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Seton Hall University

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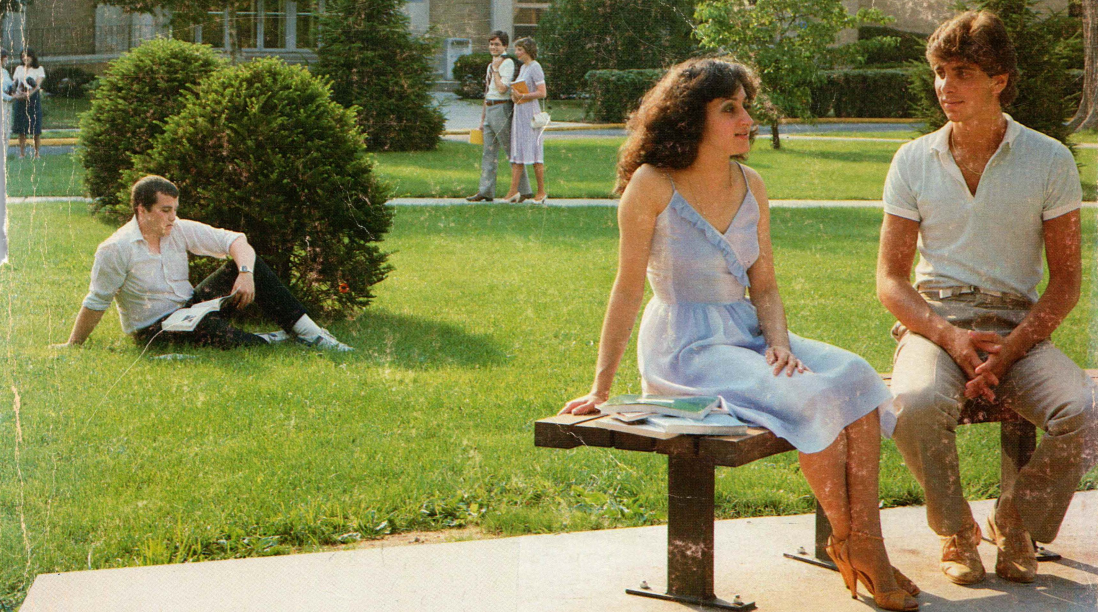
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# Seton Hall University

RAWN



Undergraduate  
Bulletin  
1982-1984



# Correspondence Directory

**Post Office Address**  
Seton Hall University  
South Orange Avenue  
South Orange, New Jersey 07079

## **Admissions and Campus Tours**

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Office of Admissions  
Bayley Hall, 761-9344

**Arts and Sciences, College of**  
Bernhard W. Scholz, Ph.D., Dean  
Humanities Building, 761-9022

## **Bursar**

Robert N. Magovern  
Bayley Hall, 761-9000, extension 5018

**Business, W. Paul Stillman School of**  
Philip R. Phillips, Ph.D., Dean  
W. Paul Stillman Building, 761-9013

## **Education, School of**

John H. Callan, Ed.D., Dean  
McQuaid Hall, 761-9024

## **Educational Opportunity Program**

Carol McMillan, Director  
Barracks X, 761-9160

## **Financial Aid**

Alphonse Rylko, Director  
Bayley Hall, 761-9348

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(201) 761-9000  
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and on page 208

## **International Programs**

Patrick J. Kennedy, Ph.D., Coordinator  
Bishop Dougherty Student Center, 761-9081

## **Law, School of**

Rev. Daniel A. Degnan, Dean  
1111 Raymond Boulevard  
Newark, N.J. 07102, 642-8747 (Admissions Office)

## **Nursing, College of**

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Schwartz Building, 761-9306

## **Registration**

Dennis Garbini, Registrar  
Bayley Hall, 761-9374

## **University College**

Robert G. Kahrmann, Jr., Dean  
Building T-23, 761-9430

## **Summer Sessions**

Miriam O'Donnell, Director  
Bayley Hall, 761-9361

# Seton Hall University

South Orange, New Jersey 07079

## 1983-84 Academic Calendar

September 6, 7 (Tuesday, Wednesday)	Registration
September 8 (Thursday)	Classes Begin
September 16 (Friday)	Classes Cancelled — 12:00 to 1:00 p.m. Mass of the Holy Spirit
November 23, 24, 25, 26 (Wednesday, Thursday, Friday, Saturday)	Thanksgiving Recess — No classes after last class on Tuesday
December 15, 16, 17, 19, 20, 21 (Thursday, Friday, Saturday, Monday, Tuesday, Wednesday)	Examination Days
January 11, 12 (Wednesday, Thursday)	Registration
January 16 (Monday)	Classes Begin
February 20 (Monday)	Washington's Birthday — No Classes
March 19, 20, 21, 22, 23, 24 (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)	Spring Recess — No Classes
March 26 (Monday)	Classes Resume
April 19, 20, 21, 23 (Holy Thursday, Good Friday, Holy Saturday, and Easter Monday)	No Classes
May 4, 7, 8, 10, 11, 12 (Friday, Monday, Tuesday, Thursday, Friday, Saturday)	Examination Days
May 9 (Wednesday)	Study Day
May 19 (Saturday)	Commencement



## ***The Core Curriculum of the College of Arts and Sciences***

An effective Core Curriculum is based on a coherent set of educational goals which set out the Faculty's understanding of the University. The following is a statement of our Faculty's understanding of the University's mission as a Catholic institution of higher learning at this time in its history:

1. The University should develop the critical intelligence, which is primarily but not exclusively a matter of the intellect. It includes the ability to wonder, inquire, discern, distinguish, judge, grasp issues, and see relationships.
2. The University should promote the capacity to live in context, in community. This is to have a sense of history, of roots, and to participate in the building of community during a time of bewildering change in an interdependent world that is, paradoxically, endangered by fragmentation.
3. The University should develop communication skills and personal growth in the ability to articulate ideas and to receive them critically. Students should be able to read, write, speak, and listen effectively.
4. The University should promote an understanding of the methods of the sciences and the humanities, and an ability to confront the so-called gap between them, understanding its historical and philosophical origins.
5. The University should develop an appreciation of beauty and of human work as they contribute to making life more humanly productive and creative.
6. The University should assist in the development of a vision of human life and its meaning, and an understanding of the values and grounds of values which shape it.
7. The University should develop in the student, in addition to this broad liberal education, a specific competence in a particular academic discipline or area of study.

For these purposes, the following Core Curriculum of requirements for every student in the College of Arts and Sciences has been established.



## **The Core Curriculum**

- A) All students must demonstrate college-level competence in the English language. Remedial courses do not count for graduation credit.
- B) All students must demonstrate competence in spoken communication.
- C) All students must demonstrate competence in college-level mathematics. Remedial courses do not count for graduation credit.
- D) All students must complete at least two 3-credit courses in the natural sciences (biology, physics and chemistry) and at least two 3-credit courses in the behavioral sciences (anthropology, economics, sociology, psychology, political science, and social work).
- E) Since a background in culture and civilization is central to a liberal arts education, all students are required to take 12 to 18 credits in this general field, distributed as follows:
1. a 6-credit sequence of courses in the study of Western civilization.
  2. a 6-credit sequence in a foreign language, ancient or modern, taken in one of the following ways:
    - (a) by completion of a two-semester foreign language course at the intermediate or advanced level;
    - (b) by completion of a two-semester foreign language course at the introductory level, in a foreign language new to the student;
    - (c) by achievement of exemption through satisfactory performance on a foreign language examination at the intermediate level.
  3. a 6-credit sequence of courses in one of the following:
    - (a) the study of American civilization.
    - (b) the study of Third World civilizations.
    - (c) the study of foreign literature or language, taken in one of the following ways:
      - i) by completion of a two-semester foreign literature course taught in the foreign language;
      - ii) by completion of a two-semester foreign literature course taught in translation;
      - iii) by completion of a two-semester foreign language course at the next higher level than that completed under E-2.
- F) All students must complete one 3-credit course dealing with ethical questions viewed in the perspective of the Judaeo-Christian tradition.
- G) All students must complete three 3-credit courses in philosophy and religious studies, a minimum of one 3-credit course in each discipline.

### **A General Note**

A course taken to fulfill one core requirement may not be used to fulfill another requirement.



## **Tuition and Fees 1983-84**

Full Time .....	\$2285 per semester
Part Time — Day .....	153 per credit
Part Time — Evening .....	142 per credit

### **Standard Fees per Semester**

Full Time .....	\$100
Part Time — Day .....	38
Summer .....	20

### **Room per Semester**

Old/New Boland — Double .....	\$907
West Residence — Double .....	940
Old/New Boland — Triple .....	792
West Residence — Triple .....	825

### **Board per Semester**

10 Meals .....	\$489
14 Meals .....	518
19 Meals .....	546

# Seton Hall University

South Orange, New Jersey 07079

## Undergraduate Bulletin 1982—1984

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July 1982: While the announcements presented in this Bulletin apply as of the date of publication, the University reserves the right to make such changes as circumstances require.

Seton Hall University is an Equal Opportunity/Affirmative Action Institution.

Produced by the Office of University Publications.  
Cover Photo by Michael Menendez.



# Academic Calendar — 1982-1983

## Fall 1982

September 1, 2, 7 (Wed., Thurs., Tues.) ..... Registration  
September 8 (Wed.) ..... Classes begin  
September 10 (Fri.) ..... Mass of the Holy Spirit — Noon classes cancelled  
November 24, 25, 26, 27 (Wed., Thurs., Fri., Sat.) ..... Thanksgiving recess —  
begins after last class November 23  
December 15, 16, 17, 18, 20, 21 (Wed., Thurs., Fri., Sat., Mon., Tues.) .....  
..... Examination days

## Spring 1983

January 13, 14, 15 (Thurs., Fri., Sat.) ..... Registration  
January 19 (Wed.) ..... Classes begin  
February 21 (Mon.) ..... Presidents' Day — no classes  
March 18 (Fri.) ..... Observance of the Feast Day of  
St. Elizabeth Ann Seton  
March 31, April 1, 2 (Thurs., Fri., Sat.) ..... Holy Thursday,  
Good Friday, and  
Holy Saturday — No classes  
April 4, 5, 6, 7, 8, 9 (Mon., Tues., Wed., Thurs., Fri., Sat.) .....  
..... Easter recess — No classes  
May 9, 10, 11, 12, 13, 14 (Mon., Tues., Wed., Thurs., Fri., Sat.) ..... Examination days  
May 21 (Sat.) ..... Commencement

# THE UNIVERSITY

Seton Hall University celebrated its 125th anniversary in the academic year 1981-82. It was founded in 1856 as the first diocesan college in the United States and established as a university in 1950. It continues to operate under the auspices of the Roman Catholic Archdiocese of Newark. The University is composed of six schools: the College of Arts and Sciences, the W. Paul Stillman School of Business, the School of Education, the College of Nursing, and University College, all on the South Orange campus, and the School of Law in Newark.

In addition to over 40 undergraduate major programs, the University offers 43 graduate programs. Full-time undergraduate enrollment in 1981-82 was approximately 6700 men and women. Total University enrollment including part-time, graduate, and law students was approximately 10,250.

## The Educational Philosophy of Seton Hall

Seton Hall exists in a world not only markedly different in character, needs, and opportunities from the world of its beginnings a century and a quarter ago, but significantly changing at a very rapid pace from the world of the 70's. It is all the more important, then, to be as clear as possible about those fundamentals to which the University stands committed.

While Seton Hall is proud to be a Catholic university, it is not our intention to be sectarian in a narrow or constricting sense. Catholicism is for us not a restrictive creed, but an enabling vision calling for all that is best and authentically human. Seton Hall exists in a pluralistic society and plays a role in that society. In our pursuit of what is true and good we welcome and need at Seton Hall the help of other Christians, other believers, and other persons of good will. A university is not Catholic by proclamation, but by the creative faith and love of its members. The Catholicity of Seton Hall is not a standard already achieved against which one is measured, but a call to action and a commitment to a building of life that is faithful to the past and open to the future. It is a challenge to be a witness to the Christ whom we believe has come to liberate and fulfill every person coming into the world, and it is an exploration of the consequences of that faith.

Every university is an enterprise in education and a venture into the collective history of the human family. As the world grows more complex, and as the store of human knowledge increases exponentially, the effort to convey a sense of the whole becomes even more difficult. In the university, students draw on the accumulated body of human knowledge, reflect on the trends of history, learn how to use intelligence creatively and critically, and acquire some measure of competence as educated persons. It is a sophisticated process of the cultivation of the intellect and those virtues which support it: clarity, honesty, patience, humility, perseverance, integrity.

But even more difficult for the educational enterprise is the development of students in their capacity to recognize values in human affairs. Seton Hall must make the commitment to moral education — the guidance toward seeing and choosing true values — a priority of the first rank. We offer a Judaeo-Christian perspective on the long and continuing journey of mankind. To be a Catholic university requires that the constituencies of the university bring such a Judaeo-Christian judgment and choice of values into every aspect of the life of the university, integrating the educational task with faith, hope, and charity. This can only be a freely accepted task, with no forced participation, and it will always be imperfectly achieved, so fragile and delicate a task it is.



No pursuit of knowledge is exempt from this effort. The study of ethics, the quest for social and economic justice, the debates of political theories, the analyses of the economic order, the uses of the natural sciences, the conduct of business, the practice of the professions, all are moral efforts. The University's Board of Regents has approved the foundation of an Institute of Professional Ethics to explore and offer guidance on these issues. A university cannot provide all answers to the myriad of human moral situations, but no true university can avoid confronting moral questions. Indeed, life on the campus should be a crisscross of questions about the values we choose and live by.

## Location

The main campus is on 58 acres in the Village of South Orange—population approximately 17,000—14 miles from New York City, a short trip by bus, train, or car to the cultural events and entertainment of one of the world's most exciting cities. All types of recreational activities are found within a radius of 100 miles in resort areas and state parks in New Jersey, Pennsylvania, and New York.

Seton Hall's northern New Jersey location is the nucleus of an extensive pharmaceutical, chemical, and financial center where many students of the natural sciences, mathematics, and business find learning and employment opportunities in the private sector.

The nearby City of Newark, struggling with the problems faced by almost every urban area in the country, provides a training ground for many undergraduates, offering opportunities for field experience in internships and research in education and in the various social sciences.

## History of the University

### *The Beginning*

James Roosevelt Bayley, the first bishop of Newark and founder of Seton Hall, named the College after his aunt, St. Elizabeth Ann Seton, a Catholic convert like himself, and founder of the first American community of the Sisters of Charity. The original enrollment of five students in 1856 grew rapidly, and four years later the College moved from its first home in Madison (which became the site of St. Elizabeth's College) to its present location in South Orange. Early the following year the College was incorporated and chartered by the State of New Jersey.

During the first 12 years, 531 students entered the College. The student body grew to 119, and there were 17 seminarians and 16 faculty members, including four priests; students came from places as far away as Mexico, Cuba, Brazil, France, Spain, and Italy as well as 17 states.

### *Growth and Diversification*

In spite of setbacks, such as three major fires, and lean times during the war years, the College continued to grow and diversify. The preparatory curriculum was separated in 1870 and eventually organized into a separate school. University College, originally known as Extension Division and later Urban Division, began in 1937, as did the first summer session. This marked the first time that women were admitted to the faculty and the student body.

The College was organized into a university in 1950 and comprised the College of Arts and Sciences and the Schools of Business Administration, Education, and Nursing. The

School of Law opened in Newark in 1951. Paterson College was to open in 1954 and operate for 20 years, and, in 1955, Seton Hall launched New Jersey's first college of medicine and dentistry, later taken over by the State.

The University became fully coeducational in 1968 when all Newark day and evening programs, except those of the School of Law, were consolidated and moved to South Orange.

### *The 1970's*

Modernization and construction continued into the 1970's. A new residence hall was completed. Sports facilities were increased with the construction of "the Bubble" and six new tennis courts on the Owen Carroll sports field. New buildings were opened for the business and nursing schools. In 1974 the old carriage house was renovated into a modern art center. And in February 1976, a \$5 million building was completed to house the Law Center in the City of Newark.

The Senate, the University-wide governing body, was established in 1971 to consider, evaluate, and decide all major University policies. The organization is made up of faculty, student, administrative, and alumni representatives.

The high caliber of the University's programs is recognized by national accrediting bodies. The School of Education received accreditation from the National Council of Accreditation of Teacher Education, the highest level a professional education school can achieve. The College of Nursing was reaccredited in 1982 for eight years, the maximum allowable, by the National League for Nursing Department of Baccalaureate and Higher Degree Programs, and in 1978, the W. Paul Stillman School of Business became the first undergraduate school in the State to receive accreditation by the American Assembly of Collegiate Schools of Business.

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## **Schools and Divisions**

### **College of Arts and Sciences**

The College of Arts and Sciences is the oldest school of the University, established as Seton Hall College in 1856. It comprises the Departments of Art and Music, Asian Studies, Biology, Chemistry, Classical Studies, Communication, English, History, Judaean-Christian Studies, Mathematics, Modern Languages, Philosophy, Physics, Political Science, Psychology, Religious Studies, Social Work, and Sociology and Anthropology, as well as the Center for Humanistic Studies. It offers undergraduate major programs in all departments, degree programs in American studies, computer science, economics, medical technology, nuclear medicine technology, and criminal justice, and certification programs in Russian area studies and in gerontology. There is a four-year Honors Program for outstanding students. Several departments also offer graduate programs, including a doctoral program in chemistry. The College also provides the bulk of the non-professional education of the undergraduate and, to some extent, the graduate students of the other schools and colleges of the University.



The College, as the heir to the long and honorable Judaeo-Christian intellectual tradition, considers its mission is to pass on and enrich that tradition; it is a place of retreat and study and a place of preparation for a lifetime of work for the well-being of society. Liberal education, therefore, must strike a balance between intensive preparation in a field of academic study and extensive understanding of the breadth of human experience and knowledge. The College's curriculum, allowing as it does for concentration in a major program and for study in a wide range of other areas, encourages the individual to integrate both aspects of the educational experience into his or her own life.

## W. Paul Stillman School of Business

The W. Paul Stillman School of Business, established in 1950, is a professional school which seeks to educate students for responsible roles in the business community. The program requirements include core courses designed to embody the common knowledge considered central to career preparation, advanced courses in the field of concentration, and liberal arts courses which provide the ethical and conceptual foundations for corporate and societal citizenship.

Students may major in the areas of accounting, computer and information sciences, economics, finance, management and industrial relations, or marketing. In addition to the Bachelor of Science degree program, the School offers the degree of Master of Business Administration.

The School includes a Division of Research, which, in addition to sponsoring research projects, semi-annually publishes the *Mid-Atlantic Journal of Business*. Also an integral part of the School is the Institute of International Business, which offers a certificate program at the graduate level, and the Labor Relations Institute, which presents seminars for labor and industry.

## School of Education

The School of Education, founded in 1950, comprises the Departments of Counseling and Special Services; Educational Administration and Supervision; Elementary Education; General Professional Education; Health Education, Physical Education, and Recreation; and Secondary Education.

On the undergraduate level, the School of Education offers professional courses necessary to prepare students for careers as pre-school, elementary and secondary school teachers. Liberal arts courses are given in the College of Arts and Sciences. Emphasis is on integration of the study of education with other academic disciplines and active participation in the school situation to stimulate the intellectual, humanistic, and creative potential of the future teacher.

The School of Education offers three programs leading to the degree Bachelor of Science, and 24 programs leading to the degree Master of Arts in education, 10 programs leading to the degree Educational Specialist, and four programs leading to the degree Doctor of Education.

## School of Law

The School of Law opened as a unit of Seton Hall University in 1951. It is the only law school in the State operated by a private university and, in addition to its three-year program, has an evening division for employed students who cannot matriculate during the day. It also offers the only law school summer session in New Jersey. Total enrollment is over 1000, making it the largest law school in New Jersey and the 21th largest in the nation.

In addition to basic courses required in preparation for admission to the bar and professional practice in various states, the School offers advanced courses in contemporary legal trends of particular value to legislators, administrators, government officials, and those engaged in private legal practice. Active participation in appellate and trial moot court provides training in the effective presentation of legal ideas. In the area of clinical legal education, the School has developed several full-service clinics plus other courses and programs that offer practical skill training.

## College of Nursing

The American Nurses' Association recommends a four-year program leading to the degree Bachelor of Science as the minimum preparation for beginning professional nursing practice.

The College of Nursing, established in 1937, provides its students — high school graduates, junior college graduates, transfer students, and graduates of diploma programs in nursing — with a curriculum composed of science and liberal arts courses, professional nursing courses, and clinical practice. Its graduates are prepared to practice nursing in various settings and to continue study on the graduate level. In 1976, the College inaugurated a program leading to a Master of Science degree in nursing.

The professional component of the curriculum provides students with knowledge and skill needed for the practice of medical, surgical, psychiatric, pediatric, maternity, and community nursing. Instruction in nursing is given on the University campus and within several cooperating hospitals, public health and other community agencies. The College of Nursing draws on the College of Arts and Sciences for required and elective courses in the humanities and in the natural and social sciences.

## College Seminary (Divinity School)

An individual unit within the University, designed to prepare students for the diocesan priesthood, The College Seminary of the Immaculate Conception functions under its own rector, spiritual director, and director of the apostolic program appointed by the Archbishop of Newark, with the approval of the University president.

The College Seminary is a four-year program, affiliated with the Seminary Department of the National Catholic Educational Association and with the Eastern Regional Association of Catholic Seminaries. It operates under the auspices of the Roman Catholic Archdiocese of Newark, but accepts students for the priesthood sponsored by other dioceses and religious orders as well. Students wishing to study for the priesthood of the Archdiocese of Newark at the college level are expected to attend the College Seminary.

As members of Seton Hall University, students must be accepted for admission by the University before they can be enrolled in the College Seminary. In general, seminary students are expected to select one of the humanities majors within the College of Arts and Sciences. Beyond this, students are expected to fulfill the basic core curriculum of the seminary program: this includes 21 credits in philosophy, 12 credits in religious studies, as well as specific courses in history, psychology, sociology, modern and classical languages.

The major function of the College Seminary concerns the personal, spiritual, and intellectual development of the student. This is achieved through an individual and group spiritual formation program, personal guidance and counseling, an apostolic activity program, athletic, social, and extra-curricular activities, and community life.

If possible, college seminarians are encouraged to be resident students. A residence, St. Andrew's Hall, is located four blocks from the University campus and provides an appropriate setting for college seminarians.

Upon graduation, students are ready to enter a major seminary. Most choose the Immaculate Conception Seminary for the four-year program that prepares them for ordination and a graduate degree: either an M.A. or M. Div. in theology.

## University College

University College is responsible for all continuing education offerings throughout the University and various special off-campus programs and advises part-time students seeking admission to Seton Hall.

Over the years thousands of men and women have completed undergraduate programs through Seton Hall's pioneering University College, which opened in Newark in 1937 and moved to the South Orange campus in 1968. In 1978 three new degree programs were created for the non-traditional student. (See pages 138-141 for a detailed description.) The bulk of the courses are offered in late afternoon and early evening.

The College also offers a number of non-degree programs for those seeking special training, professional development, or general knowledge. Many award CEU's. The CEU, or Continuing Education Unit, is a permanent record of completion of non-credit courses, which can be shown to an employer or a certifying organization, of satisfactory work in a specialized program. Ten hours of instruction are equal to 1.0 CEU's.

University College currently offers special seminars, conferences, and programs in a wide variety of areas. Many of them are not limited to the South Orange campus. This unit is responsible for such diverse activities as the program with the N.J. State Police Training Academy in Sea Girt, the preparation courses for certified purchasing managers, the special offerings for the N.J. State Funeral Directors, and Project Acceleration.

## Summer Session

Most schools of the University offer courses during regular or evening Summer Session which provide opportunities for students of Seton Hall and other colleges to continue their work during the summer to meet degree requirements or to repeat courses in which they have not received satisfactory grades. It also provides complete offerings for Religious and for teachers who seek promotional credit or wish to progress toward a degree. Detailed information may be obtained by writing to the Director.

## Basic Skills Placement Test

Seton Hall administers the New Jersey Basic Skills Placement Test to all freshmen. The test measures skills in reading, writing, computation, and elementary algebra. There is no fee for taking the test. Satisfactory scores on this test are prerequisites to the regular sequence of courses in English, mathematics, and science. Special courses (EN1, MT2, MT4) are required of students who do not perform satisfactorily on this test. These special courses carry institutional credit only (i.e., the credits do not count toward the total required for graduation).



## ROTC Program

The Department of Military Science conducts the University's Reserve Officers Training Corps (ROTC) Program. All full-time graduate and undergraduate students can pursue a commission in either the Regular Army or the Army Reserve in conjunction with regular college studies. For complete description of ROTC and course offering, see pages 187-190.

Through a new cross-registration program, students attending a college without ROTC may register for ROTC at Seton Hall and commute to the South Orange campus for required classes. Students who wish to qualify for the Air Force Reserve may cross-enroll in the program at New Jersey Institute of Technology (201) 645-5239.

## Graduate Programs

Seton Hall University does not conduct a separate graduate school. However, graduate programs leading to advanced degrees are offered in several departments of the College of Arts and Sciences, the School of Education, the W. Paul Stillman School of Business, and the College of Nursing. Application for admission to any of these programs must be made to the Office of Graduate Admissions.

Detailed information regarding graduate programs on the South Orange campus may be obtained by requesting the Graduate Bulletin from the Admissions Office. Information concerning the program leading to the degree Juris Doctor may be obtained by writing to the School of Law in Newark.

### *Arts and Sciences*

The College of Arts and Sciences offers graduate courses leading to the degree Master of Arts with specialization in American studies, Asian studies, English, history, Judaeo-Christian studies, and mathematics. The Master of Science degree is offered with specialization in biology, chemistry, and mathematics. The degree Master of Public Administration is offered by the Department of Political Science. The degree Doctor of Philosophy is offered in chemistry.

### *Business*

The W. Paul Stillman School of Business offers graduate courses leading to the degree Master of Business Administration with specialization in accounting, computer and information sciences, economics, finance, management and industrial relations, marketing, and quantitative analysis. In satisfying the requirements for the degree in any of these specializations, a student may also earn a Certificate in International Business by a proper choice of elective courses.

### *Education*

The School of Education offers courses leading to the degree Master of Arts in education with specialization in communication sciences and disorders (audiology and speech pathology), counselor education (group process, nursing, rehabilitation, school social work, student personnel services), educational administration and supervision, educational media and practices, elementary education, early childhood education, general professional education, reading, school psychology, secondary education, teaching the handicapped child (learning disabilities, mentally retarded, neurologically impaired, socially and emotionally maladjusted), and urban education. It also offers programs of study for college graduates with academic backgrounds in liberal arts,

science, or business leading to New Jersey State teacher certification as well as the master's degree. The School of Education also offers certification programs in Teaching English as a Second Language and in Bilingual/Bicultural Education (Chinese/Japanese/Korean-English and Spanish-English).

There are 10 programs offered in the School of Education which lead to the degree Educational Specialist.

Four programs lead to the degree Doctor of Education with specialization in educational administration and supervision, school and community psychology, marriage and family counseling, or counseling psychology.

### *Nursing*

The College of Nursing offers graduate courses leading to the degree Master of Science in nursing. The program was recently accredited by the National League for Nursing for eight years, the maximum period allowable. Courses are also offered which lead to New Jersey certification as a school nurse or as a pediatric or gerontologic nurse associate.

### *Additional Graduate Elective Courses*

In the College of Arts and Sciences, the Departments of Art and Music, Philosophy, Physics, Psychology, Religious Studies, Social Work, and Sociology and Anthropology offer additional elective graduate courses. There are also graduate courses in gerontology. The Center for African-American Studies also offers elective graduate courses.

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## **University Buildings**

### **Administrative**

**Presidents' Hall.** Visually the "centerpiece" of the campus, Presidents' Hall dates back to 1867. It houses administrative offices, including that of the president, and some priests' residences. The halls of its first floor are lined with pictures of former presidents. The building forms one side of a quiet garden quadrangle with a fountain and fruit trees.

**Bayley Hall.** Erected in 1913 and named for Bishop James Roosevelt Bayley, first Bishop of Newark and nephew of Saint Elizabeth Ann Seton, Bayley Hall was the home of the grammar school until 1926. Then it served as offices, classrooms, and dormitories for the College (which then had a total enrollment of 250). Today Bayley Hall is used for various business and administrative offices.

**Bishop Dougherty Student Center.** The hub of the community life of the University, location of most of the cultural, social, and recreational activities, this modern building contains meeting rooms, dining areas, lounges, the University Bookstore, an art gallery, the Theatre-in-the-Round, a student pub, and a recreational complex featuring billiards, table tennis, and a television-viewing area. It houses the offices of student

publications and student government and the directors of student life and student activities. The building is appropriately named for Bishop John J. Dougherty, president of Seton Hall from 1960 through 1970, whose first priority was the construction of this community center.

**McQuaid Hall.** Named after Rev. Bernard McQuaid, first president of Seton Hall, this brick structure was built in the early 1900s as a boarding house for the immigrant girls who came to work on the campus, and it later served as a dormitory for college athletes. Renovated and modernized in the 1960s, it now serves as offices for the School of Education.

## Academic

**Alumni Hall.** The 25th anniversary gift of the alumni (who raised the \$15,000 needed to construct such a building in 1881), Alumni Hall houses the offices and experimental laboratory of the Department of Psychology.

**Corrigan Hall.** Named after Bishop Michael A. Corrigan and Rev. James H. Corrigan, brothers who served as second and third presidents of Seton Hall, this building contains the offices and facilities of the Center for Computer and Information Sciences and the Center for African-American Studies, as well as art and music studios, classrooms, and the offices of Upward Bound.

**Humanities Building.** The Humanities Building, opened in Spring 1968, houses many departments of the College of Arts and Sciences. In addition to 28 classrooms and 114 faculty offices, it contains a television studio, two classroom amphitheatres, the University Museum, and language and journalism laboratories.

**McLaughlin Library.** Bearing the name of Msgr. Thomas H. McLaughlin, ninth president of Seton Hall, under whose administration Seton Hall became an accredited university, the library is located adjacent to the dormitories, Bayley, McNulty, and Corrigan Halls. It houses the entire book collection of the University with the exception of the Law Library, which is situated in Newark and is independently administered.

The collection consists of 300,000 titles and 2000 periodicals. The Library is equipped with listening tables and more than 2500 phonodiscs; it has a microform room with reader/printers, as well as microfilm readers, and has four copy machines strategically situated throughout the building.

McLaughlin has developed several specialized areas: Government Documents Room; the Dr. Helen B. Warrin Curriculum Room which offers through the Library the latest in education philosophies; the Falk Rare Book Room; the Visceglia Reserve Room; the Gerald Murphy Civil War Room; as well as the McManus Room which contains some of the finest material in Irish history and literature to be found outside the Bradshaw Collection in Cambridge. The Asian Studies Collection, part of the general collection, offers a fine selection of Orientalia. *The History of the Twenty-Five Dynasties* is but one feature of this exceptional collection.

Each Fall there is an orientation program in conjunction with the English department. Five reference specialists assist daily in every discipline. The Library publishes a series of individual bibliographic listings for the periodical collection which are constantly updated to assist the student in research.

The Library operates an active interlibrary loan program and is a member of several consortia, an arrangement which permits the interchange of services for students and

faculty of nearby colleges and universities. The Library is open seven days a week during the regular academic year, for a total of 85 hours per week.

*The Educational Media Center* is housed in the basement of McLaughlin Library and provides a variety of photographic, audio, video, and graphic services to the University. It is also responsible for the dissemination and maintenance of media equipment.

Rooms have been set aside where students can listen to tapes, view slides, review films or videotapes, or prepare their own material for use in class. A number of media projects may be used by the student in support of course requirements. Faculty often use the Media Center for the preparation of programs that students view independently.

**McNulty Hall.** The Departments of Biology, Chemistry, and Physics are located in McNulty Hall, named in honor of Msgr. John Laurence McNulty, president during the University's post-World War II expansion years. This modern science building contains classrooms, teaching and research facilities, and various auxiliary services, faculty offices, and an amphitheater. The science library is located in the adjacent McLaughlin Library.

**Caroline D. Schwartz College of Nursing Building.** Opened in 1973 and named after the first dean of the College of Nursing, this modern building contains innovative equipment for on-campus teaching of nursing. Facilities include a multi-purpose practice demonstration room with 12 hospital beds, a lecture hall with television and movie projects, an independent study area with audio-visual equipment, a reading room, faculty lounge and kitchen, classrooms, and offices for faculty and administration.

**W. Paul Stillman School of Business Building.** This building, opened in 1973 as a complex with the nursing building, houses the facilities of the business school. These include lecture halls, seminar rooms, conference rooms, classrooms, offices for faculty, administrative personnel, placement, and a computer statistics laboratory. W. Paul Stillman, chairman of the board of the First National State Bank, is a benefactor of the business school.

**Father Vincent Monella Art Center.** Originally a red-brick carriage house, now a registered national landmark, this fine turreted Victorian building has been preserved and renovated and was officially dedicated in May 1974 as the University's new art center. It houses an art gallery, studios, classrooms, and offices of the Department of Art and Music. The building is named for the founder of the Center of Italian Culture.

## Residences

**New Boland Hall.** has accommodations for 440 students in rooms organized into suites with two bedrooms sharing a common bathroom. This coed facility houses mostly sophomores and juniors.

**Old Boland Hall,** named in honor of former Archbishop Thomas A. Boland of Newark (as is New Boland Hall), has accommodations for 310 freshmen. Two floors house male students and two floors house female students.

**West Residence Hall** has accommodations for 350 junior and senior coeds. Rooms are organized into suites with two bedrooms sharing a common bathroom.

Each hall is equipped with laundry rooms and has areas set aside as study lounges. For additional information or for information about off-campus housing, write to the Resident Director in the respective residence hall.



**St. Andrew's Hall.** This ecclesiastical Gothic-style building, set on two acres, serves as the residence for approximately 20 college seminarians.

## Athletic Facilities

**The "Bubble."** This air-supported vinyl dome, 300 feet long, 115 feet wide, and 30 feet high, provides space for a tenth-mile track, two basketball courts, baseball batting cages, and facilities for volleyball, badminton, horseshoes, field events, and general gymnastics.

**Walsh Auditorium-Gymnasium.** The only building realized of Newark Archbishop Thomas Walsh's dream of a new university campus (which was frustrated by the advent of World War II) Walsh Gym seats 3400 spectators in the main arena. It contains a racketball court, the studios of the University's FM radio station WSOU, a rifle range, physical education classrooms, and a swimming pool.

## Immaculate Conception Chapel

Begun in 1863 and dedicated in 1870, the Immaculate Conception Chapel is one of the oldest buildings on campus. It is open every day to Catholic and non-Catholic students for private devotions and Masses which are celebrated daily. Confessions are heard every day and resident priests are available for private consultation with any student. Notice of special religious activities throughout the year is posted.

## Preparatory School

The buildings used for Seton Hall Preparatory School are Duffy, Mooney, and Stafford Halls. The University's Alumni, Faculty, Administrators Club is housed in the basement of Stafford Hall.

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# Admission

## Student Classification

Seton Hall University classifies students as listed below:

**Full-time students** – those who take courses for 12 or more credits in any semester.

**Part-time students** – those who take courses for 11 or less credits in any semester.

**Matriculated students** – those who have applied for admission to a degree program and have been accepted by the Director of Admissions for a prescribed course of study leading to the Bachelor of Arts or Bachelor of Science degree.

**Special students** – those who have been admitted to take a course or courses for academic credit without following a prescribed program of study for the degree. Typically, special students have already earned bachelor's degrees and are taking undergraduate courses for admission to a graduate program or professional school.

**Non-matriculated students** – those who are enrolled in a credit course or courses but

have not made application for admission to a degree program; or those whose application for admission to a degree program has not yet been processed.

## Qualifications for Admission

The University actively seeks qualified persons of varied races, cultures, experiences, and national backgrounds. Qualified students are admitted without regard to race, color, religion, age, handicap, national origin, ancestry, or sex.

The minimum academic requirement for admission is satisfactory completion of a college preparatory course of study in an accredited secondary school with credit for 16 acceptable units, or a secondary school equivalency diploma. The electives presented should be predominantly academic; the number of non-academic electives will be strictly limited.

English	4 units
Language	2 units
Algebra	1 unit
Plane Geometry	1 unit
Science (laboratory)	1 unit
Social Studies	2 units
Approved electives	5 units

Account is taken of the new programs in mathematics being offered by high schools, and such courses are accepted as the equivalent of algebra and geometry. General mathematics and business mathematics are not recognized as fulfilling the entrance requirement in mathematics.

Students wishing to major in mathematics and the physical or biological sciences are required by the College of Arts and Sciences to present 3 units of college preparatory mathematics and are expected to have a more extensive background in the appropriate science areas. Applicants for the College of Nursing must present 2 units in science (biology and chemistry) in addition to the general University requirements for admission.

Except when waived by the Director of Admissions, scores on either the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Test of the American College Testing Program must be submitted by all applicants.

Alumni-related applicants, on an individual basis, will receive special consideration by the Committee on Admissions.

## Application Procedure

Applications and all credentials should be submitted by March 1 for the Fall semester and by December 1 for the Spring semester. No assurance of consideration can be given for applications received after these dates.

Decisions are made by the Committee on Admissions as applications and credentials are received, and applicants are notified of their status by letter from the Director of Admissions. No applicant is permitted to register for undergraduate courses until a letter of acceptance has been received. The University subscribes to the Candidate's Reply Date Agreement of May 1. Late applicants, if accepted, receive extensions beyond this date.

Students whose applications for admission have been rejected are not permitted to enroll under any status or in any division of Seton Hall.

### *Consultations*

Individual and group tours of the campus are scheduled throughout the year. Appointments must be made in advance through the Office of Admissions, which has a brochure explaining the different types of campus tours available to students.

A personal interview with an admissions officer is not a necessary part of the application procedure. On occasion, however, the Committee on Admissions will request an interview with an applicant. Personal interviews are not normally arranged until the required academic credentials are on file in the Office of Admissions.

## **Educational Opportunity Program**

The Educational Opportunity Program is one of academic and financial assistance for disadvantaged New Jersey students whose true ability and college potential may not be reflected in secondary school achievement. A personal interview is required as part of the application procedure. Supportive services in the form of tutoring, mini-courses, learning center and counseling are provided for each student. Students accepted into the Program are full-time matriculated students. Inquiries may be directed to the Office of Admissions or the Director of the Educational Opportunity Program.

## **Articulated Baccalaureate Pre-Medical/Pre-Dental Program**

The Articulated Pre-Medical/Pre-Dental Program is designed for students who satisfy the financial criteria established for participation in the Educational Opportunity Fund of the State of New Jersey.

Students accepted in the program will be provided with an instructional plan that will enhance their chances for admission and success in medical or dental schools.

## **Advanced Standing (Transfer Students)**

The University admits qualified students from accredited colleges and universities and awards advanced standing credit for parallel courses with grades of C or higher. Official transcripts of all college-level work taken at other institutions beyond the secondary school level must be submitted with the application for admission. Seton Hall normally does not enroll transfer applicants who were recently dismissed from other institutions.

In recognizing courses for transfer credit, the colleges and schools of the University must observe the regulations of their accrediting agencies.

To be eligible for a degree, transfer students must satisfy the basic course requirements of the University, the school or college in which they are enrolled, and the department of their major field. The final 30 credits must be completed in residence. Minimum requirement for a degree with honors is 60 credits in residence.

## **International Students**

Applications from international students usually are accepted only for full-time degree programs. Foreign applicants are required to take the Scholastic Aptitude Test or Test



of English as a Foreign Language (TOEFL) and must submit their applications for admission, application fee, and all official documents several months in advance of the semester in which they plan to enroll.

As far as possible the University requires that all transcripts be original. Transcripts not in English must be accompanied by a certified English translation. In addition to the general University requirements, international applicants residing in a foreign country must:

Submit evidence of adequate financing using the Declaration of Finances form of the College Scholarship Service

Subscribe to an approved health and accident insurance policy if admitted.

F-1 visa students accepted by other institutions are not eligible to transfer until they have successfully completed at least one semester of full-time academic work. Special assistance and additional information are available from the International Student Adviser.

## Junior Year In Mexico

Seton Hall students may elect to spend their junior year in Mexico for college credit at the Universidad de las Americas in Puebla. The program is open to all juniors in the College of Arts and Sciences, the School of Business, and the School of Education.

Travel, direct personal experience of another culture and language, and study of other traditions broaden and deepen the scope of liberal education, and the junior year in Mexico offers these opportunities without additional cost or delay in graduation.

To be eligible, students must have completed 60 credits and have an overall grade point average of 2.5. All students must demonstrate sufficient language skills to make their year fully enjoyable and profitable. Incoming freshmen should advise their deans if they wish to be candidates for study abroad.

## Credit by Examination

### *Advanced Placement Examinations*

Students with secondary school records indicating superior performance and who attain a score of 3, 4, or 5 on an Advanced Placement Examination of the College Examination Board receive advanced standing credit and are permitted to register for advanced courses in the area(s) in which they qualify.

### *College Level Examination Program*

General and Subject Examinations of the College Level Examination Program (CLEP), with certain limitations, are recognized for advanced standing credit. General Examination scores must be at or above the fiftieth (50th) percentile for degree credit. No score on the General Examination in Mathematics, however, is recognized for credit. To receive credit for Subject Examinations, scores must be at or above the recommendations of the Commission on Educational Credit of the American Council on Education. For further details be sure to consult the Office of Admissions prior to registering for CLEP examinations.

The maximum number of credits by examination that may be applied toward a baccalaureate degree is 30.

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# Academic Information

## Curriculums

To assure the attainment of its particular aims, each school of the University prescribes a number of basic courses that must be taken by each student enrolled in the school regardless of department.

For specific school requirements see College of Arts and Sciences (pages 44-45); W. Paul Stillman School of Business (pages 142-143); School of Education (pages 156-157); College of Nursing (pages 178-180), and University College (page 139-141).

## Department Requirements

In addition to school requirements each department or division of the University prescribes certain courses to fulfill requirements for the Bachelor of Arts or Bachelor of Science degrees in a given field. In general, a student plans a four-year program in consultation with a department adviser. The adviser assists in choosing electives from the department and from the large number of free elective courses in other departments or centers of special study throughout the University.

## Academic Regulations

### *Academic Advisement*

Academic advising is a process that assists students in gaining the greatest possible benefit from their education at Seton Hall University. In addition to helping prepare schedules, academic advisers help students understand themselves, recognize their educational needs, and realize their educational aspirations. Students are expected to contact the Deans of their respective colleges for specific procedures for academic advisement.

### *Registration*

About two months before the close of a semester, the *Registration Handbook* is published, listing the hours and professors for all courses for the coming semester and announcing the times for currently enrolled students to register. Before the scheduled registration time, the student must consult with his or her academic adviser to work out the details of the coming semester's schedule.

### *Change in Program*

To drop a course officially during the first two weeks of school or before the second meeting during Summer Session without penalty, the student and adviser must complete the Add/Drop Form available at the Office of the Registrar. (See page 17 for charges for course changes).

### *Transfer between Schools of the University*

Students who wish to transfer from one school or college to another in the University must file a Curriculum Adjustment Form with the dean of the school to which they wish to transfer. The dean may admit students who meet requirements for admission to the school.

Applications for transfer should be made at least two months before the opening of the term in which the transfer is to be effective.

### *Readmission*

Degree candidates whose work has been interrupted for two or more consecutive semesters are subject to re-evaluation on return and may be held to any change of requirements that may have occurred in the period of absence.

### *Courses in Other Institutions*

Students matriculated in the University may not take courses in any other college or university without the permission of the dean of their school. Those with 30 or fewer credits to complete for their degree are not eligible for this permission. No credit is allowed for courses taken unless the Curriculum Adjustment Form granting permission is on file with the Registrar, to whom an official transcript of this work must be sent directly. No credit work completed in a regular session or summer session in another institution may be applied toward a degree requirement unless the grade received is C or better; such transferred grades are not used in computing the major grade point average or the overall cumulative grade point average.

### *Class Attendance*

Students are expected to attend all classes. Students whose absences in the judgment of the instructor are causing performance below reasonable expectations are referred to their academic dean for appropriate action.

### *Academic Integrity*

It is expected that work submitted in courses be the product of the efforts of the student presenting the work, and that the contributions of others to the finished work be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor's, and it may extend to a failing grade for the course.

### *Credit Load*

As a rule, no full-time, matriculated student may take courses for more than 18 credits in any semester. However, with the permission of the dean of the school, the student whose grade point average in the preceding semester was 3.0 or higher may be allowed to take additional courses. The non-matriculated student may not register for more than 12 credits in any semester. The part-time student may take courses for no more than 11 credits in any semester.

### *Major Program*

Each candidate for the bachelor's degree must fulfill the requirements of the specific major department and must maintain a grade point average of not less than 2.0 in major courses.

**Degree Requirements.** For the total number of credits required for the Bachelor of Arts and/or Bachelor of Science degrees, see "Degree Requirements" for College of Arts and Sciences, pages 44-45; W. Paul Stillman School of Business, page 142-143; School of Education, pages 156-157; College of Nursing, pages 178-180; University College, pages 139-141.



**Residence.** The final 30 consecutive credits for a degree must be taken at the University. Of these 30 credits, the number to be taken in the major field is determined by each department.

**Program Change.** A student may change major programs with the permission of the dean of the school and the chairperson of the department to which the student wishes to change. The Curriculum Adjustment Form should also be signed by the student's former chairperson, and dean if changing colleges, before being filed with the Office of the Registrar.

### *Independent Study*

Several schools and departments of the University offer opportunities for independent study. Application forms and regulations for independent study may be obtained from the department chairpersons.

## Student Access to Records

The University provides any present or former student with the right of access to inspect and review any and all educational records, files, and data that relate directly to him/her by appointment. The Registrar answers all questions relating to right of access.

## Grading System

All schools of the University on the undergraduate level use the following letters to indicate the record of achievement in courses taken:

A B+ B C+ C D+ D F

Other grades needing more detailed explanation include the following:

**I – Incomplete:** Non-completion of assignment or failure to take examination in a course. A student must file with his or her professor a Course Adjustment Form requesting this grade before the officially scheduled final examination. Failure to comply with this procedure will result in an "F" grade for the course. Beginning with the Fall 1981 semester, a grade of "I" is a temporary grade which if not removed before one year or by graduation (whichever comes first) will automatically change to an "IW" — Incomplete Withdrawal. Assuming the student has not graduated or is not graduating within this period, a limited extension of the one-year rule may be granted in extenuating circumstances. The student must submit for approval a formal written request for this extension to the professor and the dean of the college in which the course was offered, with a copy to the registrar, prior to the end of this one-year time limit. The mark "I" is not counted in determining class standing, eligibility, and grade point average.

**IW – Incomplete Withdrawal** — Indicates that course work was not completed within permissible time period, or before graduation, and can no longer be made up. This mark is automatically assigned when the permissible time period for an "I" to be made up has lapsed or on the final day of a semester in

which the student has applied for graduation, whichever comes first. This mark is not reversible and does not count in determining class standing, eligibility, and grade point average.

**WD – Withdrawal from a class, no penalty:** Appropriate forms must be signed by the professor and countersigned by the dean of the respective school prior to the officially scheduled final examination. A WD is not reversible; it is not counted in determining class standing, eligibility, or grade point average.

**P/F – Pass/Fail Option:** Students may take as part of their free electives up to 12 credits toward the degree on the basis of receiving a final grade of pass or fail. The student is limited to 6 credits in any 12-month period. Students must file the Course Adjustment Form with the dean of the college or school in which they are matriculated to apply for the Pass/Fail-from-grade option or vice versa within the first five weeks of class or the first third of the course's class meetings, e.g., in Summer Session. Pass/Fail courses may not be taken in the department in which a student is majoring. A pass grade is used in determining class standing and eligibility, but is not used in computing grade point average.

**AU – Audit Option (no credit):** Students who register as auditors are expected to attend class regularly but are not obliged to take tests or comply with any other class requirements. Auditors may enroll for any course for which they are qualified. They may be dropped from a course by the professor if their presence impedes normal class progress. They may not change from audit to credit or vice versa after the fifth week of class or the first third of the course meetings, e.g., in Summer Session. The designation of AU is noted on the transcript. AU is not used in determining class standing, eligibility, or grade point average.

### *Grade Point Average*

To facilitate the calculation of weighted averages, quality units are assigned to grades as follows:

A 4.0   B+ 3.5   B 3.0   C+ 2.5   C 2.0   D+ 1.5   D 1.0   F 0.0

These values are multiplied by the number of credits assigned to the course in which the grade is received. Thus, for example, a grade of B+ in a 2-credit course gives the student 7 quality units; a grade of A in a 3-credit course equals 12 quality units; etc. The sum of the quality units that the student has earned is then divided by the sum of credits attempted which are graded "A" through "F." The resulting figure is then rounded by adding .005 and dropping all but two significant digits to the right of the decimal.

### *Repeated Courses*

If a course is repeated, only the higher grade is used in grade point average computation; the lesser grade will remain on the transcript marked "repeated." Credit for repeated courses may be counted only once in determining class standing.

# Academic Standing

## *Class Rating*

These classifications do not excuse the student from meeting the course requirements of a school and department.

**Freshman** — A student who has completed courses for less than 30 credits.

**Sophomore** — A student who has completed courses for at least 30 but less than 60 credits.

**Junior** — A student who has completed courses for at least 60 but less than 90 credits.

**Senior** — A student who has completed courses for 90 or more credits.

## University Retention Policy

**Full-time Students:** A full-time undergraduate student is one who is registered for a minimum of 12 credits in the current semester. A senior enrolled in a department-approved program in which fewer than 12 credits is the recommended full-time credit load is also a full-time student.

Full-time undergraduate students are required to:

- (1) complete at least 24 credits in each 12 months of full-time registration and
- (2) have a cumulative GPA of at least: 1.75 for freshmen, 1.90 for sophomores, and 2.00 for juniors and seniors.

Students who were registered for the previous two semesters as full-time students but have not completed 24 credits in the previous 12 months are not eligible:

- (1) to participate in recognized student activities, including varsity athletics;
- (2) to hold office in recognized student organizations; and
- (3) for student employment.

Students whose cumulative GPAs do not meet the minima are automatically placed on probation for the current semester. Probation is a disciplinary period during which the student is afforded the opportunity to raise his/her cumulative GPA to meet the minima.

As soon as the respective dean is informed of the failure of a student to maintain the minimum GPA, the dean must inform the student by letter that he/she is on probation, and remind the student of the criteria for retention. The dean must require the student to meet with the dean and with the student's department chairperson or their representatives.

Students on probation are permitted to enroll on a full or part-time basis. Their course loads may be restricted by the dean and they are ineligible:

- (1) to participate in recognized student activities, including varsity athletics;
- (2) to hold office in recognized student organizations; and
- (3) for student employment.

**Part-time Students:** A part-time undergraduate student is one who is registered for fewer than 12 credits in the current semester.



Part-time undergraduate students are required to have a cumulative GPA of at least: 1.75 for freshman, 1.90 for sophomores and 2.00 for juniors and seniors.

Part-time undergraduate students who meet the above standards are eligible:

- (1) to participate in recognized student activities, except for varsity athletics and
- (2) to hold office only in those student organizations the constitutions of which specifically provide for such office holding.

Part-time undergraduate students whose cumulative GPAs do not meet the minima are automatically placed on probation.

As soon as the respective dean is informed of the failure of a student to maintain GPA, the dean must inform the student by letter that he/she is on probation, and remind the student of the criteria for retention. The dean must require the student to meet with the dean and with the student's department chairperson or their representatives.

## Probation/Suspension/Dismissal

A student who meets the cumulative GPA criterion but whose GPA for any one semester falls below 1.75 (if a freshman), 1.90 (if a sophomore), or 2.0 (if a junior or senior) shall receive a letter of warning from the dean of his/her college, reminding the student of the criteria for probation.

If a student is placed on probation for two consecutive semesters, the dean must conduct a suspension/dismissal review. Dismissal constitutes permanent expulsion from the University. Suspension constitutes removal from the University for a stipulated period of time. The dean shall review the student's progress with the student's department chairperson and with the student, and may also consult with other appropriate persons. The resulting decision must be communicated to the student in writing by the dean. Normally, the review will allow no more than one additional semester for the student to improve his/her performance. If a student's performance is not satisfactory after the period of extension, suspension or dismissal is mandatory and automatic. Whenever a student is placed on probation, or faces a suspension/dismissal review, or is suspended or dismissed, the dean must inform in writing the student's department chairperson, registrar, financial aid office, the vice presidents, other deans, and the athletic director. The results of a suspension/dismissal review must also be sent to these same offices.

### *Policy Administration*

A student who believes that the decision made in his/her regard has been procedurally incorrect, or has otherwise violated his/her rights, may appeal the dean's decision to the academic vice-president, according to the established University grievance procedures.

All University offices involved in administering the retention policy must file an annual summary report in the month of November with their respective vice president and the president of the University regarding the actions taken on the affected students in their jurisdiction.

All students must achieve at least a 2.0 cumulative grade point average (GPA) overall and in courses required for the major, for the awarding of the baccalaureate degree.

## Withdrawal

The student who finds it necessary to withdraw from any school of the University should notify the University Registrar on the official form provided for that purpose. If this is not done, it will not be possible to grant a letter of honorable dismissal if necessary. This is especially important for students entering military service.

## Application/Evaluation for Graduation

At the end of the add/drop period in the semester following that in which they have earned 60 credits, students are required to report to the Registrar's office to make application for degree and have their progress toward graduation evaluated. The student is then given a formal, written understanding of the academic work to be completed before graduation.

## Honors

### *Dean's List*

At the close of every semester, the dean of the school publishes on the Dean's List the names of full-time students who have earned 12 credits or more and who have done outstanding work during the semester. Students completing all courses with a grade point average of 3.4, with no grades lower than C, are listed with First Honors; those completing all courses with 3.0, with no grades lower than C, are listed with Second Honors.

### *Graduation Honors*

Honors citations are awarded in connection with the granting of the bachelor's degree. Honors awards are computed on the credits earned by the student through the semester prior to that in which the degree is granted. Transfer students are awarded honors only on the basis of course work taken at Seton Hall; students who complete fewer than 60 credits in residence by graduation are not eligible for honors. In computing these honors the grade point system is used. Honors are awarded only to students who meet the following grade point average requirements:

Cum Laude (with honors)	3.40 — 3.59
Magna Cum Laude (with high honors)	3.60 — 3.89
Summa Cum Laude (with highest honors)	3.90 — 4.0

### *Cross and Crescent*

The Cross and Crescent award may be granted to graduating Catholic seniors, with a cumulative average of at least 3.5, who have contributed a special service to the University and the community.

## National Honor Societies

- Alpha Epsilon Delta* (pre-medical)
- Alpha Kappa Psi* (business)
- Alpha Mu Gamma* (foreign languages)
- Beta Alpha Psi* (accounting)
- Delta Epsilon Sigma* (Catholic honor society)
- Kappa Gamma Pi* (Catholic women's honor society)
- Kappa Delta Pi* (education)
- Omicron Delta Epsilon* (economics)

*Phi Alpha Theta* (history)  
*Pi Mu Epsilon* (mathematics)  
*Psi Chi* (psychology)  
*Scabbard and Blade* (military)  
*Sigma Pi Sigma* (physics)  
*Sigma Theta Tau* (nursing)  
*Sigma Xi* (science)  
*Theta Rho* (Spanish)

## Course Numbering System

The letters which precede the number of each course are an abbreviation used to designate the department in which the course is given. Course numbers indicate the level of the course according to the following scale:

- numbers 1 to 99 indicate elementary courses
- numbers 101 to 299 indicate advanced courses
- numbers 301 to 399 indicate graduate courses
- numbers 401 to 499 indicate graduate seminars and research

A single course number (101) indicates a course given in one semester. A double course number (101-102) indicates a course given over two semesters. The second semester of such a course may not be taken until the first has been completed; in many cases credit for the first semester will not be given until the second has been successfully finished. A triple number (23-24-25) indicates a course that continues for three semesters; the parts of such a course must be taken in numerical sequence.

## Course Offerings

Not every course listed in bulletins of the University is offered each semester. Before each registration period the several schools publish schedules of classes, indicating which courses may be taken during the coming semester and the times at which they will be given. The University reserves the right to withdraw any course for which registration is insufficient and to change the time and place of any course offered.

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## Student Life

At Seton Hall University there are many opportunities for students to make university life more than a book and classroom experience. Through the various branches of student government, the Seton Hall student has an opportunity to cooperate with the administration and faculty in forming policies governing academic and social life. More than 35 specialized clubs and organizations offer opportunities to develop abilities and expand individual interests. Dances, parties, and other purely social activities make up part of the recreational program of the University. Concerts of classical and popular music are scheduled throughout the year, and leaders in the fields of the arts and sciences lecture frequently to students and guests of the University.

## Division of Student Affairs

The Division of Student Affairs is responsible for the coordination of the operations of the Offices of Student Life, Student Activities, Student Development Center, Health Services, and the Student Center. It maintains an open-door policy and encourages all students, full-time, part-time, day, and evening, to stop by if they have any questions or problems in reference to the University. The office is located on the second floor of the Bishop Dougherty Student Center, Room 231, and is staffed by the vice president and assistant vice president for student affairs.

### Student Life Office

The Student Life Office assists students by providing services and programs to support the total development of all students so that they can achieve full potential.

The Office is organized under the Division of Student Affairs and is located in the Student Center. It supervises the University Residence Halls, commuter programs, and disciplinary procedures, as well as implementation of the Student Rights and Responsibilities document. A liaison relationship is maintained with the Office of International Programs.

The Student Life Office is responsible for the following services and programs: New Student Orientation, Commuter Programs, Student Conduct Program, University Residence Halls, the Off-Campus Housing Referral Service, and the Identification Card Program. It also provides references for students applying to professional schools or transferring from Seton Hall.

### University Residence Halls

The on-campus living experience is an important part of the educational experience at Seton Hall.

Seton Hall University has two separate residence halls. These dormitories are structured to meet an individual's needs and provide students with many options in selecting their living environment.

Each hall is staffed with a head resident, who resides on campus, as well as a full complement of graduate and undergraduate staff. The head resident works closely with student community advisers in carrying out their responsibilities. Each wing houses about 40 students and at least one community adviser.

**New Boland Hall** has accommodations for 440 students. Rooms are organized into suites with two bedrooms sharing a common bathroom. This coed facility houses mostly sophomores and juniors.

**Old Boland Hall**, the freshman dormitory, has accommodations for 310 freshmen. Two floors house males and two floors house females. Students in these rooms share a community shower and toilet facilities located on each wing.

**West Residence Hall** has accommodations for 350 junior and senior coeds. Rooms are organized into suites with two bedrooms sharing a common bathroom.

**Furnishings.** The University provides each resident with a bed, dresser space, desk space, a chair, and closet space.



**Food Service.** Residents are required to purchase a meal plan for dining in the Boland Hall Cafeteria as a condition of their residence. A student with special dietary requirements may initiate special arrangements through the Health Service.

**Study Areas.** Each hall has designated areas set aside as study lounges. Here students can go during the day from 8 a.m. to 11 p.m., or by appointment. Students can go there to find peer tutors or if they just need a quiet place to study.

**Mail.** Each residence hall has separate mailrooms located near the main desk area. Students are assigned a mailbox on a yearly basis and can pick up mail here.

**Housekeeping.** The University provides cleaning service for all public areas and for community showers and toilet facilities. Residents are responsible for cleaning their own rooms.

**Laundry Facilities.** Each hall is equipped with coin-operated washers and dryers. Irons and ironing boards are also available here.

**Responsibilities of Residents.** Resident students accept the responsibilities of community living experience which includes respect for other students and for the residence hall facilities.

Residents consent to these responsibilities by accepting the terms of the *Room and Board Agreement*. Residents who violate policies or procedures are subject to disciplinary action which may result in suspension or expulsion from the residence halls.

## Student Activities

The Student Activities Office coordinates and advises campus activities designed to enhance the academic experience. All students are encouraged to participate in the wide variety of co-curricular activities on campus. Following are some of the major campus organizations.

### *Student Government Association*

The SGA is a bicameral body of students with the responsibility of representing their fellow students and providing programs. Elected representatives from the colleges and departments of the University comprise the Student Assembly. Students are also elected to seats on the University Senate which deals with all legislative matters pertinent to the University.

### *Student Activities Board*

The Student Activities Board is the central programming body for all activities on campus. Through its various committees, the Board provides a well-rounded and varied program. Extracurricular events sponsored by the University are organized through the various standing committees of SAB: Pop Concert, Special Events, Films, Lectures, Video, Travel/Recreation, Operations, and Publicity.

### *Resident Student Association*

The Resident Student Association is the student self-governing body representing the interests of all resident students. The Executive Board consists of a president, vice president, secretary, and treasurer and utilizes various committees to establish policy

and develop social and academic programs within Boland Hall and the West Residence Hall. All resident students are eligible for membership on standing committees and are encouraged to become actively involved with the Association.

### *Commuter Council*

The Commuter Council was established to assist in the development and implementation of a program of social and academic activities to promote the welfare and interests of commuting students. The Executive Board of president, vice president, treasurer, and secretary encourages students to participate actively on the Transportation, Social Activities, Tournaments, and Newsletter Committees. All commuters are urged to become involved in the co-curricular activities sponsored by the Council to enhance their academic and personal growth.

### *Fraternities and Sororities*

In addition to the national honor societies listed on pages 23-24, fraternities and sororities active on campus include:

#### **National Fraternities**

*Alpha Kappa Psi*  
*Zeta Beta Tau*  
*Pi Kappa Alpha*  
*Pi Kappa Phi*  
*Sigma Pi*  
*Sigma Tau Gamma*  
*Sigma Phi Epsilon*  
*Tau Kappa Epsilon*

#### *Phi Kappa Theta*

*Omega Psi Phi*  
*Alpha Phi Alpha-colony*

#### **Local Sororities**

*Zeta Chi Rho*  
*Sigma Theta Sigma*  
*Phi Delta Pi*  
*Phi Chi Theta*

### *Clubs and Organizations*

The following groups are jointly recognized by the Student Activities Office and the Student Government Association:

Accounting Club	Hunger Project
Adelante	Interfraternity Council
Alpha Epsilon Delta (Biology)	International Students Association
American Chemical Society Affiliate	Intersorority Council
Art Student League	Irish Club
Black Psychological Association	Italian Club
Black Social Workers	Kiwanis Circle K Club
Black Students Union	Marketing Club
Brownson Debate Society	Mathematics Club
Caribe	Modern Languages Club
Chimaera (Undergraduate Magazine)	New Jersey Student Nurses Association
Color Guard	Pershing Rifles and Capers
Community Unification Committee	Phi Alpha Theta (History)
Commuter Council	Physics Club
C.R.I.P. (Committee for Renovation and Improvement of the Physical Plant)	Pi Sigma Epsilon (Business)
Economics Club	Political Science Club
Galleon Yearbook	Resident Students Association
Graduate Students Association	Rugby Club
Health and Physical Education Majors Club	Scriblerus (English Club)
Hockey Club	Senior Class
	The Setonian (Undergraduate Newspaper)

Social Work Students  
Sociology Club  
St. Thomas More Pre-Legal Association  
Student Activities Board  
Student Caucus

Student Government Association  
Student Outreach Service  
Tae-Kwon-Do Club (Karate)  
Women's Action Alliance  
WSOU

Contact with any of the above organizations can be made through the Office of Student Activities.

Students with special interest in music can also participate in the University Band and the Choral Society. Arrangements to contact the respective directors can be made at the beginning of the academic year through the Office of Student Activities.

### *WSOU-FM*

WSOU, which transmits with 2000 watts of power at 89.5 on the FM dial, is Seton Hall University's stereo radio station. It is operated by Seton Hall students, under the supervision of a professional director and staff. The station broadcasts to a potential listening audience of 20 million in the tri-state metropolitan area. WSOU greatly enriches the career-oriented educational experience available to Seton Hall students by providing the opportunity for them to function as engineers, newscasters, sportscasters, disc jockeys, or producers. Junior and senior students are provided with the opportunity to function in management positions with professional direction. One of the strengths of WSOU is its maintenance of a diversified program format while continuing to provide both increased educational opportunity for the students and service to the University. In 1976 WSOU became the first non-commercial station in five years to win the prestigious Peabody Award.

### *University Arts Council*

The University Arts Council is a programming body representing all segments of the University community and is responsible for cultural events on campus. Its goals include ensuring high quality performances in art exhibits, music, lectures, and theater. In addition to scheduling performances by University students and faculty, the Council presents such outside groups as the New Jersey Chamber Music Society and the Newark Boys Chorus, a University poetry series, and a University lecture series.

### *Athletic Activities*

Every undergraduate is urged to participate in some form of athletic endeavor — on the varsity, intramural, or club sport programs or through the frequent use of the University's athletic and recreational facilities.

Varsity teams for men are available in baseball, basketball, cross country, fencing, golf, track, soccer, swimming, tennis, and wrestling. Varsity teams for women are available in basketball, cross-country, fencing, softball, swimming, tennis, track, and volleyball. Intercollegiate athletics is a positive experience for all student athletes.

Intramural programs for men include basketball, football, paddleball, softball, swimming, tennis, track, volleyball, and wrestling. Women's intramural programming includes basketball, flag football, volleyball, softball, tennis, track, and swimming. There are co-ed intramural programs in volleyball, basketball, and softball.

# Student Services

## *Student Development Center*

The Student Development Center offers a variety of resources and a complete range of services to both graduate and undergraduate students, aimed at enhancing personal, career, and academic development.

**Counseling.** Personal, academic, and career counseling are provided by professional counselors. All contact with the Center is strictly confidential.

**Placement Service** provides on-campus recruitment interviews and listings of part-time, full-time, and summer jobs for all University students. The service also provides current information on employment trends and employer contacts.

**Career Information Center.** The resource room in the Center is open for browsing and has a wide variety of material related to career decision making.

**Workshops.** Regularly scheduled workshops are held on such topics as career decision making, resume writing, and interviewing skills. In addition, workshops on particular topics of interest are offered for personal development (e.g., coping with stress, assertiveness training).

**Testing.** The Center administers standardized tests, including the Strong-Campbell Interest Inventory as well as other instruments designed to enhance self-knowledge and life/career planning.

**Graduate Information** assists in preparing applications for professional and graduate schools, advises regarding national qualifying examinations, helps develop credential files, maintains a comprehensive catalog collection, and administers the Miller Analogies Test.

**Every Woman's Center.** Discussions, workshops, seminars, and support groups are available at this center of identification for women. There is an informational resource library and an extensive referral service.

## *The Special Services Program*

The Special Services Success Program provides academic enrichment and developmental programs that are designed to enhance the performance of students enrolled at the University. These programs are provided through the University mathematics laboratory, writing center, business and science laboratories and tutorials, examination workshops, and a residential supervised study program. Students are encouraged to apply for these services at the Special Services Department, Temporary Building #23.

## *Student Health Services*

Seton Hall University Health Service, located on the first floor of Boland Hall, provides health care for resident faculty and students, Monday through Friday, 8:00 a.m. to 8:00 p.m. Staffed by nurses, nurse practitioners, and a physician, it provides most services at no cost.



## Office of International Programs

This Office coordinates services to international students, to help them bridge the gaps between academic, cultural, and student life. Specifically, the Office reviews the admission of foreign students, advises them on financial aid, immigration, and other legal questions, and coordinates student and academic services. Exchange programs and other study-abroad programs are also coordinated through this Office.

### Religious Activities

It has always been the aim of Seton Hall University to provide the student with means for spiritual development. In addition to the courses in religious studies, efforts are made to implement the Christian life. Immaculate Conception Chapel is open every day for private devotions, and there is an additional chapel in Boland Hall for student use. Masses are scheduled every day at convenient hours, and a schedule is available each semester. Confessions are heard every day.

An active campus ministry team works to involve the students in a Christian experience. Among the campus ministry programs are retreats, days of reflection, and prayer groups. Campus ministry encourages students to fulfill lay ministry roles as part of liturgical teams, offers a continuing education program that is also open to members of the surrounding community, holds regular art exhibitions, and publishes a weekly Chapel Notes. One of the ministry's most important aspects is the Vision Group, which meets once a week to pray for guidance and direction in forming Campus Ministry programs.

Non-Catholic students are welcome to attend religious exercises on campus or may attend the church or synagogue of their choice.

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## Financial Information

### Tuition and Fees

During the past several years, Seton Hall University, like other private universities, has experienced increased costs which have resulted in higher tuition charges. The tuition and fees shown are in effect as of the date of publication. The University reserves the right to make whatever changes may be deemed necessary by the Board of Trustees before the beginning of any semester.

*Full-time students per semester (12-18 credits) .....	\$2,048.00
*Part-time students (day) per credit (up to 12 credits) .....	137.00
*Part-time students (evening) per credit (up to 12 credits) .....	127.00

### General Fees

Application fee .....	\$25.00
Deposit following acceptance .....	100.00
Graduation fee .....	35.00

\*Certain religious receive 50 percent discount and seminarians and teachers in Catholic schools a 25 percent discount.

## Special Fees

*University fee per semester (all undergraduate full-time students)	\$100.00
(all part-time students)	38.00
(summer)	20.00
Vehicle Registration (annual)	25.00
Lodging per semester (two-student room)	825.00 to 855.00
(three-student room)	720.00 to 750.00
Board per semester	425.00 to 475.00
Dormitory deposit (credited toward semester room and board charge)	100.00
Challenge Examination fee (each)	20.00
ROTC deposit (refundable)	35.00

## Miscellaneous Fees

†Late registration and/or late payment fee (minimum)	\$35.00
Change of course fee (per transaction)	10.00
Transcripts (per copy)	2.50
Student teaching/internship placement fee	35.00
New student fee	55.00

## *Payment of Tuition and Fees*

Semester bills with payment dates indicated are mailed to students who preregister (pre-registration is required of continuing students). New students who do not preregister must pay tuition and fees at time of registration.

For the convenience of priests, brothers, and nuns, invoices will be mailed to their respective superiors upon request.

All checks, drafts, and money orders should be made payable to Seton Hall University. Payments made by mail should be addressed to the Office of the Bursar.

No student may begin a new semester with an unpaid balance from the preceding semester. In no case will a student receive a degree, diploma, grades, or transcript of credits until charges have been paid in full.

## Charges for Course Changes

Courses may be added during the first two weeks of class. The payment of additional tuition incurred by a student as a result of such a change in program is due on the day of change.

Fees for changing courses after registration are \$10.00 per transaction.

Cancelled courses must be verified before the fee is waived. If a counseling error requires a change, advisers must provide a written explanation on the form so that the fee may be waived. Explanations must be specific.

\*This charge covers a part of the cost of such items as registration, course counseling, library, gymnasium, placement bureau, Student Center, student activities, vocational guidance, laboratory fees.

†This fee applies to any semester bill remaining unpaid after the last day of the registration period. The fee is not assessed for students who have arranged in advance for deferred payments. The fee is assessed when a check has not been honored for payment. An additional \$10.00 is assessed for each additional week after the first week of classes for late registration and/or payment.

Any credit that appears on the student's financial account as a result of a dropped course may be applied toward charges for a subsequent semester or, if requested in writing, refunded directly to the student. No financial adjustment will be made for courses dropped after the change in program period.

## Withdrawal from the University

The general University refund policy for tuition and refundable University fees:

1 week	80%
2 weeks	60%
3 weeks	40%
4 weeks	20%
more than 4 weeks	none

These charges apply to students who leave to attend another college or university or who leave because of financial conditions, family or personal reasons.

In the case of withdrawal for voluntary or involuntary service with the Armed Forces of the United States, refundable tuition and fees will be determined on a calendar-day basis of attendance and will be credited to the student's account during the first semester of attendance upon return from active service. If the student has paid an amount in excess of the calendar-day charges, the excess amount also will, if the student desires, be reserved for credit or a refund will be given upon request. In the case where the student is granted credit for the semester's work, the total charge is due and payable.

If a student is dismissed or withdraws because of prolonged illness, an account will be rendered according to the percentage ratio of the total number of days elapsed during the student's attendance to the total calendar days of the semester. A "prolonged illness" is one which must be attested to by a doctor's certificate to the effect that the illness is or was of such a nature as to require the student's absence for a period of three consecutive weeks.

If a student has made only partial payment of tuition and fees and the pro-rated charges exceed the partial payment, the additional amount is due and payable at the time of withdrawal. A student will not receive an honorable withdrawal until all financial obligations have been met.

Any refund which is necessary as a result of withdrawal from the University will be made only by mail. Refunds will not be made until at least eight weeks after the start of a semester.

## Withdrawal from Residence Halls

The regular room and board charge to be paid by the resident student to the University is \$985 (\$895 for three-person rooms) per semester. Failure to satisfy these financial obligations may result in suspension from the residence hall, suspension of meal privileges, or other disciplinary action. In the event of a withdrawal of the resident student from the residence halls after the beginning of a semester, the University agrees to rebate a portion of the charges to the resident student in accordance with the following schedule (minus any added charges levied for damages):

1st week—90%	4th week—40%
2nd week—80%	5th week—20%
3rd week—60%	after 6th week—0%

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# Financial Aid

The University maintains and administers programs of financial aid funded by the University, federal and state governments, various industries and foundations. Financial aid may be in the form of a scholarship, grant, loan, employment opportunity, or a combination of these.

The University believes the amount of aid granted a student should be based on financial need and therefore requires each applicant to file a Financial Aid Form (FAF) through the College Scholarship Service (CSS). This service assists colleges, universities, and other agencies in determining need. The FAF form may be obtained from either the applicant's high school or the Office of Financial Aid at Seton Hall University.

A number of University-funded academic scholarships are available to entering freshmen. Recipients are selected from students who have been accepted for admission by the University who demonstrate outstanding scholastic ability and achievement as evidenced by their high school records, College Board scores, and recommendations by the high school principals or guidance counselors. The awards are valued at up to \$2000 and are subject to renewal.

**In addition to the general University requirements and procedures for application for admission (pages 14-15), students requesting financial aid must complete the Financial Aid Form by April 15.**

## Federal Programs Administered by Seton Hall University

**Pell Grant.** A federal grant program of up to \$1800 per academic year. Contact high school guidance office or the University's Financial Aid Office for application and further details.

**National Direct Student Loan.** A 5 percent interest loan of up to \$1500 per year.

**Supplemental Educational Opportunity Grant.** An outright gift of \$200-\$1500 per year to a student from a low-income family, provided funds are made available.

**College Work-Study Program.** Students who demonstrate need may qualify for part-time jobs at the University (maximum 20 hours per week). The federal government contributes the major portion of the funds; the University contributes the remainder.

**Nursing Student Loan.** A 6 percent interest loan of up to \$2500 per year, provided funds are made available.

**Armed Services Programs for Nursing Students.** Programs for the professional education of basic and registered nurse students at the undergraduate level who apply for appointment in the Army Student Nurse Program or Navy Nurse Corps Candidate Program at the beginning of their junior year. These appointments carry generous financial allowances.

**Veterans Benefits.** Eligible student-veterans may receive monthly payments under the Veterans' Readjustment Act of 1966. Children and spouses of veterans whose death or total and permanent disability was service-connected may be eligible for educational

benefits under the War Orphans' Educational Act of 1956. Details on these programs are available from the nearest Veteran's Administration office or from the University's Financial Aid Office.

## State Grants and Loans

New Jersey residents may qualify for a State grant up to \$1500 for an academic year, based on family income. Application for this grant is made by completing a New Jersey Financial Aid form, available at high school guidance offices or the University Financial Aid Office.

State grants are renewable each year for a maximum of four years, provided a new financial aid form is filed annually.

**New Jersey State Guaranteed Loan.** Low-interest loans available through participating New Jersey banks, savings and loan associations, and credit unions. For detailed information contact local lending institutions or the New Jersey Higher Education Assistance Authority in Trenton.

Applicants who are not New Jersey residents should contact their state departments of education for scholarship and loan information.

## University Funded Programs

**Academic Scholarships.** Competitive tuition scholarships valued up to \$2000.00 are awarded annually to outstanding secondary school students accepted as incoming freshmen.

**Reverend Martin Luther King, Jr. Scholarships.** Ten scholarships are awarded each year to minority students for academic excellence.

**Grants-in-Aid.** Grants are awarded annually to accepted incoming freshmen who have demonstrated academic achievement and financial need.

Grants are renewed annually based on academic performance and continued evidence of financial need. Scholarships are renewed annually based on the student's academic performance. Financial Aid Forms must be filed with the Office of Financial Aid, Bayley Hall for all grant and scholarship recipients.

**Student Employment.** In addition to the Federal College Work-Study Program, the University offers a limited number of job opportunities in various departments.

## Endowed Scholarships

The following established scholarships contribute toward the expenses of eligible students to the extent of income derived from them by the University:

**Licia Albanese Scholarship.** Founded in 1951 by Licia Albanese of the Metropolitan Opera and friends.

**All Saints Church, Jersey City, N.J. Scholarship.** Founded in 1928 by the Rt. Rev. Msgr. Joseph H. Meehan, LL.D., of Jersey City, N.J.

**Joseph and Margaret Auth Scholarship.** Founded in 1931 by Rev. Alois Auth of St. Nicholas Church, Jersey City, N.J., in honor of his parents.



**Bayley Seton League Scholarship.** Founded in 1944 by the Bayley Seton League of Seton Hall University.

**Msgr. Daniel Brady, All Saints, Jersey City, N.J. Scholarship.** Founded in 1951 by the Rt. Rev. Msgr. Daniel J. Brady.

**Edward and Alice Byrne Scholarship.** Founded in 1941 by the estate of William E. Byrne in memory of his father and mother.

**Joseph M. Byrne, Sr. Scholarship.** Founded in 1953 by Joseph M. Byrne, Jr., in memory of his father.

**Philip H. Campbell Memorial Scholarship.** Founded in 1931 by Mrs. Charlotte R. Campbell of Newark, N.J., in memory of her husband.

**Honorable Peter J. Carey, K.C.S.G. Scholarship.** Founded in 1936 by Raymond T. Carey in honor of his father.

**Rt. Rev. Msgr. Eugene P. Carroll Scholarship.** Founded in 1939 by Rt. Rev. Msgr. Eugene P. Carroll of Hoboken, N.J.

**Rev. Henry G. Coyne Memorial Scholarship.** Founded in 1933 by Rt. Rev. Msgr. John J. Murphy of Sacred Heart Church (Vailsburg), Newark, N.J.

**Edward C. Devine Scholarship.** Founded in 1952 by the estate of Edward C. Devine.

**Diamond Jubilee Scholarship.** Founded in 1931 by Rt. Rev. Msgr. Joseph H. Meehan.

**Rev. Arthur S. Dombrowski Scholarship.** Founded in 1944 by the estate of the Rev. Arthur S. Dombrowski.

**Bishop John J. Dougherty Scholarship.** Founded in 1963 by the Scholarship Club of Seton Hall University.

**First National State Bank of New Jersey Scholarship.** Founded in 1974 in honor of W. Paul Stillman, Chairman of the Board. Recipient must be an upper classman in the W. Paul Stillman School of Business.

**Rev. John D. Furman Scholarship.** Founded in 1947 by Rev. John D. Furman in memory of Mr. and Mrs. John S. Furman.

**Peter M. Galanti Divinity School Scholarship Fund.** Founded in 1975 by Mr. and Mrs. Peter M. Galanti, this fund is restricted to students enrolled in the College Seminary.

**Gustave L. Goerz Scholarship.** Founded in 1956 by Gustave F. Goerz, Jr., in memory of his father.

**Rt. Rev. Msgr. Joseph N. Grieff Scholarship.** Founded in 1942 by the estate of Rt. Rev. Msgr. Joseph N. Grieff of Union City, N.J.

**John F. Hagerty, LL.D., Scholarship.** Founded in 1930 by John F. Hagerty, M.D., LL.D., of Newark, N.J..

**Nellie Hanley Scholarship.** Founded in 1940 by the estate of Nellie Hanley of Orange, N.J.

**Charles F. Henderson Scholarship.** Founded in 1944 by the estate of Charles F. Henderson of South Orange, N.J.

**John C. Henderson Scholarship.** Founded in 1950 by John C. Henderson of South Orange, N.J.

**William T. Henderson Scholarship.** Founded in 1946 by William T. Henderson of South Orange, N.J.

**David and Rose Hurley Scholarship.** Founded in 1952 by David J. Hurley.

**Hugh T. Hurley Memorial Scholarship.** Founded in 1968 by Mrs. Carmelita Hurley and children.

**C. Mark Judge Memorial Scholarship.** Founded in 1968 by friends of the Judge family in memory of C. Mark Judge of the Junior Essex Troop.

**Thomas J. Kavanagh Scholarship.** Founded in 1953 by the estate of Thomas J. Kavanagh of Jersey City, N.J.

**Rose Kehoe Scholarship.** Founded in 1937 by the estate of Mrs. Rose Kehoe of Jersey City, N.J.

**Rt. Rev. Msgr. Joseph M. Kelly — Wilfred Yudin — Freda Yudin Tilkin Scholarship.** Founded in 1963 in memory of Barnet and Anne Yudin. Recipient must be a member of St. Peter's Parish, Belleville, N.J.

**Eugene F. Kinkead Scholarship.** Founded in 1956 by Eugene F. Kinkead of South Orange, N.J.

**Rev. John J. Kinsler, St. John the Baptist Parish (Jersey City, N.J.) Scholarship.** Founded in 1962 by Rev. John J. Kinsler, pastor of St. John the Baptist Church of Jersey City, N.J..

**Samuel Klein and Jerome M. Fien Scholarship.** Founded in 1966 by Samuel Klein, C.P.A., and Jerome M. Fien, C.P.A., of Samuel Klein and Company, Newark, N.J., in honor of the Apostolic Delegate to the United States, the Most Rev. Archbishop Egidio Vagnozzi.

**Knights of Columbus Scholarship.** Founded in 1944 by the New Jersey State Council of the Knights of Columbus.

**Ellsworth A. Kreiger Scholarship.** Founded in 1977 by the estate of Ellsworth A. Kreiger.

**Rt. Rev. Msgr. Leo L. Mahoney, St. Paul's (Greenville) Scholarship.** Founded in 1962 by Rt. Rev. Msgr. Leo L. Mahoney, pastor of St. Paul's Church of Jersey City, N.J.

**Honorable and Mrs. Thomas F. McCran Scholarship.** Founded in 1928 by Mrs. Thomas F. McCran of Paterson, N.J.

**John G. McGrath Scholarship.** Founded in 1935 by the estate of Cecile Langton of Elizabeth, N.J., in memory of her uncle.

**Rev. Eugene C. McGuire Scholarship.** Founded in 1975 by the estate of Rev. Eugene C. McGuire, class of 1933, pastor emeritus of St. Leo's Church, Irvington, N.J.

**Mary and Philip A. McGuire, Sr. Memorial Scholarship.** Founded in 1975 by the estate of Rev. Eugene C. McGuire.

**Rt. Rev. Msgr. John L. McNulty Scholarship.** Founded in 1959 by the Scholarship Club of Seton Hall University.

**Msgr. John L. McNulty Memorial (Opera) Scholarship.** Founded in 1960 by all schools, institutes, and auxiliaries of Seton Hall University.

**Mutual Benefit Life Scholarship.** Founded in 1974 in honor of W. Paul Stillman, Chairman of the Board. Recipient must be an upperclassman in the W. Paul Stillman School of Business.

**Newark Servicemen's Scholarship.** Founded in 1948 by the Receiver of the Servicemen's Center Association of Newark, N.J.

**Joseph W. Noto Scholarship.** Founded in 1959 by William Borea of Ridgely Park, N.J., and Philip Noto, M.D., of Passaic, N.J.

**Msgr. Richard P. O'Brien Scholarship.** Founded in 1974 by the estate of Msgr. Richard P. O'Brien.

**Catherine E. O'Connor Scholarship.** Founded in 1936 by the estate of Mrs. Catherine E. O'Connor of Newark, N.J.

**John S. O'Connor Scholarship.** Founded in 1936 by the estate of Mrs. Catherine E. O'Connor of Newark, N.J.

**Rev. Michael C. O'Donnell Scholarship.** Founded in 1959 by the estate of Mrs. Ellen M. O'Donnell.

**Mary A. Potts Scholarship.** Founded in 1952 by the estate of Mary A. Potts.

**James R. Reardon Class of 1955 Memorial Scholarship.** Founded in 1977 by Mrs. Patricia H. Reardon and friends in memory of her husband.

**Martin Rothschild Scholarship.** Founded in 1945 by the estate of Mrs. Elizabeth L. Rothschild of East Orange, N.J.

**Sacred Heart Church, Bloomfield, N.J. Scholarship.** Founded in 1915 by Rev. J. M. Nardiello.

**Saint Aloysius' Church, Newark, N.J. Scholarship.** Founded in 1928 by the Rev. J.J. Preston.

**Saint Patrick's Church, Jersey City, N.J. Scholarship.** Founded in 1928 by the Holy Name Society of that parish.

**Saint Paul's Holy Name Scholarship.** Founded in 1940 by the Holy Name Society of St. Paul's Church, Jersey City, N.J.

**St. Rose of Lima, Short Hills, N.J. Ladies Auxiliary Scholarship.** Founded in 1970 by the Ladies Auxiliary of St. Rose of Lima Church.

**Caroline Di Donato Schwartz Scholarship.** Founded in 1951 by Caroline Di Donato Schwartz to be used in the College of Nursing.

**Archbishop Seton Scholarship.** Founded in 1927 by the estate of Most Rev. Robert Seton, D.D., Archbishop of Heliopolis.

**Seton Hall College Day Scholarship.** Founded in 1947 by Mrs. Regina D. Hagerty of Newark, N.J., in memory of her husband, John F. Hagerty, M.D., LL.D.

**Seton Hall University Scholarship Fund.** Founded in 1950 by the University.

**Seton Junior League Scholarship.** Founded in 1950 by the Seton Junior League of Seton Hall College.

**Francis J. Sexton Scholarship.** Founded in 1937 by Rev. Francis J. Sexton of Ridgewood, N.J.

**Daniel A. Skinnel, Jr., Scholarship.** Founded in 1934 by the estate of Evelyn I. Skinnel of Whitestone, Long Island, N.Y.

**Rev. Sebastian B. Smith, J.U.D., Scholarship.** Founded in 1928 by the estate of Rev. Sebastian B. Smith, J.U.D., of Paterson, N.J.

**William J. Stoutenburgh Scholarship.** Founded in 1961 by William J. Stoutenburgh of Ridgewood, N.J.

**Msgr. Swider Scholarship.** Founded in 1929 by the estate of Rt. Rev. Msgr. Sigismund Swider, M.R., of Bayonne, N.J.

**Martin F. Tiernan Scholarship.** Founded in 1956 by Martin R. Tiernan of Essex Fells, N.J.

**Michael J. White Scholarship.** Founded in 1947 by Rt. Rev. Msgr. Michael J. White of Newark, N.J.

**The Women's Guild of Seton Hall University Scholarship Fund.** Founded in 1956 by the Women's Guild of Seton Hall University in conjunction with funds from Rev. Francis J. Sexton, F. Jerome McNulty, and the International Brotherhood of Electrical Workers No. 1470. Restricted to premedical and pre dental students.

### *Centennial Parochial Scholarships*

The following scholarships are established by various parishes in the Archdiocese of Newark and are available to qualified applicants from their particular parishes:

**Holy Cross Church, Harrison, N.J. Scholarship.** Founded in 1953 by Rt. Rev. Msgr. William A. Costelloe.

**Immaculate Conception Church, Montclair, N.J. Scholarship.** Founded in 1953 by Rev. John A. Munley.

**Our Lady of Grace Church, Hoboken, N.J. Scholarship.** Founded in 1954 by Rt. Rev. Msgr. William B. Masterson.

**Our Lady of Mount Carmel Church, Bayonne, N.J. Scholarship.** Founded in 1953 by Rt. Rev. Msgr. Anthony A. Tralka.

**Our Lady of Mount Carmel Church, Jersey City, N.J. Scholarship.** Founded in 1954 by Rev. Msgr. Walter P. Artioli.

**Our Lady of the Sea Church, Bayonne, N.J. Scholarship.** Founded in 1953 by Rt. Rev. Msgr. William F. Lawlor.

**Our Lady of the Valley Church, Orange, N.J. Scholarship.** Founded 1953 by Rt. Rev. Msgr. Michael A. Mechler.

**Sacred Heart Church, Jersey City, N.J. Scholarship.** Founded in 1953 by Rev. John A. Nowlen, O.P.

**Saint Aloysius Church, Newark, N.J. Scholarship.** Founded in 1953 by Rt. Rev. Msgr. Charles F. Shaw.

**Saint Casimir's Church, Newark, N.J. Scholarship.** Founded in 1953 by Rt. Rev. Msgr. Paul Knappek.

**Saint Genevieve's Church, Elizabeth, N.J. Scholarship.** Founded in 1953 by Rt. Rev. Msgr. John H. McManus.

**Saint John the Baptist Church, Jersey City, N.J. Scholarships.** Founded in 1953 by Rt. Rev. Msgr. James A. Mackinson.

**Saint Joseph's Church, Jersey City, N.J. Scholarship.** Founded in 1952 by Rev. Francis J. Sexton.

**Saint Mary's Church, Nutley, N.J. Scholarship.** Founded in 1954 by Rt. Rev. Msgr. James J. Owens.

**Msgr. William C. Heimbuch, Saint Michael's Elizabeth, N.J. Scholarship.** Founded in 1954 by Rt. Rev. Msgr. W.C. Heimbuch.

**Saint Paul's Church, Jersey City, N.J. Scholarship.** Founded in 1953 by Rt. Rev. Msgr. Thomas F. Monaghan.

## Grants and Awards

Hoffman-LaRoche Incorporated Grant  
Charles Komar Memorial Scholarship  
Maytag Company Foundation  
Dr. L.A. Mulligan Scholarship Fund (established by J.R. Kennedy)  
Sigma Delta Phi Fund for International Students  
Teagle Foundation Incorporated Grant

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## Institutes and Research Centers

**The Center for African-American Studies**, established at the University in 1970, encourages serious scholarship committed to social change and obtaining human rights. It also seeks to encourage, through the study of the unique history, society, and life of Black people, active participation in the struggle for social justice and freedom for Black people and thus for all peoples.

Programs are offered leading to the degree Bachelor of Arts and, with the School of Education, the degree Master of Arts in Education. There is also an African-American Studies minor certificate.

The Center is assisted in its activities by an advisory board consisting of members of various divisions of the University, students, and the community. It seeks to involve the entire University in an appreciation of the Black experience and the promotion of social change. Furthermore, it endeavors to respond to the Black community and, by extension, to other related community groups. To achieve these objectives, the Center offers special programs for community agencies held on campus and at various community sites.

Courses offered by the Center are listed on pages 184-187.

*Julia Miller, Director*

**The Center for Computer and Information Services** was established in 1963 to meet the increasing need for computing facilities to support the academic activities of the University faculty and students and to provide them with a basic understanding of the evolving area of computer science, its equipment, and its use.

Research service is provided by staff members who are available for consultation, problem analysis, and preparation of material for the computer. In addition, special orientation programs are conducted for faculty members and non-credit courses in problem-oriented languages and programming techniques are presented periodically.

The University maintains a Burroughs B6800 computer system with 1.5 million characters of memory, four disk drives of 700 million characters storage and two



magnetic tapes as well as the usual I/O devices such as printers, and card reader. Time-sharing terminals located throughout the campus provide access to the B6800 as well as the New Jersey Computing Network (ECN).

The W. Paul Stillman School of Business offers a program in computer sciences on an undergraduate level and courses on the graduate level. The College of Arts and Sciences also offers a computer science major.

*David Ullman, Director*

**Center for Humanistic Studies.** The purpose of the Center for Humanistic Studies of the College of Arts and Sciences is the development of a contemporary educational vehicle whose chief feature is to probe the humanistic dimension of knowledge and to communicate data whose significance points beyond the narrow confines of the specialist. As occasion demands, the Center offers courses in those "boundary" areas that do not fall within the competence of any given department.

*Albert Hakim, Director*

**Center of Italian Culture.** The Father Vincent Monella Center of Italian Culture, named after the late founder, was established in 1960. Its purpose is to promote the spiritual, intellectual, and cultural welfare of its associates. The Center enjoys affiliation with Seton Hall University and is located at the Casa Italiana, 985 South Orange Avenue, Newark.

**The Division of Research of the W. Paul Stillman School of Business** provides sponsorship and support of a wide variety of ongoing research activities. Its publications and activities are intended to accomplish three goals: (1) to encourage and facilitate faculty research; (2) to meet local and regional community needs; and (3) to keep others informed of the accomplishments of and contributions made by the faculty.

The Division provides manuscript preparation assistance, research funding information, and other direct support of faculty research. The Division also maintains mutually beneficial relationships with outside organizations, and periodically sponsors seminars of interest to these constituencies.

Publications include the semi-annual *Mid-Atlantic Journal of Business*, containing articles from experts in various fields; *New Jersey Supplements to the Journal* that feature statistics, legislative news, interviews, and other articles and information of special interest to the region; the *Faculty Working Paper Series*, a forum for initial versions of research findings; the *Reprint Series*, which provides copies of published articles of our faculty; *Ideas and Actions*, a periodical that publishes School of Business news about faculty and administrative appointments, promotions, leaves, course innovations, honors, special programs, excerpts from the faculty's current research efforts, and listings of available reports and publications; the *Case Study Series*, which prints cases written by our faculty; and *Division Reports*, which publishes the results of Division-supported research.

**The Educational Media Center**, established in 1973, offers a variety of services geared to help both students and faculty members attain excellence in their studies. Some of its most important activities are: Instructional design, course development, and creation of alternative modes of learning; selection, organization, and distribution of audiovisual equipment and materials; and flexible operations that encourage and support users in problem solving, interest fulfillment, and creative expression.

*Patricia Schall, Director*

**Institute of Far Eastern Studies.** The Institute was established in 1951 to promote better understanding of Far Eastern culture in the American academic community. To meet this objective the Institute, working with the Department of Asian Studies, conducts special training programs, engages in scholarly research, sponsors conferences, gives public lectures, prepares instructional materials, and publishes occasional papers and monographs. It has compiled textbooks and bilingual materials that have been widely used in schools, colleges, and universities in the United States, Europe, and Asia.

The Institute, aided by grants from foundations and the federal government, is a national pioneer in introducing the teaching of Chinese and Japanese in American high schools. In the last several years, it has promoted Chinese and Japanese bilingual education throughout the United States. The total program of the Institute is carried on by a director assisted by an advisory board of international scholars under the supervision of the University administration.

*John Young, Director*

**The Institute of International Business,** established in 1964, is involved in researching practical and theoretical international problems of the business community. The Institute offers a program of study leading to the Certificate in International Business. The program is interdisciplinary and consists of courses in the international aspects of accounting, economics, finance, management, and marketing. The certificate, offered as part of the M.B.A. program, is also available to qualified individuals from industry on a non-degree basis.

**The Institute of Judaeo-Christian Studies,** founded in 1953, is primarily a center for research and publication. Its area of study is the Church's rootedness in Judaism and the relationship between the Church and the Jewish people through the ages. The Institute was instrumental in preparing the statement by the Second Vatican Council on "The Church's Bond with the Jewish People."

The theological principles that inspire and guide the work of the Institute are explored by Msgr. Oesterreicher in *The Rediscovery of Judaism: A Re-examination of the Conciliar Statement on the Jews.*

For years, the main publication was *The Bridge* (temporarily suspended), a collection of essays on various aspects of the Christian-Jewish dialogue. Other publications are "Quest Books," a series of monographs, and a number of position papers in pamphlet form under the title "Teshuvah" (Repentance). They seek to contribute to the reorientation and re-vision of the role of the Jews in the history of salvation and the life of the Church, as encouraged by the Conciliar declaration.

The Institute has cosponsored and participated in European symposia of scholars on aspects of the Jewish-Christian encounter, as well as symposia in Israel and at Seton Hall.

The Institute began a graduate program in Judaeo-Christian studies in the Fall of 1975. In 1978 the program was incorporated into the College of Arts and Sciences; in 1979 it became a department of that College. Department and Institute are thus independent units, even though origin and goal bespeak an intimate relation. The requirements for admission to the program and a description of the course offerings may be found in the University's graduate bulletin.

*Rev. Msgr. John M. Oesterreicher, Director*

**Labor Relations Institute:** As a service to private and public employers, labor unions, professional associations, and governmental agencies, the Labor Relations Institute conducts seminars and workshops that relate to current labor-management problems.

**The Puerto Rican Institute** was established in the Fall of 1974 to reinforce the Puerto Rican identity on campus and to develop awareness of the culture among all peoples. Specifically the Institute aims to recruit Puerto Ricans and other Hispanics at all levels. Utilizing existing and outside sources, the Institute encourages courses and seminars exploring the Island's sociologic, economic, historical, political, and cultural background.

One of the major concerns of the Institute has been to develop a viable mechanism in the recruitment and retention of Puerto Rican and other Hispanic students. To achieve this goal the Institute has worked within already established structures in order to improve and to afford needed support and assistance in this area.

Another purpose is to promote bilingual programs, staffed by tutor-counselors who assist students in learning and teaching English as a second language and improving their Spanish language competency and in offering other supportive services.

The Institute also seeks to involve the University in the surrounding Puerto Rican community by providing educational and cultural services, including movies, lectures, concerts, publications, which are relevant to that community.

*Marco Hernandez, Director*

**The Talent Search Project of the Puerto Rican Institute** is a federally funded career and college counseling program that aids Newark residents to gain acceptance into colleges, technical schools, and educational programs throughout the country. The main thrust of the program is to establish and develop unconventional ways for identifying minority low income youth who have the potential to overcome disadvantages and to provide the supportive services needed to succeed in college.

The primary target population served by this program encompasses Barringer, Eastside, Vailsburg, and Weequahic High Schools in the Newark school system, and individuals who are referred by community agencies and other sources.

*Lourdes Soto, Project Director*

# COLLEGE OF ARTS AND SCIENCES

*Dean:* Bernhard W. Scholz

*Associate Dean:* Peter G. Ahr

*Associate Dean:* Roland F. Hirsch

*Rector, College Seminary:* Rev. Robert T. Sheeran

## *Departments and Chairpersons*

*Art and Music:* Petra Chu

*Asian Studies:* Barry B. Blakeley

*Biology:* Frank F. Katz

*Chemistry:* Morton F. Gibian

*Classical Studies:* Rev. Eugene Cotter

*Communication:* Joseph L. Peluso

*English:* Rev. Bert G. Marino

*History:* Larry Greene

*Judaeo-Christian Studies (graduate program only):*

Rev. Lawrence E. Frizzell

*Mathematics:* Charles H. Franke

*Modern Languages:* Alexander Jovicevich

*Philosophy:* William J. Radtke

*Physics:* Harry A. Ashworth

*Political Science:* Mary A. Boutillier

*Psychology:* Francis J. Murphy

*Religious Studies:* Rev. John A. Radano

*Social Work:* Emma G. Quartaro

*Sociology/Anthropology:* Rev. Joseph T. Slinger

## *Programs and Special Studies*

*American Studies:* Edward S. Shapiro

*Computer Science:* Charles H. Franke

*Economics:* Mary A. Boutillier

*Gerontology:* Emma G. Quartaro

*Honors:* Leigh Winser

*Humanistic Studies:* Albert B. Hakim

*Medical Technology:* Paul Ander

*Nuclear Medicine Technology:* Paul Ander

*Russian Area Studies:* William L. Mathes

The College of Arts and Sciences offers programs of study leading to the degrees Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Public Administration, and Doctor of Philosophy.

The degree Bachelor of Arts is offered with major programs of study in American studies, anthropology, art and music, Asian studies, classical languages, criminal justice, communication, economics, English, French, history, modern languages, philosophy, political science, psychology, religious studies, social work, sociology, and Spanish.

The degree Bachelor of Science is offered with major programs of study in biology, chemistry, computer science, mathematics, medical technology, nuclear medicine technology, and physics.

Other areas of instruction are included under the special headings of Center for Humanistic Studies, Gerontology, and Russian Area Studies. From time to time the College offers special courses unattached to any particular department. They are, by nature, occasional, interdisciplinary, experimental, and allow for a variety of interests and initiatives.

In September 1978, the College introduced an Honors Program. (See pages 85-86 for further information.)

As a community service graduate and undergraduate courses are available to auditors on a non-credit basis. For information, contact the Assistant Vice President for Academic Services.

The undergraduate program is based on the general College requirements to which the student, guided by a faculty adviser, adds courses required in the major field and free electives.

## College Degree Requirements

To attain the degree of Bachelor of Arts or Bachelor of Science in the College of Arts and Sciences, a student must satisfactorily complete the requirements of his or her major field and a sufficient number of electives to total 130 credits. Grades received must be such that at the completion of work for the degree the student will have a cumulative grade point average of at least 2.0. A grade point average of 2.0 also must be maintained in the major field.

All students are assigned a faculty adviser from the department or program in which they are enrolled who will assist in planning a four-year program. The four-year program, regardless of major, must include ~~EN 9-10~~ English Composition I & II to be taken in freshman year — a requirement which may be waived by the Department of English, which also determines whether a transfer student takes EN 9-10 — and courses selected according to the following distribution:

- 6 credits in literature and the arts (courses from the Departments of Art and Music, Communication, English);
- 6 credits in social and behavioral sciences (courses from the Departments of Political Science, Psychology, Social Work, Sociology and Anthropology);
- 9 credits in tradition of ideas (courses from the Departments of History, Philosophy, Religious Studies);
- 6 credits in mathematics and natural sciences (courses from the Departments of Biology, Chemistry, Mathematics, Physics);
- 6 credits in non-English language and culture (courses from the Departments of Asian Studies, Classical Studies, Modern Languages).

A course in economics may, with the Dean's permission, be accepted in partial fulfillment of the requirement in the category social and behavioral sciences; a course in African-American studies may, with the Dean's permission, similarly be accepted in partial fulfillment of the requirement in non-English language and culture.

This minimum distribution of courses reflects the College's concern that an undergraduate's education be as broad and liberal as possible, exposing the student to

the wide variety of areas of human knowledge and understanding. The purpose of departmental major requirements is to ensure that the student has a reasonably comprehensive grasp of the fundamentals of one academic discipline or area and of the tools of investigation appropriate to it. The equally important function of elective courses is to enable the student to develop a wide range of interests through exposure to a number of disciplines. There is no one objectively "right" set or sequence of courses that will produce the well-rounded person: knowledge resides in the knower, not in the body of knowledge. What is important in undergraduate education is that through courses, through study, through encounter with others, students come to be aware of who they are, what mankind has been, what they may become. It is in this light that the student and adviser must work out the details of a program.

## Admission

For students wishing to major in mathematics, physical, or biological sciences, the College of Arts and Sciences requires 3 units of college preparatory mathematics in addition to the general University requirements for admission.

## Academic Advising

Students who have declared their majors are assigned a faculty member from their departments to help them choose educational objectives commensurate with interests and abilities, choose courses and the sequence of courses, and inform them of the policies, programs, and procedures of the University and the ranges of services and opportunities available.

For students who are undecided about their major, the College maintains an Office of Academic Advising. This office is responsible for coordinating all academic advising for undeclared students, assigning advisers, coordinating the registration process and seeing that there is a follow-up after registration period, providing continuity for undeclared students until they decide on a major, and making referrals to other University offices (admissions, orientation, student development).

It is the responsibility of each student to know and meet graduation and other requirements and to make every reasonable effort to obtain adequate academic advising.

## Pre-Medical and Pre-Dental Advisory Committee

Admission to medical or dental school is a selective matter decided by the admissions committees of the various professional schools on the basis of scholarship, character, and general fitness.

Although the majority of professional schools prefer applicants with a Bachelor of Arts or Bachelor of Science degree, occasionally an exceptional student is admitted after completion of three full years of college work. Traditionally, premedical and pre dental students selected an area of science for concentration. Today, however, medical and dental schools encourage applicants to select major fields of concentration that reflect their interests and require some depth of learning in a given discipline.

While there is some variation of practice, most professional schools require the following undergraduate studies: two years of chemistry, one year of biology, one year of physics, and one year of English. Mathematics is becoming increasingly important. Normally medical and dental schools require an aptitude examination (Medical College Admission Test or Dental Aptitude Examination) usually administered in May of the prospective student's junior year in college.



Seton Hall University provides a preprofessional advisory committee to assist students interested in careers in medicine, dentistry, and osteopathy in planning their programs and ultimately selecting a professional school. Students are urged to consult with the preprofessional committee before initial registration, and to secure a copy of *Medical School Admission Requirements*, published by the Association of American Medical Colleges, or *Admission Requirements of American Dental Schools*, published by the American Association of Dental Schools. These handbooks are available through the AAMC and ADA.

## Pre-Law Program

Admission to law school is a highly competitive matter. The selection of applicants for admission rests with the admissions committees of the various law schools and is generally based on an acceptable level of performance at the undergraduate level, an acceptable score on the Law School Admissions Test (LSAT) and other criteria which may be set by the individual institutions.

There are no mandatory requirements for specific courses or majors that must be taken in preparation for entrance into law school; students from a wide variety of undergraduate major programs are regularly accepted by the various schools. Prospective law students most commonly major in such disciplines as political science, history, English, and accounting; but admission to law school has often been granted to students who have majored in other areas.

Of far more importance to the prospective law student than the choice of major or of specific courses is attention to the development of skills in the expression and comprehension of the English language and to the cultivation of the ability to think creatively and critically, with thoroughness and intellectual curiosity. As the *Pre-Law Handbook*, the official guide to ABA-approved law schools, notes, the development of these capacities "is not the monopoly of any one subject-matter area, department or division."

The student interested in pursuing a career in law should work closely with the University's pre-law adviser, who assists interested students in planning their undergraduate curriculum and in advising them as to proper procedures for securing admission to law school.

## Course Identification

The course numbering system used throughout the University is described on page 24. The abbreviations used to designate courses of the departments and special areas of instruction of the College of Arts and Sciences are as follows:

Major Program in American Studies (AM)	Department of Mathematics (MT)
Department of Art and Music (AR)	Department of Modern Languages (MO)
Department of Asian Studies (AS)	Department of Philosophy (PH)
Department of Biology (BI)	Department of Physics (PY)
Department of Chemistry (CH)	Department of Political Science (PO)
Department of Classical Studies (CL)	Department of Psychology (PS)
Department of Communication (CO)	Department of Religious Studies (RS)
Community Internships (CP)	Department of Social Work (SW)
Major Program in Criminal Justice (CJ)	Interdisciplinary Course in
Major Program in Economics (EC)	Nursing and Social Work (NW)
Department of English (EN)	Department of Sociology and
Department of History (HI)	Anthropology (SO, AN)
Honors Program (HP)	Special Courses (SC)
Center for Humanistic Studies (HU)	

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# Department of Art and Music

*Professors:* Chu (*Chairperson*); De Crenascol; Zsako

*Associate Professor:* Chang

*Assistant Professors:* Burns; Havas; Hile; Kaufman; Triano; Wozniak

*Adjunct Professors:* Dee; Delia; Liao; Reale

*Adjunct Assistant Professors:* Mango; Matts; Schweitzer

The Department of Art and Music offers a program of study in the arts leading to the degree Bachelor of Arts. In addition, the Department, in cooperation with the School of Education, offers a course of study leading to the New Jersey certification in art education. (Students wishing to follow this course of study should consult with their adviser in their freshman year.)\*

Students are prepared for active careers in art or music or for study at the graduate level.

Because of the richness and variety of the curriculum, many of the courses offered by the Department are taken as electives by non-majors who wish to develop their appreciation of art and music or to stimulate their creative abilities.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 36 credits in the arts and must work out programs in consultation with department advisers. A reading knowledge of a foreign language is recommended for students interested in pursuing graduate studies.

### *Department Requirements*

AR 1. Art of the Western World and AR 2. Music and Civilization must be taken in the freshman year.

AR 20. Introduction to Music may be substituted for AR 2.

The 30 credits in department electives must be taken in one of the following concentration groups:

#### **Group I – Art History**

AR 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 115, 200, 201, 203, 204, 205, 206, 207, 208, 210, 211, 249, 250, 251, 252, 253, 254, 255, 256.

#### **Group II – Studio Art**

AR 10, 11, 12, 13, 14, 15, 16, 106, 107, 108, 110, 111, 112, 113, 114, 115, 116, 117, 118, 120; 150, 152-153, 203, 208, 211, 249, 250, 261, 262, 263, 264, 265, 266.

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\*Students wishing to be certified in art education will generally be advised to major in the School of Education.

### Group III – Music

AR 20, 21, 22, 23, 24, 31, 32, 33, 34, 41, 42, 43, 44, 51-58, 61-68, 110, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 140-141, 142, 271, 272, 273, 274, 275, 276, 281, 282, 283, 284, 285, 286.

### Group IV – Art Education

AR 10, 11-14 (4 cr.), 15-16 (2 cr.), 101-110 (6 cr.), 114, 115, 150, 152, 261-266 (1-6 cr.), AR 167 (SE 267), and the courses required by the School of Education for certification.

## COURSE DESCRIPTIONS

### *Art History*

#### AR 1. ART OF THE WESTERN WORLD

General survey of the traditions of the West from pre-classical Greece to the present day. 3 credits

#### AR 101. CLASSICAL ART

A study of the art and architecture of the ancient Greeks and Romans. 3 credits

#### AR 102. MEDIEVAL ART

Artistic activity of Europe from the beginning of Christianity through the full flowering of medieval culture in the Gothic age. 3 credits

#### AR 103. ITALIAN ART OF THE RENAISSANCE

Evaluation of Italian art from the 14th through the 16th centuries. 3 credits

#### AR 104. MASTERS OF THE RENAISSANCE: LEONARDO AND MICHELANGELO

Detailed study. 3 credits

#### AR 105. BAROQUE AND ROCOCO ART

Historical development of painting and architecture in Europe from the post-Renaissance period to the late 18th century. 3 credits

#### AR 106. 19TH-CENTURY ART FROM NEOCLASSICISM TO IMPRESSIONISM

Development of modern art in Europe. 3 credits

#### AR 107. AMERICAN ART

Growth of art in America from colonial times to the 20th century. 3 credits

#### AR 108. 20TH-CENTURY ART

Examines the radical and often revolutionary new values in the modern arts and their applications in contemporary painting, graphics, architecture, sculpture, and combined media. 3 credits

#### AR 109. THE ARTS OF INDIA AND SOUTHEAST ASIA

Hindu and Buddhist art of India and its expansion into Cambodia and Indonesia. Tantric art of Nepal and Tibet. 3 credits

#### AR 110. ART AND HUMAN NEEDS

Designed to increase awareness and enjoyment of art through exploration of art's many complex dimensions. Among the environments considered in

relation to art's purposes are the religious, the political, the psychological, and the aesthetic. 3 credits

#### AR 200. ARCHITECTURE: STUDY OF MAN'S ENVIRONMENT

The major epochs and areas in the history of architecture and the ordering of man's environment, ranging from the study of village remains of prehistoric times to the urban planning of our day. 3 credits

#### AR 201. CHRISTIAN ART AND ARCHITECTURE

The concept of sacred art; origin and development of Christian art in the church edifice through the centuries. 3 credits

#### AR 203. PRINTS AND PRINTMAKERS

Introduction to the major printing techniques with the help of original graphic art material and visual aids. Detailed discussion of some of the great printmakers in history: Durer, Rembrandt, Goya, Daumier. 3 credits

#### AR 204. RUSSIAN ART AND ARCHITECTURE

Byzantine tradition and its introduction in Russia at the end of the 10th century. Medieval architecture and icon painting of Kiev, Novgorod, and Moscow. The imperial architecture of St. Petersburg; painting of the 19th and 20th centuries. 3 credits

#### AR 205. RUBENS, REMBRANDT, AND THE MASTERS OF NORTHERN EUROPE

History of painting and graphic art in the Low Countries from the early 15th to the late 17th centuries. 3 credits

#### AR 206. THE ARTS OF CHINA AND JAPAN

Survey of Far Eastern art from prehistoric times to the 19th century. Original works of art from the University collection used for illustration and examination. 3 credits

#### AR 207. URBAN AESTHETICS

The city's visual qualities as a great art form. Considers the physical elements constituting the urban experience. 3 credits

#### AR 208. THE ART OF VAN GOGH AND HIS CONTEMPORARIES

European art of the Post-Impressionist era, when

foundations were laid for the major artistic movements of the 20th century, particularly Expressionism and Cubism. 3 credits

**AR 210. FOLK ART AND POPULAR ARTS IN AMERICA**

Art for everyone by America's craftsmen, carvers, stitchers, cabinetmakers, folk painters, print-makers, self-trained artisans, itinerants, amateurs. 3 credits

**AR 211. THE ART OF ANCIENT EGYPT**

Survey of ancient Egyptian painting and sculpture from the Pre-dynastic period to the New Kingdom including Amarna period and the reign of King Tut. 3 credits

**AR 249. ART AND ANTIQUES: CARE AND RESTORATION**

Introduction to art collecting and to conservation techniques using original works of art from the University's collection for illustration and examination. 3 credits

**AR 250. ART COLLECTING AND THE MARKET**

Economic and legal aspects associated with the visual arts: authenticity, insurance, auctions, donations, copyright protection. Art value and art investment. 3 credits

**AR 251-252-253-254-255-256.**

**INDIVIDUAL STUDIES IN ART HISTORY**

Prerequisite: 6 credits in art history  
Study and research in individual areas selected by the student in consultation with adviser and department chairperson. credits to be arranged

**Courses open to graduate and advanced undergraduate students.**

**AR 301. AMERICAN ART 1600-1900**

Designed to enable the student to explore the development of art in the United States from colonial times to the 20th century. 3 credits

**AR 302. THE FINE ARTS IN 20TH-CENTURY AMERICA**

The rise to international importance of American art, studied against the background of social and cultural currents. 3 credits

**AR 305. URBAN DESIGN: AMERICAN CITIES IN TRANSITION**

Interprets the urban landscape in terms of its historic roots, present problems, and future prospects. 3 credits

*Studio Courses*

**AR 10. FUNDAMENTALS OF DRAWING**

Introduction to the various media and basic techniques of drawing with emphasis on line, form, tone, texture in relation to composition and design. One two-hour workshop a week. 2 credits

**AR 11-12-13-14. DRAWING AND PAINTING**

Elements of plastic expression; composition; prob-

lems of representing and abstracting. One two-hour workshop a week. 2-8 credits

**AR 15-16. WATERCOLOR**

Materials and methods in the art of watercolor with experience in both opaque and transparent pigments. One two-hour workshop a week. 2-4 credits

**AR 111. ADVANCED DRAWING**

Prerequisite: 2 credits in studio courses or permission of instructor.  
Individual projects of illustrating books, educational programs, and marketing campaigns. 2 credits

**AR 112. STUDIO PAINTING**

Offered only in Summer Session.  
Independent creative work under guidance of instructor. 3 credits

**AR 113. OUTDOOR LANDSCAPE PAINTING**

Offered only in Summer Session.  
Work under the guidance of the instructor on campus and in nearby locations. 3 credits

**AR 114. INTRODUCTION TO SCULPTURE**

Development of a portfolio of drawings from which free-standing and relief sculpture are modeled in terra cotta, plaster, and metal. Methods of patina, casting, firing, and other sculptural techniques and presentations. 3 credits

**AR 115. ART MATERIALS AND TECHNIQUES**

An examination of the qualities and nature of the materials and processes by which art is created. 3 credits

**AR 116-117. CHINESE BRUSH PAINTING**

Introduction to the theories and techniques of Chinese painting. Emphasis on the art of line and design, control of various brushwork, and asymmetrical balance of positive and negative space. One two-hour workshop a week. 2-4 credits

**AR 118. INTRODUCTION TO COMMERCIAL ART**

What is involved in producing the printed piece and developing a portfolio. 3 credits

**AR 120. FIGURE DRAWING**

An introductory course in drawing the human figure, employing the use of male and female models. A comprehensive study of the nude human figure and its relation to painting. 3 credits

**AR 150. THE ART OF DESIGN**

Concentrated examination of the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical application. 3 credits

**AR 152-153. INTRODUCTION TO PRINTMAKING I & II**

An introduction, through lectures, demonstrations, and practical work, to the major intaglio, relief, and stencil processes. 3-6 credits

**AR 167 (SE 267). CRAFTS: CREATIVE ART EXPERIENCES**

For description, see page 174. 3 credits

**AR 261-262-263-264-265-266. INDIVIDUAL STUDIES IN ART**

Prerequisites: 6 credits in studio art and permission of department chairperson  
Independent work under the guidance of the instructor. credits to be arranged

**AR 292-293. ART INTERNSHIP**

Pass-Fail option only. 3-6 credits

*Music*

**AR 2. MUSIC AND CIVILIZATION**

An approach to the history of music from the viewpoint of art, literature, politics, and education from Greek civilization to the present. 3 credits

**AR 20. INTRODUCTION TO MUSIC**

The art of listening and the enjoyment of music. Fundamental musical concepts and survey of the symphony, concerto, sonata, opera, mass, and oratorio. 3 credits

**AR 21-22-23-24. PIANO**

Prerequisite: permission of instructor  
For beginning, intermediate, and advanced students. One two-hour class a week. Fee \$10.00. 2-8 credits

**AR 31-32-33-34. VOICE TRAINING AND SINGING**

Prerequisite: permission of instructor  
Voice training and vocal coaching for beginning, intermediate, and advanced students on a class basis. One two-hour class a week. 2-8 credits

**AR 41-42-43-44. ORGAN**

Prerequisite: Permission of instructor  
For beginning, intermediate, and advanced students. One two-hour class a week. 2-8 credits

**AR 51-58. CHORUS**

The study and performance of representative choral music from the Renaissance to the present. Includes the development of choral skills such as sight reading, intonation, establishing a good choral tone, and use of vocal color. 1-8 credits

**AR 61-68. BAND**

A practical ensemble for performance of band music of wide range and type. Represents the University at special occasions and sport competitions. 1-8 credits

**AR 71. SIGHT SINGING AND EAR TRAINING**

Training in singing simple melodies, intervals, scales, and triads using fixed and movable do. Drills in identifying scales, rhythms, intervals, and basic chords. 2 credits

**AR 121. THEORY OF MUSIC**

Musical notation, tonality, meter, and rhythm. Sight-singing, music-dictation, and harmonic analysis. 3 credits

**AR 123. SYMPHONIC MUSIC**

Its growth and principal literature from the 18th century to the present. Equal emphasis on the parallel development of the symphony orchestra. 3 credits

**AR 124. MUSIC IN THE BAROQUE ERA**

Study of choral and instrumental forms and styles of the period of Bach and Handel. 3 credits

**AR 125. MUSIC IN THE CLASSICAL ERA**

The Golden Age of music (1750-1827). Emphasis on the three great masters: Haydn, Mozart, and Beethoven. 3 credits

**AR 126. THE ART OF BEETHOVEN**

The inner and outer world of the most magnetic genius of music. 3 credits

**AR 127. MUSIC IN THE ROMANTIC ERA**

The concept of romanticism as revealed through music. Study of art songs, operas, symphonies, program music, and piano music of the 19th century. 3 credits

**AR 128. MUSIC IN THE MODERN ERA**

The styles, modes, and concepts in modern music from post-romantic trends to electronic and aleatory music. 3 credits

**AR 129. HISTORY OF OPERA**

Survey of operatic trends from 1600 to the present. Concentration on the works of Mozart, Verdi, Wagner, Puccini, and Strauss. 3 credits

**AR 130. RICHARD WAGNER**

A study of his art, philosophy, and life. Emphasis on the Ring of the Nibelung. 3 credits

**AR 131. CONTEMPORARY MUSIC**

The evolution of modern music exemplified in the works of selected contemporary composers. 3 credits

**AR 132. CHARLES IVES AND THE PIONEERS OF 20TH-CENTURY AMERICAN MUSIC**

The music and philosophy of Ives, one of the most original spirits of this century. The American avant garde. 3 credits

**AR 133. JAZZ, ROCK, AND CINEMA**

Survey of the three major areas of "pop" music; history of jazz development, analysis of rock, and techniques of scoring film. 3 credits

**AR 134. MUSIC OF BROADWAY**

A survey of the music presented on the "Great White Way" from 1750 to the present, including a look at the minstrels, operettas, reviews, follies, vaudeville, and musical plays, as well as the famous musicals which have appealed to Americans since 1939. 3 credits

**AR 135. MUSIC OF RUSSIA FROM 1850 TO THE PRESENT**

Study of Russian music from romantic nationalism to modern Soviet realism. Survey of the important musical contributions from Glinka to Shostakovich. 3 credits

**AR 136. MUSIC OF AMERICA**

Survey of music from colonial times to the present, with special emphasis on 19th-century romanticists and 20th-century neo-classicists. 3 credits

**AR 137. GREGORIAN CHANT: NOTATION, METHODS OF SINGING, DIRECTION**

A study of plainchant as it developed in the Church: the singing, the history, the interpretation, and the relationship to the liturgy. 3 credits

**AR 140-141. HARMONY I & II**

Understanding tonality, construction of triads, doubling and voice leading, first and second inversions, harmonic progressions. Introduction to seventh chords, augmented sixth chords, ninth, eleventh, and thirteenth chords; modulation. 3-6 credits

**AR 142. COUNTERPOINT**

Understanding melodic line structure; species writing; invertible counterpoint; fugue. 3 credits

**AR 271-272-273-274-275-276.**

**INDIVIDUAL STUDIES IN MUSIC**

Prerequisite: 6 credits in music  
Study and research in individual areas selected by the student in consultation with adviser and department chairperson. credits to be arranged

**AR 281-282-283-284-285-286.**

**INDIVIDUAL STUDIES IN PIANO**

Prerequisites: 6 credits in piano and permission of department chairperson.  
Independent work under the guidance of the instructor. credits to be arranged

**Course open to graduate and advanced undergraduate students.**

**AR 303. AMERICA'S MUSIC FROM COLONIAL TIMES TO THE PRESENT**

Development of American music; the interaction of European traditions and local musical phenomena; the importance of contemporary American composers. 3 credits

## Department of Asian Studies

*Professors:* Yang; Young

*Associate Professors:* **Blakeley (Chairperson)**; Kikuoka; Podgorski

*Assistant Professors:* Leung; Lin; **Morcom (Undergraduate Adviser)**

*Professor Emeritus:* Ma

The Department of Asian Studies offers programs of study leading to the degrees Bachelor of Arts and Master of Arts.

The undergraduate major program of the Department aims to provide students with training in the languages and cultures of Asia, leading to careers in government, international service, research, teaching, or business or leading to advanced graduate study.

Languages offered by the Department are Chinese (Mandarin) and Japanese. Area courses cover the civilizations and cultures of Asia, with emphasis on China, Japan, and India.

### Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 24 credits in language and 36 credits in area studies or vice versa.

#### *Department Requirements*

#### LANGUAGE

- I. 24 credits in language (and 36 credits in area studies) or 36 credits in language (and 24 credits in area studies).



- II. **The language study** consists of intensive study for the first two years, less intensive study in the third and fourth years. Language study must be undertaken throughout the four years.

### AREA STUDIES

24 or 36 credits in area studies (depending on language option chosen) including the following required courses\*:

AS 111. History of Asian Civilization

**One course in history:**

AS 253. History of Traditional China

AS 254. History of Modern China

AS 255. History of Traditional Japan

AS 256. History of Modern Japan

**One course in literature:**

AS 210. Literature East and West

AS 211. Great Books East and West

**One of the following:**

AN 40. Cultural Anthropology

AS 102. Geography of Asia

AS 130. Introduction to General Linguistics

AS 204. History of Asian Philosophy and Culture

AS 208. Oriental Society

**One semester of the following:**

AS 290-299. Directed Undergraduate Asian Studies

## COURSE DESCRIPTIONS

### *Chinese*

**AS 20-21. INTENSIVE INTRODUCTORY CHINESE I & II**

Intensive study of modern Chinese. Development of the four skills (comprehension, speaking, writing, reading) mainly through the audio-lingual method. 6 credits each

**AS 22-25. INTRODUCTORY CHINESE I-IV**

Introduction to modern Chinese. Development of the four skills (comprehension, speaking, writing and reading) mainly through the audio-lingual method. 3 credits each

**AS 120-121. INTENSIVE INTERMEDIATE CHINESE I & II**

A more advanced intensive study of modern Chinese, with emphasis on speaking, vocabulary building, reading, and grammar. 6 credits each

**AS 122-125. INTERMEDIATE CHINESE I-IV**

A more advanced study of modern Chinese with emphasis on speaking and reading. 3 credits each

**AS 220-223. ADVANCED CHINESE CONVERSATION I-IV**

Conversation practice on political, economic, scholarly, and other subjects. Class discussions, drills, and laboratory work required. 3 credits each

**AS 224-225. READINGS IN CLASSICAL CHINESE I & II**

Introduction to classical Chinese through selected readings, with emphasis on classical grammar and syntax. 3 credits each

**AS 226-227. READINGS IN MODERN CHINESE I & II**

Selected readings in modern Chinese materials in the social sciences and humanities. 3 credits each

**AS 228-229. CHINESE NEWSPAPER READINGS I & II**

Introduction to journalistic writings, including materials selected from newspapers and magazines. 3 credits each

\*These are all 3-credit courses.

## Japanese

### AS 70. INTENSIVE INTRODUCTORY JAPANESE

Intensive study of modern Japanese. Development of the four skills (comprehension, speaking, reading, and writing) mainly through the audio-lingual method. 6 credits

### AS 71-72. INTRODUCTORY JAPANESE I & II

Modern Japanese. Development of the four skills (comprehension, speaking, reading, and writing) mainly through the audio-lingual method. 3 credits each

### AS 170. INTENSIVE INTERMEDIATE JAPANESE

A more advanced study, with emphasis on speaking, vocabulary building, reading, and grammar. 6 credits

### AS 171-172. INTERMEDIATE JAPANESE I & II

A more advanced study, with emphasis on speaking and reading. 3 credits each

### AS 270-271. THIRD-LEVEL JAPANESE I & II

Continuation of the four skills development in Japanese, with emphasis on reading. 3 credits each

### \*AS 272-273. INTRODUCTION TO READINGS IN JAPANESE I & II

Readings for students at the intermediate level. Emphasis on modern Japanese in the various disciplines. 3 credits each

### AS 294-295. BUSINESS JAPANESE I & II

(Designed for those having reached the third-year level in Japanese language.) Emphasis on conversation and readings in business-related materials. Includes basic business correspondence. 3 credits each

## Area Courses

### \*AS 2. ZEN AND YOGA

Rise of Zen in China and Japan; development of Yoga in India. Students taught the actual exercises and postures of Zen and Yoga. 3 credits

### \*AS 102. (PO 182). GEOGRAPHY OF ASIA

Physical environment and human problems of Asia. Emphasis on China, Japan, India, and the Soviet Union. 3 credits

### \*AS 103. APPRECIATION OF ASIAN FILMS, DRAMA, AND PERFORMING ARTS

Intended for those with little or no background in Asian cultures. Emphasis on Chinese, Japanese, and Indian films, drama, and performing arts. Appreciation of Asian drama and performing arts, through films and viewing rather than reading, stressed. Special arrangements made for viewing either in classrooms or in theaters. 3 credits

### AS 104. APPRECIATION OF ASIAN LITERATURE AND ARTS

An introduction to Asian, mainly Chinese and Japanese, literature and arts. Oriental-Western literary relations. Chinese and Japanese aesthetics, concepts, ways of living, thinking, and feeling, and views on life, society, and love, as contrasted to those Western, analysed. Selections in translation from Chinese and Japanese poetry, drama, and fiction read and studied. 3 credits

### AS 108. THE THIRD WORLD

An introduction to the history and politics of the Third World Movement since the Bandung Conference. Emphasis on Asian, African, and Latin American countries' independence movements, their struggles against colonialism, imperialism, and hegemonism. An analysis of the Third World Bloc in the United Nations. The Third World's relations with the United States and the Soviet Union, and China's championing role as a leader of the Third World. 3 credits

### AS 111. HISTORY OF ASIAN CIVILIZATIONS

A survey of the historical development of the major Asian civilizations (ancient Near East, India, China, Japan, Korea) primarily pre-modern. 3 credits

### AS 203 (HI 203). HISTORY OF MODERN ASIA

Asian history and culture from the 19th century to the present. 3 credits

### AS 204 (HI 204). HISTORY OF ASIAN PHILOSOPHY AND CULTURE

Origin and development of philosophical speculations in India from the Vedic period to Shankara; in China from Confucius to Chu Hsi; in Japan from Nara to the Meiji periods. 3 credits

### AS 206 (HU 181). EASTERN MYSTICISM: A SEARCH FOR THE TOTAL MEANING OF MAN

See page 88 for course description. 3 credits

### AS 207 (PO 163). ASIAN POLITICAL INSTITUTIONS

Political systems and behavior in modern Japan, China, India, and Southeast Asia. 3 credits

### AS 208. ORIENTAL SOCIETY

Asian society—its social institutions and customs, ethnic relations, and family life. 3 credits

### AS 210. LITERATURE EAST AND WEST

Lectures on Oriental-Western literary relations; on significant Oriental concepts, ways of living, thinking, and feeling, and views on life, society, and love as contrasted with those of the West. Selections in translation from Oriental poetry, drama, and fiction read and studied with comparable Western literature. 3 credits

### AS 211. GREAT BOOKS: EAST AND WEST

Selected readings in translation from the great written heritage of the Asian world as compared with selected great books of the Western world. 3 credits

\*May not be offered in 1982-84.

**AS 214. THE HOLY BOOKS OF INDIA**

The Vedas, Upanishads, Ramayana, Yoga-Sutras, and the Vedanta Sutra of the Hindu tradition. Selections from the Pali canon of the Buddhist tradition. 3 credits

**\*AS 215. (AN 133) INDIA AND ITS PEOPLE (SOUTH ASIA)**

For description, see page 136. 3 credits

**AS 253 (HI 253). HISTORY OF TRADITIONAL CHINA**

From the origins to 1800 A.D. Political, social, and intellectual characteristics of Chinese civilization. 3 credits

**AS 254 (HI 254). HISTORY OF MODERN CHINA**

Transformation and continuity in China since 1800. 3 credits

**AS 255 (HI 255). HISTORY OF TRADITIONAL JAPAN**

From the origins to 1800 A.D. The periods of aristocratic and military dominance, the "Christian century," and the isolation of Japan in the Tokugawa period. 3 credits

**AS 256 (HI 256). HISTORY OF MODERN JAPAN**

From 1800 to the present. Beginning with the breakup of Tokugawa isolation through Japan's present-day modernization. 3 credits

**AS 257 (PO 166). CONTEMPORARY CHINESE POLITICS**

Analysis of the political system of China; present trends and future prospects. 3 credits

*Linguistics and  
Language Teaching*

**AS 130 (AN 80). INTRODUCTION TO GENERAL LINGUISTICS**

An introductory study (phonology, morphology, syntax, language typology, and universals), socio-

linguistics, and psycholinguistics. The relation and application of these fields of study to other fields, namely anthropology, language acquisition, etc. 3 credits

**AS 230. APPLIED LINGUISTICS**

Linguistics applied to first and second language acquisition, learning, teaching, and bilingual education. 3 credits

**AS 232. METHODS OF TEACHING CHINESE AND JAPANESE**

Trends in methodology; basic theories concerning language and its teaching. Aims to develop skills and special techniques necessary for good teaching and use of language laboratory. 3 credits

**\*AS 236-237. TEACHING ENGLISH AS A SECOND LANGUAGE I & II**

The underlying theory and practical application of techniques of teaching listening, speaking, writing, and particularly reading of English to non-English-dominant bilingual students. Major difficulties which Asian children encounter. Language testing, textbook review techniques, and student evaluation. 3 credits each

**AS 239. CONTEMPORARY SOCIAL PROBLEMS IN ASIAN COMMUNITY AND ASIAN BILINGUAL CHILDREN**

Contemporary socio-economic problems affecting the socialization and biculturalization of the Asian bilingual/bicultural children. Conducted bilingually. 3 credits

*Directed Studies*

**AS 290-299. DIRECTED UNDERGRADUATE ASIAN STUDIES**

Selected readings in the student's field of concentration under the direction of a faculty member on an individual basis. 3 credits each semester

\*May not be offered 1982-1984.

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# Department of Biology

*Professors:* DeProspero; Katz (*Chairperson*); Kramer; Orsi

*Associate Professor:* J. Keller

*Assistant Professors:* Ahmad; Crossner; Garrick; Krause; Miyamoto; Rawn; Weinberger

The Department of Biology offers programs of study leading to the degrees Bachelor of Science and Master of Science.

The program in biology provides a strong background in the physical as well as the biological sciences in preparation for a career in any area of biology, medicine, dentistry, and related professions. It is sufficiently flexible and open to ensure the scheduling of arts and humanities courses for a broad cultural education. Through elective courses, the program gives the student the opportunity to become familiar with different specialized areas of biology and to engage in independent library or laboratory research.

## Honors Program

Students with particularly strong academic credentials and promise are encouraged to apply for the Biology Honors Program. This may be coordinated with the College Honors Program. In addition to the regular course load, honors students elect a sequence of seminar and library and laboratory research courses (determined in consultation with a faculty adviser) which may lead to a senior thesis. All of the biology faculty participate in the seminars and supervision of the students engaged in research.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 67 credits in biology, chemistry, mathematics, and physics. The Department recommends that one or two years of foreign language courses be taken as electives. All programs are worked out in consultation with a department adviser considering the student's background and objectives.

All faculty members serve as advisers to students, and students are encouraged to discuss their academic programs and progress and career goals with their faculty advisers. While all students are required to schedule certain courses (see departmental requirements below), each student, regardless of career objective, selects courses and develops a program in consultation with a member of the Biology faculty.

Successful completion of the New Jersey Basic Skills Computation and Algebra tests, or equivalent tests administered by the Seton Hall University Mathematics Department, is prerequisite to all courses listed below.

### *Department Requirements*

	Credits
BI 11-12. General Biology I & II	8
BI 113. Genetics Lecture and Laboratory	4
BI 201. Cell Biology	3

BI Elective courses in biology	17
CH 13-14. General Chemistry I & II	8
CH 31-32. Organic Chemistry I & II	8
CH 29. Quantitative Analytic Chemistry	4
or	
CH 48. Physical Chemistry for Biological Sciences	3
MT 90-91. Calculus I & II	8
PY 71-72. General Physics I & II	6
PY 77-78. Physics Laboratory I & II	2

## COURSE DESCRIPTIONS

Equivalent courses taken elsewhere may be accepted as prerequisites. Students should check with advisers to make sure courses are acceptable before registering.

**BI 11, 12, 113, and 201 are prerequisites for all biology major electives.**

### BI 1. INTRODUCTION TO BIOLOGY

(For students not majoring in the sciences)  
Introduction to concepts that contribute to an understanding of the distinctive nature and characteristics of life, its cellular, physical, and chemical bases. Emphasis on the function of tissues, organs, and systems of the human body. Three hours lecture per week. 3 credits

### BI 2-3. HUMAN ANATOMY AND PHYSIOLOGY I & II

(Not for science majors or pre-medical/pre-dental students)  
Introduction to the function of organ systems and their integration by the nervous and endocrine systems. Elements of structure as a basis for understanding function. Emphasis on the mechanisms of regulation of body processes that maintain life in the face of environmental change. Three hours lecture, three hours laboratory per week. 8 credits

### BI 4. INTRODUCTION TO MICROBIOLOGY

(Not for science majors or pre-medical/pre-dental students)  
Prerequisites: BI 2-3, CH 11-12 or equivalents  
An integrated approach to the principles of bacteriology, virology, and parasitology to provide a better understanding of the problems of health and disease. Three hours lecture, two hours laboratory per week. 4 credits

### BI 5. ENVIRONMENTAL PROBLEMS

(Not creditable as a biology major's elective)  
The role of humans as inhabitants and manipulators of the environment. Problems with population growth; food shortages; dwindling supplies of energy, minerals, and land; pollution's health effects; and conservation. Three hours lecture per week. 3 credits

### BI 11. GENERAL BIOLOGY I

Corequisite or prerequisite: CH 13  
Study of biological principles common to living systems. Discussion of molecular organization of cells, genetics, metabolism, and structure-function relationships in living systems. Includes discussion of characteristics of the major groups of plants. Three hours lecture, three hours laboratory per week. 4 credits

### BI 12. GENERAL BIOLOGY II

Prerequisite: BI 11  
Taxonomy, phylogeny, ecology, and evolution of organisms. The structure and function of systems to maintain homeostasis in particular environments. Three hours lecture, three hours laboratory per week. 4 credits

### BI 23. ELEMENTS OF HEREDITY

(For students not majoring in the sciences)  
Fundamental principles of heredity, cytogenetics, modern gene theory, mutation theory, and behavioral genetics. Discussion of problems encountered in human genetics and society as related to environment, genetic counseling, and genetic manipulation of man. Three hours lecture per week. 3 credits

### BI 25-26. HUMAN STRUCTURE AND FUNCTION I & II

(Primarily for psychology majors)  
Recommended: BI 1; CH 10  
The biology of *Homo sapiens* including discussions of human evolution, ecology, genetics, and development; mammalian cellular, tissue, and organ structure and function; mammalian physiology emphasizing nervous and hormonal coordination necessary for homeostasis. Three hours lecture, three hours laboratory per week. 4 credits

**BI 101. EMBRYOLOGY**

Descriptive and experimental study of the development of animals with emphasis on vertebrate development. Topics include gametogenesis, fertilization, cleavage, gastrulation, organogenesis, and mechanisms involved in control of shaping, pattern, and gene expression during development. Three hours lecture per week. 3 credits

**BI 102. EMBRYOLOGY LABORATORY**

Corequisite: BI 101

Descriptive and experimental examination of the development of various organisms using living and sectioned embryos. Four hours per week. 1 credit

**BI 105. HISTOLOGY**

The study of normal cells and tissues and how they are organized to form functional organ systems in humans. The laboratory will involve analysis of prepared slides as well as some of the current microscopic technics used to study cells and tissues. Three hours lecture, four hours laboratory per week. 4 credits

**BI 107. MICROBIOLOGY**

Prerequisites: CH 32

Microbiological theories, methods, and techniques: a comprehensive background in the structure, physiology, and nomenclature of bacteria, yeast, and fungi. Laboratory techniques used for the isolation, staining, culturing, and identification of a variety of microorganisms. Three hours lecture, four hours laboratory per week. 4 credits

**BI 113. GENETICS LECTURE AND LABORATORY**

Fundamental principles of classic and molecular genetics. Simple inheritance patterns, cyto genetics, DNA replication, protein synthesis, operon theories, and behavioral genetics. Problems of human genetics as related to genetic counseling and genetic engineering. Laboratory experiments illustrate principles of genetics using various organisms. Introduction to statistics and computers as applied to genetics. Three hours lecture, four hours laboratory per week. 4 credits

**BI 131. VERTEBRATE MORPHOLOGY**

Prerequisites: CH 14, MT 90

Lecture: the study of the phylogeny, early development, growth and morphological features of vertebrates. Laboratory: the study of the structure of vertebrate organ systems emphasizing the dissection of a mammal. Three hours lecture, four hours laboratory per week. 4 credits

**BI 170. ECOLOGY**

Adaptation of organisms to their environment; population dynamics; symbiosis; community and ecosystem structure and function; wildlife management; natural history and identification of state fauna; experience in field technics. Three hours lecture, four hours laboratory per week. 4 credits

**BI 186. BIOLOGY HONORS SEMINAR I\***

Use of library resources to search the literature of the biological sciences and compile bibliographies. Principles of scientific inquiry and development of scientific theories explored through discussions with faculty. Review of various research areas and topics for laboratory investigation. Class assignments and term paper. One hour per week. 1 credit

**BI 187. BIOLOGY HONORS SEMINAR II\***

Continuation of review of research areas and topics for laboratory investigation. Expression and analysis of data. Structure and critique of scientific papers; structure and writing of abstracts. Class assignments and term paper. One hour per week. 1 credit

**BI 201. CELL BIOLOGY**

Prerequisites: CH 31

A study of the morphology and physiology of cells and cell organelles; the diversity of cell types resulting from cell specialization; mechanisms by which cells reproduce, develop, and evolve; the methodology by which cell physiology and morphology are studied. Three hours per week. 3 credits

**BI 202. CELL BIOLOGY LABORATORY**

Prerequisite or corequisite: BI 201

Microscopic and experimental examination of cell structure and function. Four hours per week. 1 credit

**BI 203. VIROLOGY**

Prerequisite: CH 32, or permission of instructor

Plant, animal, and bacterial viruses. Lectures and laboratory designed to give a fundamental approach to the structure, physiology, isolation, culturing, and disease relationships of a variety of viruses. Two hours lecture, four hours laboratory per week. 4 credits

**BI 205. MOLECULAR BIOLOGY**

Prerequisite: CH 32; BI 107 is recommended

The study of the structure and function of macromolecules and the genetic code. Includes an introduction to bacterial and bacteriophage genetics, mutations, gene structure, and function. Discussion of replication of viruses and the viral origins of cancer. Three hours lecture per week. 3 credits

**BI 206. MOLECULAR BIOLOGY LABORATORY**

Prerequisite or corequisite: BI 205

Laboratory experiments on topics presented in lecture to illustrate the basic concepts in molecular biology. For example, detection and isolation of bacterial and bacteriophage mutants to indicate changes in nucleic acid and conjugation, and transduction in bacteria to show gene transfer in procaryotic cells. Four hours per week. 1 credit

**BI 208. INTRODUCTION TO IMMUNOLOGY**

Prerequisite: CH 32

The principles of immunology and serology. Includes the study of humoral and cell-mediated im-

\*The last 4 credits of Honors Program courses, which include the senior thesis, will be applied to the 32 credits of biology courses required for the degree. Only 4 credits of Honors, Research, or Independent Study courses may be applied to the 32 credits.

munologic reactions, the structure and function of immunoglobulins, *in vitro* antigen-antibody reactions (agglutination, precipitation, complement fixation), the relationship between immunological reactions and such phenomena as hypersensitivity, tolerance, and autoimmunity. Some aspects of cancer and transplantation immunology discussed. Three hours lecture, four hours laboratory per week. 4 credits

#### **BI 210-213. BIOLOGY RESEARCH\***

(Limited to juniors and seniors selected by the faculty. Arrangements must be made and permission obtained prior to registration.)

Methods of original laboratory investigation and research projects. Hours by arrangement. 2-8 credits

#### **BI 214-219. INDEPENDENT STUDY IN BIOLOGY\***

(Limited to students selected by the faculty. Arrangements must be made and permission obtained prior to registration.)

An opportunity for the student to gain insight into current biological research and, by direct contact with the staff, the opportunity to examine the biological sciences as a cultural subject and a professional field. Hours by arrangement. 1-6 credits

#### **BI 221. METABOLIC PATHWAYS IN LIVING SYSTEMS**

Prerequisite: CH 32, or permission of instructor  
Synthesis and degradation of organic molecules in living systems with emphasis on integration and regulation of pathways. Stresses the human organism and medical aspects of metabolism. Includes metabolic activities restricted to plants and microorganisms. Three hours lecture per week. Offered in alternate years. 3 credits

#### **BI 241. VERTEBRATE ENDOCRINOLOGY**

Prerequisite: CH 32; BI 131 and BI 251 recommended

The role of hormones in coordinating growth, physiology, and behavior of vertebrates. Emphasis given to the control of the synthesis and release of hormones and to their cellular effects. Three hours lecture per week. 3 credits

#### **BI 245. BIOLOGICAL MODELING AND SIMULATION**

The technics, problems, limitations, and validity of transforming biological information into computer-simulated models. Prior experience with computers not necessary. The development of class and individual modeling projects in a variety of biological fields. Three hours lecture, four hours laboratory per week. Offered in alternate years. 4 credits

#### **BI 246. PLANT MORPHOLOGY AND TAXONOMY**

Prerequisite: CH 13

Structure, development, and reproduction of representatives of the major plant groups: algae, fungi, mosses, vascular plants. Includes principles

of classification with emphasis on seed plants. Three hours lecture, three hours laboratory per week. Offered in alternate years. 4 credits

#### **BI 250. PARASITOLOGY**

Prerequisite: BI 21 or 131; BI 105 and BI 253 are recommended.

The phenomenon of parasitism and the biology of representative pathogenic and nonpathogenic protozoans, helminths, and arthropods of man and animals. The laboratory is concerned with living organisms and their hosts, experimental work, prepared slides, and preserved specimens. Students review current literature and are encouraged to undertake laboratory projects. Three hours lecture, four hours laboratory per week. 4 credits

#### **BI 251. VERTEBRATE PHYSIOLOGY LECTURE AND LABORATORY**

Prerequisites: BI 131, CH 32, PY 72 and PY 78, or permission of instructor.

Emphasis: the biophysical and biochemical bases for vertebrate organ function. Organ systems considered from the standpoint of their regulation and role in the maintenance of homeostasis and integrated behavior of the organism. Three hours lecture, four hours laboratory per week. 5 credits

#### **BI 252. VERTEBRATE PHYSIOLOGY**

Prerequisites: Same as BI 251

A lecture course as outlined under BI 251. Three hours lecture per week. 3 credits

#### **BI 253. EXPERIMENTAL INVERTEBRATE ZOOLOGY**

Prerequisite: BI 12, CH 32

A study of representative fresh-water, marine, and terrestrial animals of major phyla from Protozoa through the protochordates. Emphasizes experimental work in both lecture and laboratory. Includes morphology, physiology, phylogeny, and evolution. Students report on current literature. Three hours lecture, four hours laboratory per week. 4 credits

#### **BI 254. EVOLUTION**

Population genetics; Hardy-Weinberg equilibrium; genetic variation; kinds of selection; speciation mechanisms; major phylogenetic patterns; evidence for organic evolution; and modern technics (e.g., biochemical, morphometric, behavioral) in population genetics and taxonomy. Three hours lecture per week. Offered in alternate years. 3 credits

#### **BI 256. PLANT PHYSIOLOGY**

Prerequisite: CH 32, or permission of instructor

Normal and pathological aspects of plant growth and development including the areas of photosynthesis, hormone regulation, respiration, nutrition, flowering, and cell wall chemistry. Applications in agriculture, forestry, gardening, and greenhouse work. Three hours lecture, four hours laboratory per week. Offered in alternate years. 4 credits

\*4 credits of Biology Research and/or Independent Study may be applied to the required 32 credits in biology subjects for the major. The last 4 credits of Honors Program courses, which include the senior thesis, would be substituted here. A maximum of 8 credits is permitted in courses BI 210-219.



**BI 260. BIOLOGICAL RESEARCH AND INSTRUMENTATION**

Design and conduct of biological experimentation. Concept of pH and preparation of buffers. Use of spectrophotometers for various analyses. Qualitative and quantitative estimation of proteins. Electrophoresis and isoelectric focusing. Discussion and evaluation of various techniques for the purification and identification of macromolecules with greater emphasis on proteins. Two hours lecture, four hours laboratory per week. 4 credits

**BI 296, 297, 298. BIOLOGY HONORS: LABORATORY RESEARCH I, II, III\***

A particular problem is investigated in the laboratory under the supervision of a member of the faculty. 1 credit

**BI 299. BIOLOGY HONORS: SENIOR THESIS\***

The laboratory and library research carried out previously are the bases for an extensive written report. 1 credit

**Courses not offered on a regular basis**

**BI 6. HUMAN BIOLOGY**

(Not creditable as a biology major's elective)

3 credits

**BI 7. BIOLOGY OF AGING**

For description, see page 78.

3 credits

**BI 21. COMPARATIVE VERTEBRATE ANATOMY**

4 credits

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## Department of Chemistry

*Professors:* Ander; Augustine; Celiano; Cline-Love; *Gibian (Chairperson);*  
J. Hirsch; Huchital; McGuinness

*Associate Professors:* Brittain; Garrigan; R. Hirsch; Maloy; Weeks

*Assistant Professors:* Grayeski; Koontz

*Adjunct Professor:* Mohan

*Adjunct Assistant Professor:* Upton

The Department of Chemistry offers programs of study leading to the degrees Bachelor of Science, Master of Science, and Doctor of Philosophy.

For undergraduate students majoring in chemistry — whether preparing for graduate studies, teaching, industry, medicine, dentistry, or the allied health professions — the curriculum includes a rigorous study of the laws, principles, and theories of matter as applied in the various branches of chemistry, and develops laboratory skills in methods of analysis, synthesis, and instrumentation. †

\*The last 4 credits of Honors Program courses, which include the senior thesis, will be applied to the 32 credits of biology courses required for the degree.

†The B.S. degree program is approved by the Committee on the Professional Training of the American Chemical Society.

## Honors Program

The Honors Program in chemistry for students of exceptional ability includes seminars and preparation of a review article in sophomore and junior years. Each student prepares a senior thesis based on original research and works closely with a faculty member on a tutorial basis.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 70 credits in chemistry and allied fields. In general, required courses will be taken in the order listed. However, all programs are worked out in consultation with the student's faculty adviser who may modify the program in view of the student's background and objectives.

### *Department Requirements*

	Credits
<b>Freshman Year</b>	
CH 17-18. Principles of Chemistry I & II	9
MT 90-91. Calculus I & II*	8
MO 21-22. Elementary German I & II	
or	
MO 23. Intermediate German I	
and	
MO 27. Scientific German I	6
<b>Sophomore Year</b>	
CH 33-34. Organic Chemistry I & II (Includes instruction in computer programming for chemistry majors)	10
MO 23. Intermediate German I	
and	
MO 27. Scientific German I (If not taken freshman year)	6
PY 75-76. Principles of Physics I & II	6
PY 77-78. Physics Laboratory I & II	2
MT 110. Calculus III	4
PY 112. Physical Applications of Mathematical Techniques	4
<b>Junior Year</b>	
CH 25. Analytical Chemistry I	4
CH 41-42. Physical Chemistry I & II	6
CH 43. Physical-Inorganic Chemistry Laboratory I	2
CH 49. Inorganic Chemistry	3

\*Students lacking high school trigonometry or making unsatisfactory scores on the Mathematics Placement test take MT 72. Pre-Calculus Mathematics — Algebra and Trigonometry and MT 90. Calculus I in freshman year and MT 91. Calculus II the following summer session.

## Senior Year

CH 26.	Analytical Chemistry II	4
CH 44.	Physical-Inorganic Chemistry Laboratory II	2
CH	Elective courses in chemistry	minimum 6

## COURSE DESCRIPTIONS

Laboratory breakage fees are non-refundable.

Successful completion of the New Jersey Basic Skills Computation and Algebra tests, or equivalent tests administered by the Seton Hall University Mathematics Department, is prerequisite to all courses listed below.

### CH 6. CHEMISTRY IN THE WORLD AROUND US – AN INVESTIGATIVE APPROACH

(For non-science students)

Designed for those with no science background. Examination of the things encountered in daily life, including chemistry of common drugs, food chemistry, household chemicals, gasoline, paints, plastics, and other consumer products. 3 credits

### CH 10. PREPARATORY COLLEGE CHEMISTRY

Designed for the student who has had no previous course in chemistry, or has an inadequate background for college chemistry. The subject matter is intended to prepare the student for the higher level college chemistry courses required of nursing and science majors. 3 credits

### CH 11-12. ELEMENTS OF CHEMISTRY I & II

(Not for science majors or pre-medical/pre-dental students)

Fundamental chemistry. Emphasis on the principles of biochemistry that contribute to health and disease. Three hours lecture, three hours laboratory per week. 8 credits

### CH 13-14. GENERAL CHEMISTRY I & II

Introduction to the principles of chemistry, not principally for chemistry majors. Three hours lecture, four hours laboratory and recitation per week. Lab breakage fee \$10.00. 9 credits

### CH 17-18. PRINCIPLES OF CHEMISTRY I & II

The development of the principles of chemistry, principally for chemistry and physics majors. Part I: Four hours lecture, four hours laboratory per week. Part II: Three hours lecture, four hours laboratory per week. Laboratory work includes inorganic qualitative analysis. Lab breakage fee \$10.00. 9 credits

### CH 25. ANALYTICAL CHEMISTRY I

Prerequisite: CH 14 or CH 18

Equilibrium and kinetic principles applied to techniques of analytical chemistry. Special attention to the chemical aspects of instrumental methods of analysis. Discussion of analytical separations, radioisotope techniques, statistical methods, and use of the computer in analytical chemistry. Two

hours lecture, eight hours laboratory per week. Lab breakage fee \$10.00. 4 credits

### CH 26. ANALYTICAL CHEMISTRY II

Prerequisite: CH 25

Theory and practice of modern instrumental methods: electrochemical, spectrochemical, thermal, and other methods. Emphasis on the principles of instrumentation. Three hours lecture, four hours laboratory per week. Lab breakage fee \$10.00. 4 credits

### CH 29. QUANTITATIVE ANALYTICAL CHEMISTRY

(For students not majoring in chemistry)

Prerequisite: CH 31 or CH 33

Quantitative applications, problems, and techniques. Two hours lecture, six hours laboratory per week. Lab breakage fee \$10.00. 4 credits

### CH 31-32. ORGANIC CHEMISTRY I & II

(For students not majoring in chemistry)

Prerequisite: CH 14 or CH 18

The principal classes of aliphatic and aromatic compounds. Reactions, mechanisms, and synthesis involving simple organic and biochemical molecules. Three hours lecture, four hours laboratory per week. Lab breakage fee \$10.00. 8 credits

### CH 33-34. ORGANIC CHEMISTRY I & II

(For students majoring in chemistry)

Prerequisite: CH 14 or CH 18

Principal classes of aliphatic and aromatic compounds. Emphasis on structural theory, reaction mechanisms, organic syntheses. Experimental work emphasizes basic organic laboratory techniques and includes an introduction to qualitative organic analysis. Three hours lecture, six hours laboratory and recitation per week. Lab breakage fee \$10.00. 10 credits

### CH 41-42. PHYSICAL CHEMISTRY I & II

Prerequisites: PY 72 or PY 74; PY 112 or MT 113

Kinetic theory of gases; the laws of thermodynamics and their applications to ideal and real gases, liquids, mixtures, and solutions; rates of reactions and their theoretical interpretations; application of elementary quantum chemistry to atomic and molecular structure. 6 credits

**CH 43-44. PHYSICAL-INORGANIC CHEMISTRY LABORATORY I & II**

Prerequisite: CH 41

A year course. First half (CH 43) immediately follows completion of CH 41. Laboratory includes preparation and study of representative materials by physico-chemical methods. Data handling by computer techniques emphasized. Six hours laboratory per week. Lab breakage fee \$10.00.

4 credits

**CH 45. PHYSICAL CHEMISTRY III**

Prerequisite: CH 42

Structure of the atom. Introduction to wave mechanics. Structure of molecules.

3 credits

**CH 48. PHYSICAL CHEMISTRY FOR THE BIOLOGICAL SCIENCES**

(For students not majoring in chemistry)

Prerequisites: CH 32 or CH 34, MT 91, PY 71

Corequisite: PY 72

Concepts from the following topics discussed along with their applications to biological processes: electrical and optical properties of molecules; intermolecular interactions; gas laws; chemical thermodynamics; rates and mechanisms of chemical reactions. Three hours of lecture.

3 credits

**CH 49. INORGANIC CHEMISTRY**

Prerequisite: CH 41

Corequisite: CH 42

Periodic properties of the elements, their comparative group characteristics and structure of some of their compounds. Introduction to transition metal and organometallic chemistry.

3 credits

**CH 211. STRUCTURAL INORGANIC CHEMISTRY**

Prerequisite: CH 49

A survey of inorganic chemistry with a strong emphasis on the transition elements. General topics include: VSEPR theory, the periodic table, and symmetry. The systematic chemistry of the transition elements is covered along with the following topics: an introduction to metal complexes, bonding theories, electronic spectra, magnetism, kinetics, and mechanisms, pi acceptor ligands, organometallic complexes, and homogeneous catalysis.

3 credits

**CH 248. PHYSICAL CHEMISTRY FOR THE BIOLOGICAL SCIENCES**

(For graduate students majoring in biology)

Prerequisites: CH 32 or CH 34; MT 91, PY 71

Corequisite: PY 72

Concepts from the following topics discussed along with their applications to biological processes: electrical and optical properties of molecules; intermolecular interactions; gas laws; chemical thermodynamics; rates and mechanisms of chemical reactions. Three hours of lecture.

3 credits

**CH 280. CHEMISTRY HONORS I**

Student seminars and discussions in the areas of biochemistry and organic chemistry under the direction of the sophomore honors faculty moderator. Each honors student must deliver one seminar. These seminars are intended to train the honors student in independent searching of the chemical literature, organization and presentation of a technical talk, and leadership in discussion. One hour per week.

1 credit

**CH 281. CHEMISTRY HONORS II**

Faculty and student seminars and discussions in the areas of analytical, inorganic, and physical chemistry under the direction of the junior honors faculty moderator. Each honors student must deliver one seminar. One hour per week.

1 credit

**CH 282. CHEMISTRY HONORS III**

Independent library research culminating in the preparation of a review article. The student works closely with a faculty member on a tutorial basis.

1 credit

**CH 291-294. CHEMISTRY RESEARCH**

(For seniors majoring in chemistry)

Introduction to methods of original investigation. Individual laboratory research problems, conferences, library research. Enrollment limited. Lab breakage fee \$10.00.

2-8 credits

**Juniors and seniors may take the following graduate courses offered by the Department of Chemistry:**

CH 301. INTRODUCTION TO POLYMER CHEMISTRY

CH 312. ADVANCED INORGANIC CHEMISTRY

CH 314. KINETICS AND MECHANISMS OF INORGANIC REACTIONS

CH 317. RADIOCHEMISTRY

CH 318. PHYSICAL METHODS IN INORGANIC CHEMISTRY

CH 321. SURVEY OF ANALYTICAL CHEMISTRY

CH 322. STATISTICS AND APPLIED ANALYTICAL CHEMISTRY

CH 323. ELECTROCHEMICAL METHODS OF ANALYSIS

CH 324. SPECTROCHEMICAL METHODS OF ANALYSIS

CH 325. MODERN SEPARATION TECHNIQUES

CH 331. THEORETICAL ORGANIC CHEMISTRY I

CH 333. SYNTHETIC ORGANIC CHEMISTRY

CH 341. CHEMICAL THERMODYNAMICS

CH 342. CHEMICAL KINETICS

CH 343. ATOMIC AND MOLECULAR STRUCTURE

CH 351. GENERAL BIOCHEMISTRY I

CH 352. GENERAL BIOCHEMISTRY II

CH 353. LABORATORY IN BIOCHEMISTRY I

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# Department of Classical Studies

*Assistant Professors: Cotter (Chairperson); McGuire*

The Department of Classical Studies offers a variety of courses that bring students more fully into contact with the roots of their culture. Students gain an awareness and appreciation of the continuity of Western thought by studying the historical, literary, linguistic, and religious elements of Greece and Rome. The Department approaches this study through its two concentrations, language and culture.

The courses in the Department are designed for classics majors, but are highly recommended for those studying literature, art, religion, history, and philosophy.

Aside from transmitting knowledge of ancient language and culture, classes serve to promote students' personal development. They are designed to apply to one's life rather than one's career.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 30 credits in classical studies. All the programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives. Students may concentrate either in languages or in culture.

## COURSE DESCRIPTIONS

### *Languages*

#### **CL 1-2. ELEMENTARY LATIN I & II**

The basics of grammar and vocabulary; simple readings with stress on syntax and relationship to English grammar.

CL 1: Fall '82, Spring '83, Fall '83, Spring '84

CL 2: Spring '83, Fall '83, Spring '84 3 credits each

#### **CL 5-6. ELEMENTARY GREEK I & II**

Basic preparation for the student who wants to learn enough to be able to read Homer's *Odyssey* in the original (second semester). Practice sentences are taken from Greek writers besides Homer.

CL 5: Fall '82; CL 6: Spring '83 3 credits each

#### **CL 7. NEW TESTAMENT GREEK**

The grammar and vocabulary of the New Testament (Koine) Greek; selected readings of passages from the Gospels.

Fall '83 3 credits

#### **CL 176. READINGS IN NEW TESTAMENT GREEK**

Prerequisite: CL 7

Selected passages from the Acts of the Apostles, the

Letters of Paul, and the literature of the Apostolic Fathers.

Spring '84

3 credits

#### **CL 103. LATIN COMPOSITION**

Prerequisite: CL 1 & 2

Systematic review of Latin grammar and study of the various constructions of Latin syntax with intensive practice on their application to translation from English to Latin and vice versa.

Spring '84

3 credits

#### **CL 107. ECCLESIASTICAL LATIN**

Prerequisite: CL 1 & 2

The Latin of the Church. Selected readings from the Fathers, as well as from the acts of the Councils and encyclicals.

Fall '83

3 credits

#### **CL 116. MEDIEVAL LATIN**

Prerequisite: CL 1 & 2

A study of the evolution of Medieval Latin from the Classical Latin; selected readings from secular and ecclesiastical prose and poetry from Boethius to Petrarch.

Spring '84

3 credits

## Authors and Genres

(Offered as bi-level courses. Majors use original; non-majors use translations)

### CL 120. VERGIL

A study of Vergil and his epic *The Aeneid*. His sources, his life, his poetic style and imagery studied in detail.  
Spring '84 3 credits

### CL 122. ROMAN SATIRE

Selections from Horace, Juvenal, Persius, and Petronius emphasizing the nature of satire and its relationship to later satirists.  
Spring '83 3 credits

### CL 131. TACITUS

Readings from *The Annals* and *The Histories*. A study of the author's style, composition, and the character of his histories.  
Fall '83 3 credits

### CL 153. PLATO'S SOCRATIC DIALOGUES

Extensive reading of the Socratic *Apology*, *Phaedo*, and *Crito* as an introduction to Platonic thought and influence.  
Spring '84 3 credits

### CL 158. GREEK TRAGEDY

Introduction to Classical Tragedy with the readings of plays in the original and in translation. Emphasis on the language and interpretation of the plays of Aeschylus, Sophocles, and Euripides.  
Fall '82 3 credits

### CL 159. GREEK COMEDY

Readings from Aristophanes and Menander. Study of the origin, development, and character of Old Attic Comedy and New Comedy and their influence on Roman drama.  
Fall '83 3 credits

### CL 213. GREEK AND LATIN LYRICS

Reading and interpretation of selected Greek and Latin elegies; iambic Greek, melic, and choral lyrics and their influence on the Roman lyricist.  
Spring '83 3 credits

### CL 180 (HI 136). WOMEN IN ANTIQUITY

For description, see page 42.  
Spring '83 3 credits

## Culture: In Translation

### CL 201. ARCHAEOLOGY OF GREECE

The history and culture of ancient Greece in light of new archaeological discoveries. Basic archaeological terminology and principles. Illustrated with color slides.  
Fall '82; Fall '83 3 credits

### CL 202. ARCHAEOLOGY OF ROME

The history of Rome and its empire seen through its architectural and artistic legacy down to the time of Constantine, including a study of Peter's tomb, the catacombs, and the art of the early Church. Illustrated with color slides.  
Spring '83; Spring '84 3 credits

### CL 208. LATIN AND GREEK ROOTS OF SCIENTIFIC TERMINOLOGY

A vocabulary course emphasizing the influence of classical languages in all fields of science.  
Spring '83, Spring '84 3 credits

### CL 209. GREEK AND LATIN IN THE ENGLISH LANGUAGE

A vocabulary course which establishes the dependence of English on Latin and Greek for prefixes and suffixes as well as the roots of many words. Exercises in word recognition and in amplifying vocabulary.  
Fall '82, Fall '83 3 credits

### CL 210 (HI 113). HISTORIANS OF GREECE AND ROME

For description, see page 42.  
Spring '83 3 credits

### CL 211. THE CLASSICAL EPIC

Selected readings and analysis of Homer's and Vergil's epics and their impact on English literature.  
Fall '83 3 credits

### CL 214. CLASSICAL MYTHOLOGY

A study of the gods, heroes, and legends of the Greek and Roman peoples. The content and the use of "myths" and their influences in literature and art.  
Fall '82, Spring '83; Fall '83, Spring '84 3 credits

### CL 255-256 (HI 100, HI 104). ANCIENT CIVILIZATION: GREECE AND ROME

For description, see pages 41-42.  
CL 255: Fall '82, Fall '83; CL 256: Spring '83, Spring '84 3 credits each

### CL 260-261. INDEPENDENT STUDIES

Any student who has received a "B" grade or higher in an author or culture course may with the permission of the Department continue a study in that area under an adviser.  
Fall '82, Spring '83; Fall '83, Spring '84  
260: 3 credits; 261: 1 credit

### Courses not offered Fall 1982-Spring 1984

- CL 10-11. BIBLICAL HEBREW I & II
- CL 101. SURVEY OF LATIN LITERATURE
- CL 105. LIVY
- CL 115. CATULLUS
- CL 117. ROMAN COMEDY
- CL 119. LUCRETIOUS
- CL 126. CICERO'S CATO MAJOR
- CL 129. SENECA'S TRAGEDIES
- CL 132. PLINY THE YOUNGER
- CL 136. HORACE
- CL 143. THE LATIN FATHERS
- CL 151. HOMER'S EPICS
- CL 152. HERODOTUS
- CL 154. SURVEY OF GREEK LITERATURE
- CL 170. ARISTOTLE
- CL 177. THE GREEK FATHERS
- CL 182. GREEK AND ROMAN STOIC PHILOSOPHY
- CL 184. GREEK AND ROMAN ORATORY
- CL 205. CLASSICAL PERSONALITIES ON FILM
- CL 212. GREEK AND ROMAN DRAMA

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# Department of Communication

*Professor:* Klose

*Associate Professors:* R. Allen; McGlone; **Peluso (Chairperson)**; Rathbun

*Assistant Professors:* Grace; Mahon; McKenna; Rockett; Travis

*Instructors:* Hislop; Kingsley; McBride; Schick; Waterhouse

*Adjunct Assistant Professors:* Johnson; Koyce; Schechner; Silk

*Adjunct Instructors:* Clarizio; Gargiulo; Insolera; C. Mattaliano; M. Mattaliano; Myzie; Schumer; Sheredos

Since symbolic communication is the characteristic which distinguishes the rational animal from all others, it is apparent that this discipline is fundamental and all-encompassing, i.e., it is critical to every aspect of the behavior of man.

For students majoring in communication, the objective of the program is twofold: to broaden and deepen critical faculties through the study of the various roles of the communication media, and to encourage the development of skills and creative talents in communication arts. Students may specialize in broadcasting (television-radio), film, journalism, or theater, or choose another area of concentration with the counsel of a department adviser.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete the Communication program of 45 credits as outlined below. The chairperson may modify the program in view of a transfer candidate's academic background.

Some general courses are required of all majors but, in consultation with an adviser, the student's elective program is chosen according to interests and needs.

### *Department Requirements*

	Credits
CO 10. Oral Communication	3
PS 1. Introduction to Psychology	3
SO 91. Principles of Sociology	3
CO 53. Mass Communication in Modern America	3
<b>two of the following four courses</b>	
CO 20. American Journalism: The Growth of Free Expression	3
CO 40. History of the Theater	3
CO 60. Evolution of the Film Art	3
CO 80. The Electronic Age in America	3



CO 299. Communication Research	3
CO Elective courses in communication	24

Electives must be evenly distributed between the following two groups of advanced courses:

**Group I (12 credits)**

CO 82, 99, 123, 125, 126, 127, 140, 143, 144, 145, 146, 149, 150, 151, 155, 156, 164, 165, 166, 171, 172, 176.

**Group II (12 credits)**

CO 30, 111, 112, 113, 115, 121, 122, 124, 128, 129, 130, 131, 141, 142, 147, 148, 161, 174, 175, 183, 184, 246, 273, 274, 275, 284, 285.

## COURSE DESCRIPTIONS

### *General*

**CO 53. MASS COMMUNICATION IN MODERN AMERICA**

How the media of mass communication function as a link in the total web of social, political, and economic conditions in American society today.

3 credits

**CO 99. THEORIES OF COMMUNICATION**

Examination of the process of communication at three levels: individual, group, and large scale. Definitions, models, and analysis of major theories of communication, lectures, discussions, and readings.

3 credits

**CO 197-198-297-298. COMMUNICATION INTERNSHIP**

On-the-job education and experience in New Jersey and New York media organizations, under professional supervision. (Open to selected students.)

3-12 credits

**CO 291-292-293. INDIVIDUAL RESEARCH**

(Open to senior majors only)

Projects of an academic nature, chosen according to the student's interest, completed under the guidance of a faculty adviser, with the approval of the Department chairperson. A maximum of 3 credits may be taken in individual research in one semester; none of these courses may be taken in the same semester as CO 299.

CO 291—1 credit

CO 292—2 credits

CO 293—3 credits

**CO 299. COMMUNICATION RESEARCH**

(Open to senior majors only)

Students select section to meet their needs.

*Seminar sections:* Review of research in either broadcasting, film, journalism, or theater. Students engage in individual and/or group research projects. *Thesis section:* Tools and techniques of research. Each student completes an independent research project (thesis) in consultation with a faculty adviser. Individual research (CO 291-292-293) may not be taken in the same semester as CO 299.

3 credits

### *Broadcasting*

#### *(Television, Radio) and Film*

**CO 60. EVOLUTION OF THE FILM ART**

A survey focusing on the major contributions to the development of motion pictures. Lectures, screenings, and critiques of cinematic works demonstrating the creative impetus given to film making from the early narratives of Melies to the pre-World War II period.

3 credits

**CO 80. THE ELECTRONIC AGE IN AMERICA**

The 20th-century revolution of instantaneous, earth-circling communication. The development of the American system of broadcasting. Discussions include early experimentation, programming, network formation, economic support, and the news function.

3 credits

**CO 82. THE DEVELOPMENT AND SIGNIFICANCE OF CABLE TELEVISION**

The history of CATV from 1949; its development from a community antenna system to a broadband communication service. Political, social, and economic implications of cable television today.

3 credits

**CO 155-156. RADIO PROGRAMMING, PRODUCTION, AND MANAGEMENT**

Various current programming philosophies as exemplified by local independent AM and FM station operations; production techniques for studio and remote broadcasts; problems in the management of local radio stations.

3-6 credits

**CO 161. TELEVISION-FILM WRITING**

Principles and practices of writing the dramatic screenplay and the documentary script, with emphasis on cinematic values. Each student writes a half-hour screenplay or script.

3 credits

**CO 164. BROADCAST NEWS**

Methods and problems in disseminating news. Studio newscasts, public affairs programming, and on-the-scene broadcasts.

3 credits

**CO 165. BROADCAST ADVERTISING**

Methods of advertising employed in broadcast media: network, spot, and local techniques. Advertising research. The roles of the F.T.C. and the F.C.C. 3 credits

**CO 166. ETHICS AND LAWS OF BROADCASTING**

The Communications Act of 1934 (and amendments), F.C.C. rules and regulations, legal problems of broadcasting, and the ethical responsibilities of the media. 3 credits

**CO 171. FILM CRITICISM**

Prerequisite: CO 60 or permission of instructor  
Lectures on the conceptual and perceptual principles of the narrative film; screenings and critical analyses of selected cinematic masterpieces; discussions of major critics and their reviews. Original film critiques required of all students. 3 credits

**CO 172. CONTEMPORARY CINEMA**

Prerequisite: CO 60  
Survey of international cinema in the post-World War II period. Specific works by individual directors practicing in Europe, Japan, India, and the United States studied in depth to ascertain their contribution to evolving patterns of cinematic expression. 3 credits

**CO 174. BASIC FILM THEORY AND TECHNIQUE**

Lectures, discussions, and film showings focus on the development of forms, especially the narrative. Demonstrations and exercises in fundamental film technique. 3 credits

**CO 175. FILM PRODUCTION**

Prerequisite: CO 174  
Problems and techniques of motion picture production, including special effects, animation, and sound editing. Students produce original film projects. 3 credits

**CO 176. THE DOCUMENTARY FILM**

A survey of the history and critical aspects of the non-fiction film (including newsreel and experimental film) from the Lumière blitz (1895-97) through the *cinéma vérité* documentaries of today. Lecture, discussion, screenings. 3 credits

**CO 183. INTRODUCTION TO STUDIO TELEVISION**

Instruction in and practice regarding the TV production team, operation of studio and control room equipment, the television script, program formats, production elements and process. Lecture, discussion, and program exercises in the studio. 3 credits

**CO 184. TELEVISION FORMS AND TECHNIQUES**

Prerequisite: CO 183  
Broadening and deepening of the student's knowledge of studio techniques and processes, followed by the production of a brief television program by each student, from concept to video tape recording. 3 credits

**CO 273. FILM EDITING**

Prerequisite: CO 175  
An extensive laboratory-based investigation and practice in the creative possibilities of film editing. Exercises prepare students to edit 16mm synchronous sound film productions. Individual film classics studied for their contribution to the evolution of expressive film editing. 3 credits

**CO 274-275. CREATIVE FILM MAKING I & II**

Prerequisite: CO 175  
Students form film production units and produce sound films. Individual intensive study and analysis of the theories, methods, and films of a major film maker required of each student. 3-6 credits

**CO 284-285. TELEVISION PRODUCTION-DIRECTION I & II**

Prerequisite: CO 184, with "B" or "A" grade  
After instruction and an exercise in location television production techniques and in post-production procedures (including videotape editing), each student writes, produces, and directs a part-studio, part-remote program of significant length, depth, and richness. 3-6 credits

*Journalism***CO 20. AMERICAN JOURNALISM: THE GROWTH OF FREE EXPRESSION**

From colonial to 20th-century America, improvements in technology. Development of the information and opinion functions of the newspaper from libertarianism to social responsibility. 3 credits

**CO 30. STILL PHOTOGRAPHY: THE SILENT IMAGE**

Development of visual expression through the use of the still camera. Fundamentals discussed and practiced include: optics, film emulsions, composition, lighting, and darkroom technique, including developing, printing, and enlarging. Students furnish their own 35mm cameras. 3 credits

**CO 121. NEWS REPORTING**

Fundamentals of gathering and writing the news story. News of political, economic, and social significance discussed. Writing assignments are the laboratory adjunct to the course. 3 credits

**CO 122. INTERPRETIVE WRITING**

Prerequisite: CO 121  
The function of news interpretation. Accurate assessment of contemporary affairs through the interpretive news story, and feature story. 3 credits

**CO 123. NEWSPAPER ADVERTISING**

Social and economic aspects of advertising. Effective use of the medium: circulation research, promotional copy, layout, and design of advertising copy. 3 credits

**CO 124. EDITORIAL AND COLUMN WRITING**

Prerequisite: CO 121  
The structure and techniques of persuasive writing for newspapers and magazines — editorials, personal columns, and critical writing. Concentration on persuasive techniques through varied assignments and extensive study of the historical background of essay journalism (Addison, Steele, Franklin, Paine, Mencken, Broun). 3 credits

## CO 125. PUBLIC RELATIONS

Activities of special segments of the public: labor, business, consumer, stockholder, management, and government. Ethical and professional standards. 3 credits

## CO 126. THE AMERICAN MAGAZINE

Form and content of various types of articles. Mechanics of production: layout, design, and editing. 3 credits

## CO 127. ETHICS AND LAWS OF JOURNALISM

Critical evaluation of the press with respect to ethical practices and responsibility. Legal problems: copyright, libel, and constitutional privileges. 3 credits

## CO 128. EDITING

Prerequisite: CO 121

Theory and practice copy editing, page makeup, and writing headlines. A study of news-gathering agencies, syndicates, and public information sources. 3 credits

## CO 129, 131. PUBLICATION PRODUCTION AND TYPOGRAPHY I & II

Practical aspects of preparing, planning, and producing newspapers and magazines. Includes the fundamentals of typography, copy-fitting techniques, practical layout problems, color usage, and the mechanics of printing production. 3-6 credits

## CO 130. PHOTOJOURNALISM

Prerequisite: CO 30 or equivalent

Techniques of reporting with a camera. Handling typical news situations and advanced camera techniques. Assignments include detailed photo-essays and reporting problems. Students furnish their own 35mm cameras. 3 credits

## *Speech*

## CO 10. ORAL COMMUNICATION

A broad study of the speaking and listening experience. Students perform and evaluate their skills. Voice and articulation and the organization and presentation of ideas. 3 credits

## CO 111. ORAL INTERPRETATION

Prerequisite: CO 10

The art and development of techniques for the interpretation of prose, poetry, and drama. 3 credits

## CO 112. GROUP DISCUSSION

Prerequisite: CO 10

Effective management of and participation in formal and informal discussion groups whose goals are to investigate, to evaluate, to solve problems, or to make decisions. 3 credits

## CO 113. PERSUASIVE SPEAKING

Prerequisite: CO 10

The art of inspiring, convincing, and actuating audiences through the use of ethical appeals, both logical and psychological. 3 credits

## CO 115. VOCAL TECHNIQUES

Prerequisite: CO 10

Emphasis on the development of the speaking voice.

Combination of the practical and theoretical to help the student develop a method for self-improvement. 3 credits

## *Theater*

## CO 40. HISTORY OF THE THEATER

Drama and its presentation from the Greek amphitheater to the modern stage. Theories and methods of drama: the players, theatrical conditions; dramatic criticism as it has affected theatrical performance. 3 credits

## CO 140. INTRODUCTION TO THE THEATER

The investigation of theater as an experience, an immediate art whose meaning is grasped through an understanding of the encounter between those who create theater (performers, writers, directors, designers, and technicians) and those who view it (members of the audience). 3 credits

## CO 141. ACTING

Prerequisite: CO 140

Methods of building a character as described in the literature on acting. Exercises in vocal and physical control, observation, imagination, concentration, and pace. Elementary stage technique and performance department. 3 credits

## CO 142. DIRECTING

Prerequisite: CO 140

Methods of directing a play as described in the literature on play direction. Exercises in researching a play, casting, blocking the action, rehearsing, developing timing and pace, and coordinating all elements of a play. 3 credits

## CO 143. PLAYWRITING

Principles of dramatic composition, plot construction, characterization, and dialogue. Assignments in writing for the stage. 3 credits

## CO 144. THE AMERICAN STAGE

Investigation of plays and theatrical conditions in America from the Hallams to the present regional theaters. The recurring themes and styles of American performers and playwrights. 3 credits

## CO 145. THE IRISH STAGE

Investigation of plays and players, playwrights and playhouses from Boucicault to Keane. Concentrates on the birth, growth, and development of Dublin's Abbey Theatre. 3 credits

## CO 146. DRAMATIC THEORY AND CRITICISM

Chronological study of aesthetic theory as it relates to the theater. Problems of religious, political, and social censorship. 3 credits

## CO 147. CHILDREN'S THEATER

Prerequisite: CO 140

Survey of technical production, elements of direction, and the planning of children's theater programs. 3 credits

## CO 148. SCENE DESIGN

Introduction to three major methods of mounting a play: space setting, drop and wing, box setting. Rudiments of stagecraft, building, painting, setting up and striking sets, lighting the stage. 3 credits

**CO 149. THE MEANING OF CONTEMPORARY THEATER**

Early forms of the drama and how they relate to modern and contemporary theater, investigation of representative plays, particularly those of Strindberg, Ionesco, O'Neill, Beckett, and Pinter among others. Discussions about the sociological implications of underground theater and other recent developments. 3 credits

**CO 150. BIOGRAPHY AND THE STAGE**

Selections by great biographers on the art and science of biographical writing. Reading of biographical drama from Aristophanes to Anouilh, accompanied by biographies of the same characters composed by leading published biographers. The student learns to evaluate the techniques of both forms and to judge the intentions and value of each. 3 credits

**CO 151. DRAMA AND SOCIAL DEVELOPMENT**

A study of theoretical and practical drama, covering its educational significance in the whole growth of man — as an infant, as a school child, as a student, and as part of the very process of living. 3 credits

**CO 246. LIGHTING: THEATER, TELEVISION, AND FILM**

Prerequisite: a minimum of one course in theater, TV, or film

A thorough grounding in light sources, instruments and their accessories, and theater and studio layouts. Special emphasis given to lighting principles and play interpretation in terms of lighting. Students expected to design lighting and develop plots for particular plays and/or scenarios as class projects and outside assignments. 3 credits

**Courses open to graduate and advanced undergraduate students**

**CO 301. JOURNALISM WORKSHOP AND SEMINAR**

Organization and production of high school publications. Courses of study for the high school curriculum. Technical and professional aspects of journalism. 3 credits

**CO 307. FILM-VISUAL COMMUNICATION**

The world of visual perception and communication, and the effective use of the still and moving picture as a means of communicating verbal and non-verbal concepts. Individual study in areas outlined by the instructor. 3 credits

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## Major Program in Computer Science

**Administered by:**

Charles H. Franke, *Chairperson*  
Department of Mathematics  
College of Arts and Sciences

Sister Marilyn Therese Welter, *Chairperson*  
Department of Computer and Information Sciences  
W. Paul Stillman School of Business

Computer Science is a broad discipline including logic design, hardware, theory of computation, algorithms and data structures, programming, and computer applications.

This program prepares a student to enter graduate school in computer science, or for a career in industry applying the concepts and methods of computer science to problems in engineering or the sciences.

The Department of Computer and Information Sciences also offers a major program in the W. Paul Stillman School of Business (see page 146). The Department of Mathematics offers a major program with a concentration in computer science and computer-oriented mathematics (see pages 90-91). The student is encouraged to discuss the three programs with faculty advisers and to choose the one which best suits his or her career objectives. (It is possible to transfer between the programs.)

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete the requirements listed below and an additional 12 credits in science electives. Changes may be made in the major program with the consent of the administrators and the deans of both colleges. (For course descriptions, see pages 91-94 and 153-154).

### *Department Requirements*

#### **First Year**

- CI 15. Introduction to Computer Science
- CI 41. Computer Programming and Numerical Applications
- MT 92. Calculus I
- MT 93. Calculus II

#### **Second Year**

- CI 51. Software Organization
- CI 154. Programming Languages
- CI 162. Information Structures and Programming Techniques
- MT 112. Calculus III
- MT 113. Calculus IV-Introduction to Differential Equations
- MT 160. Introduction to Linear Algebra I
- MT 161. Introduction to Linear Algebra II

#### **Third Year**

- CI 153. Computer Logic and Organization
- CI 251. Finite State Automata and Formal Languages
- CI 253. Introduction to Compiler Construction
- MT Elective (200 level)

#### **Fourth Year**

- CI 255. Computer Operating Systems
- CI 280. Computer Science Project
- CI Elective (200 level)

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## Major Program in Economics

**Administered by:** Mary Boutilier, *Chairperson*

Department of Political Science, College of Arts and Sciences

George Tzannetakis, *Chairperson*

Department of Economics, W. Paul Stillman School of Business

The purpose of the Department of Economics is to provide all students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households, and government, and of the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business administration, government, and education; and to prepare the groundwork

necessary for graduate studies in economics, law, and related fields. Scholarly instruction and continuing personal guidance provide students with a high degree of flexibility in the development of their career and educational plans.

The course offerings of the Department enable undergraduate students to major in economics either through the College of Arts and Sciences or the W. Paul Stillman School of Business, leading to the degree of Bachelor of Arts and Bachelor of Science respectively.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates *must complete a minimum of 36 credits in economics*. In general, required courses will be taken in the order listed. However, all programs are worked out in consultation with an economics department adviser who may modify the program in view of the student's background and objectives.

### *Department Requirements*

	Credits
EC 1. Introduction to Economics	3
EC 2. Intermediate Micro-Economic Analysis	3
EC 3. Intermediate Macro-Economic Analysis	3
EC 6-7. Introduction to Statistics I & II	6
EC 10. Theory of Money and Credit	3
EC 103. History of Economic Thought	3
EC Elective courses in economics	15

For a listing of all courses and course descriptions in economics, see pages 154-155.

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## Department of English

*Professors:* Byrnes; Gallo; Lucas; Nourse; Rogers; Winser

*Associate Professors:* Butrym; Duff; Lindroth; MacPhee; **Marino (Chairperson);**  
McCoy

*Assistant Professors:* Auguste; Grieco; J.R. Harrington; E. Miller; Paris; Sweeney;  
Winans

*Instructor:* Banks

The Department of English offers programs of study leading to the degrees Bachelor of Arts and Master of Arts.

The Department aims to develop the ability to write correct, clear, and forceful prose in all undergraduates and to acquaint them with their literary heritage. For the student who chooses to major in English, the Department provides a wide variety of courses to prepare for careers in teaching, writing, editing, or publishing, and for additional work at the graduate level.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 45 credits in English (including 6 credits in EN 9-10) and 52 credits in appropriate electives\* reflecting the individual's general interest and career goals. In general, required courses will be taken in the order listed. However, all programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives.

### *Department Requirements*

**I. General Program** — for students whose career goal is writing, editing, public relations, law, business, and other professions.

	Credits
EN 9-10. English Composition I & II	6
EN 41-42. Great Books of the Western World I & II	6
EN 299. English Seminar	3
EN English electives	30

**II. Teacher Preparation Program** — for students who intend to teach English at the secondary school level, the following procedures are recommended:

Preregister with the Department of Secondary Education and the Department of English.

Fulfill the core requirements of the School of Education and the College of Arts and Sciences including EN 9-10 English Composition I & II. (In effect, the student will have a double major.)

Follow, in sequence, the courses required for certification, allowing time for field experience.

### **III. Program for Preparation for Graduate Studies in English**

	Credits
EN 9-10. English Composition I & II	6
EN 41-42. Great Books of the Western World I & II	6
EN 49. American Literature I	3
or	
EN 50. American Literature II	3
EN 252. Shakespeare	3
EN 299. English Seminar	3

\*These electives may include additional courses in English.

*Four period courses selected from:*

EN 141.	Medieval Literature	3
EN 143.	Renaissance Literature	3
EN 144.	17th-Century Literature	3
EN 145.	18th-Century Literature	3
EN 147.	The Romantic Period	3
EN 148.	The Victorian Age	3
EN 155.	Modern British Literature	3
EN	English electives	12

The Department urges students to select a foreign language as a free elective and complete the sequence through at least the third-year level.

## The Writing Certificate in English

The English Department offers a certificate attesting to a student's having successfully completed a prescribed number of courses in writing. Students from all schools and departments may enroll in these courses, as well as other qualified students who are not matriculating for a degree.

To meet the requirements for the certificate, the student must complete 12 credits in writing courses beyond EN 9 and EN 10 and achieve a cumulative grade of "B" in them. These credits are distributed as follows:

	Credits
EN 111. Writing Workshop I	3
or	
EN 112. Writing Workshop II	3
EN 260. Linguistics and Modern Grammar	3
or	
EN 298. History of the English Language	3
EN 261. Advanced Composition	3
EN One other specialized course in writing	3

## COURSE DESCRIPTIONS

### *Introductory*

#### **EN 1. ENGLISH SKILLS**

A developmental writing program, designed to foster competence in composition, with specific emphasis on syntax, grammar, and the mechanics; weekly tutorials. 3 credits (institutional\*)

#### **EN 9. ENGLISH COMPOSITION I**

Prerequisite: EN 1 or satisfactory scores on the N.J. Basic Skills Test

Structured exercises in writing and revising short essays based on themes suggested by representative readings in the major rhetorical forms. 3 credits

#### **EN 10. ENGLISH COMPOSITION II**

Prerequisite: EN 9

Practice in the methods of library research and in the mechanics of format and language in the writing of longer papers based on selected texts, both imaginative and discursive. 3 credits

#### **EN 11. THE SHORT STORY**

Representative fiction by American, British, and Continental authors. 3 credits

#### **EN 12. THE ESSAY**

A variety of contemporary selections to serve as models for student composition. 3 credits

#### **EN 13. THE DRAMA**

Representative plays of the Western theater: from Sophocles to Albee. 3 credits

\*Does not count toward graduation.



**EN 14. POETRY**

A survey of British and American poetry: from the medieval ballad to Auden. 3 credits

*Surveys***EN 41. GREAT BOOKS OF THE WESTERN WORLD I**

Traditional Western literature in translation: from Homer to Cervantes. 3 credits

**EN 42. GREAT BOOKS OF THE WESTERN WORLD II**

Traditional Western literature in translation: from Molière to Dostoevsky. 3 credits

**EN 47. ENGLISH LITERATURE I**

An introduction to the periods of English literature: from *Beowulf* to the Romantics. 3 credits

**EN 48. ENGLISH LITERATURE II**

An introduction to the periods of English literature: from the Romantics to the present. 3 credits

**EN 49. AMERICAN LITERATURE I**

Readings of American authors from the Colonial period to the Civil War. 3 credits

**EN 50. AMERICAN LITERATURE II**

Readings of American authors from the Civil War to the present. 3 credits

*Periods***EN 141. MEDIEVAL LITERATURE**

Old and Middle English literature from *Beowulf* to Chaucer. 3 credits

**EN 143. RENAISSANCE LITERATURE**

Readings of 16th-century verse and prose. Special attention to More, Sidney, and Spenser. 3 credits

**EN 144. 17TH-CENTURY LITERATURE**

The "metaphysical" and "Cavalier" schools; Milton. 3 credits

**EN 145. 18TH-CENTURY LITERATURE**

Prose and poetry from the Restoration to the Romantics — 1660-1800. Chief emphasis on Dryden, Pope, Swift, and Johnson. 3 credits

**EN 147. THE ROMANTIC PERIOD**

Studies in the poetry of Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. 3 credits

**EN 148. THE VICTORIAN AGE**

Studies in Browning, Tennyson, the pre-Raphaelites, Carlyle, Newman, Arnold, Ruskin, and Mill. 3 credits

**EN 155. MODERN BRITISH LITERATURE**

Major British writers of the 20th century, including Yeats, Woolf, Lawrence, and Joyce. 3 credits

*Authors***EN 251. CHAUCER**

A close study of *The Canterbury Tales*, *Troilus and Criseyde*, and some of the minor poems. 3 credits

**EN 252. SHAKESPEARE**

Representative tragedies, comedies, and histories; the sonnets. 3 credits

**EN 253. MILTON**

The epic, tragic, and pastoral recapitulations; representative shorter works. 3 credits

*Other Courses in Poetry, Fiction, Drama, and Literary Criticism***EN 120. INTRODUCTION TO LITERARY CRITICISM**

Survey of major critical theories, including classical, romantic, and modern positions. Practice in applying theories to poems, novels, and plays. 3 credits

**EN 146. THE ENGLISH NOVEL**

Development of the English novel from its origins in the early 18th century to its maturity in the 20th. Readings in major novelists from Defoe to Joyce. 3 credits

**EN 150. THE SOCIAL NOVEL IN AMERICA**

Longer fiction from Cooper to Vonnegut as a comment on life in America. 3 credits

**EN 151. THE AMERICAN NOVEL I**

A representative work by each of several major authors such as Hawthorne, Melville, Twain, and James. 3 credits

**EN 152. THE AMERICAN NOVEL II**

A representative work by each of several major authors, such as Dreiser, Hemingway, Faulkner, and Fitzgerald. 3 credits

**EN 153. THE 20TH-CENTURY LYRIC IN AMERICA**

An analytic approach to the works of Williams, Frost, Pound, Eliot, Stevens, and others. 3 credits

**EN 209. CLASSICAL RUSSIAN LITERATURE**

Russian literature in translation to the end of the 19th century. 3 credits

**EN 210. CONTEMPORARY RUSSIAN LITERATURE**

Russian literature in translation: the 20th century. 3 credits

**EN 254. AMERICAN DRAMA: 1920-1950**

Representative plays from O'Neill to Williams. 3 credits

**EN 255. CONTEMPORARY FICTION**

Readings in continental, British, and American fiction since World War II. 3 credits

**EN 256. CONTEMPORARY DRAMA**

A survey of post World War II dramatic literature. 3 credits

**EN 257. CONTEMPORARY POETRY**

Critical examination of trends in British and American poetry since World War II. 3 credits

**EN 258. THE DRAMA IN ENGLAND**

A survey of English drama from liturgical mystery plays to Pinter. 3 credits

**EN 270. SCIENCE FICTION**

The history of science fiction through a consideration of the themes and techniques of Wells, Verne, Ellison, Zelazny, Asimov, Lem, and others. 3 credits

**EN 271. THE AMERICAN SCREENPLAY**

The film script as a literary genre. Adaptations and originals by Hecht, Nichols, Sturges, Mankiewicz, and others. 3 credits

**EN 280. POETRY AND SCIENCE**

The historical and philosophical relationship between poetry and science since the Renaissance. 3 credits

**EN 281. CONTEMPORARY LITERATURE AND RELIGION**

Modern concepts of man's spiritual side as shown in works by Faulkner, Salinger, Flannery O'Connor, Saul Bellow, and others. 3 credits

**EN 282. THE PSYCHOLOGICAL NOVEL**

Analyses of human motivation and action in the writings of Flaubert and Dostoevsky, James and Conrad, Proust and Joyce. 3 credits

**EN 283. SATIRE**

A comparative survey of seriocomic texts in the major literary genres. 3 credits

**EN 285. RELIGIOUS THEMES IN AMERICAN LITERATURE**

Examples of fiction and poetry, reflecting the major American religious currents from Puritanism to the end of the 19th century. 3 credits

*Writing and Language*

EN 9 and EN 10 are prerequisite to all writing and language courses.

**EN 102-103. CREATIVE WRITING**

Practical exercises in writing several types of prose, specializing in the short story. 3-6 credits

**EN 105-106. POETRY WORKSHOP**

Practical exercises in the techniques of composing poetry. 3-6 credits

**EN 111-112. WRITING WORKSHOP**

The composition of essays, theses, or other projects of varying difficulty. Peer review and criticism. 3-6 credits

**EN 260. LINGUISTICS AND MODERN GRAMMAR**

A survey of various linguistic systems and their application to the teaching of English grammar. 3 credits

**EN 261. ADVANCED COMPOSITION**

The expression of personal ideas and values in articles and essays that incorporate more complex rhetorical and stylistic strategies than are presented in English Composition I and II. 3 credits

**EN 262. BUSINESS WRITING**

Form and content in commercial communications. 3 credits

**EN 263. WRITING IN THE PROFESSIONS**

Individualized instruction in the organization and composition of articles, analyses, and reviews according to formats prescribed by the academic, legal, or other professions. 3 credits

**EN 265. SCIENTIFIC AND TECHNICAL EXPOSITION**

A specialized approach to the writing of technical reports. 3 credits

**EN 298. HISTORY OF THE ENGLISH LANGUAGE**

The development of the English language from its origins to the present. 3 credits

*Individual Research and Seminars***EN 290-293. INDIVIDUAL RESEARCH**

Scholarly projects related to the student's literary interests and carried through in consultation with faculty adviser. *English majors only.*

EN 290-3 credits

EN 291-1 credit

EN 292-2 credits

EN 293-3 credits

**EN 299. ENGLISH SEMINAR**

Investigation of specific problems in the study of literature. *Juniors and seniors only.* 3 credits

Courses not offered on a regular basis.

EN 273. THE EUROPEAN SCREENPLAY 3 credits

EN 284. YEATS AND HIS WORLD 3 credits

EN 289. JOYCE AND LAWRENCE 3 credits

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# Gerontology

## Multi-Disciplinary Certificate Program

*Director:* Quartaro (Social Work)

*Advisers:* Pritchett (African-American studies); Katz (biology); Grimaldi (business); Boskey (law); Bower (nursing); Manley (political science); Jones (psychology); Wimmer (religious studies); Slinger (sociology); Sullivan (education)

The multi-disciplinary certificate program in gerontology is a concentration of studies designed for those who wish to understand and advance the quality of life for older persons. The concentration may be taken in addition to an appropriate major such as nursing, social work, sociology, business, psychology, biology, political science, or African-American studies.

Students wishing admission into the concentration should contact the Program Director and/or the gerontology adviser in their discipline, as indicated above.

### Program Requirements

In addition to the requirements of the school and the major upon which the concentration is built, the following three units — a total of 21 credits — are required:

**I. Gerontology Required Core\* — 12 credits**

- SW 170. Foundations of Gerontology
- PO 109. Advocacy, Law, Policy, and Aging
- NU 174. Health Aspects of Aging
- BL 275. Advanced Seminar in Gerontology

**II. Electives\* — 6 credits from the following first-order electives**

- EC 30. Economics of Aging
- BI 7. Biology of Aging
- SO 134. Sociology of Aging
- PS 166. Adult Development and Aging
- BL 276. Minority Aging
- RS 192. Religions and Aging
- SW 172. Social Work with the Frail Elderly
- SW 174. Psychosocial Aspects of Aging
- NU 175. Long-Term Care of the Chronically Ill Adult

**Second-order electives\*** — Students wishing to supplement the required courses should consider choosing among the following:

*Behavioral and Social Sciences*

- AN 223. Medical Anthropology
- PS 165. Developmental Psychology
- PS 260. Developmental Psychobiology
- SO 193. Becoming Human: The Sociology of Socialization

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\*These are all 3-credit courses, except as noted.

### *The Life Sciences*

BI 2-3. Human Anatomy and Physiology (8 credits)

BI 23. Elements of Heredity

### *The Humanities, Religious and Classical Studies*

CL 126. Cicero's Philosophy of Old Age

HU 133. Life Against Death

### *Policy and Economics*

PO 105. Issues in American Public Policy

PO 107. Comparative Public Policy

SW 160. Advancing Social Justice: Social Welfare — Policy and Services I

SW 265. Advancing Social Justice: Social Welfare — Policy and Services II

### **III. Internship — 3 credits minimum**

An internship (practicum or clinical) in direct service or research is required of all students. Students in the professions need not do another internship but must complete their required clinical or practicum in aging. Students in majors not requiring an internship must complete a 3-credit internship either as independent study in their own majors or as a special student within practicums offered in social work, SW 192-193. Theory and Practice: Field, or in sociology, CP 8-9, Community Experience I & II.

## **COURSE DESCRIPTIONS**

### **BI 7. BIOLOGY OF AGING**

Prerequisite: BI 3, BI 6, or BI 26

An overview of the structural and functional changes that occur from birth to death, describing growth, development, and aging as a continuum. The genetic and environmental factors as well as the experimental basis for current theories of aging. Three hours lecture per week. 3 credits

### **BL 275. ADVANCED SEMINAR IN GERONTOLOGY: SPECIAL TOPICS**

A sharing of perspectives from the different disciplines involved in the gerontology program through small group study, supplemented by discussion in the full seminar. Special topics such as collaboration of staff, community, and people served; security and safety; freedom of choice. 3 credits

### **BL 276. MINORITY AGING**

An examination of the "cultural difference" in the process of aging and its influence on resultant behavior patterns. Emphasis on comparison of traditional theories of aging with new data produced from an analysis of the "ethnic" variable. Topics include: historical perspectives, demography, research methodology, theoretical orientations, social intervention, socio-economic living circumstances. 3 credits

### **EC 30. ECONOMICS OF AGING**

Aspects of the economic status of older persons. A comprehensive description of major public pro-

grams with a significant impact on the economic well-being of the elderly. Topics include: income and wealth over the life style, labor force participation, Social Security, Supplemental Security income, and Medicaid. 3 credits

### **NU 174. HEALTH ASPECTS OF AGING**

An introduction to the healthy aged within the American socio-cultural milieu. The concepts of healthy aging, health care options, and the impact of environment on health. Emphasis on personal and societal attitudes and values as reflected in health care services. 3 credits

### **NU 175. LONG-TERM CARE OF THE CHRONICALLY ILL ADULT**

Focus on a continuum of health care services for the elderly at highest risk — those most limited in self-care capacities — the chronically ill, the socially isolated, the disabled at home or in institutions. Comparison of how various societies meet their responsibilities for long-term care of elderly populations. 3 credits

### **PO 109. ADVOCACY, LAW, POLICY, AND AGING**

Advocacy of policies to benefit the aged. Public policies and laws as they affect the lives of the elderly in a society. Social Security systems, legal rights of the aged, health care options, and other public policies examined and evaluated. 3 credits

**PS 166. ADULT DEVELOPMENT AND AGING**

The human life span from early adolescence through senescence. The main developmental aspects covered are stability, role reversal, cultural needs, critical periods, resistance to change, need hierarchies, managerial tasks, and sex differences. 3 credits

**RS 192. RELIGIONS AND AGING**

Roles religious traditions play in world cultures with particular reference to old age, life review, life satisfaction, and life closure. Religiosity and spiritual well-being as viewed in contemporary gerontology literature. Religions in service and in cooperation with state programs for alleviating in-humaneness in advanced aging. Positive valuation of a "new generation," the elders in society. 3 credits

**SO 134. SOCIOLOGY OF AGING**

The sociological perspective and the phenomenon of aging, especially in industrialized western society. The causes and effects of longevity on the individual's life cycle and on social institutions. The life style of the aged, including institutionalization,

stigmatization, and self-identity. Alternate programs and strategies of change. 3 credits

**SW 170. FOUNDATIONS OF GERONTOLOGY**

Overview of the basic facts about aging and aging processes including demography, biology, psychology, sociology, and policy analysis. 3 credits

**SW 172. SOCIAL WORK WITH THE FRAIL ELDERLY**

Focuses on the anticipated increase in the numbers of "at risk" elderly in American society. Examines projected needs, including family and community support systems, legal problems especially as associated with protective services, and other restraints in the elderly persons' efforts to identify and accept help. 3 credits

**SW 174. PSYCHOSOCIAL ASPECTS OF AGING**

Examination of the person/situation of older adults, focusing on factors contributing to behavioral stability and change over time. Emphasis on traits, self-concepts, and life styles; the roles of older adults; and the relationship of both person/situation to successful aging. 3 credits

## Department of History

*Professors:* Barlow; Leab; Lewinson; Mahoney; *Mathes (Director, Russian Area Studies);* Reilly, Scholz; E. Shapiro; Stock

*Associate Professors:* Browne; Driscoll; *Greene (Chairperson);* Walz

*Assistant Professor:* Caulker

*Adjunct Professor:* Markoff

The Department of History offers programs of study leading to the degrees Bachelor of Arts and Master of Arts.

Historians seek to bring to the student "the fire—not the ashes" of the past. By presenting the story of man's achievements, hopes, and frustrations, struggles and triumphs, the Department helps the inquiring student to understand this complex world and shape its future.

On the undergraduate level the student majoring in history is provided with the background particularly desirable for a career in education, business, government, law, or journalism or for graduate study in history.

Under the auspices of the Department of History, the College of Arts and Sciences offers a major program in American studies leading to the Bachelor of Arts degree (see pages 79-80). The College also offers an interdisciplinary undergraduate program in Russian area studies leading to the degree Bachelor of Arts and a certificate of proficiency in Russian area studies (see pages 80-81).

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 45 credits in history and allied fields to be distributed as follows:

45 credits minimum in history

1. A minimum of 9 credits in introductory courses (HI 1-99). The student may be excused from this requirement by attaining satisfactory scores on appropriate equivalency tests administered by the Department. Students interested in qualifying for this exemption must consult their advisers.
2. The balance of the program is in advanced courses. HI 199. Introduction to Historical Method is required of all majors and is normally taken in the semester in which the student first takes advanced courses. Each major program must include at least 21 credits in advanced courses.
3. 9 credits minimum in allied fields: economics, political science, psychology, sociology, computer science, or statistics.
4. A minimum of 6 credits in each of the non-introductory level American and European history courses.
5. A minimum of 6 credits in either introductory or non-introductory level Third World history which consists of Latin America, Africa, and Asia (selection with approval of history chairperson).

Students are required to meet with their advisers at least once each semester to plan their program in light of abilities and special interests and to evaluate progress.

To acquire familiarity with the broad temporal and geographic spectrum encompassed by historical study, the Department recommends that the student, regardless of particular area of interest, take at least one advanced course each in European, United States, and Third-World history, and at least one course in the era before 1789 and one dealing with the years since then. Students are advised to consult course descriptions of the Department of Classical Studies for additional courses on the ancient world.

The Department recommends at least one foreign language as a free elective and that the sequence be continued through the third-year level. This is particularly important for students who plan to pursue graduate studies. The Department will not give an unqualified recommendation for graduate studies in history unless the student demonstrates a reading ability in one foreign language equal to that attained by successful completion of third-year level courses.

## Major Program in American Studies

Through an interdepartmental approach to the study of American civilization, American culture is viewed as a whole greater than the sum of its parts. The Program includes courses in history, literature, art, philosophy, and courses offered by other participating departments, and prepares students for careers in government, museum work, and teaching — particularly at the secondary school level where there is a trend

toward a broad approach to the study of civilization — and for graduate study in various fields such as urban affairs, history, literature, race relations, and the media.

### *Major Program*

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 36 credits in American studies and related fields. In general, required courses should be taken in the order listed. However, all programs are worked out in consultation with the Program Director who may modify the program in view of the student's background and objectives. The broad range makes possible double major programs of study. That is, students can major in American studies and in another department such as English, history, communication, etc.

### *Academic Requirements*

- I. **12 credits in American studies courses**  
To include AM 1. Introduction to American Studies and AM 299. American Studies Seminar
- II. **24 credits as follows:**  
AR 107. American Art  
AR 136. Music of America  
EN 49-50. American Literature I & II  
HI 21-22. American History I & II  
PH 125. American Philosophy  
SO 220. American Society
- III. **6 credits in electives drawn from art and music, African-American studies, communication, English, history, humanistic studies, philosophy, religious studies, sociology, and other departments and programs as such offerings seem pertinent and are available. The elective courses must be approved by the Director of the Program in American Studies.**

## COURSE DESCRIPTIONS

### **AM 1. THE AMERICAN EXPERIENCE**

The experience as viewed through American literature, art and music, sociology, and history. The history, purpose, relevance, and methodology of American studies. 3 credits

### **AM 259-260 (HI 259-260). FILM AND HISTORY**

A mass media view of specific historical subjects in the context of the development of American society between 1894 and the present, utilizing historical materials as well as feature films. 3-6 credits

### **AM 290. INDEPENDENT RESEARCH**

A theme dealing with American culture, studied under the guidance of the Director or another faculty member. 3 credits

### **AM 299. AMERICAN STUDIES SEMINAR**

Prerequisite: AM 1  
A study of one theme, interdisciplinary in nature, terminating in a seminar paper. 3 credits

## Russian Area Studies Program

The College of Arts and Sciences offers an interdisciplinary undergraduate program in Russian area studies leading to the degree Bachelor of Arts and a certificate of proficiency in Russian area studies. The purpose of the Program is to provide, within the framework of a liberal arts education, a systematic introduction to the Soviet Union, including the fundamentals of the Russian language, and to enable students to acquire greater perspective on the Soviet Union than can ordinarily be obtained within a single discipline.

Students who wish to complete the Program must meet the standards and requirements of the College of Arts and Sciences (see pages 44-45) and take a minimum of 36 credits in Russian language and area studies courses. They must demonstrate proficiency in Russian language equivalent to the second-year level; normally this requirement will be satisfied by successfully completing elementary and intermediate Russian (12 credits).

### *Basic Program Requirements*

The basic program consists of 12 credits in Russian language, 21 credits in Russian area courses, and a 3-credit program essay.

<b>Language</b>	<b>Credits</b>
MO 51-52.      Elementary Russian I & II	6
MO 53-54.      Intermediate Russian I & II	6

#### **Essay**

A program essay (the equivalent of a senior paper) must be submitted on a topic approved by the Director and written under the supervision of a faculty member involved in the Program. Normally this requirement will be satisfied by taking supervised research in the department of the student's major (e.g. HI 298, MO 251 or 252, PO 203).

#### **Area Studies Courses**

Students must elect 21 credits from the following, 12 credits of which are to be from disciplines other than their department majors.

	<b>Credits</b>
AR 135.      Music of Russia From 1850 to the Present	3
AR 204.      Russian Art and Architecture	3
EC 65.        Soviet Economic System	3
EN 209.      Classical Russian Literature	3
EN 210.      Contemporary Russian Literature	3
HI 115.      Kievan Rus' and Muscovy	3
HI 116.      History of Imperial Russia	3
HI 117.      History of the Soviet Union	3
HI 258.      Intellectual Origins of Contemporary Communism II	3
HI 271.      Topics in Modern Russian History	3
MO 55-56.    Advanced Russian I & II	6
MO 59-60.    Introduction to Russian Literature I & II	6
MO 253-254. Modern Russian Literature I & II	6
PO 162.      Government of the Soviet Union	3

The following related courses may be taken for additional credit.

HI 128.      East Central Europe Since 1700	3
HI 257.      Intellectual Origins of Contemporary Communism I	3
MO 251-252. Studies in Russian Literature	6
PO 168.      Comparative Communist Systems	3
RS 176.      Eastern Varieties of Christianity	3



# COURSE DESCRIPTIONS

## *Introductory*

### **HI 6. THE CONTEMPORARY WORLD**

Sources and events of this revolutionary century that explain the problems and possibilities of the contemporary scene. 3 credits

### **HI 11. ROOTS OF THE WESTERN EXPERIENCE**

The development of Western civilization from its origins in the Near East to the Scientific Revolution. 3 credits

### **HI 12. THE MAKING OF THE MODERN WEST**

The development and expansion of Western civilization from Enlightenment and Industrial Revolution to the present. 3 credits

### **HI 13. WORLD WAR I**

Surveys the diplomatic, military, and geopolitical aspects of the First World War from its preliminaries to its conclusion, giving special consideration to its causes and consequences. 3 credits

### **HI 14. WORLD WAR II**

Surveys the diplomatic, military, and geopolitical aspects of the Second World War from its preliminaries to its conclusion, giving special consideration to causes and consequences. 3 credits

### **HI 21-22. AMERICAN HISTORY I & II**

Part I: The United States from the framing of the Constitution to the outbreak of the Civil War.  
Part II: The Civil War to the present. 6 credits

### **HI 31-32. HISTORY OF LATIN AMERICA I & II**

Part I: Survey of the pre-Columbian period and the Spanish and Portuguese empires.  
Part II: Development of the individual countries. 6 credits

### **HI 41. FOUNDATIONS OF AMERICAN POLITICS**

An historical foundation of the ideas, institutions, and practices of government. 3 credits

### **HI 51-52 (BL 209-210). HISTORY OF AFRICAN CIVILIZATION I & II**

For description, see page 184. 6 credits

### **HI 71. EUROPE AND THE ATLANTIC VISTA 1500-1800**

(Mainly for sociology students)  
Covers the period during which Europe pivoted from its continental moorings and found wider global horizons. 3 credits

## *Advanced General*

### **HI 137-138. WOMAN IN HISTORY**

Part I: Europe — the history of woman's place in the various societies of European civilization from ancient times to the present.  
Part II: United States — the position and influence of women in the United States. 6 credits

### **HI 199. INTRODUCTION TO HISTORICAL RESEARCH**

(Required of all history majors)  
Method and rationale of historical research. 3 credits

### **HI 277. TOPICS IN COMPARATIVE HISTORY**

To be set by instructor. 3 credits

### **HI 278. TOPICS IN INTERDISCIPLINARY HISTORY**

To be set by instructor. 3 credits

### **HI 285. INTERNSHIP IN THE CARE AND ORGANIZATION OF MANUSCRIPTS**

Instruction and work experience with the New Jersey Historical Society in the custody, care, and management of historical documents. 3 credits

### **HI 296. SUPERVISED RESEARCH IN HISTORY**

(Open only to junior and senior majors by arrangement with specific instructors)  
Individual reading and research projects. 1 credit

### **HI 297. SUPERVISED RESEARCH IN HISTORY**

(Open only to junior and senior majors by arrangement with specific instructors)  
Individual reading and research projects. 2 credits

### **HI 298. SUPERVISED RESEARCH IN HISTORY**

(Open only to junior and senior majors by arrangement with specific instructors)  
Individual reading and research projects. 3 credits

## *American History*

### **HI 151. ECONOMIC HISTORY OF THE UNITED STATES**

Economic development of the United States from colonial origins to contemporary position as a world power. 3 credits

### **HI 152. LABOR IN MODERN AMERICA**

The American work force (native-born, immigrant, minority, women, children) from the 1880's to the present, with an emphasis on the legal, social, and political forces that shaped labor in the United States. 3 credits

### **HI 153. DIPLOMATIC HISTORY OF THE UNITED STATES TO 1890**

American diplomacy from the War of Independence to the revival of imperialism. 3 credits

### **HI 154. DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1890**

American diplomacy from the Spanish-American War to the problems created by the Cold War. 3 credits

### **HI 155. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865**

Crosscurrents of thought and social change in American history from the Colonial Era to 1865. 3 credits

**HI 156. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865**

American thought and society since 1865. 3 credits

**HI 157. THE IMMIGRANT IN AMERICAN LIFE**

Ethnic minorities in the development of American life. 3 credits

**HI 161. COLONIAL AMERICA 1492-1763**

The age of exploration, the foundation of the English colonies, the establishment of American society, and the growth of a colonial culture. 3 credits

**HI 162. REVOLUTIONARY AMERICA 1763-1789**

The growth of colonial self-consciousness and the rise of the spirit of independence, the Revolution and the framing and ratification of the Constitution. 3 credits

**HI 163. THE NEW NATION 1789-1824**

Origins and development of the American political and economic system and of a distinctively American literature and culture. 3 credits

**HI 164. THE JACKSONIAN ERA 1824-1850**

Politics and thought in the Jacksonian Era, the westward movement, and the development of Manifest Destiny and sectionalism. 3 credits

**HI 165. CIVIL WAR AND RECONSTRUCTION 1850-1877**

Slavery and sectionalism; causes and character of the Civil War; Reconstruction in its varied aspects. 3 credits

**HI 166. THE SHAPING OF MODERN AMERICA 1877-1917**

The rise of industry, agrarian discontent, protagonists and antagonists of Social Darwinism, the reaction against laissez-faire in platform and pulpit. 3 credits

**HI 167. FROM WILSON TO FDR, 1914-1933**

Studies of World War I, the Twenties, the Great Depression and the election of 1932. 3 credits

**HI 168. AMERICA IN DEPRESSION AND WAR 1929-1945**

The Great Depression, New Deal, and World War II. 3 credits

**HI 169. RECENT AMERICA - SINCE 1945**

Intellectual and social developments, the Cold War, the Black Revolution, Vietnam. 3 credits

**HI 170. HISTORY OF URBAN AMERICA**

The role of the city in American life. 3 credits

**HI 171. HISTORY OF RELIGION IN THE UNITED STATES**

The development of religious pluralism in American life. 3 credits

**HI 172. THE AMERICAN FRONTIER**

The westward movement in American life. 3 credits

**HI 173. (BL 211). AFRO-AMERICAN HISTORY I**

For description, see page 184. 3 credits

**HI 174. THE AMERICAN POLITICAL TRADITION**

Politics and political thought in American history. 3 credits

**HI 176. RACISM IN AMERICAN THOUGHT**

The development of American concepts regarding Indians, immigrants, and Blacks. 3 credits

**HI 177. AMERICAN HISTORIANS**

The development of American historical writing. 3 credits

**HI 179. ANGLO-AMERICAN LEGAL HISTORY I**

Introduction to the development of the Common Law in England prior to 1700, with emphasis on the political, social, and economic factors determining this development. 3 credits

**HI 180. ANGLO-AMERICAN LEGAL HISTORY II**

Reception of the Common Law in the English colonies: its growth in various select jurisdictions; its influence on post-Revolutionary America. 3 credits

**HI 182 (BL 223). AFRO-AMERICAN HISTORY II**

For description, see page 185. 3 credits

**HI 259-260 (AM 259-260). FILM AND HISTORY**

For description, see page 80. 3-6 credits

**HI 266. HISTORY OF NEW JERSEY**

The State of New Jersey from colonial days to the present. Emphasis on factors having heaviest impact on the State today. 3 credits

**HI 279. LAW AND SOCIAL CHANGE: CHANGE IN MODERN AMERICA**

American law and legal institutions from post-Revolutionary America to 1900. 3 credits

**HI 280. HISTORY OF LEGAL THEORY**

Man's concept of law and justice from Aristotle to the American realists. 3 credits

**HI 281-284. TOPICS IN AMERICAN HISTORY**

To be set by instructor. 3-12 credits

**HI 287. THE CATHOLIC CHURCH IN THE UNITED STATES**

Prerequisite: HI 21-22 or equivalent  
The role of Catholics and the Church in the United States from Colonial beginnings to the recent past, focusing on internal developments and on relations with the wider society. 3 credits

**HI 294. SOCIAL HISTORY OF AMERICAN MEDICINE**

Surveys medical education, medical practice, therapeutics, nursing, the hospital, topics in public health, and relates the past to contemporary medical and health issues. 3 credits

**HI 295 (MI 160). AMERICAN MILITARY HISTORY**

For description, see page 189. 3 credits

## *European History*

### **HI 100 (CL 255). ANCIENT GREEK HISTORY**

The rise of Hellenic culture from its genesis in the Aegean Bronze Age, the growth of Hellenic civilization, and the major interactions of the city-states in the seventh and sixth centuries; the Classical period and its decline. 3 credits

### **HI 101. HISTORY OF EARLY CHRISTIANITY**

Jewish origins, institutional development, encounter with imperial Rome, establishment as the only legal religion at the end of the fourth century. 3 credits

### **HI 102. EUROPE IN THE MIDDLE AGES**

The formation of medieval civilization in the so-called Dark Ages and its transformation between the 11th and 14th centuries. 3 credits

### **HI 103. MAN AND SOCIETY IN MEDIEVAL EUROPE**

Medieval social organization, interaction, and change; customs and attitudes; medieval personality. 3 credits

### **HI 104 (CL 256). ANCIENT ROMAN HISTORY**

An investigation of the tension between individual liberty and traditional power of state and society; of the political and social institutions which maintain social cohesion in a complex society. 3 credits

### **HI 105. THE RENAISSANCE**

The formation period of early modern Europe to 1500. 3 credits

### **HI 106. THE REFORMATION**

The formative period of early modern Europe from 1500 to 1684. 3 credits

### **HI 107. ABSOLUTISM AND ENLIGHTENMENT**

Europe from 1648 to 1789. 3 credits

### **HI 108. THE ERA OF THE FRENCH REVOLUTION AND NAPOLEON**

Europe from 1789 to 1815. 3 credits

### **HI 109-110. 19TH-CENTURY EUROPE**

Part I: 1815 to 1870

Part II: 1870 to 1914 6 credits

### **HI 111. EUROPE FROM 1914 TO 1939**

World War I and its social and political consequences. The crisis leading to World War II. 3 credits

### **HI 112. EUROPE SINCE 1939**

World War II and its aftermath. The Cold War and the New Europe. 3 credits

### **HI 113 (CL 210). HISTORIANS OF GREECE AND ROME**

Selected readings and interpretation of Greek and Roman historiography. Social and political character of ancient historiography as well as the historical criticism and viewpoints of the author. 3 credits

### **HI 115. KIEVAN RUS' AND MUSCOVY**

From the origins of the Russian nation to Peter the Great. 3 credits

### **HI 116. HISTORY OF IMPERIAL RUSSIA**

The historical legacy of the Russian imperial period, from the reign of Peter the Great to Russia's entry into World War I. 3 credits

### **HI 117. HISTORY OF THE SOVIET UNION**

Russia since 1917. 3 credits

### **HI 121-122. HISTORY OF BRITAIN AND THE EMPIRE**

Part I: 1660 to 1832

Part II: 1832 to the present 6 credits

### **HI 123. EARLY MODERN IRELAND**

Political, economic, and social history of Ireland from the Treaty of Limerick in 1691 to the Great Famine of the 1840's. 3 credits

### **HI 124. MODERN IRELAND: PATHS TO THE TURBULENT PRESENT**

Examines the forces in Ireland's recent past that account for her present condition. 3 credits

### **HI 125-126. HISTORY OF GERMANY**

Part I: 1500 to 1848

Part II: 1848 to the present 6 credits

### **HI 127. MODERN ITALY**

The making of the Italian nation-state and its 20th-century history. 3 credits

### **HI 128. EAST CENTRAL EUROPE SINCE 1700**

The political evolution and the social and economic development of modern Poland and Danubian Europe from 1700 to the present. 3 credits

### **HI 130. HISTORY OF MODERN FRANCE**

Developments in France from the fall of Napoleon to the present. 3 credits

### **HI 133-134. THE MAKING OF THE MODERN MIND**

Part I: Renaissance, Reformation, Scientific Revolution

Part II: European intellectual history from the Enlightenment to the present. 6 credits

### **HI 136 (CL 180). WOMEN IN ANTIQUITY**

An inquiry into the social, political, and legal status of women in ancient Greece and Rome, emphasizing the use of primary historical sources. 3 credits

### **HI 257. ORIGINS OF SOCIALISM**

The French socialist and revolutionary tradition; German socialism through Marx. 3 credits

### **HI 258. RUSSIAN COMMUNISM**

Beginnings of Russian radicalism: populism, socialism, communism to Stalin. 3 credits

### **HI 271. TOPICS IN MODERN RUSSIAN HISTORY**

To be set by instructor. 3 credits

<b>HI 272. TOPICS IN MODERN BRITISH HISTORY</b> To be set by instructor. 3 credits	<b>HI 254 (AS 254). HISTORY OF MODERN CHINA</b> For description, see page 54. 3 credits
<b>HI 273. TOPICS IN MODERN FRENCH HISTORY</b> To be set by instructor. 3 credits	<b>HI 255 (AS 255). HISTORY OF TRADITIONAL JAPAN</b> For description, see page 54. 3 credits
<b>HI 274. TOPICS IN MODERN GERMAN HISTORY</b> To be set by instructor. 3 credits	<b>HI 256 (AS 256). HISTORY OF MODERN JAPAN</b> For description, see page 54. 3 credits
<b>HI 275. TOPICS IN EUROPEAN DIPLOMATIC HISTORY</b> To be set by instructor. 3 credits	<b>HI 261 (BL 265). HISTORY OF SOUTHERN AFRICA</b> For description, see page 186. 3 credits
<b>HI 276. TOPICS IN MEDIEVAL HISTORY</b> To be set by instructor. 3 credits	<b>HI 262 (BL 263). HISTORY OF WESTERN AFRICA</b> For description, see page 186. 3 credits
<i>Third-World History</i>	
<b>HI 135. THE MIDDLE EAST IN THE 20TH CENTURY</b> From the collapse of the Ottoman Empire to the Arab-Israeli conflict. Nationalistic movements and the role of the Great Powers and the U.N. in the area. 3 credits	<b>HI 263 (BL 264). HISTORY OF EAST AND CENTRAL AFRICA</b> For description, see page 186. 3 credits
<b>HI 191. DIPLOMATIC HISTORY OF LATIN AMERICA</b> The relations of Latin American nations with one another and with the rest of the world. 3 credits	<b>HI 264 (BL 266). HISTORY OF NORTH AFRICA</b> For description, see page 186. 3 credits
<b>HI 203 (AS 203). HISTORY OF MODERN ASIA</b> For description, see page 53. 3 credits	<b>HI 291. TOPICS IN LATIN AMERICAN HISTORY</b> To be set by instructor. 3 credits
<b>HI 204 (AS 204). HISTORY OF ASIAN PHILOSOPHY AND CULTURE</b> For description, see page 53. 3 credits	<b>HI 292. THE PAST OF PUERTO RICO</b> The people of Puerto Rico, their history and culture, and their relationship with Spain, Latin America, and the U.S. 3 credits
<b>HI 253 (AS 253). HISTORY OF TRADITIONAL CHINA</b> For description, see page 54. 3 credits	<b>HI 293. MIGRATION AND RACE MIXTURE IN THE HISTORY OF LATIN AMERICA</b> The impact of interracial contacts and migratory processes on the development of Latin American societies. 3 credits

## Honors Program

*Director:* Leigh Winsor

Students who have demonstrated exceptional ability and motivation are eligible for participation in the Honors Program.

Selection of Honors Students is made jointly by the Director and heads of departments through personal interviews. Continuation in the Honors Program is dependent on superior performance.

Honors Students substitute a series of colloquia and seminars for some of the core requirements in their respective colleges. The colloquia in the first two years are devoted to the legacy of ideas and traditions from the past, and the seminars in the junior and senior years to contemporary society and modern consciousness. Extensive reading, discussion, and frequent written assignments, participation by many members of the faculty and speakers from outside the University, and an interdisciplinary approach to learning are the principal features of the Honors colloquium and seminar.

Students must complete the Honors Colloquia (HP 101-104) in their freshman and sophomore years and at least two advanced seminars (HP 201-204) in their junior and senior years. Senior Honors Students write an Honors thesis (3 credits).

Honors Students are identified as such within their major programs and participate in departmental honors programs where these exist. Departments provide for exemption from basic courses and enrollment in departmental honors courses whenever possible, participation in internships, special programs, and tutorials. A participant receives special academic counseling and guidance by virtue of his or her standing as an Honors Student.

Students in the Honors Program are expected to attain proficiency in a foreign language, to attend special lectures, concerts, plays, and exhibitions, and to take part in field-trips which make use of the cultural resources of the metropolitan region.

Honors courses are so designated in students' transcripts. The distinction of having completed the Honors Program is recorded on the final transcript.

## COURSE DESCRIPTIONS

### **HP 101. COLLOQUIUM – ANCIENT CIVILIZATIONS**

(First Year, Fall)

Readings from significant philosophical and literary texts of the ancient world, including the works of Plato, Aristotle, Sophocles, Homer, and Juvenal; discussions and written assignments on such texts. Focus on ideas which continue to sustain contemporary civilization. 6 credits

### **HP 102. COLLOQUIUM – CHRISTIANITY AND MEDIEVAL CULTURE**

(First Year, Spring)

Concentration on Christian thinkers whose ideas have shaped or exemplified the Christian tradition, such as Jerome, Augustine, Thomas Aquinas, Dante, and Chaucer; comparison with significant authors in Jewish and Islamic traditions; social change and significant human achievement in art and literature. 6 credits

### **HP 103. COLLOQUIUM – RENAISSANCE AND REFORMATION THOUGHT**

(Second Year, Fall)

Humanism and individualism; their origins in late medieval and early modern society; their expressions in Renaissance and Reformation art, politics, and popular culture. Readings from Petrarch, Erasmus, Machiavelli, Luther, Shakespeare, Milton, and others. 6 credits

### **HP 104. COLLOQUIUM – THE ENLIGHTENMENT**

(Second Year, Spring)

Examination of the scientific revolution and the transformation of political and social thought in the 17th and 18th centuries; readings from Descartes,

Molière, Pope, Newton, Hobbes, Locke, Voltaire, Rousseau, and others; the expressions of rationalism in literature, art, and mores. 6 credits

### **HP 201. SEMINAR – ROMANTICISM AND REVOLUTION**

The inward turning of art, and the revolutionary reshaping of Europe. A consideration of moral, philosophical, and political change from the categorical imperative to the prefigurers of the superman. 3 credits

### **HP 202. SEMINAR – SCIENCE AND BELIEF**

The foundations of modern science, the crises of faith, the development of sociological concepts, and the *fin-de-siecle* sensibility. The rise of capitalism, and the protest against capitalism's misuse. 3 credits

### **HP 203. SEMINAR – THE MODERN TEMPER**

Artistic, social, and political ferment from the dream of a scientific Utopia to the disillusionment following the Great War. 3 credits

### **HP 204. SEMINAR – EXISTENTIALISM AND BEYOND**

Concepts of the self seen against a background of alienation, commitment, and personalism. Consideration of the political, economic, and social implications of the global village in an age of crisis. 3 credits

### **HP 205. HONORS THESIS**

Independent research conducted in consultation with Honors faculty. 3 credits

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# Center for Humanistic Studies

*Professor: Hakim (Director)*

*Associate Professor: Caminiti (Assistant Director)*

*Adjunct Associate Professor: Podgorski*

*Adjunct Assistant Professors: Debold; Rotunno*

The purpose of the Center for Humanistic Studies is to develop a contemporary educational vehicle whose chief feature is to probe the humanistic dimension of knowledge and to communicate data whose significance points beyond the narrow confines of the specialist. As the occasion demands, the Center offers courses in those "boundary" areas which do not fall within the competence of any given department.

## COURSE DESCRIPTIONS

### **HU 101. THE HUMANIST DIMENSIONS OF THE SCIENCES**

A two-part course: first, an historical survey of the larger contributions of science and how they have enlarged man's understanding of himself; second, a consideration of the influence science has had on the shape of humanity by its interrelationship with philosophy, religion, and the arts. 3 credits

### **HU 102. THE PHENOMENON OF WOMAN**

A study of the contemporary woman, tracing the emergence of a new understanding of woman by means of considerations drawn from history, theology, psychology, sociology, and education. 3 credits

### **HU 109. MUSIC IN HUMAN EXPERIENCE**

Seminar. An historical investigation of philosophical and musical structures. Recordings and tapes used. 3 credits

### **HU 116. THE EVOLUTION OF HUMANISM**

Study of the Greek, medieval, Renaissance, and modern images of man. 3 credits

### **HU 120. THE SPIRITUAL JOURNEY IN OUR TIME**

A study of the development of the spiritual mind and of prophetic awareness. An attempt to provoke student response to the historical and psychological dimensions of spiritual evolution. 3 credits

### **HU 130. TRANSFORMATIONS WITHIN CONTEMPORARY MAN**

The depth and extent of the consciousness revolution and the nature of the transformations in man's perceptions of himself and the world, as demonstrated through the work of artists, writers, and other creative persons. 3 credits

### **HU 131. THE UNIVERSITY AS COMMUNITY**

A collective effort to evaluate the university as a community in terms of itself and its relationship to the larger communities of which it forms a part. Examination of the way in which a university community becomes aware of itself and how higher levels of awareness can be reached. 3 credits

### **HU 133. LIFE AGAINST DEATH**

The life against death theme within contemporary experience. Its centrality, its multiple dimensions, its place within our life-evaluation system. The origin and mystery of death as a biological, psychological, and spiritual event in man's life. A study of the literature on the subject and the expression of the theme within the arts. 3 credits

### **HU 141. MARXISM AND THE HUMANIST CRISIS**

Marxism seen not as a monolithic system, but as a world-wide movement continually feeling the impact of various national experiences and vital intellectual currents, e.g., the psychoanalytic schools, existentialism, and the revival of classical anarchism. Marxism in terms of the overall cultural revolution of our times. 3 credits

### **HU 155. HUMAN ALIENATION**

Man's alienation, or aloneness, studied as the dominant theme in the "human condition." Analysis of its expression in music, art, literature, and philosophy. 3 credits

### **HU 157. HUMAN FREEDOM IN HISTORY AND HOPE**

An effort to understand the concept of freedom in terms of such questions as: Is freedom constitutive of man? How has it been understood by the various

politics, religions, and philosophies through the ages? In diverse cultures? Does it have a future?

3 credits

**HU 170. THE MANY FACES OF SELF-RELIANCE**

The importance and relevance of self-reliance in developing a fully integrated human being, as reflected in both personal and social life. Problems like dependency, conformity, competition, and rebellion, considered as so many pitfalls to self-reliance. Aspects of social life such as child-rearing, alcoholism, drug addiction, marriage, sex, mental health, minority groups, social responsibility, crime, delinquency treated in their relationship to self-reliance.

1 credit

**HU 180. HUMAN CONCERN IN THE PROFESSIONS**

Opportunities and pitfalls in the service of humanity as experienced in the professions. Expectations people have of professionals and how these expectations are satisfied. Primary focus on doctors and lawyers, with additional consideration of the commitment of others such as educators, clergy, funeral directors. Typical problems: the danger of impersonality; subordinating personhood to monetary or technological gain; the potential gap between care expected and delivered; the high cost of professional services; increasing public control over the quality and cost of public services.

3 credits

**HU 181 (AS 206). EASTERN MYSTICISM: A SEARCH FOR THE TOTAL MEANING OF MAN**

Contemporary search for human fulfillment, studied in the light of mystical goals as described in classical sources. Comparison of the Western model of "spiritual journey," the intuitive approach of the Upanishads, the devotional orientation of the

*Bhagavad-Gita*, and the Yogic path of spiritual transformation. The early Buddhist notion of "nirvana" and subsequent Ch'an-Zen emphases. The Chinese search for "Tao" and "li." Eastern reverence for man and the contemplation of his meaning.

3 credits

**HU 182. TOWARD A HUMAN WORLD ORDER**

A discussion of concrete strategies ordinary people can take to develop a more human world order. An analysis of critical human problems and the need for structures geared to the difficulties and opportunities inherent in an interdependent world. Small student-faculty discussions after presentation of material.

1 credit

**HU 187. HUMANITY ON TRIAL: A STUDY OF PRISON LITERATURE**

An attempt to penetrate the experience of trial and imprisonment, often the furnace which lifts the life of the individual and the community to new levels of spiritual and political consciousness. Includes use of films, guest speakers, and various forms of prison literature by or about the Prophets, early Christian martyrs, Dietrich Bonhoeffer, Malcolm X, Martin Luther King, Daniel Berrigan, George Jackson, Martin Sostra, Sam Melville, Thich Nhat Hanh, Barbara Deming, Kathryn Burkhart.

3 credits

**HU 189. NETWORK NEWS: A HUMANISTIC APPRAISAL**

New humanistic perspectives arising from network news, which is analysed not only as a conveyor of human experience, but also as a focal point of a new language for Americans based upon shared meanings and symbols, leading the way to the creation of a new public community.

3 credits

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## Department of Mathematics

*Professors: Franke (Chairperson); Gabriel; Williams; Wong*

*Associate Professors: Guerin; Infante; M. Kim; Saccoman*

*Assistant Professors: Benham; Burke; Dahlberg; D'Ambrosa; Dapkus; Gross, Marlowe; Masterson; Schwartz; Washburn*

*Instructors: Bortzel; Gushanas*

*Adjunct Assistant Professors: Abdo; Boland; Businger; Calabria; Costa; Coviello; DeFranco; DeMattia; Fuchs; Greenberg; Kaminski; Manning; McGrath; Murphy; Salerno; Seid; Valli; Vinci*

*Professor Emeritus: Kresky*

The Department of Mathematics offers programs of study leading to the degrees Bachelor of Science, Master of Arts, and Master of Science.

There are two options for undergraduate students majoring in mathematics. The first is intended primarily for those who plan to enter graduate school for pure or applied mathematics immediately upon graduation. The second is intended primarily for students who plan to teach or enter industry upon graduation. With the proper choice of electives, students choosing the second option will be prepared to enter graduate school in such diverse areas as astronomy, business, economics, medicine, meteorology, etc. The curriculum for both options is the same for the first two years. The student's program for the last two years is determined in consultation with a department adviser and must be approved by the department.

Students majoring in the Department of Secondary Education with mathematics as a teaching field may follow either option. Their programs normally include MT 233. Geometry and MT 252. Number Theory. Their programs are determined in consultation with advisers in both departments.

The Department of Mathematics, in cooperation with the Department of Computer and Information Sciences of the W. Paul Stillman School of Business, offers a program in Computer Science and Computer-Oriented Mathematics (see pages 90-91).

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete the mathematics courses outlined below. All programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives.

In partial fulfillment of the college requirements, a student will usually complete PO 143. The Behavioral Approach to Politics and PO 120. Symbolic Logic. The student's program must be approved by the department. The following courses are not acceptable for credit for mathematics majors: CH 10, PS 108, PS 109; BA 6-7; EC 6-7.

### *Department Requirements*

Seniors may take certain graduate courses, if they obtain the permission of their adviser and the department chairperson.

<b>Option I</b>	<b>Credits</b>
MT 92-93.     Calculus I & II	8
MT 95.        Introduction to Probability	3
MT 112.       Calculus III	4
MT 113.       Calculus IV — Introduction to Differential Equations	4
MT 160-161.   Introduction to Linear Algebra I & II	6
MT 206-207.   Introduction to Real Analysis I & II	6
MT 250-251.   Introduction to Algebra I & II	6
MT 272.       Introduction to Topology	3
MT 280-281.   Analysis III & IV	6
MT 290.       Introduction to Complex Analysis	3
MT Mathematics electives (courses numbered above 200)	12
<b>Option II</b>	
<b>Option II</b>	<b>Credits</b>
MT 92-93.     Calculus I & II	8
MT 95.        Introduction to Probability	3
MT 112.       Calculus III	4



MT 113.	Calculus IV — Introduction to Differential Equations	4
MT 160-161.	Introduction to Linear Algebra I & II	6
MT 204-205.	Analysis I & II	6
MT 202.	Introduction to Numerical Analysis	3
MT 227.	Differential Equations	3
MT 240-241.	Statistical Analysis I & II	6
MT 250.	Introduction to Algebra I	3
MT 275-276.	Topics in Applied Mathematics I & II	6
MT 280-281.	Analysis III & IV	6
MT 290.	Introduction to Complex Analysis	3

## Option in Computer Science and Computer-Oriented Mathematics

The Department of Mathematics and the Department of Computer and Information Sciences of the W. Paul Stillman School of Business offer a course of study leading to the degree Bachelor of Science in mathematics. The program prepares students with an interest in the mathematical sciences for careers in computer-related areas. The rationale of the program is that the proper combination of courses in computer science and computational mathematics will give graduates a significant advantage over those whose training is in one area only.

While the program is designed primarily for those who do not intend to attend graduate school on a full-time basis, there is sufficient flexibility so that by proper choice of courses as late as the senior year, a student can be prepared to attend graduate school in any one of a variety of areas including applied mathematics, business, computer science, economics, mathematics, and statistics.

### Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a program of courses in computer science and mathematics approved by the department chairperson. An individual program might include courses from accounting to electronics depending on the student's interests and career objectives. Individual programs are designed by the student in consultation with advisers in both departments.

The courses in computer science and mathematics which could be included in a sample program are listed below. Complete descriptions of the courses offered by both departments are given on pages 91-94 and 153-154.

#### Freshman Year

		Credits
<i>Fall</i>		
CI 17.	Introduction to the Use of the Digital Computer	3
MT 92.	Calculus I	4
<i>Spring</i>		
CI 41.	Computer Programming and Numerical Applications	3
MT 93.	Calculus II	4
MT 95.	Introduction to Probability	3

## Sophomore Year

### Fall

CI 51.	Software Organization	3
MT 112.	Calculus III	4
MT 160.	Introduction to Linear Algebra I	3

### Spring

CI 162.	Information Structures and Programming Techniques	3
MT 113.	Calculus IV — Introduction to Differential Equations	4
MT 161.	Introduction to Linear Algebra II	3

## Junior Year

### Fall

CI 153.	Computer Logic and Organization	3
MT 202.	Introduction to Numerical Analysis	3
MT 204.	Analysis I (Advanced Calculus)	3

### Spring

CI 154.	Survey of Computer Programming Languages	3
MT 205.	Analysis II (Advanced Calculus)	3
MT 227.	Differential Equations	3

## Senior Year

### Fall

CI 242.	Advanced Numerical Applications and Computer Programming	3
MT 240.	Statistical Analysis I	3
MT 275.	Topics in Applied Mathematics I	3

### Spring

CI 251.	Finite State Automata and Formal Languages	3
MT 276.	Topics in Applied Mathematics II	3
MT 290.	Introduction to Complex Analysis	3

## COURSE DESCRIPTIONS

Courses are divided into four groups. A student who has already completed a course in a higher group will not be given credit for a course in a lower group without the written permission of the department. (There are two exceptions to this rule: MT 16 and MT 39 are not considered to be members of any group and may be taken for credit by anyone.) Group I is MT 2 and MT 4. Group II consists of courses numbered 30-69. Group III consists of courses numbered 70-89. Group IV consists of courses numbered 90 or above. MT 2 and MT 4 are given for institutional credit, which does not count toward graduation. A student who has taken any of PS 108, PS 109, BA 6, BA 7, EC 6 or EC 7 cannot take either MT 35 or MT 37 for credit. Such students can take MT 36 for credit.

The prerequisites listed below are adhered to strictly. A student who has not completed the prerequisites will not be permitted to remain in a course or receive credit for it. For all courses listed with two numbers, e.g., MT 31-32, the first course is prerequisite to the second (e.g., MT 31 is prerequisite to MT 32).

**MT 2. DEVELOPMENTAL MATHEMATICS I & II**  
Integers, fractions, decimals, ratio, percentage, elementary word problems, introduction to geometry, signed numbers. 3 credits (institutional)

**MT 4. DEVELOPMENTAL  
MATHEMATICS III & IV**

Prerequisite: MT 2 or successful completion of the N.J. Basic Skills Computation Test, or successful

completion of the appropriate departmental test. Simplifying algebraic expressions, exponents, equations, polynomials, graphing, factoring, square roots, algebraic functions, elementary word problems. 3 credits (institutional)

#### **MT 16. DATA ANALYSIS**

Designed to prepare students to take the quantitative portion of aptitude tests such as the LSAT and GRE. Percentage increase and decrease, ratio and proportion, tabular data, circle graphs, triangular graphs, broken line graphs, bar graphs, and elementary problems in algebra and geometry. 1 credit

#### **MT 30. INTERMEDIATE ALGEBRA**

Prerequisite: MT 4 or successful completion of the N.J. Basic Skills Elementary Algebra Test or successful completion of the appropriate departmental test.

The real number system, algebraic manipulations, solving linear and quadratic equations, exponents, roots, and functions. 3 credits

#### **MT 31-32. MATHEMATICS FOR ELEMENTARY EDUCATION STUDENTS**

Prerequisite: MT 4 or successful completion of the N.J. Basic Skills Elementary Algebra Test or successful completion of the appropriate departmental test.

Gives prospective elementary school teachers a clear logical presentation of the foundations of the mathematics they will actually teach. Topics include: logic, sets, systems of numeration, fundamental operations, rational numbers, real numbers, modular arithmetic, informal geometry, elementary probability and statistics, and a general appreciation for the development of mathematics. 6 credits

#### **MT 33. MATHEMATICS FOR LIBERAL ARTS STUDENTS**

Prerequisite: MT 4 or successful completion of the N.J. Basic Skills Elementary Algebra Test or successful completion of the appropriate departmental test.

Acquaints the student with the type of problems studied by mathematicians and the type of mathematical structures created to attack such problems. Each instructor chooses the topics and text for his section. Designed specifically to exclude the type of computational work usually stressed in high school courses. 3 credits

#### **MT 34. PROBABILITY AND STATISTICS FOR LIBERAL ARTS STUDENTS**

Prerequisite: MT 4 or successful completion of the N.J. Basic Skills Elementary Algebra Test or successful completion of the appropriate departmental test.

The probability portion of this course is similar to that of MT 33. The statistics portion provides the student with sufficient knowledge of elementary statistics to understand statistical statements encountered in everyday situations. 3 credits

#### **MT 35. STATISTICS I**

Prerequisite: MT 4 or successful completion of the

N.J. Basic Skills Elementary Algebra Test or successful completion of the appropriate departmental test.

Need for statistics in the behavioral sciences. Organizing data, frequency distribution, computation of percentiles, measures of central tendency, measures of variability, the normal curve. Probability, sampling theory, correlation, and regression. Use of statistics in tests. Significance of differences between two groups. 3 credits

#### **MT 36. STATISTICS II**

Prerequisite: MT 35 or equivalent

Designed to acquaint the student with the practical aspects of statistical testing theory and with the planning and executing of statistical experiments. Analysis of variance. Sampling methods, selection of a proper evaluation procedure, computational techniques (including use of a computer). Proper and improper interpretations of statistical data are amply illustrated by examples from "real life." Includes some basic probability to justify the procedures. 3 credits

#### **MT 37. STATISTICS FOR SOCIOLOGISTS**

Prerequisite: MT 4 or successful completion of the N.J. Basic Skills Elementary Algebra Test or successful completion of the appropriate departmental test.

Need for statistics in sociology. Organizing data, frequency distribution, computation of percentiles, measures of central tendency, measures of variability, the normal curve. Probability, sampling theory, correlation, and regression. Use of statistics in tests. Significance of differences between two groups. Stress on applications to sociology. 3 credits

#### **MT 39. APPLICATIONS OF MATHEMATICS TO ART AND MUSIC**

Prerequisite: MT 4 or successful completion of the N.J. Basic Skills Elementary Algebra Test or successful completion of the appropriate departmental test.

An investigation of mathematical ideas that arise in the study of art and music. Topics include polygons in relation to design, polyhedra in relation to geodesic domes, symmetry, musical scales, and the theory of perspective. Connecting the studies of symmetry and polygons in considering the mathematics of "tiling" and manifestations of these ideas in the work of the Moorish masters and M.C. Escher. Also the "golden" section, dynamic symmetry, and computer music. 3 credits

#### **MT 72. PRE-CALCULUS MATHEMATICS - ALGEBRA AND TRIGONOMETRY**

Prerequisite: MT 30 or successful completion of the appropriate departmental test.

The real number system, analytic geometry, functions, linear and quadratic equations, exponential and logarithmic functions, basic properties of trigonometry used in calculus: definitions, graphs, periodicity identities, inverse trigonometric functions, applications. 4 credits

#### **MT 73-74. MATHEMATICAL MODELS IN THE SOCIAL SCIENCES I & II**

Prerequisite: MT 30 or successful completion of the appropriate departmental test.

For students in the behavioral sciences. Use of various elementary mathematical techniques (exclusive of statistics) currently employed by workers in the field. Computer terminal facilities used to aid instruction and acquaint students with the employment of subroutines to solve problems. Topics chosen from linear programming, graph theory, matrix algebra, combinatorics, logic, and Boolean algebra. Specific and realistic applications to real world problems illustrate each topic. 6 credits

**MT 77-78. CALCULUS FOR BUSINESS AND ECONOMICS STUDENTS I & II**

Prerequisite: MT 30 or successful completion of the appropriate departmental test.

Systems of linear equations, introduction to matrix algebra, differential and integral calculus, partial derivatives, and introduction to differential equations. Applications of mathematics to business and economics stressed. 6 credits

**MT 90. CALCULUS I**

Prerequisite: MT 72 or successful completion of the appropriate departmental test.

Real numbers. Functions, elements of plane analytic geometry, limits, continuity, derivatives, differentiation of algebraic functions, antiderivatives, definite integral, applications of the derivative, fundamental theorem of calculus. 4 credits

**MT 91. CALCULUS II**

Prerequisite: MT 90

Applications of integration. Differentiation of trigonometric and exponential functions and their inverses. Techniques of integration. Improper integrals, indeterminate forms. 4 credits

**MT 92. CALCULUS I**

Prerequisite: MT 72 or successful completion of the appropriate departmental test.

Covers the same material as MT 90 with greater emphasis on theory. 4 credits

**MT 93. CALCULUS II**

Prerequisite: MT 92

Covers the same material as MT 91 with greater emphasis on theory. 4 credits

**MT 95. INTRODUCTION TO PROBABILITY**

Corequisite: MT 93

Probability measures, random variables, distributions, and generating functions. 3 credits

**MT 105. STATISTICS FOR SCIENCE MAJORS**

Prerequisite: MT 91

Oriented toward direct application to research problems in the sciences. The topics include collecting and organizing data, design of experiments, statistical tests and procedures used in accepting or rejecting a given hypothesis. A discursive treatment of the probability theory necessary to understand statistical tests is included but minimized. Emphasis on statistical inference and developing an awareness of statistical methods available in a given situation. 3 credits

**MT 107. MATHEMATICAL MODELS IN POLITICAL SCIENCE**

The apportionment problem. Power indices in weighted voting procedures. Voting strategies, coalitions, and the importance of the agenda. Social

welfare functions and Arrow's theorem. Game-theoretical models of political problems. 3 credits

**MT 110. CALCULUS III**

Prerequisite: MT 91

Polar coordinates, parametric equations, elements of solid analytic geometry, vectors, partial differentiation, multiple integrals, line integrals. 4 credits

**MT 112. CALCULUS III**

Prerequisite: MT 93

Covers the same material as MT 110. 4 credits

**MT 113. CALCULUS IV - INTRODUCTION TO DIFFERENTIAL EQUATIONS**

Prerequisite: MT 112

Infinite series. Exact equations, equations with variables separable, first order linear equations. Theory of linear equations, linear equations with constant coefficients, systems of linear equations. Series solutions. Introduction to numerical methods. 4 credits

**MT 160-161. INTRODUCTION TO LINEAR ALGEBRA I & II**

Prerequisite: MT 93

Matrix algebra, properties of determinants, solution of systems of equations, vector spaces, linear transformations, eigenvectors, inner product spaces, introduction to abstract algebra. 6 credits

**MT 202. INTRODUCTION TO NUMERICAL ANALYSIS**

Prerequisite: MT 113

Direct and iterative methods for solving equations and systems of equations. Numerical methods including interpolation, polynomial approximations, numerical differentiation, and integration. Numerical solution to differential equations. A knowledge of computer programming is helpful. 3 credits

**MT 204-205. ANALYSIS I & II**

Prerequisite: MT 113

Real numbers, completeness, continuity, differentiation, sequences, series, integration, sequences and series of functions, uniform convergence. 6 credits

**MT 206-207. INTRODUCTION TO REAL ANALYSIS I & II**

Prerequisite: MT 113

Equivalence of sets, convergence, differentiation, integration. Metric spaces, complete, compact, and connected spaces, sequences and series of functions, uniform convergence. 6 credits

**MT 227. DIFFERENTIAL EQUATIONS**

Prerequisite: MT 113

Qualitative methods, existence theorems, and selected topics. 3 credits

**MT 233. GEOMETRY**

Prerequisite: MT 113

Possible topics include Euclidean geometry, non-Euclidean geometry, projective geometry, transformation geometry, complex geometry. 3 credits

**MT 240-241. STATISTICAL ANALYSIS I & II**

Prerequisites: MT 95, MT 113

Probability spaces, random variables, random

sampling, the law of large numbers, central limit theorem, confidence intervals and tests of hypotheses, regression, statistical decision theory, sampling from a normal population, testing hypotheses, experimental design, and analysis of variance. Other sampling methods. 6 credits

**MT 250-251. INTRODUCTION TO ALGEBRA I & II**

Prerequisites: MT 160-161

Basic algebraic structures including groups, rings, integral domains, and fields. Quotient systems, direct products, free groups, homomorphisms, polynomial rings, unique factorization domains, extension fields, and Galois theory. 6 credits

**MT 252. NUMBER THEORY**

Prerequisite: MT 160-161

Unique factorization and its applications, congruences, quadratic reciprocity, diophantine equations. Other topics as time permits. 3 credits

**MT 261. LINEAR ALGEBRA AND MATRIX THEORY**

Prerequisite: MT 161

Vector spaces and algebras, unitary and orthogonal transformations, characteristic equation of a matrix, the Jordan canonical form. Bilinear, quadratic, and hermitian forms. Spectral theorem. 3 credits

**MT 271. INTRODUCTION TO DIFFERENTIAL GEOMETRY**

Prerequisite: MT 113

Theory of curves. Frenet's formulae, curvature and torsion, evolute and involute, envelope or planar curves, surfaces, envelopes of surfaces, ruled and developable surfaces, fundamental quadratic forms of a surface. 3 credits

**MT 272. INTRODUCTION TO TOPOLOGY**

Prerequisite: MT 206-207

Topological spaces, subspaces, product spaces, identification spaces. General convergence. Connected and compact spaces. Separation and countability. Compactifications. 3 credits

**MT 273. INTRODUCTION TO OPERATIONS RESEARCH**

The construction of mathematical models and the

use of mathematical models in operations research. Classical techniques for the optimization of functions of one and several variables. The linear programming problem and the simplex method for its solution. Applications to practical problems. 3 credits

**MT 275-276. TOPICS IN APPLIED MATHEMATICS**

Prerequisite: MT 205 or MT 207

Application of techniques learned in the first three years of study to practical scientific problems, and the study of applicable mathematics new to the student. Some choice is exercised by the instructor. However, one can expect the topics covered to be chosen from among operations research, optimization, including an introduction to the calculus of variations, applied complex analysis, Fourier analysis, integral equations, applied functional analysis, partial differential equations. The student acquires some experience at constructing mathematical models. 6 credits

**MT 280-281. ANALYSIS III & IV**

Prerequisite: MT 205 or MT 207

Functions on Euclidean space, differentiation, implicit functions, integration, Fubini's theorem, change of variable, integration on chains. Stokes' theorem, integration on manifolds, non-elementary functions. 6 credits

**MT 284-285. INDEPENDENT STUDY**

Prerequisite: permission of department chairperson 1-6 credits

**MT 290. INTRODUCTION TO COMPLEX ANALYSIS**

Prerequisite: MT 205 or MT 207

Analytic functions, elementary functions and mappings, integrals, Cauchy's integral theorem and formula, power series, residues and poles. 3 credits

**MT 291-299. MATHEMATICS SEMINAR**

Prerequisite: permission of department chairperson  
Special topics and problems in various branches of mathematics. 1-6 credits

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## Major Program in Medical Technology

*Director:* Ander

*Adjunct Assistant Professor:* Zane

The College of Arts and Sciences in conjunction with the College of Medicine and Dentistry of New Jersey offers a program of study leading to the degree Bachelor of Science in medical technology.

The Program aims to develop competent medical technologists, thoroughly prepared in clinical laboratory procedures, who will contribute to the study and diagnosis of disease and to the evolution of established technical procedures. They will learn the maintenance and use of complex instruments. Upon completion of the Program and satisfactory score on the national examination given by the American Society of Clinical Pathologists, the student will be certified as a medical technologist.

Admission to the Program is determined by the Health Professions Advisory Committee. Students are usually admitted after the sophomore year. They should follow the required program in one of the sciences in preparation for electing medical technology as a major. Prior to admission to the Program, students are assigned faculty advisers from their chosen science department.

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 56 credits in biology, chemistry, mathematics, and physics plus enough elective courses to total 90 credits. All programs are worked out in consultation with the Committee on Medical Technology, which may modify the program in view of the student's background and objectives.

## Major Program Requirements

<b>Science Core</b>		Credits
BI 11-12.	General Biology I & II	8
BI 107.	Microbiology	4
BI 208.	Introduction to Immunology	4
BI 251.	Vertebrate Physiology	3
CH 13-14.	General Chemistry I & II	8
	or	
CH 17-18.	Principles of Chemistry I & II	9
CH 31-32.	Organic Chemistry I & II	8
	or	
CH 33-34.	Organic Chemistry I & II	10
MT 90-91.	Calculus I & II	8
PY 71-72.	General Physics I & II	6
PY 77-78.	Physics Laboratory I & II	2
		51-54

### Science Electives

(4 credits are required; the following are recommended)

BI 103-104.	Genetics and Genetics Laboratory	4
CH 29.	Quantitative Analytical Chemistry	4

### Clinical Practice

Senior year will consist of 50 weeks (40 credits) in hospital training and experience. The faculty and staff of the College of Medicine and Dentistry of New Jersey and College Hospital will instruct the student in all aspects of clinical laboratory medicine including clinical chemistry (includes instrumentation and radioisotopes), clinical microbiology (includes bacteriology, parasitology, and mycology), clinical microscopy, ethics, hematology, immunology, immunohematology, serology, management and records, instrumentation, and radioisotopes.

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# Department of Modern Languages

*Professor: Jovicevich (Chairperson)*

*Associate Professor: Pastor*

*Assistant Professors: Prisco; Rodríguez; Sautman; D. Smith; Sys; Zalacaín*

*Professor Emerita: C. Lombardi*

The Department of Modern Languages offers programs of study leading to the degrees Bachelor of Arts and Master of Arts.

The Department offers courses in French, German, Italian, Russian, and Spanish. On the undergraduate level all courses are planned to develop the students' ability to use the language of their choice as a means of oral and written communication and to increase their understanding of the culture of the people whose language they are studying. The courses of instruction follow an appropriate sequence and, in all elementary and intermediate courses, students are required to spend at least one hour a week in the language laboratory drilling with the aid of appropriate tapes so as to improve pronunciation and comprehension of the target language. Subsequent courses in literature, beyond introduction to literature courses, stress intensive reading and appreciation of the major literary masterpieces.

## Major Program

Students majoring in either French or Spanish are required to complete a minimum of 36 credits in courses above the elementary level.

Students majoring in two modern languages are required to complete a minimum of 24 credits in one language and 12 credits in another, both above the elementary level.

The distribution of additional courses in certain areas required by the College of Arts and Sciences (see pages 44-45), is worked out in consultation with a department adviser.

## COURSE DESCRIPTIONS

### *French Language*

#### **MO 1-2. ELEMENTARY FRENCH I & II**

Fundamentals of grammar. Emphasis on pronunciation and syntax. Reading oral-aural-writing competence is stressed. 6 credits

#### **MO 3-4. INTERMEDIATE FRENCH I & II**

Prerequisite: MO 2 or equivalent  
Review of the essentials of grammar, vocabulary building, conversation, and composition. Reading of modern prose. 6 credits

#### **MO 7-8. FRENCH COMPOSITION I & II**

Prerequisite: MO 4  
Written compositions covering literary and practical subjects. 6 credits

#### **MO 9-10. CONVERSATIONAL FRENCH I & II**

Prerequisite: MO 4  
Conversation based on topics of everyday life and cultural interest. 6 credits

#### **MO 210. FRENCH PHONETICS I**

Prerequisite: MO 10  
Offered in Spring term; mostly for French majors and minors. 3 credits

#### **MO 213-214. ADVANCED FRENCH COMPOSITION AND CONVERSATION I & II**

Prerequisite: MO 102 or equivalent  
Emphasis on syntax and style required for writing and speaking idiomatic French. 6 credits

## French Literature

### MO 101-102. INTRODUCTION TO FRENCH LITERATURE I & II

Prerequisite: MO 8 or equivalent  
Reading of selections from a limited number of major authors spanning from the Middle Ages through the first half of the 20th century. Discussions conducted in French. 6 credits

### MO 116-117. FRENCH CIVILIZATION I & II

Prerequisite: MO 8 or equivalent  
The artistic, geographical, historical, literary, and social background of France. (Conducted in French). 6 credits

### MO 118-119. THE FRENCH DRAMA I & II

Prerequisite: MO 102  
French theater of the 17th and 19th centuries. Special study of classical and romantic dramatists. (Conducted in French). 6 credits

### MO 202. 16TH-CENTURY FRENCH LITERATURE

Prerequisite: MO 102  
Rabelais and Montaigne. The Pleiade. (Conducted in French). 3 credits

### MO 203-204. 17TH-CENTURY FRENCH LITERATURE I & II

Prerequisite: MO 102 (Given 1983-84)  
The pre-classical period through the Golden Age. (Conducted in French). 6 credits

### MO 211-212. 20TH-CENTURY FRENCH LITERATURE I & II

Prerequisite: MO 102  
Principal developments in contemporary French literature. Selected readings from representative novelists and dramatists. (Conducted in French). 6 credits

### MO 217-218. 19TH-CENTURY FRENCH LITERATURE I & II

Prerequisite: MO 102  
Development in literary genres during the Romantic, Realist, and Symbolist periods. (Conducted in French). 6 credits

### MO 231-232. 18TH CENTURY FRENCH READINGS I & II

Prerequisite: MO 102 (Given in 1982-1983)  
Voltaire, Rousseau, Montesquieu, Diderot, Buffon, and the Enlightenment. Pre-romanticism. (Conducted in French). 6 credits

## German Language

### MO 21-22. ELEMENTARY GERMAN I & II

Fundamentals of grammar. Pronunciation and syntax. Reading-oral-aural-writing competence stressed. 6 credits

### MO 23-24. INTERMEDIATE GERMAN I & II

Prerequisite: MO 22 or equivalent  
Review of the essentials of grammar, vocabulary building, conversation, and composition. Reading of modern prose. 6 credits

### MO 25-26. BUSINESS GERMAN I & II

Prerequisite: MO 22 or equivalent  
Improvement of all language skills and their application and interpretation in business situations. 6 credits

### MO 27-28. SCIENTIFIC GERMAN I & II

Prerequisite: MO 23 or equivalent  
Preparation for work in chemistry, physics, economics, and related fields. 6 credits

### MO 29-30. CONVERSATIONAL GERMAN I & II

Prerequisite: MO 24  
Oral use of the language; conversation based on topics of everyday life as well as of cultural interest. 6 credits

## German Literature

### MO 121-122. GOETHE I & II

Major works of Goethe. Comprehensive analysis of *Faust* and its literary significance. 6 credits

### MO 151-152. CLASSICAL GERMAN LITERATURE I & II

Prerequisite: MO 24  
From the Middle Ages to the turn of the 18th century. Emphasis on the great literary works and trends of German thought. 6 credits

### MO 153-154. MODERN GERMAN LITERATURE I & II

Prerequisite: MO 24  
The early 19th century to the present. Romanticism through realism and naturalism to impressionism and expressionism. 6 credits

### MO 155-156. 20TH-CENTURY GERMAN LITERATURE I & II

Prerequisite: MO 24  
Outstanding representatives of modern German literature. Selected readings from prominent novelists, dramatists, and poets. 6 credits

### MO 157-158. GERMAN CIVILIZATION I & II

Prerequisite: MO 24  
The artistic, geographic, literary, and social background of Germany. 6 credits

## Italian Language

### MO 41-42. ELEMENTARY ITALIAN I & II

Fundamentals of grammar. Pronunciation and syntax. Reading-oral-aural-writing competence stressed. 6 credits

### MO 43-44. INTERMEDIATE ITALIAN I & II

Prerequisite: MO 42 or equivalent  
Review of the essentials of grammar, vocabulary building, conversation, and composition. Reading of modern prose. 6 credits

### MO 47-48. CONVERSATIONAL ITALIAN I & II

Prerequisite: MO 44  
Conversation based on topics of everyday life and cultural interest. 6 credits



**MO 165-166. CLASSICAL ITALIAN LITERATURE I & II**

Prerequisite: MO 44

From its origins to the 18th century. Great literary works of the Trecento and Cinquecento. The development and achievements of humanism and the Renaissance. 6 credits

**MO 167-168. MODERN ITALIAN LITERATURE I & II**

Prerequisite: MO 44

The 19th and 20th centuries. Development of poetry, drama, and the novel. Influence of contemporary literary movements. 6 credits

**MO 169-170. ITALIAN CIVILIZATION I & II**

Prerequisite: MO 44

Artistic, geographic, historic, literary, and social background of Italy. 6 credits

**MO 241-242. STUDIES IN ITALIAN LITERATURE**

Independent study. 6 credits

**MO 243. LA DIVINA COMMEDIA**

Dante Alighieri's *Inferno* analyzed; its literary and political significance. 3 credits

**MO 244. LA DIVINA COMMEDIA**

Dante Alighieri's *Purgatorio* and *Paradiso*. Emphasis on the literary, philosophical, and political meanings. 3 credits

*Russian Language*

**MO 51-52. ELEMENTARY RUSSIAN I & II**

Fundamentals of grammar. Pronunciation and syntax. Reading-oral-aural-writing competence stressed. 6 credits

**MO 53-54. INTERMEDIATE RUSSIAN I & II**

Prerequisite: MO 52 or equivalent

Review of the essentials of grammar, vocabulary building, conversation, and composition. Reading of modern prose. 6 credits

**MO 55-56. ADVANCED RUSSIAN I & II**

Prerequisite: MO 54

Rapid review of grammar. Practice in conversation and writing of advanced compositions with emphasis on idiomatic constructions. Reading of selections from the main currents of Russian literature. 6 credits

**MO 57-58. SCIENTIFIC RUSSIAN I & II**

Prerequisite: MO 52

Technical material in recent publications in the physical sciences. 6 credits

**MO 59-60. INTRODUCTION TO RUSSIAN LITERATURE I & II**

Prerequisite: MO 54

Major writers from the 18th to the 20th centuries: Turgenev, Goncharov, Pushkin, Lermontov, Tolstoy, Gogol, Dostoevsky, and others. 6 credits

**MO 253-254. MODERN RUSSIAN LITERATURE I & II**

Prerequisite: MO 54

Representative Russian writers from Pushkin through the modern period. 6 credits

*Spanish Language*

**MO 81-82. ELEMENTARY SPANISH I & II**

Fundamentals of grammar. Pronunciation and syntax. Reading-oral-aural-writing competence stressed. 6 credits

**MO 83-84. INTERMEDIATE SPANISH I & II**

Prerequisite: MO 82 or equivalent.

Review of the essentials of grammar, vocabulary building, conversation, and composition. Reading of modern prose. 6 credits

**MO 87. INTERMEDIATE SPANISH CONVERSATION**

Prerequisite: MO 84.

Conversational practice. Drill in correct pronunciation, articulation and intonation. Vocabulary and idiom study — conducted in Spanish. Required for majors and minors; not available to native speakers of Spanish. 3 credits

**MO 88. APPLIED SPANISH CONVERSATION**

Prerequisite: MO 87.

Development of conversational skills applied to occupational situations. 3 credits

**MO 91-92. SPANISH FOR HISPANICS I & II**

Deals with the specific linguistic problems of students whose native language is Spanish and want to improve their knowledge of it by studying the basic elements of Spanish orthography and grammar as related to listening, speaking, reading, and writing. 6 credits

**MO 191. BUSINESS SPANISH: CORRESPONDENCE**

Prerequisite: MO 282

Practice in contemporary business, administrative, and personal correspondence in Spanish. 3 credits

**MO 192. BUSINESS SPANISH: TRANSLATION**

Prerequisite: MO 282.

Development of skills and techniques of business translation from English to Spanish and from Spanish to English. 3 credits

**MO 220. SPANISH PHONETICS**

Prerequisite: MO 84

Designed for correcting and improving pronunciation. Required for majors and minors; not available to native speakers of Spanish. 3 credits

**MO 281. ADVANCED SPANISH GRAMMAR AND COMPOSITION**

Prerequisite: MO 87

Continuation of the fundamentals of grammar and syntax applied to writing of compositions. 3 credits

**MO 282. ADVANCED COMPOSITION**

Prerequisite: MO 281

Practice in different styles and techniques of writing. Required for majors and minors. 3 credits

## *Spanish Literature*

### **MO 85. HISPANIC CIVILIZATION**

Prerequisite: MO 88

The development of the Spanish pattern of civilization from pre-Roman times to the present. Required for majors. 3 credits

### **MO 86. SPANISH-AMERICAN CIVILIZATION**

Prerequisite: MO 88

The evolution of the Spanish-American pattern of civilization from the pre-Hispanic period to the present. Required for majors. 3 credits

### **MO 161. INTRODUCTION TO HISPANIC LITERARY STUDIES**

Prerequisite: MO 88

Study of literary genres, concepts, periods, and movements in relation to Spanish Peninsular and Spanish American literature. Required for majors. 3 credits

### **MO 162. MEDIEVAL AND RENAISSANCE SPANISH LITERATURE**

Prerequisite: MO 161

Outstanding Spanish literature from its beginning to the 16th century. 3 credits

### **MO 171. SPANISH GOLDEN AGE DRAMA AND POETRY**

Prerequisite: MO 161

Outstanding Spanish playwrights and poets of the 16th and 17th centuries. 3 credits

### **MO 172. SPANISH GOLDEN AGE PROSE**

Prerequisite: MO 161

Outstanding Spanish prose writers of the 16th and 17th centuries, with emphasis on Cervantes and the picaresque. 3 credits

### **MO 173. ROMANTIC AND REALISTIC SPANISH LITERATURE**

Prerequisite: MO 161

Major Spanish writers of the 19th century. 3 credits

### **MO 175. GENERATION OF 1898 AND MODERNISM**

Prerequisite: MO 161

Representative Spanish writers of the late 19th and early 20th centuries. 3 credits

### **MO 174. MODERN SPANISH LITERATURE**

Prerequisite: MO 161

Representative Spanish writers of the 20th century. 3 credits

### **MO 177. SPANISH-AMERICAN NARRATIVE**

Prerequisite: MO 161

Development of the novel and the short story from the colonial period to the 20th century. 3 credits

### **MO 178. SPANISH-AMERICAN THEATER AND POETRY**

Prerequisite: MO 161

Development of the theater and poetry from the colonial period to the 20th century. 3 credits

### **MO 179. CONTEMPORARY SPANISH-AMERICAN NARRATIVE**

Prerequisite: MO 161

Representative works by the most important short story writers and novelists of the last decades. 3 credits

### **MO 180. CONTEMPORARY SPANISH-AMERICAN THEATER AND POETRY**

Prerequisite: MO 161

Representative works by the most important dramatists and poets of the last decades. 3 credits

### **MO 285. SPANISH LITERATURE OF THE CARIBBEAN**

Prerequisite: MO 161

Representative authors from Cuba, Dominican Republic, and Puerto Rico. 3 credits

### **MO 287. RECENT HISPANIC LITERATURE**

Prerequisite: MO 161

Latest works of literature in Spanish. 3 credits

### **MO 283-284. STUDIES IN SPANISH LITERATURE**

Independent study.

6 credits

### **MO 297-299. LANGUAGE SEMINAR**

Prerequisite: MO 161 (For senior majors only)

Independent study. Principles of literary criticism and techniques of literary research for individual projects in consultation with a faculty adviser.

MO 297.

1 credit

MO 298.

2 credits

MO 299.

3 credits

**Independent study:** The following courses, limited to seniors who are majors in the Department, may be taken with Departmental approval. Such students must already have taken the regularly scheduled program given in the current year before they can be admitted to the independent study courses. Exceptions to this policy, in clearly commanding cases, may be approved by the Departmental curriculum committee. These courses include a program of individual, independent study directed by a member of the Department, consisting of weekly meetings, a paper, and a final examination. All are 6-credit courses.

### **MO 219-220. STUDIES IN FRENCH LITERATURE**

### **MO 225-226. STUDIES IN GERMAN LITERATURE**

### **MO 241-242. STUDIES IN ITALIAN LITERATURE**

### **MO 251-252. STUDIES IN RUSSIAN LITERATURE**

### **MO 283-284. STUDIES IN SPANISH LITERATURE**

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# Major Program in Nuclear Medicine Technology

*Director: Ander*

The College of Arts and Sciences in conjunction with St. Barnabas Medical Center in Livingston, New Jersey, offers a four-year baccalaureate program of study in nuclear medicine technology.

In the past 20 years, the technologic advancement of nuclear medicine has developed from an idea in the laboratory to a science that assists physicians in diagnosing and treating disease. Many hospital-based nuclear medicine technology programs have sprung up throughout the United States within the past ten years. However, the development of training programs has not been able to meet the demand for qualified nuclear medicine technologists. Hospitals offering technical training cannot provide the needed educational experience reflected in the Bachelor of Science degree. To meet these academic needs, hospitals are developing affiliations with universities. The university acts as the sponsoring educational institution and the hospital acts as the clinical training affiliate. Seton Hall University is the sponsoring educational institution and St. Barnabas Medical Center in Livingston, New Jersey, is the clinical training affiliate for this program. At the conclusion of the program, the student receives a Bachelor of Science degree in nuclear medicine technology from the College of Arts and Sciences. The program fulfills requirements for accreditation by the American Medical Association as established by its Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

The Program in Nuclear Medicine Technology is under the auspices of the Allied Health Professions Advisory Committee and all information should be directed to its Chief Adviser.

## Admission Requirements

There are two stages of admission for this program. The first stage is prior to freshman year and requires the following:

1. A medical examination and a physical aptitude test demonstrating manual dexterity and the ability to lift and move patients.
2. Submission of SAT scores.
3. In addition to the general University requirements for admission, 3 units of college preparatory mathematics and 2 units of laboratory sciences are required.

The *second stage* of admissions covers the final two years of the program. Acceptance into the third year of the program is based upon academic performance and the available number of positions in the clinical program. Student interviews conducted by the Allied Health Professions Committee before the start of the final year are prerequi-

site for continuing into the clinical nuclear medicine year. Qualified medical and radiologic technologists, registered nurses, and other applicants who have completed certain specified post-secondary courses are eligible for admission, in junior year, into the nuclear medicine technology programs.

### *Major Program Requirements*

<b>Science Core</b>	<b>Credits</b>
PY 71-72. General Physics I & II	6
PY 77-78 Physics Lab I & II	2
BI 2-3. Human Anatomy and Physiology	8
BI 107. Microbiology	4
BI 208. Introduction to Immunology	4
CH 13-14. General Chemistry I & II	8
CH 31-32. Organic Chemistry I & II	8
MT 90-91. Calculus I & II	8
MT 35 Statistics I	3
CI 17. Introduction to use of Digital Computer	3
PY 95. Introduction to Electronic Instrumentation	3
	57

**Free Electives — 8 credits**

**Note:** A non-credit introduction to clinical nuclear medicine at the hospital is scheduled after the first year of studies but is not intended to duplicate the fourth year clinical training program. This clinical exposure will provide a broad experience within the hospital, enabling the students to gain a greater insight to nuclear medicine and a better perspective concerning some other related and allied fields. The students will be assigned to nuclear medicine, diagnostic X-ray, and ultrasound for specified times to be determined at a later date. Students will primarily observe the various procedures in order to acquaint themselves with the many and varied diagnostic tools used within the hospital.

## Nuclear Medicine Technology

Students must complete 98 credits prior to enrolling in clinical training courses for 32 credits. The clinical education requirements consist of the following courses:

	<b>Credits</b>
Nuclear Physics	3
Instrumentation	3
Clinical Application of Radionuclides	4
Radiation Biology and Protection	6
Laboratory Procedures	4
Radiochemistry and Radiopharmacy	6
Therapeutic Uses of Radionuclides	6

These required courses may be taken at St. Barnabas Medical Center or at Seton Hall University.

The fourth year will be fully devoted to the training of students in nuclear medicine technology at the hospital.

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# Department of Philosophy

*Professors:* Dalcourt; Hakim; Herrera; W. Smith

*Associate Professors:* Anderson; Caminiti

*Assistant Professors:* D. O'Connor; **Radtke (Chairperson)**; Stark

The Department of Philosophy offers a program of study leading to the degree Bachelor of Arts.

In addition to offering courses toward a major program in philosophy, the Department offers courses directly relating to other major programs and courses that serve as electives for students who wish to study philosophy more extensively.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 54 credits in philosophy and allied fields. In general, required courses will be taken in the order listed. However, all programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives.

### *Department Requirements*

	Credits
PH 1. Introduction to Philosophy	3
PH 12. Logic	3
PH 13. Ethics	3
PH 21. Ancient Philosophy	3
PH 31. Medieval Philosophy	3
PH 41. Modern Philosophy	3
PH 51. Contemporary Philosophy	3
PH 299. Research Seminar	4

In addition to the required courses, students must take 15 additional credits in philosophy electives.

The Department also requires that its majors take 21 credits in the following related areas: natural sciences, modern or classical languages, religion, and the social sciences. The exact determination of these courses should be made after consultation with the faculty adviser.

# COURSE DESCRIPTIONS

## *Introductory and Survey Courses*

### **PH 1. INTRODUCTION TO PHILOSOPHY**

Prepares the average liberal arts student to make an intelligent choice of the various elective offerings of the Department. Familiarizes the student with the nature of philosophical speculation, its methodology, its modes of criticism, its major figures and areas. Several classic problems considered at the discretion of the professor. 3 credits

### **PH 10. CLASSICAL AND MEDIEVAL ROOTS OF WESTERN PHILOSOPHY**

Genesis and tradition of Western philosophy from early Greek philosophy to the late middle ages. Careful study of the works of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and others. Scope and impact of the important philosophers of Greek, Roman, Jewish, Islamic, and Christian traditions. Their relationships with each other and with the intellectual currents of their ages. 3 credits

### **PH 11. PHILOSOPHY AND THE MODERN MIND**

Introduction to modern philosophy, from the Renaissance to the present. Careful study of the ideas of Descartes, Locke, Kant, and others. Complex relations of philosophy to the development of modern science, the social and political history of the West, and the modern endeavor to achieve a satisfactory world view. 3 credits

### **PH 12. LOGIC**

The nature of logic and validity. The uses of language. Deductive and inductive reasoning, fallacious reasoning, the dilemma. Brief introduction to symbolic logic. 3 credits

### **PH 13. ETHICS**

The nature of moral philosophy, review of major ethical systems, analysis of the most disputed moral problems of our times. Selected problems relevant to students' specialties. 3 credits

### **PH 14. EPISTEMOLOGY**

Survey and criticism of the variety of human knowing and knowledge: factual and non-factual, sensory and extrasensory—scientific, artistic, and religious. Theories discussed are rationalism, empiricism, pragmatism, and idealism. 3 credits

### **PH 15. PHILOSOPHICAL PSYCHOLOGY**

Principal ideas about man and the powers of the human mind from Plato to the more important contemporary thinkers. 3 credits

### **PH 16. METAPHYSICS**

Prerequisites: PH 1

Investigates the meaning of existence and nature, the properties of being, causality, relation between mind and reality, the question of the existence of an infinite, transcendent being (God). 3 credits

### **PH 21. ANCIENT PHILOSOPHY**

A review of the major philosophies of the ancient world from the pre-Socratics to the Stoics. Emphasis on Plato and Aristotle. 3 credits

### **PH 31. MEDIEVAL PHILOSOPHY**

A review of the thought of the Middle Ages from St. Augustine to William of Ockham, emphasizing Anselm, Bonaventure, and St. Thomas Aquinas. 3 credits

### **PH 41. MODERN PHILOSOPHY**

A review of philosophical speculation from Descartes to German Idealism. Emphasis on Leibniz, Kant, and Hegel. 3 credits

### **PH 51. CONTEMPORARY PHILOSOPHY**

Major philosophical movements of the 20th century including existentialism, logical positivism, Marxism, phenomenology, linguistic analysis, and neo-scholasticism. 3 credits

## *Advanced Courses*

### **PH 100. PHILOSOPHY OF ART**

Historic and thematic study of theories of aesthetics, including those of Greece. Emphasizes modern and contemporary views of beauty and art in the variety of individual and social expression. 3 credits

### **PH 105. HISTORY OF IDEAS**

Ideas and theories that have shaped the Western world. Emphasis on philosophers and how they influenced and were influenced by scientific, religious, and political events. 3 credits

### **PH 110. PHILOSOPHY OF LANGUAGE**

An approach to the origins and use of language from primitive to contemporary man. Mythic naming, the advent of discursive language and logic, language disturbances. A review of the literature on the subject, with emphasis on von Humboldt and Cassirer. 3 credits

### **PH 120. SYMBOLIC LOGIC**

The nature of formal deductive systems. Argument forms and the matrix method of testing validity. Propositional calculus. Propositional functions and quantifier. The nature and foundations of logic. 3 credits

### **PH 125. AMERICAN PHILOSOPHY**

Pre- and post-colonial philosophical-theological thought: New England transcendentalism; pragmatism of Pierce, James, and Dewey; philosophy in America today. 3 credits

### **PH 135. THE PHILOSOPHY OF SOCIALISM**

Familiarizes the student with the development of socialist ideas from the utopians of early 1800's to the many varieties of today. Subjects these views to rigorous philosophical evaluation. 3 credits

**PH 140. POLITICAL PHILOSOPHY**

Examines the basic theories of political organization in western culture, including origins, justification, legitimacy, purpose, liberty, and political obligation. Philosophical examination of basic presuppositions and concepts of political organization, e.g. authority, order, freedom, and anarchy. Readings from the history of political philosophy (from ancient Greece through contemporary theories) in some detail. 3 credits

**PH 145. PLATO AND PLATONISM**

An introduction to the thought of Plato in the major dialogues and a survey of Platonic trends in medieval and modern thought. 3 credits

**PH 146. ARISTOTLE AND THE ARISTOTELEAN TRADITION**

An introduction to the thought of Aristotle through his major works on logic, natural philosophy, psychology, metaphysics, ethics, and politics. The revival of Aristoteleanism in the Middle Ages; the impact of Aristotle on post-medieval thinkers. 3 credits

**PH 150. PHILOSOPHY OF LAW**

Main varieties of legal philosophy. Sources and development of legal thought. Law and morality. Legal responsibility and punishment. Function of law in society. 3 credits

**PH 151 (BL 220). BLACK CULTURAL PHILOSOPHY**

For description, see page 185. 3 credits

**PH 165. NICHOLAS OF CUSA**

Historical perspective — the last "medieval," first "modern." The meaning of *docta ignorantia* and *coniectura*. Cusa's critique of rationalism, its cosmological-metaphysical implications. The mathematical, scientific, and mystical aspects of his experiential philosophy. His influence in the past and present. 3 credits

**PH 170. PHILOSOPHY OF RELIGION**

An account in historical perspective of the three paths by which man has attempted to reach the Supreme Being: the speculative, the moral, and the mystical. Theories on the nature of religion and the role it plays in human life. 3 credits

**PH 171. PHILOSOPHY OF ST. THOMAS AQUINAS**

Prerequisite: PH 1  
Historical background. Life and achievements of Aquinas, analysis of the main themes of his philosophy, development and influence of Thomistic philosophy, its continuing relevance. 3 credits

**PH 172 (RS 136). CONTEMPORARY ISSUES: A THEOLOGICAL PHILOSOPHICAL FORUM**

For description, see page 119. 3 credits

**PH 180. PHILOSOPHICAL HUMANISM**

Examines the multi-dimensional character of philosophical humanism by tracing its affirmation of

freedom and subjectivity from the ancient Greeks, through the Middle Ages and the Renaissance, down to the Marxist and existentialist humanists of our time. 3 credits

**PH 181. MODERN SOCIETY AND HUMAN HAPPINESS**

Analysis of various theories of human nature and human happiness from ancient Greece to the present. Non-Western thought also examined. The success or failure of these theories as applied to late 20th-century modes of life. Possibility of new solutions. 3 credits

**PH 190. 20TH-CENTURY ITALIAN PHILOSOPHY**

The "Italian situation" before and after the First World War. Fascism and its origins and tenets. Croce and aesthetics. The social and idealistic philosophy of Gentile. Present trends. 3 credits

**PH 195. FREEDOM IN A TECHNOLOGICAL WORLD**

Historical development of the idea of freedom. The different senses and kinds of freedom: freedom of the will, the free personality, political, economic, and social freedom. The limits on freedom and privacy because of racial and sexual prejudices, computer bank data, credit cards, electronic surveillance, etc. 3 credits

**PH 205. PHILOSOPHY OF SCIENCE**

Relates the development of scientific theory and method to philosophical theory and method; the dialogue and interaction between philosophy and science throughout history and in modern times. Emphasizes the philosophical presuppositions and implications of science and vice-versa. Consideration of the impact of philosophy and science on future worldwide human growth. 3 credits

**PH 210. PHENOMENOLOGY**

An introduction to phenomenology through the study of the works of Husserl, Merleau-Ponty, and others. 3 credits

**PH 215. AUGUSTINIAN HERITAGE**

An outline of the career of St. Augustine's thought — its themes, method, and style — in Medieval and Modern philosophy. 3 credits

**PH 220 (JC 345). CHRISTIAN MYSTICISM**

A review of Christian mystical literature with philosophical implications. Emphasis on Pseudo-Denis, Gregory of Nyssa, *The Cloud of Unknowing*, Bonaventure, and the Spanish Carmelite Mystics. 3 credits

**PH 230. PHILOSOPHY OF HISTORY**

Hegel's *Philosophy of History* in light of philosophers of other times, especially those of opposing views such as Karl Marx. Attempts a meaningful synthesis for a philosophy of history for our times. 3 credits

**PH 245. THE CONFESSIONS OF ST. AUGUSTINE**

Synthesis of his thought based on a textual analysis

of the *Confessions*. His place in history: historical roots, contribution to his own age, evaluation of his influence today. 3 credits

**PH 250. GERMAN IDEALISM**

The precursors of Hegel, Schelling, and Fichte. The Hegelian synthesis and the Hegelians of the right and the left. The development of idealism and the counter-movement which gave rise to the philosophy of the individual and prepared the ground for the double movement of phenomenology and existentialism. Marxism. 3 credits

**PH 255. MARXISM**

The lives and works of Marx, Engels, and Lenin. Analysis of their main ideas; recent developments in Marxist philosophy in America and abroad. Evaluation and application. 3 credits

**PH 270. ORIENTAL PHILOSOPHY**

The basic concepts and ways of thinking of some eastern philosophies including Hinduism, Buddhism, Taoism, and Confucianism; readings from their sacred texts. Comparisons and contrasts with the ways of thinking of western philosophy. 3 credits

**PH 275. COSMOLOGY AND COSMOGONY  
(PHILOSOPHY OF EVOLUTION)**

Major theories concerning the origin and evolution of the universe and the principles governing the evolution of life. Meaning of scientific inquiry in evolutionary theory; prospects for further human evolution. 3 credits

**PH 280 (JC 325). SPINOZA**

An introduction to the thought of Spinoza through the study of the *Ethics* and the *Tractatus theologico-politicus*. Historical, religious, and cultural background. 3 credits

**PH 290. PHILOSOPHY OF LOVE**

Western philosophy of love from ancient times to the present as manifested in art, literature, philosophy, and the historical record of daily life. Merging Oriental influences. 3 credits

**PH 295. INDEPENDENT STUDY**

(Under guidance of a faculty member and with permission of chairperson)  
A specific study of a philosophical or a philosophical theme, not studied or not studied in depth in the regular philosophy courses. 3 credits

**PH 299. RESEARCH SEMINAR**

Primarily for philosophy majors. The student writes one small paper on the nature of philosophy as an integrating science, its value and future role among the disciplines, etc. Individual instruction in the writing of a larger scholarly philosophy paper on a subject mutually arrived at by student and professor. 4 credits

**The following graduate course may be taken by undergraduates with permission of department chairperson.**

**PH 340. AMERICAN PHILOSOPHY AND CULTURE**

Primarily for M.A. candidates in the American Studies Program. Includes most of the subject matter of PH 125. American Philosophy but more interdisciplinary and demanding of participation according to student's area of concentration. 3 credits

**The following philosophy courses will not be offered in 1982-83:**

PH 115. EXISTENTIALISM IN LITERATURE

PH 130. PHILOSOPHICAL ANTHROPOLOGY

PH 135. THE PHILOSOPHY OF SOCIALISM

PH 155. SPANISH PHILOSOPHY

PH 235. MAJOR GERMAN PHILOSOPHERS

PH 260. 20TH-CENTURY ANALYTICAL PHILOSOPHY

PH 265. THE PHILOSOPHY OF TEILHARD DE CHARDIN



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# Department of Physics

*Distinguished University Professor:* Jaki

*Professors:* Ashworth (*Chairperson*); Stamer; Sternberg

*Associate Professor:* S. Kim

*Assistant Professors:* Funk; Silverman

*Instructor:* Flaherty

The Department of Physics offers programs of study leading to the degree of Bachelor of Science.

The Department of Physics provides interested students with a comprehensive grounding in the laws governing the behavior of matter. The intimate relationship between theory and experiment and the open, dynamic character of physics are stressed. Topics of current interest in fundamental physics and modern technology receive special emphasis.

Students majoring in physics can choose one of two options, each leading to a degree. Option I is for those students desiring a conventional program in physics to be followed either by further graduate work, by industrial employment, or by a career in secondary education. Option II is for those who intend to pursue a career in medicine. There may, however, be additions or subtractions from the department requirements, which will be determined by each student and his or her departmental adviser and which will depend on the specific needs and interests of the student.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete the requirements listed below:

### *Department Requirements*

<b>Option I</b>		<b>Credits</b>
PY 71-72.	General Physics I & II	6
or		
PY 75-76.	Principles of Physics I & II	6
PY 85.	Introductory Modern Physics	4
PY 93.	Electronics I	3
PY 101 & 104.	Advanced Laboratory I & II	2
or		
PY 102 & 105.	Advanced Laboratory I & II	4
PY 119.	Mathematical Methods of Physics I	4
PY 121.	Mechanics I	3
PY 185.	Electricity and Magnetism I	3

PY 201 & 204.	Advanced Laboratory III & IV	2
or		
PY 202 & 205.	Advanced Laboratory III & IV	4
PY 207.	Modern Optics	3
PY 209.	Statistical Physics	3
PY 211.	Quantum Mechanics I	3
MT 90, 91, 110.	Calculus I, II, III	12
MT 113.	Calculus IV (Differential Equations)	4
or		
PY 112.	Physical Applications of Mathematical Techniques	4
CH 13-14.	General Chemistry I & II	8
or		
CH 17-18.	Principles of Chemistry I & II	9
CI	Computer science elective	3

Option II (Premedical)		Credits
PY 71-72.	General Physics I & II	6
or		
PY 75-76.	Principles of Physics I & II	6
PY 85.	Introductory Modern Physics	4
PY 93.	Electronics I	3
PY 101 or 102.	Advanced Laboratory I	1 or 2
PY 121.	Mechanics I	3
PY 185.	Electricity and Magnetism I	3
PY 207.	Modern Optics	3
MT 90, 91, 110.	Calculus I, II, III	12
PY 112.	Physical Applications of Mathematical Techniques	4
CH 13-14.	General Chemistry I & II	8
CH 31-32.	Organic Chemistry I & II	8
CH 48.	Physical Chemistry for the Biological Sciences	3
BI 11-12.	General Biology I & II	8
CI	Computer science elective	3
BI	Electives	6 to 8

## COURSE DESCRIPTIONS

Successful completion of the New Jersey Basic Skills Computation and Algebra test, or equivalent tests administered by the Seton Hall University Department of Mathematics, is prerequisite to all courses listed below.

### PY 1. INTRODUCTION TO PHYSICS

(Not to be taken by students majoring in physics)  
A course for non-science students emphasizing the place of physics in general culture. No physics background necessary. Discussion of gravitation,

the movement of satellites and heavenly bodies, Einstein's theory of special relativity, and the physics of the atom. Demonstrations and films.

3 credits

### **PY 3. ELEMENTS OF PHYSICS**

(Not to be taken by students majoring in physics without department permission)

Lecture and laboratory. Basic physics covering mechanics, fluids, heat, optics, simple DC and AC circuits, and radiation. Primarily for students pursuing careers in the health sciences. 4 credits

### **PY 5. INTRODUCTORY OCEANOGRAPHY**

A survey of the oceans and ocean processes: the origin and development of the oceans, their physical composition, ocean circulation, waves, tides, the coastal zone, the marine environment as an ecosystem, ocean productivity. For interested students, summer study is available with the New Jersey Marine Science Consortium, of which the University is a member. 3 credits

### **PY 6. EXTRATERRESTRIAL LIFE AND COMMUNICATION**

An introductory survey of the prospects for extraterrestrial life and interstellar communication. No substantial background in a natural science is assumed since all necessary basic science is developed as needed. 2 credits

### **PY 7. INTRODUCTORY ASTRONOMY**

A non-mathematical survey of the historical development and current status of astronomy. Discussion of the solar system, stars and galaxies, quasars, pulsars, black holes, as well as models of the universe and its history. A 16-inch telescope available for student use on clear nights. 3 credits

### **PY 8. INTRODUCTORY METEOROLOGY**

A non-mathematical course on the science of the weather. Topics include atmospheric structure, meteorological measurements, the motions of the atmosphere, climate, weather forecasting, weather modification, and air pollution. A weather station is available for student use. 3 credits

### **PY 9. INTRODUCTORY GEOLOGY**

Descriptive survey of the science of the earth; the composition of the earth; weathering and erosion; the formation and movement of glaciers; the origin of mountains, volcanoes, earthquakes, and deserts; and the geological history of the earth. Field trips when possible. 3 credits

### **PY 10. INTRODUCTION TO COMMUNICATIONS ELECTRONICS**

A qualitative (non-mathematical) coverage of the fundamentals of radio and television receivers and transmitters. Laboratory on simple test equipment included. 3 credits

### **PY 11-12. COMMUNICATIONS ELECTRONICS**

A two-semester sequence concentrating on material contained in the First Class FCC licensing examinations. Circuit analysis, tubes, transistors, radio and television receivers and transmitters. No prerequisites: course covers all needed physics and mathematics. Laboratory included. 6 credits

### **PY 71-72. GENERAL PHYSICS I & II**

Corequisite: MT 90-91

Mechanics, sound and heat, elementary electricity and magnetism, optics, and elementary modern physics. 6 credits

### **PY 75-76. PRINCIPLES OF PHYSICS I & II**

Prerequisite: MT 90-91 or permission of instructor  
Corequisite: PY 77-78

Vectors, kinematics and dynamics, heat and thermodynamics, electricity and magnetism, introduction to Maxwell's equations, physical and geometrical optics, and elementary modern physics. 6 credits

### **PY 77-78. PHYSICS LABORATORY I & II**

Corequisites: MT 90-91, and PY 71-72, or PY 75-76  
Experiments in mechanics, sound, heat, light, electricity and magnetism, and radiation. Statistical data analysis. 2 credits

### **PY 81. SCIENTIFIC PHOTOGRAPHY**

Prerequisite: permission of instructor  
Applications of the principles of physical and geometric optics to photographic techniques. Laboratory on basic techniques and printing. 3 credits

### **PY 85. INTRODUCTORY MODERN PHYSICS**

Prerequisite: a year of general physics  
Corequisite: MT 110 or permission of instructor  
Special relativity, principles of the quantum theory, atomic and nuclear physics, elementary particles. 4 credits

### **PY 93. ELECTRONICS I**

Prerequisite: a year of general physics  
DC and AC circuit analysis. Introduction to transistors and integrated circuits emphasizing applications to instrumentation and design. Two hours lecture, two hours laboratory per week. 3 credits

### **PY 94. ELECTRONICS II**

Prerequisite: PY 93 or permission of instructor  
Operational amplifiers using analog integrated circuits. Digital circuitry and instrumentation. Two hours lecture, three hours laboratory per week. 4 credits

### **PY 95. INTRODUCTION TO ELECTRONIC INSTRUMENTATION**

A survey of electronic instrumentation and measurements applicable to psychology and physiology laboratories. Lecture and laboratory. 3 credits

### **PY 101, 102, 104, 105. ADVANCED LABORATORY I & II**

Prerequisites: PY 77-78, PY 93, and permission of instructor

PY 101 (1 credit), Fall semester  
PY 102 (2 credits), Fall semester  
PY 104 (1 credit), Spring semester  
PY 105 (2 credits), Spring semester

PY 101 and PY 104 together cover a set of historically important experiments. PY 102 and PY 105 cover these same experiments plus supervised participation in pre-research programs.

**PY 112. PHYSICAL APPLICATIONS OF MATHEMATICAL TECHNIQUES**

Prerequisite: MT 110

Corequisite: PY 72 or PY 76

Selected applications of differential equations, vectors, matrices and determinants, Sturm-Liouville theory and orthogonal functions, numerical analysis, and probability and statistics to the physical sciences. 4 credits

**PY 119-120. MATHEMATICAL METHODS OF PHYSICS I & II**

Prerequisite: MT 110 or department permission

Vector analysis. Curvilinear coordinate systems. Determinants and matrices. Infinite series. Functions of a complex variable. Second order differential equations and Sturm-Liouville theory. Fourier series. Integral equations. Calculus of variations. Probability. 8 credits

**PY 121-122. MECHANICS I & II**

Prerequisites: PY 75-76; PY 119

Newtonian mechanics; particle motion in one, two, and three dimensions; systems of particles; rigid body motion; gravity; introductory Lagrangian formalism; small vibrations, special relativity; mechanics of continuous media. 6 credits

**PY 185-186. ELECTRICITY AND MAGNETISM I & II**

Prerequisites: PY 75-76, PY 119

Boundary value problems in electrostatics and magnetostatics; Maxwell's equations in differential form; time-dependent fields; plasma physics; radiation. 6 credits

**PY 201, 202, 204, 205. ADVANCED LABORATORY III & IV**

Prerequisite: permission of instructor

PY 201 (1 credit), Fall semester

PY 202 (2 credits), Fall semester

PY 204 (1 credit), Spring semester

PY 205 (2 credits), Spring semester

Supervised research.

**PY 207. MODERN OPTICS**

Prerequisite: PY 85 or permission of instructor

Mathematics of wave motion; physical optics including polarization, diffraction, and interference. Selected topics of current interest: fiber optics, lasers, holography. 3 credits

**PY 209. STATISTICAL PHYSICS**

Prerequisites: CH 41 and CH 42 or PY 85

Kinetic theory; quantum statistics; systems of interacting particles. Applications to solids. 3 credits

**PY 211-212. QUANTUM MECHANICS I & II**

Prerequisites: CH 42 or PY 85; PY 186

Wave mechanics in one and three dimensions, hydrogen atom, spin, exclusion principle, and multi-electron atoms in external fields. Time-independent and time-dependent perturbation theory with applications, scattering theory. 6 credits

**PY 214. APPLIED SOLID STATE PHYSICS**

Corequisite: PY 211

Physics of the solid state with applications to semiconductor devices. 3 credits

**PY 290-291. RESEARCH IN PHYSICS**

(For selected seniors majoring in physics)

Introduction to the methods of original investigation in experimental or theoretical physics. 1-6 credits

**Courses open to graduate and advanced undergraduate students**

**PY 301-302. THE PHILOSOPHICAL AND CULTURAL FOUNDATIONS OF PHYSICS**

(Open to graduate students and seniors with a major in the sciences, history, philosophy, or education) Seminar-type course based on selected writings on ancient and modern physics. Limitations and patterns of scientific thought discussed. Analysis of the motivations of scientific theories. Survey of the limits of applicability of scientific knowledge to such non-science areas as ethics, metaphysics, and theology. 6 credits

**PY 303-304. CULTURE AND SCIENCE**

(Open to graduate students and seniors with a major in the sciences, history, philosophy, or education) Seminar-type course on the interaction of culture and science. The principal topics discussed: the stillbirths of science in all major ancient cultures (India, China, Pre-Columbian America, Babylon, Egypt); the specific problem of the failure of science to become a self-sustaining enterprise in classical Greece and among medieval Arabs; the birth of science in the medieval Christian West; the cultural roots of Newtonian science; the counter-science of 19th-century German idealism; the 20th-century scene; the cultural presuppositions of science. 6 credits

**PY 305-306. SCIENTIFIC COSMOLOGY**

(Open to graduate students and seniors with a major in the sciences, history, philosophy, or education) Seminar-type course on past and present trends in cosmology. Discussion of original texts in English translation. Topics: cosmological concepts in the ancient Orient and classical antiquity; the Copernican universe; the infinite universe of Descartes and Newton; the universe of Herschel; cosmology in the 20th century. 6 credits

**PY 319-320. MATHEMATICAL METHODS FOR SCIENTISTS I & II**

Prerequisite: MT 113 or PY 112 or department permission

Vector analysis. Curvilinear coordinate systems. Determinants and matrices. Infinite series. Functions of a complex variable. Second order differential equations and Sturm-Liouville theory. Fourier series. Integral equations. Calculus of variations. Probability. 8 credits

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# Department of Political Science

*Professors:* Connors; Manley; Worthley

*Associate Professors:* Adinaro; *Boutilier (Chairperson);* Dunham; Kennedy; Sedehi

*Assistant Professor:* Wish

*Instructors:* Amaro-Reyes; Nanopoulos-Stergiou; Woods

The Department of Political Science offers programs of study leading to the degree Bachelor of Arts and the degree Master of Public Administration.

The Department offers training in the areas of American government and politics, urban affairs, public administration and public policy, comparative politics and institutions, international organization and relations, political theory and behavior.

The major program is intended to provide students with a basic education in the ideas, institutions, and processes of politics and government, which they will find especially helpful in preparing for careers in law, government service, public affairs, and in the private sector of the American economy.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 42 credits in political science and allied fields. Students may concentrate in any one of the six areas noted above. For those who may wish to individualize a course of study, a broad selection of courses crossing area lines is available. The sequence and diversity of courses for all students will be worked out in consultation with a department adviser, who may modify the program in view of the student's background and objectives. Students are expected to acquaint themselves with the concepts and methods of related social science disciplines and to develop other skills requisite for the successful pursuit of their particular career objectives.

### *Department Requirements*

<b>Freshman year</b>	<b>Credits</b>
CO 10. Oral Communication	3
EN 9-10. College English I & II	6
MT 35. Statistics I	3
PO 10. Introduction to Political Science	3
PO 11. Research Methods	3
PO 20. Introduction to American Politics	3
PH Philosophy elective	3

All political science majors are required to take the following courses: PO 40. Classics of Political Thought; PO 60. Introduction to Comparative Politics; PO 70. Introduction to International Relations for a total of 9 credits.

Beginning with the sophomore year, a student electing to concentrate in an area of study must take 12 credits in advanced courses in the area chosen. (Specific courses will be decided in consultation with the student's department adviser.) In addition, at least one 3-credit research seminar in the appropriate area must be taken in the junior or senior year. 9 credits of electives in political science will complete the student's degree requirements in the major.

## COURSE DESCRIPTIONS

### PO 10. INTRODUCTION TO POLITICAL SCIENCE

Introduction to political science as an academic pursuit and a profession. Description and analysis of the basic sub-divisions of the discipline, including political theory and behavior, public administration and public policy, comparative government and politics, international relations and other substantive areas. 3 credits

### PO 11. RESEARCH METHODS

(With Department permission, students may substitute SO 180.)

An introduction to the enterprise of social science research. Topics include: problem selection and formulation; hypotheses; research design; sampling; construction and administration of research techniques; elementary data analysis procedures, such as coding, tabulation and cross-tabulation of data. 3 credits

### PO 20. INTRODUCTION TO AMERICAN POLITICS

Introduction to the institutions and processes of American national government and the political society of the American people. 3 credits

### PO 40. CLASSICS OF POLITICAL THOUGHT: FROM PLATO TO ROUSSEAU

An introduction to and an analysis of the political ideas of major Western theorists. 3 credits

### PO 60. INTRODUCTION TO COMPARATIVE POLITICS

Introduction to comparative approaches to the study of politics. Analysis of functions, experiences, institutions of political systems, Western and non-Western. 3 credits

### PO 70. INTRODUCTION TO INTERNATIONAL RELATIONS: WORLD POLITICS

(Formerly Politics of International Relations)  
Analysis of the forces that condition political relations among nations. Special attention to the emerging nations and their impact on the international political system. 3 credits

### PO 100. INTRODUCTION TO PUBLIC POLICY

Deals with policy element of political science. Explores literature on techniques of policy formula-

tion, implementation, and evaluation. Substantive policy areas investigated. 3 credits

### PO 105. ISSUES IN AMERICAN PUBLIC POLICY

Stresses specific issue-areas in American political process. Analysis of relations between public and private sectors in the development of public policy. 3 credits

### PO 107. COMPARATIVE PUBLIC POLICY

Policies of nation-states in particular issue-areas such as full employment, health services, taxation. Analysis through comparative techniques. 3 credits

### PO 108. INTERNATIONAL PUBLIC POLICY

Policy development in areas of transnational importance such as arms control, environmental protection, global poverty, and resource allocation. 3 credits

### PO 109. ADVOCACY, LAW, POLICY, AND AGING

For description, see page 77. 3 credits

### PO 110. POLITICS OF PUBLIC ADMINISTRATION

Introductory course in public administration. The political environment, bureaucracy, decision-making, budgeting, control of administration, values, ethics, alternatives to centralization. 3 credits

### PO 111. PUBLIC PERSONNEL ADMINISTRATION

The philosophy of public personnel administration and the merit system. Modern structures and processes of personnel management. Development of the career service. Unionization and bargaining in the public service. Equal Opportunity and Affirmative Action programs. 3 credits

### PO 114. THEORIES OF ORGANIZATION

Contemporary and emerging theories of public organization. Comparison with the private sector. 3 credits

### PO 115. INTRODUCTION TO COURT ADMINISTRATION

Analysis of current and projected systems of management in American courts: federal, state, and local. 3 credits

**PO 116. MANAGEMENT IN THE PUBLIC SECTOR**

Application of management theories in the public sector. Integration of rational models of decision-making and management science. Emphasis on systems analysis and modern techniques. 3 credits

**PO 117. BUDGETARY DECISION-MAKING IN THE PUBLIC SECTOR**

Detailed analysis of the budgetary process with emphasis given to the federal level. Roles of the Congress and President in determining national spending priorities. Origins, concepts, and structures of budgeting systems. The politics of budget-making. 3 credits

**PO 118. COMPARATIVE AND INTERNATIONAL ADMINISTRATION**

Analysis and comparisons of administrative structures, behavior, and processes within the context of different nations, regions, and international organizations. Attention given to developed and developing political environments. 3 credits

**PO 121. 20TH-CENTURY FEDERALISM**

Selected topics illustrating the changing patterns of state-federal-local relations. 3 credits

**PO 122. THE UNITED STATES CONGRESS**

Composition and political organization. The committee system and the process of lawmaking. Relations with other branches of government. 3 credits

**PO 123. THE AMERICAN PRESIDENCY**

Evolution of the office. Nomination and election of a president. Roles and responsibilities. Contemporary institutional critique. 3 credits

**PO 124. THE AMERICAN JUDICIAL SYSTEM**

Concepts of law and jurisprudence. Origin and functions of American courts. Staffing of the courts and the bar. The role of the Supreme Court. 3 credits

**PO 125. AMERICAN PARTIES AND POLITICS**

Analysis of the structure and operations of the party system on the local, state, and national levels. 3 credits

**PO 126. INTEREST GROUPS AND THE POLITICAL PROCESS**

Relations between interest groups and formal government institutions. Analysis of group politics and techniques. Impact on political processes. 3 credits

**PO 127. PROBLEMS IN AMERICAN FOREIGN POLICY**

Internal factors and global forces affecting policy and performance. Evolution of United States doctrine from isolationism to globalism. Current challenges and prospects. 3 credits

**PO 128. POLITICAL BEHAVIOR OF THE AMERICAN ELECTORATE**

Theoretical and practical analysis of party alignment, campaigning, voter turnout, and electoral decisions. 3 credits

**PO 129. DEVELOPMENT OF THE AMERICAN CONSTITUTION**

Historical and analytical overview of selected topics in American Constitutional development. 3 credits

**PO 130. CONSTITUTIONAL LAW**

Case study in selected areas illustrating the role of the Supreme Court in the making of Constitutional law. Attention is on the fundamentals and principles of Constitutional law. 3 credits

**PO 131. INTRODUCTION TO AMERICAN LAW**

Types of law. Elements of civil and criminal processes. Overview of the law of torts, contracts, and real property. Role of law in society. 3 credits

**PO 132. CIVIL LIBERTIES IN THE UNITED STATES**

Casebook analysis of the constitutional rights of the individual. Emphasis on contemporary problems and perspectives. 3 credits

**PO 133. GOVERNING URBAN AMERICA**

City and suburb in metropolitan perspective. Contemporary urban governmental forms, processes, and problems. 3 credits

**PO 134. COMMUNITY POLITICS**

The struggle for power at the block and neighborhood levels. The movement for decentralization of urban government. 3 credits

**PO 135. GOVERNING THE AMERICAN STATES**

Institutions and processes of United States government at the state and county levels. 3 credits

**PO 136. GOVERNMENT OF NEW JERSEY**

A structural study and functional analysis of state and county government in New Jersey. 3 credits

**PO 137. INTRODUCTION TO LOCAL PLANNING**

History and theory of planning in the United States. Use of master plan, zoning, subdivision controls. 3 credits

**PO 138. ETHNIC POLITICS**

Ethnic groups and their effect on the political institutions and processes of organized governments. Domestic and international effects. 3 credits

**PO 140. DEMOCRATIC THEORY**

Various theories of democratic society, including those of liberal, radical participatory, and pluralistic democracy. Comparison of democratic theory and practice. An examination of major theorists. 3 credits

**PO 141. THEORY OF COMMUNISM AND FASCISM**

The ideas and theories of the major figures in the development of communism and fascism, such as Marx, Lenin, Stalin, Mao, Hitler, Mussolini, Hegel. 3 credits

**PO 143. THE BEHAVIORAL APPROACH TO POLITICS**

Designed to familiarize the student more fully with

contemporary approaches and methodologies used in political analysis, such as systems theory, structural functionalism, game theory, simulation, and communications theory. 3 credits

**PO 144. AMERICAN POLITICAL IDEAS**

An introduction to the kaleidoscopic nature of American political thought. An analysis from the seminal thinker, John Locke, to the radical thinkers of contemporary America. Such representative thinkers as Madison, Calhoun, Thoreau, Sumner, Dewey, Kirk, Viereck, Marcuse, and King. 3 credits

**PO 145. CONTEMPORARY POLITICAL THEORY**

Analysis of current status of science of politics. Concepts of totalitarianism, legal science, logical positivism, behavioralism, systems theory, and others. Examination of theoretical perspectives, normative and behavioral, of 20th-century theorists. 3 credits

**PO 148 (RS 193). CHURCH-STATE CONFLICT: THE DILEMMA OF PUBLIC POLICY**

Analysis of competing claims of government and private conscience in contemporary American society. 3 credits

**PO 160. WOMEN IN THE POLITICAL SYSTEM**

Evolving legal, political, and governmental positions. Principal forces in the movement for liberation and power. Impact on society of politicization of women. Cross-cultural implications. 3 credits

**PO 161. EUROPEAN POLITICAL INSTITUTIONS - WESTERN EUROPE**

The dynamics of politics abroad, analyzing the evolution and present status of selected European powers. 3 credits

**PO 162. THE GOVERNMENT OF THE SOVIET UNION**

Summary of Russian political history since 1905. Analysis of the government and party system of the Soviet Union. 3 credits

**PO 163 (AS 207). ASIAN POLITICAL INSTITUTIONS**

For description, see page 53. 3 credits

**PO 164. LATIN-AMERICAN POLITICAL INSTITUTIONS**

Basic forces conditioning the politics of the area. The variety of government forms and party systems in selected Caribbean, South and Central American polities, and in Mexico. 3 credits

**PO 165 (BL 214). AFRICAN POLITICAL INSTITUTIONS**

For description, see page 184. 3 credits

**PO 166 (AS 257). CONTEMPORARY CHINESE POLITICS**

For description, see page 54. 3 credits

**PO 167. THE POLITICS OF DEVELOPING AREAS**

Impact of colonialism. General problems of

political development and economic modernization. 3 credits

**PO 168. COMPARATIVE COMMUNIST SYSTEMS**

Governmental structures and functions in comparative perspective. Political socialization, participation, elite recruitment, and interest formation in the Communist world. 3 credits

**PO 169. POLITICAL FERMENT IN THE MIDDLE EAST**

Forces shaping the contemporary patterns of politics in the Middle East. Emphasis on Arab-Israeli relations and their implications for major powers. 3 credits

**PO 170. FOREIGN POLICIES OF THE MAJOR POWERS**

Variables affecting the formulation of foreign policy. Areas of cooperation and conflict among the super powers. 3 credits

**PO 171. INTERNATIONAL LAW AND ORGANIZATION**

Evolution and basic concepts of international law. Development of supra-national institutions emphasizing the period since World War II. 3 credits

**PO 172. FOREIGN POLICY OF THE SOVIET UNION**

Analysis of Soviet foreign policy since 1917. Historical development and ideological orientation as well as contemporary examination of Soviet foreign policy. 3 credits

**PO 173. THE U.N. IN ACTION**

Institutional setting. Efforts to develop and maintain significant rules in the world community. Course includes a student-run simulation exercise. 3 credits

**PO 209. TOPICS IN PUBLIC POLICY**

To be set by instructor. 3 credits

**PO 210. INTERNSHIP IN PUBLIC ADMINISTRATION AND POLICY ANALYSIS**

Prerequisite: Permission of instructor  
Field research with a public or semi-public agency on a part-time basis. Analysis and examination of functions, processes, and outputs of organizations in the public sector. 3 credits

**PO 211. WASHINGTON, D.C. FIELDWORK (INTERNSHIP)**

Corequisite: PO 212  
An opportunity for the student to be an intern in a governmental agency or non-profit organization in Washington, D.C. Students are placed in legislative, judicial, or executive branch agencies, depending on their interests and career goals, and work 4½ days per week for one semester. 3-6 credits

**PO 212. WASHINGTON, D.C. INTERNSHIP SEMINAR**

Corequisite: PO 211  
Students attend a weekly seminar led by a professor



associated with the Washington Center for Learning Alternatives. In addition, the Seton Hall faculty liaison requires book critiques and a research paper that integrates information the student gains in the classroom with her/his fieldwork experience. 6-9 credits

**PO 219. TOPICS IN PUBLIC ADMINISTRATION**  
Selected topics, in-depth analysis of areas of current interest such as humanizing organizations, science, technology, and public policy, among others. 3 credits

**PO 221. PRACTICUM IN POLITICS**  
Prerequisite: Permission of instructor  
Field experience and research on a part-time basis with either political parties and candidates for legislative, executive, and judicial offices. 3 credits

**PO 229. TOPICS IN AMERICAN GOVERNMENT**  
To be set by instructor. 3 credits

**PO 239. TOPICS IN URBAN AFFAIRS**  
To be set by instructor. 3 credits

**PO 249. TOPICS IN POLITICAL THEORY AND BEHAVIOR**  
To be set by instructor. 3 credits

**PO 269. TOPICS IN COMPARATIVE POLITICS AND INSTITUTIONS**  
To be set by instructor. 3 credits

**PO 279. TOPICS IN INTERNATIONAL RELATIONS**  
To be set by instructor. 3 credits

**PO 285-296. RESEARCH SEMINARS**  
Small group seminars in selected subject areas. 3 credits each semester  
285-287. Public Administration and Public Policy  
288-290. American Government and Urban Affairs  
291-293. Political Theory and Behavior  
294-296. Comparative Politics and International Relations

**PO 299. INDEPENDENT STUDY IN POLITICAL SCIENCE**  
May fulfill research seminar requirement. Admission with permission of department chairperson and instructor. 3 credits

## *Geography*

### **PO 81. FUNDAMENTALS OF GEOGRAPHY**

Geography as a periodic relationship between physical environment and life. Elements comprising the natural environment and their influence on human cultural activities. 3 credits

### **PO 82. PRINCIPLES OF HUMAN GEOGRAPHY**

Several patterns of economic, social, and political adjustment that people make to their various habitats. Environmental factors as they relate to people. 3 credits

### **PO 181. PRINCIPLES OF POLITICAL GEOGRAPHY**

Analysis of physical and cultural factors in political areas throughout the world. Emphasis on the influence these factors exert on political organization and behavior. 3 credits

### **PO 182 (AS 102). GEOGRAPHY OF ASIA**

For description, see page 53. 3 credits

### **PO 183. URBAN GEOGRAPHY**

An historical geography of the evolution and growth of cities. Analysis of spatial organization and distribution; interaction of political, economic, and social phenomena in urban settlements. The city as an ecosystem. 3 credits

### **PO 184. RESOURCE MANAGEMENT: PEOPLE, RESOURCES, ECOLOGY**

Consideration of the allocation of natural resources. The politics of conservation in the United States. 3 credits

### **PO 185. GEOGRAPHY OF CRIME, LAW, AND JUSTICE**

The geographic perspective on the problems of crime, law, and justice. The identification, description, and analysis of the similarities and differences of spatial patterns of crime, law, and justice on the urban, state, regional, and national levels. 3 credits

### **PO 186. ECONOMIC GEOGRAPHY: HUMAN ECONOMIC ENVIRONMENT**

Geographic description and analysis of the spatial arrangements of people's economic activities throughout the world. Spatial patterns and environmental factors as they relate to production, consumption, and world trade. 3 credits

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# Department of Psychology

*Professors:* R. Jones; D. Lombardi

*Associate Professors:* Gubar; Lennon; Levy; Shannon

*Assistant Professors:* Hovancik; Kendig; **F. Murphy (Chairperson)**; Volenski

*Instructor:* McManus

*Adjunct Associate Professor:* Echandia

*Adjunct Assistant Professors:* Blaine; Crimoli; Fritzen; Hollyer; Strauss; VanPelt;  
White

*Adjunct Instructor:* Harrington

The Department of Psychology offers a program of study leading to the degree Bachelor of Arts.

The Department of Psychology affirms that the methods of scientific inquiry can be applied meaningfully and fruitfully to man and his behavior. The course offerings reflect this conviction and are designed to make available to the student a firm grounding in the methodology and content matter of psychology. Students majoring in psychology receive a sound preparation for graduate study.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete 41 credits in psychology, of which 26 are required and 15 are electives. BI 25-26, MT 73-74, and BI 23 or PY 95 are also required. Programs may be modified in view of student's backgrounds and objectives. The required psychology courses are:

	Credits
PS 5-6. Principles of Psychology	6
PS 100. Personality: Basic Concepts	3
PS 108. Elementary Psychological Statistics	4
PS 155. Social Psychology: Human Relations I	3
PS 270. Psychology of Learning	3
PS 211. Experimental Psychology	4
PS 299. Seminar in Psychology	3

## COURSE DESCRIPTIONS

### PS 1. INTRODUCTION TO PSYCHOLOGY

A study of the major areas of psychology to develop understanding of human behavior. Participation in psychological research encouraged. 3 credits

### PS 5-6. PRINCIPLES OF PSYCHOLOGY

(For students majoring in psychology)  
Introduction to the major areas of the psychological study of behavior.

Part I: Basic research through the study of neuro-physiology, sensation, perception, motivation, conditioning, arousal, and awareness.

Part II: More complex psychological processes, including developmental processes, intelligence, personality, adjustment, methods of psychotherapy, creativity, and social influences on behavior.

6 credits

#### **PS 10. PSYCHOLOGY OF ADJUSTMENT**

The human adjustive process contrasting normal with maladaptive adjustment. Attempts to develop a comprehensive theoretical model of human behavior stressing self-understanding. 3 credits

#### **PS 15. CHILD PSYCHOLOGY**

Child behavior and development with reference to motor abilities, language, intelligence, cognition, emotional and social development. Emphasis on normal human development in the early stages of life. 3 credits

#### **PS 20. ADOLESCENT PSYCHOLOGY**

Psychological, physiological, emotional, and social development and identity formation in the normal adolescent. 3 credits

#### **PS 40. PSYCHOLOGY IN INDUSTRY**

The knowledge and methods of behavioral science applied to the structure and problems of industry. 3 credits

#### **PS 45. PSYCHOLOGY OF CAREERS**

Examination of the psychological and psycho-social factors related to career development and adjustment. Critical analysis of trait, personality, self-concept, and typological theories relevant to this area. 3 credits

#### **PS 55. DRUG AND ALCOHOL ABUSE**

An insight into the problem of addiction (drug and alcohol) utilizing, where applicable, former drug addicts, alcoholics, and addicts in rehabilitation. A comprehensive picture of the psycho-social factors leading to drug use and abuse among students. The short and long term psychological effects and the systematic approaches to institutional modification to minimize drug abuse. 3 credits

#### **PS 100. PERSONALITY: BASIC CONCEPTS**

Prerequisite: PS 1 or PS 5-6

Individual, social, and cultural factors in personality formation and development. Introduction to major theories of personality. 3 credits

#### **PS 105. ABNORMAL PSYCHOLOGY**

Prerequisite: PS 1 or PS 5-6

Introduction to the field of psychopathology and personality disorders. Problems, causes, and treatment procedures examined. 3 credits

#### **PS 108. ELEMENTARY PSYCHOLOGICAL STATISTICS**

Prerequisite: PS 1 or PS 5-6

The use of descriptive and inferential statistics in the design and interpretation of experimental data. 4 credits

#### **PS 109. ADVANCED PSYCHOLOGICAL STATISTICS**

Prerequisites: PS 1 or PS 5-6; PS 108

More advanced statistical methods. Emphasis on the non-parametric statistics, analysis of variance, theory of statistical testing, and sampling. 4 credits

#### **PS 130. THE PSYCHOLOGY OF WOMEN**

Prerequisite: PS 1 or PS 5-6

Examines the ways certain biological, cultural, and psycho-social phenomena have affected female development and personality. The role of emotions and how adult attributes of femininity may be logical consequences of early reactions. Psychological role of women in the human situation — traditional and contemporary. 3 credits

#### **PS 150. MEASUREMENT AND ASSESSMENT IN PSYCHOLOGY**

Prerequisites: PS 1 or PS 5-6; PS 108

Measurement problems peculiar to psychology, Concepts of measurement. Various answers to the problems of measurement: attitude scales, psycho-physical methods, test methods, controlled observation. 3 credits

#### **PS 155. SOCIAL PSYCHOLOGY: HUMAN RELATIONS I**

Prerequisite: PS 1 or PS 5-6

The individual in society. People as members of groups; emphasis on interpersonal relationships. Importance of subjective and social perception, cognitive, ego, and role theories. 3 credits

#### **PS 156 (ED 104). MENTAL HYGIENE**

Practices and procedures conducive to mental and emotional health. Emphasizes adaptive rather than maladaptive behavior and conduct. 2 credits

#### **PS 163. PRACTICUM IN ADULT-CHILD RELATIONSHIPS**

Emphasizes the use of specific child-rearing techniques with various age groups to help teachers and parents develop positive relationships with children. Such relationships promote physical and emotional health and establish a sound foundation for the development of desirable attitudes and socially effective behavior. 3 credits

#### **PS 185. DEVELOPMENTAL PSYCHOLOGY**

Prerequisites: PS 1 or PS 5-6

Basic principles, data, and methods in the study of human development from conception to death. 3 credits

#### **PS 186. ADULT DEVELOPMENT AND AGING**

For description, see page 78.

3 credits

#### **PS 211. EXPERIMENTAL PSYCHOLOGY I**

Prerequisites: PS 1 or PS 5-6; PS 108

Examination of the principal methods of empirical psychological research with particular emphasis on experimental design and control procedures. Students develop the ability to assess and critically analyze extant psychological research and report their own research in a standardized (i.e. APA) format. Three hours lecture, 2 hours lab per week. 4 credits

**PS 212. EXPERIMENTAL PSYCHOLOGY II**

Prerequisite: PS 211

Practical applications of the principles learned in PS 211 in the laboratory or field environment. The student is involved in the design, execution, analysis, and interpretation of an original research project. 4 credits

**PS 215. PERCEPTION**

Prerequisites: PS 1 or PS 5-6

Principles of sensory and perceptual processes, emphasizing research literature. 3 credits

**PS 220. HISTORY OF PSYCHOLOGY**

Prerequisites: PS 1 or PS 5-6

Historical development of psychology from its origin in early philosophical thinking to the development of scientific methodology. 3 credits

**PS 225. CONTEMPORARY SYSTEMS OF PSYCHOLOGY**

Prerequisites: PS 1 or PS 5-6

Major areas of psychology from scientific beginnings to the present. Emphasis on development of these areas from the viewpoint of experimental research and theory. 3 credits

**PS 250. ADVANCED THEORIES OF PERSONALITY**

Prerequisites: PS 1 or PS 5-6; PS 100

Critical examination of personality theories and research in relevant areas. 3 credits

**PS 255. COGNITIVE PROCESSES**

Prerequisites: PS 1 and PS 5-6

Contemporary research literature in conceptual behavior, reasoning, problem solving, and memory. 3 credits

**PS 260. DEVELOPMENTAL PSYCHOBIOLOGY**

Phylogenetic and ontogenetic development of behavior. Emphasis on biological evolution and man's place within the natural framework. Life-span development emphasized with focus on the future developmental potential of man. 3 credits

**PS 270. THE PSYCHOLOGY OF LEARNING**

Prerequisites: PS 1 or PS 5-6

Findings and methods of contemporary learning theory, its history and current status. 3 credits

**PS 275. PHYSIOLOGICAL PSYCHOLOGY**

Prerequisites: PS 1 or PS 5-6

Physiological basis of emotion, perception, and learning. Basic neurophysiology, anatomy of the nervous system, and evolutionary development of man and his capabilities. 3 credits

**PS 280. PSYCHOLOGY OF MOTIVATION**

Prerequisites: PS 1 or PS 5-6

Survey of contemporary motivational theory; its history, research findings, and trends. 3 credits

**PS 285. ADVANCED SOCIAL PSYCHOLOGY: HUMAN RELATIONS II**

Prerequisites: PS 1 or PS 5-6; PS 155

Continuation and elaboration of the subject matter treated in PS 155. Classical and contemporary studies in social psychology and current social problems. Field trips, guest lecturers, and "grouping." 3 credits

**PS 286. PRACTICUM IN COMMUNITY PSYCHOLOGY**

Prerequisite: permission of Department chairperson

For students who have sufficient theoretical background to participate in applied practicum with a professional agency. Placement includes any type of field setting approved by the Department. Students work under the supervision of a Department member and must meet a minimum of six hours per week with the agency for a total of 45 hours. (Instructor arranges placements.) 3 credits

**PS 287. PRACTICUM IN COMMUNITY PSYCHOLOGY I**

An opportunity for advanced psychology students to get practical exposure and experience with professional agencies in the community. Students are encouraged to read and think about theoretical and conceptual bases of applied practices. Emphasis on learning by doing. Students consider the relation of courses they have taken to their practical experience to understand the vast expanse of life, to think freely, and to discover themselves. (Includes field work and classwork.) 6 credits

**PS 288. PRACTICUM IN COMMUNITY PSYCHOLOGY II**

Prerequisite: PS 287

Continuation in or change in agency setting. 6 credits

**PS 290-291. INDIVIDUAL STUDIES**

Prerequisites: PS 1 or PS 5-6

Directed study and research in individual areas selected by the student in consultation with department adviser. Course may be taken twice for a total of 6 credits. 3-6 credits

**PS 299. SEMINAR IN PSYCHOLOGY**

(For seniors majoring in psychology)

An integrative course dealing with broad issues in psychology. Content may vary somewhat from year to year, but retains the objective of helping the student perceive relationships between research and theory in different specialized areas of psychology. 3 credits

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# Department of Religious Studies

*Professor: Wimmer*

*Associate Professors: Abalos; Ahr; Morley; Nardone; Radano (Chairperson)*

*Assistant Professors: Ballweg; Cafone; Debold; Mitchell; Pire*

*Visiting Professor: Sloyan (1982-83)*

The Department of Religious Studies offers a program of study leading to the degree Bachelor of Arts.

The Department seeks to give students an understanding of Christian theology and the phenomenon of religion in its various manifestations. Man's religious quest is investigated in relation to other areas of life, particularly human relationships, social interaction, and political realities.

Non-majors are advised to select introductory courses early in their college programs and to continue selections which complement their major programs, represent a diversion from them, or help to develop new interests in fundamental issues of life and its meaning.

## Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45), degree candidates must complete a minimum of 36 credits in religious studies. Each program is worked out in consultation with a Department adviser.

The groups A through H represent the eight basic groups into which the Department divides its course offerings. Each major program must include one course from each of the groups A, B, D, E, F, and G. The course requirement in group D may be substituted by an appropriate course in the Department of Asian Studies.

## COURSE DESCRIPTIONS

### **RS 10. THE RELIGIOUS DIMENSION OF LIFE**

An exploration of religious phenomena in various cultures with a view to clarifying the concept of "religion" and discerning those elements which constitute it. The attitudes and practices that characterize humanity as religious. Religious experience examined and compared, and viewed through the vehicles of literature and drama.

3 credits

### *A. Fundamental and Special Questions of Ethics*

### **RS 20. CONTEMPORARY MORAL VALUES**

The relationship between human values and Christian belief. Evaluates the background and validity of the modern protest against impersonal and rigid codes of morality. Attempts a mature and realistic understanding of the ethical teaching of Jesus in light of personal experience.

3 credits

## RS 21. CHRISTIAN ETHICS

Systematic study of the distinctive contribution of Christianity to ethical norms. Comparisons of various theories and moral systems with each other and with the ethical systems of non-Christian traditions. 3 credits

## RS 121. CHRISTIAN SOCIAL AWARENESS

A problem-oriented search for a Christian attitude to the deeper and more prominent moral issues of today. Particular areas determined by teacher-student dialogue. 3 credits

## RS 122. THEOLOGY AND SEXUALITY

Contemporary attempts at theological innovation leading to profound changes in the Roman Catholic sexual ethic. 3 credits

## RS 123. CHRISTIAN VALUES AND HEALTH ISSUES

An overview of some of the more significant ethical issues in medicine, biological research, and health care confronting society, including genetic engineering, behavior modification, abortion, human experimentation, allocation of health care resources. An examination of various ethical systems which provide methodologies for decision making in the areas of medicine, biomedical research, and health care. Special emphasis on the Catholic moral tradition, with some examination of other Christian, Jewish, and secular moralists. 3 credits

## RS 124. CHRISTIAN VALUES AND BUSINESS RESPONSIBILITIES

An introduction to recent Christian teaching pertaining to the relationship between Christian values and the economic life of society. The principle of economic justice in society in light of Christian teachings. Exploration of a new international order through student-teacher dialogue. 3 credits

## RS 129. SPECIAL QUESTIONS IN ETHICS

A study of the religious perspectives of certain issues to be determined in the Department as the need arises. 3 credits

### *B. Questions of Religious Belief*

## RS 30. MEANING OF BELIEF IN THE MODERN WORLD

A Christian exploration of the meaning of belief in the post Vatican II era. Explores the need for faith, and various aspects of it, as well as the phenomenon of unbelief. Theological insights as well as those of other disciplines help to clarify the issues. 3 credits

## RS 131. CHRISTIAN SPIRITUAL EXPERIENCE

Religious experience as the heart of various forms of Christian spirituality. Religious preconceptions that influence the manner of experiencing God. Examination of several fundamental models for the Christian experience to gain insight into a personal contemporary spirituality. 3 credits

## RS 134. SYMBOL AND THE RELIGIOUS QUEST

Through a dialectic with fiction, poetry, and film, students and professor look within the confines of

their own lives in interaction with others to seek resources of love, meaning, faith, and trust. Symbols have power to release feelings, intuitions, and ideas to which class discussion gives form and understanding. 3 credits

## RS 136 (PH 172). CONTEMPORARY ISSUES: A THEOLOGICAL-PHILOSOPHICAL FORUM

Some of the principal issues that mold the contemporary horizon, viewed from a philosophical and theological perspective. Emphasis on problems related to freedom, world order, and religious values. (Team taught.) 3 credits

## RS 139. SPECIAL QUESTIONS IN THE PHILOSOPHY OF RELIGION

Special issues to be determined in the Department as need arises. 3 credits

### *C. Questions of Ecumenism*

## RS 40. INTRODUCTION TO ECUMENISM

The contemporary movement toward Christian unity and human solidarity, described in terms of its Biblical roots and theological principles. Persistent theological obstacles to attaining unity and solidarity; the ecumenical progress of recent decades in perspective; and future possibilities for the movement. 3 credits

## RS 45. JEWISH-CHRISTIAN RELATIONS

A general introduction to the historical and theological relations between Jews and Christians, with four main areas of concern: the origin of Christianity within Judaism and its separation from it; Christian rejection of Jews in medieval times; Christians and Jews during the Holocaust; contemporary issues, problems, and hopes for Jewish-Christian relations. 3 credits

## RS 140. THE ECUMENICAL MOVEMENT IN THE 20TH CENTURY

The modern ecumenical movement from its beginnings on the eve of World War I through the early 1970's. The relationship of this movement to the political and social context of the 20th century and to understanding religion in the modern era. Consideration of the outstanding contribution of American churches to the development of the movement, and their opportunity for further contribution. 3 credits

## RS 149. SPECIAL QUESTIONS IN ECUMENICAL STUDIES

Special issues to be determined in the Department as need arises. 3 credits

## RS 241. THE MOVEMENT TOWARD CHRISTIAN UNITY IN AMERICA

Stresses the statements of theological consensus produced by bilateral consultations between Anglicans-Roman Catholics, Lutherans-Roman Catholics, and others; areas of theological agreement discovered in the Faith and Order Movement; and some plans of union developed by churches involved in seeking organic union. Emphasis on American effort and literature produced since the Second Vatican Council. 3 credits

## D. World Religions

### RS 50. WORLD RELIGIONS

Basic issues in major faith traditions of the world. Special emphasis on the religious experience as expressed in sacred literature and specific worldviews and mythologies. Consideration of traditional rituals and symbols as well as non-traditional forms used to express response to the sacred. 3 credits

### RS 150. HISTORY AND RELIGION IN THE ANCIENT NEAR EAST

Pre-Christian religious heritage of the West, in light of ancient documents and modern archaeology, with emphasis on key historical situations and sites of the ancient Near East. 3 credits

### RS 155. JEWISH BELIEFS AND PRACTICES

A survey of the beliefs and observances of Judaism designed particularly for the Christian student. Areas studied are: Jewish religious texts, the Sabbath and festivals, the family's role within Judaism, dietary laws, prayer, and contemporary religious movements within Judaism. 3 credits

### RS 156. THE HOLOCAUST: HISTORICAL AND THEOLOGICAL ASPECTS OF THE NAZI DESTRUCTION OF THE JEWS

A survey of Nazi policies and actions against the Jews of Europe from 1933 to 1945. Topics include: historical Christian anti-Semitism and its relationship to the Holocaust, an historical description of the Holocaust, Christian reaction to it, and the reflections of Jewish and Christian theologians on the meaning of the Holocaust. 3 credits

### RS 158. RELIGION AND AMERICAN EDUCATION

The relationship between religion and education in the American heritage. Church-state relations providing the constitutionally acceptable framework for the study of religions in public schools. Criteria for educationally appropriate curriculum content. The relationship between the study of religions, value education, and moral education in the public schools. 3 credits

### RS 159. SPECIAL QUESTIONS IN THE HISTORY OF RELIGIONS

Special issues to be determined in the Department as need arises. 3 credits

### RS 258. AMERICAN BIBLICAL AND RELIGIOUS TRADITIONS

A study of socially significant and creative Biblical themes and religious movements in America, especially during the periods devoid of any great political leadership or economic power. Themes such as "Wilderness," "Promised Land," "Covenanted People," and "The Kingdom of God," studied in conjunction with political and social movements of varying importance. 3 credits

## E. Biblical Studies

### RS 60. INTRODUCTION TO THE BIBLE

Formation of the Bible. Its literary, historical, and particularly its theological dimensions. The

religious communities of Biblical times, their worldview, beliefs, and religious commitments. 3 credits

### RS 61. ANCIENT WISDOM AND MODERN ETHICS

(Formerly RS 163. The Wisdom of the Ancient Near East)

Clarification of values espoused by the ancients in the wisdom literature of Egypt, Mesopotamia, and Israel. Particular emphasis upon Biblical literature, especially Job and Ecclesiastes. Critique of values compared and contrasted with modern social mores. 3 credits

### RS 62. JESUS IN THE NEW TESTAMENT

Introductory survey of first-century Palestine and a consideration of the nature and composition of the Gospels. An examination of salient New Testament texts for answers to the questions: What happened in Jesus' lifetime? Why did the early Christians retell this story? How has the story been changed in the retelling? What do these stories in their present form tell us about the belief of the first generations of Christians? 3 credits

### RS 160. ARCHAEOLOGY AND THE BIBLE

Archaeological discoveries pertaining to the world of the Bible. The values and limitations of using archaeological and other scientific data for interpreting Biblical narratives. Some of the topics are creation/evolution, the flood, the flight from Egypt, Jerusalem in the times of Jesus. 3 credits

### RS 162. THE PROPHETS

Prophetic faith and crisis theology in historical perspective. Formation of the prophetic literature in relation to other Biblical books. Prophetic "charisma" as expressed in the Bible compared and contrasted with the prophetic types variously projected by psychology of religion, sociology of religion, comparative religions, and modern theology. Prophetic experience as the awareness of constructive individual social responsibility. 3 credits

### RS 166. THE GOSPELS OF MATTHEW, MARK, AND LUKE

Developments from events and discourses of Jesus, through stages of oral communication in the early Christian communities to the written forms of the Gospels. 3 credits

### RS 167. THE GOSPEL OF JOHN

Analysis of the background and text of the Fourth Gospel, leading to discussion of its understanding of Christian experience and belief. 3 credits

### RS 169. SPECIAL QUESTIONS IN BIBLICAL STUDIES

Special issues to be determined in the Department as need arises. 3 credits

### RS 261. THE LAW AND THE PROPHETS

Formation of sacred literature in the ancient world, particularly that of ancient Israel. Mosaic and prophetic traditions as they have come to us in the Bible. Detailed discussion of social, political, and

religious movements important for understanding what the Biblical authors intended to say. Significant contributions from archaeology of the Near East in the form of slides, pictures, and artifacts.

3 credits

### *F. The History of Christianity*

#### **RS 70. CHRISTIAN BELIEF AND THOUGHT: AN OVERVIEW FROM APOSTOLIC TO MODERN TIMES**

Introduction to significant doctrines and theological explanations of Christianity as these have occurred historically. Emphasis on the development of Christian faith and theology.

3 credits

#### **RS 171. HISTORY OF EARLY CHRISTIAN THOUGHT**

A study of Christianity from Jesus and the apostolic preaching to the end of the great ecumenical councils and the beginning of the barbarian invasions. Emphasis on development of Christian theology, developing organization of the Church, interplay between Christianity and society, and the development of Christian art and literature.

3 credits

#### **RS 172. HISTORY OF MEDIEVAL CHRISTIAN THOUGHT**

Development of Christian thought from Augustine to the eve of the Reformation. Influence of Augustine in the West; widening breach between Eastern and Western Christendom; rise of Islam and the interaction of the monotheistic faiths; religious orders and the universities; scholasticism and the achievement of Thomas Aquinas; dissolution of the medieval synthesis.

3 credits

#### **RS 173. HISTORY OF MODERN CHRISTIAN THOUGHT**

Development of Christian thought from the Reformation to modern times. Early attempts at reform; the Protestant Reformation in Germany, Switzerland, and England; the Catholic Reformation and the Council of Trent; the Orthodox Churches; the Peace of Westphalia and the religious settlement; the challenge of rationalism and the Christian response in modern times.

3 credits

#### **RS 176. EASTERN VARIETIES OF CHRISTIANITY**

Study of Eastern Rite Churches, past and present; their history, faith, and doctrine, worship and sacraments, and relations with the West.

3 credits

#### **RS 179. SPECIAL QUESTIONS IN CHRISTIAN HISTORY**

Special issues to be determined in the Department as need arises.

3 credits

#### **RS 271. AUTHORITY AND FREEDOM IN THE CHURCH**

The New Testament on authority and freedom in the Church. The working out of New Testament principles in the primitive Church and the Roman Empire, with specific reference to the problems of authority in the Church today and to religious freedom of conscience. The roles of the

magisterium as teacher, the Biblical scholar, the church historian, the religious educator, and others considered in their respective relationships to authentic teaching.

3 credits

### *G. Basic Theological Themes of the Catholic Christian Tradition*

#### **RS 80. INTRODUCTION TO CATHOLIC THEOLOGY**

Tasks and methods of theology, its relation to other fields of learning, basic theological questions concerning the faith and worship of the Church.

3 credits

#### **RS 85. CONTEMPORARY CHRISTIAN WORSHIP**

Critical reappraisal of the liturgical renewal in the Roman Catholic Church since Vatican II, particularly regarding the Sacraments of initiation (Baptism, Confirmation), celebration (Eucharistic liturgy), and reconciliation (Penance).

3 credits

#### **RS 180. THE CONCEPT OF CATHOLIC THEOLOGY**

Discussion of student-selected topics based on significant Catholic theological literature. How theology explores and develops meanings and values in relation to what the Catholic Church teaches.

3 credits

#### **RS 181. THE PROBLEM OF GOD**

Development and present situation of Christian notions of God and problems attendant upon these ideas and beliefs. Particular emphasis on contemporary Christian views about God and the immediate background to these views.

3 credits

#### **RS 183. THE CHURCH**

The inter-relationship between society and Church with a view toward determining the authentic nature and function of the Church.

3 credits

#### **RS 184. SYMBOLS OF CHRISTIAN LIVING**

The relationship between cultural change and the ongoing search questioning the symbols of faith and their relevance to contemporary experience. The concept of "sacrament" explored in light of a developing Catholic theology. The core of the course is an attempt to speak of Jesus, Church, and Eucharist as fundamental symbols pointing to a sacred dimension of human life.

3 credits

#### **RS 186. THEOLOGY OF DEATH**

Consideration of death and dying, particularly from a Christian perspective. Death as a part of life; death as something in itself; death as a beginning.

3 credits

#### **RS 187. RELIGION AND SCIENCE: AN INTRODUCTION TO TEILHARD.**

An investigation of Teilhard's theories about the pressing issues of the modern era and of the way his interpretation of current history is related to the most fundamental realities, such as the basic process of life, the beginning and end of history, and God.

3 credits



**RS 188. THE THEOLOGY OF MARRIAGE**

The marriage of Christians from a theological point of view, i. e., past and present Christian understandings of the marriage relationship in light of Old and New Testament revelation. Sacramental theology; a history of Christian thought on marriage; a survey of current Christian thought on marriage; a consideration of theological problems involved such as indissolubility. 3 credits

**RS 189. SPECIAL QUESTIONS IN SYSTEMATIC THEOLOGY**

Special issues to be determined in the Department as need arises. 3 credits

**RS 281. MODERN APPROACHES TO GOD**

The religious stance in a world viewed largely in its scientific and technological dimensions. Contemporary issues of faith in God drawn from religious and secular sources. Science, technology, and the future of man in relation to the Church and the message of Christ. 3 credits

**RS 284. SEMINAR: LITURGICAL RENEWAL IN THE ROMAN CATHOLIC CHURCH**

The history of liturgical renewal in the Roman Rite culminating in the reforms initiated since Vatican II. View of the successes and failures of "the liturgical movement" in the American Church in the 20th century. Practical application of principles of sacramental theology and liturgical revitalization in pastoral practice. 3 credits

**RS 288. THE COUNTER-TRADITION IN ROMAN CATHOLICISM — CONTINUITY AND CHANGE**

A careful examination of the crisis of faith in Roman Catholicism. Goals of the seminar: to recognize the nature of the problem; to attempt to provide a more

adequate language for meaningful dialogue; to encourage the students to express in personal terms their own lived experience as Catholics; and to arrive at an idea of where do we go from here. 3 credits

*H. Religion and the Social Sciences***RS 191 (SO 197). RELIGION AND REVOLUTION**

The relationship between religion and social change. Questions include: the role of religion in discerning the future direction of human beings and society, resources the religious dimension brings to an evaluation of social, political, and cultural change; are religious institutions doomed to preserve a status quo of which they are both contributors and benefactors; will the revolution, known as the transformation of consciousness, have any need for religion. 3 credits

**RS 192 (GE 210). RELIGIONS AND AGING**

For description, see page 78. 3 credits

**RS 193 (PO 148). CHURCH-STATE CONFLICT: THE DILEMMA OF PUBLIC POLICY**

For description, see page 113. 3 credits

**RS 197-199. INDEPENDENT STUDY OF RELIGION**

Individual study of a student-selected topic under an appropriate professor in a program approved by the Department chairperson.

RS 197—1 credit

RS 198—2 credits

RS 199—3 credits

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## Department of Social Work

*Associate Professors: Quartaro (Chairperson); Roberts*

*Assistant Professors: Pearson; Sanders*

*Adjunct Assistant Professors: Brathwaite; McCreath; Teufel*

*Adjunct Instructor: Jordan*

The Department of Social Work offers a Bachelor of Arts degree\* in social work in preparation for entry-level professional practice. Courses are also offered on the graduate level.

\*This program is nationally accredited by the Council on Social Work Education.

Dealing directly with people, social work is practiced on streets and playgrounds, in homes, schools, courts, correctional centers, hospitals, nursing homes, factories, banks, churches, and synagogues — at the crossroads of life. The special concerns of social work are poverty, illness, racism, bureaucracy, indifference, and other manifestations of human suffering and need. Social work is committed to the prevention of social problems and to the provision of social services.

Within this context, the curriculum of the social work program is planned to enable students to acquire a knowledge base, practice, and research skills, while at the same time developing the value orientation, the self-discipline, and the self-awareness required for professional practice.

Field practice (academic senior-year internship) is an integral part of the total education program and provides opportunity to apply the content learned in classroom courses.

Any Seton Hall student may take social work courses (except for SW 286, 287, 288, 289, and 290), but formal candidacy in the social work program requires application and consultation with the Chairperson. Acceptance into candidacy is not automatic, and application must be made prior to the second half of the junior year.

Program advisers are available for consultation and guidance in developing individualized study programs as well as exploration into the appropriateness of social work as a professional career choice. Prospective social work candidates should seek advisement with program staff as early as possible during their time at Seton Hall.

## Program Requirements

In addition to the requirements of the College of Arts and Sciences, (see pages 44-45), a total of 42 social work class and field credits are required as follows:

		Credits
SW 91.	Introduction to Social Work	3
SW 160.	Advancing Social Justice I	3
SW 220.	Theory and Practice of Social Work I	3
SW 265.	Advancing Social Justice II	3
SW 280.	Human Behavior and Social Environment I	3
SW 281.	Human Behavior and Social Environment II	3
SW 285.	Social Work as Practice and Research	3

The following set of courses, SW 286 through SW 289, must be taken concurrently, in the senior year, September through May. Formal candidacy, consultation with program advisers, completion of 100 credits, and "B" or better in SW 91, 160, 220, and 265 are required.

SW 286-287.	Theory and Practice of Social Work:	
	Class II	3
	Class III	3
SW 288-289.	Theory and Practice of Social Work:	
	Field I	6
	Field II	6

The following course is reserved for graduating seniors, usually during the last Spring semester.

SW 290. Senior Seminar in Social Work 3

In addition, social work students must also complete the following 3-credit courses in other departments.

AN 40. Cultural Anthropology  
BL 204. Public Institutions vs. Black Self-Determination  
BA 1 (EC 1). Introduction to Economics  
MT 35. Statistics I  
PS 1. Introduction to Psychology  
MO Modern Language—2 semesters

PS 10. Psychology of Adjustment  
or  
PS 15. Child Psychology  
or  
PS 20. Adolescent Psychology  
or  
PS 166. Adult Development and Aging

PS 105. Abnormal Psychology  
SO 91. Principles of Sociology  
SO 140. Social Problems  
SO 180. Research Methods

## COURSE DESCRIPTIONS

### SW 60. CHILD WELFARE

(Open to all students)

Overview of each of the principal supportive, supplementary, and substitutive child welfare services: family service and child guidance, the social insurances, aid to families with dependent children, protective services, day care, adoption, and institutional child care, including the current thrust toward child advocacy in the profession. 3 credits

### SW 80. THE ADOLESCENT AND SOCIETY

(Open to all students)

Develops a sound professional base from which to investigate issues in adolescent development and well-being and to examine methods of social work intervention derived from the ecological perspective. 3 credits

### SW 91. INTRODUCTION TO SOCIAL WORK

(Open to all students)

The history and philosophy, theory and practice of social work, including professional purpose, knowledge, values, sanction, method, techniques, and skills. Overview of social work fields of practice as these represent current division of labor in the profession with focus on both its social reform and social control functions. 3 credits

### SW 94. HELPING CAREERS IN SOCIETY

(Open to all students)

The reciprocal impact of social work and other helping careers. The socio-economic and political forces influencing changing trends in service delivery systems and strategies, as well as the rise of interdisciplinary practice, paraprofessionals, and dual careers. 3 credits

### SW 160. ADVANCING SOCIAL JUSTICE: POLICY AND SERVICES I

(Open to all students)

An analysis of society's response to its citizenry's social needs through study of the major issues underlying U.S. social policy programming. The history of social welfare; its evolution from concept of charity dispensation to considerations of social justice. Emphasis on the major philosophical and value concerns in policy planning and the role of social welfare in contemporary society. 3 credits

### SW 165. SOCIAL WORK AND LAW

(Open to all students)

Examines the advocacy role of the professional worker through study of American public policy and the problems of populations at risk. Focuses on cases and materials in law applicable to the aged,

children, and the physically and mentally disabled. Alternatives in housing, medical care, and legal services. 3 credits

**SW 170. FOUNDATIONS OF GERONTOLOGY**  
(Open to all students)  
For description, see page 78. 3 credits

**SW 172. SOCIAL WORK WITH THE FRAIL ELDERLY**  
(Open to all students)  
For description, see page 78. 3 credits

**SW 174. PSYCHO-SOCIAL ASPECTS OF AGING**  
(Open to all students)  
For description, see page 78. 3 credits

**SW 220. THEORY AND PRACTICE OF SOCIAL WORK I**  
(Class I)  
(Open to all students)  
Elaborates methodology: data collection, data analysis, and intervention. Concepts essential to an in-depth understanding of the helping process: the professional relationship, use of process, communication techniques, and confidentiality demonstrated through case materials, observation, simulated interviews, and small group study. Introduction to the techniques of community assessment (profile) and community change strategies. 3 credits

**SW 250. CARE GIVING IN MODERN SOCIETY**  
(Open to all students)  
The meaning and implementing of caring in the various helping professions. Emphasis on the integral relationship between the philosophy of caring and actual professional practice. 3 credits

**SW 265. ADVANCING SOCIAL JUSTICE: POLICY AND SERVICES II**  
Prerequisite: SW 160  
Systematic examination of major social welfare programs in the U.S., including the Social Security Act and its subsequent modifications and other contemporary social welfare programs. Emphasis on the structure and organization of these programs and their effectiveness in meeting the social needs for which they were designed. Consideration of alternate social welfare planning and potential direction of the development of social justice in the U.S. 3 credits

**SW 280. HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT**  
(Open to all students)  
A conceptual framework through which human behavior may be more systematically understood for those students interested in providing services to people. The human condition seen as a reflection of transactional forces — psychological, environmental, cultural, and philosophical. Relevant material from these disciplines synthesized into a "systems" approach to human behavior. 3 credits

**SW 281. HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II**  
(Open to all students)  
An intensive introduction to the relationship between sex, race, ethnicity, and socioeconomic status and human behavior, with emphasis on the relationship of human development to the group membership of the individual. 3 credits

**SW 285. SOCIAL WORK AS PRACTICE AND RESEARCH**  
Selected research literature in social work examined within the framework of the interrelation of practice and research. 3 credits

**SW 286-287. THEORY AND PRACTICE OF SOCIAL WORK: OVERVIEW**  
Class II 3 credits  
Class III 3 credits

**SW 288-289. THEORY AND PRACTICE OF SOCIAL WORK: OVERVIEW**  
Field I 6 credits  
Field II 6 credits  
Prerequisites: permission of instructor; formal candidacy for social work. Usually reserved for senior year.  
Concurrent field work and classroom instruction courses designed to prepare students for entry-level professional practice. The student is expected to learn social work methodology through the assumption of a direct service role in an agency under the supervision of a professional social worker, maintain records as required by that agency, attend staff meetings and conferences, submit reports, and be otherwise accountable to the agency as a beginning professional worker. Students maintain a log of class experiences and required readings. Includes 15 hours of field work weekly.

#### Field Practice Supervisors

Joan Lark Sanders — *Baird Community Center*.  
Karen Chiel, Lawrence Gottlieb, Jayne Sayovitz, Lois Staffen — *Beth Israel Medical Center*. Eileen Quick — *Community Psychiatric Institute*. Lisa Newman, Enzo Pastore — *Community Mental Health Law Project*. Betty Callahan, Ruth Cowell — *Community Mental Health Services for Belleville, Bloomfield, Nutley*. Edward Dykstra, Ellen Hosley, Jeannette Page — *Division of Youth and Family Services, Orange*. Oglatha Ingram, Lynn Teufel — *Girls' Center*. James McCreath — *Mount Carmel Guild Mental Health Center*. Brenda Beavers, Thelma McCloud — *Salvation Army*. Eugene Reynolds, Lillian Ringel — *Unified Vailsburg Services Organization*. Roberto Ruiz — *University Hospital*. Dagny Evensen — *Young Womens Christian Association, Jersey City*.

**SW 290. SENIOR SEMINAR IN SOCIAL WORK**  
Prerequisites: permission of instructor; formal candidacy for social work; limited to seniors  
Designed to help social work students integrate their beginning preparation for professional practice and to explore major issues confronting the

profession and society today. Specific areas of interest identified by participants with the guidance of the seminar director(s). 3 credits

**SW 295. CURRENT ISSUES AND TRENDS IN SOCIAL WORK PRACTICE**

(Open to all students)

Examines selected issues and trends in social work practice. Areas selected for study vary each semester as need and demand indicate. 3 credits

**SW 298-299. INDEPENDENT STUDY IN SOCIAL WORK**

Prerequisite: permission of instructor and Chairperson

Individualized and guided study in social work. 3-6 credits

Interdisciplinary course offered jointly by the social work program and the College of Nursing. NW designates Nursing and Social Work.

**NW 230-231. PRACTICUM IN COMMUNITY HEALTH PROGRAMS I & II**

(Open to all students)

For description, see page 181.

3 credits

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## Department of Sociology and Anthropology

*Professors:* Kraft; E. Sullivan

*Associate Professors:* Abalos; Atwater; Kayal; San Giovanni; Zielyk

*Assistant Professors:* McDermott; Palenski; *Slinger (Chairperson)*

*Instructor:* Chapel; Doyle

The Department of Sociology and Anthropology offers a program of study leading to the degree Bachelor of Arts in sociology or Bachelor of Arts in anthropology or Bachelor of Arts in criminal justice.

The Department seeks to conduct fruitful humanistic research and to foster in students a critical intellectual capacity and an understanding of human behavior and human problems in a socio-cultural context. This capacity and understanding is to enable students to conduct systematic social analyses and to help them make thoughtful decisions consistent with values in the Judaeo-Christian tradition either to support or to change contemporary institutions, in particular the criminal justice system.

Sociology gives an insight into the social relations that people form in families, in communities, in groups, and in organizations. It examines the workings of institutions — religion, politics, education, business, medicine, law, language, art — in contemporary society, and attempts to provide an appreciation of past societies. It cultivates an awareness of social influences on behavior, and of the requirements of living with others — an excellent background for anyone concerned with personal development and interpersonal processes.

Many sociology majors wish to prepare for the profession, especially as college teachers and researchers, but these days more and more graduates are applying their needed skills in areas such as demography, urban planning, organizational work, counseling, public relations, marketing, medicine, and law. Many courses in these fields are now a part of Seton Hall University's undergraduate sociology curriculum.

The goals of the undergraduate degree program in sociology are threefold: to provide a core of courses for students who may pursue further study on the graduate level; to prepare students to employ the sociological imagination and knowledge fruitfully in responsible positions in society; and to enable students to see, develop, and use the humanistic dimension of sociology for their personal development and in behalf of the human community.

## Major Program in Sociology

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 44-45) degree candidates must complete department requirements in sociology and related fields. All programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives.

### *Sociology Degree Requirements*

The following courses are required for all sociology majors:

		Credits
MT 37.	Statistics for Sociologists (Sophomore Year)	3
HI 133-134.	The Making of the Modern Mind	6
AN 40.	Cultural Anthropology	3
SO 91.	Principles of Sociology	3
SO 180.	Research Methods (Sophomore year)	3
SO 291.	Classical Sociological Theory	3
SO 292.	Contemporary Sociological Theory	3
SO 297.	Senior Seminar in Sociology	3

In addition to the above required courses, one elective course from each of the seven areas listed below is required.

**Social Organization:** SO 130; SO 162; SO 191; SO 192; SO 295

**Contemporary Institutions:** SO 120; SO 123; SO 126; SO 128; SO 129

**Ideas in Social Life:** SO 122; SO 124; SO 135; SO 221; SO 290

**Dimensions of Social Differences:** SO 134; SO 164; SO 166; SO 167; SO 168; SO 267

**Social Issues:** SO 140; SO 141; SO 142; SO 143; SO 144; SO 145; SO 146; SO 147; SO 148

**Social Change:** SO 125; SO 127; SO 136; SO 195; SO 197; SO 220

**Individual and Society:** SO 90; SO 121; SO 165; SO 193; SO 194; SO 296

# COURSE DESCRIPTIONS

Note: SO 91 is a prerequisite for all SO courses, except SO 125.

## **SO 90. THE SOCIOLOGICAL ENTERPRISE**

Familiarizes the student major with the practical dimensions of sociology as a discipline and as a profession. Fosters an on-going investigative consciousness of the self perceiving social realities.

3 credits

## **SO 91. PRINCIPLES OF SOCIOLOGY**

(Prerequisite for all SO courses, except SO 125)  
Introduction to the sociological perspective, basic theoretical models, and research methodologies as well as general sociological principles and problems of the discipline. Topics discussed: sociology, and other social sciences; sociological objectivity; culture, social organization, socialization, differentiation, and social change.

3 credits

## **SO 120. SOCIOLOGY OF THE FAMILY**

The meaning of the family as the basic unit of society. An examination of its changing position and structure in modern America. Processes of family interaction. Alternatives to traditional family arrangements.

3 credits

## **SO 121. A STUDY IN CHARISMA: THE RELIGIOUS AND POLITICAL INNOVATOR**

Historical case studies such as Jesus in the Roman Empire, Gandhi in India, and Mao in China as background for exploring such issues as: the personal character of the leader as hero, the development of strategies by which to transform traditional societies, the creation of a new religious myth or ideology by which to mobilize people, and the role of conflict in social change.

3 credits

## **SO 122. SOCIOLOGY OF ART**

The mutual influence between art and society. Style and content of art works as an expression of social structure, political regime, and ideology. The artist as teacher and innovator. The organization of art activities.

3 credits

## **SO 123. SOCIOLOGY OF EDUCATION**

Education as a social institution; education and enculturation; formal organizational problems; education and philosophy; social functions of education; teacher and administrative problems; strategies of change, i.e., deschooling.

3 credits

## **SO 124. THE PHENOMENON OF RELIGION**

Critique of traditional sociology of religion through consideration of the classical works of Weber, Durkheim, and Troeltsch and the recent works of O'Dea, Parsons, Bellah, Berger, and Stark. Interrelationship of religion, society, and culture on the rise of religious ideology and religious organization (institutionalism).

3 credits

## **SO 125. VALUES AND SOCIAL CHANGE IN THIRD-WORLD CULTURES**

(No prerequisite)

Values and social organization in selected cultures;

India, Latin America, Africa, and the culture of poverty; social organization and economic behavior, religious values, and social change. Comparative analyses with the U.S.

3 credits

## **SO 126 (CJ 126). SOCIOLOGY OF LAW**

Examines legal institutions in their social context. Topics include: the relationships between law and other norms; the formulation and implementation of laws; interdependence between the law and social structure, power, and change; the legal profession.

3 credits

## **SO 127. POLITICAL SOCIOLOGY**

The relationship between social structures and political ideologies. An analysis of the contemporary world political arrangements that follow yesterday's beliefs and social patterns. An appreciation of the value systems in the major approaches to political organization.

3 credits

## **SO 128. SOCIOLOGY OF MEDICINE**

Examines the changing socio-cultural concepts of disease and treatment and the social context of medical practice. The experience of illness, particularly the "sick" role and the patient's relationships with the physician, nurse, and others in his/her social milieu. A critical look at the institutions of modern medicine: medical schools, hospitals, asylums, clinics, and nursing homes.

3 credits

## **SO 129. SOCIOLOGY OF SPORT**

Sport as a major social institution and a significant part of popular culture. Examination of reciprocal relation between sport and society. The impact of social forces — urbanization, technology, bureaucracy, changing ideas — on nature of sport. Special topics include sport's relation to other institutions, such as family, politics, mass media, education, economy, and religion.

3 credits

## **SO 130. PROBLEMS IN DEMOGRAPHY AND ECOLOGY**

Sociologically relevant characteristics of populations. Interrelationship of people and environment in a technological society. Emphasis on problems of population growth, social and economic development, aging, overurbanization, underemployment. Ecological roots of estrangement.

3 credits

## **SO 134 (GE 176). SOCIOLOGY OF AGING**

For description, see page 78.

3 credits

## **SO 135. SOCIOLOGY OF LANGUAGE**

Language as the basis of group life and as the expression of a group's culture and experiences. Functions of language for social continuity, control, and socialization. Language in social differentiation, in patterns of intergroup and interpersonal relations, and in social control. Relation to other social institutions.

3 credits

**SO 136. SOCIAL CHANGE**

Classical and contemporary theories of social change reviewed and critically examined in historical context. Questions about the relationship of social change to human community, world ecology, and world government examined in depth. Special attention to collective behavior and mass movements. Planning change and planning for change; their implications for values and social policy. 3 credits

**SO 140 (CJ 140). SOCIAL PROBLEMS**

Definition of social problems and comparison of major perspectives used in social problems analysis. Values and social problems. Treatment of selected problems by research, analysis in class, and evaluation of policies for social problems amelioration. 3 credits

**SO 141 (CJ 141). THE CRIMINAL JUSTICE SYSTEM IN MODERN AMERICA**

Examines the structure and function of the criminal justice system including an analysis of values underlying two models of the criminal process. Discussions about the role of police, constitutional rights, and the role of the attorney, the operation of the bail system, trial, and the role of the judge, sentencing, corrections, the causes and extent of crime. 3 credits

**SO 142 (CJ 142). VICTIMOLOGY**

The interaction between criminal and victim in the criminal encounter. Categorical risks. The problems of victims and their needs for psychological counseling, sociological awareness, financial and medical assistance, etc. The notion that judicial punishment alone suffices is discarded and the rights and duties of the victim stressed. 3 credits

**SO 143 (CJ 143). POLICE IN MODERN SOCIETY**

The history and changing role of the police. A variety of sociological perspectives used to examine the recruitment and socialization of police personnel; the meaning and functions of police work, police-community relations, interactions between police departments and other official organizations (courts, prisons, schools, mental hospitals), police malpractice, and control over police work. Comparison of the nature of police work in other modern societies. evaluation of various strategies for changing the role and structure of police work. 3 credits

**SO 144 (CJ 144). PENOLOGY**

An analysis of the different philosophies of treatment and the various techniques currently used. Past correctional approaches surveyed to understand the changes made in institutionalized handling of a major social problem. Economic, cultural, and political trends as the social setting in which society attempts to fashion a "practical" manner of treatment. 3 credits

**SO 145 (CJ 145). CRIMINOLOGY**

Examines the phenomenon of crime from a

sociological perspective. Includes discussions of the meaning of crime; official and unofficial counts of crime; social correlates of crime; life styles and behavior patterns of criminals. Critical analysis of various theoretical frameworks for explaining crime. 3 credits

**SO 146 (CJ 146). JUVENILE DELINQUENCY**

Examines patterns of delinquent behavior among youth. Issues include: the definition and measurement of delinquency; the influence of kinship, educational, and other institutions on delinquency; social class and subcultural influences on delinquency; the identification and processing of delinquents by official control agencies. 3 credits

**SO 147 (CJ 147). COMMUNITY SUPERVISION**

Parole has different meanings for the parolee, parole authority, prisoners, and parole supervisors. A study of each of these meanings in the context of the structure and functioning of the parole system in contemporary American society. Includes a general structural functional examination of the parole and penal systems and their relationship to pre-prison identity and future behavior. Re-entry into this system, the relationship between the self-concept and status-passage, and notions of parole success and failure. 3 credits

**SO 148 (CJ 148). PROSECUTION AND ADJUDICATION**

An examination of the middle stages of the criminal justice system: Prosecutor's decision to charge, pre-trial procedures, criminal trial, and sentencing. Discussion of central roles, case flow, current developments, and defendant's legal rights at middle stage of criminal justice system. 3 credits

**SO 160 (CJ 160). SO 161 (CJ 161). SPECIAL SUBSTANTIVE ISSUES IN SOCIOLOGY OR CRIMINAL JUSTICE (Issue or Title)**

Focuses on a particular area or issue of sociological concern. Topics to be announced by the Department. 3-6 credits

**SO 162. URBAN COMMUNITY**

Sociological approaches to the city and its problems from a community perspective. The history of cities from their emergence to the development of the megalopolis. Consideration of the structure of the city, life-styles, demographic trends, and politics. A review of selected problems including housing, transportation, health, physical environment, and crime. Exploration of urban tensions, e.g., between the rise of mass society and the persistence of local ties such as families and ethnicity. 3 credits

**SO 164. THE MEANING OF WORK: OCCUPATIONS AND PROFESSIONS**

The meaning of work in modern society. Principles of the division of labor, relations between occupation and social stratification, mobility, professionalization, occupational ideologies, and associations. Careers, job opportunities, and the various types of labor markets. The position of women as workers. 3 credits



**SO 165. SOCIOLOGY OF SEXUALITY**

An exploration of the social dimensions and processes of human sexuality. How we learn to be sexual from childhood through adolescence and adulthood, and the social meaning and consequences of sexual expression, both marital and non-marital. An analysis of the kinds of sexual conduct which are defined as social problems, and a consideration of the effect of social change on sexual behavior. 3 credits

**SO 166. INEQUALITIES OF POWER AND PRIVILEGE**

The nature of social stratification and its relation to other aspects of society; the distribution of influence and wealth; occupational structure; family relations; religious and educational institutions; minority problems; cultural patterns. Comparison between "open class," caste, and other arrangements. Sources of mobility and change in stratification systems. 3 credits

**SO 167. SOCIOLOGY OF WOMEN: PERSPECTIVES ON OPPRESSION AND LIBERATION**

A wide-ranging exploration of women's changing place in society. Selected historical, anthropological, biological, and psychological realities studied to explain the sources of woman's secondary position in society, the ways in which contemporary social structures and processes maintain her oppression, and the factors that serve to generate more egalitarian roles and life styles for the emerging woman. 3 credits

**SO 168. INTERGROUP RELATIONS: RACE AND ETHNICITY IN AMERICAN SOCIETY**

A sociology of race and intergroup relations. Dominant-minority strategies reviewed historically from the perspectives of order and conflict models. Ethnicity in American life; integration and pluralism; the intersection of religion, race, nationality, and class; racism and prejudice. Acculturation and assimilation; the new ethnicity; Black power, Puerto Ricans, and cultural pluralism. The shape of things to come. 3 credits

**SO 180. RESEARCH METHODS**

(With department permission, PO 11 may be substituted.)

An introduction to the enterprise of social science research. Topics include: problem selection and formulation; hypotheses; research design; sampling; construction and use of research techniques; elementary data analysis procedures, such as coding, tabulation, and cross-tabulation of data. 3 credits

**SO 191. SMALL GROUP PROCESSES**

Principles of group interaction and dynamics. Reciprocity between the group and the individual members. Observational, experimental, and other methods employed in the field. Various theoretical perspectives introduced to integrate the findings from small group studies. 3 credits

**SO 192. ORGANIZED SOCIETY: THE BUREAUCRATIC PHENOMENON**

The nature of bureaucracy and its effects on personality, social relations, group dynamics, and social change. Bureaucratic arrangements and processes examined in a variety of organizational contexts, such as the corporation, university, union, professional association, government bureau, and church. Special attention to the role of power in bureaucratic settings and exchanges. 3 credits

**SO 193. BECOMING HUMAN: THE SOCIOLOGY OF SOCIALIZATION**

Socialization as the fundamental social process by which we first learn to become human and by which we continue to develop as persons. From the view of the individual and the view of the group, an investigation of how the aims of the individual and the group are accomplished in families, schools, jobs, marriages, parenthood, and retirement. 3 credits

**SO 194. THEORIES IN SOCIAL PSYCHOLOGY**

Acquaints students with the variety of topics and perspectives in social psychology. An examination of five principal theoretical frameworks: Gestalt theory, field theory, reinforcement theory (behaviorism), psychoanalytic theory, and role theory (symbolic interactionism). 3 credits

**SO 195. STRATEGIES OF TRANSFORMATION**

Questions include: what is the capacity of individual persons and societies to allow breakdown and to open up new personal and institutional alternatives? What concrete strategies of transformation can we provide for the awakening housewife, the frustrated businessman, the teacher, the counselor, the doctor, the lawyer, the person on the assembly line, and the student? 3 credits

**SO 197 (RS 191). RELIGION AND REVOLUTION**

For description, see page 122. 3 credits

**SO 220. AMERICAN SOCIETY**

Systematic analysis of the structure of American society, its values, and its institutions. Levels and modes of integration. Areas of continuity and change. 3 credits

**SO 221. RELIGION IN AMERICAN LIFE**

Prerequisite: SO 124 or permission of instructor  
Religious basis of American society and culture; American civil religion; religion in assimilation; religion as a conservative force. Renewal and religion; the problem of societal integration and religious pluralism; nationalism and religious ideology; counter-culture movements. 3 credits

**SO 267. SOCIOLOGY OF WOMEN II**

Prerequisite: SO 167 or permission of instructor  
The degree and type of participation by women in the major institutions of American society. An exploration of women's roles in the areas of work, law, medicine, politics, religion, sports, education, art, and the mass media; the relations between feminism and social change. 3 credits

**SO 289. INDEPENDENT STUDY**

Prerequisite: Permission of instructor  
Individualized and guided study of sociologically relevant phenomena. 1 credit

**SO 290. SOCIOLOGY OF KNOWLEDGE**

Examines the question of "knowledge" in society and its relationship to social structure and individual consciousness. How the social attributes of groups as well as individuals affect the production, ordering, and presentation of "information" and the form knowledge will take in a particular society. 3 credits

**SO 291. CLASSICAL SOCIOLOGICAL THEORY**

Prerequisites: SO 91, HI 71, or equivalent and one additional sociology elective.  
Major sociological contributions of the classical theorists — Comte, deToqueville, Le Play, Marx, Toennies, Weber, Durkheim, Pareto, and Simmel — with emphasis on their interpretations of socio-historical change. 3 credits

**SO 292. CONTEMPORARY SOCIOLOGICAL THEORY**

Prerequisites: SO 91 and two additional sociology electives.  
Theory building and the relation of theory to research. Major theoretical concepts and perspectives in recent sociology. Convergence and controversy in the work of selected 20th-century authors. 3 credits

**SO 293. INDEPENDENT STUDY**

Prerequisite: Permission of instructor  
Individualized and guided study of sociologically relevant phenomena. 2 credits

**SO 294. SPECIAL THEORETICAL ISSUES IN SOCIOLOGY (Title or Issue)**

Focuses on a particular area or issue of theoretical concern. Specifics to be announced. 3 credits

**SO 295. SOCIAL STRUCTURE: ROLES, RELATIONSHIPS, GROUPS, AND INSTITUTIONS**

Emphasis on social structural, as distinct from cultural or psychological, aspects of social situations. Interpersonal dynamics, group processes, and organizational problems viewed in terms of the social relations involved and of individual role-playing. How theoretical concepts are derived from

and, in turn, direct attention to everyday phenomena in social living. 3 credits

**SO 296. DEVIANT BEHAVIOR**

Discussion of socially stigmatized behavior with an emphasis on the balance between the demands of individuality and the demands of society needed to preserve both personal freedom and social order. Development and consequences of "deviant" identities, roles, behavior patterns, and subcultures examined in relation to stereotyping, power, control attempts, and conflicts between groups. 3 credits

**SO 297 (CJ 297). SENIOR SEMINAR IN SOCIOLOGY OR CRIMINAL JUSTICE**

Content determined each year by sociology and criminal justice staff. 3 credits

**SO 298-299. INDEPENDENT STUDY**

Prerequisite: permission of instructor  
Individualized and guided study of sociologically relevant phenomena. 3-6 credits

The following courses are special courses, open to all students in all departments and schools of the University with permission of the Department chairperson. CP designates community participation.

**CP 8-9 (CJ 8-9). COMMUNITY EXPERIENCE**

Prerequisite: 3.2 GPA or Departmental approval  
Students learn and evaluate community practices and contribute to the services of community agencies. The Department places the student in an agency of his or her choice. In addition to supervised agency work (8 hours weekly) the program consists of seminars, regular evaluation reports (logs), and student preparation of a final academic paper related to the experience. 3-6 credits

The following courses may be taken for credit in sociology:

- AS 208. ORIENTAL SOCIETY
- BL 129. THE BLACK FAMILY
- BL 201. SURVEY OF BLACK STUDIES
- BL 204. PUBLIC INSTITUTIONS VS. BLACK SELF-DETERMINATION
- BL 210. HISTORY OF AFRICAN CIVILIZATION II
- BL 231. COMMUNITY PSYCHOLOGY
- EC 141. LABOR ECONOMICS

## Major Program in Criminal Justice

The Department of Sociology and Anthropology endeavors to provide an academically solid and morally informed program designed to prepare students for professional careers in criminal justice such as corrections, police and law enforcement services, delinquency prevention programs, criminal justice education, community-based corrections, the court system, probation, and parole.

The study of crime, criminal law, and the criminal justice system encompassed by the Program is geared to help students become aware of the never-ending need to monitor and improve the system.

Through team teaching, seminars, and symposia that include principals such as judges, ex-convicts, prisoners and their families, lawyers, and public defenders, the student is given an opportunity to view the workings of criminal justice from different perspectives. A supervised internship serves as a first-hand introduction to the operation of agencies in the field.

The goals of the undergraduate degree Program in Criminal Justice are threefold: to provide a broad spectrum of courses for students who may pursue further study on the graduate level; to provide students with a sound background in the sociological perspective on criminal justice with supplementary exposure to other disciplinary approaches toward criminal justice through selected courses in the University in order to prepare students for responsible positions in society; and to help develop in students a critically needed maturity and skill for their personal development and for the benefit of criminal justice institutions and issues.

### *Admission to the Program*

Once accepted into the University, students wishing to major in criminal justice must contact the Department of Sociology/Anthropology and make an appointment with the chairperson. Once admitted into the Program, to remain in good standing, majors must maintain a yearly average of 2.0 in criminal justice courses.

### *Transfer Students*

All transfer students will be interviewed before being accepted into the Program. They will be required to take at least 18 credits from Seton Hall University in Units III and IV to qualify for a criminal justice degree. Transfer students will have one semester to reach the minimum required grade point average.

### *Major Program Core Curriculum*

The curriculum for the Criminal Justice Program is divided into six units, in which the student must complete 48 credits from the following 3-credit courses. The courses starred are required. (See sociology for course descriptions of CJ/SO courses.)

#### **Unit I: Orientation to Sociology**

- \*SO 91. Principles of Sociology
- \*SO 180. Research Methods
- \*MT 37. Statistics for Sociologists
- \*SO 292. Contemporary Sociological Theory

#### **Unit II: Crime and Its Causation**

- CJ/SO 140. Social Problems
- CJ/SO 142. Victimology
- \*CJ/SO 145. Criminology
- CJ/SO 146. Juvenile Delinquency
- SO 296. Deviant Behavior

#### **Unit III: Societal Responses to Crime**

- \*CJ/SO 126. The Sociology of Law

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\*Required courses

- \*CJ/SO 141. The Criminal Justice System in Modern America
- CJ/SO 143. Police in Modern Society
- \*CJ/SO 144. Penology
- CJ/SO 147. Community Supervision
- CJ/SO 148. Prosecution and Adjudication

**Unit IV: The Sociological Imagination**

- SO 120. Sociology of the Family
- SO 127. Political Sociology
- \*SO 136. Social Change  
or
- \*SO 195. Strategies of Transformation
- SO 162. Urban Community
- SO 166. Inequalities of Power and Privilege
- SO 167. The Sociology of Women: Perspectives on Oppression and Liberation
- \*SO 168. Intergroup Relations: Race and Ethnicity in American Society
- \*SO 192. The Organized Society: The Bureaucratic Phenomenon
- SW 165. Social Work and Law
- AN 280. Legal Anthropology

**Unit V: Field Work/Senior Seminar**

\*CJ/CP 8-9. Community Experience (3-6 credits)  
This unit provides for direct contact with the concrete workings of the criminal justice system. Proper supervision ensures theoretical analysis as well as practical experience from field placement.

- \*CJ/SO 297. Senior Seminar (3 credits)

**Unit VI: Extra-Departmental Requirements**

The student is required to take three of the following eight 3-credit courses, but no more than two courses should be chosen from the same department.

- BL 83. Elementary Urban Spanish
- BL 204. Public Institutions vs. Black Self-Determination
- CI 17. Introduction to the Digital Computer
- EC 1. Introduction to Economics
- PO 20. Governing the American Nation
- PO 110. Politics of Public Administration
- PO 130. Constitutional Law
- PO 132. Civil Liberties in the United States
- PS 55. Drug and Alcohol Abuse
- RS 20. Contemporary Moral Values

\*Required courses

## Major Program in Anthropology

Anthropology concerns itself with the entire range of human endeavors and achievements in all parts of the world, in the past, present, and probable future. The physical and cultural evolution of human beings is perceived in terms of biology, primate studies, racial variability, behavior, technological achievements, and adaptations. Anthropologists observe and study cultural patterns in diverse societies throughout the world: in hunting-gathering bands, in tribal, peasant, and urban groups. Training is provided in the four divisions of anthropology: physical anthropology, socio-cultural anthropology, archaeology, and linguistics. Students learn to do field work among people in complex as well as simple societies and gain experience in reconstructing the past (prehistoric and historic archaeology).

Anthropology offers its majors two possible tracks. One prepares the student for graduate school and an eventual career in education and/or research. The other recognizes the potential for anthropology majors to find employment in such diverse fields as cultural and environmental research in state and federal agencies, museums, in medicine, law, urban affairs, and in other areas of human endeavor.

### *Anthropology Degree Requirements*

In addition to fulfilling the degree requirements established by the College of Arts and Sciences (see pages 44-45), anthropology majors are required to complete 39 credit hours in anthropology. Because the candidates' preferences may vary depending upon their interests in cultural anthropology, physical anthropology, archaeology, or anthropological linguistics, each program should be worked out in consultation with a department adviser.

The following model program is offered for the student's guidance in planning a course of study:

The following introductory courses must be taken during freshman and sophomore years:

AN 20. Physical Anthropology  
AN 40. Cultural Anthropology  
AN 60. Introduction to World Prehistory

and one or more courses selected from the following:

AN 101. Human Evolution  
AN 103. Primate Behavior  
AN 120. The North American Indian: an Ethnohistoric Perspective  
AN 80. Introduction to General Linguistics

Junior and Senior Years, advanced anthropology courses selected as follows:

Choice of at least one course in ethnology  
Choice of at least one course in archaeology/prehistory  
Choice of at least one course in anthropological theory  
Choice of at least one course in biological anthropology

AN 290, AN 295, and AN 296 are given in alternate years and must be taken in junior or senior year. AN 295 is usually offered in the summer.

## Recommendations for courses outside of anthropology:

Because of the fourfold division of anthropology, courses in biology, history, classics, psychology, and sociology are strongly recommended. Courses in Latin American, Asian, African, and African-American studies are especially useful in preparing for graduate school and a career in anthropology. Depending on the interests of the student, the following courses are suggested as being particularly pertinent to anthropology:

AR 109, AR 206, AR 211, AS 102, AS 111, AS 203, AS 207, AS 208, AS 234, AS 255, AS 256, BI 23, BI 25-26, BL 209-210, BL 214, CL 201, CL 202, CL 214, CO 112, EC 1, HE 21-22, HI 31-32, HI 100, HI 292, HI 293, PH 11, PH 15, PH 21, PH 120, PH 130, PH 130, PO 81, PO 82, PO 165, PS 155, PS 165, RS 50, RS 150, RS 160, RS 187, SO 125, SO 129, SO 135, SO 162, SO 180, SO 291, SO 292, SW 93

## COURSE DESCRIPTIONS

### AN 20. PHYSICAL ANTHROPOLOGY

Investigates the physical, intellectual, and cultural evolution of human beings from non-human primate ancestors, through a multitude of fossil forms including *Australopithecus*, Neanderthal, and Cro-Magnon, and culminating in the varieties (races) of people now living in all parts of the world. Human genetics, socio-economic adaptations, and capacity for language, for example, discussed along with such human inventions as fire, tools, art, religion, plant and animal domestication, and the ability of humans to adapt to environmental conditions and socio-economic needs. 3 credits

### AN 40. CULTURAL ANTHROPOLOGY

Explores the infinite variety of human behavior in all aspects of culture and social relations and in all types of societies. The relationship of technology to energy and the evolution from hunting and fishing societies to the modern electronic age in terms of language, religion, politics, warfare, law, family, and kinship. An adventure in expanding one's knowledge of the world. 3 credits

### AN 80. INTRODUCTION TO WORLD ARCHAEOLOGY

Investigates the scientific methods employed in studying skeletal remains, tools, weapons, monuments, environmental adaptations, settlement patterns, and other manifestations of human achievement from earliest times to the present. Different kinds of archaeology, including prehistoric, classical, historic, underwater, and industrial. The specialized skills used by modern archaeologists to excavate, preserve, reconstruct, interpret, and report archaeological finds. Museum trips and some field experiences may be offered. 3 credits

### AN 80 (AS 130). INTRODUCTION TO GENERAL LINGUISTICS

For description, see page 54. 3 credits

### AN 101. HUMAN EVOLUTION

Traces the evolutionary development of human beings from vertebrate ancestors through non-human primates to the *Australopithecines* and *Homo*. Data are derived from genetics, human and non-human paleontology, geology, environmental conditions, and evidence for human adaptation. 3 credits

### AN 102. HUMAN VARIATION (RACE)

Investigates and defines the physical appearances, genetic similarities and differences, and other racial characteristics of human beings, past and present, and explains the distribution of such traits across the world. Clarifies the differences between genetically and culturally based behavior and points out areas of overlap. Investigates the causes of discrimination and validates the similar potential inherent in all human beings. 3 credits

### AN 103. PRIMATE BEHAVIOR

Physical characteristics, behavior, and social attributes of prosimians (lemurs, tarsiers, etc.) monkeys, and apes; comparison with human beings. Case studies from scientific observations of primates in natural habitat and in laboratories. Detailed study of baboons, rhesus monkeys, and apes, such as gibbons, chimpanzees, and gorillas. Field observations at zoos and through films. 3 credits

### AN 120. THE NORTH AMERICAN INDIAN: AN ETHNOHISTORIC PERSPECTIVE

The Native Americans as they were in the 500 years before Euro-American settlements destroyed their traditional way of life. Examines the tools, weapons, clothing, house types, settlement and subsistence patterns, social institutions, magico-religious practices, and other cultural traits of the Southeastern Indians, Northeastern Woodland Indians, Plains Indians, Southwestern, Western Plateau, and Northwestern Indians, the Eskimos, and other hunter-gathering and horticultural peoples. 3 credits

**AN 121. NATIVE AMERICANS IN THE MODERN WORLD**

Concentrates on the contemporary cultures of the original settlers of the U.S. and Canada — the Indians and the Eskimos. Their resilience and strength despite conquest, treatment as an ethnic minority, and the disruption of their societies and cultures. Case studies of Pan-Indian movements such as political activity at Wounded Knee, the Native American Church, life on reservations, in rural communities, and the absorption into American cities. 3 credits

**AN 122. THE PEOPLES OF SOUTH AMERICA**

A study and comparison of the diverse cultures of the native people of South America. Differing cultural adaptations perceived in relation to environmental and social concerns and practices among such people as the forest-dwelling Tupinamba, the Jivaro of the Amazon, the Ona of Tierra del Fuego, and the highly civilized Quechua-speaking peoples of the Andean highlands. The economic and social institutions and belief systems of selected South American groups evaluated in terms of their origins and interactions with other Native Americans and with the Euro-American conquerors and settlers. 3 credits

**AN 123. THE CULTURES OF MIDDLE AMERICA**

History and traditions of modern Meso-America as derived from earlier Indian civilizations and the Spanish culture imposed through conquest. Artistic, social, and religious achievements of indigenous peoples such as the Aztecs, Maya, and Zapotecs as a basis for understanding the social and political systems found throughout Meso-America today. Theories concerning culture contact, continuity, and change in folk traditions, rural, and urban life styles. 3 credits

**AN 133 (AS 215). INDIA AND ITS PEOPLE**

The people of India: tribal people, villagers, and urbanites. Influence of past Hindu traditions on religious beliefs and caste structure. Struggle between change and preservation of ancient traditions. 3 credits

**AN 140. THE PREHISTORIC AMERICAN INDIAN**

Investigates the 25,000+ years since the Paleo-Indians crossed over to the North American continent, until the discovery, conquest, and displacement of the Indians in the 16th to 19th centuries. Prehistoric adaptations to the various environments studied through the diverse life styles of hunting-fishing-gathering peoples, settled farmers, urban and religious centers, and conquest states as manifested in North, Central, and South America. Archaeologically excavated sites, tools, weapons and domestic artifacts, settlement patterns, temple and monument construction, and other aboriginal achievements. 3 credits

**AN 145. OLD WORLD PREHISTORY**

Investigates the causes and effects of physical and cultural changes in human individuals and societies since the emergence of human beings more than five million years ago. Study of the development of

tool technologies, social institutions, art and architecture, and other inventions and discoveries made by human beings from the Palaeolithic to the Neolithic, Bronze, and Iron Ages as a necessary background for the understanding of the rise of civilization of Egypt, Mesopotamia, the Indus Valley, Southeast Asia, and elsewhere. 3 credits

**AN 190. MALE AND FEMALE**

The behavior of the sexes in the organization of human society biologically, psychologically, and culturally in play, art, kinship, economics, politics, religion, technology, production, warfare, and law. Differences and similarities in terms of role behavior examined, particularly with respect to status and equality, and myths regarding male supremacy, Amazons, anatomy as destiny, matriarchies, and patriarchies. 3 credits

**AN 220. CULTURE AND PERSONALITY**

(Formerly Psychological Anthropology)  
All types of societies from hunters, fishers, and gatherers to modern nations which provide living laboratories in which to test psychological and anthropological theories regarding learning and the formation of cultural personalities. Special attention to perception, cognition, and symbols, as well as psychoanalytic and other theories contributing to the human condition. 3 credits

**AN 222. TECHNOLOGY AND CULTURE DYNAMICS**

(Formerly Energy and Change)  
Technological evolution and its role in culture change. Energy sources from stone axe to laser beams analyzed according to their impact on social structure and organization. The effects of social institutions on technological development, and the human element as a technological variable. 3 credits

**AN 223. HEALTH AND MEDICINE: AN ANTHROPOLOGICAL APPROACH**

The origin and spread of diseases, past and present; different systems and theories of health care; status and role behavior of medical practitioners; the spread of scientific medicine to developing countries; the structure and organization of American hospitals and clinics with emphasis on social relations; and the case for socialized vs. entrepreneurial medicine. Examination of the politics of American health care in terms of conflicts and contradictions in its institutions, and means of improvement. 3 credits

**AN 224. KINSHIP, MARRIAGE, AND FAMILY**

Uses the cross-cultural approach to analyze and compare structure, organization, and behavior associated with different types of kinship as found in diverse societies both traditional and modern. Blood ties and marital relations explored in terms of incest taboos, mate selection, and a variety of descent groups. 3 credits

**AN 225. POLITICS, HUMAN CONFLICT, AND COOPERATION**

Study of the structure of political behavior and the

use of power and authority as it affects political behavior throughout the world. Comparisons made with tribes, kingdoms, and modern nations to test the relationship of the type of political system with various kinds of political behavior, and the relationship of politics to warfare. Societies without warfare contrasted with extremely aggressive warring societies in an attempt to discover if war is basic to the human condition. 3 credits

#### **AN 227. LANGUAGE AND COGNITION**

The nature and the content of linguistic anthropology view language as culture and as the symbolic process that structures the speaker's perception of the universe. The cognitive process studied in terms of oral and written traditions, through literature, myths, legends, and folklore. 3 credits

#### **AN 280. ANTHROPOLOGY OF LAW**

Comparative study of legal processes. Case studies from diverse areas of the world; legal processes and principles; inquiries into concepts of justice as related to religion, politics, economics, and ethics. Instruction in analyzing cases according to law school methods, acting out cases in class, and investigation of cases through field work. 3 credits

#### **AN 285. THE EVOLUTION OF AMERICAN CULTURE**

(Formerly American Society and Culture)  
Studies the mosaic of cultures in the urban/rural continuum. The influences of myriad institutions and other variables that have contributed to the formation of a distinctive American way of life. Uses a structural/functional approach to analyze the country by subdivisions and in its entirety. 3 credits

#### **AN 290. ANTHROPOLOGICAL THEORY**

The growth of the four divisions of anthropology: archaeological, physical, linguistic, and socio-cultural, and the relation of major theories to these four divisions. Outstanding anthropologists and their contributions to the major theories: evolu-

tionary, historical, functional, structural, and psychological. Emphasis is on anthropology as a behavioral science which uses methods and theories to study human beings, their cultures and societies. 3 credits

#### **AN 294. SPECIAL TOPICS IN ANTHROPOLOGY**

Focuses on a special area of interest, either geographical or theoretical. Specific content varies whenever given. 3 credits

#### **AN 295. ARCHAEOLOGICAL FIELD TECHNIQUES**

Every aspect of archaeological excavation, including site survey, mapping, stratigraphy and soil analysis, field photography, excavating techniques, flotation, preservation of artifacts, cataloging, interpretation, and reporting. Methods and techniques of excavating put into practice on an actual prehistoric or archaeological site. All-day participating in site excavation required. 3 credits

#### **AN 296. ETHNOGRAPHIC FIELD TECHNIQUE**

A seminar in the methods and techniques necessary for field work in any part of the world. Experience throughout the semester in carrying out field work assignments reinforces the learning process. Instructions cover research designs, census taking, mapping, use of photography, application for grants, recording observations and interviews, and the design and scoring of questionnaires. 3 credits

#### **AN 298-299. INDEPENDENT STUDY**

Independent and guided research in a selected area of anthropological concern not included in the anthropological curriculum. Students must submit an outline of their plan of study, together with a preliminary bibliography, to the instructor for approval before being allowed to take independent study. No student may take more than 3 credits of independent study in any one year; and no more than 6 credits during the undergraduate years. Independent study is restricted to the junior and senior years. 3 credits



# UNIVERSITY COLLEGE

*Dean:* Robert G. Kahrman, Jr.

*Coordinators:* Joan Lutkus; John Mitchell; William Smith

Seton Hall University was a pioneer in provision of opportunities in non-traditional education — for the student who is unable to attend a full-time day program because of employment or family responsibilities; the student who wants to broaden professional knowledge, gain certification to advance in employment, or take courses for intellectual growth. Since 1937 thousands of men and women have taken courses and received degrees through University College.

Now through University College, Seton Hall is able to offer special degree programs for the non-traditional student, including individual counseling for those uncertain about returning to a rigorous college program after many years out of school or about ways of fitting courses into a busy professional schedule.

Working in cooperation with the College of Arts and Sciences, University College offers three baccalaureate programs, particularly designed for and available only to part-time students and non-traditional adult students seeking to enrich their lives through a broad educational background or to advance their careers. The three degree programs of this College contain within them a common core of knowledge. Every student is given basic business courses in economics, accounting, writing, and computers to meet the challenges and the realities of the 1980's along with sufficient courses in their major fields to provide a solid foundation for future employment. The degree Bachelor of Arts is offered in Liberal Studies and in Social Behavioral Sciences. The degree Bachelor of Science is offered in Natural Sciences.

## *Liberal Studies*

Through a wide variety of courses from the Departments of English, History, Philosophy, Classical Studies, Art and Music, and Religious Studies, and from the School of Business, this program provides students with the opportunity to explore and develop an understanding of the intellectual and cultural heritage of the world. The B.A. in liberal studies provides a foundation for professional training in various fields of public service and industry. With a careful selection of electives, students may prepare for graduate studies in such areas as American studies, English, and philosophy.

## *Social and Behavioral Sciences*

This program provides the basis for a general education in the social and behavioral sciences with a major emphasis on political science, sociology, and psychology. Students seeking careers in law, government, education, business, or psychology are encouraged to enter this program with its emphasis on human relations.

## *Natural Sciences*

This is a general science program that provides part-time students with a comprehensive survey of the various sciences and prepares them for careers on science-related fields. With advisement, the student can prepare for the study of medicine, medical technology, dentistry, chemistry, business sciences, etc.

## *Non-Credit Programs*

The College operates a wide range of seminars and programs that do not carry academic credits, but may carry CEU's (continuing education units) or for simple attendance. Many of the programs help persons to obtain a professional designation in their fields. Such programs include insurance (CPCU), purchasing (CPM), and personnel (ASPA). For full details on seminars and programs, contact University College.

### **Degree Requirements**

#### *B.A. Degree in Liberal Studies*

<b>Courses Required</b>	<b>Credits</b>
<i>Freshman Year</i>	
EN 9-10. College English I & II	6
BA 1. Introduction to Economics.	3
CI 17. Introduction to the Use of the Digital Computer	3
CO 10. Oral Communication	3
MT 35. Statistics I	3
PH 1. Introduction to Philosophy	3
PO 10. Introduction to Political Science	3
Electives	6
	30
 <i>Sophomore Year</i>	
BA 4-5. Elementary Accounting I & II	6
EN 47-48. English Literature I & II	6
PS 1. Introduction to Psychology	3
PH 13. Ethics	3
SO 91. Principles of Sociology	3
Electives	12
	33
 <i>Junior Year</i>	
BI 1. Introduction to Biology	3
EN 49-50. American Literature I & II	6
HI History electives	6
PO 11. Research Methods	3
Electives	15
	33
 <i>Senior Year</i>	
AR 1. Art of the Western World	3
AR 20. Introduction to Music	3
CL 214. Classical Mythology	3
EN 262. Business Writing	3
RS 70. Christian Belief and Thought	3
Electives	19
	34
Total Required Credits	78
Electives	52
	130

## *B.A. Degree in Social and Behavioral Sciences*

<b>Courses Required</b>	<b>Credits</b>
<i>Freshman Year</i>	
EN 9-10. College English I & II	6
BA 1. Introduction to Economics.	3
CI 17. Introduction to the Use of the Digital Computer	3
CO 10. Oral Communication	3
MT 35. Statistics I	3
PH 1. Introduction to Philosophy	3
PO 10. Introduction to Political Science	3
Electives	6
	30
 <i>Sophomore Year</i>	
BA 4-5. Elementary Accounting I & II	6
HI 11. Roots of Western Experience	3
HI 12. Making of the Modern West	3
PO 20. Introduction to American Politics	3
PS 1. Introduction to Psychology	3
SO 91. Principles of Sociology	3
Electives	12
	33
 <i>Junior Year</i>	
AN 40. Cultural Anthropology	3
BI 1. Introduction to Biology	3
HI History electives	6
PS 10. Psychology of Adjustment	3
PS 100. Personality, Basic Concepts PSYC 2211	3
SO 136. Social Change	3
Electives	12
	33
 <i>Senior Year</i>	
CL 214. Classical Mythology	3
EN 262. Business Writing	3
PH 13. Ethics	3
PO 11. Research Methods	3
PO 60. Introduction to Comparative Politics	3
SW 91. Introduction to Social Work	3
Electives	16
	34
Total Required Credits	84
Electives	46
	130

## *B.S. Degree in Natural Sciences*

<b>Courses Required</b>	<b>Credits</b>
<i>Freshman Year</i>	
EN 9-10. College English I & II	6
BA 1. Introduction to Economics.	3
CI 17. Introduction to the Use of the Digital Computer	3
MT 90-91. Calculus I & II*	8
PH 1. Introduction to Philosophy	3
PO 10. Introduction to Political Science	3
Electives	6
	32
*Students lacking requisite mathematical background must take MT 72, Pre-Calculus Mathematics, 4 credits.	
<i>Sophomore Year</i>	
BA 4-5. Elementary Accounting I & II	6
CH 13-14. General Chemistry I & II	8
HI History elective	3
PS 1. Introduction to Psychology	3
Electives	12
	33
<i>Junior Year</i>	
BI 11-12. General Biology I & II	8
CH 31-32. Organic Chemistry I & II	8
CI 41. Computer Programming and Numerical Applications	3
CL 214. Classical Mythology	3
Electives	12
	34
<i>Senior Year</i>	
EN 262. Business Writing	3
PH 13. Ethics	3
PY 71-72. General Physics I & II	6
PY 77-78. Physics Laboratory I & II	2
Electives	18
	32
Total Required Credits	82
Electives	48
	130

# W. PAUL STILLMAN SCHOOL OF BUSINESS

*Dean:* Philip R. Phillips

*Assistant Dean:* Joan H. Coll

*Assistant Dean:* Stanley P. Kosakowski

*Assistant Dean:* John H. Shannon

*Coordinator, Graduate Program:* Phillip B. Frese

## Departments and Administrators

*Accounting and Financial Management:* Jeremiah G. Ford

*Computer and Information Sciences:* Sr. Marilyn Therese Welter (Acting)

*Economics:* George Tzannetakis

*Management and Industrial Relations:* Joanna Banthin (Acting)

*Marketing:* Anthony D'Amato

*Quantitative Analysis:* Graduate concentration only

The W. Paul Stillman School of Business offers programs of study leading to the degrees Bachelor of Science and Master of Business Administration. The Graduate Bulletin contains information about the MBA degree.

The program leading to the degree Bachelor of Science is built on a foundation of liberal arts courses. Studies in the first two years provide the economic, quantitative, behavioral, scientific, and philosophical foundations of business and society in general. Business core courses in finance, management, and marketing are taken in the last two years. The student may major in the areas of accounting, computer and information sciences, economics, finance\*, management and industrial relations, and marketing. The program culminates with Business Policy, a course which seeks to integrate skills developed in previous courses. The Bachelor of Science program is accredited by the American Assembly of Collegiate Schools of Business.

## School Degree Requirements

To attain the degree of Bachelor of Science from the School of Business, all students must satisfactorily complete liberal arts courses, both required and elective, business core courses, the requirements of their concentration, and sufficient free electives to total 128 credits. The last 30 credits must be taken at the University.

To complete course requirements satisfactorily, the student must have a cumulative quality point average of at least 2.0. Each concentration specifies the average required in concentration courses. Each student is advised by a faculty member in the area of major concentration. The ultimate responsibility for complying with curriculum requirements rests with the student. The School requires that choice of a program of study must be made before completion of 60 credits, normally the end of the sophomore year.

The four-year program consists of:

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\*Finance is not a major in the evening program.

**Arts and Science courses (51 credits\*)**

Required: English (EN 9-10); Philosophy (PH 12, PH 13); Communications (CO 10); Psychology (PS 1); Sociology (SO 91); Mathematics (MT 77-78); 3 credits in a natural science, 6 credits in religious studies.

Electives: 15 credits

**Business Core courses (45 credits)**

BA 1, 2, 3, 4-5, 6-7, 8, 13, CI 17 (taken during freshman and sophomore years) BA 9, 10, 11, 15 (taken in junior year) BA 14 (taken senior year).

**Major concentration (15-24 credits)**

See specific requirements on the following pages.

The remaining credits necessary to meet the required 128 credits for graduation may be freely selected from all areas in the University.

**A Model Program**

The following suggested program of study, includes all courses as planned over a four-year period. The course prerequisites are indicated by parentheses ( ).

<b>Freshman Year</b>		<b>Credits</b>
BA 1.	Introduction to Economics	3
CO 10.	Oral Communications	3
EN 9.	College English I	3
EN 10.	College English II (EN 9)	3
MT 77.	Calculus for Business I	3
MT 78.	Calculus for Business II (MT 77)	3
PH 12.	Language and Logic	3
PH 13.	Ethics	3
PS 1.	Introduction to Psychology	3
SO 91.	Principles of Sociology	3
CI 17.	Introduction to Use of Digital Computer	3
		33

<b>Sophomore Year</b>		<b>Credits</b>
BA 2.	Micro-Economic Analysis (BA 1)	3
BA 3.	Macro-Economic Analysis (BA 1)	3
BA 4.	Elementary Accounting I	3
BA 5.	Elementary Accounting II (BA 4)	3
BA 6.	Business Statistics I (MT 78)	3
BA 7.	Business Statistics II (BA 6)	3
BA 8.	Money and Banking (BA 1)	3
BA 13.	Legal Foundations of Business	3
RS	Religious studies elective	3
RS	Religious studies elective	3
	Science elective	3
		33

\*To obtain a Certified Public Accountancy Qualifying Certificate, in part, a minimum of 60 liberal arts credits is required.

**Junior Year**

BA 9.	Business Finance (60 crs., BA 1, BA 5)	3
BA 10.	Principles of Business Management (60 crs.)	3
BA 11.	Principles of Marketing (60 crs.)	3
BA 15.	Organizational Behavior (60 crs.)	3
	Major/concentration courses and electives	<u>24</u>
		36

**Senior Year**

BA 14.	Business Policy	3
	Major/concentration courses and electives	<u>23</u>
		26

Total: 128

*Program Requirements*

	Credits
Accounting	21
Computer and Information Sciences	24
Economics	21
Finance	15-21
Management and Industrial Relations	15-21
Marketing	15-21

*Course Identification*

The departments of the School of Business offering undergraduate courses and the abbreviations used to designate courses are as follows:

School of Business Core Courses (BA)	Management (IR)
Accounting (AC)	Computer and Information Sciences (CI)
Finance (FI/LA)	Quantitative Analysis (MS/QA)
Marketing (MK)	Economics (EC)

**Concentration in Accounting**

*Professors:* Deehan; Donis; Hensler; D. Keller; Mauriello; Weiss

*Associate Professors:* Garifine; W. Jones; Nesbitt; Shapiro

*Assistant Professors:* Barnas; J. Ford (**Administrator**); R. Ford

*Professors Emeriti:* Alpert; Levitt

*Visiting Professor:* Botti

*Visiting Assistant Professor:* Frese

A concentration in accounting is designed to give training in the fundamentals of accounting as a necessary skill for the understanding of business. It provides a sequence of specialized instruction in accounting theory, costs, budgetary control, auditing, taxes, and systems that allow the student to apply for the Certified Public Accountant's examination, and prepare for managerial positions in internal accounting and controllership, or for graduate study.

The four-year course of study in accounting is approved by the New Jersey State Board of Certified Public Accountants. Students preparing to qualify for examination in states other than New Jersey should choose electives to meet the specific requirements of the state in which they plan to be examined.

### *Certified Public Accountant Examination*

Applicants for examination for a New Jersey Certificate as a C.P.A. must present evidence of satisfactory completion of a course of study in a college of business administration registered and approved by the New Jersey State Board of Certified Public Accountants. Information on experience and other requirements can be obtained from the Secretary, New Jersey State Board of Certified Public Accountants, 1100 Raymond Boulevard, Newark, New Jersey 07102.

Information on requirements for admission to practice in New York State as a C.P.A. can be obtained from the State Department of Education, Albany, New York.

### *Accounting Internship Program*

The Internship Program is offered to qualified seniors majoring in accounting. Selection is based on overall scholastic average. The program provides the opportunity to work with participating certified public accounting firms the first eight weeks of the second semester of the senior year. Students are employed on a full-time basis as part of their accounting training. At the end of the Accounting Internship Program, students return to complete their degree requirements.

### *Concentration Requirements*

A student concentrating in the area of accounting must have no less than a 2.5 cumulative average in the first gradings of Elementary Accounting I and II and must complete the following courses:

	Credits
AC 10-11. Intermediate Accounting I & II	6
AC 12. Advanced Accounting	3
AC 109. Cost Accounting	3
AC 121. Federal Income Tax Accounting	3
AC 133. Auditing	3
AC Accounting elective	3

To meet the business requirements for C.P.A. examination, the student must include LA 7. Uniform Commercial Code in the business elective courses in the senior year.



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# Concentration in Computer and Information Sciences

*Associate Professors:* Cicensia; Scherer

*Assistant Professors:* Bakun; C. Welter; **M. Welter (Administrator)**

*Instructor:* Mondadori

*Visiting Assistant Professor:* Horowitz; P. Radzikowski

*Visiting Instructor:* Grant

A concentration in computer and information sciences is designed to achieve the following objectives: to provide a thorough understanding of the principles of electronic data processing, including computer programming concepts, techniques, and languages; to help the student appreciate the capabilities and limitations of EDP equipment; to develop skills necessary for the evaluation, development, and implementation of management information systems; and to increase the students' appreciation of the economic, social, legal, and technological considerations present in information processing activity.

For the non-major, courses are provided to give a general introduction to computers and computing and their applications in business, the sciences, humanities, and education.

The Department also offers a program in computer-oriented mathematics in cooperation with the Department of Mathematics (see pages 90-91). There is also a major in computer science in the College of Arts and Sciences (see pages 69-70) which is jointly ministered by the two departments.

## *Concentration Requirements*

A student majoring in computer science must maintain a 3.0 average in major courses.

Students concentrating in the area of computer and information sciences must complete the following courses:

	Credits
CI 51. Software Organization	3
CI 61. Information Systems and COBOL Programming I	3
CI 62. Information Systems and COBOL Programming II	3
CI 155. Survey of Computing Systems	3
CI 162. Information Structures and Programming Techniques	3
CI 260. Data Base Management	3
CI 263. Information Systems Analysis and Design	3
CI 280. Computer Science Senior Project	3

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## Concentration in Economics

*Professors:* Chirovsky; Dall; Grimaldi; Kraessel; Tinari; *Tzannetakis (Administrator)*

*Associate Professor:* Boncher

*Assistant Professors:* Brown; Clawson; Condon; Jordan; Naskaris

*Instructor:* Schwartz

*Professor Emeritus:* Doerflinger

*Visiting Assistant Professors:* Ikpoh; Mathews

The purpose of the Department of Economics is to provide all students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households, and government, and of the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business, government, and education; and to prepare the groundwork necessary for graduate studies in economics and related fields.

The course offerings of the Department enable undergraduate students to major in economics either through the College of Arts and Sciences or the W. Paul Stillman School of Business, leading to the degrees of Bachelor of Arts and Bachelor of Science respectively.

### *Major Requirements*

Students must complete the following courses:

	Credits
EC 103. History of Economic Thought	3
EC Economics electives	18

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## Concentration in Finance

*Professors:* Dippel; Hampton; J.J. Harrington; Phillips

*Assistant Professors:* Arnold; J. Ford (*Administrator*)

*Visiting Associate Professor:* McManemin

*Visiting Assistant Professors:* Gabel; Weaver

A concentration in finance is designed to develop the skills and attitudes necessary for positions in financial institutions, in financial administration of commercial and industrial enterprises, or for graduate study. It seeks to integrate the fields of accounting, economics, law, and quantitative analysis.

### *Concentration Requirements*

Students concentrating in the area of finance must complete the following courses.

	<b>Credits</b>
FI 101. Financial Planning	3
FI 102. Financial Strategy	3
FI 113. Current Financial Problems	3
FI Finance electives	6-12

## **Concentration in Management and Industrial Relations**

*Professor:* Ludlow

*Associate Professors:* Alexander; Atwood

*Assistant Professors:* **Banthin (Acting Administrator);** Beutell; Coll; Kosakowski; Kressel

*Visiting Professors:* Stelzer; Weisenfeld

*Visiting Associate Professor:* Kozluk

*Visiting Assistant Professor:* Greis

*Adjunct Assistant Professor:* Crosbee

*Visiting Instructor:* Monsif

*Professor Emeritus:* Littlefield

A concentration in the area of management and industrial relations emphasizes the importance of personnel and industrial relations to all levels and functions of management.

### *Concentration Requirements*

Students concentrating in areas of management and industrial relations must complete the following courses.

	<b>Credits</b>
IR 54. Personnel Administration	3
IR 56. Industrial Relations	3
IR Management and Industrial Relations electives	6-12

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## Concentration in Marketing

*Professors:* Goodman; Smykay; Stukas

*Associate Professor:* Wilde

*Assistant Professors:* **A. D'Amato (Administrator);** Ziegler

*Professors Emeriti:* Mott; Scott

A concentration in marketing provides instruction for students interested in a career in the communication, promotion, research, or distributive areas of business.

### *Concentration Requirements*

Students concentrating in the area of marketing must complete the following courses:

	Credits
MK 190. International Marketing	3
MK Marketing electives	12-18

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## Quantitative Analysis

*Professors:* Kana; Moranian; Struning

*Associate Professor:* Epstein

*Assistant Professors:* Mohl; Schmidt

The program of study offered in quantitative analysis is designed to give students an understanding of quantitative methods used to solve business problems. Knowledge of these methods is imperative to master successfully the quantitative aspects of accounting, economics, finance, management, and marketing. Although there is no concentration at the undergraduate level, courses in management science and business statistics are offered.

# COURSE DESCRIPTIONS

## **BA 1 (EC 1). INTRODUCTION TO ECONOMICS**

Introduction to the fundamental principles, concepts, and methodology of economic reasoning. The individual, sectoral, and aggregative criteria of resource allocation, efficiency, and distributional equity. The institutional, theoretical, and empirical considerations of economic policy. A prerequisite for all other offerings in economics and for the study of related subjects. 3 credits

## **BA 2 (EC 2). INTERMEDIATE MICRO-ECONOMIC ANALYSIS**

Prerequisite: BA 1

A systematic examination of the principles governing economic behavior in market-oriented systems. Market pricing, consumer behavior, modeling, production, costs, market structures, and their economic performance. Application of these principles in contemporary techniques for rational decision making. 3 credits

## **BA 3 (EC 3). INTERMEDIATE MACRO-ECONOMIC ANALYSIS**

Prerequisite: BA 1

A systematic examination of the determinants of aggregate economic performance. The measurement and modeling of national income, employment, and prices. The study of fiscal and monetary instruments utilized for the realization of economic growth, price stability, and low unemployment. Evaluation of current issues. 3 credits

## **BA 4-5. ELEMENTARY ACCOUNTING I & II**

(BA 4 must be taken before BA 5)

Theory and problems of accounting. Purpose, form, and content of the balance sheet and income statement covered in depth. 6 credits

## **BA 6-7. BUSINESS STATISTICS I & II**

Prerequisite: For BA 6, MT 78; for BA 7, BA 6

A two-semester sequence in applications of basic statistics to business. An introduction to descriptive statistics, probability theory, sampling, estimation, hypothesis testing, regression, correlation, time-series, and index numbers. 6 credits

## **BA 8. MONEY AND BANKING**

Prerequisite: BA 1

The nature, structure, and development of monetary and banking systems. Organization and operation of the Federal Reserve System. The tools of monetary and fiscal policy. Other financial institutions. 3 credits

## **BA 9. BUSINESS FINANCE**

Prerequisites: BA 1, BA 5

The finance functions. The long-term financing and securities markets. Bank and non-bank short- and intermediate-term financing. *Must be taken no earlier than junior year.* 3 credits

## **BA 10. PRINCIPLES OF BUSINESS MANAGEMENT**

The fundamentals of business management. Planning, organizing, staffing, directing, coordinating,

and controlling organizational activities; a study of the evolution of management thought. *Must be taken no earlier than junior year.* 3 credits

## **BA 11. PRINCIPLES OF MARKETING**

Basic problems and practices in marketing. Development of marketing strategy and policies. Designing a marketing mix; product planning, channels of distribution, promotional activities. *Must be taken no earlier than junior year.* 3 credits

## **BA 13. LEGAL FOUNDATIONS OF BUSINESS**

The nature of legal problems commonly encountered by business executives and the conceptual framework within which these problems must be solved. 3 credits

## **BA 14. BUSINESS POLICY**

An integrative senior course dealing with enterprise concerns of general management. In the context of organization objectives, formulation and implementation of strategic action and policy decisions are emphasized. The student is cast in the role of decision maker, utilizing problems, cases, and a computerized management simulation as learning tools. Taken in senior year when all other core courses are completed. 3 credits

## **BA 15. ORGANIZATIONAL BEHAVIOR**

Behavioral science approaches to understanding and more effectively managing organizations. Emphasis on developing students' theoretical understanding and behavioral capability to deal with issues at the individual, work group, and organizational levels. Models of growth, structures, decisions, leadership, communication, conflict, change, and other variables. *Must be taken no earlier than junior year.* 3 credits

## *Accounting and Financial Management*

**Students must have completed 60 credits for all AC and FI courses.**

## **AC 10-11. INTERMEDIATE ACCOUNTING I & II**

Prerequisites: For AC 10, BA 5; For AC 11, AC 10  
Analysis of working capital and profit and loss. Study of accounting theory pertaining to assets, liabilities, and net worth. Application of accounting cycle to corporations. 6 credits

## **AC 12. ADVANCED ACCOUNTING**

Prerequisite: AC 11

Application of accounting to the partnership, estates, and trusts. Emphasis on receivership and reorganization, parent and subsidiary accounting. Examination of consolidated balance sheet and income statement. 3 credits

## **AC 101. ACCOUNTING SYSTEMS**

Prerequisite: AC 10

Installation of accounting systems in business. Selection of method, classification of accounts, internal control, report preparation, and analysis. 3 credits

**AC 109. COST ACCOUNTING**

Prerequisite: BA 5

The elements pertaining to cost accounting: material, labor, overhead. Application of cost accounting involving the use of job order, process, and standard costs systems. Study of joint costs, depreciation, and distribution costs. 3 credits

**AC 110. ADVANCED COST ACCOUNTING**

Prerequisite: AC 109

Costing with managerial emphasis. Case studies of complex cost problems presented and latest techniques in costing introduced; i.e., operations research and the use of computers in solving cost problems. 3 credits

**AC 121. FEDERAL INCOME TAX ACCOUNTING**

Prerequisite: BA 5

Analysis and application of federal income tax law with respect to individual and business organizations. Relationships between the law and classification of accounts. Maintenance of records and preparation of returns. 3 credits

**AC 122. ADVANCED FEDERAL INCOME TAX ACCOUNTING**

Prerequisite: AC 121

Application of federal income tax to corporations and partnerships and other forms of business organizations. Case problems presented and analyzed. 3 credits

**AC 133. AUDITING**

Prerequisite: AC 11

Purpose and goals of the audit. Duties and responsibilities of the auditor. Procedure and types of audits and the generally accepted auditing standards. 3 credits

**AC 141. GOVERNMENTAL ACCOUNTING**

Prerequisite: AC 11

Systems of accounting of municipalities and larger government units. Preparation of the budget, budgetary control, audits, and reports. 3 credits

**AC 161. ANALYSIS OF FINANCIAL STATEMENTS**

Prerequisite: AC 10

Analysis and interpretation of financial and operating statements prepared by business firms. The points of view of management, investor, banker, and accountant. 3 credits

**FI 28. PERSONAL FINANCE**

Elective course; cannot be used to satisfy the minimum finance undergraduate requirement. Common financial problems facing the individual: home ownership, installment purchases, bank loans, insurance, savings accounts, mortgages, stocks, bonds, and other forms of investment. 3 credits

**FI 35. BUSINESS INSURANCE**

Insurance designed to protect business enterprises: accident and health insurance, burglary, business interruption, consequential losses, employer's liability, fidelity and surety bonds, floater policies,

group insurance, social security, estate planning, workmen's compensation. 3 credits

**FI 40. FIDUCIARIES AND ESTATE PLANNING**

Programming the insured's estate. Settlement options and nonforfeiture provisions of life insurance policies. Tax aspects of settlement options. Preparation of the required annual statement, valuation basis, admissibility of assets, disbursement reporting. 2 credits

**FI 101. FINANCIAL PLANNING AND CONTROL**

Prerequisite: BA 9

The nature and scope of corporate financial management. Problems in the area of raising and investing corporate funds. 3 credits

**FI 102. FINANCIAL STRATEGY**

Prerequisite: BA 5

Budgeting and cost analysis as a tool of corporate financial management. 3 credits

**FI 111. INVESTMENT ANALYSIS**

Prerequisites: BA 8, BA 9

Role of the investor in a free enterprise economy. Principles and techniques applicable to the analysis of securities of private business corporations. Treasury and municipal securities. 3 credits

**FI 112. SECURITY MARKETS**

Prerequisite: BA 9

The operation of organized security exchanges and over-the-counter markets. Types of traders and trading practices. Government regulation of security trading. 3 credits

**FI 113. CURRENT FINANCIAL PROBLEMS**

Prerequisite: FI 101

Preparation and discussion of written reports treating current developments in the field of corporate financial management. 3 credits

**FI 120. FINANCIAL INSTITUTIONS**

Prerequisite: BA 8

Survey of the role of financial institutions as conduits of funds from savers to investors. 3 credits

**FI 151. SURVEY OF INSURANCE - PROPERTY**

Types and special applications of fire and life policies; inland marine coverage and marine insurance; personal property floater; sprinkler, machinery, and boiler insurance. Theory of rating; underwriting inspection report; loss adjustments. 3 credits

**FI 152. SURVEY OF INSURANCE - CASUALTY AND SURETY**

Principles of casualty insurance; automobile liability, public liability for contractors, owners, landlords, and tenants, accident and health insurance, glass insurance, burglary. 3 credits

**FI 290. SEMINAR IN FINANCE**

Individual research in the areas of corporate financial management, financial institutions, or investment analysis. Group discussion of the research report. 3 credits

**FI 299. INDEPENDENT STUDY IN FINANCE**

Prerequisite: permission of supervising faculty member prior to registration  
 Individual research in the area of finance independent of a formal course structure. 3 credits

**LA 7. UNIFORM COMMERCIAL CODE**

Prerequisite: BA 13  
 Treatment of transactions involving aspects of commercial paper, sales, and secured transactions with respect to personal property under the Uniform Commercial Code. 3 credits

*Management and  
 Industrial Relations*

**BA 10 is a prerequisite for all management and industrial relations courses.**

**IR 54. PERSONNEL ADMINISTRATION**

Day-to-day problems of the manager in dealings with subordinates. Impact of individual and group relations on the work environment. Problems of supervision involving motivation and use of authority, organization, and employee development. 3 credits

**IR 56. INDUSTRIAL RELATIONS**

Labor-management relations: theoretical, legal, and practical aspects of labor organization, collective bargaining, and modern union techniques. 3 credits

**IR 141 (EC 141). LABOR ECONOMICS**

Prerequisites: BA 2, BA 3  
 Labor markets in their sectoral and national settings. The labor force analyzed by use of the human resource/capital approach. Labor compensation determination and structure. Labor costs, productivity, and their impact on the price level and employment. 3 credits

**IR 152. PRINCIPLES OF SUPERVISION AND EXECUTIVE CONTROL**

Successful executive behavior in manpower motivation. Specific supervisory difficulties encountered in plant and office presented in lecture and problem form. 3 credits

**IR 155. JOB EVALUATION AND WAGE DETERMINATION**

Prerequisite: IR 54  
 The essentials of wage and salary administration based on job evaluation. Analysis of wage determination techniques. 3 credits

**IR 171. PRODUCTION/OPERATIONS MANAGEMENT**

Prerequisites: BA 7, BA 10  
 An introduction to the management of operations in manufacturing and commercial firms. Topics covered include: plant layout and location, production planning and control, materials, management, job design, quality control, and project management. 3 credits

**IR 212. ORGANIZATION: THEORIES AND PRACTICES**

Systematic analysis of organization theory as

evolved by the various schools of thought and managerial behavior in complex organizations. Unification and integration of theory, research, and prevailing practice. 3 credits

**IR 214. BUSINESS AND SOCIETY**

Critical evaluation of the role of business in American society, its influences on and responsibility for meeting the challenges of changing social problems. Insights into the role of the executive. 3 credits

**IR 269. HUMAN RELATIONS WORKSHOP**

Prerequisite: IR 55  
 Offers students opportunities to gain deeper understanding of their own behavior and that of others in group and organizational situations by helping them experience selected problems through simulations and other exercises. Exploration of alternate ways of behaving in problem situations. 3 credits

*Marketing*

**BA 11 is a prerequisite for all marketing courses.**

**MK 5. MARKETING RESEARCH**

Basic role of research in decision making. Techniques of conducting primary and secondary research. Sources and use of business information. 3 credits

**MK 7. MARKETING MANAGEMENT**

An integrated, analytical approach to marketing management and decision making. Emphasis on planned and effective utilization of marketing tools geared for optimum results in the distribution system. 3 credits

**MK 9. THE CONSUMER**

Role of the consumer in the marketing of goods and services. Economic, sociological, and psychological aspects affecting the consumer's buying decisions. The impact of special types of markets. 3 credits

**MK 12. GLOBAL RESOURCES AND TECHNOLOGICAL DEVELOPMENT**

Environmental factors that condition economic endeavors: technology, sources of energy, population distribution, and other forces directing the development of world agriculture, mineral resources, industrial expansion, transportation, and trade. 3 credits

**MK 130. PUBLIC RELATIONS AND COMMUNICATIONS**

Solving problems in and the management of relations with the business community, plant personnel, executives, the various media, stockholders, dealers, consumers, and other business institutions. 3 credits

**MK 135. SALES PROMOTION AND MERCHANDISING**

Promoting and increasing product sales through utilization of sales promotion and merchandising techniques. 3 credits

**MK 142. RETAILING AND RETAIL MANAGEMENT**

Role of the retailer. Types of retail establishments. Merchandising and store operation. Retail management techniques essential to intelligent planning, sound organization, effective control, and profitable operation. 3 credits

**MK 165. MARKETING LOGISTICS**

Role of transportation in the distribution process. Shipment and receipt of merchandise by various types of carriers. Rate-making and rate schedules, freight classification, adjustments, routing, demurrage, and storage. 3 credits

**MK 190. INTERNATIONAL MARKETING**

Concepts, organizational structures, methods, and problems. Analysis of world markets, international integration, multinational management policies. 3 credits

**MK 193. SALESMANSHIP AND SALES MANAGEMENT**

Fundamentals of successful selling. Organizing a sales department and managing a sales force. Analysis of sales operations. 3 credits

**MK 195. ADVERTISING AND ADVERTISING MANAGEMENT**

Examination of the tools of advertising and the application of advertising strategy in the marketing of consumer and industrial goods and services. 3 credits

*Computer and Information Sciences*

**CI 15. INTRODUCTION TO COMPUTERS AND COMPUTER SCIENCE**

Intended for mathematics and computer science majors. Introduction to algorithms and data structure; Pascal programming; large data problems using arrays and files; sorting and searching; problem solving tools in programming; survey of programming languages and systems. 3 credits

**CI 16. COMPUTERS AND THE HUMANITIES**

The impact of computers on modern society; computers in the home and school; computers as a research tool; interactive computer systems (mainframes and personal computers); establishment and use of information storage and retrieval (data bases); message systems and word processing; notions of algorithm and data; use of SPSS and library routines. 3 credits

**CI 17. INTRODUCTION TO THE USE OF THE DIGITAL COMPUTER**

Fundamental principles and procedures of electronic data processing; introduction to algorithm design, flow-charting, programming, debugging. 3 credits

**CI 41. COMPUTER PROGRAMMING AND NUMERICAL APPLICATIONS**

Prerequisite: CI 17 or CI 15.  
Advanced FORTRAN programming techniques. Introduction to the formulation of computer algorithms; program segmentation; programming style and structure; error analysis, polynomial ap-

proximations, interpolation, roots of equations, solution of systems of linear equations. 3 credits

**CI 51. SOFTWARE ORGANIZATION**

Prerequisite: CI 17 or CI 15  
Organization of computers; digital representation of data; symbolic coding; assembly language programming; program segmentation and linkage. 3 credits

**CI 61. INFORMATION SYSTEMS AND COBOL PROGRAMMING I**

Prerequisite: CI 17 or CI 15  
Recommended for students interested in the application of computers in business and management. Introduction to data structures, sequential file organizations, file processing methods. Major emphasis: the language COBOL — report generation, sorting, updating files, searching lists, etc. 3 credits

**CI 62. INFORMATION SYSTEMS AND COBOL PROGRAMMING II**

Prerequisite: CI 61  
Advanced features of COBOL programming and direct access devices; major emphasis: analysis, design, and implementation of information systems, ISAM, sorting, searching, COBOL report writer, and file management operations. 3 credits

**CI 153. COMPUTER LOGIC AND ORGANIZATION**

Prerequisite: CI 51  
An introductory course in the fundamental concepts in the design, logic, and organization of the electronic computer. Computer subsystems; memory, control, processor, I/O units, Boolean algebra and switching logic, computer's building blocks, interrupts, advanced computer structure: dynamic memory allocation, segmentation, paging, virtual memory, pipelining. 3 credits

**CI 154. SURVEY OF COMPUTER PROGRAMMING LANGUAGES**

Prerequisites: Two higher level languages  
Survey of computer languages such as ALGOL, PL/1, SNOBOL, LISTP. Simulation languages and other topics in programming. Considers the syntax, semantics, data structures, binding time, and class of jobs for each language. 3 credits

**CI 155. SURVEY OF COMPUTER SYSTEMS**

Prerequisite: CI 51  
Computer systems; hardware and basic operating software. Hardware concepts, operating systems concepts; batch, interactive, multiprogramming, timesharing. 3 credits

**CI 157. INTRODUCTION TO TELEPROCESSING AND DATA COMMUNICATIONS**

Prerequisite: CI 153  
The study of the software and hardware characteristics of data transmission systems. Topics include: communication lines and services; transmission modes, codes, error detection, and correction techniques; modems, terminals, and their selection criteria; multiplexors and concentrators; message switching protocol; and simple system design calculations. 3 credits



**CI 162. INFORMATION STRUCTURES AND PROGRAMMING TECHNIQUES**

Prerequisite: CI 51

Computer methods and programming techniques for processing information. Emphasis on data structures, types and abstractions; building arrays, lists, stacks, queues, deques, and trees using an algorithmic language. 3 credits

**CI 242. ADVANCED NUMERICAL APPLICATIONS AND COMPUTER PROGRAMMING**

Prerequisite: CI 41, MT 202

A second course in computer usage covering advanced numerical methods. Computational algorithms for numerical integration. Newton's method, solution of ordinary differential equations, systems of non-linear equations, linear and non-linear regression. 3 credits

**CI 251. FINITE STATE AUTOMATA AND FORMAL LANGUAGES**

Prerequisite: CI 41, CI 153, CI 162

Introduction to formal languages. Review and comparison of regular grammars, context free, context sensitive, and type of grammars and their recognizers, finite state automaton, push down state automaton, linear bounded automaton, and Turing machine. 3 credits

**CI 253. INTRODUCTION TO COMPILER CONSTRUCTION**

Prerequisite: CI 154, CI 162, CI 251

Lexical analysis, top-down and bottom-up parsing methods, semantic analysis, code generation, optimization. 3 credits

**CI 255. COMPUTER OPERATING SYSTEMS**

Prerequisite: CI 153, CI 162, CI 253

Basic concepts in the design, structure and implementation of operating systems. Batch processing, multiprogramming, time-sharing, parallel processes, memory and resource allocation and management. Privacy and protection. 3 credits

**CI 260. DATA BASE MANAGEMENT**

Prerequisite: CI 62, CI 162

A study in design and structured files, their generation, updating, and access. Different types of file organizations and accessing methods. Other topics include: table and directory construction, search techniques, sorting, and merging. Basic notions of existing data base management systems. 3 credits

**CI 262. COMPUTER SIMULATION**

Prerequisite: MT 92, CI 41, CI 154

An introduction to computer simulation of discrete systems. Topics include: random number generation, statistical testing of generators, design and validation of simulation models, queuing theory. Use of a simulation language such as Simscript, GPSS, or FORTRAN. 3 credits

**CI 263. INFORMATION SYSTEMS ANALYSIS AND DESIGN**

Prerequisite: CI 260

Information systems and the role of the analyst. Computer-based management information systems;

planning, design, and implementation. Techniques and tools for effective systems analysis, testing and evaluation of system performance, systems documentation. Cases from business, industry, or government. 3 credits

**CI 270. ARTIFICIAL INTELLIGENCE**

Prerequisite: CI 251

Heuristic versus algorithmic methods. Methods of designing automated systems that perform tasks normally requiring human intelligence. Survey of methods in the field including natural language processing and "understanding" problem reduction, state space search methods. 3 credits

**CI 280. COMPUTER SCIENCE SENIOR PROJECT**

Prerequisite: Submission of and extensive proposal and Departmental approval (project proposals are due December 1 for Spring semester and April 20 for Fall semester).

Students carry out individual work on a computer science project of a realistic size of their own choosing. Classroom work conducted as a seminar for design reviews, progress reports, and final project presentations. 3 credits

**CI 290. INDEPENDENT STUDY IN COMPUTER AND INFORMATION SCIENCES**

Prerequisites: CI 263; Departmental approval; application for Independent Study must be completed and approved prior to registration. Forms are available from the faculty member chosen for the supervision of the project.

Emphasis on research and field work appropriate to the student's background and career objectives.

3 credits

*Economics*

**EC 10. THE THEORY OF MONEY AND CREDIT**

Prerequisite: BA 3

An examination of the institutional and theoretical bases of money, credit, and the banking system. The role of money and credit in the national and international performance of economic activity. Alternative monetary theories evaluated *vis-a-vis* monetary policies and empirical studies of the monetary system. 3 credits

**EC 23. ECONOMIC AND FINANCIAL HISTORY OF THE UNITED STATES**

Prerequisite: BA 3

Economic analysis and measurement applied to a select number of issues. The evolution of contemporary economic and financial institutions traced via the use of cliometrics. 3 credits

**EC 25. ECONOMIC DEVELOPMENT AND CULTURAL CHANGE**

Prerequisite: BA 1

Survey of the major issues in economic development, stressing their multidisciplinary dimensions. Topics surveyed: population, agricultural and industrial development, superstitions and beliefs. Development theories examined, with Japan used as a case study. 3 credits

**EC 30. ECONOMICS OF AGING**

For description, see page 77.

3 credits

**EC 55. PUBLIC FINANCE**

Principles and practices of public finance. The growth and changing nature of government expenditures. Local, state, and federal revenue systems. The nature and economic effects of various types of taxes. Public debt and financial administration.

3 credits

**EC 61. COMPARATIVE ECONOMIC SYSTEMS**

Prerequisite: BA 3

Market systems, capitalism, socialism, communism, and their variants examined in theory and practice. Proposals and practices in economic planning evaluated.

3 credits

**EC 62. GOVERNMENT AND BUSINESS**

Prerequisite: BA 1

Examines the regulatory interactions of government with enterprise. Survey of the institutional and legal structure in which business functions in the U.S. The theoretical and empirical implications of regulation evaluated through the case method.

3 credits

**EC 65. THE SOVIET ECONOMIC SYSTEM**

Prerequisite: BA 1

Historical and ideological background of the Soviet economic system; evaluation of the Soviet economic resources; development and execution of nationwide economic planning; critique of the organization and operation of specific facets of Soviet economy.

3 credits

**EC 103. HISTORY OF ECONOMIC THOUGHT**

Prerequisite: BA 1

A survey of the evolutionary development of contemporary economic analysis. The major economic schools, classical, socialist, neo-classical, Keynesian, etc., as well as key economists are studied.

3 credits

**EC 110. ENVIRONMENTAL ECONOMICS**

Prerequisite: BA 1

Major environmental problems delineated. Economic definitions and aspects of environmental quality. Reasons for environmental quality reductions in a market economy, including externalities, private vs. common property resource use, public goods, and irreversible change. Survey of alternative public policy options.

3 credits

**EC 120. INTRODUCTION TO ECONOMETRICS**

Prerequisites: BA 3, BA 7

Application of mathematics and statistics to economic theory for solving economic problems. Econometric models, both static and dynamic, developed assuming conditions of uncertainty. Open to upper-level students only.

3 credits

**EC 126. URBAN ECONOMICS**

Prerequisite: BA 1

Urban-suburban trends. Economic analysis of urban change. The role of local government in producing public goods and redistributing income. Urban fiscal issues. Selected practical problems of urban society. The prospects of future urban development.

3 credits

**EC 127. THE ECONOMICS OF HEALTH CARE**

Prerequisites: BA 1, BA 2

Theoretical and empirical analysis. Topics include: the growth of the health industry; the supply of and demand for health practitioners; the hospital as an economic organization; models of pricing in selected sectors of the health market; the financing of health services; cost-benefit analysis; and spatial analysis of delivery systems.

3 credits

**EC 130. CONTEMPORARY ECONOMIC ISSUES**

Prerequisite: BA 1

An analysis of current issues as they develop. Such topics as: income distribution and maintenance, tax structures and reform, impact of inflation. Mainstream and radical views examined.

3 credits

**EC 135. THE THEORY OF ECONOMIC GROWTH**

Prerequisite: BA 3

Examination of various theories and models of economic growth. Analysis of the problems of economic underdevelopment. Private and government development policies interpreted.

3 credits

**EC 141 (IR 141). LABOR ECONOMICS**

Prerequisites: BA 2, BA 3

Labor markets in their sectoral and national settings. The labor force analyzed by use of the human resource/capital approach. Labor compensation determination and structure. Labor costs, productivity, and their impact on the price level and employment.

3 credits

**EC 183. INTERNATIONAL ECONOMICS**

Prerequisites: BA 2, BA 3

An introduction to exchange theory. Trade patterns and trends analyzed. Commercial foreign policies, exchange rates, monetary and fiscal instruments, and policies for external balance. The international accounts analyzed in the context of current trends.

3 credits

**EC 290. INDEPENDENT STUDY IN ECONOMICS**

Prerequisites: BA 2, BA 3

Open to students with the permission of their mentor. A project form must be completed and approved prior to registration. Forms are available from the faculty chosen for the supervision of project. An opportunity for research and field work directed by student background and career objectives. Hours by arrangement.

1-3 credits

**EC 299. SEMINAR IN ECONOMICS**

Prerequisites: BA 2, BA 3, EC 103

Open only to seniors majoring in economics. The student researches and prepares a major paper on a topic approved by the faculty. The members of the seminar interact as an evaluation board on the progress and results of the research.

3 credits

*Quantitative Analysis***MS 1-2. MANAGEMENT SCIENCE I & II**

Prerequisite: BA 6-7

A survey of management applications of decision theory, mathematical programming, queuing, network models, simulations, and other topics.

6 credits

# SCHOOL OF EDUCATION

*Dean:* John H. Callan

*Associate Dean:* Anthony J. Colella

*Assistant Dean:* Claire R. Barrett

*Director of Educational Research:* Rev. Robert Nestor

## Departments and Chairpersons

*Counseling and Special Services:* James B. O'Connor

*Educational Administration and Supervision:* George C. Lindemer

*Elementary Education:* Oreste R. Rondinella

*General Professional Education:* Joseph F.X. Cunningham

*Health Education, Physical Education, and Recreation:* Michael J. Sheppard

*Secondary Education:* Rose E. Thering

The School of Education offers programs of study leading to the degrees Bachelor of Science, Master of Arts in education, Educational Specialist, and Doctor of Education to qualified high school students and college graduates who wish to prepare for careers in teaching; to educators who wish to broaden their knowledge and understanding of the process of education and improve their techniques; and to those who wish to round out their professional qualifications or general backgrounds.

Undergraduate programs are accredited by the Middle States Association of Colleges and Secondary Schools, by the National Council for the Accreditation of Teacher Education, and approved by the State Department of Education in New Jersey under standards of the National Association of State Directors of Teacher Education and Certification.

The degree Bachelor of Science is offered with major programs of study in elementary education, secondary education, and health education, physical education, and recreation. Students receive a general liberal arts education and the professional courses necessary to prepare them for New Jersey State certification to teach in elementary and secondary schools.

## School Degree Requirements

To attain the degree Bachelor of Science in the School of Education, all students must satisfactorily complete the general School requirements, the requirements of their major fields, and enough free electives to total 128-130 credits. Grades received must be such that at the completion of work for the degree the student will have a grade point average of at least 2.5. Each student is assigned a faculty adviser to assist in planning the four-year program.

### *General School Requirements*

		Credits
EN	English. Courses chosen by the student in consultation with adviser.	9
HI	History. Course chosen by the student in consultation with adviser.	3
	Mathematics, science, and/or computer science. Courses chosen by the student in consultation with adviser.	6

PH/RS Philosophy/religious studies. One course in each field for a total of 6 credits. The student, in consultation with adviser, will then choose an additional 6 credits from either or both departments.

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### *Senior Internship*

Undergraduate students who are matriculated in the School of Education and others seeking New Jersey State certification must complete the senior internship as one of the requirements for attaining the degree Bachelor of Science. Students who enroll for this internship must pay a nonrefundable placement fee of \$35.00.

#### **Application Procedure for Senior Internship**

Applicants must secure an official application from their Department chairpersons at the opening of the Spring semester.

Application must be received, together with a check for \$35.00 (nonrefundable), by the Chairperson before February 1 for assignment during the Fall semester and for assignment during the following Spring semester.

#### **Prerequisites**

- A minimum average of 2.5 for courses in the teaching field.
- A grade point average of 2.5 for all courses completed.
- Approval and recommendation by the Department chairperson.
- A physician's certificate indicating freedom from any infirmity which would make the applicant unfit for teaching.

#### **Internship Requirements**

The internship requires full-time daily participation in the activities of an approved school for a period of approximately eight weeks. Each intern is assigned to an accredited school and is guided by a cooperating teacher who has been selected by the school administration. The experience includes teaching in the classroom, observation, participation in other activities, pupil study, and conferences. The intern is encouraged to participate in faculty meetings, parent-teacher meetings, and other experiences.

In addition the applicant is required to enroll for the Internship Seminar which will meet throughout the semester of the internship assignment.

Transfer students must complete a minimum of 12 credits at Seton Hall University before they may apply for senior internship.

## Course Identification

The course numbering system used throughout the University is described on page 24. The abbreviations used to designate courses offered by the departments and special areas of instruction of the School of Education are as follows:

- Department of Counseling and Special Services (CS)
- Department of Elementary Education (EL)
- Department of General Professional Education (ED)
- Department of Health Education, Physical Education, and Recreation (HE)
- Department of Secondary Education (SE)

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## Department of Counseling and Special Services

*Professor:* Formaad

*Associate Professors:* DePierro; Kuchon; O'Connor (*Chairperson*)

*Assistant Professors:* Peskin; J. Smith

*Adjunct Faculty:* Berry; Bolger; D'Amato; Gervasio; Hodes; Iden; Merron; O'Kelly; Paise; Polow; Reiss; Schneider; Schwartz; Scolamiero; Shaning; Wohlner

The Department of Counseling and Special Services offers students in the School of Education certification programs in reading, speech correction, and teaching the handicapped.

Students who complete the prescribed course of study in one of these programs will be eligible for an additional certificate. Enrollment in one of these certification programs is contingent upon enrollment in a major program within the School of Education. Undergraduates may take certain courses as electives without pursuing the entire program. These electives must be chosen in accordance with the prerequisites stated in the course descriptions.

The Department offers CS 240. Speech and Voice Improvement in the Use of American English to all students in the University who wish to improve their speech.

Major department advisers should be consulted for application procedures.

### Reading Program

The minor concentration area in reading is designed to enhance the classroom teacher's performance and to provide an orientation to diagnostic and remedial instruction within a clinical setting. The knowledge, skills, and techniques developed within the program will be useful in a variety of situations. The program develops an awareness of the process of reading acquisition from kindergarten through high school.

The 24-credit course sequence is available to secondary and elementary education majors and leads towards endorsement as a reading teacher.

### *Program Requirements*

	Credits
CS 231. Foundations of Reading Instruction	
or	
SE 265. Reading Improvement in the Schools (secondary majors only)	3
CS 232. Advanced Foundations of Reading Instruction	3
CS 233. Psychological and Linguistic Bases of Reading	3
CS 234. Media For the Teaching of Reading	3
EL 54. Children's Literature	3
SE 266. Adolescent Literature	3
CS 235. Measurement within the Reading Program	3
CS 236. Teaching the Disabled Reader	3
	24

### **Program in Speech Correction**

The certification program in speech correction is open to all students in the School of Education and prepares them to function as speech therapists in a school situation. Upon completion of the 30-credit course of study,\* students are eligible for New Jersey State certification as speech correctionists.

### *Program Requirements*

	Credits
CS 201. Introduction to the Psychology of Exceptional Children	3
CS 207. Phonetics	3
CS 208. Self-Monitoring Skills and the Therapy Process	3
CS 209. Communication Disorders of Handicapped Children	3
CS 211. Anatomy and Physiology of Vocal and Auditory Mechanisms	3
CS 212. Measurement of Hearing I	3
CS 213. Development of Speech and Language	3
CS 216. Observation in Speech Correction	3
CS 217. Practicum in Speech Correction	3
CS 218. Materials and Curriculum Management For the Communication Impaired	3
	30

### **Program in Teaching the Handicapped Student**

The field of special education is one of the most rapidly changing areas in education. It is concerned with children who have been deemed unable to benefit from the traditional educational process — children of low and/or high mental abilities, children with general and specific learning disabilities, children with communication disorders, and children with physical disabilities. In the past, special education teacher training pro-

\*Elementary education students need 27 credits to complete the sequence since they will substitute an appropriate 3-credit course in the elementary education department for CS 216.

grams prepared teachers of the retarded or teachers of the socially maladjusted or teachers of the brain injured, etc., but the current practice is to prepare special education teachers who are concerned not with labels but with children. Seton Hall's program follows this practice.

The student who concentrates in special education must first select a major program in elementary or secondary education. The student then selects a concentration sequence in special education that is in accordance with career goals. On completion of the sequence, the student is eligible for certification as a teacher of the handicapped in addition to the elementary education or secondary education certificate. The student is then eligible for employment as either a regular teacher or a special education teacher. It is also hoped that the student who has completed the special education sequence as an undergraduate will continue in a training program on the graduate level.

The 24-credit program is listed below.

	Credits
CS 201. Introduction to the Psychology of Exceptional Children	3
CS 202. Psycho-Educational Measurement in Special Education	3
CS 203. Psycho-Social Aspects of Mental Retardation	3
CS 205. Education of Children with Learning Disabilities	3
CS 209. Communication Disorders of Handicapped Children	3
CS 213. Development of Speech and Language	3
CS 225. Psycho-Social Aspects of Social and Emotional Maladjustment	3
CS 230. Community Resources	3
	24

## COURSE DESCRIPTIONS

### CS 200. PRINCIPLES OF EDUCATING EXCEPTIONAL CHILDREN

Prerequisite: CS 201

Problems presented by the handicapped child in our educational system. The obligation of the school to these children and the methods used to provide them with maximum educational benefits. Legislation dealing with exceptional children. 3 credits

### CS 201. INTRODUCTION TO THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN

The nature of exceptionality, e.g., the mentally retarded, the socially and emotionally maladjusted, the gifted, the physically handicapped, etc. The biological, psychological, and sociological determinants of deviancy. Educational alternatives available to exceptional children. 3 credits

### CS 202. PSYCHO-EDUCATIONAL MEASUREMENT IN SPECIAL EDUCATION

Prerequisite: CS 201

Basic principles of psychological testing. Instruments used or adapted for handicapped children. Methods of assessing classroom instruction and student progress. Controversial issues in regard to testing. 3 credits

### CS 203. PSYCHO-SOCIAL ASPECTS OF MENTAL RETARDATION

Prerequisites: CS 200, CS 201

Concepts and issues regarding the nature of mental retardation. The psychological and intellectual development of the retarded. Implications for effective functioning in society. Educational programming for retarded children. 3 credits

### CS 204. EDUCATION OF CHILDREN WITH MILD GENERAL LEARNING DISABILITIES

Prerequisites: CS 200, CS 201, CS 202, CS 203, EL 200.

Instructional methods and curricula for children with mild general learning disabilities. Exposure to individualized planning and unit development. The affective and vocational aspects of the educational process. 3 credits

### CS 205. EDUCATION OF CHILDREN WITH LEARNING DISABILITIES

Prerequisites: CS 201, CS 202

Methods and curricula for children with specific and general learning disabilities. Developmental task analysis and clinical teaching with handicapped preschool children. 3 credits

**CS 206. EDUCATION OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES**

Prerequisite: CS 204

Methods and curricula for children with specific learning disabilities in the basic skills. 3 credits

**CS 207. PHONETICS**

Basic study of phonetics and the characteristics of American-English speech. International Phonetic Alphabet, and other systems used in recording speech. Analysis of speech patterns. 3 credits

**CS 208. SELF-MONITORING SKILLS AND THE THERAPY PROCESS**

Group and individual therapy concepts and approaches to the therapy process introduced through active student involvement in actual therapy processes. Emphasis on individual needs within the group structure and development of heightened sensory and motor skills, imitative ability, and clinical insights through inter- and intra-personal feedback. Practicum experience included. 3 credits

**CS 209. COMMUNICATION DISORDERS OF HANDICAPPED CHILDREN**

Study of etiology, characteristics, diagnosis, preventive and therapeutic procedures of speech, voice, and language disorders. 3 credits

**CS 211. ANATOMY AND PHYSIOLOGY OF VOCAL AND AUDITORY MECHANISMS**

Prerequisites: CS 207, CS 208

Basic study of the normal anatomy and physiology of the systems of cerebration, respiration, phonation, articulation, and audition as related to speech and hearing. 3 credits

**CS 212. MEASUREMENT OF HEARING I**

Prerequisites: CS 207, CS 211

Basic principles of the psychophysics of audition, classical hearing tests, fundamentals of pure tone audiometry, and an introduction to speech audiometry. 3 credits

**CS 213. DEVELOPMENT OF SPEECH AND LANGUAGE**

Discussion and evaluation of the development aspects of child language. Presentation of different theories and research methods, both psychological and linguistic, as well as various stages in the history of child language research. 3 credits

**CS 216. OBSERVATION IN SPEECH CORRECTION**

Prerequisites: CS 207, CS 208, CS 209, CS 211

An opportunity for the student to observe speech remediation — methods, materials, management, and organizational procedures — appropriate to speech and hearing programs. 3 credits

**CS 217. PRACTICUM IN SPEECH CORRECTION**

Prerequisite: CS 216

Supervised experience in speech remediation within an appropriate speech and hearing program. An opportunity for the student to participate in a supervised clinical experience. 3 credits

**CS 218. MATERIALS AND CURRICULUM MANAGEMENT FOR THE COMMUNICATION IMPAIRED**

Prerequisites: CS 207, CS 208, CS 209, CS 211

A survey of methods, materials, techniques, and organizational procedures used in setting up and conducting language and speech stimulation and remediation programs. 3 credits

**CS 225. PSYCHO-SOCIAL ASPECTS OF SOCIAL AND EMOTIONAL MALADJUSTMENT**

Prerequisites: CS 200, CS 201

Introduction to the socially and emotionally maladjusted. Focus on etiology, varieties of disorders, and educational and therapeutic strategies employed. 3 credits

**CS 226. EDUCATION OF CHILDREN WITH MILD AND MODERATE BEHAVIOR DISORDERS**

Prerequisites: CS 200, CS 201, CS 225, EL 200

Instructional methods and curricula for the socially and emotionally maladjusted. Consideration of the dynamic and therapeutic aspects of instruction and familiarization with successful classroom-management techniques. 3 credits

**CS 230. COMMUNITY RESOURCES**

Prerequisites: CS 200, CS 201, CS 204, or CS 226

Pertinent resources and agencies for the special education teacher: SEIMC, ERIC, NARC, CEC, child-guidance clinics, research and development laboratories, sheltered workshops, and the courts. Field visits required. 3 credits

**CS 231. FOUNDATIONS OF READING INSTRUCTION**

Investigation of the field of reading from primary to college and adult levels. Focus on areas of readiness, factors related to reading retardation, evaluation of reading instruction, grouping practices, and recent trends. 3 credits

**CS 232. ADVANCED FOUNDATIONS OF READING INSTRUCTION**

The teaching of reading in grades 7-12, college years, and adult courses. Development of techniques of teaching vocabulary, comprehension, and study skills. 3 credits

**CS 233. PSYCHOLOGICAL AND LINGUISTIC BASES OF READING**

Prerequisite: CS 231 or departmental permission

Introduction and development of psychological and linguistic theories and models of the reading process. 3 credits

**CS 234. MEDIA FOR THE TEACHING OF READING**

Attempts to develop a strong motivational approach to the teaching of reading by focusing on techniques of teacher-constructed materials and aids. Emphasis on how to make games, posters, activity cards, dittos, devices, transparencies, and audio tapes that enhance the development of vocabulary, comprehension, and study skills. 3 credits



**CS 235. MEASUREMENT WITHIN THE READING PROGRAM**

Prerequisites: CS 231, CS 232

Basic principles of reading tests. Instruments used or adapted for children with reading problems. Methods of assessing classroom instruction and student's reading ability, achievement, and progress. 3 credits

**CS 236. TEACHING THE DISABLED READER**

Prerequisites: CS 231, CS 232, CS 235

Etiology and diagnosis of reading problems and the techniques used in individualized diagnosis and remediation of such problems at the classroom level. Role of the reading teacher in coordination with other school personnel. Basic report writing,

interpretation, and integration of reports. 3 credits

**CS 240. SPEECH AND VOICE IMPROVEMENT IN THE USE OF AMERICAN ENGLISH**

Designed to help the student (1) eliminate speech and voice problems that impede the oral-communication process or (2) refine present speech and voice skills. Emphasis on individual needs within the group structure and development of heightened sensory and motor skills through inter- and intra-personal feedback. 3 credits

**CS 250. SEMINAR IN SPECIAL EDUCATION**

Prerequisite: department permission

Supervised independent research in the field of special education. 3 credits

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## Department of Elementary Education

*Professors:* Kaplan; Raimo; O. Rondinella (*Chairperson*); F. Sullivan

*Associate Professor:* Colella

*Assistant Professors:* Dawson; Walker

*Adjunct Faculty:* DiMassi; Mongioi; A. Rondinella

The Department of Elementary Education offers courses leading to the degrees Bachelor of Science and Master of Arts in education. All graduates are eligible for New Jersey State certification to teach in public schools, grades K-8.

The undergraduate program stresses four years of direct involvement and experience in a variety of classroom situations, a professor-apprentice relationship that emphasizes informal, interpersonal relations and independent study, and integration of the study of education with other academic disciplines such as sociology, psychology, and cultural anthropology. Emphasis is on experiential learning, active participation, and communication which will stimulate the intellectual, humanistic, and creative potential of the future elementary and early childhood teacher. Students interested in certification in early childhood education may follow a special program offered in the Department of Elementary Education.

Students interested in reading, speech pathology, or special education may follow a special program offered in conjunction with the Department of Counseling and Special Services (see pages 158-161).

### Major Program

The student must satisfactorily complete 47 credits in elementary education. Students must complete the liberal arts core of 30 credits, plus 51 credits of free electives, 15 of which must be taken in the College of Arts and Sciences.

<b>Freshman</b>		<b>Credits</b>
EN	English. Chosen in consultation with adviser	6
MT/CI	Mathematics or computer science. Chosen in consultation with adviser.	3
HI	History. Chosen in consultation with adviser.	3
PH	Philosophy. Chosen in consultation with adviser.	3
RS	Religious studies. Chosen in consultation with adviser.	3
EL 190-191.	Field Experience and Seminar I & II	6
	Free electives	6
 <b>Sophomore</b>		
EN	English. Chosen in consultation with adviser.	3
PH/RS	Philosophy/religious studies. Chosen in consultation with adviser.	6
	<b>one of the following:</b>	<b>3</b>
BI	Biology elective	
CH	Chemistry elective	
PY	Physics elective	
EL 200-201.	Laboratory in Curriculum Analysis I & II	6
EL 202.	Developmental Psychology of Childhood	3
EL 204.	Introduction to Educational Problems	3
	Free electives	12
 <b>Junior</b>		
EL 205, 206, 207, 209.	Techniques and Strategy of Teaching	12
EL 208.	Dynamics of Instructional Groups	3
EL 210.	Contemporary Social Issues	3
EL 214.	Educational Theories	
	or	3
EL 285.	Film — An Educational Environment	
	Free electives	12
 <b>Senior</b>		
EL 211.	Supervised Student Internship	8
EL 214.	Educational Theories	
	or	3
EL 285.	Film — An Educational Environment	
	Free electives	18

## Specialization in Early Childhood Education

This degree program provides the student enrolled in elementary education with the opportunity to acquire endorsement and specialization in early childhood education, which is defined in this program as the period including nursery school, kindergarten, and primary grades 1-3.

## Program Requirements

In addition to the requirements of the Department of Elementary Education, students who wish endorsement in early childhood education must complete the following 12 credits:

EL 270. Curriculum Studies in Early Childhood Education

EL 271. Methods of Teaching Early Childhood

Two early childhood elective courses

## COURSE DESCRIPTIONS

### EL 41. ART FOR THE ELEMENTARY TEACHER

Materials and processes for plastic and graphic art expression. Use of nature materials, museum collections, and other community resources. Development of an art program for the elementary school. 3 credits

### EL 54. CHILDREN'S LITERATURE

New and dynamic methods and techniques to help the child experience creatively all genres of literature. 3 credits

### EL 163. ELEMENTARY SCHOOL HEALTH AND PHYSICAL EDUCATION

The health and physical education program in the elementary school. Practice in planning work units using materials and activities for different age and group levels. 3 credits

### EL 190-191. FIELD EXPERIENCE AND SEMINAR I & II

(Minimum of 100 hours of field experience)  
Structured exposure to the educational environment designed to involve the freshman immediately in the school situation, as a teacher-aid supervising and instructing pupils and in performance of office duties. Experimental concepts. The field experience is augmented by training (T-group) and discussion (D-group) seminars through which students learn to become more aware of and receptive to themselves and their responses to interpersonal situations. Informal discussions develop a closer relationship between professor-professional and student-apprentice. 6 credits

### EL 200-201. LABORATORY IN CURRICULUM ANALYSIS I & II

Corequisite: EL 202  
(Minimum of 150 hours field experience required)  
Involvement in the school situation centers on curriculum development in order to develop ability to analyze instructional materials and experiences. Research into the effectiveness of audio-visual and other mechanical teaching devices. 6 credits

### EL 202. DEVELOPMENTAL PSYCHOLOGY OF CHILDHOOD

Study of the emotional, cognitive, physical, and social development of the child from pre-school through adolescence. Psychoanalytic, socio-psychological, cognitive, and perceptual theories presented through readings, non-print media, and

discussion. Student applies various child study techniques to gain insight into the understanding of children. 3 credits

### EL 204. INTRODUCTION TO EDUCATIONAL PROBLEMS: INDEPENDENT STUDY

Using his/her creative talents, the student develops insight into the educational process by designing a project in conjunction with the instructor. Completed projects presented to the class for discussion. 3 credits

### EL 205, 206, 207, 209. TECHNIQUES AND STRATEGY OF TEACHING

(Minimum of 200 hours required in field teaching as assistant)

EL 205, 206.—Practicum emphasizing a comprehensive knowledge of the reading process, diagnostic instruments, procedures, and techniques, as well as organization of reading instruction and materials; similar treatment given to the teaching of mathematics. Unit and lesson plans. 6 credits

EL 207, 209.—Practicum emphasizing the knowledge of listening, language, and functional learning/reading skills, student attitudes toward reading and appreciation of various types of children's literature; similar treatment given to the teaching of science. Contracts and task cards. Techniques in the teaching of health, art, and music. 6 credits

### EL 208. DYNAMICS OF INSTRUCTIONAL GROUPS

Corequisites: EL 205, 206, 207, 209  
Exploration and analysis of the classroom as a unique social system susceptible to such influences as norms reflected by the child and teacher, verbal and nonverbal interaction in relation to defensive or supportive climates, dynamics of interpersonal relationships, and the physical arrangement of the classroom. Lectures, discussions, role playing, and critical evaluations of films and recordings. 3 credits

### EL 210. CONTEMPORARY SOCIAL ISSUES

Investigation of the meaning of ethnicity; contemporary definitions of the term; the import of ethnic factors in the students' experience; the creative role of ethnicity in the development of curriculum materials and units of instruction. 3 credits

**EL 211. SUPERVISED STUDENT INTERNSHIP**

Prerequisite: fulfillment of minimum 450 hours field experience.

Student internship under the supervision of a member of the Department of Elementary Education who observes, evaluates, and constructively criticizes the effectiveness of the student in the classroom. 8 credits

**EL 214. EDUCATIONAL THEORIES**

Short stories, poems, films, and myths used as a basis for exploring the psychological functions of symbolism in human experience with particular reference to the education of the child. Student projects emphasize both a theoretical understanding of symbolism and a practical application to classroom methods and materials. 3 credits

**EL 262. APPROACHES TO BEGINNING READING**

An investigation of significant characteristics of numerous approaches to beginning reading. Strengths and weaknesses and origins of each approach. Discussion of methodology and materials. Examination of definitive research studies. 3 credits

**EL 285. SYMBOLISM, FILM, AND EDUCATION**

The psychological and educational significance of symbolism, especially as treated in selective works of Mircea Eliade and Joseph Campbell. Emphasis on the interpretation of film and literature, with special attention to works suitable for elementary school children. 3 credits

**EL 280 (ED 280, SE 280). COMPUTER LITERACY FOR EDUCATORS**

An introductory course that explores the application of computers in the education of students from K through 12, in either the regular or specific curriculum. Samples of educational software; introduction to BASIC, the language of most microcomputers. Students learn to write their own programs and try them out with students in elementary and secondary schools. 3 credits

**EL 296 (ED 296, SE 289). PROGRAMMING A MICROCOMPUTER**

Prerequisite: EL 280

A continuation of EL 280. Students learn to create their own programs for personal or school use. Presentation and comparison of other computer languages to enable students to judge which languages are suitable for different populations. Students develop programs for school use and try them out with the target audience. 3 credits

**EL 297 (ED 297, SE 286). THE COMPUTER CURRICULUM**

Prerequisite: EL 280

An introduction to the development of computer curriculum in schools. Basic questions of the interaction of children's intellectual growth and computer literacy. A review of existing experiments and experiences in computing. Students design experiments to test hypotheses about computing in schools. Final class project is the design of a K-12 curriculum. 3 credits

**EL 298 (ED 298, SE 285). MICROCOMPUTER SOFTWARE EVALUATION**

Prerequisite: EL 280

The scope of software available for educational settings. Criteria for evaluation and/or review. Students design a set of criteria to test with a variety of software. Presentation of forms for assisting schools or districts in making their own review. 3 credits

*Early Childhood Education***EL 270. CURRICULUM STUDIES IN EARLY CHILDHOOD EDUCATION**

Exploration and critical analysis of current curriculum patterns and materials intended to meet developing capacities, interests, and needs of early childhood. 3 credits

**EL 271. METHODS OF TEACHING EARLY CHILDHOOD**

Various methods and techniques that put the curriculum into motion. Teaching techniques examined in relation to the skill development and readiness activities to be accomplished in early childhood. 3 credits

**EL 272. CHILD HEALTH AND NUTRITION**

A basic preparation course for all school health personnel with concentration centered on complete core subject matter relating to health education and nutrition. 3 credits

**EL 273. GROWTH AND DEVELOPMENT—THE PRE-SCHOOL CHILD**

Theories of developmental psychology; techniques for optimum development of self-discipline and child-adult relationships as advanced by such psychologists as Adler, Dreikurs, Ginot, Beck, and Le Shan. Cognitive theories of development of Piaget; moral stages of development advanced by Kohlberg and others. 3 credits

**EL 275. SELECTED PROBLEMS FOR STUDY IN EARLY CHILDHOOD EDUCATION**

Focuses in depth on one or more problems in early childhood education. May include such studies as impact of television and the media on childhood development; play theories; values for cognitive, social, and emotional development; special approaches such as Montessori programs; children with special problems. 3 credits

**EL 277. DEVELOPING CREATIVE ABILITIES IN YOUNG CHILDREN**

Techniques for stimulating creative ideation and production in children. Identification of stages of artistic development that enable a teacher to support and enhance natural development. 3 credits

**EL 278. LANGUAGE DEVELOPMENT AND LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION**

The natural development of language and verbal abilities. Techniques for the encouragement and support of language and communication skills generally, and specifically as this development relates to readiness for reading and other intellec-

tual processes. Perceptual problems and "atypical" development. 3 credits

**EL 279. MUSIC FOR YOUNG CHILDREN**

An approach to the identification of stages of development in motor activity in order to assess individual progress. Developing rhythmic perception and rhythmic response through expressive movement in music. Emphasis on motor skills and relationship to intellectual development. 3 credits

**EL 289. CREATING AN ENVIRONMENT FOR CHILDHOOD EDUCATION**

The physical arrangement of learning centers, interest centers, play areas, creative art and movement areas, and materials for programs in nursery, kindergarten, and primary grades to create an optimum environment for learning. Adaptations for children with special needs: physically, emotionally, socially. 3 credits

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## Department of General Professional Education

*Associate Professors:* Barrett; Cunningham (Chairperson); Grady

*Assistant Professor:* Skeele

*Professor Emeritus:* D. Murphy

*Adjunct Faculty:* Brodeur; Kilduff; Rappaport; Rogalcheck

The Department of General Professional Education offers undergraduate courses for the Departments of Elementary Education, Secondary Education, and Health Education, Physical Education, and Recreation. These courses are also available to students who pursue a major program of study leading to the bachelor's degree from other schools and colleges of the University.

The courses offer the students the opportunity to broaden their general knowledge; to improve instructional and learning techniques; to understand the nature, goals, and function of educational processes; and to satisfy specific certification requirements. The general objective is to assist the student in exploring the philosophical, historical, psychological, physiological, and sociological bases and functions of education in a democratic society.

### COURSE DESCRIPTIONS

**ED 101. EDUCATIONAL PSYCHOLOGY**

The nature, structure, and development of personality. Principles essential to the learning process based on philosophical, psychological, physiological, sociological, and anthropological evidence and research. Explores human growth, individual differences, motivation, transfer of learning, habit formation, personal adjustment. 3 credits

**ED 104 (SE 104). PSYCHOLOGICAL AND EMOTIONAL HEALTH IN THE SCHOOLS**

Practices and procedures conducive to mental and emotional health. Emphasizes adaptive rather than maladaptive behavior and conduct. 3 credits

**ED 105. SCHOOL AND COMMUNITY HEALTH PROBLEMS**

Analysis of prevalent community and individual health problems and potential solutions. Emphasis on the function of physical and mental health in relation to learning. 3 credits

**ED 214. INTRODUCTION TO EDUCATIONAL MEDIA**

Prerequisite: ED 101

Selection, use, and evaluation of auditory and visual materials for educational instruction. Demonstrations, operational techniques, and the place of audio-visual materials in the educational program. 3 credits

**ED 253. PHILOSOPHY OF EDUCATION**

Understanding and evaluation of philosophical teachings on the nature of truth, reality, man, human society, and values, and how these affect the aims, methods, and agencies of education, the understanding of human intellectuality and freedom, the formation of teachers. 3 credits

**ED 268. EDUCATIONAL ASSESSMENT AND EVALUATION**

Significance and scope of educational testing theory and practice. Analysis and interpretation of test results. Practice in test construction and application in the student's major and minor areas of study. 3 credits

**ED 269. SPEECH CORRECTION FOR CLASSROOM TEACHERS**

Survey of the field of speech correction. Incidence, terminology, and procedures for correcting mild problems that can be handled by the classroom teacher. Philosophies of treating speech and hearing problems and how the classroom teacher can cooperate with the speech correction teacher. 3 credits

**ED 280 (EL 280, SE 280). COMPUTER LITERACY FOR EDUCATORS**

For description, see page 165. 3 credits

**ED 281-283 (SE 281-283). INDEPENDENT STUDY**

For description, see page 174.

1-2-3 credits

**ED 287. INTRODUCTION TO ETHICAL FOUNDATIONS**

Justice and the universal natural law as related to every aspect of education. Discussions focus on the most significant and fundamental moral issues in education today. 3 credits

**ED 296 (EL 296, SE 289). PROGRAMMING A MICROCOMPUTER**

Prerequisite: ED 280

For description, see page 165.

3 credits

**ED 297 (EL 297, SE 286). THE COMPUTER CURRICULUM**

Prerequisite: ED 280

For description, see page 165.

3 credits

**ED 298 (EL 298, SE 285). MICROCOMPUTER SOFTWARE EVALUATION**

Prerequisite: ED 280

For description, see page 165.

3 credits

## Department of Health Education, Physical Education, and Recreation

*Associate Professors:* Menza; Zaccone

*Assistant Professor:* Sheppard (Chairperson)

*Instructor:* Gavin

The Department of Health Education, Physical Education, and Recreation offers courses for men and women leading to the degree Bachelor of Science. All graduates will be eligible for New Jersey State certification to teach health education and physical education and driver education in elementary and secondary schools and to direct recreational activities in schools, camps, clubs, church organizations, industry, and municipal programs. Special emphasis is given to sports medicine, corporate fitness, and related areas.

### Major Program

In addition to the general School requirements for the degree, all students are required to complete 76 credits in health and physical education and related areas and, in consultation with the adviser, 15 credits in free electives.

<b>Freshman Year</b>		<b>Credits</b>
BI 1.	Introduction to Biology	3
EN	English. Chosen in consultation with adviser.	3
PH	Philosophy. Chosen in consultation with adviser.	3
RS	Religious studies. Chosen in consultation with adviser.	3
HE 12.	Introduction and Basic Foundations of Physical Education	3
HE 36.	Safety Education	3
HE 71-72.	Elementary Athletics I & II	4
HE 81-82.	Physical Education Activities: Freshman I & II	4
SE 265.	Reading Improvement in the Schools	3
	Free elective	3
 <b>Sophomore Year</b>		
EN	English. Chosen in consultation with adviser.	3
HI	History. Chosen in consultation with adviser.	3
PH/RS	Philosophy/religious studies. Chosen in consultation with adviser.	3
HE 3.	Nature and Function of Play	3
HE 21-22.	Anatomy and Physiology I & II	6
HE 27.	Athletic Conditioning and First Aid	3
HE 83-84.	Physical Education Activities: Sophomore I & II	4
	Reading elective	3
	Free elective	3
 <b>Junior Year</b>		
EN	English. Chosen in consultation with adviser.	3
PH/RS	Philosophy/religious studies. Chosen in consultation with adviser.	3
ED 101.	Educational Psychology	3
HE 34.	Physiology of Exercise	3
HE 41.	Administration and Supervision of Recreation Education	3
HE 42.	Curricula and Methods of Teaching Health Education in Elementary and Secondary Schools	3
HE 44.	Curricula and Methods of Teaching Physical Education in Elementary and Secondary Schools	3
HE 73-74.	Advanced Athletics I & II	4
HE 85-86.	Physical Education Activities: Junior I & II	4
SE 290.	Culture, Community, and School	3
	Free elective	2
 <b>Senior Year</b>		
ED 268.	Educational Assessment and Evaluation	3
HE 33.	Physical Diagnosis	3
HE 34.	Nutrition and Physical Fitness	3
HE 38.	Remedial Physical Education	3
HE 46.	Administration and Supervision of Health and Physical Education	3
HE 61.	Folk Dances and Games for Elementary School Children	2
HE 202.	Senior Internship in Health Education and Physical Education	8
	Free electives	8

# COURSE DESCRIPTIONS

## HE 3. NATURE AND FUNCTION OF PLAY

The theories, characteristics, values, methods, and other factors that control the expression of play. The modern philosophy of leisure and its implication for society and for leadership in the field of professional recreation. Field work required. 3 credits

## HE 12. INTRODUCTION AND BASIC FOUNDATIONS OF PHYSICAL EDUCATION

Presentation and evaluation of physical education as a career (education, recreation, sports medicine, and corporate fitness) and its potential as an educational tool. A review of the historic, social, philosophic, and scientific advances of physical education and its impact on today. 3 credits

## HE 21-22. ANATOMY AND PHYSIOLOGY I & II

Prerequisite: BI 1

Study of anatomy, physiology, and kinesiology. Structure, tissue, skeleton, muscles of the human body; mechanics of motion and leverage. The nervous system and its relation to muscular activity; physical differences of individuals influencing skill in activities and general health. Kinesiology of various forms of physical activity analyzed and applied to the selection of exercises and teaching methods. 6 credits

## HE 33. PHYSICAL DIAGNOSIS

Physical symptoms of the more common diseases, deformities, and abnormal conditions. Emphasis on function of various organs and their relation to disease, methods used in detecting physical signs, and the influence of exercise on the organs affected and identification of athletic injuries. 3 credits

## HE 34. PHYSIOLOGY OF EXERCISE

Prerequisite: HE 21-22

Influence of effort — the changes in body function resulting from physical effort. Instruction on the functional anatomy which follows exercise. Study of applied anatomy and kinesiology as it relates to sports medicine. 3 credits

## HE 35. NUTRITION AND PHYSICAL FITNESS

Topics include: personal nutrition and its role in the athletic conditioning program; nutritive value of foods; basic food needs of different age groups; the chemistry of nutrition; relationship of nutrition to physical fitness, optimum health, and sports participation. 3 credits

## HE 36. SAFETY EDUCATION

History of the safety movement. Organization, administration, and supervision of a public school safety education program. Materials and methodology for coordinating and teaching safety education, driver education, traffic and home safety. 3 credits

## HE 37. ATHLETIC CONDITIONING AND FIRST AID

Prerequisite: HE 21-22

First-aid treatment for common injuries occurring

in various branches of physical activities and prevention of injuries in gymnastics and athletic activities. Care of athletic injuries — bandaging, taping, conditioning, massage, physical therapy. Certification in American Red Cross First Aid and American Heart Association CPR available to qualified students. 3 credits

## HE 38. REMEDIAL PHYSICAL EDUCATION

Prerequisite: HE 21-22

Essential facts of human anatomy and physiology as they pertain to corrective exercises and adapted physical education. Deviations from the normal studied. Methods of examination and means of correction analyzed and practiced. Considerations of sports injuries and rehabilitation. 3 credits

## HE 41. ADMINISTRATION AND SUPERVISION OF RECREATION PROGRAMS

Prerequisite: HE 3

Historical background of the recreation movement and its acceptance in the educational program. Planning, organizing, and administering various types of community recreation programs. Emphasis on the "school community center" and the need for cooperative community agencies in successful administration of community recreation programs. Visits arranged to community centers, recreation facilities, play areas. 3 credits

## HE 42. CURRICULA AND METHODS OF TEACHING HEALTH EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

Prerequisites: HE 2; HE 21-22

Study of programs, syllabi, textbooks, instructional aids, and methods in elementary and secondary school health education. Analysis of health-teaching units. Selection and evaluation of materials and information for instructional purposes. Planning and developing curricula in health education. Field work required. 3 credits

## HE 44. CURRICULA AND METHODS OF TEACHING PHYSICAL EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

Prerequisites: HE 2; HE 71-72; HE 81-82

A critical study of curricula, methods of instruction, and application of general and specific teaching techniques in elementary and secondary schools. Progressive practice in selecting and organizing materials into programs for a day, week, month, and year. Principles, objectives, and outcomes discussed. Field work required. 3 credits

## HE 46. ADMINISTRATION AND SUPERVISION OF HEALTH AND PHYSICAL EDUCATION

Prerequisites: HE 42; HE 44

Methods for organization of school personnel in order to achieve health objectives — administration of health examinations, follow-up procedures, control of disease, sanitation of the school plant, prevention of accidents. Consideration of all aspects of educational leadership. 3 credits



**HE 61. FOLK DANCES AND GAMES FOR  
ELEMENTARY SCHOOL CHILDREN**

Instruction in various forms of folk, tap, rhythmic, and aerobic dances. Theory and practice of all types of simple, individual, and group games suitable for different age levels. 2 credits

**HE 71-72. ELEMENTARY ATHLETICS I & II**

Instruction in techniques and methods of playing and coaching all season sports associated with the school sports program. Fundamental duties and qualifications of players analyzed and discussed. 4 credits

**HE 73-74. ADVANCED ATHLETICS I & II**

Prerequisite: HE 71-72

Methods of organization, practice in directing teams, psychology of coaching, development of team spirit, techniques in officiating, purchase and care of equipment. Rules and interpretations of major and minor sports. 4 credits

*Practice and Methods in Physical  
Education Activities*

**These courses teach the student skills for personal development and the use of techniques, devices, and approaches in the teaching process. Each student is required to show proficiency in personal skill and teaching ability in the various activities. Credit is only given upon satisfactory completion of all units in each course.**

**HE 81-82. PHYSICAL EDUCATION ACTIVITIES:  
FRESHMAN I & II**

**Basic Fitness Examination** of personal fitness to include jogging, exercise, weight training, and aquatic potential.

**Elementary Heavy Apparatus** Fundamental exercises on the parallel bars, side horse, buck, rings, climbing rope, trampoline, balance beam. Emphasis on methods of teaching.

**Elementary Gymnastics** Basic movements involving complete body activity. Variations of all classified exercises, including simple free-standing combinations and floor exercises.

**Tumbling** Elementary tumbling and stunts performed and classified for classwork. Methods of progression and assistance stressed.

**Combatives** Complete treatment of the art of self-defense and the place of combatives in the activity program. Study of the rules and practices of combatives. 4 credits

**HE 83-84. PHYSICAL EDUCATION ACTIVITIES:  
SOPHOMORE I & II**

Prerequisite: HE 81-82

**Advanced Heavy Apparatus** Specially prepared and graded combinations on all gymnasium apparatus. Methods of assistance, means of progression, and administration of gymnastic demonstrations.

**Advanced Gymnastics** More advanced exercises and combinations. Students prepare and teach model lessons in elementary and advanced work.

**Wrestling** Theory and practice of fundamentals of wrestling. Emphasis on methods of instruction.

**Aquatics** Fundamentals of swimming and diving, waterfront safety and supervision, stunt and exhibition programs, officiating, and life saving, American Red Cross Basic and Advanced Life Saving Instructor Courses in Water Safety. 4 credits

**HE 85-86. PHYSICAL EDUCATION ACTIVITIES:  
JUNIOR I & II**

Prerequisite HE 83-84

Field work is required of all students. Students are assigned to cooperating agencies in the field and are required to observe, plan, and teach under supervision and guidance.

**Rhythmical Gymnastics** Development of fine control and balance through rhythm in human movement.

**Fencing** Theory and practice with fencing weapons. Rules of combat and techniques of instruction.

**Recreational Activity I** Acquiring skill in badminton, bowling, golf, handball, recreational swimming, squash, tennis, weight lifting.

**Recreational Activity II** Methods of teaching and administration of various sports in intramural programs.

**Activity Review** Examination of the student's personal skills and ability to teach these skills to others. All instructors in physical education are present to supervise, teach, and assist in this final review.

**Applied Methods and Techniques** Student develops lesson plans and teaches in preparation for student-teaching assignment. 4 credits

*Seminar*

**HE 202. SENIOR INTERNSHIP IN HEALTH  
EDUCATION AND PHYSICAL EDUCATION**

Prerequisite: Fulfillment of internship requirements page 157.

Student teaching with orientation seminar prior to, problem clinic during, and evaluation seminar after assignment. 8 credits

*Workshop*

**HE 90. WORKSHOP: TEACHER PREPARATION  
FOR DRIVER EDUCATION**

Prerequisite: enrollment in the School of Education leading to certificate in a major subject field. (For prospective teachers and in-service teachers who intend to teach driver education in the New Jersey high schools)

Knowledge and methodology as it relates to the classroom, behind-the-wheel, and psychological aspects of the driver education program. Includes

working with high school drivers under laboratory conditions, conferences with local high school driver education teachers, guest speakers, use of psycho-physical testing, and modern audio-visual equipment, e.g., driver simulators. 3 credits

### *Summer Session*

#### **HE 91. CPR – BASIC CARDIAC LIFE SUPPORT**

Training in that particular phase of emergency cardiac care that externally supports the circulation and respiration of a victim of cardiac arrest through cardiopulmonary resuscitation. Topics include: cardiovascular and respiratory systems, coronary artery disease, one and two rescuer CPR, and obstructed airway. Upon successful completion of the course, CPR basic rescuer cards will be issued.

2 credits

#### **HE 112. BEGINNER TENNIS**

Topics include: Fundamentals of the rules, regulations, and the basic strokes and a general knowledge of how the game should be played.

3 credits

#### **HE 113. RECREATIONAL SWIMMING**

Equips the individual with beginner swimming skills and knowledge that helps insure reasonable safety in, on, or about the water.

3 credits

#### **HE 94. DANCE FUNDAMENTALS**

Designed for students in all fields. Includes the study and practice of popular dance forms: aerobic, ballet, disco, folk, jazz, modern and square. Physical conditioning, an appreciation of dance as an art form, and skill in composing are emphasized along with creative and rhythmic movement.

3 credits

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## **Department of Secondary Education**

*Professor: Thering (Chairperson)*

*Associate Professors: Duffy; Linnon*

*Assistant Professors: Cascone; Cobarrubias; Farrell; LeBlanc; McCartan; Morales*

*Professor Emeritus: Reiners*

The Department of Secondary Education offers courses leading to the degrees Bachelor of Science and Master of Arts in education. Graduates are eligible for New Jersey State certification to teach in public schools, grades K through 12.

Through a strong general education component of liberal arts courses, a field-oriented sequence of professional education studies, and a diverse selection of academic teaching fields, the Department of Secondary Education prepares competent, creative, and motivated persons for careers in teaching and alternate professions. Students may choose a single 51-credit teaching field or a major teaching field of 30-36 credits and a minor teaching field of 24 credits. Upon completion of the degree program, graduates are certified to teach in junior or senior high schools, or in their subject area K through 12.

The integration of educational theory with actual classroom experience is achieved through a structured series of field experiences which begin in the freshman year and continue through the culminating senior internship. Students are assigned to a variety of classroom settings and work closely with cooperating teachers and with departmental faculty.

The undergraduate program of the Department of Secondary Education offers the following teaching fields:

**Major and/or Minor Teaching Field**

Biological Science  
 Bookkeeping and Accounting  
 English  
 French  
 General Business Education  
 Latin  
 Mathematics  
 Spanish  
 Teaching English as a  
 Second Language

**Major Teaching Field Only**

Art  
 Science: Comprehensive/Physical  
 Social Studies

**Minor Teaching Field Only**

\*Bilingual/Bicultural  
 Chinese  
 \*Data Processing  
 German  
 Italian  
 Japanese  
 Nursery School  
 \*Psychology  
 Russian  
 \*Reading  
 \*Speech Correction  
 Teaching the Handicapped

In addition to an adviser in the Department, each student is urged to select one in his/her academic field.

## Major Program

In addition to the general School requirements for the degree (departmental core), all students must satisfactorily complete the required courses in professional education, their major/minor teaching fields and related areas, and free electives. For information regarding courses of study in various areas of subject matter concentration, send for School of Education Bulletin #5: Undergraduate Programs in Teacher Education.

<b>Freshman Year</b>		<b>Credits</b>
EN	English. Chosen in consultation with adviser.	6
HI	History. Chosen in consultation with adviser.	6
	†Mathematics, science or computer science. Chosen in consultation with adviser.	3
PH/RS	Philosophy/religious studies. Chosen in consultation with adviser.	6
ED 105.	School and Community Health Problems	3
SE 105.	History and Principles of Education Teaching fields	3 9
<b>Sophomore Year</b>		
EN	English. Chosen in consultation with adviser.	3
PH/RS	Philosophy/religious studies. Chosen in consultation with adviser.	3
ED 101.	Educational Psychology	3
SE 103.	Philosophy of Education and the School Curriculum	3
	†Mathematics, science or computer science Major and/or minor teaching field	3 15

\*Endorsement certification programs in Bilingual/Bicultural Education, Data Processing, Psychology, Reading, and Speech Correction can be taken with approval of the Department Chairperson.

†If biology, science, comprehensive, or physical science is selected as a major teaching field, the student is urged to take MT 90-91. Calculus I & II (8 credits).

Department elective. Chosen from English,  
fine arts, foreign languages, mathematics,  
science, social studies. 3  
Elective or teaching field 3

### Junior Year

SE 102. Strategies for Teaching 3  
SE 265. Reading Improvement in the Schools 3  
PH/RS Philosophical/religious studies. Chosen in  
consultation with adviser. 3  
ED 268. Educational Measurements 3  
Major and/or minor teaching field. 15  
Department electives. Chosen from English,  
fine arts, foreign languages, mathematics,  
science, social studies. 6  
SE 290. The Culture, the Community  
and the School 3

### Senior Year

SE 202. Senior Internship and Seminar 8  
CS 232. Advanced Foundations of Reading Instruction 3  
Electives 9

N.B. Evening students are required to follow the above  
program.

## COURSE DESCRIPTIONS

### SE 102. STRATEGIES FOR TEACHING

Principles, theories, and research findings applied to the development of teaching strategies by the teacher as decision maker, based on diagnosis of the student in the psychomotor, affective, and cognitive domains in teaching subject fields, grades K-12. Rights, privileges, and responsibilities of the teacher as professional. Importance of reading and study skills, media, and counseling. Trends in education: individualized instruction, differentiated staffing, open classroom, alternative schools, team teaching, accent on basics, programmed instruction, accountability, and behavioral objectives. Students required to prepare lesson plans in their major or minor fields and analyze their preprofessional experiences. 3 credits

### SE 103. PHILOSOPHY OF EDUCATION AND THE SCHOOL CURRICULUM

Philosophical, psychological, and social factors influencing the development of school curriculum in America. Emphasis on construction, development, and evaluation of curricula in each subject area. 3 credits

### SE 104 (ED 104). PSYCHOLOGICAL AND EMOTIONAL HEALTH IN THE SCHOOLS

For description, see page 166. 3 credits

### SE 105. HISTORY AND PRINCIPLES OF EDUCATION

The origin and development of the school in America. Emphasis on the philosophical, psychological, and sociological principles that determine its nature in accordance with the democratic philosophy of life. 3 credits

### SE 202. SENIOR INTERNSHIP

Prerequisite: Approval of Department chairperson  
The culminating ten-week experience of daily participation in the activities of an approved school under the guidance of a cooperating teacher and University faculty member. Weekly seminar. 8 credits

### SE 215. CONTEMPORARY SOCIAL PROBLEMS AND THE BILINGUAL CHILD\*

The process of socialization in American society and the ambivalence and frustration experienced by the bilingual child. Attempts of minority groups to preserve a traditional past and at the same time contribute to the enrichment of pluralistic societies. Emphasis on a cross-cultural perspective and development of positive self concepts in minority group pupils. Analysis of unique social issues from an educational and historical perspective to determine cause and effect relationships. 3 credits

\*For the complete program in Bilingual/Bicultural Education and TESL, see Bulletin #5.

**SE 231. BILINGUAL EDUCATION: THEORY AND PRACTICE IN CONTENT AREA**

Rationale for and approaches to bilingual teaching. Examination and evaluation of bilingual materials and media for various content areas; inquiry into the relevant findings of current research and experimentation.

3 credits

**SE 232. INTRODUCTION TO SECOND LANGUAGE TEACHING**

(Formerly Teaching English as a Second Language)

The underlying theory and practical application of techniques of teaching, listening, speaking, writing, and particularly reading English to non-native speakers of English. The major difficulties encountered by a non-English speaker; solutions to the various problems. Review of major textbooks and other instructional materials on the teaching of English as a second language and their usage.

3 credits

**SE 233. LANGUAGE, CULTURE, AND CIVILIZATION**

Analysis of the interrelationship of language and culture, emphasizing semiotics and context; the role of language and culture in shaping individuals, communities, and nations; and the use and abuse of language in advertising, education, and politics. A study of the role of non-verbal communication as it reflects regional stylism, history, and culture.

3 credits

**SE 234. TEACHING ENGLISH AS A SECOND LANGUAGE II**

A continuation of SE 232.

3 credits

**SE 265. READING IMPROVEMENT IN THE SCHOOLS**

Survey of the teaching of reading in the elementary school. Emphasis on skills and techniques necessary for reading at the secondary school level. Students work as teacher-interns in cooperating school districts on a one-to-one basis with students, gaining experience in reading instruction.

3 credits

**SE 266. ADOLESCENT LITERATURE**

For prospective teachers of reading and English. Principles for teaching the major literary genres to adolescents, based on the assumption that good teachers must develop their own strengths and their own styles. Consideration of a broad range of principles, strategies, and materials.

3 credits

**SE 267 (AR 167). CRAFTS: CREATIVE ART EXPERIENCES**

Art expression through the development of skills in paper-mache, rug hooking, batik, sand casting, stitchery, dough sculpture, decoupage, and weaving, and the relationship of these skills to culture, creativity, and personal growth.

3 credits

**SE 270. FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION**

The historical, theoretical, and cultural rationale for the construction of bilingual/bicultural education programs. Emphasis on the various approaches and models presently utilized and on applicable teaching methodology. Review of legislation, court decisions, certification requirements, and recent research findings.

3 credits

**SE 280 (EL 280, ED 280). COMPUTER LITERACY FOR EDUCATORS**

For description, see page 165.

3 credits

**SE 281-283 (ED 281-283). INDEPENDENT STUDY**

Prerequisite: Approval of Department chairperson  
For students who wish to design and conduct individual research in an area related to the psychological, historical, philosophical, and/or sociological bases and functions of education.

1-2-3 credits

**SE 285 (EL 298, ED 298). MICROCOMPUTER SOFTWARE EVALUATION**

Prerequisite: SE 280

For description, see page 165.

3 credits

**SE 286 (EL 297, ED 297). THE COMPUTER CURRICULUM**

Prerequisite: SE 280

For description, see page 165.

3 credits

**SE 287-288. FIELD EXPERIENCE IN THE SCHOOL**

Required of all transfer students (Minimum of 100 hours of field experience.)

Prerequisite: Departmental approval. All students who plan to register for Senior Internship during the Spring Intersession must register for SE 287 the semester prior to Intersession.

Structured exposure to the educational environment designed to involve the student immediately in the school situation as a teacher-aide supervising and instructing pupils and in performance of office duties and classroom duties. Experimental concepts. SE 287 satisfies the bilingual teaching requirement.

3 credits each

**SE 289 (EL 296, ED 296). PROGRAMMING A MICROCOMPUTER**

Prerequisite: SE 280

For description, see page 165.

3 credits

**SE 290. CULTURE, COMMUNITY, AND SCHOOL**

Uplifting outlook toward world and American cultures. Helping all persons achieve equality and freedom; minorities, women, handicapped, aging, youth, others. Coping with complex issues: economic tragedy, drugs, divorce, single parent, teen-age pregnancy, child abuse, equal education, nuclear threat, ecology, environment. How to be best among professional helpers, unfolding creativity, erasing fear and guilt. Evaluation based on reflections and optional, creative project.

3 credits

**SE 293. CONSUMER EDUCATION**

Exploration of consumer education and related areas including motivation, behavior, patterns of purchasing, and the consumer's decision-making process. Understanding of consumer education in the curriculum for actual implementation. 3 credits

**SE 295. CAREER EDUCATION**

Exploration of the world of work and such related

areas as career awareness, self-awareness, decision making, economic awareness, and employability skills. 3 credits

**SE 299. APPLIED LINGUISTICS OF TESL**

A study of the application of linguistic theories and principles to language acquisition, reading, writing, and speaking. Special emphasis on teaching of language arts in a bilingual setting. 3 credits

## Advisory Committee on Teacher Education

Sr. M. Gerard Cleary, S.S.N.D.

Director of Sister Education  
School Sisters of Notre Dame  
Wilton, Connecticut

Rev. Michael Kelly

Headmaster  
Seton Hall Preparatory School  
South Orange, New Jersey

Rev. Msgr. John P. Hourihan

St. John's Church  
Newark, New Jersey

Simeon F. Moss

Assistant Superintendent  
of Vocational Schools  
Essex County Vocational Schools Office  
East Orange, New Jersey

Paul A. Schneider

Assistant Superintendent of Schools  
Glen Rock, New Jersey

## University Committee on Teacher Education

Harry Ashworth  
Physical Science

Petra Chu  
Art Education

Jack P. Donis  
Business Education  
Accounting

Thomas A. Duff  
English

Charles Franke  
Mathematics

Alexander Jovicevich  
Modern Languages

Frank F. Katz  
Biology

Rev. Bert Marino  
English

Ellen McGuire  
Classical Studies

Julia Miller  
African-American Studies

Francis Murphy  
Psychology

Joseph L. Peluso  
Communication

Rev. John Radano  
Religious Studies

John Saccoman  
Mathematics

Bernhard W. Scholz  
Dean  
Arts and Sciences

Edward Shapiro  
History

Francis Smith  
Modern Languages

Winston Yang  
Asian Studies  
Bilingual/Bicultural

# COLLEGE OF NURSING

*Dean:* Kathleen Dirschel

*Associate Dean:* Patricia Munhall

## Faculty by Departments

### **Foundations/Mental Health, Psychiatric Nursing**

*Associate Professors:* Cash; **Patrick (Chairperson)**; Patrylow; Scharf

*Assistant Professors:* C. Barry; Buchen; Cardinale; Fox; Grisham; Rummel; Valenzano

*Instructors:* Gage; Greenfield; Marvel; Sobel

### **Maternal/Child Nursing**

*Professor:* Iorio (**Acting Chairperson**)

*Associate Professors:* Champion; Essoka

*Assistant Professors:* Gelmann; Johanson

*Instructors:* O'Grady; Rush; St. Hilaire

*Adjunct Faculty:* P. Barry; Bugel; Caldwell; Kiernan; Mahoney; Weingarten

### **Adult Nursing**

*Professor:* Baumgartner

*Associate Professor:* **Russo (Chairperson)**

*Assistant Professors:* Adler; Enge; Lehmann

*Instructors:* Just; Murray; Nelson; Symonies; Temmler

*Adjunct Faculty:* DiCiancia; Fish; Gibson; Vaglio

### **Graduate Faculty Teaching in Undergraduate Program**

*Associate Professors:* Hutchison; Palumbo

*Assistant Professor:* Bower

*Coordinator, Continuing Education:* Joan E. Lutkus

*Director, Multipurpose Lab:* Florence Hargett

*Director, Learning Resources:* Ronald E.J. Myzie

The College of Nursing offers a program of study leading to the degree Bachelor of Science and is accredited by the National League for Nursing and the New Jersey Board of Nursing. The program combines liberal education with basic preparation in profes-

sional nursing. The graduate is eligible to take the state examination for Registered Nurse licensure. As a Registered Nurse the baccalaureate graduate is prepared to practice nursing in a variety of settings and to continue education on a graduate level.

The nursing courses in the curriculum of the College of Nursing are organized on the basis of Dorothea Orem's self-care theory of nursing. In the freshman and sophomore years the client as an individual, the roles and functions of the nurse, and the universal self-care demands of all persons are studied. In the junior and first semester senior courses, the focus is broadened to consider the individual client in family and community setting, the variety of nursing systems and their determinants, and the self-care demands of persons in healthy or in health deviation states. The last semester gives the student the opportunity to deal with the full range of clients, the full implementation of the nursing role in any nursing system, and the full variety of self-care demands.

The program of study is open to qualified high school graduates, junior and senior college graduates, transfer students from other colleges, and former students of diploma programs in nursing.

Gamma Nu Chapter of the national nursing honor society, Sigma Theta Tau, received its charter at formal induction ceremonies on April 7, 1978.

### *Admission Requirements*

In addition to the general University requirements for admission, the College of Nursing requires that the applicant complete one unit in biology and one unit in chemistry.

### *Health Examination*

Students are not eligible to participate in clinical nursing experiences unless annual health requirements are met. The Health Examination Form, giving specific requirements, is available from the College of Nursing.

### *Liability Insurance*

Students taking clinical nursing courses must be covered by liability insurance. Application forms and additional information can be obtained from the office of the College of Nursing.

### *Course Identification*

The course numbering system used throughout the University is described on page 24. The designation NU is used for nursing courses; the designation NP is used for interdisciplinary courses in nursing and psychology; the designation NW is used for interdisciplinary courses in nursing and social work.

### *Challenge Examinations R.N. Students*

The University offers a voluntary testing program of challenge examinations to registered nurses who have matriculated for the bachelor's degree in nursing. A specified number of credits in science, sociology, psychology, and nursing can thus be earned. If a student does not perform satisfactorily on a particular examination, the prescribed course must be taken to fulfill the degree requirements. Permission to take challenge examinations must be approved by the chairperson of the department in which the course being challenged is located. Detailed information concerning challenge examinations is available from the College of Nursing office. Information and testing dates are published in each semester's Registration Handbook.



## *Requirements for Progression*

To enroll in the first sophomore clinical nursing course, students must have a minimum of a 2.0 cumulative average and at least a C in BI 2, BI 3, CH 11, and NU 20. To enter later clinical nursing courses, students must maintain at least a 2.0 cumulative average. Additionally, students must complete all courses in one Level in order to proceed to the next Level.

Any student who achieves less than a C grade in the theoretical portion of a major clinical nursing course or less than Pass status in the clinical component of the course must repeat the entire course. Students also will be expected to exhibit personality and emotional characteristics consistent with a developing professional nurse role. If, after consultation and work with approved counselors, students do not meet these criteria to the satisfaction of their professors, they will not be permitted to continue the nursing program.

Retention and progression in the nursing program is also determined by the student's ability to meet successfully the requirements identified in the policy statements entitled "Academic Standards for the College of Nursing."

### *Summer Clinical Courses*

Clinical nursing courses are offered during summer sessions when the following conditions and policies are met: (a) available faculty and clinical agencies and (b) an adequate number of students who have achieved an overall cumulative average of 2.5 or better and a cumulative average of 2.5 or better in required nursing courses. Students who have failed a nursing clinical course may not repeat it in a summer session.

## **Degree Requirements**

To attain the Bachelor of Science degree in the College of Nursing, all students must satisfactorily complete the general liberal arts and professional requirements and enough free electives to total 130 credits. Professional requirements include 53 credits\* in nursing and 33 credits in supporting biological and social sciences. The four-year program is planned by the student in consultation with a faculty adviser.

### **Level I**

#### **Freshman Year**

<i>Fall</i>		<b>Credits</b>
BI 2.	Human Anatomy and Physiology I	4
CH 11.	Elements of Chemistry I	4
EN 9.	College English I	3
PS 1.	Introduction to Psychology	3
SO 91.	Principles of Sociology	3

\*A curriculum change is scheduled for the academic year 1983-84, increasing the number of nursing credits in the curriculum.

<i>Spring</i>		
BI 3.	Human Anatomy and Physiology II	4
CH 12.	Elements of Chemistry II	4
EN 10.	College English II	3
PS 165.	Developmental Psychology	3
NU 20.	Perspectives in Nursing	3

### **Sophomore Year**

<i>Fall</i>		<b>Credits</b>
NU 130.	Dimensions of Nursing: Assessment	4
BI 4.	Introduction to Microbiology	4
	Statistics elective. (MT 35 or PS 108)	3
PH 1.	Introduction to Philosophy	3
	Elective in cultural anthropology	3
	(AN 40, 102, 190, 220, 222, 227 or SE 290)	

<i>Spring</i>		
NU 131.	Dimensions of Nursing: Intervention	4
PY 3.	Elements of Physics	4
NU 112.	Research in Nursing	3
	Elective in religious studies	3
	Humanities elective*	3

## **Level II**

### **Junior Year**

<i>Fall</i>		<b>Credits</b>
NU 240.	Human Responses to Physiological Alterations	3
NU 242.	Dimensions of Nursing: The Childbearing Family	6
	Elective in HI or PO	3
	Ethics elective (PH 13)†	3
	Free elective	2

<i>Spring</i>		
NU 244.	Dimensions of Nursing: The Childrearing Family	6
NU 255.	Dimensions of Nursing: Psycho-Social Focus I	4
	Elective in HI or PO	3
	Free elective	3

### **Senior Year**

<i>Fall</i>		<b>Credits</b>
NU 143.	Legal Aspects in Nursing	2
NU 251.	Dimensions of Nursing: Family Health Deviations	6
NU 256.	Dimensions of Nursing: Psycho-Social Focus II	3
	Free elective	3

## **Level III**

<i>Spring</i>		
NU 270.	The Nurse in the Health Care Delivery System	3

\*Choice from among AR, AS, BL, EN, HI, HU, MO, PH, or RS courses.

†PH 13 required for students entering Fall 1981 and after.

NU 280. Nursing Field Experience	6
Humanities Elective *	3
Free elective	3
Total	<u>130</u>

## *Cooperating Community Agencies*

Students obtain their clinical experience in a variety of settings. For this experience, they will be assigned to several of the 60 hospitals, nursing homes, and community health agencies which cooperate with the College of Nursing.

## COURSE DESCRIPTIONS

### NU 20. PERSPECTIVES IN NURSING

Introduction to the concept of professional nursing, its evolution and the many psycho-social, religious, and political factors that influenced and continue to influence its development through the years. Explores nursing and the nurse's role as it relates to health, the health care delivery system, and the consumer. An introduction to the nursing process and its use examined within Orem's self-care practice framework. 3 credits

### NU 112. RESEARCH IN NURSING

Prerequisites: Statistics, NU 130  
An introduction to the systematic investigation of problems. A review of current research in nursing and related fields to teach students to read critically and to apply relevant studies to nursing practice. 3 credits

### NU 127. PERSPECTIVES AND DIMENSIONS OF NURSING

Prerequisites: BI 2, BI 3, CH 11, NU 20 and R.N. licensure  
Focuses upon the assessment component of the nursing process within the framework of self-care theory. Clinical experiences include extensive practice with comprehensive assessments of clients of varied age groups. Socialization into the professional practice role is an integral component of the course. 4 credits

### NU 130. DIMENSIONS OF NURSING: ASSESSMENT

Prerequisite: Completion of required freshman year courses.  
The first clinical nursing course builds on the nursing theory base established in the freshman nursing course. Within the context of the nursing process, the focus is on the ability of the student to obtain a comprehensive nursing assessment on an adult individual. From the data the students evaluate the client's self-care ability and, based on assets and deficits, identifies nursing problems. Clinical experiences include extensive practice in communication and physical assessment skills in the practice laboratory and assessments of clients in selected community agencies. 4 credits

### NU 131. DIMENSIONS OF NURSING: INTERVENTION

Prerequisite: NU 130  
Builds on the nursing assessment base gained in NU 130. Emphasis on nursing diagnoses; selected methods of assisting clients to overcome their self-care deficits. Elements of designing nursing systems. 4 credits

### NU 143. LEGAL ASPECTS OF NURSING

Prerequisite: NU 242 or NU 244  
The rights, privileges, and obligations of nurses in relation to colleagues, employers, patients, and all other health care providers. How a democratic, representative society operates; how to use and change that society for the welfare of its citizens. 2 credits

### NU 147. BILINGUAL/BICULTURAL SEMINAR FOR THE HEALTH-CARE PROFESSIONS

Useful expressions, questions, and directions that health workers need to communicate with Spanish-speaking people. Selected cultural aspects of Hispanic society. 3 credits

### NU 174. HEALTH ASPECTS OF AGING

For description, see page 77. 3 credits

### NU 175. LONG-TERM CARE OF THE CHRONICALLY ILL ADULT

For description, see page 77. 3 credits

### NU 240. HUMAN RESPONSES TO PHYSIOLOGICAL ALTERATIONS

Prerequisite: NU 131  
Human responses to internal and external stresses that result in physiological alterations with potential or actual deficits in the ability to give self-care. 3 credits

### NU 242. DIMENSIONS OF NURSING: THE CHILDBEARING FAMILY

Prerequisite: Completion of Level I Co- or prerequisite: NU 240  
Designing and implementing supportive developmental systems of care for women from puberty through menopause and partially compen-

satory systems of care for families during the childbearing cycle. 6 credits

**NU 244. DIMENSIONS OF NURSING:  
THE CHILD-REARING FAMILY**

Prerequisite: Completion of Level I  
Co- or prerequisite: NU 240

Designing and implementing supportive developmental systems of care for children from birth through adolescence and partially compensatory systems of care for families during the child-rearing years. 6 credits

**NU 251. DIMENSIONS OF NURSING:  
FAMILY HEALTH DEVIATIONS**

Prerequisite: Completion of junior year nursing courses

The design of systems of nursing care for adult clients with complex health deviations, who have limited or no ability to assume responsibility for their own health care. Consideration of the client's relation to the family and to the larger community. 6 credits

**NU 255. DIMENSIONS OF NURSING:  
PSYCHO-SOCIAL FOCUS I**

Co- or prerequisite: NU 242 or NU 244

Designed to aid students to apply previously learned behavioral concepts and principles of communication and acquire an understanding of psycho-dynamic theories. Students use the nursing process to intervene into psycho-social self-care deficits of individuals as members of the family and other social systems. 4 credits

**NU 256. DIMENSIONS OF NURSING:  
PSYCHO-SOCIAL FOCUS II**

Prerequisite: NU 255

Designed to assist students to augment previously acquired psycho-social nursing skills in working with groups and families as client systems. The students expand their use of the nursing process while focusing on primary, secondary and tertiary levels of prevention. Nursing situations are examined within a social system and self-care framework with an emphasis upon the delivery of mental health services and the interrelationships between the individual, family, and community. 3 credits

**NU 270. THE NURSE IN THE HEALTH-CARE  
DELIVERY SYSTEM**

Prerequisite: Completion of Level II

Professional nursing practice within the health-care delivery system, and an examination of that system. An analysis of specific issues and needs in health-care delivery from a nursing perspective. 3 credits

**NU 280. NURSING FIELD EXPERIENCE**

Prerequisite: Completion of Level II

Co- or prerequisite: NU 270

Professional nurse/client relationships initiated and maintained by the student with faculty and preceptor collaboration and guidance. Student application of theoretical and empirical knowledge from previous courses within a self-care framework according to client needs. Stress on nursing judgment; utilization of all available resources and referrals. Emphasis on self-evaluation, client evaluation, and peer review. 6 credits

**NU 291-293. INDEPENDENT STUDY IN  
NURSING**

Prerequisite: Completion of the junior year nursing courses

An opportunity for seniors to study a selected area or problem in nursing in greater depth and to develop the ability for self-directed learning.

NU 291. 1 credit

NU 292. 2 credits

NU 293. 3 credits

Interdisciplinary course offered jointly by the College of Nursing and the Department of Psychology

**NP 163. PRACTICUM IN ADULT-CHILD  
RELATIONSHIPS**

Emphasizes the use of specific child-rearing techniques in various age groups to help teachers and parents develop positive relationships with children. 3 credits

Interdisciplinary courses offered jointly by the College of Nursing and the Department of Social Work

**NW 230-231. PRACTICUM IN COMMUNITY  
HEALTH PROGRAMS I & II**

Prerequisite: None for NW 230; for NW 231, NW 230 or permission of instructor

NW 230. A theory and practice course involving a collaboration between the two disciplines but not limited to them. Health status, health-care delivery systems, and program planning. 3 credits

NW 231. A theory and practice course, dealing with community survey, support, and promotion of community-health programs, budgeting and financing, implementation, evaluation. Participation in community-health programs. 3 credits

# CENTER FOR AFRICAN-AMERICAN STUDIES

*Associate Professor:* Greene

*Assistant Professors:* J. Allen; Auguste; Cascone; Caulker; **Miller (Director);**  
**Pritchett (Assistant Director);** Sales

*Adjunct Instructors:* Carter; Cobbs; Coleman; Davie; Edwards; Fernandez;  
Look Lai; Saunders; Thomas

The Center for African-American Studies offers programs leading to the degree Bachelor of Arts and, with the School of Education, the degree Master of Arts in education. There is also an African-American studies minor certificate.

The Bachelor of Arts in African-American studies is an inter-disciplinary program of studies in the social and behavioral sciences, mathematics, and the humanities, with practical field experiences applied to the special needs of the Black community. It is grounded in developing in the student a broad background and understanding of all aspects of Black culture-history, forms of expression, and application as well as the knowledge of other ethnic cultures. Students develop skills in policy analysis, scientific social and cultural research, and formulation of community development and improvement proposals. Depending on their preference, graduates are prepared to work in social and educational institutions and agencies, government, business, or the arts, libraries, museums, communications, and related areas. Graduates are fully prepared to take advantage of graduate training in Black studies, the social and behavioral sciences, the arts, humanities, and the professions.

The Center for African-American Studies seeks to encourage serious scholarship committed to social change and obtaining human rights and, through the study of the unique history, society, and life of Black people, encourages active participation in the struggle for social justice and freedom for Black people and thus for all peoples.

Major decisions of the Center for African-American Studies are made by an advisory board consisting of faculty and students from various schools of the University and other members of the Black community — thus the Black scholar working in Black studies is accountable to Black people.

## Major Program

To attain the Bachelor of Arts degree students must complete the major requirements and enough free electives to total 130 credits. Grades received must be such that at completion of work for the degree the student will have a cumulative quality unit average of at least 2.0. Each student will be assigned a faculty adviser who will assist in planning a four-year program.

### *Core Curriculum (54 credits)*

		Credits
BL 83-84.	Elementary and Intermediate Urban Spanish	6
BL 200.	Early Afro-American Literature	3
BL 201.	Survey of Black Studies	3
BL 205.	Modern Afro-American Literature	3

BL 209-210.	History of African Civilization I & II	6
BL 211.	Afro-American History I	3
BL 220.	Black Cultural Philosophy	3
BL 223.	Afro-American History II	3
BL 283.	Senior Seminar	3
CI 17.	Introduction to the Use of the Digital Computer	3
CI 61.	Information Systems and COBOL Programming I	3
EN 9-10.	College English I & II	6
MT 30.	Fundamental College Mathematics	3
MT 35.	Statistics I	3
	Introductory Science Course	3
	2 elective courses from each of five major options	30
	5 free electives from African-American Studies	15
	Free electives outside of African-American Studies	31
	<b>Total</b>	<b>130</b>

The Center's five major options are:

**Social Science:** BL 204, BL 217, BL 240, BL 244, BL 262, BL 272, EC 1, EC 2

**Behavioral Science:** BL 230, BL 232, BL 272, BL 286, PS 5-6

**Education:** BL 129, BL 230, BL 235, BL 285, BL 286, BL 287

**African Studies:** BL 168, BL 214, BL 219, BL 247, BL 263, BL 264, BL 265, BL 266.

**Humanities and Fine Arts:** BL 168, BL 172, BL 200, BL 205, BL 206, BL 220, BL 227, BL 296.

The core requirements and major option total from 70 to 79 credits, leaving from 54 to 60 credits (depending on the major option) for free electives. Electives may be additional courses within or outside of the Center's offerings, but more likely to complete a departmental major in another school of the University, thus in effect pursuing a double major with a degree in African-American studies.

## Minor Program—Requirements

		Credits
BL 201.	Survey of Black Studies	3
BL 210.	Introduction to African Civilization	3
BL 211.	Afro-American History	3
BL	Electives related to major	9-12

The certificate is awarded to students who have achieved a C or better grade in each course after successful completion of the written/oral examination, given by the faculty of the Center for African-American Studies. If a student has completed 18 credits in African-American studies, but lacks one of the core courses, he or she may take an examination on the subject matter.

# COURSE DESCRIPTIONS

## **BL 73. BASIC RESEARCH AND WRITING**

The development of research skills in several areas, including reporting results. Analysis of research materials. Basic writing skills used in short essays and long papers involving published research and the student's own findings. 3 credits

## **BL 75-76. BLACK CHOIR**

From ideas to performance, using various musical forms drawn from traditional Black music. 1-2 credits

## **BL 83-84. ELEMENTARY AND INTERMEDIATE URBAN SPANISH I & II**

Understanding and conversing in the Spanish vernacular common to urban areas in the United States. A thorough exposure to grammar and those factors, such as pronunciation, intonation, word stress, basic to Spanish conversation. 3-6 credits

## **BL 99. PUERTO RICANS IN THE MAINLAND**

An overview of the Puerto Rican presence and experience in the U.S. mainland, from a perspective combining social, cultural, and historical elements. Comparative analysis of the dynamics of the Puerto Rican experience in terms of Island roots, with particular emphasis on the unique manifestation of the Puerto Rican experience in the U.S. 3 credits

## **BL 127. THE BLACK MAN AND WOMAN**

Analysis of historical and sociological perspectives of the black man and woman as separate entities and as partners. Primary focus on the African-American experience. Myths and misconceptions. Contemporary issues: projections for the future. 3 credits

## **BL 129. THE BLACK FAMILY**

The Black family in America. Effects of slavery in Africa and the United States. Urban and rural America. Effect of socio-economic levels. 3 credits

## **BL 166. PERFORMING ARTS**

From ideas to actual performance using music, dance, and drama with students participating. 3 credits

## **BL 169-170. MODERN DANCE I & II**

A performance course based on the use of space, sense rhythm, positions, and sequence of movements, and general aesthetic associated with the Black experience in dance. 1-2 credits

## **BL 199. CONTEMPORARY AFRICAN LITERATURE**

Introduction to some of the major African novelists and poets, such as Chinua Achebe, Camara Laye, and Denis Brutus. Identification of recurring themes and comparison of various writers' attitudes toward the themes. 3 credits

## **BL 200. EARLY AFRO-AMERICAN LITERATURE**

Survey of the major developments in Black literature since the 19th century. A look at literature in view of social, political, and cultural movements of Afro-Americans. Comparisons with some works of Africans throughout the diaspora. 3 credits

## **BL 201. SURVEY OF BLACK STUDIES**

Origins of Black people. African civilization in the Western hemisphere. Folklore, mythology, and customs. Rise of Black nationalism. Role of Black consciousness. Present-day alternatives. 3 credits

## **BL 204. PUBLIC INSTITUTIONS VS. BLACK SELF-DETERMINATION**

A critical examination of the origins and functions of public institutions and their effect on the Black community. Methods used by professionals and non-professionals to promote agencies that are more responsive and responsible. 3 credits

## **BL 205. MODERN AFRO-AMERICAN LITERATURE**

Black writings involved with social protest and as an outgrowth of social change. The Black writer as "mover," directing himself to his own community. Richard Wright to Imamu Baraka and contemporary "neo-African" and pan-African writers. 3 credits

## **BL 206. AFRO-AMERICAN INFLUENCE IN MUSIC**

A performance/seminar/discussion format analyzing Black music from an historical perspective and as a unique vehicle for cultural expression and human communication, and as a basis for understanding the social and psychological development of the Afro-American. Requirements include concert attendance and listening assignments. 3 credits

## **BL 209-210 (HI 151-152). HISTORY OF AFRICAN CIVILIZATION I & II**

Part I: Emphasizes independent developments in African civilization and the impact those developments have had on human progress. 3 credits

Part II: A study of the traditional peoples and cultures, survey of contacts between Africa and the outside world with emphasis on colonialism, decolonization, and the independence era. 3 credits

## **BL 211 (HI 173). AFRO-AMERICAN HISTORY I**

The interaction between Black and white society in the United States and the nature of Black society and culture. 3 credits

## **BL 213. AMERICAN FOREIGN POLICY IN AFRICA**

Historical development of American foreign policy in Africa. Analysis of the institutions and political and economic forces that shaped policy toward African countries and Africa's response to American foreign policy. 3 credits

## **BL 214 (PO 165). AFRICAN POLITICAL INSTITUTIONS**

An African-centered political systems course. The salient variables—economic, social, and political—involved, with discussion of specific experiences. Examination of the traditional background, the colonial experience, and the post-independence era. 3 credits

**BL 217. URBAN BLACK POLITICS\***

An analytical study of the impact of Black participation in American political institutions and their responsiveness to the political demands of the Black community. 3 credits

**BL 219. AFRICAN RELIGIONS**

Explores the complex nature of the African system of thought concerning God, man, animate, and inanimate things, and the meaning of religious experience in African society. The effect of Christianity and Islam on African religious thought. 3 credits

**BL 220 (PH 151). BLACK CULTURAL PHILOSOPHY**

Black thought and its impact on the world from ancient Africa through contemporary societies. 3 credits

**BL 222. HISTORY OF BLACK NATIONALISM**

Examines the writings, philosophies, and accomplishments of the proponents of Black nationalism, beginning with David Walker and continuing to Edward Blyden, Campbell, B.T. Washington, Garvey, DuBois, Hon. E. Muhammad, Karenga, Baraka, and others. 3 credits

**BL 223 (HI 182). AFRO-AMERICAN HISTORY II**

A continuation of BL 211. 3 credits

**BL 227 (RS 148). THE BLACK CHURCH**

The Black church as a strong social, educational, and economic institution in the Black community—from slavery until modern times. 3 credits

**BL 228. MARTIN LUTHER KING, JR. HONORS SEMINAR**

Designed for Martin Luther King, Jr., scholars. An exploration of the philosophical development of Martin Luther King, Jr. Study of theories of leadership through examination of the history of multicultural leaders in the 19th and 20th centuries. Seminar faculty assist students in development of a research paper relative to seminar topics. 3 credits

**BL 230. PSYCHOLOGY OF THE BLACK EXPERIENCE**

Contemporary psychology and white racism. Consequences of being Black. Strengths of the Black community. Alternative psychological models. 3 credits

**BL 232. COMMUNITY MENTAL HEALTH**

Indices of mental health as defined in terms of the unique community. The role of the professional and non-professional in developing viable alternatives. Crisis intervention, sensitivity training, and community control as mechanisms for fostering community mental health. 3 credits

**BL 235. TEACHING THE BLACK EXPERIENCE**

Focuses on the methods of teaching the salient facts of the Black experience to primary school children.

Includes field visits and classroom observations in inner-city traditional and alternative schools. 3 credits

**BL 237. HISTORY OF BLACK EDUCATION**

History of Black education from its origins in Timbuktu, Egypt, and Ethiopia. Impact on Western civilization. Black colleges and universities; the Black student on the white campus. The Black scholar and the community; contributions of Black scholars to general knowledge. The myth of Black intellectual inferiority. Role of education in American society; educational innovation and improvement. Proposes models for urban education and its institutions, community involvement, and community control. Preschool programs. Liberation schools. 6 credits

**BL 240. MANAGEMENT AND ADMINISTRATION**

Sound administration and management principles. Special economic concerns which confront the Black community; examination of Black employment and business. 3 credits

**BL 241. CONCEPTS OF ECONOMICS**

A basic course in political economy. Anatomy of societies through a study of economic structures and, in particular, production relations. The American economy as it addresses problems of inequality, racism, sexism, pollution, etc. Political economy compared to economics as a way of understanding pressing social issues. Extensive use of mathematical problems and models to clarify basic concepts. 6 credits

**BL 243. BLACK ECONOMIC DEVELOPMENT**

Economic and social development of Afro-American institutions. Analysis of the functions of various strategies of development. 3 credits

**BL 244. THE POLITICAL ECONOMY OF RACISM**

An analysis of the anatomy of contemporary racism in the U.S. Examination of the socio-economic structure, especially in the urban setting, as the dynamic creating and recreating institutional racism. Topics include: the political economy of the ghetto; alternative models for analysing the ghetto crisis, i.e., the ethnic model, the colonial and neo-colonial models; alternative strategies for economic development of ghetto areas. 3 credits

**BL 245. BLACK SOCIAL SYSTEMS**

A study of the systematic attempts that Black people have used to improve their social position in America. Strong emphasis on the role of the Black church. Black educational philosophy and the successes and failures of Black organizations and economic programs. 3 credits

**BL 247. PROBLEMS OF AFRICAN ECONOMIC DEVELOPMENT**

A materialistic analysis of problems associated with underdevelopment in Africa. The origin and evolu-

\*This course is sometimes given together with PO 138. Ethnic Politics.



tion of the "anatomy" of underdevelopment through the concept of "structured dependence." Investigation of trade, colonization, foreign ownership of means of production, and dependence on the world market to demonstrate the roots of underdevelopment in the contemporary and historical relationship between Europe and Africa. The theoretical and practical validity of examination of alternate development strategies, including socialist planning. 3 credits

**BL 255. CARIBBEAN EXPERIENCE**

The focal points of elements and issues that figure in the everyday lives of Caribbean people. Selected readings and brief reports, a limited number of slides, taped materials, and guest informants. 3 credits

**BL 262. ORGANIZING THE INNER CITY**

(Formerly Black Community Organization)  
Methods of organizing Black communities to alter the responsiveness of institutions, assume control of them, or replace them. Heavy emphasis on the theories of power, politics, and community control along with practical examples. 3 credits

**BL 263 (HI 262). HISTORY OF WESTERN AFRICA**

An in-depth study of the primary forces that have shaped the political, cultural, and social development of the area. 3 credits

**BL 264 (HI 263). HISTORY OF EAST AND CENTRAL AFRICA**

An in-depth study of both the internal and external factors that have helped to shape the history of the area. 3 credits

**BL 265 (HI 261). HISTORY OF SOUTHERN AFRICA**

An in-depth study of the historical development of African and European societies in Southern Africa. Special emphasis on the beginnings and growth of white settlement and the evolution and *de jure* institutionalization of apartheid. 3 credits

**BL 266 (HI 264). HISTORY OF NORTH AFRICA**

Topics in North African history—pre-Arab era; Arabization and Islamization; Ottoman rule; North Africa since the Napoleonic invasion. 3 credits

**BL 272. SOCIAL RESEARCH AND THE BLACK AMERICAN**

Analysis of research projects about and by Black Americans. Students develop research skills, including reporting of research. 3 credits

**BL 274. COMMUNITY RESEARCH INTERNSHIP AND SEMINAR**

Pragmatic community research, based on the assumption that the urban community understands its needs and that the University can and must assist in research to provide community-based groups with essential data. Students learn specific skills,

i.e., computer functioning and capability, census tract reading, data collection and compilation, report writing. Joint student-community and faculty projects. 6 credits

**BL 275. ADVANCED SEMINAR IN GERONTOLOGY: SPECIAL TOPICS**

For description, see page 77. 3 credits

**BL 276. MINORITY AGING**

For description, see page 77. 3 credits

**BL 277. PRACTICAL ORIENTATION IN INNER-CITY NEIGHBORHOOD LIFE**

For advanced undergraduate and graduate students, an involvement with inner-city residents in researching neighborhood needs, demographic designs, and collaborative problem solving. Problems, resources, city services, and alternatives for change. Using community organization processes and motivation to mobilize resources and neighborhood manpower for problem solving and improvement. Students assigned in groups in designated geographic areas, reflecting random samplings of socio-economic and political life. 6 credits

**BL 279-280. INDEPENDENT STUDY**

For upperclassmen, independent research under the supervision of the Black studies faculty. Theoretical or practical work in community available. Faculty assigned according to areas. 6 credits

**BL 283. SENIOR SEMINAR**

Conducted by Center faculty members. Focuses on the synthesis of field experience and classroom study through preparation of a major research project. 3 credits

**BL 287. THE BLACK CHILD**

A critical investigation of those factors that condition and determine the physical, mental, emotional, and spiritual development of the Black child. Topics include family and community life, education, and self-awareness. 3 credits

**BL 291. MAJOR FIGURES IN AFRO-AMERICAN LITERATURE**

An in-depth study of major Afro-American literary figures, their lives and major works. 3 credits

**BL 296. MASS MEDIA AND MINORITIES**

A study of mass media from a Black perspective. Covers a broad outline of the history of media and its developments, paralleling Black media and white media and the impact each has had on the other and on the institutions of our society. 3 credits

**BL 297. WORKSHOP IN CREATIVE ARTS**

Depending on student interest and enrollment, workshop concentrates on writing, painting, or drama. Instructors selected from professionals in respective areas. 3 credits

The following graduate course is open to undergraduates with permission of the instructor.

**BL 365. STUDIES IN 19TH-CENTURY AMERICA: SLAVERY AND ABOLITION**

A seminar focusing on economic, social, and political aspects of slavery in America. Contrast in patterns of slavery and attitudes toward bondage in Africa and Europe. Physical, cultural, and psychological effects of bondage in the U.S. and to a lesser extent in Latin America and the Caribbean. The growth of abolitionist sentiment from its origins

in Europe and America through 19th-century political anti-slavery. The slavery experience as a key to contemporary race relations. 3 credits

The following courses may not be offered in 1982-84. Students may pursue the subject matter through independent study.

- BL 116. POLITICS AND PUBLIC POLICY
- BL 172. AFRO-AMERICAN ART
- BL 221. CULTS AND CULTISM
- BL 231. COMMUNITY PSYCHOLOGY

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## **MILITARY SCIENCE**

### **Reserve Officers' Training Corps**

*Professor:* Wilson

*Assistant Professors:* Bowersox; Fredo; L. Jones; Mlynarski; Stuhlmiller

*Instructors:* Breckenridge; Chambliss; Justice

The Department of Military Science offers a variety of courses which are open to all University students. Most courses are accepted as electives, or a student can follow a prescribed curriculum toward a commission in the U.S. Army. The Army ROTC courses aid students by providing leadership and management experience; providing opportunity for a military career in the Active Army or a Reserve Component; developing self-discipline, physical stamina, and poise; enhancing development of management skills; developing qualities basic to success in any career; and providing academic credit for course completion.

The Army awards scholarships on a competitive basis to outstanding young men and women who are interested in the Army as a career. The scholarships provide tuition, textbooks, lab fees, and a monetary allowance of \$100 each month, for up to ten months of each school year the award is in effect. Army ROTC scholarships are offered for four, three, two, and one years. The four-year scholarships are awarded on a worldwide competitive basis to U.S. citizens who will be entering college as freshmen. The three-year, two-year, and one-year scholarships are awarded competitively to students who are enrolled or are eligible for advanced placement in ROTC, including those who are cross-enrolled at nearby colleges and universities. All scholarship students are required to take one semester of a foreign language. Scholarship inquiries should be directed to the Department of Military Science.

The ROTC program consists of a Basic Course and an Advanced Course of study. In addition, Army ROTC is composed of either the traditional four-year program of instruction or a two-year program.

**The Two-Year Program** is designed for junior and community college students or sophomores at four-year institutions who have not taken ROTC or students entering a two-year postgraduate program of any kind. Students eligible for advanced placement for the Basic Course may complete requirements for their commission in two years. Students in the two-year program receive the same financial assistance as other Advanced Course students. Applicants must successfully complete six-week leadership instruction at a Basic Camp during the summer prior to a formal enrollment in the fall. Cadets receive pay, plus other benefits, while attending the Basic Camp. Information can be received from the Department of Military Science.

**The Four-Year Program of Instruction** consists of a two-year Basic Course and a two-year Advanced Course of instruction.

**Basic Course Policies.** The Basic Course is normally taken during the freshman and sophomore years. Course work covers the areas of management principles, national defense, military history, leadership development, military courtesy and customs, map reading, and rifle marksmanship techniques. The Basic Course imposes no obligation on the part of students. The Basic Course requirements may be waived by the Professor of Military Science for those who have had Junior ROTC or active duty experience. However, MI 30. Map Reading and Land Navigation Techniques and MI 160. American Military History and MI 100. Introduction to ROTC are required courses, unless the advanced placement student can demonstrate the skills required to pass these courses.

**Advanced Course Policies.** The Advanced Course is limited to cadets who have demonstrated potential for becoming Army officers and meet Army physical standards. Instruction is provided in advanced leadership development, organization, management, tactics, and administration. Cadets are paid \$100 a month each month they are in school, for up to 20 months.

Advanced Course cadets must attend a six-week Advanced Camp between their junior and senior years of college. This camp permits cadets to put into practice the principles and theories they have acquired from on-campus classroom instruction. Cadets receive pay for this camp, plus travel expenses, room and board, medical and dental care, and other benefits.

Satisfactory completion of the Advanced Course of study consists of the four military science courses described herein. These courses are normally taken on the basis of one course per semester, and students cannot complete the course in less than a two-year period. Advanced Course students are also required to attend Leadership Laboratory once a week.

**Cross-Enrollment.** The Department of Military Science offers students attending schools who are part of the Consortium of East Jersey, i.e., Kean College, Union County Technical Institute, Union College, and other nearby colleges and universities, the opportunity to participate in ROTC through a cross-enrollment program. Under this program, students continue their college careers at their schools and commute to Seton Hall to participate in ROTC.

## Commissioning Requirements

### *Basic Course*

#### **Freshman Year**

MI 30.

MI 100.

Map Reading and Land Navigation

Introduction to ROTC and the U.S. Army

### **Sophomore Year**

- \*MI 110. Fundamentals of Leadership and Management  
MI 160 (HI 295). American Military History  
\*A substitute course may be selected.

### **Substitute/Additional Courses**

- MI 20. Principles of Rifle and Pistol Marksmanship  
MI 155-156. Practical Leadership Development

### *Advanced Course*

### **Junior Year**

- MI 210. Theory and Dynamics of Military Leadership  
MI 220. U.S. Military Tactics and Operations

### **Senior Year**

- MI 250. National Security Management Seminar  
MI 260. Seminar in U.S. Military Leadership, Ethics, and Management

## **COURSE DESCRIPTIONS**

### *Basic Course*

#### **MI 20. PRINCIPLES OF RIFLE AND PISTOL MARKSMANSHIP**

Basic rifle and pistol marksmanship techniques including range and weapon's safety, firing positions, and maintenance. Practical application, firing with .22 caliber marksmanship rifles and pistols. Students completing this course receive a certificate from the National Rifle Association (NRA) verifying completion of a registered rifle marksmanship course. 1 credit

#### **MI 30. MAP READING AND LAND NAVIGATION**

Corequisites: Leadership Laboratory, MI 44  
Introduction to map reading and land navigation techniques. 2 credits

#### **MI 100. INTRODUCTION TO ROTC AND THE U.S. ARMY**

Corequisite: Leadership Laboratory  
Military organizations, customs, traditions, and life styles. Introduction to basic military skills of drill, communications, marksmanship, and weapons orientation. 2 credits

#### **MI 110. FUNDAMENTALS OF LEADERSHIP AND MANAGEMENT**

Corequisite: Leadership Laboratory  
Theory, methods, and principles for understanding leadership and behavior in groups; the impact of the leader's behavior on the leadership process; and introduction to counseling as a leadership concept. 2 credits

#### **MI 155-156. PRACTICAL LEADERSHIP DEVELOPMENT**

Corequisites: Leadership Laboratory, MI 50, MI 43  
A study of the skills and knowledge which are the foundations for developing leaders. Included are military courtesy and discipline; customs and traditions of the service; and analysis of the leader's role in directing and coordinating the efforts of individuals and small units in accomplishing their missions.

**MI 155. Fall Semester.** A practical application of the basic leadership principles with winter survival skills as the training vehicle. 2 credits

**MI 156. Spring Semester.** Practical application of leadership skills with emphasis on the planning sequence, written and oral orders, and after-action reports. Mountaineering techniques are used as the vehicles for this course. 2 credits

#### **MI 160 (HI 295). AMERICAN MILITARY HISTORY**

A study of the development of American military institutions, policies, experiences, and traditions in peace and war from colonial times to the present. Emphasis on the relationship between the military and other aspects of American society. Role of the military in the establishment, expansion, preservation, and development of the nation. 3 credits

### *Advanced Course*

#### **Junior Year**

#### **MI 210. THEORY AND DYNAMICS OF MILITARY LEADERSHIP**

Corequisites: Leadership Laboratory, MI 40 or 41

A phenomenological approach to the understanding of military leadership. Analysis and discussion of the role of the leader, group influences, and situational demands within a military context. Fundamentals of the educational psychology applicable to the five stages of military instruction. 3 credits

#### **MI 220. U.S. MILITARY TACTICS AND OPERATIONS**

Corequisites: Leadership Laboratory, MI 42, MI 51, MI 52

Analysis of the leader's role in directing and coordinating the efforts of individuals and small units in the execution of tactical missions, to include map and aerial photoreading, communications systems, and the role of the various branches of the Army. 3 credits

#### **Senior Year**

#### **MI 250. NATIONAL SECURITY MANAGEMENT SEMINAR**

Corequisite: Leadership Laboratory

A survey of the broad spectrum of how the military establishment relates to national resources and their relationship to the development of national power; national elements including geography, population, economic, and military forces; intangible elements of social organization, ideology, and political systems. 3 credits

#### **MI 260. SEMINAR IN U.S. MILITARY LEADERSHIP AND MANAGEMENT**

Corequisite: Leadership Laboratory

The Uniform Code of Military Justice; the military as an institution and a way of life; ethics of leadership and management problems of the military services in light of the contemporary world scene. The practical aspects of transition of a student to a military officer are integrated in all aspects of the discussion. 3 credits

### *Credit-Free Courses*

#### **MI 10. INTRODUCTION TO THE PROFICIENCY SKILLS OF A MILITARY LEADER**

An orientation on the basic skills of small unit leaders, emphasizing a working knowledge of basic map reading, drill, communications, and weapons.

### *High Adventure Training (HAT) Program*

Each year the Department of Military Science conducts a variety of weekend credit-free courses for the entire University community — student, staff and faculty. These credit-free courses present opportunities for alternatives to traditional campus life, to develop new skills, pursue leisure-time interests, and be challenged in a leadership environment. There are no entrance requirements or examinations.

Many credit-free courses have been designated as certificate courses. These are indicated by an asterisk appearing immediately before the course number listed below. Certificates are awarded to

students who successfully complete the course requirements of such designated courses.

HAT courses offered by the Department of Military Science are scheduled to begin on various dates throughout the year. Registration takes place at Barracks W, at least seven days prior to the scheduled event.

#### **\*MI 40. HIKING ON THE APPALACHIAN TRAIL**

Two-day backpacking trip in the Kittatinny Mountain Region of Northern New Jersey to include an overnight bivouac. Required for MI 210 students when offered.

#### **\*MI 41. SMALL-BOAT TRAINING ON DELAWARE RIVER**

River characteristics, navigation techniques, assembly-disassembly of rubber boats, and a 20-mile journey along the Delaware River in canoes. Required for MI 210 students when offered.

#### **MI 42. WEAPON ORIENTATION TRAINING**

Weapon characteristics and mechanical training on the M16 rifle, M203 grenade launcher, M60 machine gun, and the M72 light anti-tank weapon (LAW). Familiarization firing of each weapon is conducted. Required for MI 220 students.

#### **\*MI 43. INTRODUCTION TO MOUNTAINEERING TECHNIQUES**

Rappelling, balance climbing, and tension climbing techniques, followed by a practical exercise. Required for MI 156 students.

#### **MI 44. MAP READING PRACTICUM**

The practical application of the skills taught in MI 30. Required for MI 30 students.

#### **MI 45. ORIENTATION IN MILITARY ENVIRONMENT**

Visit to a military installation where participants receive firsthand experience in the training, social, and administrative responsibilities of an officer.

#### **\*MI 50. WINTER SURVIVAL TRAINING**

Basic military winter survival techniques (including clothing and equipment). Operating from a base camp, patrols probe the wilderness on cross-country skis, participate in a snow bivouac, and practice individual survival skills. Required for MI 155 students.

#### **MI 51. INTRODUCTION TO SMALL UNIT OPERATIONS**

Planning, preparing, and conducting a two-day practical field training exercise. Operations to be conducted on a military reservation. Required for MI 220 students.

#### **MI 52. FIELD TRAINING EXERCISE**

A five-day application phase of the tactics and leadership techniques learned in MI 210 and MI 220. Training is conducted in drill, weapons, map reading, confidence, and obstacle course, military skills, NBC, first aid, and leadership skills. Required for MI 220 students.

# Faculty

- David T. Abalos*  
Associate Professor of Religious Studies and  
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- Richard P. Adinoro*  
Associate Professor of Political Science  
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- Roberta J. Adler*  
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- Elizabeth G. Baumgartner*  
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