3 semester hours.*

975 Doctoral Research Workshop

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the doctoral requirements. *Credit: 3 semester hours.*

990 Directed Readings and Research I

Individually directed reading programs for Ph.D. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair. *Credit: 3 semester hours.*

991 Directed Readings and Research II

Individually directed reading programs for Ph.D. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair. *Credit: 3 semester hours.*

Maintaining Matriculation and Comprehensive Examination

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

925 Maintaining Matriculation (M.A.)

Master's students not registered for other courses must register for HIS 925 until all degree requirements are completed and the degree is granted. *No Credit. Fee: \$100 per semester.*

930 Maintaining Matriculation (Ph.D.)

Doctoral students not registered for other courses must register for HIS 930 until all degree requirements are completed and the degree is granted. *No Credit. Fee: \$100 per semester.*

For a complete listing of approved courses, please contact the Dean's office.

Languages and Literatures

Programs of Study

Master of Arts (M.A.) in Spanish (SPA)

The Department of Languages and Literatures offers a program of graduate study in the literature, linguistics, and civilization of the Hispanic world, taught entirely in Spanish, leading to the degree of Master of Arts. This specialized program is intended to prepare students for further scholarship, teaching at all levels or related careers. The department sponsors an ongoing series of lectures by prominent literary figures from both Spain and Latin America.

Epsilon Kappa, the St. John's Chapter of Sigma Delta Pi, the National Hispanic Honor Society, publishes the literary journal, *Entre Rascacielos*, to promote the creative works of students enrolled in the program. The journal is also open to members of the national and international Hispanic community.

In addition, the department offers reading courses in French and German for graduate students in other disciplines.

Entrance Requirements

At least 24 semester hours above the intermediate level of undergraduate work in languages, with 18 of these credits in Spanish. All classes are conducted in Spanish. All students must demonstrate proficiency in speaking, reading and writing Spanish. Any existing deficiency will subsequently have to be removed. In the case of foreign credentials, the 18-credit requirement will be met if the candidate holds a university degree from a Spanish-speaking country.

Program Requirements

Thesis: This option is a 33-credit program consisting of 27 credits of required coursework from among the five areas of concentration (a minimum of three credits in each area) listed below and six credits of Master's Research (SPA 900). Since the program is conducted solely in Spanish, it is required that students write their thesis in the Spanish language. It is strongly recommended that master's degree students have a reading knowledge of English, French, German, Italian, Portuguese, or any language pertinent to the topic of their thesis. The proficiency of the language of their choice can be met by passing the Princeton ETS foreign-language examination or by an examination administered by the thesis mentor and the program director. Students may either take an undergraduate language course equivalent to a fourth semester (Language 4) or one of the department's graduate non-credit reading courses. The thesis option is recommended for those students who wish to continue their graduate education beyond the master's degree by entering a Ph.D. program.

Non-Thesis: This option is a 33-credit program consisting of coursework in all five areas of concentration listed below: a minimum of three credits from each division, plus 18 credits in course electives. However, it is strongly recommended that students take six credits from each of the five areas of concentration. The non-thesis option is primarily designed for those students interested in teaching on the primary or secondary level or seeking immediate preparation for fields where a master's degree in Spanish is the recommended credential.

With appropriate counseling from the department, students should select their courses from the following five areas of concentration:

- (1) Linguistics (three/six credits)
- (2) Peninsular Literature before 1700 (three/six credits)
- (3) Peninsular Literature of the 18th, 19th and 20th Centuries (three/six credits)
- (4) Spanish-American Literature from Pre-Columbian through the 19th Century (three/six credits)
- (5) Spanish-American Literature from Modernismo to the Present (three/six credits)

The comprehensive examination required of all students must be taken in the last semester of coursework. This four-hour written examination will test the student's knowledge of the literature, linguistics, and culture of Spain and Spanish America. (See "Comprehensive Examination.")

Financial Aid

Research assistantships, which include tuition remission and a stipend, are available to qualified graduate students. In addition, New York State residents may be eligible for Tuition Assistance Program (TAP). State and Federal Loan Programs are also available.

B.A./M.A. in Spanish

The Department of Languages and Literatures offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in Spanish in five years of full-time study. Sophomores who have completed 12 credits in Spanish with a 3.0 or above index and with a minimum of 3.0 cumulative index, are encouraged to apply. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may contact Marie-Lise Gazarian, Ph.D., Director of the Graduate Program in Spanish, at (718) 990-5209 or gazariam@stjohns.edu.

Courses

103 History of the Spanish Language

The evolution of the language from its origin to the present; phonology, morphology, grammar, vocabulary, style. *Credit: 3 semester hours.*

109 Spanish Stylistics. A Workshop in Creative Writing

Students will engage in various exercises, taking part in the writing of poetry, short stories, and memoirs. *Credit: 3 semester hours.*

110 Workshop in Journalistic Prose

A study of journalism through a study of masters in the genre and through the experience of writing articles on a series of topics. *Credit: 3 semester hours.*

220 Caribbean Literature in Spanish

A study of the most representative Spanish-Afro Caribbean writers, such as Luis Llorens Torres, Luis Pales Matos, Nicolás Guillén, and Emilio Ballagas. *Credit: 3 semester hours.*

222 Medieval Literature II

The principal developments of the XIV and of the XV century as far as La Celestina. *Credit: 3 semester hours.*

224 The Spanish Ballad, Yesterday and Today

An in-depth study of the development of Spanish balladry from the Middle Ages to the present. *Credit: 3 semester hours.*

234 Spanish-American Poetry

The principal developments of the genre in Spanish America with a study of representative authors. *Credit: 3 semester hours.*

237 Spanish-American Modernism

Representative authors of the period will be studied. *Credit: 3 semester hours.*

239 Women Writers from Spanish America

A study of the most representative women writers from the time of Sor Juana Inés de la Cruz to the present. *Credit: 3 semester hours.*

245 Spanish-American Literature of the Enlightenment

Main literary currents in Spanish America from 1750 to the period of Independence with representative authors studied. *Credit: 3 semester hours.*

249 The Spanish-American Novel from Fernández de Lizardi to the 1960s

A study of the most representative literary figures in the development of this genre. *Credit: 3 semester hours.*

250 The Spanish-American Novel from the 1960s Onward

A study of the most representative present-day Spanish-American novelists. *Credit: 3 semester hours.*

254 Don Quijote I, II

A study in depth of Cervantes' masterpiece. *Credit: 3 semester hours.*

270 Spanish Poetry of the Twentieth Century

A review of poets from the second half of the nineteenth century with an in-depth study of poets from the twentieth century. *Credit: 3 semester hours.*

279 Federico García Lorca

A study of the most representative works of Federico García Lorca. *Credit: 3 semester hours.*

287 Ortega y Gasset and other Twentieth Century Spanish Essayists

A study of representative essayists of the period. *Credit: 3 semester hours.*

290 Literature of the Mexican Revolution

A study of major literary figures in the development of this theme in the national culture. *Credit: 3 semester hours.*

300 Spain in North America. Early Writings

First writings by Spaniards in North America. The literature of early settlers, navigators, soldiers, and priests. *Credit: 3 semester hours.*

305; 306 Seminar in Hispanic Literature I; II

A study of specific authors from the Hispanic world. *Credit: 3 semester hours each.*

310 Visual Arts in Spanish Literature

A study of the many uses of the visual arts in Spanish literature, with emphasis on the literary representation of visual arts, real or imaginary. *Credit: 3 semester hours.*

311 Exile Literature

A study of the literary production of Spanish writers who left their country as a result of the Civil War, with emphasis on the authors' responses to exile and *transmierro*. *Credit: 3 semester hours.*

312 Latin American Cinema and Literature

This course is a comparative and analytical study of some of the most important Latin American films and literary works. *Credit: 3 semester hours.*

313 César Vallejo, Lezama Lima, Pablo Neruda and Octavio Paz

An in-depth study of three representative figures of the Hispanic world. *Credit: 3 semester hours.*

314 Poetry and Its Metric Forms

The tools for writing poetry. *Credit: 3 semester hours.*

315 Translation and Interpretation: Two Forms of Communication

A workshop in translation and communication. Students are introduced to both forms of communication and are placed in real-world situations to perform translations of literary and non-literary texts and practice simultaneous interpretations. *Credit: 3 semester hours.*

316 The Chronicle in Spanish Classic Authors

A study of the literary techniques used in Spanish historiography, with emphasis on the study of Medieval, Renaissance and Baroque chronicles. Manuscripts, incunabula, paleographic, and first editions will be used when available. *Credit: 3 semester hours.*

317 Gabriela Mistral: The Poet and Prose Writer

An in-depth and comprehensive examination of the works and influence of the 1945 Nobel Prize for Literature-winning Chilean writer. *Credit: 3 semester hours.*

318 Love and Death in Latin American Literature

A study of the themes of love and death as expressed by some of the most representative authors. *Credit: 3 semester hours.*

319 The Generation of 1927 in Spain

An in-depth study of some of the most important poets of the period. *Credit: 3 semester hours.*

321 Mystery Novel in Democratic Spain

Survey of the contemporary mystery novel in Spain as a reflection of historical and cultural changes. *Credit: 3 semester hours.*

324 The Theme of Exile in Contemporary Literature by Latinos in the U.S.

An analysis of the theme of exile in selected literary works by Latino/a authors in the U.S. from the twentieth century to the present. Representative works from all major Latino groups will be included. *Credit: 3 semester hours.*

330 The Spanish Short Story

The evolution of the short story in Spain from the medieval exemplum to the *cuento literario*. *Credit: 3 semester hours.*

400 Internship

An on-site internship in a governmental or cultural institution in the New York metropolitan area. Its purpose is to enhance the intern's knowledge of the Spanish language, Hispanic culture, and literature in a real-world work environment. The candidate must be a matriculated graduate student in good standing who has completed 12 credits in the program. *Credit: 3 to 6 semester hours.*

900 Master's Research

Supervised research by mentor leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements, in consultation with the Graduate Director. *Credit: 3 semester hours.*

901 Independent Study

An opportunity for independent reading and research under the supervision of a faculty member. The area of research must be approved in advance by the director of the graduate program and a research plan will be required. *Credit: 3 semester hours.*

925 Maintaining Matriculation

Master's degree students who are not registered for any course must maintain their matriculation by registering for 925 until all degree requirements are completed and a degree is granted. *No credit.*
Fee: \$100 per semester.

FRE 0101; 0102 French Reading Course (0101 is prerequisite for 0102)

This course is designed to give candidates for the master's and doctoral degrees a grasp of the fundamentals of the language and a good working vocabulary so that they can use the language as a research tool in their field of specialization. *Two semesters. No credit.*

For a complete listing of approved courses, please contact the Dean's office.

Center for Latin American and Caribbean Studies

Advanced Certificate

St. John's University's Center for Latin American and Caribbean Studies (CLACS) offers a graduate-level multidisciplinary certificate for those students interested in disciplines and careers that deal with Latin America, the Caribbean, or Latinos in the U.S. Those careers include: diplomacy and international relations; banking; business; literature; education; health services; and journalism.

Entrance and Program Requirements

An undergraduate degree from an accredited university with a minimum 3.0 GPA and two letters of recommendation are required. Language proficiency in Spanish, Portuguese, or French must be demonstrated before completion of the program.

A student can enroll in the multidisciplinary advanced certificate program by itself or in conjunction with another graduate program (E.g. Spanish, Government and Politics, History, English, Sociology, Psychology, Liberal Studies, Education, or Business Administration).

Students need 15 credits in three different disciplines or areas; a minimum of nine credits must be from those courses classified as core. A student could meet some of the credit requirements by taking courses in Latin American and Caribbean universities with which we have established agreements or in a Study Abroad program in a Latin American or Caribbean nation, with prior approval from the appropriate Dean or Chair, and the CLACS Director.

Upon completion of all coursework, as a final condition for receiving the Certificate, a student must submit to the Director of CLACS a portfolio with the accumulated work accomplished during the program. Students who complete the Certificate can go on to careers in government, NGOs, banking, business, journalism, teaching, and Ph.D. programs, among others.

Graduate research assistantships are available. For more information about the program, please contact: Alina Camacho-Gingerich, Ph.D., Professor and Director of CLACS, at camachoa@stjohns.edu or 718-990-1932/5829. For a complete listing of current courses applicable to the certificate, please go to: www.stjohns.edu/clacs.

Liberal Studies Program of Study

Master of Arts (M.A.) in Liberal Studies (MLS)

The Master of Arts in Liberal Studies provides a multidisciplinary graduate opportunity to the intellectually curious through the study of themes that draw from various academic fields.

There are four tracks in the Master of Arts in Liberal Studies:

1. Humanities
2. Social Sciences
3. Cultural Studies (includes the Concentration in Women's and Gender Studies)

4. Interdisciplinary Studies

The program is designed to provide a strong foundation for a number of professional goals; it is not designed to duplicate or replace the specialized disciplinary training required for a Ph.D., though it can be appropriate preparation for further graduate study, including doctoral-level study. This program is especially suited to working professionals

Entrance Requirements

1. A bachelor's degree in any area, with an overall GPA of 3.0.
2. A brief personal essay describing the student's academic goals and areas of intellectual interest.
3. Six credit hours in the area of concentration.
4. For the Humanities track, a total of 18 credits from English or history; for the Social Science track, a total of 18 credit hours from anthropology, economics, history, government and politics, psychology, or sociology; for the Cultural Studies track, a total of 18 credit hours from anthropology, sociology, English, area studies (Latin America, Asian, Middle Eastern, African, etc.), history, philosophy, and ethnic/gender studies; for Interdisciplinary Studies, a sufficient number of credits in the relevant disciplines, as determined by the director.
5. Two letters of recommendations from persons who can attest to the student's ability to undertake graduate studies.

Program Requirements

Each student selects a program track: Humanities, Social Science, Cultural Studies, or Interdisciplinary Studies.

If Humanities is selected, the student chooses an area of concentration—either history or literature. The student completes five courses in his or her area of concentration and two courses each from the two cognate disciplines. The student also takes introductory and integrating seminars in liberal studies. A total of 11 courses is taken.

If Social Sciences is selected, the student chooses an area of concentration—economics, history, government and politics, psychology or sociology. The student takes five courses in his or her area of concentration and two courses from any two cognate disciplines. The student also takes introductory and integrating seminars in liberal studies. A total of 11 courses is taken.

If Cultural Studies is selected, the student takes five courses from a list of courses dealing with the anthropological and cultural themes and four courses in cultural areas and topics. These include but are not limited to Latin America, Far Eastern Cultures, Eastern Europe, Africa and the Middle East. The student also takes introductory and integrating seminars in liberal studies. A total of 11 courses is taken.

If Interdisciplinary Studies is selected, the student consults with the program director about the theme of the proposed program (as well as faculty in the relevant areas). The program director must approve the proposed program. The student takes courses from his or her area of concentration and courses from at least two other areas of determined to be relevant to the proposed research project. The student also takes an introductory and integrating seminar in liberal studies.

Every student must complete a capstone project in the track he/she has selected.

Courses

Departments strive for accuracy with regard to the scheduling of courses. They reserve the right, however, to alter the schedule as needs may dictate. Moreover, the Dean maintains the right to cancel courses when deemed necessary.

100 Introductory Seminar in Liberal Studies

Directed reading and discussion of representative works which have had a significant influence in the various areas in liberal studies. This course introduces issues in the humanities, social sciences, and cultural studies. *Credit: 3 semester hours.*

200 Integrating Seminar in Liberal Studies

The capstone project is the focus of this seminar, taught by faculty members from one of the liberal studies tracks. The capstone project proposal must be approved by the student's faculty mentor and the Program Director. *Credit: 3 semester hours.*

204 Independent Research in Liberal Arts

Under the supervision of a faculty mentor, the student will prepare a research proposal, and submit it to the program director for approval. All proposals must be approved by the Director. *Credit: 3 semester hours.*

For a complete listing of approved courses, please contact the Dean's office.

Division of Library and Information Science (LIS)

The Division of Library and Information Science offers programs of study leading to the Master of Science (M.S.) in Library and Information Science, five combined bachelor's and master's degree programs, double master's programs with the Departments of Government and Politics, History, and Pharmaceutical Sciences, and an Advanced Certificate in Management for Information Professionals.

Accreditation

The graduate program in library and information science leading to the Master of Science degree is accredited by the American Library Association (ALA) and the curriculum has been registered and approved by the New York State Department of Education.

Programs of Study

Master of Science (M.S.) in Library and Information Science

The fully online M.S. degree program is suitable for students interested in many different types of libraries, including public, law, academic, museum, and other special libraries as well as archives and information centers. There are four core courses, one management course, and seven electives, which must be selected in consultation with the student's advisor. The student completes the program by completing the 12 courses and submitting a successful e-portfolio.

Students may pursue interdisciplinary coursework in Public History and Museum Administration in consultation with an advisor.

Entrance Requirements

Applicants seeking admission to the M.S. program must submit the following evidence of their ability to pursue graduate study in library and information science:

1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally, this will be a "B" (3.0) both in the general average and in the major field.
2. Two letters of recommendation from instructors, librarians, or equivalent professionals.
3. A statement of professional goals.
4. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

The M.S. program requires all students to satisfy the following:

1. Completion of 36 credits with a minimum of a "B" (3.0) average.
2. Completion of all core courses: 203, 204, 205, and 239.
3. Completion of management requirement (240 or 243).
4. Continuous enrollment and completion of all requirements within a period not to exceed five years.
5. Submission of a successful e-Portfolio.

Note: Up to six credits may be taken outside the Division with the permission of the Graduate Director. In consultation with an advisor, students may select a specialization after the completion of six graduate credits in Library and Information Science. A list of specializations is available on the Division of Library and Information Science website: www.stjohns.edu/dlis.

E-Portfolio

In order to receive your Master of Science degree in Library and Information Science from St. John's, you are required to submit an e-Portfolio that serves as an end-of-program assessment. The e-Portfolio will also help you display your work to future potential employers. It includes a professional philosophy, resume, and artifacts from coursework with reflections that document proficiency in the program's eight goals:

1. Develop an understanding of the foundations of the profession;
2. Develop an understanding of information resources;
3. Demonstrate ability to organize recorded knowledge and information;
4. Apply technological knowledge and skills to practice;
5. Apply reference and user services;
6. Master research methods;
7. Experience continuing education and lifelong learning; and,
8. Apply key concepts of administration and management.

You must submit your e-Portfolio through Digication in either your last semester of coursework or the semester immediately following. We encourage you to build your e-Portfolio throughout your program of study.

Certification for Public Librarians in New York State

New York State will issue this professional certificate to St. John's graduates with the M.S. in Library and Information Science who provide proof of their degree. There is a fee for the certificate that must be included with the application. For details, visit the New York State Library website at nysl.nysed.gov/libdev/cert/.

Combined Degrees

B.A./M.S. Programs in French, Italian, or Spanish and Library and Information Science

St. John's College of Liberal Arts and Sciences offers three intensive, accelerated combined degree programs leading to the B.A. and M.S. degrees in five years of full-time study. Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index and a 3.0 index in at least 12 major credits are encouraged to apply.

Students enrolled in the combined degree program matriculate for a total of 150 credits, completing LIS 203, 204, 205, and LIS 239 while in their third and fourth years of undergraduate study. They then complete LIS 240 and 21 graduate elective credits in Library and Information Science during the fifth year to complete the master's degree.

B.S./M.S. Programs in Computer Science or Information Technology and Library and Information Science

St. John's College of Liberal Arts and Sciences offers two intensive, accelerated combined degree programs leading to the B.S. and M.S. degrees in five years of full-time study. Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index and a 3.0 index in at least 12 major credits are encouraged to apply.

Students enrolled in the combined degree program matriculate for a total of 150 credits, completing LIS 203, 204, 205, and LIS 248 while in their third and fourth years of undergraduate study. They then complete LIS 239, LIS 240, and 18 graduate elective credits in Library and Information Science during the fifth year to complete the master's degree.

M.A./M.S. Program in Government and Politics and Library and Information Science

Under the administration of the Graduate Division of the College of Liberal Arts and Sciences, the Department of Government and Politics and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Government and Politics and Master of Science in Library and Information Science degrees. Students complete a total of 57 credits rather than 66 credits required if both degrees are pursued separately.

The combination of the two graduate programs provides students with the opportunity to integrate two complementary bodies of knowledge: government and politics and library science. The graduate program in government and politics supplements the graduate program in library science by broadening and deepening a student's understanding of governmental structure, institutions, public administration, and political/legal processes, while at the same time mastering contemporary means of accessing and utilizing related information.

Entrance Requirements

Students must meet the requirements of admission to both the Master of Arts in Government and Politics and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

Program Requirements

All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs.

These exchange courses include:
GOV 205 Modern Political Research
One GOV course in the student's area of concentration

Two of the following LIS courses:
LIS 222 Materials and Services to Diverse Populations
LIS 237 Metadata for Information Professionals
LIS 260 Information Use and Users

All students must complete the written comprehensive examination in Government and Politics and an ePortfolio in Library and Information Science.

M.A./M.S. Public History/Library and Information Science

Under the administration of the Graduate Division of the College of Liberal Arts and Sciences, the Department of History and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Public History and Master of Science in Library and Information Science degrees. Students complete a total of 57 credits rather than 66 credits required if both degrees are pursued separately.

The combination of these two graduate degrees will provide students with the theoretical understanding and technical skills needed to help libraries, archives, schools, museum, government agencies, and corporations ethically serve diverse global audiences and promote responsible stewardship of information and cultural resources.

Entrance Requirements

Students must meet the requirements of admission to both the Master of Arts in Public History and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

Program Requirements

All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs. These exchange courses include HIS 401 Modern Historical Research and three of the following:

HIS 404/LIS 253 Oral History
HIS 410 History of Material Culture
HIS 412 History as Visual Record
HIS 506 U.S. Museums and Historic Sites
HIS 525 Advanced Topics in Public History

All students must complete internships in Public History and Library and Information

Science, a Public History final project, and an ePortfolio in Library and Information Science to culminate their degrees.

Advanced Certificate in Management for Information Professionals

You can complete this certificate as a stand-alone degree or as a specialization within the Master of Science program in Library and Information Science. The certificate will develop your management and leadership potential, enabling you to take on leadership positions in libraries and information organizations. Our program features a unique focus on social justice, responsibility, and ethics. Although the skills you'll gain in this certificate program translate to any type of information environment, the curriculum focuses primarily on business and legal organizations. Please note that no federal aid is available to students who complete the certificate as a stand-alone degree. The courses that apply to this 15-credit certificate are: LIS 240; LIS 262; LIS 263; LIS 264; and LIS 282.

Experiential Learning

The M.S. program faculty encourage students to explore the profession in an experiential, hands-on approach that complements the theoretical base fostered through readings, research and class discussion. To that end, academic service-learning activities, and individually arranged site visits are required components of many courses and are expected of all students.

Internships

Field experience is available through non-credit or credit-bearing internships. A student may elect to complete an informal, voluntary position within a library, archive, or information center in order to observe and/or participate in the activities of the profession. A paid position may not double as an internship.

Interested students are required to meet with the Internship Coordinator the semester prior to registering for an internship course in order for the field site to be approved and the paperwork completed. The student must be academically eligible in order for the placement to be approved (i.e., all prerequisites must have been satisfied prior to registration). The internship must be completed under the direction of a certified, professionally qualified site supervisor whose credentials have been approved by the Internship Coordinator.

Financial Aid

Qualified graduate library and Information Science students are eligible for assistantships which include tuition remission and a stipend; these assistantships are awarded for service to the division and the libraries of the University, including the Law Library, the Loretto Memorial Library in Staten Island, and the main Library on the Queens campus. The Division also offers the Rev. Brian J. O'Connell, C.M. Scholarship, named after the late Dean of St. John's College of Liberal Arts and Sciences, to high-achieving applicants who earn GPAs of 3.4 or higher (on a 4.0 scale) for their most recent degrees. Incoming students do not need to apply separately for this scholarship, but are automatically granted partial tuition reprieve based on academic merit. Other scholarship opportunities include the Mildred Lowe Memorial Scholarship, the H.W. Wilson Foundation Scholarship, the Elizabeth Minutaglia Memorial Scholarship, the Francis Augustine Hyland Memorial Scholarship, and the John Garino Memorial Scholarship.

Student Assistance

Advising

Each graduate student admitted to the Division selects an advisor in the second semester of study according to their professional interest. The advisor must be consulted at least once a semester (prior to registration) to ensure the most effective choice of courses. Students may confer with more than one advisor. New students are advised by the Director.

Placement

The Division regularly provides information on employment opportunities via the student listserv and Division of Library and Information Science blog. A placement service is also available at the SJU Office of Career Services.

Types of placement opportunities include:

- Archives, museums, and record centers
- Public libraries
- Government agencies
- Higher education/corporate training
- Financial services
- Hospital/medical/pharmaceutical libraries
- Law libraries
- Market research
- Publishing and broadcast management
- Risk management

Alumni Organizations

Graduates of the Division of Library and Information Science are automatically eligible for membership in the Alumni Association and to join the alumni LinkedIn group. Our alumni serve on advisory boards and may sponsor such activities as the William A. Gillard lecture. They also receive a weekly digest with Division events and job opportunities.

Beta Phi Mu

Graduates of the Division of Library and Information Science with a superior record and recommended by the Director are eligible for membership in Beta Phi Mu.

Courses

Core Courses

203 Information Organization

Theories, systems, and practices of information organization. Emphasis is on understanding the basic function of library catalogs, indexes, metadata, finding aids, and internet search engines. *Credit: 3 semester hours.*

204 Introduction to Library and Information Science

A survey of the field including theory and practice, historical trends/developments, computer-based and other information systems, and societal concerns. Must be taken as one of the first two courses. *Credit: 3 semester hours.*

205 Information Sources & Services

Scope, organization, and evaluation of reference sources and services, with emphasis on information use and retrieval in a virtual environment and contemporary models of service delivery. *Credit: 3 semester hours.*

239 Research & Evaluation Methods

Prerequisite: LIS 204 or LIS 205. Social science research methods applicable to program evaluation and library and information science research; topics include research ethics, research design, literature reviews, data analysis, and reporting research to general and specialized users. *Credit: 3 semester hours.*

Management Courses

240 Management of Information Organizations

Prerequisite: LIS 204 or LIS 205. Leadership and management principles relating to the operation of libraries and other information enterprises. Leading, planning, evaluating, staffing, housing, equipping, and financing. *Credit: 3 semester hours.*

243 Law Library Administration

Law library administration from strategic and short-term planning to budgeting, personnel management, facilities planning, CLE and record management, organizational structures and technology integration. Issues will be examined from academic, corporate, and private law firm perspectives. *Credit: 3 semester hours.*

Elective Courses

121 Literature and Related Resources for Children

A survey of books and other materials for children, with emphasis on selection criteria, developing evaluation skills, familiarity with award-winning titles, and book presentation. Requires fieldwork. *Credit: 3 semester hours.*

125 Library Materials and Services for Young Children

Materials and services for the young child (infant through preschool). Theories underlying services. Selection, analysis, and presentation of books, and other appropriate materials. Requires fieldwork. *Credit: 3 semester hours.*

126 Literature and Related Resources for Young Adults

A survey of books and other materials for young adults, with emphasis on selection criteria, developing evaluation skills, familiarity with award-winning titles and book presentation. Requires fieldwork. *Credit: 3 semester hours.*

127 Library Services for Children and Young Adults

Prerequisite: LIS 205. Serving children in the public library, with emphasis on user needs, storytelling and book talk skills, programming, information services, policies and guidelines, and maintaining collections. Requires fieldwork. *Credit: 3 semester hours.*

211 Collection Development and Management of Knowledge Resources

Prerequisite: LIS 204. Philosophy and methods of managing collections in physical and virtual libraries, with emphasis on assessing and meeting information needs. May include a service learning requirement. *Credit: 3 semester hours.*

213 Popular Culture and the Young Adult

Prerequisite: LIS 204 or LIS 205. An exploration of contemporary, popular entertainment media oriented toward and accepted by adolescents, with emphasis on film, television, music, magazines, and the Internet. *Credit: 3 semester hours.*

221 Planning and Delivering Information Literacy Programs

Prerequisite: LIS 205. Theory and practice of user education with emphasis on developing information literacy programs. Standards, guidelines, instructional models, effective pedagogical techniques, collaboration, and assessment. Planning, delivery, and evaluation of instructional programs designed to develop lifelong information literacy skills. *Credit: 3 semester hours.*

222 Materials and Services to Diverse Populations

Prerequisite: LIS 204 or LIS 205. Information needs of diverse populations, including the aged, illiterate, individuals with disabilities, and racial, ethnic, and linguistic minorities. *Credit: 3 semester hours.*

230 Introduction to Digital Libraries

Prerequisite: LIS 203. The contextual framework for digital libraries including the creation, structure, access, and use of digital information. Analysis of digital library projects. *Credit: 3 semester hours.*

231 College and University Libraries

Prerequisite: LIS 204 or LIS 205. Academic library administration, planning, staffing, and evaluation. The history of higher education and the college library in the U.S. The impact of demographic and social changes on the provision of service. *Credit: 3 semester hours.*

232 Special Libraries and Information Centers

The goals, organization, operation, environment, functions, and services of special libraries/information centers; collection issues, user services, management, and marketing. *Credit: 3 semester hours.*

233 Public Libraries and Community Information Centers

Prerequisite: LIS 204 or LIS 205. The objectives, organization, and services of contemporary public libraries, including the ways in which they serve diverse communities and reach underserved populations. Field trips may be required. *Credit: 3 semester hours.*

237 Metadata for Information Professionals

Prerequisite: LIS 203. Metadata applications in a variety of information environments, libraries, archives, museums, and information centers. Major metadata schemes, encoding standards, and structures. *Credit: 3 semester hours.*

238 Web Design for Libraries and Information Centers

An information architecture approach to the design of websites for large enterprises. Topics include information content, organization, labeling, navigation, searching, usability, and accessibility. *Credit: 3 semester hours.*

245 Special Collections Librarianship and History of the Book: Principles and Practices

The organization, administration, service, and care of special collections, with an emphasis on rare books. The history of books and printing, non-book formats, donor relations and collecting, conservation and preservation, ethics, access, security, exhibitions and digitization. Requires fieldwork. *Credit: 3 semester hours.*

248 Database Modeling and Design

The fundamental concepts and issues of database management systems. Topics include entity and relationship modeling, SQL, relational database design, data integrity, and XML. *Credit: 3 semester hours.*

249 Archives and Records Management

Management of archives and manuscript repositories, including basic functions and

skills required of an archivist or curator of manuscripts as well as current issues and topics. *Credit: 3 semester hours.*

253 Oral History

Introduction to the theory and practice of oral history. Major topics include the ideological content of speech and storytelling, the role of class and ethnicity, the ethics of scholarly intrusion, and the use of technology. *Credit: 3 semester hours.*

254 Legal Research

Prerequisite: LIS 205. Basic tools and techniques of legal research using electronic and print sources. Primary and secondary sources of law; deciphering of citations; finding legal and business-related materials with cost-efficient techniques. *Credit: 3 semester hours.*

255 Advanced Legal Research

Prerequisite: LIS 254. Complex legal research problems such as corporate research; patent prosecution, international, and foreign law research; coordinated approaches to tax research, labor and employment law. Advanced WESTLAW, LEXIS, and BLOOMBERG LAW training. *Credit: 3 semester hours.*

257 Archival Representation

Prerequisite: LIS 249. This course covers the history and principles of archival materials and examines the administrative decisions entailed in the management of an archival institution's representation program. *Credit: 3 semester hours.*

258 Museum Informatics

This course introduces how technical innovations influence the social world of museums by exploring information technology and modern information systems in the museum environment. *Credit: 3 semester hours.*

260 Information Use and Users

Prerequisite: LIS 204. Survey/seminar on how LIS practitioners and researchers seek to understand user information needs/behaviors. Emphasis on theories of user needs and information use. Populations discussed include children, business managers, attorneys, scientists, university students, general researchers, and consumers. *Credit: 3 semester hours.*

261 Information Sources and Services for Children and Young Adults

Non-fiction and reference sources and services in school and public libraries as they relate to curriculum support and information literacy. Focus on the child as reference interview participant/learner. *Credit: 3 semester hours.*

262 Project Management in Information Organizations

This course provides students with an overview of project management and guides them through many of the project management tools and skills required in information organizations. *Credit: 3 semester hours.*

263 Marketing and Advocacy in Information Organizations

This course prepares students to design, implement, and evaluate marketing, communications, and advocacy plans to improve service experiences of information users. *Credit: 3 semester hours.*

264 Project Leadership for Information Professionals

Prerequisites: LIS 240, LIS 262, LIS 263, LIS 282. Students will demonstrate through a series of major projects their leadership potential and the skills they have developed from this program. *Credit: 3 semester hours.*

269; 269B; 269D; 269E Internship

Prerequisites: All required courses and preferably all courses in the concentration. A supervised professional experience combining theory and practice in a library or information center. Meetings and reports required; may be taken for a total of six credits. *Credit: 0, 1, 2, or 3 semester hours.*

270 Colloquia

Current issues and trends in library and information science as well as other topics of current interest are presented by prominent outside speakers, alumni, and members of the faculty. *No credit.*

271 Special Topics in Library and Information Studies

A special topic on an issue not normally covered in the M.S. curriculum will be examined in-depth. The format will depend upon the topic to be covered. Offered occasionally. *Credit: 3 semester hours.*

272 Exploring New York Libraries, Archives, and Museums

Field trips to outstanding libraries of the New York metropolitan area that embody exceptional service, architecture, technology, and collections. Final project required. *Credit: 3 semester hours.*

281 Competitive Intelligence

Monitoring the external environment to obtain and use primary and secondary information relevant to the institutional decision-making process. Identification, selection, collection, interpretation, and distribution of information with strategic implications. *Credit: 3 semester hours.*

282 Knowledge Management

The process and practice of facilitating the generation, sharing, acquisition, and application of knowledge in an organization; dissemination according to needs and preferences of stakeholders. *Credit: 3 semester hours.*

283 Social Justice in the Information Professions

Topics focus on the relationship between information access and human development. Emphasis placed on critically examining information policies and services (i.e., reference, cataloging, collection development, information

access, user studies, e-citizenship, evaluation) in light of relevant elements of the Universal Declaration of Human Rights (United Nations, 1948), multiple social justice theories, and social activism trends in the information professions. *Credit: 3 semester hours.*

302 Genealogical Sources and Services

The course will enable students to conduct and assist with family history research using a wide variety of genealogical resources. *Credit: 3 semester hours*

901 Special Research and Projects I

902 Special Research and Projects II

The formal presentation of a research paper or project (survey, history, bibliographic essay, etc.) resulting from investigation of a problem under the direction of a member of the faculty. *Credit: 3 semester hours.*

925 Maintaining Matriculation

Master's students who are not registered for other courses must register for 925 until degree requirements are completed and the degree is granted. Fall-Spring only. *No credit. Fee: \$100*

105 Comprehensive Portfolio

Students are required to submit an e-Portfolio as an end of program assessment in either the last semester of coursework or the semester immediately following. *No credit.*

For a complete listing of approved courses, please contact the Dean's office

Department of Mathematics and Computer Science (MTH)

Program of Study

Master of Arts (M.A.) in Applied and Computational Mathematics

The M.A. in Applied and Computational Mathematics is a versatile degree that allows students to deepen their math and computer science knowledge. It will provide students with a solid foundation in these subjects from which to pursue further doctoral research or advancement in a range of exciting career fields.

Through the 33-credit program, students will use computer programs to solve real-world mathematical problems. They will develop and analyze mathematical models of physical and biological phenomena and engineering systems, interpret the solutions of these problems in the context of what they model, and use the results to identify relationships, patterns, and the effects of altering one or more variables or modeling assumptions. Courses cover

such topics as software systems, computer algorithms, formal language theories, and database management systems to provide students with the research, analytical, and communication skills to succeed in any career path. Full-time students can complete the degree in two years, with classes scheduled to accommodate working professionals.

Entrance Requirements

Acceptance into the M.A. in Applied and Computational Mathematics requires evidence of successful completion of a baccalaureate degree with a cumulative 3.0 grade point index or higher. Students must also submit a resume, two letters of recommendation, and a statement of professional and academic goals with their applications.

Students who have completed an undergraduate degree in mathematics or computer science may apply to this master's program. Students with a minor in mathematics or computer science are also welcome to apply; their application will be reviewed by the department's Graduate Education Policy Committee (GEPC) to determine if they have completed requisite coursework. If the GEPC determines the student's coursework satisfies the requirements of admission, such students may be admitted to the program contingent on meeting other admission requirements. Students whose undergraduate GPA does not meet admission requirements may be able to register as non-matriculated students (See "Non-Matriculated and Special Students").

Students accepted to the program may transfer a maximum six credits for previously completed mathematics of computer sciences courses if approved by the GEPC and the Dean's office.

Program Requirements

The M.A. requires successful completion of 33 credits of coursework and a comprehensive examination. Required courses include: MTH 161, 165, 167, 177, 180, 209, 213, 580, and 600. Two elective courses may be chosen from among MTH 172, 222, 242, 276, and 282.

Courses

161 Introduction to Probability

Probability spaces, elementary and general; random variables and their probability distributions; distribution functions; and density functions. *Credit: 3 semester hours.*

165 Introduction to Computing with Applications

Basic computer hardware and software concepts; programming in a currently used programming language; managing general and scientific problems on the computer; processing of numeric and character information. *Credit: 3 semester hours.*

167 Mathematic Modeling I

The study of mathematical model building with application to the physical and social sciences. *Credit: 3 semester hours.*

172 Operations Research I

A survey of operations research methods for problem solving, with an emphasis on formulation, solution, and decision analysis. Topics will include linear programming techniques, scheduling, and allocation problems. *Credit: 3 semester hours.*

177 Software Systems

Prerequisite: MTH 165. The design of processing systems such as languages and their processors: assemblers, compilers, loaders and linkers; operating systems; information management; storage, naming, retrieval, protection. *Credit: 3 semester hours.*

180 Computer Algorithms

The study of the notion of complexity of algorithms and some of the most important general approaches to algorithm design; design of efficient algorithms for a variety of problems, with mathematical proof of correctness and analysis of time and space requirements. *Credit: 3 semester hours.*

209 Linear Algebra I

An advanced treatment of the basic concepts of linear algebra: vector spaces; linear transformations, matrices, inner product spaces. *Credit: 3 semester hours.*

213 Applied Algebra

Topics such as: groups, rings, finite fields, selected with their applicability to the study of cryptography, geometry, and computer science. *Credit: 3 semester hours.*

242 Artificial Intelligence

Prerequisites: MTH 209, MTH 161, and MTH 165. This course provides an overview of concepts, techniques, and algorithms in artificial intelligence. *Credit: 3 semester hours.*

276 Automata & Formal Language Theories

Formal language theory; models of computation; finite state machines, pushdown automata; Turing machines. *Credit: 3 semester hours.*

282 Convex Optimization

Prerequisites: MTH 209 and MTH 165. This course focuses on recognizing and solving convex optimization problems using convex analysis. It covers: linear and quadratic, semidefinite programming, minimax, extremal volume, and other problems; optimality conditions; duality theory; interior-point methods; and applications to statistics, artificial intelligence, machine learning, and finance. *Credit: 3 semester hours.*

403 Independent Research/Internship

The course provides students in the M.A. program the opportunity to apply the mathematics and computer science that they have learned to practical problems in the workplace or to conduct research in a topic of their choice. Department approval required. *Credit: 3 semester hours.*

580 Database Management Systems

Prerequisite: MTH 165. The fundamentals of implementing relational database management systems with an emphasis of how they are used in data intensive applications. *Credit: 3 semester hours.*

600 Topics in Applied and Computational Mathematics

Topics will include current areas of research in applied and computational mathematics. *Credit: 3 semester hours.*

925 Maintaining Matriculation

Master's students not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. *No Credit. Fee: \$100 per semester.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

For a complete listing of approved courses, please contact the Dean's office.

Department of Psychology (PSY)

The Department of Psychology offers a Doctor of Philosophy (Ph.D.) program in Clinical Psychology, a Master of Arts (M.A.) program in General-Experimental Psychology, and Master of Science (M.S.) and Doctor of Psychology (Psy.D.) programs in School Psychology. The Ph.D. program in Clinical Psychology is fully accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE Washington, DC 20002-4242 (202-336-5979). The Ph.D. program in Clinical Psychology offers two tracks of study: a general course of study in clinical psychology (General Track) and a subspecialty track which offers advanced training in clinical child psychology (Clinical Child Track). The M.S. and Psy.D. programs in School Psychology also offer two tracks of study: a general course of study in School Psychology (General Track) and a subspecialty track in bilingual school psychology (Bilingual Track). The Psy.D. program in School Psychology is fully accredited by the American Psychological Association, and the M.S. program is fully accredited by the National Association of School Psychologists.

General Admission Requirements

Admissions to the Ph.D., Psy.D. and M.S. programs are for the fall semester only. Applications for fall admissions must be completed as follows:

Ph.D., December 31
Psy.D., December 31
M.S., March 15

Admission to the M.A. program is for the fall and spring semesters and applications are accepted throughout the year. For fall admission, the application review process begins April 1 and for spring admission, the application review process begins October 1.

Applicants for all degree programs must:

1. Possess a baccalaureate degree.
2. Satisfy the department that his or her undergraduate preparation indicates a high potential for successful advanced study in psychology.
3. Submit transcripts of undergraduate and any prior graduate work.
4. Have completed a minimum of 24 undergraduate credits in psychology, including courses in introductory psychology, statistics, and, for clinical and school psychology, a laboratory course.
5. Submit three to five letters of recommendation, one of which must be from an individual who will address the matter of the applicant's research potential.
6. Submit two papers from psychology courses: one a laboratory paper and one a term paper.
7. Provide a clearly written statement of educational and professional goals.

Applicants for clinical and school psychology programs must submit acceptable scores from the Graduate Record Examinations (Verbal and Quantitative). The School Psychology program requires applicants to have completed a minimum 24 undergraduate credits in psychology, including courses in introductory psychology, statistics, and a laboratory course. Applicants to the Ph.D., who did not either major in psychology or complete a graduate degree in psychology must also submit acceptable scores on the subject (Psychology) section of the Graduate Record Examination. In addition, one or more interviews by the departmental admissions committee may be requested of applicants to the Ph.D., Psy.D., and M.S. programs.

Those students currently matriculated for a master's degree at St. John's University who are interested in the University's doctoral programs must follow the procedure outlined for new applicants. Students accepted for admission to a doctoral program with any course deficiencies must remove these deficiencies prior to matriculation. Students accepted for admission to a master's program with any course deficiencies should attempt to make up these deficiencies prior to starting the program; however, it is possible to make up certain deficiencies within the first year of graduate work. Deficiencies may be completed during the summer preceding matriculation by enrolling in appropriate undergraduate or 100-level courses. Credit toward the degree will not be awarded for any courses used to remove deficiencies.

The Ph.D. program in Clinical Psychology requires that students maintain full-time status for the duration of the program. Although full-time status is preferred for all other programs, the Psy.D., M.S., and M.A. program may be undertaken on a part-time basis with a minimum of six credits per semester.

Programs of Study

Doctor of Philosophy (Ph.D.) in Clinical Psychology

General Program Requirements

The Doctoral Program in Clinical Psychology requires four years of full-time coursework and practicum experience in addition to successful completion of a comprehensive examination, clinical internship, master's thesis, and dissertation (PSY 950 Doctoral Research). Students are evaluated after completing each level to determine their eligibility to progress to the next level.

The program is designed to provide a logical progression of coursework. The first two levels are directed at imparting the basic principles and skills in assessment, statistics, foundations, psychotherapy, and research methodology. The student is expected to submit a dissertation proposal for approval during Year 3; committee approval of the proposal is required prior to submission of internship applications. The student's progress toward completion of the dissertation requirement will be evaluated each semester; failure to make satisfactory progress may result in termination from the program.

Students begin their clinical practicum training during Years 1–2 at our training clinic, the St. John's University Center for Psychological Services. During Years 3 and 4 there is further development of various clinical skills through concentrated work in clinical externship settings and related coursework and continuation of clinic practicum work at our training clinic. The Comprehensive Examination must be taken in the summer preceding Year 4. Students will be afforded two opportunities to pass the examination and successful completion of the exam is required for continuation in the program. Upon passing the exam, the student must register for Doctoral Research (PSY 950, 3 credits) in the spring of Year 4 and each semester thereafter.

The fifth year of the program is normally devoted to a full-time clinical internship which has been approved by the department. During the internship year, the student must register for PSY 903 and PSY 904 (which carry no academic credit) and PSY 950 (1 credit). There is a charge of \$100 per semester for PSY 903 and PSY 904. Instead of embarking on an internship during the fifth year, students may elect to work toward completing their dissertation research and defer their internships

for a year. Clinical Child Track students must complete an approved internship that has a substantial concentration in clinical work with children, adolescents, or families.

Students elect, at the point of application to the program, one of two tracks of study within the Clinical Psychology program in which they can pursue more concentrated training opportunities: (1) the General Track; or (2) the Clinical Child Track.

The Master of Arts (M.A.) degree in Clinical Psychology will be awarded upon successful completion of the master's thesis, as well as successful completion of all course work required during the first two years of the program of study, and meeting all established deadlines set by the Graduate Division of St. John's College of Liberal Arts and Science. Students meeting these requirements must apply to the Graduate Division for information regarding the conferral of the M.A. degree.

Specific Program Requirements

Courses are divided into five areas of specialization:

- Foundations
- Research and Methodology
- Personality, Social Behavior, and Abnormal Behavior
- Assessment
- Psychotherapy

These areas are progressively developed over the five levels of the program. The following is a breakdown, by area of specialization, of the required courses in the program.

- Foundations:** These offerings are designed to transmit a basic fund of knowledge relating to the history and science of the discipline.
 - 617 Cognitive and Affective Bases of Behavior
 - 648 Physiological Psychology
 - 650 History and Systems of Psychology
- Research and Methodology:** These courses provide instruction in research and methodology with the aim of understanding basic research, designing investigation procedures, and applying research to help solve personal and social problems.
 - 608 Foundations of Data Analysis
 - 609 Research Methods in Clinical Psychology
 - 614 Multiple Regression/Correlation
 - 619 Advanced Techniques for the Analysis of Behavioral Data
 - 759 Psychometrics
 - 908 Master's Research
 - 950 Doctoral Research
- Personality, Social Behavior, and Abnormal Behavior:**
 - 624 Advanced Developmental Psychology
 - 627 Cultural Diversity in Psychological Services

- 722 Social Bases of Behavior
 - 726; 727 Psychopathology across the Lifespan I; II
- Assessment:** Evaluation of people using the skills of observation, interviewing, and psychological testing; the theory, development, reliability, validity, appropriate usage, administration, scoring, interpretation, and reporting of the results of the assessment techniques.
 - 660 Assessment I: Intelligence Testing
 - 663 Assessment II: Personality Assessment
 - 668 Assessment Laboratory I
 - 670 Assessment Laboratory II
 - Psychotherapy:** Theory, research, techniques and supervised experience in various psychotherapeutic methods.
 - 631 Psychoanalytic Psychotherapy I
 - 658 Professional and Ethical Issues
 - 698; 699 Clinic Practicum I; II
 - 701; 702 Clinic Practicum III; IV
 - 705; 706 Clinic Practicum V; VI
 - 741; 742 Assessment and Intervention Practicum I; II
 - 750 Behavior Therapy
 - 760 Marital and Family Therapy (Clinical Child Track)
 - 841 Assessment and Intervention Practicum III
 - 842 Assessment and Intervention Practicum IV: Clinical Supervision and Consultation

Clinical Psychology Tracks

General Track

Year I

Fall

- 617 Cognitive and Affective Bases of Behavior
- 608 Foundations of Data Analysis
- 660 Assessment I: Intelligence Testing
- 698 Clinic Practicum I
- 727 Psychopathology across the Lifespan II
- 997 Introduction to Clinical Psychology

Spring

- 614 Multiple Regression/Correlation
- 663 Assessment II: Personality Assessment
- 726 Psychopathology across the Lifespan I
- 699 Clinic Practicum II
- 750 Behavior Therapy

Summer

Elective *

Year 2

Fall

- 609 Research Methods in Clinical Psychology
- 624 Advanced Developmental Psychology
- 631 Psychoanalytic Psychotherapy I
- 668 Assessment Laboratory I
- 701 Clinic Practicum III

Spring

- 619 Advanced Techniques for the Analysis of Behavioral Data
- 670 Assessment Laboratory II

- 702 Clinic Practicum IV
- 759 Psychometrics
- 908 Master's Research

Summer

- 705 Clinic Practicum V

Year 3

Fall

- 648 Physiological Psychology
- 658 Professional and Ethical Issues
- 741 Assessment and Intervention Practicum I

Spring

- 627 Cultural Diversity in Psychological Services
- 742 Assessment and Intervention Practicum II Elective*

Summer

- 706 Clinic Practicum VI

Year 4

Fall

- 722 Social Bases of Behavior
- 841 Assessment and Intervention Practicum III Elective*

Spring

- 650 History and Systems of Psychology
- 842 Assessment and Intervention Practicum IV: Clinical Supervision and Consultation
- 950 Doctoral Research Elective*

Year 5

Fall

- 903 Clinical Psychology Internship I
- 950 Doctoral Research

Spring

- 904 Clinical Psychology Internship II
- 950 Doctoral Research

N.B. Two days per week must be spent in externship work in a clinical facility in Year 3. At least one day a week must be spent in practicum work in a clinical facility in Year 4. A student enters Year 5 of the program after completion of all coursework and successful completion of the Comprehensive Examination. While PSY 903 and PSY 904 are taken for one year of internship only, the student remains in Year 5 and must continue to register for PSY 950 on a continuing basis until successful completion of the dissertation requirements.

**Total number of elective courses = 3. With the approval of the Program Director, some electives may be taken outside the department. At least one elective must be taken during any summer session before the fourth year of study.*

Clinical Child Track

Year I

Fall

- 608 Foundations of Data Analysis
- 617 Cognitive and Affective Bases of Behavior
- 660 Assessment I: Intelligence Testing
- 698 Clinic Practicum I
- 726 Psychopathology across the Lifespan I
- 997 Introduction to Clinical Psychology

Spring

- 614 Multiple Regression/Correlation
- 663 Assessment II: Personality Assessment
- 699 Clinic Practicum II
- 727 Psychopathology across the Lifespan II
- 750 Behavior Therapy

Summer

Elective*

Year 2**Fall**

- 609 Research Methods in Clinical Psychology
- 624 Advanced Developmental Psychology
- 631 Psychoanalytic Psychotherapy I
- 668 Assessment Laboratory I
- 701 Clinic Practicum III

Spring

- 619 Advanced Techniques for the Analysis of Behavioral Data
- 670 Assessment Laboratory II
- 702 Clinic Practicum IV
- 759 Psychometrics
- 760 Master's Research

Summer

- 705 Clinic Practicum V

Year 3**Fall**

- 648 Physiological Psychology
- 658 Professional and Ethical Issues
- 741 Assessment and Intervention Practicum I

Spring

- 627 Cultural Diversity in Psychological Services
- 742 Assessment and Intervention Practicum II
- 760 Marital and Family Therapy

Summer

- 706 Clinical Practicum VI

Year 4**Fall**

- 722 Social Bases of Behavior
 - 841 Assessment and Intervention Practicum III
- Elective*

Spring

- 650 History and Systems of Psychology
 - 842 Assessment and Intervention Practicum IV
 - 950 Doctoral Research
- Elective*

N.B. Two days per week must be spent in externship work in a clinical facility in Year 3. At least one day a week must be spent in practicum work in a clinical facility in Year 4. A student enters Year 5 of the program after completion of all coursework and successful completion of the Comprehensive Examination. While PSY 903 and PSY 904 are taken for one year of internship only, the student remains in Year 5 and must continue to register for PSY 950 on a continuing basis until successful completion of the dissertation requirements.

Year 5**Fall**

- 903 Clinical Psychology Internship I
- 950 Doctoral Research

Spring

- 904 Clinical Psychology Internship II
- 950 Doctoral Research

**Total number of electives = 2. With the approval of the Program Director, some electives may be taken outside the department. At least one elective must be taken during any summer session before the fourth year of study.*

Doctor of Psychology (Psy.D.) in School Psychology

Program Requirements

The doctoral program in School Psychology requires four years of full-time coursework and practicum experiences; the successful completion of Professional Competency Comprehension exam; a full-time, one year School Psychology internship; and a dissertation project for a total of 105 credits.

The program is designed to provide a logical progression of coursework over years one to four. Students are expected to submit a dissertation proposal during year four. In the fifth year of the program, students complete their full-time internship and continue to enroll in PSY 950, the dissertation course. If their dissertation is not completed, students must remain enrolled in PSY 950 until the dissertation is completed, however only three credits count toward the 105 credits regardless of how many semesters they enroll in PSY 950. In addition to the general admission requirements for the department's doctoral programs, the faculty seek applicants to the Psy.D. program who possess (a) excellent interpersonal skills and the ability to get along with others; (b) excellent ability to handle scientific and professional disagreements in a respectful manner; (c) interest in providing psychological services to children, adolescents, and their families; (d) intellectual curiosity and a commitment to lifelong learning; and (e) a commitment to building psychological practice on empirically verified scientific principles.

The School Psychology doctoral program has two tracks: General and Bilingual. The Bilingual Track trains psychologists who are fluent in a language in addition to English to deliver psychological services to children of linguistically and culturally diverse groups.

Students may be admitted with a master's in school psychology and either permanent or provisional New York State certification in school psychology for advanced standing. These students will be required to take a minimum of 50 credits. If the student's master's degree did not include courses that are required for licensure as a psychologist in New York State, the student must substitute these courses for his or her electives.

In addition, their elective courses may be used to take courses that the Program Director deems were deficient or absent in their school psychology certification education. They must take courses that exist in our program if they did

not have equivalent courses in their master's/certification program. Courses required for licensure include: Social (PSY 722); Learning (PSY 616) or Cognition (PSY 617); Physiological (PSY 648) or Biological Bases; Psychometrics (759); and Research Methods (PSY 615).

For further information about advanced standing and course sequence, please contact the Program Director. Advanced standing students must have completed 48 credits prior to internship (PSY 905/906), as per New York State Regulations.

General Track**Year I****Fall**

- 608 Foundations of Data Analysis
- 617 Cognitive and Affective Basis of Behavior
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology

Spring

- 614 Multiple Regression/Correlation
- 662 Psychoeducational Assessment II
- 666 Interviewing Skills for Counseling and Consultation
- 671 Child and Adolescent Personality Assessment

Summer (Optional)

- 761 Psychological Assessment Practicum I*

Year 2**Fall**

- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 722 Social Basis of Behavior
- 726 Psychopathology across the Lifespan I or
- 727 Psychopathology across the Lifespan II
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 761 Psychological Assessment Practicum I*

Spring

- 648 Physiological Psychology
- 716 Psychoeducational Consultation
- 726 Psychopathology across the Lifespan I or
- 727 Psychopathology across the Lifespan II
- 759 Psychometrics
- 762 Psychological Assessment Practicum II*

Summer

- 763 School Psychology Intervention Practicum I
- 850 Cognitive Psychotherapies

Year 3**Fall**

- 615 Research Methods in School Psychology
- 624 Advanced Developmental Psychology
- 752 School Psychology Internship Seminar I: Professional Issues**
- 764 School Psychology Intervention Practicum II*

Spring

Elective

- 627 Cultural Diversity in Psychological Services
- 753 School Psychology Internship Seminar II: Psychological Interventions***
- 765 School Psychology Intervention Practicum III**

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

Year 4

Fall

- 650 History and Systems of Psychology
- 754 School Psychology Internship Seminar III: Psychological Interventions and Field Placement***

Electives (2)

Spring

- 755 School Psychology Internship Seminar IV: Professional Development and Field Placement***
- 950 Doctoral Research (3 credits)
- Electives (2)

Year 5

Fall

- 905 Internship I
- 950 Doctoral Research (1 credit)

Spring

- 906 Internship II
- 950 Doctoral Research (1 credit)

**Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

***Students will be required to spend three days per week in a school setting working under a certified school psychologist who is also a licensed psychologist.*

****Students will be expected to spend three days per week in a school, facility, or clinic providing services primarily to exceptional children working under a certified school psychologist who is also a licensed psychologist.*

Bilingual Track

Year I

Fall

- 608 Foundations of Data Analysis
- 617 Cognitive and Affective Bases of Behavior
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology

Spring

- 614 Multiple Regression/Correlation
- 662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
- 666 Interviewing Skills for Counseling and Consultation
- 671 Child and Adolescent Personality Assessment

Summer (Optional)

- 761B Psychological Assessment Practicum I-Bilingual*

Year 2

Fall

- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 726 Psychopathology Across the Lifespan I or
- 727 Psychopathology Across the Lifespan II
- 729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 761B Psychological Assessment Practicum I-Bilingual*

Spring

- 648 Physiological Psychology
- 716 Psychoeducational Consultation
- 726 Psychopathology Across the Lifespan I or
- 727 Psychopathology Across the Lifespan II
- 759 Psychometrics
- 762B Psychological Assessment Practicum II-Bilingual*

Summer

- 763 School Psychology Intervention Practicum I**
- 850 Cognitive Psychotherapies

Year 3

Fall

- 615 Research Methods in School Psychology
- 624 Advanced Developmental Psychology
- 752B Bilingual School Psychology Internship Seminar I: Professional Issues Bilingual**
- 764 School Psychology Intervention Practicum II*

Spring

- 627 Cultural Diversity in Psychological Services
- 753 School Psychology Internship Seminar II: Psychological Interventions**
- 765 School Psychology Intervention Practicum III*

Elective

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

Year 4

Fall

- 722 Social Basis of Behavior
- 754 School Psychology Internship Seminar III: Psychological Interventions and Field Placement**

Electives (2)

Spring

- 650 History and Systems of Psychology
- 755 School Psychology Seminar IV: Professional Issues and Field Placement***
- 950 Doctoral Research (3 credits)
- Elective

**Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

*** Students will be required to spend three days per week in a school setting working under a certified school psychologist who is also a licensed psychologist.*

****Students will be expected to spend three days per week in a school, facility, or clinic providing services primarily to exceptional children working under a certified school psychologist who is also a licensed psychologist.*

Year 5

Fall

- 905 Internship I
- 950 Doctoral Research (1 credit)

Spring

- 906 Internship II
- 950 Doctoral Research (1 credit)

Electives

Students can take up to three electives outside of the psychology department with the Graduate Director's approval. A list of courses outside of the psychology department that have been approved as electives are listed on the program's web page.

Elective Concentrations

Students can use three of their electives to develop a concentration in an area of study. These elective concentrations will appear as such on students' transcripts.

A) Psychological Interventions – Students who choose this concentration should select three courses from the following:

- PSY 631 Psychoanalytic Psychotherapy I
- PSY 717 Instructional Assessment and Academic Interventions
- PSY 745 Applied Behavior Analysis
- PSY 760 Marital and Family Therapy
- PSY 845 Group Therapy
- PSY 850 Cognitive Psychotherapies
- PSY 861 Psychopharmacology

B) Board Certified Behavior Analyst (BCBA)

– Students who choose this concentration must take all of the following courses:

- PSY 744 Assessment Methods for Students with Autism Spectrum Disorders
- PSY 745 Applied Behavior Analysis
- PSY 746 Advanced Research Seminar in Psychology and Special Education: Single Case Design for Students with Autism Spectrum Disorder

C) Child Language Disorders – Students who choose this concentration must take all of the following courses:

- CSD 203 Models of Language Behavior
- CSD 318 Developmental Language Disorders
- CSD 320 Acquired Language Disorders

D) Educational Administration and Law – Students who choose this concentration should select three courses from the following:

- EDU 5415 Introduction to Educational Administration

- EDU 5418 Administrative Theory
 EDU 5471 Leadership in Instructional Supervision
 EDU 5571 Administrative Leadership in Schools
 EDU 5651 School Community Relations in Education
 EDU 5741 Economics and Financing of Education
 EDU 5791 Legal Aspects in Management and Administration of Schools
 EDU 5811 Administration and Supervision of Special Education Services

E) Literacy – Students who choose this concentration should select three courses from the following:

- EDU 3200 Language Acquisition and Literacy Development for General Education/English Language Learners (ELL)
 EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development (K–12)
 EDU 3230 Diagnosis and Case Study Analysis for Literacy Performance
 EDU 3264 Teaching Literacy through Literature, B–6
 EDU 3270 Theories and Strategies in Literacy Leadership

F) Psychological Research – Students who choose this concentration will take the second research methods course in the clinical program (PSY 613). They will also register for PSY 862 for two semesters. This will yield nine credits. For the two semesters of PSY 862, the student will be required to write up a contract with a sponsoring faculty member specifying the activities which will be performed in each of the independent study courses. A paper, suitable for submission to an academic journal, must result from students who take this research concentration. The research topic investigated in this concentration must be sufficiently different from the student's dissertation topic. Students can enroll in this concentration only with the approval of the Program Director.

G) School Neuropsychology – School Neuropsychology “requires the integration of neuropsychological and educational principles to the assessment and intervention processes with infants, children, and adolescents to facilitate learning and behavior within the school and family systems. School neuropsychologists also play an important role in the curriculum development, classroom design, and the integration of differential instruction that is based on brain-behavior principles in order to provide an optimal learning environment for every child” (Miller, DeFina, & Lang, 2004).

Students, with satisfactory academic standing, may enroll in this concentration only with approval of the Program Director. The successful completion of these courses will help prepare students to meet the requirements set by the

American Board of School Neuropsychology (ABSNP) to achieve Diplomate status in School Neuropsychology.

The Diplomate in School Neuropsychology credential is awarded to applicants that demonstrate competency in school neuropsychology. The ABSNP, LLC was created to recognize the competency of school neuropsychologists. The ABSNP, LLC requires documentation of one's professional skills and training, passage of a written objective examination, and an oral defense of a written case study. The ABSNP, LLC provides validation of a school neuropsychologist's professional skills and helps promote those skills to your peers and to the public. Current Diplomates in School Neuropsychology have maintained their professional skills through documented annual continuing education requirements (Retrieved from: www.absnp.com).

Students who are permitted to enroll in this concentration will be required to take the specific courses listed below.

- PSY 840; 841 School Neuropsychological Assessment I; II
 PSY 846; 847 Practicum in School Neuropsychological Assessment I; II

H) Neuropsychology – Neuropsychology is the study of brain-behavior relationships. Students interested in this concentration should discuss with a faculty member the requirements for diplomate certification from the American Board of Professional Psychology (ABPP) in neuropsychology. Students can enroll in this concentration only with the approval of the Program Director. Students who choose this concentration must take the specific courses listed and have less choice than other concentrations. These courses help students meet the academic requirements set by the American Board of Professional Psychology for the Diplomate in Clinical Neuropsychology.

- PHS 239 Functional Neuroanatomy and Neuropathology (Department of Pharmaceutical Sciences; This course has prerequisites of undergraduate courses in anatomy and physiology.)
 PSY 835 Neuropsychological Assessment
 PSY 840 Neurological Assessment I
 PSY 861 Psychopharmacology or CPP 216 Psychotherapeutics (Department of Clinical Pharmacy Practice)

Cultural Diversity in the Curriculum

The University maintains the goal of serving all of the people of the New York metropolitan area. Consistent with this goal, the Psychology faculty developed a doctoral program that will train School Psychologists to work with the culturally diverse populations that reflect the changing demographics in this region and most other major urban areas. To infuse a multicultural perspective into the curriculum, we created new courses, some of which are

required and some of which can be chosen as electives. First, we created a specific course, PSY 627 Cultural Diversity in Psychological Services, which is required by all students in the bilingual and monolingual tracks. Second, we created alternative courses that emphasize a multicultural/ bilingual perspective. Third, we have infused a multicultural perspective into the syllabi of many courses. A fourth arena that reflects the infusion of cultural diversity into the program is the practica. Students must complete their practica in the Center for Psychological Services, which serves many minority children. The Center for Psychological Services services a local population from Queens and Nassau Counties which include people of all racial, ethnic, and economic backgrounds. Internship placements also provide an opportunity to infuse a multicultural perspective. Some of our students are placed in the New York City Board of Education schools.

Professional Practice Competency Examination

Students prepare a professional practice case study for this examination. The case study can be (1) an assessment case; (2) a consultation case with teachers, parents, or administrators concerning a classroom, a school-wide, or a district-wide consultation; (3) an individual counseling, a group counseling, or a crisis intervention case; or (4) the development of a psycho-educational intervention program, a token economy, a crisis intervention program, an on-going support group, an in-service training program for school staff, or a special education or alternative education program.

Doctoral Dissertation Project

The Psy.D. program is not designed to train researchers. The goal of this program is to train psychologists who can deliver psychological services and review research to help guide their professional practice. The preamble to the 1989 New York State Doctoral Project indicates that a Psy.D. program “includes training in research, but the research emphasis is on the evaluation of professional techniques and service outcomes and other applied activities.” The doctoral dissertation in a Psy.D. program should reflect these goals. A wide range of acceptable standards for dissertations in Psy.D. programs appears across the nation. Some programs require only a literature review, others have a dissertation that is indistinguishable from a Ph.D. All Psy.D. programs in New York State require some data collection as part of the doctoral dissertation.

Dissertation Options

- Empirical Research (development of a measure, correlational design, treatment outcome)
- Ethnographic Research
- Clinical Case Study
- Program Evaluation
- Test Review

- All must have implications for the practice of school psychology.

Empirical Research Dissertations

- **Introduction:** Should include a theoretical rationale for the study, a review of the literature, and a critique of the existing literature relevant to the topic. The hypotheses, which flow logically from this critique, complete the introduction.
- **Implications for the practice of school psychology.**
- **Method:** Should thoroughly outline the methodology of the study and discuss relevant methodological issues (e.g., subjects and sample size, the reliability and validity of the measures/materials being used, and the procedures employed). The methods section should be detailed enough to allow a person to duplicate your methods.
- **Results:** This is generally the briefest chapter of the school dissertation. It should describe the statistical analyses performed, as well as the relevance of these analyses. This section should be succinct and include no more than four to five statistical tables and/or figures. Detailed commentaries on the results should be left for the discussion section.
- **Discussion:** As a general rule, the discussion includes at least (a) a presentation of the findings; (b) implications of the results for the theoretical issues raised in the introduction; (c) statistical, methodological and/or theoretical explanations for any unexpected findings; (d) an analysis of the methodological weaknesses of the study and how they should be addressed by future research; and (e) suggestions for future research.
- **References:** The reference section is done in APA style, except that the title Reference at the top of the page is treated as a chapter heading.

Ethnographic Research Dissertations

- A type of research that involves studying different groups of people or cultures and investigates social organization, group interactions, and behaviors.
- Typically, this type of study involves learning about small groups of people in their own environment through naturalistic observation over a long period of time.
- The study is descriptive in nature and the researcher is required to interpret events and their significance.
- An advantage to this type of study is that the research question is not easily identified by participants. A clear objective is necessary for the researcher to effectively observe and interpret the environment and social organization. Other research techniques include focus groups and interviews.

Clinical Case Study Dissertations

- Case presentation of how interesting and challenging cases were assessed and conceptualized and how treatment followed

such conceptualization. A highly practical format should allow other school psychologists to replicate in their own practices.

- Sections should include:
 - Theoretical and research basis for treatment
 - Case study summary
 - Presenting problem (academic or behavioral)
 - History
 - Assessment (what tools you used; why?)
 - Case assessment (conceptualization of data)
 - Course of treatment and assessment of progress
 - Complicating factors
 - Follow-up
 - Treatment implications of the case
 - Recommendations to school psychologists/clinicians
 - References

Program Evaluation Dissertations

- Seeks to evaluate effectiveness or viability of existing programs or policies.
- Ultimately want to know whether the program/policy is working as intended and meeting stated goals and objective.
- Data can be from a variety of sources, but should be "outcome-based" in order to gauge success or failure of program.
- Data may be survey, numerical, or archival and may include pre- and post-data as appropriate.
- Format of dissertation includes introduction, description, and purpose of program/policy, goals and objectives of program/policy, rationale for evaluation of program, description of methods used to evaluate, description of results and findings, conclusions, and recommendations.
- Overall, the dissertation should determine relative success or failure of the program/policy and provide specific recommendations for improvement or alternatives.

Test Review Dissertation

- Following the joint standards for test development as well as other existing and widely accepted criteria for evaluating tests, critically review a new or recently revised instrument.
- Joint standards focus on forms of validity evidence that are expected to be provided in all test manuals. Quality of the evidence provided in the manual must be discussed.
- Other criteria focus on psychometric characteristics such as reliability, floors/ceilings, item gradients, standardization characteristics, etc.
- Literature review: overview of the test, its history, how it is used; summary of the literature available on the instrument; review the joint standards and present criteria that will be used to evaluate the instrument.
- Discussion: would you recommend the test be used for its intended purpose? Why? Why not?

Master of Science (M.S.) in School Psychology

Completion of the 66-credit M.S. in School Psychology allows the student to qualify for a provisional New York State Certificate which authorizes practice as a school psychologist. This certificate is valid for five years from the date of issuance; with the accumulation of two years of experience as a school psychologist, a permanent certificate is issued in the field of pupil personnel services.

Although the M.S. has been designated to train the student for professional practice, it is academically oriented as well and provides sound preparation for further graduate work.

Advanced standing may be awarded to those applicants who have already earned a master's degree or its equivalent in psychology from St. John's University or another accredited institution.

Students who are bilingual may choose to enroll in the Bilingual Track. Applicants must demonstrate fluency in a language by passing the New York State Language Proficiency Examination. Foreign-educated or ESL students must also take the English proficiency exam. This program leads to certification as a Bilingual School Psychologist. The coursework, practicum, and internship training in this track prepare students to deliver school psychological services to bilingual children.

Program Requirements

The program requires the satisfactory completion of 66 credits and a Comprehensive Examination which is offered in the spring semester of the third year. The student must maintain a "B" (3.0) average and is given two opportunities to pass the Comprehensive Examination. Students must also achieve a grade of at least "B" in PSY 661; 662; 761(B); 762(B); 752(B); and 753.

Program Tracks

General Track

Year 1

Fall

- 603 Inferential Statistics
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 666 Interviewing Skills for Counseling and Consultation

Spring

- 620 Cognitive Psychology of Academic Learning
- 648 Physiological Psychology
- 662 Psychoeducational Assessment I
- 671 Child and Adolescent Personality Assessment

Summer (Optional)

- 761 Psychoeducational Assessment Practicum I*

Year 2**Fall**

- 627 Cultural Diversity
 659 Psychological Measurement and Scaling
 716 Psychoeducational Consultation,
 726 Psychopathology across the Lifespan I or
 727 Psychopathology across the Lifespan II
 761 Psychoeducational Assessment
 Practicum I*

Spring

- 623 Developmental Psychology
 715 Assessment, Diagnosis, and Remediation
 of Learning Disabilities
 726 Psychopathology across the Lifespan I or
 727 Psychopathology across the Lifespan II
 749 Behavior Therapy: Assessment,
 Treatment, and Consultation
 762 Psychological Assessment Practicum II*

Year 3**Fall**

- 615 Research Methods in School Psychology
 752 School Psychology Internship Seminar I:
 Professional Issues**

Spring

- 753 School Psychology Internship Seminar II:
 Psychological Interventions**

Elective

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

**Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

***In order to satisfy the internship requirements (PSY 752, 753), five full days per week, per semester, must be spent in a school setting or an agency serving children or adolescents under the supervision of a certified school psychologist.*

Bilingual Track**Year 1****Fall**

- 603 Inferential Statistics
 661 Psychoeducational Assessment I
 665 Introduction to School Psychology
 666 Interviewing Skills for Counseling and
 Consultation

Spring

- 620 Cognitive Psychology of Academic
 Learning
 648 Physiological Psychology
 662B Psychoeducational Assessment of
 Culturally and Linguistically Diverse
 Children
 671 Child and Adolescent Personality
 Assessment

Summer (Optional)

- 761B Psychoeducational Assessment Practicum
 I-Bilingual*

Year 2**Fall**

- 659 Psychological Measurement and Scaling
 715 Assessment, Diagnosis, and Remediation
 of Learning Disabilities
 716 Psychoeducational Consultation
 726 Psychopathology across the Lifespan I or
 727 Psychopathology across the Lifespan II
 729 Psycholinguistics and the Practice of
 School Psychology with Culturally and
 Linguistically Diverse Populations
 761B Psychoeducational Assessment Practicum
 I-Bilingual*

Spring

- 623 Developmental Psychology
 715 Assessment, Diagnosis, and Remediation
 of Learning Disabilities
 726 Psychopathology across the Lifespan I or
 727 Psychopathology across the Lifespan II
 749 Behavior Therapy: Assessment,
 Treatment, and Consultation
 762B Psychological Assessment Practicum
 II-Bilingual*

Year 3**Fall**

- 615 Research Methods in School Psychology
 752B Bilingual School Psychology Internship
 Seminar I: Professional Issues-Bilingual**

Spring

- 627 Cultural Diversity in Psychological Services
 753 School Psychology Internship Seminar II:
 Psychological Interventions**

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

**Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

***In order to satisfy the internship requirements (PSY 752, 753), five full days per week, per semester, must be spent in a school setting or an agency serving children or adolescents under the supervision of a certified school psychologist.*

Master of Arts (M.A.) in Psychology

The Master of Arts degree in Psychology provides students with a broad background of psychological knowledge and tools as preparation for more advanced work at the doctoral level. The program requirements and heavy emphasis on research also provide a solid foundation to pursue many other fields of inquiry (health, education, industry). Graduate Assistantships are available on a competitive basis.

Most classes are offered after 5 p.m., and part-time attendance is permitted. Students may take courses in the program on a non-matriculated basis, in accordance with the regulations set forth by the Graduate Division (See "Non-Matriculated and Special Students").

Program Requirements

The M.A. program requires satisfactory completion of 33 credits. All students must maintain a "B" average (minimum GPA of 3.0) in the program. Students choose to complete a thesis or comprehensive examination, and also choose between two tracks of study: Cognitive and Behavioral Processes or Social and Developmental Processes. The list of required courses is given below.

Basic Psychology Methods (required of all M.A. students)

- 603 Inferential Statistics
 604 Psychology Laboratory
 650 History and Systems
 659 Psychological Measurement and Scaling

Courses required for Cognitive Behavioral Processes Track

- 606 Perception I
 616 Principles of Learning
 617 Cognitive Psychology
 648 Physiological Psychology

Courses required for Social and Developmental Processes Track

- 621 General Psychopathology
 622 Social Psychology
 623 Developmental Psychology
 630 Personality Theories

Thesis Option

- 900 Master's Research (six credits over two semesters)

Non-Thesis Option

- 105 Comprehensive Examination (0 credits)

Thesis Option

Students choosing the thesis option must complete two semesters of Master's Research (PSY 900), and obtain review and approval of their proposed and completed thesis by two faculty members. Their thesis mentor must be a full-time faculty member. Students doing a thesis take six credits of master's thesis research and three credits of electives.

Non-Thesis Option and Comprehensive Examination Procedure (M.A.)

Students choosing the non-thesis option must pass a comprehensive examination during the final semester of coursework. The student recruits a full-time Psychology faculty member to administer the exam. The faculty member gives the student a topic to research, and the student has one month from that date to complete a literature review and propose a study (which need not be carried out) on the assigned topic. The student will submit a paper in APA format that includes the literature review, rationale for proposed study, a methods section (including participants and measures and/or procedures), a brief section stating the statistical analyses to be

carried out, and a reference page. In sum, the comprehensive examination will be very similar to a thesis or dissertation proposal.

If the comprehensive examination is undertaken during the spring semester, the exam question is given to the student on January 15 and is due to the faculty member by February 15. If it is during the fall semester, the exam question is given to the student on September 15 and is due to the faculty member by October 15. Late submissions will not be accepted and will result in a failure. The exam question should be emailed to the student on the appropriate day, and the Program Director should be copied on that e-mail. Students should submit their papers via e-mail (unless the faculty member requests a hard copy), and the Program Director should be copied.

Expectations for the student:

- The length of the literature review will vary according to the topic, though one can use a basic guideline of 8-14 pages.
- The methods section will also vary in length according to the number of measures to be described, the amount of detail of the study procedure, etc.
- Although it is not expected that the study will be carried out, the student should still demonstrate a solid grasp of the methodological issues. The student should:
 - State specific hypotheses and design a study to address these hypotheses.
 - Identify a reasonable sample with which to carry out the study.
 - Identify appropriate measures, citing reliability and validity information (if applicable).
 - Describe a methodologically sound procedure, citing prior literature using the same procedure (if applicable).
 - Correctly summarize how the data should be analyzed.
- The student must submit a well-written paper in APA format, complete with an abstract, literature review, proposed methods section, proposed analyses section, and reference page.

Grading:

Students are evaluated on nine criteria, listed on the Grading Rubric Evaluation Form, each of which is graded on a 4-point scale (1 = fail, 2 = fair, 3 = good, 4 = excellent). These nine scores are then averaged, and based on the average score, there are three possible outcomes:

- 1) If the average is 3.0 or higher, the student passes the examination.
- 2) If the average is 2.0 to 2.99, the student may revise and resubmit the examination for re-evaluation within one month after receiving the score. The student will receive feedback from the faculty member to guide him/her on the necessary revisions.

- 3) If the average is less than 2.0, or if the re-submitted revision does not reach an average of 3.0, the student fails the examination.

Failing the exam:

If the student fails the exam, he/she will meet with the Program Director and the faculty member who administered the exam to develop a remediation plan. If the Program Director administered the exam, another faculty member will be selected as a third party. The three parties involved will agree to a remediation plan and will indicate agreement by signature. The remediation plan will be designed to increase the likelihood of success on the second and final attempt at the comprehensive exam.

Students do have a second and final attempt at the exam. The student will repeat the entire procedure with a different faculty member and different research question. If the student does not pass this second comprehensive exam, the Department Chair will recommend to the Dean's office that the student be dismissed from the program.

B.A./M.A. in Psychology

The Department of Psychology offers an intensive, accelerated, combined degree program enabling students to earn both their B.A. and M.A. degrees in only five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.0 index in at least 12 credits in psychology are encouraged to apply. Students in the B.A./M.A. program matriculate for a total of 144 credits, 33 of which are on the graduate level. For more information, students may consult with the department and Dean's office.

Center for Psychological Services

The St. John's University Center for Psychological Services serves as a primary training site for the Clinical and School Psychology programs in providing comprehensive psychological services to community residents at modest cost. Located conveniently near the St. John's campus, it provides students with opportunities to develop clinical and assessment skills under faculty supervision. The Center provides training in psychoeducational and personality assessment at Level II (PSY 668–670). The Center also provides training in assessment for school psychology students at the master's level (PSY 761–762) and in therapy for advanced Psy.D. students (PSY 763–764). Opportunities for assessment and intervention experiences in local schools are also available via the Center's School Affiliate Program. The research component of the Center includes collection of clinical data, faculty sponsored research projects, and doctoral dissertation research.

Departmental Policy

All students are expected to conduct themselves in accordance with the ethical standards established by the American Psychological Association and the New York State Department of Education. In addition, all research with human subjects must be performed in accordance with the policies and procedures promulgated by the Institutional Review Board (IRB) of the University. Research with animals must conform to the guidelines established by the Animal Care Advisory Committee (ACAC) of the University. Failure to comply with these standards may result in a departmental recommendation for dismissal.

Institutional Affiliations

The University has developed formal affiliations with a number of clinical facilities in the New York area for purposes of clinical training and research. The Clinical Psychology program has developed a wide network of participating clinical and research practicum placements for its students including Long Island Jewish/Hillside Medical Center, North Shore University Hospital, Queens Hospital Center, Nassau County Medical Center, Bronx Children's Psychiatric Center, Bellevue Psychiatric Hospital, Creedmoor Psychiatric Center, North Shore Child Guidance Center, Beth Israel Medical Center, Pederson-Krag Center, NYS Psychiatric Institute, and Queens Children's Psychiatric Center, among others (see "Affiliate Clinical Professors of Psychology").

Courses

103 Basic Psychology Laboratory

Methods and techniques of laboratory research for students without undergraduate laboratory training. *Credit: 3 semester hours.* (No credit if used to remove deficiency.)

603 Inferential Statistics

This course provides students who will be primarily consumers of research with a review of basic concepts in statistics and an introduction to the methods used in contemporary research to enable them to evaluate the results and conclusions of scholarly work in psychology. Topics include analysis of variance, correlation, and regression. *Credit: 3 semester hours.*

604 Psychology Laboratory

The student is required to conduct extensive literature searches, collect and analyze data, and generate manuscripts. *Credit: 3 semester hours. Laboratory fee: \$60 per semester. Also open to qualified undergraduates.*

606 Perception I

A survey course emphasizing the historical development of various models aimed at understanding visual experience, such as origins of form, distance, and depth perception. *Credit: 3 semester hours.*

607 Perception II

Perception of radial direction, induced motion, autokinesis, phi, visual imagery, size perception, face recognition, visual and auditory affect recognition, affective aprosodia, and speech. *Credit: 3 semester hours.*

608 Foundations of Data Analysis

The basic issues and techniques in modern data management and analysis. Topics include data description, probabilistic inference, effect size, statistical power, and graphics. Includes a lab. *Credit: 3 semester hours.*

609 Research Methods in Clinical Psychology

Principles and methods of research design as applied to clinical psychology. *Credit: 3 semester hours.*

614 Multiple Regression/Correlation

Prerequisite: PSY 608. The introduction to multiple regression/correlation methods as a general data analytic system based on the general linear model. Includes a lab. *Credit: 3 semester hours.*

615 Research Methods in School Psychology

A survey of the research methods used in the study of children and their development with special emphasis to the type of research questions asked by the school psychologist. *Credit: 3 semester hours.*

616 Principles of Learning

An examination of research in classical and operant conditioning. Includes discussion of reinforcement, stimulus control, punishment, and other topics relevant to experimental analysis of behavior. *Credit: 3 semester hours.*

617 Cognitive and Affective Bases of Behavior

An examination of theories and research findings regarding attention, sensory and working, episodic, semantic long-term, implicit memory and autobiographical memory, unconscious mental processing, schemata, language, and the roles of emotion in cognition. *Credit: 3 semester hours.*

619 Advanced Techniques for the Analysis of Behavioral data

Prerequisites: PSY 608, 614. This course introduces such techniques as factor analysis, multivariate statistics, structural equation modeling, hierarchical linear modeling, survival analysis, and logistic regression. *Credit: 3 semester hours.*

620 Cognitive Psychology of Academic Learning

This course examines the theory, research and application concerning the cognitive processes that underlie children's development of mathematical thinking, reading comprehension, and study skills. Principles that underlie the assessment strategies and effective teaching and learning of math and reading are discussed. *Credit: 3 semester hours.*

621 General Child and Adult Psychopathology

This course provides an overview of etiology, symptomatology, and outcomes of the major psychological disorders in children and adults. The biological, socio-cultural, and behavioral determinants of abnormal behavior and empirically supported treatments for children and adults are addressed. *Credit: 3 semester hours.*

622 Social Psychology

Topics include attitudes, social perception and cognition, prejudice, gender roles, group behavior, aggression, prosocial behavior, attraction, nonverbal behavior, and special methodological contributions of social psychology. *Credit: 3 semester hours.*

624 Advanced Developmental Psychology

An in-depth analysis of theories and research on cognitive and socio-emotional development. *Credit: 3 semester hours.*

625 Cross-Cultural Psychology

Cross-cultural perspectives on behavior and cognition, including verbal and nonverbal communication, and interpersonal and intergroup relations. Psychological variability among cultural groups will be discussed. *Credit: 3 semester hours.*

626 Psychology of Women

Recent research on role, personality, intellectual, and career considerations relevant to women. *Credit: 3 semester hours.*

627 Cultural Diversity in Psychological Services

A course in diverse cultural perspectives which explores the cultural similarities and differences between psychologist and client and the way these factors affect the delivery of psychological services. *Credit: 3 semester hours.*

630 Personality Theories

Comparison and evaluation of various personality theories focusing on issues of personality structure and personality development. Consideration given to selected contemporary issues. *Credit: 3 semester hours.*

631 Psychoanalytic Psychotherapy I

An overview of psychoanalytic psychotherapies from Freud to the present. *Credit: 3 semester hours.*

632 Psychoanalytic Psychotherapy II

Prerequisite: PSY 631. Contemporary psychoanalytic therapies including brief therapies, case presentations, and integration of theory and practice. *Credit: 3 semester hours.*

636 Objective Personality Assessment for Mental Health Counselors

An overview of objective personality assessment and its relationship to diagnosis and treatment of psychological disorders in clinical and counseling contexts. Enrollment limited to master's students in Mental Health Counseling. Test Fee: \$50. *Credit: 3 semester hours.*

648 Physiological Psychology

Neuroanatomy plus discussion of recent research on sensory coding, neural basis of learning, and the physiological bases of a variety of psychological disorders. *Credit: 3 semester hours.*

650 History and Systems of Psychology

An evaluation of modern systems of psychology and a review of historical antecedents in light of their psychological contributions. *Credit: 3 semester hours.*

658 Professional and Ethical Issues

A study of professional standards and ethical principles as they relate to the professional psychologist's practice and research in the school, hospital, and other settings in the community. *Credit: 3 semester hours.*

660 Assessment I: Intelligence Testing

A course on the assessment of intelligence, including administration, scoring and interpretation of the WISC-IV, WAIS-IV, Stanford-Binet, and other intelligence tests. *Laboratory fee: \$110 per semester. Credit: 3 semester hours.*

661 Psychoeducational Assessment I

Administration, scoring, interpretation, and psychometric characteristics and comparative analysis of contemporary scales of cognitive ability test batteries serves as the basis for this course. *Laboratory fee: \$110 per semester. Credit: 3 semester hours.*

662 Psychoeducational Assessment II

Prerequisite: PSY 661. Advanced issues in the administration, scoring, interpretation, and psychometric and characteristics of both contemporary cognitive and academic ability test batteries form the major components of this course. *Laboratory fee: \$110 per semester. Credit: 3 semester hours.*

662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children

Prerequisite: PSY 661. Administration, scoring, interpretation and psychometric comparative analysis of newer cognitive achievement tests are presented. The use of tests with bilingual children is emphasized. *Laboratory fee: \$110 per semester. Credit: 3 semester hours.*

663 Assessment II: Personality Assessment

This course includes administration, scoring, and interpretation of objective personality tests. The course will be concerned with the clinical and research applications of these tests. *Laboratory fee: \$10 per semester. Credit: 3 semester hours.*

665 Introduction to School Psychology

This course will provide students with an understanding of the roles and functions of the school psychologist. It will also introduce students to the profession of school psychology from an historical, scientific, and practical perspective. *Credit: 3 semester hours.*

666 Interviewing and Case Formulation

This course provides the student with fundamental skills in interviewing and case formulation. Students will learn to interview parents, teachers, and children and conduct behavioral observations and functional assessments. *Credit: 3 semester hours.*

668; 670 Assessment Laboratory I and II

Prerequisites: PSY 660, 663. Students gain experience at the Center for Psychological Services in psychological assessments. *Test fee: \$50. Credit: 3 semester hours.*

669 Advanced Rorschach

Prerequisite: PSY 663. Concentrates on the interpretation of Rorschach records of children, adolescents, and adults. Major emphasis will be placed on integrating Rorschach data with the results of other psychological tests and clinical findings. *Test fee: \$50. Credit: 3 semester hours.*

671 Child and Adolescent Personality Assessment

Strategies for assessing child and adolescent personality will be explored. Emphasis will be placed on those objective and projective techniques currently utilized in the field. *Laboratory fee: \$10 per semester. Credit: 3 semester hours.*

695 Research Colloquium

Invited speakers, faculty members, and students from the department's graduate programs discuss their research. Registration/attendance required for all students. *No credit. No fee. Not included on students' transcript.*

696 Independent Research (Laboratory)

Prerequisites: PSY 608. Under the guidance of a faculty member, the student plans and executes an original piece of research of thesis quality. *Laboratory fee: \$60 per semester. Credit: 3 semester hours.*

698; 699 Clinic Practicum I; II

Level I course. Students gain supervised experience at the Center for Psychological Services in various clinical roles including diagnostic interviewing, case observation, and participation in weekly case conferences. *Laboratory fee: \$30 per semester. Credit: 3 semester hours.*

701; 702; 705; 706 Clinic Practicum III; IV; V; VI

A continuation of practicum training at the Center for Psychological Services; students develop their clinical skills through receiving supervised training in techniques relating to psychodiagnostic evaluation and intervention. *Laboratory fee: \$30 per semester. Credit: 3 semester hours.*

715 Assessment, Diagnosis, and Remediation of Learning Disabilities

This course involves the systematic study of learning disorders of children; receptive, expressive, and psychological processing disorders of learning and assessment of diagnostic procedures. *Test fee: \$50. Credit: 3 semester hours.*

716 Psychoeducational Consultation

Prerequisite: PSY 661. This course addresses the procedures for conducting consultation with teachers and other school personnel in order to ameliorate problems affecting students' academic and social competencies. *Credit: 3 semester hours.*

717 Instructional Assessment and Academic Interventions

Students will learn to assess children's instructional environments and to monitor their academic progress. This assessment will be tied to instructional interventions in the context of the consultation role for school psychologists. *Credit: 3 semester hours.*

722 Social Bases of Behavior

The social influence on human behavior and how individual differences moderate that influence; social cognition; group processes; person by situation interactions. *Credit: 3 semester hours.*

725 Advanced Psychopathology: General

Prerequisite: PSY 724. Detailed consideration of selected areas of psychopathology, particularly theoretical models and empirical research in etiology, development, prevention, and treatment. *Credit: 3 semester hours.*

726 Psychopathology across the Life Span I

Lifespan perspective on psychological disorders including symptom presentation, etiologies, and outcomes. Focus on disorders that are prevalent in childhood and adolescence. *Credit: 3 semester hours.*

727 Psychopathology across the Life Span II

Focuses on understanding the major categories of psychiatric disorders from a biophysical perspective. Primary emphasis will be on disorders typically seen in adulthood, such as psychotic disorders, mood disorders, anxiety disorders, and substance abuse disorders. In addition to the symptoms and features of these disorders, the class will also focus on etiology and treatment. This course adopts a lifespan developmental perspective; therefore, manifestations of these disorders in childhood will also be discussed. *Credit: 3 semester hours.*

729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations

This course provides students with an understanding of normal language development, second language acquisition, and the problems of delivering school psychological services to bilingual children. *Credit: 3 semester hours.*

737 Hypnosis Biofeedback Workshop

Intensive workshop combining the theoretical conceptualizations of hypnosis and biofeedback with empirical exploration. The course is oriented towards the goals of the scientist practitioner. *Credit: 3 semester hours.*

741 (Fall); 742 (Spring) Assessment and Intervention Practicum I; II

A two-semester practicum sequence emphasizing psychodiagnostic testing, evaluation, and treatment in clinical settings and supervised professional experience in intervention and psychotherapeutic techniques. *Test fee: \$30. Credit: 3 semester hours per course.*

744 Assessment Methods for Students with Autism Spectrum Disorders

This course examines assessment tools and strategies for use with individuals on the Autism Spectrum. Students will explore formal and informal assessment procedures used with students who manifest learning characteristics of students with Autism. Cf. with EDU 9725. *Credit: 3 semester hours.*

745 Applied Behavior Analysis

This course presents the student with an introduction to the basic principles of Applied Behavior Analysis (ABA), learning theory, and the fundamental principles of behavior. The course will also provide an introduction to the process of measuring and recording behavior. Cf. with EDU 9719. *Credit: 3 semester hours.*

746 Single Case Design in Autism Spectrum Disorder

This course presents an overview of single-case design and applied research design by exploring their characteristics, strengths, and limitations. Cf. with EDU 9750. *Credit: 3 semester hours.*

749 Behavior Therapy: Assessment, Treatment and Consultation

This course is aimed at providing a theoretical and practical understanding of the behavioral orientation to psychological assessment and intervention with school-aged children and adolescents in school settings. *Credit: 3 semester hours.*

750 Behavior Therapy

Applications of principles of learning and social influence, including cognitive mediational and conditioning strategies, to the modification of problem behavior. *Credit: 3 semester hours.*

751 Interventions with Developmental Disabilities

Prerequisites: PSY 749/750. Students will learn the procedures of applied behavior analysis, and use these principles to develop teaching and intervention strategies for children with autism and related developmental disorders. *Credit: 3 semester hours.*

752 School Psychology Internship Seminar I: Professional Issues

Prerequisites: PSY 761, 762. Students are assigned to a public school or agency providing services for children and function under the supervision of a certified school psychologist. *Credit: 3 semester hours.*

752B School Psychology Internship Seminar I: Professional Issues–Bilingual

Prerequisites: PSY 761B, 762B. Classroom presentations focus on recent advances in the assessment and intervention strategies of working with linguistically diverse children. *Laboratory fee: \$30 per semester. Credit: 3 semester hours.*

753 School Psychology Internship Seminar II: Psychological Interventions

Prerequisite: PSY 752. Students are assigned to a public or private school providing psychological services to children and adolescents for five full days. Presentations will focus on New York State Child Abuse reporting law, models of service delivery in school psychology, and crisis intervention. *Credit: 3 semester hours.*

754 School Psychology Internship Seminar III: Nondiscriminatory Assessment and Field Placement

Prerequisites: Completion of master's degree and Certification in School Psychology. Classroom instruction focuses on issues, methods, and procedures for conducting comprehensive, systematic nondiscriminatory assessment of culturally and linguistically diverse students. Students are assigned to a public or private school or agency providing psychological services to exceptional children and/or adolescents for a minimum of three full days. *Credit: 3 semester hours.*

755 School Psychology Seminar IV: Psychological Interventions and Field Placement

Prerequisite: PSY 754 or equivalent. This course includes an in-depth review of the latest research and theory in psychological interventions. Students spend three days per week in a school for exceptional children or an organization servicing exceptional children. *Credit: 3 semester hours.*

759 Psychometrics

Prerequisites: PSY 608, 614. An overview of the critical aspects of psychometric theory, including test construction, item analysis, reliability, validity, and item response theory. *Credit: 3 semester hours.*

760 Marital and Family Therapy

The family is viewed as an interacting social system and approaches to understanding and changing problem behavior are discussed from a systems perspective. *Credit: 3 semester hours.*

761; 762 Psychological Assessment Practicum I; II

Prerequisites: PSY 661, 662(B), 671. Students will be required to participate in psychological assessments at the Center for Psychological Services and in the schools to which it provides services. There are special sections (PSY 761B, 762B) for students in the bilingual track of the M.S. and Psy.D. programs. *Laboratory fee: \$100 per semester. Credit: 3 semester hours.*

761B (Fall); 762B (Spring) Psychological Assessment Practicum I; II

Prerequisites: PSY 661, 662(B), 671. Students will participate in psychological assessments at the Center for Psychological Services and in schools to which the center provides services. For M.S. and Psy.D. students in the bilingual track. *Laboratory fee: \$30 per semester. Credit: 3 semester hours.*

763; 764; 765 School Psychology Intervention Practicum I; II; III

Prerequisite: PSY 753, equivalent, or permission of the Program Director. These courses represent a two-semester sequence of practica experiences. Students will plan and deliver psychological interventions to children, adolescents, parents, teachers, and professional staff. *Laboratory fee: \$30 per semester. Credit: 3 semester hours.*

810 Advanced Research Seminar in Selected Topics

An advanced seminar that reviews current research and theory of topics selected from clinical psychology, social/cultural psychology, and experimental psychology with each area taught by a different faculty member. *Credit: 3 semester hours.*

835 Neuropsychological Assessment

Conceptual problems regarding brain dysfunction; special symptoms and syndromes; neurodiagnostic approaches, emphasizing the Halstead-Reitan and Luria batteries; applications relevant to the clinician. *Test fee: \$100. Credit: 3 semester hours.*

836 Behavioral Neuropsychology

This course covers the theoretical bases, research methodology, and instrumentation necessary for experimentation in neuropsychology, emphasizing the chronometric and cognitive investigation of cerebral asymmetry. *Credit: 3 semester hours.*

838 Addictive Behaviors

This course presents theoretical foundations and applications in the treatment of addictive behaviors. Topics include: drugs of addiction; gambling; theories of addiction; and behavioral and psychotherapeutic treatments. *Credit: 3 semester hours.*

840 School Neuropsychological Assessment I

Students will learn the principles of school neuropsychological assessment and how to administer, score, and interpret several contemporary neuropsychological tests. *Credit: 3 semester hours.*

841 School Neuropsychological Assessment II

In these two consecutive practicum experiences, students conduct comprehensive assessments, develop case formulations and recommendations for interventions, prepare written reports, and provide feedback. *Credit: 3 semester hours.*

843 Child and Adolescent Psychotherapy

Major models of child and adolescent psychotherapy will be presented, including traditional approaches, short-term therapies, and empirically validated treatment methods. *Credit: 3 semester hours.*

844 Behavioral Parent Interventions: Science and Practice

Prerequisites: PSY 749 and enrollment in a doctoral program in psychology. This course will review theory and research on parent-focused behavioral intervention efforts intended to treat children's externalizing disorders and behavior problems. *Credit: 3 semester hours.*

845 Group Therapy

An exploration of the process of group therapy, including the composition of various group settings; the role of the leader; the beginning, middle, and termination stages of the group; and various techniques utilized by group therapists. *Credit: 3 semester hours.*

846; 847 Practicum in School Neuropsychological Assessment I; II

In these two consecutive practicum experiences, students conduct comprehensive assessments, develop case formulations and recommendations for interventions, prepare written reports, and provide feedback. *Credit: 3 semester hours.*

850 Cognitive Psychotherapies

Prerequisite: PSY 749/750. This course explores the growing area of Cognitive and cognitive/behavioral psychotherapies by Beck, and Ellis, as well as self instructional training, cognitive interpersonal problem solving therapy, and multimodal therapy. *Credit: 3 semester hours.*

861 Psychopharmacology

Prerequisites: PSY 648, 724. A study of psychopharmacological agents in the treatment of behavioral disorders of children and adults. *Credit: 3 semester hours.*

862 Independent Study

Library research and/or experimental research under the guidance of a faculty member. *Permission of the Chair required. Fee: \$60 if in experimental research study. Credit: 3 semester hours.*

903; 904 Clinical Psychology Internship I; II

Prerequisites: Successful completion of all coursework in the program, approval of dissertation proposal, and successful completion of Comprehensive Examination. One year full-time internship in an approved setting. For doctoral students in Clinical Psychology only. Fee: \$100 plus general fee per semester. Credit: 0 semester hours.

905; 906 School Psychology Internship I; II

Prerequisite: Successful completion of all coursework in the program. One year full-time internship in a setting approved by the program. For doctoral students in School Psychology. Fee: \$100 plus general fee per semester. Credit: 0 semester hours.

908 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the requirements for the Master of Arts degree. *Credit: 3 semester hours.*

925 General-Experimental Maintaining Matriculation

Master's students in General-Experimental Psychology not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. *Fee: \$100 per semester. Credit: 0 semester hours.*

940 Clinical Psychology Maintaining Matriculation

Ph.D. students who have not passed the comprehensive exam and have not registered for other courses, must register for PSY 940. *Permission of the Dean required. Fee: \$100 per semester. No Credit.*

950 Doctoral Research

Original research leading to the doctoral degree. Beginning in the spring semester of Year 4, students must register for 950 in each fall and spring semester until the dissertation is completed and the degree awarded. *Credit: 3 hours per semester, except when students are on internship and enrolled in 903/904, when it carries one semester hour only per semester.*

951 Doctoral Research

Original research leading to the doctoral degree. Doctoral candidates must register for this course in the spring semester of their fourth year. Once enrolled in this course students must remain continuously enrolled in it until they graduate. *Credit: 3 semester hours, except when students are on internship and enrolled in 905/906, when it carries one semester hour only per semester.*

960 School Psychology Maintaining Matriculation

Students in School Psychology not registered for other courses must register for 960 until all degree requirements are completed and the degree is granted. *Fee: \$100 per semester. Credit: 0 semester hours. Offered each semester.*

997 Introduction to Clinical Psychology

To be taken during the first year of the Ph.D. Clinical Psychology program. *No credit.*

998 Clinical Supervision Practicum

A supervised practicum for students in the Ph.D. Clinical Psychology program. *No credit.*

999 Extended Clinical Practicum Experience

An extended practicum experience for students in the Ph.D. Clinical Psychology program. *No credit.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

105T M.A. Thesis Submission

Students in the M.A. Psychology program who are completing a thesis should register for this section during the semester in which they will submit the thesis. *No credit.*

For a complete listing of approved courses, please contact the Dean's office.

Affiliate Clinical Professors of Psychology

ADSP Program

Alec Miller, Psy.D.

AHRC

Margery St. Hilair, Ph.D.

Nicholas Rose, Ph.D.

Albert Einstein College of Medicine

Susan Chintz, Psy.D.

Albert Ellis Institute

Kristene Doyle, Ph.D.

American Institute for Cognitive Therapy

Robert Leahy, Ph.D.

Ardsley School District

Jeffrey Cohen, Ph.D.

Mary Travis, Ph.D.

Connie Gutwirth, Ph.D.

Baldwin Council Against Drug Abuse

Claudia Rotondo

Baldwin School District

Joseph Teta, Ph.D.

Bay Shore School District

Toni Klingler, Ph.D.

Bayort-Blue Point School District

Matthew Krivoshey, Ph.D.

Bellevue Hospital Center

Carol Golden-Scaduto, Pys.D.

Carmen Vasquez, Ph.D.

Bellmore-Merrick Central

High School District

John Brull, M.S.

Amy Rubino, Ph.D.

Ben Weiss, Ph.D.

Bernard Fineson Developmental Center

Mary Kennedy, Ph.D.

Beth Israel Medical Center

Elizabeth Ochao, Ph.D.

Bio-Behavioral Institute

Fugen Neziroglu, Ph.D.

Bronx Children's Psychiatric Center

Elizabeth Seiger, Ph.D.

Susan Babinski, Ph.D.

Kathleen O'Shea, Ph.D.

Nicole Garcia, Ph.D.

Rebecca Hansen, Psy.D.

Mark Adelsberg, Ph.D.

William Ansorge, Ph.D.

Bronx VA Medical Center

Stephen Bacon, Ph.D.

Brookdale University Hospital

& Medical Center

John James, Ph.D.

Steven Klee, Ph.D.

Brooklyn VA Hospital

Gail Kelsey, Ph.D.

Central Islip School District

Dan Sanvitale, Ph.D.

Children's Center for Early Learning

Alan Weneroff, Ph.D.

Coler/Goldwater Memorial Hospital

Patricia Bagby, Ph.D.

Christopher Frima, Ph.D.

Jim Crawford, Ph.D.

Tom Gambacorta, Ph.D.

Commack School District

Wilma Colino, Ph.D.

John Kelly, Ph.D.

Connetquot Central School District of Islip

Eleanor Palma, Ph.D.

Creedmoor Psychiatric Center

Constance Freeman, Ph.D.

Sascha Griffing, Ph.D.

Russell Hoffman, Psy.D.

Andrea Katz, Ph.D.

Jack Livingstone, Ph.D.

Dolores Nichole, Ph.D.

Crossroads School for Child Development

Paula Calabrese, Ph.D.

East Meadow School District

Jennifer Mascolo, Psy.D.

Roseann Gotterbarn, Ph.D.

Fotini Kyvelos, Psy.D.

Margaret Laska, Ph.D.

Joseph Pando, Ph.D.

Eastern Suffolk BOCES-Premm

Learning Center

Robert Meyer, Ph.D.

Elmhurst Hospital/Mount Sinai Services

Andia Harris, Ph.D.

Harvey Shanies, Ph.D.

Elwood School District

Anthony Pantaleno, Ph.D.

Farmingdale School District

William Sperduto, Ph.D.

Helen Stevens, Ph.D.

Joseph Volpe, Ph.D.

Fort Hamilton Clinic

Phillip Morse, Ph.D.

Franklin Square School District

Christopher Schnepf, Ph.D.

Garden City Park School District

Maria Petallides

Glen Cove School District

Rod Mardin, Ph.D.

Penelope Patsis, Ph.D.

Great Neck School District

Amy Goldin, Ph.D.

Thomas Giannotti, Ph.D.

Patricia Goodman

Jack Kamins, Ph.D.

Hackensack University Hospital

Risa Fogel, Ph.D.

Half Hollow Hills Central School District

William Sefick, Ph.D.

John Siefiring, Ph.D.

Hampton Bays School District

Ken Grille, Ph.D.

Harborfields Central School District

Joseph Dono, Ph.D.

Brian Harris, Psy.D.

Harriet Eisman Community School

Elizabeth Shorin, Ph.D.

Hawthorne Cedar Knolls Union Free School District

Katherine Reitzes, Ph.D.

Hebrew Academy for Special Children

Jill Karliner, Ph.D.

Helen Keller Services for the Blind

Ann Rosenberg, Ph.D.

Henry Viscardi School

Ron Friedman, Ph.D.

Herricks School District

Allison Jeffer, Ph.D.

Mary Kalisky, Ph.D.

Donna Lipton, Ph.D.

Roger Pierangelo, Ph.D.

Sgeven Shatz, Ph.D.

Carl Weiner, Ph.D.

Hewlett School District

Marc Krauss, Ph.D.

Hewlett-Woodmere School District

Allan J. Orenstein, Ph.D.

Lynne Einberg, Ph.D.

Hicksville School District

David Ferrin, Ph.D.

High Road School

Maryn Katherine Hawryluk, Ph.D.

Holliswood Hospital

Mark Lazarus, Ph.D.

Huntington School District

Jamie Joseph, Ph.D.

Institute for Rational Counseling

Richard Dackow, Ph.D.

Jamaica Hospital

Nadine Khowry, Psy.D.

Sue Carver, Ph.D.

Frances Charder, Ph.D.

KTA/HAFTR

Ditza Berger, Ph.D.

Kings Country Hospital Center

Cheryl Blondstein, Psy.D.

Mendie Cohn, Ph.D.

Marilyn Feldman, Ph.D.

Kings Park School District

Linda Chianese, Ph.D.

Sharon Donenfeld, Ph.D.

James Lynch, Ph.D.

Lorraine Schles-Esposito, Ph.D.

Lawrence Public Schools

Jay Silverstein, Ph.D.

Leak & Watts Children's Home

Francis Egan, Ph.D.

Katherine Morrison, Ph.D.

Long Beach School District

Edward Frankel, Ph.D.

Dennis Ryan, Ph.D.

Fred Zelinger, Ph.D.

Long Beach Reach, Inc.

LIJ/Hillside Geriatric Center

Amanda O'Brian, Ph.D.

Rita Ryan, Ph.D.

Greg Hinrichsen, Ph.D.

LIJ/Hillside Medical Center

Eliho Turkel, Ph.D.

LIJ/Schneider Children's Hospital

Jonathon Samuels, Psy.D.

LIJ/Schneider's Children's Hospital;**Adolescent Pavillion**

Dina Sackman, Ph.D.

Stefanie Solow, Ph.D.

LIJ/Zucker Hillside Hospital

Peter D'Amico, Ph.D.

Aaron Drucker, Ph.D.

Seanna Kaye-Denham, Ph.D.

Barbara Libov, Ph.D.

Julia Markó, Ph.D.

Rona Novick, Ph.D.

Adam Payne, Ph.D.

Jennifer Ratas, Ph.D.

Heather Smith, Ph.D.

Robert Tringone, Ph.D.

Lutheran Medical Center

Jean Bailey, Ph.D.

Martin De Porres School

Paul Fantetti, NCSP

Edward Dana

Massapequa School District

James Levering, Ph.D.

MercyFirst

Daniel Coletti, Ph.D.

Ann Kuru, Ph.D.

Samuel Landsman, Ph.D.

Stephen Migden, Ph.D.

Merrick-Bellmore School District

John Brull, M.S.

Milestone School for Child Development

Lena Perez-Nieves, Psy.D.

Mineola School District

Manny Romero, Ph.D.

Robert Drago, Ph.D.

Joan Reilly, Ph.D.

Roberta Manfreda, Ph.D.

Montefiore Medical Center

Gabrielle Johr, Psy.D.

Mt. Sinai Medical Center

Bonnie Arnowitz, Ph.D.

Karen Dahlmana, Ph.D.

Edward Greenblatt, Ph.D.

Annette Hernandez, Ph.D.

Mt. Sinai/NYU Medical Center

Eric Brown, Ph.D.

Nassau BOCES-Pace Program

Maria Heim, Ph.D.

Nassau County Medical Center

Albert Faouss, Ph.D.

William Kline, Ph.D.

David Waxman, Ph.D.

Nassau University Medical Center

Laura Lamontanaro, Ph.D.

David Waxman, Ph.D.

National Institute for the Psychotherapies

Jillian Axelrod, Ph.D.

New Hyde Park School District

Joseph Shaffrey, Ph.D.

New York City Board of Education

David Drassner, Ph.D.

Lorna Rhone, Ph.D.

New York Presbyterian Hospital

Robert Feiguine, Ph.D.

New York Presbyterian Hospital-White Plains Child Day Hospital

Leslie Bogen, Ph.D.

John Clarkin, Ph.D.

Barbara Flye, Ph.D.

North Colonie Central Schools

Charles D. Horowitz, Ph.D.

North Merrick School District

Lynne Thies, Ph.D.

North Shore Central School District

Peter Segal, Ph.D.

North Shore School District

Michael Linder, Ph.D.

William Kitay, Ph.D.

North Shore University Hospital

Laurie Kramer, Ph.D.

David Pelcovitz, Ph.D.

Marie Ribarich, Ph.D.

Julliet Vogel, Ph.D.

North Shore University Hospital Child and Adolescent Department

Julliet Vogel, Ph.D.

Northport Veteran's Affairs Medical Center

Janet Eshen, Ph.D.

Oceanside School District

Michael Cohen, Ph.D.
Bill Walsh
Ann Melucci
Laurie Zelinger, Ph.D.
Mark Metzger, Ph.D.

Patchogue-Medford School District

Richard Catullo, Ph.D.
Faith Barrentine, Ph.D.

Pederson-Krag Center

Max Banilivy, Ph.D.

Port Chester-Rye School District

Antonio Blanco, Ph.D.

Queens Child Guidance Center-Asian Outreach Clinic

Florence Marks, Ph.D.

Queens Children's Psychiatric Center

Dora Gutierrez, Psy.D.
Gayle Kass, Ph.D.
Jonathan Kurfirst, Ph.D.
Andrea Muras, Ph.D.
Jennifer Tucker, Ph.D.
Marion Rosenbaum, Ph.D.

Queens Hospital Center

Ellen Palgi, Ph.D.
Oily Sofer, Psy.D.
Robyn Mendelsohn, Ph.D.
William Walker, Ph.D.
Glena Rubin, Ph.D.

Riverdale Mental Health Association

Robert Muller, Ph.D.

Sachem Central School District

Gail Borruso, Ph.D.
James Zaino, Ph.D.
Steven Hartman, Ph.D.

Sagamore Children's Psychiatric Center

Lawrence Haller, Ph.D.
Randy Malsky, Ph.D.
Geraldine Moretti, Ph.D.

St. John's University Counseling Center

W.D. Harmon, Ph.D.

St. Luke's Roosevelt

Joseph Ruggiero, Ph.D.
Andrew Merling, Ph.D.

St. Luke's Women's Health Project

Lisa Litt, Ph.D.

St. Mary's Hospital for Children-Queens

Paul Berger-Gross, Ph.D.
Daniel Clarkin, Ph.D.
Daniel Coletti, Ph.D.

Scarsdale School District

Audrey Clarkin, Ph.D.
Ernest Collabолletta, Psy.D.
Jennifer Walker, M.S.E.D

Sesame Sprout Inc.

Janet Mueller, Psy.D.

Sewanhaka High School District

John Heverin, Ph.D.
Stephen Russo, Ph.D.
Isonia Vassos, Ph.D.

Shoreham-Wading River School District

Peter D'Elena, Psy.D.

Smithtown Central School District

Theresa Campisi, Ph.D.
Brenda Clark, Ph.D.
Joanne Corrado, Ph.D.
Darcie Cortese, M.S.

South Beach Psychiatric Center Day Treatment for Adolescents

Conrado Gomez, Ph.D.

South Nassau Communities Hospital Counseling Center

Rosemary O'Regan, Ph.D.

Staten Island Mental Health Society

David Laucick, Ph.D.

SUNY Downstate Medical Center**Anxiety Disorders Clinic**

Daniel Cukor, Ph.D.
Steven Friedman, Ph.D.

The School at Columbia University

Diane H. Dillon, Ph.D.

Three Village School District

Karen Futtersak, Ph.D.
Joseph Piombo, Ph.D.

Valley Stream School District

Mark Perlman, Ph.D.
Mark Peterson, Ph.D.
Jay Comcowich, Ph.D.

Valley Stream School District 13

Mindy Berlin-Dickman
Karen Jason, Ph.D.
Cheryl Mendelsohn, Ph.D.
Gaston Weisz, Ph.D.

Valley Stream School District 24

Patrick Grehan, Ph.D.

West Islip School District

James Ciaravino, Ph.D.
Robert Matuozzi, Ph.D.

Westchester Family Services

Rebecca Abramson, Ph.D.

Westchester Institute for Human Development

Michelle Heller, Ph.D.

Westchester School for Special Children

Vito Guarnaccia, Ph.D.

Western Queens Developmental Schools

Robert Musphy, Ph.D.

Western Suffolk BOCES

Paul Morris, Ph.D.

White Plains School District

Daniel Benincasa, Ph.D.
Kelly Ishmael, Ph.D.
Maritza Kerekes, Ph.D.

Wyandanch School District

Roberta Hoffman, Ph.D.

Yeshiva Hor Torah

Karen Feinberg, Ph.D.

Department of Sociology and Anthropology (SOC)

The Department offers graduate training leading to an M.A. degree in Sociology or an M.A. degree in Criminology and Justice. The department's mission is to educate its graduate students about the social forces that influence human behavior. Our faculty members help students to develop the necessary skills in sociological research and analysis of inequality, organizations, and communities. These experiences lead to careers in criminal justice, healthcare, non-profits, and business, as well as provide exceptional preparation for further training at the doctoral level or in law school.

Programs of Study

Master of Arts (M.A.) in Sociology

Entrance Requirements

Acceptance into all M.A. programs requires a minimum 18 undergraduate credits in sociology or a related social science. Deficiencies in these requirements must be corrected under departmental direction. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

Based on the expertise of our faculty and the professional needs of our students, our program offers four options to complete the M.A.:

Thesis Option

15-credit core
Nine credits of elective courses
Six credits of SOC 900 Master's Research

Non-Thesis Option – General

15-credit core
18 credits of elective courses
Comprehensive Examination

Non-Thesis Option – The Global City and Social Justice

15-credit core
12 credits of elective courses within the concentration
Six credits of general elective courses
Comprehensive Examination

Non-Thesis Option – Confronting Inequalities

15-credit core
12 credits of elective courses within the concentration
Six credits of general elective courses
Comprehensive Examination

The 15-credit core consists of the following three-credit courses:

- SOC 127; 127L Statistics for Social Science (Pre-requisite for SOC 300)
- SOC 210 Sociological Theory: Classical
- SOC 212 Sociological Theory: Contemporary
- SOC 300 Social Research: Strategies and Tactics (Pre-requisite for SOC 301)
- SOC 301; 301L Evaluation Research & Data Analysis

Elective courses that apply to The Global City and Social Justice concentration are:

- SOC 217 Gender in a Global Context
- SOC 222 Sociology of the Global City
- SOC 223 Urban Sociology
- SOC 224 Women and The City
- SOC 228 Sociology of Community
- SOC 234 Global Poverty
- SOC 235 Global Inequality
- SOC 244 Social Movements and Globalization
- SOC 260 Inequality and Oppression

Elective courses that apply to the Confronting Inequalities concentration are:

- CRM 133 Class, Race, and Criminal Justice
- CRM 234 Women and Crime
- SOC 115 Sociology of Gender
- SOC 120 Race and Ethnicity
- SOC 217 Gender in a Global Context
- SOC 218 Immigration and Inequality
- SOC 220 Social Construction of Race in the US
- SOC 234 Global Poverty
- SOC 235 Global Inequality
- SOC 236 Sociology of Poverty
- SOC 243 Social Movements and Social Change
- SOC 244 Social Movements and Globalization
- SOC 246 Political Sociology
- SOC 260 Inequality and Oppression

Other courses may be counted for each one of the concentrations with prior approval of the department chair. Students interested in the thesis option must obtain chair's approval.

Comprehensive Examination: The comprehensive examination asks non-thesis students to demonstrate their ability to integrate knowledge of sociological theory, methodology, literature, and empirical data. This examination may not be taken earlier than the last semester of coursework and no later than one year after completion of coursework (See "Comprehensive Examination").

Master of Arts (M.A.) in Criminology and Justice (CRM)

Entrance Requirements

Acceptance into all M.A. programs requires a minimum 18 undergraduate credits in sociology or a related social science. Deficiencies in these requirements must be corrected under departmental direction. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

Thesis (30 credits)

Designed for students who seek preparation for doctoral study in sociology or a related social science field.

Required Courses (three credits each):

- CRM 103 Pro-Seminar
- CRM 127; 127L Statistics for Social Science
- CRM 231 Evaluation of Criminal Justice Policies
- CRM 232 Criminological Theory
- CRM 300 Strategies and Tactics of Social Research

Electives: 9 remaining credits to be chosen from departmental offerings, in consultation with the student's advisor. Two courses may be taken in the practicum and field placement.

Thesis: The student will register for CRM 900 Master's Research for six credits under the direction of an assigned mentor and will write a thesis that will be examined by a committee of readers composed of the mentor and one other faculty member.

Non-Thesis (33 credits)

Designed for students who seek a broad preparation for employment in which sociological knowledge is required or particularly valuable. This option is also sufficient for entry into a Ph.D. program.

Required Courses (three credits each):

- CRM 103 Pro-Seminar
- CRM 127 Statistics for Social Science
- CRM 231 Evaluation of Criminal Justice Policies
- CRM 232 Criminological Theory
- CRM 300 Strategies and Tactics of Social Research

Electives: 18 remaining credits to be chosen from departmental offerings, in consultation with the student's advisor. Two courses may be taken in the practicum and field placement.

Comprehensive Examination: The comprehensive examination asks students to demonstrate their ability to integrate knowledge of sociology theory, methodology, literature, and empirical data. This examination may not be taken earlier than the last semester of coursework and no later than one year after completion of coursework. (See "Comprehensive Examination.")

Combined Degree Programs

B.A./M.A. in Sociology

B.A./M.A. in Sociology/Criminology and Justice

B.A./M.A. in Psychology/Criminology and Justice

The Department of Sociology and Anthropology offers three intensive, accelerated, combined degree programs that require five years of full-time study: the B.A. and M.A. degrees in Sociology; the B.A. degree in Sociology and the M.A. degree in Criminology and Justice; and in conjunction with the Department of Psychology, the B.A. in Psychology and the M.A. in Criminology and Justice. Qualified students who have completed their sophomore year with a 3.0 cumulative index and a 3.0 index in at least 12 credits in their major are encouraged to apply.

Students enrolled in the non-thesis program must complete a total of 144 credits (33 on the graduate level). Students selecting the thesis program must complete a total of 144 credits (30 on the graduate level) including six credits of Master's Research. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult with the Department Chair.

Applications are available at the offices of the Graduate Division of Arts and Sciences (St. John Hall Room 145) or the Department of Sociology and Anthropology (St. John Hall Room 444D).

B.S./M.A. in Communication Arts/Sociology

This program leads to the B.S. in Communication Arts and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed 60 credits with a 3.0 cumulative index and a 3.0 index for a minimum of 12 credits in the Communications Arts major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S./M.A. in Criminal Justice/Sociology

This program leads to the B.S. in Criminal Justice and M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.0 average in a minimum of 12 credits in the Criminal Justice major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Student selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S./M.A. in Journalism/Sociology

This program leads to the B.S. in Journalism and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed 60 credits with a 3.0 cumulative index and a 3.0 index for a minimum of 12 credits in the Journalism major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S./M.A. in Legal Studies/Sociology

This program leads to the B.S. in Legal Studies and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.0 index for a minimum of 12 credits in the major in Legal Studies are encouraged to apply.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the baccalaureate degree, students may enroll full time on the graduate level for the fifth year.

Courses

103 CRM Pro-Seminar

This course introduces criminology as a discipline in the liberal arts. It focuses on the field's history and its key areas of study and introduces strategies for doing research and writing in criminology. *Credit: 3 semester hours.*

107 Social Deviance (Cf. EDU 6217)

Study of the causes and reactions to deviant behavior. Crime, drug abuse, mental illness, suicide, corporate and political malfeasance, and other forms of deviance are considered. *Credit: 3 semester hours.*

115 Sociology of Gender

A comparative study of gender relations from biological, historical, psychoanalytic, social constructionist, and feminist perspectives. *Credit: 3 semester hours.*

117 Family Violence

Biological and cultural foundation of interpersonal violence as it is expressed within the family. Marital violence, wife battering, child abuse, elderly abuse. Factors associated with the self-perpetuation of violence over generations. *Credit: 3 semester hours.*

119 Juvenile Delinquency

A study of social conditions under which the behavior legally termed "delinquency" develops, the agencies through which society deals with the problem and the theoretical and methodological approaches essential to understanding. *Credit: 3 semester hours.*

120 Race and Ethnicity

Minority groups in America as cultural and economic-political communities relate to the American heritage. Recent sociological, social psychological, and anthropological findings and theories of intergroup relations. *Credit: 3 semester hours.*

121 Sociology of the Family

Components of family structure and organization; family cycle and mate selection; factors contributing to family stability and disorganization; emerging forms of intimate lifestyles. *Credit: 3 semester hours.*

122 CRM Drugs and Society

This course focuses on alcoholism, drug abuse and addiction, pathological (compulsive) gambling, bulimia, and other addictions. *Credit: 3 semester hours.*

127 SOC and CRM Statistics for Social Sciences

Corequisite: SOC/CRM 127L. Descriptive and inferential statistics in sociology. *Credit: 3 semester hours.*

127L Statistics for Social Sciences Lab

Corequisite: SOC/CRM 127. No credit.

131 Sociology of Youth

Youth as a lengthy process of transition from childhood to adulthood; consequent phenomena of family conflict, long dependency, development of youth culture, mass media, rock to rap, education and delinquency. *Credit: 3 semester hours.*

133 CRM Class, Race and Criminal Justice

This course focuses on how race and social class determine who enters the criminal justice system and how criminal definitions are created and applied. *Credit: 3 semester hours.*

170 Social Psychology

Systematic examination of social variables and their influence on individual behavior, personality, and emotion. *Credit: 3 semester hours.*

200 Sociology of Latino/as in the U.S.

Impact of migration, immigration policies, politics and social movements on Latino/as, their families, gender, cultural identity, racial/ethnic relations, and experience in social institutions. *Credit: 3 semester hours.*

201 Economic Sociology

This course sociologically analyzes how markets, networks, and hierarchies coordinate economic behavior. It examines the economy's relationship to the state, inequality, technology, culture, and globalization. *Credit: 3 semester hours.*

207 Sociology of Work

The organization of work in modern society; stratification of the work force; structure of occupations; role of technology. *Credit: 3 semester hours.*

208 Cultural Studies

The sociological study of cultural forms of life in terms of both modernist and postmodernist movements. These forms of culture include rock and roll, art, literature, rap, film, sports, the culture wars, the Internet, and television. *Credit: 3 semester hours.*

209 Human Trafficking–Contemporary Slavery

This course focuses on the phenomenon of trafficking of persons (contemporary slavery) from a sociological perspective by understanding the historical, economic, political, institutional, legal, and social characteristics of the problem, and the international and domestic policies and programs available to prevent it and assist its survivors. *Credit: 3 semester hours.*

210 Sociological Theory: Classical

Theories of 19th- and early 20th-century sociologists dealing with the problems of the transformation of societies from traditional to modern. *Credit: 3 semester hours.*

212 Sociological Theory: Contemporary

Analysis of various sociological discourses, including the structural-functional, critical, exchange, interpretive-symbolic, and phenomenological. *Credit: 3 semester hours.*

214 CRM Restorative Justice: Principles and Practices

Examines philosophies, traditions, and contemporary practices of restorative justice. Analyzes possibilities and problems of applying restorative justice to specific harms. *Credit: 3 semester hours.*

215 CRM Policing and Society

This course offers a sociological examination of law enforcement in the United States. It reviews the historical development of policing, discusses the various roles of police in society, and examines some of the problems police confront. *Credits: 3 semester hours.*

216 CRM White Collar Crime

The study of white collar crime as an extensive institutional phenomena of modern society. *Credit: 3 semester hours.*

217 CRM Situational Crime Prevention

This course introduces the concepts of geography or the spatial dimension of crime in the analysis of criminal events. The analysis focuses on: how potential criminals move about, where they regularly go, where they come from, and how their social and physical environments are constructed.

Credit: 3 semester hours.

217 Gender in a Global Context

This course studies the sociology of gender from a global perspective; that is, by focusing on gender issues throughout the world as well as bringing in regional and cultural differences into the analysis. *Credit: 3 semester hours.*

218 Immigration and Inequality

This course focuses on immigration to the United States from a sociological perspective by understanding its historical, political, legal, and social characteristics, and paying close attention to the relationship between birthright, naturalization, and immigration laws, citizenship, and social inequality along racial, ethnic, gender, and class lines.

Credit: 3 semester hours.

219 CRM Punishment and Reform

A broad overview of the corrections system in the United States. Focus is on the growth in imprisonment rates and of the prison-industrial complex—and the effects on corrections personnel and inmates, their families, and communities. *Credits: 3 semester hours.*

220 CRM Organized Crime

This course examines definitions, forms, history, consequences, as well as theories of organized crime. The phenomenon of organized crime is located within the changing global economy.

Credit: 3 semester hours.

220 Social Construction of Race in the United States

This course examines the historical and contemporary social processes that have been significant in the development of racial formations in the United States.

Credit: 3 semester hours.

221 Sociology of News Media

This course examines the social processes involved in the production of news; including attention to the political economy of media, textual analysis, and audience studies.

Credit: 3 semester hours.

221 CRM Cyber Crime

This course examines crimes committed in cyberspace. Forms of cyber crime, their consequences and the limits of the law in dealing with the phenomenon are discussed.

Credit: 3 semester hours.

222 CRM Identity Theft

This course focuses on the crime of identity theft, the various forms it takes, the offenders and the impact these crimes have on victims.

The implications for public policy and criminological theory are also discussed.

Credit: 3 semester hours.

223 Urban Sociology

The interrelations among population, technology, environment and political economic structure in urban settings, the impact on social class structure, lifestyle, labor resources, consumer markets and housing.

Credit: 3 semester hours.

223 CRM Comparative Criminology

This course applies a comparative perspective to issues of crime and justice in different countries and cultures. Varying concepts and patterns of crime, punishment, and justice are contrasted to those found in the U.S. *Credit: 3 semester hours.*

224 CRM Life Course Criminology

This course examines crime and deviance within a human development and life course framework analyzing onset, stability, change, and desistance of criminal behavior across developmental stages of life. *Credit: 3 semester hours.*

228 Sociology of Community

This course will focus on community processes of cohesion, conflict, and change. Race, ethnic, religious, and gender relations are analyzed. Power and community organization are also examined. *Credit: 3 semester hours.*

231 CRM Evaluating Criminal Justice Policies

This course examines the methods, techniques and measures for evaluating criminal justice agencies and policies. *Credit: 3 semester hours.*

232 CRM Criminological Theory

This course introduces students to theories of crime with a focus on sociological theories. Biological, psychological, and economic theories are also discussed. *Credit: 3 semester hours.*

233 CRM Environmental Crime and Justice

Foundations of global environmental justice. The investigation and prosecution of environmental crime emphasizing the use of forensic science and GIS for uncovering environmental racism and injustices in the U.S. and abroad. *Credit: 3 semester hours.*

234 Global Poverty

An examination of the daily lives of poor people throughout the world in their social context. This course will look critically at the failures of global policies to substantially change the conditions of the world's poor and the conditions that would have to be changed if poverty is to be ended.

Credit: 3 semester hours.

235 CRM Global Crime

Analysis of the global networks and technological, economic and cultural activities that sustain transnational criminal activities.

The impact of transnational corruption and crime on social institutions will also be examined. *Credit: 3 semester hours.*

236 Sociology of Poverty

An examination of the everyday life of poor people in the US. Critical analysis of the development of social policy, social movements, and the conditions that would have to be changed if poverty is to be ended.

Credit: 3 semester hours.

240 CRM Principles of Forensic Science

Criminalistics as the interface of natural and social sciences applied to criminal investigations. Methods of forensic science that optimize the recovery of physical evidence from a crime scene. *Credit: 3 semester hours.*

241 CRM Crime Mapping

Principles of crime mapping applied to policing, forensic investigation, and prosecution of crime. Emphasizes the use of GIS for spatial analyses of crime patterns. *Credit: 3 semester hours.*

242 Political Sociology

Examines how politics is influenced by changes in the positions of dominant and subordinate groups in society as theorized by Marx, Weber, Durkheim, and others. *Credit: 3 semester hours.*

243 Social Movements and Social Change

An examination of the diverse social and cultural movements that have and are currently transforming the world, including the globalization of the economy, nationalism, class struggle, feminism, postmodernism, and techno-science. *Credit: 3 semester hours.*

244 Social Movements and Globalization

An examination of the diverse social and cultural movements that have, and are currently transforming the world. This entails an understanding of the social structure of the modern world and of the agents seeking to transform that world. *Credit: 3 semester hours.*

245 GIS Applications for Global Development and Social Justice

Learn Geographic Information Systems (GIS) computer applications and data analyses as research tools for mapping and critically analyzing factors that assist in global development and the promotion of social justice. *Credit: 3 semester hours.*

247 Global Education

Impact of neo-liberal policies of fiscal austerity, decentralization, and privatization on education within the United States and worldwide.

Credit: 3 semester hours.

249 Sociology of Education

The impact of political, economic, family and religious institutions on educational policies, administrative procedures, and classroom instruction. *Credit: 3 semester hours.*

300 Social Research: Strategies and Tactics

Prerequisite: SOC 127 or at least a "B" in an undergraduate statistics course. Qualitative and quantitative data analysis in sociological research-design; observation and participatory techniques of data collection, sampling, and survey operations; questionnaire, interview, and scale construction. *Credit: 3 semester hours.*

301 Evaluation Research and Data Analysis

Corequisite: SOC 301L. Prerequisite: SOC 300. This course will focus on the analysis of data collection through qualitative and quantitative research with a focus on the evaluation of existing programs *Credit: 3 semester hours.*

301L Evaluation Research and Data Analysis Lab

Corequisite: SOC 301. No credit.

306 CRM Contemporary Issues in Criminology

This course is intended to focus on the latest developments in crime and justice. Possible topics might include: terrorism; international organized crime; illegal alien smuggling; money laundering; and health care fraud. *Credit: 3 semester hours.*

420 CRM Readings in Criminology: Selected Topics

Offers advanced graduate students opportunity for intensive guided study in a criminological field not covered by graduate seminars with faculty guidance and feedback. Permission of the Chair required. *Credit: 3 semester hours.*

420 SOC Readings in Sociology: Selected Topics

Offers advanced graduate students opportunity for intensive guided study in a sociological field not covered by graduate seminars with faculty guidance and feedback. Permission of the Chair required. For Sociology majors only. *Credit: 3 semester hours.*

500 SOC and CRM Practicum in Applied Social Science

This course bridges the gap between academic knowledge and real world experience. Students will apply sociological or criminological perspectives to topics related to internships or work settings. *Credit: 3 semester hours.*

501 SOC and CRM Field Internship

Prerequisite: SOC/CRM 500. This course provides an opportunity to gain a working knowledge of sociological practice in a field setting and to apply sociological analysis to the field experience. Students will complete the research paper based on the proposal prepared in SOC/CRM 500. *Credit: 3 semester hours.*

502 SOC and CRM Work-Setting Research

Prerequisite: SOC/CRM 500. For students in current work settings that provide experience equivalent to a field placement (as described in SOC/CRM 501). Students complete the research paper based on the proposal prepared in SOC/CRM 500. *Credit: 3 semester hours.*

800 Colloquia

Current issues in sociology as well as other topics of current interest are presented by outside speakers or current student researchers. All students are required to attend. *No credit; no fee.*

Research Courses

900 SOC and CRM Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. *Credit: 3 semester hours.*

Maintaining Matriculation and Comprehensive Examination

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

925 Maintaining Matriculation

Master's students not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. *No Credit. Fee: \$100 per semester.*

Courses Outside Department

With the permission of the department chair, a student may take up to six credits (two courses) in other departments or divisions of the University for degree credit. This option does not apply when transfer credit has been granted for courses taken at another university.

For a complete listing of approved courses, please contact the Dean's office.

Department of Theology and Religious Studies (THE)

In keeping with the mission of St. John's University as Catholic, Vincentian, and metropolitan, the graduate program of the Department of Theology and Religious Studies examines the rich theological heritage of the Catholic faith in light of modern human experience and concerns, with due respect for the values of other sciences, other religions, and other cultures.

As such, our program provides a supportive and challenging environment of educational excellence flexible enough to serve those interested in pursuing further theological study, professional ministry, parish service, or their own personal enrichment.

To encourage such scholarly achievement, the Department offers the Father Richard Kugelman Scholarship to honor the memory of this eminent biblical theologian and former chair, particularly in his great love for biblical studies and concern for the poor. This award opens the study of theology, especially Sacred Scripture, to students who otherwise could not afford it.

Each semester, the department also offers several Graduate Assistantship positions to cover tuition costs. Interested students should contact the Department Chair for more information.

Programs of Study

Master of Arts (M.A.) in Theology Entrance Requirements

Applicants for the M.A. in Theology and Religious Studies must have a bachelor's degree which includes 24 credits in theology, philosophy, or related subjects, and an overall "B" (3.0) average in their college studies. Any deficiencies in preparation may require supplementary coursework as a condition for admission, as determined by the Department Chair.

Program Requirements

Following a mandatory proseminar, students will consult with a faculty advisor to pursue 33 credits of coursework, chosen mainly from one of three tracks: (1) Biblical Studies (includes Old Testament and New Testament literature and languages); (2) Historical/Theological Studies (includes Historical Theology, Systematic Theology, Moral Theology, Interfaith Studies, and Spirituality); (3) Pastoral Theology (includes Catechetical, Liturgical, and Pastoral Studies).

All students will take at least one introductory-level course or its equivalent in each track, five more courses in their chosen track of concentration, and three electives, maintaining a "B" average.

On completing their studies, students will prepare a portfolio of academic writing, consisting of three major, final papers from their coursework, one of which must also be included in revised form, and a professional self-assessment of their scholarly development during their time in the program. Students will submit this academic portfolio to the Department Chair for reading and approval by two graduate theology faculty, one from the student's main track, and one from a different track.

Please note that students who pursue Biblical Studies must take a two-course sequence in either Biblical Hebrew (THE 111 and 112), or Biblical Greek (THE 121 and 122). The other tracks have no language requirement. Students who

elect to write a master's thesis must take THE 900 as one of their elective courses, and substitute this thesis for their final academic portfolio.

B.A./M.A. in Theology

The Department of Theology and Religious Studies offers an intensive, accelerated program enabling students to earn both their B.A. and M.A. degrees in only five years of full-time study.

Entrance Requirements

Qualified undergraduate students who have completed their sophomore year with a 3.0 overall cumulative index and a 3.0 index in Theology are encouraged to apply for this program.

Program Requirements

Students in the B.A./M.A. program matriculate for a total of 144 credits, 33 of which are on the graduate level (see M.A. requirements). Under the guidance of a faculty advisor, students take the first three graduate Theology courses in their junior and senior years, and the remaining courses in the following year of full-time graduate study. For specific information, students should check the undergraduate bulletin and contact the Department Chair.

Courses

Track 1: Biblical Studies

General

120 Methods in Modern Biblical Interpretation

Practical and theoretical introduction to critical methods of exegesis used in contemporary Old and New Testament studies. Methods are discussed, illustrated, and used by students in analytic exercises on biblical passages. *Credit: 3 semester hours.*

280 Current Issues in Biblical Interpretation

Provides an overview of key moments in the history of biblical interpretation, and discusses present-day issues in biblical interpretation, including the authority of the Bible, the Bible in ecumenical and interfaith contexts, ecological approaches to the Bible, and the Bible in Africa, Asia, and Latin America. *Credit: 3 semester hours.*

Old Testament

111; 112 Biblical Hebrew I; II

An introduction to the phonology, morphology, and syntax of biblical Hebrew, including translation of selected passages from the Hebrew Bible. *Credit: 3 semester hours.*

160 Introduction to the Old Testament

A survey of the history and literature of Israel. Problems of Old Testament interpretation are introduced, and the books of the Old Testament are related to their ancient Near Eastern context. *Credit: 3 semester hours.*

240 The Pentateuch

Surveys critical approaches to the books of the Pentateuch-Hexateuch, introducing the literary sources which comprise the first books of the Old Testament, from Genesis to the Former Prophets. *Credit: 3 semester hours.*

241 Prophetism in Israel

Survey of critical approaches toward the prophetic books of the Hebrew Old Testament canon. Included are a discussion of prophecy in its ancient Near Eastern setting, and an introduction to the message of Israel's "classical" prophets. *Credit: 3 semester hours.*

242 The Wisdom Literature

Examines critical approaches toward "wisdom" in ancient Israel and Judaism, including discussion of ancient Near Eastern "wisdom," introducing the Wisdom writings from the Greek Old Testament, with special attention to the Psalms. *Credit: 3 semester hours.*

243 Apocalyptic Writings of the Second Temple Period

An introduction to apocalyptic thinking in exilic and post-exilic Jewish writing, and its impact on early Christianity. *Credit: 3 semester hours.*

New Testament

121; 122 New Testament Greek I; II

Introduces the student to parts of speech and vocabulary useful for beginning readers of the Greek New Testament. *Credit: 3 semester hours.*

161 Introduction to the New Testament

Surveys the New Testament in its historical, cultural, and religious context within the Greco-Roman world. *Credit: 3 semester hours.*

270 The Synoptic Gospels and Modern Study

Explores the primary theological views and basic literary structures reflected in the Gospels of Matthew, Mark, and Luke, treating major scholarly theories about their mutual dependence and formulation. *Credit: 3 semester hours.*

271 The Lukan Writings

Examines the relationship between Luke and the Acts of the Apostles. Luke's sources, background, and main theological themes. *Credit: 3 semester hours.*

272 The Johannine Literature

Treats the formation of the Fourth Gospel and the other Johannine writings, their structure and theology. *Credit: 3 semester hours.*

273 The Pauline Writings

A survey of Paul's career, his role in the rise of early Christianity, along with the influence of his Jewish as well as Hellenistic cultural and religious roots on his "gospel." *Credit: 3 semester hours.*

281 The Parables of Jesus

Explores Jesus' use of illustrative stories and images, their interpretation and influence. *Credit: 3 semester hours.*

282 The Passion and Resurrection Narratives

Examines the narratives about Jesus' passion and resurrection in the canonical Gospels, exploring complementary themes in Jewish tradition, Paul, and other early Christian writings. *Credit: 3 semester hours.*

Track 2: Historical/Theological Studies

Historical Theology

200 Theology: The Liturgical Year and Liturgy of the Hours

(See Pastoral Theology) *Credit: 3 semester hours.*

351 History of Christian Theology from the Reformations to 1900

Theology and history of the Christian churches and their relations to other religious and cultural traditions from 1500 to 1900. *Credit: 3 semester hours.*

355 The First Six Centuries of Christianity

This course introduces students to the theology and history of the Catholic Church from the origins of the Church until 600 CE. Students will examine eastern and western patristic theology by means of an interdisciplinary study of theology, philosophy, and history, using both primary and secondary sources. *Credit: 3 semester hours.*

357 Theology in the Middle Ages

Treats the theology and history of the Catholic Church during the Middle Ages (600–1500). This course examines medieval theology by means of interdisciplinary study of theology, philosophy, history, and literature, using both primary and secondary texts. *Credit: 3 semester hours.*

358 History of Twentieth-Century Christian Theology

Theology and history of the Christian Churches and their relations to other religious and cultural traditions from 1900 to the present. *Credit: 3 semester hours.*

Systematic Theology

150 Introduction to Liturgy

(See Pastoral Theology) *Credit: 3 semester hours.*

358 History of Twentieth-Century Christian Theology

(See Historical Studies) *Credit: 3 semester hours.*

401 The Mystery of God

Examines the knowledge of God through nature and grace, treating biblical perspectives, development of the doctrine of the Trinity, God as Creator, and contemporary challenges to theism. *Credit: 3 semester hours.*

402 Christology

A study of the person and work of Jesus Christ, his mission, death, and resurrection. Christological development in the New Testament and the early Church until the Council of Chalcedon, and views about Jesus through the centuries and in modern thought. *Credit: 3 semester hours.*

403 Theological Anthropology

Theological exploration into the meaning and goal of human existence as revealed in biblical revelation and as expressed through the centuries in central Christian doctrines. *Credit: 3 semester hours.*

404 Ecclesiology

The Church in the New Testament. Historical forms and basic structure of the Church. The Church and the Kingdom of God. The meaning of Christian eschatology. Ministries in the Church. *Credit: 3 semester hours.*

405 Introduction to Sacramental Theology

(See Pastoral Theology) *Credit: 3 semester hours.*

406 The Eucharist

(See Pastoral Theology) *Credit: 3 semester hours.*

407 The Healing Ministry of the Church

(See Pastoral Theology) *Credit: 3 semester hours.*

408 The Sacraments of Initiation

(See Pastoral Theology) *Credit: 3 semester hours.*

410 Theologies of Liberation

Reflection on the liberating traditions of Christian faith in light of the political-sociological world situation. *Credit: 3 semester hours.*

430 Women and the Christian Tradition

Reexamines the role of women in the Christian biblical tradition: theologies of creation and redemption, priesthood and leadership; the Marian tradition; religious orders of women. *Credit: 3 semester hours.*

435 Creation—From Cosmology to Ecology

Explores the doctrine of creation in the context of its historical development, including its biblical roots, philosophical influences, and contemporary issues such as the relation between science, theology and the ecological crisis, as viewed through the work of current theologians. *Credit: 3 semester hours.*

440 Eschatology and Christian Hope

A study of contemporary theological reflection on the ultimate destiny of humanity and of the world. The major symbols of Christianity are reexamined in the light of critical biblical and historical studies. *Credit: 3 semester hours.*

445 The Theology of Mary

A study of Mary's role in the Christian tradition, its relation to other areas of theological study, and its ecumenical and global perspectives. *Credit: 3 semester hours.*

490 Special Topics in Theological Studies

An in-depth exploration of a specific theological topic that is not covered by the department's regular offerings. *Credit: 3 semester hours.*

532 Christian Spirituality in Historical Perspective

An introduction to the vocabulary and thought forms of Christian mystical experience. Readings from selected texts of the classical spiritual writers from the New Testament to the present. *Credit: 3 semester hours.*

704 Liturgical Catechesis and Worship

(See Pastoral Theology—Catechetical Studies) *Credit: 3 semester hours.*

Moral Theology

170 Fundamental Moral Theology

Examines the methods, sources, and development of Catholic moral theology. Addresses conscience, theological anthropology, Christian freedom, natural law, sin, virtue, and the use of Scripture in moral reflection. *Credit: 3 semester hours.*

410 Theologies of Liberation

(See Systematic Theology)

523 Catholic Social Teaching

Examines Catholic social thought as it pertains to social, economic, and political contexts. Issues of structural sin, economic justice, global development, and peace-building will be addressed in this course. *Credit: 3 semester hours.*

524 Theological Bioethics

Explores issues of bioethics from a Christian theological perspective. *Credit: 3 semester hours.*

525 Love and Sexuality: A Christian Understanding

This course explores the biblical, theological, philosophical and scientific foundations of contemporary Christian sexual ethics. Roman Catholic teaching on issues of sexuality is examined in depth, and subjected to appropriate theological scrutiny. *Credit: 3 semester hours.*

526 Specific Moral Issues in a Christian Context

Examines specific moral issues (war and peacemaking, globalization and its effects, human migration, homosexuality and same-sex unions, and end-of-life issues, among others) to develop a sense of method for dealing with moral problems. *Credit: 3 semester hours.*

527 Business Ethics: A Christian Perspective

Examines the moral dimensions of business activity in light of the principles of Christian Ethics, and includes moral analysis of specific cases drawn from the major areas of business. *Credit: 3 semester hours.*

529 Church, State, and Social Ethics

This course examines the theological connections between social and personal ethics, as it relates to the major socio-moral issues of our time including church and state, democracy, economics, ecology, and war. *Credit: 3 semester hours.*

599 McKeever Seminar in Moral Theology

This course will examine in depth an issue in the field of moral theology, led by the professor holding the McKeever Chair in Moral Theology. *Credit: 3 semester hours.*

Interfaith Studies

660 Ecumenical and Interreligious Dialogue

The history and structures of ecumenical and interreligious dialogue with particular attention to concepts of the unity of the Christian church which have been advanced by several of the Christian communions. *Credit: 3 semester hours.*

Track 3: Pastoral Theology

Catechetical Studies

702 Introduction to Catechesis

An historical survey of catechetical theory and practice. This course examines the social situation of the Church, the theology used, and the resulting catechesis, for their outcomes in the life of particular communities. *Credit: 3 semester hours.*

703 Catechesis for Teens and Adults

This course surveys current theory and practice of catechetical efforts to involve both teens and adults, stressing the developmental tasks of each group respectively, and practical issues of creating programs to meet their needs. *Credit: 3 semester hours.*

704 Liturgical Catechesis and Worship

Explores catechetical issues within the context of Christian communal worship, examining the earliest evidence of Christian liturgy as a matrix for shaping Christian faith and belief. *Credit: 3 semester hours.*

Liturgical Studies

150 Introduction to Liturgy

Analyzes certain tensions in liturgical thought and celebration today, in light of the liturgy's ancient and recent past, exploring possible future liturgical trends based on present theory and practice. *Credit: 3 semester hours.*

200 The Liturgical Year and Liturgy of the Hours

This course explores the nature, historical evolution, theology, as well as pastoral and canonical aspects of the Church's cycle of seasons and feasts, examining time and commemoration from a theological and liturgical viewpoint, along with the daily Liturgy of the Hours and popular devotions, mainly from a Roman Catholic perspective, but with attention to comparable practices in other cultures. *Credit: 3 semester hours.*

405 Introduction to Sacramental Theology

Explores approaches to sacramental theology, with special attention to the sociological setting and anthropological dimension of the sacraments in their Christian context. *Credit: 3 semester hours.*

406 The Eucharist

An anthropology of symbol and the phenomenology of meal as a basis for understanding the Eucharist. Meals in the Old Testament are examined, along with selected Eucharistic themes in the New Testament. *Credit: 3 semester hours.*

407 The Healing Ministry of the Church

The history, theology and pastoral practice of the sacraments of reconciliation and the anointing of the sick. *Credit: 3 semester hours.*

408 The Sacraments of Initiation

Anthropological dimensions of initiation. Initiation in the early Church. The breakdown in the unity of the initiation sacraments, and Christian Initiation today. *Credit: 3 semester hours.*

Pastoral Studies**801 Introduction to Pastoral Care and Counseling**

Introduces the basic concepts and fundamental skills of counseling in a pastoral setting. It requires active participation in course discussions, a research paper on a counseling philosophy or other approved topic, counseling role play, and use of counseling transcripts as learning tools. *Credit: 3 semester hours.*

802 The Church as a Community of Ministers

Explores the biblical roots and historical evolution of ministry structures, present pastoral ministry concerns, issues, and resources in specific areas of ministry, and practical strategies for engaging in ministry in today's Church. *Credit: 3 semester hours.*

803 Pastoral Ministry in Loss and Grief

Theoretical foundations for understanding the nature and universality of loss and grief. General principles of intervention and pastoral resources for healing and growth as found in community, ritual, faith, and belief. *Credit: 3 semester hours.*

831 Pastoral Perspectives on Marriage and Family

An in-depth exploration of Vatican II and post-Vatican II theological treatments of marriage and family life, which evaluates pastoral strategies for a variety of contemporary marriage and family issues. *Credit: 3 semester hours.*

835 Christian Spirituality and Pastoral Ministry

Examines topics and resources in the field of Christian Spirituality that relate to the pastoral minister and to the people encountered through various pastoral ministries. *Credit: 3 semester hours.*

Research, Maintaining Matriculation, and Comprehensive Examination**105 Comprehensive Portfolio**

This exam tests the student's knowledge in his/her field. *Credit: 0 semester hours.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. *Credit: 3 semester hours.*

901; 902; 903 Independent Research

Individual study under the direction of a selected faculty member. The area of research must be approved in advance by the chair and in consultation with the supervising faculty member. *Credit: 3 semester hours.*

925 Maintaining Matriculation

Master's students who are not registered for other courses must register for THE 925 until all degree requirements are completed and the degree is granted.

No credit. Fee: \$100 per semester.

For a complete listing of approved courses, please contact the Dean's office.

Art and Design

Amy Gansell, *Associate Professor*, B.A. Barnard College; Ph.D. Harvard University.

Susan Rosenberg, *Graduate Director and Associate Professor*, B.A. Brown University; Ph.D. Institute of Fine Arts, New York University.

Asian Studies

Bernadette Li, *Professor and Director*, B.A., National Taiwan University, Taiwan; M.A., University of Washington; Ph.D., Columbia University. Political and intellectual history of modern China; Chinese women's history and literature; Asian American studies in history, literature, and women.

Wen-Shan Shih, *Adjunct Assistant Professor*, B.A., National Taiwan University, Taiwan; M.A., University of Minnesota; Ph.D., University of Toronto.

Johnson L. Tseng, *Adjunct Associate Professor*, B.A., M.B.A., National Chengchi University, Taiwan; M.A., Ph.D., SUNY-Albany.

Biological Sciences

Christopher W. Bazinet, *Associate Professor*, B.A., University of Wisconsin; Ph.D., Massachusetts Institute of Technology. Genetics of biological assemblies; evolution of gametogenesis.

Irvin N. Hirshfield, *Associate Professor*, B.S., University of Delaware; Ph.D., University of Pittsburgh. Molecular microbiology and microbial physiology and genetics; regulation of gene expression in prokaryotes in response to environmental stress with special emphasis on acid stress responses; microbial pathogenesis.

Dianella G. Howarth, *Professor*, B.A., University of Pennsylvania; Ph.D., Harvard University. Evolution and development of plant lineages.

Simon Geir Møller, *Senior Vice Provost and Professor*, B.S., Ph.D., University of Leeds, UK; M.S., The University of London, UK. Molecular and cellular mechanisms associated with Parkinson's Disease; iron-sulfur cluster biogenesis and organelle biology.

Matteo Ruggiu, *Assistant Professor*, B.S., M.S., University of Pavia, Italy; Ph.D., Medical Research Council, UK. RNA-protein networks in neuronal function and disease.

Juan C. Santos, *Assistant Professor*, B.S., Pontificia Universidad Católica del Ecuador; M.S., Ph.D., University of Texas-Austin.

Laura Schramm, *Associate Dean and Professor*, B.S., Ph.D., SUNY-Stony Brook; M.S., St. John's University. Regulation of the cell cycle; gene expression in eukaryotes; mechanisms of transcriptional regulation in human cells.

Richard Stalter, *Professor*, M.S., University of Rhode Island; Ph.D., University of South Carolina. Ecology of coastal plant communities; rare and endangered plants.

Louis Trombetta, *Professor*, B.S., M.S., Ph.D., Fordham University. Electron microscopy cytology, pathology, and cytochemistry; the effects of drugs in metabolism and cell degeneration, particularly in the CNS.

Ales Vancura, *Chair and Professor*, B.S./M.S., Ph.D., University of Chemistry and Technology, Prague, Czech Republic. Chromatin structure and regulation of transcription; signal transduction.

Ivana Vancurova, *Professor*, B.S./M.S., University of Chemistry and Technology, Prague, Czech Republic; Ph.D., Institute of Microbiology of the Czech Academy of Sciences. Molecular mechanisms of inflammation.

Wan Seok Yang, *Assistant Professor*, B.S., Ph.D., Korea Advanced Institute of Science and Technology, South Korea. Diagramming cell death pathways in human disease context.

Yong Yu, *Graduate Director and Associate Professor*, B.S., Ocean University of Qingdao, China; Ph.D., Chinese Academy of Sciences, China. The structure and function of ion channels and their roles in human physiology and diseases.

Yan Zhu, *Assistant Professor*, B.S., M.S., Wuhan University, China; Ph.D., Robert Wood Johnson Medical School. The p53-MDM2 pathway in cancer.

Rachel Zufferey, *Associate Professor*, B.S./M.S. and Ph.D., ETH Zurich, Switzerland. Characterization of the glycerolipid metabolic pathways of the vertebrate protozoan parasites *Leishmania* and trypanosomes to determine their importance in parasite development, differentiation, and virulence.

Chemistry

Ernest Birnbaum, *Professor Emeritus*, B.A., University of California; M.S., University of Southern California; Ph.D., The Pennsylvania State University.

James Brady, *Professor Emeritus*, B.S., Hofstra University; Ph.D., The Pennsylvania State University.

David P. Brown, *Professor*, B.S., University of the West Indies, Jamaica; M. Phil., Ph.D., CUNY. Organic chemistry; design and synthesis of natural product hybrids as new chemical entities in drug discovery and development.

Victor Cesare, *Professor*, B.S., SUNY-Albany; M.S., Ph.D., St. John's University. Organic chemistry; synthesis, reactions, and medicinal applications of alpha lactams.

Gina M. Florio, *Associate Professor*, A.B. Vassar College; Ph.D. Purdue University. Physical chemistry; understanding and characterization of the fundamental physics and chemistry of interfacial systems.

Steven M. Graham, *Associate Professor*, B.S., M.S., Ph.D., SUNY-Stony Brook. Organic chemistry; conformational analysis of nucleosides, nucleotides, and cADPR.

Claude Greco, *Professor Emeritus*, B.S., Manhattan College; M.S., New Mexico Highlands University; Ph.D., Fordham University.

Alison G. Hyslop, *Chair and Associate Professor*, B.A., Macalester College; Ph.D., University of Pennsylvania. Inorganic chemistry; synthesis of novel porphyrin arrays for light harvesting complexes.

Neil D. Jespersen, *Professor*, B.S., Washington and Lee University; Ph.D., The Pennsylvania State University. Analytical chemistry; solid phase micro-extraction (SPME) techniques, sol-gel sensors, and metabolomics.

Eugene J. Kupchik, *Professor Emeritus*, B.S., Ph.D., Rutgers University.

Philip S. Lukeman, *Associate Professor*, B.S., University of Leicester, UK; Ph.D., Cambridge University, UK. Organic chemistry; covalent chemistry control of nucleic acid nanotechnology; meso-scale molecular engineering.

Elise G. Megehee, *Associate Professor*, B.S., University of Rochester; M.S., Ph.D., University of North Carolina-Chapel Hill. Inorganic chemistry; synthesis and characterization of new luminescent complexes of osmium, rhodium, and iridium.

Richard J. Rosso, *Associate Professor*, B.S., SUNY-Albany; Ph.D., SUNY-Buffalo. Inorganic chemistry; synthesis of novel ligands for biphasic media.

Joseph Serafin, *Associate Professor*, B.S., Gannon University; M.A., M. Phil., Ph.D., Columbia University. Physical chemistry; aqueous solution chemistry; surface chemistry; co-solvent effects.

Jonathan Slade, *Assistant Professor*, B.S., Winthrop University; M.S., Purdue University; Ph.D., SUNY-Stony Brook. Environmental and atmospheric chemistry.

Siao F. Sun, *Professor Emeritus*, LL.B., National Chengchi University, China; M.S., University of Utah; M.S., Loyola University; Ph.D., University of Chicago; Ph.D., University of Illinois.

Anthony Testa, *Professor Emeritus*, B.S., CUNY; Ph.D., Columbia University.

Frank Vasquez, *Professor*, B.S., B.S., Northern Arizona University; Ph.D., University of Michigan. Computational chemistry; biophysical chemistry; multi-scale bimolecular simulation.

Enju Wang, *Professor*, B.S., Shangdong Normal University, China; M.Sc., Institute of Soil Science of Nanjing, China; Ph.D., ETH Zurich, Switzerland. Analytical chemistry; chemical sensors for monitoring chemical species in biological systems, environmental situations, and chemical processes.

Communication Sciences and Disorders

José G. Centeno, *Associate Professor*, B.S., University of Guelph, Canada; M.A., Hofstra University; Ph.D., CUNY. Bilingualism; adult neurogenetics; multicultural issues in adult neurorehabilitation.

Nancy Colodny, *Chair and Associate Professor*, B.S., Emerson College; M.S., Ed.D., Columbia University-Teachers College. Dysphagia; adult neurogenetics; geriatrics.

Shruti Deshpande, *Assistant Professor*, B.S., M.A., Maharashtra University of Health Sciences, India; Ph.D., University of Cincinnati. Auditory electrophysiology; auditory perception; auditory processing.

Peggy Jacobson, *Graduate Director for Speech-Language Pathology and Associate Professor*, B.A., University of New Mexico; M.A., New Mexico State University; Ph.D., CUNY. Bilingualism; specific language impairment; global issues in communication sciences and disorders.

Karece Lopez, *Assistant Professor*, B.A., M.A., St. John's University; Ph.D., CUNY. Autism spectrum disorders; atypical language development; language processing.

Anne-Marie Maher, *Director of Speech and Hearing Clinic*, B.A., M.A., Queens College.

Gary E. Martin, *Assistant Professor*, B.A., M.A., University of Pittsburgh; Ph.D., University of North Carolina-Chapel Hill. Autism spectrum disorders; Fragile X Syndrome; Down Syndrome.

Suzanne Miller, *Graduate Director for Audiology and Assistant Professor*, B.A., Boston College; M.A., St. John's University; Ph.D., CUNY. Otoacoustic emissions; acoustic reflectance; differential diagnosis of hearing loss.

Patricia Schwartz, *Speech-Language Pathology Clinical Coordinator*, B.A., M.A., St. John's University.

Jason H. Thomas, *Audiology Clinical Coordinator*, B.A., Iona College; Au.D., St. John's University-Long Island Audiology Consortium. Diagnostic audiology; diagnosis of vestibular pathology and vestibular rehabilitation.

Anthea Vivona, *Clinical Supervisor*, M.A., St. John's University; Ph.D., CUNY.

Monica Wagner, *Associate Professor*, B.A., SUNY-Cortland; M.A., Queens College; Ph.D., CUNY. Electrophysiology; neuroscience of speech and language; speech perception.

Patrick Walden, *Assistant Chair and Associate Professor*, B.A., Florida State University; M.A., New Mexico State University; Ph.D., Florida Atlantic University. Leadership and administration; scholarship of teaching and learning; disorders of voice and speech in adults.

Rebecca Wiseheart, *Assistant Professor*, B.A., M.A., Ph.D., University of Florida. Dyslexia; language-based learning disabilities; scholarship of teaching and learning.

Yan Helen Yu, *Assistant Professor*, B.A., Hubei Normal University, China; M.A., St. John's University; Ph.D., CUNY. Bilingualism; neural indices of language processing; autism spectrum disorders.

English

Dohra Ahmad, *Professor*, B.A., Yale University; Ph.D., Columbia University. World Anglophone literature; postcolonial theory; vernacular literature; comparative migration literature; utopian fiction; canons and canonicity; World Literature pedagogy.

Steven Alvarez, *Assistant Professor*, B.A., University of Arizona; M. Phil., Ph.D., CUNY. Literacy studies; ethnography; bilingual learning; writing studies; experimental poetics; foodways studies.

Angela Belli, *Professor*, B.A., Brooklyn College; M.A., University of Connecticut; Ph.D., New York University. Modern and contemporary drama; literature and medicine; disability studies.

Lee Ann Brown, *Professor*, M.A., M.F.A., Brown University. Poetry in traditional and avant-garde forms; poetics; songs and ballads; feminist theory; southern literature; editing and publishing small press publications.

Gabriel Brownstein, *Associate Professor*, B.A., Oberlin College; M.F.A., Columbia University. Writing novels and short stories.

Raj Chetty, *Assistant Professor*, B.A., University of California; M.A., Brigham Young University; Ph.D., University of Washington. Caribbean literature across English, Spanish, and French, with a focus on black and African diaspora.

Scott Combs, *Associate Professor*, B.A., University of Chicago; M.A., Ph.D., University of California-Berkeley. International film history; American film genres; novel-to-film adaptation; the cinema and death.

Robert Fanuzzi, *Associate Professor*, B.A., College of William and Mary; Ph.D., Northwestern University. African-American literature, 18th to 20th century; 19th and 20th century Francophone Caribbean, Haitian, and American studies; slavery and Atlantic modernity; trans-Atlantic antislavery and abolition movements; critical university studies; publicly-engaged humanities.

Robert Forman, *Professor*, B.A., St. John's College; M.A., University of Vermont; Ph.D., CUNY. Ancient epic and drama.

Granville Ganter, *Associate Professor*, B.A., Boston University; M.A., Ph.D., CUNY. 18th- and 19th-century U.S. literature; African American literature; Native American literature.

Anne Ellen Geller, *Professor*, B.A., Mount Holyoke College; M.A., Ph.D., New York University. Student and faculty writers; writing across the curriculum; writing centers; co-authorship.

Rachel Hollander, *Associate Professor*, B.A., Swarthmore College; M.A., Ph.D., Rutgers University. 19th - and early 20th-century British literature; literary theory.

Amy King, *Graduate Director and Associate Professor*, B.A., Bates College; Ph.D., Harvard University. 19th-century British literature and culture; Victorian Studies; 18th- and 19th-century history of science; history and theory of the novel; realism; narrative and the natural world.

Brian C. Lockey, *Professor*, B.A., Swarthmore College; M.A., University of Sussex, UK; Ph.D., Rutgers University. Poetry, prose, and drama of the 16th and 17th centuries; Shakespeare; Milton; epic and romance; transatlantic English literatures.

John Lowney, *Professor*, B.A., M.A., University of Massachusetts; Ph.D., Brown University. American poetry; modernism and modernity; 20th-century African American literature.

Kathleen Lube, *Associate Professor*, B.A., Ithaca College; M.A., SUNY-Buffalo; Ph.D., Rutgers University. 18th-century British literature; the history of sexuality; the novel and aesthetics.

Gregory Maertz, *Professor*, B.A., Northwestern University; A.M., Ph.D., Harvard University. The legacy of Romanticism in literature, art, and cultural politics; the 19th-century novel; the afterlife of Nazi culture; modernism and Fascist aesthetics; Kitsch and camp; art and propaganda; canons and collections.

Steve Mentz, *Professor*, A.B., Princeton University; M.A., M. Phil., Ph.D., Yale University. Early modern drama, fiction, and poetry; environmental humanities; maritime literature; ecocriticism; the history of the book and media forms.

Stephen Paul Miller, *Professor*, B.A., M.A., CUNY; Ph.D., New York University. American studies; contemporary poetry; creative writing; cultural studies; film studies.

Melissa Mowry, *Professor*, B.A., Boston University; M.A., Ph.D., University of Delaware. 17th- and 18th-century British literature; political satire; Restoration republicanism and mercantilism; class and gender studies; early modern popular culture.

Derek Owens, *Professor*, B.A., SUNY-Geneseo; M.A., D.A., SUNY-Albany. Composition theory and the teaching of writing; place-based pedagogy; visual media; experimental writing; ecological literacy.

Nicole Rice, *Professor*, B.A., Yale University; M.Phil., Cambridge University, UK; Ph.D., Columbia University. Late medieval literature; drama; gender; manuscripts.

LaToya L. Sawyer, *Assistant Professor*, B.A., Hartwick College; M.A., Ph.D., Syracuse University. Rhetoric and composition studies; literacy studies; Black feminist theory, specializing in Black women's rhetorics and discourses in face-to-face and digital spaces.

Stephen Sicari, *Chair and Professor*, B.A., Manhattan College; M.A., Ph.D., Cornell University. Modernism and modernity; history of the novel; allegory and epic; literary theory.

Shanté Paradigm Smalls, *Assistant Professor*, B.A., Smith College; M.A., Ph.D., New York University. Performance studies; critical theory and popular culture, specializing in transnational Black aesthetics and gender and sexuality studies.

Jennifer Travis, *Professor*, B.A., Vassar College; M.A., Ph.D., Brandeis University. American literature and culture; women's literature; gender studies; digital studies; trauma and disaster studies.

Elda Tsou, *Associate Professor*, B.A., University of California-Berkeley; M.A., University of Chicago; Ph.D., Columbia University. Asian-American literature; Asian-American and ethnic studies; literary theory; race.

Government and Politics

William Byrne, *Associate Professor*, B.A., University of Pennsylvania; M.A., Ph.D., The Catholic University of America.

Raymond L. Carol, *Professor Emeritus*, B.A., John Hopkins University; M.A., Ph.D., Syracuse University. Constitutional and administrative Law; French politics.

Vincent Chen, *Professor Emeritus*, LL.B., National Chung Cheng University, China; M.A., University of Chicago; Ph.D., Yale University. International law and diplomacy.

Fred Cocozzelli, *Chair and Associate Professor*, B.A., The Catholic University of America; M.I.A., Columbia University; Ph.D., The New School. Peacekeeping and post-conflict reconstruction; southeastern Europe and the Balkans; social policy; ethnic relations and conflict; citizenship.

William Gangi, *Professor*, B.A., M.A., St. John's University; Ph.D., University of Notre Dame. Personnel management administration; public Constitutional law.

Diane Heith, *Professor*, B.A., Cornell University; A.M., Ph.D., Brown University. American politics; the Presidency; public opinion.

David W. Kearn, Jr., *Associate Professor*, B.A., Amherst College; M.M.P., Harvard University; Ph.D., University of Virginia. International relations theory; security studies; military innovation; arms control; U.S. foreign policy.

Barbara Koziak, *Associate Professor*, B.A., University of Texas-Austin; M.A., Ph.D., Yale University. Political theory; feminist theory; American politics.

Azzedine Layachi, *Professor*, B.A., University of Algiers, Algeria; M.A., Ph.D., New York University. Middle East studies; nationalism.

Frank Paul LeVeness, *Professor*, B.S., M.A., Ph.D., St. John's University. Latin American and Caribbean politics and integration; comparative systems; minority politics; methodology; development politics; political economy.

William R. Nester, *Professor*, B.A., Miami University; M.A., Ph.D., University of California-Santa Barbara. International relations; foreign policy.

Robert F. Pecorella, *Associate Professor*, B.A., St. John's University; M.A., Brooklyn College; Ph.D., The Pennsylvania State University. Public administration; urban politics; public policy; research methods and quantitative analysis.

Luba Racanska, *Associate Professor*, B.A., Yale University; M.A., Ph.D., University of North Carolina-Chapel Hill. Russian politics; East European politics and non-governmental institutions; the European Union.

Uma Tripathi, *Associate Professor*, B.A., M.A., University of Mumbai, India; Ph.D., University of Notre Dame. International relations and environmental politics.

History

Dolores L. Augustine, *Chair and Professor*, B.S.F.S., Georgetown University; M.A., Ph.D., Free University of Berlin, Germany. German, social, cultural, and technological history.

Robert Bland, *Assistant Professor*, B.A., Williams College; M.A., University of Mississippi; Ph.D., University of Maryland. African-American, United States, social, and cultural history.

Joseph Bongiorno, *Associate Professor*, B.A., St. Francis College; M.A., St. John's University; Ph.D., LL.M., University of Connecticut. Italy; diplomatic history; American studies.

Mauricio Borrero, *Associate Professor*, B.A., Georgetown University; M.A., Ph.D., Indiana University. Russian, sport, and world history.

Tracey-Anne Cooper, *Assistant Professor*, B.A., University of Lancaster, UK; M.A., Boston College; Ph.D., Boston College. Medieval Europe; culture; gender.

Shahla Hussain, *Assistant Professor*, B.A., M.A., Jamia Millia Islamia, India; Ph.D., Tufts University. South Asia; migration; environmental history.

Timothy Milford, *Associate Professor*, A.B., Duke University; Ph.D., Harvard University. Colonial America; law.

Ian Miller, *Assistant Professor*, B.A., Swarthmore College; M.A., Ph.D., Harvard University. China; environmental history.

Philip Misevich, *Assistant Professor*, B.A., St. John's University; Ph.D., Emory University. The Atlantic world; Africa; comparative slavery.

Susie J. Pak, *Associate Professor*, B.A., Dartmouth College; M.A., Ph.D., Cornell University. United States, business, and ethnic history.

Alejandro Quintana, *Assistant Professor*, B.A., Universidad Popular Autónoma del Estado de Puebla, Mexico; M.A., CUNY-Hunter; Ph.D. CUNY. Latin America; nation building; state formation.

John Rao, *Associate Professor*, B.A., Drew University; Ph.D., Oxford University, UK. Europe; Catholicism.

Nerina Rustomji, *Graduate Director and Associate Professor*, B.A., University of Texas; M.A., M. Phil., Ph.D., Columbia University. Middle East, Islamic, aesthetics, and gender history.

Susan Schmidt-Horning, *Associate Professor*, B.A., M.A., Akron University; Ph.D., Case Western Reserve University. United States, technology, and sound studies.

Kristin M. Szylvian, *Associate Professor*, B.A., University of Massachusetts-Lowell; M.A., Duquesne University; Ph.D., Carnegie Mellon University. Public history; urban and labor history.

Konrad Tuchscherer, *Associate Professor*, B.A., University of Wisconsin; Ph.D., University of London, UK. Africa; Africana studies; paleography.

Lara Vapnek, *Professor*, B.A., Barnard College; M.A., M. Phil., Ph.D., Columbia University. United States, women, labor, and gender history.

Languages and Literatures

Alina L. Camacho-Gingerich, *Professor, Chair and Director of Center for Latin American and Caribbean Studies*, B.A., M.A., SUNY-Buffalo; Ph.D., University of Pittsburgh. Latin American literature and civilization.

Marie-Lise Gazarian, *Graduate Director and Professor*, B.A., Adelphi College; M.A., Ph.D., Columbia University. Latin American literature and civilization; contemporary Spain.

Carmen F. Klohe, *Associate Professor*, B.A., Montclair State University; M.A., Queens College; M.Phil., Ph.D., CUNY. 18th-, 19th-, and 20th-century Spain.

Eduardo Mitre, *Associate Professor*, B.A., University of San Simón, Bolivia; M.A., Ph.D., University of Pittsburgh. Latin American literature.

Nicolás J. Toscano, *Professor*, Bachiller, Universidad de Granada, Spain; Lic, en Derecho, Universidad Autónoma de Madrid, Spain; Ph.D, University of Massachusetts. Medieval and Golden Age Spanish literature.

Library and Information Science

Christine M. Angel, *Associate Professor*. B.A., M.S., East Carolina University; M.S., North Carolina Central University; Ph.D., University of South Carolina. Information representation and retrieval in library, archive, museum, and web environments; archival representation; museum informatics; metadata.

Shari Lee, *Associate Professor*. B.S., CUNY; M.L.S., St. John's University; Ph.D., University of California-Los Angeles. User behavior as a consequence of design; teen services and spaces; children's services; the public library as space and place; language, literacy, and learning.

Kevin S. Rioux, *Associate Professor*, B.A., Louisiana State University; M.A., M.L.I.S., Ph.D., University of Texas-Austin. Information sharing behaviors; library service to special populations; social justice and the information profession; qualitative research methods; information access and social development.

Rajesh Singh, *Associate Professor*, B.Sc., M.Sc., M.L.I.Sc., University of Lucknow, India; Ph.D., Åbo Akademi University, Finland. Knowledge sharing in online environments; social informatics; information marketing, branding, and advocacy; innovation in information organizations.

Kristin M. Szylvian, *Associate Professor*, B.A., University of Massachusetts-Lowell; M.A., Duquesne University; Ph.D., Carnegie Mellon University. Archive management and studies.

James Vorbach, *Director and Associate Professor*, B.S., SUNY-Stony Brook; M.S., Ph.D., University of Rhode Island. Database modeling; metadata; web design.

Mathematics and Computer Science

Edward Beckenstein, *Professor*, B.S.E.E., M.S.E.E., Ph.D., Polytechnic Institute of New York. Functional analysis; computer science.

Theresa Barz, *Professor Emeritus*, B.S., M.A., St. John's University; M.S., New York Institute of Technology; Ed.D., Columbia University.

Florin Catrina, *Associate Professor*, B.S., M.S., University of Bucharest, Romania; Ph.D., Utah State University. Differential equations; nonlinear analysis; applied mathematics.

Arnold Dikansky, *Professor Emeritus*, B.A., M.A., The Azerbaijan State University; Ph.D., Academy of Sciences.

Daniel M. Gallo, *Professor Emeritus*, B.A., CUNY-Queens College; M.A., The Pennsylvania State University; Ph.D., SUNY-Stony Brook.

Leon Gerber, *Associate Professor*, B.S., Brooklyn College; M.A., Ph.D., Yeshiva University. Geometry.

Genady Ya. Grabarnik, *Graduate Director and Associate Professor*, M.S., Tashkent State University, Uzbekistan; Ph.D., Academy of Sciences of Uzbekistan, Uzbekistan. Operator algebras; Ergodic theory; machine learning; statistics; computer science.

Alexander A. Katz, *Professor*, B.S., M.S., Tashkent State University, Uzbekistan; Ph.D., University of South Africa, South Africa. Functional analysis; Ergodic theory; topological and operator algebras; applications of mathematical logic to analysis.

Vincent J. Mancuso, *Professor Emeritus*, B.S., Fordham University; M.S., Ph.D., Rutgers University.

Luke F. Mannion, *Associate Professor*, B.S., M.S., University College-Galway, Ireland; Ph.D., Brown University. Differential equations; applied mechanics.

Lawrence Narici, *Professor Emeritus*, B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn.

Mikhail Ostrovskii, *Chair and Professor*, M.S., National University of Kharkiv, Ukraine; Ph.D., Habilitation Degree in Mathematics, The Supreme Attestation Board of U.S.S.R. Functional analysis; theoretical computer science; graph theory.

David B. Patterson, *Professor Emeritus*, A.B., Grinnell College; M.A., Ph.D., Columbia University.

David Rosenthal, *Professor*, B.S., M.A., Ph.D., SUNY-Binghamton. Algebraic and geometric topology; course geometry.

Robert O. Stanton, *Associate Professor*, B.S., St. John's University; M.S., Tulane University; Ph.D., New Mexico State University. Abelian group theory.

Charles Traina, *Professor*, B.S., St Francis College; M.A., St. John's University; Ph.D., Polytechnic Institute of New York. Topological measure theory; combinatorial group theory.

Vladimir Tulovsky, *Associate Professor*, M.S., Ph.D., Moscow University, Russia. Applied mathematics.

Psychology

Andrea J. Bergman, *Associate Professor*, B.A., Cornell University; M.A., Ph.D., Emory University. Phenomenology of personality disorders; developmental psychopathology; psychopathology among emerging adults.

Elizabeth Brondolo, *Professor*, B.S., SUNY-Purchase; M.S., Ph.D., Rutgers University. Symptom reporting and help seeking; psychological factors in cardiovascular disease; minority mental health.

Elissa Brown, *Professor*, B.A., University of Pennsylvania; M.A., Ph.D., SUNY-Albany. Assessment and treatment of children exposed to trauma and physical and sexual abuse.

William F. Chaplin, *Professor, Chair, and Director of Research at Center for Psychological Services*, A.B., Stanford University; Ph.D., University of Oregon. Personality; psychometrics; data analysis.

James F. Curley, *Associate Professor*, B.A., Holy Trinity Seminary; M.S., Psy.D., Ph.D., St. John's University. Psychology of religion.

Tamara DelVecchio, *Associate Professor*, B.A., SUNY-Albany; M.A., Ph.D., SUNY-Stony Brook. The development of early child aggression; the dysfunctional parenting that maintains child aggression.

Raymond A. DiGiuseppe, *Professor*, B.A., Villanova University; M.A., SUNY-Brockport; Ph.D., Hofstra University. Clinical assessment and treatment of anger problems; therapeutic alliance in adolescents; rational-emotive behavioral therapies.

Phillip Drucker, *Associate Professor*, Ph.D., Brooklyn College. Assessment of client-therapist interaction and treatment outcome; emotional and cognitive aspects of children of substance abusers.

Jeffrey W. Fagen, *Dean of St. John's College of Liberal Arts and Sciences and Professor*, B.A., City College of New York; M.S., Ph.D., Rutgers University. Infancy; learning and memory; developmental psycho-biology.

Dawn P. Flanagan, *Professor*, B.S., University of Massachusetts-Amherst; M.A., Ph.D., The Ohio State University. School psychology; theoretically-based approaches to measuring intelligence; preschool screening and assessment.

Carolyn Greco-Vigorito, *Associate Professor*, B.S., Brooklyn College; M.A., Ph.D., University of Massachusetts-Amherst. Developmental psychology; emotional, behavioral, and familial characteristics of young children of alcoholics and substance abusers; false memory in college students.

Beverly Greene, *Professor*, B.A., New York University; M.A., Ph.D., Adelphi University. Gender; ethnocultural, sexual orientation, and multiple identity issues in human development and psychotherapy; psychologies of African American women; psychology and social justice; feminist theory; feminist psychodynamic psychotherapies.

Ernest V. E. Hodges, *Professor*, B.S., Florida State University; M.A., Ph.D., Florida Atlantic University. Social and personality development; family-peer relationships; aggression/victimization; academic achievement; self-concept; risk for weapon carrying.

John D. Hogan, *Professor*, B.S., St. John's University; M.S., Iowa State University; Ph.D., The Ohio State University. History and systems; lifespan development; contemporary trends in domestic and international psychology.

Rafael Art. Javier, *Professor*, B.A., Lehman College; M.A., Ph.D., New York University. Psycholinguistics; bilingualism; psychotherapy; minority mental health.

Wilson H. McDermut, *Program Director for M.A. and Associate Professor*, B.A., Wesleyan University; Ph.D., American University. Personality, cognitive factors, and psychopathology; psychological assessment; humor.

Lauren Moskowitz, *Assistant Professor*, Ph.D., SUNY-Stony Brook. Behavioral intervention for children with autism spectrum disorders (ASD), anxiety disorders, and disruptive behavior disorders; parent training; cognitive-behavioral therapy.

Jeffrey S. Nevid, *Program Director for Clinical Psychology and Professor*, B.A., SUNY-Binghamton; Ph.D., SUNY-Albany. Research methodology; behavior therapy; health psychology; teaching of psychology.

Samuel O. Ortiz, *Professor*, B.S., B.A., M.A., Ph.D., University of Southern California. School psychology; multicultural evaluation and nondiscriminatory assessment.

Richard J. Ozehosky, *Associate Professor*, B.A., Niagara University; M.S.Ed., Ph.D., St. John's University. Measurement of self-concept and its relation to other variables; eating disorders; personality testing; psychotherapy.

Alice W. Pope, *Associate Professor*, B.A., Ph.D. The Pennsylvania State University. Developmental psychology; peer relations and self-perceptions of children and adolescents.

Miguel Roig, *Professor*, B.A., New Jersey City University; M.A., St. John's University; Ph.D., Rutgers University. Academic

dishonesty; responsible conduct of research; cognitive-neuropsychological parameters of cognitive styles of thinking; paranormal and parapsychological issues.

Marlene Sotelo-Dynega, *Program Director for School Psychology and Associate Professor*, B.A., M.S., Iona College; Psy.D. St. John's University. Psychoeducational assessment; school psychology and social justice.

Mark D. Terjesen, *Associate Professor*, B.A., Boston University; M.A., Ph.D., Hofstra University. School psychology; cognitive-behavioral therapy with children and adolescents; preschool assessment and intervention.

Scyatta Wallace, *Associate Professor*, B.A., Yale University; M.A., Ph.D., Fordham University. Neighborhood context and social norms; interventions on health; health care among Black youth.

Robin L. Wellington, *Associate Professor*, B.S., University of Maryland; M.S., Ph.D., University of Pittsburgh; postdoctoral fellowship, University of Chicago. Neuroendocrine response to life stressors in clinical populations; cognitive and emotional processing of stressful events; coping and subsequent neurophysiological responses.

Zheng Zhou, *Professor*, B.A., Soochow University, China; M.S., Tulane University; Ph.D., Columbia University. School psychology; cross-cultural comparisons on mathematical reasoning, basic relational concept acquisition, and Chinese American children's school adjustment.

Sociology and Anthropology

Barrett Brenton, *Professor*, B.A., University of Nebraska-Lincoln; M.A., Ph.D., University of Massachusetts-Amherst. Anthropology; human ecology; medical anthropology.

Natalie P. Byfield, *Associate Professor*, B.A., Princeton University; M.A., Stanford University; Ph.D., Fordham University. Media studies; race and ethnicity; social theory.

Judith N. DeSena, *Professor*, B.A., Brooklyn College; Ph.D., CUNY. Sociology of community; sociology of gender; urban sociology; research methods.

William DiFazio, *Professor*, B.A., Richmond College; M.A., Ph.D., CUNY. Sociology of work; technology and science; juvenile delinquency; social theory; poverty.

Dawn Esposito, *Associate Professor*, B.A., Queens College; Ph.D., CUNY. Social theory; cultural studies; gender; family.

Anne Galvin, *Associate Professor*, B.A., Wheaton College; M.A., Ph.D., The New School. African diaspora; Jamaican and Caribbean culture; ethnomusicology.

Michael Indergaard, *Professor*, B.A., St. John's University; M.A., Ph.D., Michigan State University. Urban sociology; work and labor markets; economy and society.

Anthony Bayani Rodriguez, *Assistant Professor*, A.B. Brown University; M.A., Ph.D., University of Southern California. Racial, ethnic, and gender studies; culture and media; theory.

Judith Ryder, *Associate Professor*, B.A., University of Michigan; M.A., University of California-Santa Barbara; Ph.D. CUNY-John Jay. Criminology; methods.

Robert H. Tillman, *Program Director for Criminology and Justice and Professor*, B.A., M.A., University of Oklahoma; Ph.D., University of California-Davis. Criminology; deviance; methods.

Joseph Trumino, *Associate Professor*, B.A., CUNY-Hunter; Ph.D., CUNY. Urban sociology; sociology of sport; social theory.

Roberta Villalon, *Chair and Associate Professor*, Lic. International Relations, Universidad Torcuato Di Tella, Argentina; M.A., Ph.D., University of Texas-Austin. Feminist theory; inequality; political sociology; social movements.

Yue "Angela" Zhuo, *Assistant Professor*, B.A., LL.B., Tianjin University, China; M.A., Nankai University, China; Ph.D., SUNY-Albany. Criminology; quantitative methodology; substance abuse.

Theology and Religious Studies

Meghan J. Clark, *Associate Professor*, B.A., Fordham University; M.A., Ph.D., Boston College. Catholic Social Thought; social ethics; healthcare ethics.

Francis D. Connolly-Weinert, *Associate Professor*, B.S., St. Joseph's University; M.A., Maryknoll School of Theology; Ph.D., Fordham University. New Testament writings and theology; Qumran literature.

Jeremy Cruz, *Assistant Professor*, B.A., University of California; M.Div., Ph.D., Boston College. Social ethics; political theology; labor studies.

Michael T. Dempsey, *Associate Professor*, B.A., Denison University; M.A.R., Yale Divinity School; Ph.D., University of St. Michael's College, Canada. Systematic theology; historical theology; doctrine of God, Trinity, and Providence.

Christopher D. Denny, *Associate Professor*, B.A., St. John's College; M.A., Ph.D., The Catholic University of America. Historical theology; religion and culture; theological aesthetics.

John Fitzgerald, *Associate Professor*, B.A., Princeton University; J.D., The University of Notre Dame; M.A., Ph.D., The Catholic University of America. Healthcare ethics; fundamental moral theology; comparative ethics, law, and religion.

Rev. Patrick S. Flanagan, C.M., *Associate Professor*, B.S., Niagara University; M.Div., Mary Immaculate Seminary; Ph.D., Loyola University. Business ethics and Catholic social thought.

David W. Haddorff, *Associate Professor*, B.A., University of Northern Colorado; M.A., Wheaton College; Ph.D., Marquette University. Christian ethics and moral theology; social ethics; American theology and religion.

Nicholas Healy, *Professor*, G.G.S.M., Guild Hall School of Music and Drama, UK; M.A., University of St. Michael's College, Canada; M.A., M.Phil., Ph.D., Yale University. Systematic theology.

Joann Heaney-Hunter, *Associate Professor*, B.A., M.A., St. John's University; M.S., Long Island University; Ph.D., Fordham University. Theology; pastoral practice of marriage and family; early Church history.

Mark Kiley, *Associate Professor*, B.A., Boston College; M.T.S., Harvard Divinity School; Ph.D., Harvard University. Biblical studies; Biblical Greek.

Marian Maskulak, CPS, *Associate Professor*, B.A., Lock Haven University; M.A., Fordham University; S.T.L., S.T.D., Regis College, Canada; Ph.D., University of St. Michael's College, Canada. Theology and spirituality.

Paul D. Molnar, *Professor*, B.A., Cathedral College of the Immaculate Conception; M.A., St. John's University; Ph.D., Fordham University. Systematic theology; Christology; Trinitarian theology; theological method.

Habibeh Rahim, *Associate Professor*, B.A., University of Toronto, Canada; M.T.S., Harvard Divinity School; A.M., Ph.D., Harvard University. Islamic and interfaith studies; spirituality; aesthetics.

Robert Rivera, *Assistant Professor*, B.A., New York University; M.T.S., Harvard Divinity School; Ph.D., Boston College. Constructive theology; Christology; liberation theologies; U.S. Latina(o) theologies; global christianities.

Rev. Jean-Pierre Ruiz, *Associate Professor*, B.A., Cathedral College of the Immaculate Conception; S.T.B., S.T.L., S.T.D., Pontifical Gregorian University, Italy. Biblical studies; hermeneutics; Hispanic/Latino theology.

Matthew Sutton, *Associate Professor*, B.A., University of St. Thomas; M.A., Ph.D., Marquette University. Systematic theology; Trinitarian theology; Christology; pneumatology; ecclesiology; spirituality.

Julia A. Upton, R.S.M., *Professor*, B.A., Ohio Dominican College; M.A., St. John's University; Ph.D., Fordham University. Liturgy; sacramental theology.

Christopher P. Vogt, *Associate Professor and Chair*, B.A., College of the Holy Cross; M.T.S., Harvard Divinity School; Ph.D., Boston College. Catholic social ethics; fundamental moral theology; healthcare ethics.

Rev. Michael D. Whalen, C.M., *Associate Professor*, B.A., Niagara University; M.Div., Th.M., Mary Immaculate Seminary; M.A., St. Charles Seminary; M.A., LaSalle University; S.T.L., S.T.D., The Catholic University of America. Liturgical and sacramental theology.