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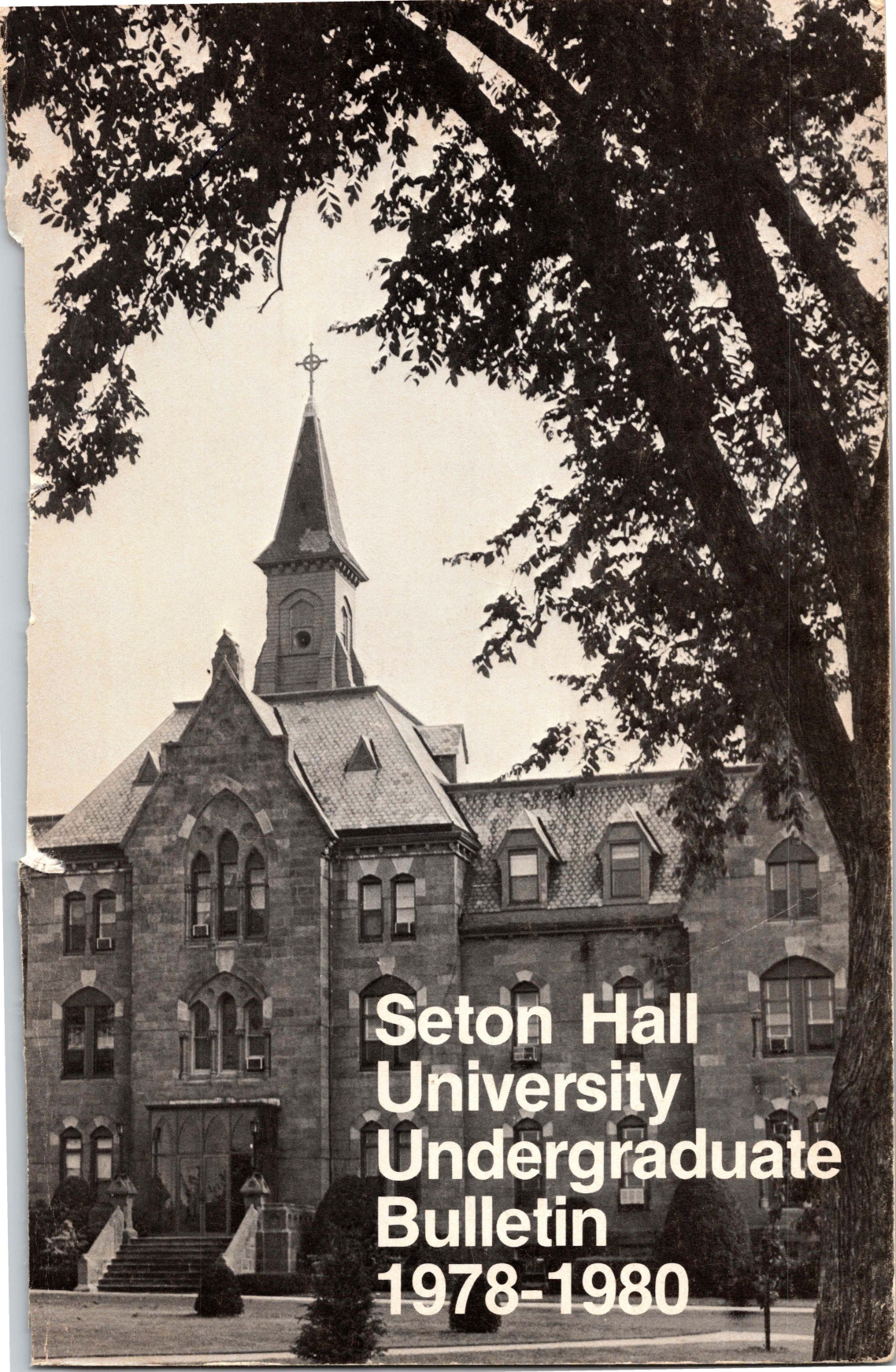
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**Seton Hall
University
Undergraduate
Bulletin
1978-1980**



Undergraduate Bulletin

Seton Hall University

South Orange, N.J. 07079

1978-1980

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September, 1978

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.

Academic Calendar — 1978-1979

Fall 1978

| | |
|---|--|
| August 29, 30, 31 (Tuesday, Wednesday, Thursday) | Registration |
| September 6 (Wednesday) | Classes begin |
| September 19 (Tuesday) | End of add/drop period |
| October 9 (Monday) | Columbus Day (Holiday) |
| October 10 (Tuesday) | Last day to change a course from credit to audit or pass/fail or vice versa |
| November 1 (Wednesday) | All Saints Day (Holiday) |
| November 23-24 (Thursday, Friday) | Thanksgiving recess (begins after last class Wednesday, November 22) |
| December 15 (Friday) | Study day |
| December 16 (Saturday) and December 18-22 (Monday through Friday) | Examination days |

Spring 1979

| | |
|--|--|
| January 10, 11, 12, 13 (Wednesday, Thursday, Friday, Saturday) | Registration |
| January 15 (Monday) | Observation of Martin Luther King's Birthday (Holiday) |
| January 16 (Tuesday) | Classes begin |
| January 30 (Tuesday) | End of add/drop period |
| February 19 (Monday) | Observation of Washington's Birthday (Holiday) |
| March 14 (Wednesday) | Observation of St. Elizabeth Ann Seton's Feast Day (Holiday) |
| April 12-21 | Easter recess |
| April 23 (Monday) | Classes resume |
| May 4 (Friday) | Study day |
| May 7-12 (Monday through Saturday) | Examination days |
| May 19 (Saturday) | Commencement |



THE UNIVERSITY

Seton Hall 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 five schools: the College of Arts and Sciences, the W. Paul Stillman School of Business, the School of Education, and the College of Nursing, all on the South Orange campus, and the Law Center in Newark.

In addition to its 35 undergraduate major programs, the University offers 40 graduate programs. Full-time undergraduate enrollment in 1977-78 was approximately 4500 men and women. Total University enrollment including part-time, graduate, and law students was approximately 9200.

A Philosophy for Today

At his inaugural, Dr. Robert T. Conley, Seton Hall's fifteenth president stated that the "... University truly is a place of promise, a place of tradition and a place of beginning. A place of promise for 122 years to the Catholic population of New Jersey. . . . In fulfillment of the promise came the place of tradition, handing down through many generations a value-inspired educational experience (and with) each new student the beginning of the expansion of the intellect to the fullest it can reach."

With Vatican II, Seton Hall has moved, with the Church, away from the paternalism of the past, but not away from a constant search within the Catholic tradition for values, for commitment, and for social responsibility. It strongly believes in the statement made by its founder, Bishop Bayley, over 100 years ago that "Experience has proved that unless Christian instruction and discipline are made to accompany and regulate intellectual culture, it would be better in the majority of cases for the individual and society had he been left in ignorance."

As the University changes with society and the Church, it continues its tradition of producing not narrow technically educated alumni, but alumni who are good citizens with the ability to reason and to reflect, with a moral sensitivity and a clear sense of purpose—the kind of men and women who can bring an educated intellect to the examination of the problems of society, who are indeed committed to both faith and knowledge.

Seton Hall University is person-oriented. An evaluation team commented in its review of the University that, "It is pervaded by an atmosphere of caring and kindness, an easy relationship between faculty and students." Opportunities for a fine collegiate education are offered to all qualified students without regard to race, color, religion, sex, age, or national origin.

Seton Hall supports the freedom of each individual to inquire into his or her area of interest, learn about it, and express the conclusions of such study without interference, limited only by the consideration of the equally important rights of others. This academic freedom protects the autonomy and integrity of the institution as an intellectual community.

Members of the University community are encouraged to participate as individual citizens in the processes of democratic government. However, the politicization of the University is considered inimical to its nature and purpose as a Catholic institution of higher education.

While the University's main responsibility is, of course, to provide high-quality undergraduate and graduate programs with emphasis on a comprehensive background in the liberal arts, it contributes to the surrounding community through such programs as Upward Bound, High School Head Start, and numerous community internship and experience programs. Some of its institutes, such as the Institute for Judaean-Christian Studies and its Far Eastern Institute, are internationally known for their contributions to scholarship.

Firm in its traditions, strong in scholarship, dedicated to service, the University is confident in meeting the challenges of the future.

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. In 1927 the Seminary was moved to Darlington, N.J. 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 women's residence hall housing 300 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 was 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 accredited 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.

After its long period of growth under a series of distinguished clergymen-presidents, Seton Hall entered a new era in 1977 when Dr. Robert T. Conley, an alumnus, became its first lay president.



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, Mathematics, Modern Languages, Philosophy, Physics, Political Science, Psychology, Religious Studies, and Sociology and Anthropology, as well as the Center for Humanistic Studies and the Center for Social Work. It offers undergraduate major programs in all departments, degree programs in American studies, economics, medical technology, social work, and criminal justice, and certification programs in Russian area studies and in gerontology. 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.

Areas of concentration are accounting, computer and information sciences, economics, finance, management and industrial relations, and marketing. The Department of Business Quantitative Analysis, which offers a major at the graduate level, provides courses in statistics and management science at the undergraduate level. 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 Business Research, which, in addition to sponsoring research projects, semi-annually publishes the *Seton Hall 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 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, and 14 programs leading to the degree Educational Specialist.

Law Center

The School of Law opened as a unit of Seton Hall University in 1951, and became the Seton Hall Law Center with the opening of its expanded facilities in 1976. 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 14th largest in the nation.

In addition to basic courses required in preparation for admission to the bar and professional practice in various states, the Center 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 Center 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 Director (Rector) and Spiritual Director appointed by the Archbishop of Newark, with the approval of the University president.

The College Seminary of the Immaculate Conception 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 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.

Since they are students of Seton Hall University, members must be accepted for admission by the University before they can be enrolled in the College Seminary. Seminarians may pursue any major field of study leading to a bachelor's degree. They normally major in language, philosophy, psychology, sociology, communication, English, history, or classical studies. Regardless of choice of major, all students must complete at least 18 credits in philosophy, 12 credits in religious studies, and 6 or 12 credits in Latin (depending on high school background). The study of a modern language — French, German, Italian, or Spanish — is strongly suggested.

The major function of the College Seminary, under the direction of its Rector and Spiritual Director, concerns the personal, spiritual, and social 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 extracurricular activities, and community life.

If possible, college seminarians are encouraged to be resident students. A recently renovated residence, Saint Andrews Hall, is located about five 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 at Darlington for the four-year program that prepares them for ordination and a graduate degree: either an M.A. in theology or an M. Divinity.

Future assignments in the priesthood can be in a variety of settings. Possibilities include parish work, social service, teaching in grammar, secondary, college, or graduate school, or being a military chaplain.

The Office of Continuing Education

The Office of Continuing Education is responsible for the operations of the College of Continuing Education and Community Service, as well as for all continuing education offerings

throughout the University and various special off-campus programs. It also directs STEP (Success Through Education Program), which assists 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 South Orange campus in 1968. The College's name was changed in 1978 to the College of Continuing Education and Community Service, and three new degree programs have been created for the non-traditional student—a Bachelor of Science degree in natural sciences and Bachelor of Arts degree in liberal studies and in social and behavioral science (See pages 150-156 for a detailed description of these programs.) The bulk of the courses are offered in late afternoon and early evening.

The Office of Continuing Education also offers a number of non-degree programs for those seeking special training, professional development, or general knowledge. Many of these non-degree programs award CEU's. The CEU, or Continuing Education Unit, is a permanent record of an individual's completion of non-credit courses, which can be shown to an employer or a certifying organization, of satisfactory work in a specialized program. Ten (10) contact hours of instruction are equal to 1.0 CEU's.

Continuing Education 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 Advancement.

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.

ROTC Program

The Department of Military Science conducts the University's Reserve Officers Training Corps (ROTC) Program, which is designed to prepare young men and women for duty as commissioned officers in the United States Army. 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.

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.

The Army offers full-tuition scholarships for periods of one to four years of undergraduate study. All Advanced Course students are paid \$100 a month tax-free allowance during the school year, not to exceed \$2,000 for two years.

All students are eligible to take courses offered by the Department of Military Science for elective academic credit or without credit.

For complete description of ROTC and course offerings, see pages 204-206.

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 Law Center 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, French, history, Judaeo-Christian studies, mathematics, and Spanish. The Master of Science degree is offered with specialization in biology, chemistry, and mathematics. 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, economics, finance, international business, management, 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 graduate courses leading to the degree Master of Arts in education with specialization in audiology and speech pathology, counselor education (career, 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-English and Spanish-English).

There are 14 programs offered in the School of Education which lead to the degree Educational Specialist.

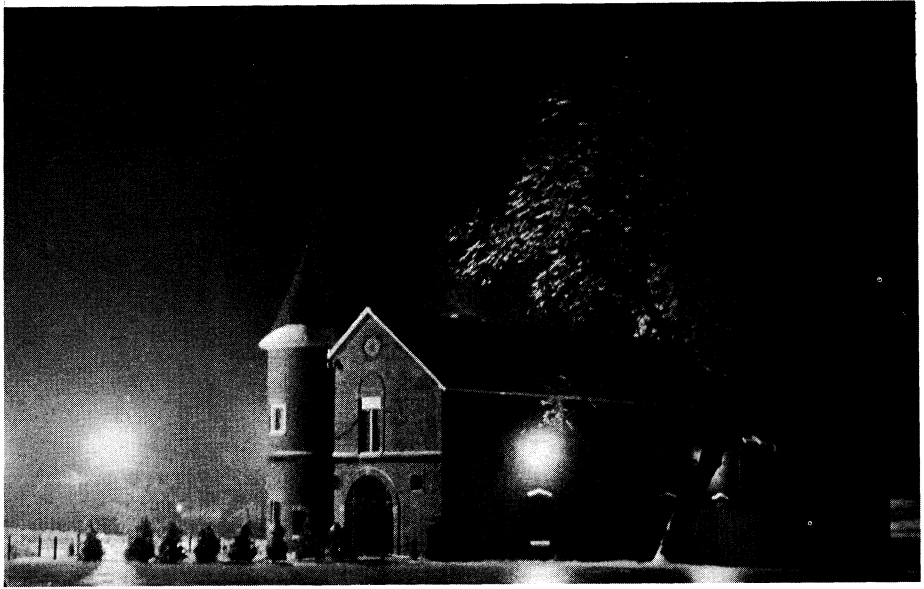
Nursing

The College of Nursing offers graduate courses leading to the degree of Master of Science in nursing and in New Jersey certification as 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, Communication, Philosophy, Physics, Political Science, Psychology, Religious Studies, and Sociology and Anthropology offer additional elective graduate courses.

The Black Studies Center also offers elective graduate courses.



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.

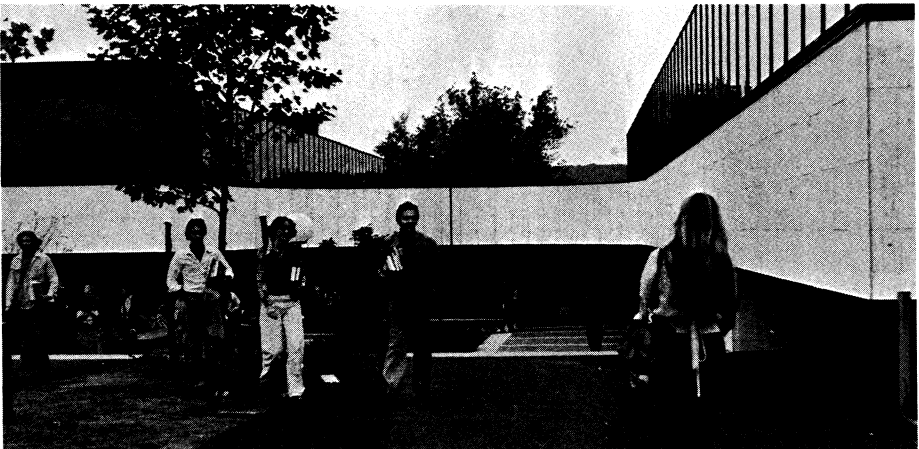
Academic

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 Black Studies Center, 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 two television studios, two classroom amphitheaters, and language and statistics 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 1800 periodicals. The Library is equipped with listening tables and more than 2500 phonodiscs; it has a microform room with two reader/printers, as well as microfilm readers, and has four copy machines strategically situated throughout the building.

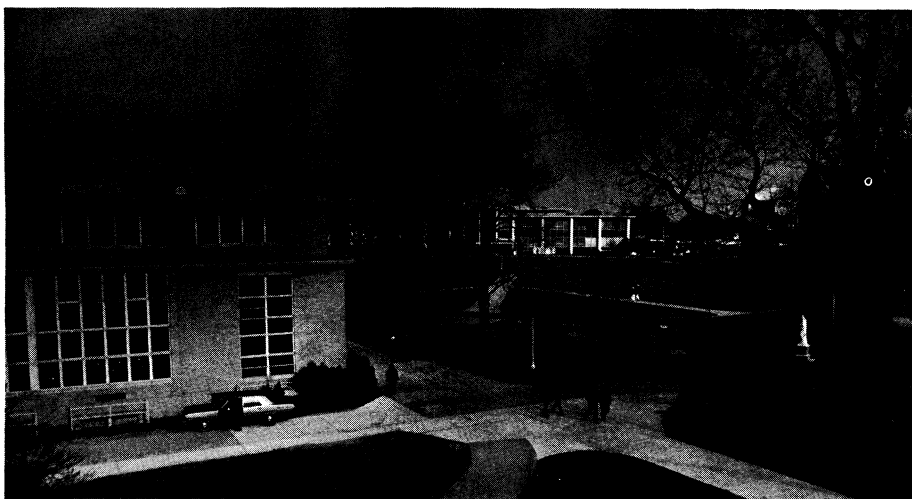
McLaughlin has developed several specialized areas: Government Documents Room; the New Jersey Bicentennial area; the Dr. Helen B. Warrin Curriculum Room which offers through the Library the latest in education philosophies; the Setonia Room which contains the most contemporary materials; the Falk Rare 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. Nine reference specialists assist daily in every discipline. The Library publishes a monthly accession list, with a newsletter, as well as an annual periodicals listing. A series of individual bibliographic listings for the periodical collection is 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 92 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, ad-

ministrative 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

Boland Hall. Residence facilities for approximately 560 men and 100 women undergraduate students are available in Boland Hall, which is named in honor of former Archbishop Thomas A. Boland of Newark. It also contains lounges and a dining room for resident students and the University infirmary.

Women's Residence Hall. Residence facilities for approximately 325 women are available in the Women's Residence Hall, completed in 1971. The three-story structure contains a reception area, lounges, laundry rooms, and kitchenettes.

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. The chapel and library/study hall date from 1893.

Athletic Facilities

The "Bubble." This air-supported vinyl dome, 300 feet long, 115 feet wide, and 30 feet high, provides space for a quarter-mile track, two basketball courts, baseball batting cages, and facilities for volleyball, badminton, archery, 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 complete theater, the studios of the University's FM radio station WSOU, a rifle range, physical education classrooms, a billiard room, 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.



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 applied for admission but wish only 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.

Under the recently developed Application by Sponsorship program, responsible persons in the community may volunteer their time to supervise closely the academic progress of certain applicants whose scholastic records have been marginal.

Alumni-related applicants, who cannot be accepted through regular admissions, will, on an individual basis, receive special consideration by the Committee on Admissions. If accepted, these applicants also receive special help from the University during the first year of their enrollment.

Details on these programs are available from the Office of 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.

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

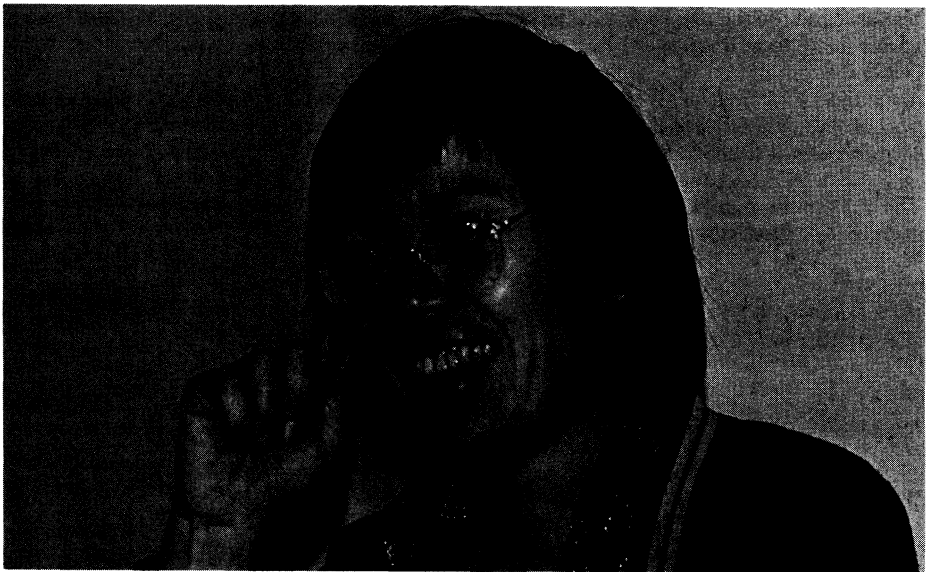
The Educational Opportunity Program is one of academic and financial assistance for New Jersey students whose true ability and college potential may not be reflected in secondary school achievement. A personal interview is required as part of the application procedure. Supportive tutoring and intensive 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.

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.



Foreign Students

Applications from foreign 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, foreign applicants residing in a foreign country must:

Submit evidence of adequate financing using the Declaration and Certification 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 Foreign Student Adviser.

Credit by Examination

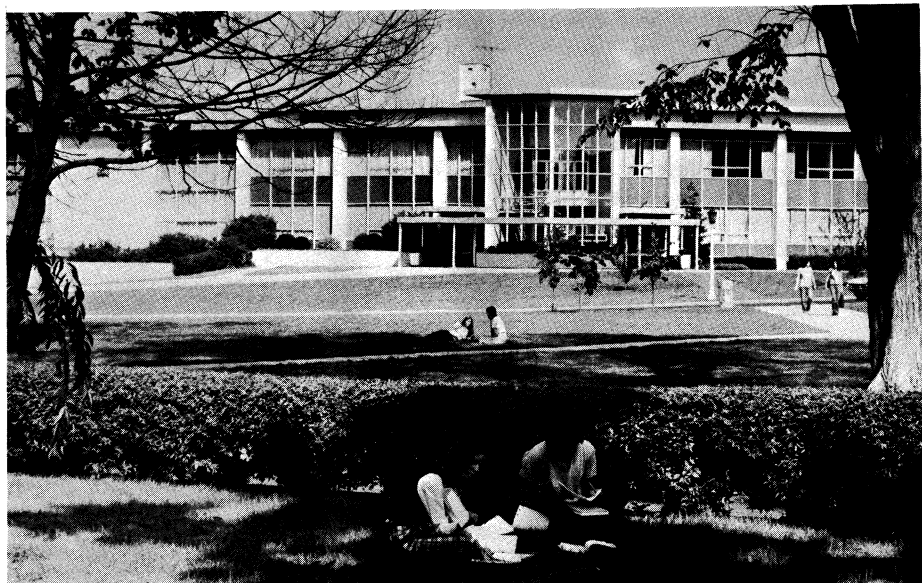
Advanced Placement Examinations

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.



Academic Information

Curriculum

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 42-43); W. Paul Stillman School of Business (page 158); School of Education, (page 172); and College of Nursing, (pages 195-196).

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

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 30 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 42-43; W. Paul Stillman School of Business, page 158; School of Education, page 172; College of Nursing, pages 195-196.

Residence. All candidates for a degree must spend at least the senior year (i.e., the last 30 consecutive credits) in the school from which they expect to receive it. Of these 30 credits, the number to be taken in the major field is determined by each department.

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 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. The Registrar answers all questions relating to right of access.

Marking System

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

A—Superior **B**—Good **C**—Average **D**—Passing **F**—Failure

Other marks needing more detailed explanation include the following:

I Incomplete: Non-completion of assignments or failure to take examinations 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. The grade "I" will remain on the student's record until the student completes the required work and the grade is changed by the professor. The grade "I" is not counted in determining class standing, eligibility, and grade point average. A grade of "I" may not be changed once the degree has been granted.

WD Withdrawal from a class with written permission, 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 in the Colleges of Arts and Sciences and Nursing and in the W. Paul Stillman School of Business 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.

The student must file the Course Adjustment Form with the dean of the college or school in which he or she is 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 B—3 C—2 D—1 F—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 6 quality units; a grade of A in a 3-credit course equals 12 quality units; etc. The sum of the quality units which the student has earned, divided by the number of credits attempted, is the grade point average.

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 100 credits.

Senior — A student who has completed courses for 100 or more credits.

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 requested 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

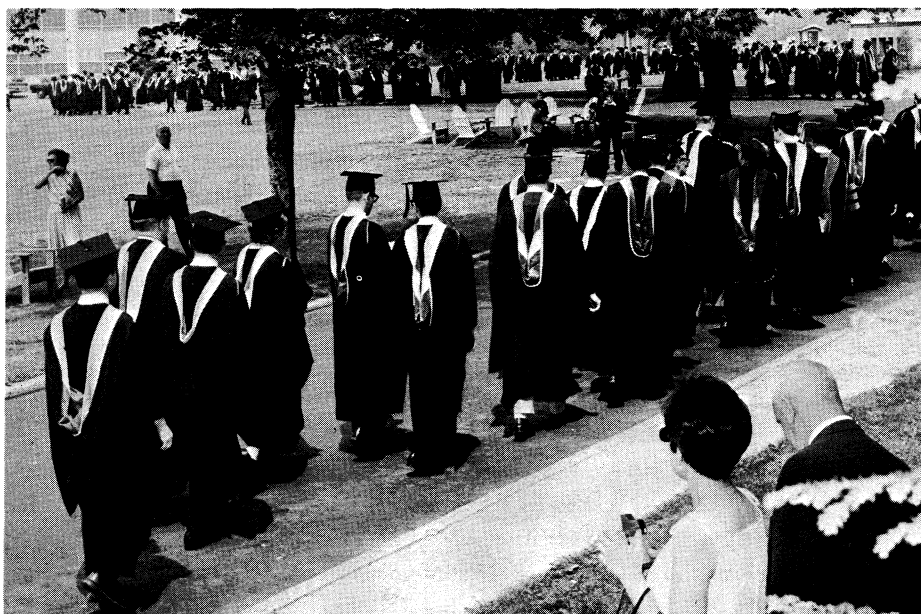
At the close of every semester, the dean of the school publishes on the Dean's List the

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) | 3.4 — 3.5 |
| Magna Cum Laude (with high honors) | 3.6 — 3.8 |
| Summa Cum Laude (with highest honors) | 3.9 — 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)
- 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 BETA DELTA (communications)
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)

Warning, Probation, and Dismissal

Any student whose grade point average is less than 2.0 is subject to one of the following actions by the school concerned — **Warning, Probation, Advisement to Withdraw, or Dismissal.**

Students may be advised to withdraw or may be dismissed from any school of the University because of:

- An unusually unsatisfactory scholastic record in any semester
- Failure to remove probation by the close of the succeeding calendar year, i.e., at the close of the second semester following the date on which the student was placed on probation
- Conduct or attitudes judged by the authorities to be detrimental to the welfare of the University or its student body.

Students should check with the deans of their respective schools for additional criteria.

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.

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.

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.



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.

Student Government

The student government president, vice president, and treasurer are responsible for all executive functions of student government. In addition, students elected to the University Senate comprise the Student Caucus. This group represents the student body in all legislative matters pertinent to the University. The ratio of student representation in the Senate is approximately one student to every four members.

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 one or several of its standing committees: Pop Concert, Performing Arts, Special Events, Publicity, Event Operations, Films, Lectures, and Video.

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 Women's 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.

Student Activities

Fraternities and Sororities

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

Recognized National Social Fraternities

OMEGA PHI PSI
PHI KAPPA THETA
PI KAPPA ALPHA
SIGMA PHI EPSILON
SIGMA PI
SIGMA TAU GAMMA
TAU DELTA PHI
TAU KAPPA EPSILON
ZETA BETA TAU

Recognized Local Social Fraternities

ALPHA SIGMA MU (VETERANS)
SIGMA DELTA CHI

Recognized Local Sororities

DELTA EPSILON MU
PHI DELTA PI
SIGMA THETA SIGMA
ZETA CHI RHO
PHI CHI THETA

Clubs and Organizations

Clubs and organizations active on campus include:

Accounting Club
Adelante
American Chemical Society Affiliate
Black Students Organization
Brownson Debate Society
Caribe
Chimaera (Undergraduate Magazine)
C.K.I.P. (Committee for Renovation and Improvement of the Physical Plant)
Commuter Council
Economics Club
Film Society
The Galleon (Yearbook)
Gymnastics
Interfraternity Council
International Students Association
Intersorority Council
Irish Club
Italian Club

Karate Club
Kiwanis Circle K Club
Legal Referral
Marketing Club
Mathematics Club
Modern Languages Club
New Jersey Student Nurses Association
Pershing Rifles and Capers
Physical Fitness Club
Physics Club
Political Science Department Advisory Council
Psychology Club
Resident Students Association
Rugby Club
Scriblerus (English Club)
Senior Class
The Setonian (Undergraduate Newspaper)
Social Work Students

Sociology Club
St. Thomas More Pre-Legal Association
Student Activities Board
Student Ambassador Society
Student Government Association

Student Outreach Service
University Choral Society
Women's Volleyball Association
WSOU

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. Celebrating its 30th anniversary this year, 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, producers, etc. 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 very 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.

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, football, golf, track, swimming, tennis, and wrestling. Varsity teams for women are available in basketball, fencing, softball, and tennis. 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.

Club sports are available in rugby, ice hockey, and water polo.

Student Services

Office of Career Planning and Placement Services

The Office of Career Planning and Placement Services assists academic programs by making available the resources necessary to foster the careers of undergraduate, graduate, and law students, as well as alumni. The Office maintains liaison relationships with the academic services area, the placement services of the School of Education and the Law Center, and the pre-professional advisers.

Career Development: The Office advises on individual careers and on techniques for seeking employment and writing resumes, provides factual information on career options, assists in preparing applications to graduate and professional schools, arranges for testing (vocational, GRE, etc.), and plans and implements Career Days.

Career Support Services: The Office keeps permanent placement and credential files (letters of recommendations, etc.) and maintains a library of career information, newsletters, and self-help publications.

Placement Services: The Office keeps a placement listing, including part-time and summer off-campus jobs, lists internships, and is responsible for on-campus recruiting programs of business, government agencies, professional and graduate schools.

Health Service

The University Health Service is provided principally for resident students. Other students of the University may avail themselves of this service on an emergency and advisory basis, after which they will be referred to their private physicians. The eight-bed infirmary is staffed by three physicians, three registered nurses, and four infirmarians.

Office of International Studies

The function of this Office, located in Building T22, is threefold: to administer grants and develop long-range programs concerning international studies, such as bilingual institutes; to arrange for the admissions of foreign students and advise them on financial aid, immigration, and other legal questions; to take care of social activities, housing, and personal welfare of foreign students.

Placement Office

The function of the University Placement Office, located in the W. Paul Stillman Building, is to guide students and alumni to full-time career positions. Each applicant is counseled by the Director of Placement, and graduate students are welcome to discuss their employment problems.

Teacher Placement Service

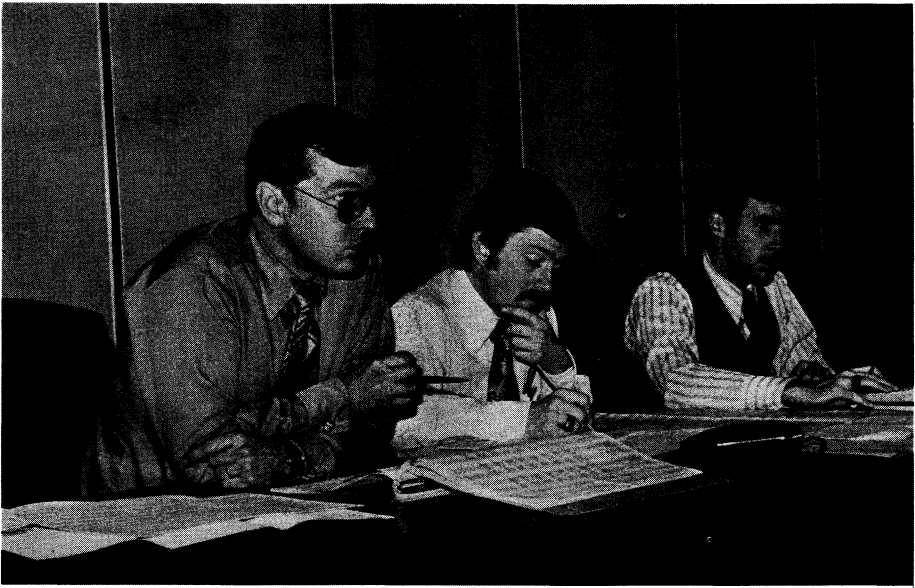
This service, offered by the School of Education, assists University seniors, graduate students, alumni, and other students who are working toward teacher certification. Confidential folders are prepared for each student and are available to employing officials upon request.

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 programs.

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



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.

| | |
|---|---------|
| *Per undergraduate credit | \$80.00 |
| Roman Catholic Religious (priests, brothers, sisters) | 40.00 |
| Major Seminary students and elementary and secondary teachers in Catholic schools | 60.00 |

General Fees

| | |
|--|---------|
| Application fee | \$15.00 |
| Deposit following acceptance (1978-79) | .50.00 |
| (1979-80) | 100.00 |
| Graduation fee | .50.00 |

Special Fees

| | |
|---|---------|
| †University fee per semester (all undergraduate full-time students) | \$72.50 |
| (all part-time students) | .30.00 |
| Parking fee paid annually (day student) | .20.00 |
| (evening student) | .10.00 |
| Board and Lodging per semester (two-student room) | 800.00 |
| (three-student room) | 750.00 |

*Seton Hall seminarians may be eligible for a University grant up to 25 percent of tuition.

†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.

| | |
|--|-------|
| Dormitory deposit (credited toward semester room and board charge) | 50.00 |
| Challenge Examination fee (each) | 20.00 |
| ROTC deposit (refundable) | 35.00 |

Miscellaneous Fees

| | |
|--|---------|
| *Late registration and/or late payment fee (minimum) | \$15.00 |
| Change of course fee (per course) | 5.00 |
| Transcripts (per copy) | 2.00 |
| Student teaching/internship placement fee | 35.00 |

Estimate of Annual Expenses

The annual expenses can fluctuate depending on a number of circumstances. The following average estimate, based on 16 credits per semester, can be used as a rough guide in planning financial arrangements.

| | Commuting Budget | Boarding Budget |
|------------------------------|---------------------|--------------------|
| Tuition and fees | \$2,700 | \$2,700 |
| Books and supplies | 200 | 200 |
| Room and board | — | 1,600 |
| Travel and lunches | 1,100 | 100 |
| Personal | <u>400</u> | <u>400</u> |
| Total | <u>\$4,400</u> | <u>\$5,000</u> |

Payment of Tuition and Fees

Tuition and fees are payable in full on the day 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 as follows:

A single change in the program is \$5.00. This may be a single add or a single drop.

In the case of multiple changes, the charge is based on the number of courses dropped, e.g., 2 courses dropped, 3 added = \$10.00; 3 courses dropped, 2 added = \$15.00.

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 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 late registration or deferred payments. The fee is assessed when a check has not been honored for payment. An additional \$5.00 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 — 2 weeks | 80 % |
| 2 — 3 weeks | 60 % |
| 3 — 4 weeks | 40 % |
| 4 — 5 weeks | 20 % |
| more than 5 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 \$800 (\$750 for three-person rooms) per semester, or \$1600 per college year. 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 5th week—0 % |



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.

In addition to the FAF, each applicant must request the University Aid Application form from the Office of Financial Aid.

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 \$1000 and are subject to renewal.

In addition to the general University requirements and procedures for application for admission (pages 16-17), students requesting financial aid must complete the University Aid application form by April 15.

Federal Programs Administered by Seton Hall University

Basic Educational Opportunity Grant. A federal grant program of up to \$1600 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 3 percent interest loan of up to \$1500 per year.

Supplemental Educational Opportunity Grant. An outright gift of \$200-\$1000 per year to a student from a low-income family. The grant must be matched by some other type of financial aid.

College Work-Study Program. Students from low-income families 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 Scholarships. An outright gift of up to \$2000 per year for students pursuing a degree in nursing.

Nursing Student Loan. A 3 percent interest loan of up to \$2500 per year.

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 \$1000 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. A number of tuition scholarships valued up to \$1000 are awarded annually to qualified secondary school students accepted as incoming freshmen.

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.

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 Ridgefield 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

FOOD FAIR STORES FOUNDATION

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

Institutes and Research Centers

The Black Studies Center, 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.

The Black Studies 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 for all oppressed people. 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.

On the undergraduate level the Center offers programs leading to the degrees Bachelor of Arts in Black culture and Bachelor of Science in community studies as well as a minor program in Black studies.

See pages 201-203 for course descriptions.

Julia Miller, M.A., Director

The Center for Computer and Information Sciences, established in 1963, is maintained by the University as an educational, research, and service facility for students, faculty, and administration. The facilities are available for:

- Student use of the computer for activities essential to or appropriate for academic courses or support of internal administrative functions.
- Faculty use and curriculum support.
- Research projects under the direction of academic staff that are consistent with the purposes of the University.
- Special projects approved by the Director.

Computing services available at Seton Hall University are provided and coordinated by the Center through the University-owned and operated Burroughs B6807 computing facilities, which support batch operations and timesharing terminals located throughout the campus. Timesharing and remote batch services accessing the IBM 370/158 and 370/168 computers via the New Jersey Educational Computing Network (NJECN) are also available.

In addition to these computing services, the W. Paul Stillman School of Business offers an undergraduate major in computer and information sciences (see pages 166-167).

George German, M.A., 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, Ph.D., 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 Business Research, established by the W. Paul Stillman School of Business in 1952, examines problems facing the business community. It receives cooperation and support from local and regional business, community, and governmental organizations. Its research enriches the School's educational programs.

The *Seton Hall Journal of Business*, a publication of the Division, reports on business and economic issues. The Journal is published semi-annually and has an international mailing.

The Educational Media Center, established in 1973, boasts a dynamic, multi-media approach to education. It 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 the creation of alternative modes of learning.
- Selection, organization, and distribution of audiovisual equipment and materials.
- Flexible operations that encourage and support users in problem solving, interest fulfillment, and creative expression.

Donald Ginsberg, M.A., Director

The Educational Services Center provides consultation services, instructional services, and psychological services to the Seton Hall community and the geographic community served by the University. The Center is affiliated with the Department of Counseling and Special Services of the School of Education. As part of the consultation services, the Center offers in-service workshops in a variety of educational related areas.

The instructional services provide developmental and remedial programs in the basic skills of reading, arithmetic, and language arts. These programs are offered for individuals and small groups of all ages. In addition, instruction is offered in speed reading.

The psychological services provide individual diagnostic and treatment services for infants, children, adolescents, and adults. These services include audiological evaluations, developmental evaluations, intellectual evaluations, language evaluations, learning disabilities evaluations, and personality evaluations.

In addition, career counseling, family therapy, individual psychotherapy, and group psychotherapy are available.

James O'Connor, Ed.D., 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, produces language tapes, and publishes books and monographs. It has compiled three sets of Chinese textbooks in 12 volumes that have been widely used by high schools, colleges, and universities in the United States and by institutions in England, Canada, Australia, New Zealand, Italy, India, France, Holland, Germany, Sweden, Israel, Malaysia, and other countries.

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, Ph.D., Director

The Institute of International Business, established in 1964, offers a program leading to a Certificate in International Business. The program is interdisciplinary and consists of courses in the international aspects of marketing, economics, finance, accounting, and management. The certificate is offered as part of the MBA program and is also available to 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 on the Church's bond with the Jewish people for Vatican Council II.

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*.

The main publication of the Institute is *The Bridge*, a collection of essays on various aspects of the Christian-Jewish dialogue, which has won international recognition. Its fifth volume, "Brothers in Hope," introduced a new format with contributions from both Jewish and Christian scholars. 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 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 from various lands on some aspects of the Jewish-Christian encounter. In 1973, at Seton Hall, the Institute celebrated its 20th anniversary with a scholarly symposium on "The Living God." On October 12, 1975, another symposium on "Learning One from the Other—The Essence of Dialogue," occasioned by the 10th anniversary of the Conciliar Statement on the Church and the Jews, opened new avenues for a true encounter of Christians and Jews.

Since the Fall of 1975, the Institute has been conducting a graduate program in Judaeo-Christian Studies. In addition to Professors Oesterreicher and Frizzell, the faculty includes Rabbi Asher Finkel, Ph.D.; Professor Robert Markoff, Ph.D.; Rabbi Herbert Weiner, D.H.L.; and Joseph Sievers, M.Ph. The requirements for admission and acquisition of the master's degree in Judaeo-Christian studies and course descriptions are listed in the University's Graduate Bulletin.

Rev. Msgr. John, M. Oesterreicher, D.L., Director
Rev. Laurence Frizzell, D. Phil.; Associate 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 sociological, economic, historical, political, and cultural background.

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. *Felix Lopez, B.A., Director*



COLLEGE OF ARTS AND SCIENCES

Dean: Nicholas D. DeProspero, Ph.D.

Associate Dean: Richard J. Connors, Ph.D.

Assistant Dean: Peter G. Ahr, Ph.D.

Rector, College Seminary: Rev. Michael Kelly, M.A.

Departments and Chairpersons

Art and Music: Petra t.D. Chu, Ph.D.

Asian Studies: Winston Yang, Ph.D. (Acting)

Biology: Frank F. Katz, Ph.D.

Chemistry: Rev. Alfred V. Celiano, Ph.D.

Classical Studies: Rev. Robert A. Antczak, Ph.D.

Communication: Al Paul Klose, Ph.D.

English: Thomas E. Lucas, Ph.D.

History: Ralph C. Walz, Ph.D. (Acting)

Mathematics: Charles H. Franke, Ph.D.

Modern Languages: Alexander Jovicevich, Ph.D.

Philosophy: William J. Radtke, M.A.

Physics: Gerald W. Intemann, Ph.D.

Political Science: Mary A. Boutilier, Ph.D.

Psychology: Francis J. Murphy, M.A.

Religious Studies: Rev. John A. Radano, Ph.D.

Sociology/Anthropology: David T. Abalos, Ph.D.

Programs and Special Studies

American Studies: Edward S. Shapiro, Ph.D.

Economics: Bernard J. Stack, M.A.

Gerontology: Emma Quartaro, D.S.W.

Honors: Bernhard W. Scholz, Ph.D.

Humanistic Studies: Albert B. Hakim, Ph.D.

Russian Area Studies: William L. Mathes, Ph.D.

Social Work: Emma Quartaro, D.S.W.

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, and Doctor of Philosophy.

The degree Bachelor of Arts is offered with major programs of study in American studies, anthropology, art, 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, mathematics, medical 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 page 91 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. COLLEGE ENGLISH 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 Black 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.

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.

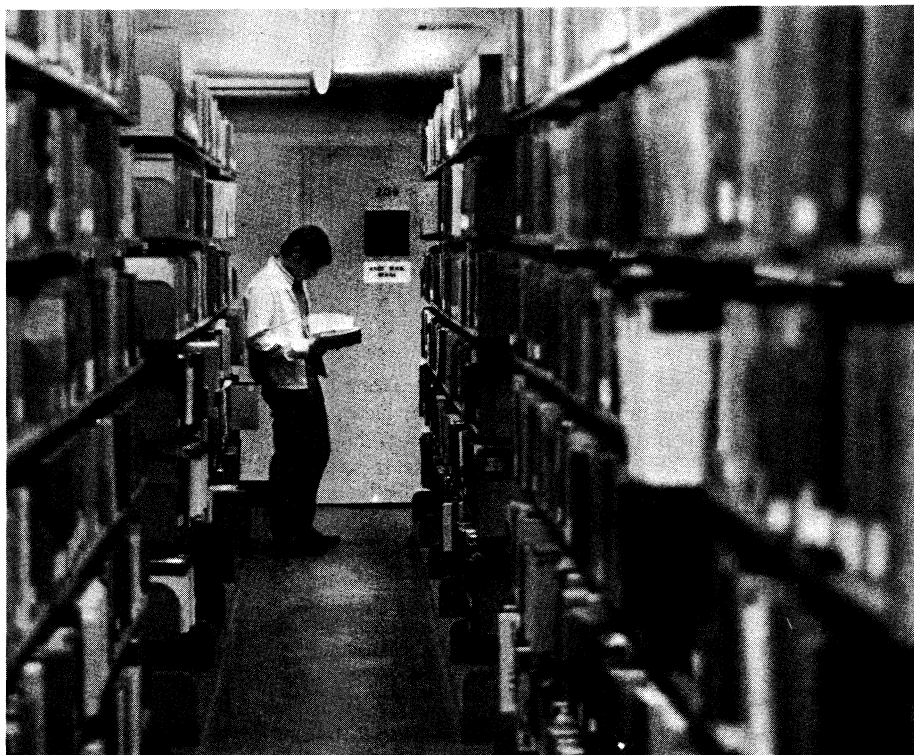
Of far more importance to the prospective law student than the choice of major or of specific courses is attention to the development of skills in the expression and comprehension of the English language and to the cultivation of the ability to think creatively and critically, with thoroughness and intellectual 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 curricula 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) | Interdisciplinary Course in |
| Community Internships (CP) | Psychology and Nursing (NP) |
| Major Program in Criminal Justice (CJ) | Department of Religious Studies (RS) |
| Major Program in Economics (EC) | Major Program in Social Work (SW) |
| Department of English (EN) | Interdisciplinary Course in |
| Program in Gerontology (GE) | Nursing and Social Work (NW) |
| Department of History (HI) | Department of Sociology and |
| Honors Program (HH) | Anthropology (SO, AN) |
| Center for Humanistic Studies (HU) | Special Courses (SC) |



Major Program in American Studies

Director: Edward S. Shapiro, Ph.D.

The Program in American Studies offers a course of study leading to the degree Bachelor of Arts.

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 42-43), 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, Black 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. AM 259 and AM 260 may be taken separately for 3 credits each. 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



Department of Art and Music

Professors: Louis de Crenascol, LL.D.; Julius Zsako, Ph.D.

Associate Professor: *Petra t.D. Chu, Ph.D. (Chairperson)*

Assistant Professors: William Burns, S.T.M.; F. Ming Chang, M.Mus.;
Edwin Havas; Barbara Kaufman, M.A.; Anthony Triano

Adjunct Associate Professor: Gaylord French, D.M.

Adjunct Assistant Professors: I. C. Chu, B.A.; Joseph French, B.A.;
Lou Mitchell, B.A.; Rev. Joseph Wozniak, M.M.; Irenaeus Yurchuk, M.S. Arch.

The Department of Art and Music offers a program of study in the arts leading to the degree Bachelor of Arts.

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 42-43), 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 credits in department electives must be distributed among 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, 209, 210, 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, 119, 203, 208, 249, 261, 262, 263, 264, 265, 266.

Group III — Music

AR 20, 21, 22, 23, 24, 31, 32, 33, 34, 41, 42, 43, 44, 110, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 135, 136, 137, 271, 272, 273, 274, 275, 276, 281, 282, 283, 284, 285, 286.

COURSE DESCRIPTIONS

ART HISTORY

AR 1. ART OF THE WESTERN WORLD

General survey of the traditions of the West from 5th-century Athens through the 1960's. 3 credits

AR 101. CLASSICAL ART

A study of the art and architecture of the ancient Greeks and Romans, and the persistence of the classical style through the centuries. 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 present. 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. INDIAN AND FAR EASTERN ART

Survey of the arts of India and Southeast Asia. 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. CITIES IN THEIR ARCHITECTURAL ENVIRONMENT: A STUDY IN PRESERVATION

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. JAPANESE ART
History of art and architecture in Japan from the dawn of Japanese civilization through the age of Hokusai and Hiroshige. 3 credits

AR 207. URBAN AESTHETICS
The city's visual qualities as a great art form. Consider 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 209. UNDERSTANDING TODAY'S ARCHITECTURE
The origins of contemporary architecture from earliest history to the present time. The trends that will define the architecture of tomorrow. Social, economic, and physical factors that shape today's architecture. 3 credits

AR 210. EXPLORING THE ARCHITECTURAL ENVIRONMENT
(Formerly Experiencing Today's Architecture)
An examination of the process of the design and construction of buildings, and a method for students to examine and evaluate their surroundings. 3 credits

AR 249. ART AND ANTIQUES: CARE AND RESTORATION
Introduction to art collecting and to conservation techniques, using original material and visual aids. 3 credits

AR 250. ARTISTS AND PATRONS: TASTE, COLLECTING, AND THE MARKET
A study of the relationship between artists and patrons. The role of the artist as innovator and teacher throughout history. 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 end of the 19th 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; problems 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. ILLUSTRATION
Prerequisite: 4 credits in studio courses or permission of instructor
Individual projects of illustrating books, educational programs, and marketing campaigns. 3 credits

AR 112. STUDIO PAINTING
Prerequisite: 4 credits in studio courses or permission of instructor
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 118-119. INTRODUCTION TO COMMERCIAL ART
What is involved in producing the printed piece and developing a portfolio. 3-6 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 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 121-122. THEORY OF MUSIC

Musical notation, tonality, meter, and rhythm. Sight-singing, music-dictation, and harmonic analysis. 3-6 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 symphonic 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, 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 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 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: John Tsu, Ph.D.; Aileen Wei, LL.D.;
Winston Yang Ph.D. (Acting Chairperson); John Young, Ph.D.

Associate Professors: Barry Blakeley, Ph.D.; Tadashi Kikuoka, Ph.D.;
Rev. Francis Podgorski, Ph.D.

Assistant Professor: Pak-Wah Leung, Ph.D.

Instructors: S.H. Ma, M.A.; *Therése Morcom, M.A. (Undergraduate Adviser);*
Antonio Tsai, B.A.

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 at training students for government and other international service, research, teaching, or graduate study, and seeks to produce students trained in the languages and cultures of Asia. The Department also aims to provide its students with an understanding of the development of Western civilization so they may become enlightened and useful citizens of this rapidly changing world.

Languages offered by the Department include Chinese and Japanese. Area courses stress the civilizations and cultures of Asia.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 42-43), 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

36 credits in area studies, 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:

AS 102. GEOGRAPHY OF ASIA

AS 204. HISTORY OF ASIAN PHILOSOPHY AND CULTURE

AS 208. ORIENTAL SOCIETY

One of the following:

AS 290-299. DIRECTED UNDERGRADUATE ASIAN STUDIES

AS 288. SENIOR RESEARCH PAPER

SENIOR PAPER

A senior paper of approximately 50 pages on a topic approved by the undergraduate adviser and completed under the guidance of a professor.

With the approval of an adviser, a student may substitute a project for the requirement of a senior paper. The plan for the project must be presented in writing and directed to a faculty member appointed by the department chairperson. Students who wish to present a project or who are writing a senior paper must also be enrolled in a course in directed readings (AS 290-299) AS 298. SENIOR RESEARCH SEMINAR.

*These are all 3-credit courses.

COURSE DESCRIPTIONS

CHINESE

AS 61-62. COLLEGE ELEMENTARY CHINESE I & II

Introduction to the Chinese language. Development of four skills (comprehension, speaking, writing, reading) mainly through the audio-lingual method. 6 credits

AS 63-64. COLLEGE INTERMEDIATE CHINESE I & II

Prerequisite: AS 61-62 or equivalent
A more advanced study of Chinese conversation with practice in vocabulary building, writing, and grammar. 6 credits

AS 65-66. COMPREHENSIVE CHINESE I & II

Prerequisite: AS 63-64 or equivalent
Review of the sounds and structure of modern Chinese by direct methods and training for aural comprehension through language laboratory. Emphasis on pronunciation and speaking. 6 credits

AS 67-68. COLLEGE ELEMENTARY CANTONESE I & II

Introduction to Cantonese. Development of four skills (comprehension, speaking, reading, writing) mainly through the audio-lingual method. 6 credits

AS 161-162. INTRODUCTION TO READINGS IN CHINESE I & II

(Formerly AS 101-102)
Introduction to readings in Chinese for students at the intermediate level. Emphasis on modern Chinese in the various disciplines. 6 credits

AS 261-262. INTENSIVE CHINESE I & II

(Parallels AS 61-62, AS 63-64, AS 65-66)
An introduction to official spoken Chinese. Pronunciation drill, grammatical analysis, fundamental composition, and conversational practice with native speakers as instructors. Stresses oral expression and aural comprehension. Extensive use of language laboratory and recorded materials. Thirty contact hours per week. 18 credits

AS 263-264. CONVERSATIONAL CHINESE I & II

Conversation practice for social, diplomatic, political, economic, business, and religious communication. Two hours class instruction, three hours laboratory practice, two hours conversation drills per week. 6 credits

AS 265-266. ADVANCED CHINESE GRAMMAR AND COMPOSITION I & II

Analysis of Chinese grammar and syntax with introduction to written Chinese. Students prepare compositions in Chinese. 6 credits

JAPANESE

AS 71-72. COLLEGE ELEMENTARY JAPANESE I & II

Introduction to the modern Japanese language. Development of four skills (comprehension, speaking, reading, writing) mainly through the audio-lingual method. 6 credits

AS 73-74. COLLEGE INTERMEDIATE JAPANESE I & II

Prerequisite: AS 71-72 or equivalent
A more advanced study of Japanese grammar with practice in conversation, reading, and writing. 6 credits

AS 75-76. COMPREHENSIVE JAPANESE I & II

Prerequisite: AS 73-74 or equivalent
Review of the sounds and structure of the Japanese language by direct methods and training of aural comprehension through language laboratory. Emphasis on the practice of speaking and pronunciation drill. 6 credits

AS 171-172. INTRODUCTION TO READINGS IN JAPANESE I & II

(Formerly AS 106-107)
Introduction to readings in Japanese for students at the intermediate level. Emphasis on modern Japanese in the various disciplines. 6 credits

AS 173-174. INTENSIVE JAPANESE I & II

(Formerly AS 281-282)
Parallels AS 71-72, AS 73-74, AS 75-76
An introduction to modern spoken Japanese. Pronunciation drill, grammatical analysis, fundamental composition, and conversational practice with native speakers as instructors. Stresses oral expression and aural comprehension. Extensive use of language laboratory and recorded materials. Thirty contact hours per week. 12 credits

AS 175-176. THIRD-LEVEL JAPANESE I & II

Continuation of the four skills development in Japanese with emphasis on reading ability. 6 credits

AREA AND GENERAL COURSES

AS 1. INTRODUCTION TO ASIAN STUDIES

Asian languages and cultures, with emphasis on cultural heritages, contemporary events, Asian-U.S. relations, religion, the martial arts, dance, movies, opera, plays, and other performing arts. Films shown in class. Field trips to museums, theaters, sports events, and cultural centers arranged, but not required. 3 credits

AS 102. (PO 182). GEOGRAPHY OF ASIA

(Formerly AS 182)
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 CIVILIZATION

Developments in the civilization of Asia; contacts with Western civilization and present status. 3 credits

AS 203 (HI 203). HISTORY OF MODERN ASIA

Asian history and culture from the 18th 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

Contemporary search for human fulfillment, studied in the light of mystical goals as described in classical sources. 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 compared. 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

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

AS 213. ASIAN MYSTICISM: ITS SOURCES AND MEANING

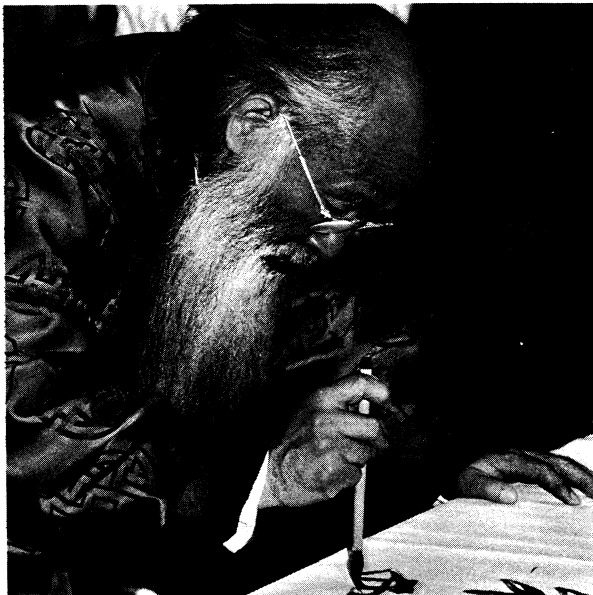
(Formerly AS 220)

Examination of the textual origins and meaning of Asian mysticism as expressed in the religious and philosophical systems of China, Japan, and India. 3 credits

AS 214. THE HOLY BOOKS OF INDIA

(Formerly AS 293)

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. INDIA AND ITS PEOPLE (SOUTH ASIA)

(Formerly AS 296)
People of India today: tribespeople, villagers, and urbanites. Influence of past Hindu traditions on religious beliefs and caste structure. Struggle between change and preservation of old traditions. 3 credits

AS 221. YOGA AND ZEN

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 222. JUDO AND T'AI CHI CH'UAN

A study of Oriental martial arts, with special emphasis on actual exercises. Demonstrations and discussions of the theoretical and philosophical background. 3 credits

AS 224. KARATE AND KUNG FU

A study of Chinese and Japanese martial arts, with special emphasis on actual exercises. Demonstrations and discussions of the theoretical and philosophical background. 3 credits

AS 253 (HI 253). HISTORY OF TRADITIONAL CHINA

From the origins to 1800 A.D. The dynastic framework of Chinese history forms the chronological basis of the course. 3 credits

AS 254 (HI 254). HISTORY OF MODERN CHINA

The transformation of 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

(Formerly AS 297)
Analysis of the political system of China; present trends and future prospects. 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 233. LINGUISTICS FOR BILINGUAL EDUCATION

Examination of the phonology, morphology, and syntax of English in relation to those of Asian languages, with particular reference to problems of learning and teaching. 3 credits

AS 234. LANGUAGE AND CULTURE

Basic concepts of language and culture as well as the relationship of language to cognitive, attitudinal, and behavioral patterns in both the Asian and American cultures through comparative approaches. Identification of potential points of interference leading to lack of communication and misunderstanding. Conducted bilingually. 1 credit

AS 235. CROSS-CULTURE STUDY OF EAST ASIAN AND OTHER MINORITIES IN AMERICA

The essence of the cultures of Chinese, Japanese, Korean, Vietnamese, and Filipinos. The similarities, differences, and cross-cultural interactions of these cultures. 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. 6 credits

AS 238. THEORY AND PRACTICE OF TEACHING CONTENT AREAS

Theory and practice in teaching mathematics, science, and other subjects. Conducted bilingually. 3 credits

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. 2 credits

BILINGUAL EDUCATION AND LINGUISTICS

AS 230. APPLIED LINGUISTICS

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

AS 231. BILINGUAL EDUCATION: THEORY AND PRACTICE

Theories, rationales, approaches, models, and researches. Their applications to Asian bilingual programs. 3 credits

SEMINAR AND DIRECTED STUDIES

AS 288. SENIOR RESEARCH SEMINAR

(Offered only to seniors during the Fall semester)
Introduction to research methodology, bibliography, and reference materials. Techniques for writing the senior essay and thesis. 3 credits

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



Department of Biology

Professors: Nicholas DeProspero, Ph.D.; *Frank Katz, Ph.D., (Chairperson);*
Stanley Kramer, Ph.D.; Ernest Orsi, Ph.D.

Associate Professor: John Keller, Ph.D.

Assistant Professors: Ghayasuddin Ahmad, Ph.D.; Kenneth Crossner, Ph.D.;
Sr. Marie Irma Kessler, Ph.D.; Eliot Krause, Ph.D.; Wayne Moyer, Ph.D.;
Carroll Rawn, Ph.D.

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

For undergraduate students majoring in biology, the program offers a broad background in the humanities as well as specialized courses and opportunity for individual research necessary for a career or further study at the graduate level.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 42-43), degree candidates must complete a minimum of 69 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 students' background and objectives.

Department Requirements

| | Credits |
|------------------------------------|---------|
| BI 11-12. GENERAL BIOLOGY I & II | 8 |
| BI Elective courses in biology | 24 |
| CH 13-14. GENERAL CHEMISTRY I & II | 8 |
| CH 31-32. ORGANIC CHEMISTRY I & II | 8 |

CH 29. QUANTITATIVE ANALYTIC CHEMISTRY

OR

CH 48. PHYSICAL CHEMISTRY FOR BIOLOGICAL SCIENCES 4

MT 60-61. 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 1. INTRODUCTION TO BIOLOGY

(For students not majoring in science)

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

(Primarily for nursing students)

Introduction to the function of organ systems and their integration by the nervous 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

(Primarily for nursing students and non-biology majors)

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. Breakage fee \$10.00 (refundable). 4 credits

BI 5. ENVIRONMENTAL PROBLEMS

(Not creditable as a biology major's elective)

How the biological and physical environment affects growth and survival of human and nonhuman populations. The role of humans as inhabitants and manipulators of the environment. Three hours lecture per week. 3 credits

BI 6. HUMAN BIOLOGY

(For students not majoring in science, psychology, or nursing)

The basic structure and function of humans with emphasis on the major organ systems. Emphasis on the coordination and integration of these systems. Three hours lecture per week. 3 credits

BI 7. BIOLOGY OF AGING

(For students not majoring in science)

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. Includes genetic and environmental factors as well as the experimental basis for current theories of aging. 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 the physical setting for life, molecular organization of cells, genetics, metabolism, and organism-environment interactions. Three hours lecture, three hours laboratory per week. 4 credits

BI 12. GENERAL BIOLOGY II

Prerequisite: BI 11

Structure, function, and evolution of organisms; physiology of behavior; fundamentals of reproduction and development. Three hours lecture, three hours laboratory per week. 4 credits

BI 21. COMPARATIVE VERTEBRATE ANATOMY

Prerequisite: BI 12

The eleven systems of *Acraniata* and *Craniata* compared. Laboratory work supplemented by lectures explanatory of the material and its evolutionary significance. Laboratory dissections include amphioxus, necturus, pigeon, dogfish, and cat. Three hours lecture, four 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)

The anatomy and physiology of humans and the correlation of structure and function. Three hours lecture, three hours laboratory per week. 8 credits

BI 100. UNDERGRADUATE SEMINAR IN GENETICS

(Offered during Summer Session only)

Corequisite: BI 103

Seminars on advanced topics of genetics presented by students. 1 credit

BI 101. EXPERIMENTAL EMBRYOLOGY

Prerequisite: BI 12

Experimental study of the development of animals and plants with emphasis on the vertebrates. Topics include gamete formation, fertilization, cleavage, gastrulation, organogenesis, development of higher plants, regeneration, and control of development. Laboratory includes work with living and sectioned embryos. Three hours lecture, four hours laboratory per week. 4 credits

BI 103. GENETICS

Prerequisites: BI 11-12

Corequisite: BI 104

Fundamental principles of classic and modern genetics. Simple inheritance patterns, chromosome theory, gene function, DNA replication, protein synthesis, operon theories, and behavioral genetics. Problems of human genetics as related to genetic counseling and genetic engineering discussed. Three hours lecture per week. 3 credits

BI 104. GENETICS LABORATORY

Corequisite: BI 103

Laboratory experiments utilizing *Drosophila*, microorganisms, and other organisms pertinent to illustrating principles of inheritance. Introduction to statistics and computers as applied to genetics. Four hours per week. 1 credit

BI 105. HISTOLOGY

Prerequisite: BI 21

Study of the cells, tissues, and organs of the healthy human body, correlating structure and function. Laboratory includes some histologic techniques as well as analysis of prepared slides. Three hours lecture, four hours laboratory per week. 4 credits

BI 107. MICROBIOLOGY

Prerequisites: BI 12 and 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. Two hours lecture, four hours laboratory per week. Breakage fee \$10.00 (refundable). 4 credits

BI 110. ECOLOGY

Prerequisite: BI 12

Fundamental principles of ecology. Discussion of ecosystem components and processes; population dynamics and community structure; habitat and ecological niche; the development and evolution of ecosystems. Three hours lecture per week. 3 credits

BI 111. ECOLOGY LABORATORY

Prerequisite or corequisite: BI 110

Laboratory and field experiments in ecology. 1 credit

BI 201. CELL BIOLOGY

Prerequisites: BI 12, CH 14, PY 72, and PY 78

A comprehensive survey of cell structure and function, with attention to history and methodology from which current knowledge has grown. Laboratory ex-

ercises are integrated with lectures and provide students with experience both in microscopic analysis and in experimental manipulation of cells and organelles. Two hours lecture, four hours laboratory per week. 4 credits

BI 203. VIROLOGY

Prerequisites: BI 12, 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

Prerequisites: BI 12 and CH 32; BI 107, PY 72 and PY 78 recommended

Study of macromolecules: their structure, function, and metabolic relationships. Modern concepts of protein synthesis and their regulatory mechanisms. Introduction to bacterial genetics, gene structure, and function, and study of bacteriophages and other viruses. 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. Three hours per week. 1 credit

BI 208. INTRODUCTION TO IMMUNOLOGY

Prerequisites: BI 12 and CH 32; BI 107 recommended

Principles of immunology and serology. Humoral and cell-mediated immunologic reactions. *In vitro* antigen-antibody reactions: agglutination, precipitation, complement fixation, and immunofluorescence. Relationship between immunological reactions and biologic phenomena, such as hypersensitivity, tolerance, and autoimmunity. Two 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

*Four credits of Biology Research and/or Independent Study may be applied to the required 32 credits in biology subjects for the major. A maximum of 8 credits is permitted in courses BI 210-219.

BI 245. BIOLOGICAL MODELING AND SIMULATION

Prerequisite: Permission of instructor

The techniques, problems, limitations, and validity of transforming biological information into computer-simulated models. A class project to develop a model ecosystem (with graphical, tabular, and animated output) as an example; other fields also considered as subjects for modeling. Three hours lecture, four hours laboratory per week. 4 credits

BI 250. PARASITOLOGY

Prerequisites: BI 12 and BI 21; BI 105 and 253 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 engage in laboratory and library projects. Three hours lecture, four hours laboratory per week. 4 credits

BI 251. VERTEBRATE PHYSIOLOGY LECTURE AND LABORATORY

Prerequisites: BI 21, CH 32, PY 72 and PY 78, or permission of instructor. BI 201 recommended.

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. Breakage fee \$15.00 (refundable). 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

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. ORGANIC EVOLUTION

Prerequisites: BI 103 and 104 or permission of instructor.

BI 21, BI 101, BI 110, and BI 111 recommended
Development of the idea of evolution and the evidences of organic evolution. Study of the mechanisms of evolutionary change. Topics include Hardy-Weinberg equilibrium, population genetics and genetic variation, kinds of selection, speciation mechanisms and major phylogenetic patterns, and methodology. Three hours lecture per week. 3 credits

BI 255. PRINCIPLES AND METHODS OF SYSTEMATIC BIOLOGY

Prerequisite: BI 12; BI 103 and BI 104 recommended
An introduction to modern systematic theory and practice and the underlying genetic, ecological, evolutionary, and biogeographic concepts. Three hours lecture per week. 3 credits

BI 256. PLANT PHYSIOLOGY

Prerequisites: BI 12 and CH 13

Physiologic aspects of plant growth and development. Emphasis on photosynthesis, plant growth regulators, respiration, nutrition, transpiration, and the physiology of flowering. Three hours lecture, four hours laboratory per week. 4 credits

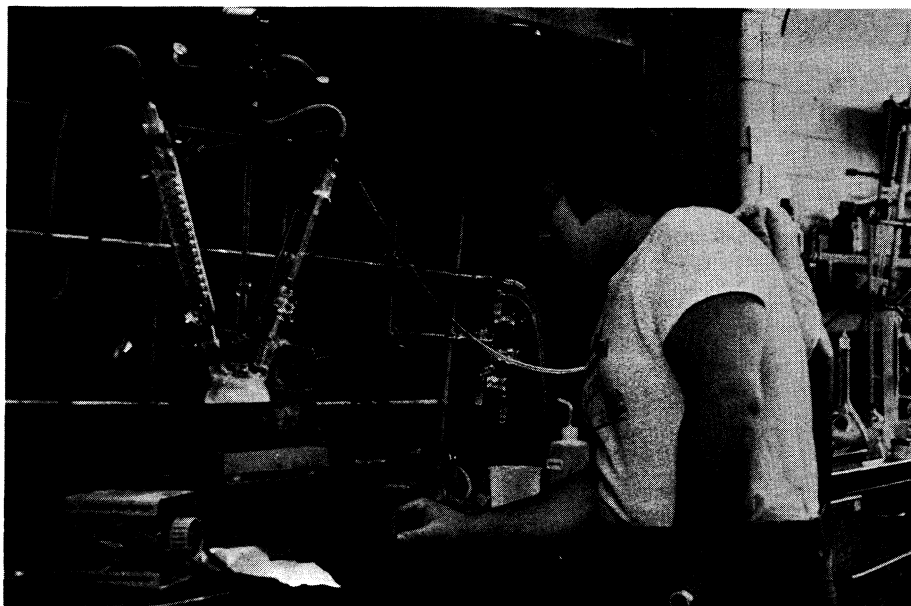
BI 258. RADIATION BIOLOGY

Prerequisites: BI 12, CH 32, PY 72, and PY 78

Effect of radiation on living systems covered from the cellular and organismic levels. Discussion of physical and chemical aspects of ionizing radiation. Three hours lecture per week. 3 credits

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



Department of Chemistry

Professors: Paul Ander, Ph.D.; Robert Augustine, Ph.D.

*Rev. Alfred Celiano, Ph.D. (Chairperson); Robert Conley, Ph.D.;
Galen Ewing, Ph.D.; Jerry Hirsch, Ph.D.*

Associate Professors: Rev. Owen Garrigan, Ph.D.; Roland Hirsch, Ph.D.;
Daniel Huchital, Ph.D.; L.J. Cline Love, Ph.D.; Eugene McGuinness, Ph.D.;
Anthony Sonnessa, Ph.D.; Daniel Weeks, Ph.D.

Adjunct Associate Professors: Roland Flynn, M.A.T.; Arthur Mohan, Ph.D.

Adjunct Assistant Professor: Lawrence DeBolt, B.S.

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, or industry — 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. In conjunction with the Department of Biology, the Department prepares students for the study of medicine, dentistry, and medical technology.

Honors Program

The Honors Program in chemistry for students of exceptional ability includes a special introductory course in freshman year, 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 42-43), 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 |
|--|-----------|
| Freshman Year | |
| CH 17-18. PRINCIPLES OF CHEMISTRY I & II | 9 |
| MT 60-61. CALCULUS I & II* | 8 |
| MO 21-22. ELEMENTARY GERMAN I & II | |
| or | |
| MO 23. INTERMEDIATE GERMAN I | |
| and | |
| MO 27. SCIENTIFIC GERMAN I | 6 |
| Sophomore Year | |
| 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 |
| Junior Year | |
| 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 |
| Senior Year | |
| CH 26. ANALYTICAL CHEMISTRY II | 4 |
| CH 44. PHYSICAL-INORGANIC CHEMISTRY LABORATORY II | 2 |
| CH Elective courses in chemistry | minimum 6 |

 *Students lacking high school trigonometry or making unsatisfactory scores on the Mathematics Placement test take MT 42. PRE-CALCULUS MATHEMATICS — ALGEBRA AND TRIGONOMETRY and MT 60. CALCULUS I in freshman year and MT 61. CALCULUS II the following summer session.

COURSE DESCRIPTIONS

CH 1. INTRODUCTION TO CHEMISTRY

(For non-science students)

The relevance of chemistry to everyday life. No chemistry background required. Topics include the atomic model of matter, energy, acid-base chemistry, nuclear chemistry, photography. Demonstrations supplement class discussions. 3 credits

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. Experiments relating to the above performed during the lecture. 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

Fundamental chemistry. Emphasis on the principles of biochemistry that contribute to health and disease. Three hours lecture, three hours laboratory per week. Deposit \$10.00. 8 credits

CH 13-14. GENERAL CHEMISTRY I & II

Introduction to the principles of chemistry. Three hours lecture, four hours laboratory and recitation per week. Deposit \$10.00. 8 credits

CH 17-18. PRINCIPLES OF CHEMISTRY I & II

The development of the principles of chemistry. 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. Deposit \$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. Deposit \$10.00. 4 credits

CH 26. ANALYTICAL CHEMISTRY II

Prerequisite: CH 25

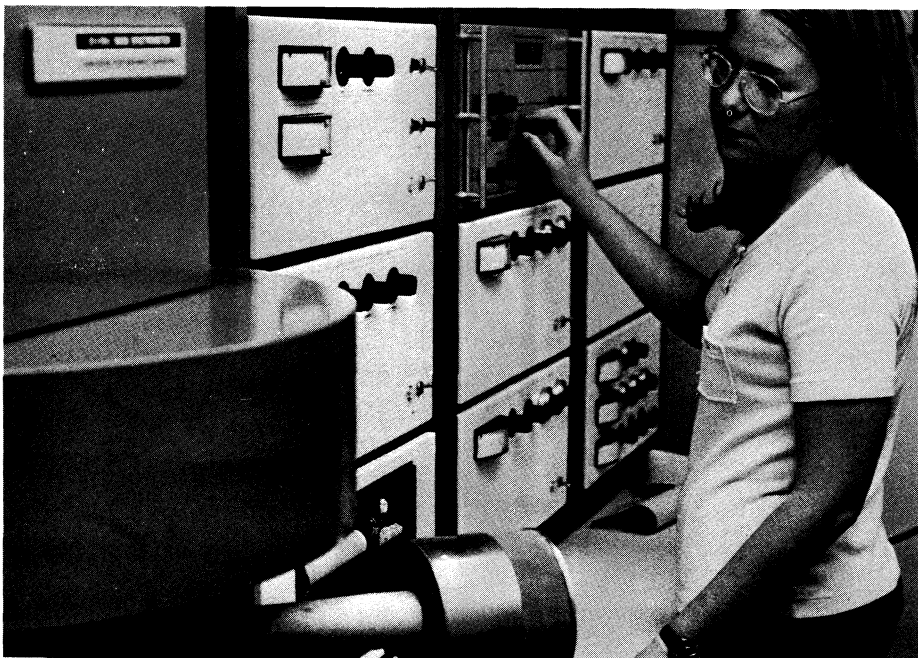
Theory and practice of modern instrumental methods: electrochemical, spectrochemical, thermal, and other methods. Emphasis on the principles of instrumentation. Three hours lecture, four hours laboratory per week. Deposit \$10.00. 4 credits

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. Deposit \$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. Three hours lecture, four hours laboratory per week. Deposit \$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. Deposit \$10.00. 10 credits

CH 41-42. PHYSICAL CHEMISTRY I & II

Prerequisites: PY 72 or PY 74; PY 112 or MT 111

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. Deposit \$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 61, 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, three hours of laboratory per week. Deposit \$10.00. 4 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. 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 280. CHEMISTRY HONORS I

Student seminars and discussions 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

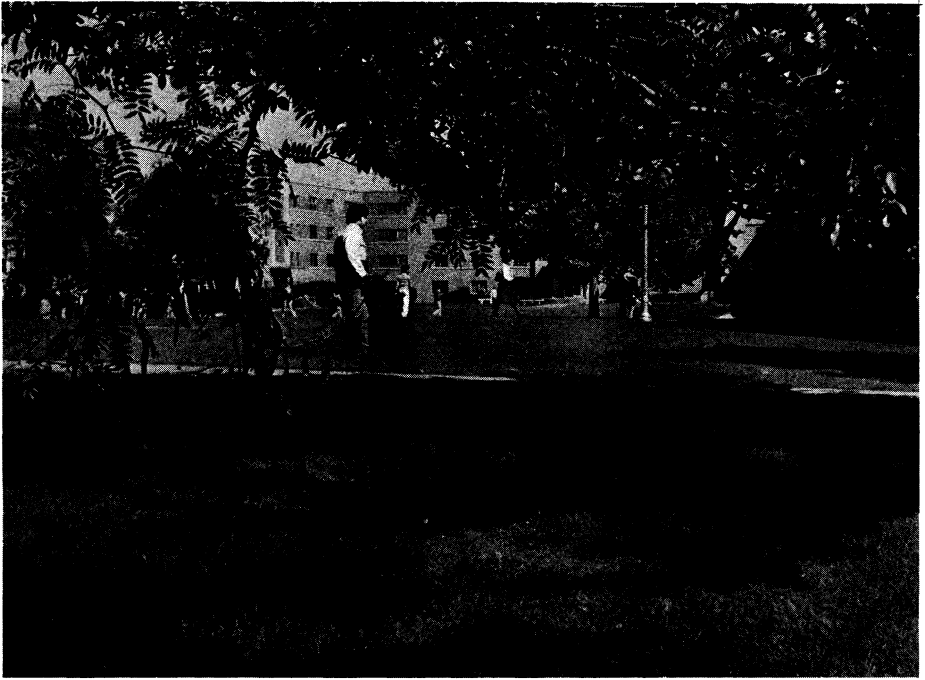
CH 291-294. CHEMISTRY RESEARCH

(For seniors majoring in chemistry)

Introduction to methods of original investigation. Individual laboratory research problems, conferences, library research. Enrollment limited. Deposit \$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. ADVANCED ANALYTICAL CHEMISTRY I****CH 322. ADVANCED ANALYTICAL CHEMISTRY II****CH 323. ELECTROCHEMICAL METHODS OF ANALYSIS****CH 324. SPECTROCHEMICAL METHODS OF ANALYSIS****CH 331. THEORETICAL ORGANIC CHEMISTRY I****CH 333. SYNTHETIC ORGANIC CHEMISTRY****CH 341. CHEMICAL THERMODYNAMICS****CH 342. CHEMICAL KINETICS****CH 351. GENERAL BIOCHEMISTRY I****CH 352. GENERAL BIOCHEMISTRY II****CH 353. LABORATORY IN BIOCHEMISTRY I**



Department of Classical Studies

Associate Professor: *Rev. Robert Antczak, Ph.D. (Chairperson)*

Assistant Professors: Rev. Eugene Cotter, Dr. Lett.; Margaret McGuire, Ph.D.

Adjunct Assistant Professors: Mary Louise Tamason, M.S.; Mark Sosower, M.A.

The Department of Classical Studies offers a variety of courses which bring students more fully into contact with the roots of their culture. Students gain an awareness and appreciation for 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.

Aside from transmitting knowledge of ancient languages 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 (see pages 42-43), 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 (Latin or Greek) or in culture.

COURSE DESCRIPTIONS

LANGUAGES

CL 1-2. ELEMENTARY LATIN I & II

Introduction to the Latin language, with extensive readings and drills in descriptive Latin morphology and principal constructions of syntax. 6 credits

CL 5-6. ELEMENTARY GREEK I & II

Introduction to the Greek language, with extensive readings in descriptive Greek morphology and principal constructions of syntax. 6 credits

CL 10-11. BIBLICAL HEBREW I & II

Morphology and grammar as a basic philological introduction to exegesis, with some practice in conversational Hebrew. 6 credits

AUTHORS: LATIN

CL 105. LIVY

Selected readings from the *History of Rome*. A study of the style, composition, sources, and character of Livy's history. 3 credits

CL 126. CICERO'S PHILOSOPHY OF OLD AGE

Analysis of Cicero's philosophical thought. Study of his thoughts on aging, giving reference to other classical descriptions of the senior citizen. 3 credits

CL 129. SENECA

Selected readings from Seneca's dialogues, letters, and tragedies. Study of his philosophy, its principles and character, linguistic features, rhetorical elements. 3 credits

CL 143. THE LATIN FATHERS

Survey of the literature and doctrine of the Latin Fathers of the Church from Tertullian to St. Isidore of Seville (180-636). Extensive reading in English and Latin. 3 credits

See Seminars

AUTHORS: GREEK

CL 151. HOMER'S ODYSSEY

Survey of Aegean civilization based on extensive readings from the *Odyssey*. 3 credits

CL 152. HERODOTUS

Selected readings from the *History* of Herodotus. Study of his style, language, composition, and historical value. 3 credits

CL 177. THE GREEK FATHERS

(Formerly CL 142)

Survey of the literature and doctrine of the Greek Fathers of the Church from St. Clement I to St. John Damascene (96-749) with extensive reading assignments in English, Greek, and Latin. 3 credits

See Seminars

CULTURE: IN TRANSLATION

CL 201. ARCHAEOLOGY OF GREECE

The history and culture of ancient Greece in light of new archaeological discoveries. Basic archaeological principles and terminology. Illustrated with color slides. 3 credits

CL 202. ARCHAEOLOGY OF IMPERIAL ROME

The history of Rome and its important monuments of art in light of archaeological discoveries with emphasis on the remnants of the early Christian Church. 3 credits

CL 205. GREEK PERSONALITIES ON FILM

Prerequisite: CL 255

A study of the ancient Greek civilization and culture through a study of films about Greek literary characters, such as Jason, Odysseus, Medea, Antigone, Alexander. 3 credits

CL 206. ROMAN PERSONALITIES ON FILM

Prerequisite: CL 256

A study of ancient Roman civilization and culture through a study of films about Roman literary characters, such as Julius Caesar, Hannibal, Marcus Aurelius, Spartacus. 3 credits

CL 208. LATIN AND GREEK ELEMENTS OF SCIENTIFIC TERMINOLOGY

Scientific vocabulary for premedical, pre dental, and nursing students as well as students in biology, chemistry, and physics. 3 credits

CL 211. THE CLASSICAL EPIC

Selected readings and analysis of Homer's and Virgil's epics and their impact on English literature. 3 credits

CL 212. GREEK AND ROMAN DRAMA

Readings and analysis of selected Greek and Roman dramas. Study of their origin, character, composition, and of the Greek and Roman theater buildings. 3 credits

CL 213. GREEK AND LATIN LYRICS

Reading and interpretation of selected Greek and Latin elegiacs and iambics; Greek melic and choral lyrics and their influence on the Roman lyricist. 3 credits

CL 213. GREEK AND LATIN POETS

Reading and interpretation of selected Greek and Latin poets. Lyric poetry and satire and their influence on our time considered. 3 credits

CL 214. GODS, HEROES, LEGENDS, AND LITERATURE

Greek and Roman mythology and religion. Nature and forms of ancient religion from pre-Homeric times. Myths in theory and practice: their use in literature and art. 3 credits

CL 236 (MO 236). GREEK MYTHOLOGY AND FRENCH DRAMA

Greek mythological and tragic heroes as they appear in the ancient dramatists and French dramatic literature of the last three centuries. 3 credits

CL 255. CLASSICAL CIVILIZATION: GREEK WORLD

Politics and culture in the Hellenic world from prehistoric times to the death of Alexander. The law and the citizen in Athens and Sparta. Daily life in ancient Greece. 3 credits

**CL 256. CLASSICAL CIVILIZATION:
ROMAN WORLD**

Political and cultural life of the Republic and Empire.
Roman law, education, economics, and private life.
3 credits

**INDEPENDENT STUDY
AND SEMINARS**

**CL 180. MAJOR SEMINAR: WOMEN IN
ANTIQUITY**

Selections from Latin and Greek authors dealing with
women and women's status in ancient society.
6 credits

**CL 181. SEMINAR: GREEK AND ROMAN
TRAGEDIANS**

The works of Aeschylus, Sophocles, Euripides, and
Seneca read, studied, and interpreted in the original
and in translation. 6 credits

**CL 182. SEMINAR: GREEK AND ROMAN
STOIC PHILOSOPHY**

Readings from *Diogenes Laertius* and the *Medita-
tions* of Marcus Aurelius. 6 credits

**CL 183. SEMINAR: GREEK AND ROMAN
HISTORIANS**

A majors' seminar, studying the work of Herodotus
and Tacitus in particular. 6 credits

**CL 184. SEMINAR: GREEK AND
LATIN ORATORY**

The works of Demosthenes and Cicero studied in the
original. 6 credits

**CL 185. SEMINAR: GREEK AND ROMAN
COMEDY**

The works of Aristophenes and Menander, Plautus
and Terence read and studied in the original and in
translation. 6 credits

CL 260. INDEPENDENT STUDY

Special research in a specific genre in ancient literature
and its subsequent influence on English literature.
(Under guidance of a faculty adviser.) 3 credits

CL 261. INDEPENDENT STUDY

Readings and research in a particular author of ancient
literature. (Under guidance of a faculty adviser.)
1 credit



Department of Communication

Professor: *Al Paul Klose, Ph.D. (Chairperson)*

Associate Professors: Robert Allen, Ph.D.; James McGlone, Ph.D.;
Joseph Peluso, Ed.D.; Gilbert Rathbun, M.F.A.

Assistant Professors: Margaret Freathy, Ph.D.; Owen McEvoy, M.F.A.;
Donald McKenna, M.A.

Instructors: Kevin Hislop, M.A.; Kenneth Hoffman, M.A.; Denis Hurley, M.S.;
Rev. Denis Mahon, M.A.; Lloyd McBride, B.A.

Adjunct Associate Professor: Howard Travis, Ph.D.

Adjunct Assistant Professors: Edward Fonseca, M.F.A.; Ruth Fost, M.A.;
Elias Holtzman, B.J.; Terence Koyce, M.A.; Edward Norton, B.S.;
Charles Paolino, M.A.; Rev. James Pindar, M.A.; Judith Schechner, M.A.;
Deborah Stapleton, M.A.; Alison Wachstein, B.A.; Jane Waterhouse, M.F.A.

Adjunct Instructors: Marie Clarizio, B.A.; Everett Granger, B.A.

The Department of Communication offers a program of study leading to the degree Bachelor of Arts.

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 42-43), including 6 credits in specified fields, degree candidates must complete a minimum of 39 credits in communication.

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 |

two of the following four courses

| | |
|---|----|
| 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

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

CO 30, 111, 112, 113, 115, 121, 122, 124, 128, 129, 130, 141, 142, 147, 148, 161, 174, 175, 183, 184, 246, 273, 274, 275, 280, 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. COMMUNICATION INTERNSHIP

Experience in cooperating media organizations, with faculty-assigned and supervised related study projects; continuing critique of the professional experience. (Open to selected students.) 3-6 credits

CO 291-292-293. INDIVIDUAL RESEARCH

Projects of an academic nature, chosen according to the student's interest, completed under the guidance of a faculty counselor, with the approval of the Department chairperson.

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 the instructor. 3 credits

BROADCASTING (TELEVISION, RADIO) AND FILM

CO 60. EVOLUTION OF THE FILM ART

The major international contributors to the art of motion pictures. Screening and critiques of films demonstrating the creative impetus given to film making from the early narratives of Melies to Italian Neo-Realism and other avant garde forms of 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

Styles and forms of writing. Writer, sponsor, media, and audience relationships—how they affect media content. Preparation of scripts. 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

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

Development of the documentary film from its beginning in the still photographic essays of the 19th century through the early French, Russian, and English documentaries to television today. Lectures, discussions, and screenings. 3 credits

CO 183. INTRODUCTION TO STUDIO TELEVISION

Discussions, closed circuit demonstrations, and laboratory assignments. Projects developed by the instructor and performed by the students in their orientation to the facilities of both studio and control room. One hour discussion, two hours laboratory per week. 3 credits

CO 184. TELEVISION FORMS AND TECHNIQUES

Prerequisite: CO 183
A study of production fundamentals: script analysis and blocking; lighting, sets, sound; graphics, optics; program forms and styles. One hour discussion, two hours laboratory per week. 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 280. PRODUCING THE TELEVISION PROGRAM

Prerequisite: CO 184
In-depth review of the principles of television production and direction. Each student produces and directs an advanced television program of a dramatic or non-dramatic nature. Completed programs screened and critiqued. 4 credits

CO 284. TELEVISION PRODUCTION

Prerequisites: CO 184
After in-depth reviews of studio-television principles and practices, students form production crews to produce several major projects including preparing scripts, creating graphics materials, designing sets and lighting, rehearsing, and videotaping programs, which are critically examined. 3 credits

CO 285. TELEVISION DIRECTING

Prerequisites: CO 284; written permission of instructor; students must prepare *in advance* script, floor plan, and lighting plan for original 15-minute production.
Each student produces and directs a 15-minute studio-television production. Students crew for each other's productions as technical directors, associate directors, audio engineers, floor managers, camera operators, etc. 3 credits

JOURNALISM

CO 20. AMERICAN JOURNALISM: THE GROWTH OF FREE EXPRESSION

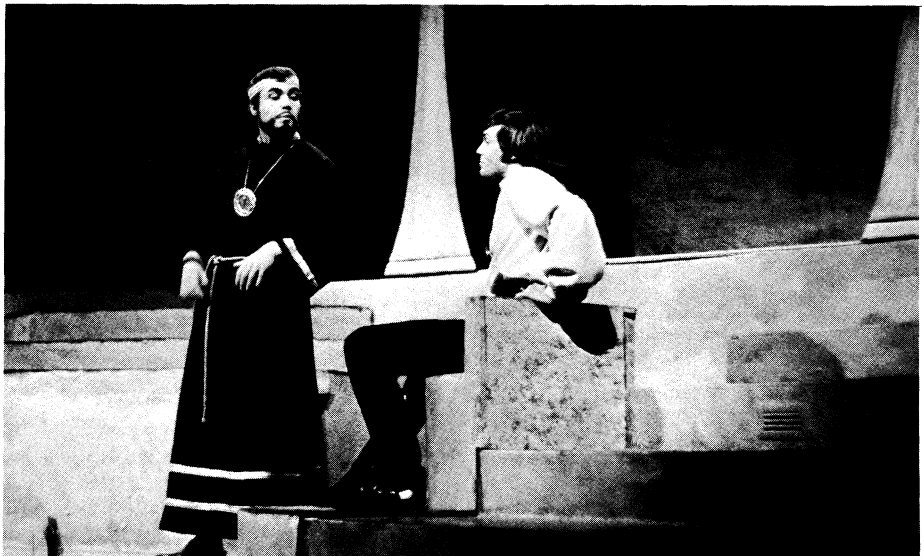
From colonial to 20th-century America, improvements in technology. Development of the information and opinion functions of the newspaper from libertarianism to social responsibility. 3 credits

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. PUBLICATION PRODUCTION AND TYPOGRAPHY

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 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 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

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 improvement 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

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 deportment. 3 credits

CO 142. DIRECTING

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 Bouicault 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

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

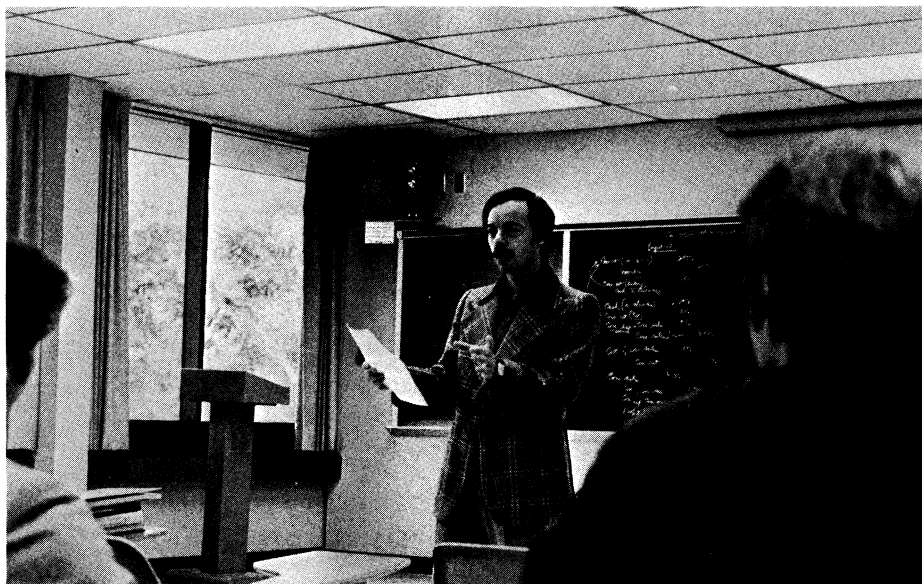
The world of visual perception and communication, and the effective use of the still and moving picture as a means of communicating verbal and non-verbal concepts. Individual study in areas outlined by the instructor. 3 credits

CO 360. EDUCATIONAL TELEVISION: PRODUCTION AND UTILIZATION

Thorough investigation of educational and instructional television, including organization and planning, production techniques, and its use in the classroom and other learning situations. Lectures, discussions, critiques of films and video-tapes. Scripting, producing, and directing workshop projects and original programs developed by students in the course.

(May be taken for undergraduate credit CO 260.)

6 credits



Major Program in Economics

Administered by: Bernard J. Stack, M.A.

George Tzannetakis, Ph.D., 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 |

COURSE DESCRIPTIONS

EC 1 is a prerequisite for all other offerings in economics and for the study of related subjects.

EC 1 (BA 1). INTRODUCTION TO ECONOMICS

Introduces 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 policies. 3 credits

EC 2 (BA 2). INTERMEDIATE MICRO-ECONOMIC ANALYSIS

Prerequisite: EC 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 among the key topics examined. A study of contemporary techniques for rational decision making utilized in the application of the principles. 3 credits

EC 3 (BA 3). INTERMEDIATE MACRO-ECONOMIC ANALYSIS

Prerequisite: EC 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. Current issues evaluated. 3 credits

EC 6-7 (BA 6-7). INTRODUCTION TO STATISTICS I & II

Prerequisite: MT 23-24 or equivalent
Quantitative analysis covering collection and interpretation of data, measures of central tendency, dispersion, correlation, time series, and statistical inference. 6 credits

EC 10. THE THEORY OF MONEY AND CREDIT

Prerequisite: EC 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: EC 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: EC 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

(Especially designed for the gerontology program)
Aspects of the economic status of older persons. A comprehensive description of major public programs which have a significant impact on the economic well-being of the elderly. Topics include income and wealth over the life cycle, labor force participation, Social Security, Supplemental Security Income, and Medicaid. 3 credits

EC 61. COMPARATIVE ECONOMIC SYSTEMS

Prerequisite: EC 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: EC 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: EC 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: EC 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. 3 credits

EC 110. ENVIRONMENTAL ECONOMICS

Prerequisite: EC 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: EC 3, BA 7, MT 27-28

Application of mathematics and statistics to economic theory for solving economic problems. Development of econometric models, both static and dynamic, assuming conditions of uncertainty. Open to upperclassmen only. 3 credits

EC 126. URBAN ECONOMICS

Prerequisite: EC 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: EC 1, EC 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: EC 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. 3 credits

EC 135. THE THEORY OF ECONOMIC GROWTH

Prerequisite: EC 3

Examination of various theories and models of economic growth. Analysis of the problems of economic underdevelopment. Interpretation of private and government development policies. 3 credits

EC 141. LABOR ECONOMICS

Prerequisites: EC 2, EC 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: EC 2, EC 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 296-298. INDEPENDENT STUDY IN ECONOMICS

Prerequisites: EC 2, EC 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: EC 2, EC 3, EC 103

(Open only to seniors majoring in economics)

The student prepares and researches 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



Department of English

Professors: Edward Byrnes, Ph.D.; Rose Gallo, Ph.D.;
Thomas Lucas, Ph.D. (Chairperson); Joan Nourse, Ph.D.; Paul Ochojski, Ph.D.;
David Rogers, Ph.D.; Leigh Winsler, Ph.D.

Associate Professors: Alexander Butrym, Ph.D.; Thomas Duff, Ph.D.;
James Lindroth, Ph.D.; Kathleen McCoy, Ph.D.; Lawrence MacPhee, Ph.D.;
Rev. Bert Marino, Ph.D.; Harold Petitpas, Ph.D.

Assistant Professors: Chrysanthy Grieco, M.A.; John Harrington, M.A.;
James Paris, M.A.; John Sweeney, M.A.; Edward Winans, M.A.

Instructor: Margot Banks, M.A.

Adjunct Associate Professors: Elizabeth Nelson, Ph.D.; Arnold Rabin, M.S.

Adjunct Assistant Professors: Mary Ahr, M.A.; Francis Crowley, M.A.;
Regina Domeraski, M.A.

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, or 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 42-43), 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

General Program — for students whose career goal is writing, editing, public relations, law, business, or other professions.

| | Credits |
|---|---------|
| EN 9-10. COLLEGE ENGLISH I & II | 6 |
| EN 41-42. GREAT BOOKS OF THE WESTERN WORLD I & II | 6 |
| EN English electives ranging over a broad spectrum of early and contemporary literature | 33 |

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 COLLEGE ENGLISH I & II. (In effect, the student will have a double major.)

Follow, in sequence, the courses required for certification, allowing time for field experience.

Program for Preparation for Graduate Studies in English

| | Credits |
|---|---------|
| EN 9-10. COLLEGE ENGLISH 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 141. MEDIEVAL LITERATURE | 3 |
| EN 252. SHAKESPEARE | 3 |
| four period surveys selected from | |
| 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 |

*These electives may include additional courses in English.

The Department urges students to select a foreign language as a free elective and complete the sequence through at least the third-year level.

COURSE DESCRIPTIONS

EN 9. COLLEGE ENGLISH I

How to plan, organize, and write clear, effective expository prose. Expression skills improved through reading, discussion, and written assignments.

3 credits

EN 10. COLLEGE ENGLISH II

How to prepare for class reports and examinations and how to use research materials in longer papers. Selected readings to advance appreciative and critical competence.

3 credits

EN 13. THE DRAMA

The theater's approaches to plot, character, and theme, as shown in early tragedy and satiric comedy. Modern problem plays and the latest stage experiments.

3 credits

EN 14. POETRY

Epic, ode, sonnet, and epigram, verse, regular and free, rhymed and otherwise, read to build understanding of poetic expression and of the varied forms it can take.

3 credits

EN 41. GREAT BOOKS OF THE WESTERN WORLD I

Roots and traditions of our culture as revealed in the masterworks of Homer, Sophocles, Plato, Virgil, Dante, Shakespeare, and Cervantes.

3 credits

EN 42. GREAT BOOKS OF THE WESTERN WORLD II

Emergence of the modern spirit in neoclassical Molière and romantic Goethe, realists Dostoevsky and Ibsen, and such 20th-century stylists as Pound, D.H. Lawrence, Sartre, and Camus.

3 credits

EN 47. ENGLISH LITERATURE I

Continuity and formal development through Beowulf, Chaucer, Spenser, Shakespeare, Milton, and Pope.

3 credits

EN 48. ENGLISH LITERATURE II

Romantic, Victorian, and modern literary trends in Wordsworth, Keats, Tennyson, Browning, Joyce, Eliot, and Yeats.

3 credits

EN 49. AMERICAN LITERATURE I

From Mayflower Compact to Civil War, with romanticized history by Cooper and Irving. The darkness of Hawthorne and Melville and the individualism of Emerson and Thoreau.

3 credits

EN 50. AMERICAN LITERATURE II

From Whitman and Dickinson to realist James, naturalists Crane and Dreiser, and the modern Eliot, Faulkner, Hemingway, and Stevens.

3 credits

EN 102-103. CREATIVE WRITING WORKSHOP

Practical seminar recommended for students who intend to do professional writing. Students carry out individual projects under close supervision and learn to prepare material for literary markets.

3-6 credits

EN 105-106. POETRY WORKSHOP

Practical seminar in which students write and evaluate critically various forms of poetry.

3-6 credits

EN 107-108. CREATIVE WRITING

Practical course in writing several types of prose but specializing in the short story.

3-6 credits

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 141. MEDIEVAL LITERATURE

The Old and Middle English periods, from early Christian epic and Celtic myth through the Arthurian legend and ballads of violence to courtly love. *Everyman*, and *The Canterbury Tales*.

3 credits

EN 143. RENAISSANCE LITERATURE

Introduction to English Renaissance humanism, with selected readings of 16th-century pastoral, satirical, lyric, and heroic verse. In-depth study of important prose. Special attention given Sir Thomas More, Sir Philip Sidney, and Edmund Spenser.

3 credits

EN 144. 17TH-CENTURY LITERATURE

Metaphysical and classical lyrics, character sketches, and Milton's epic view of the Fall of Man.

3 credits

EN 145. 18TH-CENTURY LITERATURE

Prose and poetry from the Restoration to the Romantics — 1660-1800. Social, political, and philosophic backgrounds of the age and the bases of the neoclassic aesthetic as reflected in the literature of the time. Incidental notice given to the novel and drama; fuller consideration given to minor authors and specific trends. Chief emphasis on major writers: Dryden, Pope, Swift, and Johnson.

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 147. THE ROMANTIC PERIOD

Studies in the poetry of Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

3 credits

EN 148. THE VICTORIAN AGE

The poetry of Browning, Tennyson, and the pre-Raphaelites and prose of Carlyle, Newman, Arnold, Ruskin, and Mill. 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 THROUGH HENRY JAMES

Concentrates on one important work of each of several major authors. Significant minor emphasis on historical and social factors with some attention to popular developments in the novel. 3 credits

EN 152. THE AMERICAN NOVEL SINCE JAMES

From the naturalistic era on. Focus on one work by each of several major novelists such as Dreiser, Hemingway, and Faulkner. 3 credits

EN 153. THE 20TH-CENTURY LYRIC IN AMERICA

An analytic approach to the work of American poets from Eliot and Stevens to Plath and Wilbur. 3 credits

EN 155. MODERN BRITISH LITERATURE

The 20th-century rebels and innovators up to World War II including poets Hopkins, Eliot, and Yeats, playwright Shaw, and novelists Conrad and Woolf. 3 credits

EN 200. ASIAN LITERATURE

Readings in translation of some of the masterworks of the Near East, Persia, India, China, and Japan. Study of the literary relations of Eastern and Western cultures. 3 credits

EN 209. CLASSICAL RUSSIAN LITERATURE

Readings and lectures from the beginnings of Russia and Old Russian literature to the end of the 19th century (folk tales, epic poetry, fiction, and drama) — Lermontov, Lomonosov, Pushkin, Turgenyev, Dostoevsky, Tolstoy, Chekhov, and others. 3 credits

EN 210. CONTEMPORARY RUSSIAN LITERATURE IN TRANSLATION

Introduction to Russian novels, poems, short stories, and essays from Gorky to Pasternak to Solzhenitsyn. Such émigré writers as Zamyatin included. Emphasis on special social and political problems of Russian writers from the past 50 years to the present. 3 credits

EN 251. CHAUCER

The Canterbury Tales as an anthology of medieval literary types; *Troilus and Criseyde*. 3 credits

EN 252. SHAKESPEARE

Representative tragedies, comedies, and histories; the sonnets. 3 credits

EN 254. AMERICAN DRAMA: O'NEILL TO THE PRESENT

Representative plays from O'Neill to Bullins. 3 credits

EN 255. CONTEMPORARY FICTION

Evaluation of forces that shaped fiction since World War II. Readings and critical reviews of modern novels and short stories. 3 credits

EN 256. CONTEMPORARY DRAMA

New social perspectives and original techniques, studied in psychological and protest plays, existential tragedies, comedies of the absurd, and popular musicals. 3 credits

EN 257. CONTEMPORARY POETRY

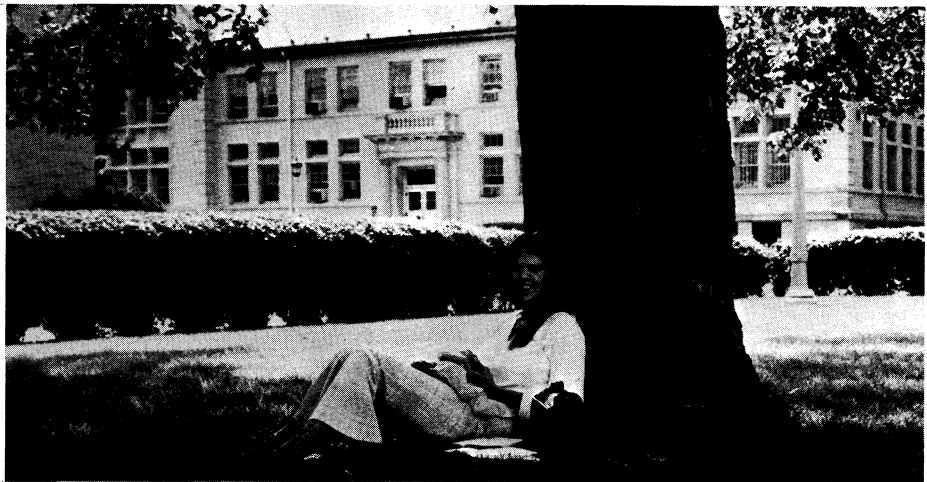
Critical examination of trends in poetry since World War II 3 credits

EN 258. THE DRAMA IN ENGLAND

A survey of English drama from the liturgical mystery plays to Pinter. 3 credits

EN 260. LINGUISTICS AND ENGLISH GRAMMAR

Intensive survey of various linguistic systems and their application to the teaching of English grammar and style. 3 credits



EN 262. BUSINESS WRITING 3 credits

EN 270. SCIENCE FICTION

The history of science fiction through a consideration of the themes and techniques in authors as disparate as Wells, Verne, Ellison, Zelazny, Asimov, Lem, and others. 3 credits

EN 271. THE SCREENPLAY AS LITERATURE

The film script as a literary genre. Adaptations and originals by Ben Hecht, Dudley Nichols, Preston Sturges, Herman J. Mankiewicz, and others. 3 credits

EN 272. DRAMA: CLASSIC AND CONTEMPORARY

Plays currently in production on and off Broadway. Field trips. 3 credits

EN 273. THE EUROPEAN SCREENPLAY

The European "art" film. Screenplays of several enduring masterpieces from France, Italy, Germany, England, and Sweden. Selected screenings; all foreign language films with English subtitles. 3 credits

EN 280. POETRY AND SCIENCE

Historical and philosophical relationship between poetry and science since the Renaissance. Members of the science faculty participate. Discussion of human values in relation to poetry and science. 3 credits

EN 281. CONTEMPORARY LITERATURE AND RELIGION

Modern concepts of man's spiritual side as shown in works of 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

Comparative survey of seriocomic assaults on vice and folly in all major literary genres from classical, medieval, Renaissance, and modern texts. 3 credits

EN 284. YEATS AND HIS WORLD

A study of Yeats' poetry in the setting of his age, of which he was a major shaper. Yeats' Irish background, his relationship with famous contemporaries, his politics, and his role in the founding of the Abbey Theatre. 3 credits

EN 285. RELIGIOUS THEMES IN AMERICAN LITERATURE

An analysis of American fiction and poetry, from its beginnings to World War I, in terms of its major religious currents: Puritanism, Deism, Transcendentalism, Evangelical Revivalism, Messianism, and Utopianism. 3 credits

EN 289. SEMINAR IN JOYCE AND LAWRENCE

Study of representative samples from the poetry, criticism, correspondence, novels, and shorter works of both authors. 3 credits

EN 290-293. INDIVIDUAL RESEARCH

Scholarly projects related to the student's literary interests and carried through in consultation with faculty adviser.

EN 290 — 3 credits

EN 292 — 2 credits

EN 291 — 1 credit

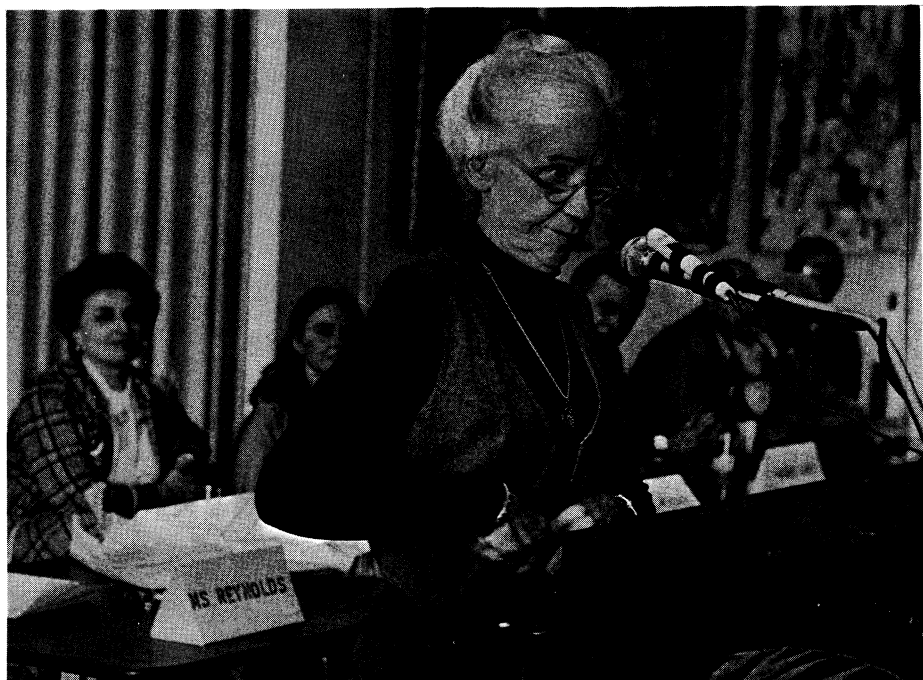
EN 293 — 3 credits

EN 298. HISTORY OF THE ENGLISH LANGUAGE

Development of English from early Germanic and Celtic speech through additions from Church Latin, Norman French, and Renaissance translations to the increases in vocabulary from modern discoveries, inventions, and more complex lifestyles. 3 credits

EN 299. ENGLISH SEMINAR

Investigation of specific problems in the study of literature. Oral and written participation in research and discussion. 3 credits



Gerontology: Multi-Disciplinary Certificate Program

Program Coordinator: *Emma Quartaro, D.S.W., Social Work*

Program Advisers

Biology: Frank Katz, Ph.D.

Black Studies: Julia Miller, M.A.

Business: Paul Grimaldi, Ph.D.

Law: James Boskey, LL.M.

Nursing: Toni Sullivan, M.Ed.

Political Science: Mary Boutilier, Ph.D.

Psychology: Robert Jones, Ph.D.

Sociology: Lynn Atwater, Ph.D.

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 Black studies.

Students wishing admission into the concentration should contact the Program Coordinator 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 are required:

I. Gerontology Required Core — 12 credits

SW 170 and BL 275 are required of all students. The remaining 6 credits may be elected from any other courses within the core group. All courses in the required core are 3 credits.

- SW 170 (GE 170). FOUNDATIONS OF GERONTOLOGY
- EC 30 (GE 171). ECONOMICS OF AGING
- PO 109 (GE 172). SOCIAL POLICY, LAW, AND AGING
- BI 7. (GE 173). BIOLOGY OF AGING
- NU 174 (GE 174). HEALTH ASPECTS OF AGING
- PS 166 (GE 175). PSYCHOLOGY OF ADULT DEVELOPMENT AND AGING
- SO 134 (GE 176). SOCIOLOGY OF AGING
- BL 275 (GE 177). ADVANCED SEMINAR IN GERONTOLOGY

II. Electives — 6 credits to be chosen from two different elective areas listed as follows (These are all 3-credit courses unless otherwise indicated.)

Behavioral and Social Sciences

- AN 223. MEDICAL ANTHROPOLOGY
- PS 165. DEVELOPMENTAL PSYCHOLOGY
- PS 260. DEVELOPMENTAL PSYCHOBIOLOGY
- SO 193. BECOMING HUMAN: THE SOCIOLOGY OF SOCIALIZATION

The Life Sciences

- BI 23. ELEMENTS OF HEREDITY
- BI 2-3. HUMAN ANATOMY AND PHYSIOLOGY (8 credits)

The Humanities, Religious and Classical Studies

- CL 126. CICERO'S PHILOSOPHY OF OLD AGE
- HU 133. LIFE AGAINST DEATH
- HU 183. THE UNIVERSITY AND THE CITY: MUTUAL HUMANIZATION
- RS 159. SPECIAL QUESTIONS IN THE HISTORY OF RELIGIONS: AGING

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 6-7, COMMUNITY INTERNSHIP.

COURSE DESCRIPTIONS

GE 170. FOUNDATIONS OF GERONTOLOGY

Overview of the basic facts about aging and aging processes including demography, biology, psychology, sociology, and policy analysis. 3 credits

GE 171 (EC 30). ECONOMICS OF AGING

Aspects of the economic status of older persons. A comprehensive description of major public programs 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

GE 172 (PO 109). SOCIAL POLICY, LAW, AND AGING

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

GE 173 (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

GE 174 (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

GE 175 (PS 166). ADULT DEVELOPMENT AND AGING

The human life span from early adolescence until 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

GE 176 (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

GE 177 (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

AN 223. MEDICAL ANTHROPOLOGY

Provides cross-cultural systems of curing practices and cultural views of sickness and health. Introduces the student to epidemiology: the science of detecting the source and spread of diseases. Reviews ancient diseases (paleo-medicine) and current incidences of diseases. Indicates the problems of introducing Western scientific medicine to those with other curing practices. Suggests answers and methods of solving problems in medical systems in our ethnically plural society. 3 credits

BI 2-3. HUMAN ANATOMY AND PHYSIOLOGY

(Primarily for students not majoring in biology)

Introduction to the function of organ systems and their integration by the nervous 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 23. ELEMENTS OF HEREDITY

(For students not majoring in the sciences)

Fundamental principles of heredity, cytogenetics, modern gene theory, mutation theory, and behavioral genetics. Problems encountered in human genetics and society as related to environment, genetic counseling, and genetic manipulation of man. 3 credits

CL 126. CICERO'S PHILOSOPHY OF OLD AGE

Analysis of Cicero's philosophical thought. Study of his thoughts on aging, giving reference to other classical descriptions of the senior citizen. 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 183. THE UNIVERSITY AND THE CITY:
MUTUAL HUMANIZATION**

The university in light of the components necessary for transforming relationships, namely, a new form of consciousness, creativity, linked power, and justice. The city in light of a process which empowers people to pursue a new vision of coherent change leading to justice. Strategies of transformation in the areas of early childhood education, housing, senior citizens, criminal justice, inter-church contact, and community organization. 3 credits

**PO 105. ISSUES IN AMERICAN PUBLIC
POLICY**

Stresses specific issue-areas in American political process. Analysis of interfaces between public and private sectors in the development of public policy. 3 credits

PO 107. COMPARATIVE PUBLIC POLICY

Policies on nation-states in particular issue-areas such as full employment, health services, taxation. Analysis through comparative techniques. 3 credits

PS 165. 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 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

**RS 159. SPECIAL QUESTIONS IN THE
HISTORY OF RELIGIONS: AGING**

Special questions to be determined by the Department as the need arises. 3 credits

**SO 193. BECOMING HUMAN: THE
SOCIOLOGY OF SOCIALIZATION**

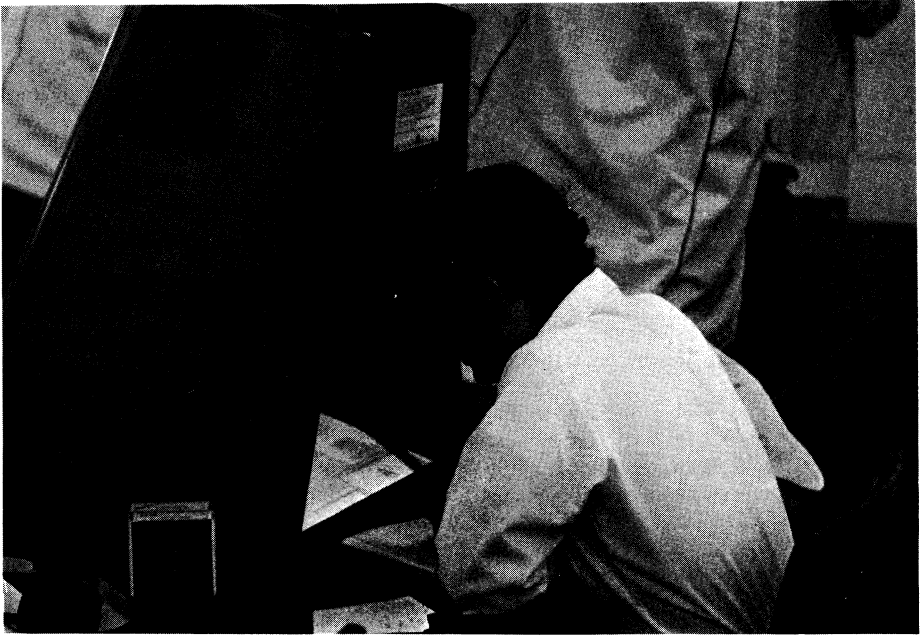
Socialization as the fundamental social process by which we first learn to become human and by which we continue to develop as persons. From the view of the individual and the view of the group, investigates how the aims of the individual and the group are accomplished in families, schools, jobs, marriages, parenthood, and retirement. 3 credits

**SW 160. ADVANCING SOCIAL JUSTICE:
SOCIAL WELFARE—POLICY AND SERVICES I**

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 265. ADVANCING SOCIAL JUSTICE:
SOCIAL WELFARE—POLICY AND SERVICES II**

Systematic examination of major social welfare trends 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



Department of History

Professors: Edwin Lewinson, Ph.D.; Joseph Mahoney, Ph.D.; William Mathes, Ph.D.; George Reilly, Ph.D.; Bernhard Scholz, Ph.D.; Edward Shapiro, Ph.D.; Phyllis Stock, Ph.D.

Associate Professors: William Barlow, Ph.D.; George Browne, Ph.D.; Rev. William Driscoll, Ph.D.; Rev. William Keller, M.A.; Daniel Leab, Ph.D.; Peter Mitchell, Ph.D.; *Ralph Walz, Ph.D. (Acting Chairperson)*

Assistant Professors: Patrick Caulker, Ph.D.; Americo Cocco, M.A.; Larry Greene, M.A.

Adjunct Professor: Robert Markoff, Ph.D.

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, government, law, or journalism or for graduate study in history.

*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. See pages 130—132 for program

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 42-43), degree candidates must complete a minimum of 45 credits in history and allied fields to be distributed as follows:

36 credits minimum in history (normally no more than 48 credits are recommended):

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.

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.

9 credits minimum in allied fields: economics, political science, psychology, sociology, computer science, or statistics.

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.

COURSE DESCRIPTIONS

INTRODUCTORY

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 6. THE CONTEMPORARY WORLD

Sources and events of this revolutionary century that explain the problems and possibilities of the contemporary scene. 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 Con-

stitution 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

(Formerly HI 251-252)
Part I: Emphasizes independent developments in African civilization and the impact those developments have had on human progress.
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. 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
The interaction between black and white society in the United States and the nature of black society and culture. 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

I259-260 (AM 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. 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

EUROPEAN HISTORY

HI 100. ANCIENT GREECE AND ROME
Greek and Roman foundations of our Western culture. 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
(Formerly Social Life and Popular Culture in Old Europe, 500-1500).
Medieval social organization, interaction, and change; customs and attitudes; medieval personality. 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 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

(Formerly Survey of European Intellectual History)
Part I: Renaissance, Reformation, Scientific Revolution
Part II: European intellectual history from the Enlightenment to the present. 6 credits

HI 257. ORIGINS OF SOCIALISM

(Formerly Intellectual Origins of Contemporary Communism)
The French socialist and revolutionary tradition; German socialism through Marx. 3 credits

HI 258. RUSSIAN COMMUNISM

(Formerly Intellectual Origins of Contemporary 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

HI 272. TOPICS IN MODERN BRITISH HISTORY

To be set by instructor. 3 credits

HI 273. TOPICS IN MODERN FRENCH HISTORY

To be set by instructor. 3 credits

HI 274. TOPICS IN MODERN GERMAN HISTORY

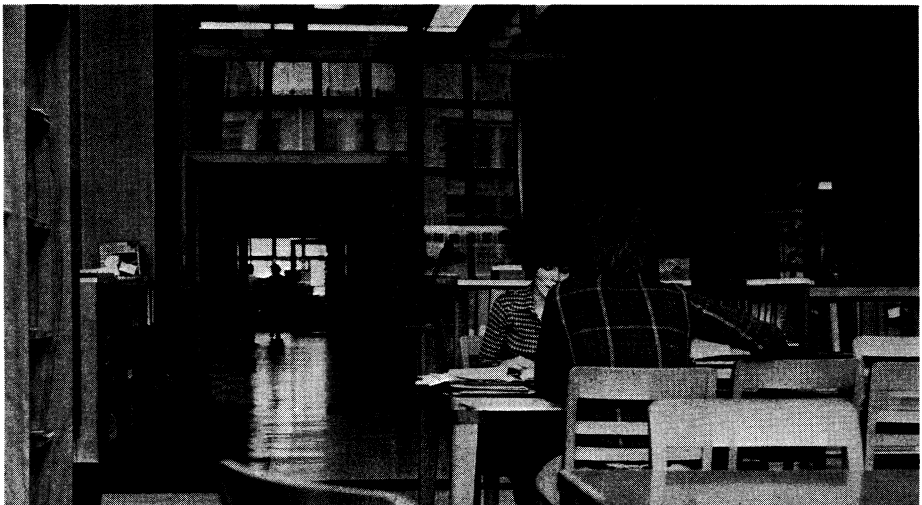
To be set by instructor. 3 credits

HI 275. TOPICS IN EUROPEAN DIPLOMATIC HISTORY

To be set by instructor. 3 credits

HI 276. TOPICS IN MEDIEVAL HISTORY

To be set by instructor. 3 credits



THIRD-WORLD HISTORY

HI 135. THE MIDDLE EAST IN THE 20TH CENTURY

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

HI 191. DIPLOMATIC HISTORY OF LATIN AMERICA

The relations of Latin American nations with one another and with the rest of the world.

3 credits

HI 203 (AS 203). HISTORY OF MODERN ASIA

Asian history, and culture from the 18th century to the present.

3 credits

HI 204 (AS 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

HI 253 (AS 253). HISTORY OF TRADITIONAL CHINA

From the origins to 1800 A.D. The dynastic framework of Chinese history forms the chronological basis of the course.

3 credits

HI 254 (AS 254). HISTORY OF MODERN CHINA

The transformation of China since 1800.

3 credits

HI 255 (AS 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

HI 256 (AS 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

HI 261 (BL 265). HISTORY OF SOUTHERN AFRICA

An intensive 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

HI 262 (BL 263). HISTORY OF WESTERN AFRICA

An intensive study of the primary forces that have shaped the political, cultural, and social development of the area.

3 credits

HI 263 (BL 264). HISTORY OF EAST AND CENTRAL AFRICA

An intensive study of both the internal and external factors that have helped to shape the history of the area.

3 credits

HI 264 (BL 266). 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

HI 291. TOPICS IN LATIN AMERICAN HISTORY

To be set by instructor.

3 credits

HI 292. THE PAST OF PUERTO RICO

The people of Puerto Rico, their history and culture, and their relationship with Spain, Latin America, and the U.S.

3 credits

HI 293. MIGRATION AND RACE MIXTURE IN THE HISTORY OF LATIN AMERICA

The impact of interracial contacts and migratory processes on the development of Latin American societies.

3 credits



Honors Program

Director: Bernhard Scholtz, Ph.D.

Assistant Director: John Sweeney, Ph.D.

Students who have demonstrated exceptional ability and motivation are eligible for participation in the Arts and Sciences Honors Program.

Honors Students substitute a series of colloquia and seminars for the core requirements of the College of Arts and Sciences, except in mathematics and the natural sciences. 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 and comparative approach are the principal features of the Honors colloquium and seminar.

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. As in the general segment of the Honors Program, 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.

Selection of Honors Students is made jointly by the co-ordinators of the Honors Program and heads of departments through personal interviews. Continuation in the Honors Program is dependent on superior performance.

Honors courses are so designated in students' transcripts. The note "With Honors" is recorded there whenever a student was part of the Honors Program throughout his or her undergraduate studies.

COURSE DESCRIPTIONS

HH 101. COLLOQUIUM ON ANCIENT CIVILIZATIONS

(First Year, Fall)

Readings from significant philosophical and literary texts of the ancient world, including Plato, Aristotle, Sophocles, Tacitus, and Juvenal; discussions and written assignments on such texts. Focus on ideas which continue to sustain contemporary civilization, their roots in specific environments, and analogous expressions in other forms of human endeavor. 6 credits

HH 102. COLLOQUIUM ON CHRISTIANITY AND MEDIEVAL CULTURE

(First Year, Spring)

Concentration on Christian thinkers whose ideas have shaped or exemplified the Christian tradition, such as Jerome, Augustine, Anselm of Canterbury, Abelard, Thomas Aquinas, Dante, and Chaucer; comparison with significant authors in Jewish and Islamic traditions; the relation of thought to society, social change, and significant human achievement in art and literature. 6 credits

HH 103. COLLOQUIUM ON 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 thought; readings from Petrarch, Erasmus, Machiavelli, Luther, Shakespeare, Milton, and others; the manifestations of humanism and individualism in art, politics, and popular culture. 6 credits

HH 104. COLLOQUIUM ON THE ENLIGHTENMENT

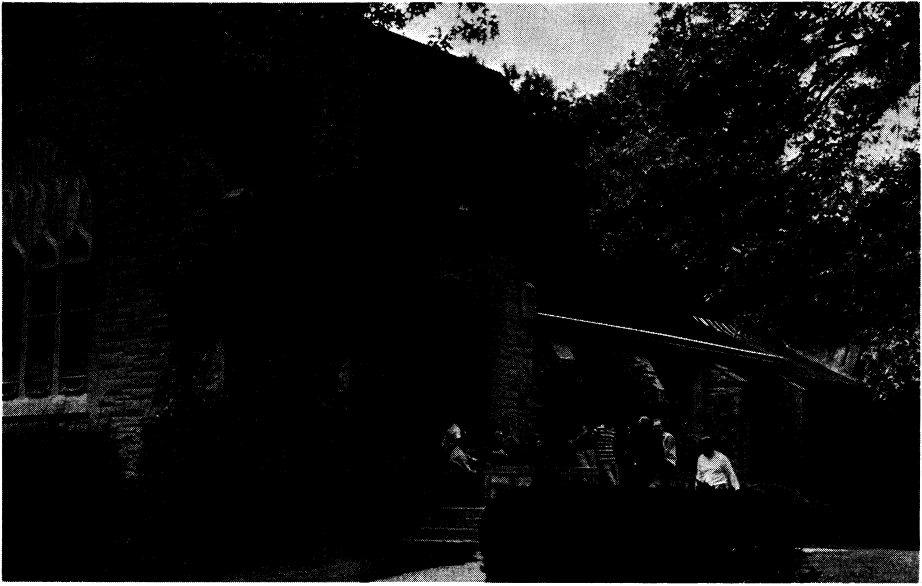
(Second Year, Spring)

Examination of the scientific revolution and of the transformation of political and social thought in the 17th and 18th centuries by way of readings from Descartes, Molière, Pope, Newton, Hobbes, Locke, Voltaire, Rousseau, and others; the expressions of rationalism in literature, art, and mores. 6 credits

HH 201-204. SEMINARS ON CONTEMPORARY SOCIETY AND MODERN CONSCIOUSNESS

(Third and Fourth Years)

Analysis and discussion of significant developments and issues in the modern world, such as culture and science, freedom in a technological world, world justice and human values, and Marx, Darwin, and Freud. 4 credits each



Department of Humanistic Studies

Professor: *Albert Hakim, Ph.D. (Director)*

Associate Professors: *Francis Caminiti, Ph.D. (Assistant Director);*
Rev. Bert Marino, Ph.D.; Rev. Laurence Murphy, Ph.D.

Adjunct Associate Professor: *Joseph Moore, Ph.D.*

Adjunct Assistant Professors: *Rev. Walter Debold, M.A.; Gerald Mische, M.A.;*
Patricia Mische, M.A.; Rev. Philip Rotunno, M.A.; Rev. Richard Scaine, D.Min.;
Carole Silfen, Ph.D.; Sr. Miriam Therese, M.A.

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 159. WORLD JUSTICE AND HUMAN VALUES
Value-oriented course exploring moral and ethical questions arising from the interrelationship of the United States and other nations and regions in the

political, economic, scientific, and cultural areas. Subjects include limitation of population, multinational corporations, violence, patterns of trade and aid, resource consumption, and environmental degradation.
3 credits

HU 160. PROSPECTS FOR HUMANITY IN THE URBAN ENVIRONMENT
An assessment of the city as a humanizing or dehumanizing environment with consideration of housing, employment, food distribution, family life, health care, education, transportation, recreation, etc.
3 credits

HU 163 (PS 162). MAN'S EXPANDING CONSCIOUSNESS
The current changes in our concepts of what constitutes "consciousness." Emphasis on defining "consciousness" in terms of biofeedback and altered states of awareness (e.g., hypnosis, meditation, parasensory perceptions) with an examination of the potential applications of these phenomena toward an expanded view of man's continuing evolution.
3 credits

HU 168. TECHNOLOGY AND THE HUMAN SPIRIT
An inquiry into the possibility of an authentic human life in the midst of a vast technological world, which includes electronic complexes, multinational corporations, speed communications, sophisticated machinery, and doomsday weaponry.
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 172. THE DRAMA OF ATHEISTIC HUMANISM
A seminar-style course concentrating on selected writings of Solzhenitsyn, Dostoevsky, Maritain, and DeLubac. An examination of several views of humanism, noting the contrast between views of the individual and society in the U.S. and Western Europe and in the Soviet Union.
3 credits

HU 178. SHAPING THE WORLD IN WHICH WE'LL LIVE
A probe of several key areas in which powerful forces are shaping the world in the remainder of this century. Can we understand and control these forces in such matters as bio-genetics, behavioral psychology, environmental care, nuclear power, and population growth? How will the power of technology change the nature of the person, the community, and the nation-state? What will be the impact on the family? What will freedom mean?
3 credits

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 183. THE UNIVERSITY AND THE CITY: MUTUAL HUMANIZATION

The university in light of the components necessary for transforming relationships, namely, a new form of consciousness, creativity, linked power, and justice. The city in light of a process which empowers people to pursue a new vision of coherent change leading to justice. Strategies of transformation in the areas of early childhood education, housing, senior citizens, criminal justice, inter-church contact, and community organization.

3 credits

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 Burkhardt.

3 credits

HU 188. HUMAN RIGHTS IN A HUMAN WORLD

Analysis of human rights in specific countries such as Chile, South Africa, Uganda, Brazil, South Korea, the Philippines, and the U.S. in light of the U.N. Universal Declaration of Human Rights.

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

HU 352. EDUCATING FOR PEACE, JUSTICE, AND GLOBAL CITIZENSHIP

Exploration of human values related to social justice, peace, and ecological balance, with particular stress placed on practical ways of incorporating them as an integral part of the school curriculum. Designed for elementary and early childhood educators, it focuses on the relationship between the schools and the creation of a viable human future on an interdependent planet.

3 credits

HU 353. EDUCATING FOR JUSTICE AND PEACE IN THE SECONDARY SCHOOL

Proceeds from the premise that teachers should place the study of peace in the broadest possible human perspective for their students. Vital to such study is an analysis of the multiple causes of war, its consequences, means of prevention, and alternatives for the future. Includes both substantive and pedagogical considerations.

3 credits

HU 355. JOURNEY TO UNITY: A RELIGIOUS IMPERATIVE

The elements within the world's living faiths which embody the fundamental unity of creation as the *inner* rootedness of world order. An examination of the major documents of recent decades which call for the transforming of *outer* structures to promote human dignity, justice, and peace, with special emphasis on the historical development of Christian social teaching. New movements toward a truly global spirituality and some of the moral and ethical dimensions of building a just human future.

3 credits



Department of Mathematics

Professors: *Charles Franke, Ph.D. (Chairperson); Richard Gabriel, Ph.D.; Vernon Williams, Ph.D.*

Associate Professors: Chungming An, Ph.D.; Esther Guerin, Ph.D.; Ronald Infante, Ph.D.; Moon Kim, Ph.D.; Pak-Ken Wong, Ph.D.

Assistant Professors: Kenneth Burke, Ph.D.; Michael D'Ambrosa, Ph.D.; Frank Dapkus, M.S.; John Saccoman, Ph.D.

Adjunct Assistant Professors: Joseph Boland, M.A.; George Garrison, M.A.; Rev. Paul Manning, S.T.B.; Robert Sabella, M.S.

Professor Emeritus: David Kresky, M.A.

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.

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 Center for Computer and Information Sciences provides program library support for many courses in mathematics.

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 98-99).

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 42-43), 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.

Department Requirements

Seniors may take certain graduate courses, if they obtain the permission of their adviser and the department chairperson.

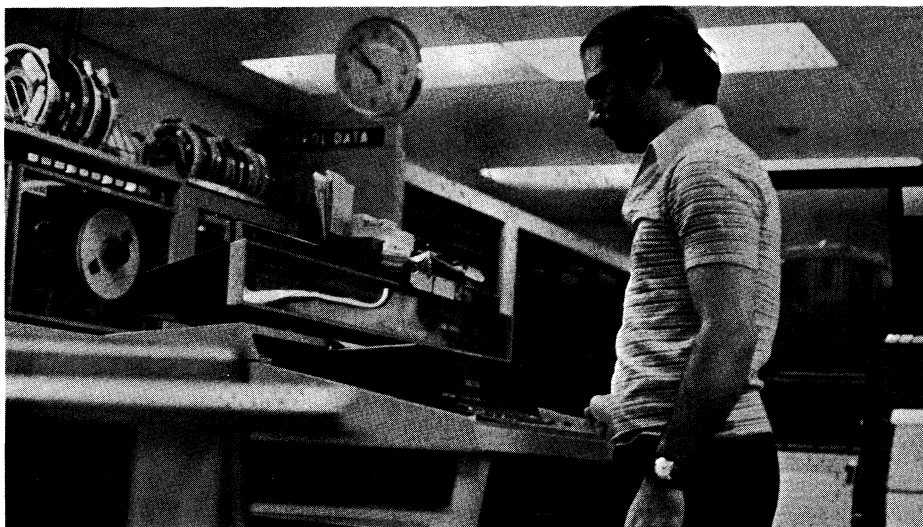
| Option I | | Credits |
|-----------------|--|----------------|
| MT 50. | INTRODUCTION TO PROBABILITY | 3 |
| MT 60-61. | CALCULUS I & II | 8 |
| MT 110. | CALCULUS III | 4 |
| MT 111. | CALCULUS IV — INTRODUCTION TO DIFFERENTIAL EQUATIONS | 4 |
| MT 160-161. | INTRODUCTION TO LINEAR ALGEBRA I & II | 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 |

| Option II | | Credits |
|------------------|--|----------------|
| MT 50. | INTRODUCTION TO PROBABILITY | 3 |
| MT 60-61. | CALCULUS I & II | 8 |
| MT 110. | CALCULUS III | 4 |
| MT 111. | 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 | Mathematics electives (courses numbered above 200) | 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 42-43), 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 99-101 and 166-167.

Freshman Year

Fall

| | | |
|--------|--|---|
| CI 17. | INTRODUCTION TO THE USE OF THE DIGITAL COMPUTER | 3 |
| MT 60. | CALCULUS I | 4 |

Credits

| | | Credits |
|---------------|---|---------|
| <i>Spring</i> | | |
| CI 41. | COMPUTER PROGRAMMING AND NUMERICAL APPLICATIONS | 3 |
| MT 61. | CALCULUS II | 4 |
| MT 50. | INTRODUCTION TO PROBABILITY | 3 |

Sophomore Year

Fall

| | | |
|---------|----------------------------------|---|
| CI 51. | SOFTWARE ORGANIZATION | 3 |
| MT 110. | CALCULUS III | 4 |
| MT 160. | INTRODUCTION TO LINEAR ALGEBRA I | 3 |

Spring

| | | |
|---------|--|---|
| CI 162. | INFORMATION STRUCTURES AND PROGRAMMING TECHNIQUES | 3 |
| MT 111. | 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 105. | DESCRIPTIVE STATISTICS FOR SCIENCE MAJORS | 3 |
| MT 204. | ANALYSIS I (Advanced Calculus) | 3 |

Spring

| | | |
|---------|--|---|
| CI 154. | SURVEY OF COMPUTER PROGRAMMING LANGUAGES | 3 |
| MT 202. | INTRODUCTION TO NUMERICAL ANALYSIS | 3 |
| MT 205. | ANALYSIS II (Advanced Calculus) | 3 |

Senior Year

Fall

| | | |
|---------|--|---|
| CI 242. | ADVANCED NUMERICAL APPLICATIONS AND COMPUTER PROGRAMMING | 3 |
| MT 227. | DIFFERENTIAL EQUATIONS | 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

MT 15. FUNDAMENTAL COLLEGE MATHEMATICS

(For students who have taken only two years of college preparatory high school mathematics.)

The real number system, algebraic manipulations, solving linear and quadratic equations, exponents, roots, and functions. 3 credits

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 17. APPLICATIONS OF MATHEMATICS TO ART AND MUSIC

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 19-20. MATHEMATICS FOR ELEMENTARY EDUCATION STUDENTS

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 21. MATHEMATICS FOR LIBERAL ARTS STUDENTS

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 22. PROBABILITY AND STATISTICS FOR LIBERAL ARTS STUDENTS

The probability portion of this course is similar to that of MT 21. The statistics portion provides the student with sufficient knowledge of elementary statistics to understand statistical statements encountered in everyday situations.

3 credits

MT 23-24. MATHEMATICS FOR SOCIAL SCIENCE MAJORS

Prerequisite: three years of high school mathematics. 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 sub-routines 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 25. STATISTICS FOR THE BEHAVIORAL SCIENCES

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 26. DESIGN OF EXPERIMENT

Prerequisite: MT 25 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 27-28. MATHEMATICS FOR BUSINESS AND ECONOMICS STUDENTS

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 42. PRE-CALCULUS MATHEMATICS — ALGEBRA AND TRIGONOMETRY

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 50. INTRODUCTION TO PROBABILITY

Corequisite: MT 61

Probability measures, random variables, distributions, and generating functions.

3 credits

MT 60. CALCULUS I

Prerequisite: three years of high school mathematics including trigonometry or MT 42

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 61. CALCULUS II

Prerequisite: MT 60

Applications of integration. Differentiation of trigonometric and exponential functions and their inverses. Techniques of integration. Improper integrals, indeterminate forms.

4 credits

MT 105. DESCRIPTIVE STATISTICS FOR SCIENCE MAJORS

Prerequisite: MT 61

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 110. CALCULUS III

Prerequisite: MT 61

Polar coordinates, parametric equations, elements of solid analytic geometry, vectors, partial differentiation, multiple integrals, line integrals.

4 credits

MT 111. CALCULUS IV — INTRODUCTION TO DIFFERENTIAL EQUATIONS

Prerequisite: MT 110

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 61

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 111 or permission of instructor

Numerical methods including interpolation, polynomial approximations, numerical differentiation and integration. Direct and iterative methods for solving equations and systems of equations. A knowledge of computer programming is helpful. 3 credits

MT 204-205. ANALYSIS I & II

Prerequisite: MT 111

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 111

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 111

Use of series. Numerical methods. Laplace transform methods. Existence theorems. Introduction to partial differential equations. 3 credits

MT 223. GEOMETRY

Prerequisite: MT 111

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 50, MT 111

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, and extension fields. 6 credits

MT 252. NUMBER THEORY

Prerequisite: MT 160-161

Unique factorization and its applications, con-

gruences, 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 111

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. 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

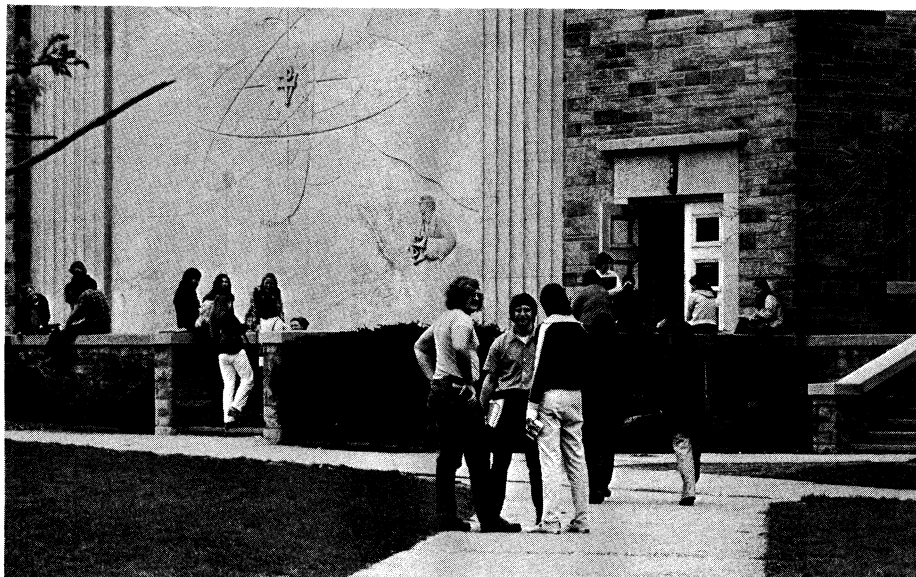
Prerequisite: MT 205 or MT 207

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



Major Program in Medical Technology

The Departments of Biology and Chemistry in conjunction with the College of Medicine and Dentistry of New Jersey offer 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 Committee on Medical Technology. 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 42-43), 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

| Science Core | Credits |
|----------------------------------|---------|
| BI 11-12. GENERAL BIOLOGY I & II | 8 |
| BI 107. MICROBIOLOGY | 4 |

| | Credits |
|--|---------|
| 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 60-61. CALCULUS I & II | 8 |
| PY 71-72. GENERAL PHYSICS I & II | 6 |
| PY 77-78. PHYSICS LABORATORY I & II | 2 |
| | 44-47 |

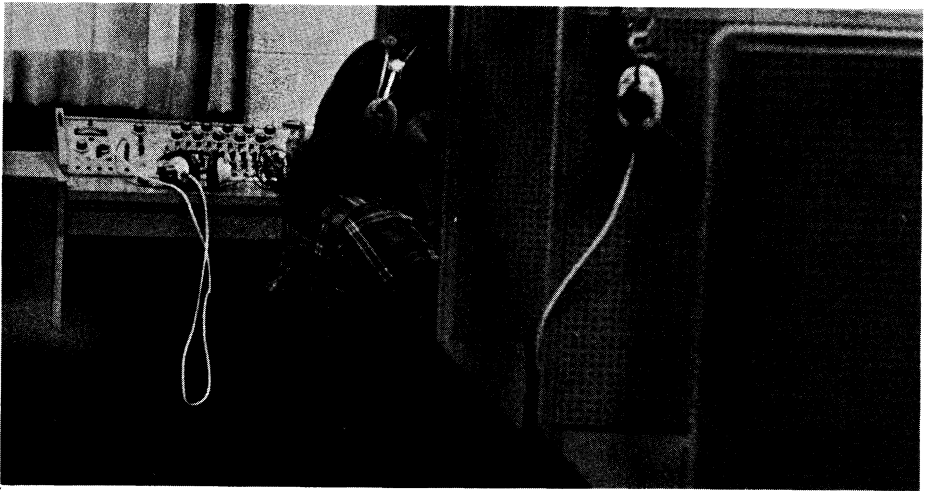
Science Electives

(12 credits are required; the following are recommended)

| | |
|--|---|
| BI 21. COMPARATIVE VERTEBRATE ANATOMY | 4 |
| BI 208. INTRODUCTION TO IMMUNOLOGY | 4 |
| BI 251. VERTEBRATE PHYSIOLOGY LECTURE AND LABORATORY | 5 |
| CH 29. QUANTITATIVE ANALYTICAL CHEMISTRY | 4 |
| CH 48. PHYSICAL CHEMISTRY FOR BIOLOGICAL SCIENCES | 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 Martland 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.



Department of Modern Languages

Professors: Edward Henry, Ph.D.; *Alexander Jovicevich, Ph.D. (Chairperson);*
Eden Sarot, Ph.D.

Associate Professors: Edgar Mills, Ph.D.; Leslie Pastor, Ph.D.;
Guillermo Sanchez, D.L.

Assistant Professors: Ruben Alonso, D.L.; Elvira Prisco, Litt.D.;
Rev. Donald Smith, M.A.; Francis Smith, M.A.; Brigitte Sys, M.A.

Professors Emeriti: Rafael Fornaris, D.L.; Chantal Lombardi, M.A.;
Gabriel Sarkanich, Ph.D.

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, the student's oral achievement is evaluated in the language laboratory. Subsequent courses in literature 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. With department approval, qualified students may take certain graduate courses in French and Spanish.

Students majoring in two modern languages are required to complete a minimum of 24 credits in one language and 12 credits in another.

The distribution of additional courses in certain areas required by the College of Arts and Sciences (see pages 42-43), is worked out in consultation with a department adviser.

COURSE DESCRIPTIONS

FRENCH

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 101-102. CLASSICAL FRENCH LITERATURE I & II

Prerequisite: MO 4
Its origin and development in the Middle Ages and the Renaissance. The great classical period of the 17th century and the theater of the Golden Age. The decline of classicism in the 18th century. 6 credits

MO 103-104. MODERN FRENCH LITERATURE I & II

Prerequisite: MO 4
The Romantic Movement. Development of the novel, poetry, and drama throughout the 19th century. The transition to realism and symbolism. 6 credits

MO 116-117. FRENCH CIVILIZATION I & II

Prerequisite: MO 4
The artistic, geographical, historical, literary, and social background of France. 6 credits

MO 118-119. THE FRENCH DRAMA I & II

Prerequisite: MO 4
French theater of the 17th and 19th centuries. Special study of classical and romantic dramatists. 6 credits

MO 202. 16TH-CENTURY FRENCH LITERATURE

Prerequisite: MO 4
Rabelais and Montaigne. The Pleiade. 3 credits

MO 203-204. 17TH-CENTURY FRENCH LITERATURE I & II

Prerequisite: MO 4
The pre-classical period through the Golden Age. 6 credits

MO 211-212. 20TH-CENTURY FRENCH LITERATURE I & II

Prerequisite: MO 4
Principal developments in contemporary French literature. Selected readings from representative novelists and dramatists. 6 credits

MO 213-214. ADVANCED FRENCH COMPOSITION AND CONVERSATION I & II

Prerequisite: MO 10 or equivalent
Emphasis on syntax and style required for writing and speaking idiomatic French. 6 credits

MO 217-218. 19TH-CENTURY FRENCH LITERATURE I & II

Prerequisite: MO 4
Development in literary genres during the Romantic, Realist, and Symbolist periods. 6 credits

MO 231-232. 18TH-CENTURY FRENCH READINGS I & II

Prerequisite: MO 4
Voltaire and the Enlightenment. Pre-romanticism. 6 credits

GERMAN

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 27-28. SCIENTIFIC GERMAN I & II

Prerequisite: MO 22 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

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**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 the 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 243. LA DIVINA COMMEDIADante 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****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 composition 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**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 85-86. HISPANIC CIVILIZATION I & II

Prerequisite: MO 84

Literary, social, and artistic background of Spain and Latin America. 6 credits

MO 87-88. CONVERSATIONAL SPANISH I & II

Prerequisite: MO 84

Conversation based on topics of everyday life and cultural interest. 6 credits

MO 161-162. HISTORY OF SPANISH LITERATURE I & II

Prerequisite: MO 84

Major movements and an introductory study of representative masterpieces of Spanish literature from its beginnings to the contemporary period. 6 credits

MO 171-172. CLASSICAL SPANISH LITERATURE I & II

Prerequisite: MO 84

Outstanding Spanish writers and their most important works. From the Middle Ages to the end of the Golden Age. 6 credits

MO 173-174. MODERN SPANISH LITERATURE I & II

Prerequisite: MO 84

Major Spanish writers of the 18th and 19th centuries. 6 credits

MO 175-176. SPANISH LITERATURE OF THE GENERATION OF 1898 I & II

Prerequisite: MO 84

Major representatives of *modernismo* and their influence on contemporary literature. 6 credits

MO 177-178. HISPANIC-AMERICAN LITERATURE I & II

Prerequisite: MO 84
Development of the novel and evolution of poetry. Emphasis on the understanding and appreciation of South American culture. 6 credits

MO 179-180. CONTEMPORARY SPANISH LITERATURE I & II

Prerequisite: MO 84
Comprehensive study of major contemporary Spanish authors and their most important works. 6 credits

MO 281-282. ADVANCED SPANISH COMPOSITION AND CONVERSATION I & II

Prerequisite: MO 88 or equivalent
Elements of syntax and style required for writing and speaking idiomatic Spanish. 6 credits

MO 285. SPANISH LITERATURE AND CIVILIZATION OF THE CARIBBEAN

Prerequisite: MO 84 or equivalent
A study of the principal authors of the main literary movements; the development of the countries of the Caribbean from the artistic and social points of view with emphasis on Puerto Rico, the Dominican Republic, and Cuba. 3 credits

MO 286. THE CIVILIZATION OF MEXICO AND CENTRAL AMERICA

The literary, social, and artistic background of Mexico and Central America. 3 credits

MO 297-299. LANGUAGE SEMINAR

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

The following courses are given in English translation:

MO 130. FREUD, THOMAS MANN, AND KAFKA (in translation)

Freud's influence on the works of both authors with particular emphasis on *Joseph in Egypt* and *The Castle*. 3 credits

MO 215-216. THE ROLE OF WOMEN IN FRENCH LITERATURE I & II (in translation)

Literary portraits of women from the end of the 17th century to the contemporary period. 6 credits

MO 221. THE AVANT-GARDE FRENCH THEATER FROM IONESCO TO BECKETT (in translation)

New dramatic techniques from the Theater of the Absurd to the anti-theater. 3 credits

MO 222. THE ANTI-HERO IN THE FRENCH NOVEL: MALRAUX, CAMUS, SARTRE (in translation)

Literary manifestations of the existential philosophy of revolt and affirmation. 3 credits

MO 223. REALISM AND SURREALISM IN FRENCH LITERATURE (in translation)

Realism in the 19th-century novel. The reaction of surrealism in the 20th century. 3 credits

MO 224. THE EXISTENTIAL REVOLT IN FRENCH LITERATURE (in translation)

Significant novels and plays of Sartre and Camus. 3 credits

MO 227-228. LITERARY DIMENSIONS OF THE OLD TESTAMENT I & II (in translation)

Linguistic, lyric, and symbolic qualities. Reflections in other Western literatures. 6 credits

MO 233. THE RELEVANCE OF MONTESQUIEU'S "ESPRIT DES LOIS" (SPIRIT OF THE LAWS) TO CIVIL RIGHTS, WAR, AND PEACE IN OUR TIME (in translation)

An analysis of this "Great Book" with emphasis on our constitutional heritage and rights concerning major political and social issues. 3 credits

MO 234. ROUSSEAU: CRITIC OF CIVILIZATION, DEFENDER OF FREEDOM (in translation)

A study of Rousseau's conception of civilization and freedom as reflected in the *Social Contract* and the *Three Discourses*. 3 credits

MO 235. VOLTAIRE AND HIS PHILOSOPHICAL TALES (in translation)

Satire and humor in *Candide* and other tales written during the Age of Enlightenment. 3 credits

MO 236 (CL 236). GREEK MYTHOLOGY IN FRENCH DRAMA

An interdisciplinary course involving the contents of certain Greek myths and their continuation in the works of Racine, Cocteau, Giraudoux, and Anouilh. 3 credits

The following courses, open to juniors and seniors majoring in the Department, may be taken with departmental approval. They include a program of independent study directed by a member of the Department, a paper, and a final written examination. All are 6-credit courses.

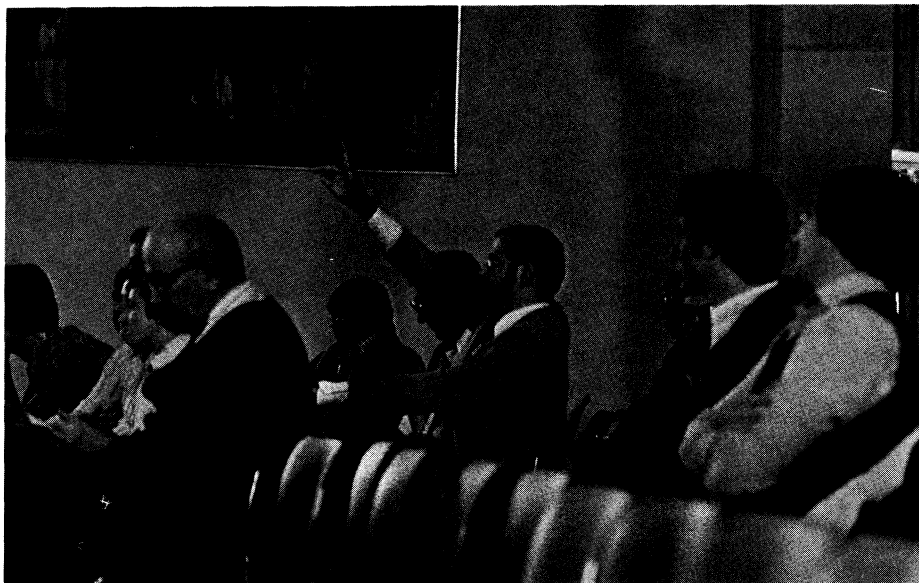
MO 219-220. STUDIES IN FRENCH LITERATURE

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



Department of Philosophy

Professors: Mary Rose Barral, Ph.D.; Gerard Dalcourt, Ph.D.; Albert Hakim, Ph.D.; William Smith, Ph.D.

Associate Professors: John Anderson, Ph.D.; Francis Caminiti, Ph.D.; Robert Herrera, Ph.D.; Rev. Laurence Murphy, Ph.D.

Assistant Professor: *William Radtke, M.A. (Chairperson)*

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 42-43), 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 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 modern endeavor to achieve a satisfactory world view.

3 credits

PH 12. LOGIC

(Formerly PH 120. Language and 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

(Formerly PH 110. Moral Philosophy)
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

(Formerly PH 161. Theories of Knowledge)
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

(Formerly PH 131)
Principal ideas about man and the powers of the human mind from Plato to the more important contemporary thinkers.

3 credits

PH 16. METAPHYSICS

(Formerly PH 166)
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

Pre-Socratics and Sophists. Socrates, Plato, Aristotle.

3 credits

PH 31. MEDIEVAL PHILOSOPHY

Various thinkers of the neo-Platonic and neo-Aristotelean traditions.

3 credits

PH 41. MODERN PHILOSOPHY

Major philosophical thought of Europe and the British Isles. From Descartes (early 17th century) to the late 19th century.

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

(Formerly Aesthetics)

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 115. EXISTENTIALISM IN LITERATURE

Existential traits in great world literary figures from Dostoevsky, Goethe, Kierkegaard and Nietzsche to the contemporary world of philosophy, literature, and art as expressed by Camus, Sartre, and representatives of the Theater of the Absurd. 3 credits

PH 120. SYMBOLIC LOGIC

(Formerly PH 220)

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 130. PHILOSOPHICAL ANTHROPOLOGY

The nature of man as manifested in his physical, cultural, and spiritual evolution in order to construct an evolutionary philosophical view of man on the theoretical level and to apply theory to real and current problems on the practical level. Questions the future direction of evolution. 3 credits

PH 132. PHILOSOPHY OF DEATH

The meaning of death. Survey of the reflections of philosophers on death and, with their help, development of a balanced view of one's own. 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

Philosophical critique of proposed theories and norms for the government of human society from ancient to modern times. Investigates concepts and ideas such as authority, order, freedom, anarchy, democracy, capitalism, and socialism. 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

Black thought and its impact on the world from ancient Africa through contemporary societies.

3 credits

PH 155. SPANISH PHILOSOPHY

Introduces the thought and cognitive "style" of Spanish thinkers from the mystics and scholastics of the Golden Age to Unamuno (*The Tragic Sense of Life*), Ortega (*My Life as Radical Reality*), and Zubiri (*The Problem of God*). 3 credits

PH 160. PHILOSOPHY OF LEARNING

The process of learning studied in the light of a philosophic understanding of man. The individual's knowing powers and the struggle for truth within the collective process of information and interpretation studied and applied to concrete problems. 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

Some of the principal issues that mold the contemporary horizon viewed from both a philosophical and theological perspective. Emphasis on problems related to freedom, world order, and religious values. (Team taught.) 3 credits

PH 175. PHILOSOPHY OF PEACE (IRENOLOGY)

Historical justifications of peace and war, reviewing in historical perspective classical and contemporary theories. Consideration of their psychological, sociological, ethical, and socio-cultural aspects.

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 182. CATHOLIC PHILOSOPHERS AND THE CONTEMPORARY WORLD

An attempt to situate the philosophies of Chardin, Rahner, and Lonergan in the context of contemporary science and philosophy. Suggestions as to how these movements bring to light invariant, though dynamic, elements in the human condition. 3 credits

PH 185. THE PRE-SOCRATIC PHILOSOPHERS

The beginnings of Western philosophy from the Ionian cosmologists to the Atomists and Sophists. Special consideration given to Heraclitus and Parmenides. 3 credits

PH 190. 20TH-CENTURY ITALIAN PHILOSOPHY

The "Italian situation" before and after World War I. Fascism, its origin 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 200. BRITISH EMPIRICISM

Fundamental philosophical theses in the major writings of Hobbes, Locke, Berkeley, and Hume. Their influence on their contemporaries and later thinkers. 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: THE WORLD, THE BODY, AND INTERSUBJECTIVITY

Aims at developing an understanding of contemporary phenomenology as both a method and a philosophy with emphasis on intersubjective relations. Special attention given to the areas of psychology and values in the thought of Husserl, Heidegger, and Merleau-Ponty. 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 235. MAJOR GERMAN PHILOSOPHERS

German philosophers of the modern era in light of their attempt to achieve a unified mastery of reality and experience as a whole. The thought of Leibniz, Kant, Fichte, Hegel, and Nietzsche. 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 260. 20TH-CENTURY ANALYTICAL PHILOSOPHY

Developments in the analytic tradition of 20th-century philosophy from the realism of G.E. Moore through the logical analysis of Bertrand Russell to the linguistic analysis of Wittgenstein, Wisdom, and Ryle. The movement called "logical positivism" and its successor "logical empiricism." 3 credits

PH 265. THE PHILOSOPHY OF TEILHARD DE CHARDIN

Study of the scientific, philosophical, cultural, and mystical antecedents of Teilhard's thought, life, basic works, and his humanistic synthesis for a technological age. 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 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 philosophy or a philosophical theme, not studied or not studied in depth in the regular philosophy courses. 3 credits

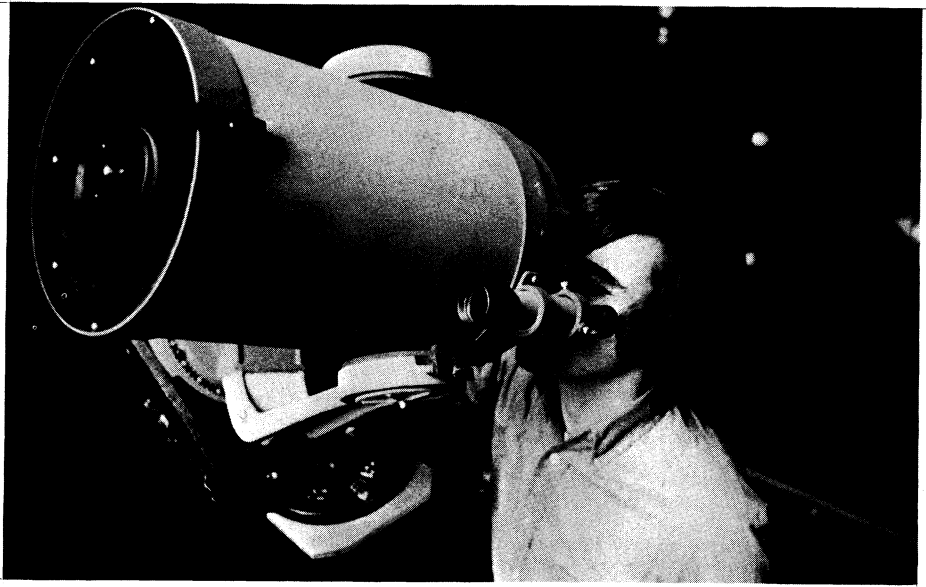
PH 299. RESEARCH SEMINAR

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



Department of Physics

Distinguished University Professor: Rev. Stanley Jaki, Ph.D.

Professors: Peter Stamer, Ph.D.; David Sternberg, Ph.D.

Associate Professors: Harry Ashworth, Ph.D.; Gary Greenhut, Ph.D.;
Gerald Intemann, Ph.D. (Chairperson); Sedong Kim, Ph.D.;
Lawrence Shacklette, Ph.D.

Assistant Professor: Rev. Hubert Funk, M.E.

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 three options, each leading to a degree. Option I is for those who intend to pursue a graduate program in physics or a related subject; Option II is for those who intend to seek industrial employment upon graduation or to teach at the secondary school level; and Option III is for those who intend to pursue a career in medicine.

Major Program

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 42-43), degree candidates must complete the requirements listed below:

Department Requirements

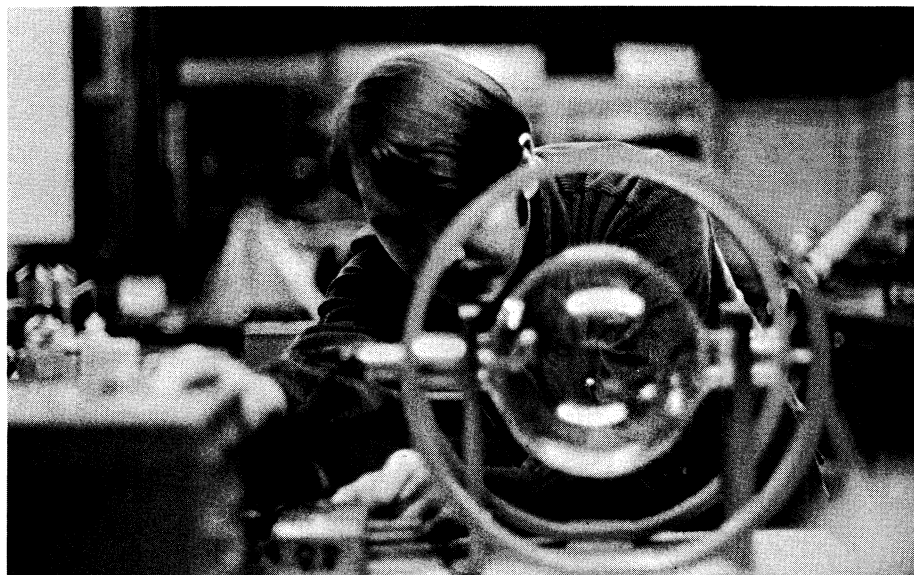
| Option I | Credits |
|--|----------------|
| PY 75-76. PRINCIPLES OF PHYSICS I & II | 6 |
| PY 77-78. PHYSICS LABORATORY I & II | 2 |
| PY 85. INTRODUCTORY MODERN PHYSICS | 4 |
| PY 93. ELECTRONICS I | 3 |
| PY 101-104. ADVANCED LABORATORY I & II | 2 |
| PY 119-120. MATHEMATICAL METHODS OF PHYSICS I & II | 8 |
| PY 121-122. MECHANICS I & II | 6 |
| PY 185-186. ELECTRICITY AND MAGNETISM I & II | 6 |
| PY 201-204. ADVANCED LABORATORY III & IV | 2 |
| PY 207. MODERN OPTICS | 3 |
| PY 209. STATISTICAL PHYSICS | 3 |
| PY 211-212. QUANTUM MECHANICS I & II | 6 |
| MT 60-61. CALCULUS I & II | 8 |
| MT 110-111. CALCULUS III & IV | 8 |
| CH 17-18. PRINCIPLES OF CHEMISTRY | 9 |
| CH 41. PHYSICAL CHEMISTRY I | 3 |
| CI. Computer science elective | 3 |

| Option II | Credits |
|---|----------------|
| PY 75-76. PRINCIPLES OF PHYSICS I & II | 6 |
| PY 77-78. PHYSICS LABORATORY I & II | 2 |
| PY 85. INTRODUCTORY MODERN PHYSICS | 4 |
| PY 93-94. ELECTRONICS I & II | 7 |
| PY 102-105. ADVANCED LABORATORY I & II | 4 |
| PY 112. PHYSICAL APPLICATIONS OF MATHEMATICAL TECHNIQUES | 4 |
| PY 119. MATHEMATICAL METHODS OF PHYSICS I | 4 |
| PY 121. MECHANICS I | 3 |
| PY 185. ELECTRICITY AND MAGNETISM I | 3 |
| PY 202-205. ADVANCED LABORATORY III & IV | 4 |
| PY 207. MODERN OPTICS | 3 |
| MT 60-61. CALCULUS I & II | 8 |
| MT 110. CALCULUS III | 4 |
| CH 13-14. GENERAL CHEMISTRY I & II | 8 |
| CH 41. PHYSICAL CHEMISTRY I | 3 |
| or | |
| CH 25. ANALYTICAL CHEMISTRY I | 4 |
| CI. Computer science elective | 3 |

| Option III (Premedical) | Credits |
|---|----------------|
| PY 75-76. PRINCIPLES OF PHYSICS I & II | 6 |
| PY 77-78. PHYSICS LABORATORY I & II | 2 |
| PY 85. INTRODUCTORY MODERN PHYSICS | 4 |
| PY 93-94. ELECTRONICS I & II | 7 |
| PY 102-105. ADVANCED LABORATORY I & II | 4 |
| PY 112. PHYSICAL APPLICATIONS OF MATHEMATICAL TECHNIQUES | 4 |
| PY 119. MATHEMATICAL METHODS OF PHYSICS I | 4 |
| PY 121. MECHANICS I | 3 |
| PY 185. ELECTRICITY AND MAGNETISM I | 3 |
| PY 207. MODERN OPTICS | 3 |

| | | Credits |
|-----------|---------------------------|---------|
| MT 60-61. | CALCULUS I & II | 8 |
| MT 110. | CALCULUS III | 4 |
| CH 13-14. | GENERAL CHEMISTRY I & II | 8 |
| CH 31-32. | ORGANIC CHEMISTRY I & II | 8 |
| CH 41. | PHYSICAL CHEMISTRY I | 3 |
| BI 11-12. | GENERAL BIOLOGY I & II | 8 |
| CI | Computer science elective | 3 |

For students electing Option III, it is also recommended that 6 additional credits of biology electives be taken.



COURSE DESCRIPTIONS

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 nurses, medical technicians, and physical therapists. 4 credits

PY 5. ENVIRONMENTAL PHYSICS

A review of the problems of our physical environ-

ment, the significance and sources of energy and the limitations of its uses, resources in general, transportation, and pollution. 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 since all needed physics and mathematics is covered in the course. Laboratory included. 6 credits

PY 71-72. GENERAL PHYSICS I & II

Corequisite: MT 60-61
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 60-61 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 60-61, 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 variation. 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 motiva-

tions 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

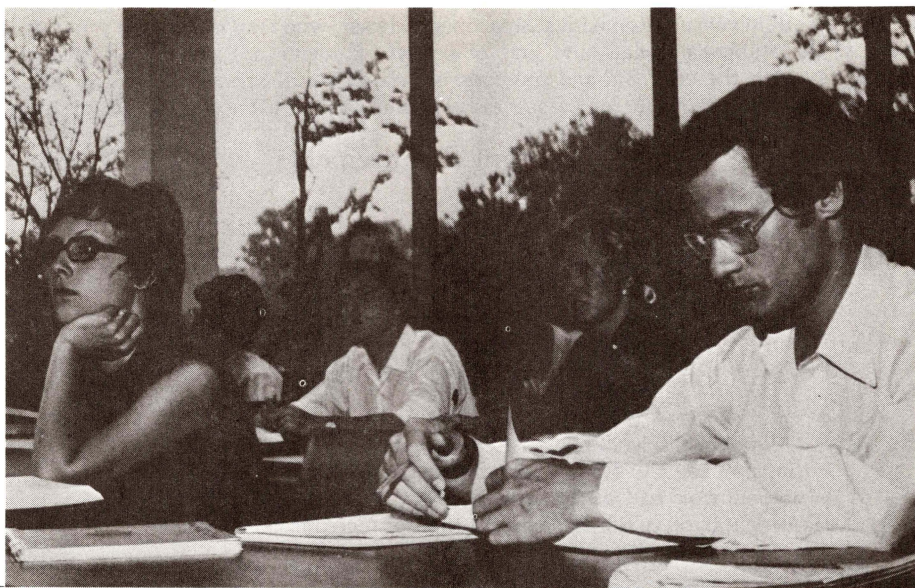
(Open to graduate students and seniors with a major in the sciences, history, philosophy, or education)
Seminar-type course on the interaction of culture and science. The principal topics discussed: the stillbirths of science in all major ancient cultures (India, China, Pre-Columbian America, Babylon, 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 111 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



Department of Political Science

Professor: Richard Connors, Ph.D.

Associate Professors: Richard Adinaro, Ph.D.; *Mary Boutilier, Ph.D. (Chairperson)*; William Dunham, M.A.; Patrick Kennedy, Ph.D.; Robert Manley, Ph.D.; Abolghassem Sedehi, Ph.D.; Bernard Stack, M.A.

Assistant Professor: Anita Kemp, Ph.D.

Instructor: Charles Hayes, M.A.

Adjunct Associate Professor: David Galligan, Ph.D.

The Department of Political Science offers a program of study leading to the degree Bachelor of Arts.

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 42-43), 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

| Freshman year | Credits |
|---|---------|
| CO 10. ORAL COMMUNICATION | 3 |
| EN 9-10. COLLEGE ENGLISH I & II | 6 |
| MT 25. STATISTICS FOR THE BEHAVIORAL SCIENCES | 3 |
| PO 10. INTRODUCTION TO POLITICAL SCIENCE | 3 |
| PO 11. RESEARCH METHODS | 3 |
| PO 20. GOVERNING THE AMERICAN NATION | 3 |
| PH Philosophy elective | 3 |

All political science majors are required to take two of 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 6 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 upon 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. 12 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 (SO 180). RESEARCH METHODS

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. GOVERNING THE AMERICAN NATION

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. 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 formulation, 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. SOCIAL POLICY, LAW, AND AGING

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

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 struc-

tures, 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 129-130. DEVELOPMENT OF THE AMERICAN CONSTITUTION I & II

Part I: The English and Colonial heritage, the Convention of 1787, the work of the Marshall and Taney courts; Constitutional problems of the Civil War. Part II: The impact of an urban-industrial society on the Constitution, the Supreme Court, and the federal system. The American Constitution in periods of crisis. 6 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. Study of 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 of women. Principal forces in the movement for liberation and power. Impact on society of the 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

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

An African-centered political systems course, focusing on development within the context of Africa. 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

PO 166 (AS 257). CONTEMPORARY CHINESE POLITICS

Analysis of the political system of China; present trends and future prospects. 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 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 or legislative, executive, and judicial agencies. 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

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

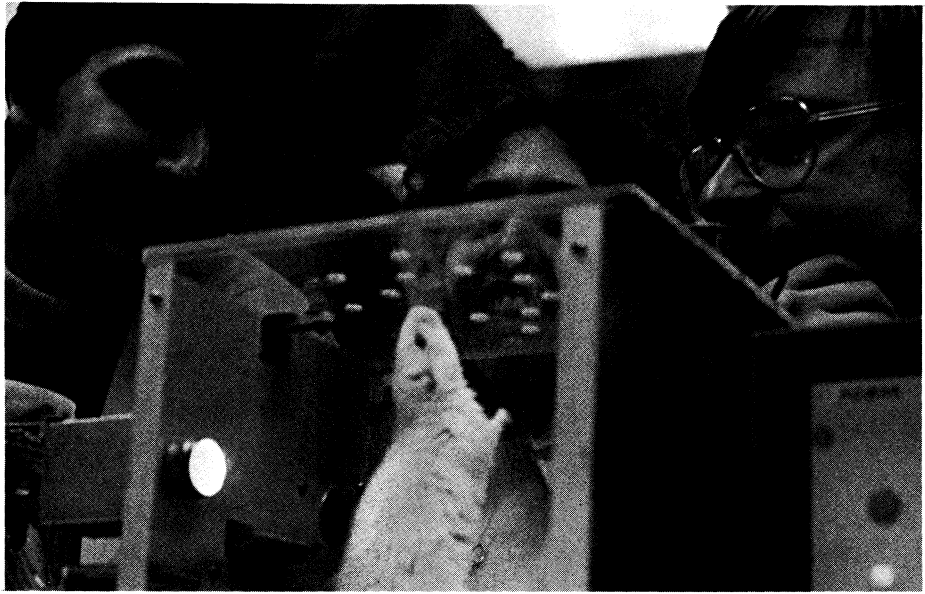
Consideration of the allocation of natural resources. The politics of conservation in the United States. 3 credits

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



Department of Psychology

Professors: Robert Jones, Ph.D.; Donald Lombardi, Ph.D.

Associate Professors: George Gubar, Ph.D.; Rev. Peter Lennon, Ph.D.;
Jeffrey Levy, Ph.D.; John Shannon, Ed.D.

Assistant Professors: John Garrett, Jr., M.A.; John Hovancik, Ph.D.;
Francis Murphy, Jr., M.A. (Chairperson); Carole Silfen, Ph.D.;
Leonard Volenski, Ph.D.

Instructors: Rev. Arnold DeRosa, M.A.; Rev. James McManus, M.A.;

Professor Emeritus: Martin Byrne, Ph.D.

Adjunct Associate Professor: Paul Echandia, Ph.D.

Adjunct Assistant Professors: Robert Blaine, M.A.; Felix Crimoli, Ed.D.;
Christine Durbak, Ph.D.; Edward Fritzen, M.A.; Helen Strauss, Ph.D.;
Kenneth VanPelt, M.S.

Adjunct Instructors: Jack Harrington, M.S.; William Seaman, M.A.;
Michael Tansey, Ph.D.

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 42-43), degree candidates must complete a program of courses in psychology and allied 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.

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, psychophysical 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 162 (HU 163). MAN'S EXPANDING CONSCIOUSNESS

The current changes in our concepts of what constitutes "consciousness." Emphasis on defining "consciousness" in terms of biofeedback and altered states of awareness (e.g., hypnosis, meditation, parasensory

perceptions). An examination of the potential applications of these phenomena toward an expanded view of man's continuing evolution.

3 credits

PS 165. 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 166. ADULT DEVELOPMENT AND AGING

The human life span from early adulthood to 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

PS 211-212. EXPERIMENTAL PSYCHOLOGY

Prerequisites: PS 1 or PS 5-6; PS 108

Research and scientific methods. Sensory processes, social behavior, learning, and perception. An original experiment required during the second semester. Two hours lecture, four hours laboratory per week.

8 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

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 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

Interdisciplinary course offered jointly by the Department of Psychology and the College of Nursing.

NP 163. CHALLENGE OF DEMOCRATIC RELATIONS: WORKSHOP

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



Department of Religious Studies

Associate Professors: David Abalos, Ph.D.; Peter Ahr, Ph.D.;
Rev. John Radano, Ph.D. (Chairperson); Michael Valente, Ph.D.;
Donald Wimmer, Ph.D.

Assistant Professors: Rev. John Ballweg, M.S.*; Rev. James Cafone, S.T.L.;
Rev. Walter Debold, M.A.; Rev. Paul McGuire, Ph.D.; John Mitchell, Ph.D.;
Rev. John Morley, M.A.; Rev. Richard Nardone, Ph.D.; Gerald Pire, M.A.

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 42-43), degree candidates must complete a minimum of 36 credits in religious studies. Each program is worked out in consultation with a Department adviser.

*On leave through 1979.

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 MAN

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 man 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

(Formerly RS 120)

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 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. THE MEANING OF BELIEF

Teacher-student dialogue about modern man's quest for values and meaning in a logically absurd and confusing world. 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 133. BELIEF AND MODERN MAN

The meaning of belief today as shown by modern theologians and philosophers, films, and literature. 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 135. NIETZSCHE

A study of Nietzsche as religious thinker, with special emphasis on determining his place among modern thinkers, and the impact of his thought on the contemporary world. 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 137. THE ZEN EXPERIENCE

An effort to bring the insight of Oriental philosophy, psychology, and religion into daily life. An opportunity for the student to pass over into one of the most precious offerings of the East and to get in touch with a Zen perspective on the inner structure of human life, mastery of life, reality, and the nature of human experience. 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. THE THEOLOGY OF 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; Chris-

tians 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

(Formerly Ecumenical Literature)

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 151. 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 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 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 con-



science. 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. CHRISTIAN SACRAMENTS

A consideration of practical and theoretical facets of the seven Sacraments, with emphasis upon relating the Sacraments theologically to Christ and the Church and what contemporary Christians see as special about the Sacraments, i.e., what is traditionally called grace and the supernatural. 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 CHRISTIAN APPREHENSION 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. LITURGICAL RENEWAL

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 185. CHRISTIAN SACRAMENTS FOR SECULAR MAN

Relationship of the sacred dimension of reality to man in today's secular context. The course presumes some measure of faith commitment to the reality of Jesus and the relevance of the Gospel. Aims to deepen appreciation of Jesus as the sign or sacrament pointing to "otherness" in human life. Study of the Eucharist as celebration and as the making explicit of Christian values implicit in secular society. 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. TEILHARD DE CHARDIN AND THE FUTURE OF RELIGION

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 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 man 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 193 (PO 148). CHURCH-STATE CONFLICT: THE DILEMMA OF PUBLIC POLICY

Analysis of competing claims of government and private conscience in contemporary American society. 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



Russian Area Studies Program

Director: William L. Mathes, Ph.D.

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 42-43) 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.

| Language | | Credits |
|-----------|-----------------------------|---------|
| 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.

| | Credits |
|---|---------|
| 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

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 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.

3 credits

EC 65. THE SOVIET ECONOMIC SYSTEM

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

EN 209. CLASSICAL RUSSIAN LITERATURE

Readings and lectures from the beginnings of Russia and Old Russian literature to the end of the 19th century (folk tales, epic, poetry, fiction, and drama) — Lomonsov, Pushkin, Lermontov, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others.

3 credits

EN 210. CONTEMPORARY RUSSIAN LITERATURE (IN TRANSLATION)

Introduction to Russian novels, poems, short stories, and essays from Gorky to Pasternak to Solzhenitsyn. Emigré writers such as Zamyatin included. Emphasis on special social and political problems of Russian writers from the past 50 years to the present.

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 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 257-258. INTELLECTUAL ORIGINS OF CONTEMPORARY COMMUNISM

Part I: French and German origins to Marx.
Part II: The Russian basis of Communism. 6 credits

HI 271. TOPICS IN MODERN RUSSIAN HISTORY

To be set by instructor. 3 credits

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 composition with emphasis on idiomatic constructions. Reading of selections from the main currents of Russian literature. 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 251-252. STUDIES IN RUSSIAN LITERATURE

6 credits

MO 253-254. MODERN RUSSIAN LITERATURE I & II

Prerequisite: MO 54

Representative Russian writers from Pushkin through the modern period. 6 credits

PO 162. THE GOVERNMENT OF THE SOVIET UNION

Summary of Russian history since 1905. Development of the government and party systems. 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

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



Social Work: Baccalaureate Degree Program

Assistant Professors: *Emma Quartaro, D.S.W. (Director);*
Allan Mendelsohn, M.S.W.

Adjunct Assistant Professors: Ellen Brathwaite, M.S.W.;
Rosa Perla Resnick, D.S.W.

Adjunct Instructor: James McCreath, M.S.W.

The Baccalaureate Degree Program in Social Work* offers 36 credits in social work courses in preparation for entry-level professional practice.

Dealing directly with people, social work is practiced on streets and playgrounds, in homes, schools, courts, correctional centers, hospitals, nursing homes, factories, 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 skill, 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 year internship) is an integral part of the total education program and provides opportunity to use the theoretical content learned in classroom courses.

*This program is nationally accredited by the Council on Social Work Education.

Any Seton Hall student may take social work courses (except for SW 191, 192, 193, 194, and 290), but formal candidacy in the social work program requires application and consultation with the Program Director. Acceptance into candidacy is not automatic, and application must be made prior to the second half of the junior year. However it is advisable to take introductory courses, such as SW 60, 91, and 160, before 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. 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, a total of thirty-six (36) social work class and field credits are required as follows:

| | | Credits |
|---------|---------------------------------------|---------|
| SW 91. | INTRODUCTION TO SOCIAL WORK | 3 |
| SW 92. | THEORY AND PRACTICE OF SOCIAL WORK I | 3 |
| SW 93. | HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT | 3 |
| SW 160. | ADVANCING SOCIAL JUSTICE I | 3 |
| SW 265. | ADVANCING SOCIAL JUSTICE II | 3 |

The following set of courses, SW 191 through SW 194, must be taken concurrently, usually in the senior year, September through May. Formal candidacy and consultation with Program advisers are required.

| | | |
|-------------|---|---|
| SW 191-192. | THEORY AND PRACTICE OF SOCIAL WORK: CLASS II | 3 |
| | CLASS III | 3 |
| SW 193-194. | 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. | PERSPECTIVES OF CULTURE AND SOCIETY | |
| BL 204. | PUBLIC INSTITUTIONS VS. BLACK SELF-DETERMINATION | |
| EC 1. | INTRODUCTION TO ECONOMICS | |
| MT 25. | STATISTICS FOR THE BEHAVIORAL SCIENCES | |
| PS 1. | INTRODUCTION TO PSYCHOLOGY | |
| PS 10. | PSYCHOLOGY OF ADJUSTMENT | |
| 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 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 92. THEORY AND PRACTICE OF SOCIAL WORK I

(Formerly Social Work Skills Laboratory)

(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 93. 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 160. ADVANCING SOCIAL JUSTICE: POLICY AND SERVICES I

(Formerly Social Welfare Policy and Services)

(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)

Overview of the basic facts about aging and aging processes, including demography, biology, psychology, sociology, and policy analysis. The first course of the sequence required for the certificate in gerontology. See pages 81-84. 3 credits

SW 191-192. THEORY AND PRACTICE OF SOCIAL WORK: OVERVIEW

Class I 3 credits

Class II 3 credits

SW 193-194. THEORY AND PRACTICE OF SOCIAL WORK: OVERVIEW

Field I 6 credits

Field II 6 credits

(Formerly SW 190-191 and 192-193)

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

Barbara Brande, M.S.W.

Associated Catholic Charities, Newark

Judith Berman, M.S.W.

Beth Israel Medical Center, Newark

Clara Litovsky, M.S.W.

Child Development Center, Bloomfield

Phyllis Ettinger, M.S.W.

Children's Aid and Adoption Society, Orange

Madhu Lassiter, M.S.W.

Children's Institute, South Orange

Sherri Jacobs, M.S.W.

Community Mental Health Services for Belleville, Bloomfield and Nutley; Nutley

Florine Brown, M.S.W.

Division of Youth and Family Services, Elizabeth

Marilou Heim, M.S.W.

Division of Youth and Family Services, Jersey City

James Lancaster, B.A.

Division of Youth and Family Services, Newark

Iola Fountain, M.S.W.

Division of Youth and Family Services, Orange

Lynn Jones
Eastlea Group Home for Girls, East Orange

Mort Broch, M.A.
East Orange General Hospital, East Orange

Marion Kelliher, M.S.W.
East Orange Public Schools, East Orange

Robert Stepney, M.S.W.
Essex Child Development Center, Belleville

Stanley Zach, M.S.W.
Essex County Welfare Board, Newark

Arthur Klineberg, M.S.W.
Essex County Hospital Center, Cedar Grove

Patricia Wilhelm, M.A.
First Presbyterian and Trinity Church, South Orange

Mildred Hamilton, M.S.W.
Jewish Family Services, Elizabeth

John Enright, M.S.W.
Morris County Probation Department

Robin Rosenstein, M.S.W.
New Jersey College of Medicine and Dentistry
Martland Medical Center, Newark

Florence Strindberg, M.S.W.
Prospect House, East Orange

Ramon Ortiz, J.D.
Hispanic Section, Seton Hall Law Center, Newark

Jean Reynolds, M.S.W.
Unified Vailsburg Services Organization, Newark

Gwendolyn Newberry, M.S.W.
Veterans Administration, East Orange

**SW 265. ADVANCING SOCIAL JUSTICE:
POLICY AND SERVICES II**
(Formerly Current Issues and Trends in Social Welfare Policy)
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 285. CURRENT ISSUES AND TRENDS
IN SOCIAL WORK RESEARCH**

(Open to all students)
An examination of selected issues and trends in social work research. Areas selected for study vary each semester as need and demand indicate. 3 credits

**SW 290. SENIOR SEMINAR IN SOCIAL
WORK**

Prerequisites: permission of instructor; formal candidacy for social work
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
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)
A theory and practice course involving a collaboration between two disciplines (nursing and social work) but not limited to them. After a thorough study of health states including their social and economic antecedents and consequences and health care systems in America, students develop a philosophy for a community health program; then plan, implement, and evaluate the endeavor. 3-6 credits



Department of Sociology and Anthropology

Professors: Ruth Freed, Ph.D.; Herbert Kraft, M.A.; Rev. Edwin Sullivan, Ph.D.

Associate Professors: *David Abalos, Ph.D. (Chairperson); Philip Kayal, Ph.D.; Lucinda San Giovanni, Ph.D.*

Assistant Professors: Lynn Atwater, Ph.D.; Louis Gaydosh, Ph.D.; Joseph Palenski, M.A.; Rev. Joseph Slinger, Ph.D.; Ihor Zielyk, B.A.

Instructor: Rev. Joseph Doyle, M.A.

Adjunct Assistant Professors: Robert Hackett, M.A.; Walter McMahon, M.A.; Thomas Moore, M.A.

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 open intelligent young men and women to the theory and methodology of sociology or anthropology while at the same time fostering ongoing consciousness of the self and the world in which we live. The Department is committed to understanding people in society and attempts to do this by intensive investigation of the common processes involved in group formation and dissolution, in personality formation, in social organization, as well as from the perspectives of culture and of human evolution, past and present. Archaeology is, of course, related to this humanitarian focus, but the primary focus is always on people in interaction with others and their world. Such an emphasis supplies a framework through which students and faculty can best understand contemporary and future life.

Major Program in Sociology

Sociology gives an insight into the social relations that people form — in families, in communities, in religion, in political, business, and other groups. It provides an awareness of contemporary society and an appreciation of past societies — an excellent background for anyone concerned about personal and interpersonal development. Many majors who are interested in sociology wish to prepare for the profession, especially as college teachers and researchers, but these days more and more sociology majors are applying their needed skills to areas such as criminal justice, public relations, marketing, urban planning, medicine, and law. Many courses in these fields are now a regular part of Seton Hall University's sociology undergraduate curriculum.

In addition to meeting the standards and requirements of the College of Arts and Sciences (see pages 42-43) 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 |
|--|---------|
| BL 211. (HI 173). AFRO-AMERICAN HISTORY | 3 |
| MT 25. STATISTICS FOR THE BEHAVIORAL SCIENCES | 3 |
| HI 71. THE WORLD WE LOST | 3 |
| AN 40. PERSPECTIVES OF CULTURE AND SOCIETY | 3 |
| SO 90. INTRODUCTION TO SOCIOLOGY | 3 |
| SO 91. PRINCIPLES OF SOCIOLOGY | 3 |
| SO 180. RESEARCH METHODS (Sophomore year) | 3 |
| SO 291. CLASSICAL SOCIOLOGICAL THEORY (Junior year) | 3 |
| SO 292. CONTEMPORARY SOCIOLOGICAL THEORY (Junior year) | 3 |
| SO 297. SENIOR SEMINAR IN SOCIOLOGY | 1 |

In addition to the above required courses, one elective course from each of the seven (7) areas listed below is required.

Social Organization: SO 130; SO 162; SO 191; SO 192; SO 199; SO 295

Contemporary Institutions: SO 120; SO 123; SO 126; SO 128; SO 129; SO 220

Ideas in Social Life: SO 122; SO 124; SO 135; SO 221; SO 290

Dimensions of Social Differentiation: 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 296

Social Change: SO 125; SO 127; SO 136; SO 195

Individual vs. Society: SO 121; SO 193; SO 194; SO 197

COURSE DESCRIPTIONS

Note: SO 91 is a prerequisite for all SO courses, except SO 125.

SO 90. THE SOCIOLOGICAL ENTERPRISE

(Freshman requirement)

Familiarizes the student major with the practical dimensions of sociology at Seton Hall University and fosters an ongoing 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, science, and 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. Treats 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 motivate the masses, 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 the reciprocal relations between law and its social content. Topics include: the relationship between law and other norms; the formulation and implementation of law; law as an independent and/or dependent variable relative to social structure 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

Traces the changing socio-cultural concepts of disease and the practice of medicine from its supernatural, religious, and mystical origins to its modern, rational, and scientific stage. 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 explored as a major social institution and a significant part of popular culture. Examination of historical, cultural, and societal effects. Topics include the impact of technology, specialization, and bureaucracy on sport; the relations between sport and socialization, mobility, and economic, political, and media influences in the sporting world; sport and consciousness. 3 credits

SO 130. SPECIAL PROBLEMS IN DEMOGRAPHY AND ECOLOGY

Interrelationship of people and environment in a technological society. Emphasis on problems of population growth, social and economic development, aging, overurbanization, underemployment. Ideological, ecological roots of estrangement. 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 program and strategies of change. 3 credits

SO 135. SOCIOLOGY OF LANGUAGE

Investigates language as the source and basis of group life. Expressive and instrumental uses of language. Relates language to the experience of groups and cultures. Functions of language in social continuity, control, and socialization. Language in social differentiation, in patterns of intergroup and interpersonal relations, and in social control. Language and 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 because of their contemporary relevance and centrality in sociological theory. Planning change and planning for change explored with the attendant questions about values and social policy. 3 credits

SO 140 (CJ 140). SOCIAL PROBLEMS

Definitions of the field. Systematic analysis of problems on personality, social, and cultural level. Major emphasis on institutional dislocations as causes. Social order approach contrasted with social conflict analysis. Some review of specific problems in society: schools, religion, sexism, consensus-fascism, technology, and alienation. 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 criminal-victim relationship. Focus on the interaction between both parties in the criminal encounter. The needs of victims for psychological counseling, sociological explanation, financial and medical assistance, etc. Questions include: What is it like to be a victim? What is society's reaction to victimized individuals? What psychological problems and social stigmas do victims have to deal with? What channels of recourse do victims have? The notion that judicial punishment alone suffices is discarded and more emphasis on 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. Using a variety of sociological perspectives and principles, the topics include: recruitment and socialization of police personnel, the meaning and functions of police work, police-community relations, the bureaucratization of police work, the relations 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. Various strategies for changing the role and structure of police work evaluated. 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). THE SOCIOLOGY OF PAROLE

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 160 (CJ 160). 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 credits

SO 162. URBAN SOCIOLOGY

Prospects for urban living in the 20th century. Examines the function and natural history of cities, urban social processes, and urban demography. 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. The position of women as workers. 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; the division of labor; 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 struc-

tures 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. Majority-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; the new ethnicity; Black power, Puerto Ricans, and cultural pluralism. The shape of things to come. 3 credits

SO 180 (PO 11). RESEARCH METHODS

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

SO 191. SMALL GROUP PROCESSES

Principles of group interaction using didactic and experimental methods. Various theoretical perspectives introduced with emphasis on theory and use of analyses of small group processes. 3 credits

SO 192. ORGANIZED SOCIETY: THE BUREAUCRATIC PHENOMENON

The nature and place of bureaucracy in modern society explored in terms of 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. MAKING BEINGS 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 man on the assembly line, and the student? 3 credits

SO 197 (RS 191). RELIGION AND REVOLUTION

The relationship between religion and social change. Questions include: the role of religion in discerning the future direction of man and society; resources that the religious dimension brings to an evaluation of social, political, and cultural breakdown; 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

SO 199. IN SEARCH OF COMMUNITY

A sociological inquiry into the possibility of living together. The reality of human community from a critical perspective. The historical development of community life, local community ties to the larger society, the fundamental origin and meaning of human community. 3 credits

SO 220. AMERICAN SOCIETY

Systematic analysis of the structure of American society, its values, and its institutions. Problems of integration 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 1 credit

SO 290. SOCIOLOGY OF KNOWLEDGE

Examines the question of "knowledge" in society and its relationship to social structure and individual consciousness, for example: What is knowledge? Under what conditions is it defined as such and to what uses can it be put? The defining of social knowledge or socially created and/or approved knowledge and institutionalized knowledge. Questions on the "nature of social reality." Examination of the thesis that the social attributes of an organized group of people as well as particular individuals will 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 — stressing their forte: 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 perspectives in recent sociology. Convergence and controversy in the work of selected 20th-century authors. 3 credits

SO 293. INDEPENDENT STUDY 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, GROUPS, AND INSTITUTIONS

Emphasis on social structural, as distinct from cultural or psychological, aspects of social situations. For example, examination of interpersonal dynamics by referring to the statuses individuals occupy and the roles they play; group processes and organizational problems viewed in terms of the social relations involved. How theoretical concepts are derived from and, in turn, direct attention to everyday phenomena in social living. 3 credits

SO 296. DEVIANT BEHAVIOR

Investigation 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. Sexuality, drug use, mental health, life styles, and belief systems. "Deviant" identities, roles, behavior patterns, and subcultures examined in terms of particular processes in the larger society, including stereotyping, stigma, power, official control, and conflict between groups. 3 credits

SO 297. SENIOR SEMINAR IN SOCIOLOGY

Content determined each year by sociology staff. 1 credit

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 without prerequisites. CP designates community participation.

CP 6-7. COMMUNITY INTERNSHIP I & II

Helps students learn and evaluate community practices and to contribute to the services of community agencies. This program places the student, with the approval of the Department chairperson, in an agency of his or her choice, in which the student plays a substantive and supportive role in the agency's operations. The program consists of the student's weekly supervised placement (12 hours weekly), student seminars, regular evaluation reports (logs), and student preparation of a final academic paper related to the experience. The internship is a sequence of two 6-credit courses. Although either course may be taken separately, it is recommended that both be taken sequentially. 6-12 credits

CP 8-9 (CJ 8-9). COMMUNITY EXPERIENCE I & II

The Community Experience is similar to the Community Internship in all essentials except:

1. the Community Experience requires the student to participate in a supervised field placement 8 hours weekly, 2 consecutive semesters, 3 credits per semester;
2. following admission to the program and completion of placement arrangements, the student selects a faculty adviser who assumes responsibility for guidance of the student's learning experience within the structure of independent study in the appropriate department. 3-6 credits

Graduate courses open to advanced undergraduate students

SO 320. AMERICAN SOCIAL STRUCTURE

Current trends in American society and culture. Various approaches to understanding them offered by classical and contemporary sociological literature. 3 credits

SO 398-399. GRADUATE INDEPENDENT STUDY IN SOCIOLOGY

Prerequisite: permission of instructor
Individualized and guided study of sociologically relevant phenomena. 3-6 credits

The following courses may be chosen for credit in sociology

AS 208. ORIENTAL SOCIETY

Asian society — its social institutions and customs, ethnic relations, and family life. 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 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 210. HISTORY OF AFRICAN CIVILIZATION 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 231. COMMUNITY PSYCHOLOGY

Synthesis of principles from clinical and social psychology interpreted from the Black perspective. 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

EC 141 (IR 141). LABOR ECONOMICS

Prerequisites: EC 2; EC 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

Major Program in Criminal Justice

The Department of Sociology and Anthropology offers a Program in Criminal Justice leading to the degree Bachelor of Arts. The study of crime, criminal law, and the criminal justice system encompassed by the Program is geared to help students become aware of the constant need to transform the system. It is designed to prepare students for 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.

Through team teaching, seminars, and symposia that include principals such as judges, ex-offenders, prisoners and their families, lawyers and public defenders, the Program provides an overview of the workings of criminal justice.

Program Goals

1. To view criminal justice within contemporary cultural and social contexts.
2. To explore the connections between criminal justice agencies and processes and other social institutions such as the family, schools, welfare, government, and business.
3. To analyze the effect of such processes as group conflict, racism, sexism, mobility, and socialization on criminal justice activity.
4. To help students formulate values commensurate with the community and professional responsibilities they are preparing to undertake.
5. To explore the internal workings and effectiveness of criminal justice roles and organizational patterns including recruitment, professional socialization, and bureaucracy.
6. To educate students to the civil rights and liberties of American citizens.
7. To prepare students for professional careers in criminal justice and related areas.

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 accepted, to remain in good standing, majors must maintain a yearly average of 2.5 in criminal justice courses, except those in Unit I of the core curriculum.

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 25. STATISTICS FOR THE BEHAVIORAL SCIENCES
OR
- *BL 83. ELEMENTARY URBAN SPANISH
OR
- *CI 17. INTRODUCTION TO THE DIGITAL COMPUTER
- *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
- *CJ/SO 141. THE CRIMINAL JUSTICE SYSTEM IN MODERN AMERICA
- *CJ/SO 143. POLICE IN MODERN SOCIETY
- CJ/SO 144. PENOLOGY
- CJ/SO 147. SOCIOLOGY OF PAROLE

Unit IV: The Sociological Imagination

- SO 120. SOCIOLOGY OF THE FAMILY
- SO 127. POLITICAL SOCIOLOGY
- SO 136. SOCIAL CHANGE
- SO 162. URBAN SOCIOLOGY
- SO 165. SOCIAL WORK AND LAW
- SO 166. INEQUALITIES OF POWER AND PRIVILEGE
- *SO 168. INTERGROUP RELATIONS: RACE AND ETHNICITY IN AMERICAN SOCIETY
- *SO 192. THE ORGANIZED SOCIETY: THE BUREAUCRATIC PHENOMENON
- *SO 195. STRATEGIES OF TRANSFORMATION
- SO 167. THE SOCIOLOGY OF WOMEN: PERSPECTIVES ON OPPRESSION AND LIBERATION
- AN 280. LEGAL ANTHROPOLOGY

Unit V: Field Work

- *CJ/CP 8-9. COMMUNITY EXPERIENCE I & II (6 credits)
- This unit provides for direct contact with the concrete workings

*Required courses

of the criminal justice system. Proper supervision ensures theoretical analysis as well as practical experience from field placement.

Unit VI: Extra-Departmental Requirements

Three of the following seven 3-credit courses are required.

| | |
|---------|--|
| PO 110. | POLITICS OF PUBLIC ADMINISTRATION |
| PO 111. | PUBLIC PERSONNEL ADMINISTRATION |
| RS 20. | CONTEMPORARY MORAL VALUES |
| BL 204. | PUBLIC INSTITUTIONS VS. BLACK SELF- DETERMINATION |
| PS 55. | DRUG AND ALCOHOL ABUSE |

Major Program in Anthropology

Anthropology is a behavioral science with broad implications, for it covers the past and present, human biology, and socio-cultural traits. The laboratory is the whole world and students are trained to work in many types of societies: tribal, peasant, and urban; and in many parts of the world. Training is provided in the four divisions of anthropology: physical, archaeological, socio-cultural, and linguistic. In addition anthropology focuses on the everchanging world of human beings and provides instruction for working in field situations in complex societies as well as in digging up the past (prehistory-archaeology). Field work experiences provide students with one of the most important aspects of anthropology — studying human behavior as it is — in addition to learning how to put it all together. In a way, anthropology is the great detective story of humanity.

Anthropology Degree Requirements

In addition to the requirements of the College of Arts and Sciences and of the University, the following requirements are necessary to receive the B.A. in anthropology. The student must have 36 credits in anthropology to graduate and the following courses are required. (All courses are for 3 credits unless otherwise stated.) All programs are worked out with a Department adviser who may modify the program in view of the student's background and objectives.

In the freshman year AN 20 and AN 40 should be taken, preferably in alternate semesters.

AN 60 should be taken in either the sophomore or junior year. Two area courses are required. The area courses are AN 120, 121, 122, 123, 133, 140, 145, 285. AN 140 and AN 145 should be taken after completing AN 60, and the other area courses should be taken after completing AN 40.

AN 290 is a required theoretical course and should be taken in the junior or senior year. It is given in alternate years, and all juniors and seniors should take it in any year that it is given. Two additional theoretical courses should be taken from the following: AN 210, 220, 221, 222, 223, 224, 225, 227, 280.

AN 296 is a required 6-credit course in ethnographic field work. It is offered in alternate years and should be taken by all juniors and

seniors when it is offered. AN 295 — a 6-credit course in archaeological field work — is highly recommended for all majors to take when it is offered.

Students interested in going to graduate school should, in addition to taking AN 20, elect one or more additional courses in physical anthropology from the following: AN 101, 102, and 103. These courses will be rotated through the years.

Recommendations for courses outside of anthropology

Because of the fourfold division of anthropology subjects, courses in biology, history, classics, psychology, and sociology are strongly recommended. In particular, courses in Latin American, Asian, African, and Black studies are useful for preparation before going to graduate school. Depending on the interests of the students, faculty advisers provide individually tailored suggestions for undergraduate courses which should be taken in other fields in addition to and together with those which are part of the core curriculum.

Students who plan to go to graduate school and to carry out field work whether in physical, archaeological, or cultural anthropology should prepare themselves in a language pertinent to the area in which they are interested. Examples: French, Spanish, German, Italian, Chinese, Japanese. Such students are strongly recommended to take MT 25, which prepares students for the use of statistics in the behavioral sciences.

COURSE DESCRIPTIONS

AN 20. PHYSICAL ANTHROPOLOGY

(Formerly The Origin and Development of Human Species)

The more than five million years of physical, intellectual, and cultural evolution of mankind from non-human primate through a multitude of human fossil ancestors (including *Australopithecus*, *Neanderthal*, and *Cro-Magnon*) into the varieties of people living in all parts of the world today. Investigation of such inventions as language, fire, tools, art, religion, and plant and animal domestication in the context of human adaptations to environmental conditions and socio-cultural needs. 3 credits

AN 40. CULTURAL ANTHROPOLOGY

(Formerly Perspectives of Culture and Society)

Exploration of the infinite variety of human endeavor in all aspects of culture and all types of societies: from tool-making to language, religion, politics, law, warfare, family, kinship, and art; from birth to death; and from primitive hunters and gatherers to American society today. 3 credits

AN 60. INTRODUCTION TO WORLD ARCHAEOLOGY

(Formerly The Human Past: An Introduction to Archaeology)

The skeletal remains, tools, weapons, environmental

adaptation, settlement patterns, and other manifestations of human achievement from the emergence of man to the rise of civilizations in the Old and New Worlds; from hunter-gatherers to agriculturalists to industrialists. The different kinds of archaeology (including prehistoric, classical, historical, and industrial). The specialized skills used by the modern archaeologists to excavate, preserve, reconstruct, interpret, and report archaeological finds. Museum trips and some laboratory work. 3 credits

AN 80. LANGUAGE: THE VEHICLE OF CULTURE

A study of the sound, structure, and meaning of different languages and how they provide a cognitive map for their users. The relation of language to the development of peoples and cultures. 3 credits

AN 101. HUMAN EVOLUTION

The development of *Homo sapiens* (the human species) from earliest beginnings. Fossil and living evidence from all primates provide the data for development. The main subjects of inquiry are fossil bones of human and non-human primates, paleontology, geological eras, and means of dating the past along with the adaptation to environment and development of culture. 3 credits

AN 102. HUMAN VARIATION: RACE

Defines the various groups of mankind, formerly called races. Describes them in terms of past and present descriptions of their appearance and distribution across the face of the world, and also in terms of their genetic similarities and differences. Clarifies the differences between genetically and culturally based behavior and points out areas of overlap. Validates the similar potentials for all human beings. 3 credits

AN 103. PRIMATE BEHAVIOR

Emphasizes the behavior of prosimians (lemurs, bushbabies, etc.) monkeys, and apes and compares their behavior with human behavior. Case studies from the field of lemurs, aye-ayes, new and old world monkeys, especially baboons and rhesus monkeys, chimpanzees, gibbons, and gorillas. Field observation at zoos and through films. 3 credits

AN 120. THE NORTH AMERICAN INDIANS FROM CONTACT THROUGH CONQUEST

(Formerly Ethnology of the North American Indian)
The American Indians as they were in the 500 years before Euro-American settlers destroyed their aboriginal ways of life. Examination of the tools, weapons, clothing, food, house types, settlement patterns, social institutions, magico-religious practices, and other cultural traits to see how they operate among hunter-gatherers; the apartment-dwellers, the buffalo hunters, the moundbuilders, and the hunter-farmers. 3 credits

AN 121. NORTH AMERICAN INDIANS IN THE MODERN WORLD

(Formerly Contemporary North American Indians)
Concentrates on the contemporary cultures of the original settlers of the United States and Canada — the Indians. 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, the life on reservations, in rural communities, and the absorption into American cities. 3 credits

AN 122. PEOPLES OF SOUTH AMERICA

The language families, prehistory, and cultures of the native peoples of South America. Variation in cultural form seen in relation to environmental factors. The economies, social organizations, and belief systems of selected lowland South American groups studied in the light of interaction with the Western World. 3 credits

AN 123. THE CULTURES OF MEXICO: ANCIENT AND MODERN

(Formerly The Heritage of Conquest in Meso-America)

The rich and continuous heritage of civilization in Meso-America, dating from before 2000 B.C. until the Spanish conquest in the 16th century. The sophisticated artistic and social achievements of the Olmec, Maya, and Aztec civilizations as a basis for understanding present-day cultures. Theories concerning continuance and/or change in folk traditions, urban and rural life styles. 3 credits

AN 133. MODERN INDIA

Emphasis is on persistence and change since 1947 when India became a modern nation. The approach is anthropological — searching for the problems a country faces, understanding the personalities of modern

Indians, and presenting case studies of village, urban, and industrial life, along with Pan-Indic changes at the national level. 3 credits

AN 140. THE PREHISTORIC AMERICAN INDIAN

(Formerly The Prehistory of the Americas)

The 25,000+ years since the entrance of the first Paleo-Indians into the American continent until their conquest, subjugation, and displacement in the 16th and 17th centuries. The prehistoric Indians' changing adaptations to different climatic and environmental conditions and the various socio-economic life styles (e.g., hunting-fishing-gathering, settled agriculturalists, urban and religious centers, and conquest states). 3 credits

AN 145. OLD WORLD PREHISTORY

Investigation of the causes and effects of physical and cultural changes in human beings and societies since mankind's emergence more than five million years ago. Human life in the Old and New Stone Ages, the Bronze and Iron Ages, the areas where plant and animal domestication laid the foundations for the rise and development of civilization in Europe, Africa, Southeast and Southwest Asia. From stone axes to Stonehenge. 3 credits

AN 190. MALE AND FEMALE

(Formerly Sex Roles in Primitive Societies)

The use of sex as a major organizing criteria cross-culturally. The roles of men and women in kinship, politics, religion, technology, and economics in various cultures throughout the world. Concepts such as matriarchy, patriarchy, and biological determinism questioned in light of popular and scientific literature. 3 credits

AN 220. PSYCHOLOGICAL ANTHROPOLOGY

The shaping of personality by culture through love-hate relationships of human and non-human primates. How culture shapes perception and cognition through socialization, enculturation, education, and culture contact; how individuals learn new role behavior from events of the life cycle; and how abnormal behavior may be defined in terms of culture and of mental illness. Examples are cross-cultural from societies of hunters, peasants, and nomads to modern nations, including growing up and coming of age in America. 3 credits

AN 222. CHANGE IN CULTURE AND SOCIETY

(Formerly Revolution and Evolution)

Explores the various types of change and shows that it is a constant in all societies. The positive and negative aspects of change and how these aspects affect the actors in a society. The roles of missionary, government, and anthropologist as agents of directed change explored and compared with the theories and processes of non-directed change such as modernization, westernization, urbanization, and reactions to change in nativistic movements, and to conflict as a vector for change in revolutions. 3 credits

AN 223. MEDICAL ANTHROPOLOGY

Provides cross-cultural systems of curing practices and cultural views of sickness and health. Introduces the student to epidemiology: the science of detecting the source and spread of diseases. Reviews ancient diseases (paleo-medicine) and current incidences of diseases. Indicates the problems of introducing

Western scientific medicine to those with other curing practices. Suggests answers and methods of solving problems in medical systems in our ethnically plural society. Recommended for biology, nursing, and business majors. 3 credits

AN 225. POLITICAL STRUCTURE AND WARFARE

The use of power and authority in cultures throughout the world. The use of family ties, wealth, physical force, and personal charisma as means to gaining power examined from the Kalahari Desert to Manhattan Island. The causes and results of warfare in tribes, kingdoms, and republics. 3 credits

AN 227. WORLD VIEW, MYTH, AND FOLKTALES

(Formerly Cosmos and Cognition)

An exploration of how human beings view the universe through the "magic carpets" of the mind — cognition, symbolism, oral and written literature, and supernatural beliefs. The nature of myths, folktales, and the world views of multiple cultures. The relationship of technology to explanations of nature and culture. 3 credits

AN 280. LEGAL ANTHROPOLOGY

Comparative study of legal dynamics. Case studies from diverse areas of the world presented in terms of legal processes and principles. Inquiries into concepts of justice as related to religion, economics, politics, ethics, and values. Instruction in briefing and analyzing cases according to law school methods; acting out legal processes in the classroom; and the investigation of law cases in our own society through field work. 3 credits

AN 285. AMERICAN SOCIETY AND CULTURE

An exploration of American society and culture. Studies of American national character, the changing mass media with their effect on American society, together with field research by students in their own society. 3 credits

AN 290. RISE AND DEVELOPMENT OF ANTHROPOLOGY

A background in the history and theory of anthropology, tracing its development from early 18th and 19th century antiquarians, missionaries, and travelers through Darwinian and unilinear, cultural evolutionists, and the historical and functionalist schools to current trends in anthropology. Includes psychological anthropology, structural and symbolic analyses, and ecological-evolutionary theories. Emphasis on the connecting links between the four main fields of anthropology. The contributions of major figures in anthropology: Tylor, Morgan, Boas, Benedict, Malinowski, Radcliffe-Brown, Levi-Strauss, and many others. 3 credits

AN 295. ARCHAEOLOGICAL FIELD TECHNIQUES

(Formerly Field School in Archaeology)

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 participation in site excavation required. 4-6 credits

AN 296. THE FIELD WORK PROCESS: ACTION ANTHROPOLOGY

A seminar to provide the student with the methods and techniques necessary for carrying out field work and to accustom the student to work in the field. All field work is done with living groups of human beings in our complex society — urban and suburban New Jersey or the greater New Jersey/New York conurbation. Instructions on how to apply for research funds for field work. (Fall semester — one semester). 6 credits

AN 298-299. INDEPENDENT STUDY

Independent and guided research in a selected area of anthropological concern that is not given as a course in the anthropological curriculum. Students must outline their plan of study, together with a brief bibliography, and submit it to instructor for approval before being permitted to take independent study. 3-6 credits

Graduate courses in anthropology:

AN 320. PSYCHOLOGICAL ANTHROPOLOGY

The shaping of personality by culture through love-hate relationships of human and non-human primates. How culture shapes perception and cognition through socialization, enculturation, education, and culture contact; how individuals learn new role behavior from events of the life cycle; and how abnormal behavior may be defined in terms of culture and of mental illness. Cross-cultural examples from societies of hunters, peasants, and nomads to modern nations, including growing up and coming of age in America. 3 credits

AN 321. TRANSCULTURAL CHILD-REARING PRACTICES

The different ways in which human beings rear and socialize their children around the world. The results in terms of individual and cultural personalities, along with diverse theories and studies of the process of growing up. 3 credits

AN 323. MEDICAL ANTHROPOLOGY (CROSS-CULTURAL CURING PRACTICES)

Cultural views of sickness and health. Introduction to epidemiology: the science of detecting the source and spread of diseases. Ancient diseases (paleo-medicine) and current incidences of diseases. The problems of introducing Western scientific medicine to those with other curing practices. Some methods of solving problems in medical systems in our ethnically plural society. 3 credits

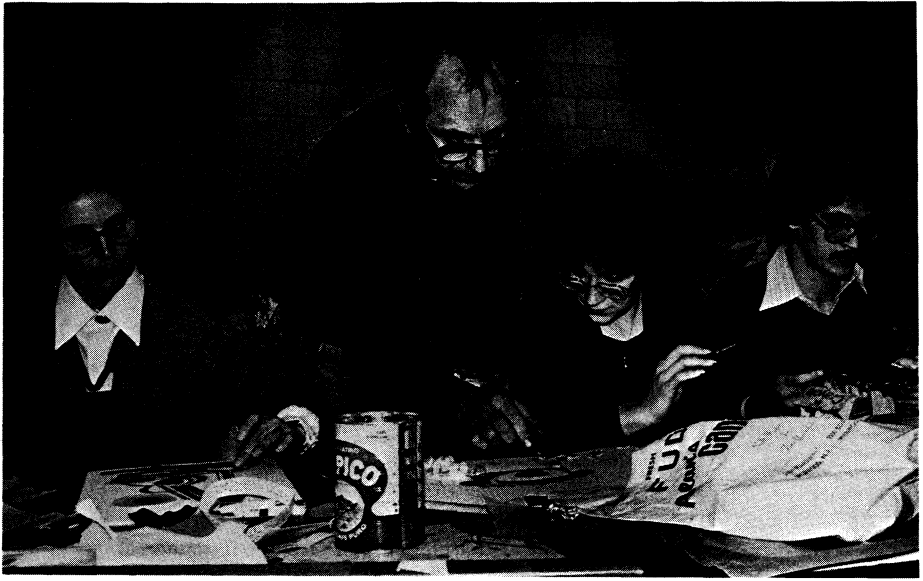
AN 379 (AS 379). MODERN INDIA

Emphasis on persistence and change since 1947 when India became a modern nation. An anthropological approach — searching for problems a country faces, understanding the personalities of modern Indians and presenting case studies of village, urban, and industrial life, along with Pan-Indic changes at the national level. 3 credits

AN 395. FIELD SCHOOL IN ARCHAEOLOGY

Same as AN 295 but with greater emphasis on research and application. Summer only. 4-6 credits

Note: An active Archaeological Research Center with laboratory and display facilities is associated with the division of anthropology.



COLLEGE OF CONTINUING EDUCATION AND COMMUNITY SERVICE

Dean: Robert G. Kahrman, Jr., Ed.D.

Seton Hall University was a pioneer in provision of opportunities for the non-traditional student—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 the University College program.

Now through the College of Continuing Education and Community Service, Seton Hall is able to offer special degree programs for the non-traditional student, including special 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, the College of Continuing Education and Community Service 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 degree Bachelor of Arts is offered in liberal studies and in social and behavioral science. The degree Bachelor of Science is offered in natural sciences.

Liberal Studies. This program, through courses in literature, history, philosophy, classics, and fine arts, allows the student to explore our common intellectual and cultural heritage. It is the aim of the program to introduce the student to the methods and substance of the study of the humanities. 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.

Natural Sciences. The program of studies in the natural sciences contributes to the scientific orientation of the general student. The major program offers a comprehensive survey of the various areas of the sciences as a preparation for future activity in science-related fields and for science-teacher preparation. With proper advisement, students can prepare for the study of medicine, dentistry, osteopathy, and certain graduate areas.

Social and Behavioral Science. This degree provides the basis for a liberal education with major emphasis in the areas of economics, political science, sociology, and psychology. Students pursuing careers in law, education, or government may benefit from this program and its emphasis on human relations. The program also serves as a base for further study in sociology or psychological and industrial counseling.

For information on application and admission to these programs, contact the Office of Continuing Education.

Degree Requirements

B.A. Degree in Liberal Studies

All students must fulfill the degree requirements in the College of Arts and Sciences (see pages 42-43) for a total of 33 credits. In addition, instead of EN 9-10, students in this program take SC 10-11. OBSERVATION, INTEGRATION, AND INTERPRETATION, a special 6-credit course presenting methods of appraising literature in general terms.

Students must complete 45 credits in basic courses, which survey the major intellectual and historical themes of Western civilization. SC 10-11, HI 11, HI 12, PH 10, PH 11, and EN 41-42 must be completed before students go on to advanced courses. In addition, students must complete three courses from each of the four groups listed below for a total of 36 credits (all the courses listed are 3-credit courses) and can complete the remaining 49 credits from elective courses for a total of 130 credits.

| Basic Courses (45 credits total) | Credits |
|--|----------------|
| SC 10-11. OBSERVATION, INTEGRATION, AND INTERPRETATION | 6 |
| HI 11. ROOTS OF THE WESTERN EXPERIENCE | 3 |
| HI 12. THE MAKING OF THE MODERN WEST | 3 |
| PH 10. CLASSICAL AND MEDIEVAL ROOTS OF WESTERN PHILOSOPHY | 3 |
| PH 11. PHILOSOPHY AND THE MODERN MIND | 3 |
| EN 41-42. GREAT BOOKS OF THE WESTERN WORLD I & II | 6 |
| AR 1. ART OF THE WESTERN WORLD | 3 |
| AR 20. INTRODUCTION TO MUSIC | 3 |
| CO 53. MASS COMMUNICATION IN MODERN AMERICA | 3 |
| RS 10. THE RELIGIOUS DIMENSIONS OF MAN | 3 |
| RS 60. BIBLICAL STUDIES I | 3 |
| Foreign language elective | 6 |

Group Electives* (36 credits total)

Group I. Literature

| |
|-------------------------------|
| CL 211. THE CLASSICAL EPIC |
| CL 212. GREEK AND ROMAN DRAMA |
| EN 14. POETRY |
| EN 47. ENGLISH LITERATURE I |
| EN 50. AMERICAN LITERATURE II |
| EN 252. SHAKESPEARE |

*These are all 3-credit courses.

Group II. Philosophical and Religious Studies

- PH 115. EXISTENTIALISM IN LITERATURE
- PH 120. LANGUAGE AND LOGIC
- PH 161. THEORIES OF KNOWLEDGE
- PH 171. PHILOSOPHY OF ST. THOMAS AQUINAS
- RS 171. HISTORY OF CHRISTIAN THOUGHT I
- RS 181. THE CHRISTIAN APPREHENSION OF GOD

Group III. Historical Studies

- AS 111. HISTORY OF ASIAN CIVILIZATION
- CO 20. AMERICAN JOURNALISM: THE GROWTH OF FREE EXPRESSION
- CL 255. CLASSICAL CIVILIZATION I: THE GREEK WORLD
- CL 256. CLASSICAL CIVILIZATION II: THE ROMAN WORLD
- HI 106. THE REFORMATION
- HI 162. REVOLUTIONARY AMERICA 1763-1789
- HI 169. RECENT AMERICA—SINCE 1945

Group IV. Fine Arts

- AR 106. 19TH-CENTURY ART FROM NEOCLASSICISM TO IMPRESSIONISM
- AR 108. 20TH-CENTURY ART
- AR 125. MUSIC IN THE CLASSICAL ERA
- AR 129. HISTORY OF OPERA
- AR 205. RUBENS, REMBRANDT, AND THE MASTERS OF NORTHERN EUROPE
- CO 40. HISTORY OF THE THEATER

Degree Requirements

B.A. Degree in Social and Behavioral Science

All students must fulfill the core requirements of the College of Arts and Sciences (see pages 42-43) for a total of 39 credits. In addition, students must take 64 credits in first- and second-level courses as listed below* and 27 credits in electives for a total of 130 credits. Any of the specific courses required for the degree may be considered as simultaneously fulfilling a core requirement, but the student must still have a total of 130 credits for graduation.

First-level courses*

- AN 40. CULTURAL ANTHROPOLOGY
- EC 1. INTRODUCTION TO ECONOMICS
- HI 11. ROOTS OF THE WESTERN EXPERIENCE
- HI 12. THE MAKING OF THE MODERN WEST
- PO 10. INTRODUCTION TO POLITICAL SCIENCE
- PO 20. GOVERNING THE AMERICAN NATION
- PO 81. FUNDAMENTALS OF GEOGRAPHY
- PS 5-6. PRINCIPLES OF PSYCHOLOGY (6 CREDITS)
- SO 91. PRINCIPLES OF SOCIOLOGY

- SO 120. SOCIOLOGY OF THE FAMILY
OR
- SO 140. SOCIAL PROBLEMS

*These are all 3-credit courses.

SO 180 or PO 11. RESEARCH METHODS

SW 91. INTRODUCTION TO SOCIAL WORK

Second-level courses*

AN 101. HUMAN EVOLUTION

EC 103. HISTORY OF ECONOMIC THOUGHT

PO 40. CLASSICS OF POLITICAL THOUGHT: FROM PLATO TO
ROUSSEAU

PO 60. INTRODUCTION TO COMPARATIVE POLITICS
or

PO 70. POLITICS OF INTERNATIONAL RELATIONS

PS 100. PERSONALITY: BASIC CONCEPTS

PS 211. EXPERIMENTAL PSYCHOLOGY I (4 credits)

SO 136. SOCIAL CHANGE

SO 220. AMERICAN SOCIETY

Degree Requirements

B.S. Degree in Natural Sciences

All students must fulfill the core requirements in the College of Arts and Sciences (see pages 42-43) for a total of 39 credits. In addition, students must take 60 credits in first- and second-level courses as listed below and 31 credits in elective courses for a total of 130 credits. Any of the specific courses required for the degree may be considered as simultaneously fulfilling a core requirement, but the student must still have a total of 130 credits for graduation.

First-level courses

| | Credits |
|-------------------------------------|---------|
| BI 11-12. GENERAL BIOLOGY I & II | 8 |
| CH 13-14. GENERAL CHEMISTRY I & II | 8 |
| MT 60-61. CALCULUS I & II | 8 |
| PY 71-72. GENERAL PHYSICS I & II | 6 |
| PY 77-78. PHYSICS LABORATORY I & II | 2 |

Second-level courses

| | |
|---|---|
| BI 103. GENETICS | 3 |
| BI 201. CELL BIOLOGY | 4 |
| CH 31-32. ORGANIC CHEMISTRY I & II | 8 |
| MT 105. DESCRIPTIVE STATISTICS FOR SCIENCE MAJORS | 3 |
| MT 160. INTRODUCTION TO LINEAR ALGEBRA I | 3 |
| PY 85. INTRODUCTORY MODERN PHYSICS | 4 |
| PY 93. ELECTRONICS I | 3 |

*All courses are for 3 credits unless otherwise indicated.

COURSE DESCRIPTIONS*

AN 40. CULTURAL ANTHROPOLOGY

Exploration of the infinite variety of human endeavor in all aspects of culture and all types of societies; from tool-making to language, religion, politics, law, warfare, family, kinship, and art; from birth to death; and from primitive hunters and gatherers to American society today. 3 credits

AN 101. HUMAN EVOLUTION

The development of *Homo sapiens* (the human species) from earliest beginnings. Fossil and living evidence from all primates provide the data for development. The main subjects of inquiry: fossil bones of human and non-human primates, paleontology, geological eras, and means of dating the past along with the adaptation to environment and development of culture. 3 credits

AR 1. ART OF THE WESTERN WORLD

General survey of the traditions of the West from 5th-century Athens through the 1960's. 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 106. 19TH-CENTURY ART FROM NEOCLASSICISM TO IMPRESSIONISM

Development of modern art in Europe. 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 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 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 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

AS 111. HISTORY OF ASIAN CIVILIZATION

Developments in the civilization of Asia; contacts with Western civilization and present status. 3 credits

BI 11. GENERAL BIOLOGY I

Corequisite or prerequisite: CH 13

Study of biological principles common to living systems. Discussion of the physical setting for life, molecular organization of cells, genetics, metabolism, and organism-environment interactions. Three hours lecture, three hours laboratory per week. 3 credits

BI 12. GENERAL BIOLOGY II

Prerequisite: BI 11

Structure, function, and evolution of organisms; physiology of behavior; fundamentals of reproduction and development. Three hours lecture, three hours laboratory per week. 3 credits

BI 103. GENETICS

Prerequisites: BI 11-12 or equivalents

Corerequisite: BI 104

Fundamental principles of classic and modern genetics. Simple inheritance patterns, chromosome theory, gene function, DNA replication, protein synthesis, operon theories, and behavioral genetics. Problems of human genetics as related to genetic counseling and genetic engineering discussed. Three hours lecture per week. 3 credits

BI 201. CELL BIOLOGY

Prerequisites: BI 12, CH 14, PY 72, PY 78

A comprehensive survey of cell structure and function, with attention to history and methodology from which current knowledge has grown. Laboratory exercises are integrated with lectures and provide students with experience both in microscopic analysis and in experimental manipulation of cells and organelles. Two hours lecture, four hours laboratory per week. 4 credits

CH 13-14. GENERAL CHEMISTRY I & II

Introduction to the principles of chemistry. Three hours lecture, four hours laboratory and recitation per week. Deposit \$10.00. 8 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. Three hours lecture, four hours laboratory per week. Deposit \$10.00. 8 credits

CL 211. THE CLASSICAL EPIC

Selected readings and analysis of Homer's and Virgil's epics and their impact on English literature. 3 credits

CL 212. GREEK AND ROMAN DRAMA

Readings and analysis of selected Greek and Roman dramas. Study of their origin, character, composition, and of the Greek and Roman theater buildings. 3 credits

CL 255. CLASSICAL CIVILIZATION I: THE GREEK WORLD

Politics and culture in the Hellenic world from prehistoric times to the death of Alexander. The law and the citizen in Athens and Sparta. Daily life in ancient Greece. 3 credits

CL 256. CLASSICAL CIVILIZATION II: THE ROMAN WORLD

Political and cultural life of the Republic and Empire. Roman law, education, economics, and private life. 3 credits

CO 20. AMERICAN JOURNALISM: THE GROWTH OF FREE EXPRESSION

From colonial to 20th-century America. Im-

*See page 44 for an explanation of the abbreviations used to identify courses.

provements in technology. Development of the information and opinion functions of the newspaper from libertarianism to social responsibility. 3 credits

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 53. MASS COMMUNICATION IN MODERN AMERICA

How the media of mass communication functions as a link in the total web of social, political, and economic conditions in American society today. 3 credits

EC 1. INTRODUCTION TO ECONOMICS

Introduces 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 policies. 3 credits

EC 103. HISTORY OF ECONOMIC THOUGHT

Prerequisite: EC 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. 3 credits

EN 14. POETRY

Epic, ode, sonnet, and epigram, verse, regular and free, rhymed and otherwise, read to build understanding of poetic expression and of the varied forms it can take. 3 credits

EN 41. GREAT BOOKS OF THE WESTERN WORLD I

Roots and traditions of our culture as revealed in the masterworks of Homer, Sophocles, Plato, Virgil, Dante, Shakespeare, and Cervantes. 3 credits

EN 42. GREAT BOOKS OF THE WESTERN WORLD II

Emergence of the modern spirit in neoclassical Moliere and romantic Goethe, realists Dostoevsky and Ibsen, and such 20th-century stylists as Pound, D.H. Lawrence, Sartre, and Camus. 3 credits

EN 47. ENGLISH LITERATURE I

Continuity and formal development through Beowulf, Chaucer, Spenser, Shakespeare, Milton, and Pope. 3 credits

EN 50. AMERICAN LITERATURE II

From Whitman and Dickinson to realist James, naturalists Crane and Dreiser, and the modern Eliot, Faulkner, Hemingway, and Stevens. 3 credits

EN 252. SHAKESPEARE

Representative tragedies, comedies, and histories; the sonnets. 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 106. THE REFORMATION

The formative period of early modern Europe from 1500 to 1684. 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 169. RECENT AMERICA—SINCE 1945

Intellectual and social developments, the Cold War, the Black Revolution, Vietnam. 3 credits

MT 60. CALCULUS I

Prerequisite: three years of high school mathematics including trigonometry or MT 42

Real numbers. Functions, elements of plane analytic geometry, limits, continuity, derivative, differentiation of algebraic functions, antiderivatives, definite integral, applications of the derivative, fundamental theorem of calculus. 4 credits

MT 61. CALCULUS II

Prerequisite: MT 60

Applications of integration. Differentiation of trigonometric and exponential functions and their inverses. Techniques of integration. Improper integrals, indeterminate forms. 4 credits

MT 105. DESCRIPTIVE STATISTICS FOR SCIENCE MAJORS

Prerequisite: MT 61

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 160. INTRODUCTION TO LINEAR ALGEBRA I

Prerequisite: MT 61

Systems of equations, matrix algebra, properties of determinants, vectors in Euclidean space, general vector spaces. 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 interrelationships and 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 modern endeavor to achieve a satisfactory world view. 3 credits

PH 115. EXISTENTIALISM IN LITERATURE
Existential traits in great world literary figures from Dostoevsky, Goethe, Kierkegaard, and Nietzsche to the contemporary world of philosophy, literature, and art as expressed by Camus, Sartre, and representatives of the Theater of the Absurd. 3 credits

PH 120. LANGUAGE AND 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 161. THEORIES OF KNOWLEDGE
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 171. PHILOSOPHY OF ST. THOMAS AQUINAS
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

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 (SO 180). RESEARCH METHODS
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. GOVERNING THE AMERICAN NATION
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. POLITICS OF INTERNATIONAL RELATIONS
Analysis of the forces that condition political relations among nations. Special attention to the emerging na-

tions and their impact on the international political system. 3 credits

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

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 neurophysiology, 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 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 211. EXPERIMENTAL PSYCHOLOGY I
Prerequisites: PS 1 or PS 5-6; PS 108
Research and scientific methods. Sensory processes, social behavior, learning, and perception. Two hours lecture, four hours laboratory per week. 4 credits

PY 71-72. GENERAL PHYSICS I & II
Corequisite: MT 60-61
Mechanics, sound, and heat, elementary electricity and magnetism, optics, and elementary modern physics. 6 credits

PY 77-78. PHYSICS LABORATORY I & II
Corequisites: MT 60-61, PY 71-72 or 75-76
Experiments in mechanics, sound, heat, light, electricity and magnetism, and radiation. Statistical data analysis. 2 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

RS 10. THE RELIGIOUS DIMENSION OF MAN
Discussion of religious experience through the vehicles of contemporary literature, film, and drama. Traces those areas of life where artistic and theological reflections converge. 3 credits

RS 60. BIBLICAL STUDIES
Formation of the Bible in its literary, historical, and theological patterns with special emphasis on the New Testament, particularly the Gospels. 3 credits

RS 171. HISTORY OF CHRISTIAN THOUGHT I

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 181. THE CHRISTIAN APPREHENSION 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

SC 10-11. OBSERVATION, INTEGRATION, AND INTERPRETATION

Methods for the critical appraisal of literature, as well as newspapers and other media. In-depth discussions of books and ideas. 6 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 to be discussed: sociology, science, and 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. Treats alternatives to traditional family arrangements. 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. Collective behavior and mass movements receive special attention because of their contemporary relevance and centrality in sociological theory. Planning change and planning for change explored with the attendant questions about values and social policy. 3 credits

SO 140. SOCIAL PROBLEMS

Definitions of the field. Systemic analysis of problems on personality, social and cultural level. Major emphasis on institutional dislocations as causes. Social order approach contrasted with social conflict analysis. Some review of specific problems in society: schools, religion, sexism, consensus-fascism, technology, and alienation. 3 credits

SO 180 (PO 11). RESEARCH METHODS

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

SO 220. AMERICAN SOCIETY

Systematic analysis of the structure of American society, its values and its institutions. Problems of integration and change. 3 credits

SW 91. INTRODUCTION TO SOCIAL WORK

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



W. PAUL STILLMAN SCHOOL OF BUSINESS

Dean: Edward M. Mazze, Ph.D.
Associate Dean: Marian S. McNulty, Ph.D.
Assistant Dean: Stanley P. Kosakowski, M.B.A.
Assistant to the Deans: John H. Shannon, M.B.A.

Department Chairpersons

Accounting: Charles J. Weiss, M.B.A.
Business Quantitative Analysis: William C. Struning, Ph.D.
Computer and Information Sciences: Peter G. Anderson, Ph.D.
Economics: George Tzannetakis, Ph.D.
Finance: R. Gordon Dippel, Ph.D.
Management and Industrial Relations: Howard T. Ludlow, Ph.D.
Marketing: Anthony D'Amato, M.B.A.

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 of society in general. Business core courses in finance, management, and marketing are taken in the last two years. The student may select as a major accounting, computer and information sciences, economics, finance, management and industrial relations, or marketing. Seniors culminate their education with the business policy course, which seeks to integrate skills and develop business acumen. This program is accredited by the American Assembly of Collegiate Schools of Business.

School Degree Requirements

To attain the degree of Bachelor of Science in the School of Business, all students must satisfactorily complete liberal arts courses, both required and elective, business core courses, the requirements of their major field, and enough free electives to total 128 credits. The last 30 credits must be taken at the School.

To complete course requirements satisfactorily, the student must have a cumulative quality-unit average of at least 2.0 as well as an average of 2.0 in major courses. Each student is advised by a faculty member in the department of major concentration. The ultimate responsibility for complying with requirements rests with the student. The choice of a major program of study must be made before completion of 64 credits, normally the end of the sophomore year.

The four-year program consists of:

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 27-28; 3 credits in a natural science, 6 credits in religious studies

Electives: 15 credits

Business Core courses (42 credits)

BA 1, 2, 3, 4-5, 6-7, 8, CI 17 (taken during Freshman and Sophomore years)

BA 9, 10, 11, (taken in Junior year)

BA 13

BA 14 (taken Senior year only)

Major concentration (15-24 credits)

See specific departmental requirements on the following pages.

The remaining credits necessary to meet the required 128 credits for graduation may be freely selected.

A Model Program

The following is a suggested program of study which includes all courses as planned over a four-year period.

Freshman Year:

| | Credits |
|-----------------------------------|---------|
| <i>Fall</i> | |
| EN 9. COLLEGE ENGLISH I | 3 |
| MT 27. MATHEMATICS FOR BUSINESS I | 3 |
| PS 1. INTRODUCTION TO PSYCHOLOGY | 3 |
| CI 17. COMPUTER SCIENCE | 3 |
| PH 12. LANGUAGE AND LOGIC | 3 |
| | <hr/> |
| | 15 |

*Accounting majors planning to sit for the CPA examination must have 60 credits.

| | Credits |
|------------------------------------|----------|
| <i>Spring</i> | |
| EN 10. COLLEGE ENGLISH II | 3 |
| MT 28. MATHEMATICS FOR BUSINESS II | 3 |
| SO 91. PRINCIPLES OF SOCIOLOGY | 3 |
| BA 1. INTRODUCTION TO ECONOMICS | 3 |
| PH 13. ETHICS | 3 |
| | <hr/> 15 |

Sophomore Year:

Fall

| | |
|-------------------------------|----------|
| BA 2. MICRO-ECONOMIC ANALYSIS | 3 |
| BA 4. ELEMENTARY ACCOUNTING I | 3 |
| BA 6. BUSINESS STATISTICS I | 3 |
| RS Elective | 3 |
| Science elective | 3 |
| Liberal arts elective | 3 |
| | <hr/> 18 |

Spring

| | |
|--------------------------------|----------|
| BA 3. MACRO-ECONOMIC ANALYSIS | 3 |
| BA 5. ELEMENTARY ACCOUNTING II | 3 |
| BA 7. BUSINESS STATISTICS II | 3 |
| BA 8. MONEY AND BANKING | 3 |
| CO 10. ORAL COMMUNICATIONS | 3 |
| RS Elective | 3 |
| | <hr/> 18 |

Junior Year:

Fall

| | |
|--|----------|
| BA 9. BUSINESS FINANCE | 3 |
| BA 10. PRINCIPLES OF BUSINESS MANAGEMENT | 3 |
| BA 11. PRINCIPLES OF MARKETING | 3 |
| Liberal arts electives | 9 |
| | <hr/> 18 |

Spring

| | |
|--------------------------------------|----------|
| BA 13. LEGAL FOUNDATIONS OF BUSINESS | 3 |
| Major courses and electives | 13 |
| | <hr/> 16 |

Senior Year:

Fall

Major courses and electives 15

Spring

| | |
|-----------------------------|----------|
| BA 14. BUSINESS POLICY | 3 |
| Major courses and electives | 10 |
| | <hr/> 13 |

Major 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 course numbering system used throughout the University is described on page 26. The departments of the School of Business offering undergraduate programs and the abbreviations used to designate courses are as follows:

School of Business Core Courses (BA)
Courses in Business Law (LA)
Department of Accounting (AC)
Department of Computer and Information Sciences (CI)
Department of Economics (EC)
Department of Finance (FI)
Department of Management and Industrial Relations (IR)
Department of Marketing (MK)
Courses in Management Science (MS)

Department of Accounting

Professors: Irving Alpert, Ph.D.; John Deehan, M.B.A.; Jack Donis, Ph.D.; Joseph Mauriello, Ph.D.; *Charles Weiss, M.B.A. (Chairperson)*

Associate Professors: Michael Garifine, M.B.A.; Emil Hensler, M.B.A.; William Jones, M.B.A.

Assistant Professors: Paul Barnas, M.B.A.; Jeremiah Ford, M.B.A.; Ralph Ford, B.S.; Joseph Neiman, M.B.A.

The program of the Department of 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 prepares the student for the Certified Public Accountant's examination, for managerial positions in internal accounting and controllership, or for graduate study.

The four-year course 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 this time the student returns to school to complete formal education in the remainder of the second semester.

Major Program Requirements

Students wishing to major in accounting must have attained no less than a "C" average (2.0) in BA 4-5. ELEMENTARY ACCOUNTING 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 should include LA 7. UNIFORM COMMERCIAL CODE in the business elective courses in the Senior year.

Department of Business Quantitative Analysis

Professors: Alfred Kana, Ph.D.; *William Struning, Ph.D. (Chairperson)*

Associate Professor: Thomas Moranian, Ph.D.

Assistant Professors: Sheldon Epstein, Ph.D.; Murray Mohl, M.Phil.;
Alfred Schmidt, M.A.

The program of the Department of Business 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 major at the undergraduate level, the Department offers management science and business statistics courses.

Department of Computer and Information Sciences

Professor: *Peter Anderson, Ph.D. (Chairperson)*

Associate Professor: Rev. Donald Scherer, Ph.D.

Assistant Professor: Myron Bakun, M.B.A.

Instructor: Robert Reeber, M.S.

The major program of the Department of Computer and Information Sciences is designed with 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, a number of courses are provided to give a general introduction to computers and computing and their applications in business, the sciences, humanities, and education.

The Department, in cooperation with the Department of Mathematics, offers a program in computer science and computer-oriented mathematics (see pages 98-99).

Major Program Requirements

Students majoring in 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 PROJECT | 3 |

Department of Economics

Professors: Nicholas Chirovsky, Dr. Pol. Ec.; John Dall, Jr., Ph.D.;
Alfredo Kraessel, Dr. Sci. Econ. y Com.; *George Tzannetakis, Ph.D. (Chairperson)*

Associate Professors: Paul Grimaldi, Ph.D.; Frank Tinari, Ph.D.

Assistant Professors: William Boncher, Ph.D.; Patrick Clawson, Ph.D.;
William Jordan, M.A.

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 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 degree of Bachelor of Arts and Bachelor of Science respectively.

Major Program Requirements

Students majoring in economics must complete the following courses:

| | Credits |
|-------------------------------------|---------|
| EC 103. HISTORY OF ECONOMIC THOUGHT | 3 |
| EC Economics electives | 18 |

Department of Finance

Professors: *R. Gordon Dippel, Ph.D. (Chairperson); Merrill Levitt, J.D.; Sheldon Novack, Ph.D.; Philip Phillips, Ph.D.*

Associate Professors: John Hampton, D.B.A.; John J. Harrington, Jr. Ph.D.; William Nesbitt, J.D.

The program of the Department of 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.

Major Program Requirements

Students majoring in finance must complete the following courses.

| | Credits |
|---|---------|
| FI 101-102. FINANCIAL PLANNING AND CONTROL I & II | 6 |
| FI 113. CURRENT FINANCIAL PROBLEMS | 3 |
| FI Finance electives | 6-12 |

Department of Management and Industrial Relations

Professor: *Howard Ludlow, Ph.D.; (Chairperson)*

Associate Professors: Mark Atwood, Ph.D.; Merle Frey, Ph.D.; Marian McNulty, Ph.D.

Assistant Professors: Paula Alexander, M.A.; Donna Chlopak, Ph.D.; Stanley Kosakowski, M.B.A.; Stephen Tencer, M.Phil.

Visiting Professor: Allan Weisenfeld, L.H.D.

Professor Emeritus: Harold Littlefield, Ph.D.

The program of the Department of Management and Industrial Relations emphasizes the importance of personnel and industrial relations to all levels and functions of management.

Major Program Requirements

Students majoring in management and industrial relations must complete the following courses:

| | Credits |
|--|---------|
| IR 54. PERSONNEL ADMINISTRATION | 3 |
| IR 55. HUMAN RELATIONS IN MANAGEMENT | 3 |
| IR 56. INDUSTRIAL RELATIONS | 3 |
| IR Management and industrial relations electives | 6-12 |

Department of Marketing

Professors: Edward Mazze, Ph.D.; Vincent Mott, Ph.D.; Jack Stukas, Ph.D.

Associate Professor: Robert Wilde, Ph.D.

Assistant Professors: *Anthony D'Amato, M.B.A. (Chairperson);*
Frederick Scott, M.S.; William Ziegler, M.B.A.

Visiting Professor: Norman Hopmayer, Ph.D.

The Department of Marketing provides instruction for students interested in a career in the communication, promotion, research, or distributive areas of business.

Major Program Requirements

Students wishing to major in marketing must complete the following courses:

| | Credits |
|---------------------------------|---------|
| MK 190. INTERNATIONAL MARKETING | 3 |
| MK Marketing electives | 12 |

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 (EC 6-7). INTRODUCTION TO STATISTICS I & II

Prerequisite: For BA 6, MT 28; 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 in 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 in 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 in 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

ACCOUNTING

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

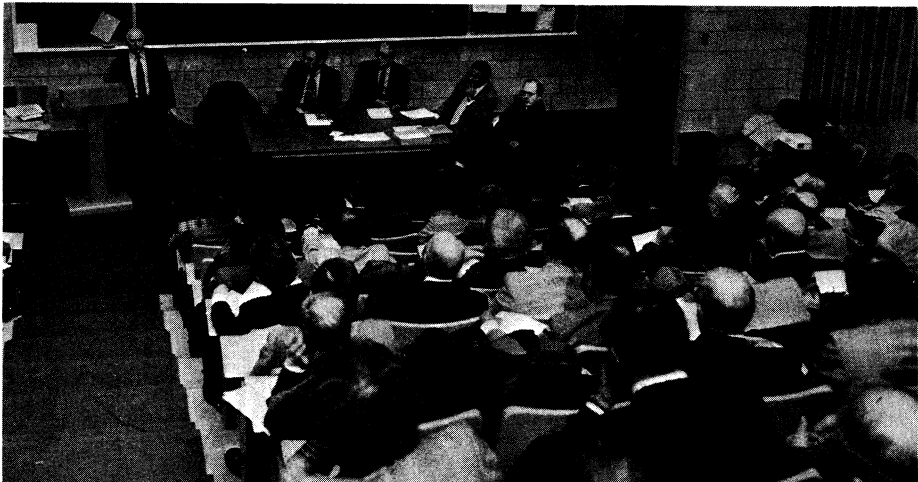
Prerequisite: BA 5
Analysis and application of federal income tax law with respect to individual and business organizations. Relationships between the law and classification of accounts. Maintenance of records and preparation of returns. 3 credits

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

AC 201. CONTROLLERSHIP

Prerequisite: AC 11

The function and operation of the controller with respect to the organization. Control and interpretation of accounts for the administration of business. 3 credits

BUSINESS LAW**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

BUSINESS 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

COMPUTER AND INFORMATION SCIENCES**CI 17. INTRODUCTION TO THE USE OF THE DIGITAL COMPUTER**

Historical development of computer systems. Fundamental principles and procedures of electronic data processing. Introduction to algorithm design, flowcharting, programming, and debugging using the FORTRAN IV language. 3 credits

CI 41. COMPUTER PROGRAMMING AND NUMERICAL APPLICATIONS

Prerequisite: CI 17

Develops advanced programming techniques using FORTRAN IV. Introduction to the formulation of computer algorithms. Program segmentation. Programming style and structured programming. Error analysis, polynomial approximations, interpolation, roots of equations, and solving systems of linear equations. 3 credits

CI 51. SOFTWARE ORGANIZATION

(Formerly Foundations of Computer Science)

Prerequisite: CI 17

Organization of computers. Digital representation of data. Symbolic coding and assembly systems. Addressing techniques. Program segmentation and linkage. 3 credits

CI 61. INFORMATION SYSTEMS AND COBOL PROGRAMMING I

(Formerly Non-Numerical Applications and COBOL Programming)

Prerequisite: CI 17

Recommended for students in business, social sciences, and the humanities who are interested in the application of computers to business and management. Provides an introduction to data structures, file organizations, and file processing methods. Major part of the course is spent on the language COBOL and includes programming of practical jobs that industries depend on computers to perform — report generation, sorting, updating files, searching lists, etc. 3 credits

CI 62. INFORMATION SYSTEMS AND COBOL PROGRAMMING II

Prerequisite: CI 61

A natural extension of CI 61. Discusses advanced features of COBOL pertaining to direct access devices. Major emphasis on analysis, design, and implementation of information systems. 3 credits

CI 153. COMPUTER LOGIC AND ORGANIZATION

Prerequisite: CI 51 or CI 41 or CI 61

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, concurrency. 3 credits

CI 154. SURVEY OF COMPUTER PROGRAMMING LANGUAGES

Prerequisite: CI 41 or CI 61

The "state of the art" of computer languages such as ALGOL, PL/1, SNOBOL, LISP. 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, their hardware and basic operating software. Hardware concepts, operating systems concepts: batch, interactive, multiprogramming, timesharing. The "state of the art" computing systems are considered: IBM 360/370, CDC 6000-7000, Burroughs 5000, DEC II, and others. 3 credits

CI 159. 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 61 or CI 41

Computer methods and programming techniques for

processing information. Emphasis on representation, storage allocation, and processing of data, lists, strings, arrays, and trees using the PL/1 and SNOBOL languages. 3 credits

CI 242. ADVANCED NUMERICAL APPLICATIONS AND COMPUTER PROGRAMMING

Prerequisites: 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. Plotted output. Higher level programming languages PL/1 and APL. 3 credits

CI 251. FINITE STATE AUTOMATA AND FORMAL LANGUAGES

Prerequisites: CI 41, CI 153

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

Prerequisites: CI 154, CI 162, CI 251

Review and comparison of high-level computer languages (FORTRAN, PL/1, ALGOL). Lexical analysis, top-down and bottom-up parsing methods, semantic analysis, code generation, optimization, interpreters, block structure. 3 credits

CI 255. COMPUTER OPERATING SYSTEMS

Prerequisites: CI 153, CI 162

Basic concepts in the design, structure, and implementation of operating systems. Batch processing, multi-programming, time-sharing, parallel processes, memory and resource allocation and management. Privacy and protection. 3 credits

CI 260. DATA BASE MANAGEMENT

Prerequisites: CI 62, CI 162

A study in design of 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

Prerequisites: MT 50, CI 41, CI 162

An introduction to computer simulation of discrete systems. Topics include: random number generation, statistical testing of generators, design and validation of simulation models, and queuing theory. Programs assigned to be written in FORTRAN and GPSS (General Purpose Systems Simulator). 3 credits

CI 263. INFORMATION SYSTEMS ANALYSIS AND DESIGN

Prerequisite: CI 260

Discusses management by objectives, information systems, and the role of the analyst. Computer-based management information systems: planning, design, and implementation. Techniques and tools for effective systems analysis, and testing and evaluation of system performance. Cases from actual business, industry, and government. 3 credits

CI 270. ARTIFICIAL INTELLIGENCE AND HEURISTIC PROGRAMMING

Prerequisite: CI 251

Definition of 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, predicate calculus, state space search methods. 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 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 contem-

porary 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 upperclassmen 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 296-298. 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

FINANCE

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 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

FI 101. FINANCIAL PLANNING AND CONTROL I

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 PLANNING AND CONTROL II

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 problems 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. 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

FI 299. 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

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 55. HUMAN RELATIONS IN MANAGEMENT

Explores findings of behavioral sciences for insights into behavior of human beings in real-life work systems. Stresses examination of personal, interpersonal, organizational, and environmental factors and their relationships. 3 credits

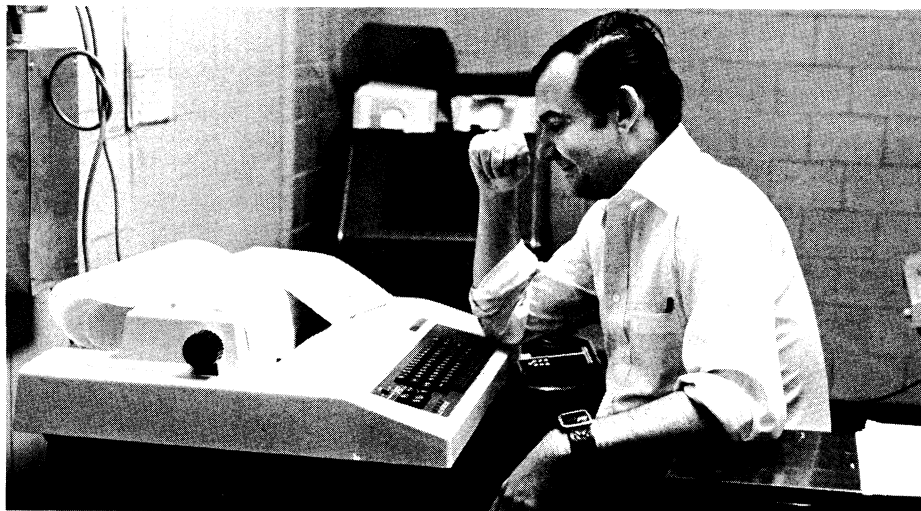
IR 56. INDUSTRIAL RELATIONS

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 151. 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. 2 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 166. LABOR LEGISLATION

Development of labor law in the United States. Emphasis on the latest state and federal statutes and their effect on modern industrial relations practices. 2 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



SCHOOL OF EDUCATION

Dean: John H. Callan, Ed.D.

Associate Dean: Bernard A. Duffy, M.Ed.

Assistant Dean: Claire R. Barrett, Ph.D.

Director of Field Experience and Educational Placement:

Francis E. Boccia, M.Ed.

Director of Educational Research: Rev. Robert Nestor, S.T.M.

Departments and Chairpersons

Counseling and Special Services: James B. O'Connor, Ed.D.

Educational Administration and Supervision: Hirsch L. Silverman, Ph.D.

Elementary Education: Oreste R. Rondinella, Ph.D.

General Professional Education: Charles A. Baatz, Ph.D.

Health Education, Physical Education, and Recreation: Nicholas Menza, M.A.

Secondary Education: Rose E. Thering, O.P., Ph.D.

The School of Education offers programs of study leading to the degrees Bachelor of Science, Master of Arts in education, and Educational Specialist 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.

All 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 2.0. 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. | 12 |

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 fee of \$35.00.

Application Procedure for Senior Internship

Applicants must secure an official application from the Director of Professional Field Experience at the opening of the Spring semester.

Application must be received, together with a check for \$35.00 (nonrefundable), by the Director of Professional Field Experience before February 1 *for assignment during the Fall semester and for assignment during the following Spring semester.*

Prerequisites

- A minimum average of 2.0 for courses in the teaching field.
- A grade point average of 2.0 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.

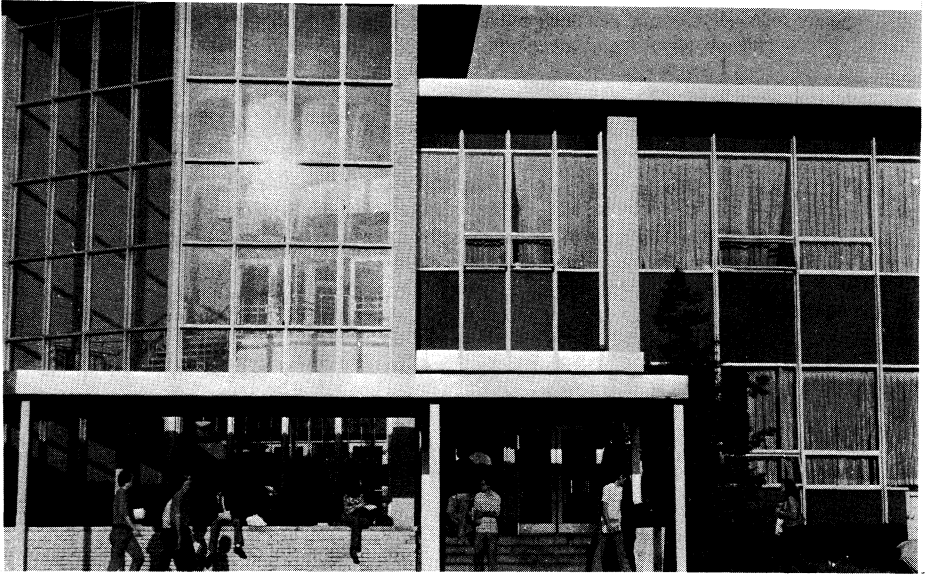
In addition the applicant is required to enroll for the Internship Seminar which will meet throughout the semester of the internship assignment.

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)



Department of Counseling and Special Services

Professor: William Formaad, Ed.D.

Associate Professors: Joseph DePierro, M.A.; Patricia Kuchon, Ph.D.;
James O'Connor, Ed.D. (Chairperson)

Assistant Professors: Myrna Merron, Ed.D.; Marietta Peskin, Ed.D.;
John Smith, Ed.D.;

Adjunct Faculty: Richard Berry, Ph.D.; Mary Bolger, M.A.; Ernest D'Amato, M.A.;
Anita Gervasio, M.A.; Allen Hodes, Ph.D.; Carol Iden, M.A.;
Theodore O'Kelly, M.S.W.; Susan Paise, M.A.; Nancy Polow, Ph.D.;
Bonnie Reiss, M.A.; Linda Schneider, M.A.; Miriam Schwartz, M.A.;
Bernadette Scolamiero, M.A.; Dennis Shaning, M.A.; Lloyd Wohlner, Ph.D.

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 | 3 |
| SE 265. READING IMPROVEMENT IN THE SCHOOLS (secondary majors only) | |
| 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 |
| | <hr/> 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 |

*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.

Program in Teaching the Handicapped Student

The field of special education in this decade 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 programs 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 |
| | <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 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

(Formerly Articulation and Voice Therapy Through Group Interaction)

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

(Formerly Speech Pathology I)

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

(Formerly Practicum in Speech Correction I)

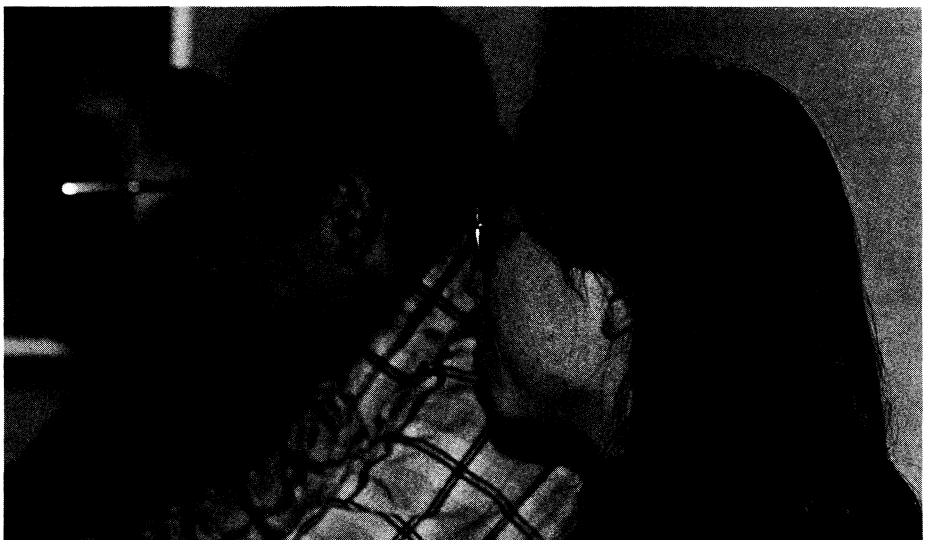
Prerequisites: CS 207, CS 208, CS 209, CS 211

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

(Formerly Methods and Materials of Speech Correction in the Schools)

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 credit



Department of Elementary Education

Professors: Jerome Kaplan, Ed.D.; George Lindemer, Ph.D.;
Oreste Rondinella, Ph.D. (Chairperson); Francis Sullivan, Ph.D.

Associate Professors: Robert Belle, Jr., Ed.D.; Anthony Colella, Ph.D.;
Angela Raimo, Ed.D.

Assistant Professors: DeCosta Dawson, M.Ed.; Malinda Hayes, M.A.;
Adelaide Walker, M.A.

Professor Emeritus: Helen Warrin, Ph.D.

Adjunct Faculty: John Hannum, M.A.; Michael Horgan, M.A.; John Rabuse, M.A.

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 174-176).

Major Program

In addition to the general School requirements for the degree, the student must satisfactorily complete 47 credits in education and related areas and, in consultation with his or her adviser, 51 credits in free electives, 15 of which must be taken in the College of Arts and Sciences.

| Freshman | Credits |
|--|----------------|
| 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. | 2 |
| EL 190-191. FIELD EXPERIENCE AND SEMINAR I & II | 6 |
| Free electives | 6 |
| Sophomore | |
| EN English. Chosen in consultation with adviser. | 3 |
| PH/RS Philosophy/religious studies. Chosen in consultation with adviser. | 6 |
| one of the following: | |
| BI 1. INTRODUCTION TO BIOLOGY | |
| CH 1. INTRODUCTION TO CHEMISTRY | |
| PY 1. INTRODUCTION TO PHYSICS | |
| PY 5. ENVIRONMENTAL PHYSICS | |
| 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 |
| Junior | |
| 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 |
| Senior | |
| 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 43. MUSIC FOR CLASSROOM TEACHERS

Instruction in reading music, melodic invention, scale and chord structure, playing the Flutophone and piano. 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-aide 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 cur-

riculum 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
(Formerly Remedial 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 269 (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

EL 280. AESTHETICS, ART, AND THE ENVIRONMENT
Increases the students' aesthetic appreciation of their total environment and develops insights into how they may contribute to its aesthetic enhancement. Parallels drawn concerning the beauty of nature and man-made objects in the visual arts. Students develop creative projects, which may deal with the fine arts including architecture, landscape design, the commercial arts (including advertising), interior and fashion design, crafts, etc. Required field excursions include a nature walk, visits to a museum and a theater. 3 credits

EL 281. INTRODUCTORY PRINTMAKING
(Open to all students, including beginning art students)
An introduction to some printmaking techniques. Elements and principles of design. Students develop aesthetic judgment by a continued self-critical analysis of each work. Ideas for creative art work initiated by the student who may work from a realistic, abstract, or non-objective point of view. The student may select one area of concentration, such as linoleum, wood block, or silk screen printing. Relief, monoprint, serigraph (silk screen), etching (intaglio), and lithograph discussed. 3 credits



EL 282. SCULPTURE

(Open to all students, including beginning art students)

An introduction to some basic sculpture techniques including casting, carving, and modeling. The elements and principles of design. Students asked to make aesthetic judgments as they develop each piece of sculpture. Only creative work initiated by students is acceptable. Students may work realistically, abstractly, or non-objectively and may select from such materials as clay, wood, plaster, metal (liquid), sand, zonolite, etc. Museum visits, journal readings, and sketches required. 3 credits

EL 285. THE FILM AS AN EDUCATIONAL ENVIRONMENT

Selected feature films by noted directors and a wide variety of short films suitable for use with elementary school children shown, analyzed, and discussed. Student projects include: showing a film, explaining its symbolic content and cinematic technique, and developing a lesson plan which integrates the film experience into a unit of study. 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 intellectual processes. Perceptual problems and "atypical" development. 3 credits

EL 279. RHYTHMIC AND MOTOR DEVELOPMENT ACTIVITIES FOR YOUNG CHILDREN

Identification of stages of development in motor activity in order to assess individual progress. The relationship of motor skills to intellectual functioning, especially in relation to beginning reading. Creative movement activities for the enhancement of creative stimulation in dramatic play and also for the support of natural development. Perceptual-motor difficulties. 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

Department of General Professional Education

Professors: Charles Baatz, Ph.D. (Chairperson); Rev. Daniel Murphy, Ph.D.

Associate Professors: Claire Barrett, Ph.D.; Joseph Cunningham, M.A.;
Rev. Robert Grady, S.T.D.

Assistant Professor: Rosemary Skeele, M.S.

Instructor: Rev. Robert Nestor, S.T.M.

Professor Emeritus: Ruth Cornfield, Ph.D.

Adjunct Faculty: Rose Marie Brodeur, M.A.; Joseph Marano, M.A.;
Harry Murphy, LL.M.

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 (PS 156). MENTAL HYGIENE

Practices and procedures conducive to mental and emotional health. Emphasizes adaptive rather than maladaptive behavior and conduct. 2 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

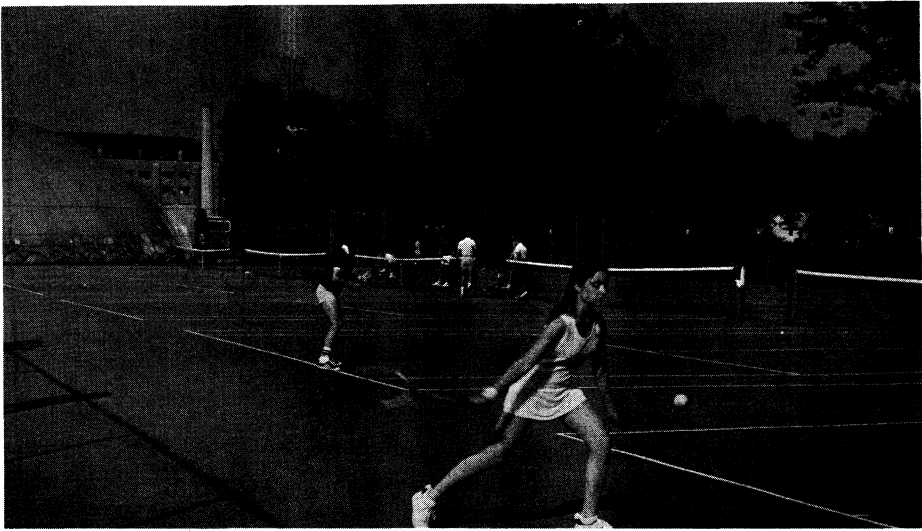
Significance and scope of educational testing theory and practice. Analysis and interpretation of test results. Practice in test construction and application in the student's major and minor areas of study. 3 credits

ED 269 (EL 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 281-283 (SE 281-283). INDEPENDENT STUDY

For students who wish to design and conduct individual research under the direction of a faculty mentor in an area related to the philosophical, historical, psychological, and/or sociological bases and functions of education. 1-3 credits



Department of Health Education, Physical Education, and Recreation

Associate Professor: *Nicholas Menza, M.A. (Chairperson)*

Assistant Professors: Samuel Gallucci, Ed.D.; Michael Sheppard, M.A.;
Paula Zaccone, M.A.

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 in elementary and secondary schools and to direct recreational activities in schools, camps, clubs, church organizations, industry, and municipal programs.

Major Program

In addition to the general School requirements for the degree, all students are required to complete 75 credits in health and physical education and related areas and, in consultation with the adviser, 16 credits in free electives.

| Freshman Year | | Credits |
|---------------|---|---------|
| 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 1. | INTRODUCTION TO PHYSICAL EDUCATION | 3 |
| HE 2. | HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION | 3 |
| HE 26. | SAFETY EDUCATION | 2 |
| HE 71-72. | ELEMENTARY ATHLETICS I & II | 4 |
| HE 81-82. | PHYSICAL EDUCATION ACTIVITIES: FRESHMAN I & II | 4 |
| SE 265. | IMPROVING READING INSTRUCTION IN THE SCHOOLS | 3 |
| | Free elective | 3 |

Sophomore Year

| | | |
|-----------|--|---|
| 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 |

Junior Year

| | | |
|-----------|--|---|
| 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 24. | PHYSIOLOGY OF EXERCISE | 2 |
| 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 |

Senior Year

| | | |
|---------|---|---|
| ED 268. | EDUCATIONAL ASSESSMENT AND EVALUATION | 3 |
| HE 23. | PHYSICAL DIAGNOSIS | 2 |
| HE 25. | NUTRITION AND PHYSICAL FITNESS | 2 |
| HE 28. | REMEDIAL PHYSICAL EDUCATION | 2 |
| 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 1. INTRODUCTION TO PHYSICAL EDUCATION

Presentation and evaluation of physical education as a career and its potential as an educational tool. Guest lecturers include teachers and representatives of specialized allied fields. Field work in teaching physical education activities to evaluate aptitude of each student. 3 credits

HE 2. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION

Prerequisite: HE 1
Review of the historic, philosophic, and scientific background of physical education and its place in the educational program. 3 credits

HE 3. NATURE AND FUNCTION OF PLAY

Prerequisite: HE 1
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 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 23. 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. 2 credits

HE 24. PHYSIOLOGY OF EXERCISE

Prerequisite: HE 21-22

Influence of effort — the changes in body function resulting from physical effort. Instruction on the functional reaction which follows exercise, the use of exercise as a therapeutic agent, and methods of administering it to the body. 2 credits

HE 25. 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 and optimum health. 2 credits

HE 26. 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. 2 credits

HE 27. 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 — diet, bandaging, taping, conditioning, massage, physical therapy. American Red Cross Standard, Advanced and Instructor Certification in First Aid available to qualified students. 3 credits

HE 28. 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. 2 credits

HE 41. ADMINISTRATION AND SUPERVISION OF RECREATION EDUCATION

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

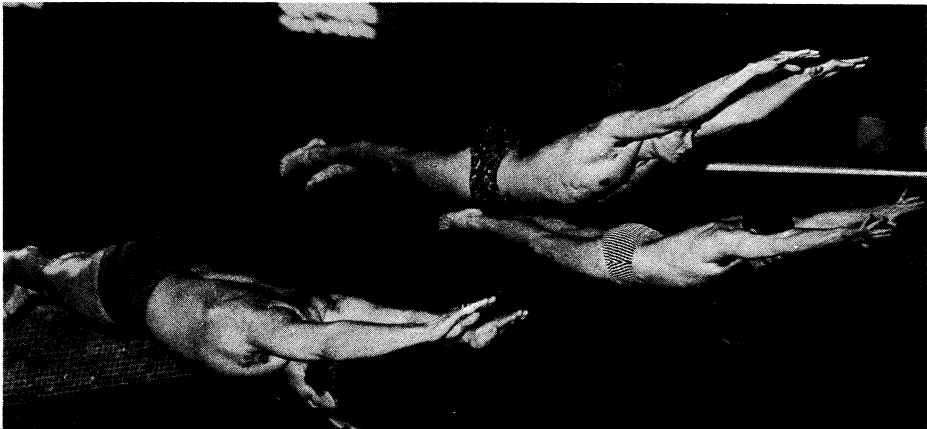
Prerequisites: HE 2; HE 71-72; HE 81-82

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. 3 credits



HE 61. FOLK DANCES AND GAMES FOR ELEMENTARY SCHOOL CHILDREN

Instruction in various forms of folk, tap, and rhythmic 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 baseball, football, basketball, and track. Fundamental duties and qualifications of players analyzed and discussed. Seasonal sports also examined. 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

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.

Tumbling Elementary tumbling and stunts performed and classified for classwork. Methods of progression and assistance stressed.

Boxing Complete treatment of the art of self-defense and the place of boxing in the activity program. Study of the rules and practices of boxing. 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

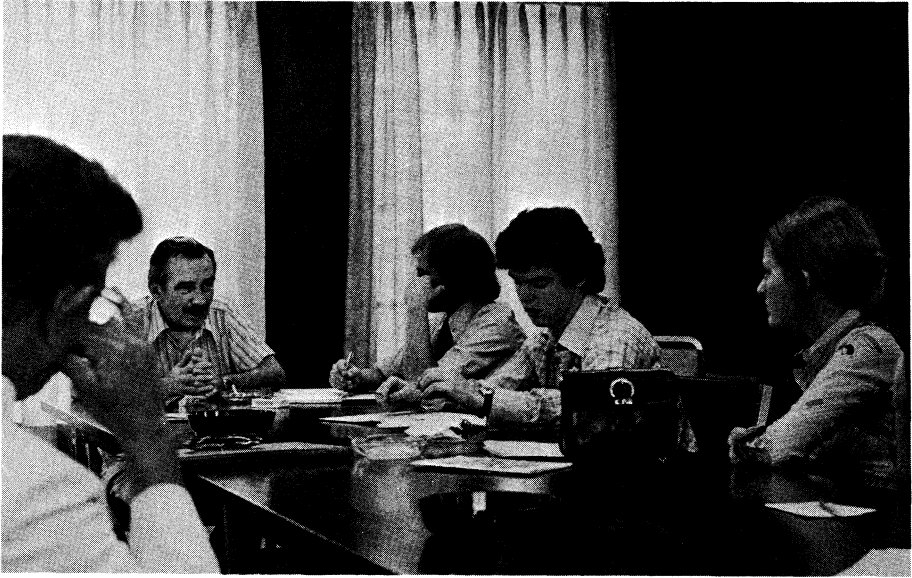
Prerequisite: Fulfillment of internship requirements pages 172-173.

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 psychophysical testing, and modern audio-visual equipment, e.g., driver simulators. 3 credits



Department of Secondary Education

Professors: Albert Reiners, Ph.D.; *Rose Thering, O.P., Ph.D. (Chairperson)*

Associate Professors: Francis Boccia, M.Ed.; Bernard Duffy, M.Ed.;
Robert Linnon, Ph.D.

Assistant Professors: Jeanette Cascone, M.A.; Mary Ellen Farrell, M.A.;
Elizabeth LeBlanc, M.A.; Frank Morales, M.A.

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.

The objectives of the Department of Secondary Education are to aid in the selection and preparation of undergraduate students for teaching subject fields in grades K through 12; to prepare college graduates for K-12 certification in subject fields; and to promote advanced learnings for teachers in service.

As part of each professional course, for a stipulated number of hours, the student acquires preprofessional experiences in a variety of cooperating schools: urban, suburban, elementary, middle, junior high, and high; and in community agencies. Experiences include: observing, tutoring, and serving as teacher-aides in learning and research centers and language laboratories and on teaching teams. Demonstration lessons in content areas are presented by professors or master teachers selected from schools. School classroom lessons are videotaped for replay and evaluation.

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

Minor Teaching Field Only

*Bilingual/Bicultural
 Chinese
 *Data Processing
 German
 Italian
 Japanese
 *Psychology
 Russian
 *Reading
 *Speech Correction
 *Teaching English as a Second Language
 *Teaching the Handicapped

Major Teaching Field Only

Science: Comprehensive
 Social Studies

Major Program

In addition to the general School requirements for the degree, 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.

| Freshman Year | | Credits |
|-----------------------|---|---------|
| 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 |
| Sophomore Year | | |
| 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 |
| | Department elective. Chosen from English, fine arts, foreign languages, mathematics, science, social studies. | 3 |
| | Elective or teaching field | 3 |

*Endorsement certification programs in Bilingual/Bicultural Education, Data Processing, Psychology, Reading, Speech Correction, Teaching English as a Second Language, and Teaching the Handicapped 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 60-61. CALCULUS I & II (8 credits).

Junior Year

| | | |
|---------|--|----|
| SE 265. | READING IMPROVEMENT IN THE SCHOOLS | 3 |
| PH/RS | Philosophy/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 |
| CS 232. | ADVANCED FOUNDATIONS OF READING INSTRUCTION | 3 |

Senior Year

| | | |
|---------|---|--------|
| SE 102. | STRATEGIES FOR TEACHING | 3 |
| SE 202. | SENIOR INTERNSHIP AND SEMINAR Electives | 8 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. Structure of schools, State Department, and boards of education. 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. PSYCHOLOGICAL AND EMOTIONAL HEALTH IN THE SCHOOLS

Practices and procedures conducive to mental and emotional health; the development of a healthy self-concept, emphasizing adaptive rather than maladaptive behavior and conduct. 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: Departmental approval
Senior internship with orientation seminar prior to, problem clinic during, and evaluation seminar after assignment. 8 credits

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. TEACHING ENGLISH AS A SECOND LANGUAGE I

The theory and practical techniques of teaching, listening, speaking, writing, and particularly reading to non-English-dominant bilingual persons. 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 270. FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION

Basic study of bilingual/bicultural education in the United States. Review of legislation and court decisions. 3 credits

SE 281-283 (ED 281-283). INDEPENDENT STUDY

Prerequisite: Departmental approval
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. 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
Structured exposure to the educational environment designed to involve the freshman immediately in the

school situation as a teacher-aide supervising and instructing pupils and in performance of office duties. Experimental concepts. 3 credits

SE 290. THE CULTURE, THE COMMUNITY AND THE SCHOOLS

Classroom instruction combined with practical experience in the schools and community service agencies, principally those in urban areas. Students required to spend a specified number of hours working in these schools and agencies (family service bureaus, counseling centers, drug rehabilitation centers, etc.) and to submit reports on their experiences. 3 credits

SE 293. CONSUMER EDUCATION

(Formerly SE 298)

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

Advisory Committee on Teacher Education*

Sr. M. Gerard Cleary, S.S.N.D., M.A.
Director of Sister Education
School Sisters of Notre Dame
Wilton, Connecticut

Rev. Michael Fitzpatrick, M.A.
Superintendent of Schools
Archdiocese of Newark
Newark, New Jersey

Rev. William M. Giblin, M.A.
Headmaster
Seton Hall Preparatory School
South Orange, New Jersey

Rev. Msgr. John P. Hourihan, Ed.D.
St. John's Church
Newark, New Jersey

Simeon F. Moss, M.A.
Assistant Superintendent
of Vocational Schools
Essex County Vocational Schools Office
East Orange, New Jersey

Paul A. Schneider, Ed.D.
Assistant Superintendent of Schools
Glen Rock, New Jersey

University Committee on Teacher Education*

Rev. Robert A. Antczak, Ph.D.
Classical Studies

Rev. Alfred V. Celiano, Ph.D.
Chemistry

Nicholas D. DeProspero, Ph.D.
Dean, College of Arts and Sciences

Jack P. Donis, Ph.D.
Business Education

Thomas A. Duff, Ph.D.
English

Edward J. Henry, Ph.D.
Modern Languages

Gerald W. Intemann, Ph.D.
Physical Sciences

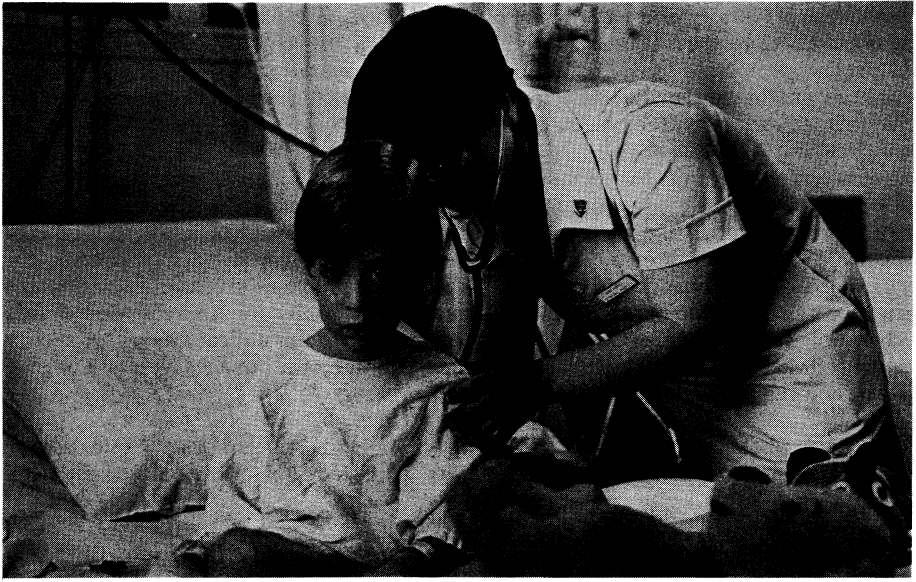
Frank F. Katz, Ph.D.
Biology

George L.A. Reilly, Ph.D.
History

John Saccoman, Ph.D.
Mathematics

Winston Yang, Ph.D.
Asian Studies

*The Dean, Director of Professional Field Experience, and Chairperson of the Department of Secondary Education are ex officio members of the committee.



COLLEGE OF NURSING

Acting Dean: Elizabeth G. Baumgartner, M.S.

Assistant Dean: Sarah F. Patrylow, Ph.D.

Professors: Elizabeth Baumgartner, M.S.; Josephine Iorio, M.Ed.; Lucille Joel, Ed.D.; Eileen Amy York, M.A.

Associate Professors: Francisca Champion, M.A.; Regina Ciziunas, M.Ed.; Doris Collins, Ed.D.; Gloria Essoka, M.S.; Ruth Hutchison, M.P.H.; Mary Patrick, Ed.D.; Sarah Patrylow, Ph.D.; Phyllis Russo, M.A.

Assistant Professors: Estrella Cash, M.Ed.; Helen Froebel, M.A.; Mary Germain, M.Ed.; Gloria Harris, M.A.; Ruth Harrison, M.A.; Leona Kleinman, M.A.; Marion Lapchak, M.S.N.; Jean Nappy, M.S.N.; Carolyn Oiler, M.S.; Jeanne Paletta, M.A.; Lillian Palumbo, M.A.; Carolyn Rummel, M.S.; Mary Ann Scharf, M.Ed.; Phyllis Shanley, M.Ed.; Mary Space, Ed.D.; Toni Sullivan, M.Ed.; Jean Tribulski, M.S.N.; Anne Valenzano, M.S.; Noreen Walstedter, M.A.; Beverly Zimmerman, M.Ed.

Instructors: Joyce Adler, M.S.N.; Lois Allen, M.A.; Florence Baldwin, M.S.; Claudette Barry, M.S.N.; Barbara Buchen, M.A.; Anna Cardinale, M.S.; Catherine Collin, M.S.N.; Eileen Ello, M.A.; Joanne Fioravanti, M.S.; Sandra Johanson, M.A.; Sr. Janet Lehmann, M.S.; Kathleen Murray, M.A.; Linda Nolan, M.A.; Mary O'Pray, M.A.; Joan Palasz, M.S.N.; Susan Salmond, M.S.N.; Patricia Stamm, M.A.; Zella Zarra, M.A.

Professor Emeritus: Esther Schesler, M.A.

Adjunct Faculty: Patricia Blagman, M.Ed.; June Cuddihy, M.A.; Marvin Fish, LL.B.; Lynne Glass, M.S.N.; Georgia McDuffie, M.A.

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 professional nursing, permitting graduates upon licensure to practice nursing in a variety of settings and to continue their education on the 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 nurse agency 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 graduates of diploma programs in nursing.

The local nursing honor society, Iota Alpha Zeta, became Gamma Nu Chapter of the national nursing honor society, Sigma Theta Tau, 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.

Physical Examination

Up-dated immunizations, a chest x-ray, and an annual physical examination are required of all students in nursing. A record of the physical examination must be submitted to the College of Nursing before beginning sophomore, junior, and senior level nursing courses.

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. 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. Challenge examinations are to be taken sequentially (i.e., sophomore courses may be challenged after prescribed freshman courses are completed, etc.) Detailed information concerning challenge examinations is available from the College of Nursing office. Testing dates are published in each semester's class schedule booklet. Written permission from the faculty adviser and a \$20.00 fee for each examination are required. (Fee subject to change.)

Requirements for Progression

Students must have a 2.0 cumulative average and at least a C in each of the freshman science courses to enroll in the sophomore clinical nursing course. To enter later clinical nursing courses, students must maintain at least a 2.0 cumulative average.

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.

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.

Freshman Year

| <i>Fall</i> | | Credits |
|-------------|--------------------------------|---------|
| 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 |

Spring

| | | |
|---------|---------------------------------|---|
| 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> | | Credits |
|-------------|--|---------|
| NU 130. | DIMENSIONS OF NURSING: ASSESSMENT | 4 |
| BI 4. | INTRODUCTION TO MICROBIOLOGY | 4 |
| | Statistics elective. (MT 25, PS 108, or BA 6 and 7) | 3 |
| PH 1. | INTRODUCTION TO PHILOSOPHY | 3 |
| | Elective in cultural anthropology (AN 40, 102, 190, 220, 222, or 227) | 3 |

Spring

| | | |
|---------|-------------------------------------|---|
| 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 |

*Non-Catholic students may substitute a PH course.

†Choice from among AR, AS, BL, EN, HI, HU, MO, PH, or RS courses.

Junior Year

| <i>Fall</i> | | Credits |
|---------------|--|---------|
| NU 230. | DIMENSIONS OF NURSING: FAMILY HEALTH PROMOTION | 6 |
| NU 240. | HUMAN RESPONSES TO PHYSIOLOGICAL ALTERATIONS | 3 |
| | Elective in HI or PO | 3 |
| | Ethics elective† (RS 20, 120, 121, or PH 110) | 3 |
| | Free elective | 2 |
| <i>Spring</i> | | |
| NU 250. | DIMENSIONS OF NURSING: FAMILY HEALTH DEVIATIONS I | 6 |
| NU 255. | DIMENSIONS OF NURSING: PSYCHO-SOCIAL FOCUS I | 4 |
| | Elective in HI of PO | 3 |
| | Free elective | 3 |

Senior Year

| <i>Fall</i> | | Credits |
|---------------|---|---------|
| NU 143. | LEGAL ASPECTS IN NURSING | 2 |
| NU 251. | DIMENSIONS OF NURSING: FAMILY HEALTH DEVIATIONS II | 6 |
| NU 256. | DIMENSIONS OF NURSING: PSYCHO-SOCIAL FOCUS II | 3 |
| | Free elective | 3 |
| <i>Spring</i> | | |
| NU 270. | THE NURSE IN THE HEALTH CARE DELIVERY SYSTEM | 3 |
| NU 280. | NURSING FIELD EXPERIENCE | 6 |
| | Humanities Elective* | 3 |
| | Free elective | 3 |
| | Total | 130 |

Cooperating Community Agencies

Students obtain their clinical experience in a variety of settings. For this experience, they will be assigned to several of the 25 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 and evolution of nursing as a profession, tracing the influences of social, religious, and political factors. The health-care delivery system and methods by which the nurse helps the client to develop the responsibility for self-care.

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 130. DIMENSIONS OF NURSING

Prerequisites: BI 3, CH 12, NU 20

The first clinical nursing course. Focuses on the student's comprehensive assessment of an adult client, in order to evaluate the client's self-care capability and to determine the need for possible nursing intervention.

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

*Non-Catholic students may substitute a PH course.

†Choice from among AR, AS, BL, EN, HI, HU, MO, PH, or RS courses.

NU 143. LEGAL ASPECTS OF NURSING

Prerequisites: NU 230

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 230. DIMENSIONS OF NURSING: FAMILY HEALTH PROMOTION

Prerequisite: NU 131

The design of a supportive-developmental system of care for clients from conception through menopause. Emphasis on health promotion and health maintenance of the child-rearing and child-bearing family, with the extended family considered as a support system. 6 credits

NU 240. HUMAN RESPONSES TO PHYSIOLOGICAL ALTERATIONS

Prerequisite: NU 131

The biophysical human response patterns common to all ages that result in potential or actual deficits in the capacity for self-care. 3 credits

NU 250. DIMENSIONS OF NURSING: FAMILY HEALTH DEVIATIONS I

Prerequisite: NU 230

The design and implementation of partially compensatory systems of care encompassing short- or long-term health problems of family members during child-bearing and child-rearing years. 6 credits

NU 251. DIMENSIONS OF NURSING: FAMILY HEALTH DEVIATIONS II

Prerequisites: NU 240, NU 250

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

Prerequisite: NU 131

The application of behavioral concepts and principles of communication studied earlier in the nursing program. Theories of psychodynamics. Students assist family members in mobilizing their resources of self-care to recognize, remove, or cope with major psychosocial self-care deficits. 4 credits

NU 256. DIMENSIONS OF NURSING: PSYCHO-SOCIAL FOCUS II

Prerequisite: NU 255

Designed to assist students in augmenting their psycho-social nursing skills in working with groups, focusing on primary and tertiary prevention. Examination of nursing situations within a social system and self-care framework, with emphasis upon the delivery of mental health services and the relationships between the individual, family, and community. 3 credits

NU 270. THE NURSE IN THE HEALTH-CARE DELIVERY SYSTEM

Prerequisites: NU 251, NU 256

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

Prerequisites: NU 251, NU 256

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. PROMOTING HEALTHY 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

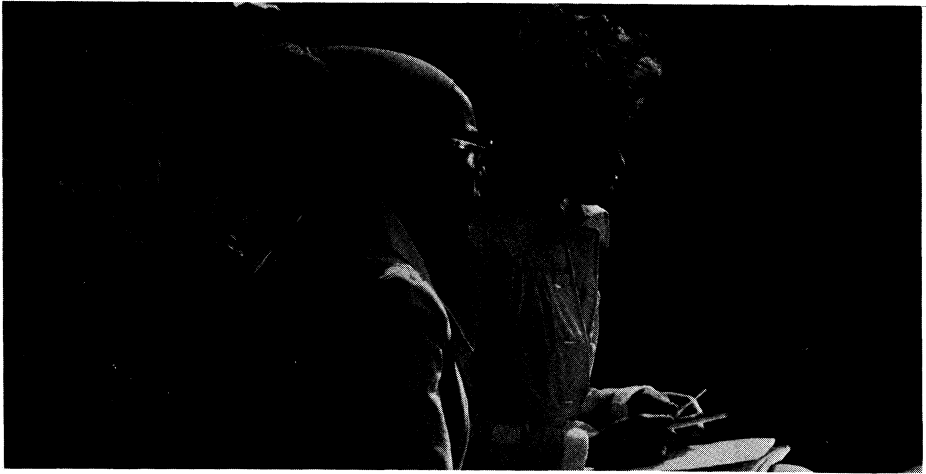
Interdisciplinary courses offered jointly by the College of Nursing and the Program in Social Work

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 states, 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



BLACK STUDIES CENTER

Assistant Professors: Yves Auguste, Ph.D.; Jeanette Cascone, M.A.;
Patrick S. Caulker, Ph.D.; Larry Greene, M.A.; *Julia Miller, M.A. (Director);*
William Sales, Jr., M.I.A. (Assistant Director)

Instructor: Katunge Mimy, M.A.

Adjunct Instructors: Frank Ashley; Enrique Fernandez, M.S.; Gloria Ramos, B.A.;
Brenda Saunders, B.S.; Deborah Stapleton, M.A.

The Black Studies Center offers programs of study leading to the degrees Bachelor of Arts and Bachelor of Science and, with the School of Education, offers a program leading to the degree Master of Arts in education. There is also a Black studies minor certificate.

The Bachelor of Arts in Black culture aims to develop 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. The program also includes training in cultural research and qualifies graduates for work in private and public school systems, communications, the arts, libraries, museums, and related areas.

The Bachelor of Science degree is an interdisciplinary program of studies in the social and behavioral sciences, mathematics, the humanities, and practical field experience applied to the special needs of the Black community. Students develop skills in policy analysis, scientific social research, and formulation of community development and improvement proposals. Graduates are prepared to work in social and educational institutions and agencies, government and business, or to continue graduate training in Black studies or behavioral science.

The Black Studies Center 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 Black Studies Center 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 in Black culture or the Bachelor of Science degree in community studies in the Black Studies Center, students must complete the major requirements and enough free electives to total 128-130 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 Requirements

| | Credits |
|---|---------|
| BL 201. SURVEY OF BLACK STUDIES | 3 |
| BL 211. AFRO-AMERICAN HISTORY | 3 |
| BL 209. HISTORY OF AFRICAN CIVILIZATION I | 3 |
| BL 73. BASIC RESEARCH AND WRITING | 3 |
| *MT 15. FUNDAMENTAL COLLEGE MATHEMATICS | 3 |
| CS 17. INTRODUCTION TO THE USE OF THE DIGITAL COMPUTER | 3 |
| CS 51. SOFTWARE ORGANIZATION | 3 |
| MT 25. STATISTICS FOR THE BEHAVIORAL SCIENCES | 3 |
| *EN 9-10. COLLEGE ENGLISH I & II | 6 |
| BL 274. COMMUNITY RESEARCH INTERNSHIP AND SEMINAR | 6 |
| BL 283. SENIOR SEMINAR | 3 |
| Laboratory science course (biology, chemistry, or physics) | 4 |
| PH I. INTRODUCTION TO PHILOSOPHY | 3 |
| BL 83-84. URBAN SPANISH I & II (2 SEMESTERS) | 6 |
| Total | 52 |

In addition to the core, the Center offers five major options, one of which the student is required to satisfy. Three major options (social science, behavioral science, and education) are grouped under the B.S. degree program. Two major options (African studies and humanities and fine arts) are grouped under the B.A. degree program.

Social Science

| | Credits |
|--|---------|
| BL 240. MANAGEMENT AND ADMINISTRATION | 3 |
| EC 1. INTRODUCTION TO ECONOMICS | 3 |
| EC 2. INTERMEDIATE MICROECONOMIC ANALYSIS | 3 |
| BL 244. POLITICAL ECONOMY OF RACISM | 3 |
| BL 217. URBAN BLACK POLITICS | 3 |
| BL 272. SOCIAL RESEARCH AND THE BLACK AMERICAN | 3 |
| BL 262. BLACK COMMUNITY ORGANIZATION | 3 |
| BL 204. PUBLIC INSTITUTIONS VS. BLACK SELF-DETERMINATION | 3 |
| Total | 24 |

Behavioral Science

| | Credits |
|--|---------|
| BL 220. BLACK CULTURAL PHILOSOPHY | 3 |
| BL 230. PSYCHOLOGY OF THE BLACK EXPERIENCE | 3 |

*Placement examinations will determine whether a student is prepared for MT 15 or will be excused from EN 9.

| | Credits |
|---|----------|
| BL 286. PSYCHOLOGICAL TESTING AND THE BLACK CHILD | 3 |
| BL 232. COMMUNITY MENTAL HEALTH | 3 |
| BL 272. SOCIAL RESEARCH AND THE BLACK AMERICAN | 3 |
| PS 5-6. PRINCIPLES OF PSYCHOLOGY | 6 |
| | Total 21 |

| Education | Credits |
|---|----------|
| BL 235. TEACHING THE BLACK EXPERIENCE | 3 |
| BL 285. EDUCATION: BASIS OF AMERICAN RACISM | 3 |
| BL 287. THE BLACK CHILD | 3 |
| BL 129. THE BLACK FAMILY | 3 |
| BL 286. PSYCHOLOGICAL TESTING AND THE BLACK CHILD | 3 |
| BL 230. PSYCHOLOGY OF THE BLACK EXPERIENCE | 3 |
| | Total 18 |

| African Studies | Credits |
|--|----------|
| BL 210. HISTORY OF AFRICAN CIVILIZATION II | 3 |
| BL 219. AFRICAN RELIGIONS | 3 |
| BL 247. PROBLEMS OF AFRICAN ECONOMIC DEVELOPMENT | 3 |
| BL 263. HISTORY OF WESTERN AFRICA | 3 |
| BL 264. HISTORY OF EAST AND CENTRAL AFRICA | 3 |
| BL 265. HISTORY OF SOUTHERN AFRICA | 3 |
| BL 266. HISTORY OF NORTH AFRICA | 3 |
| BL 168. TRADITIONAL AND CONTEMPORARY AFRICAN ART | 3 |
| BL 214. AFRICAN POLITICAL INSTITUTIONS | 3 |
| | Total 27 |

| Humanities and Fine Arts | Credits |
|--|----------|
| BL 200. EARLY AFRO-AMERICAN LITERATURE | 3 |
| BL 205. MODERN AFRO-AMERICAN LITERATURE | 3 |
| BL 220. BLACK CULTURAL PHILOSOPHY | 3 |
| BL 227. THE BLACK CHURCH | 3 |
| BL 296. MASS MEDIA AND MINORITIES | 3 |
| BL 206. BLACK MUSIC | 3 |
| BL 168. TRADITIONAL AND CONTEMPORARY AFRICAN ART | 3 |
| BL 172. AFRO-AMERICAN ART | 3 |
| | Total 24 |

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 Black studies.

Minor Program—Requirements

| | Credits |
|--|---------|
| BL 201. SURVEY OF BLACK STUDIES | 3 |
| BL 211. AFRO-AMERICAN HISTORY | 3 |
| BL 210. INTRODUCTION TO AFRICAN CIVILIZATION | 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 Black Studies Center. If a student has completed 18 credits in Black 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 116. POLITICS AND PUBLIC POLICY

Politicians as decision makers. Adverse effects of public policy on the Black community. Means of preventing adverse decision making. 3 credits

BL 127. THE BLACK WOMAN

A historical study of the Afro-American woman from Africa to the present. The effect of Black women on American suffrage and other movements. Views of the Black woman as seen by Moynihan, Karenga, Frazier, Queen Mother Moore, and others. Comparisons and parallels with other women. 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. BLACK DANCE

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 168. TRADITIONAL AND CONTEMPORARY AFRICAN ART

Traces the development of African visual arts from the Thassilli cave paintings of 8000 B.C. to the Oshogbo artists of contemporary Nigeria in order to understand the spiritual and aesthetic aspects of the many rich African art traditions. 3 credits

BL 172. AFRO-AMERICAN ART

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. BLACK MUSIC

A performance/seminar/discussion format analysing 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

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 221. CULTS AND CULTISM

A study in religion and culture; an analysis of the nature and manifestation of cults and the cultic experience. The effects of Western culture on folk societies; the conflict between the world views of folk culture and Western ideas and technology. The effects of technology on the social and religious life of modern society. A study of Revitalization Movements. Such phenomena as Millenarianism, messianic, revival, Utopian, and revolutionary movements. 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 227. THE BLACK CHURCH

(Formerly BL 120)

The Black church as a strong social, educational, and economic institution in the Black community—from slavery until modern times. 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 231. COMMUNITY PSYCHOLOGY

Synthesis of principles from clinical and social psychology interpreted from the Black perspective. 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.

*This course is sometimes given together with PO 138. Ethnic Politics.

Crisis intervention, sensitivity training, and community control as mechanisms for fostering community mental health. 3 credits

BL 234. HEALTH SERVICES

Designed to introduce students to the health care delivery system in large urban areas. Aspects of varied health subsystems and their interdependence. Emphasis on identifying problems in the current delivery of health care to indigent and Black consumers and on exploring methods of change. 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. 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 243. BLACK ECONOMIC DEVELOPMENT

Economic and social development of Afro-American religious institutions. Analysis of the social, psychological, political, and economic functions of the Black church in the Black community. 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 analyzing 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 evolution 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 252. BLACK DIASPORA

History of the dispersal of African peoples since the 16th century; emphasis on the Black peoples of the Caribbean, Central and South America. 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. 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 (GE 177). ADVANCED SEMINAR IN GERONTOLOGY: SPECIAL TOPICS

A sharing of perspectives from the different disciplines

in the gerontology program through small group study, supplemented by discussion in full seminar. Special topics include: collaboration of staff, community, and people served; security and safety; freedom of choice. 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. 3 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 (Formerly Mass Media and Urban Society)

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

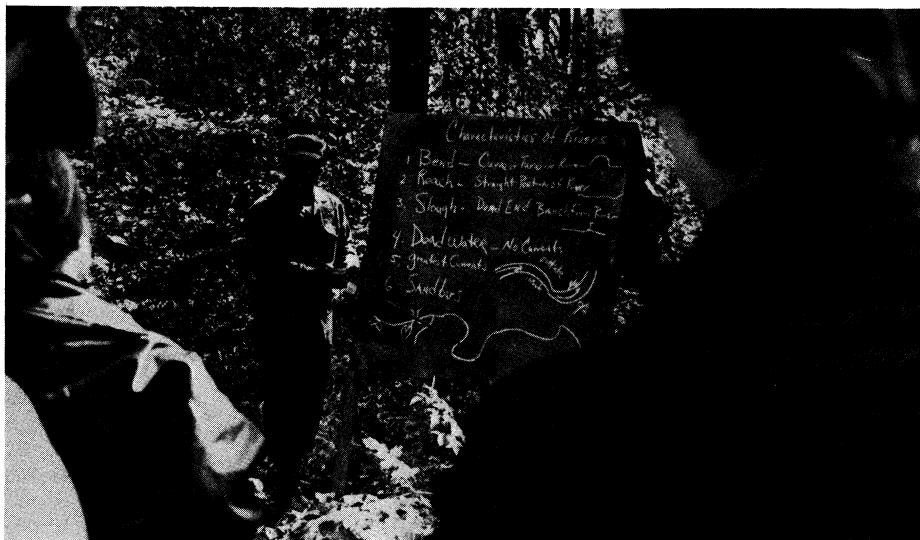
BL 297. WORKSHOP IN CREATIVE ARTS

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



MILITARY SCIENCE Reserve Officers' Training Corps

Professor: Lt. Col. John Gulla, M.S.

Assistant Professors: Maj. John Ricker, M.A.; Capt. John Greathouse, M.A.;

Capt. Stanley Prichard, B.S.

Instructors: M. Sgt. Zigurds Leiljuris; Sgt. Charles Stokes

The Department of Military Science offers courses and a program in military science designed to qualify young men and women for commissions in the U.S. Army. Officers commissioned through ROTC are educated by the same professors, under the same curricula, and at the same institutions which produce civilian leaders; earn degrees in the fields of their choice; represent all geographic, economic, and social strata; are highly motivated, open-minded, and civilian-oriented. Army ROTC aids students by providing leadership and management experience found in few college courses; 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. 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 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. Application should be made to 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 year. Course work covers the areas of management principles; national defense; military history; leadership development; military courtesy, discipline, and customs; and map reading. The Basic Course imposes no obligation on the part of students, and they may withdraw at any time before the end of the second year. 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 100. INTRODUCTION TO ROTC AND THE U.S. ARMY are required courses, which must be completed, unless the Department chooses to give credit for prior experience.

Advanced Course Policies. The Advanced Course is limited to cadets who have demonstrated potential for becoming Army officers and meet Army physical standards; provides instruction 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 over a two-year period. Advanced Course students are also required to attend MI 10. LEADERSHIP LABORATORY each 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.

COURSE DESCRIPTIONS

BASIC COURSE

MI 30. MAP READING AND LAND NAVIGATION

Introduction to map reading and land navigation techniques. Practical application in orienteering in the natural environment. 1 credit

MI 100. INTRODUCTION TO ROTC AND THE U.S. ARMY

Military organizations, customs, traditions, and life styles. Introduction to basic military skills (includes drill, communications, marksmanship, and map reading). 1 credit

MI 110. FUNDAMENTALS OF LEADERSHIP

The application of psychological principles to military situations. 1 credit

MI 155. APPLIED LEADERSHIP AND THE PLANNING OF SMALL UNIT OPERATIONS

1 credit

MI 160. AMERICA AT WAR IN THE 20TH CENTURY

Examines the interrelationship of warfare and society in the 20th century. The development of warfare from Ancient Greece through the 19th century. Focuses on the major conflicts of the 20th century, emphasizing the participation of the United States, and analyzing the interplay of political, social, and economic forces that have caused modern wars to be fought as they are. 2 credits

ADVANCED COURSE*Junior Year***MI 210. THEORY AND DYNAMICS OF MILITARY LEADERSHIP**

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. Leadership laboratory. 2 credits

MI 220. U.S. MILITARY TACTICS AND OPERATIONS

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. Leadership laboratory. 3 credits

*Senior Year***MI 250. THEORY AND DYNAMICS OF THE MILITARY TEAM**

The operational, logistical, and administrative processes associated with the planning and execution of combat operations. Leadership laboratory. 3 credits

MI 260. SEMINAR IN U.S. MILITARY LEADERSHIP AND MANAGEMENT

Analysis of the Uniform Code of Military Justice; the military as an institution and a way of life; leadership and management problems of the military services in light of the contemporary world scene. Leadership laboratory. 2 credits

NON-CREDIT 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.

MI 20. MILITARY WEAPONS SYSTEMS AND PRINCIPLES OF EMPLOYMENT; MARKSMANSHIP TECHNIQUES**SURVIVAL AND WILDERNESS TRAINING PROGRAM****Fall semester*

Students may participate in any of the six exercises listed below:

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.

MI 41. SMALL-BOAT TRAINING ON DELAWARE RIVER

River characteristics, navigation techniques, assembly-disassembly of rubber boats, and a 15-mile journey along the Delaware River.

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.

MI 43. INTRODUCTION TO MOUNTAINEERING TECHNIQUES

Rappelling, balance climbing, and tension climbing techniques, followed by a practical exercise.

MI 44. ADVANCED ORIENTEERING

Combines cross-country running and map reading skills.

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.

*Spring semester***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 learn downhill skiing.

MI 51. INTRODUCTION TO SMALL UNIT OPERATIONS (PATROLING)

Planning, preparing, and conducting a two-day patrol utilizing Army helicopters for landing and picking up patrol elements. Operations to be conducted on a military reservation.

MI 52. CHALLENGES IN FIELD LEADERSHIP

A situational leadership course requiring the leader to demonstrate such personal qualities as sound judgment, confidence, courage, and physical stamina, while negotiating a leadership reaction course, a confidence course, ranger training, and an orienteering course.

*These survival and wilderness training programs are open to all students, staff, and faculty of the University and are given on weekends.

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| American Association of University Women | Middle Atlantic Association of Collegiate Schools of Business |
| American Bar Association* | Middle Atlantic Placement Association, College Placement Council |
| American Chemical Society* | Middle States Association of Colleges and Secondary Schools* |
| American Council on Education | National Association of College and University Summer Sessions |
| American Institute of Physics | National Catholic Educational Association |
| American Library Association | National Collegiate Athletic Association |
| Association for University Business and Economic Research | National Council for the Accreditation of Teacher Education* |
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| Eastern States Association of Professional Schools for Teachers | |

*Accrediting Agencies

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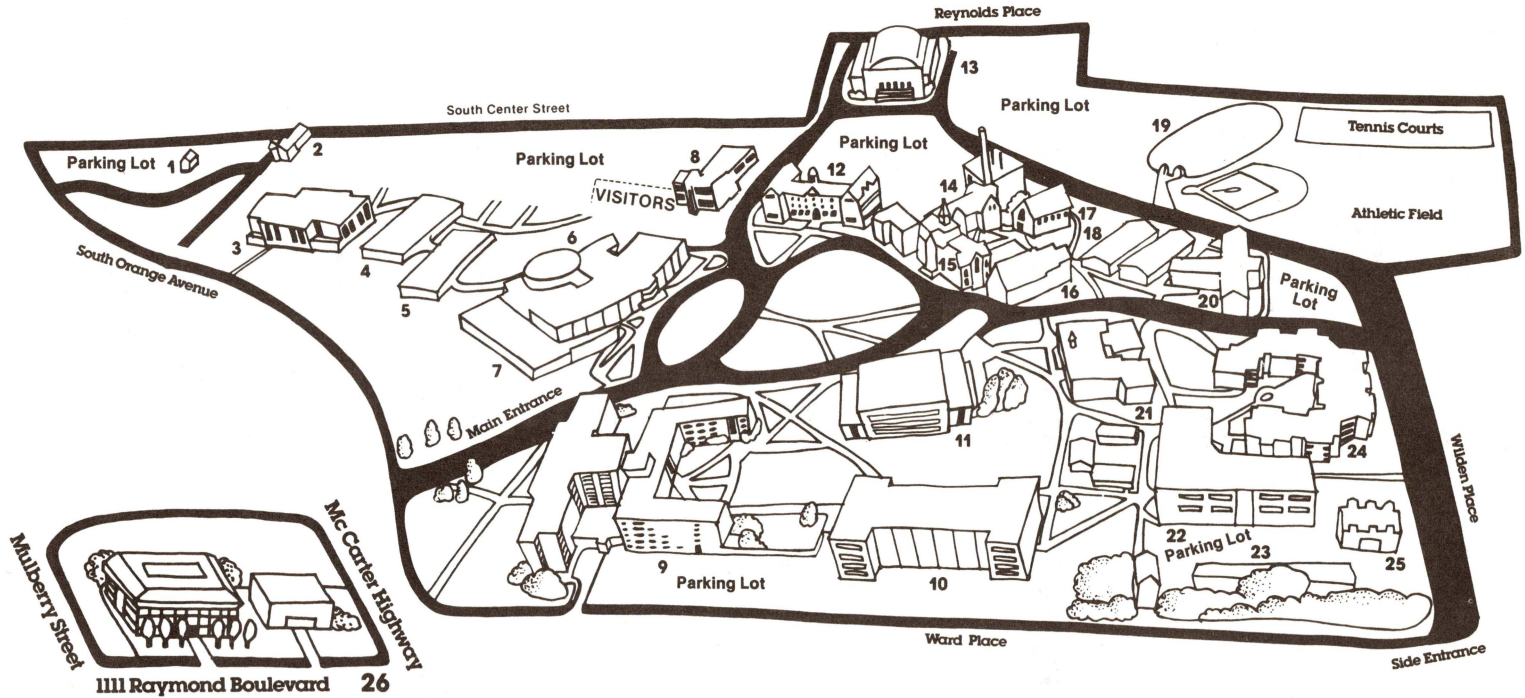
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