

2015 - 2016



Undergraduate Bulletin

bulletin.geneseo.edu

THE STATE UNIVERSITY OF NEW YORK

State University of New York at Geneseo 2014-2015 Undergraduate Bulletin

Table of Contents

Geneseo’s Mission	2	Reserve Officers’ Training	
Accreditation	6	Corps (ROTC)	30
Geneseo’s Statement on Diversity and Community	6	Enrolling in Graduate Courses	30
Officers of the College	7	Auditing Courses	30
Admissions and Enrollment	8	Dropping and Adding Courses	30
College Expenses	11	Withdrawing from Courses	30
Office of Student Accounts	11	Declaring Majors and Minors	31
Division of Student and Campus Life	18	Changing Majors and Programs	31
Career Development and Student Employment	18	Internships	31
Center for Community	18	Studying at Other Colleges	32
College Union and Activities	19	Study Abroad	32
Intercollegiate Athletics and Recreation	20	Leaves of Absence	33
Residence Life	22	Withdrawing from the College	33
University Police Department	22	Academic Standards, Dismissal, and Probation	33
Campus Auxiliary Services (CAS)	23	Semester Honors	36
Alumni Association	23	Repeat Course Policy	38
The Geneseo Foundation	23	Multiple Majors	41
Academic Organizations	24	Classroom Policies	41
Academic Services	26	Graduation	43
Milne Library	26	Summer Sessions	45
Teaching and Learning Center	27	Baccalaureate Degree Programs	45
Computing and Information Technology	27	Requirements for Baccalaureate Degree Programs	47
Access Opportunity Programs (AOP)	27	The College Curriculum	48
Office of Disability Services	28	Program Outline	48
Campus Scheduling and Special Events	28	Scholarships and Awards	53
Academic Policies	29	Academic Programs	61
Academic Advisors	29	Academic Minors	360
Mandatory Advisement	29	Pre-professional Advisory Programs	375
Registration	29	Student Code of Conduct	378
Prerequisites	29	Other College Guidelines	378
Attendance at the Beginning of the Semester	29	Faculty of the College	383
Cross-Registration with Rochester Area Colleges	30		

Geneseo's Mission

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

Planning Goals and Values

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

Geneseo Values

- Excellence*, and upholds high standards for intellectual inquiry and scholarly achievement;
- Innovation*, and affirms a spirit of exploration that fosters continued excellence;
- Community*, and embraces the educational aspirations and interests that its members share;
- Diversity*, and respects the unique contributions of each individual to the campus community;
- Integrity*, and promotes the development of ethical citizens;
- Service to society*, and models the qualities it seeks to develop in its students;
- Tradition*, and celebrates its long history of collaborative, learning-centered education.

Planning Goals

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

Historical Background

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

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

speech pathologists. Teacher education continues to be a strong component of the College's programs.

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

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

The State University of New York at Geneseo has evolved dramatically over its 144 year history into a highly selective public liberal arts college, which is nationally recognized for the quality of education it offers.

Locale

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

Geneseo is an ideal college town, with long-established traditions of friendship and culture. Both the village - one of 24 communities nationwide to be recognized as a National Historic Landmark - and the campus's ivy-covered brick buildings reflect a traditional college atmosphere.

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

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

Roemer Arboretum

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

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

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

Galleries

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

The Lockhart Gallery is named for Dr. James and Julia Lockhart and their family. The gallery is in the McClellan House, an historic home at 26 Main Street built in 1825, and named to honor the late Robert and Jeanette McClellan and their family. The renovation of McClellan house, in 2001, was made possible through the collaborative efforts of the College and the Genesee community. Campus Auxiliary Services are the current managers of McClellan House. More information on the galleries may be found at <http://genesee.edu/galleries>

Buildings and Facilities

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

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

Bertha P. Fraser Hall connects Wads Aud., South Hall and Sturges Hall and houses faculty offices and classrooms. Austin W. Erwin Hall is one of four buildings fronting the College Green on the upper quadrangle. The new Integrated Science Center also fronts the College Green and was opened Fall, 2006. This 176,000-square-foot building is designed for interdisciplinary collaboration and to support Genesee's strong undergraduate research program. The departmental offices for Biology, Chemistry, Geology and Physics are housed in the Integrated Science Center as well as cutting-edge facilities and equipment for science education, research, and connections with community biotechnical and chemical analysis companies. Connected to the Integrated Science Center is Newton Hall, containing classrooms and complete multi-media communication facilities.

Guy A. Bailey Hall honors a nationally known biologist who served as chair of the sciences at Genesee. Bailey Hall now houses the departments of Anthropology, Geography, Psychology and Sociology.

The William J. and John M. Milne Library, just off the College Green and overlooking the valley, is widely recognized for its innovative use of space and service orientation to students and faculty. In addition to traditional stacks, reference desk, and an award-winning interlibrary loan department, it includes space for group work, high tech classrooms, computing facilities, the Teaching and Learning Center, the ESOL (English for Speakers of Other Languages) Center, the Center for Academic Excellence, and Books & Bytes Café.

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

South Hall, which opened in 1995, houses the Schools of Business and Education, and the department of Mathematics, as well as the College's main computing facilities (including a

two-level general access computer laboratory). The three-story structure contains state-of-the-art teaching facilities, including specialized classrooms developed to meet the programmatic needs of the four academic departments.

Doty Hall, which served as Geneseo High School (1932-1974) and then housed the Office for People with Developmental Disabilities (OPWDD), was fully renovated and re-opened in 2013. OPWDD continues to occupy the ground level and several College offices occupy the top floors, including the President's Office, and the vice presidents for Enrollment Management, Student & Campus Life, Administration & Finance, and College Advancement. The Admissions office, the Center for Inquiry, Discovery and Development and the Office for National Fellowships and Scholarships are also in Doty, as well as an acoustically-exceptional recital hall that hosts dozens of concerts throughout the year.

Residence halls are grouped into the South Village, the Central Village, and the North Village to encourage a sense of community and interconnections among residents. The South Village consists of Nassau, Niagara, Onondaga, Suffolk, and Wayne halls, along with Red Jacket Dining Hall. Many of these halls are corridor-style, popular with first-year students. Saratoga Terrace, townhouse style campus housing for two hundred upper-level students, links the South Village with central campus. The complex includes a Commons building with laundry facilities and group meeting space. The Central Village is comprised of Jones, Livingston, Monroe, and Steuben halls and is close to Mary Jemison Dining Hall. Monroe hall's 2013 renovation is certified to gold LEED standards and it boasts geo-thermal heating and rain-water harvesting. The North Village, where Letchworth Dining Hall reopened in Fall 2014, includes Allegany, Erie, Genesee, Ontario, Putnam, Seneca, and Wyoming halls. The suite-style halls in the North Village provide flexible group-living spaces, popular with upper-level students. Putnam Hall, connecting Allegany and Wyoming halls, won a regional award for excellence of design when it opened in Fall 2004. Seneca hall, new in 2009, is an architectural complement to Putnam; this 84-bed residence connects Genesee and Ontario halls.

Residence halls provide service and reception areas as well as student lounges and study spaces. Each room has one cable TV connection in addition to two hard-wired internet ports and wireless internet access. Student rooms do not include private phones, but shared telephones are provided in each hallway. Every residence hall room is equipped with fire sprinklers and smoke alarms. Carbon Monoxide (CO) detectors are installed in bedrooms and common spaces on any level in residence halls where there is gas-fired equipment. Every residence hall building includes laundry facilities and kitchenettes. All residence hall exterior doors are locked 24 hours a day with a card-access security system; residential students enter their halls with their Geneseo ID cards.

The campus meal plan offers many dining options. Centrally located Mary Jemison Dining Hall is a state-of-the-art dining food court offering a wide variety of choices. In addition, the Red Jacket and Letchworth dining halls offer all-you-can-eat value meals seven days a week for lunch and dinner. Other options include a ChowHound food truck, Southside Café and Uncle Vito's Pizza Delivery. The MacVittie College Union features a Starbucks Cafe and a Fusion Market, which blends Mediterranean and Southeast Asian cuisine, as well as fresh fruits and vegetables. Milne Library hosts Books & Bytes cafe. The student meal plan may also be used at the Big Tree Inn, a landmark fine dining establishment and inn located on Main Street in the village of Geneseo.

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

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

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

College Stadium is a 2,000-seat, fully-lighted facility with two synthetic turf fields that accommodate soccer, field hockey, men's lacrosse and women's lacrosse, as well as intramural

and casual recreation. Amenities include individual work rooms, four team rooms, a full athletic training facility, as well as two press boxes and a full-service concession area.

A large proportion of the campus adjacent to the health and physical education complex has been developed, according to a comprehensive plan, as an outdoor athletic and recreational area. Raschi Field for softball, and space for archery, golf, lacrosse, soccer, field hockey, and tennis are located in this area. Moench Field serves the needs of the track and field programs.

The Robert W. MacVittie College Union is the hub of recreational and cultural student activities on the campus. It includes: student organization and staff offices; lounges, meeting rooms, recreation, study areas; Starbucks and Fusion Market; campus bookstore; ballroom; student art gallery; computer and project area with photocopiers; the campus mail facility; ATM machine, the Geneseo Federal Credit Union; MOSAIC (Multicultural Organization Space for Activities, Inclusion, and Collaboration); GOLD leadership center. Student organization mailboxes, package claim, and meeting room key sign-outs are provided. The Ticket Office sells tickets for all performing arts events on campus. Further information is available at <http://union.geneseo.edu>.

Accreditation

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

Geneseo's Statement on Diversity and Community

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

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

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

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

Approved by the College Senate October 10, 2003.

Sustainability Statement

SUNY Geneseo calls upon all members of our community to embrace sustainability as a core value, including a commitment to its constitutive principles of ecological, social, and economic justice. We recognize the critical role of higher education in creating a sustainable society. Through teaching, research, service, and institutional conduct we strive to nurture the values, skills and knowledge necessary to sustain and enhance human and non-human life on the planet.

The college understands that sustainability is a process of building support for societal and intergenerational equity and a shared sense of responsibility for the ethical stewardship of our social and natural environment. We endorse the broad scientific consensus that human

demands on the planet threaten the ecological, social and economic resources upon which our global society depends.

As a public liberal arts college, we seek solutions to these increasingly complex, interdisciplinary problems that are consistent with our shared values and ideals. Recognizing that the promotion of sustainability is central to the mission of the college, SUNY Geneseo calls upon its faculty, students and staff to foster a culture of sustainable and responsible citizenship on campus. By minimizing the environmental impact of our institutional operations and integrating the principles of sustainability throughout our academic disciplines and co-curricular life we can begin to realize a more profound and enduring form of prosperity for current and future generations.

Approved by the college Senate May 2013

Officers of the College

DENISE A. BATTLES President. A.B. Colgate University; Ph.D., UCLA; 2015.

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

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

JON A.L. HYSSELL Interim Vice President for College Advancement. B.A., Hamilton; 2014.

JAMES MILROY Vice President for Administration and Finance. B.A., State University of New York, Geneseo; Ph.D., University of Buffalo; 2006.

MEAGHAN L. ARENA Vice President for Enrollment Management. B.A., University of Delaware; M.Ed., Cambridge College; Ed.D., Northeastern University; 2014.

Geneseo College Council

- Robert D. Wayland-Smith, Chair
- Iris Banister
- Robert A. Heineman
- A. Gidget Hopf
- Judith Hunter
- Eddie Lee, Alumni Representative
- Mary Luckern
- James McLean, Faculty Representative
- Andrew Hayes, Student Representative
- Christian Valentino, Esq
- Carol S. Long, *Ex-Officio*

SUNY Board of Trustees

- H. Carl McCall, Chair
- Joseph Belluck
- Byron Brown
- Eric Corngold
- Henrik Dullea
- Ronald Ehrenberg
- Angelo Fatta
- Peter Knuepfer
- Eunice A. Lewin
- Marshall Lichtman
- Stanley Litow
- Thomas Mastro
- Richard Socarides
- Carl Spielvogel
- Cary Staller
- Nina Tamrowski
- Lawrence Waldman

Admissions and Enrollment

admissions.geneseo.edu

Enrollment

The planned enrollment for the next two academic years is approximately 5500 full-time undergraduate students. An estimated 100 part-time students are also expected to enroll.

Student Retention

The College monitors student retention rates for each entering class using a six-year cohort survival technique. The latest figures show that nearly 78% of the freshman class complete baccalaureate degrees on time. Specific details on retention rates are available from the Office of Institutional Research, 221 Erwin Hall, or online at www.geneseo.edu/ir/fact_book

Admissions

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

Application Procedures

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

Interviews

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

Freshman Admission

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

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

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

Early Admission Program

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

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

Early Decision Program

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

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

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

Special Talent Admission

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

International Student Admissions

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

International Student and Scholar Services Office

The International Student and Scholar Services Office, located in Erwin 218, is responsible for the recruitment, credential evaluation and admission of students from other countries. Prospective students considering undergraduate admission who are not U.S. citizens or immigrants should contact the Director of International Student and Scholar Services for appropriate application materials.

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

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

Transfer Admission

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

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

Transfer candidates are considered for admission on a rolling basis, and may therefore apply at any time. To avoid potential space issues, it is recommended that transfer students apply for the fall semester by March 1st; or the Spring semester by November 1st.

Transfer Credit

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

Courses completed at regionally accredited institutions of higher education which align significantly in substance and level with the courses that comprise the formal curriculum at Geneseo, and which are recorded on official transcripts are awarded credit under the following conditions:

1. Students may transfer a maximum of 45 credits completed while concurrently enrolled in high school. Of these, a maximum of 30 credits may be AP, IB, and CLEP credits. Credit will not be awarded for courses that overlap with AP, IB and CLEP credits (see section entitled, "Credit for Advanced Placement, International Baccalaureate, Proficiency Examinations").
2. Students may transfer a maximum of 60 credits from a two-year, degree-granting institution.
3. Students may transfer a maximum of 90 credits from a four-year, degree-granting institution (including no more than 60 credits from two-year institutions).
4. Students may not repeat courses that they have successfully completed at another degree-granting institution.
5. Graduates of community colleges who earn A.A. or A.S. degrees in the liberal arts may expect full credit, up to a maximum of 60 credits, upon enrolling at Geneseo.
6. Students with A.A. or A.S. degrees from another SUNY campus may expect full credit for the SUNY General Education requirement (see section entitled, "General Education Curriculum").
7. Coursework from proprietary institutions will be reviewed on a course-by-course basis.
8. A grade of C- or above must have been earned for each course accepted for transfer credit. Students should note that while courses with D grades may be used to meet core requirements, the credits will not transfer. (Geneseo will not accept transfer credit for courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis. For information on transferring credit for single courses taken during summer or intersession see the section on "Studying at Other Colleges" in this bulletin.

Credit for Advanced Placement, International Baccalaureate, Proficiency Examinations

A maximum of 30 credits may be awarded for achievement on college-level examinations such as the Advanced Placement Examination (AP) and the International Baccalaureate (IB). To receive credit for AP or IB, students must have official reports forwarded to the Admissions Office; for AP examinations, students must earn a score of at least 3 and for IB, a score of at least 4. Individual departments determine course equivalents for that credit. (For further information on AP and IB credit, see geneseo.edu/dean_office/transfer_college_credit. Students are eligible for credit for the CLEP and other subject examinations if examinations are taken

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

Non-Matriculated Status

Undergraduate non-matriculated status permits students who are not pursuing a degree program to register for a limited number of credit hours (not more than a total of 15 credits). To maintain satisfactory academic standing in the College, non-matriculated students must earn at least a 2.00 grade point average in every semester in which they are enrolled and complete 50% or more of the semester hours for which they are registered. Applications for nonmatriculated status are available from the Office of the Registrar or visit geneseo.edu/Registrar. Non-matriculated students may take no more than two courses per semester.

Readmission

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

Term	Application Due
Fall	June 1
Spring	December 1

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

College Expenses

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

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

Tuition

Full-time Undergraduate students	
New York State Resident per year	\$6,470.00
Out-of-State Resident per year	\$16,320.00
Part-time Undergraduate Students	
New York State Resident per credit	\$270.00
Out-of-State Resident per credit	\$680.00

Fees

College fee

Full-time students per year	\$25.00
Part-time students per credit	\$0.85
Undergraduate Comprehensive Fee	
Full-time students per year	\$1618.00
Part-time students per credit	\$67.45

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

- support of onsite health care provided by physicians, nurse practitioners and registered nurses; health education; mental health consultation; basic medications (over-the-counter and prescription); dressings; select medical laboratory services (\$160 Health Fee, \$50 of this contributes to reduced costs for extended services such as medications, lab testing, physicals, immunizations; may be refunded by contacting Lauderdale Center for Student Health and Counseling);
- internet access; personal network accounts; E-mail; electronic library services; computer facilities; technology in the classrooms; Knight Web registration; myCourses learning management system; and Microsoft Office licensing (Technology Fee of \$235.00);
- intramural and recreational programs; intercollegiate athletic sports programs (Athletic Fee of \$242.00)
- student clubs and organizations (Student Activity Fee of \$105*);
- alumni/student programs, seminars and discounts (optional Alumni Fee of \$17.50; contact Alumni Association for refund);
- shuttle bus service throughout campus, Village of Geneseo, local shopping center and City of Rochester (Transportation Fee of \$45.00).
- musical, theatrical, and dance performances (Performance Fee of \$4.50, contact Provost's Office to discuss refund requests).

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

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

Room (subject to revision)

Standard Double per year	\$7,51000
--------------------------	-----------

Board (subject to revision)

Silver Plan per year (not available to First Year students)	\$3,992.00
Gold Plan per year	\$4,470.00
Platinum Plan per year	\$4,946.00
Off-campus Plan per year	\$750.00

Other plans are available from Campus Auxiliary Services

Other Expenses (subject to revision)

Books and supplies estimate (books and supplies vary by individual)	\$1,000.00
Health Insurance (Students without equivalent coverage)	\$1,930.00

Payment Policies - SUNY Geneseo bills electronically

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

Refund Policies

Tuition Refund for Reduction of Course Load

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

Adjustments will be calculated as follows:

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

Room Charges Refund

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

Food Service Refund

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

Special Refunds and Fee Waivers

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

Other Waivers

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

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

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

Return of Federal Financial Aid Policy

Federal law mandates how a school must compute the amount of federal financial aid that a student earns if he/she withdraws (officially or unofficially), takes a leave of absence, drops out of school, or is dismissed prior to completing 60% of the semester. Specifically, the amount

of federal financial aid that the student earns is based on the percentage of the semester completed. All unearned federal financial aid must be returned. Careful consideration should be given to the financial ramifications of separating from the college prior to completing 60% of the semester. Additional information regarding this policy is available from the Office of Student Accounts.

Deposits

Tuition Deposit

All students who accept admission to the College must send an advance tuition deposit of \$150.00. Deposits may be paid on line through KnightWeb or mailed to:

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

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

Deadlines

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

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

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

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

Room Deposit

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

Deposit Refunds

Tuition Deposit Refund

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

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

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

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

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

Room Deposit Refund

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

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

All room deposit refund requests should be sent to:

Dean of Residential Living
Sturges 211
SUNY Geneseo
1 College Circle
Geneseo, NY 14454-1471

Financial Information

Financial Aid

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

Federal Financial Aid Programs

Federal Pell Grant

Pell is an entitlement program for undergraduates matriculated in a degree program. Awards are based on need and may be used for college-related expense. For 2014-2015, the maximum award is \$5,730. The minimum Pell grant award is \$602. Pell Grants may be awarded up to the first bachelor's degree.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work-Study Program (FWS)

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

Federal Perkins Loan

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

Federal Direct Stafford Loan

This is a need-based subsidized loan available through the federal government. The College will determine your loan eligibility. This low interest loan (fixed rate at 4.66% for 2014-15) becomes payable according to terms specified on the loan application.

Federal Direct Unsubsidized Stafford Loan

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

Federal Direct Parent Loan for Undergraduate Students (PLUS)

This loan will allow parents to borrow up to the cost of education minus other financial aid. The interest rate for 2014-15 is 7.21% and parents may borrow each year that a dependent child is in college. The interest and principle payments for the loan begin after the funds are disbursed. Parents may request a forbearance to avoid making payment while the student is enrolled. Complete details are available from www.studentloans.gov.

Veterans' Administration

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

Bureau of Indian Affairs

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

New York State Financial Aid Programs

Tuition Assistance Program (TAP)

TAP is a grant program for New York State residents attending approved colleges in the State. Students must apply annually for this grant using the Free Application for Federal Student Aid (FAFSA). Eligibility for TAP is based on New York State net taxable income and number of family members attending college full time. Awards range from \$500 to \$5165 for up to eight semesters of full-time study. In addition to TAP, the State of New York offers 15 other scholarships and awards. Information is available on the following website: www.hesc.com.

Educational Opportunity Program (EOP)

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

Aid for Part-Time Students (APTS)

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

Privately Funded Scholarships

Contributions made through The Geneseo Foundation provide both endowed and nonendowed scholarships for qualifying Geneseo students. All accepted freshmen applicants are eligible to apply for scholarship support.

Satisfactory Academic Progress (SAP) (for Financial Aid Purposes)

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

State Standards of Academic Progress 2011 and Beyond

End of Semester	1	2	3	4	5	6	7	8	9
Required Sem. Hrs.of Graded (non-W's) credit	6	9	12	12	12	12	12	12	12
Required Minimum Cumulative Hrs. Earned	6	15	27	39	51	66	81	96	111
Minimum Cumulative Grade Point Average	1.50	1.80	1.80	2.00	2.00	2.00	2.00	2.00	2.00

The published October 29, 2010, Program Integrity Final Rule with implementation of most changes July 1, 2011, use new terminology **Grade Point Average (GPA)** and **Pace** which replaces the comparison of credits earned to the number of semesters enrolled.

Grade Point Average (GPA) (For Financial Aid Purposes)

- Student must earn a minimum Cumulative GPA of 1.55 per semester for the first three semesters.
- After the end of the fourth semester and thereafter a minimum 2.00 is required.

Pace of Progression

A student's pace is calculated by dividing the number of hours earned by the total number of hours attempted.

- A student must complete at least 67% of all cumulative attempted credit hours to continue receiving federal student aid.
- Federal aid cannot be paid to a student who exceeds 150% of the published length of the degree program (typically 120 credits).

Withdrawals are included in the calculation. Repeat courses are counted once. Incompletes will not be included until a grade has been assigned. Credits – that transfer in – are counted as both attempted and earned; credits – that do not transfer in – are not considered.

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

Appeal Policy

Appeal is the process by which a student who is not meeting SAP standards petitions the school for reconsideration of their eligibility for federal student aid. Appeals will be granted in accordance with the following policy:

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

Reasons appeals may be granted include:

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

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

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

Director of Financial Aid
Financial Aid Appeal Committee
Erwin 104

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

Appeals will result in one of two decisions:

- Financial Aid Probation – A student whose appeal is granted will be put on Financial Aid Probation and regains eligibility for federal aid. If after the next semester, the student still does not meet the SAP standards, they will be ineligible for further aid until they do;
- Loss of Eligibility – If an appeal is denied, the student will be ineligible for further aid until they meet the SAP standards.

Division of Student and Campus Life

The Student and Campus Life staff is responsible for the implementation of programs, policies, and services designed to create and sustain the optimal environment for student learning and achievement. Working collaboratively with the students and faculty, we aim to empower students to take responsibility for their education and to forge a sense of community on campus.

The Vice President for Student and Campus Life is the senior student affairs officer of the College. Organizationally, Student and Campus Life is made up of eight departments: Career Development, the Center for Community, Student Life, Student Health and Counseling, Intercollegiate Athletics and Recreation, Residence Life, Student Care Services/Title IX and the University Police Department. (For further information, see stulife.geneseo.edu)

Career Development

The Department of Career Development assists students with the formulation and implementation of their career goals. A wide variety of services and special programs are offered with the goal of teaching students, individually and in groups, about effective career decision-making techniques, job search strategies and the graduate/professional school application process. Related services include a resource area with computer workstations and an extensive array of materials pertaining to careers, employers, and graduate school programs, which are particularly helpful for undecided students. Finally, first-hand information about careers can be obtained through Geneseo alumni registered in the Geneseo Career Partners database, accessible through the Department's website.

The Department of Career Development actively assists students who are interested in securing experiential education opportunities, whether in the form of an internship, part-time employment, or shadowing experience. Our associate director for internship opportunities will assist students in identifying and securing an internship that fits their needs. The Winter Break Alumni Shadow Program offers first and second-year students the opportunity to shadow an alumni host over the course of a week during winter break. Students are encouraged to address career concerns early in their academic experience at the College.

Center for Community

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

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

The *Assistant Dean of Students for Fraternal Life Services* is responsible for promoting and supporting an educationally purposeful Greek life program consistent with the mission and goals of the College. The Assistant Dean serves as advisor to the Inter-Greek Council and Multicultural Greek Community and as a liaison between the College and all College-recognized Greek organizations. The Assistant Dean also sponsors services and programs designed for Geneseo students who live off-campus. In this capacity, the Assistant Dean helps to further advance and support relations between the College and the Geneseo community; integrate on- and off-campus student living; serve as a College liaison with community groups, service groups, landlords, retailers and local business groups, and College neighbors; and develop educational programs and resources for students considering moving off campus. (See greeks.geneseo.edu and offcampus.geneseo.edu)

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

The *Corrdinator of Student Conduct and Community Standards* works with the Dean of Students to coordinate the College's conduct system. Membership in the Geneseo community is predicated on each student's agreement to abide by standards of conduct promulgated by the College. The College's conduct process provides an educational framework for addressing individual student and group conduct that may be found to be inconsistent with community standards. (See conduct.geneseo.edu)

The *Associate Dean of Leadership and Service* provides students with opportunities to acquire and enhance their leadership skills through developing an understanding of self, others, and community. GOLD (Geneseo Opportunities for Leadership Development) programs include a Leadership Certificate Program offering approximately 200 leadership workshops each semester, a Leadership Center staffed by volunteer leader mentors, an extensive leadership resource library, leadership conferences, peer-to-peer student leader training, newsletters and the cocurricular transcript. (See gold.geneseo.edu)

The *Assistant Dean of Students for Multicultural Programs and Services* is charged with the overall coordination of programs and efforts designed to support and continuously improve the College's ability to sustain an inclusive, mutually respectful campus community. The Assistant Dean provides leadership and guidance to the campus community on matters related to diversity and community, and specifically focuses on the needs of traditionally underrepresented student groups at Geneseo. The Assistant Dean also supervises the coordinator of LBGTQ services(See multicultural.geneseo.edu)

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

The *Coordinator of Student Leadership, Volunteerism, and Service* seeks out, develops and maintains volunteer opportunities that offer Geneseo students meaningful experiences that develop character, and augment academic growth through experiential learning. Some of the most popular volunteer opportunities include tutoring and youth mentoring. The Coordinator hosts a Volunteer Fair at the start of each semester to introduce students to the available

volunteer opportunities and to assist various community organizations with securing needed volunteers. (See *volunteer.geneseo.edu*)

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

Department of Student Life

Geneseo achieves its educational mission by combining a rigorous curriculum with a rich co-curricular life. The student life experience at Geneseo is intentionally educational, and fosters widespread, substantive student engagement in carefully designed, developmentally based programs and services.

It is the intention of the Department of Student Life to provide and to identify opportunities for students that result in increased learning, greater self-awareness and a clearer sense of purpose.

It is the mission of the Geneseo Department of Student Life to catalogue, promote, assess and strengthen student learning opportunities within Student and Campus Life that contribute to a rich, meaningful, and fulfilling college experience for Geneseo students.

The Department of Student Life includes the MacVittie College Union and its functions (Geneseo Late Knight, Upstate Escapes, Weeks of Welcome), College Registered Student Organizations, the Student and Campus Life High Impact Practices inventory and core co-curriculum, the Student Life Internship Program, the Victor E. Knight Mascot program, and the All-College Hour Speaker series.

Robert W. MacVittie College Union

The College Union serves as the campus center of social, cultural, recreational, and student governance programs. As the "College gathering place," it provides a place to study, relax, or visit with friends with plenty of lounges, meeting rooms, and an outdoor plaza. Services include Starbucks, the Corner Pocket game room, the campus mailroom, the College Union concierge desk (laptop and bicycle loans), the Geneseo Federal Credit Union, computer project area, study room, the Student Association Ticket Office, ATM services, Kinetic art gallery, Geneseo bookstore, Fusion Market, Student Association and organizational offices, College Union and Activities, and the Center for Community. The "MOSAIC" (Multicultural Organization Space for Activities, Inclusion, and Collaboration) is a space that provides multicultural student organizations with dedicated meeting space for their weekly meetings, organization office space, and a place for students to gather and spend their free time. The lobby is a popular place for student organizations to "table" and advertise upcoming entertainment or offer promotional items or services.

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

Intercollegiate Athletics and Recreation

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

Intercollegiate Athletics

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

Intramural Sports

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

Club Sports

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

Intercollegiate Athletics and Recreation Facilities

The facilities in the Schrader Building and Merritt Athletic Center are available to students for formal and informal athletic and recreational pursuits. These facilities offer two gymnasiums, a swimming pool, racquetball and squash courts, an ice arena with an indoor jogging area and a state-of-the-art workout center. Outdoor facilities include eight tennis courts an all-weather, eight lane 400-meter track, and playing fields for soccer, lacrosse, softball, and other individual and group sports.

Workout Center

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

Lauderdale Center for Student Health and Counseling

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

Health Services

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

Counseling Services

Counseling Services provides short term counseling to Geneseo students who are experiencing a range of challenges in their lives. In addition to individual therapy, other services include consultation, crisis intervention, and referrals. Counseling also offers outreach programs, including the Healthy Bodies, Healthier Minds series through GOLD. Counseling Services is open Monday, Wednesday, Thursday and Friday 8:00 am - 5:00 pm and Tuesday from 8:00 am - 7:00 pm. To schedule an appointment, students should call 245-5716.

Medical History and Immunization Requirements

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

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

Health and Counseling Records

All student Health and Counseling records are confidential and maintained with the strictest care to ensure students' right to privacy, and are not part of students' academic records. Information from students' health and counseling records is not shared with anyone outside the department without their express permission, except in cases of imminent danger or as mandated by law.

Health Insurance

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

Residence Life

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

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

Residence Hall Policies

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

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

University Police Department

The University Police Department at SUNY Geneseo seeks to develop and maintain a positive relationship with all members of our community and to effectively serve and support community oriented approach to law enforcement. The department is committed to the prevention of crime and the protection of life and property, the preservation of peace, order and safety while enforcing the law and ordinances and safeguarding constitutional guarantees. The objective of the community policing based philosophy is to sustain a safe and secure campus environment which works in support of the overall educational mission of the institution. This is done through establishing annual goals that are designed to enhance quality of life for all members of the community. In an effort to cultivate positive police community relations we seek to establish close working relationships with the faculty, staff and students to obtain their input with regard to their concerns for safety, security and educational community outreach programs. The University Police Department at SUNY Geneseo remains committed to the College, the Division of Student and Campus Life and the overall mission of the institution.

As sworn officers, University Police are responsible for the safety and security of students, faculty, staff, and visitors of the campus. Services provided by the Department include; but are not limited to, overall campus patrol, responding to calls for service, maintenance of public order, emergency first-aid, criminal investigation, community services, crime prevention, and parking and transportation services. The University Police Department works closely with student volunteers who serve the community as emergency medical responders.

Campus Auxiliary Services (CAS)

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

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

Geneseo University Bookstore

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

CAS Restaurants & Cafes

CAS provides all foodservice to the college campus at eight on-campus restaurants and cafes. Red Jacket and Food Studio North are located amongst the residence halls and offer pay one price meals seven days a week. Other locations across the campus include Southside Cafe, Mary Jemison, Books & Bytes in Milne Library and Starbucks and Fusion Market in the College Union. The student meal plan can also be used at the Big Tree Inn, a landmark dining establishment located on Main Street in the village of Geneseo, at Geneseo sports concessions, at the Chowhound, a food truck that travels across campus, and at Uncle Vito's, a pizza delivery service that delivers on-campus.

Meal Plan

All campus resident students are required by College policy to purchase one of several meal plans. An encoded ID card is used to deduct the value of the food selected from an

individual's meal plan account balance. Information regarding meal plans is available from the CAS restaurants and cafes and online at geneseo.edu/cas. Students with special dietary needs should consult with the Nutrition & Wellness Coordinator.

Geneseo ID Card

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

Alumni Association

The Geneseo Alumni Association, representing more than 59,000 alumni of the College, is governed by a 22-member board of directors.

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

Alumni Council

The Alumni Council leads engaged groups of Geneseo alumni volunteers to meet the needs of the College, its students and its alumni. It identifies, recruits and inspires volunteers who work together to advance the mission of the College and engender and encourage a culture of loyalty, support and fellowship among Geneseo alumni. The Council is comprised of an Executive Committee of seven members as well as Class Leadership, Regional, Career Advisory, Admission and Communications Advisory Committees.

The Geneseo Foundation

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

The Foundation Board of Directors is responsible for overseeing the College's advancement program, establishing gift policies, managing its endowment and stewarding donations to the College. The Board's 33 members are comprised of individuals committed to strengthening the College through private support. The Vice President for College Advancement serves as the Foundation Executive Director.

Academic Organizations

Academic Honor Societies

Phi Beta Kappa

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

Other Geneseo honorary societies that recognize academic and professional excellence:

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

Academic-Related Organizations

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

Accounting Society
Geneseo Anthropological Association
Astronomy Club
Biology Club
Chemistry/Biochemistry Club
Cothurnus (theatre)
Geneseo Organization for Deaf Awareness (GODA)
Council for Exceptional Children (CEC)
Elementary & Secondary Education Association (ESEA)
English Club
Finance Club
French Club: Le Cercle Francais
Geneseo Economics Society
Geneseo Marketing Association
Geography Club
Geology Club
German Club: Der Deutsche Verein
History Club
Intercultural Communication Club
International Business Club
International Relations Club
Minority Business Society
Musical Theater Club
NE-AIPG (Northeast-American Institute of Professional Geologists)
Orchesis (dance)
Philosophy Club
Physics Club
Political Affairs Club
PRISM (Mathematics)
Psychology Club
SUNY Geneseo Advancement of Management
SUNY Geneseo Society for Human Resource Management
School of Business Club
Sociology Club
Spanish Club: La Casa Hispanica
Student Art Association
Xerox Center for Multicultural Education
Young Children's Council (YCC)

Academic Services

Milne Library

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

Library Quick Facts:

- Milne has over 100 public access computers, the largest number on campus.
- Discover high quality resources; Milne's collection of over 400,000 volumes of books, bound periodicals, DVDs & CDs, videotapes, audio cassettes, musical scores, and other information resources; use GLOCAT, the library's catalog to find books, GLOCAT+ to search Milne's print and online collections and IDS Search to discover books, DVDs, CDs, scores in Milne, 44M titles from New York IDS Project libraries, and hundreds of millions worldwide. Milne's extensive databases and online journals provide access to over 44,000 journal titles, and millions of articles.
- Milne's Teacher Education Resource Center (TERC) has over 10,000 instructional materials to support curriculum guides, teaching handbooks, software, and reference works in curriculum development, the College's elementary, secondary, and special education.
- Milne's special collections include the College Archives, the Genesee Valley Historical Collection, and the regionally significant Wadsworth Family Papers, 1790-1950. Various small compilations include the Aldous Huxley Collection, the Carl F. Schmidt Collection in Historical Architecture and the Martha Blow Wadsworth Photography Collection.
- Information Delivery Service (IDS) provides access to information and collections across the state and throughout the world.
- Milne is open 109.5 hours each week.
- The building is handicap accessible and has adaptive technology workstation on the main floor, near Library ITS.
- Milne offers five fully equipped classrooms supporting over thirty courses per semester within the library.
- More than six instruction librarians and a full-time technology instructor partner with teaching faculty from all departments to teach information literacy skills and provide research consultation services.
- Integrated within the Library are the Faculty Teaching and Learning Center, the Center for Academic Excellence (tutoring center), and the Writing Learning Center
- Employs over 28 outstanding faculty/staff.
- Milne Writing Learning Center provides a central location for writing assistance, including tutoring services from Academic Excellence, English for Speakers of Other Languages, and Student Disability Services.
- About 4,000 visits each day - Milne provides a variety of learning spaces, and is open to the public.
- The Library created an extensive gallery and display areas and works closely with students and faculty to showcase their art and research projects.
- Digital publishing services including open textbooks, local history, and creative works by alumni, faculty, and staff

Milne Library is home to the award winning IDS Project - a New York coalition that strive to be an innovative model of library cooperation for effective resource sharing, promoting community engagement, staff development, best practices, and research & development.

English for Speakers of Other Languages(ESOL)

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

Teaching and Learning Center

Geneseo's Teaching and Learning Center located in Milne Library, is designed to reinforce the importance of teaching excellence as a fundamental responsibility of a public university. Through collaboration with faculty and administration, the Center supports a learning culture that values and rewards teaching, facilitates reflective dialogue about teaching and

learning, encourages the development of teaching as a practice and a scholarly activity, invites innovation in curricular development, and encourages the creation of diverse learning environments in which all students can learn and excel. Information about programs can be found at tlc.geneseo.edu.

Computing & Information Technology

cit.geneseo.edu twitter: @CITGeneseo facebook: CIT@Geneseo
newsbytes.geneseo.edu

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

Geneseo requires students to bring a laptop computer to college to enable students, faculty, and staff to take advantage of learning opportunities that exist only when every student in a classroom has a laptop. The notebook requirement also encourages students to develop essential computer skills and has established a campus culture that allows exploration of innovative and effective classroom and co-curricular uses of information technology.

Many laptop friendly workspaces with wireless connectivity, power outlets and shareable displays are available for individual and collaborative work. Software.geneseo.edu provides free download to MS Office (Word, Excel, Power Point, Access, and Publisher) and other applications the College has licensed for student use. Collaborative software tools such as Confluence and Google Apps for Education are also provided. All buildings, including residence halls, are wireless. Most Geneseo students report owning a wireless mobile device. Geneseo offers mobile access to many of its online resources. A virtual computing lab provides students access to Geneseo licensed software from their own computers from anywhere at anytime.

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

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

The CIT HelpDesk, located in Milne Library, offers carry-in support for Geneseo students, faculty, and staff personally-owned laptops and mobile devices. Services offered at the HelpDesk include: network setup (including wifi & VPN), adding printers, academic software installation, Geneseo account assistance (setup, passwords, quota), general computer questions. Off-campus businesses are available in the Geneseo Community who can provide hardware repair, OS installation, data recovery, virus removal and other computer repair services not provided by CIT.

Access Opportunity Programs (AOP)

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

The AOP department consists of the State's Educational Opportunity Program (EOP) and the locally-sponsored Transitional Opportunity Program (TOP). EOP is a statewide, special admissions program, that provides academic, financial, and tutorial assistance to students whose academic achievement may have been influenced by income factors. TOP is a college-sponsored program designed to address Geneseo's interest in achieving a diverse campus community. The College seeks to enroll students from racial, ethnic, cultural, economic, and geographical backgrounds, as well as age groups that are traditionally under-represented

in the college community. While the programs serve different groups of students, they are similar in that they both provide educational access and academic support services to participants. The Access Opportunity Program is proud to have a Geneseo chapter of Chi Alpha Epsilon, a national honor society that recognizes the academic achievement of students in opportunity programs. (For further information, see geneseo.edu/aop)

The AOP Application Process

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

Office of Disability Services

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

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

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

Scheduling, Events and Conference Services

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

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

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

For more information on the Scheduling, Events and Conference Services, please visit our webpage at csse.geneseo.edu, call 585/245-5500 or visit us in Erwin Hall.

Academic Policies

Academic Advisors

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

Mandatory Advisement

Some students are required to consult with their academic advisors and secure approval for course selections before they are allowed to register for courses. First-year students (students within the first 24 credits at Geneseo), first-semester transfer students, students on probation, and students whose grade point averages fall below 2.30 are required to obtain approval from their advisors for registration. Other students have the option of self-advising, but the College *strongly recommends* that all students meet with their academic advisors each semester. Students who self-advise assume full responsibility for their schedule of classes and progress toward completion of degree requirements.

Registration

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

Prerequisites

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

Attendance at the Beginning of the Semester

All students are expected to attend each meeting in the course in which they are registered from the first scheduled class meeting; the only exceptions to the foregoing are students who add the course later in the Drop/Add period or who have made prior arrangements with the instructor.

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

Cross-Registration with Rochester Area Colleges

Full-time students at the College (i.e., those registered for at least 12 credits at Geneseo) may cross-register for additional course work at several colleges and universities in the Rochester area without paying additional tuition. Permission for cross-registration will be

granted only when the requested course is never offered at Geneseo and is applicable to the student's degree program. The number of participating institutions varies from year to year but includes both public and private schools. Registration forms for cross-registration are available in Erwin 102. More information on cross-registration is available from the Office of the Dean of Curriculum and Academic Services, Erwin 106.

Reserve Officers' Training Corps (ROTC)

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

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

Enrolling in Graduate Courses

An advanced undergraduate student in the School of Education may apply to take up to six hours of 500-level graduate coursework related to the student's degree program. Application should be made to the Dean of the School of Education. A decision will be made based on (1) the student's academic progress, grade-point average, and rationale for enrolling in graduate courses, and (2) the availability of space in the course.

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

Auditing Courses

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

Dropping and Adding Courses

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

Withdrawing from Courses

Students may withdraw from courses after the end of the drop-add period but before the withdrawal dates published each semester in the Master Schedule (approximately 2/3 through each semester for full-term courses). Students must submit a completed course withdrawal form, signed by the course instructor(s), at the Office of the Registrar Erwin 102, before the withdrawal deadline. In courses from which they have withdrawn, students receive the grade of "W," which does not affect the grade point average; however, students who stop attending without withdrawing receive grades of "E." Although withdrawals do not affect students' grade point averages, they can affect hours completed for satisfactory progress requirements and are recorded on students' transcripts. See "Academic Standards" below for the minimum hours needed to maintain satisfactory progress.

Declaring Majors and Minors

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

Additionally, students who wish to major in programs offered by the School of Business and by the School of Education must apply for admission into those programs. Information about admissions standards can be found on the department websites and in the academic program sections of this Bulletin. Candidates for teaching certification should also complete the form to identify their certification programs and concentrations.

Students may choose to complete up to two minors, which are declared by completing and returning the appropriate form to the Office of the Dean of Curriculum and Academic Services. At least 9 credits of a minor must be distinct (i.e., not overlap with Major Requirements or overlap with the requirements of another Minor or Concentrations.)

Students may choose to complete a second major. At least 24 credits of a second must be distinct (i.e., not overlap with Major Requirements of the first major). Permission is required from a department or school offering two or more majors in order for a student to have a second major within the same department or school. Students completing two majors must satisfy the writing requirement of their first major.

Students may use required related courses outside of their major department to satisfy the requirements of a second major. Students may use courses in second major and minors to satisfy the general education requirements. A student's declared curriculum, including major(s), minor(s), and concentration(s), is indicated on the official transcript.

Changing Majors and Programs

Students may change their major if they are maintaining at least a 2.0 cumulative grade point average and a 2.00 average in coursework in the discipline they wish to enter. If these conditions are not met, students seeking to change their program should consult with the Dean of Curriculum and Academic Services. *Special application procedures must be followed by students who wish to enter majors in the School of Business (i.e., Accounting, Economics, and Business Administration) and in the School of Education.* Forms for requesting changes of major or program may be obtained from the Office of the Dean of Curriculum and Academic Services, Erwin 106.

Internships

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

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

provide their own transportation.

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

Enrollment in internships is generally limited to those students who have earned at least a 2.75 cumulative grade point average and a 3.00 in prerequisite courses. An exemption from this requirement may be granted if the department chair and/or internship coordinator approve. Students may apply no more than 15 credits of internship credit toward the baccalaureate degree. The application of credit in internships toward the requirements for the major is governed by the departments, except that no department may accept more than six internship credits to be included in the credits required in the major.

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

Political and Legal Affairs Internships

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

Student Teaching Internships

Each professional program that requires a period of student teaching has certain course prerequisites that must be met prior to this experience. Students should become familiar with the requirements and meet them in the proper sequence. Students who are in certification programs in the School of Education should see the section on "Student Teaching" in the School of Education section of this Bulletin.

Studying at Other Colleges

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

Students who plan to leave Geneseo temporarily on special programs which involve fees, registration, and credit at Geneseo (e.g., study abroad under State University of New York sponsorship) do not withdraw or take a formal leave of absence. These students should consult with staff in the Study Abroad Office, Erwin 217, to assure proper academic planning, classification, and credit.

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

Study Abroad

Research shows that the positive relationship between international knowledge and immer-

sion in a foreign culture has important implications for higher education and that study abroad experiences help to produce better informed citizens. SUNY Geneseo currently administers programs in 37 countries. Geneseo students may also study overseas through any SUNY institution. SUNY students can participate in a variety of programs based in over 65 countries in every continent of the world. The Study Abroad Office in Erwin 217 assists students who are interested in short-term, semester or year-long study abroad programs. In addition, interested students are encouraged to consult with their academic advisors and with the Office of Financial Aid. (For further information see *studyabroad.geneseo.edu*.)

Students must be in Good Academic Standing in the semester prior to the study abroad. Credits earned while on study abroad will be treated as transfer credits and will not be included in the Geneseo GPA. A grade of C- or above must have been earned for each course accepted for transfer credit. Geneseo will not accept transfer credit for courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis. Students are not eligible to register for Directed Study credits at Geneseo while on study abroad. SUNY regulations recommend one credit to be awarded per week of study abroad. Students intending to use specific courses taken abroad to fulfill Geneseo requirements must consult and receive prior approval for the courses from their major department and the Office of the Dean of Curriculum and Academic Services. Up to three credits per semester of courses which do not align significantly in substance and level with the course that comprise the formal curriculum at Geneseo may be transferred with prior approval. The deadline for pre-approval of courses is May 1 for Fall study abroad and December 1 for Spring study abroad.

Leaves of Absence

Students who have an overall grade point average of at least 2.00 and who have no outstanding obligations to the College are eligible to take a Leave of Absence from their studies for up to two semesters and retain the right to enroll at the College at the end of the Leave without applying for readmission.

If a student wishes to take a Leave during a semester in progress, an application must be filed before the published course withdrawal deadline to receive grades of "W"; if a student applies for a Leave after this deadline, grades of "E" will be recorded in all courses.

Application forms for Leave are available on-line at geneseo.edu/enrollment_management for download. Completed application forms should be submitted in the Office of the Vice President for Enrollment Management, Doty 312.

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

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

Withdrawing from the College

Students who wish to leave the College permanently must formally withdraw. Students who are not eligible for a Leave of Absence or who wish to be absent for longer than two semesters must withdraw from the College and apply for subsequent readmission. To withdraw, students file an application in the Office of the Vice President for Enrollment Management, Doty 312, and demonstrate that all financial and other obligations to the College have been cleared.

Students who wish to withdraw from the College at the end of a semester must file the appropriate form prior to leaving campus. The deadline for withdrawal from the College during a semester in progress is the published deadline for course withdrawals to receive

course grades of "W"; students in academic difficulty who process withdrawal requests after the deadline can still be academically dismissed; a dismissal takes precedence over a withdrawal.

Academic Standards, Dismissal, and Probation

Academic Standards

All students are expected to maintain satisfactory levels of academic achievement (at least a 2.00 cumulative grade point average and appropriate levels of credits completed satisfactorily in each semester) throughout their tenure at Geneseo and to make satisfactory progress toward their degrees. Note that some departments and programs require higher grade point averages for admission to, and/or progress in, the major. The Office of the Dean of Curriculum and Academic Services monitors students' progress at the end of each fall and spring semester.

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

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

Good Standing

Good standing status for a semester is defined as: (1) the successful completion of a minimum of 11 credits of course work (8 credits for students in their first semester at Geneseo), and (2) a minimum cumulative grade point average of 2.00.

Academic Probation

Full time students are reviewed for academic probation at the end of each fall and spring semester. Students will be placed on probation if they fail to complete the minimum number of credits required for good standing in two successive semesters or if their cumulative GPA falls below 2.00. These students will receive probation letters from the Dean of Curriculum and Academic Services. The letter will also recommend that the student take such actions as seeking academic advisement or counseling and reviewing work schedules. Students placed on academic probation will be required to receive academic advisement before registration. Students on probation must meet the criteria for good standing in their next semester or they will be dismissed. Unless otherwise stipulated by the Dean of Curriculum and Academic Services, students on probation are not precluded from participation in college-sponsored co-curricular activities.

Academic Dismissal

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

Notes:

- Students placed on probation may be restricted from selected academic opportunities requiring a cumulative GPA above 2.00, such as Internships, Overseas Study, and honors opportunities. Please consult the Office of the Dean of Curriculum and Academic Services for details.

- The College defines a “full-time” load as twelve credits registered and paid for. The minimum number of credits required to meet the good standing status is not the same as a “full-time” load.
- Students receiving financial aid should consult the Financial Aid Office, Erwin 104, concerning eligibility to receive or retain financial aid.

Academic Resignation

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

Students who choose neither to resign nor appeal their dismissals, students whose appeals are denied, and students who fail to meet specified conditions for reinstatement following appeals that are granted are formally dismissed from the College. Such students should meet with staff in the Office of the Dean of Curriculum and Academic Services and must complete a specified exit procedure; failure to do so could result in their being refused readmission and denied copies of transcripts. All questions concerning exit procedures may be addressed to the Student and Campus Life Office, Erwin 221.

Appeals of Dismissals

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

Degree Time Limitation

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

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

Readmission after Dismissal or Resignation

Students who have been academically dismissed or who resign may not apply for readmission until at least two criteria have been met. First, at least one year must have elapsed since the time of academic dismissal. Second, students are expected to complete successfully a minimum of one full-time semester at another accredited college, or a comparable experience

(as determined by the Dean of Curriculum and Academic Services). Students are required to submit an application for readmission, transcripts from any colleges attended, and, in addition, should provide a brief written statement detailing the reasons for returning to Geneseo. Readmission to the College *does not* automatically readmit students to majors or programs which have separate admission standards (the School of Business, the School of Education).

Using the procedures described above, an Academic Standards Committee reviews the records of dismissed students and those who resigned in previous semesters and wish to be readmitted to the College. The Committee has the authority to recommend or deny readmission and to specify conditions for readmitted students.

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

Semester Honors Dean's List

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

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

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

President's List

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

Degree Honors

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

Credit Toward a Degree

Unit of Credit

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

Classification of Students

Students are classified as follows:

- | | |
|-------------|--|
| First Years | Fewer than 30 cumulative credits |
| Sophomore | At least 30 but fewer than 60 cumulative credits |

Junior At least 60 but fewer than 90 cumulative credits
Senior 90 or more cumulative credits
Classification lists are prepared in the Office of the Registrar.

Academic Load

The recommended academic load for students in their first semester is a maximum of four courses, not including labs, studio and other 1- and 2- credit courses. Students will be allowed to register for a maximum of 17 credits before the first day of classes of the semester. This limit is raised to 19 credits during the first week of classes (or the Drop/Add period). Students with overall GPA of 3.00 or higher and a record of prior semesters with at least 15 earned credits may request special permission from the Dean of Curriculum and Academic Services to enroll in more than 19 credits for the semester.

Full-Time Load

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

Grades

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

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

Grade Point Average

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

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

Final Grade	Quality Points per Semester Hour of Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
E	0.0

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

At the end of each semester two grade point averages are computed: one for the “Current
38

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

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

Dept. and No.	Course	Credits	Grade	Quality Points
COMN 102	Princ. of Public Speaking	3	A-	11.10
HUMN 220	Western Humanities I	4	B+	13.20
GSCI 160	N/Physical Geology	3	C+	6.90
GSCI 161	N/Physical Geology Lab	1	A	4.00
PSYC 100	Introductory Psychology	3	D	3.00
Total		14		38.20
				GPA = 2.72

The grade point average in the example above equals 38.20 (quality points) divided by 14 (credits carried) = 2.72, which indicates a level of scholarship above a C (2.00) for the semester. (*Note: Grade point averages are truncated to two decimal places, with no rounding up from a third decimal place.*)

All students are expected to maintain cumulative grade point averages of 2.00 (C) or better. These averages are determined by dividing total quality points earned by total graded credits carried to date. *Note that individual majors/programs may require higher than a 2.00 for admission to, or continuance in, the major.*

Pass-Fail Option

During the course of their undergraduate programs, students may elect a pass-fail option for no more than a total of four courses, with a maximum of one course of five or fewer credits per semester. Only sophomores, juniors, and seniors with cumulative grade point averages of 2.00 or better qualify for this option.

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

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

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

Repeat Course Policy

General Policies

Although there are restrictions on repeating certain courses, generally, students may choose to repeat courses in which they have earned grades of D, E, F, U, or W. Courses in which students earned grades of P, S, C- or higher, may not be repeated. The repeat course option is subject to course availability. Credits for a repeated D course will be counted only once toward graduation. Students who wish to repeat a course assume responsibility for knowing what, if any, repeat restrictions apply to any particular course. Restrictions are noted in individual course descriptions in the Undergraduate Bulletin. Invalid or improper enrollments may result in loss of registration, grades, and/or credits.

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

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

Minimum Competence

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

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

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

Grade Calculations in Repeated Courses

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

SP Grades

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

Incompletes

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

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

Grade Appeal

The College recognizes that it is the instructor’s prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the

department chair and the Dean of the Curriculum and Academic Services.

If a student believes that he/she has been graded unfairly, the first step is to schedule a meeting with the instructor to discuss concerns. If, after talking with the instructor, the student continues to believe she/he has been graded unfairly, the student may file a written appeal with the department or program chair. The appeal must be lodged no later than four weeks into the semester following that in which the disputed grade was earned. The only grounds for appealing an instructor's grade is a student's belief that a grade has been assigned on a capricious or arbitrary basis. That means:

- The assignment of a grade to a particular student on some basis other than her/his performance in the course;
- The assignment of a grade based on more exacting or demanding standards than were applied to other students in the course;
- The assignment of a grade by a substantial departure from the instructor's previously announced standards (for example, using criteria not specified in the syllabus).

After reading the written appeal, the department or program chair will consult with both the instructor and the student in reaching a recommendation on the appeal.

If the student is not satisfied with the departmental recommendation, she/he may submit a written appeal to the Dean of Curriculum and Academic Services. The Dean may convene a committee of faculty to review the case and make a recommendation to the Dean.

Recommendations of a department chairperson, the Dean of Curriculum and Academic Services and faculty committees are advisory only and are not binding on the instructor.

Grade Change

All changes of grades must be made within twelve weeks of the start of the semester following the semester in which the original grade was awarded. Changes are limited to error or miscalculation; all other changes must follow the grade appeal process and be initiated by the student prior to the end of the fourth week of the semester following the term in which the grade was received.

Grade Reports

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

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

Use of Credit Toward Multiple Degrees

Concurrent Degree Policy

Academic credit earned at the College, or at any other institution of higher education, in a program that has resulted in the awarding of a baccalaureate or advanced degree is not counted toward the awarding of another degree at Geneseo. (This regulation does not apply to any 3-2 or other cooperative programs agreed upon by Geneseo and cooperating institutions.)

Subsequent Degree Policy

When a student concurrently meets the requirements of more than one option or major within a single broad field of study, a single degree should be awarded rather than two separate degrees. (This does not preclude transfer arrangements under which coursework is completed at another institution toward a professional degree and transferred back for completion of a degree at the initial campus.) Programs which lead to two different academic objectives may result in the awarding of two degrees, provided the requirements of each program have been met; and at least 30 credits of coursework beyond the single degree requirement has been completed. No more than 12 credits can be allowed to overlap between the two programs. At the graduate level, at least 30 credits of additional study must be undertaken for the attainment of two degrees at the same level. Application for the second degree is through the readmission process (described in the section titled - Readmission in the Bulletin). Readmission to pursue a second degree is not guaranteed. Applications will be reviewed by the Dean of Curriculum and Academic Services in consultation with the relevant academic departments or programs.

Classroom Policies

Attendance

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

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

Syllabus

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

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

Absence from Class Due to Illness or Emergency

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

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

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

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

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

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

Students unable because of religious beliefs to attend classes on certain days.

1. No person shall be expelled from, or be refused admission as a student to, an institution of higher education for the reason that he or she is unable, because of his or her religious belief, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
7. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

8. As used in this section, the term “institution of higher education” shall mean schools under the control of the board of trustees of the State University of New York or of the board of higher education of the city of New York or any community college.

Cancellation of Classes for Extraordinary Weather Conditions

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

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

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

Graduation

Pre-Graduation Check

Students are required to complete Graduation checks in their junior and senior years. The purpose of these audits is to ensure that students understand precisely what they must do to fulfill all remaining graduation requirements. Each student is required to meet with his or her advisor to review online degree audits through Degree Works.

Application for Graduation

Candidates for degrees must apply for graduation by completing a Graduation Application form in the Office of the Registrar in Erwin 102, by deadlines posted on the Academic Calendar. Students qualify for participation in May commencement if they have completed all their degree requirements (with the exception of student teaching) in December of the previous calendar year, or will complete them in May or August of the current calendar year. Failure to complete a Graduation Application form by posted deadlines may delay their graduation.

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

Diplomas are mailed approximately 90 days after completion of requirements.

Conferral of Degree

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

Degree Honors

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

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

Degree Honor Designation	Grade Point Average Range
Summa Cum Laude	3.80-4.00
Magna Cum Laude	3.65-3.79
Cum Laude	3.50-3.64

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

Transcripts

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

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

Transcript request require payment in advance of \$7.50 per official transcript sent off campus or presented to students. If the request is faxed, payment must be made through one of the following credit cards: Visa, Master Card, or Discover. Please include the account number and expiration date with the request. Requests for transcripts are honored only for students who have no outstanding financial obligations to the College and who are not delinquent in repayment of student loans. Every graduating student will receive one free transcript with their diploma upon graduation.

Unofficial transcripts are issued to the student in person at the Office of the Registrar with a fee of \$3.00 per transcript. Students may also print unofficial transcripts from KnightWeb. (Fees stated are subject to change; please consult the Office of the Registrar, Erwin 102 [(585)245-5566] or go.geneseo.edu/registrar for current information).

Commencement

The commencement ceremony for degree candidates is held in May. The convocation activities include announcement of the conferral of degrees and presentation of various College awards. Students qualify for participation in May commencement if they have completed all their degree requirements (with the exception of student teaching) in December of the previous calendar year, or will complete them in May or August of the current calendar year. (see *commencement.geneseo.edu* for current information).

Summer Sessions

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

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

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

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

Further Information and Assistance

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

Baccalaureate Degree Programs

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

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

Academic Major	HEGIS Code	Degree	7-12 Certification Title
Accounting	0502	BS	
American Studies	0313	BA	
Anthropology	2202	BA	2201.01 Social Studies
Applied Physics	1902	BS	
Art History	1003	BA	
Biochemistry	0414	BS	
Biophysics	0415	BS	
Biology	0401	BA/BS	0401.01 Biology and General Science
Black Studies	2211	BA	
Business Admin.	0506	BS	
Chemistry	1905	BA	1905.01 Chemistry and General Science

	1905	BS*	1905.01 Chemistry and General Science
Communication	0601	BA	
Comparative Literature	1503	BA	
Economics	2204	BA	2201.01 Social Studies
Education:			
Childhood	0823	BSED	
Early Childhood/ Childhood	0802	BSED	
Childhd/Special	0808	BSED	
English	1501	BA	1501.01
French	1102	BA	1102.01
Geochemistry	1915	BA	
Geography	2206	BA	2201.01 Social Studies
Geological Sciences	1914	BA	1917.01 Earth Science and General Science
Geophysics	1916	BA	
History	2205	BA	2201.01 Social Studies
International Relations	2210	BA	
Mathematics	1701	BA	1701.01
Music	1005	BA	
Musical Theatre	1004	BA	
Philosophy	1509	BA	
Physics	1902	BA	1902.01 Physics and General Science
Political Science	2207	BA	2201.01 Social Studies
Psychology	2001	BA	2201.01 Social Studies
Sociology	2208	BA	2201.01 Social Studies
Spanish	1105	BA	1105.01
Theatre	1007	BA	
Theatre & English	1099	BA	1501.01***

*BS program certified by American Chemical Society

**Certification available in English

Requirements for Baccalaureate Degree Programs

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

1. Earn a minimum of 120 semester hours. A maximum of 60 credits can be transferred from two-year institutions, and a maximum of 90 credits are transferable from a four-year institution. In addition, a maximum of 10 semester hours in health and physical education courses (with no more than four semester hours in activity courses), a maximum of 8 combined hours in MUSC 160 and 165, a maximum of 8 hours in ROTC credit, and a maximum of 15 hours in internships can be included within the 120 hours required for the degree.
2. Attain at least a 2.00 cumulative grade point average at Geneseo.
3. Achieve at least a 2.00 cumulative average in all courses in their major department applied toward completion of the major, and a 1.67 average or better in required related courses (i.e., any courses required by the major department which are outside its own academic discipline). (In addition, students seeking recommendation from the College for New York State initial certification must achieve a cumulative grade point average

of at least 2.5.) *Note that some majors require a cumulative average higher than a 2.0 to continue in their programs (see School of Business and School of Education).*

4. Complete satisfactorily all courses required for the major (as specified by the descriptions of majors, minors, and courses in “Academic Programs”).
5. Complete successfully the department writing requirement in the major (or first major, for students with multiple majors). Consult individual department offices for details.
6. Complete satisfactorily the requirements of the General Education Curriculum. Approved courses in each of the General Education areas are described on the following website: gened.geneseo.edu
7. Complete satisfactorily at least 45 semester hours of their credit toward graduation in courses at or above the 200-level.
8. Offer toward graduation a minimum number of semester hours outside the major department or outside professional preparation areas, as indicated below:

Languages and Literatures	60 credits outside major department
Music	60 credits outside major department
Musical Theater	60 credits outside MUSC, THEA, DANCE, ARTH
Theater	69 credits outside Theater; 60 hours outside Theater and Dance combined
Theater/English	60 credits outside Theater
School of Business	60 credits outside School of Business
School of Education	60 credits outside School of Education
ALL OTHER MAJORS	69 credits outside major department; interdisciplinary majors vary and students should consult with the Dean of Curriculum and Academic Services

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

The College Curriculum

Principles and Goals of a Geneseo Undergraduate Education

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

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

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

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

They should recognize and appreciate the aesthetic dimension of the world, especially the arts, and

understand how it enriches their lives.

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

Program Outline

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

General Education Curriculum

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

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

SUNY General Education Requirements:

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

Geneseo Breadth Requirements:

Natural Sciences II Lec & Lab	N/ PREF 2	lec/lab, second prefix, from N/ list	4
Social Sciences II	S/ PREF 2	one course, second prefix, from S/ list	0-3
Fine Arts II	F/ PREF 2	one course, second prefix, from F/ list	0-3
Humanities I		HUMN 220: Western Humanities I	4
Humanities II		HUMN 221: Western Humanities II	4
Foreign Language	LANG 101	choose language from L/ list	0-3
	LANG 102	choose language from L/ list	0-3
	LANG 201	choose language from L/ list	0-3
		TOTAL:	33-50

Notes:

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

1. Mathematics

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

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

2. Basic Communication:

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

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

3. Natural Sciences:

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

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

4. Social Sciences:

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

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

5. American History

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

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

6. Other World Civilizations

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

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

7. Fine Arts:

Two three-credit courses in the fine arts designed to heighten aesthetic awareness. At least one course must approach the arts from a historical or theoretical perspective. (That is, both may not be studio or performance courses.) For one of the three-credit courses, students may substitute sustained participation (three semesters, totaling three credits) in one of the following performance courses: MUSC 160, MUSC 165, DANC 265, THEA 260. See restrictions described below. Courses that fulfill this requirement have the designation F/ in their titles.

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

8. Western Humanities:

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

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

9. Foreign Language

College-level coursework or approved normed test that demonstrates student proficiency through the first intermediate level of a foreign language. Courses offered at Geneseo that fulfill this requirement have the designation L/ in their titles.

General Education courses in Foreign Language help students achieve proficiency in listening, reading, speaking, and writing as well as familiarity with other cultures. Not all students

will require the same number of courses to achieve proficiency. The various options for demonstrating proficiency are:

- A. Successful completion of four complete years of high school level foreign language (i.e., completion of a high school language sequence through Level IV).
- B. A score of 4 or 5 on the Advanced Placement Examination in a foreign language
- C. Placement beyond the first intermediate level on Geneseo's language placement examination. This exam is offered at orientation, at designated times during the semester (see the department's web site for dates), or online (this option may require a preapproved proctor and a fee may be assessed by the testing agency).
- D. Completion of college-level work in a foreign language (at Geneseo or another institution) through the first intermediate level. For students seeking certification in education, the language requirement may be met by three semesters of American Sign Language.

Restrictions in Fine Arts, Social Sciences, and Natural Sciences

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

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

Scholarships and Awards

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

“Aspiring to Excellence” Endowed Scholarship
Access Opportunity Program Community Service Scholarship
Agnes Folts Klein Memorial Endowed Scholarship
Alice Austin Memorial Endowed Scholarship
Alice Hart Kneller ‘30 Endowed Scholarship
Alpha Clionian Sorority Endowed Scholarship
Alpha Kappa Phi Endowed Scholarship
Alumni Senior Endowed Prize in Legal Studies
Ambassador Apartments Endowed Scholarship
Ambassador Apartments Endowed Scholarship in Accounting
Ambassador Apartments Endowed Scholarship in International Relations
Ambassador Apartments Endowed Scholarship in Journalism
Ambassador Apartments World Citizen Endowed Scholarship
Ambassador Apartments World Citizen Endowed Scholarship for International Students
Amy Glauner Memorial Endowed Scholarship
Anne Marie Parks Annual Scholarship
AP Professionals Accounting Annual Scholarship
ARon Weiss Memorial Annual Scholarship
Bertha V.B. Lederer Endowed Scholarship in Dance
Beta Gamma Sigma Annual Scholarship
Bill and Stacey Edgar Endowed Scholarship
BJ Keller Prize for Excellence in Journalism
Bonnie C. Henzel Memorial Endowed Scholarship
Bridget Murphy ‘01 Memorial Endowed Scholarship
Business Advisory Council Merit Annual Scholarships
Business Advisory Council/Gary A. Moore Internship Annual Scholarship
Calvin Israel Prize in Humanities
Campus Auxiliary Services Student Annual Scholarship
Campus Media Leadership Endowed Scholarship
Carol Kramer Endowed Scholarship for Excellence in Psychology
Catherine and Charles Campo Memorial Annual Scholarship
Chamber of Commerce Annual Scholarship
Charles and Marjorie VanArsdale Endowed Scholarship for International Studies
Charles VanArsdale Endowed Scholarship
Charlotte Diamond Baker Endowed Scholarship
Christine De Pizan Prize for Women’s Studies
Christine Pagano Stralitz ‘53 Memorial Endowed Scholarship
Communication Academic Achievement Prize
Connie Campo Drew ‘58 Annual Scholarship
Connie Johnston Memorial Endowed Scholarship
Craig Knoche Philosophy Prize
Dan O’Brien Outstanding Philosophy Student Prize
Daniel A. Fink Endowed Scholarship
David Brown Memorial Annual Scholarship
Debra Bennett Griswold ‘75 Endowed Scholarship
DeMott & Smith Senior Accounting Annual Scholarship
Department of Communication Senior Merit Prize

Don Watt Memorial Annual Scholarship
 Donald Michael Brown Science Endowed Scholarship
 Donna Jean Csapo Memorial Endowed Scholarship
 Dr. Amy Tolbert Annual Scholarship in Communication
 Dr. Bill Edgar Tribute Endowed Scholarship
 Dr. Charles Bailey Memorial Annual Service Scholarship
 Dr. Charles Miskell Memorial Endowed Scholarship
 Dr. Daniel T. Mullin Memorial Endowed Scholarship
 Dr. Donald Innis Memorial Annual Minority Scholarship
 Dr. Edward Janosik Endowed Leadership Prize
 Dr. Francis and Katharine Moench Memorial Endowed Scholarship
 Dr. Fred A. Bennett Memorial Endowed Scholarship
 Dr. Gloria Mattera Public Service Endowed Memorial Scholarship
 Dr. Gregor Lazarcik Memorial Endowed Scholarship
 Dr. Gregor Lazarcik Prize - Accounting
 Dr. Gregor Lazarcik Prize - Business Administration
 Dr. Gregor Lazarcik Prize - Economics
 Dr. James Allan Endowed Prize
 Dr. Julia A. Delehanty Memorial Endowed Scholarship
 Dr. Katherine J. Beck Prize for Outstanding Senior History Major
 Dr. Louise Kuhl and Margaret Frampton Memorial Endowed Scholarship
 Dr. Lucien A. Potenza Memorial Annual Prize
 Dr. Mark Diamond Memorial Annual Prize
 Dr. Myrtle Merritt Endowed Scholarship
 Dr. Myrtle Merritt Scholarship in Dance
 Dr. Paul R. Neureiter Memorial Endowed Scholarship for Women Science Majors
 Dr. Ramon Rocha Memorial Annual Scholarship
 Dr. Rita K. Gollin Endowed Scholarship for Excellence in American Literature
 Dr. Roland R. DeMarco '30 Memorial Annual Scholarship
 Dr. Rose Alent Memorial Annual Scholarship
 Dr. Spencer J. Roemer Memorial Endowed Scholarship
 Dr. William and Mrs. Bela Small Memorial Endowed Scholarship
 Dr. William E. Derby Memorial Endowed Scholarship
 Ed Curry '96 Memorial Endowed Scholarship
 Edgar Fellows Honors Annual Scholarship
 Educational Opportunity Program Memorial Annual Scholarship
 Edward P. Daniels Memorial Endowed Scholarship
 Edward Pettinella '73 Senior Leadership Endowed Scholarship
 EFP Rotenberg Annual Scholarship
 Einhorn, Yaffee, Prescott Endowed Scholarship for Excellence in the Performing Arts
 Elaine Smith Pettinella '73 Annual Scholarship for Excellence
 Eleanor Chamberlin Memorial Endowed Scholarship
 Elizabeth K. Hartness Memorial Annual Scholarship
 Ella Cline Shear Endowed Scholarship
 English Writing Prize - The Creative Non-Fiction Prizes
 English Writing Prize - The John H. Parry Prizes in Critical Essay
 English Writing Prize - The Lucy Harmon Prizes in Fiction
 English Writing Prize - The Mary A. Thomas Prizes in Poetry
 Eric Grammas Memorial Endowed Scholarship
 Eula T. White Memorial Endowed Scholarship
 Excellence in Residence Life Leadership Annual Scholarship
 Federation of Home Bureaus Endowed Scholarship
 Financial Accounting Peer Tutoring Annual Scholarship
 Flanders Group Insurance Career Endowed Scholarship

Fr. Gerald Twomey Paper Prize
 Frederick L. Evangelista Service Prize
 Friends of Music Endowed Scholarship in Music
 FTT Manufacturing Endowed Scholarship
 Gamma Theta Upsilon Prize for Excellence in Geography
 Gary Drago '74 Memorial Endowed Scholarship
 Geneseo Alumni Fellows Annual Scholarship
 Geneseo Kiwanis Club Annual Scholarship in Memory of Dr. Ramon M. Rocha - "Nada Es Imposible"
 Geneseo Kiwanis Gary Root Memorial Annual Scholarship
 Geneseo Rotaract Club Annual Scholarship
 Geneseo Rotary Club Annual Scholarship
 Geography Community Service Prize
 Geology Alumni Annual Scholarship
 Geology Field Camp Annual Scholarship
 George and Eleanore Teall Memorial Annual Scholarship
 George L. and Elsie S. Williams Endowed Scholarship
 George W. Speedy '71 Endowed Scholarship
 George W. Speedy '71 Political Science Annual Scholarship
 Gertrude Dewey Gillespie '39 Endowed Scholarship
 Gilbert A. and Jane B. Palmer Endowed Scholarship
 Gladys Rhodes Prize for Excellence in Special Education
 Global Studies Prize in Anthropology
 GOLD Prize Paper Prize Competition
 Gustave A. & Geraldine S. Werner Foundation Annual Scholarship
 Guy Bailey Outstanding Senior Biology Prize
 Hans Gottschalk Memorial Endowed Scholarship
 Harold Battersby Prize in Anthropology
 Helen LiFeber-Rosener Annual Scholarship for Excellence
 Herbert Sheldon Annual Field Camp Scholarship
 Herman Forest Gaia Prize
 History Department Best Paper Prize
 Howard and Helen Smith Memorial Annual Scholarship
 Hubert and Gertrude Chanler Endowed Scholarship
 Humphrey Family Endowed Scholarship
 Isom E. Fearn Black Faculty/Staff Association Annual Scholarship
 Jack Kramer Endowed Scholarship for Excellence in Physics
 Jackson - Ulmer Bio-Chemistry Prize
 James & Julia Lockhart Endowed Scholarship
 James '33 and Mary Servis '34 Dietsche Memorial Endowed Scholarship
 James and Arleen Somerville First Generation Scholarship
 James G. and Irene H. Allen Memorial Annual Scholarship
 James Gorcesky Memorial Cartography Prize
 James J. Kelly Memorial Endowed Scholarship
 James K. Somerville Sophomore History Endowed Scholarship
 James Patterson Teacher Education Scholarship
 Jane and Arch Reid Endowed Scholarship
 Jane Aschenbrenner Ryan '74 Annual Scholarship
 Janie Argenta '82 Memorial Endowed Scholarship
 Jennifer Wachunas Memorial Annual Prize
 Jennifer Wachunas Paper Prize in Women's History
 Jeremy Byrnes Memorial Annual Scholarship
 Jerry D. Reber Undergraduate Teaching Prize
 Jesse M. Rodgers Memorial Endowed Scholarship

Jewish Foundation for Education of Women International Relations Scholarship
 Joanna Kirk One World Endowed Scholarship for Semester-Long or Year-Long Study
 Abroad
 John '95 and Stephen '99 Vamossy Annual Scholarship
 John Delely's Memorial Endowed Scholarship in Theatre
 John L. Deutsch Endowed Scholarship for Excellence in Chemical Thermodynamics
 John L. Deutsch Endowed Scholarship for Excellence in Molecular Spectroscopy
 John L. Deutsch Prize for Excellence in Physical Chemistry
 John Merchant '70 Endowed Scholarship
 John V. Lynn '83 Memorial Annual Scholarship in Journalism
 John W. Padalino Endowed Scholarship
 John Wesley Powell Prize for Excellence in Anthropology
 Joseph Czop '75 Memorial Endowed Scholarship
 Joseph O'Brien Memorial Transfer Annual Scholarship
 Judi M. Houston Memorial Annual Scholarship in Musical Theatre
 June Blair Metro '48 Annual Scholarship for Excellence in Elementary Education
 Junior Excellence Prize in Anthropology
 Kappa Delta Pi's Epsilon Tau Chapter Endowed Scholarship
 Kay Ash Memorial Endowed Scholarship
 Key Bank Annual Scholarship
 Kleman-Nieman Annual Scholarship
 Larry Scoville Endowed Scholarship
 Latorella Genetics Prize
 Lawrence J. King Memorial Endowed Scholarship
 Lawrence J. King Plant Science Prize
 Leadership Prize for Students of Caribbean Descent (LASCD)
 Linfoot Endowed Scholarship
 Lisa Kuligowski '98 Memorial Endowed Scholarship
 Luckern/Miles Annual Scholarship
 Lydia Hees DeMarco '29 Annual Music Scholarship
 Lynn & Weston Kennison Annual Scholarship for Study Abroad in Italy
 M & T Bank/MCC Transfer Student Annual Scholarship
 M.T. Sharman Memorial Endowed Scholarship
 Margaret & Mary's Wish Annual Scholarship
 Marjorie Elliott Spezzano '48 Endowed Scholarship
 Marjorie Lattin Cook Hucker Endowed Scholarship
 Martha Cox Hart Memorial Endowed Scholarship
 Martha Johnson Thom '54 Memorial Endowed Scholarship
 Mary Judith Smith Endowed Scholarship for Horseheads High School Seniors
 Mary McNeilly Bennett Memorial Endowed Scholarship
 Mary Nash Orbaker Endowed Scholarship
 Mary Robinson-Slabey '64 Annual Scholarship
 Mary Robinson-Slabey '64 Endowed Scholarship
 May-Parker Academic Achievement Annual Scholarship
 McTarnaghan Family Endowed Scholarship
 Mel Allen Annual Scholarship in Communications
 Michelle (Schuler) Bewley Memorial Endowed Scholarship
 Miller-Neverett Memorial Endowed Scholarship
 Morrisey Family Endowed Scholarship
 Mr. & Mrs. Kadambi Gopalachar Endowed Scholarship
 Mr. and Mrs. Ralph Rubino Annual Scholarship for Excellence
 Muriel A. Daniels International Endowed Scholarship
 Natalie Selser Freed Memorial Endowed Scholarship
 National Council for Geographic Education Prize

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

Susan K. Walker Geography Memorial Prize
The Experiential Learning Prize
Thomas and Deborah Young Endowed Scholarship
Thomson/Nichols Endowed Scholarship
Timothy O'Mara '83 Excellence Annual Scholarship
Trasher/Snow Mathematics Endowed Scholarship
Undergraduate Prize for Achievement in Organic Chemistry
V. Ambujamma Memorial Endowed Scholarship
Valentin Rabe Best Research Paper Prize
Vincent E. Spezzano Memorial Endowed Scholarship for Excellence in Communication
Ward Leadership Annual Scholarship
Wendell Rhodes Prize in Anthropology
Wilbur Wright Family Endowed Scholarship
William D.J. Cotton Annual Scholarship for Accounting Students
William E. Derby Prize for the Best American History Research Paper
William Genesky Memorial Endowed Scholarship
William H. Cook/Walter Herzman Memorial Annual Scholarship
Xerox Center for Multicultural Teacher Education Annual Scholarship
Yan Zhu Cindy Guan Memorial Endowed Scholarship

Academic Programs

Course Numbering System

The following classifications are used in reference to courses:

Number	Type
100-199	Introductory Undergraduate
200-299	Intermediate Undergraduate
300-499	Advanced Undergraduate
500-699	Graduate

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

Catalog Year

A student's catalog year is determined by the academic year of matriculation at Geneseo; the student is subject to all graduation requirements, including general education, and programmatic requirements found in the Undergraduate Bulletin for that catalog year. When there is a substantial change in the requirements for a major, minor, or concentration, a student may petition to change the catalog year for only that major, minor, or concentration. Changes to catalog year for major, minor, or concentration require approval from the academic department and the Dean of Curriculum and Academic Services.

Explanation of Listings

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

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

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

Prerequisites

Many courses carry prerequisites, which are published in course descriptions of the Undergraduate Bulletin for 100-, 200-, 300-, and 400-level courses and the Graduate Guide for 500- and 600-level courses. (Prerequisites for experimental courses are published on the Dean's Office website under Master Schedule titled, "What's New.")

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

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

Experimental Courses

Experimental courses, so designated because they are innovative or unique in content, method of presentation, or staffing, may be offered at the College during any instructional period (i.e., fall and spring semesters, summer sessions) on departmental and interdisciplinary bases. If offered within a single department, as defined by content and instructional staff, these courses carry the regular departmental designation (e.g., ANTH for Anthropology, MATH for Mathematics, PLSC for Political Science). If interdepartmental or interdisciplinary in nature, because of content or instructional staff, the courses carry an INTD designation. Regardless of level, all such courses are assigned a temporary course number (i.e., -88); they do not appear in the course listings in this bulletin. However, they are listed in the online Master Schedule of Course Offerings, which is available at *dean.geneseo.edu*.

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

Slot Courses

Slot courses are those sufficiently general in nature that they may encompass a variety of specific topics. They are easily identified by the format of the titles; after the general title, which is followed by a colon, the subtitle is printed (e.g., ENGL 203 Reader & Text: subtitle).

Directed Study Courses

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

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

Opportunities for directed study are available in most of the content areas and departments listed on the following pages at the discretion of individual instructors. The online Directed Study submission form including the subject matter of the course, the work required of the student, and the system for evaluation of the student's work. The levels (i.e., introductory, intermediate, and advanced) at which such study can be undertaken vary, but the numbers of such courses usually end in "99." The permanent records of students who enroll in these courses are noted with "DS," followed by a brief, specific title.

American Studies

Caroline Woidat (Welles 228A), Coordinator

Faculty: Interdepartmental faculty representing various departments.

Bachelor of Arts Degree

An Interdisciplinary Program

American Studies is an interdisciplinary program offering a wide range of courses that develop the analytical, research, and communication skills necessary for success in a variety of fields. The major integrates materials, themes, and approaches from diverse areas of study including history, literature, political science, sociology, communication, film and media, gender and sexuality, African American studies, and Native American studies. The program allows students to explore transnational, cross-cultural, and comparative perspectives of the United States. A degree in American Studies can help prepare students for career paths in academia, social activism, non-profit work, media, law, government, museum management, librarianship, and teaching. The program provides a broad grounding in the study of the United States while also allowing students the flexibility to pursue their own intellectual interests and goals.

Total credits required to complete major: 40

Basic Requirements		22 credits
AMST 201	Topics in American Studies: (subtitle)	3
AMST 2__ or 3__	A second course in American Studies (for example, AMST 201, 262, 393, 396, 399)	3
ENGL ____	One course in American literature	4
HIST ____	One course in American history before 1877 (HIST 150, 161, 163, 263, 352, 353, 355, 361, 362, 365)	3
HIST ____	One course in American history after 1877 (HIST 151, 162, 164, 204, 250, 266, 357, 366, 367, 368, 369)	3
	One course exploring cultural intersections in America; that is, a course focusing on marginalized peoples and/or critical approaches to difference, including class, ethnicity, gender, race, religion, sexual orientation, and/or ability. (from list of approved courses)	3
	One course examining American cultures from a transnational, cross-border, comparative approach. (from a list of approved courses)	3
	Elective hours in courses emphasizing American Studies selected under advisement (e.g., in American Studies**, anthropology, art history, communication, economics, geography, history, literature, music, philosophy, political science, sociology, and theater arts). At least 6 hours must be at the 300 level. (from a list of approved courses)	18

Guidelines for course selection:

1. Students may take AMST 201: (subtitle) for credit toward the major twice, as long as the subject title is different in each case.
2. Electives must be selected from at least three different departments.
3. Majors must earn a minimum of 15 credit hours in courses at the 300-level.
4. A maximum of 9 credits may be taken at the 100-level of the 40 credits required for the major.

Writing Requirement

American Studies, English, and History courses all require significant amounts of writing. The interdisciplinary American Studies major provides students with an intensive and cumulative writing experience by requiring a minimum of 5 courses in these three subject areas and 5 courses at the 300 level. Writing courses will be selected under advisement; qualified students will be allowed to research and write about topics of their choice in directed studies over one or two semesters (see bulletin listings for AMST 393, 396, 399).

Minimum Competence Requirement: A grade of C- or better is required in all courses submitted in fulfillment of the 40-hour requirement for the American Studies major.

Minor in American Studies

Basic Requirements		22 credits
AMST 201	Topics in American Studies: (subtitle)	3
ENGL ____	One course in American literature	4
HIST ____	One course in American history before 1877 (from HIST 150, 161, 163, 263, 352, 353, 355, 361, 362, 365)	3
HIST ____	One course in American history after 1877 (from HIST 151, 162, 164, 204, 250, 266, 357, 366, 367, 368, 369)	3
One course exploring cultural intersections in America; that is, a course focusing on marginalized peoples and/or critical approaches to difference, including class, ethnicity, gender, race, religion, sexual orientation, and/or ability. (from list of approved courses)		3
One course examining American cultures from a transnational, crossborder, comparative approach. (from list of approved courses)		3
Elective hours in courses emphasizing American Studies selected under advisement (e.g., in American Studies*, anthropology, art history, communication, economics, geography, history, literature, music, philosophy, political science, sociology, and theater arts). (from list of approved courses)		3

Guidelines for course selection:

1. Students may take "AMST 201: (subtitle)" for credit toward the minor twice, as long as the subtitle is different in each case.
2. Minors must earn a minimum of 6 credit hours in courses at the 300-level.
3. A maximum of 9 credits may be taken at the 100-level of the 22 credits required for the minor.

Courses that fulfill AMST cultural intersections requirement:

AMERICAN STUDIES		
AMST 201	U/Topics in American Studies: (appropriate subtitle)	
AMST 262	S/American Indian Law and Public Policy (cross-listed as HIST 262)	
ANTHROPOLOGY		
ANTH 209	M/Ethnography of the Iroquois	
ANTH 211	M/Ethnography of North American Indians	
ANTH 260	M/Myths and Folktales of American Indians	
ENGLISH		
ENGL 203	Reader and Text: (appropriate subtitle)	
ENGL 329	American Visions: (subtitle)	
ENGL 335	Asian American Literature Survey	
ENGL 336	Native American Literature	
ENGL 337	African-American Literature Survey	
ENGL 439	American Ways II: (subtitle)	
ENGL 443	Women and Literature II: (appropriate subtitle)	
ENGL 458	Major Authors : (appropriate subtitle)	
FMST 459	Film Authors: (appropriate subtitle)	
HISTORY		
HIST 163	S/U/African American History to 1877	
HIST 164	S/U/African American History from 1877	
HIST 203	Biography: (appropriate subtitle)	
NOTE: HIST 301/302 is restricted to History majors, minors & concentrators - Prerequisites of 9 hours of college level history credit OR permission of History Department.		
HIST 301	Interpretations in History: (appropriate subtitle)	
HIST 302	Research in History: (appropriate subtitle)	
HIST 251	U/Issues in the Social History of the United States, 1800-1960	
HIST 260	S/U/Women in United States History	
HIST 261	M/U/Native American History	
HIST 262	American Indian Law and Public policy (cross-listed as AMST 262)	
HIST 264	S/U/United States Immigration History	
HIST 266	S/U/Civil Rights Movement in America	
HIST 267	S/U/Women and U.S. Social Movements	
HIST 288	Experimental: (appropriate subtitle)	
HIST 355	Slave Rebellions and Resistance in the New World	
HIST 357	Black Power & Structural Inequality	
HIST 360	Religion in American History	
HIST 362	M/History of the Iroquois: From Pre-Contact to Present	
HIST 365	United States Cultural and Intellectual History: THE Nineteenth Century	
HIST 366	African Americans in the Age of Jim Crow	
HIST 369	Environmental Thought & Politics in Modern America	
HIST 391	Senior Seminar: (appropriate subtitle)	
MUSIC		
MUSC 100	F/Understanding Music: (appropriate subtitle)	
POLITICAL SCIENCE		
PLSC 312	American Social Welfare Policy	
SOCIOLOGY		
SOCL 201	Black Women in American Society	
SOCL 210	Sociology of the Family	
SOCL 217	S/U/Urban Sociology	

	SOCL 220	U/Inequality, Class, and Poverty	
	SOCL 225	Sociology of Gender	
	SOCL 230	S/U/Race & Ethnicity	
	SOCL 281	Selected Topics: (appropriate subtitle)	
	SOCL 376	Senior Seminar: Selected Topics in Sociology (appropriate subtitle)	
Courses that may be taken as American Studies electives:			
AMERICAN STUDIES			
	AMST 201	U/Topics in American Studies: (appropriate subtitle)	
	AMST 262	S/American Indian Law and Public Policy (cross-listed as HIST 262)	
ANTHROPOLOGY			
	ANTH 209	M/Ethnography of the Iroquois	
	ANTH 211	M/Ethnography of North American Indians	
	ANTH 260	M/Myths and Folktales of American Indians	
ART HISTORY			
	ARTH 280	F/History of Art in the United States	
BUSINESS			
	MGMT 263	Business Law I	
	MGMT 264	Business Law II	
COMMUNICATION			
	COMN 215	American Public Address	
	COMN 251	Mass Media and Society	
	COMN 351	Contemporary Problems in the Freedom of Speech	
ENGLISH			
	ENGL 203	Reader and Text: (appropriate subtitle)	
	ENGL 313	18thC Literature: (appropriate subtitle)	
	ENGL 314	19thC Literature: (appropriate subtitle)	
	ENGL 329	American Visions: (subtitle)	
	ENGL 335	Asian American Literature Survey	
	ENGL 336	Native American Literature	
	ENGL 337	African-American Literature Survey	
	ENGL 338	Contemporary Literature: (appropriate subtitle)	
	ENGL 366	Connections in Early Literature: (appropriate subtitle)	
	ENGL 367	Connections in Modern Literature: (appropriate subtitle)	
	ENGL 368	Connections in Recent Literature: (appropriate subtitle)	
	ENGL 394	Senior Seminar: (appropriate subtitle)**	
	ENGL 414	Topics in 19th Century Literature: (appropriate subtitle)	
	ENGL 439	American Ways II: (subtitle)	
	ENGL 443	Women and Literature II: (appropriate subtitle)	
	FMST 369	Connections in Film: (appropriate subtitle)	
	FMST 459	Film Authors: (appropriate subtitle)	
GEOGRAPHY			
	GEOG 161	Geography of North America	
	GEOG 250	U/American Landscapes	
HISTORY			
	HIST 150	S/U/History of United States I	
	HIST 151	S/U/History of United States II	
	HIST 155	S/U/Politics & Power-US History	
	HIST 161	S/U/Issues in American History I	
	HIST 162	S/U/Issues in American History II	
	HIST 163	S/U/African American History to 1877	

HIST 164	S/U/African American History from 1877	
HIST 203	Biography: (appropriate subtitle)	
HIST 204	S/U/United States Since 1945	
NOTE: HIST 301/302 is restricted to History majors, minors & concentrators - Prerequisites of 9 hours of college level history credit OR permission of History Department		
HIST 301	Interpretations in History: (appropriate subtitle)	
HIST 302	Research in History: (appropriate subtitle)	
HIST 250	S/U/Work and Workers in Modern America	
HIST 251	U/Issues in the Social History of the United States, 1800-1960	
HIST 258	S/U/The American Presidency: A Survey	
HIST 260	S/U/Women in United States History	
HIST 261	M/U/Native American History	
HIST 262	American Indian Law and Public policy (cross-listed as AMST 262)	
HIST 263	S/U/Civil War/Reconstruction: 1848-77	
HIST 264	S/U/United States Immigration History	
HIST 266	S/U/Civil Rights Movement in America	
HIST 267	S/U/Women and U.S. Social Movements	
HIST 288	Experimental: (appropriate subtitle)	
HIST 352	The English Atlantic World to 1763	
HIST 353	The Age of American Revolution: 1763-89	
HIST 355	Slave Rebellions and Resistance in the New World	
HIST 357	Black Power & Structural Inequality	
HIST 360	Religion in American History	
HIST 361	The Early Republic: U.S. 1789-1840	
HIST 362	M/History of the Iroquois: From Pre-Contact to Present	
HIST 365	United States Cultural and Intellectual History: THE Nineteenth Century	
HIST 366	African Americans in the Age of Jim Crow	
HIST 367	Making of Modern America: 1877-1918	
HIST 368	Making of Modern America: 1918-1945	
HIST 369	Environmental Thought & Politics in Modern America	
HIST 391	Senior Seminar: (appropriate subtitle)	
INTERDEPARTMENTAL		
INTD 203	U/Social Foundations of American Education	
MUSIC		
MUSC 100	F/Understanding Music: (appropriate subtitle)	
MUSC 105	F/Popular Music in America	
MUSC 232	F/Folk Music in America	
MUSC 338	Folk Music in New York State	
POLITICAL SCIENCE		
PLSC 110	S/U/American Politics	
PLSC 211	U/Political Parties and Interest Groups	
PLSC 213	Political Participation and American National Elections	
PLSC 215	Community, State and Regional Politics	
PLSC 216	Presidential Politics	
PLSC 218	Politics of Judicial Process	
PLSC 246	S/U.S. Foreign Policy	
PLSC 311	Public opinion and the Mass Media	
PLSC 312	American Social Welfare Policy	
PLSC 314	American Public Policy	
PLSC 316	Political Power in American Cities	
PLSC 318	Constitutional Law	

	PLSC 336	The American Founders	
SOCIOLOGY			
	SOCL 201	Black Women in American Society	
	SOCL 210	Sociology of the Family	
	SOCL 213	Sociology of Medicine	
	SOCL 217	S/U/Urban Sociology	
	SOCL 220	U/Inequality, Class, and Poverty	
	SOCL 225	Sociology of Gender	
	SOCL 230	S/U/Race & Ethnicity	
	SOCL 281	Selected Topics: (appropriate subtitle)	
	SOCL 310	Sociology of Law	
	SOCL 333	Sociology of Education	
	SOCL 347	Criminology and Juvenile Delinquency	
	SOCL 376	Senior Seminar: Selected Topics in Sociology (appropriate subtitle)	
THEATRE			
	THEA 200	F/The American Theatre	
Courses that fulfill AMST transnational requirement:			
ANTHROPOLOGY			
	ANTH 216	S/M/The African Diaspora	
	ANTH 224	M/Gender and Sexuality in Latin America	
	ANTH 226	M/Ethnography of Latin America and the Caribbean	
	ANTH 301	M/Religion, Society, and Culture	
	ANTH 313	Global Health Issues	
ART HISTORY			
	ARTH 285	F/Issues in Contemporary Art	
BUSINESS			
NOTE: Courses have prerequisites and are restricted to School of Business majors and minors. Others may seek permission from the School of Business			
	ECON 360	Comparative Economic Systems	
	ECON 364	International Trade and Economic Policy	
	ECON 365	International Macroeconomics	
	FNCE 316	International Finance	
	MKTG 339	International Marketing	
	MGMT 379	International Business	
COMMUNICATION			
	COMN 317	Intercultural Communication	
	COMN 362	International Mass Communication	
	COMN 363	Advertising as Social Communication	
ENGLISH			
	ENGL 360	M/Post-Colonial Literature: (appropriate subtitle)	
GEOGRAPHY			
	GEOG 359	Geography of Canada	
	GEOG 381	Economic Globalization	
HISTORY			
	HIST 264	S/U/United States Immigration History	
	HSIT 270	S/M/History of Latin America to 1825	
	HIST 271	S/M/History of Latin American since 1825	
	HIST 292	The Modern Islamic World: 1800 to the Present	
	HIST 352	The English Atlantic World to 1763	
	HIST 355	Slave Rebellions and Resistance in the Atlantic World	
	HIST 372	History of Modern Mexico	

HIST 380	Advanced Studies in LACAANA History	
PHILOSOPHY		
PHIL 202	M/World Religions and Contemporary Issues	
POLITICAL SCIENCE		
PLSC 120	S/Comparative Politics	
PLSC 140	S/International Politics	
PLSC 202	S/World Religions & Contemporary Issues	
PLSC 221	Democratization	
PLSC 246	S/U.S. Foreign Policy	
PLSC 325	Politics of Mexico, Central America, and the Caribbean	
PLSC 326	Government and Politics of South America	
PLSC 341	Democracy and International Relations	
PLSC 342	Human Rights in a Global Perspective	
PLSC 346	Global Issues	
PLSC 348	Politics of International Economic Relations	
SOCIOLOGY		
SOCL 105	S/M/Introduction to Global Social Change	
SOCL 325	Global Social Change	

American Studies Courses

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

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

AMST 262 S/American Indian Law & Public Policy

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

AMST 393 Honors/Research

This course will allow qualified students to research and write about a subject of interest to them in the field of American Studies over two semesters. Under the direction of a faculty advisor, each student will produce an undergraduate thesis which demonstrates a knowledge and understanding of the disciplines it applies to the subject of the student's research. Offered through individual arrangement with the approval of the American Studies coordinator(s). To be eligible to

enroll for the first semester, students must have completed at least 75 total credits with at least a 3.00 cumulative grade average and must have taken at least 24 hours of courses declared toward the American Studies major with at least a 3.50 average in those courses. To begin the first semester of AMST 393, students must have completed 90 credits. Invitation to participate will be made by the American Studies Program, which can make special exceptions concerning the number of required hours. Credits: 3(0-6) Offered by individual arrangement

AMST 395 American Studies Internship

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

AMST 396 Senior Essay

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

AMST 399 Directed Study

Students work individually under the supervision of a faculty member exploring some aspect of the field of American Studies. (See also the "Directed Study Courses" section of the Undergraduate Bulletin.) In order to count toward the major, students must have

directed studies approved by the American Studies Program coordinator(s). Offered by individual arrangement to count toward the major, students must have directed studies approved by the American Studies Program coordinator(s). Offered by individual arrangement

B.A. in American Studies			
Sample Program Outline/Advising Guide			
FIRST YEAR			
Fall	Hours	Spring	Hours
S/U/	3	AMST 201	3
INTD 105	3	S/	3
F/	3	M/	3
N/	4	F/	3
AMST Elective	3	N/	4
Total	16	Total	16
SECOND YEAR			
Cultural Intersections course	3	HIST post-1877	3
HIST pre-1877	3	HUMN 221	4
HUMN 220	4	Elective	3
Elective or Foreign Language	3	AMST Elective	3
Elective	3	Elective or Foreign Language	3
Total	16	Total	16
THIRD YEAR			
ENGL	4	Transnational course	3
AMST Elective	3	AMST Elective	3
R/	4	Elective	3
Elective or Foreign Language	3	Elective	3
Elective	1	Elective	3
Total	15	Total	15
FOURTH YEAR			
AMST Elective	3	AMST Elective	3
AMST 2xx or 3xx level	3	Elective (or AMST 393)	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
Total	15	Total	12
Total credits - 120			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

Anthropology

Paul Pacheco, Chair (BaileyHall 153) - anthropology.geneseo.edu

Associate Professors: J. Aimers, R. Judkins, P. Pacheco, B. Welker. Assistant Professors: M. Medeiros. Visiting Professor: J. Guzman. Lecturer: K. Krumrine.

Bachelor of Arts Degree

Total credits required to complete major: 42-45

Basic Requirements	21
ANTH 100* Introduction to Cultural Anthropology	3
Choose two courses from: ANTH 105, ANTH 110, ANTH 120	6
Choose one course from: ANTH 201, ANTH 204	3
Choose one course from: ANTH 208, ANTH 229	3
Choose two courses from: ANTH 207, ANTH 215, ANTH 220, ANTH 231, ANTH 235	6
Exploratory Learning: In consultation with your advisor, choose any combination of five electives at the 200-level or above, at least one of which must be at or above 300-level. Any ANTH course, 200-level or above, maybe used to fulfill this requirement, but only if it has not been used to fulfill a different requirement for the major. No double counting allowed.	15
Transformational Learning: Choose two** of these options: ANTH 302, ANTH 305, ANTH 307, ANTH 309, ANTH 313, ANTH 314, ANTH 320, ANTH 323, ANTH 325, ANTH 328, ANTH 346, ANTH 382, ANTH 383, ANTH 395 (max of 3 credit hours can be applied), ANTH 399 (max of 3 credit hours can be applied), ANTH 493 (Please note that this is a two semester - 6 credit sequence, which fulfills the transformational learning requirement if taken for both semesters.)	3-6
Seminar in Critical Thinking: Choose one of these options: ANTH 410, ANTH 421	3

*Students may petition the department to substitute ANTH 101 for ANTH 100, but only if ANTH 101 is taken before or in the semester the student declares an Anthropology major.

**Students may petition the department to waive one course from the Transformational Learning requirement if they study abroad through an approved program.

Minimum Competence Requirement

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

Department Writing Requirement

Most students will meet the department writing requirement by successfully passing either ANTH 201 or ANTH 204. Should the instructor in ANTH 201 or ANTH 204 judge that the student's writing skills are not acceptable, even though the student may be passing the course, he/she will be required to enroll in and successfully complete a course that emphasizes writing skills. (It could be a regularly scheduled course or a directed study course.) Students are encouraged to complete or attempt to complete the writing requirement by the end of their Junior year.

Minor in Anthropology

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

Minor in Linguistics

See Bulletin section on interdisciplinary minors

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

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

Anthropology Courses

ANTH 100 S/M/Introduction to Cultural Anthropology

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

ANTH 101 S/M/Exploration of Human Diversity

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

ANTH 105 S/Introduction to Physical Anthropology

An introduction to physical/biological anthropology, i.e. the study of humans as

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

ANTH 110 Introduction to Archaeology

An examination of how archaeologists generate and interpret knowledge about the human past based on data recovered from the archaeological record. Topics include exploring the fundamental methods and theories of archaeology including the role of science in understanding the past, the formation of the archaeological record, the measurement of archaeological variability in time, space, and form, the reconstruction of past social organization, and the understanding of pre-historic ideology. Credits: 3(3-0) Offered every spring

ANTH 120 S/Language and Culture

An introduction to language as a part of culture and culture as a part of language. Topics include language and humanity, lexicon and cultural values, language acquisition and socialization, language and thought, and language as a means of communication

Anthropology Courses

and social discourse. Attention is called to the empirical and theoretical inspirations of language study for the study of culture and cross-cultural analysis. Credits: 3(3-0) Offered every fall

ANTH 201 Human Evolution

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

ANTH 202 M/Nutrition, Disease, and Health

Using Critical Social Theory and a biocultural perspective, this course explores the interplay between concepts of nutrition, health, illness and disease and the cultural contexts in which they are rooted. It addresses several issues, such as: explanatory models for the causes and treatments associated with illness and disease; the relationship between nutrition, growth and development and health; effects of globalization and environment on disease and health; and the way social inequalities, religious beliefs, and political-economic contexts influence disease prevalence and access to health care services. Credits: 3(3-0) Offered every fall

ANTH 203 Human Osteology

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

ANTH 204 Human Ecology

An examination of human ecology within an evolutionary, biocultural, and cross-species/cross-cultural framework. The course is divided as follows: (1) history, theories, and methods of ecological anthropology

and human behavioral ecology; (2) human biocultural adaptations to the various global biomes via lectures, films, ethnographies, and discussion; (3) the adaptive significance of human behavior from a cross-species perspective, via assigned readings and discussion; (4) student presentations based upon individual research focused on relevant/related topics in human ecology; and (5) intertwined throughout is an ecosystemic consideration of the earth in relation to anthropogenic activities. Credits: 3(3-0) Offered every fall

ANTH 207 S/M/Prehistoric Cultures of North America

This course will examine the rich diversity of North American prehistoric cultures, religions, political organizations, and social structures and the variety of regional North American responses to post-Pleistocene environmental change. It will include the following topics: human migrations into the New World, Paleoindian through Late Prehistoric cultures of the Arctic, sub-Arctic, Eastern Woodlands, Great Plains, Southwest, Great Basin-Plateau, and Pacific coast regions, maintenance of hunter-gatherer lifestyles, the origin and expansion of food-producing economies, and the rise and fall of complex societies. Credits: 3(3-0). Not offered on a regular basis

ANTH 208 M/Classics of Ethnography

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

ANTH 209 M/Ethnography of the Iroquois

A study of the social organization and worldview of various Iroquoian groups, with special emphasis on Seneca-Iroquois of New York State during the nineteenth and twentieth centuries. Also covered are the position of Iroquois culture in the northeastern woodlands, its adaptability and persistence, and cultural vitality and contributions of Iroquois peoples. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0) Offered fall, even years

Anthropology Courses

ANTH 211 M/Ethnography of North American Indians

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

ANTH 214 M/Ethnography of Southeast Asia

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

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

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

ANTH 216 /S/M/The African Diaspora

This course examines the legacy of the colonial experience and the development of Creole cultures in the New World. It addresses issues that affect the African Diaspora such as the meaning of blackness; nationalist movements; the significance of religion and language as markers of ethnic identity; and the effect of globalization. Readings, discussions, and films underscore that politics of race and ethnicity as well as the discourse on culture and identity shape and influence social relations in these diverse societies. Credits: 3(3-0). Not offered on a regular basis

ANTH 220 Linguistic Analysis

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

ANTH 224 M/Gender and Sexuality in Latin America

An anthropological overview of gender and sexuality in Latin America from prehistory to the current day. Readings and student projects will change yearly to address topics including pre-contact concepts of gender and sexuality, changes in ideas and practices with European contact, and contemporary ethnographic studies of gender and sexuality in the region. Credits: 3(3-0) Offered fall, even years

ANTH 226 M/Ethnography of Latin America and the Caribbean

This course takes an anthropological approach to the study of Latin America and the Caribbean. It explores the people and culture of the region pre-contact with Europeans, examines conquest and colonialism, and takes an in-depth ethnographic approach to study contemporary regional themes and issues, such as: popular culture, food and culture, race and ethnicity, gender and sexuality, human rights, social movements, globalization, tourism, the environment, multiculturalism, indigenous politics, urbanization, religion, and health and coping with illness. Credits: 3(3-0) Offered fall, odd years

ANTH 229 S/M/Ethnography and Film

This course is designed to explore ethnography and with a focus on the use of photography, film and video in the representation of individuals and groups. Students will be exposed to the history of ethnographic film and its current relationship to documentary and fiction film. What are the strengths and weakness of visual representations in anthro-

Anthropology Courses

pology compared to written representations? Students will be required to engage in data collection, analysis and interpretation in the production of a short ethnographic film and an accompanying website. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0) Offered every fall

ANTH 231 S/Sociolinguistics

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

ANTH 233 Primates

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

ANTH 234 Social Anthropology

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

ANTH 235 S/M/Ancient Civilizations of Mesoamerica and the Andes

A study of precolumbian societies in Middle America and South America. Focus is on the evolution of early hunting and gathering peoples through state organization. Major transformations in cultural evolution are treated

(the domestication process, urbanization and the rise of the state). Alternative cultural and social systems are explored through analysis and interpretation of archaeological data. Credits: 3(3-0) Offered every fall

ANTH 236 Forensic Anthropology

This course provides an overview of the goals and methods of forensic anthropology, which is the study of human remains relating to matters of law. Students will learn how to evaluate the forensic context as well as how to establish a biological profile of an individual (sex, age, ancestry and stature). Special attention will also be paid to determining pathological anomalies, evidence of trauma, and time since death, as well as learning crime scene investigation procedures. Credits: 3(3-0). Offered every spring

ANTH 237 Art and Material Culture

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

ANTH 238: Ethnomedicine in Latin America and the Caribbean

This course takes an anthropological approach to the study of "folk" and "traditional" health beliefs and practices in Latin America and the Caribbean. It will focus on cross-cultural notions of the body, health and illness, and healing practices. This course will also examine the effects of globalization on local conceptions of health, illness, and approaches to healing. Credits: 3(3-0) Offered fall, even years.

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

Using a feminist lens, this course explores the context of women's lives across cultures. It offers an overview of theories that seek to explain the position of women in differ-

Anthropology Courses

ent societies and the connection between race, class, culture and gender roles. It places women at the center of a nexus of cultural relationships and power structures predicated on gender inequality, political oppression, economic exploitation, and ideological hegemony. The readings highlight the social and cultural changes brought about by feminist movements and by globalization as well as the ways in which the study of gender has influenced the development of anthropology. Credits: 3(3-0) Offered spring, even years

ANTH 260 M/Myths and Folktales of American Indians

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

ANTH 270 Topics in Ethnography: (sub-title)

Ethnographic studies of major world culture regions, anthropological surveys of particular nations, and Area Studies topics. Modern China, Modern Japan, Sub-Saharan Africa, Middle Eastern studies and other areas and topics are offered individually under this heading. (May be taken twice under different subtitles.) Prerequisites: ANTH 100 or ANTH 101 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

ANTH 301 M/Religion, Society, and Culture

A survey of the theories of religion based on a comparative study of ethnographic evidence from Western and non-Western cultures. Emphasis is on the cognitive roots, social functions, psychological impact, and cultural meanings of religion. The relevance of religion to the contemporary world in a time of modernization and globalization is probed, so is the nature of fundamentalism from a historical as well as contemporary perspective. Prerequisites: ANTH 100 or

ANTH 101 or permission of instructor. Credits: 3(3-0) Offered spring, odd years

ANTH 302 Medical Anthropology

This course will explore some of the dimensions of disease and illness and will consider how they are recognized and handled in different cultures. The topics in the course include witchcraft, sorcery and curing; the curer-patient relationship; social epidemiology; and cross-cultural psychiatry. Prerequisites: ANTH 100 or ANTH 101 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

ANTH 305 Field Methods and Techniques in Linguistics

Methods and techniques are offered in the traditions of structuralism to provide practical guidance for investigators of language in the field, where they collect data from living speakers. Topics include the theoretical underpinnings and discovery procedure of field linguistics, informant selection, sample building, data elicitation, file management, preliminary data analysis, and issues of relationship, etc. Prerequisites: ANTH 120 and ANTH 220 or permission of instructor. Credits: 3(3-0). Offered every spring

ANTH 307 Third World Development

This course uses case studies, analyses and critiques of development programs, and class discussions to explore definitions of "development" and "Third World"; the dominant paradigms and ideologies that influence social, political and economic strategies in Third World countries; the "cost" of development for receiving countries; the significance of globalization and the dynamics between dependency, power relationships, and poverty. Credits: 3(3-0). Offered every fall

ANTH 309 Topics in Primatology

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

Anthropology Courses

ANTH 313 Global Health Issues

This course examines the effects of globalization on the health of people around the globe and relates disparities in the spread of preventable diseases and access to basic health services to the growing inequality between rich and poor nations. Some of the issues explored include the repercussions of the HIV/AIDS pandemic; the emergence and impact of new illnesses; the feminization of poverty and its impact on the health of children; and the effects of political repression and violence. The theoretical perspective used to analyze these issues draws on the work of applied and public anthropologists as well as the literature on globalization, public health, race, ethnic and gender politics. Prerequisites: ANTH 100 or ANTH 101. Credits: 3(3-0). Offered spring, odd years

ANTH 314: Topics in Linguistics: (subtitle)

This course explores major issues of topical or theoretical importance in linguistic anthropology. The variety of rotating or one-time topics in linguistics reflect topics of general interest or importance and/or the interests and needs of students, and/or the research expertise of faculty members. May be taken twice under different subtitles. Prerequisites: ANTH 120 or permission of the instructor. Credits: 3(3-0). Offered fall, even years

ANTH 320 Archaeological Field School

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

ANTH 323 Primate Field School

Standard methods of primatological research applied in the field, including research design and data collection. Data collection may be conducted at various research sites. Topics to be considered primarily fall into the categories of primate behavior and ecology. Prerequisites: ANTH 233 and permission of instructor. Credits: 3(3-0) Offered during intersession as scheduled by Study Abroad Office

ANTH 325 International Fieldwork: (region)

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

ANTH 328 Language Acquisition

A survey of the major concerns and theories of applied linguistics. Emphasis is on various analyses of first and second language acquisition in general and the communicative and functional approaches in particular. Major topics include the developmental stages of language acquisition, the differences between first and second language acquisition, language universals and core grammar, interlanguage, and culture learning in the second language classroom, etc. Prerequisites: ANTH 120 or permission of instructor. Credits: 3(3-0). Offered fall, odd years

ANTH 346 Topics in Archaeology

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

Anthropology Courses

ANTH 382: Ethnographic Field Methods

This course is designed to explore the current state of the art in anthropological methods. Data collected by participant observation, available in archives, recorded by direct observation or by interview schedules will be presented. Appropriate qualitative methods will be used to analyze and interpret these materials. Students will be required to actively engage in data collection, analysis and interpretation. Prerequisites: ANTH 208 or ANTH 229 Credits: 3(3-0) Offered every fall

ANTH 383: Archaeological Method and Theory

An introduction to research in archaeology with an emphasis on the connections between method and theory. The course emphasizes research design, methods of artifact classification and analysis, and fundamental statistical methods. These topics and methods are approached through a combination of readings/lectures, written assignments on archaeological problems, demonstrations, and some laboratory work. Prerequisites: ANTH 110 and (ANTH 207 or ANTH 215 or ANTH 235). Credits: 3(3-0). Offered spring, odd years

ANTH 395 Internship in Anthropology

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

ANTH 399 Directed Study and Research

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

ANTH 410: Classical Theory in Anthropology

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

ANTH 421: Contemporary Theory in Anthropology

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

ANTH 493: Honors Research/Writing

One semester of individual research, followed by one semester of writing and the presentation of a thesis to the Department. The thesis is to be directed by a faculty member of the Department of Anthropology. To be eligible to enroll in the research course students must have a minimum 3.70 cumulative grade point average. To begin the research course, students must have completed at least 90 credits, at least 30 of which must be within the major. Invitation to participate will be offered by the Department. Please note that taking this course for two semesters will fulfill the students Transformational Learning requirement for the major. Prerequisite: Permission of Department. Credits: 3(0-6) Offered by individual arrangement

B. A. in Anthropology

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
ANTH 100	3	ANTH 105, 110 or 120	3
Foreign Language 101*	3	S/	3
N/	4	Foreign Language 102	3
U/	3	F/	3
Elective	3	INTD 105	3
Total	16	Total	15

SECOND YEAR

ANTH 105,110 or 120	3	ANTH 208 or 229	3
ANTH 201 or 204	3	ANTH 207, 215, 220, 231 or 235	3
Foreign Language 201	3	ANTH 200 or 300-level elective	3
HUMN 220	4	HUMN 221	4
S/	3	R/	3
Total	16	Total	16

THIRD YEAR

ANTH 200 or 300-level elective	3	ANTH 200 or 300-level elective	3
ANTH 200 or 300-level elective	3	ANTH 300-level elective	3
N/	4	ANTH 207,215,220,231,or 238	3
F/	3	Elective	3
Elective	3	Elective	3
Total	16	Total	15

FOURTH YEAR

ANTH 410 or 421	3	ANTH Transform Learn Elec- tive	3
ANTH Transform.Learn.Elec- tive	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
Total	14	Total	12

Total Credits - 120

*Language proficiency at the 201-level is required.

All electives for the Anthropology major should be selected under advisement.

Course Rotation: Work closely with your advisor and carefully read course descriptions for the course rotation to see when courses will be offered.

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

Art History

Lynette Bosch, Chair (Brodie 230) - www.geneseo.edu/art_history

Professor: L. Bosch, T. MacPherson. Visiting Assistant Professor: A. Myzelev. Adjunct Faculty: K. Laun, H. Toothe. Visiting Adjunct Professor: C. Burroughs. Gallery Director: C. Hawkins-Owen

Bachelor of Arts Degree — Art History

Art History Major - Interdisciplinary Track

Total credits required to complete major: 42

Basic Requirements:	
Two courses from: F/ARTH 171, F/ARTH 172, or F/ARTH 173	6
ARTH 200 Art and Religion	3
One course in Renaissance-baroque (ARTH 203, 213, or 384)	3
One course in 19 th Century-Contemporary (ARTH 278, 285 or 287)	3
One course must be from Other Cultures/Other Civilizations (F/M/ ARTH 180 or 281)	3
Two of the following courses (300, 310, 378, 379, 384, or 399)	6
One 200-level ARTH elective	3
ARTH 387 Research Methods in Art History	3
One 300-level ARTH elective	3
Related Requirements:	
Cognate Electives - Students must design a series of electives that constitute a cognate area of study, subject to consultation with and approval by the Art History faculty. The typical cognate area will consist of 200- or 300-level <u>non-core</u> courses in the Humanities (e.g. English, Languages and Literatures, History, Music History, Dance History, Theater History, or Philosophy) although courses in the Sciences or Social Sciences can be considered if appropriate to the cognate area of study.	9

Departmental Notes:

Students who plan to go to graduate school in Art History are advised to take courses that develop writing and research skills, and to acquire German, French and area of specialization languages (e.g. Spanish, Italian, Latin, Asian languages, etc.) Study abroad is highly recommended for Art History majors. Students with an interest in Arts Management (Galleries, Arts Administration, Museology) are advised to add a Business Minor. Students with an interest in Conservation and Restoration are advised to take Chemistry I and II.

*Minimum Competence Requirement

A grade of C- or better is required for all Art History and cognate area courses used to fulfill major requirements.

Department Writing Requirement

The department writing requirement is fulfilled through the successful completion of ARTH 387, which requires a 20-25 page research paper.

Concentration in Art History

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

Minor in Art History

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

		21 credits
ARTH 171	F/History of Western Art: Prehistoric through Gothic	3
ARTH 172	F/History of Western Art: Renaissance through Rococo OR	3
ARTH 173	F/History of Western Art: Neoclassicism to Contemporary	
Two 200-level courses in art history		6
One 300-level course in art history		3
Two electives at the 200 or 300 level in English, Languages and Literatures, History, Music (History), Dance (History), Theatre (History)		6

Art History Courses

ARTH 160 African American Art History Survey

This course will present the contributions of African American artists from 1850 through to early 21st century. The work of these artists will be contextualized by connecting each artist and movement in its historical period. The course content includes discussions of the social and political issues of the day including American imperialism, fairs and world expositions, the Works Progress Administration, Harlem Renaissance, the Civil Rights Movement and more. Connecting art, artists and their histories expands and enhances our understanding of history in art. Credits: 3(3-0).

ARTH 171 F/History of Western Art: Prehistoric through Gothic

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

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

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

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

A survey of the history of architecture, painting, and sculpture within the West-

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

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

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

ARTH 200 Art and Religion in the West: Classical, Jewish, Christian, Muslim, Asatru (400-1100)

This course is intended to be an introduction to the development of art within a religious context. The material covered will trace religious thought from the Greco-Roman world to the end of the Romanesque stage of art in Western Europe. The course will cover, Greece (Archaic to Hellenistic), Rome (through the Roman conquest of Jerusalem), the emergence of Christianity and its conflicts with Rome, the development of the Byzantine world, the development of Islam and the conflicts, the increase of migrations from Scandinavia and the Germanic areas, Celtic culture and the history of the Crusades. Credits: 3(3-0) Offered on a two-year rotation

ARTH 203 F/Renaissance Europe: Rebirth of Classical Culture

This course surveys Western European art in Italy, Spain, France, Germany and the Netherlands from the beginning of the Renaissance at the papal Court in Avignon to its fruition

Art History Courses

in Fifteenth Century Florentine humanism. Connections between art and the changing role of the family, the development of nation-states, the increased importance and power of women in society and the new educational curriculum will be explored. Credits: 3(3-0) Offered fall, even years

ARTH 205: Museum Studies: Art and Global Politics

This course studies the lives of works of art in times of war as they are traded, lost, destroyed, altered and given new significance. Global, political events that have affected the works of art in Greece, Africa, China, India, the Middle East, and Western Europe are included for study in the course. Prerequisite: Credits 3(3-0)

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

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

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

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

ARTH 280 F/History of Art in the United States

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

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

This course covers the art of Latin American from the Nineteenth to the Twenty-First Century and Latino Art in the United States. Course discussion will focus on social issues of politics, religion, gender, ethnicity, race and issues of connected to the creation of artistic centers in the Americas. Prerequisites: ARTH 172 or ARTH 173 Credits: 3(3-0) Not offered on a regular basis

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

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

ARTH 300 Major Artists and Issues (sub-title)

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

ARTH 302 Latin American Art From Late Colonial to Contemporary

This course covers the art of Latin American from the Nineteenth to the Twenty-First Century and Latino Art in the United States. Course discussion will focus on social issues of politics, religion, gender, ethnicity, race and issues of connected to the creation of artistic centers in the Americas. Prerequisites: ARTH 282. Credits: 3(3-0). Not offered on a regular basis.

ARTH 310 Women Gender and Art

This course will look at gender as a process of creation of images and image making in the history of western art from antiquity to the present, emphasizing modern and con-

Art History Courses

temporary art The course will examine the works and lives of artists from a gender and/or transgender perspective and the social conditions that have affected the definition and manifestation of gender and its role in creativity and in the careers of individual artists. In addition, the course will explore the challenges that the gender issues have posed to subject matter and content for works of western art. In so doing, the methodologies of art history will be employed. Prerequisites: ARTH 171 or ARTH 172 or ARTH 173. Credits: 3(3-0) Offered not on a regular basis

ARTH 378 Museum Studies

This course is intended to acquaint students with museum practices and theory, approaches to scholarly research, business and curatorial practices, connected professional organizations and national and international issues faced by museums. Aspects of display design, museum education, transport of work, as well as study of different types of museums is included in the course content. Prerequisites: ARTH 171 and ARTH 172. Credits: 3(3-0). Offered every other year.

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

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

ARTH 387 Research Methods in Art History

A study of the history of art history as a discipline and an analysis of diverse art, historical methodologies and theories. Intensive reading and writing, with stress on research skills, writing techniques, oral presentations and class discussion. Graduate school and career options will be explored. Prerequisites: Enrollment is limited to art history majors, art history minors, museum studies minors or students with significant art history background who have received permission from the instructor. Credits: 3(3-0) Offered every year

ARTH 393: Honors Thesis

This is a year-long independent study project, of which Part I is a Directed Study (ARTH 399), with ARTH 393 being Part II towards completion of the Senior Thesis. This year-long project is optional and is reserved for advanced students and is not necessary for the fulfillment of the requirements of the Major. Credits: 3(0-6) Offered by individual arrangement.

ARTH 399 Directed Study

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

**B. A. in Art History -
Sample Program Outline/Advising Guide**

FIRST YEAR

Fall	Hours	Spring	Hours
ARTH 171 or 172 or 173	3	ARTH 171 or 172 or 173	3
S/	3	N/	4
F/	3	INTD 105	3
Foreign Language	3	Foreign Language	3
		U/	3
Total	12	Total	16

SECOND YEAR

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

THIRD YEAR

(Alternative Semester Abroad)			3
200- or 300-Level ARTH	3	200- or 300-Level ARTH Elective	3
Related Area elective	3	Related Area Elective	3
N/	4	200- or 300-level ARTH	3
Elective	3	Elective	3
Elective	2	Elective	3
Total	15	Total	15

FOURTH YEAR

200- or 300-Level ARTH	3	ARTH 387	3
200- or 300- level ARTH Elective	3	200- or 300-level ARTH	3
Related Area Elective	3	Elective	3
Elective	3	Elective	3
Elective	2	Elective	3
Total	14	Total	15

Total Credits – 120

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

Biochemistry

Ruel McKnight, Coordinator (Integrated Science Center 327C) - biochem.geneseo.edu

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

Pre-major in Biochemistry:

1. All incoming students to Geneseo can choose to be pre-majors in biology.
2. Students need to earn at least an average of 2.30 GPA in their first two required biology lecture courses (BIOL 117 and 119) for incoming freshman who do not have a 5 on the AP) in order to declare a biochemistry major.
3. Students coming in with credit for BIOL 117 and 119 will be required to obtain an average of 2.30 GPA in their first two required Biology lecture classes. It may be recommended that such students (especially transfer students) might not choose to take a required class their first semester to allow time to get acclimated to Geneseo and the course demands.
4. Students who receive a D or E or who withdraw from 117 would be subject to the same rules and they would not be able to take 117 until the following fall based on our course offering schedule.
5. Students who receive a D or E or who withdraw from 119 would be subject to the same rules and they would not be able to take 119 until the following spring based on our course offering schedule.
6. The pre-major policy will be stated in syllabi for BIOL 117, BIOL 119, BIOL 203, BIOL 222, and BIOL 300. Students actively enrolled in these courses will receive a notification of the pre-major policy at the start of classes and a few weeks before the W dead line.
7. BIOL 222 and 300 will be open only to pre-biology majors and biology/biochemistry majors. BIOL 271 (Heredity) would continue to be open to minors, i.e. not restricted to majors.
8. Appeals are possible but rarely granted. The use of withdrawals will be strongly encouraged as a means of NOT ending up in 'limbo' (i.e. with grades of C- and C that do not allow students to retake the course—hence they can never become biochemistry majors). Along with encouraging withdrawing it will be pointed out that this sets them back a year.

BIOL 105/106 will be suggested as a 'prep' course—these students will be allowed to take 119 in the spring if they earn a grade of B or higher and will be required to take Biol 117 in the fall.

Bachelor of Science Degree in Biochemistry

Total credits required to complete major: 72

Basic Requirements		53 credits
BIOL 116,	General Biology Lab	
BIOL 117,	General Biology: Cells, Genetics, Evolution	8
BIOL 119	General Biology: Diversity, Physiology, Ecology	

BIOL 222	Genetics	3
BIOL 300	Cell Biology	3
BIOL 322	Molecular Biology	3
BIOL 390	Molecular Techniques	2
Seven credits from among:		
BIOL 203, 215, 223, 230, 241, 242, 250 (cannot be used as an elective if it is selected as a related requirement option), 301 (if not used to fill the lab requirement), 304, 306, 327, 330, 334, 340, 342, 354, 361, 364, 375, 378, 391, 392, 393, 394, 399 CHEM 301 (if not used to fill the lab requirement), 313, 315, 318, 322, 329, 330, 331, 334, 340, 341, 342, 361, 393, 399		7
Other courses from BCHM 393, Physics, Math, or new or experimental courses may be used to meet this requirement, with prior approval from the Biochemistry Coordinator. No more than three elective credits shall be from 200-level electives without approval from the Biochemistry Coordinator. No more than three elective credits shall be from research or directed study without approval from the Biochemistry Coordinator.		

BIOL 385 or CHEM 385	Senior Seminar in Biochemistry	1
CHEM 116, 118 or CHEM 203, 204	Chemistry I and II OR Principles of Chemistry I and II	6
CHEM 119	N/Introductory Chemistry Laboratory	2
CHEM 211, 213, 216 or CHEM 223, 224, 216	Organic Chemistry I/II & Organic Chem Lab or Princ Org Chem I/II & Organic Chem Lab	8
CHEM 302, 304	Biochemistry I and II	6
CHEM 324	Physical Chemistry (CHEM 320/322 may be elected as a substitute)	3
BIOL 301 or CHEM 301	Cell Biology or Biochemistry Laboratory	1 or 2

MATH 221, 222 OR 228	Calculus I and II OR Calc II for Biologists	8
PHYS 123, 114, 125, 116	Analytical Physics I and II	8
One of the following: Tool Skill Courses		
BIOL 250	Biological Data analysis	3
MATH 262	Applied Statistics	
PSYC 250	Intro to Behavioral Statistics	

Minimum Competence Requirement

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

Department Writing Requirement

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

Biochemistry Research

BCHM 393 Honors Research

Individual research at the molecular level on a topic of biochemical interest with a member of the Biology or Chemistry Department. A thesis that includes a statement of the research goals, pertinent background information, experimental procedures, analysis of data, and a discussion of the results is submitted at the completion of the project. After the thesis is accepted, the student gives an oral presentation in the department in

which the research was done. Enrollment is by invitation of the Biochemistry Coordinating Committee. The student must have completed the biochemistry program through BIOL 300 and CHEM 302 with a GPA of 3.30, and have an overall GPA of 3.25. Prerequisites: 2 credits of BIOL 399 or CHEM 399, or equivalent research experience. Credits: 4(0-12) Offered by individual arrangement

B. S. in Biochemistry

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
BIOL 117	3	BIOL 119	3
BIOL 116 or CHEM 119	2	CHEM 118 or CHEM 204/ CHEM 223	3
CHEM 116 or CHEM 203	3-4	CHEM 119 or BIOL 116	2
MATH 221	4	MATH 222	4
F/	3	INTD 105	3
Total	15-16	Total	15
BIOL 116 or CHEM 119 (students taking CHEM 203 should choose CHEM 119)			

SECOND YEAR

BIOL 222	3	BIOL 300	3
CHEM 211 or CHEM 224	3	CHEM 213 or elective	3
CHEM 216 or elective	2	CHEM 216 or elective	2
PHYS 123/114	4	PHYS 125/116	4
S/U or Foreign language	3	S/U/ or Foreign language	3
Total	15	Total	15
CHEM 216 (either in fall or spring, but if one takes CHEM 224 then CHEM 216 should be taken in the spring)			

THIRD YEAR

Tool Skills Course or S/	3	CHEM 304	3
BIOL 301 or CHEM 301	1 or 2	CHEM 301 or elective	3-4
CHEM 302	3	BIOL 390: Molecular Tech	2
HUMN 220	4	HUMN 221	4
Elective or Foreign Language	3	S/ or Tool Skills Course	3
Elective	3		
Total	17-18	Total	15-16

FOURTH YEAR

Biochemistry elective	3-4	Elective	3-4
BIOL 385 or CHEM 385	1	CHEM 324	3
BIOL 322	3	Elective	3
F/	3	Elective	3
M/	3	Elective	3
Elective	3		
Total	16-17	Total	15-16

Total Credits -- 120-121

The biochemistry major can lead to a variety of professional and vocational pursuits, and career goals should be considered when selecting electives. Students should discuss choices with their advisors, who can suggest electives for a variety of options.

A few examples follow.

<i>Bioorganic Chemistry</i>	CHEM 315, CHEM 318
<i>Bioinorganic Chemistry</i>	CHEM 330, CHEM 331, CHEM 334, CHEM 338
<i>Cell and Molecular Biology</i>	BIOL 223, BIOL 301, BIOL 330, BIOL 354, CHEM 322
<i>Environmental Biochemistry</i>	BIOL 203, BIOL 230, CHEM 322
<i>Neurobiology</i>	BIOL 310, BIOL 354, BIOL 364, BIOL 375, CHEM 322
<i>Pharmaceutical Chemistry</i>	CHEM 315, CHEM 318

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

Biology

George Briggs, Chair (Integrated Science Center 332A) - biology.geneseo.edu/
Distinguished Teaching Professor: R. O'Donnell. Professors: I. Bosch, M. Chang, G. Hartvigsen H. Hoops, S. Muench, R. Spear. Associate Professors: J. Apple, G. Briggs, S. Burch, K. Hannam, J. Haynie, J. Lewis, J. Lovett, D. McPherson, K. Militello. Assistant Professors: T. Bailey, E. Hutchison. Lecturer: C. Briggs, R. Clinton, R. Feissner, H. Nedelkovska

Pre-major in Biology:

1. All incoming students to Geneseo can choose to be pre-majors in biology.
2. Students need to earn at least an average of 2.30 GPA in their first two required biology lecture courses (BIOL 117 and 119) for incoming freshman who do not have a 5 on the AP) in order to declare a biology major.
3. Students coming in with credit for BIOL 117 and 119 will be required to obtain an average of 2.30 GPA in their first two required Biology lecture classes. It may be recommended that such students (especially transfer students) might not choose to take a required class their first semester to allow time to get acclimated to Geneseo and the course demands.
4. Students who receive a D or E or who withdraw from 117 would be subject to the same rules and they would not be able to take 117 until the following fall on our course offering schedule.
5. Students who receive a D or E or who withdraw from 119 would be subject to the same rules and they would not be able to take 119 until the following spring based on our course offering schedule.
6. The pre-major policy will be stated syllabi for BIOL 117, BIOL 119, BIOL 203, BIOL 222, and BIOL 300. Students actively enrolled in these courses will receive a notification of the pre-major policy at the start of classes and a few weeks before the W deadline.
7. BIOL 222 and 300 will be open only to pre-biology and biology/biochemistry majors. BIOL 271 (Hereditiy) would continue to be open to minors, i.e. not restricted to majors.
8. Appeals are possible but rarely granted. The use of withdrawals will be strongly encouraged as a means of NOT ending up in 'limbo' (i.e. with grades of C- and C that do not allow students to retake the course—hence they can never become biochemistry majors). Along with encouraging withdrawing it will be pointed out that this sets them back a year.

BIOL 105/106 will be suggested as a 'prep' course—these students will be allowed to take 119 in the spring if they earn a grade of B or higher and will be required to take Biol 117 in the fall.

Bachelor of Arts Degree in Biology

Total credits required to complete major: 64-65

Basic Requirements		33 credits
BIOL 116	General Biology Laboratory	
BIOL 117	General Biology: Cells, Genetics, Evolution	8
BIOL 119	General Biology: Diversity, Physiology, Ecology	
BIOL 203	Principles of Ecology	3
BIOL 222	Principles of Genetics	3
BIOL 300	Cell Biology	3
One of the following: BIOL 204 or BIOL 216 or BIOL 223		1
Electives in Biology at the 200-level or above including the following:		15

1)	At least two additional Biology laboratory courses at the 200-level or above, including one at the 300-level.	
2)	At least four credits of electives in Biology at the 300 level or above. (This will include the 300-level laboratory credit.)	
3)	A maximum of four credits from the following: Biol 297, 299, 395, 396, 39, 398, 399.	

Related Requirements	31-32 credits
CHEM 116, 118, 119 OR CHEM 203, 204, 119	8
CHEM 211, 213, 216 OR 223, 224, 216	8
MATH (112, 262) OR (112, 221) OR (221, 222) OR (221, 228) OR (221, 262)	7-8
PHYS (113/114, 115/116) OR PHYS (123/114, 125/116) OR GSCI (160/161, 170) OR (PHYS 113/114, GSCI 160/161)	8

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

Minimum Competence Requirement

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

Department Writing Requirement

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

Bachelor of Science Degree in Biology

Total credits required to complete major: 71-72

Basic Requirements	36 credits	
BIOL 116	General Biology Lab	
BIOL117	General Biology: Cells, Genetics, Evolution	8
BIOL 119	General Biology: Diversity, Physiology, Ecology	
BIOL 203	Principles of Ecology	3
BIOL 222	Principles of Genetics	3
BIOL 300	Cell Biology	3
One of the following: BIOL 204 OR BIOL 216 OR BIOL 223		1
Electives in Biology at the 200-level or above including the following		18
1)	At least three additional Biology laboratory courses at the 200-level or above, including at least one at the 300-level.	
2)	At least twelve hours of Biology courses at the 300 level or above.	
3)	A maximum of four credits from the following: BIOL 297, 299, 395, 396, 397, 398, 399.	

Related Requirements	35-36 credits
CHEM 116, 118, 119 OR CHEM 203, 204, 119	8
CHEM 211, 213, 216 OR CHEM 223, 224, 216	8
MATH 221 AND MATH (222 or 228)	8
PHYS 113/114, 115/116 OR PHYS 123/114, 125/116	8
One from the following: BIOL 250 (or ECON 205, GEOG 278, MATH 242, 262, PLSC 251, PSYC 250, SOCL 211), INTD 121, MATH 361	3-4

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

Minimum Competence Requirement

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

Department Writing Requirement

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

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

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

Minor in Biology

20 credits in Biology which must include (1) BIOL 116, 117, 119 and (2) BIOL 203 (Ecology); (3) BIOL 271 (Heredity) or BIOL 222 (Genetics); and (4) a minimum of 6 credits of Biology electives, excluding BIOL 281, 297, 299, 395, 397, 398, and 399. Biochemistry courses (with an approved waiver) or BIOL 210 (Nutrition) may be included for credit toward this minor

Specialization Areas

Pre-Professional

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

Students planning to apply to professional schools may complete a major in any academic department or area. Minimal requirements of most professional schools include one year of biology, one year each of general chemistry and organic chemistry, one year of general physics, and one course in English.

Students planning to attend veterinary school should complete BIOL 116, 117, 119, 230, 222 (223 is optional); general chemistry, organic chemistry, and biochemistry; 6 credits in English and speech (English composition is required). Courses in nutrition and statistics are recommended. BIOL 242, 300, and 354 are also desirable.

Articulation Agreement

Early Assurance Program with SUNY-Buffalo, School of Dental Medicine

SUNY-Geneseo and the SUNY-Buffalo, School of Dental Medicine offer a cooperative program to qualified students designed to assure an undergraduate student acceptance into dental school at the end of two years of study. This allows the student to complete a four year undergraduate curriculum without further concern about admission to a D.D.S. program. While there is no major course of study required, the applicant must have completed most of the required pre-dental courses for admission to the SUNY at Buffalo, School of Dental Medicine and must demonstrate both maturity and a high level of motivation for a career in dentistry. You are invited to contact Dr. Robert W. O'Donnell at SUNY-Geneseo, (odonnell@geneseo.edu) or the Office of Student Admissions at SUNY-Buffalo, School of Dental Medicine at (716) 828-2836 for more details.

2/4 Program with SUNY Upstate Medical University

SUNY -Geneseo and SUNY-Upstate Medical University have an agreement to promote the easy transfer of students from Geneseo to the upper division programs of BS in Cardiovascular Perfusion, BS in Cytotechnology, BS in Medical Imaging Sciences, BS in Medical Technology, BS in Radiation Therapy, and BS in Respiratory Care at SUNY-Upstate. Geneseo students who complete all the pre-requisites for their intended program of study and are accepted at Upstate will transfer with full junior status. A special early admissions program (GOLD—Guaranteed Opportunity for Leadership Development) is available for first time college students with a demonstrated commitment to health care, a superior high school record in math and science, and leadership in extracurricular activities. Students will be accepted into one of the upper division programs at SUNY-Upstate during their senior year of high school and into SUNY-Geneseo. Students must complete all the prerequisite courses at Geneseo with grades of B or above in the sciences and a cumulative grade point average of 3.3. You are invited to contact Dr. Jani Lewis at SUNY-Geneseo at (lewisj@geneseo.edu) or the Admissions Office of SUNY-Upstate Medical University (315) 464-4570 for further information.

Plant Sciences

Students interested in concentrating in the plant sciences should select courses from the following: BIOL 215, 311, 361, and 380. Opportunities exist for independent study (BIOL 399) and research using the greenhouse, herbarium, and other departmental facilities. In addition, internships with area businesses can become a plant science concentration.

Ecology

Students interested in the field of environmental science or ecology should pursue a BS degree and select courses from the following: BIOL 204, 305, 306, 311, 338, 340, 376. We also recommend students take a course in statistics, such as BIOL 250, MATH 361 or PSYC 250. Students also should consider independent research with faculty using laboratory resources including the greenhouse and vivarium and field sites such as Conesus Lake, the Roemer Arboretum, or our 400-acre Research Reserve.

3/3 Program in Physical Therapy with SUNY Upstate Medical University

SUNY-Geneseo and SUNY-Upstate Medical University offer a cooperative program to qualified students where they can receive a B.S. in Biology and a Doctor of Physical Therapy in six years. Upon completion of three years of study at Geneseo and the first year at Upstate, SUNY-Geneseo students will be awarded a Bachelor's degree from Geneseo. Upon successful completion of three years at Upstate in the entry level DPT program, students will be awarded a DPT degree from SUNY-Upstate. Qualified high school seniors may apply for early admission to the program by applying and being accepted by both SUNY-Upstate and SUNY-Geneseo. Geneseo students may apply to the DPT program at any point during their first three years at the College. You are invited to contact Dr. Jani Lewis at SUNY-Geneseo at (lewisj@geneseo.edu) or the Admissions Office at SUNY-Upstate Medical University (315)464-4570 for further information.

3/4 Program with New York College of Osteopathic Medicine

SUNY-Geneseo and New York College of Osteopathic Medicine offer an affiliation program to qualified students where they can receive a B.S. in Biology and a Doctor of Osteopathic Medicine degree in seven years instead of the usual eight. The student attends SUNY at Geneseo for 3 years and then attends the professional program at New York College of Osteopathic Medicine. After the first year at New York College of Osteopathic Medicine, the student receives his or her baccalaureate degree in biology from SUNY-Geneseo. The D. O. degree is awarded after completing the four years at New York College of Osteopathic Medicine. You are invited to contact Dr. George M. Briggs at (briggs@geneseo.edu) or Dr. Robert W. O'Donnell at SUNY-Geneseo at (odonnell@geneseo.edu) or the Director of Admissions at New York College of Osteopathic Medicine at (516) 686-3747.

3/4 Program with SUNY-Optometry

SUNY-Geneseo and SUNY College of Optometry offer an affiliation program to qualified students where they can receive a B.S. in Biology and a Doctor of Optometry degree in seven years instead of the usual eight. The student attends SUNY at Geneseo for 3 years and then attends the professional program at SUNY College of Optometry. After the first year at SUNY College of Optometry, the student receives his or her baccalaureate degree in biology from SUNY-Geneseo. The O.D. degree is awarded after completing the four years at SUNY College of Optometry. You are invited to contact Dr. Robert W. O'Donnell at SUNY-Geneseo at (odonnell@geneseo.edu) or the Office of Student Affairs at SUNY College of Optometry at (212) 780-5100 or (800) 291-3937 for more details.

3/4 Program with SUNY-Buffalo, School of Dental Medicine

SUNY-Geneseo and the SUNY-Buffalo, School of Dental Medicine offer an affiliation program to qualified students where they can receive a B.S. in Biology and a Doctor of Dental Science degree in seven years instead of the usual eight. The student attends SUNY-Geneseo for 3 years and then attends the professional program at SUNY-Buffalo, School of Dental Medicine. After the first year at SUNY-Buffalo, School of Dental Medicine, the student receives his or her baccalaureate degree in biology from SUNY-Geneseo. The D.D.S. degree is awarded after completing the four years at SUNY-Buffalo, School of Dental Medicine. You are invited to contact Dr. Robert W. O'Donnell at SUNY-Geneseo at (odonnell@geneseo.edu) or the Office of Student Admissions at SUNY Buffalo School of Dental Medicine at (716) 828-2836 for more details.

Biology Courses

BIOL 103 Human Biology

Designed for non-majors. Principles of basic human functions are discussed and applied to prepare the student for making broad-based value judgments. Practical questions of modern life are treated scientifically from a biological viewpoint. Counts for general education only if BIOL 104 is taken concurrently. Credits: 3(3-0) Offered every spring

BIOL 104 N/Human Biology Laboratory

Laboratory studies in human biology. Experiments are directed toward understanding sensory, voluntary, and involuntary functions. Prerequisites/Corequisite: BIOL 103 or permission of instructor. Credits: 1(0-2) Offered every spring

BIOL 105 N/Contemporary Biology

Biology applied directly to contemporary personal, social, and environmental problems; the biological problems evolving from technology; and current suggestions offered by leading biologists on solving these problems. To receive credit for the Natural Science Core, students must also take the laboratory BIOL 106. Corequisite: BIOL 106. Credits: 3(3-0) Offered every fall

BIOL 106 N/Contemporary Biology Laboratory

Laboratory studies in Contemporary Biology. Experiments are directed toward understanding current issues in biology such as those concerned with genetics, development and neurobiology. Emphasis is on the practical use of the methods of science. Corequisite: BIOL 105 or permission of instructor. Credits: 1(0-2). Offered every fall

BIOL 116 N/General Biology Laboratory

An introductory experience which develops laboratory and analytical skills in the biological sciences. Prerequisites/Corequisite: BIOL 117 or BIOL 119. Credits: 2(0-4)

BIOL 117 General Biology: Cells, Genetics, Evolution

An introductory course in the biological sciences covering cells, information coding and transfer, evolution, and diversity of unicellular organisms. This course will emphasize examples from both the plant

and animal kingdoms using an integrated approach. Counts for general education only when taken with BIOL 116. Intended for science majors and other well-prepared students. Prerequisites: High School biology and chemistry. Credits: 3(3-0). Offered every fall.

BIOL 119 General Biology: Diversity, Physiology, Ecology

An introductory course in the biological sciences covering animal diversity, animal biology, plant biology, and ecology. Counts for general education only when taken with BIOL 116. Prerequisites: BIOL 117. Credits: 3(3-0). Offered every spring.

BIOL 128 Freshman Experience in Biology

This course is intended for students considering a major in Biology or Biochemistry. It is meant to engage students in their academic program and the college. The goals of the course are to give students a sense of community, provide help with study skills and introduce students to resources available at the college. This course is designed for freshmen. Other students may be able to enroll if space permits. Graded on S/U basis. Credits: 1(1-0)

BIOL 203 Principles of Ecology

A study of the interrelationship of organisms and their environment. Emphasis is placed upon levels of ecological organization. Restricted to Pre-Biol, Majors and Minors. Prerequisites: BIOL 117 and BIOL 119. Credits: 3(3-0)

BIOL 204 Ecology Laboratory

Selected laboratory research projects in levels of ecological organization from organisms to populations, communities, and ecosystems. Restricted to Pre-Biol, Majors and Minors. Prerequisites/Corequisite: BIOL 203. Credits: 1(0-3)

BIOL 207 Human Anatomy

The structure of the human body, including the organization, development, and relationships of the tissues. Prerequisites: BIOL 117 and BIOL 119. Credits: 3(3-0) Offered every fall

Biology Courses

BIOL 208 Anatomy Laboratory

Mammalian body structure, including both gross and microscopic studies. Prerequisite/ Corequisite: BIOL 207 and permission of the instructor. Credits: 1(0-3)

BIOL 210 Nutrition

The biology and chemistry of nutrients are discussed with special emphasis on their role in human physiology. Normal nutrition throughout the life cycle, nutrition in sports, weight management, and diseases resulting from improper nutrition are also considered. May not be used toward the major. Credits: 3(3-0) Offered every spring

BIOL 215 Plant Diversity

This course covers bacteria, algae, fungi, and both vascular and non-vascular plants. The structure, function, ecology and economic importance of these groups will be introduced both in lecture and in lab. Restricted to Pre-Biol, Majors and Minors. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered every fall

BIOL 216 Biology Second Year Laboratory

This course is designed for second year Biology and Biochemistry majors. It will include modules centered around Ecology, Genetics and Cell biology. Students will be introduced to select experimental techniques and experimental design that reflect contemporary practices in each of these areas. The course will count as a 200 level lab for the Biology BS and BA and as an elective for the Biochemistry BS degree. Restricted to Pre-Biol, Majors and Minors. Prerequisites: BIOL 117 and BIOL 119. Credits: 1(0-3).

BIOL 220 Research Techniques in Biology: (subtitle)

A sophomore laboratory designed for students who want to explore the process of science in the research setting. Groups of students will have a chance to carry out experiments in biology that are aimed at exploring a specific problem at the forefront of knowledge. The subspecialty of this offering is (subtitle). Prerequisites: Biology or Biochemistry Majors with Sophomore status; May be taken only once for credit. Credits:

1(0-3). Not offered on a regular basis.

BIOL 222 Genetics

An in-depth treatment of heredity, the gene, and the function of genetic material at the individual and population levels. Restricted to Pre-Biol, Majors Prerequisites: BIOL 117 and BIOL 119 and MATH 112 or MATH 221., CHEM 211 or CHEM 223. Credits: 3(3-0)

BIOL 223 Genetics Laboratory

Selected experiments which demonstrate principles of genetics. Restricted to Pre-Biol, Majors. Prerequisites/Co-requisite: BIOL 222. Credits: 1(0-3)

BIOL 230 Principles of Microbiology

The structure, cultivation, physiology, ecology, and importance of microorganisms (including bacteria, yeasts, molds, and viruses) are studied. Medical aspects include immunology, serology, disease, and sanitation. Laboratory activity complements lecture material. Prerequisites: BIOL 222 and (CHEM 211 or CHEM 223), and permission of the instructor. Credits: 4(3-3) Offered every spring

BIOL 235 M/Disease and the Developing World

An examination of the biology of disease in developing countries in Africa, Asia, Latin America and the Caribbean. This course will explore the biology of infectious diseases and their influences on history and culture of these regions as well as the social and economic impact of disease for contemporary societies. Topics addressed will also include prospects for change through current scientific research on treatment and control. Prerequisites: BIOL 117 and BIOL 119. Credits: 3(3-0) Offered every spring

BIOL 241 Biology of Invertebrates

A survey of structure, classification, ecology, evolution, and physiology of the major groups of invertebrate animals. (Field trips are sometimes scheduled outside the regular class period.) Restricted to Majors and Minors. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered every spring

Biology Courses

BIOL 242 Biology of Vertebrates

A survey of the classification, structure, physiology, behavior, and ecology of the classes of vertebrates is presented through lectures and laboratory exercises. Restricted to Majors and Minors. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered every fall

BIOL 250 Biological Data Analysis

Quantitative analysis in the biological sciences involves understanding the scientific method, experimental design, sampling theory, graphs, and data analysis and interpretation. Students will develop and test hypotheses using statistics and graphing techniques in computer-based laboratory exercises. This course may count as a Biology elective (but it does not count toward the laboratory course requirements) OR serve as the computer science/statistics related requirement. (Students may not receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Restricted to Majors. Prerequisites: BIOL 116. Credits: 3(3-0). Offered every fall.

BIOL 264 Human Physiology

This course examines the fundamental principles and facts of Human Physiology with a focus on the methods of biological control present in the main organ systems. This will be coupled to an understanding of the major concepts of animal physiology. The lab will consist of experimental work examining the major physiological systems of the human using both computer and bench work using human and animal models. This course may not be taken after BIOL 364: Animal Physiology unless permission is first obtained from the instructor prior to registration for BIOL 264. Students may receive Biology elective credit for this course or BIOL 364 but not both. Prerequisites: BIOL 117 and BIOL 119 and permission of the instructor. Credits: 4(3-3) Offered every spring

BIOL 271 Heredity

For the non-major or Biology minor who is

interested in the genetics of humans and the impact of genetics on human life. Topics such as human genetic disorders, social genetics, race and speciation, mutations, and agricultural genetics are discussed throughout the course. May not be used toward the major. Credits: 3(3-0) Offered every fall

BIOL 281 Introduction to Research

Students will meet once a week to discuss the process of biological research. Seminar presentations by local faculty and visiting scientists will expose students to the variety of research currently being conducted at Geneseo and elsewhere. Students will explore their own research ideas to develop a project proposal that could potentially be carried out at Geneseo. Class activities will emphasize the intellectual skills and process required to develop such a project. Intended for sophomores and juniors in the Biology and Biochemistry majors. NOTE: This course may not be used for Biology elective credit. Graded on S/U basis. Restricted to Majors Prerequisites: BIOL 203 or BIOL 222. Credits: 1(1-0). Offered every fall

BIOL 297: Lab Assistant for Introductory Biology Courses

Students will assist undergraduate laboratory and faculty supervisors in lab sections of first year biology. BIOL 297 students will take part in weekly class activities that emphasize preparation for lab and discussion of topical instructional strategies. A maximum of 4 credit hours from BIOL 297, BIOL 299, BIOL 381, BIOL 382, BIOL 395, BIOL 397, BIOL 398 and BIOL 399 can be applied towards the major in Biology. Prerequisites: Permission of instructor. Credits 1(0-3).

BIOL 300 Cell Biology

An introduction to molecular and structural organization of the eukaryotic cell. Topics include: the plasma membrane, internal membranes, synthesis of proteins, membrane bound organelles, photosynthesis and respiration, the cytoskeleton and motility, cell growth and division, hormones and receptors, and nerve cells and electrical properties of membranes. Restricted to Majors. Prerequisites: BIOL 222 and CHEM 211 or CHEM 223. Credits: 3(3-0)

Biology Courses

BIOL 301 Laboratory in Cell Biology

Selected experiments in cell biology that illustrate some of the basic principles, techniques and experimental models in current use. Restricted to Majors Prerequisites: BIOL 300. Credits: 1(0-3) Offered every fall

BIOL 304 Biotechnology

This course will provide students with the basic knowledge of biotechnology and its application and significant benefits to humanity. The topics include recombinant DNA technology and genomics, microbial, plant and animal biotechnologies, DNA fingerprinting and forensic analysis, bioremediation, medical biotechnology, and biotechnology regulations and ethics. Students may receive Biology credit for this course or BIOL 322 but not both. Restricted to Majors. Prerequisites: BIOL 222. Credits: 3(3-0) Offered every fall.

BIOL 305 Biological Conservation

Focuses on understanding the evolution, distribution and threats to biodiversity. Emphasis is placed on understanding the important aspects of genetics and population biology that impact the management and protection of species and populations of conservation concern. The course will also examine the theory and practice of reserve design and other conservation measures used in a variety of situations worldwide. Students will participate in an applied conservation community-based inquiry project at an off-campus (DEC, NY State Parks or other) site. Students will participate in collection of field data, analysis and report preparation. This course does not count as an elective Biology laboratory. Prerequisites: BIOL 203. Credits: 4(4-0) Offered every fall

BIOL 306 Evolutionary Biology

An examination of the patterns and processes of evolution from the perspective of several subdisciplines within biology. Restricted to Majors and Minors. Prerequisites: BIOL 203 and BIOL 222. Credits: 3(3-0). Offered every fall

BIOL 311 Taxonomy of Vascular Plants

A lecture and field course treating the nature,

methodologies, and problems of plant taxonomy. Aspects of nomenclature, classification, and floristics are treated. Representative families of vascular plants are studied with particular reference to the local flora. (At least two field trips are required outside of class hours.) Restricted to Majors and Minors. Prerequisites: BIOL 222. Credits: 4(2-4) Offered every fall

BIOL 312 Aquatic Community Ecology

An introduction to the organization and dynamics of the biological communities that dominate freshwater and marine habitats, emphasizing key ecological processes common to all aquatic habitats. Environmental threats to the integrity of aquatic communities and issues related to conservation will serve as a focus for readings and class discussions. The laboratory will emphasize field surveys and practical techniques, both analytical and quantitative. Participation on a field trip to a marine station is required. Restricted to Majors and Minors. Prerequisites: BIOL 203. Credits: 4(3-3) Offered fall, even years

BIOL 314 Biodiversity: (subtitle)

This is an intensive, field-based course that looks at a specific region, its biological diversity and the physical and biotic factors that are significant in controlling this diversity. A variety of organisms will be considered with most attention given to organisms that are most readily observed (common plants, vertebrates and insects). Students will learn about specific organisms and understand how their structure, physiology and behavior influence their distribution and thereby the diversity of a region. The course will take advantage of the unique features of a particular region to consider the processes and the physical and biological attributes that contribute to the biodiversity of a region. May be taken once for major credit. Restricted to Majors and Minors. Prerequisites: BIOL 203, BIOL 222, or permission of the instructor. Credits: 3(2-3). Offered during summer or during winter/spring break.

BIOL 315: Sustainability Science

Sustainability science is a problem-driven

Biology Courses

field that focuses on both the protection of the environment and the maintenance and enhancement of life for current and future human generations. This course will explore some of the major scientific issues behind our understanding of sustainability by focusing on major themes of biodiversity, water, global change, energy and resources, food and agriculture, waste and human health. We will examine data from current research to understand the scientific basis of these problems, and to assess potential solutions. Particular attention will be given to issues in New York and in the United States through lectures, case studies and projects. Prerequisites: (BIOL 203 or ENVR 124) and (GEOG 111/112 OR GSCI 140/141). Credits 3 (3-0). Offered every spring.

BIOL 322 Molecular Biology

An advanced course dealing with genetic and regulatory mechanisms at the cell and molecular level. Students may receive Biology credit for this course or BIOL 304, but not both. Restricted to Majors. Prerequisites: BIOL 300 and (CHEM 300 or CHEM 302 or BIOL 335). Credits: 3(3-0) Offered every fall

BIOL 327 Molecular Ecology

This course explores how molecular methods are reused to address research questions in ecology. The techniques for generating molecular marker data as well as the properties and applications of different types of molecular data will be examined. Topics will include phylogeography, population genetics, conservation genetics, behavioral ecology, adaptation, ecological genetics, speciation, hybridization, and microbial ecology. Restricted to Majors. Prerequisites: BIOL 203 and BIOL 222. Credits: 3(3-0). Offered every spring)

BIOL 330 Immunology

Theory and application of the principles of immunology. Analysis by immune reactions and the use of systems in assessment of biologic function are included, with attention to the specialized procedures of fluorescent antibodies and radioimmunoassay. Restricted to Majors. Prerequisites: BIOL 300 Credits: 4(3-3) Offered every fall

BIOL 334 Biology of Cancer

This course looks at the molecular origins of cancer with emphasis on understanding oncogenes and tumor suppressor genes and their role in signal transduction and the cell cycle. The course will examine the discovery of viral oncogenes, cellular oncogenes and tumor suppressor genes and relate them to current therapeutic approaches. The course will also cover topics in cancer prevention and treatment and look at some of the most common tumor types. Restricted to Majors. Prerequisites: BIOL 300. Credits: 3(3-0). Offered every spring

BIOL 335 Foundations of Biochemistry

This course will introduce the principles of biochemistry to students who have a strong interest in biology. The course is a one semester survey of the chemistry of living organisms that will focus on metabolic regulation and pathway integration. It will also incorporate elements of molecular evolution as it relates to protein structure/function. This course is restricted to Biology majors and minors. Restricted to Majors. Prerequisites: BIOL 300. Credits: 3(3-0) Offered every fall

BIOL 338 Animal Behavior

An integration of ethological and comparative psychological aspects of the evolution and development of behavior in animals. Special emphasis on such topics as biological rhythms, communication, spacing, reproduction, sensory systems, learning, and social structure. Restricted to Majors and Minors. Prerequisites: BIOL 203 and BIOL 222. (Not available for credit to students who have credit for PSYC 338.) Credits: 3(3-0) Offered every fall

BIOL 339 Animal Behavior Laboratory

Studies of the behavior and behavior patterns of animals under both controlled laboratory and natural field conditions. Emphasis is placed on observational and quantitative approaches. Restricted to Majors and Minors. Prerequisites: BIOL 338 Credits: 1(0-3) Offered every fall

BIOL 340 Modeling Biological Systems

Computer and mathematical models are increasingly important tools used to under-

Biology Courses

stand complex biological systems. Under the guidance of biology and mathematics professors, students will work both individually and in groups to develop, analyze and present models of various biological systems ranging from disease models and diffusion processes to ecosystem dynamics. The course involves two hours of lectures and two hour computer-based laboratory. This course does not count as a Biology elective laboratory. (Cross listed with MATH 340.) Restricted to Majors and Minors. Prerequisites: MATH 222 and (BIOL 203 or BIOL 222 or MATH 223) Credits: 3(2-2) Offered every spring

BIOL 342 Parasitology

Examines parasites and parasitism, emphasizing the influence of parasites on the ecology and evolution of free-living species, and the role of parasites in global public health. Restricted to Majors and Minors. Prerequisites: BIOL 203 and (BIOL 215 or BIOL 241 or BIOL 242) Credits: 3(3-0) Offered every spring

BIOL 344 Biology and Global Health

A consideration of current biological issues in the field of Global Health. This course will address biological factors that affect morbidity and mortality in low- and lower middle-income countries. Topics will include issues in environmental health in developing countries, including water quality, sanitation, air quality and food safety. The course will also examine the effects of large-scale ecological change on human health, including urbanization, deforestation and climate change. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3) Offered summer

BIOL 345 Biology of Insects

A beginning and basic course dealing with the classification, morphology, physiology, exology, behavior and economic importance of insects. Restricted to Majors. Prerequisites: One of the following courses: BIOL 203, BIOL 215, BIOL 230, BIOL 241, or BIOL 242. Credits: 4(3-3) Offered every fall

BIOL 354 Developmental Biology

An introduction to the principles and concepts of metabolism, growth, morphogenesis

and differentiation in developing systems. In the laboratory, students will make observations of, and perform experiments on, a variety of developing systems, both plant and animal, demonstrating a number of fundamental events of development. Restricted to Majors. Prerequisites: BIOL 300. Credits: 4(3-3) Offered every spring

BIOL 361 Plant Physiology

Lectures and laboratories are concerned with the physical and chemical mechanisms underlying plant function. Topics to be considered include photosynthesis, translocation, biomass production, nitrogen assimilation, and stress effects. Restricted to Majors. Prerequisites: BIOL 300. Credits: 4(3-3) Offered every spring

BIOL 364 Animal Physiology

Lectures and laboratories are concerned with the mechanisms by which animals function. The prevailing theme is the biology of the whole animal. Regulative and integrative mechanisms in animal organ systems are examined. Students may receive Biology elective credit for this course or BIOL 264 but not both. Restricted to Majors. Prerequisites: BIOL 300. Credits: 4(3-3). Offered every spring

BIOL 375 Cellular Neurobiology

This course will provide an introduction to the cellular & molecular biology of neurons. Students will learn how the intrinsic properties of neurons, together with synaptic transmission, lead to the formation of functional neural circuits for sensation, central integration, and patterned motor output. Restricted to Majors and Minors. Prerequisites: BIOL 300. Credits: 3(3-0). Offered every fall

BIOL 376 Environmental Management

Environmental management is approached as an extension of basic ecology. The framework of study is the operation of the ecosystem and the mechanisms of its regulation of energy and material flows. Agricultural, industrial, and social activities are examined for their qualitative and quantitative effect, and the legal and educational means

Biology Courses

of controlling these effects will be examined. Particular attention will be given to critical study of land and water management practices in New York. Restricted to Majors and Minors. Prerequisites: BIOL 203. Credits: 3(3-0) Offered every spring

BIOL 378 Microscope Techniques

A lecture-demonstration course concerned with a discussion of the principles of light and electron microscopy, the instrumentation available, and the principles involved in preparation of material for microscopy. Restricted to Majors. Prerequisites: BIOL 203 or BIOL 222. Credits: 1(1-0) Offered every fall

BIOL 380 Biology Seminar

A discussion course dealing with a selected area of Biology and based on current literature. May be repeated for up to two hours credit toward the major. Restricted to Majors. Prerequisites: BIOL 203 and BIOL 300. Credits: 1(1-0)

BIOL 383 Graduate School and Work Seminar

The purpose of this seminar is to help seniors through the process of applying to graduate school, and/or determining options for working in biology after graduation. Applications for most graduate programs are due in January or February. By the end of this course, each student should have selected several programs to apply to, contacted the programs and potential advisors, have some understanding of financing for graduate school, and have the majority of their application completed. For students not planning to apply to graduate school, parallel assignments will prepare them to apply for a position as a lab or field technician or research fellow. NOTE: This course may not be used for Biology elective credit. Graded on a S/U basis. Prerequisite: Junior standing in Biology. Credits: 1(1-0). Offered every fall.

BIOL 385 Senior Seminar in Biochemistry

Discussion of current literature, recent advances, perspectives, or selected topics in Biochemistry. Subjects may differ each semester. Restricted to Majors. Prerequisite: CHEM 302 and CHEM 304. Credits: 1(1-0)

BIOL 390 Molecular Techniques

An introduction to basic techniques commonly used in biotechnology. Laboratory exercises include DNA, RNA, and protein manipulations, web-based sequence analysis, and the use of associated apparatus. Lectures cover background information of the techniques and their applications. Restricted to Majors. Prerequisites: BIOL 300 and one of the following: (BIOL 216, BIOL 223, BIOL 230, BIOL 301, CHEM 301, BIOL 330). Credits 2(1-3).

BIOL 391 Electron Microscopy

A project-based course designed to help students acquire the skills required in electron microscopy. Students will learn to prepare biological samples for transmission and scanning electron microscopy, to operate the electron microscopes and ancillary equipment, and to select, process and interpret images. Restricted to Majors. Prerequisites: BIOL 378. Credits: 2(0-6) Offered every spring

BIOL 392 Genome Analysis

The course examines and utilizes modern experimental strategies to study DNA, RNA, and protein. Special emphasis is placed on bioinformatics resources for cellular molecules and strategies for their simultaneous analysis. Lectures will be supported by the analysis of primary literature, computational laboratory experiments. Topics covered will be discussed with respect to modern questions in genomics, molecular genetics, and biochemistry. Restricted to Majors. Prerequisites: BIOL 300. Credits: 2(1-3) Offered every spring

BIOL 393 Honors Thesis

Two semesters of research and writing within the department for the preparation of an undergraduate thesis and presentation at the Undergraduate Research Symposium. The thesis will include research goals, background, experimental procedures, data analysis and discussion. Credit for Honors 393 requires a grade of A. BIOL 393 may not be applied to the thirty-six credits required for the Biology major. Prerequisites: By indi-

Biology Courses

vidual arrangement. Credits: 3(0-6)

BIOL 394 Neurobiology Techniques

An introduction to the methods and experimental strategies used to explore the structure and function of the nervous system. Students will become familiar with physiological methods such as extracellular and intracellular recording of neural activity, and the use of computers for data acquisition and analysis. Students will learn anatomical methods for identification of neuronal projections, staining to reveal neuronal form, and immunocytochemistry to identify neurotransmitters, receptors, and other molecular structures. Prerequisites: BIOL 300. Credits: 2(1-3). Offered every fall

BIOL 395 Internship in Biology

A maximum of four credits from BIOL 299, BIOL 395, and BIOL 399 may be applied toward the major in Biology. Offered by individual arrangement

BIOL 396: Advanced Research In Biology

Advanced field or laboratory research in Biology. This course is for students who wish to continue with a research project in the biological sciences after having demonstrated interest and expertise in the project for at least two semesters of for-credit research on any biological topic. This course satisfies one of the laboratory requirements for the Biology B.S. and B.A. degrees. Prerequisites: Two semesters BIOL 299 or 399 involving field or laboratory research and permission of instructor. Credits: 1-2. Offered by individual arrangement every semester

BIOL 397: Lab Instructor for Introductory Biology Courses

Students who serve as laboratory instructors will have a weekly class meeting that emphasizes preparation for the lab and topical instructional strategies. They will also teach one lab section, grade student assignments and hold office hours. A maximum of 4 credit hours from BIOL 297, BIOL 299, BIOL 381, BIOL 382, BIOL 395, BIOL 397, BIOL 398 and BIOL 399 can be applied towards the major in Biology. Prerequisites: Permission of instructor. Credits: 1(1-0)

BIOL 398: Biology Lab Pedagogy

This seminar course provides students a framework for preparing to teach first year biology labs. Discussion and class activities will model appropriate instructional techniques and help students develop reflective practice. Students may take this course twice for credit. A maximum of 4 credit hours from BIOL 297, BIOL 299, BIOL 381, BIOL 382, BIOL 395, BIOL 399, BIOL 397 and BIOL 398 can be applied towards the major in Biology. Corequisites: BIOL 397 and permission of instructor. Credits 1(1-0).

BIOL 399 Directed Study

Students work individually on a research problem in biology under the supervision of a faculty member. A maximum of 4 credits from BIOL 299, BIOL 395 and BIOL 399 may be applied toward the major in Biology. Prerequisites: Junior standing, permission of instructor and approval of departmental chair. (1 to 4 credits.) Offered by individual arrangement

B. A. in Biology

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
BIOL 117	3	BIOL 119	3
CHEM 116	3	CHEM 118	3
BIOL 116 OR CHEM 119	2	CHEM 119 OR BIOL 116	2
MATH 112 OR MATH 221	4	MATH 221, 222 OR 228, 262	3-4
INTD 105 OR other Gen Ed	3	INTD 105 OR other Gen Ed	3
Total	15	Total	14-15

SECOND YEAR

BIOL 203 OR 222	3	BIOL 203 OR 222	3
CHEM 211	3	CHEM 213	3
CHEM 216 (fall or spring)	2	BIOL 200-level lab elective (fall or spring, recommended)	1
*PHYS 113/114 OR 123/114 OR GSCI 160/161	4	*PHYS 115/116 OR 125/116 OR GSCI 170	4
F/ OR S/U/ OR Foreign Language	3	F/ OR S/U/ OR Foreign Language	3
Total	14	Total	14

THIRD YEAR

BIOL 300	3	BIOL elective	3
BIOL elective	3	BIOL elective	4
*HUMN 220	4	*HUMN 221	4
M/ OR F/ OR S/	3	Electives or Gen Eds	6
Total	16	Total	17

FOURTH YEAR

BIOL elective	3	BIOL elective	2
F/ OR S/ OR M/	3	F/ OR S/ OR M/	3
Electives	9	Electives	9
Total	15	Total	14

Total Credits --- 120 - 121

Program notes: CHEM 119 and BIOL 116 are both 2-credit labs; generally students take one in the fall and one in the spring, in either order. Students typically take their mathematics courses in their freshman year, but this is not required. Several biology electives have BIOL 300 as a prerequisite, and BIOL 300 has BIOL 222 as a prerequisite. Consequently, putting off either of these courses beyond the above recommendations is not a good idea. Several 200-level biology laboratory courses are available to sophomores; taking a lab in the second year is recommended but not required. An alternative accelerated chemistry lecture sequence (CHEM 203, 204, 223, 224) completes general and organic chemistry in 3 semesters (204 and 223 are each half-semester courses) and might be appropriate for students with strong chemistry backgrounds. * HUMN 221/222 (or another Gen Ed) might be taken sophomore year instead of Physics/Geology.

Electives in Biology: Sixteen credits must include (1) at least one biology laboratory course at the 300 level and at least two biology laboratory courses at the 200 level or above; and (2) at least five hours of biology at the 300 level or above.

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

B. S. in Biology

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
BIOL 117	3	BIOL 119	3
CHEM 116	3	CHEM 118	3
BIOL 116 OR CHEM 119	2	CHEM 119 OR BIOL 116	2
MATH 221	4	MATH 222 OR 228	4
INTD 105 OR other Gen Ed	3	INTD 105 OR other Gen Ed	3
Total	15	Total	15

SECOND YEAR

BIOL 203 OR 222	3	BIOL 203 OR 222	3
CHEM 211	3	CHEM 213	3
CHEM 216 (fall or spring)	2	BIOL 200-level lab elective (fall or spring, recommended)	1
*PHYS 113/114 OR 123/114	4	*PHYS 115/116 OR 125/116	4
F/ OR S/U/ OR Foreign Language	3	MATH (262 or 361) OR BIOL 250 OR PSYC 250 (or Gen Ed)	3
Total	15	Total	14

THIRD YEAR

BIOL 300	3	BIOL elective	3
BIOL elective	3	BIOL elective	4
*HUMN 220	4	*HUMN 221	4
M/ OR F/ OR S/	3	Elective	3
Elective OR Foreign Language	3	Elective or Foreign Language	3
Total	16	Total	17

FOURTH YEAR

BIOL elective	4	BIOL elective	4
F/ OR S/ OR M/	3	F/ OR S/ OR M/	3
Electives	6-9	Electives	6-9
Total	13-16	Total	13-16
Total Credits —120			

Program notes: CHEM 119 and BIOL 116 are both 2-credit labs; generally students take one in the fall and one in the spring, in either order. Students typically take their mathematics courses in their freshman year, but this is not required. Several biology electives have BIOL 300 as a prerequisite, and BIOL 300 has BIOL 222 as a prerequisite. Consequently, putting off either of these courses beyond the above recommendations is not a good idea. Several 200-level biology laboratory courses are available to sophomores; taking a lab in the second year is recommended but not required. An alternative accelerated chemistry lecture sequence (CHEM 203, 204, 223, 224) completes general and organic chemistry in 3 semesters (204 and 223 are each half-semester courses) and might be appropriate for students with strong chemistry backgrounds. * HUMN 221/222 (or another Gen Ed) might be taken sophomore year instead of Physics.

Electives in Biology: Nineteen credits must include (1) at least one biology laboratory course at the 300 level and at least three biology laboratory courses at the 200 level or above; and (2) at least twelve hours of biology at the 300 level or above.

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

Biophysics

Gregg Hartvigsen, Coordinator (Integrated Science Center 360) -
biophysics.geneseo.edu

Faculty of the departments of Biology, Chemistry and Physics.

An interdisciplinary program to prepare students for graduate study and subsequent careers in Biophysics.

Bachelor of Science Degree in Biophysics

Total credits required to complete major: 78-79

Basic Requirements		42 credits
BIOL 116, 117, 119	General Biology Lectures and Laboratory	8
BIOL 222	Principles of Genetics	3
BIOL 300	Cell Biology	3
BIPH 375	Biophysics	3
PHYS 123, 124 PHYS 125, 126	Analytical Physics I and Analytical Physics II	8
PHYS 223, PHYS 224	Analytical Physics III and Analytical Physics IV	6
PHYS 226	Optics and Modern Physics Laboratory	1
PHYS 228	Mathematical Methods in Physics	2
One of the following:		
PHYS 335	Intermediate Electricity and Magnetism I OR	3
PHYS 344	Statistical Thermodynamics OR Introduction to	
PHYS 352	Quantum Mechanics I	
PHYS 362	Intermediate Laboratory I	
Elective(s) in biology or physics, 300-level		3

Related Requirements		37 credits
MATH 221, 222, 223	Calculus I, II and III	12
MATH 326	Differential Equations	3
CHEM 116, 118 OR	Chemistry I/II OR	6
CHEM 203, 204	Principles of Chemistry I/II	
CHEM 119	Quantitative Analysis Laboratory	2
CHEM 211 OR 223	Organic Chemistry I OR Princ Org Chem I	3
CHEM 216	Organic Chemistry Laboratory	2
CHEM 300 OR	Elementary Biochemistry OR	3
CHEM 302	Biochemistry I	
CHEM 324	Principles of Physical Chemistry	3
INTD 121 OR	R/Programming: (subtitle) OR	3
MATH 230 OR	Programming & Mathematical Prob Solving OR	
BIOL 250 OR	Biological Data Analysis OR	
BIOL 340/MATH 340	Modeling Biological Systems	

Department Writing Requirement

Students in Biophysics will satisfy the writing requirement of either the department of Biology or Physics. The determination will be made by the program director and/or advisor upon review of the student's course selection. Students must consult with their advisors to ensure that they meet the College's writing requirement.

Biophysics Course

BIPH 375 Biophysics

A study of the application of the fundamentals of physics to the problems of the biological sciences. Emphasis is placed upon representative topics demonstrating the analytical methods and the theory of those methods used in biophysics. Students will be

expected to read and discuss current literature. Examples of topics include biophysical modeling, organ systems, and electromagnetic interactions. Prerequisites: BIOL 203 or 222, PHYS 223, MATH 222; or permission of instructor. Credits: 3(3-0) Offered every fall, even years

B. S. in Biophysics

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
BIOL 117	3	BIOL 119	3
BIOL 116	2	PHYS 125/126	4
PHYS 123/124	4	MATH 222	4
MATH 221	4	INTD 105	3
INTD 121	3		
Total	16	Total	14
SECOND YEAR			
PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
CHEM 116 or 203 and 119/N	3-5	CHEM 118 or 204	3
MATH 223	4	CHEM 119 or	2
Foreign Language or S/	3	MATH 326	3
		Foreign Language or S/	3
Total	14-16	Total	14-16
THIRD YEAR			
CHEM 210 or CHEM 211 or 223	3	CHEM 300	3
CHEM 216	1	BIOL 300	3
HUMN 220	4	HUMN 221	4
BIOL 222	3	F/	3
PHYS 362	2	S/	3
Total	13	Total	16
FOURTH YEAR			
PHYS 335 or 344 or 352	3	BIOL/PHYS elective	3
BIPH 375	3	CHEM 324	3
M/	3	F/	3
Elective	3	U/	3
Elective	3	Elective	3
Total	15	Total	15
Total Credits - 120			

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

Black Studies

Maria Lima - Interim Coordinator (Welles 225A) - geneseo.edu/~abs/
Faculty: Interdepartmental Committee representing various departments.

Bachelor of Arts Degree

This interdisciplinary major requires 39 credits with at least two classes each from departments of History and English; at least one class from the department of Anthropology; at least one class with an additional prefix (other than ENGL, HIST or ANTH); at least three classes at the 300-level; and a six-credit (two semester) directed study capstone. We strongly encourage students to participate in a Black Studies related internship or study abroad program. See also the listing for an Africana Studies minor.

Courses should be chosen in consultation with a Black Studies program advisor from the following list. (Under advisement, new and one time courses may also be considered for Black Studies credit.)

A. Courses whose primary focus is consistent with Black Studies:	
	ANTH 216 Native Voices: Post Colonial Africa and the Caribbean
	ENGL 318 Black British Literature and Culture
	ENGL 337 African-American Literature
	HIST 163 S/U/African American History to 1877
	HIST 164 S/U/African-American History from 1877
	HIST 266 Civil Rights Movement in America
	HIST 263 Civil War and Reconstruction
	HIST 366 African Americans in the Age of Jim Crow
	MUSC 100 Understanding Music: Jazz
	PLSC 224 Government and Politics in Africa
	SOCL 201 Black Women in American Society
B. Slot courses that are sometimes offered with a topic consistent with Black Studies: (These must be chosen under advisement.)	
	AMST 201 U/Topic in American Studies: (subtitle)
	ENGL 203 Reader & Text: (subtitle)
	ENGL 342 World Literature
	ENGL 360 Post-Colonial Literature
	ENGL 424 The Novel: (subtitle)
	ENGL 443 Women and Literature II: (subtitle)
	ENGL 458 Major Authors II: (subtitle)
	HIST 203 Biography
	HIST 301 Interpretations in History: (subtitle)
	HIST 302 Research in History: (subtitle)
	HIST 391 Senior Seminar (subtitle)
	INTD 105 Writing Seminar (subtitle)
	MUSC 100 Understanding Music (subtitle)
	SOCL 381 Selected Topics
	WMST 201 Topics in Women's Studies
	WMST 301 Seminar in Women's Studies

Recommended: Intermediate-level proficiency in a language (other than English) spoken widely in Africa.

Note: Majors in Black Studies should contact **Maria Lima, Interim Coordinator**, for information on the writing requirement.

Sample Program Outline/Advising Guide

The following guide offers a sample program. Courses noted in italics are selected from courses that satisfy the above basic requirements. Other courses which may also fulfill the requirements (as additions and/or substitutions for those noted on the guide) include: some sections of HIST 203.

B.A. in Black Studies			
Sample Program Outline/Advising Guide			
FIRST YEAR			
Fall	Hours	Spring	Hours
INTD 105	3	Foreign Language	3
Foreign Language	3	S/M/ANTH 216	3
F/M/ARTH 180	3	ENGL	3
U/HIST 166	3	F/MUSC 100	3
N/	4	Elective	3
Total	16	Total	15
SECOND YEAR			
HUMN 220	4	HUMN 221	4
SOCL 201	3	Foreign Language	3
Foreign Language	3	Black Studies elective	3
HIST 263	3	Elective	3
Elective	3		
Total	16	Total	13
THIRD YEAR			
N/	4	Study Abroad OR Directed Study OR	3-15
Elective	3	Seminar	
Black Studies elective	3		
ENGL 337	3		
Elective	3		
Total	16	Total	15
FOURTH YEAR			
300-level Black Studies, Directed Study Capstone	3	300-level Black Studies, Directed Study Capstone	3
ENGL 318	3	HIST 366	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2	Elective	3
Total	14	Total	15
Total Credits - 120			
<p>Note: There is considerable flexibility in both the order and specific courses. This sample program has been chosen to provide a possible sequence that emphasizes general education classes that are particularly relevant to Black Studies and quickly introduces students to Black Studies classes in a variety of departments.</p>			
<p>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</p>			

School of Business

Denise Rotondo, Dean (South Hall 113) - business.geneseo.edu

Distinguished Service Professor: D. Strang. Professors: I. Alam, C. Annala, A. Gu, H. Howe, A. Jassawalla, P. Markulis, M. Mitschow. Associate Professors: S. Chen, R. Gifford, J. Gutenberg, M. Schinski, F. Sheikh, C. Shin. Assistant Professors: L. Gao, M. Lee, P. Panda, L. Stone. Lecturers: R. Boyd, E. Felski, J. Kincaid, J.T. Nolan, J. Quinn Part-time Faculty: M. Bryant, J. Fasoldt, R. Landy, M. Townner. VanArsdale Professor: J. Albers. Director of Student Services: D. Brown.

Entrance Procedures

In order to major in Accounting, Business Administration, or Economics, students must apply for and be admitted to the School of Business. The application process normally occurs during the sophomore year. Prior to being admitted to the School of Business, students are in pre-major status. As pre-majors, students are allowed to take 100-level and 200-level classes offered by the Business School; in order to take 300-level or 400-level business, accounting, or economics classes, however, a student must be admitted to the School as a major.

Students admitted into the School of Business may not double-major within the school.

Students who are admitted to the Accounting or Business Administration majors may not change their major to Economics without meeting the admission criteria for the Economics major. Similarly, students who are admitted to the Economics major may not change their major to Accounting or Business Administration without meeting the admission criteria for either of those majors.

For the Accounting or Business Administration majors, a pre-major may apply for admission into the School of Business based on the following criteria:

1. The completion of at least 36 credits of coursework with a cumulative GPA of 2.50 or better.
2. The completion of the following four courses.
 - a. Calculus (MATH 213 or MATH 221, 4 credits)
 - b. Introductory Microeconomics (ECON 110, 3 credits)
 - c. Introduction to Financial Accounting (ACCT 102, 3 credits)
 - d. Business and Economics Statistics (ECON 205, 3 credits)*
3. The completion of or registration for the following four courses.
 - a. Introduction to Managerial Accounting (ACCT 103, 3 credits)
 - b. Introduction to Macroeconomics (ECON 112, 3 credits)
 - c. Information Technology for Business (MGMT 250, 3 credits)
 - d. Business Law (MGMT 263, 3 credits)

*Students who have received credit for BIOL 250, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, or SOCL 211 may use this course to fulfill the statistics requirement. Students may use MATH 341 or MATH 361 to fulfill this requirement.

To apply, a student must submit an application form by December 1 or May 1 to the School of Business.

The admission decision for the Accounting and Business Administration majors is based on:

1. A cumulative GPA of 2.50 or better.
2. A GPA of 2.85 or higher in the eight courses (25 credits) outlined in items 2 and 3 above.

For the Economics major, a pre-major may apply for admission into the School of Business based on the following criteria:

1. The completion of at least 36 credits of coursework with a cumulative GPA of 2.50 or better.
2. The completion of or registration for the following 13 credits of coursework.
 - a. Calculus (MATH 213 or MATH 221, 4 credits)
 - b. Business and Economics Statistics (ECON 205, 3 credits)*

c. Introductory Microeconomics (ECON 110, 3 credits)

d. Introductory Macroeconomics (ECON 112, 3 credits)

*Students who have received credit for BIOL 250, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, or SOCL 211 may use this course to fulfill the statistics requirement. Students may use MATH 341 or MATH 361 to fulfill this requirement.

To apply, a student must submit an application form by December 1 or May 1 to the School of Business.

The admission decision for the Economics major is based on:

1. A cumulative GPA of 2.50 or higher.
2. A GPA of 2.85 or higher in the four courses (13 credits) outlined in item 2 above.

Transfer Students

Students who have transferred into Geneseo must apply for and be accepted into the School of Business to pursue a major in Accounting, Business Administration or Economics. The criteria for admission to the School of Business are the same for all students in pre-major status. For admission decisions, grades earned in the lower-division required courses will be used to calculate the GPA as long as the course was approved for transfer into Geneseo.

Transfer students who do not satisfy the criteria for admission will be in pre-major status and can apply for admission once they meet the admission requirements for the School of Business.

Minimum Competence Requirement

A minimum grade of C- is required in ALL courses submitted in fulfillment of any School of Business program, including minors and required related courses (such as MATH 213 or 221; PHIL 237; and INTD 205). Courses with D grades must be repeated and cannot be used to meet prerequisite requirements.

Professional Development Requirement:

Students are required to participate in and complete a minimum of twelve (12) professional development events by the time they graduate. Transfer students (with at least 60 transfer credits) will be required to complete a minimum of eight (8) events. Events will be selected from a variety of professional and/or career development activities, which will be categorized by class level and sanctioned by the Student Services Committee of the School of Business. School of Business students should consult the department for details on fulfilling this graduation requirement.

Department Writing Requirement

The writing requirement for Business Administration and Accounting majors is fulfilled by completion of MGMT 300 and MKTG 331. The writing requirement for Economics majors is fulfilled by the completion of two of the 300- or 400-level ECON electives (ECON 395, 396, and 399 not included). For further information, please contact your advisor or the Dean of the School of Business.

Taking Courses Away from Geneseo

Students who wish to take courses at another institution or abroad should be aware of the various policies below.

- A minimum of 50% of all required and elective ACCT, ECON, MGMT, MKTG, and FNCE courses for the Accounting, Economics, or Business Administration majors must be taken at Geneseo. There are no exceptions to this policy
- The School of Business accepts no courses for transfer at the 300-level or 400-level without prior approval. Students are required to submit a syllabus along with the appropriate form to the School of Business before enrolling in courses at other institutions. All study abroad forms must be approved prior to departure.

Bachelor of Science Degree in Accounting

Total credits required to complete major: 70

Basic Requirements		60 credits
ACCT 102	Introduction to Financial Accounting	3
ACCT 103	Introduction to Managerial Accounting	3
ACCT 270	Managerial Accounting I	3
ACCT 301	Intermediate Financial Accounting I	3
ACCT 302	Intermediate Financial Accounting II	3
ACCT 310	Tax Accounting I	3
ACCT 320	Auditing I	3
ACCT 300 or 400-level	Accounting Elective (Acct 395, Acct 399 may not be used to fulfill Accounting Elective)	3
ECON 110	Introductory Microeconomics	3
ECON 112	Introductory Macroeconomics	3
ECON 205* or MATH 341 or MATH 361	Business and Economic Statistics OR Probability and Applied Statistics OR Statistics	3
MGMT 250	Information Technology for Business	3
MGMT 263	Business Law I	3
MGMT 264	Business Law II	3
MGMT 300	Organizational Behavior	3
MGMT 305	Quantitative Methods	3
FNCE 311	Managerial Finance	3
FNCE 316	International Finance	3
MKTG 331	Marketing	3
MGMT 390	Strategic Management	3

Related Requirements		10 credits
INTD 205	Business Communications	3
MATH 213	Applied Calculus I (OR MATH 221 Calculus I)	4
PHIL 237	Ethics and Management	3

*Students who have received credit for BIOL 250, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, or SOCL 211 may use this course to fulfill the statistics requirement.

- A minimum of 50% of all required and elective ACCT, ECON, MGMT, MKTG, and FNCE courses must be taken at Geneseo.
- ACCT 301, ACCT 302, and ACCT 320 must be taken at Geneseo.
- Enrollment in 300-level and 400-level School of Business courses is restricted to junior and senior majors and minors in School of Business programs.

Bachelor of Arts Degree in Economics

Total credits required to complete major: 43

Basic Requirements		36 credits
ECON 110	Introductory Microeconomics	3
ECON 112	Introductory Macroeconomics	3
ECON 210	Intermediate Microeconomics Theory	3
ECON 212	Intermediate Macroeconomics Theory	3
ECON 205*OR MATH 341 OR MATH 361	Business and Economic Statistics OR Probability and Applied Statistics OR Statistics	3
ECON 305	Quantitative Methods	3

ECON 307	Econometrics	3
15 credits of 300 and 400-level Economics electives (ECON 395, 396 and 399 may not be used to fulfill ECON elective requirements.)		15
Related Requirements		7 credits
INTD 205	Business Communications	3
MATH 213	Applied Calculus I (OR MATH 221 Calculus I)	4

*Students who have received credit for BIOL 250, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, or SOCL 211 may use this course to fulfill the statistics requirement.

- A minimum of 50% of all required and elective ECON courses must be taken at Geneseo.
- A minimum of 15 credits of 300-level or 400-level ECON classes must be taken at Geneseo.
- ECON 210 and ECON 212 must be taken at Geneseo.

Honors in Economics

Students who have successfully completed 90 credits and at least 24 credits in Economics may request permission to complete ECON 293 Honors Seminar in Economics I and ECON 393 Honors Seminar in Economics II. Students who successfully complete ECON 393 Honors Seminar in Economics II with a letter grade of B or better, and who maintain at least a 3.3 overall GPA and a 3.30 GPA in Economics courses will graduate with Honors in Economics.

Minor in Economics

Available to all majors except Economics. Students applying for a Economics minor must have earned a 3.00 cumulative GPA to be admitted. The Economics minor must be declared prior to the completion of 85 credits. The 300-level electives may not be counted in both the major and the minor. Minimum competence requirements apply.

Basic Requirements		22 credits
ECON 110	Introductory Microeconomics	3
ECON 112	Introductory Macroeconomics	3
ECON 210	Intermediate Microeconomics Theory	3
ECON 212	Intermediate Macroeconomics Theory	3
Economics electives (two 300-level electives)		6
MATH 213	Applied Calculus I	4
MATH 221	R/Calculus I	

Enrollment in 300-level School of Business courses is restricted to junior and senior majors and minors in School of Business programs.

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

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

Bachelor of Science Degree in Business Administration

Total credit required to complete major: 58

Basic Requirements		48 credits
ACCT 102	Introduction to Financial Accounting	3
ACCT 103	Introduction to Managerial Accounting	3
ECON 110	Introductory Microeconomics	3
ECON 112	Introductory Macroeconomics	3
ECON 205* OR MATH 341 OR MATH 361	Business and Economic Statistics OR Probability and Applied Statistics OR Statistics	3
MGMT 250	Information Technology for Business	3

MGMT 263	Business Law I	3
MGMT 300	Organizational Behavior	3
MGMT 305	Quantitative Methods	3
FNCE 311	Managerial Finance	3
MKTG 331	Marketing	3
MGMT 355	Production and Operations Management	3
MGMT 370	International Business	3
MGMT 390	Strategic Management	3
Elective requirements: Two 300 or 400 level courses in ACCT, ECON, FNCE, MKTG, or MGMT (MGMT 395, 396, and 399 may not be used to fulfill this requirement)		6

Related Requirements		10 credits
INTD 205	Business Communications	3
MATH 213	Applied Calculus I (OR MATH 221 Calculus I)	4
PHIL 237	Ethical Issues in Business	3

*Students who have received credit for BIOL 250, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, or SOCL 211 may use this course to fulfill the statistics requirement.

- A minimum of 50% of all required and elective ACCT, ECON, MGMT, MKTG and FNCE courses must be taken at Geneseo.
- MGMT 390 must be taken at Geneseo
- Enrollment in 300-level and 400-level School of Business courses is restricted to junior and senior majors and minors in School of Business programs.

Minor in Business Studies

(Not available to Business Administration or Accounting majors. Economics majors may complete a Business Studies minor as long as the elective course does not have an ECON prefix. Courses cross-referenced with an ECON/MGMT prefix may not be counted in both the major and the minor.) Students applying for a Business Studies minor must have earned a 3.00 cumulative GPA to be admitted. The Business Studies minor must be declared prior to the completion of 75 credits.

Basic Requirements		18 credits
ECON 110	Introduction to Microeconomics	3
ACCT 102	Introduction to Financial Accounting	3
MGMT 263	Business Law I	3
MGMT 300	Organizational Behavior	3
MKTG 331	Marketing	3
Choose one course from: FNCE 112: Personal Finance OR INTD 325: Entrepreneurship: Commercial Ideation OR INTD 425: Entrepreneurship: Ideas2Venture OR One 300 or 400-level ACCT, MGMT, MKTG, FNCE, or ECON elective		3

*A minimum of 12 credits, including six (6) credits at the 300-level must be completed at Geneseo.

Minor in Finance

The Finance minor is designed to prepare students for careers in the investment services and banking industries. The curriculum in the minor, when combined with a degree in Business Administration, Accounting, or Economics provides most of the content needed for

the CFA Level One exam. In addition to the Finance coursework, students can get involved with the Student Managed Investment Fund that provides invaluable hands-on experience guided by professionals and the opportunity to earn additional academic credit.

Open to Business Administration, Accounting, and Economics majors only. Students applying for the Finance minor must have been admitted to the School of Business.

Basic Requirements		21 credits
FNCE 311	Managerial Finance	3
FNCE 313	Security Valuation and Analysis	3
ACCT 301 OR ECON 210	Intermediate Financial Accounting I OR Intermediate Microeconomics	3
ACCT 302 OR ECON 212	Intermediate Financial Accounting II OR Intermediate Macroeconomics	3
ECON 307 OR FNCE 315	Econometrics OR Financial Statement Analysis	3
Choose two electives from: FNCE 312: Advance Managerial Finance, FNCE 316: International Finance, FNCE 325: Money and Financial Intermediation		6

Students pursuing a B.A. in Economics must select ACCT 301 and ACCT 302 to fulfill the Finance minor requirements.

Students should note of all related MATH, ACCT, ECON, FNCE and MGMT pre-requisites for the Finance minor requirements.

Minor in Management

The Management minor is designed to prepare students for careers in management and human resources. In-depth study and application provide the knowledge and skills needed to plan, organize, monitor and lead in organizational settings large and small.

Open to Business Administration, Accounting, and Economics majors only. Students applying to the Management minor must have been admitted to the School of Business. Students majoring in Business Administration may not count any of the courses taken for the Management minor toward the Business Administration major electives

Basic Requirements		21 credits
MGMT 263	Business Law I	3
MGMT 300	Organizational Behavior	3
MGMT 346	Human Resources Management	3
MGMT 370	International Business	3
MGMT 390	Strategic Management	3
Choose two electives from: MGMT 347: Special Topics in Personnel and Human Resources MGMT 360: Labor Relations MGMT 395: Internship INTD 425: Entrepreneurship: Ideas2Venture		6

Minor in Marketing

The Marketing minor prepares students for a variety of careers paths through specialized study of all facets of the marketing function in organizations large and small. The courses are designed with a focus on theory and application through real-world projects.

Open to Business Administration, Accounting, and Economics majors only. Students applying to the Marketing minor must have been admitted to the School of Business.

Basic Requirements		18 credits
MKTG 331	Marketing	3
MKTG 333	Marketing Research	3
MKTG 334	Advertising & Promotion Management	3
MKTG 338	Internet Marketing	3
Choose two electives from: MKTG 341: Consumer Behavior MKTG 342: Sales Management MGMT 395: Internship		6

Preparation for the Master of Business Administration Degree (4 + 1 Program)

School of Business majors completing a prescribed program at Geneseo and achieving a sufficient score on the GMAT examination are able to complete the M.B.A. program at SUNY Binghamton, Rochester Institute of Technology, Clarkson University, Alfred University or Union College in one additional year of study, following a four-year degree at Geneseo. Details relating to this program may be obtained from the School of Business, South Hall 100, SUNY Geneseo, 1 College Circle, Geneseo, New York 14454.

Accounting Courses

ACCT 102 Introduction to Financial Accounting

An introduction to financial accounting theory and practice. Emphasis is given to basic financial accounting concepts; the generally accepted accounting principles associated with accounting for assets, liabilities, and ownership interests; and the analysis of financial statements. Credits: 3(3-0)

ACCT 103 Introduction to Managerial Accounting

An introduction to managerial accounting theory and practice. Emphasis is given to managerial accounting concepts; cost-volume-profit relationships; job, process, and absorption costing; budgeting; standard costs and variance analysis; price level changes; and the use of managerial accounting information in decision-making. Prerequisites: ACCT 102. Credits: 3(3-0)

ACCT 270 Managerial Accounting I

An in-depth study of the theory and practice of managerial accounting. Emphasis is given to cost-volume-profit relationships; cost behavior and cost allocation; job, process, joint and by-product costing; the master budget; standard costs and variance analy-

sis; and responsibility accounting. Prerequisites: ACCT 103. Credits: 3(3-0) Offered every spring

ACCT 301 Intermediate Financial Accounting I

An introduction to the theory and practice underlying the preparation of general purpose financial statements for corporate entities. The course emphasizes the role of institutional factors in the development of complex business practices and accounting standards and presumes an ability to perform independent study. Specific topics include financial statement preparation; traditional and emergent techniques of asset valuation for receivables, inventory, plant assets and intangibles; ethical problems in financial reporting; the preparation and interpretation of required narrative disclosure; heightened expectations for professional ethics; an introduction to Sarbanes-Oxley requirements; and an exposure to original text for official pronouncements. Prerequisites: ACCT 102 and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

Accounting Courses

ACCT 302 Intermediate Financial Accounting II

A continuation of ACCT 301. The course builds upon the foundation created in A360 and overlays the impact of internal control and complex entities on accounting practice. Specific topics include internal control and Section 404 of the Sarbanes-Oxley Act; traditional and emergent techniques of liability valuation; equity, derivatives and hybrid securities; implementation of Statement of Financial Accounting Standards (SFAS) 95 through both the indirect and direct methods; investments accounted for under the cost, fair value (SFAS 115) and equity methods; and the consolidation of wholly- and partially-owned subsidiaries through the use of cost and equity methods for at-date and subsequent-period presentations. Prerequisites: ACCT 301 and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every spring

ACCT 305 Managerial Accounting II

A continuation of the in-depth study of the theory and practice of managerial accounting. Emphasis is given to relevant costs and pricing; capital budgeting; inventory planning, control, and costing; application of linear programming and regression analysis to managerial accounting; advanced variance analysis; and the use of accounting systems and internal control systems in the management of business organizations. Prerequisites: ACCT 270, ECON 205, and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

ACCT 306 Controllership in Organizations

This course will examine selected aspects of Controllership not covered in previous courses. Topics will include: control in organizations; goals, strategies, and information; aspects of control in decentralized organizations, programming, and long-term planning; budget models; specialized management control applications including high technology industries, executive incentive compensation plans, multinational companies, service organizations, nonprofit

organizations, and project organizations. Prerequisites: ACCT 270 and senior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

ACCT 310 Introduction to Federal Income Taxation

This course will provide a broad background in federal income taxation, with emphasis on fundamental tax concepts and the types of taxpayers. Topics will include an overview of tax code provisions and regulations applicable to individuals, corporations and partnerships; tax consequences of property transactions; similarities and differences between income tax provisions and financial accounting principles; and professional standards for tax practice. The course will also introduce students to the use of technology in tax practice, and methodologies for tax research and tax planning. Prerequisites: ACCT 103 and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0).

ACCT 315 Financial Statement Analysis

This course is an in-depth study of financial statements, with particular emphasis on using a combination of accounting numbers and information from other sources to estimate the value of corporate securities. The course advances a perspective that financial accounting sometimes describes, and sometimes obscures, the fundamental economic activities of the firm. Topics include business strategy and its impact on financial statements, the qualities and limitations of accounting information, earnings quality and earnings management, making adjustments to financial statements, using supplemental disclosure, off-balance-sheet financing, forecasting, proformas, and the use of financial statement information in valuation models. Also cross registered as FNCE 315. Prerequisites: FNCE 311. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

Accounting Courses

ACCT 320 Auditing I

A study of auditing theory and standards; professional ethics and the auditor's legal liability; theory and auditing of internal control systems; audit evidence, working papers, quality control, program design, and sampling techniques; the audit of computer based accounting systems; and the preparation of audit reports. Prerequisites: ACCT 302, ECON 205 and senior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

ACCT 330 Fund Accounting

A study of accounting principles pertaining to government, not-for-profit, and eleemosynary organizations, e.g., state and local governments, universities, hospitals, and voluntary civic organizations. Prerequisites: ACCT 302 and junior status. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

ACCT 340 Professional Accountancy Seminar

A capstone course for the accounting major, consisting of a rigorous, detailed exami-

nation of current professional standards and practices together with the underlying accounting theory and law that support these standards and practices. Prerequisites: Senior status and permission of instructor. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(2-4)

ACCT 395 Internship/Seminar

A one-semester, work-study experience in an appropriate agency outside the college. In addition to the work experience, students are expected to complete a research paper, give an oral business presentation, and participate in a seminar. Interns work closely with their sponsor(s) on projects approved by the School of Business Internship Director. Prerequisites: 2.75 cumulative GPA, junior or senior standing, 24 approved credits in major program and permission of Internship Director. Credits: 1-15 Offered by individual arrangement

ACCT 399 Directed Study

Prerequisites: Restricted to School of Business majors and minors. Credits: 3(3-0) Offered by individual arrangement

Economics Courses

ECON 110: Introductory Microeconomics

A survey introduction to microeconomics with emphasis on the concepts of demand, supply, production, input markets, general equilibrium, and economic efficiency. Attention is given to the problems of income distribution, agriculture, spillover effects, and international trade. Credits: 3(3-0)

ECON 112: Introductory Macroeconomics

A survey introduction to macroeconomics with emphasis on the concepts of national income accounting, consumption, investment, money and banking, and income determination. Attention is given to the problems of employment, price stability, growth, and international economic policy. Prerequisite: ECON 110 Credits: 3(3-0)

ECON 205 Business and Economic Statistics

A survey of the basic statistical tools used

in management decision-making and data analysis. Major topics include data organization and presentation, a review of probability concepts, sampling and sampling distributions, statistical estimation and hypothesis testing, and correlation and regression analysis. The course also emphasizes applications of statistical techniques, the use of computerized statistical packages and ethical issues in statistical analysis. Prerequisite: MATH 213 or MATH 221. Credits: 3(2-2)

ECON 210: Intermediate Microeconomic Theory

A study of the theories of price and production in markets for goods and factors under various market structures. Emphasis is given to indifference analysis and to strategic models of oligopoly and monopolistic competition. Prerequisites: ECON 110 and (MATH 213 or MATH 221) Credits: 3(3-0)

Economics Courses

ECON 212: Intermediate Macroeconomic Theory

A study of the theories of social accounting; aggregate, simple, and general income and price level determination; and economic growth. Emphasis is given to techniques of national income and wealth accounting, consumption, and investment functions. Neo-Classical and Neo-Keynesian equilibrium models, the theory of employment, and aggregate growth models are also considered. Prerequisites: ECON 112 and (MATH 213 or MATH 221) Credits: 3(3-0)

ECON 293 Honors Seminar in Economics I

This is the first in a two course sequence leading to graduation with Honors in Economics. Topics will vary based on the interests of the student and the approval of the instructor. This course focuses on research methods and the development of an appropriate research question. The student will prepare a high quality literature review covering recent developments on the selected topic. The literature review will be the foundation for independent original research on the selected topic. Additionally students will begin collecting the data necessary to undertake an original research project. Prerequisites: (ECON 210 or ECON 212), ECON 307, a 3.30 GPA in economics courses and a cumulative GPA of 3.30 overall. Permission of supervising instructor is required. Credits: 3(2-2) Offered every fall.

ECON 305 Quantitative Methods

This course covers the quantitative analysis tools associated with professional practice in business. This course draws on the fundamental probability and statistics learned in ECON 205. Topics include the use of regression analysis, development of forecasting models, and the use of linear programming. The course concludes with a final research project requiring the application of quantitative methods to real-world data. Prerequisites: ECON 205 and junior status. Restricted to School of Business majors and minors. Crosslisted with MGMT 305. Credits: 3(3-0)

ECON 307: Econometrics

A study of the application of econometrics to economic analysis. Emphasis is given to

inference and estimation in the linear regression model and to the problems of heteroskedasticity and autocorrelation. Prerequisites: ECON 305, (ECON 210 or ECON 212), and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every spring

ECON 310 History of Economic Analysis

A study of the evolution of economic analysis from ancient to modern times. Emphasis is given to methods of economic theorizing and interactions of changing social conditions, problems, and theories. Prerequisites: ECON 210, ECON 212, and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Not offered on a regular basis.

ECON 322 Managerial Economics

An integrated study of the principles of economic and management science theory. Emphasis is given to behavioral variables in decision-making, market structure, pricing under non-competitive conditions, and forecasting. (Cross listed with MGMT 322.) Prerequisites: ECON 110, ECON 205, and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Not Offered on a regular basis.

ECON 325 Money and Financial Intermediation

A study of monetary theory and the processes of financial intermediation. Emphasis is given to the theory of money, interest rates, types of financial intermediaries, central banking, and public control of financial intermediation and markets. (Cross listed with FNCE 325). Prerequisites: ECON 112 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

ECON 330 Public Finance

A study of public revenue and expenditures at the local, state, and federal government levels. Emphasis is given to principles of tax-

Economics Courses

tion, tax systems, budgeting theory and procedure, intergovernmental fiscal relations, and debt management. Prerequisites: ECON 210 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

ECON 340 Environmental Economics

A study of economic theory and public policies as applied to environmental problems. Emphasis is given to the role of market failure in explaining the existence of pollution, to alternative strategies for pollution control and environmental management, and to problems associated with growth. Prerequisites: ECON 110 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

ECON 345 Economics of Sports

This course applies the principles of microeconomics and statistics to the industries of professional and amateur sports. The topics include league structure, team decision-making, labor-relations, incentive structures, and stadium financing and the role of public policy. The course is designed to illuminate economic principles foremost, using sports as a convenient vehicle to represent these ideas. Prerequisites: ECON 205, ECON 210, and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

ECON 350 Law and Economics

The purpose of this course is to introduce to students the analysis of law from the perspective of economics. Based on the economic concepts and principles of scarcity, choice, preferences, and incentives, this course uses the microeconomic tools such as cost-and-benefit analysis, and supply-and-demand models to explain legal and political rules, firms and contracts, government organizations, and other institutions. Topics in this course include economic analysis of property law, contract law, tort liability, criminal law, and antitrust law. Prerequisites: ECON 110 and junior standing. Restricted to School

of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Not offered on a regular basis

ECON 355 Economic Development and Growth

A study of the existing disparities between developed and less developed countries, problems faced by less developed countries, historical and modern theories regarding economic development, and an introduction to growth theory. Prerequisites: ECON 112 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

ECON 364 International Trade and Economic Policy

A study of the theories of trade and open-economy economics, with attention to international economic policy, foreign exchange markets, balance of payments statistics, and adjustment mechanisms under different monetary systems. Prerequisites: ECON 212 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

ECON 365 International Macroeconomics

A study of the macroeconomic and monetary aspects of international economics, with attention to international accounting systems and the balance of payments, foreign exchange markets, international monetary systems and macroeconomic adjustment, and monetary, fiscal, and exchange rate policies in open economies. Prerequisites: ECON 212 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

ECON 370 Industrial Organization

A study of the theory, organization, and operation of the structure of business enterprise. Emphasis is given to the incidence of competitive and monopolistic tendencies in various markets, economic concentration, market conduct, market performance, and

Economics Courses

regulatory policy. Prerequisites: ECON 210 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

ECON 376 Labor Economics

A study of the economic analysis of human resources, and the policy implications of that analysis. Emphasis is given to the theory of labor supply and demand, wage determination, human capital theory, labor market discrimination, the economic impact of unions, poverty, unemployment, and demographic trends in the labor force. Prerequisites: ECON 112 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every other year.

ECON 383 Thinking Strategically: An Introduction to Game Theory

This course will introduce concepts and techniques of game theory that are widely used across all fields of economics and business as well as in social sciences. The course is a blend of formal theories and applications in economics and business. It covers normal form games, extensive form games, repeated games, games of incomplete information, bargaining, auctions, and (if time allows) coalitional games. Cross-listed with MGMT 383. Restricted to School of Business Majors and Minors. Prerequisites: MATH 213 or MATH 221, ECON 112, ECON 205 and Junior standing. Credits: 3(3-0) Not offered on a regular basis.

ECON 393 Honors Seminar in Economics II

This is the second in a two course sequence leading to graduation with Honors in Economics. Topics will vary based on the interests of the student and the approval of the instructor. This course focuses on applied economic research. Based on the literature review developed in ECON 293, students will collect and analyze economic data. Students will discuss and present the findings of their research. Prerequisites: A grade of B or better in ECON 293 and permission of supervising instructor. Credits: 3(2-2) Offered every spring semester when demand is sufficient

ECON 395 Internship/Seminar

A one-semester, work-study experience in an appropriate agency outside the college. In addition to the work experience, students are expected to complete a research paper, give an oral business presentation, and participate in a seminar. Interns work closely with their sponsor(s) on projects approved by the School of Business Internship Director. Prerequisites: 2.75 cumulative GPA, junior or senior standing, 24 approved credits in major program, and permission of the Internship Director. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 1-15 Offered by individual arrangement

ECON 399 Directed Study

Prerequisites: Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered by individual arrangement

Finance Courses

FNCE 112: Personal Finance

This course will provide an overview of key money management concepts, the financial marketplace, and financial decisionmaking tools. It will investigate how technological developments, new financial products and services, and the changing economy and tax laws influence personal financial decisions. A major theme of the course will be personal financial planning for varied life

situations. Restricted to School of Business majors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

FNCE 311: Managerial Finance

A study of basic financial management principles and techniques. Specific topics covered include the national and global financial environments, ethical issues and financial

Finance Courses

decision-making, valuation and analysis techniques, asset management, and capital budgeting. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: ACCT 103, ECON 205, and junior or senior status. Credits: 3(3-0)

FNCE 312: Advanced Managerial Finance

A study of advanced financial management techniques. Specific topics covered include valuation and risk/return, leasing, capital budgeting, capital structure, dividend policy, and mergers/acquisitions/LBOs. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: FNCE 311 and junior or senior status. Credits: 3(3-0) Offered every year

FNCE 313: Security Valuation and Analysis

An in-depth study of security valuation. Specific topics covered include the organization and functioning of securities markets, security market indicator series, modern developments in investment theory, capital market theory, bond portfolio management, stock options, warrants and convertible securities commodity futures, and international diversification. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: FNCE 311 and junior or senior status. Credits: 3(3-0) Offered every year

FNCE 315: Financial Statement Analysis

This course is an in-depth study of financial statements, with particular emphasis on using a combination of accounting numbers and information from other sources to estimate the value of corporate securities. The course advances a perspective that financial accounting sometimes describes, and sometimes obscures, the fundamental economic activities of the firm. Topics

include business strategy and its impact on financial statements, the qualities and limitations of accounting information, earnings quality and earnings management, making adjustments to financial statements, using supplemental disclosure, off-balance-sheet financing, forecasting, proformas, and the use of financial statement information in valuation models. Also cross registered as ACCT 315. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: FNCE 311 and junior or senior status. Credits: 3(3-0)

FNCE 316: International Finance

An advanced course in financial decision-making in the international context. Emphasis is given to micro- and macroeconomic analysis of international financial accounting, foreign exchange and financial markets, multinational financial operations, foreign investment, and the rapidly changing institutional structure of international finance. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: FNCE 311 and junior or senior status. Credits: 3(3-0) Offered every spring

FNCE 325: Money and Financial Intermediation

A study of monetary theory and the processes of financial intermediation. Emphasis is given to the theory of money, interest rates, types of financial intermediaries, central banking, and public control of financial intermediation and markets. (Cross-listed with ECON 325). Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: ECON 112 and junior or senior status. Credits: 3(3-0) Offered every year.

Management Courses

MGMT 100 Society and Business

This course will explore the relationship among social, political, legal and environmental forces and the development and operation of business in a global economy. Emphasis will be placed on the ability of

students to analyze in what way relevant changes in social values, beliefs, political and legal forces and environmental factors impact changes in the business environment. Credits: 3(3-0)

Management Courses

MGMT 250 Information Technology for Business

A certain level of knowledge of information systems is increasingly an essential component of the “tool set” for all professional careers. Just as a professional needs to be proficient in communications, he/she will also be required to be informed of essentials of information systems. Such essentials include the basic make-up of a management information system, its operational principles, and most common applications, relationships between a management information system and the overall business management, as well as major issues in deploying and evaluating management information system. This course will serve to lay the groundwork for students to develop solid information system knowledge in their professional careers. Prerequisites: Restricted to School of Business majors and premajors. Credits: 3(3-0)

MGMT 263 Business Law I

A study of aspects of American law pertaining to business activity. Emphasis is given to the legal and social environments, the development of administrative and employment law, government regulations, contracts and UCC, agency, and business entities. Ethical considerations in these areas will be discussed throughout the course. Prerequisites: Sophomore standing. Credits: 3(3-0)

MGMT 264 Business Law II

A study of aspects of American law with emphasis given to commercial transactions and UCC, property, insurance, estate and trusts, bailments, creditors’ rights, bankruptcy, and secured transactions. Ethical considerations in these areas will be discussed throughout the course. Prerequisites: MGMT 263 and Sophomore standing. Credits: 3(3-0) Offered every spring

MGMT 268 Management Law & New Technologies

This course will provide students with an opportunity to learn about and explore contemporary legal business management issues involving new technologies in the workplace be covered include: management law in gen-

eral; communications law; the computer and the law including privacy rights, freedom of expression, intellectual property matters; e-commerce; torts; computer crime; computer security and encryption, cyber-ethics and netiquette management concerns. Prerequisites: Sophomore standing. Credits: 3(3-0) Offered when demand is sufficient

MGMT 280 Small Business Management

Management decision-making for small business enterprise. Emphasis is given to procedures for initiating a small business, managing and operating the enterprise, and public services available to assist managers of small businesses. Credits: 3(3-0) Offered when demand is sufficient

MGMT 300 Organizational Behavior

A study of theories of organizational culture, behavior, and design. This course will focus upon individual behavior within groups and organizations; leadership and decision-making within organizations; organizational culture and design; group dynamics, total quality, and demographic diversity issues within organizations; and various macro-environmental influences on organizations, e.g. technology, ethical issues, global considerations, and environmental demographic diversity. Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

MGMT 305 Quantitative Methods

This course covers the quantitative analysis tools associated with professional practice in business. This course draws on the fundamental probability and statistics learned in ECON 205. Topics include the use of regression analysis, development of forecasting models, and the use of linear programming. The course concludes with a final research project requiring the application of quantitative methods to real-world data. Prerequisites: ECON 205 and junior status. Restricted to School of Business majors and minors. Crosslisted with ECON 305. Credits: 3(3-0) Offered every year.

Management Courses

MGMT 346 Human Resource Management

An in-depth study of the research methods, organizational functions, and issues of modern human resource management (HRM). Topics include the evolution and role of the modern HRM function in organizations, research methods in HRM, and the major HRM functions (e.g., job analyses, recruitment and selection, staffing, training and career development, performance appraisal, compensation and benefits). Prerequisites: MGMT 300. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every fall

MGMT 347 Special Topics in Personnel and Human Resources

An advanced course on the theory and application of selected personnel topics including wage and salary planning, selection with EEO considerations, health and safety, training and development, performance appraisal, and employee supervision. Students will explore the use and development of management techniques in the various areas of personnel. Ethical considerations will be included. Prerequisites: MGMT 346. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

MGMT 350 Information Systems

A study of the efficient use of information technology in achieving organizational goals. Emphasis is given to the study of computerized information systems within the context of the history, paradigms, research, and ethical issues of the field. Topics will include the evolution and globalization of information technology; database generation and communication via computers; computer-based information systems (e.g., data processing, management information, decision support, and expert systems); functional information systems within organizations (e.g., marketing, manufacturing, financial and accounting information systems); and the strategic management of information resources. Prerequisites: Junior standing,

Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

MGMT 355 Production and Operations Management

A study of the production and operations management (POM) function to ensure total organizational quality in the use of resources to provide goods and services. Topics include the evolution of POM into a function for global competitiveness, the analytical techniques of decision theory and forecasting, designing production systems, operating production systems, and Total Quality Management (TQM) within organizations. Prerequisites: ECON 205 and junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered every year.

MGMT 357 Electronic Commerce

This course is an in-depth study of electronic commerce, with particular emphasis on how technology can enhance collaboration and information sharing among business partners. Topics include network infrastructures, security, privacy, copyright issues, electronic payment systems, electronic data interchange (EDI), software agents and data transmission fundamentals. Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient.

MGMT 360 Labor Relations

An in-depth study of labor-management relations, with emphasis on unionized workplace settings in the U.S. economy. Topics include the development of organizational work rules, labor history, labor law, union structure and organization, the process and issues of collective bargaining, and public sector labor relations. Prerequisites: MGMT 300. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered when demand is sufficient

Management Courses

MGMT 370 International Business

An advanced course addressing the role of businesses and business managers in the global economy. Emphasis is given to the scope and theories of international business, the framework for international transactions, relations with host countries and host cultures, global business strategies, and the contrasting international management and ethical issues managers may face. Prerequisites: Junior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

MGMT 383 Thinking Strategically: An Introduction to Game Theory

This course will introduce concepts and techniques of game theory that are widely used across all fields of economics and business as well as in social sciences. The course is a blend of formal theories and applications in economics and business. It covers normal form games, extensive form games, repeated games, games of incomplete information, bargaining, auctions, and (if time allows) coalitional games. Cross-listed with ECON 383. Restricted to School of Business Majors and Minors. Prerequisites: MATH 213 or MATH 221, ECON 110, ECON 205 and Junior standing. Credits: 3(3-0) Offered when demand is sufficient

MGMT 385 Special Topics in Business

This course involves the study of a specialized topic in business. Students may take this course for credit up to two times under different subtitles; it may be used only once to count toward the requirements of any School of Business major or minor. Prerequisites: Senior standing. Restricted to School of Business majors and minors. Others may

seek permission from the School of Business. Credits: 3(3-0)

MGMT 390 Strategic Management

A capstone course for business school majors emphasizing an integrated, total quality approach to organizational objectives, strategies, and policies. Through case studies and other managerial projects, students learn and apply the processes of strategy formulation, implementation, and evaluation to best achieve an organization's goals. Prerequisites: MGMT 300, FNCE 311, MKTG 331, and senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

MGMT 395 Internship/Seminar

A one-semester, work-study experience in an appropriate agency outside the college. In addition to the work experience, students are expected to complete a research paper, give an oral business presentation, and participate in a seminar. Interns work closely with their sponsor(s) on projects approved by the School of Business Internship Director. Prerequisites: 2.75 cumulative GPA, junior or senior standing, 24 approved credits in major program, and permission of Internship Director. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 1-15 Offered by individual arrangement

MGMT 399 Directed Study

Prerequisites: Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0) Offered by individual arrangements

Marketing Courses

MKTG 331: Marketing

A study of the principles, concepts, and managerial policies pertaining to the marketing function within organizations. This course will focus upon the total quality management of the marketing function; consumer behavior; market research and information systems; policies pertaining to product and service development, pricing, promotion, physical distribution and sales; and the external marketing environment (e.g., law and ethics, globalization, technological change, and demographic diversity in the marketplace). Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Prerequisites: Junior or senior status. Credits: 3(3-0)

MKTG 333: Marketing Research

An in-depth study of the fundamentals of marketing research, with emphasis on appropriate methods of survey research. Topics include the role of marketing research in achieving total quality management; principles of research design and exploratory research; survey design and administration; and data analysis techniques. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: MKTG 331 and ECON 205 and junior or senior status. Credits: 3(3-0) Offered every spring.

MKTG 334: Advertising and Promotion Management

An in-depth study of the fundamentals of promotion management and marketing communications. Topics include the consumer behavioral foundations of marketing communications, sales management and personal selling, advertising, sales promotion, public relations, publicity, and the role of integrated marketing communications in marketing management and total quality management. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: MKTG 331 and junior or senior status. Credits: 3(3-0) Offered every fall.

MKTG 337: Marketing Management

A capstone course covering managerial

issues in marketing, including organization of the marketing function; product management; planning and control systems; and sales force management, including recruitment and selection, training, motivation, and supervision. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: MKTG 333 or MKTG 334 and junior or senior status. Credits: 3(3-0) Not offered on a regular basis

MKTG 338: Internet Marketing

The Internet has become a key technology for the practice of marketing. To thrive in this new digital age, marketers must rethink their strategies for the 4Ps and adapt them to today's new environment. This course is designed to help marketing students learn the art of managing a virtual market place and develop product, pricing, placement and promotion strategies relevant to this new model of business. Paraphrasing Philip Kotler's definition of marketing, Internet Marketing is the process of building and maintaining customer relationships through on-line activities to facilitate the exchange of product and services that satisfy the goals of both customers and sellers. Although the use of digital technology is the key to Internet marketing, this course is not designed to create experts in web page programming languages. Prerequisites: MKTG 331 and junior or senior status. Credits: 3(3-0) Offered every fall.

MKTG 339: International Marketing

Globalization is the single most significant development in marketing in this century. The reality of a global market and global competition is pervasive. In this course, students will examine and discuss the issues associated with developing, organizing and managing marketing strategies across multiple foreign nations. The challenges faced by the organizations in managing across multiple markets simultaneously are far greater than operating at a "national market expansion" level. A countertrend is also emerging, that is, global trade is becoming increasingly regionalized. This course will provide the students with a set of tools for working in international environment and assist in

Marketing Courses

developing business and marketing strategies for multiple foreign markets. Restricted to School of Business majors. Others may seek permission from the School of Business. Prerequisites: MKTG 331 and junior or senior status. Credits: 3(3-0) Not offered on a regular basis

MKTG 341: Consumer Behavior

This course provides an in-depth study of consumer buying behavior from a marketing perspective. Consumer behavior is the study of individuals, groups or organizations and the processes they use to select, secure, use and dispose of products, services, experiences, or ideas to satisfy needs and the impacts that these processes have on the consumer and society. All marketing decisions and applications are based on assumptions about buyer behavior. This course will provide the student with buyer behavior concepts and theories and provide opportunities to apply the learnings to marketing strategy development and business problem resolution. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Prerequisite: MKTG 331 Credits: 3(3-0) Offered every spring semester.

MKTG 342: Sales Management

The objective of this course is to introduce students to the Strategic Selling Model, a fact-based solution selling process developed by CDI Education (Determine, Dialogue, Develop and Deliver) that will provide them with the basic fundamentals of effective salesmanship through a combination of class lectures/discussions, situational role playing and guest lectures. Recent research has revealed important changes in how sales professionals must perform in order to be successful in this rapidly changing business environment. This change focuses on knowing the customer's business, communicating with the customer about short- and long-term needs, and together developing solutions to meet those needs. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Prerequisite: MKTG 331 Credits: 3(3-0) Offered every spring semester.

B.S. in Accounting

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
F/	3	MATH 213* or R/elective	3-4
S/ or Foreign Language	3	ACCT 102	3
MATH 213* or R/elective	3-4	ECON 112	3
ECON 110	3	F/	3
INTD 105	3	S/ or Foreign Language	3
Total	15-16	Total	15-16

SECOND YEAR

ACCT 103	3	ECON 205 or INTD 205	3
ECON 205 or INTD 205	3	ACCT 270	3
MGMT 263	3	MGMT 264	3
MGMT 250	3	PHIL 237	3
HUMN 220	4	HUMN 221	4
Total	16	Total	16

THIRD YEAR

ACCT 301	3	ACCT 302	3
ACCT 310	3	MGMT 300 or FNCE 311 or MKTG 331	3
MGMT 305	3	MGMT 300 or FNCE 311 or MKTG 331	3
MGMT 300 or FNCE 311 or MKTG 331	3	N/	4
N/or M/	3-4	M/ or elective	3
Total	15-16	Total	16

FOURTH YEAR

ACCT 320	3	MGMT 390	3
ACCT 3--/or elective	9-11	FNCE 316	3
		ACCT 3-- /or elective	6-8
Total	12-14	Total	12-15

Total Credits – 120

*Students should have completed at least 4 years of high school math including algebra at the intermediate level as a prerequisite for MATH 213. Students deficient in math must enroll in MATH 112 before taking MATH 213.

Major courses taken at the 300 or 400-level should not be taken until the student has been accepted as a full major and has a Junior or Senior class standing

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

B.A. in Economics

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
ECON 110	3	F/	3
MATH 213* or Elective	3-4	S/	3
S/U/	3	ECON 112	3
F/ or Foreign Language	3	MATH 213* or Elective	3-4
INTD 105	3	Elective or Foreign Language	3
Total	15-16	Total	15-16

SECOND YEAR

ECON 210-Fall	3	ECON 212-Spring	3
ECON 205	3	INTD 205	3
M/	3	H/HUMN 221	4
H/HUMN 220	4	Elective	3
Total	13	Total	13

THIRD YEAR

300 or 400-level ECON elective	3	ECON 307	3
ECON 305	3	300 or 400-level ECON elective	3
N/	4	N/	4
Electives or F/	6	Electives	6
Total	16	Total	16

FOURTH YEAR

300 or 400-level ECON Electives	6	300 or 400-level ECON Elective	3
Electives	9	Electives	9
Total	15	Total	12

Total Credits – 120

Note: All 15 hours of required ECON electives must be at the 300 or 400-level.

*Students should have completed at least 4 years of high school math including algebra at the intermediate level as a prerequisite for MATH 213. Students deficient in math must enroll in MATH 112 before taking MATH 213.

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

B.S. in Business Administration

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
ACCT 102	3	ACCT 103	3
R/MATH 213* or Elective	3-4	R/MATH 213* or Elective	3-4
S/U/	3	Elective or Foreign Language	3
F/ or Foreign Language	3	F/	3
INTD 105	3	S/	3
Total	15-16	Total	15-16
SECOND YEAR			
ECON 110	3	ECON 112	3
ECON 205 or M/	3	ECON 205 or M/	3
INTD 205 or MGMT 250	3	INTD 205 or MGMT 250	3
PHIL 237 or MGMT 263	3	MGMT 263 or PHIL 237	3
HUMN 220	4	HUMN 221	4
Total	16	Total	16
THIRD YEAR			
MGMT 300 and/or FNCE 311 and/or MKTG 331	3-6	MGMT 300 and/or FNCE 311 and/or MKTG 331	3-6
MGMT 305	3	MGMT 355	3
Elective or F/	3	Elective	3
N/	4	N/	4
Total	13-16	Total	13-16
FOURTH YEAR			
MGMT 370 or 390	3	MGMT 390 or 370	3
Additional Major Requirements	3-6	Additional Major Requirements	0-3
Electives	6-10	Electives	9
Total	12-16	Total	12-15
Total Credits – 120			
*Students should have completed at least 4 years of high school math including algebra at the intermediate level as a prerequisite for Math 213. Students deficient in math must enroll in MATH 112 before taking MATH 213.			
Major courses taken at the 300 or 400-level should not be taken until the student has been accepted as a full major and has a Junior or Senior class standing.			
Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.			

Chemistry

Wendy Pogozelski, Chair (Integrated Science Center 331) -chemistry.geneseo.edu

Distinguished Teaching Professor:s D. Geiger, W. Pogozelski. Professors: D. Johnson, R. McKnight, K. Yokoyama. Associate Professors: J. Boiani, J. Peterson Assistant Professors: E. Helms. Lecturers: C. Cappon, A. Charlebois, H. C. Geiger, B. Gikonyo. Visiting Assistant Professor: C. Kelleher

Secondary School Preparation

It is suggested that students proposing to major in chemistry have the following high school preparation: one year of chemistry (preferably with laboratory work), one year of physics, and 3 1/2 years of mathematics (including elementary algebra, plane geometry, intermediate algebra, and trigonometry).

Department Writing Requirement

Students meet the department writing requirement by passing Chemistry 352, Chemistry Senior Seminar.

Minimum Competency Requirement

A grade of C- must be achieved in any required chemistry course before it can be used as a prerequisite for another course.

Bachelor of Arts Degree

The Bachelor of Arts in Chemistry is recommended for students pursuing adolescent teaching certification or for students who do not intend to pursue graduate work in chemistry.

Total credits required to complete major: 52-58

Requirements		36-42 credits
CHEM 116, 118	Chemistry I and Chemistry II OR	6
CHEM 203, 204	Principles of Chemistry I and II	
CHEM 119	Chemistry Laboratory	2
CHEM 209	Intermediate Chemistry Laboratory	2
CHEM 211, 213	Organic Chemistry I and Organic Chemistry II OR	6
CHEM 223, 224	Principles of Organic Chemistry I and II	
CHEM 216	Organic Chemistry Laboratory	2
CHEM 313	Lab Tech in Organic Chemistry I OR	2
CHEM 331	Lab Techniques in Inorganic Chemistry	
CHEM 320, 322	Physical Chemistry I and II OR	3-6
CHEM 324	Principles of Physical Chemistry	
CHEM 330	Inorganic Chemistry I	3
CHEM 340	Modern Analytical Chemistry	3
CHEM 342	Modern Analytical Chemistry Laboratory OR	2
CHEM 361	Modern Physical Chemistry Laboratory	
CHEM 351	Current Topics in Chemistry *Students working toward Adolescent Certification in Chemistry and General Science may substitute INTD 300 – Topics in Secondary Education: Science	1
CHEM 352	Chemistry Senior Seminar	1
An additional 3 credit 300-level chemistry course must be taken if the CHEM 320/322 option is taken OR two additional 3 credit 300-level chemistry courses must be taken if the CHEM 324 option is used.		3-6

Related Requirements		16 credits
MATH 221, 222	Calculus I and Calculus II	8
PHYS 123, 114, 125, 116	Analytical Physics I and Physics I Laboratory, Analytical Physics II and Physics II Laboratory.	8

Bachelor of Science Degree: American Chemical Society Certified

The ACS certified BS in Chemistry is recommended for those intending to pursue graduate work in chemistry or those who wish to pursue interdisciplinary study and obtain a degree certified by a professional organization (e.g., environmental chemistry, biochemistry or chemical physics).

Total credits required to complete major: 55-68 credits

Basic Requirements		49-52 credits
CHEM 116, 118	Chemistry I and Chemistry II OR	6
CHEM 203, 204	Principles of Chemistry I and II	
CHEM 119	Introductory Chemistry Laboratory	2
CHEM 209	Intermediate Chemistry Laboratory	2
CHEM 211, 213	Organic Chemistry I and Organic Chemistry II OR	6
CHEM 223, 224	Principles of Organic Chemistry I and II	
CHEM 216	Organic Chemistry Laboratory	2
CHEM 300 OR	Principles of Biochemistry OR	3
CHEM 302	Biochemistry I	
CHEM 301**	Biochemistry Lab	2
CHEM 313**	Lab Techniques in Organic Chemistry	2
CHEM 320, 322	Physical Chemistry I and II	6
CHEM 330	Inorganic Chemistry I	3
CHEM 331	Lab. Techs. in Inorganic Chemistry	2
CHEM 340	Modern Analytical Chemistry	3
CHEM 342**	Modern Analytical Chemistry Laboratory	2
CHEM 351	Current Topics in Chemistry	1
CHEM 352	Chemistry Senior Seminar	1
CHEM 361	Modern Physical Chemistry Laboratory	2
CHEM 399	Directed Study which involves a minimum of 4 laboratory contact hours per week and a comprehensive written report, may replace one of the following laboratory courses: CHEM 301 - Biochemistry Lab, CHEM 313 - Lab Techniques in Organic Chemistry, CHEM 342 - Modern Analytical Chemistry Laboratory or CHEM 361 - Modern Physical Chemistry Laboratory.	1-3
Two advanced courses from the following list: CHEM 304, 315, 318, 329, 334, 338, 341, 393, 399 (with permission); BIOL 300; and PHYS 344 and 352.		6

Related Requirements		16 credits
Physics		8 credits
PHYS 123, 114, 125, 116	Analytical Physics I and Physics I Laboratory, Analytical Physics II and Physics II Laboratory.	8
Mathematics		8 credits
MATH 221 MATH 222	Calculus I and Calculus II.	8

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

Students seeking Initial Certification in Adolescence Education (7-12) must complete the

requirements for either a BA or the BS (American Chemical Society Certified) in addition to the requirements set forth in the School of Education program description. Those students who choose to complete a BA degree with certification may use INTD 300 in place of CHEM 351. Students who choose to complete the BS degree with certification will need at least one additional semester to complete the requirements.

Preparation for Chemical Engineering (Five-Year [3-2] Program)

This program, described in the advising guide at the end of this section, allows students to earn either a Bachelor of Arts or a Bachelor of Science degree (in chemistry) from Geneseo and a Bachelor of Science in Chemical Engineering degree from the State University of New York at Buffalo, Clarkson College, or Columbia University.

Minor in Chemistry

A minimum of 20-22 credits, distributed as follows:

Area	Course Numbers	Credits
General Chemistry	CHEM 116, 118 or CHEM 203, 204; 119	6-8
Organic Chemistry	CHEM 211, 213 or CHEM 223, 224; 216	8
Physical Chemistry	CHEM 324 or CHEM 320, 322	3-6
Electives	CHEM 300, 302, 318, 330, or 340	0-3

(If the CHEM 320, 322 physical chemistry option is selected, no further electives are required. If CHEM 324 is taken, 3 hours of electives are required.)

A grade of C- must be achieved in any required chemistry course before it can be used as a prerequisite for another course.

Chemistry Courses

CHEM 100 Chemistry First Year Experience

This course serves as an introduction to the chemistry and biochemistry programs at Geneseo and is intended for those considering a chemistry or biochemistry major. Topics include career opportunities, the literature of the chemist and biochemist, research opportunities, software used in the chemistry curriculum, and strategies for success. Credits: 1(1-0)

CHEM 104 Chemistry and Society

A terminal one-semester course designed to acquaint non-science students with how chemistry and science affect their lives. Chemical principles are applied to problems of current interest, such as energy and pollution. Methods which chemists and other scientists use in their attempts to solve such problems are illustrated. Not available to science majors. Corequisite: CHEM 105. Credits: 3(3-0) Offered when demand is sufficient.

CHEM 105 N/Chemistry and Society Laboratory

A terminal one-semester laboratory designed

to acquaint non-science students with how chemistry and science affect their lives. Experiments are applied to problems of current interest, such as acid rain. Methods which chemists and other scientists use in their attempts to solve such problems are introduced. Not available for credit to science majors. Corequisite: CHEM 104. Credits: 1(0-2). Offered when demand is sufficient.

CHEM 116 Chemistry I

An introduction to some of the fundamental principles of chemistry. Topics include introduction to chemistry, stoichiometric principles, atomic structure and nature of the periodic table, chemical bonding, reactions in solutions, solution stoichiometry, thermochemistry, and trends in the physical and chemical properties of elements and their compounds. (Primarily designed for science majors and potential science majors.) CHEM 119 must accompany this course for natural science general education credit. Credits: 3(3-0) Offered every fall

CHEM 118 Chemistry II

A continuation of CHEM 116. Topics to be

Chemistry Courses

covered include thermodynamics and reaction spontaneity, chemical kinetics, chemical equilibrium, properties of acids and bases, aqueous solution equilibria, electrochemistry, molecular structure and bonding theories, transition metals and their coordination compounds, and chemical properties of selected elements. Prerequisites: CHEM 116. Co-requisite: CHEM 119. Credits: 3(3-0) Offered every spring

CHEM 119 N/Introductory Chemistry Lab

An introduction to the experimental techniques and methodology used to explore matter and chemical reactivity. Experiments include the synthesis and characterization of a compound, identification of unknown substances, an exploration of the gas laws, volumetric and gravimetric analysis, structure and bonding, and acid/base chemistry. Prerequisites: or Co-requisite: CHEM 116 or CHEM 203. Credits: 2(0-4). Offered every fall and spring

CHEM 203 N/Principles of Chemistry I

An introduction to some of the fundamental principles of chemistry, including stoichiometry, atomic structure and bonding, periodicity, classification of reactions, thermochemistry, gases, intermolecular forces and changes of state, solutions, and kinetics. Designed for well-prepared science majors. Prerequisite: Successful completion of the NYS regents or similar course. Credits: 4(4-0) Offered every fall.

CHEM 204 Principles of Chemistry II

A continuation of CHEM 203, Principles of Chemistry I. Topics to be covered include chemical equilibrium, properties of acids and bases, solution equilibria, free energy and thermodynamics, electrochemistry, transition metals and their coordination compounds, and chemical properties of selected elements. Prerequisite: CHEM 203. Corequisite: CHEM 119. Credits: 2(2-0). Offered first half semester, every spring.

CHEM 209 Intermediate Chemistry Laboratory

This course serves as a bridge to advanced chemistry laboratory courses at Geneseo. Students will learn how to perform quan-

titative measurements and techniques for the synthesis and characterization of compounds. Safety in the laboratory environment and experimental design are emphasized. Prerequisites: CHEM 119. Credits: 2(0-4) Offered every spring semester

CHEM 211 Organic Chemistry I

An introduction to modern organic chemistry using a functional group approach. Topics include structure/reactivity relationships, reaction mechanisms, stereochemistry, and spectroscopy. Prerequisites: CHEM 118 or CHEM 204, CHEM 119. Credits: 3(3-0). Offered every fall

CHEM 213 Organic Chemistry II

Continuation of CHEM 211 with emphasis on the biochemically important alcohol, amine, carbonyl and aromatic functional groups. Structure elucidation by spectroscopic methods is also explored. Prerequisites: CHEM 211. Credits: 3(3-0). Offered every spring

CHEM 216 Organic Chemistry Laboratory

Laboratory practices in representative organic preparations and procedures. Prerequisites: /Corequisite: CHEM 211 or CHEM 223. Credits: 2(0-4) Offered every fall and spring

CHEM 223 Principles of Organic Chemistry I

An introduction to modern organic chemistry using a functional group approach. Topics to be covered include structure/reactivity relationship, reaction mechanisms, stereochemistry and spectroscopy. Prerequisites: CHEM 204. Prerequisite/Corequisite: CHEM 119. Credits: 2(2-0). Offered second half semester, every spring

CHEM 224 Principles of Organic Chemistry II

Continuation of CHEM 223 with emphasis on the biochemically important alcohol, amine, carbonyl and aromatic functional groups. Structure elucidation by spectroscopic methods is also explored. Prerequisites: CHEM 223. Credits: 4(4-0). Offered every fall.

CHEM 300 Principles of Biochemistry

A one-semester survey of the chemistry of

Chemistry Courses

living organisms. Topics studied include enzymes and enzyme kinetics, proteins, nucleic acids and protein synthesis, oxidative phosphorylation, photosynthesis, metabolism of carbohydrates, lipids, and nitrogen-containing compounds. Prerequisites: CHEM 213 or CHEM 224 and CHEM 216. Credits: 3(3-0) Offered every spring when demand is sufficient.

CHEM 301 Biochemistry Laboratory

Students will be introduced to a selection of standard biochemical procedures such as DNA and protein purification, chromatographic separation, gel electrophoresis, dialysis, enzyme assay, and DNA analysis techniques. Prerequisites: CHEM 213 or CHEM 224 and CHEM 216. Co-requisites: CHEM 300 or CHEM 302. Credits: 2(0-4)

CHEM 302 Biochemistry I

Introduction to the chemistry of living organisms. Structure-to-function relationships of proteins, nucleic acids, carbohydrates, and lipids are explored, with an emphasis on molecular interactions. Other topics include enzyme kinetics, catalytic mechanism, and modes of regulation, as well as, application of protein function such as oxygen transport, muscle contraction, the immune response, membrane transport, and biological signaling. Credit cannot be received for both this course and CHEM 300. Preference for enrollment given to Biochemistry and Chemistry majors. Prerequisites: CHEM 213 or CHEM 224. Credits: 3(3-0) Offered every fall

CHEM 304 Biochemistry II

Continuation of the chemistry of living organisms. The chemistry of nucleic acids is explored in depth and these principles are applied to understanding the tools that biochemists use in the laboratory. Regulation of genes and the molecular interactions of protein-DNA complexes are also investigated. The last part of the course focuses on the chemistry of metabolism and biosynthesis, along with the mechanisms of regulation of these processes. Prerequisites: CHEM 302. Credits: 3(3-0) Offered every spring

CHEM 313 Laboratory Techniques in Organic Chemistry I

A laboratory course devoted to the synthesis, separation, and identification of organic compounds, utilizing modern instrumental methods. Prerequisites: (CHEM 213 or CHEM 223) and CHEM 216 and CHEM 209. Credits: 2(0-4) Offered every spring

CHEM 315 Bioorganic Chemistry

This course will survey several main classes of natural products (secondary metabolites), their biosynthesis, typical structures, biological properties, and structural elucidation. Special attention will be paid to mechanistic aspects of biosynthesis. The social and historical uses of natural products will also be considered. Prerequisites: 1 year of organic chemistry and 1 semester of biochemistry. Credits: 3(3-0) Not offered on a regular basis.

CHEM 318 Advanced Organic Chemistry

Organic synthesis: Introduction to retrosynthetic analysis including a detailed study of methods of introducing stereo control. Mechanistic organic chemistry: conformational analysis, transition state theory, kinetics and reaction mechanism, computer modeling, and other topics of contemporary interest. Prerequisites: CHEM 213 or CHEM 224. Co-requisite: CHEM 324 or CHEM 320 or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis.

CHEM 320 Physical Chemistry I

An introduction to the principles of chemical thermodynamics and the application of these principles to ideal and non-ideal chemical systems. Topics include the properties of gases and gas mixtures, thermochemistry, the laws of thermodynamics, entropy and free energy functions, chemical and phase equilibria, properties of solutions of nonelectrolytes and electrolytes, and electrochemistry. Computer software and/or programming will be used in this course. Prerequisites: CHEM 213, MATH 222 and (PHYS 125 or PHYS 115) and (PHYS 126 or PHYS 116) or permission of the instructor. Credits: 3(3-0) Offered every fall

Chemistry Courses

CHEM 322 Physical Chemistry II

A continuation of CHEM 320. Covers two areas of modern physical chemistry: quantum chemistry and chemical kinetics. Topics in quantum chemistry include waves and particles, postulates of quantum mechanics, Schrodinger equation, applications with exact solutions, approximation methods, atomic structure, molecular structure, and spectroscopy. Topics in chemical kinetics include empirical laws, reaction mechanisms, and reaction rate theories. Prerequisites: CHEM 320. Credits: 3(3-0) Offered every spring

CHEM 324 Principles of Physical Chemistry

An introduction to physical chemistry. Topics include the gas laws, the laws of thermodynamics, chemical and physical equilibria, properties of solutions, electrolytes, electrochemical cells, chemical kinetics, enzyme kinetics, and transport processes introductory quantum mechanics, spectroscopy, scattering, and statistical thermodynamics. Prerequisites: (CHEM 211 or CHEM 223), CHEM 216, PHYS 125, PHYS 116 and (MATH 222 or MATH 228). Credits: 3(3-0) Offered every spring

CHEM 329 Topics in Physical Chemistry

An in depth study of one or more selected topics in advanced physical chemistry with emphasis on modern concepts and recent developments. Topics for this course could include chemical thermodynamics, statistical thermodynamics, physical chemistry of solutions, atomic spectroscopy and structure, molecular spectroscopy and structure, chemical applications of group theory, quantum chemistry, kinetic molecular theory, chemical kinetics, advanced instrumental techniques. This course may be repeated for credit whenever new topics are offered. Prerequisites: CHEM 322 and/or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis.

CHEM 330 Inorganic Chemistry I

An introduction to modern inorganic chemistry. Topics include current models used to describe periodicity, bonding, and structure,

acid-base chemistry, coordination chemistry, inorganic reaction mechanisms, and an introduction to organometallic chemistry. Prerequisites: /Co-requisite: CHEM 322 or CHEM 324 or permission of instructor. Credits: 3(3-0) Offered every spring

CHEM 331 Laboratory Techniques in Inorganic Chemistry

This course serves to familiarize students with modern synthetic and instrumental techniques used in the preparation, characterization, and study of inorganic compounds. Prerequisites: /Co-requisite: CHEM 330. Credits: 2(0-4) Offered every spring

CHEM 334 Bioinorganic Chemistry

This course examines the chemistry of inorganic elements in biological systems. Topics include the role of metals in proteins and enzymes, the use of metals in drug catalytic sites or as probes for biomolecular study, metals in migration and direction sensing, minerals in nutrition and toxicity, and the biochemical effects of radioactive elements. Prerequisites: CHEM 300 or CHEM 302 or BIOL 300. Credits: 3(3-0) Not offered on a regular basis.

CHEM 338 Inorganic Chemistry II

Areas of current interest in the field of inorganic chemistry are explored. Topics covered include an introduction to chemical applications of group theory, organometallic compounds and catalysis, metal-metal bonding, clusters, inorganic photochemistry, and bioinorganic chemistry. Prerequisites: CHEM 330 and CHEM 322 or CHEM 324. Credits: 3(3-0) Not offered on a regular basis.

CHEM 340 Modern Analytical Chemistry

A course to familiarize students with the theory of analytical chemistry. Particular emphasis is given to the use of instrumental methods for quantitative analysis. Topics include calibration methods, error analysis, electroanalytical chemistry, optical and mass spectroscopy, and separation methods. Prerequisites: CHEM 213 or CHEM 224 and CHEM 216.. Credits: 3(3-0) Offered every fall

Chemistry Courses

CHEM 341 Modern Analytical Methods

A lecture course intended to acquaint the student with the theoretical and applied aspects of modern methods of instrumental analysis, and separation. Prerequisites: CHEM 213 or CHEM 224, CHEM 216, and CHEM 322 or CHEM 324 or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis

CHEM 342 Modern Analytical Chemistry Laboratory

A course to familiarize students with the practice of modern analytical chemistry. Particular emphasis is given to experiments using instrumental methods for quantitative analysis. Experiments will include calibration methods, error analysis, and applications of electroanalytical chemistry, optical and mass spectroscopy, and separation methods. Prerequisites/Corequisite: Pre-requisite CHEM 209 and Corequisite: CHEM 340. Credits: 2(0-4) Offered every fall

CHEM 351 Current Topics in Chemistry

Participants prepare for and attend seminars presented by visiting speakers. Short written and oral reports on topics related to the speaker's area of expertise will be developed from the current literature. Methods for chemistry information retrieval and effective reading of the chemical literature will be covered. Students will receive information about career choices in the field. Prerequisites: Senior status in Chemistry. Credits: 1(1-0) Offered every fall

CHEM 352 Chemistry Senior Seminar

A seminar course designed to give students advanced scientific writing experience while preparing and formally presenting a scientific paper and demonstrating basic chemical knowledge. Prerequisites: CHEM 351 or senior status in Adolescence Certification (7-12) in Chemistry and General Science program. Credits: 1(1-0) Offered every spring

CHEM 361 Modern Physical Chemistry Laboratory

An introduction to, and application of a variety of physico-, electro- and spectro-chemical techniques currently used for the determination of physical and molecular properties and for chemical analysis. Use of modern instrumentation, including computerized data analysis, will be stressed. Prerequisite: CHEM 209 Prerequisites or Co-requisites: CHEM 322 or CHEM 324 or permission of instructor. Credits: 2(0-4) Offered every spring

CHEM 385 Biochemistry Seminar

A seminar focusing on a topic or related group of topics in biochemistry. Papers from current literature will be discussed. Participants will explore the research literature and report their findings to the seminar group in the form of a paper and oral report. Prerequisites: CHEM 302 and CHEM 304 or permission of instructor. Credits: 1(1-0)

CHEM 393 Honors Research

Research with a member of the Chemistry Department. A thesis that includes a statement of the research goals, pertinent background information, experimental procedures, analysis of data, and a discussion of the results is submitted at the completion of the project. After the thesis is accepted, the student gives an oral presentation. Enrollment is by invitation of the Department. The student must have completed a minimum of 22 hours in chemistry with a GPA of 3.30 and an overall GPA of 3.00. Students registered for CHEM 393 are not required to register for CHEM 352. Prerequisites: CHEM 322. Credits: 4(1-9) Offered by individual arrangement

CHEM 399 Directed Study

Prerequisites: permission of department chair. (1 to 3 credits). Offered by individual arrangement

B.A. in Chemistry

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
CHEM 116 or CHEM 203	3-4	CHEM 118 or CHEM 204/223	3-4
INTD 105 or Elective	3	CHEM 209	2
MATH 221	4	MATH 222	4
S/U/ or Foreign Language	3	INTD 105 or elective	3
CHEM 119	2	M/ or Foreign Language	3
Total	15-16	Total	15-16

SECOND YEAR

CHEM 211 or CHEM 224	3-4	CHEM 213 or elective	3
PHYS 123, 114	4	PHYS 125, 116	4
HUMN 220	4	HUMN 221	4
S/ or Foreign Language	3	F/	3
CHEM 216	2		
Total	16-17	Total	14

THIRD YEAR

CHEM 320 or elective*	3	CHEM 322 or CHEM 324*	3
CHEM 340	3	N/	4
F/	3	CHEM 330	3
Electives or S/	5-6	Electives or M/	6
Total	14-15	Total	16

FOURTH YEAR

CHEM 351**	1	CHEM 352	1
Electives	13	Electives	13
Total	14	Total	14

Total Credits – 120

*Students meet the Physical Chemistry requirement by taking either CHEM 320 and 322 (Physical Chemistry I and II) or CHEM 324 (Principles of Physical Chemistry). An additional 3 credit 300-level chemistry course must be taken if the CHEM 320/322 option is used. Two additional 3 credit 300-level chemistry courses must be taken if the CHEM 324 option is used. Two 300-level chemistry laboratory courses are required. One of these laboratories must be either CHEM 313 or CHEM 331. The second laboratory course must be either CHEM 342 or CHEM 361.

**Students working toward Adolescent Certification in Chemistry and General Science may substitute INTD 300 Topics in Secondary Education: Science for CHEM 351.

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

B.S. in Chemistry, American Chemical Society Certified

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
CHEM 116 or CHEM 203	3-4	CHEM 118 or CHEM 204/223	3-4
CHEM 119	2	CHEM 209	2
MATH 221	4	MATH 222	4
Int 105 or elective	3	INTD 105 or elective	3
S/ or Foreign Language	3	S/ or Foreign Language	3
Total	15-16	Total	15-16

SECOND YEAR

CHEM 211 or CHEM 224	3-4	CHEM 213 or CHEM 300	3
HUMN 220	4	CHEM 313	2
PHYS 123, 114	4	HUMN 221	4
F/	3	PHYS 125, 116	4
CHEM 216	2	F/	3
Total	16-17	Total	16

THIRD YEAR

CHEM 320	3	CHEM 322	3
CHEM 340 & CHEM 342	5	CHEM 330, CHEM 331	5
U/	6	M/	3
S/ or elective	3	S/ or elective	3
Total	14	Total	14

		CHEM 361	2
CHEM 351	1	CHEM 352	1
CHEM 301 or elective	2	CHEM 300 or elective	3
Chem 302 or elective	3	CHEM 301 or elective	2
CHEM elective* or electives	9	CHEM elective* or electives	7
Total	15	Total	15

Total Credits — 120

*Choose two advanced courses from the following list of electives: CHEM 304, 315, 318, 329, 334, 338, 341, 393 or 399 (with permission); BIOL 300; and PHYS 344 and 352 to meet the degree requirements. CHEM 399 - Directed Study which involves a minimum of 4 laboratory contact hours per week and a comprehensive written report, **may replace one** of the following laboratory courses: CHEM 301 - Biochemistry Lab, CHEM 313 - Lab Techniques in Organic Chemistry, CHEM 342 - Modern Analytical Chemistry Laboratory or CHEM 361 - Modern Physical Chemistry Laboratory. Students must complete a waiver form and complete a comprehensive lab report in the format for an ACS research report <http://www.acs.org/content/acsorg/about/governance/committees/training/acsapproved/degreeprogram/preparing-a-research-report.pdf>. Recommended electives for students interested in Biochemistry include CHEM 304 and BIOI 300. Students interested in chemical physics are advised to take PHYS 344 and 352. Students interested in environmental chemistry should consider CHEM 341 and CHEM 304 or CHEM 315. Chemistry and other electives should be chosen in consultation with your academic advisor.

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

Chemistry/3-2 Engineering

Sample Program Outline/Advising Guide

FIRST YEAR (Geneseo)

Fall	Hours	Spring	Hours
CHEM 116 or CHEM 203	3-4	CHEM 118 or CHEM 204/223	3-4
CHEM 119	2	CHEM 209	2
MATH 221	4	MATH 222	4
INTD 121 or MATH 230	4	F/ or S/ or U/ or Foreign Language	3
Non-Science elective* or Foreign Language	3	INTD 105	3
Total	16-17	Total	15-16

SECOND YEAR (Geneseo)

CHEM 211 or CHEM 224	3-4	CHEM 213 or elective	0-3
CHEM 340 & CHEM 342	6	HUMN 220	4
MATH 223	4	MATH 326	3
PHYS 123, 114	4	PHYS 125, 116	4
Total	17-18	Total	13-16

THIRD YEAR (Geneseo)

CHEM 320	3	CHEM 322	3
HUMN 221	4	CHEM 330	3
S/ or Foreign Language	3	Non-Science Elective	3
Non-Science Elective	3	M/	3
PHYS 223	3	Elective*	3
Total	16	Total	15

Total Credits (Geneseo) -- 97-99

*Non-science electives may include 9 hours of courses from areas other than natural science and mathematics. Foreign languages are non-science electives that also meet the SUNY-Buffalo Foreign Languages and Cross-Cultural Areas general education requirement.

Students who select the B.S. degree in Chemistry with A.C.S. Certification, usually take CHEM 331 although this requirement may be waived if an appropriate course is taken at engineering school.

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

Communication

Andrew P. Herman, Chair (Blake B 122) - communication.geneseo.edu

Associate Professors: J. Bulsys, M. Harrigan, A. Herman, A. Tajima. Assistant Professor: S. Brookes, M. Lei. Lecturers: V. Jurkowski, B. McCracken, M. Saffran, Adjunct Faculty: B Chow

The Academic Program in Communication

The Bachelor of Arts degree in Communication requires a minimum of 36 credits of coursework, completed in one of three academic tracks of study. All students at SUNY Geneseo who enroll in the program complete a common 12 credit hour sequence of required courses in public address, interpersonal communication, mass communication, and a required course specific to the track. By the sophomore year, students formally select one of three tracks of study in Personal and Professional Communication, Journalism and Media, or Intercultural and Critical Studies. Grounded in the humanistic tradition and in contemporary social science, the three tracks of study combine skills development with advanced coursework applying theory to communication contexts impacted by culture and technology.

Bachelor of Arts Degree

Total credits required to complete major: 36

Basic Requirements		9 credits
COMN 102	Principles of Public Speaking	3
COMN 103	Introduction to Interpersonal Communication	3
COMN 160	Introduction to Mass Communication	3

Completion of one of the three tracks below:		27
<u>A. Personal and Professional Communication</u>		
Required course: COMN 248 - Perspectives on Organizational Communication		3
Select 5 track courses:		15
COMN 200	Theory and Practice of Public Relations	
COMN 203	Professional Public Speaking	
COMN 211	Discussion and Group Dynamics	
COMN 212	Theory and Practice of Argument	
COMN 341	Public Relations Case Problems	
COMN 345	Theories of Interpersonal Communication	
COMN 346	Conflict, Negotiation, and Mediation	
COMN 349	Advanced Issues in Personal and Professional Communication: (subtitle)	
COMN 380	Communication Research	
Elective Courses: 9 additional credits of communication department courses must be selected in consultation with your advisor.		9
<u>B. Journalism and Media</u>		
Required course: COMN 107 - Foundations of Media Writing		3
Select 5 track courses:		15
COMN 251	Mass Media and Society	
COMN 253	Media Advertising	
COMN 266	Radio Production	
COMN 267	Television Production	

COMN 275	News and Specialized Writing: (subtitle)	
COMN 277	Online Journalism	
COMN 355	Contemporary Problems in the Freedom of Speech	
COMN 363	Advanced Television Production	
COMN 366	Mass Media Management	
COMN 367	Television News	
Elective Courses: 9 additional credits of communication department courses must be selected in consultation with your advisor.		9

C. Intercultural and Critical Studies		
Required course: ANTH 120 - S/Language and Culture		3
Select 5 track courses:		15
COMN 213	Persuasion and Social Influence	
COMN 215	American Public Address	
COMN 317	Intercultural Communication	
COMN 346	Conflict, Negotiation, and Mediation	
COMN 353	Advertising as Social Communication	
COMN 355	Contemporary Problems in the Freedom of Speech	
COMN 362	International Mass Communication	
COMN 368	Research in Media and Cultural Studies	
ANTH 220	Linguistic Analysis	
ANTH 231	S/Sociolinguistics	
Elective Courses: 9 additional credits of communication department courses (COMN prefix) must be selected in consultation with your advisor.		9

Department Notes:

- * Freshmen entering the major must select their track no later than the preregistration period of the spring semester of their sophomore year. Students who transfer into the major must select their track during the first preregistration period following entry into the program.
- * Students must achieve minimum competency of C- in COMN 102, 103, 107, 160, 248, ANTH 120.
 - **Students may not enroll in any subsequent courses having any minimum competence requirements as prerequisites unless the minimum grade of C- has been earned in the prerequisites.
 - **If a student does not earn at least a C- on the second taking of the class, she/he will not be permitted to continue the major.
 - **For important details, please see the Minimum Competence section of the Undergraduate Bulletin for further information regarding minimum competence and prerequisites for upper-level courses.
- * With the exception of slot courses with different course subtitles, courses count only once for credit toward the major.
- * A minimum of 12 credits (4 courses) must be at the 300-level. Courses may be chosen from track or elective categories.
- * Students wishing to complete two tracks must choose a minimum of 9 credits of coursework (three courses) exclusive to the second track, and meet all requirements of the track. A maximum of two tracks of study may be pursued.
- * Students must complete the departmental writing requirement by successfully completing designated writing assignments in COMN 103 and COMN 160.
- * A minimum of 36 credits is required for the degree program and a maximum of 51 credits in Communication may be applied to the 120 credit hour requirement of the College.
- * A maximum of 15 credits may be earned in COMN 395 and INTD 395.
- * Up to a maximum of 3 credits of COMN 395 may be applied to the communication elective category and a maximum of 15 credits of COMN 395 may be applied to the 120

credit hour requirement of the College.

Department Writing Requirement

The following writing requirement applies to COMN 103 and COMN 160. All communication majors must complete the departmental writing requirement by successfully completing with at least a C- the designated writing assignments identified in course syllabi. Those students who do not earn at least a C- must revise and resubmit the work until the minimal requirement is achieved. The grade for a revised paper will not replace the original paper's grade when determining the final grade for the class. Failure to meet the C- minimum on all the designated writing assignments will result in an incomplete for the course grade. Upon completing the necessary work, the grade will be changed to the appropriate grade for the work done by the student. All rules and deadlines regarding incomplete grades are in effect during this time.

Career Opportunities

Graduates in communication often attend excellent graduate programs or pursue careers in the media and corporate settings. Graduates can be found as sales representatives, in the legal profession, as television newsmen, in management settings, on the radio, practicing public relations, conducting market research, or in academics. Ethical and skillful communication is important to success in all organizational settings; hence, communication graduates find diverse opportunities available to them after graduation.

Communication Minor

Atsushi Tajima, Coordinator (Blake B 119)

The Communication minor is open to any student in the College who has a cumulative GPA of at least 2.70.

This minor is intended for students who desire to supplement their current major with an emphasis on one of the ways communication influences our daily lives. The minor requires a small set of core courses that introduce two dominant areas of academic study: interpersonal and mass communication. After this, students can choose four other courses to emphasize the development of skills integral to the profession they plan to pursue.

A minimum of 18 credits will be required, distributed among two categories below. At least 6 hours of coursework must be at the 300-level.

Total Required Hours		18 credits
Basic Requirements:		6
COMN 103	Introduction to Interpersonal Communication (3 credits)	
COMN 160	Introduction to Mass Communication(3 credits)	
Electives:		12
	Four courses from anywhere in the department must be completed. Of these four courses, two (6 credits) must be completed at the 300-level.	

Communication Courses

COMN 102 Principles of Public Speaking

Basic public speaking is the focus of the course. Emphasis is placed on researching topics, organizing speeches, using appropriate language, effective delivery, and critical listening. Instructors analyze student speeches. Credits: 3(3-0)

COMN 103 S/Introduction to Interpersonal Communication

This course is designed to provide students with basic knowledge about communication theory and practice. It creates an awareness of the role communication plays in our interpersonal relationships. Students will be introduced to basic models, definitions, and approaches to interpersonal communication. Some areas presented include perception, self-concept, self-disclosure, conflict, verbal and nonverbal communication, and ways for improving communication competence. Credits: 3(3-0)

COMN 107 Foundations of Media Writing

This course presents the basics of writing for news and public relations which may be delivered by print, radio, television, internet or other electronic media. This is the foundation and prerequisite for other Communication courses which requires students to design, develop and produce messages for print and electronic delivery. Credits: 3(3-0)

COMN 160 S/Introduction to Mass Communication

This course is designed to survey mass communication in both historical and contemporary contexts. Students are introduced to the broad function of mass media, as well as the specific function of each medium. The roles of technology and the impact of mass communication on society and individuals are also explored. Credits: 3(3-0)

COMN 200 Theory and Practice of Public Relations

This course is designed to introduce the student to the principles of public relations. It includes analyses of methods of building good will and obtaining publicity, and processes of influencing public opinion. Communications media are studied as utilized

in contemporary public relations programs. Credits: 3(3-0) Offered every year

COMN 201 Coping with Speech Anxiety

The course provides students with a perspective on a widespread problem in our society -- communication apprehension. Course content focuses on the diagnosis of the level and type of communication apprehension, and the examination of major effects of chronic reticence. As students prepare oral presentations for a variety of communication contexts, methods and skills training, including systematic desensitization and cognitive restructuring, will be individualized to assist them in overcoming their speech anxiety. Prerequisites: Permission of instructor. Credits: 3(3-0) Not offered on a regular basis

COMN 203 Professional Public Speaking

Building on the theories and principles introduced in COMN 102, this intermediate course facilitates the continued development of oral communication competency. Course content underscores an audience-centered approach to public address. Topics include organizing speeches for specialized and professional contexts of public address, voice and diction, the proper use of technology to support presentations, critical listening, and understanding/managing communication apprehension. Assignments are tailored to meet the career needs of individual students. Prerequisites: COMN 102. Credits: 3(3-0) Offered every other year

COMN 207 Writing for Business and the Professions

This course focuses on traditional and contemporary methods of written business communication. There is practical application of strategies for composing, organizing, and editing content for targeted audiences. Approaches may include collaborative and web-based writing. Students who are required to take INTD 205 may not take this course. Credits: 3(3-0) Not offered on a regular basis

Communication Courses

COMN 211 Discussion and Group Dynamics

This course provides students with theoretical knowledge of small group interaction and decision-making and the opportunity to practice skills that can be applied in small group situations. Group activities and projects promote experimental learning in topic areas such as leadership, cohesion, commitment, deviance, conformity, decision-making, and task functions. Critical evaluation of group processes occurs throughout the semester. Credits: 3(3-0) Offered every year

COMN 212 Theory and Practice of Argument

Analysis of forms of reasoning, use of evidence, and style and development of argument, with an emphasis on the relationship between the argument field (law, business, science, politics, etc.) and the different standards for reasoning and evidence. Students will analyze actual arguments and will construct their own arguments. Credits: 3(3-0) Offered fall, odd years

COMN 213 Persuasion and Social Influence

This course focuses on a variety of theories and applications of persuasive communication. Persuasion is treated as communication which affects how people think, feel, and act toward some group, object, or idea. Students examine both social scientific and humanistic theories of persuasion, and apply these theories in written and oral assignments. Credits: 3(3-0) Offered spring, odd years

COMN 215 American Public Address

The course is designed to introduce students to selected speeches and speakers of significance in United States history. Students will analyze speeches from different historical eras, focusing on the manner in which ideas are made manifest through language, and the impact that such speeches have had and continue to have on life in the United States. Credits: 3(3-0) Offered every third semester

COMN 248 Perspectives on Organizational Communication

This is a survey course of theoretical approaches to communication behavior in

organizations. The basic foundations of organizational communication theory, methods, and practices are introduced and related to organizational life. The course addresses the problems and paradoxes of organizational communication and the changing features of organizational life. Case studies will highlight practical applications of the theories to organizational experiences. Credits: 3(3-0) Offered every year

COMN 251 Mass Media and Society

This course assesses the evolving and dynamic relationship between mass media and society. Particular attention is paid to how mass mediated messages can define social and cultural realities and the interplay of social influences on these messages. By applying theoretical concepts, students critically examine how mass media function in various contexts, from local communities, national industries and politics, to global systems. Current and past research perspectives are discussed and analyzed. Prerequisites: COMN 160. Credits: 3(3-0) Offered every fall

COMN 253 Media Advertising

A course examining traditional and contemporary principles, practices, and techniques applied to the design and dissemination of advocacy messages. Covers strategies, tactics, media planning, processes, message construction and best professional practices in today's environment of integrated marketing communications. Prerequisites: COMN 107. Credits: 3(3-0) Offered every year

COMN 266 Radio Production

A study, through practical application, of the devices and techniques employed in modern radio. Students use the facilities of campus radio station WGSU-FM. Credits: 3(3-0) Offered every fall

COMN 267 Television Production

A study, through practical application, designed to introduce students to the technical and aesthetic elements involved in the production of multi-camera live studio television and single-camera television field production. Credits: 3(2-2) Offered every fall

Communication Courses

COMN 275 News and Specialized Writing: (subtitle)

This course focuses on improving basic reporting and writing skills, crafting in-depth news reports, and exposing students to other types of journalistic writing. May be taken more than one time under different subtitles. Prerequisites: COMN 107. Credits: 3(3-0) Not offered on a regular basis

COMN 277 Online Journalism

Delivering news and other information through online media uses a powerful communication tool. This course focuses on interactive cyber journalism and how it complements the traditional media. Student journalists will use new media to communicate in quick, interactive, informative and informal settings while continuing to uphold journalistic standards. Prerequisites: COMN 107. Credits 3(3-0) Offered every third semester

COMN 280 Electronic Media Practicum

A laboratory experience in one of the following areas of electronic media: 1) radio production, 2) television production, 3) radio news, 4) television news, 5) radio management, 6) television management, and 7) radio performance. May be taken six times, not to exceed one credit hour per semester. A maximum of two credits is allowed in a single area. Graded on an S/U basis. Prerequisites: Permission of instructor. Credits: 1(0-3) Offered every year

COMN 317 Intercultural Communication

The purpose of the course is to provide the student with the theoretical and practical tools necessary to understand and attribute meaning to communicative behaviors during the process of intercultural communication. Discussions will focus on how culture influences the communication process and how cultural variations play a role in the process of communication. Prerequisites: COMN 103. Credits: 3(3-0) Offered every other year

COMN 341 Public Relations Case Problems

Analysis and composition of case studies based upon typical public relations problems in industry, labor, education, government, social welfare, and trade associations. Specific consideration will be given to the

planning and preparation of communication materials for various media and application of public relations techniques. Prerequisites: COMN 200 or permission of instructor. Credits: 3(3-0) Offered every spring

COMN 345 Theories of Interpersonal Communication

This course explores theories that attempt to explain person to person interactions. Individual and dyadic variables affecting the development, maintenance, and dissolution of different types of relationships will be addressed. Topic areas, such as attributions, social exchange and equity, attraction, intimacy/affiliation and power/dominance, will be discussed in terms of current research findings. Prerequisites: COMN 103 or permission of instructor. Credits: 3(3-0) Offered every fall

COMN 346 Conflict, Negotiation, and Mediation

This course focuses on the nature of conflict in a variety of relational contexts. A combination of theory and application assists students in mastering skills of dispute resolution, and mangment of conflict. Special emphasis is placed on analyzing and understanding conflict in our lives. Case studies and simulations facilitate the learning of strategies and tactics used in the processes of bargaiing, negotiation and mediation. Prerequisites: Junior or senior standing or permission of instructor. Credits: 3(3-0) Offered every year

COMN349 Advanced Issues in Personal and Professional Communication: (subtitle)

This course focuses on a topic or related group of topics relevant to personal and professional communication. Personal and professional communication research will be applied and discussed. The course integrates both theories and practical applications. May be taken twice for credit but only under different subtitles. Prerequisites: Completion of all Required Courses in the Personal and Professional Communication track (i.e., COMN 102, COMN 103, COMN 160, COMN 248) or permission of the instructor. Credits: 3(3-0) Offered every year

Communication Courses

COMN 353 Advertising as Social Communication

An investigation of contemporary advertising as a form of global mass persuasion. The course examines what advertising is as a communication form, its impact on society, how it is shaped and regulated by the social context in which it occurs, and conceptual guidelines for its evaluation. Since the course assumes a critical approach, the interrelationship of advertising with social norms, constraints, and values is examined. Prerequisites: COMN 102, COMN 103, and COMN 160, or permission of instructor. Credits: 3(3-0) Offered every other year

COMN 355 Contemporary Problems in the Freedom of Speech

An examination of the major philosophical and legal perspectives on freedom of speech in the United States under the First Amendment. Emphasis may be placed on selected landmark cases with regard to current First Amendment issues. Credits: 3(3-0) Offered once every two years

COMN 362 International Mass Communication

This course explores the role of mass communication in an increasingly interdependent, globalized world. Through selected case studies, national systems of mass media found in various parts of the world are compared and analyzed. Issues that transcend geo-political boundaries are also examined. These include globaliation of media industry and cultural products, inequality in the flow of information, media influences on identity formation across different cultures, and media portrayals of war and peace. Prerequisites: COMN 160. Credits: 3(3-0) Offered every year

COMN 363 Advanced Television Production

An in-depth study of the production process for video in broadcast and non-broadcast applications. The course explores the implementation of advanced studio and field production technology and techniques in the creation of educational, corporate, and broadcast television and video through prac-

tical application. Prerequisites: COMN 267. Credits: 3(2-2) Offered once every two years

COMN 366 Mass Media Management

An examination of the organizational, operational, and legal responsibilities involved in the management of electronic and print-based mass media. The interaction of format with programming, promotions, and distribution in market positioning is given special attention. Prerequisites: COMN 160. Credits: 3(3-0) Offered once every two years

COMN 367 Television News

An in-depth examination of television news reporting techniques. Students cover events and issues either on campus or in the surrounding community and create television news packages. Legal issues such as libel, slander, and shield laws are also examined as they relate to television news reportage. Prerequisites: COMN 107 and COMN 267. Credits: 3(3-0) Offered once every two years

COMN 368 Research in Media and Cultural Studies

This course explores and applies selected textual, qualitative and critical perspectives in media studies, as well as an overview of major trends and developments in contemporary research in this area. Research methods in media and cultural studies are emphasized. Prerequisites: Junior or senior standing, COMN 103 and COMN 160, and a minimum 3.00 average in the major or permission of instructor. Credits: 3(3-0) Offered every other year

COMN 379 Communication: Integrated Applications

This course provides students the chance to make a clear connection between the communication concepts they have learned in their classes and their future personal and professional life. In doing so, students will look back to review and discuss key concepts, look inward to see how these concepts impact their own lives and look forward to make explicit connections to their anticipated future. Concurrently, students will engage in a self-reflective process in preparation for a professional career. Students will exhibit this

Communication Courses

reflective experience primarily through the development of a final professional portfolio. Other communication and life skills will be discussed and refined during the course of the semester. Prerequisites: Junior or senior standing and at least 24 completed credits in the major or permission of the instructor. Credits: 3(3-0). Offered every other year.

COMN 380 Communication Research

This course provides an overview of the major trends in contemporary communication research. Areas of focus include quantitative and qualitative methods for researching communication problems in interpersonal and organizational contexts. Prerequisites: junior or senior standing, COMN 103 and COMN 160, and a minimum 3.00 average in the major or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

COMN 391 Seminar: Issues in Communication

This course is a seminar focusing on a topic or related group of topics relevant to personal and professional communication, journalism and media, or intercultural and critical studies of communication. The seminar will incorporate in-class discussion of relevant theory and topical issues as well as independent research related to the selected topic(s). May be taken twice for credit but only under

different subtitles. Prerequisites: Junior or senior standing. Credits: 3(3-0) Offered every year

COMN 395 Internship in Communication

Students are selected on the basis of special qualifications and are assigned as interns with organizations in mass media, business, government, and other pertinent settings. Enrollment is subject to the availability of openings. Open to juniors and seniors in Communication with an overall average of 2.75 and 3.0 in other selected courses appropriate to a particular internship. May be repeated for credit, but students may apply no more than 15 internship credits toward the baccalaureate degree. Prerequisites: Permission of the instructor. Up to 3 hours of internship credit may be applied to the required 12 hours of coursework at the 300-level in the major. Offered by individual arrangement

COMN 399 Directed Study

With faculty approval, may be arranged from the introductory through advanced levels. Students work individually under the supervision of a faculty member on a research-oriented project. (1-6 credits.) Offered by individual arrangement

B. A. in Communication

Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
COMN 100-level requirement or INTD 105	3	COMN 100-level requirement or INTD 105	3
N/	4	N/	4
S/	3	U/	3
F/	3	Elective or Foreign Language	3
Elective or Foreign Language	3	Elective	3
Total	16	Total	16

SECOND YEAR

COMN 100-level requirement or track requirement	3	COMN 100-level or track requirement	3
COMN track course	3	COMN track course	3
Elective or Foreign Language	3	S/	3
R/	3-4	M/	3
HUMN 220	4	HUMN 221	4
Total	16-17	Total	16

THIRD YEAR

COMN track-requirement or Elective	3	COMN track course	3
COMN track course	3	COMN 300-level track-or Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
General Education or Elective	3	General Education or Elective	3
Total	15	Total	15

FOURTH YEAR

COMN 300-level track or Elective course	3	COMN 300-level track or Elective course	3
COMN 300-level track or Elective course	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
Total	14	Total	12

Total Credits – 120 – 121

All Communication elective courses should be selected under advisement.

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

Edgar Fellows Program

Program Directors: David Levy (Welles Hall 107B), Lisa Meyer (Bailey Hall 240) - www.geneseo.edu/edgarfellows

The Edgar Fellows (EF) Program is designed to enhance the education of a special group of curious, able and motivated students who have a broad range of interests. Application to the program is by invitation from the Edgar Fellows Advisory Committee only.

Students in the EF Program take courses selected from a set of specially designed EF Seminars that cover a wide range of topics, from art to science and more. These classes are small and emphasize discussion and participation. The program culminates with a six credit Capstone Experience, usually undertaken during the senior year.

Edgar Fellows must maintain an overall cumulative grade point average (gpa) of at least 3.40. Each semester, Edgar Fellows students must complete at least 12 credits and earn a gpa no lower than 3.00. Additionally, students must complete HONR 202 in their first year in the program and take at least one EF course in each subsequent year, until the course requirements are completed. (With prior notification, exceptions are made for Study Abroad or similar circumstances.)

Incoming first-year students accepted into the Edgar Fellows program will take HONR 101 and four additional courses; HONR 101 will count as the equivalent of INTD 105.

The Geneseo Edgar Fellows Program foster habits of critical thought and expression, skills equally necessary to success in career, in private life, and in the public life of a citizen.

Requirements	19-22 credits
Incoming first year students will take:	
HONR 101 The Nature of Inquiry, in their first year in the program	3
All Edgar Fellows will take:	
HONR 202 Seminar in Critical Reading, in their first year in the program	3
In their last year in the program, students will take:	
HONR 393 Capstone Experience	6
HONR 394 Capstone Seminar	1
Additionally, all students will take three of the following seminars*	
HONR 203 Honors Seminar in the Social Sciences	3
HONR 204 Honors Seminar in the Fine Arts	3
HONR 205 Honors Seminar in the Sciences	3
HONR 206 Honors Seminar (subtitle)	3
HONR 207 Honors Seminar in Issues of Pluralism	3
*Seminars may be repeated once under different subtitles with permission of the program director.	
Students are encouraged to take:	
HONR 211 Independent Honors Service Project	

Honors Courses

HONR 101 The Nature of Inquiry

An examination of proposed standards for the evaluation of progress in inquiry. The course focuses on the concepts of knowledge, meaning, truth, and evidence and on classic

texts addressing these topics, such as those of Plato, Aristotle, Descartes, Hume, and Kant. Prerequisites: Admission into the honors program. Credits: 3(3-0) Offered every fall

Honors Courses

HONR 202 Honors Seminar in Critical Reading: (subtitle)

A detailed and careful reading of a few selected texts from major disciplines. This course focuses on close reading and analysis through seminar discussion and extensive writing. Prerequisites: HONR 101 or permission of program director. Credits: 3(3-0) Offered every spring

HONR 203 S/Honors Seminar in the Social Sciences: (subtitle)

This seminar offers an introduction to a topic or set of topics of social relevance as addressed by the social sciences. Typical subtitles might be: Nature versus Nurture, Interpreting the Bell Curve, or The Trap of Poverty. As a core course, it should engage all students and will not assume any prior knowledge of the discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from the director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

HONR 204 F/Honors Seminar in the Fine Arts: (subtitle)

This seminar offers an introduction to a topic or set of topics drawn from the fine arts, as designated by the subtitle. Typical subtitles are: Jazz and the American Experience; Picasso: Form and Vision; and Theater as Protest. As a core course, it will engage all students and will not assume any prior knowledge of the discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

HONR 205 Honors Seminar in the Sciences: (subtitle)

This seminar offers an introduction to a topic or set of topics drawn from the sciences, as designated by the subtitle. Typical subtitles are: Galileo, Medieval or Modern? What is

Light? and Deciphering DNA. The course is designed to engage all students and will not assume any prior knowledge of the discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

HONR 206 Honors Seminar: (subtitle)

This seminar is an introduction to a topic or set of topics drawn from the humanities and/or other disciplines, as designated by the subtitle. Typical subtitles are: Great Works of the Non-Western World, Wagner and Wotan, Dante and Cosmology. The course is designed to engage all students and will not assume any prior knowledge of the discipline(s) involved. As a seminar, the class will focus on a lively discussion and analysis of the issues. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

HONR 207 Honors Seminar in Diversity, Pluralism, Difference: (subtitle)

This seminar will provide students the opportunity to examine distinct, overlapping, and shared cultural identities, traditions, and experiences. Each seminar will explore a selected topic through the lens of at least two of the following: race, ethnicity, gender, class, sexual orientation, religion, and disability. Seminar topics may focus on national, international, and/or transnational issues. Typical titles might be: Gender, Culture, and International Development; Religion and Class in Northern Ireland; and African American Migration Narrative. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0) Offered once per year

HONR 211 Independent Honors Service Project

Students will design and carry out a com-

Honors Courses

munity service project at the local, state, or national level. As with any internship or independent study, the student will work with an advisor. Interested students should formulate a proposal with an advisor and submit it for approval to the Honors Committee before commencing the project. A written report and analysis should be filed with the Honors Committee at the completion of the project. This course may be repeated once. This course is an optional course in the Honors program and will not count towards the five courses (in addition to HONR 393) that are required for completion of the honors program. Credits: 1 to 3 depending on the extent of the project. Prerequisites: or Co-requisite: HONR 101. Prerequisite: Acceptance into the Honors Program.

HONR 215 N/Science Seminar Lab: (sub-title)

The laboratory component of Honr 205 will provide students with a hands-on approach to topics under consideration. Students will collect and analyze data, develop and test hypotheses, and through these processes, come to understand the methodology of the scientific topics investigated in the course. Prerequisite: Co-requisite: HONR 205. Credits: 1(0-2).

HONR 393 The Capstone Experience

The Edgar Fellows Capstone Experience will be a project of the student's own design that will culminate in a written critical analysis of that experience, and an oral presentation of its results to an audience of peers. The project can be a traditional honors thesis, an artistic/creative enterprise, scientific research, community service, or any endeavor that has intellectual integrity, challenge, and the potential for critical analysis. Proposals will be submitted to the Honors Committee by the beginning of the senior (or the Capstone) year. Credits: 3(3-0)

HONR 394 Capstone Seminar

The capstone seminar will meet six times during the Capstone year. Students will share their experiences and report their progress to their peer Edgar Fellows and to the seminar supervisors, who will monitor progress. Students will be expected to provide annotated bibliographies, intermediate reports, or other measures of progress. Students will prepare oral presentations based on their Capstone Experience to be given in a public forum. Students must pass this course in order to receive an honors designation upon graduation. Co-requisite: HONR 393. Credits: 1(1-0).

Ella Cline Shear School of Education

Anjoo Sikka, Dean (South Hall 217) - education.geneseo.edu

Distinguished Service Professor: D. Showers. Professor: E. Balajthy, D. Granger, D. Marozas, J. Morse, L. O'Brien, K. Rommel-Esham. Associate Professors: B. Morgan, M. Jensen, C. Kreutter, D. Mackenzie, S. Peck, C. Simmons, L. Steet, K. Sugarman, A. Urso, L. Ware. Assistant Professors: P. Barber, E. Hall, K. Keegan, S. Salmon. Visiting Assistant Professor: J. King. Lecturer: S. Brown, E. Falk. Adjunct Faculty: E. Brown, J. Galante. Director of Student Success: T. Peterson. Director of Student Teaching: D. Watts. Field Experience Coordinator: T. Riordan. Xerox Center for Multicultural Teacher Education: S. Norman. NCATE Coordinator: J. Williams.

The Ella Cline Shear School of Education is committed to the preparation of outstanding teachers through the combination of a rigorous liberal arts foundation, a content-area specialty, and a series of courses on research-based pedagogical theory and practice. Geneseo works through a network of partnership schools to ensure that students have many opportunities to observe and work within P-12 programs as they develop as teachers. The program fosters appreciation and understanding of diversity and works with students in developing technological competence.

The School of Education offers certification programs in Early Childhood and Childhood Education (Birth-Grade 6), Childhood with Special Education (Grades 1-6), and Adolescence Education (Grades 7-12). Students in the elementary-level programs can major in Education with a concentration in an approved liberal arts discipline or they may choose to do a double major in Education and a liberal arts discipline. Students planning to double major should consult with their advisor to be sure that the second major is approved to replace the concentration. Students seeking certification in Adolescence Education will major in a liberal arts discipline and earn an accompanying certification.

All programs in the School of Education lead to New York State certification. SUNY Geneseo is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and all programs and degree options will be held accountable to national standards. Undergraduate programs are reviewed each semester to check compliance with state certification and national accreditation requirements, and teacher candidates are evaluated at regular intervals in their programs to ensure that they are meeting the academic, clinical and dispositional standards outlined in the School's Conceptual Framework. Candidates should meet regularly with faculty advisors and attend all advisement sessions in order to keep track of developments in the certification process.

Admission to School of Education degree programs

All undergraduate programs require the submission of an application form and meeting several academic standards to qualify for admission. We recommend that students admitted to Geneseo as freshmen apply for admission into the School of Education during their first semester at Geneseo. Students who add/change to education certification after starting at SUNY Geneseo should apply for admission to the School of Education during the same semester they change their major. Transfer students should apply for admission into the School of Education at the same time they apply to the college. Admission criteria are:

- a. High School GPA of 3.0 OR HS rank in top 30% for students admitted as freshmen.
- b. College GPA of 3.0 for all students admitted after their freshman year
- c. ACT or SAT scores
- d. Admissions Essay
- e. Applicants (all classifications) who do not satisfy the GPA requirements or Freshmen

who do not rank in the top 30% of their HS class may apply for a waiver.

For information/application contact the School of Education (245-5560) or go to the School's webpage (www.geneseo.edu/education/admissions).

The first step, before applying to the School of Education, is declaring certification. Students sometimes have declared certification when applying to Geneseo or during orientation. To check to see if certification has been declared:

- Login to KnightWeb.
- Click **Student Menu: Student Records: Student Information:** Select current term Scroll Down to **Curriculum Information: Current Program.** Under **Program** and **Major** categories the major should include the word Childhood or something that indicates Adolescent Education, for example: English, Adol Educ: English
- If under **Program** and **Major**, Childhood or Adolescence Education is not listed, please go to the School of Education Office (South 200) where someone will assist in completion of the change of major form to declare certification.
- After certification has been declared, students must apply and be admitted to the School of Education.

General requirements for all degree programs leading to teacher certification:

1) Foreign Language Competency

All certification programs require the satisfactory completion of the SUNY Geneseo general education foreign language requirement. For certification candidates, American Sign Language through the third college semester can be used to fulfill this requirement.

2) Minimum Competence Requirement

Teacher candidates must satisfy the 2.75 cumulative grade point average requirement to continue in a certification program. In addition, a grade of C- or better is required for each of the following courses in education certification:

Early Childhood and Childhood: INTD 203; EDUC 326, EDUC 354; CURR 213, CURR 313, 316, and 317; ECED 351, 352, 353, 355; FORL 101/102/201 (for FORL requirement), MATH 140/141, PSYC 215; and SPED 224.

Childhood: INTD 203; EDUC 326, and 354; CURR 213, 316, 313, and 317; SPED 319; FORL 101/102/201 (for FORL requirement), MATH 140/141, PSYC 215; and SPED 224.

Childhood/Special: INTD 203, EDUC 354; CURR 213, 313, 316, 317, 320; SPED 224, 231, 382, 383, and 385; and FORL 101/102/201 (for FORL requirement), MATH 140/141, PSYC 215.

Adolescence: INTD 203, EDUC 204, EDUC 215, SPED 205, INTD 300 or 301, INTD 302 (FREN 320, SPAN 320); and FORL 101/102/201 (for FORL requirement), PSYC 216.

3) Department Writing Requirement

Candidates in Education Degree Programs Early Childhood and Childhood, Childhood with Special Education will meet the Department writing requirement by completing successfully EDUC 354 – Family and Community and the key assignment. For further information, please contact your advisor, the School of Education Director of Student Success, or the Dean of the School of Education.

4)TaskStream

All students enrolled in block I-VI must have an active Taskstream subscription. To purchase or renew a Taskstream account please visit: www.taskstream.com. Students may choose to purchase one semester or multiple years when signing up or renewing an account. 1 semester - \$25/ 1 year - \$42./ 2 years - \$69./ 3 years - \$91. 4 years - \$105. The cost per semester decreases the more years purchased at once.

Students in blocks I-VI must submit key assignments for their education classes through TaskStream. Successful completion of the key assignment (target or acceptable rating in TaskStream) is a requirement for successful completion of each education class. Please refer to course syllabi for specific directions for the key assignment and submission deadline. More information including how to subscribe to TaskStream can be found in the School of Education Newsletter on our website (www.geneseo.edu/education/student_resources).

New York State Requirements for certification

Students applying for certification after Feb. 2004 must have a cumulative college grade point average of at least 2.5. (Note that Geneseo requires a GPA of at least 2.75 to be eligible for student teaching). Some school districts require a 3.00 GPA for student teaching placement.

Identification of Child Abuse and Maltreatment

Candidates who apply for certification on or after January 1, 1991 are required to complete a minimum of two contact hours of course work or training in the identification and reporting of child abuse and maltreatment. This requirement can be met by satisfactory completion of the workshop within H&PE 350 or by completing a state-approved training workshop. Current information is available through the New York State Department of Education.

Dignity for All Students Act

Effective December 31, 2013, all applicants for Certification are required to complete six clock hours of coursework or training in accordance with Article 2 Sections 10-18 of the Education Law. This training is available only from a provider approved by the New York state Education Department. This requirement can be met by satisfactory completion of the workshop within H&PE 350 or by completing a state-approved training workshop. Current information is available through the New York State Department of Education.

School Violence Intervention and Prevention

Candidates who apply for certification on or after February 2, 2001 are required to complete a minimum of two contact hours of course work or training in the warning signs related to violence and policies related to safe climates, and effective classroom management. Current information is available at: <http://www.highered.nysed.gov/tcert/certificate/save.htm>. This requirement can be met by satisfactory completion of the workshop within H&PE 350 or by completing a state-approved training workshop. Current information is available through the New York State Department of Education.

Fingerprinting and Criminal Background

All candidates for initial certification and all new school employees must be cleared through FBI fingerprinting and criminal background check. The costs for the fingerprinting and the background check are incurred by the candidate. Current forms and regulations are available at: <http://www.highered.nysed.gov/tcert/ospra/index.html>. All students are urged to complete this requirement prior to student teaching.

New York State Certification Examinations (NYSTCE)

Effective May 1, 2014 candidates for initial certification must achieve qualifying scores in the New York State Certification Examination Program: Educating All Students Test (EAS), Academic Literacy Skills Test (ALST), all required Content Speciality Tests for certification program, and the Education Teacher Performance Assessment (edTPA). The edTPA is completed during the student teaching internship semester.

Information on dates and test sites is available at www.nystce.nesinc.com and through the Career Development in Erwin Hall 116. For professional certification, the State requires completion of a Master’s degree, three years of employment as a teacher.

Candidates seeking Childhood Certification (Childhood with Special Education and Early Childhood with Childhood Education majors) Must successfully complete all three parts of each required Content Specialty Test – Multisubjects. A Pearson testing center is available on campus in Erwin Hall. To take certification tests on campus select SUNY Geneseo as the testing location when registering for the certification tests at www.nystce.nesinc.com.

(Current forms and regulations are also available at: <http://www.highered.nysed.gov/tcert/certificate/>)

Bachelor of Science in Education Degree—Early Childhood and Childhood Education (Birth-Grade 6)

The School offers a four-year program leading to the degree, Bachelor of Science in Education – Early Childhood and Childhood Education (birth-grade 6), with a liberal arts concentration. Students who wish to obtain New York State initial certification in both Early Childhood Education and Childhood Education (birth-grade 6) and to major in education must complete the following requirements.

Admission Requirement: 25 hours of service learning

Block II includes 28.5 hours of field experiences

Block III includes 21.5 hours of field experiences

Block IV includes 25 hours of field experiences

Block V includes 28.5 hours of field experiences

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credits required for completion of major:		91 credits
Outline of Program Content		
Basic Requirements		51 credits
Early Childhood Blocks* (must be completed in sequence listed)		
I.	INTD 203 U/Social Foundations of American Education	3
II.	ECED 351 Teaching Young Children***	3
	SPED 224 Inquiry-based Teaching and Learning Strategies for Diverse Children	3
III.	CURR 213 The Reading/Writing Process	3
	CURR 316 Teaching Science & Math to Children	4
	ECED 352 Intro to Early Childhood Education***	3
IV	CURR 313 Reading & Literature Programs	3
	CURR 317 Social Studies & Curriculum Integration	3
V	ECED 353 Curriculum Development for Young Children***	3
	ECED 355 Diversity & Inclusion in Early Childhood Classrooms***	

	EDUC 354 Family & Community	3
	EDUC 326 Classroom Management***	2
VI.	ECED 331 Student Teaching—Primary (7.5 hrs)	
	ECED 333 Student Teaching—Early Childhood (7.5 hrs)	15

Related Requirements		10 credits
PSYC 215	S/Child Development	3
MATH 140	Mathematical Concepts for Elementary Education I	3
MATH 141	R/Mathematical Concepts for Elementary Education II	3
For. Lang.	(overlaps with general education requirement)	0
H&PE 350	Health & Safety Issues in Schools	1

*Students may not advance in blocks until all previous courses have been completed satisfactorily.

**In the Review Process, a teacher candidate may be allowed one re-take of practicum experience or a student teaching experience.

***The sequencing of these courses is flexible and will be determined by enrollment. please see your advisor and/or the Director of Student Success for more information.

Liberal Arts Concentration (concentrations are described in detail at the end of the section on the elementary-level degree programs)	30-35 credits
--	---------------

Bachelor of Science in Education Degree—Childhood Education (Grades 1-6)

Effective Fall 2014, admission of new students to the Childhood Education program leading to only Childhood grades 1-6 certification is being temporarily suspended due to low enrollment. Students interested in Childhood Education should select either Childhood with Special Education or Early Childhood/Childhood Education.

The School offers a four-year program leading to the degree, Bachelor of Science in Education—Childhood Education (grades 1-6), with a liberal arts concentration. Students who wish to obtain New York State initial certification (1-6) and to major in education must complete the requirements listed below.

Admission Requirement: 25 hours of service learning

Block II includes 12.5 hours of field experiences

Block III includes 12.5 hours of field experiences

Block IV includes 25 hours of field experiences

Block V includes 25 hours of field experiences

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credits required for completion of major:		82-83 credits
Basic Requirements		42 credits
Childhood Education Blocks* (must be completed in the sequence listed)		
I.	INTD 203 U/Social Foundations of American Education	3
II.	SPED 224 Inquiry-based Teaching and Learning Strategies for Diverse Children	3
III.	CURR 213 The Reading/Writing Process	3

	CURR 316 Teaching Science & Mathematics to Children	4
IV.	CURR 313 Reading & Literature Programs	3
	CURR 317 Social Studies & Curriculum Integration	3
V.	EDUC 326 Classroom Management	2
	EDUC 354 Family & Community	3
	SPED 319 Inclusion (Grades 1-6)	3
VI.	EDUC 331/332 Student Teaching (Primary and Intermediate)	15

Related Requirements		10 credits
PSYC 215	S/Child Development	3
MATH 140	Math Concepts in Elementary Education I	3
MATH 141	R/Math Concepts in Elementary Education II	3
For. Lang.	(overlaps with general education requirement)	0
H&PE 350	Health & Safety Issues in Schools	1

*Students may not advance in blocks until all previous work is completed satisfactorily.

**In the Review Process, a teacher candidate may be allowed one re-take of a practicum experience or a student teaching experience.

Liberal Arts Concentration (concentrations are described in detail at the end of the section on elementary-level programs)	30-35 credits
---	---------------

Bachelor of Science in Education Degree—Childhood Education with Special Education (Grades 1-6)

This program fulfills requirements for the New York State Initial Certificate in Childhood Education with Special Education certification. Students who complete this program option are eligible for certifications to (1) teach regular elementary school students, and (2) teach exceptional students (except those with visual and/or hearing impairments). The program outline below is designed primarily for entering freshmen. Depending upon the nature and amount of course work already completed, students transferring into this program may have to spend one extra semester or more at the College to fulfill the program requirements.

Admission requirement: 25 hours of service learning

Block II includes 25 hours of field experiences

Block III includes 12.5 hours of field experiences

Block IV includes 37.5 hours of field experiences

Block V includes 25 hours of field experiences

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credits required to complete major:		92
Outline of Program Content		
Basic Requirements		52 credits
Childhood/Special Education Blocks* (must be completed in the sequence listed)		
I.	SPED 231 Introduction to Special Education	3
	INTD 203 U/Social Foundations of American Education	3

II.	SPED 224 Inquiry-based Teaching and Learning Strategies for Diverse Children	3
III.	CURR 213 The Reading/Writing Process	3
	CURR 316 Teaching Science & Math to Children	4
IV.	CURR 313 Reading and Literature Programs	3
	CURR 317 Social Studies/Curriculum Integration	3
	CURR 320 Arts/Career Educ	3
V	SPED 383 Special Education Classroom Management Skills	3
	EDUC 354 Family & Community	3
	SPED 382 Assessment Strategies and Prescriptive Teaching for Students with Disabilities	3
	SPED 385 Team Approaches to Education of Individuals with Disabilities	3
VI	EDUC 331 or 332 and SPED 391 Student Teaching:	15

	Related Requirements	10 credits
	PSYC 215 S/Child Development	3
	MATH 140 Mathematical Concepts for Elementary Education I	3
	MATH 141 R/Mathematical Concepts for Elementary Education II	3
	For. Lang. (overlaps with general education requirement)	0
	H&PE 350 Health & Safety Issues in Schools	1

*Students may not advance in blocks until all previous work is completed satisfactorily.

**In the Review Process, a teacher candidate may be allowed one re-take of a practicum experience or a student teaching experience.

Liberal Arts Concentration (see below)

30-35 credits

Liberal Arts Concentrations (for Early Childhood and Childhood and Childhood with Special Education) 30-35credits

Art History (30 credits)

Two of the following: ARTH 171/F, ARTH 172/F, ARTH 173/F; ARTH 180F/M, ARTH 205; ARTH 280/F OR ARTH 287/F; ARTH 387, ARTH 378; three electives from: ARTH 203/F, ARTH 278/F, ARTH 281/F/M, ARTH 302, ARTH 310.

Dance (30 credits) – Available by audition only

DANC 222/F; 230; 331; DANC 201 or 250 or 301; DANC 202 or 302; DANC 203 or 303; two elective courses in ballet, modern, jazz, DANC 104, 105 or 204 ; DANC 265 (taken twice—2 hrs). Three courses (9 credits) from the following: DANC 100/F, 211/F/M, 221/F, 260, 332, 340, MUSC 110/F or 210, THEA 130/F.

English (32 credits)

8 4-credit courses or 3- and 4-credit courses totaling at least 30 credit hours, to consist of ENGL 203 Reader and Text: (Subtitle); one course in each of 3 historical divisions (Early, Modern, Recent); a minimum of 2 courses at the 300-level; a minimum of 2 courses at the 400-level; a maximum of 1 course at the 100-level. Transfer students with 3 credit courses and students who declared certification prior to spring 2014 should consult with their advisor or Dr. Paul Schacht.

Environmental Studies (31-35 credits)

Two of the following basic requirements (3-4 credits): ENVR 124/S, GEOG 111/112/N, GSCI 140/141/N; Four courses in at least three disciplines from the following Social Sciences and Humanities courses (12 credits): ANTH 204, 302, 313, ECON 340, 355, ENGL 250, ENVR 250, 268, 395 (3 credits), 399 (3 credits), GEOG 201, 269, 274, HIST 369, PHIL 201, PLSC 215, 314, 316, PSYC 275/S, SOCL 218 OR 318; Four courses in at least two disciplines from the following

Science courses: BIOL 203, 215, 235/M, 305, 311, 312, 314, 376, CHEM 104/105/N, ENVR 395 (3 credits), 399 (3 credits), GEOG 220, 230, 340, 370, 382, GSCI 120/121/N, GSCI 150/151/N, GSCI 160/161/N, GSCI 200, 210, 315, 331, 335, 347. A three credit lecture taken with its one credit co-requisite lab constitutes one course. No more than five courses total can be taken from the same prefix. One directed study may be taken in lieu of one required course, with approval. Three credits of ENVR 395 can be applied to the concentration. No more than 12 credits can be taken at the introductory level

Foreign Language: Spanish or French (30 credits)

FORL 300 or a 300-level elective, under advisement depending upon proficiency; FORL 301; FORL 302; FORL 320 or INTD 302; one 3-hour literature course from FREN 350, 355, 360, 365, 374 or 375, or SPAN 303, 304, 305, 306, 350, 352, 353, 362, 363, 372, 373, 382; 3 credits from FORL 316, 317, 318, or 323; 3 credits from FORL 313, 314, 325 or 326/M; 9 credits of electives at any level.

Geography (31 credits) This concentration is in the process of being revised. Please see your advisor or Jennifer Rogalsky for information.

GEOG 102/S; 111 & 112/N; 123/M/S; 161; 291; 3 credits from GEOG 201, 250/U, 274, 350, 376, 377; 6 credits from GEOG 262/M, 265/M, 266/M, or other regional offerings in Geography; 6 credits GEOG electives selected under advisement.

History (31 credits)

HIST 302; a minimum of six credits in European History at the 200-level or above; a minimum of six credits in US history at the 200-level or above; a minimum of six credits in LACAANA history at the 200-level or above – within these 18 credits, at least 9 credits must be at the 300-level; and an additional 9 credits any level and in any area.

Human Development (available only to Early Childhood/Childhood majors) (30 credits)

ANTH 101/S/M; PSYC 100; SOCL 100/S; PSYC 250/R; 3 credits from BIOL 210 or 271; 6 credits from PSYC 215/S, 216/S, or 217; 9 credits from the following (including 2 courses at the 300-level): ANTH 328, PSYC 202, 321, 366, 385/M, SOCL 210, 225, 314, 333, 358.

Latin American Studies (30 credits)

ANTH 224/M or 235/M/S; ARTH 281/M; GEOG 262/M; HIST 270/M/S; HIST 271/M/S; HIST 372/M; PLSC 325 or 326; SPAN 201; SPAN 202; 3 credits electives from SPAN, ANTH, GEOG, PLSC, ARTH or HIST selected under advisement.

Mathematics (30-31 credits)

MATH 140; 141/R; 221/R; 222; 223 or 233; 335; 242/R, 262, or 360; MATH 239; INTD 376.

Music (30 credits)

F/MUSC 123; 210; 211; 213; F/226; F/227; 338 6 credits of 200- or 300-level non-performance music courses; 4 credits from MUSC 160 or 165, 175 or 275, 140-145 or 240-245.

Natural Science (30 credits)

Twelve credits from ASTR 100 & 101/N, BIOL 116/N & 117, CHEM 116 or 203 & 119/N, GSCI 160, 161/N, or PHYS 113/114/N; 18 credits in addition to the introductory course above in the majors' courses of one science discipline (at least 11 credits at the 200- or 300-level).

Political Science (30 credits)

Six credits from PLSC 110/S, 120/S, or 140/S; 230; 12 credits at 200-level; 9 credits at 300-level (in sub-fields taken at the 100-level).

Theatre (30 credits)

THEA 100/F or 140/F; 130/F; 202/F, or 203/F; or 204/F/M or DANC 211/F/M; THEA 221; THEA

241; THEA 311; nine credits of electives in THEA or DANC.

Urban Studies (30 credits)

GEOG 102/S; SOCL 100/S or SOCL 102/S; PLSC 110/S/U; GEOG 377; SOCL 217/S/U; 200-level statistics course (e.g., BIOL 250, ECON 205, GEOG 278/R, MATH 242/R, MATH 262, PLSC 251/R, PSYC 250/R, or SOCL 211/R); 12 credits from ENVR 250, GEOG 201, 350, 387, HIST 250/S/U, 264/S/U, PLSC 215, 217, 312, 316, SOCL 220/U, 230/S/U, 241/S or 347.

Women's Studies (30 credits)

WMST 100; WMST 201; WMST 210; WMST 220; WMST 395 or WMST 399; 15 credits elective courses from ANTH 224/M, ANTH 243, ARTH 310, ENGL 443, HIST 203/M, HIST 260, HIST 380, PHIL 204, PHIL 397, PLSC 250, PSYC 236, PSYC 308, SOCL 201, SOCL 210, SOCL 225, SOCL 381, selected under advisement to meet the following requirements: (a) at least two courses from Humanities and/or Fine Arts; (b) at least two courses from Social Sciences; (c) at least one course dealing primarily with issues of women of color; and (d) no more than three courses with the same prefix (e.g., ENGL). Students who have trouble scheduling any specific course due to requirements of education blocks should see the Women's Studies Coordinator for a waiver.

Bachelor of Science Degree in Education with Second Major in a Liberal Arts Discipline

Students may elect to complete the requirements for two majors as they earn teaching certification in elementary-level programs. Students who choose this option must complete all the requirements in both majors. The Liberal Arts major will be used in place of the concentration for departments that have education concentrations. Students who choose a second major that has no corresponding concentration in Education will need to complete a concentration in addition to the second major. (See specific requirements for liberal arts majors in individual Bulletin sections.) Students planning to double major should consult with their advisor.

BA/BS Degree Program with Initial Certification in Adolescence Education (7-12)

New York State initial certification for teaching an academic subject matter area in grades 7-12 must be earned by completing a Bachelor of Arts or Bachelor of Science degree in a liberal arts discipline. Students who wish to obtain adolescence initial certification will normally enroll in Block I of this program during the Spring semester of the Sophomore year. The academic majors linked to certification are: Anthropology, Adol Educ:Soc St; Biology, Adol Educ: Biol&Gen Sci; Chemistry Adol Educ: Chem&Gen Sci; Economics, Adol Educ:Soc St; English, Adol Educ: English; French, Adol Educ: French; Geography, Adol Educ:Soc St; GeolSci, Adol Educ:Earth&Gen Sci; History, Adol Educ:Soc St; Mathematics, Adol Educ: Math; Physics, Adol Educ:Phys&GenSci; Political Sci, Adol Educ:Soc St; Psychology, Adol Educ:Soc St; Sociology, Adol Educ:Soc St; or Spanish, Adol Educ: Spanish. Students who seek certification in one of those disciplines must complete the following requirements.

All students seeking initial certification in Adolescence Education, must be declared certification students and apply and be admitted to the School of Education. Please see college bulletin section: Admission to School of Education degree programs section or www.geneseo.edu/education/admissions for more information.

Block II includes 32.5 hours of field experience

Candidate Information Form for Practicum and resume must be submitted the prior semester and updated by the last day of the drop/add period of the semester the candidate is taking the block courses. Letter of intent is due the Monday immediately following

Thanksgiving Break. Candidates are responsible for their own transportation for all field experiences and student teaching.

Total credits required to complete major and certification: Includes 2 semesters of foreign language (students may require more or less depending on proficiency level)			68-105 credits
Outline of Program Content			
Blocks required *(in sequence) for Adolescence Education			34 credits
I.	INTD 203	U/Foundations of American Education	3
	EDUC 215	Foundations of Literacy (may be taken with Block II or III.	3
II.	EDUC 204	Dimensions of Teaching (offered fall only)	4
	SPED 205	Teaching Secondary Learners w. Special Needs (fall only)	3
III.	INTD 300 or 301 (for Foreign Language FREN 320 or SPAN 320);	Topics in Secondary Education (spring only) OR Workshop in French OR Workshop in Spanish	3
	INTD 302	Methods & Materials in Secondary Education (spring only)	3
IV.	EDUC 303	Field Experience	3
	EDUC 340,350	Student Teaching	12

*Note: Students may not advance in blocks until all previous work is completed satisfactorily

**In the Review Process, a teacher candidate may be allowed one retake of a Student Teaching experience.

Related Requirements			4 credits
	PSYC 216	S/Adolescent Development	3
	H&PE 350	Health & Safety Issues in Schools	1
	For. Lang.	(overlaps with gen. ed. requirement)	0
Liberal Arts Major			30-71 credits

Adolescence Education (7-12): Social Studies

In addition to the liberal arts major and the basic adolescence certification program outlined above, students seeking certification in Social Studies must complete the following:

History Majors (12 credits)

Required: ECON 110, GEOG 123, GEOG 161, and PLSC 110; (recommended: ANTH 101 and/or ANTH 215 and/or PSYC 100 and/or SOCL 100.)

Majors in Social Sciences Areas Other than History (Anthropology, Economics, Geography, Political Science, Psychology, Sociology) (27 credits)

- 1) Four courses (12 credits) in related social sciences: Required: ECON 110, GEOG 123, GEOG 161, PLSC 110; (recommended: ANTH 101 and /or ANTH 215 and/or PSYC 100 and/or SOCL 100.)
- 2) Five courses (15 credits) in history: HIST 112; HIST 105 and 106; two courses in US History that together or separately cover the colonial period to the present.

Adolescence Education (7-12) within BA/BS Degree Program

Sample Program Outline/Advising Guide

To provide flexibility in course scheduling in order to allow for student choices such as study

abroad, various basic scheduling options (under advisement) are offered. The student should also consult the program description and sample program outline/advising guide for the major, which indicates major and general education requirements. Because the major program and the professional preparation requirements must be integrated, courses should be selected under advisement. Note that EDUC 215 may be taken either with or after INTD 203.

Option 1

SECOND YEAR			
Fall		Spring	Credits
		U/INTD 203	3
		S/PSYC 216	3
		EDUC 215	3
THIRD YEAR			
Fall	Credits	Spring	Credits
EDUC 204	4	INTD 300 or 301 OR LANG 320	3
SPED 205	3	INTD 302	3
		H&PE 350	1
FOURTH YEAR			
Fall	Credits	Spring	
EDUC 303	3		
EDUC 340, 350	12		

Option 2: Student Teaching in a ninth semester. If 120 credits are completed prior to student teaching, students can take a graduate internship and 6 credits can count as master's electives, Teacher candidates must satisfy the 2.75 cumulative GPA requirement to continue in a certification program. For admission to student teaching, teacher candidates must have a 2.75 in their major concentration and overall.

Student Teaching

Each program of the School of Education requires a one-semester student teaching experience. It is the student's responsibility to become familiar with all requirements for the particular program. Information regarding program requirements can be obtained from this bulletin, the offices of the School of Education, and faculty advisors.

Students should file an application to student teach in the semester that is one year prior to the semester in which they plan to student teach. This must be done through the Office of Field Experiences. Usually, a representative of the Office of Field Experiences will hold meetings to explain the application process. Students are responsible for attending one of the Student Teaching orientation meetings. Applications for student teaching should be submitted the previous February for Spring placements and in the previous October for Fall semester placements.

The Office of Field Experiences initiates all contacts and makes all arrangements for placements. Student placements are based upon state requirements and availability of sites. Placements are made only in regional schools with which we have established working relationships or in one of the College's satellite programs.

The policy of the College emphasizes that the student teaching experience takes precedence over all other activities during the student teaching semester. Additional academic or other work during the internship is not permitted except with the written permission of the Director of Field Experiences. Students wishing to participate in varsity athletics during student teaching must file the appropriate form with the Office of Field Experiences.

Students are required to enroll in student teaching internship courses offered by the College (i.e., EDUC 332, 340 or 350; ECED 331, 333; SPED 391) which are appropriate to their objectives. They must complete such course(s) under the supervision of a member of the College faculty in collaboration with teaching and administrative staff members of area schools.

Before being admitted to a student teaching placement, each student must have:

1. A minimum cumulative grade point average of 2.75 in all course work undertaken, including a 2.75 in the major and area of concentration.
2. A minimum grade point average of 2.0 in the semester prior to student teaching.
3. Achieved minimum competence (grade of C- or better) in the required courses for the given major (see Minimum Competency listing at the beginning of the School of Education section of this Bulletin).
4. No grade of E in any required course.
5. Completed all appropriate prerequisites in professional courses in education. No incomplete grades are allowed in any areas.
6. Demonstrated readiness for the internship experience by successful performance in closely related activities, areas, and courses as determined by faculty.
7. Either A or B:
 - A. Early Childhood and Childhood, Childhood, and Childhood/Special Education majors must have senior standing.
 - B. Adolescence Education majors must have senior standing and must have completed two-thirds of the requirements of the academic area in which they are majoring with a minimum grade point average of 2.75.

In addition to these requirements, students are advised to have completed the following:

1. Early Childhood and Childhood, Childhood, Childhood with Special Education majors — twenty-one credits in their concentration, MATH 140 and 141, PSYC 215, H&PE 350, and the foreign language requirement.
2. Adolescence Education majors and those seeking a double major in a Liberal Arts or Science major and Early Childhood and Childhood or Childhood Education — two-thirds of the requirements of the academic area with a minimum GPA of 2.75, PSYC 216, H&PE 350, and the foreign language requirement.

Students planning to enroll in student teaching are advised that they must either find housing in the area of their assignment or provide transportation to the site. The Office of Field Experiences cannot make transportation arrangements, nor can transportation needs be a factor in making placements. Moreover, the College assumes no responsibility for transportation or expenses incurred during transportation to the site.

Education Courses

CURR 213 Reading and Writing Processes

This course presents the history of reading and writing instruction, different interpretations of literacy, and the psychology and

linguistics of reading and writing processes. Various theories and aspects of language acquisition are explored and related to different literacy methodologies. The student

Education Courses

gains practical experience using different literacy approaches and methods in the classroom. The mature reading and writing process is explored with an emphasis on the strategies individuals use when they read and write. Includes field trip component. Prerequisites: SPED 224. Credits: 3(3-0)

CURR 313 Classroom Reading and Literature Programs

This course is designed to provide students with a knowledge of various approaches, methods, and procedures for use in intermediate (grades 4-6) and middle school reading programs; to provide practical experience using various literacy engagements; and to describe modifications of literacy instruction to teach children with disabilities. Includes field trip component. Prerequisites: CURR 213 and CURR 316. Credits: 3(3-0)

CURR 316 Teaching Science and Mathematics to Children

This course covers contemporary teaching/learning strategies for mathematics and science instruction in early childhood and elementary classrooms. Instructional techniques integrate hands-on learning, manipulatives, the student's environment, functional uses of mathematics and science, and assessment strategies appropriate for all students. The focus will be on the nature of children's science and mathematics learning, the teacher as a facilitator of meaningful learning, and New York State and National Learning Standards for science, mathematics, and technology. Constructivism, the idea that individuals must build knowledge from their own experience and thought, provides an underpinning for insights into the nature of children's learning in the life and physical sciences and in mathematics. Includes field trip component. Prerequisite or Corequisite: MATH 141. Prerequisites: SPED 224 and MATH 140. Credits: 4(4-0)

CURR 317 Social Studies and Curriculum Integration

This course is designed to familiarize the student with current practices in the teaching of elementary school social studies. Emphasis will be given to the development of higher level teaching skills, particularly process-oriented models of instruction. Students will be introduced to the curriculum development

process and will be expected to develop an integrative unit of instruction using a variety of resources. A practicum experience in an elementary school is required. Prerequisites: CURR 213, CURR 316 for Childhood Education or Childhood Education with Special Education; ECED 353 and ECED 355 for Early Childhood Education. Credits: 3(2-2)

CURR 320 The Arts and Career Education in the Community

This course develops the knowledge, understanding, and skills necessary for preservice teachers to investigate, analyze, and implement community-responsive approaches to arts and career education. The focus is on the materials and resources available for children's participation in the arts in various roles and for development of career awareness. Special attention is given to community resources, modifications and adaptations for students with disabilities, and integration of the arts and career education across the school curriculum. Prerequisites: CURR 213 and CURR 316. Credits: 3(3-0)

ECED 331 Student Teaching - Primary

Full-time student teaching at the primary level (grades 1-2 for Early Childhood Education) in an affiliated school. Student teaching is designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with primary-level children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the school, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director of Student Teaching.) Prerequisites: CURR 317, ECED 353, and EDUC 354; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered every year

ECED 333 Student Teaching - Early Childhood

Full-time student teaching at the prekindergarten or kindergarten level in an affiliated

Education Courses

school or educational program. Student teaching is designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with young children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the setting, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director of Student Teaching.) Prerequisites: CURR 317, ECED 353, and EDUC 354; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered every year

ECED 351 The Teaching of Young Children

This course reviews children's development (from the prenatal period to age 5) in the context of family, culture, and education, and focuses on applying this knowledge to teaching young children. Emphasis is on using knowledge of all developmental areas to observe over time a child in an early education setting. This information will be analyzed and interpreted in terms of developmental processes, the teacher's role and interaction strategies, and provision of developmentally appropriate learning experiences. Also explored will be past personal experiences with young children, the nature of teaching young children, and related career options involving young children. A case study of a young child is required. Prerequisites or Corequisite: INTD 203 and PSYC 215 or permission of instructor. Credits: 3(2-2). Offered at least once per year

ECED 352 Introduction to Early Childhood Education

This course presents an introduction to current issues and trends in the education and development of young children, such as accessibility and quality of child care, infant/toddler programs, television viewing, bilingual education, and violence in children's lives. Students also become acquainted with various advocacy strategies, program options and child care policies. As

a broader context for this introduction, the history of early education is examined and community involvement is encouraged. A field study of an early childhood program is required. Prerequisites: SPED 224 and ECED 351 or permission of instructor. Credits: 3(3-0). Offered at least once per year

ECED 353 Curriculum Development for Young Children

This course is designed to further students' understanding of the organization and management of functional learning environments for young children and the use of curriculum development principles and strategies to design developmentally appropriate and educationally sound learning experiences for young children. To develop these understandings, the course stimulates reflection and inquiry about the teacher's role in young children's learning and in curriculum development. Students will develop implementation strategies in a structured practicum in an early childhood setting. Prerequisites: ECED 351. Credits: 3(2-2). Offered at least once per year

ECED 355 Diversity and Inclusion in EC Classrooms (B-Gr. 3)

The focus of this course is on understanding young students with disabilities and the effect of the disability on growth, development, and the teaching/learning process. Emphasis will be placed on selecting/modifying appropriate teaching strategies that are congruent with the young child's development and cultural environment for use in the preschool or early primary grades. Children with various types of disabilities or special needs will be examined including those who are gifted and talented, those with limited English proficiency, and those who are socioeconomically disadvantaged. Attention will be given to State Education Department regulations, various service delivery models, assistive technology and work with parents, administrators, and ancillary personnel. Prerequisites: CURR 213, CURR 316, and ECED 352. Credits: 3(3-0). Offered at least once per year

EDUC 204 Dimensions of Teaching

This course introduces students to instructional and classroom management practices in the contexts of changing perspectives and

Education Courses

environments of education for grades 7-12. The underlying assumption is that inquiry into the dimensions of classroom experience from a variety of perspectives will enable students to make informed choices in structuring and implementing lessons that are consistent with NYS Learning Standards and take into account the commonalties and differences among adolescent learners. Field visits will involve systematic analysis of and reflection on effective practice. Prerequisites: INTD 203 and EDUC 215. Corequisite: SPED 205. Credits: 4(3-2). Offered every fall

EDUC 215 Foundations of Literacy in the Secondary School

The course will provide a focused study on the principles and methods of using literacy (reading, writing, listening, and speaking) to improve learning and provide differentiated instruction for all learners. Methodology will be based on adolescent (grades 7-12) curriculum and will provide extensive opportunity for students to apply their learning to teaching in their specific disciplines. Credits: 3(3-0)

EDUC 303 Field Experience: (Adolescence Education)

Students in this course will meet with supervisors in a seminar setting and will spend two weeks in pre-student teaching observation of classroom teachers. Prerequisites: (1) Senior standing; (2) INTD 301 or INTD 302; (3) Completion of prior field experiences required for EDUC 204, 2.5 college-wide GPA; 2.75 GPA, Secondary Education Program (INTD 203, EDUC 204, SPED 205, EDUC 215, INTD 301, INTD 302). Credits: 3(1-4)

EDUC 305 Philosophy of Education

This course will familiarize students with past and present theories and issues in the philosophy of education. Students will consider why humans educate themselves and their children; what they think constitutes reality; what knowledge is worth having and how humans beings acquire it; what constitutes the good life and how human beings organize society to promote it; and how education can encourage people to reflect on what it means to live ethically. The course will allow philosophy students to apply their knowledge of the discipline to

an important realm of practical problems and provide education students an opportunity to think both critically and creatively about educational practice. (Cross listed with PHIL 305). Prerequisites: PHIL 100 or INTD 203 or permission of instructor. Credits: 3(3-0) Not offered on a regular basis

EDUC 326 Classroom Management in the Elementary School

This course provides knowledge of different approaches to establishing and maintaining well-managed classrooms as well as understanding of the core values underlying different approaches. Through case analysis, role playing, cooperative learning, use of technology, and simulated practice, students will learn how to apply principles of classroom management to actual teaching situations. Students also will learn how to organize a learning environment that minimizes management problems, how to avoid or overcome communication roadblocks, and how to respond to persistent, difficult behaviors. Prerequisites: CURR 313 and CURR 317. Credits: 2(2-0). Offered when demand is sufficient.

EDUC 331 Student Teaching - Primary

Full-time student teaching for grades 1-3 in an affiliated school. Designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with primary-level children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the school, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director of Student Teaching.) Prerequisites: CURR 317, ECED 353, and EDUC 354 for Early Childhood Education; CURR 317, SPED 319, EDUC 326, and EDUC 354 for Childhood Education; SPED 382, SPED 383, SPED 385, and EDUC 354 for Childhood Education with Special Education; minimum GPA of 2.75. Credits: 7.5(7.5-0)

Education Courses

EDUC 332 Student Teaching-Intermediate

Full-time student teaching at the intermediate level (grades 4-6) in an affiliated school. Designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with intermediate-level children. A member of the college faculty, working cooperatively with the teaching and administrative staff of the school, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Director of Student Teaching.) Prerequisites: CURR 317, SPED 319, EDUC 326, and EDUC 354 for Childhood Education; SPED, 382, SPED 383, SPED 385, and EDUC 354 for Childhood Education with Special Education; minimum GPA of 2.75. Credits: 7.5(7.5-0)

EDUC 334 International Student Teaching-Childhood Education

Full-time student teaching for grades 1-3 or 4-6 in an affiliated school in another country. Designed to provide students with the opportunity to develop and refine skills and understandings of the teaching-learning process with elementary school children. Students are assisted, observed, and evaluated by on-site faculty. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, reflections on similarities and differences in education in the host country and the United States, development of a professional portfolio, and topics related to broad concerns of professionals in education. Admission requires permission of the Director of Field Experiences. Prerequisites: CURR 317, ECED 353, and EDUC 354 for Early Childhood and Childhood Education; CURR 317, SPED 319, EDUC 326, and EDUC 354 for Childhood Education; SPED 382, SPED 383, SPED 385, and EDUC 354 for Childhood Education with Special Education; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered by individual arrangement

EDUC 340 Student Teaching - Middle School Education

A full-time experience in grades 7-9 in an affiliated school. Designed to provide the student the opportunity to develop and refine skills and understandings of the teaching-learning process with middle grades students. A member of the College faculty, working cooperatively with the teaching and administrative staff of the school assists, observes, supervises, and evaluates each student teacher. Students participate in accompanying seminars on appropriate topics to enhance the experience. (To repeat this course requires permission of, and fulfilling any conditions set by, the Director of student Teaching.) Prerequisites: INTD 301, INTD 302, Foreign Language 320 senior or above status. Corequisite: EDUC 303. Overall grade point average of 2.75 and 2.75 GPA in the student's major. Credits: 6(6-0)

EDUC 347 Foundational Issues in Contemporary Education

This seminar-style course will focus on foundational issues in contemporary education, including, but not limited to: teaching for equity; diversity and inclusion; the influence of state and federal regulation on education at the local level; the basis of proactive, engaged learning; the impact of globalization on education; and teaching for active citizenship. In the course, students will explore contemporary issues, discuss assigned topics in depth, research a specific issue, and present their findings in class. Prerequisites: INTD 203 (for Childhood, Childhood with Special Education, and Early Childhood and Childhood Education majors) or permission of the instructor. Credits 3(3-0). Not offered on a regular basis

EDUC 350 Student Teaching - High School Education

A full-time experience in grades 10-12 in an affiliated school. Designed to provide the student the opportunity to develop and refine skills and understandings of the teaching-learning process with students in grades 10-12. A member of the College faculty, working cooperatively with the teaching and administrative staff of the school assists, observes, supervises, and evaluates each student teacher. (To repeat this course requires permission of, and fulfilling any conditions

Education Courses

set by, the Director of Field Experiences.) Corequisite: EDUC 303. Prerequisites: INTD 301, INTD 302, Foreign Language 320 senior or above status. Overall grade point average of 2.75 and 2.75 GPA in the student's major. Credits: 6(6-0).

EDUC 354 Family and Community

This course focuses on the role played by families and the community in children's development and the service networks designed to assist young children and families in adapting to their worlds. Factors affecting today's family structure are addressed. Particular emphasis will be placed on effective methods of communicating with parents and caregivers. Students will be expected to select and apply appropriate strategies for working with a wide array of parents including those from culturally diverse backgrounds. Attention will also be given to ways of establishing quality parent education/involvement programs. Prerequisites: ECED 353 and ECED 355 for Early Childhood Education; CURR 313 and CURR 317 for Childhood Education. CURR 313, CURR 317, CURR 320 and SPED 383 and CURR 317 for Childhood with Special Education. Credits: 3(3-0)

EDUC 360 International Student Teaching-Adolescence Education

Full-time student teaching for grades 7-9 or 10-12 in an affiliated school in another country. Designed to provide students with the opportunity to develop and refine skills and understandings of the teaching-learning process with middle or high school children. Students will reflect on similarities and differences in education in the host country and the United States. Students are assisted, observed, and evaluated by on-site faculty. Students participate in accompanying seminars on appropriate topics to enhance the experience. Admission requires permission of the Director of Field Experiences. Prerequisites: INTD 301, INTD 302 or Foreign Language 320. Corequisite: EDUC 303; minimum GPA of 2.75. Credits: 7.5(7.5-0). Offered by individual arrangement

EDUC 363 International Field Experience: Early Childhood, Childhood, and Adolescence Education

Students in this course will spend two weeks in an enrichment practicum in an elementary

school or a secondary school in England or another country. Discussions of classroom observations and seminars on comparative education will be provided in English by faculty from the host university or institute for teacher preparation. For teacher candidates in Adolescence Education: (1) Senior standing; (2) INTD 300 or INTD 301 or Foreign Language 320; and (3) INTD 302. For teacher candidates in Early Childhood/Childhood Education, Childhood Education, or Childhood with Special Education: (1) Senior standing; and (2) CURR 317. Prerequisites: Permission of the School of Education is required. Credits: 3(3-0) Offered summer

EDUC 399 Directed Study

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required. (1 to 3 credits.) Prerequisites: Registration only with permission of Department. Offered by individual arrangement

SPED 205 Teaching Secondary Learners with Special Needs

This course is designed to develop an understanding of the nature and the causes of disabling conditions; how to effectively integrate students with disabilities into the mainstreamed classroom; and how to modify instructional methods and materials so that students with disabilities can comprehend the content. Prerequisites: INTD 203. Corequisite: EDUC 204. Credits: 3(3-0). Offered every fall

SPED 224: Inquiry-based Teaching and Learning Strategies for Diverse Children

This course will introduce the processes of and strategies for effective teaching of diverse children. Students will learn how to plan and deliver lessons using the prevailing Standards guiding instruction in NYS. Students will reflect on their personal understandings of teaching, consider different teaching models and strategies, and begin to develop competence as thoughtful, well-informed teacher-researchers. This course includes supervised fieldwork that focuses on preparing teachers to be participant-observers in the classroom. This fieldwork will give students the opportunity to observe, interview, and analyze data in order to engage in professional discourse about organizing

Education Courses

and delivering instruction. Prerequisites or Corequisite: INTD 203 Credits: 3(2-2)

SPED 231 Introduction to Special Education

This course will provide an overview of the areas of exceptionality as defined in federal and state law and regulations. The focus of the class will be on the historical perspective, definition, etiology, characteristics, needs, and service delivery system for each area of exceptionality. Students will gain a broad understanding of individual education plans (IEPs) and how the New York State Learning Standards are addressed for students with disabilities. Restriction: declaration of certification or permission of instructor. Credits: 3(3-0)

SPED 319 Diversity and Inclusion in Classrooms

The focus of this course is on understanding students with disabilities and the effect of the disability on the teaching/learning process. Emphasis will be placed on selecting/modifying appropriate teaching strategies that are congruent with the child's development and cultural environment. Children with various types of disabilities or special needs will be examined including those who are gifted and talented, those with limited English proficiency, and those who are socioeconomically disadvantaged. Attention will be given to State Education Department regulations, various service delivery models, assistive technology, and working with administrators and ancillary personnel. Prerequisites: CURR 313 and CURR 317. Credits: 3(3-0). Not offered on a regular basis

SPED 382 Assessment Strategies and Prescriptive Teaching for Students with Disabilities

This course has two components: assessment strategies and prescriptive teaching. Professionals working with persons with special needs may be prepared to identify assessment instruments and procedures that are appropriate, evaluate the adequacy of assessment instruments, and use the information from the assessment instruments for multiple purposes (e.g., estimating student performance, developing an educational plan, and determining placement). In addition, professionals in special education must be able to communicate the assess-

ment information they collect in a manner that can be understood by other professionals, ancillary personnel, and parents. Fieldwork is a course component. Prerequisites: CURR 313, CURR 317, CURR 320, and SPED 383. Credits: 3(2-2)

SPED 383 Special Education Classroom Management Skills

The skills and competencies needed in order to effectively manage the classroom behavior of students with disabilities will be covered. Techniques for arranging the classroom environment (e.g., scheduling, structuring, and designing environments) as well as techniques in operant learning will be presented. The focus will be on the principles of operant learning and the relationship between behavior and environmental events that facilitate learning. Includes field visit component. Prerequisites: CURR 213 and CURR 316. Credits: 3(3-0)

SPED 385 Team Approaches to Education of Students with Disabilities

This course emphasizes developing effective communication techniques to use with personnel in educational settings, including parents of individuals with disabilities and ancillary personnel. The development of skills necessary to serve in a consulting capacity to the regular classroom teacher working with individuals with disabilities will be covered. Students will examine the different roles and functions of the special educator and how this person will work with others. Emphasis will be placed on adult interaction with students, parents, paraprofessionals, professionals, and volunteers. Includes field visit component. Prerequisites: CURR 313, CURR 317, and CURR 320. Credits: 3(3-0)

SPED 391 Student Teaching - Special Education: Mild Disabilities

Full-time student teaching at the primary or intermediate level in an affiliated educational program serving students with mild or moderate disabilities. Designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process for children with disabilities. A member of the college faculty, working cooperatively with the teaching and administrative staff of the setting, assists, observes, supervises, and evaluates each student. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfo-

Education Courses

lio, and topics related to broad concerns of professionals in education. (To repeat this course requires the permission of, and fulfilling conditions set by, the Coordinator of Student Teaching.) Prerequisites: SPED 382, SPED 383, SPED 385 and EDUC 354; minimum GPA of 2.75. Credits: 7.5(7.5-0)

SPED 399 Directed Study

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required. Registration only with permission. (1 to 3 credits). Offered by individual arrangements only with permission. (1 to 3 credits). Offered by individual arrangements

Effective Fall 2014, admission of new students to the Childhood Education program leading to only Childhood grades 1-6 certification is being temporarily suspended. Students interested in Childhood Education should select either Childhood with Special Education or Early Childhood/Childhood Education.

B. S. in Education—Childhood Education

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
INTD 105 or S/ N/ F/ Concentration	3 4 3 3	MATH 140 Elective or Foreign Language U/INTD 203 N/	3 3 3 4
Elective or Foreign Language	3	S/or INTD 105	3
Total	16	Total	16
SECOND YEAR			
Concentration Course	3	CURR 213	3
MATH 141	3	CURR 316	4
SPED 224	3	Concentration	3
PSYC 215	3	F/M/	3
H/HUMN 220	4	Concentration	3
Total	16	Total	16
THIRD YEAR			
CURR 313	3	Concentration	3
CURR 317	3	Concentration	3
Concentration	3	EDUC 326	2
HUMN 221	4	SPED 319	3
H&PE	1	EDUC 354	2
Total	14	Total	13
FOURTH YEAR			
EDUC 331 or 332, Student Teaching Semester	15	Concentration	3
		Concentration	3
		Concentration	3
		Elective	3
		Elective	1
Total	15	Total	13
Total Credits — 120			

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

Teacher candidates must satisfy the 2.75 cumulative GPA requirement to continue in a certification program. For admission to student teaching, teacher candidates must have a 2.75 in their major, concentration, and overall.

B. S. in Education—Childhood/Special Education

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
INTD 105 or S/	3	S/PSYC 215	3
N/	4	SPED 231	3
F/	3	U/INTD 203	3
MATH 140	3	N/	4
M/	3	S/ or INTD 105	3
Total	16	Total	16

SECOND YEAR

SPED 224	3	CURR 213	3
MATH 141	3	CURR 316	4
Concentration or Foreign Language	3	Concentration or Foreign Language	3
Concentration	3	Concentration	3
HUMN 220	4	Concentration	3
Total	16	Total	16

THIRD YEAR

CURR 317	3	Concentration	3
CURR 320	3	Concentration	3
CURR 313	3	SPED 382	3
SPED 383	3	SPED 385	3
HUMN 221	4	EDUC 354	2
		H&PE 350	1
Total	16	Total	15

FOURTH YEAR

EDUC 331 or 332; SPED 391, Student Teaching	15	Concentration	3
		Concentration	3
		F/	3
		Concentration or Foreign Language (if needed)	3
Total	15	Total	12

Total Credits – 120

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

Teacher candidates must satisfy the 2.75 cumulative GPA requirement to continue in a certification program. For admission to student teaching, teacher candidates must have a 2.75 in their major, concentration, and overall.

B. S. in Education—Early Childhood and Childhood Education

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
INTD 105 or S/M	3	R/MATH 141	3
N/	4	Concentration	3
F/	3	U/INTD 203	3
MATH 140	3	N/ or Concentration	4
Concentration	3	S/M or INTD 105	3
Total	16	Total	16

SECOND YEAR

S/PSYC 215	3	CURR 213	3
SPED 224	3	CURR 316	4
ECED 351*	3	Concentration or Foreign Language	3
Concentration or Foreign Language	3	ECED 352*	3
Concentration	3	Concentration	3
Total	15	Total	16

THIRD YEAR

CURR 313	3	EDUC 326*	2
CURR 317	3	ECED 353*	3
HUMN 220	4	ECED 355*	3
Concentration	3	EDUC 354	2
Concentration	3	HUMN 221	4
		H&PE 350	1
Total	16	Total	15

FOURTH YEAR

ECED 331, 333, Student Teaching	15	Concentration	3
		N/ or Concentration	3
		F/	3
		Elective	3
Total	15	Total	12

Total Credits – 120

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

Teacher candidates must satisfy the 2.75 cumulative GPA requirement to continue in a certification program. For admission to student teaching, teacher candidates must have a 2.75 in their major, concentration, and overall.

*These courses are offered based on enrollment and may be taken with blocks other than the ones shown here. See your advisor for more information

English

Paul Schacht, Chair (Welles Hall 226) - english.geneseo.edu

Distinguished Teaching Professors: R. Herzman, B. McCoy, E. Stelzig, Professors: K. Asher, M. Blood, R. Doggett, G. Drake, C. Easton, E. Gillin, T. Greenfield, R. Hall, M. Lima, C. Long, P. Schacht, J. Walker, C. Woidat. Associate Professors: K. Cooper, J. Okada, G. Paku, A. Rutkowski. Assistant Professors: K. Gentry, L. Smith. Lecturers: I. Belyakov, J. Fenn, W. Harrison. Adjunct Faculty: C. Anderson, C. Beltz-Hosek, K. Bunker, J. Eddy, T. Ellis, N. Folts, C. Guyol, W. Kennison, A. Leslie, A. Maher, G. McClure, T. Metzger, M. Millard, A. Pankratz.

Bachelor of Arts Degree in English: Track in Literature

Total credits required to complete major: 40

Basic Requirements		16 credits
ENGL 203	Reader and Text: (subtitle)	4
One English course in the period designated "Early"		4
One English course in the period designated "Modern"		4
One English course in the period designated "Recent"		4
Electives in English selected under advisement in accordance with the following guidelines: 1. ENGL 203 Reader and Text: (subtitle) is the prerequisite for English courses at the 300 and 400 levels. 2. Majors must successfully complete at least two English courses at the 300 level. 3. Majors must successfully complete at least four English courses at the 400 level. 4. Majors must successfully complete the department self-reflective advising requirement. 5. At least 7 of the student's English courses counted in fulfillment of the major must be in literature.		24

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all courses submitted in fulfillment of the 40 hour requirement for the English major.

Department Writing Requirement

For the English Major, at least 16 Credits must be at the 400-level. All courses in English emphasize the skills of effective writing. In addition, all 400-level Literature courses teach students how to join the conversation among critics and scholars regarding texts, authors and topics.

Bachelor of Arts Degree in English: Track in Creative Writing

Admission to the Creative Writing track is highly selective. To obtain admission, students must submit an application, available from the department, together with a sample of their writing. The application deadline, announced each semester on the department website, falls before the beginning of pre-registration, approximately the seventh week

of the semester. Students who declare a major in English/Literature will be changed to English/Creative Writing upon acceptance into the track.

Total credits required to complete major: 44

Basic Requirements		24 credits	
Literature Courses	ENGL 203: Reader and Text: (subtitle); at least 3 additional courses in literature, one of which must be at the 400 level		16
ENGL 201	Foundations of Creative Writing		4
ENGL 402	Senior Seminar in Creative Writing		4
	Writing courses selected under advisement from the following: ENGL 202, Reading as a Writer, ENGL 301/303: Advanced Poetry Workshop I and II, ENGL 302/304: Advanced Fiction Workshop I and II, ENGL 305/307: Advanced Creative Nonfiction Workshop I and II, FMST 310 Screenwriting, ENGL 426: Editing and Production Workshop		20
	Notes: 1. Students must take at least 4 creative writing course with “workshop” in the title (selected from poetry, fiction, and creative nonfiction) at the 300 level. 2. ENGL 426; Editing and Production Workshop, may be substituted for one of the required 300-level workshops.		

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all courses submitted in fulfillment of the 44 hour requirement for the English major.

Department Writing Requirement

For the English Major, at least 16 Credits must be at the 300-level or above. All courses in English emphasize the skills of effective writing. In addition, all 400-level Literature courses teach students how to join the conversation.

English majors are strongly urged to study a foreign language and literature.

Minor in English

Total credits required		24 credits	
Basic requirements			4
ENGL 203	Reader and Text: (subtitle)		
Electives (five courses)			20
	1. At least 2 courses must be drawn from the advanced level - i.e., advanced workshops in creative writing at the 300-level, and any combination of literature courses at the 400-level.		
	2. Maximum of 1 course at the 100-level		
	Students should keep in mind that ENGL 201: Foundations of Creative Writing, is a prerequisite for advanced workshops in creative writing and that admission to these workshops is by application to the creative writing faculty.		

Bachelor of Arts Degree in Comparative Literature

The flexibility to combine courses from several national literatures and to study literature along with other disciplines is the hallmark of the Comparative Literature major. Students may also count courses which read literature in translation; however, a minimum of eight credits must come from upper-level (300 or 400 level) literature courses in a language other than English.

Total credits required to complete major: 38-46

Basic Requirements		8 credits
CMLT 200	Reading Transnationally: (subtitle)	4
CMLT 499	Directed Study (Senior Thesis)	4
Electives		30-38
One course in ENGL or Languages and Literatures with an emphasis on genre		3-4
One course with an emphasis on theory in ENGL, ARTH, PHIL, or Languages and Literatures (e.g., PHIL 102, PHIL 330, PHIL 340, PHIL 375, HIST 301)		3-4
Two upper level (300- or 400- level) literature courses in a foreign language (of which a maximum of six courses may be applied to the major)		6
Two courses in period studies (ENGL or Languages and Literatures), one of which should complement the period to be covered in the student's senior thesis		6-8
Four additional elective courses, two of which must be literature courses drawn from either ENGL or Languages and Literatures. (The other two may be drawn, under advisement, from fields of interdisciplinary relevance to the student's interest.)		12-16

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all courses submitted in fulfillment of the 38-46 -hour Comparative Literature requirement.

Department Writing Requirement

All courses in Comparative Literature emphasize the skills of effective writing. In addition, successful completion of a Senior Thesis satisfies the Department Writing Requirement.

Certification in Adolescence Education (7-12): English

Requirements of the Bachelor of Arts degree and the Teacher Education program must be completed for the New York State initial certification. Students are urged to study a foreign language through the intermediate collegiate level (course 202 at the College) and to take ENGL 361.

Honors and Awards

Natalie Selser Freed Memorial Scholarship – presented annually to a junior English major for top academic work.

William T. Beauchamp Memorial Award - presented to a graduating senior for “Outstanding Service to the Vitality of Literature on Campus.”

Rosalind R. Fisher Award - presented each year for outstanding achievement in student teaching in English.

Rita K. Gollin Scholarship For Excellence in American Literature - awarded annually

to two students who have demonstrated excellence in the study of American Literature.

Hans Gottschalk Award - presented annually to a sophomore English major distinguished for integrity, intellectual curiosity, academic achievement and promise, and dedication.

Patricia Conrad Lindsay Memorial Award - presented annually to a senior in English for excellence in scholastic achievement and intellectual promise.

Joseph O'Brien Memorial Award - presented annually to a senior English major who has exhibited those attributes exemplified in the life and career of our colleague Joe O'Brien: a demonstrated record of academic excellence, a spirit of volunteerism, and a sterling moral character.

Writing Awards:

John H. Parry Award for demonstrated ability in literary criticism

Irene E. Smith Award for outstanding performance in freshman writing

Lucy Harmon Award in Fiction

Agnes Rigney Award in Drama

Mary Thomas Award in Poetry

Jérôme de Romanet de Beaune Award for the best undergraduate essay on a topic in diversity studies.

Comparative Literature Courses

CMLT 200 Reading Transnationally: (sub-title)

An introduction to the practice of Comparative Literature and introduces students to a range of key theory-and-methods debates in the field, with attention to those surrounding such matters as history, globalization, culture, and the aesthetic. Typical subtitles include Sea Narratives, The Global Bildungsroman, Narratives of the Atlantic World, Screening "Race," Transnational Voices. (May be taken twice for credit under different subtitles.) Credits: 4(4-0)

CMLT 499 Directed Study

A comparative thesis of 30-35 pages that will be completed in consultation with two faculty members, one from each of two departments relevant to the thesis. The student will be expected to make an abbreviated presentation of the thesis in a GREAT Day or similar forum. Prerequisite: CMLT 200 and senior standing. Credits: 1-4. Offered by individual arrangement

English Courses

ENGL 100 College Writing

A course designed to provide students who have completed INTD 105 the opportunity to develop proficiency in specific types of writing, such as descriptive, expository, persuasive, and critical writing. Prerequisite: INTD 105. Credits: 4(4-0)

ENGL 101 Topics in Literature: (sub-title)

A course exploring particular topic involving specific themes, issues, authors, literary forms, or media types. Subtitles of "Topics in Literature" help students develop fundamental skills for critical reading and effective writing. (May be taken twice for credit under different subtitles.) Credits: 4(4-0).

English Courses

ENGL 115 Understanding Poetry

A course designed to enrich students' understanding of the craft of poetry—its design, its specialized techniques for creating and communicating meaning, and the specialized methodology necessary to constructing interpretations of it. This is not a course in writing poetry, but in the analysis of it. Students will read a wide variety of poems written in English from British, American, and other English-speaking traditions. Credits: 4(4-0)

ENGL 201 Foundations of Creative Writing

An intermediate-level writing workshop involving assignments in various literary forms. Class discussions will focus on student work as well as work by published authors. Credits: 4(4-0)

ENGL 202 Reading As a Writer: (subtitle)

A creative writing class designed to give students opportunities to practice and refine their writing skills in one or two genres. Students may take twice for credit under different subtitles. Topics may include point-of-view and perspective in short fiction, creating characters, the persona poem. There is an emphasis on close reading, critical thinking and revision. Frequent writing required. (May be taken twice for credit under different subtitles.) Credits: 4(4-0).

ENGL 203 Reader and Text: (subtitle)

An introduction to the discipline of English through the study of particular topics, issues, genres, or authors. Subtitles of "Reader and Text" help students develop a working vocabulary for analyzing texts and relating texts to contexts; understand the theoretical questions that inform all critical conversations about textual meaning and value; and participate competently, as writers, in the ongoing conversation about texts and theory that constitutes English as a field of study. Credits: 4(4-0)

ENGL 277: Methods of Teaching English to Speakers of Other Languages

This course is designed as a combination of academic studies and service learning course. It will cover foundations of English Language phonology, articulation, syntax, and morphology and will analyze their differences from other languages linguistic

systems. The course will focus on developing students' practical skills in teaching individuals from a variety of linguistic and cultural backgrounds. It will cover various interventions and modifications needed based on culture, ethnicity and native language. It will also cover fundamentals of working with ESOL students with speech and language disorders. As a service learning component of this course, students will work with three ESOL learners teaching them oral and written English communication skills on an individual basis and in groups. They will also present workshops/ group English language activities for English language learners. Credits: 4(2-4)

ENGL 280 Yeats Summer School in Ireland

A study abroad course that provides an introduction to the poetry and drama of Irish author W.B. Yeats. The course will be taught in a four-week summer session, beginning with an online introduction, followed by three weeks in Ireland, most of that time spent at the Yeats International Summer School in Sligo. Students will attend lectures and seminars by leading Yeats scholars from throughout the world, along with poetry readings and dramatic presentations. Permission of instructor. Credits: 4(4-0)

ENGL 290 F/London Theatre Seminar

An opportunity to experience a broad spectrum of the best in English theatre. The group will attend at least nine productions in small "fringe" theatres; the state-supported theatres like the Royal Court, Royal Shakespeare Company, and Royal National Theatre; and the commercial West End. Several tours will be required, such as Shakespeare's Globe, Royal National Theatre, Shakespeare Walking Tour, Drury Lane tour, and Covent Garden tour. Workshops will be scheduled to suit student interests, such as Acting Shakespeare at the Old Globe or design workshops through the Theatre Museum at the V&A. Students are expected to attend all of the above. There will be two orientation sessions prior to leaving for London. Students will be responsible for projects in London museums, written reviews of shows, and class discussions, held every 3-4 days. Note: course duration is two and a half weeks; may not be repeated for credit. Prerequisite: permission of instructor Credits: 2(1-2)

English Courses

ENGL 301 Advanced Poetry Workshop I

A practical course in the writing of poetry, using student assignments in the genre as a central means in discussions both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and permission of instructor. Credits: 4(4-0)

ENGL 302 Advanced Fiction Workshop I

A fiction writing workshop using student writings in the genre as well as published stories, both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and permission of instructor. Credits: 4(4-0) Offered every fall

ENGL 303 Advanced Poetry Workshop II

A practical course in the writing of poetry, using student assignments in the genre as a central means in discussions both in class sessions and individual conferences with the instructor. Students will further develop and continue to practice skills emphasized in Advanced Poetry Workshop I. Prerequisites: ENGL 201, ENGL 301, and permission of instructor. Credits: 4(4-0)

ENGL 304 Advanced Fiction Workshop II

A fiction writing workshop using student writings in the genre as well as published stories, both in class sessions and individual conferences with the instructor. Students will further develop and continue to practice skills emphasized in Advanced Fiction Workshop I. Prerequisites: ENGL 201, ENGL 302, and permission of instructor. Credits: 4(4-0) Offered every fall

ENGL 305 Advanced Creative Nonfiction Workshop I

A practical course in the writing of creative nonfiction. Student assignments in the genre are the focus of discussions, both in class sessions and individual conferences with the instructor. Prerequisites: ENGL 201 and permission of instructor. Credits: 4(4-0)

ENGL 307 Advanced Creative Nonfiction Workshop II

A practical course in the writing of creative nonfiction. Student assignments in the genre are the focus of discussions, both in class sessions and individual conferences with the

instructor. Students will further develop and continue to practice skills emphasized in Advanced Creative Nonfiction Workshop I. Prerequisites: ENGL 201, ENGL 305, and permission of instructor. Credits: 4(4-0)

ENGL 310 Medieval Literature: (subtitle)

Medieval Literature concentrates on literature from AD 500-1500, with Old English literature (in translation) and Middle English Literature (some in translation, most in original texts). The course presents specifically medieval genres, such as : epic poetry, sermons and chronicles); Middle English debate poetry, devotional poetry, romances (Arthurian and non-Arthurian), frame narratives, mystical writing, and the drama of the mystery and morality plays. These readings will closely consider aspects of Old English and Middle English grammar and also the intertextuality of medieval British literature in two senses: with non-literary and non-British works (the Bible, medieval European literature, historical documents and images, medieval commentaries) and in the reception of literature through modern scholarship. (May be taken twice for credit under different subtitles.) Prerequisite: ENGL 203. Credits: 4(4-0)

ENGL 311 Early Modern Literature: (subtitle)

A study of literature of the "long Sixteenth Century" or broad Early Modern Era (1450-1660). These courses emphasize texts in relation to history, including the social and cultural dimensions of the Renaissance and its subsequent periods. Central issues include economy, desire, gender, nature, art, faith, Protestantism, and revolution. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 312 17th-Century British Literature

A study of dramatists, poets, and some prose writers from the period 1600-1660. Central issues include economy and desire, gender, nature and art, faith, Puritanism, and revolution. Authors include Donne, Jonson, Herbert, Marvell, Herrick. Prerequisites: ENGL 170. Credits: 3(3-0) Offered spring, odd years

ENGL 313 Eighteenth-Century Literature

A study of literature from the Restoration and Eighteenth century. Prerequisites: ENGL 203.

English Courses

Credits: 4(4-0) Offered spring, even years

ENGL 314 Nineteenth-Century Literature: (subtitle)

A study of literature of the 1800s with subtitles designating relevant subjects, including U.S., British, and international literature of the time. These courses emphasize texts in relation to history, including the social and cultural dimensions of the nineteenth century. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0). Offered fall, even years

ENGL 316 Twentieth Century Literature: (subtitle)

A study of Anglophone literature of the 1900s with subtitles designating relevant subject matter and focus. These courses emphasize texts in relation to history, including the social and cultural dimensions of the twentieth century. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 318 Black British Literature and Culture

A study of works by representative Black British writers from the mid-20th century onward in their cultural and social contexts. The course will cover a variety of genres, focusing theoretically on the development of Black British literature, and being framed through these initial questions: Who is English in that nation's imaginary? Who is not? Does Englishness mean WHITE only, as Catherine Hall has so persuasively demonstrated by retelling some of that country's history in relation to its colonies? Black British Literature has historically coincided not only with the questioning of what constitutes a British identity but with critical articulations of the issues of full citizenship and belonging. Prerequisite: ENGL 203. Credits: 4(4-0) Offered spring, even years.

ENGL 320 Irish Literature

A study of works, mainly from the 1880s to the present, by representative Irish and Northern Irish authors writing in English. Works will be examined in their historical contexts. Authors may include W.B. Yeats,

John Synge, James Joyce, Elizabeth Bowen, Samuel Beckett, Edna O'Brien, Eavan Boland, and Seamus Heaney. Prerequisite: ENGL 203. Credits: 4(4-0)

ENGL 322: Contemporary British Literature in London: (subtitle)

A study of representative texts created and published in Britain, by British writers, largely for a cosmopolitan audience. The course explores how contemporary writers conceptualize their identity in relation to the national imaginary. Offered during the summer at Goldsmiths College, University of London. (May be taken twice for credit under different subtitles.) Prerequisite: ENGL 203. Credits: 4(4-0) Offered not on a regular basis

ENGL 329 American Visions: (subtitle)

A critical study of a theme, movement, or special subject matter of some consequence in the cultural tradition of the United States. Representative offerings might include *The Environmental Spirit*, *Women Writers and Social Reform*, *Film Heroes*, *The Puritan Legacy*, and *The Graphic Novel*. (May be taken for credit twice under different subtitles.) Prerequisite: ENGL 203. Credits: 4(4-0) Offered every fall

ENGL 335 Asian American Literature Survey

A study of works by representative Asian American writers from a range of backgrounds (might include but not exclusive to American writers of Chinese, Japanese, Korean, Filipino, South Asian, Vietnamese and Cambodian ancestry) from the early 20th century onward in their cultural and social contexts. The course will cover a variety of genres. Prerequisite: ENGL 203. Credits: 4(4-0) Not offered on a regular basis

ENGL 336 Native American Literature

A study of works by representative Native American writers in their cultural and social contexts. The course will cover a variety of genres. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0) Not offered on a regular basis

English Courses

ENGL 337 African-American Literature

A study of works by representative African-American writers from the mid-19th century to the present in their cultural and social contexts. The course will cover a variety of genres. Prerequisites: ENGL 203. Credits: 4(4-0) Offered every spring

ENGL 338 Contemporary Literature: (sub-title)

A study of representative important writers and trends during the late 20th and 21st centuries. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0) Offered fall, odd years

ENGL 340 Literature and Literary Study in the Digital Age

Digital technology is transforming the way we produce, distribute, and study literature. Under the umbrella term “digital humanities,” scholars are building electronic archives that put literary texts in historical, biographical, geographical, and other contexts; using computational tools to analyze and visualize the form and content of texts; creating new platforms for scholarly communication about texts; and trying to understand the larger cultural impact of the digital revolution. This course undertakes a close examination of all these developments while also introducing students to basic tools for digital communication, preservation, and textual analysis. Prerequisite: ENGL 203. Credits: 4(4-0)

ENGL 342 M/World Literature

The comparative study of significant literary works from cultural traditions across the world. May be designed around a central theme/topic that is cross-culturally relevant. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 360 M/Post-Colonial Literature: (sub-title)

A study of works that have emerged out of different experiences of (de)colonization and asserted themselves by foregrounding their difference from the assumptions of an imperial center. The course will cover a variety of genres, and the works will be read in their cultural, social, and historical contexts. (May

be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0). Offered spring, even years

ENGL 361 History of the English Language

A historical survey of the English language, introducing the techniques of historical linguistic research and contrasting the phonology, grammar, and lexicon of Old and Middle English with that of Modern British and American English. The course also considers the growth and distribution of “World Englishes,” including Canadian, Indian, Southern Hemisphere varieties as well as English creoles and pidgins. Students also contribute to an updated edition of the Dictionary of Geneseo English. Prerequisites: ENGL 203. Credits: 4(4-0). Offered fall, even years

ENGL 366 Connections in Early Literature: (sub-title)

A course charting the historical movement of literature in the British Isles from earliest Anglo-Saxon documents to the Restoration. The major periods of Anglo-Saxon/Early Celtic, Anglo-Norman, Middle English, and Early Modern anchor a survey of representative works and authors (e.g. Beowulf, Chaucer, Julian of Norwich, Malory, Spenser, Donne, Milton). The course emphasizes historical, political and cultural events through which this literature was produced; the development of genres and poetics over time; and changes in language, especially in the ways that English has changed from Old English to Early Modern. (May be taken twice for credit under different subtitles.) Prerequisite: ENGL 203. Credits: 4(4-0)

ENGL 367 Connections in Modern Literature: (sub-title)

A study of selected Anglophone literary texts written between 1660 and 1900 focusing on the dynamic relationship between individual works and the broader culture from which they emerge. The course emphasizes historical, political and social events through which this literature was produced; the development of genres and poetics over time; and important changes in language. Representative offerings include: Poetry of the August-

English Courses

tan Age; Victorian Comedy; Literature of 19th Century Social Reform; Napoleon in British Literature; Antebellum Literature; Silver Fork Fiction; Virtual Thoreau; Transatlantic Romantic Prose. (May be taken twice for credit under different subtitles.) Prerequisite: ENGL 203. Credits: 4(4-0). Offered at least once a year.

ENGL 368 Connections in Recent Literature: (subtitle)

A study of selected Anglophone literary texts written after 1900 focusing on the dynamic relationship between individual works and the broader culture from which they emerge. The course emphasizes historical, political and social events through which this literature was produced; the development of genres and poetics over time; and important changes in language. Representative offerings include: Literature of the Twenties; Realist Fiction and the Depression Era; The Image of Islam; British Literature and Fascism; Hip-Hop Culture and Contemporary Literature. (May be taken twice for credit under different subtitles.) Prerequisite: ENGL 203. Credits: 4(4-0) Offered at least once a year.

ENGL 381 Classical Literature

Classical literature—the literature of ancient Greek and Roman civilization—is the origin of the idea of canonical literature, the idea of a “classic.” Readings for this course will explore those “classics” in numerous genres from drama, philosophical dialogue, lyric, poetic narrative, and epic, from authors including Homer, Euripides, Sappho, Virgil, Ovid, Horace, and Catullus. The course grounds these writers in the context of history, and art, as well as representative literary scholarship and theory relevant to this period in literature. Prerequisites: ENGL 203. Credits: 4(4-0). Not offered on a regular basis

ENGL 382 The Bible as Literature

This course evaluates the English Bible as a literary text, with readings from the Hebrew and Christian Scriptures (including the Apocrypha). Along with historical and cultural backgrounds, emphasis will be placed on literary genres present in (and sometimes unique to) the Bible, aspects of biblical lan-

guage and poetics, and the intratextuality of biblical texts. The course will also compare the Bible's relationship with the text of the Qur'an and with readings and research in biblical influences on Western and world literature. Prerequisite: ENGL 203. Credits: 4(4-0). Offered every spring

ENGL 385: Contemporary Drama

A study of dramatic texts and selected readings in theatre history and dramatic theory from World War II to the present. The course may include English, American and world dramatic traditions, in their theatrical, cultural, and/or literary contexts. Prerequisite: ENGL 203. Credits: 4(4-0)

ENGL 386 Western Drama 1870-1945

A study of Continental, English, and American drama and selected readings in dramatic theory and criticism from 1870-1945. Prerequisites: ENGL 203. Credits: 4(4-0). Offered spring, odd years

ENGL 387: Drama and Society: (subtitle)

A study of dramatic texts alongside their cultural, historical, literary, theoretical, and/or theatrical contexts. ((May be taken twice for credit under different subtitles.) Credits: 4(4-0)

ENGL 393 Honors Thesis Research/Writing

Two semesters of individual research and writing, directed by a member of the Department of English, for the composing of an undergraduate thesis. The thesis may be a work of literary analysis or a collection of original creative writing. To be eligible to enroll in the first semester of research, students must have completed 75 semester hours, including 24 hours in English, with a grade point average of 3.7 in the English major and 3.3 overall in the College. The Departmental Honors Committee, which grants permission for English honors and approves thesis proposals, may make exceptions to the eligibility criteria for students of demonstrable talent. To receive “English Honors” recognition at graduation, the student must complete 6 hours of English 393 with a grade of “A.”

English Courses

English Honors students are encouraged to elect ENGL 394 Senior Seminar. Credits for English 393 may not be applied to the 36-hour English major. Prerequisite: ENGL 203 or permission of instructor. 3(0-6) each semester. Offered by individual arrangement

ENGL 394 Senior Seminar: (subtitle)

Selected intensive studies of a focused topic in literature with a significant component of guided research. Sample topics include: Dante, the Bloomsbury Group, Metaphysical Poetry, the Epic Novel, the Confessional Hero, Ben Jonson and Classical Tradition, Literature and the Irrational, and Contemporary American Novelists. (May be taken twice for credit under different subtitles.) Prerequisites: Three 300 level courses or permission of instructor. Credits: 3(3-0). Offered when demand is sufficient

ENGL 399 Directed Study

Individual study and research under the supervision of a faculty member. (May be taken at any level.) (One to three credits.) Offered by individual arrangement.

ENGL 402 Senior Seminar in Creative Writing

This is the capstone class for English majors pursuing the creative writing track. Students will select, revise and polish work for presentation at their Senior Reading. In addition, students will learn all aspects of staging a literary event, including publicity and advertising. Finally, students will learn the practical skills of pursuing a literary life beyond Geneseo. Required for all English majors pursuing the creative writing track. Prerequisite: Senior Standing in Creative Writing track. Credits: 4(4-0). Offered every spring

ENGL 403 Poetry: (subtitle)

Advanced study of poetry focusing on in depth analysis of a topic, issue, genre feature, or single or small group of authors. Course requirements include substantial reading and engagement of relevant critical and theoretical writings. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 407: Writing for Teachers

This course offers writing instruction to advanced undergraduates who intend to teach. Students read writing theory, review English grammar, and write a series of essays over the course of the term. Prerequisite: Junior Standing Credits: 4(4-0)

ENGL 410 Topics in Theory: (subtitle)

A course examining a particular subset of literary theory; possible offerings include (but are not limited to) "Feminist Theory," "Post-colonial Theory," "Existentialism" and "Postmodern Theory." (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203 or permission of instructor and at least one ENGL 300-level course. Credits: 4(4-0). Not offered on a regular basis

ENGL 413 Topics in Eighteenth-Century Literature: (subtitle)

A study of selected works in literature primarily in or developing from the Eighteenth Century, seen within one of multiple contexts such as themes, cultural issues, intellectual movements, nationhood, and genre. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 414 Topics in Nineteenth-Century Literature: (subtitle)

An advanced study of literature written during the nineteenth century; because this course is at the 400-level, particular attention will be paid to published critical perspectives on primary works or into important primary contextual documents. Possible subtitles include: The Civil War and Literature, British Romanticism, French Realist Writers. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203 and at least one course at the 300 level; or permission of instructor. Credits: 4(4-0) Offered spring, even years

ENGL 419 Literary Theory

A study of major trends in literary theory in the twentieth and twenty-first centuries. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 420 Topics in Irish Literature: (subtitle)

A study of selected works in Irish and / or Northern Irish literature, seen within one of multiple contexts such as themes, cultural issues, intellectual movements, nationhood,

English Courses

and genre. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 424 The Novel: (subtitle)

A study of representative novels emphasizing the development of the Anglophone novel as a literary form. Course topics include *The Rise of the Novel*; the Picaresque Novel in English; the Nineteenth-Century British Novel; Dandyism and the Novel; the American Civil War Novel; *The Novel during the Interwar Period*; and the Black British Novel. (May be taken twice for credit under different subtitles.) Offered when demand is sufficient. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 425 Enterprises: (subtitle)

A course organized around projects that draw upon critical and writing skills for applications beyond the college classroom: service learning, community partnerships, field-based research, web archives, etc. Students will be expected to work both independently and in collaboration with others. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0). Not offered on a regular basis

ENGL 426 Editing and Production Workshop

An introduction to the basics of publishing through the opportunity to edit and produce, Geneseo's online literary journal, *Gandy Dancer*. Coursework will include the creation of advertising and marketing, solicitation of manuscripts, collaboration within editorial committees, copyediting and proofreading as well as layout and design. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 427 Literary Representations of Disability

A study of selected works seen within the context of disability studies. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 428: Editing and Production Workshop II

This advanced course focuses on editing and producing, Geneseo's online literary journal, *Gandy Dancer*. The coursework will include the creation of advertising and marketing, solicitation of manuscripts,

collaboration within editorial committees, copyediting and proofreading as well as layout and design. Students enrolled in 428 will assume leadership roles in the hands-on work of putting out this journal. Prerequisites: ENGL 426 Credits: 4(4-0)

ENGL 431: Conversations: (subtitle)

Advanced critical study of a current critical and/or aesthetic conversation in literature and cultural studies. (May be taken for credit twice under different subtitles). Prerequisites: ENGL 203 or permission of instructor. Credits: 4 (4-0). Not offered on a regular basis.

ENGL 432: Metropolis

Advanced critical study of literary and cultural texts about cities. May be designed around a central/theme topic (e.g., particularities [New Orleans, Lagos, Montréal]; city and music). Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0). Not offered on a regular basis.

ENGL 439 American Ways: (subtitle)

Advanced critical study of a theme, movement, or special subject in the U.S. cultural tradition—for example, *Women Writers and 19th-Century Social Reform*, *Filming the 70s*, and *The Harlem Renaissance*. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 443 Women and Literature: (subtitle)

An advanced course in literature by or about women designed to offer new insights into gender roles, identity politics, sexuality, class, race and ability through an examination of literary and cultural representations. Readings are informed by feminist theory and literary criticism. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203 or by permission of instructor. Credits: 4(4-0)

ENGL 446: Gay and Lesbian Literature

This course examines twentieth-century Anglo-American lesbian and gay literature and culture. We will explore a range of representational practices against the emergence of a modern homosexual subculture and identity with special attention to, for instance, social constructions of gender and sexuality, feminism, class, ethnicity, and race. Our reading will be informed by a discussion of key concepts (such as the closet, coming out, butch/femme, cross-dressing, and camp), queer theory (Foucault and

English Courses

Jagose, for example) and historical turning-points (such as the trial of Oscar Wilde, the ban on Hall's novel, Stonewall, and AIDS). Prerequisite: ENGL 203. Credits: 4(4-0)

ENGL 450 Chaucer and His Age

A study of the major poetry of Geoffrey Chaucer together with an examination of other literary figures from the High and Late Middle Ages, and in the light of major literary, political, artistic, and philosophical concerns of the time. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 454 Shakespeare

An in-depth study of from eight to ten Shakespeare plays selected from the different genres (comedy, history, tragedy, and romance) in which the poet-dramatist worked. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 458 Major Authors: (subtitle)

Comprehensive studies of the works of from one to three authors. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 486 Drama: (subtitle)

Advanced study of dramatic literature focusing on in depth study of a topic, issue, genre, or single or small group of authors. Course requirements include substantial reading and engagement of relevant critical and theoretical writings as well as dramatic works. Class readings will be supplemented with a schedule of required out of class performances, lectures, events, etc. (May be taken twice for credit under different subtitles.) Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 493 Honors Thesis Research/Writing

Two semesters of individual research and writing, directed by a member of the Department of English, for the composing of an undergraduate thesis. The thesis may be a work of literary analysis or a collection of original creative writing. To be eligible to enroll in the first semester of research, students must have completed 75 credits, including 24 credits in English, with a grade point average of 3.70 in the English major and 3.30 overall in the College. The Departmental Honors Committee, which grants permission for English honors and approves thesis proposals, may make exceptions to the eligibility criteria for students of demonstrable talent. To receive "English Honors" recognition at graduation, the student must complete 6 credits of English 493 with a grade of "A." English Honors students are encouraged to elect ENGL 494 Senior Seminar. Credits for English 493 may not be applied to the 36-hour English major. 3(0-6) each semester. Prerequisites: ENGL 203. Credits: 3(0-6) Offered by individual arrangement

ENGL 494: Senior Seminar: (subtitle)

Selected intensive studies of a focused topic in literature with a significant component of guided research. Sample topics include: Dante, the Bloomsbury Group, Metaphysical Poetry, the Epic Novel, the Confessional Hero, Ben Jonson and Classical Tradition, Literature and the Irrational, and Contemporary American Novelists. (May be taken for credit twice under different subtitles.) Prerequisites: ENGL 203 and at least one 400-level ENGL literature, FMST, or CMLT course, or permission of instructor. Credits: 4(4-0) Offered not on a regular basis.

Film Studies Courses

FMST 100 F/Introduction to Film Studies

An examination of world cinema, emphasizing the technological, formal, cultural and historical specificity of the moving image. Credits: 4(3-2). Offered every fall

FMST 270 Video Production

An introduction to basic video skills. Examples include preparing a shooting script, story boarding, camera basics, executing a video shoot, input and output of video into a nonlinear editing system, and nonlinear editing. Students will collaborate on short projects such as a commercial or music video to conquer basic skills then design and

execute a final, individual video project. Credits: 4(3-2) Offered every spring.

FMST 310 Screenwriting

Screenwriting is a study and practice of writing the feature film screenplay. The principle of character, environment, plot and event, dramatic force and arc, dialogue, music, and the physical format of the professional script will be covered. Prerequisite: ENGL 201. Credits: 4(4-0)

FMST 369 Connections in Film: (subtitle)

A critical study of a theme, era, movement, genre, cross-cultural study or special subject

matter involving the moving image including cinema, television, and related visual texts. This is not a film authors course. Includes a separate lab for film screenings. (May be taken twice for credit under different subtitles.) Credits: 4(3-2). Offered once a year.

FMST 409 Film Theory and Criticism

An upper division course that seeks an advanced understanding of film as a complex cultural and philosophical medium through the discussion of key theoretical and critical approaches, which may include realist theory, genre criticism, auteur theory, structuralism and poststructuralism, feminist theory, digital media and cultural studies. Credits: 4(4-0)

FMST 459 Film Authors: (subtitle)

A course considering the work of one to three film directors through a close examination of their films, and explores “author-

ship” as a concept with a constantly evolving and historically contingent definition. In doing so, we will consider whether, when, and how a director and/or his or her biographical history is considered a substantial influence on a film’s meaning. Crucially, we will consider these films in relation to their historical moments and audiences. (May be taken twice for credit under different subtitles.) Prerequisites: FMST 100 or permission of the instructor. Credits: 4(3-2). Offered at least once a year

FMST 499 Directed Study

Intended for film studies minors. Students will design a capstone project (a research paper, short film, internship, or full length screenplay) and complete it according to a plan agreed upon with a faculty member. Basic requirements of the film minor must be completed before enrolling in this course. Credits: 1-3. Offered by individual arrangement

B. A. in English – Literature Track
Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
Engl 1__	4	ENGL 203	4
INTD 105	3	ENGL 3__	4
N/	4	Foreign Language	3
R/	3	S/	3
Total	14	Total	14
SECOND YEAR			
ENGL __	4	ENGL 4__	4
ENGL 3__	4	U/	3
Foreign Language	3	S/	3
M/	3	F/	3
Elective	3	Elective	3
Total	16	Total	16
THIRD YEAR			
ENGL 4__	4	ENGL 4__	4
HUMN 220	4	HUMN 221	4
N/	4	F/	3
Elective	3	Elective	3
Total	15	Total	13
FOURTH YEAR			
ENGL 4__	4	ENGL elective	4
Electives	12	Electives	12
Total	16	Total	16
Total credits – 120			

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

B. A. in English – Creative Writing Track

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
ENGL 1__	4	ENGL 203	4
INTD 105	3	ENGL 201	4
N/	4	Foreign Language	3
R/	4	S/	3
Total	15	Total	14

SECOND YEAR

ENGL 2__	4	ENGL 3__	3
ENGL 3__	4	ENGL 2__	4
Foreign Language	3	S/	3
M/	3	U/	3
		F/	3
Total	14	Total	17

THIRD YEAR

ENGL 3__	4	ENGL 4__	4
HUMN 220	4	HUMN 221	4
N/	4	F/	3
Elective	3	Elective	3
Total	15	Total	14

FOURTH YEAR

ENGL 4__	4	ENGL 402	4
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	2
Total	16	Total	2

Total credits — 120

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

English for Speakers of Other Languages

For additional information on WRTG 101 and WRTG 201, contact the English for Speakers of Other Languages (ESOL) Program or visit esol.geneseo.edu.

ESOL Courses

WRTG 101 English Language and Culture I

Designed for the non-native speaker of Standard English, this course examines basic phonology and syntax in both theory and practice. These features are complemented by studies of semantics and pragmatics which offer insight into the cultural implications of language. Contrasts among various languages will further develop students' knowledge and application of the fundamental properties of English. May be repeated once for credit. Prerequisites: Permission of the instructor. Credits: 3(3-0).

WRTG 201 English Language and Culture II

This course is designed as the second level of studying English academic writing for non-native speakers of the English language. The main goal is to help students advance reading and writing skills, broaden knowledge of vocabulary and grammar, and to hone business and research papers writing skills. While major grammar trouble spots are reviewed in Writing 101, students will have an additional opportunity to practice newly acquired writing skills in this course. May be repeated once for credit. Prerequisites: WRTG 101 and permission of the instructor. Credits: 3(3-0).

Environmental Studies

Note: For information on the Environmental Studies Minor, see the section on Interdisciplinary Minors in this bulletin or visit geography.geneseo.edu.

Environmental Studies Courses

ENVR 124 S/Environmental Issues

This introductory course is an interdisciplinary examination of historical and contemporary environmental problems. It examines the impact of human activity on the environment and the complex interrelationships between people and the natural world. It also explores the socioeconomic and political dimensions behind environmental change, and evaluates solutions to environmental dilemmas such as deforestation, soil erosion, air and water pollution, and biodiversity loss. Credits: 3(3-0).

ENVR 250 Urban Environmental Issues in Latin America

This course provides an introduction to environmental issues in Latin America by outlining the historical, political and socioeconomic forces that have driven environmental change in the region. This will serve as context for a first-hand examination of urban environmental issues in Buenos Aires, the capital of Argentina. Students will travel to Buenos Aires for two weeks during the January intersession to complete a two-credit field experience. Through on-site analysis of issues related to air and water quality, housing, nutrition, public health, municipal waste disposal, and the preservation of open space, students will develop an appreciation and understanding of the environmental problems and challenges facing large Latin American urban areas. Before students are allowed to register, they must consult with the instructor and file an application with the Office of International Programs in Erwin 106. Enrollment is limited and early registration is advised. Interested students should contact the instructor, the Office of International Programs or visit studyabroad.geneseo.edu for more infor-

mation about the course, including costs and dates. Prerequisites: Permission of instructor. Credits: 3(0-6).

ENVR 268 Landscapes and Livelihoods in Central Appalachia

This course involves a two week field trip through Central Appalachia, including parts of West Virginia, Virginia, North Carolina, Tennessee, and Kentucky. This region has a rich history enmeshed in early colonization, the pre-industrial economy, slavery, the Civil War, the coal industry and early labor movements. It has been subjected to stereotypes and natural resource exploitation for centuries and students will learn about the environment, landscape and culture of Central Appalachia through active observation, maintaining a daily journal, presenting an original research topic in the field, and submitting a written report after the field component is completed. Prerequisites: Permission of instructor. Credits: 3(0-6).

ENVR 395 Environmental Internship

A one-semester internship with an environmental organization, for example, the New York State Department of Environmental Conservation (DEC) or the Genesee Valley Land Conservancy. Students will perform work relevant to some aspect of environmental studies. Internship arrangements must be approved by a faculty supervisor, a field supervisor, and the coordinator of the Environmental Studies minor. (Note: No more than 15 internship credits may be applied toward the baccalaureate degree.) 1-15 credits. Prerequisites: ENVR 124 or equivalent and 75 credits at the undergraduate level. Offered by individual arrangement.

Geochemistry

Dori Farthing, Coordinator (Integrated Science Center 250 -gsci.geneseo.edu)
Faculty of the Departments of Geological Sciences and Chemistry.

This program provides a background in Geological Sciences and Chemistry as well as related areas such as Physics and Mathematics. The synthesis of these interrelated disciplines will prepare the student for graduate-level study and a professional career in geochemistry or related fields.

Bachelor of Arts Degree

Total credits required to complete major: 73-75

Basic Requirements		53-55 credits
GSCI 160	Physical Geology	3
GSCI 161	N/Physical Geology Laboratory	1
GSCI 170	Historical Geology	4
GSCI 210	Mineralogy	3
GSCI 220	Petrology	3
GSCI 315	Principles of Geochemistry AND/OR	
GSCI 320	Isotope Geology	3(6*)
GSCI 391	Geology Capstone Seminar I	1
GSCI 392	Geology Capstone Seminar II	1
CHEM 116 or CHEM 203	Chemistry I or Principles of Chemistry I or	3-4
CHEM 119	N/Introductory Chemistry Laboratory	2
CHEM 118 or CHEM 204	Chemistry II or Principles of Chemistry II	2-3
CHEM 211 or CHEM 223	Organic Chemistry I or Principles of Organic Chemistry I	3
CHEM 216	Organic Chemistry Laboratory	2
CHEM 213 or CHEM 224	Organic Chemistry II or Principles of Organic Chemistry II	3
CHEM 340	Modern Analytical Chemistry	3
CHEM 320 or CHEM 324	Physical Chemistry I or Principles of Physical Chemistry	3
*When both GSCI 315 and 320 are taken, 9 credits of GSCI electives are required.		
Electives selected from the following:		12(9*)
GSCI 331	Geomorphology	
GSCI 335	Paleoclimatology	
GSCI 341	Principles of Structural Geology	
GSCI 347	Groundwater Hydrology	
GSCI 351	Stratigraphy	
GSCI 370	Advanced Mineralogy and Petrology	
GSCI 393	Honors Thesis	
GSCI 399	Directed Study	

Related Requirements		19 credits
MATH 221	Calculus I	4
MATH 222	Calculus II	4
PHYS 113 or 123	General Physics I OR Analytical Physics I	3
PHYS 114	Physics I Laboratory	1
PHYS 115 or 125	General Physics II OR Analytical Physics II	3
PHYS 116	Physics II Laboratory	1

	One of the following courses in statistics	3
BIOL 250	Biological Data Analysis	
ECON 205	Business and Economic Statistics	
GEOG 278	R/Statistics in Geography	
MATH 242	R/Elements of Probability & Statistics	
MATH 262	R/Applied Statistics	
PLSC 251	R/Modern Political Analysis	
PSYC 250	R/Intro to Behavioral Statistics	
SOCL 211	R/Statistics for Social Research	

Minimum Competence Requirement

A grade of C– or better is required for each of the following courses: GSCI 160, 161, 170, 210, 220, 315/320, 391 and 392; CHEM 116 or 203, 119, 118 or 204, 211 or 223, 216, 213 or 224, 340 and 320 or 324.

Department Writing Requirement

A portfolio of student writing will be established which will contain papers and other written assignments from courses in the Geological Sciences. Prior to the student's final semester, the faculty within the department of Geological Sciences will review the portfolio. If the faculty agrees that the majority of written work is satisfactory, the student will have successfully completed the writing requirement. Should review of the papers indicate that the student's writing skills are not acceptable, the student will be required to enroll in a course that emphasizes writing skills (this could be an elective course or a directed study).

B. A. in Geochemistry

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
GSCI 160, 161	4	GSCI 170	4
R/MATH 221	4	MATH 222	4
CHEM 116 or 203	4	CHEM 118 or 204	3-4
INTD 105	3	N/CHEM 119	2
GSCI 191	1	INTD 105	3
Total	16	Total	16-17

SECOND YEAR

GSCI 210	3	GSCI 220	3
N/PHYS 113 or 123 and 114	4	PHYS 115 or 125 and 116	4
CHEM 211 or 223	3	CHEM 213 or 224	3
CHEM 216	2	HUMN 221	4
HUMN 220	4		
Total	16	Total	14

THIRD YEAR

GSCI Elective	3	*GSCI 320	3
R/Statistics	3	CHEM 324	3
CHEM 340	3	F/	3
Foreign Language	3	Elective or Foreign Language	3
M/	3	U/	3
Total	15	Total	15

FOURTH YEAR

GSCI Elective	3	GSCI 315	3
S/	3	*GSCI Elective	3
Electives	9	S/	3
GSCI 391	1	Elective	3
		GSCI 392	1
Total	16	Total	13

Total credits --120

*Basic requirements include GSCI 315 AND/OR 320. When both are taken, 9 credits (instead of 12) of the listed electives in GSCI are required.

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

Geography

Jennifer Rogalsky, Chair (Bailey Hall 227) - geography.geneseo.edu

Professors: D. Norris, R. Vasiliev. Associate Professor: D. Aagesen, D. Robertson, J. Rogalsky. Assistant Professor: C. Garrity, J. Kernan. Adjunct faculty: S. Tulowiecki.

Bachelor of Arts Degree

Total credits required to complete major: 41

Core Requirements		23 credits
GEOG 102	Human Geography	3
GEOG 111	Physical Geography	4
GEOG 112	Physical Geography Laboratory	
GEOG 123	The Developing World	3
*GEOG 278	Statistics in Geography	3
GEOG 286	Introduction to Geographical Information Systems (GIS)	4
GEOG 291	Cartography	3
GEOG 374	Geographic Thought	3
Intermediate Electives		
One intermediate physical geography course from GEOG 220, 230		3
One intermediate human geography course from GEOG 201, 250, 274		3
One internationalization course from GEOG 259, 261, 262, 263, 265, 266 or an approved study abroad course		3
**Advanced Electives: Three advanced geography courses from GEOG 330, 331, 333, 340, 348, 350, 352, 355, 370, 371, 376, 377, 382, 385, 387, 388		9

*Students who have taken BIOL 250, ECON 205, MATH 242, MATH 262, PLSC 251, PSYC 250, or SOCL 211 will have fulfilled the GEOG 278 requirement but must take an additional 3 credit GEOG course to satisfy the 23 credits of GEOG courses needed for the Core Requirements category.

**A total of 3 credits in any of the following courses may be applied to the Advanced Geography Elective requirement from GEOG 386, 395, 397, 399

Minimum Competence Requirement

A grade of C- or better is required for all geography courses used in fulfillment of the major.

Department Writing Requirement

The department's writing requirement has been incorporated into GEOG 374 Geographic Thought, required of all Geography Major seniors. Majors must meet the writing requirement criteria in order to pass the course.

Study Abroad

The Department offers a semester long study abroad program in The Netherlands. The program, offered at the University of Groningen, is open to junior and senior geography majors. Students receive 12-15 credits. Instruction is in English. Other study abroad opportunities are available. For additional information contact the Geography Department.

Minor in Geography

Basic Requirements: 19-20 credits

Students will be required to take: GEOG 102 - Human Geography; GEOG 111/112 - Physical Geography; and GEOG 291 - Cartography OR GEOG 286 - Introduction to GIS. Of the

remaining 9 credits required in Geography, two courses or 6 credits must be at the 300 level. A maximum of three semester hours of GEOG 386, GEOG 395, GEOG 397, or GEOG 399 may be applied to the minor.

Certification in Adolescence Education (7–12): Social Studies

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

Geography Courses

GEOG 102 S/Human Geography

A study of the geographic distribution and interrelationships of human activities over the face of the earth, particularly the variation in cultural and social phenomena and their related imprint on the geographic landscape. Such factors as language, religion, settlements, population, and economic activities are studied as they are distributed and interrelated in earth space. Credits: 3(3-0). Offered every year

GEOG 111 Physical Geography

A summary course in Physical Geography: the principles of geographic location, weather, climate, land forms, natural hazards, soils, and biota are presented in the context of an integrated Earth systems framework, addressing relationships to human populations. Counts for Natural Science general education credit only if GEOG 112 is taken concurrently. Corequisite: GEOG 112 or permission of instructors. Credits: 3(3-0). Offered every year

GEOG 112 N/Physical Geography Laboratory

An introductory laboratory in physical geography. Activities involve data collection, organization and analysis, map analysis, and inquiry into Earth-Sun relations, weather and climate, landforms, natural hazards, soils and biota. Corequisite: GEOG 111 or permission of instructor. Credits: 1(0-2). Offered every year

GEOG 123 S/M/The Developing World

An examination of the cultures, countries, and regions of Latin America, Africa, the Middle East, South and East Asia. Attention is focused on problems such as growing poverty and resource exhaustion, and

population problems. Prospects for change are examined under different types of development strategies. Credits: 3(3-0).

Offered every year

GEOG 161 Geography of North America

This course provides systematic and regional approaches to the cultural, historical, and physical geography of the United States and Canada. Topics examined include urban development, rural differentiation, historical diffusion, and the effects of the physical environment on human actions. Intended for non-Geography majors, students completing GEOG 161 may not enroll in GEOG 259 or GEOG 261. Credits: 3(3-0). Offered every year

GEOG 201 Introduction to Urban and Regional Planning

An introduction to the concepts, objectives, and institutions of planning. Emphasis is placed on planning at the local level of government. Includes examination of such issues as land use controls, transportation, housing, recreation, environmental management, and the regional coordination of planning activities. Credits: 3(3-0). Offered every year

GEOG 220 Weather and Climate

This course is an overview of the atmospheric sciences of meteorology and climatology in a geographical context. In an effort to understand global atmospheric processes, the course examines fundamental physical processes and disturbances in the atmosphere from both short-term (meteorology) and long-term (climatology) perspectives. Prerequisites: GEOG 111 and GEOG 112 or permission of instructor. Credits: 3(3-0). Offered every year

Geography Courses

GEOG 230 Biogeography

Biogeography is the study of the distribution of plants and animals in space and through time. Students will investigate biogeographic concepts, theory and methods through lecture, reading and hands-on exercises. The course will address the origins of the biogeographic subdiscipline, fundamental biogeographic principles, critical research over the past few decades, and current environmental topics. Prerequisites: GEOG 111 and GEOG 112, or permission of instructor. Credits: 3(3-0). Offered every year

GEOG 250 U/American Landscapes

An appreciation of the American cultural landscape between its pivotal transition from regional folk norms to the chronologies of national popular culture in the nineteenth century and thence to the varied landscape impacts of the automobile in twentieth century American society. While the course emphasizes material-cultural features, the built landscape, it also explores landscape as a theme in literature, the visual arts, and advertising. When you have completed this course, you will be able to read and interpret the roadside landscape systematically and will be familiar with the wide range of field, archival, secondary, and Web resources that help to explain our visible and relatively recent built past. Credits: 3(3-0). Not offered on a regular basis

GEOG 259 Geography of Canada

The physical, cultural, and historical geographies of Canada are examined. Students are exposed to topical and regional approaches to the study of Canadian geography. Topics covered include treatment of Canadian climate and biogeography; natural resources; settlement history; political and economic arrangements; and patterns of society and culture. Throughout the course, emphasis is placed on the relationship of Canadians to their physical environment. Canada's place in the global community and examination of United States/Canada relations are also stressed. Students who have completed GEOG 161 may not enroll in GEOG 259. Credits: 3(3-0). Not offered on a regular basis

GEOG 261 Geography of the United States

This course exposes the students to both the systematic and regional approaches to the study of the United States. Topics to be covered include the relationship of humans to their physical environment; foundations of human activity; the differences between the various regions of the United States and their impact on each other and the region as a whole. Lectures and discussions will depend on descriptive and analytical examinations of these topics. Students who have completed GEOG 161 may not enroll in GEOG 261. Credits: 3(3-0). Not offered on a regular basis

GEOG 262 M/Geography of Latin America

This course provides an introductory understanding of the peoples, places, and environments in Latin America. While aiming to capture the essence of unity and similarity in Latin America, the course also draws attention to diversity in the region. The course is divided into three components. The first will focus on the region's physical geography, indigenous settlement, and European occupation and colonization. The second component is a survey of regions within Latin America. The third part of the course focuses on selected topics in Latin American geography including race and ethnicity, cultural stereotypes, religion, demographic issues, urbanization, agriculture, tourism, health, and environmental change and conservation. Credits: 3(3-0). Not offered on a regular basis

GEOG 263 M/Geography of Sub-Saharan Africa

This course provides a systematic analysis of Sub-Saharan Africa's changing landscape, including the study of culture, social well-being, population, urbanization, environment, politics, and economics. The course will also focus on post-colonial development issues associated with globalization and regional integration, with special attention to issues of equality and culture change. Current events will be placed into a locational context in an attempt to understand the interrelationships among people, cultures, economies, and the environment within Africa, and between Africa and the

Geography Courses

rest of the world. Prerequisites: GEOG 102 or GEOG 111 and GEOG 112 or GEOG 123 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

GEOG 265 M/The Geography of Islam

The historical-geographical spread of Islam is examined, and the varied circumstances of Muslims are assessed in a regional and thematic framework. Prospects of socio-economic development are assessed in contexts of religious fundamentalism, geopolitical instability, and limited resources. Credits: 3(3-0). Not offered on a regular basis

GEOG 266 M/Geography of the Western Pacific Rim

This course examines the regional and cultural geography of the countries of the western Pacific Rim from the Korean peninsula and Japan to Australia and New Zealand. The course considers the varied pace and direction of Asia-Pacific economic development in the context of factors such as cultural background, settlement history, comparative economic advantage, demographic transition, and a wide range of environmental settings from sub-Arctic to Equatorial ecosystems. The growing integration and global importance of the region and its gateway cities are given special attention. Credits: 3(3-0). Not offered on a regular basis

GEOG 269 Geographic Field Studies in Western Canada

An intensive field course involving two-weeks of travel through Alberta and British Columbia, Canada. Roaming through mountain, foothill, and prairie environments, the course examines both the human and physical landscape and focuses on human-environment interactions and adaptations in Western Canada. Designed to introduce students to geographical field observation, participants consider the indigenous population and their relationship to the environment and natural resource base. Spatial patterns of historical settlement, land use, wild land preservation, industry, economic development, and tourism will also be explored. Offered as a study abroad course. Prerequisites:

Permission of instructor. Restricted to Geography majors. Credits: 3(0-6). Offered every other summer

GEOG 274 Conservation and Resource Management

This course traces the evolution of American environmentalism. The goal is to understand the various philosophies, scientific positions, and methods by which Americans have attempted to deal with a range of environment and natural resource issues. Central focus is given to the concepts and practices of conservation, preservation, and natural resource management. Where these environmental perspectives have come from, where they are going and how they apply to contemporary environmental problems are questions explored in this course. Credits: 3(3-0). Not offered on a regular basis

GEOG 275 Field Experience

An intensive, three to four day field course in which students experience geographic phenomena firsthand while cultivating skills in geographic observation. Pre-trip meetings are required and students are asked to conduct, and present in the field, advanced research. Emphasis is placed on reading and interpreting the physical and human landscape in varied regional settings. May be repeated for credit with permission of instructor only. Students must be in Good Academic Standing with no prior or current disciplinary record. Prerequisites: GEOG 102 or GEOG 111 and GEOG 112. Restricted to Geography majors. Course is available for non-Geography majors by permission of instructor only. Credits: 1(1-0). Offered every year

GEOG 278 R/Statistics in Geography

An introduction to statistical research methods in geography. This course covers classical and spatial statistics as applied to research in physical and human geography. Topics covered include description, inference, significance, and prediction based on samples drawn from geographic data. (Students may not receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 205,

Geography Courses

GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL211.) Prerequisites: GEOG 102 or GEOG 111 and GEOG 112 or GEOG 123 or permission of instructor. Credits: 3(3-0). Offered every year

GEOG 286 Introduction to Geographic Information Systems

This course provides an introduction to the theory and application of Geographic Information Systems (GIS) for mapping and basic spatial analysis. It examines fundamental concepts of spatial relationships, spatial data representation, geographic data models, spatial data acquisition, spatial analysis, and map design. Laboratory exercises emphasize hands-on applications on a variety of topics that require students to perform common GIS tasks and design and produce professional quality maps. Restricted to Geography Majors. Course is available for non-Geography majors by permission of instructor. Credits: 4(3-2). Offered every fall

GEOG 291 Cartography

This course introduces the theory and practice of mapmaking, including hands-on experience in the creation of thematic maps. Topics include collection and manipulation of geographic data, cartographic generalization, map projections, and the principles and elements of design used to produce effective maps. Prerequisites: One introductory course in geography or permission of instructor. Credits: 3(2-2). Offered every year

GEOG 330 Cultural Geography

Critical developments and debates in cultural geography are examined. Students are also introduced to empirical research in cultural geography. A sub-field of human geography, cultural geography focuses on the impact of human culture, both material and non-material, on the natural environment and the human organization of space. A seminar-style course, students engage in critical discussion of selected readings and conduct original research. Prerequisites: GEOG 102 or permission of instructor. Credits: 3(3-0) Not offered on a regular basis

GEOG 331 Field Biogeography

This course provides advanced topical, theoretical and methodological coverage of Biogeography. Students will study biodiversity, disturbance, dispersal, population dynamics, island biogeography, microclimate, and conservation through field work and problem based inquiry. Prerequisites: GEOG 230 or permission of instructor. Credits: 3(3-0). Offered every year

GEOG 333 Historical Geography

Critical developments in historical geography are examined and students are introduced to empirical historical geography research. The study of geographies of the past, historical geography is a subfield of human geography that focuses on landscape change. A seminar-style course, students engage in discussion of selected readings and conduct original historical geography research. Prerequisites: GEOG 102 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

GEOG 340 Pyrogeography

A thorough study of wildland fire as an influence on natural processes, culture and politics, spanning the human and physical divisions of the geographic discipline. Discussion topics will include fire chemistry and behavior, fire weather, fire ecology, fire history data sources, fire in the US and a survey of global fire. Prerequisites: GEOG 230 or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis

GEOG 348 Sports Geography

This course examines amateur and professional sports from a geographic perspective. It surveys the ways in which historical, cultural, political, economic, demographic and environmental factors have contributed to the origin and diffusion of sports. Analysis will be conducted at different spatial scales; local, regional, national and international. Topics include locational strategies and migration patterns of sports clubs and franchises, spatial analysis of sports arenas and stadiums, economic and environmental impacts of sports, and factors influencing the transition of folk games to modern competitive sports. Prerequisites: GEOG 102 or GEOG 123 or permission of the instructor.

Geography Courses

Credits: 3(3-0). Not offered on a regular basis

GEOG 350 Urban Historical Geography

An international survey of past urban environments, their cultural, socio-economic, and technological context, and evolution. Geographical approaches to Latin American, Canadian, European, and Asian cities provide a framework for assessing the particular experience of American urban development between the colonial period and the twentieth century. Emphasis is placed on urban research techniques and topics appropriate to locally accessible archival evidence. Prerequisites: GEOG 102 or GEOG 123, or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

GEOG 352 Geography of Cyberspace

Techniques in geographical analysis applied to on-line sources of human-geographical evidence. The course combines intermediate-level coverage of statistical methods in geography with empirical case studies. Particular attention is given to regression-based analysis and to the research potential of social networking sites. Prerequisites: GEOG 278. Credits: 3(3-0). Not offered on a regular basis

GEOG 355 Experimental Cartography

This course will focus on the collection and manipulation of data used in Geography. Students will collect data, then apply both statistical and cartographic tools to make sense of the data. Data collection will embrace different types of geography, both physical and human. For example, students might collect soils or climate data, then manipulate them to make a map of the phenomenon; or students might manipulate census data to make statistical statements about a variable and then make maps of it. Prerequisites: GEOG 291. Credits: 3(3-0). Not offered on a regular basis

GEOG 370 Physical Climatology

A survey of the distribution of climatic variation over the earth and the processes involved in making that distribution. Particular attention is given to models which portray the earth's energy system and moisture system. Climatic modification as it relates to human use of the earth is em-

phasized. Prerequisites: GEOG 220 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

GEOG 371 Synoptic Climatology

An introduction to the fundamentals of the atmospheric environment and an analysis of synoptic-scale climatological phenomena. Particular attention is given to atmospheric circulation, weather patterns, and weather events taking place in North America. Prerequisites: GEOG 220 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

GEOG 374 Geographic Thought

A brief history of geographic thought and an introduction to current issues in geography. Prerequisites: Senior (majors or minors) or permission of instructor. Credits: 3(3-0). Offered every fall

GEOG 376 Political Geography

Global issues and problems are studied within the context of a world systems approach to political geography. Historic and modern processes associated with imperialism, territory, the state, nations, and international organizations are examined. Prerequisites: GEOG 102 or GEOG 123, or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

GEOG 377 Urban Geography

A study of the spatial distribution and spatial structure of urban places. A survey of the history of urbanization, examining the world distribution of cities from pre-history to the present. The role and structure of a city in modern industrial society. A survey of urban problems, and research and planning approaches to these problems. Prerequisites: GEOG 102 or (GEOG 111 and GEOG 112) or GEOG 123 or GEOG 201 or permission of instructor. Credits: 3(3-0). Offered every year

GEOG 382 Climate Change and Variability

This course surveys topics regarding climate change and climate variability. The course surveys methods of paleoclimate reconstruction, climate history of the most recent 1000 years, climate change theories, methods of observational climate analysis,

Geography Courses

and climate modeling. Special attention is given to the response of Earth's natural systems (atmosphere, hydrosphere, lithosphere, and biosphere) to past, present, or projected changes in climate. Reviews current topics in climate change and the channels through which climate change research is done. Prerequisites: GEOG 220 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

GEOG 385 Advanced Geographic Information Systems: GIS

This course provides a detailed examination of conceptual issues presented in the introductory GIS class. It also involves additional material on data acquisition, data structures, spatial data standards and error analysis, spatial analysis operations, the effects of geographical information science on society, and GIS applications. Prerequisites: GEOG 286 or permission of instructor. Restricted to Geography Majors. Credits: 3(3-0). Offered every year

GEOG 386 Applications in Geographic Information Science (GIScience): (subtitle)

This course provides the opportunity for in-depth applications of Geographic Information Science, including Geographic Information Systems (GIS), spatial analysis, remote sensing, and cartography, to selected research problems and data sets. This course will introduce students to both conceptual and practical aspects of developing GIScience applications. Prerequisites: GEOG 286. Credits: 1-3 credits. Offered by individual arrangement

GEOG 387 Urban Issues Seminar

A geographical approach to the study of urban problems. The course is designed to provide the opportunity for in-depth analysis of selected issues. Each seminar will focus on one aspect of the city (e.g. gentrification/renewal the urban ghetto, suburbanization). Prerequisites: GEOG 201 or GEOG 377 or SOCL 217. Geography major or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

GEOG 395 Geography/Planning Internship

A one-semester work/study experience with an appropriate off-campus agency, firm, or group. A departmental faculty advisor, a representative of the organization selected, and the student mutually determine beneficial work experience(s) and/or research projects. Prerequisites: permission of department. Credits: 3(0-9). Offered by individual arrangement

GEOG 397 Teaching Practicum in Geography

This course offers practical teaching experience in undergraduate Geography, as practicum students work closely with a supervising professor for a specified course in Geography. Responsibilities may include assisting in preparation and presentation of lectures and labs, holding office hours and review sessions with students, helping to prepare exams and assignments, and providing evaluative feedback to students. Prerequisites: Junior or senior standing, or permission of instructor. Restricted to Geography majors. Credits: 3(3-0). Offered by individual arrangement

B. A. in Geography

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
GEOG 102	3	GEOG 111/112	4
N/	4	M/GEOG 123	3
F/	3	S/	3
S/U/	3	INTD 105	3
Elective or Foreign Language	3	Elective or Foreign Language	3
Total	16	Total	16
SECOND YEAR			
GEOG 291	3	GEOG 278	3
GEOG 275	1	Intermediate GEOG Elective	3
HUMN 220	4	HUMN 221	4
N/	4	M/	3
Elective or Foreign Language	3	Elective	3
Total	15	Total	16
THIRD YEAR			
GEOG 286	4	Intermediate GEOG Elective	3
Intermediate GEOG Elective	3	Advanced GEOG Elective	3
F/	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	16	Total	15
FOURTH YEAR			
GEOG 374	3	Advanced GEOG Elective	3
Advanced GEOG Elective	3	GEOG 395 or Elective	3
GEOG 399 or Elective	3	Elective	3
Elective	3	Elective	3
Elective	1	Elective	13
Total	13	Total	13
Total Credits ---- 120			
<p><i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i></p>			

Geological Sciences

Benjamin Laabs, Chair (Integrated Science Center 235A) - gsci.geneseo.edu

Professors: S.Giorgis, D. J. Over. Associate Professors: D. Farthing, B. Laabs, A.Sheldon,
Assistant Professors: N. Warner.

Bachelor of Arts Degree

Total credits required to complete major: 67-70

Basic Requirements		37 credits
GSCI 160	N/Physical Geology	3
GSCI 161	N/Physical Geology Laboratory	1
GSCI 170	Historical Geology	4
GSCI 210	Mineralogy	3
GSCI 220	Petrology	3
GSCI 331	Geomorphology	3
GSCI 341	Principles of Structural Geology	3
GSCI 351	Stratigraphy	3
GSCI 361	Invertebrate Paleontology	3
GSCI 391	Geological Sciences Capstone Seminar I	1
GSCI 392	Geological Sciences Capstone Seminar II	1
300-level GSCI electives. Adolescent Certification majors can substitute GSCI 200 for a 300-level elective. Three credits of GSCI 391 or GSCI 399 can substitute for one 300-level elective class.		9

Related Requirements		21-24 credits
CHEM 116, 118, 119 OR CHEM 203, 204, 119		8
PHYS 113/114 and 115/116 OR 123/114 and 125/116 OR BIOL 116, 117, 119 (or, with Department approval, electives in another natural science or mathematics)*		6-8
MATH 221		4
MATH 222 (strongly recommended, OR one of the following statistics courses BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, SOCL 211.)		3-4

*Students seeking Certification in Adolescence Education (7-12): Earth Science and General Education may satisfy this requirement with approved classes in meteorology and astronomy

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: GSCI 160, 161, 170, 210, 220, 331, 341, 351, 361, and 391.

Department Writing Requirement

A portfolio of student term papers will be established. It will contain papers submitted as partial fulfillment of requirements in the following courses: GSCI 220, 341, 351, 361 (required courses) or GSCI 310, 332, 335, 343, 345, 347 (electives). Prior to the student's final semester, the Department will, as a group, review at least three papers in the portfolio. If the faculty agree the work is satisfactory, the student will have successfully completed the writing requirement. Should review of the papers indicate that the student's writing skills are not acceptable, he/she will be required to enroll in a course that emphasizes writing skills. [It could be a regularly scheduled course or a directed study course.]

For further information, please contact your advisor or the Department Chair.

Minor in Geological Sciences

Eighteen credits in Geological Sciences, with a minimum of 12 hours at or above the 200-level. GSCI 130, 131 may be accepted as a substitute for one upper-level course for students in some programs, i.e., anthropology and biology, only upon approval by the Geological Sciences Department.

Certification in Adolescence Education (7–12): Earth Science and General Science

The Bachelor of Arts program can be planned so that the requirements for New York State initial certification can be met.

Geological Sciences/Civil Engineering (Five Year [3–2] Program)

Scott Giorgis, Coordinator (Integrated Science Center 254)

This program allows students to earn a Bachelor of Arts degree in Geological Sciences from Geneseo and a Bachelor of Science degree in Civil Engineering from one of our partner universities. Students pursuing this program must satisfy the College requirements for four-year programs. Selected courses completed at our partner universities can be used to fulfill some of these requirements.

Total credits required to complete major: 77

Basic Requirements		36 credits
GSCI 160	Physical Geology	3
GSCI 161	N/Physical Geology Laboratory	1
GSCI 170	Historical Geology	4
GSCI 210	Mineralogy	3
GSCI 220	Petrology	3
GSCI 331	Geomorphology	3
GSCI 341	Structural Geology	3
GSCI 351	Stratigraphy	3
GSCI 361	Invertebrate Paleontology	3
GSCI 391	Geological Sciences Seminar I	1
GSCI 392	Geological Sciences Seminar II	1
Electives in Geological Sciences		9

With Departmental approval, up to 9 hours of Geological Sciences and Engineering-courses may be taken at the Engineering School.

Related Requirements		40 credits
MATH 221	Calculus I	4
MATH 222	Calculus II	4
MATH 223	Calculus III	4
MATH 326	Differential Equations I	3
CHEM 116 or CHEM 203	Chemistry I or Principles of Chemistry I	3-4
CHEM 118 or CHEM 204	Chemistry II or Principles of Chemistry II	3
CHEM 119	N/Introductory Chemistry Laboratory	2
PHYS 123	Analytical Physics I	3
PHYS 114	Physics Laboratory	1
PHYS 125	Analytical Physics II	3
PHYS 116	Physics Laboratory	1
PHYS 223	Analytical Physics III	3
Biology, Mathematics, or Engineering Courses**		6

Department Writing Requirement

A portfolio of student term papers will be established. It will contain papers submitted as partial fulfillment of requirements in the following courses: GSCI 220, 331, 351, 361 (required courses) or GSCI 310, 332, 335, 343, 345, 347 (electives). Prior to the student's final semester, the Department will, as a group, review at least three papers in the portfolio. If the faculty agree the work is satisfactory, the student will have successfully completed the writing requirement. Should review of the papers indicate that the student's writing skills are not acceptable, he/she will be required to enroll in a course that emphasizes writing skills. (It could be a regularly scheduled course or a directed study.)

For further information on the Geological Sciences/Civil Engineering (Five Year [3-2] Program), please contact your advisor or the Department Chair.

Geological Sciences Courses

GSCI 120 N/Our Geological Environment

This course is intended for non-science majors who have an interest in their physical environment. The course is designed to develop an understanding of the interaction of Earth processes, the environment, and the human population. Topics include Earth materials, natural resources, geologic hazards, environmental change, and global environmental issues. Corequisite: GSCI 121. Credits: 3(3-0).

GSCI 121 N/Our Geological Environment Laboratory

An introduction to description and interpretation of rocks, geologic, and topographic maps. Students will learn identification techniques, data collection, and systematic analysis of data sets to better understand earth processes. Corequisite: GSCI 120. Credits: 1(0-2).

GSCI 130 N/Geological History of Life

An introduction to the development and history of life on Earth. Stress will be placed on understanding the environments of the changing earth, evolutionary processes, the fossil record, and procedures used in scientific analysis. Corequisite: GSCI 131. Credits: 3(3-0). Offered every spring.

GSCI 131 N/Geological History of Life Laboratory

An introduction to the preservation, description, and interpretation of rocks and fossils.

Students will learn descriptive techniques, data collection, and systematic analysis of data sets in order to better understand the history of life on earth. Corequisite: GSCI 130. Credits: 1(0-2). Offered every spring.

GSCI 140 Environmental Science

An introduction to the interaction of humans and the natural world, with focus on global environments, resources, population dynamics, energy, geology, and human impacts. Corequisite: GSCI 141. Credits: 3(3-0). Offered every fall.

GSCI 141 N/Environmental Science Laboratory

An introduction to laboratory principles and techniques in the environmental sciences for the critical analysis of scientific methods through data collection, data analysis, and interpretation. Corequisite: GSCI 140. Credits: 1(0-2). Offered every fall.

GSCI 150 N/The Geology of Climate Change and Energy

This course is intended for non-science majors who have an interest in understanding the relationship between energy usage in the industrial era and climate change. Understanding and adapting to global-scale climate change is one of the most important issues facing scientists and world leaders in the 21st century. The interrelationship of past climate changes and energy consumption from fossil fuels is clear, and understanding

Geological Sciences Courses

the response of the Earth system to rising greenhouse gas concentrations in the atmosphere is of critical interest as the human population approaches maximum sustainable levels. This course explores the fundamental geologic records of global climate change, Earth-system processes in the context of climate change and the global carbon cycle, critical improvements to the scientific understanding of natural versus human-induced climate change, and the recent and future impact of global-scale energy use on the Earth system. Corequisite: GSCI 151. Credits: 3(3-0). Not offered on a regular basis.

GSCI 151 N/The Geology of Climate Change and Energy Laboratory

This laboratory course is designed for non-science majors. Weekly exercises explore the global carbon cycle, Earth-system processes, geologic records of climate change, national and global-scale consumption of hydrocarbon fuels, and the potential for renewable energy resources in western New York. Corequisite: GSCI 150. Credits: 1(0-2). Not offered on a regular basis.

GSCI 160 N/Physical Geology

An introduction to the study of the Earth. Emphasis is placed on examination of the materials, surface features, structures and internal characteristics of the Earth, and on the geological processes that caused them. Corequisites: GSCI 161. Credits: 3(3-0). Offered every fall

GSCI 161 N/Physical Geology Laboratory

An introduction to the study of the Earth. Interpretation of topographic maps, and specimens is stressed in the laboratory. Corequisite: GSCI 160. Credits: 1(0-3). Offered every fall.

GSCI 170 Historical Geology

An introduction to the origin and evolution of the Earth and all of its divisions--atmosphere, hydrosphere, biosphere, and the divisions of the solid earth. Attention is given to the many approaches used to determine the history of the Earth through study of its materials, surface features, and structures as well as through modern studies that utilize

geochemistry, geophysics, and planetary astronomy. (Field trips are sometimes conducted outside class hours.) Prerequisites: GSCI 160 and GSCI 161. Credits: 4(3-3). Offered every spring.

GSCI 191 Introduction to Geology at Geneseo

An introductory course for first year students who are considering a career in the Geological Sciences. Weekly meetings will focus on career opportunities, pertinent academic information, campus and department resources, and study skills and time utilization. This course also intends to promote a close working relationship between students and faculty. Cannot be counted toward the Geological Sciences major. Graded on an S/U basis. Credits: 1(1-0).

GSCI 200 Environmental Geology

A survey of important geologic concepts relevant to current environmental issues. Emphasis is placed on geologic principles underlying problems related to water resources, pollution, natural hazards, waste disposal, energy and mineral resources, and on the scientific bases for current strategies proposed to limit adverse consequences of our impact on environmental systems. The geologic information bases available from governmental agencies are used to characterize and demonstrate practical problems for classroom exercises. Although not required, a general survey course in geology, physical geography, or high school earth science would provide an appropriate background. Credits: 3(3-0). Restrictions: Not to be taken as a normal elective for the Geological Sciences major except by special permission. Offered at least once yearly.

GSCI 201 Geology of Alien Worlds

Comparative geology of the terrestrial planets and major moons as currently revealed and documented by recent and ongoing NASA missions. Comparison of planetary objects less evolved than the Earth provides the means to understand the evolution of the Earth from a lifeless, cratered object to its present dynamic state. Studies of other solar system bodies with different evolution-

Geological Sciences Courses

ary histories emphasize the unique position of Earth in our solar system. Coverage will include data from the Apollo missions to the present with an emphasis on solid planetary bodies. Prerequisite: 100-level lab science or earth science. Credits: 3(3-0).

GSCI 210 Mineralogy

A systematic study of the important minerals with emphasis on their crystallography, descriptive mineralogy, crystal chemistry, phase relationships and associations. Lectures emphasize theoretical aspects of mineral studies, while the laboratory portion is devoted to the descriptive and practical. Prerequisites: GSCI 160 & GSCI 161 or permission of instructor. Credits: 3(2-2). Offered every fall.

GSCI 220 Petrology

The study of the natural history of igneous, sedimentary, and metamorphic rocks, including their mineralogy, fabric, alteration and origin. Lectures emphasize theoretical aspects such as processes that affect the development of rocks and theories as to their origin. Laboratories emphasize the classification and identification of rocks in both hand sample and thin section. Prerequisites: GSCI 210. Credits: 3(2-2). Offered every spring.

GSCI 310 Scientific and Technical Writing in the Geosciences

An overview of current conventions and practices used in scientific and technical writing in the geosciences. The focus of the course will be on reading, writing, and critiquing various forms of scientific and technical writing for the purpose of assisting students in preparation for professional papers. In addition to appropriate aspects of language use and style, principles of preparing figures and tables will be discussed. The course is designed to help students develop the knowledge and skills to: 1) write in an accurate, precise, clear, concise, and effective style appropriate for their intended audience; and 2) recognize and rectify writing problems in their own work and in that of others. Prerequisites: GSCI 220. Credits: 3(2-2).

GSCI 315 Principles of Geochemistry

The application of the basic principles of chemistry to the study of geologic processes. Topics include the origin and distribution of the chemical elements, the fundamentals of crystal chemistry, the important chemical reactions occurring in low-temperature aqueous solutions, and the construction and interpretation of mineral-stability diagrams. Prerequisites: GSCI 220, CHEM 119, and either CHEM 118 or 204 or permission of instructor. Credits: 3(3-0). Offered when demand is sufficient.

GSCI 320 Isotope Geology

The study of the variations in the abundances of naturally occurring isotopes and their applications to problems in the geological sciences. Both stable and unstable isotopes are considered. Prerequisites: GSCI 220; CHEM 119, and either CHEM 118 or 204 or permission of instructor. Credits: 3(3-0). Offered when demand is sufficient.

GSCI 331 Geomorphology

The description and interpretation of land forms. Consideration is given to the effects of rock structure, natural processes, and temporal changes in the evolution of the surface features of the Earth. (Field trips are sometimes conducted outside class hours.) Prerequisites: GSCI 170. Corequisite: GSCI 220. Credits: 3(2-2). Offered every fall.

GSCI 332 Glacial Geology

The origin, characteristics, processes and geologic effects of glaciers are considered. Worldwide evidence for glaciation from the geology of the continents and the ocean basins is examined with emphasis on the Pleistocene Epoch of North America. Aerial photographs and topographic maps, geologic maps and GIS software are used extensively in laboratory exercises. Field trips to glacial terrains in western New York are sometimes conducted during and outside of class hours. Prerequisites: GSCI 170. Co-requisite: GSCI 220. Credits: 3(2-2). Offered spring, even years.

Geological Sciences Courses

GSCI 333 Geologic Applications of Remote Sensing Imagery

Photogrammetric and digital analysis of aerial and satellite imagery as applied to the solution of geologic problems. Emphasis is on interpretation of the geomorphology and geologic structure of the Earth's surface from film and digital images incorporating GIS (geographic information system) software such as ArcView 8 and GPS (geographic positioning system) instrumentation. The creation of GIS-based geologic maps by combining field data and georegistered imagery on standard base maps is included. Prerequisites: GSCI 331 or permission of instructor. Credits: 3(2-2).

GSCI 335 Paleoclimatology

The study of fundamental concepts of global-scale environmental and climatic changes in the context of Earth-surface processes and Earth history. The course focuses on physical, chemical and biological signatures of past environments preserved in the geologic record; causes and effects of major climate-changes over various timescales in Earth history; and geologic responses to Pleistocene, Holocene and historical climate change. Laboratory exercises involve characterizing surface processes, data-rich studies of climate-change records and discussions of climate science literature. Prerequisites: GSCI 170. Credits: 3(2-2). Offered spring, odd years

GSCI 341 Principles of Structural Geology

The study of rock deformations, including the description, classification, and origin of structures such as folds, faults, joints, and cleavage. Attention is given to the influence of rock structures on economic problems and on geomorphic features. Aspects of geotectonics are considered. (Field trips are sometimes conducted outside class hours.) Prerequisites: GSCI 170. Credits: 3(2-2). Offered every spring.

GSCI 343 Applied Geophysics

The study of geophysical techniques widely used in the Earth Sciences. Emphasis is placed on analytical methods of interpretation and the theory on which such methods are based. Prerequisites: GSCI 220 and

GSCI 341; MATH 222; PHYS 113/114 or PHYS 123/114. Credits: 3(2-3). Offered fall, odd-years.

GSCI 345 Tectonics

The study of the evolution of the crust and upper mantle of the Earth, and the large-scale deformational features and patterns of motion which occur there. The relationships between internal earth processes and energy sources, and the evolution of the crust and upper mantle, are emphasized. Prerequisites: GSCI 220 and GSCI 341. Credits: 3(3-0). Offered fall, even years.

GSCI 347 Groundwater Hydrology

The study of the origin and occurrence of groundwater and of those principles of fluid flow in porous media which govern the flow of groundwater. The hydraulic properties of groundwater systems and water wells, the relationships between groundwater and other geological processes, the development of groundwater resources, water quality, recharge of groundwater, and solute transport are emphasized. Prerequisites: 15 credits of Geological Sciences and MATH 221. Credits: 3(3-0). Offered every fall.

GSCI 351 Stratigraphy

Description of sedimentary rocks, introduction to stratigraphic concepts, and interpretation of sedimentary facies and sequence relationships. Topics include the use of facies analysis, lithostratigraphy, biostratigraphy, and chronostratigraphy in the interpretation of sedimentary basin history. (Required field trips conducted outside of class hours.) Prerequisites: GSCI 170 or permission of instructor. Credits: 3(2-2). Offered every spring.

GSCI 352 Sedimentation

The analysis and characterization of clastic sediments with application to the origin, evolution, and properties of sedimentary rocks. Standard analytical techniques will be learned from laboratory experiments. The theory and results relating to the experimental measurements and observations will be outlined and discussed during one-hour weekly meetings. (Some lengthy experiments may require measurements to be recorded at

Geological Sciences Courses

intervals spanning several days.) Prerequisites: GSCI 170 and GSCI 220. Credits: 3(2-3) Offered not on a regular basis.

GSCI 361 Invertebrate Paleontology

Taxonomy and morphology of major groups of invertebrate fossils. Topics include fossil invertebrate classification, evolution, taphonomy, biostratigraphy, paleoecology, and paleobiogeography. (Required field trips conducted outside of class hours.) Prerequisites: GSCI 170 or permission of instructor. Credits: 3(2-2). Offered every fall.

GSCI 370 Advanced Mineralogy and Petrology

The theory and use of the petrographic microscope and analytical data as applied to the study of mineralogy and petrology. The behavior of polarized light through minerals in thin sections is emphasized in order to understand techniques commonly used in geologic research. When integrated together, microscopy and data present a more holistic approach to mineralogical and petrologic studies. Prerequisites: GSCI 220. Credits: 3(2-3). Offered not on a regular basis.

GSCI 380 Undergraduate Research

Under the supervision of a faculty member in Geological Sciences, students will undertake a research project in some area of Geological Sciences. The topic and methodology will be established by mutual consent of the student and faculty member and presented in a research proposal. Students will meet together with the involved faculty once a week to discuss the background, methods, and results of their projects. Students will be required to complete a formal research paper describing the nature of the project undertaken, problems encountered, methodology employed, and conclusions from the project. May be repeated; a maximum of 3 credits may be applied toward the major in Geological Sciences. Prerequisites: GSCI 220 and permission of instructor. Credits: 3(1-6).

GSCI 391 Geological Sciences Capstone Seminar I

A seminar that focuses on selected topics in the Geological Sciences. As part of this course, students will delve into the literature regarding a selected topic and present their findings in a professional talk and as an extended written abstract. Presentations by faculty and invited speakers as well as discussions will also play a part in this seminar. Prerequisites: GSCI 220. Credits: 1(1-0).

GSCI 392 Geological Sciences Capstone Seminar II

This course is a continuation of GSCI 391. In this portion of the capstone seminar, students will pursue research and present their findings as a professional talk to their peers and as a conference poster. This seminar also includes discussions and presentations by faculty and invited speakers. Prerequisites: GSCI 391. Credits: 1(1-0).

GSCI 393 Honors Thesis

Individual research under the direction of faculty of the Department of Geological Sciences. Results of this research will culminate in a formal written report and an oral presentation in an appropriate public forum. Requirements for eligibility are: completion of 75 credits with a minimum 3.0 cumulative grade point average plus 20 credits in Geological Sciences with a minimum 3.30 GPA. Enrollment by invitation of the Department. Note: This course may not be counted as part of the credits required for graduation in Geological Sciences. Credits: 3(0-6) Offered by individual arrangement.

GSCI 399 Directed Study

Investigation, under faculty supervision, of a problem that leads to a written report. Prerequisites: Permission of Department Chairperson. (1 to 3 credits). Offered by individual arrangement.

B.A. in Geological Sciences

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
GSCI 160 & GSCI 161	4	GSCI 170	4
MATH 221	4	MATH 222	4
CHEM 116 or 203	3-4	CHEM 118 or 204	2-3
GSCI 191	1	CHEM 119**	2
F/ or INTD 105	3	INTD 105 or F/	3
Total	15-16	Total	15-16

SECOND YEAR

GSCI 210	3	GSCI 220	3
PHYS 113/114 OR PHYS 123/114	4	PHYS 115/116 OR PHYS 125/116	4
HUMN 220	4	HUMN 221	4
Foreign Language or F/	3	F/ or Foreign Language	3
Total	14	Total	14

THIRD YEAR

GSCI 341	3	GSCI 331	3
GSCI 361 or Elective	3	GSCI 351 or Elective	3
BIOL 117	3	BIOL 119	3
BIOL 116*	2	S/	3
M/ or Foreign Language	3	Foreign Language or M/	3
S/	3		3
Total	17	Total	15

FOURTH YEAR

GSCI 391	1	GSCI Elective	3
GSCI Elective	3	F/	3
GSCI Elective	3	GSCI 392	1
U/	3	Elective	3
Elective	3-4	Elective	3
		Elective	2-3
Total	13-14	Total	15-16

Total credits — 120

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

*Biol 116 can be taken in conjunction with Biol 117 or Biol 119.

*Chem 119 can be taken in conjunction with Chem 116 or 203 or Chem 118 or 204

Geological Sciences/Civil Engineering 3/2 Program

Sample Program Outline/Advising Guide

FIRST YEAR - Geneseo

Fall	Hours	Spring	Hours
GSCI 160 & GSCI 161	4	GSCI 170	4
CHEM 116 or 203	3-4	CHEM 118 or 204	2-3
S/U/	3	CHEM 119	2
F/	3	INTD 121	3
M/	3	S/	3
		INTD 105	3
Total	16-17	Total	17-18

SECOND YEAR - Geneseo

GSCI 210	3	GSCI 220	3
PHYS 123 and 114	4	PHYS 125 and 116	4
MATH 221	4	MATH 222	4
HUMN 220	4	HUMN 221	4
F/	3		
Total	18	Total	15

THIRD YEAR - Geneseo

GSCI 341	3	GSCI 351	3
GSCI 361	3	GSCI 331	3
MATH 223	4	MATH 326	3
PHYS 223	3	Elective or Foreign Language	3
Elective or Foreign Language	3	Elective	2
GSCI 391	1	GSCI 392	1
Total	17	Total	15

Note: Students should consult their academic advisor for appropriate electives and fourth and fifth year programs at the Engineering Schools.

Geophysics

Scott Giorgis, Coordinator (Integrated Science Center 254) - gsci.geneseo.edu
 Faculty of the Departments of Geological Sciences and Physics.

The primary objective of this interdisciplinary program is to prepare students for both immediate careers and graduate-level study in geophysics. The program differs from the Bachelor of Arts degree programs in Geological Sciences and Physics since it provides the background in both mathematics and physics that is required for solution of problems in the field of solid earth geophysics.

Bachelor of Arts Degree

Total credits required to complete major: 76

Basic Requirements		53 credits
GSCI 160	Physical Geology	3
GSCI 161	Physical Geology Laboratory	1
GSCI 170	Historical Geology	4
GSCI 210	Mineralogy	3
GSCI 220	Petrology	3
GSCI 341	Principles of Structural Geology	3
GSCI 343	Applied Geophysics	3
GSCI 391	Geology Capstone Seminar I	1
GSCI 392	Geology Capstone Seminar II	1
PHYS 123/114	Analytical Physics I and Physics I Lab	4
PHYS 125/116	Analytical Physics II and Physics II Lab	4
PHYS 223	Analytical Physics III	3
PHYS 224	Analytical Physics IV	3
PHYS 226	Optics/Modern Physics Laboratory	1
PHYS 228	Mathematical Methods in Physics	2
PHYS 335	Electricity and Magnetism I	3
PHYS 362	Intermediate Laboratory I	2
Electives in Geological Sciences and Physics		9

Related Requirements		23 credits
MATH 221	Calculus I	4
MATH 222	Calculus II	4
MATH 223	Calculus III	4
MATH 326	Differential Equations I	3
CHEM 116&118&119 or CHEM 203&204&119	Chemistry I and Chemistry II and Lab or Principles of Chemistry I and Principles of Chemistry II & Lab	8
Total credits as outlined		
Major department(s) required		50
Related requirements		23

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: GSCI 160, 161, 170, 210, 220, 341, 343, 391; PHYS 123/114, 125/116, 223, 224, 226, 335, and 362.

Department Writing Requirement

Students in Geophysics will satisfy the writing requirement of either the Department of Geological Sciences or Physics. The determination will be made by the Coordinator and/or advisor upon review of student's course selection. Students must consult with their advisor to ensure that they meet the College's writing requirement.

B. A. in Geophysics			
Sample Program Outline/Advising Guide			
FIRST YEAR			
Fall	Hours	Spring	Hours
PHYS 123 and 114	4	PHYS 125 and 116	4
GSCI 160 & GSCI 161	4	GSCI 170	4
MATH 221	4	MATH 222	4
F/	3	INTD 105	3
Total	15	Total	15
SECOND YEAR			
PHYS 223	3	PHYS 224	3
MATH 223	4	MATH 326	3
CHEM 116 or 203 and 119	5	CHEM 118 or 204	2-3
HUMN 220	4	CHEM 119	2
PHYS 226	1	PHYS 228	2
		HUMN 221	4
Total	17	Total	16-17
THIRD YEAR			
GSCI 210	3	GSCI 220	3
PHYS 335	3	GSCI 341	3
PHYS 362	2	PHYS or GSCI Elective	3
F/ or Foreign Language	3	S/ or Foreign Language	3
S/U/	3	M/	3
Total	14	Total	15
FOURTH YEAR			
PHYS or GSCI Elective	3	PHYS or GSCI Elective	3
GSCI 391	1	Electives	8
GSCI 343	3	GSCI 392	1
Electives or F/ or S/	9		
Total	16	Total	12
Total credits as outlined – 120			
Physics or Geological Sciences required – 50			
Required related – 23			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisor for additional information.</i>			

History

Joseph Cope, Chair (Sturges Hall 16) - history.geneseo.edu

Professor: J. Cope, E. Crosby, T. Hon, M. Oberg, H. Waddy. Associate Professors: C. Adams, J. Behrend, J. Cope, J. Kleiman, K. Mapes, J. Williams. Assistant Professors: M. Abbas, R. Jones, M. Stolee. Adjunct Faculty: J. Getnick, T. Goehle. Lecturer: J. Eddy, R. Fulton, C. Guyol, R. Jurnack, J. Lowe, M. Mapes, J. Swarts., P. Styrtr

Bachelor of Arts Degree

Total credits required to complete major: 38-41

Basic Requirements		38-41 credits*
HIST 301	Interpretations in History: (subtitle)	4
HIST 302	Research in History: (subtitle)	4
Senior Experience: HIST 391 OR HIST 393 OR HIST 396	Senior Seminar: (subtitle) Honors Research/Writing* Senior Essay	3-6
Other history courses, including:		27
a maximum of nine credits at the 100-level a minimum of nine credits at the 300-level a minimum of six credits in European history at the 200 level or above (from HIST 206, 207, 209, 211, 212, 213, 214, 230, 232, 240, 242, 322, 332, 333, 337, 339, 340, 342, 344, 349, 352) a minimum of six credits in United States history at the 200 level or above (from HIST 204, 249, 250, 258, 260, 261, 262, 263, 264, 266, 267, 352, 353, 355, 356, 357, 360, 361, 362, 366, 367, 368, 369) a minimum of six credits in LACAANA (Latin America, Caribbean, Asia, Africa and Native American) history at the 200 level or above (from HIST 232, 242, 261, 270, 271, 281, 282, 284, 291, 292, 355, 362, 372, 380, 381, 382) (Every semester the department offers multiple sections of 200- and 300-level courses in U.S., European, and LACAANA)		
*Students who enroll in the Departmental Honors program will complete 41 credits in history.		

Minimum Competence Requirement

A grade of C- or better is required for all courses taken for the major.

Department Writing Requirement

The entire History curriculum emphasizes a variety of writing skills and forms. To demonstrate writing proficiency, all history majors will complete a "capstone writing assignment" in the Senior Seminar-History 391, Honors Thesis-History 393, or the Senior Essay-History 396. The student will produce a finished written work of substantial length which reflects the application of diverse writing skills (including planning, pre-writing, revision, etc.). Students must maintain and, if requested, submit all notes, outlines, drafts, etc., with the final paper. Students must demonstrate writing competence in order to pass the capstone writing assignment.

Minor in History

Basic Requirements		19 credits
HIST 302	Research in History: (subtitle)	4
Courses at the 100-level		0-6
Upper-division courses at least one course at the 300-level		9-15

Honors in History

Available for history majors who meet Department eligibility criteria (see course description for HIST 393). Senior history majors who accept a Departmental invitation will complete research and writing of an undergraduate Honors Thesis over the course of two semesters. Special arrangements may be made for students seeking secondary education certification. HIST 393 fulfills the Senior Experience requirement of the major.

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

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

History Courses

HIST 101: Introduction to the History Major

This is an introductory course for first semester college students considering a major in history. The course will introduce students to the discipline of history and career paths for history majors, will provide enhanced advisement and planning for the undergraduate degree, will provide problem solving assistance to students as they navigate the first semester of college, will expose students to the range of academic and co-curricular opportunities available to history majors at Geneseo, and will provide opportunities for students to interact with members of the faculty and more advanced undergraduates. This class is open to any first year student at the college interested in majoring in history. The class will be graded on a S/U basis with grades determined based on attendance and participation in course activities. Credits: 1 (1-0). Offered every fall.

HIST 105 S/Western Civilization Until 1600

This course, the first part of a two-semester survey of European history, focuses on the political, socio-economic, intellectual, and religious history of the Ancient Near East, Greece, Rome, the Medieval World, the Renaissance, and the Reformation which provide the roots for the contemporary Western civilization. Proper analysis of primary sources is stressed, and student participation is encouraged. Credits: 3(3-0) Not offered on a regular basis

HIST 106 S/Europe Since 1600

This course, the second part of a two-semester survey of Western Civilization, introduces students to the shaping of twentieth-century Europe by examining the period after 1600 with emphasis on political, cultural, and socio-economic history. The course stresses evaluation of both primary and secondary historical materials and encourages student participation in the process of historical analysis. Credits: 3(3-0) Not offered on a regular basis

HIST 108 The Bible

This course will study significant selections from the Old Testament and most of the New Testament. Emphasis will be on the study of institutional and theological development of the Hebrews and early Christians. Credits: 3(3-0) Not offered on a regular basis

HIST 112 S/World History I

A comparative survey of world societies, from the first human organizations of complex societies in Mesopotamia, the Indus Valley, Egypt, China, Central America, and South America, ending about 1500 C.E. The course will emphasize the interaction of humans and their environments, social organization, family structures, social elites, and cross-cultural contacts. This course is the first half of a two semester survey of world history. Credits: 3(3-0) Not offered on a regular basis

History Courses

HIST 113 World History II

This course is a comparative survey of the history of modern societies from approximately 1500 C.E. to the present. Rather than looking at one part of the world, then another, etc. we will approach it by comparing societies that dealt with the same ecological, political, social, and economic challenges at roughly the same time. Credits: 3(3-0). Not offered on a regular basis

HIST 150 S/U/History of the United States I

The first part of a two-semester survey of American history (from pre-Columbian days to the present, with the dividing point at 1877). Emphasis is placed upon the relations of environment and cultural heritage to the economic, scientific, and political forces of American life. Credits: 3(3-0)

HIST 151 S/U/History of the United States II

The second part of a two-semester survey of American history (from 1877 to the present). A constructive and critical analysis of our institutions, customs, and traditions is presented in connection with the many unsolved problems which challenge democratic government. Credits: 3(3-0)

HIST 155 S/U/Politics and Power in United States History

This course is a broad general survey of U.S. history that focuses on particular aspects of politics, power, and democracy as they influenced the people and institutions of the country over time. Credits: 3(3-0)

HIST 161 S/U/Issues in American History I

This course will develop students' reasoning capacities and awareness of historical debates through an examination of selected issues, events, and problems in American history. It will take a chronological approach, using materials that span the period from 1600-1877, that is from the settlement of the New World through the end of Reconstruction. Credits: 3(3-0) Not offered on a regular basis

HIST 162 S/U/Issues in American History II

This course will develop students' reasoning capacities and awareness of historical debates through an examination of selected issues, events, and problems in American history.

It will take a chronological approach, using materials that span the period from 1877 to the present, that is, from the end of the Reconstruction period. Credits: 3(3-0) Not offered on a regular basis

HIST 163 S/U/African American History to 1877

This course will explore major events, people, and issues pertaining to African-American history to 1877, including the Atlantic slave trade, the African-American experience in slavery and in freedom from the colonial period through the Civil War and Reconstruction, and the impact of slaves and free blacks on colonial, early national, and antebellum history. Credits: 3(3-0). Not offered on a regular basis

HIST 164 S/U/African American History from 1877

This course will examine the African American experience from emancipation to the present day. Some major themes to be covered include: Reconstruction, segregation; disfranchisement; lynchings; urban and northern migrations; the Harlem Renaissance; the impact of war on race and citizenship; the black freedom struggle; and black nationalism. Credits: 3(3-0). Not offered on a regular basis

HIST 203 Biography: (subtitle)

The presentation of an important era in history through study of the careers of representative people in government, literature, education, and other areas of public life. The subject matter of the course varies from semester to semester according to the particular interests of instructors and students. Notes: This course may be taken for credit twice under different subtitles. Credits: 3(3-0). Not offered on a regular basis

HIST 204 S/U/U.S. Since 1945

This course will examine the transformation of the United States since World War II, focusing on the Civil Rights struggle, the impact of the rights revolution, that emerged in the 1960's. The rise and fall of the Cold War as a force in American life, and the changing role of government in society. Credits: 3(3-0) Not offered on a regular basis

History Courses

HIST 205 The World Since 1945

A survey of global revolutionary changes which followed the end of the Second World War--in their ideological, political, economic, and military aspects. Credits: 3(3-0). Not offered on a regular basis

HIST 206 Ancient Greek Civilization

A study of the institutions, literature, art, and philosophy of ancient Greece. Topics include the nature and development of the polis, the Greek mind, and the spread of Greek civilization. Extensive use of primary material. Credits: 3(3-0). Not offered on a regular basis

HIST 207 Ancient Roman Civilization

A study of the institutions, literature, religions, art, and philosophy of ancient Rome. Topics include the rise, development, and collapse of the Republic; the winning and governing of an empire; the Hellenization of Rome; the beginning of Christianity; the Pax Romana; the barbarians; the fall of the Empire. Credits: 3(3-0). Not offered on a regular basis

HIST 209 Christian Thought

This course will survey Christian Literature from the New Testament to the present. The emphasis will be on the interpretation of primary texts from all eras of Christian history including early Christianity, the Middle Ages, the Reformation, and modern times. Although the focus of the course is Christian theology, some consideration will be given to the development of Christian institutions. Credits: 3(3-0). Not offered on a regular basis

HIST 211 The Early Middle Ages

A study of the transition from ancient to medieval times, the barbarian tribes in the West, the triumph of Christianity, Byzantium and the rise of Islam, the rise of the Franks, feudal society, and the decline and subsequent revival of monasticism and papacy. Deals with social, economic, and political development, and with cultural and intellectual matters. Readings are in primary sources. Credits: 3(3-0). Not offered on a regular basis

HIST 212 The High Middle Ages

A study of the 12th-century renaissance, the development of both monastic and scholastic

cultures, the rise of nation states, the conflicts of church and state, the rise and decline of the papacy, the impact of the new religious orders, the social and economic developments of Europe from the rise of cities to the great era of international trade. Readings are in primary sources. Credits: 3(3-0). Not offered on a regular basis

HIST 213 Medieval and Renaissance City - States in Italy

This course will be offered in Siena, Italy. After a brief examination of the Etruscan and Roman origins of Italian cities, the course will focus on the rebirth of Italian cities in the 11th, 12th, and 13th centuries and their history until the middle of the 16th century when for all practical purposes the era of the independent city-states had ended. Students will examine the political, social, economic, religious, and cultural history of Italian city-states, particularly those in Tuscany with a special emphasis on Siena. Credits: 3(3-0) Not offered on a regular basis

HIST 214 British Isles: Four Nations in Contact and Conflict

This will be a three week course taught in the British Isles. Historically, the term "British Isles" - a term which suggests both unity and harmony - is problematic. Although England, Ireland, Wales and Scotland have been at various times politically tied to one another, their relations have often been fraught with tension and conflict. Ireland's contentious relationship to England is, of course, well-known. Less obvious, but no less significant, are the tensions that exist amongst the Welsh, the Scots, the Cornish, and subjects from around Britain's former world empire, over what it means to be British. This course seeks to provide students with an understanding of the complexities inherent in the relationships between the nations and peoples that inhabit the British Isles. Credits: 3(3-0). Not offered on a regular basis

HIST 220 Interpretations in History: (sub-title)

Students in HIST 220 will get an intensive introduction to the practice and study of history in a seminar setting. Students will read and discuss many works of scholarship which take different approaches to the

History Courses

same set of historical issues and/or events. Through detailed and sustained class discussion and individual analysis of several historical works dealing with the same general field, students will gain better analytic skills and an understanding of the variety of historical interpretations possible for a given topic. Prerequisites: 9 credits of college-level history, at least 3 credits of which must be at Geneseo; or junior standing. Credits: 4(4-0). Multiple sections offered every fall & spring semester

HIST 221 Research in History: (subtitle)

Students will get an intensive introduction to the process of historical research and writing in a seminar setting. This course will acquaint students with research methods, train them to interpret primary sources and lead them through the conceptualization, research, drafting, and rewriting of an historical study. Prerequisites: 9 credits of college-level history, at least 3 credits of which must be at Geneseo; or junior standing. Credits: 4(4-0). Multiple sections offered every fall & spring semester

HIST 230 Modern Ireland, 1550 to the Present

This course covers the history of Ireland from the 16th-century Tudor conquest through the present. Course content will include the Reformation and Counter-Reformation, conquest and plantation politics under the Tudors and Stuarts, the emergence of the Protestant ascendancy, protest and reform movements during the late 18th and 19th centuries, the famine and migration, the emergence of Gaelic nationalism, and the crisis in Northern Ireland. Credits: 3(3-0). Not offered on a regular basis

HIST 232 Early Modern Europe Expansion

From the middle of the 15th century through the end of the 18th, European explorers, adventurers, traders, and settlers swarmed into virtually all corners of the globe. This mass migration of Europeans wrought immense changes, the repercussions of which continue to haunt us today. This course proceeds roughly chronologically, focusing on characteristic moments of contact, exchange, conflict, and transforma-

tion. Topics that we will explore include: the motives for European exploration and expansion; attempts (both successful and failed) at cross-cultural communication; the effects of European conquest and colonization on native populations; the legacies of the age of exploration in terms of human and biological ecology, social structures, and culture; the impacts of contact and settlement on European political systems and mentalities; and the significance of early manifestations of the modern global economy and culture of consumerism. Credits: 3(3-0). Not offered on a regular basis

HIST 240 Studies in European History: (subtitle)

A study of a particular topic in European history. Topics could be defined either by time or space: the history of Spain, the scientific revolution, liberation movements, and the Baltic states are possible areas that might be offered. (May be taken for credit twice under different subtitles.). Credits: 3(3-0). Not offered on a regular basis.

HIST 242 History of Pre-Modern Russia, 862-1725

This course will survey Russian history from the Kiev period through the reign of Peter the Great. Topics studied will include: the issue of nationality, the development and impact of Russian Orthodoxy, the Mongol period, the rise of Muscovy, the institutions of serfdom and autocracy, the question of Westernization, and other social, economic, and political issues. A main focus of the course will be the reading of primary sources. Credits: 3(3-0) Not offered on a regular basis

HIST 249 Studies in American History: (subtitle)

A study of a particular topic in American history. Topics could be defined either by time or space: the history of New York, the antebellum era, the Borderlands, and Latino History are possible areas that might be offered. (May be taken for credit twice under different subtitles.) Credits: 3(3-0). Not offered on a regular basis

HIST 250 S/U/Work and Workers in Modern America

This course will explore the history of work, workers, and workers' movements in

History Courses

America from the era of the Civil War to the present, with special attention to the unique aspects of race, ethnicity, and gender that shaped the American working class. Credits: 3(3-0). Not offered on a regular basis

HIST 258 S/U/The American Presidency: A Survey

A review and criticism. Consideration of the office as a microcosm of American values. A chronological examination of the Presidency and its response to major social and political alternatives. Selected presidential themes are analyzed, including institutional structure, exercise and abuse of power, leadership roles, personality styles, constituency relationships, and political ideologies. Credits: 3(3-0). Not offered on a regular basis

HIST 260 S/U/Issues in the History of American Women

A chronological survey of American women's history from European contact to the present, with particular attention to the evolving and interrelated issues of race, class, work, public power, family, and sexuality. Credits: 3(3-0). Not offered on a regular basis

HIST 261 M/U/Native American History

This course is a survey of the history of Native Americans in the region that ultimately became the United States. It will trace the effects and consequences of European settlement, and native response, resistance, and accommodation to colonization; explore Indian response to the American Revolution and the westward expansion of white settlement in the decades following; and examine the historical context of the problems, issues, and challenges facing Native Americans in contemporary American society. Credits: 3(3-0). Not offered on a regular basis

HIST 262 S/American Indian Law and Public Policy

Surveys the constitutional status of Indians in the American federal system and the issues and controversies affecting Native American communities and individuals today. Cross listed with AMST 262. Credits: 3(3-0) Not offered on a regular basis

HIST 263 S/U/Civil War and Reconstruction: The United States 1848-1877

A study of the causes and course of the American Civil War and subsequent Reconstruction with an emphasis on the political and cultural aspects and implications. Topics include slavery and abolition, sectionalism, the breakdown of the party system, the war itself as experienced by both soldiers and civilians, political and military leadership, the course of Reconstruction, the conflicts generated by Reconstruction, and the ambiguous legacy of the entire period for American culture. Credits: 3(3-0). Not offered on a regular basis

HIST 264 S/U/United States Immigration History

Within the context of the basic narrative of American history, this course will explore the history of immigrants in America from the 1830s to the present, with special attention to the issues of assimilation, acculturation, Americanization, ethnicization, naturalization, nativism, and immigration restriction. Immigration history is an excellent lens for exploring the nation's common institutions and ideals and America's evolving relation with the world. Credits: 3(3-0). Not offered on a regular basis

HIST 266 S/U/Civil Rights Movement in America

Through the Civil Rights Movement, African Americans and their white allies initiated and maintained a massive social movement which assaulted centuries of discrimination, segregation, and racism in the United States. We will examine, not only familiar images from the movement, but also the larger forces that made the movement possible. We will identify the social, political, and economic changes that contributed to the making of the Movement, paying particular attention to the African-American tradition of struggle and protest. Within the movement, we will consider such topics as the role of public leaders and grass roots activists; the role of the media; the extent and nature of nonviolence and self-defense; and the relationship between national events, leaders, laws, and organizations and local movements and local

History Courses

realities; and the Black Power movement of the late 1960s. Credits: 3(3-0). Not offered on a regular basis

HIST 267 S/U/Women and U.S. Social Movements

This course will explore the role of women in selected social movements with particular attention to how women's involvements often leads to subsequent movements for women's rights. Possible areas of emphasis include the connections between the 19th century abolitionist movement and the subsequent women's rights/woman suffrage movement or the connections between the modern Civil Rights Movement and the women's liberation movement of the 1960s and 1970s. Credits: 3(3-0) Not offered on a regular basis

HIST 270 S/M/History of Latin America to 1825

A survey of Latin American history from its pre-conquest indigenous and Iberian origins to the collapse of the Spanish Empire and the emergence of national states. Primary emphasis is placed upon the Spanish doctrines of conquest and colonization, the development and influence of the colonial system, and the independence movements. Credits: 3(3-0). Not offered on a regular basis

HIST 271 S/M/History of Latin America since 1825

A survey of Latin American history from the emergence of the national states to the present. Primary emphasis is placed upon the political, social, economic, and cultural development of the major states and problems of mutual interest to the United States and the Latin American nations. Credits: 3(3-0). Not offered on a regular basis

HIST 281 M/Traditional East Asian History to 1840

A survey of traditional East Asian history, focusing on the rise of Chinese and Japanese civilizations, the formation and development of the Chinese empire, the cultural exchanges among East Asian countries and between East Asia and other parts of the world, and the position of East Asian civilization in the ancient and medieval world. Credits: 3(3-0).

Not offered on a regular basis

HIST 282 M/East Asian History since 1840

A survey of modern East Asian history, focusing on the collapse of the traditional order in China and Japan following Western invasion in the mid-19th century, China's and Japan's efforts to pursue modernization while maintaining their national identities, and the contemporary importance of East Asia in our changing world. Credits: 3(3-0). Not offered on a regular basis

HIST 284 Studies in LACAANA History: (subtitle)

A study of a particular topic in Latin America/Caribbean/Asia/Africa/Native American history. Topics could be defined either by time or space: the history of Iran, the Islamic revival, liberation movements, and the history of the Pacific World are possible areas that might be offered. (May be taken for credit twice under different subtitles.) Credits: 3(3-0). Not offered on a regular basis.

HIST 291 M/The Islamic World: 600-1800

A survey of Islamic history, focusing on the rise of Islam, the formation of classical Islamic civilization, the Muslim reaction to invasions from East and West, the second expansion of Islam, and the great empires of the 16th-18th centuries. Credits: 3(3-0). Not offered on a regular basis

HIST 292 The Modern Islamic World: 1800 to the Present

A study of the Western conquest of the Muslim world in the 19th century and the social, political, and religious responses to this conquest. Special attention is given to such topics as women and Islam, U.S. attitudes to Islam, and the contemporary Islamist movement. Credits: 3(3-0). Not offered on a regular basis

HIST 301: Interpretations in History: (subtitle)

This is one of two required skills-based seminars in the History major and is focused on critical reading and analysis. This class introduces students to the concept of historiography, which includes the critical assessment

History Courses

of the methods and sources that historians use in fashioning an argument, the contexts that inform historians' approaches to understanding the past, and comparisons of different historians' conclusions about similar topics. All sections will focus on a specific set of historical issues and/or events chosen by the instructor and class content emphasizes critical reflection on the variety of historical interpretations that are possible within a given topic. The class is reading and writing intensive. Majors may take HIST 301 and 302 in any sequence, and should plan to complete both HIST 301 and 302 during the sophomore or junior year. Prerequisites: Sophomore standing or higher. Credits: 4(4-0). Multiple sections offered every fall & spring semester

HIST 302: Research in History: (subtitle)

This is one of two required skills-based seminars in the History major that form prerequisites for upper level classes. This course is focused on critical analysis of historical evidence and instruction in historical research methods and writing. Students read, evaluate, and critique a range of different types of primary source evidence, practice locating and retrieving reliable primary and secondary sources, and use these skills to support the crafting of historical arguments in both short papers and longer research projects. All sections will focus on a specific set of historical issues and/or events chosen by the instructor and class content emphasizes work with primary sources specific to the seminar topic. The class is reading and writing intensive. Majors may take HIST 301 and 302 in any sequence, and should plan to complete both HIST 301 and 302 during the sophomore or junior year. Prerequisites: Sophomore standing or higher. Credits: 4(4-0). Multiple sections offered every fall & spring semester.

HIST 322 Germany From the Nazis to the Present

This course will explore the origins, history, and legacy of Nazi Germany, the development of domestic and foreign policies of the two Germanies during the Cold War, and the causes and process of the East German revolution in 1989. Based on this background, the course will address and analyze various

policy problems--political, social, economic, and foreign-facing contemporary Germany. Major debates about Germany, such as the reasons for the Nazi seizure of power, responsibility for the Holocaust, themes of continuity and change, coming to terms with the past, and comparisons and relations with the U.S. will highlight the course. (Crossed listed with PLSC 322). Prerequisites: HIST 301 and HIST 302 or permission of the instructor Credits: 3(3-0). Not offered on a regular basis

HIST 332 Italian Renaissance

A study of the political, social, and intellectual history of the Italian city states from 1300 to 1530. Emphasis is on primary source materials. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 333 Northern Renaissance and Reformation

An intense look at the interrelated phenomena of the Renaissance outside of Italy, the Protestant Reformation, and the Catholic Counter-Reformation. Emphasis is on the reading of original documents, such as the works of Erasmus, More, Luther, Calvin, and Loyola. (Not a chronological survey of a historical period.) Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 337 The British Isles, 1485-1714

The reign of the Tudor and Stuart monarchs saw sustained and deep-reaching changes in the four nations of the British Isles (England, Scotland, Ireland, and Wales). Over just two centuries, this region witnessed divisive processes of religious transformation associated with the Protestant Reformation; the absorption of the peoples of the "Celtic fringe" into a centralized and bureaucratized nation state based in London; two separate political revolutions and series of bitterly fought rebellions in Scotland and Ireland; the transformation of the British Isles from a relatively weak and marginal region into a global economic and military power; and particularly vibrant British contributions to literature and the arts, philosophy, and the sciences. Using primary

History Courses

and secondary source readings, this course will explore these transformations and will assess the impact of these changes on the societies and cultures of the four nations. Prerequisites: HIST 301 and HIST 302 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 339 French Revolution

A close look at the background, nature, events, personalities, and historiography of the history of France, 1787-1799. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 340 Advanced Studies in European History: (subtitle)

An in-depth study of a particular topic in European history. Topics could be defined either by time or space: the history of Spain, the scientific revolution, liberation movements, and the Baltic states are possible areas that might be offered. (May be taken for credit twice under different subtitles.) Prerequisites: HIST 301 and HIST 302. Credits: 3(3-0). Not offered on a regular basis

HIST 342 Imperial and Revolutionary Russia

A survey of Russian history with special emphasis given to the political, economic, social, and cultural unrest which developed in the period of the later Romanovs and led to the rise of communist society. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 344 Nazi Germany

This course covers the Nazi era in Germany, which began in 1914 with the First World War and ended with the 1949 division of the country into East and West Germany. Highlights include the experience of trench warfare, Hitler's early career in politics, the despair created by the Great Depression, explanations of the Nazi victory in 1933, the racial culture of the Nazi years, the "total war" of 1939-1945, particularly the nightmare of the Eastern Front, the perpetration of the

Holocaust, and Hitler's immediate legacy in the chaotic postwar years. The analytical approach mixes political with socio-cultural issues to explore in particular the ordinary German's experience of Nazism. Prerequisites: HIST 301 and HIST 302 or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 349 The Holocaust in Historical Perspective

This course considers the Holocaust as the culmination of many diverse developments in European history: political, socio-economic, cultural, theological, and ethical. Consequently, the readings extend back through Shakespeare to the Bible, and they include contemporaries' accounts from the Nazi, the victims', and the rescuers' perspectives. The course will also assess the legacies of the Holocaust to the postwar world, including the founding of Israel. The approach is multi-cultural with emphasis on both Western and Eastern European experiences. Prerequisites: HIST 301 and HIST 302 or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 352 The English Atlantic World to 1763

English Expansion and colonization in the New World, including the plantation societies of the West Indies; development of creole societies in America and the Caribbean; Anglo-Indian relations in early America; development of the institution of slavery; the transplantation of English society in America and the Caribbean. Prerequisites: HIST 301 and HIST 302 or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 353 The Age of the American Revolution: 1763-1789

Structure of American society, British colonial policy, American opposition, growth of revolutionary movements, independence and political revolution, military and diplomatic phases, social consequences of the Revolution, post-war economics, post-war politics, post-war society, the movement for a strong central government, the Philadelphia

History Courses

Convention, ratification of the Constitution; the inauguration of the new government. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis

HIST 355 Slave Rebellions and Resistance in the Atlantic World

This course examines slave rebellions and resistance in the eighteenth and nineteenth centuries in a wide variety of locales, including the United States, the Caribbean, and South America. Our goals will be to examine what constitutes a slave rebellion, how resistance differed from rebellion, how revolts were organized, how they impacted local communities as well as nation-states, and how various forms of resistance altered slaveholder power. This course will give you a sense of what slavery was like in the New World, and how historical events, such as the French and Haitian revolutions, altered slave regimes, and how slave rebels shaped the abolitionist movement. In addition, we will explore how historians have interpreted the fragmentary evidence on revolts and conspiracies. Prerequisites: HIST 301 and HIST 302 or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 356 Advanced Studies in American History: (subtle)

An in-depth study of a particular topic in American history. Topics could be defined either by time or space: the history of New York, the antebellum era, and the Borderlands and Latino History are possible areas that might be offered. (May be taken for credit twice under different subtitles.) Prerequisites: HIST 301 and HIST 302. Credits: 3(3-0). Not offered on a regular basis

HIST 357 Black Power and Structural Inequality in Post-1945

This course will focus on the post-World War II African-American experience, with particular attention to national, state, and local policies and to northern and western urban centers. We will examine the basis for structural inequality side-by-side with Black activism and alternate visions for Black communities and the country. Traditional

narratives of the post-World War II era have emphasized the southern Civil Rights Movement ending in Black Power, white backlash, and urban de-industrialization and decline. In the past decade, historians have collectively challenged that framework and emphasis, illustrating, for example, that governmental policies which privileged whites and reinforced segregation pre-dated the southern movement and did not simply emerge in response to the angry and violent rhetoric of Black Power. Moreover, through Northern-based local studies historians have effectively illustrated that the dichotomies of South versus North and Civil Rights versus Black Power are far too simplistic, obscuring both long-term Black activism outside the South and the common roots and bases for Civil Rights and Black Power. We will explore these and other issues related to the post-World War II Black Freedom Struggle in the North and West and the interrelated themes of structural inequality and white privilege through our reading. Prerequisites: HIST 301 and HIST 302 or instructor's permission. Credits: 3(3-0). Not offered on a regular basis

HIST 360 Religion in American History

A survey of the effect of religious beliefs and practices on the social and political history of the United States and an investigation of the institutional development of religion during the colonial and national periods. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 361 The Early Republic: U.S. 1789-1840

A study of the development of the American republic from the establishment of a new government under the Constitution to the election of 1840. Topics include the launching of a new government, the Federalist Era, Jeffersonian Democracy, Diplomacy and the War of 1812, Nationalism and Expansion, and Jacksonian Democracy. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

History Courses

HIST 362 M/History of the Iroquois: From Pre-Contact to Present

This course will explore the history and culture of the Iroquois people from the era prior to their first contact with European peoples, through their diaspora following the American Revolution, to their present-day struggles and achievements in Canada and the United States. Prerequisites: HIST 301 and HIST 302 or permission of the instructor. Credits: 3(3-0) Offered every other fall

HIST 366 African-Americans in the Age of Jim Crow

This course will explore African-American history from the period following Reconstruction (when racially-based segregation became both the law and practice throughout the United States) until 1954 (when the Brown decision ended the legal and Constitutional basis for racial segregation). The course will examine work, culture, gender, class, activism, and leadership as African Americans struggled against the strictures of Jim Crow. The course will also examine major events and movements, including the Great Migration, the Great Depression, Garveyism, the Harlem Renaissance, and World War II. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 367 Making of Industrial America, 1877-1918

This course will examine the emergence of American industrialism, the consolidation of a strong national state, the development of an expansionist foreign policy, and the ways in which the processes of immigration, urbanization, and proletarianization laid the foundations for modern America in the period between Reconstruction and the First World War. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 368 Making of Modern America, 1918-1945

This course will examine the ways modern American politics, economy, and culture were shaped by the period bounded by the

two World Wars and marked by the Great Depression and the efforts of the Hoover and Roosevelt administrations to resolve it. Emphasis is on the domestic, social, political, and economic history of the period. Prerequisites: HIST 301 and HIST 302, or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 369 Environmental Thought & Politics in Modern America

This course traces the historical development of American environmental thought and politics from the late 19th century to the present. It will be particularly concerned with the clash between two distinct forms of environmental thought and action: one promoting the sustainable use of the natural environment and the other opposing human intervention into wilderness areas. The course will also explore the ways in which gender, race, class, religion, and globalization have intersected with environmental thought and politics. Prerequisites: HIST 301 and HIST 302 or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 372 History of Modern Mexico

This course will examine the history of Mexico from 1810 to the present, focusing on social and economic evolution as well as political change. Special attention will be given to the history of U.S.-Mexican relations. Prerequisites: HIST 270 or HIST 271, or permission of the instructor; and for History majors HIST 301 and HIST 302. Credits: 3(3-0). Not offered on a regular basis

HIST 380 Advanced Studies in LACAANA History: (subtitle)

An in-depth study of a particular topic in Latin America/Caribbean/Asia/Africa/Native American history. Topics could be defined either by time or space: the history of Iran, the Islamic revival, liberation movements, and the history of the Pacific World are possible areas that might be offered. (May be taken for credit twice under different subtitles.) Prerequisites: HIST 301 and HIST 302. Credits: 3(3-0). Not offered on a regular basis

History Courses

HIST 381 Traditional China

This course offers a study of the major historical eras in China, a country of long history and grand tradition. Special emphasis will be put on examining how schools of thought (e.g., Confucianism, Daoism, and Zen Buddhism) have shaped the social and political life of the Chinese people. Through reading selected classical texts and literary works, this course examines the important features of traditional Chinese society, including the structure of the extended family, the rule of the gentry in the village, the division of the inner (female) and outer (male) quarters, the civil service examination system, the constant dynamics between the local and central authorities. Prerequisites: HIST 301 and HIST 302 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 382 Modern China

This course examines the momentous changes in modern China from 1911 to the present. It covers major historical events such as the 1911 Revolution, the 1949 Communist Revolution, the Great Proletarian Cultural Revolution in the 1960s and Deng Xiaping's reform in the 1980s and 1990s. Based on first person accounts and specialized studies, this course calls attention to the multiple factors--historical, cultural, social, and economic--that have shaped contemporary China. Prerequisites: HIST 301 and HIST 302 or permission of the instructor. Credits: 3(3-0). Not offered on a regular basis

HIST 391 Senior Seminar: (subtitle)

A seminar focusing on a topic, or related group of topics in European, United States, and/or non-Western history. The seminar will incorporate in-class discussion of his-

toriographic questions as well as independent research related to the selected topic(s). Prerequisites: one 300-level history course or permission of the instructor; and for History majors, HIST 301 and HIST 302. Credits: 3(3-0). Offered every fall and spring semester

HIST 393 Honors Research/Writing

Two semesters of individual research and writing, of an undergraduate thesis, directed by a member of the Department of History. Available for history majors with a 3.00 cumulative grade point average and who have taken at least 24 credits of history courses with at least a 3.50 average. Invitation to participate will be by the Department. Prerequisites: Senior standing, one 300-level course, and HIST 301 and HIST 302. Credits: 3(0-6) Offered by individual arrangement

HIST 395 Internships

Internship experiences related to the history major can be arranged. Interns are required to fulfill a set of objectives related to their major, mutually agreed upon by the student, the faculty supervisor, and the participating agency. Notes: See also Internship section of this bulletin. Offered by individual arrangement

HIST 396 Senior Essay

A major structured research project that will satisfy the senior experience component of the history major. Students will work with an individual faculty member and complete a major research project. Prerequisites: one 300-level history course, HIST 301 and HIST 302, and permission of department chair. Credits: 3(0-6)

B. A. in History

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
HIST elective 100 or 200 Level	3	HIST elective 100 or 200 Level	3
INTD 105	3	HIST elective 100 or 200 Level	3
F/	3	F/	3
Foreign Language	3	S/	3
N/	4	Foreign Language	3
Total	16	Total	15

SECOND YEAR

HIST 301 or 302	4	HIST 301 or 302	4
HUMN 220	4	HUMN 221	4
N/	4	S/	3
Elective	3	Elective	3
Total	15	Total	14

THIRD YEAR

HIST elective 200 or 300 Level	3	HIST elective 200 or 300 Level	3
HIST elective 300 Level	3	HIST elective 300 Level	3
Elective	3	Elective	3
R/ or electives	6	Electives	6
Total	15	Total	15

FOURTH YEAR

HIST elective 200 or 300 Level	3	Senior experience	3
HIST elective 300 Level	3	Electives	12
Electives*	9		
Total	15	Total	15

*May include the first three credits of HIST 393, Honors Research/Writing, for the Senior Experience

Total Credits --- 120

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

Humanities

Ken Asher Coordinator (Wells 221)

Faculty currently teaching in the Humanities Core can be found at <http://go.geneseo.edu/humanities>

The Humanities sequence is designed to be the center of the College's General Education program and of liberal education in this College. The two courses which make up the Humanities requirement approach the subject of moral and political values using the methods of the three Humanities disciplines: literature, history, and philosophy. The goal of these courses is to acquaint our students with the major Western value systems by examining the basic readings from philosophical and literary points of view, and in a historical context. Although the courses are taught primarily by faculty of the Humanities Academic Area, other faculty members teach in this interdisciplinary program as their schedules permit.

Humanities Courses

HUMN 220 H/Western Humanities I

A search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from the beginnings to 1600. The course is factual as well as conceptual, including a narrative history of the period covered. Credits: 4(4-0)

HUMN 221 H/Western Humanities II

A search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from 1600 to the present. The course is factual as well as conceptual, including a narrative history of the period covered. Prerequisites: HUMN 220. Credits: 4(4-0)

Interdepartmental and Interdisciplinary Courses

INTD 102 Residential College Seminar: (subtitle)

Residential College Seminars are one-credit hour seminars taught by Geneseo faculty and staff in coordination with the Department of Residence Life. RC Seminars focus on faculty and staff research interests and are open to all Geneseo students. RC seminars are discussion and experience-based, and may include a service-learning component. Winter Intersession offerings are dependent on full enrollment. Credits: 1(1-0)

INTD 105 Writing Seminar: (subtitle)

Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction, potentially taught by any member of the College faculty. Because this is primarily a course in writing, reading assignments will be briefer than in traditional topic courses, and students will prove their understanding of the subject matter through writing compositions rather than taking examinations. Credits: 3(3-0)

INTD 110 ESL Oral Communication

This course presents basic communication survival skills to students learning English as a second language. The primary focus will be on functional English, pragmatic language skills and understanding cultural differences. A secondary focus will be on pronunciation, learning vocabulary, idioms and common English sentence structure. May be taken twice under different subtitles. Credits: 1(0-2)

INTD 111 American Sign Language I

This course includes introduction to approximately 300 basic conversational signs and grammatical principles needed to engage in survival-level conversation with deaf people. Finger spelling and background information on Deaf Culture and Community are included. Credits: 3(3-0) Offered when demand is sufficient

INTD 112 American Sign Language II

This course builds upon the knowledge base of American Sign Language I. Along with a growth in vocabulary, the student will be introduced to various communication environments in which American Sign

Language might be used. More attention to the use of upper body and facial expression in representing the pragmatics and semantic principles of American Sign Language will be stressed. Students will continue to learn about the Deaf Community and its culture throughout the course. Prerequisites: INTD 111. Credits: 3(3-0) Offered when demand is sufficient

INTD 121: R/Programming: (subtitle)

An introduction to programming for students with little or no prior programming experience. Covers algorithms and their relationship to basic programming concepts and core algorithmic concepts (e.g., control structure, input and output, expressions). This material is taught in the context of the particular programming language indicated in the subtitle, and reinforced with programming exercises in that language. Credits: 3(2-2) Offered every semester

INTD 150 Study Abroad: (subtitle)

This is an interdisciplinary slot course for study abroad designed to introduce students to the experience of studying in another country. Each class will last from one to three weeks and depending on the length of time will earn from one to three credits. Credits: 1 to 3 (0-2 to 0-6)

INTD 170 Strategies for College Success

Designed to prepare the incoming students for the expectations of college writing, grammar, research, accepting personal responsibility, discovering self-motivation, mastering self-management, emotional intelligence, creating interdependent support networks, reading comprehension and introducing students to a variety of study skills and strategies. A variety of writing experiences, reading comprehension, study skills and personal development skills and strategies will be discussed and practiced by students. This includes informal journal writing and free-writing, as well as more formalized forms of writing like article analysis, annotated bibliographies and research papers. Important grammatical concepts will be reviewed and practiced as needed throughout the term.

Interdepartmental and Interdisciplinary Courses

Reading comprehension strategies, such as SQR3, will be presented and practiced using multi-disciplinary materials so that students can learn to apply reading strategies across the curriculum in the sciences, social sciences, humanities and fine arts. Study skill strategies, such as concept mapping, vocabulary activities, mnemonic devices, note taking and eight ways to abbreviate will be presented, practiced and applied. Prerequisites: Acceptance into the AOP freshmen class. Credits: 3(3-0)

INTD 200 Research in Washington

The course is designed to give undergraduates an intensive research experience in the archives and libraries of Washington, D.C. Each student will work with a faculty mentor prior to the beginning of the course to design a research project to be carried out in Washington. The course instructor in Washington will introduce students to such research facilities as the Library of Congress, the National Archives, the Folger Library, and individual agencies and organizations with specialized collections. Participants will meet regularly as a group and individually with the instructor to discuss research techniques, questions or problems that emerge during the research process, as well as progress on projects. Credits: 3(0-6) Offered summer sessions depending upon student demand and faculty availability

INTD 202 Leadership: (subtitle)

The GOLD Leader Mentors will explore leadership concepts in the context of service to the Geneseo campus community. The course will include weekly meetings and a combination of instructor-led discussions and presentations by each of the GOLD Leader mentors. Topics include: leadership theories, the practice of leadership, leadership development, service and leadership, civic leadership, and mentoring. Students will present topics in seminar format to other students registered in the GOLD Program. (Up to 4 credits maybe counted towards graduation. S/U grading.) Prerequisites: Permission of instructor. Credits: 1(1-0)

INTD 203 U/Social Foundations of American Education

This course focuses on the many kinds of diversity (ethnic and cultural, socio-economic,

racial, religious, linguistic, gender and sexual orientation) to be addressed by schools in America. Students examine significant social and cultural challenges emerging in our country, legal and judicial issues, both at the national and state level, the economics and politics of schooling, the history and philosophy of education, and the historical evolution of curriculum and instruction in American schools. The course will draw on students' prior service-learning to provide examples to understand theoretical concepts. Prerequisites: Declaration of candidacy for certification or permission of instructor. Credits: 3(3-0)

INTD 204 Livingston CARES Service Learning

This connecting course is limited to participants in faculty/staff led Livingston CARES Service Learning trips occurring throughout the academic year and summer. The participants will have an opportunity to extend their service learning experience through analysis of core and self-selected texts, personal reflection, participation in focused conversations, and a summative critical paper on the experience. Prerequisites: Permission of instructor. Credits: 1(0-2).

INTD 205 Business Communications

Effective communication is a key skill in today's business world. This course aims to provide students with the basic skills and knowledge required for effective business communication. Students will develop competency in oral, written, and interpersonal communication relevant to business and professional organizations. Prerequisites: INTD 105. Restricted to School of Business majors. Credits: 3(3-0).

INTD 207: Interdisciplinary Disability Studies

Humanities-based disability studies course explores disability in contexts that cut across the arts, social sciences, history, education, literature, business, philosophy sociology, social policy and law. As an introduction to the scholarly field of disability studies it draws across disciplinary boundaries and is not limited to one field of study alone, but is hybrid in its overview. Disability is not taken up as deficit or defect in the body/mind of an individual, but rather as a negotiation

Interdepartmental and Interdisciplinary Courses

of power/privilege where difference serves as a field of 'political struggle'. Informed by critical theory, dis/ability is understood as a discursive construction – a fictional "other" to the fictional "norm" – embedded in society. Dis/ability from this perspective offers a way to think about bodies rather than as something that is wrong with bodies. Credits: 3(3-0)

INTD 210 Topics in Film: (subtitle)

Exploration of various aspects in film from specific personages to focuses such as cinema history, specific genres, and cross-cultural studies. May be taken twice under different subtitles. Credits: 3(2-2) Offered once a year

INTD 215 Central European Cultural History

The course will focus on the cultural-historical development of Central Europe. The students will study the different peoples who make up the multi-cultural quilt of Central Europe via readings, lectures, and audio-visually. Cultural, religious and historical contributions of minorities in Central Europe, such as the Roma, German minority and Jews will also be explored in addition to the majority populations. Prerequisites: INTD 105. Credits: 3(3-0) Offered fall, even years

INTD 220 History of Physical Sciences

This course will explore the history of the physical sciences: physics, chemistry, geology, and related fields. Attention will be given to both the scientific advances (especially as revealed in key experiments), and also the broader development of a scientific world view. After initial class meetings, small teams of students will work independently to produce a focused study on a particular person, experiment, or institution. Each team will have members from the sciences and members from the humanities. The course focus will be on Western thought between the years 1500 and 1900, although a few projects outside those guidelines may be allowed with instructor permission. Prerequisite: Permission of instructor and junior standing with a major of History, Philosophy, Physics, Chemistry or Geology. Credits: 1(1-0). Offered in Spring when demand is sufficient

INTD 240 Student Development

An introduction to the history and philosophy of student personnel work in higher education and its impact on student life. Provides a basic understanding of education law and its effect on institutional policies. Develops communication skills and group skills. Graded on S/U basis. Prerequisites: Selection as a resident advisor or as an alternate or permission of instructor. Credits: 1(1-0)

INTD 250 Study Abroad: (subtitle)

This is an interdisciplinary slot course for intermediate level study abroad. This course is designed to introduce students to the ways in which an overseas study program illuminates course content and, conversely, the ways in which course content illuminates the overseas experience. Credits: 1 to 6 (0-2 to 0-12)

INTD 300 Topics in Secondary Education: Science

This course is intended for the science major (biology, chemistry, physics, geology) who is enrolled in the adolescent certification program. It provides a broad background that addresses the New York State Learning Standards in Mathematics, Science and Technology. The major focus of the course will be on the nature of science and technology and their influence on society. Prerequisites: INTD 203, EDUC 204 and SPED 205. Credits: 3(3-0). Offered every spring

INTD 301 Topics in Secondary Education: (subtitle)

This is a subtitled course. Please see below for course description for individual subtitle areas.

Topics in Secondary Education: English-Adolescent Literature

This course is designed to assist preservice teachers in becoming acquainted with literary selections and resources used to teach adolescents from grades 7-12. The course emphasizes the reading of this literature, in particular, the genre of young adult fiction, and will introduce methods for integrating the literature within the English classroom. The course also considers the selection of literature for students of a full range of abilities including students with special needs and English language learners.

Interdepartmental and Interdisciplinary Courses

Topics in Secondary Education: Social Studies for Middle School Students

This course is designed to develop in the preservice Social Studies teacher an understanding of the Social Studies content found in middle school grades 5-8 and the special needs, characteristics and potentials of diverse students with whom they will deal in the middle schools. The course will examine the New York State Social Studies Standards in grades 5-8, the emergence of middle schools, their philosophical roots, middle school students, and specific curricular, instructional and affective support strategies adapted for these students.

Topics in Secondary Education: Mathematics

This course, which is intended for the mathematics major who is enrolled in the secondary education program, provides a bridge between the college level mathematics required of the mathematics major and the mathematics in the secondary school curriculum. The major focus of the course will be on selected mathematical topics from the secondary school curriculum and the pedagogical implications for teaching them. Consideration will be given to the pedagogical implications of instruction in reading, writing, listening, and speaking in the content area as well as strategies for modifying content for use with students having special needs.

Prerequisites: INTD 203, EDUC 204, and SPED 205. **Corequisite:** INTD 302. **Credits:** 3(3-0) Offered every spring

INTD 302 Methods and Materials in Secondary Education: (subtitle)

This is a subtitled course. Please see below for course description for individual subtitle areas.

Methods and Materials in Secondary Education: Social Studies

Students will develop a rationale for teaching social studies, compare alternative curriculum positions, analyze and apply various models of teaching, match models to learners, design an appropriate learning environment, evaluate curriculum resources, prepare a unit of instruction appropriate to the NYS 7-12 syllabi, and design procedures for evaluating learning.

Methods and Materials in Secondary Edu-

cation: English

This course focuses on current approaches and practices in teaching the English language arts in grades 7-12 with special emphasis on writing. It introduces students to curriculum development for diverse students of various cultures and special needs. Students construct a thematic unit that integrates the language arts consistent with the New York State Learning Standards and the IRA/NCTE Standards for the English Language Arts. Peer teaching and a school-college computer mentoring project provide authentic experience in teaching and also stimulate reflection on pedagogical theory. Collaborative pedagogy is modeled throughout the course.

Methods and Materials in Secondary Education: Foreign Language

This course provides the theory and practice of foreign language instruction at the middle school and secondary high school levels including the state and national foreign language standards and the application of modern technologies in foreign language instruction. Students apply the theory to the development of instructional materials, lesson plans, and communicative unit plan.

Methods and Materials in Secondary Education: Mathematics

The purpose of this course is to prepare preservice teacher of mathematics for the student teaching internship. Throughout this course, discussions will center on methods of planning, teaching, evaluating and managing mathematics classes. also Professionalism will be emphasized. Students in INTD 302 are expected to demonstrate a maturity and dedication to secondary mathematics prior to being assigned a student teaching placement. Consideration will be given to the pedagogical implications of instruction in reading, writing, listening, and speaking in the content area as well as strategies for modifying content for use with students having special needs.

Methods & Materials in Secondary Education: Biology, Chemistry, Geology, & Physics

This course is designed to provide the theory and practice necessary to teach science at the middle school (junior high school) and high school levels. Students will use a variety of instructional materials and strategies to develop lessons and a unit based on the NYS Standards for Mathematics Science and Technology and appropriate State and/or local curricula. The course will also focus

on developing skills to help learners of different needs and abilities meet the goal of scientific literacy.

Prerequisites: INTD 203, EDUC 204, and SPED 205. **Corequisite:** INTD 301. **Credits:** 3(2-2) **Offered every spring**

INTD 325: Entrepreneurship: Commercial Ideation

This course teaches students how to think and act like entrepreneurs by applying critical entrepreneurial processes and tools to generate new business ideas and sort out the more promising opportunities in a very time efficient manner. Students will analyze business ideas in teams, evaluate the ideas based upon technical merit, business challenges, early market indicators, and input from industry experts. The most promising ideas move forward into the follow-up course, INTD 425, to be further developed into a business plan and investor presentation. **Prerequisites:** Junior or Senior standing. **Credits:** 3(2-2)

INTD 345 Children's Literature in Elementary School

A study of notable children's literature with an emphasis on literary qualities and the ways in which children's literature reflects social and cultural values. This course also illustrates various principles of teaching and suggests diverse ways of responding to children's literature in an elementary classroom. **Credits:** 3(3-0). Not offered on a regular basis

INTD 354 Medieval Studies: (subtitle)

A study of some aspect of medieval culture, with emphasis on the interrelationship between society, politics, literature, and thought. **Credits:** 3(3-0). Not offered on a regular basis

INTD 356 The Age of Dante

An examination of society, art, politics, philosophy, religion, and literature in Dante's Italy. The central focus is a reading of *The Divine Comedy*. Instructors use this focus to show the interrelationship among the various elements of the course. **Credits:** 3(3-0) **Offered every fourth semester.**

INTD 376 Advanced Mathematics Topics for Early Childhood and Childhood Education

This course is designed for the student with an interest in becoming an early childhood and childhood mathematics specialist. Its focus is on more advanced investigation and application of previously encountered mathematics material and its usefulness and relevance to the mathematics curriculum in the schools. **Prerequisites:** MATH 140, MATH 141 and 12 additional credits of college level mathematics. **Credits:** 4(4-0) **Offered every fall**

INTD 395 Internship: (subtitle)

Provides selected students with vocational experiences designed to complement their academic studies and introduce them to professional activities related to their baccalaureate degree programs.

INTD 425: Entrepreneurship: Idea2Venture

In this course, students will be developing a business plan for actual start-up companies. Students will be assembled into teams with 3-4 members each to work on a specific business idea for a new start-up company. Students will develop an achievable and actionable business plan along with an investor presentation, which will be delivered at the end of the semester to a panel of business experts. The new start-up companies can be hard-tech, soft-tech, or low-tech. **Prerequisites:** INTD 325 and Junior or Senior standing. **Credits:** 3(2-2)

XLRN 201: Real World Geneseo

Designed on a cultural competency model, this promotes awareness and appreciation of critical social issues through an intense experiential retreat and learning community format in which a diverse group of students explores and examines privilege, power, class, race, gender identity, sexual orientation, religion, and ableism in the larger community and on campus. Through its extension into the first half of the semester, the course brings theory to practice, integrating the transformational retreat experience with academic coursework and service-learning components. **Prerequisite:** Sophomore standing or higher. **Credits:** 2(1-2)

International Relations

Jeremy Grace Coordinator (Fraser 107D)

Faculty: Interdepartmental advisory committee representing the departments of Anthropology, Economics, Languages & Literatures, Geography, History, Management, Political Science, and Sociology.

Bachelor of Arts Degree

Total Credits in Major Required for Degree: 42-54

Basic Requirements		42 credits
ECON 110	Introductory Microeconomics	3
ECON 112	Introductory Macroeconomics	3
PLSC 120	Comparative Politics	3
PLSC 140	International Politics	3
PLSC 246	U.S. Foreign Policy	3
One course on the Developing World from HIST 113 World History II OR GEOG 123 S/M/The Developing World OR PLSC 228 S/M/Developing World Politics OR SOCL 105 S/M/Introduction to Global Social Change		3
One course on World Culture from PLSC/PHIL 202 M/World Religions & Contemporary Issues OR PHIL 214 Chinese Philosophy OR PHIL 215 Eastern Philosophy OR ANTH 100 S/M/Intro to Cultural Anthropology OR ANTH 301 Religion, Society and Culture		3
One of the following Statistics courses: BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, SOCL 211		3
One Capstone course from PLSC 320 Theories of Comparative Politics OR PLSC 345 Theories of International Relations OR PLSC 346 Global Issues.		3
Thematic Cluster Track - five courses from one of the tracks listed below (Distribution of course-levels in the thematic cluster track must meet the following conditions: at least 9 credits at the 300 level; at least 3 of the remaining 6 credits at the 200 level; and student must select track courses with a minimum of three different departmental prefixes. New, experimental, study abroad, and transfer courses may also be considered for various tracks if content relevant and contingent upon advance approval by the IR Coordinator.		15

Students must complete at least 3 credits in study abroad, an approved internship, or an approved special project. Information can be obtained from the Political Science Department and faculty advisors in the International Relations program. If appropriate in content, three credits of internship experience may be applied to the Thematic Cluster Track.

Related Requirements	0 - 12 credits
----------------------	----------------

Foreign language through the intermediate level or its equivalent is required.*

The foreign language requirement may be satisfied by one of the following:

1. satisfactory completion of course work through the 202-level
2. satisfactory score on the Foreign Language Placement Test
3. a score of 4 or 5 on the Advanced Placement ETS Examination

*(Notes: Geneseo offers Spanish, French, and German through the 202 level each year. Other languages are offered through the 202 level when demand is sufficient. Consult Department of Languages and Literatures listings. *Additional advanced foreign language study, whether at Geneseo or overseas, is strongly encouraged for International Relations majors.*)

Minimum Competence Requirement

A grade of C- or better is required for all courses used in fulfillment of the major including required related courses.

Note: The Departmental writing requirement is satisfied through satisfactory completion of the major research paper for any 300 level PLSC course (grade of C or higher), including those in the tracks and the IR Capstones. The paperwork on this requirement is taken care of automatically by the department.

Thematic Cluster Tracks

The Global Political Economy Track

ANTH 307	Third World Development
COMN 362	International Mass Communication
ECON 355	Economic Development and Growth
ECON 364	International Trade and Economic Policy
ECON 365	International Macroeconomics
FREN 313	Contemporary French Civilization
FREN 335	French for Business
GERM 313	Contemporary Civilization
GERM 335	Commercial
FNCE 316	International Finance
MGMT 370	International Business
PLSC 222	Politics of East Asia
PLSC 223	Politics of South Asia
PLSC 225	Politics of East Central Europe
PLSC 226	Politics of Western Europe
PLSC 228	Developing World Politics (if not selected as a basic requirement)
PLSC 240	Asia in the Global Setting
PLSC 248	Politics of the European Union
PLSC 348	Politics of International Economic Relations
SOCL 325	Global Social Change
SPAN 313	Contemporary Spanish Civilization
SPAN 314	Contemporary Latin American Civilizations
SPAN 335	Commercial

Note that many upper division track courses have prerequisites other than the basic requirements. Students should plan their schedules accordingly to ensure that they meet any relevant prerequisites.

Those students interested in an International Business focus should seriously consider majoring in Management, Economics, or Accounting, with a second major or a minor in International Relations.

War and Peace Studies Track

	ANTH 208	Classics of Ethnography
	COMN 362	International Mass Communication
	FREN 313	Contemporary French Civilization
	FREN 325	French Civilization
	GEOG 263	Geography of Africa
	GEOG 265	Geography of Islam
	GERM 313	Contemporary Civilization
	GERM 325	Civilization
	HIST 205	The World Since 1945
	HIST 292	The Modern Islamic World: 1800–Present
	HIST 342	Imperial & Revolutionary Russia
	HIST 344	Nazi Germany
	HIST 349	The Holocaust in Historical Perspective
	PLSC 227	Civil War and Conflict Resolution
	PLSC 241	Politics of Genocide
	PLSC 328	Politics of the Middle East
	PLSC 340	International Law and Organization
	PLSC 341	Democracy and International Relations
	PLSC 342	Human Rights in a Global Perspective
	PLSC 347	Terrorism and National Security
	PLSC 351	Failed States
	SPAN 313	Contemporary Spanish Civilization
	SPAN 314	Contemporary Latin American Civilizations
	SPAN 325	Spanish Civilization

Note that many upper division track courses have prerequisites other than the basic requirements. Students should plan their schedules accordingly to ensure that they meet any relevant prerequisites.

European Systems Track

	FREN 313	Contemporary French Civilization
	FREN 325	French Civilization
	GERM 313	Contemporary Civilization
	GERM 325	Civilization
	HIST 106	Europe Since 1600
	HIST 205	The World Since 1945
	HIST 214	British Isles: Four Nations in Contact and Conflict
	HIST 230	Modern Ireland
	HIST 238	European Social History in the 19th and 20th Centuries
	HIST 335	Contemporary Europe
	HIST 342	Imperial and Revolutionary Russia
	HIST 344	Nazi Germany
	HIST 349	The Holocaust in Historical Perspective
	INTD 215	Central European Cultural History
	INTR 250	Russian Civilization
	PLSC 225	Politics of East Central Europe
	PLSC 226	Politics of Western Europe
	PLSC/HIST 322	Germany from the Nazis to the Present
	PLSC 291	Russia Yesterday and Today
	PLSC 248	The European Union
	PLSC 329	Politics of Russia and Eurasia
	SPAN 313	Contemporary Spanish Civilization

SPAN 325	Spanish Civilization
----------	----------------------

Note that many upper division track courses have prerequisites other than the basic requirements. Students should plan their schedules accordingly to ensure that they meet any relevant prerequisites.

Developing World Track

ANTH 208	Classics of Ethnography
ANTH 214	Ethnography of Southeast Asia
ANTH 224	Gender and Sexuality in Latin America
ANTH 243	S/M/Women: Cross-Cultural Perspective
ANTH 307	Third World Development
ANTH 313	Global Health Issues
BIOL 235	M/Disease & The Developing World
ECON 355	Economic Development and Growth
FREN 314	Contemporary Francophone Civilizations
FREN 326	Early Non-European Francophone Civilizations
GEOG 262	Geography of Latin America
GEOG 263	Geography of Africa
GEOG 265	Geography of Islam
GEOG 388	Gender & Development
GERM 313	Contemporary Civilization
HIST 205	The World Since 1945
HIST 271	History of Latin America Since 1825
HIST 282	East Asian History Since 1840
HIST 292	The Modern Islamic World: 1800-Present
HIST 372	History of Modern Mexico
HIST 380	Advanced Studies in LACAANA History
HIST 382	Modern China
PLSC 222	Politics of East Asia
PLSC 223	Politics of South Asia
PLSC 224	Government and Politics in Africa
PLSC 221	Democratization
PLSC 227	Civil War and Conflict Resolution
PLSC 228	Developing World Politics (If not selected as a basic requirement)
PLSC 240	Asia in the Global Setting
PLSC 321	State and Society in the Nonwestern World
PLSC 325	Politics of Mexico, Central America, and Caribbean
PLSC 326	Politics and Government in South America
PLSC 328	Politics of the Middle East
PLSC 342	Human Rights in a Global Perspective
PLSC 348	Politics of International Economic Relations
PLSC 351	Failed States
SOCL 281	Selected Topics: Gender & International Development
SOCL 325	Global Social Change
SPAN 314	Contemporary Latin American Civilizations
SPAN 326	Latin American Civilizations

Note that many upper division track courses have prerequisites other than the basic requirements. Students should plan their schedules accordingly to ensure that they meet any relevant prerequisites.

Minor in International Relations

The International Relations Minor provides the interested student the opportunity to gain a substantive and analytical background in foreign affairs. The program affords the student the opportunity to study the significant domestic and international factors affecting relations among countries with particular emphasis on the political and economic dimensions of these relations and their implications for American policy in the world. The program provides both the fundamental background in international relations and the chance for students to specialize in an area. Opportunities for participation in Model United Nations, study abroad, and Washington internships in the area of international relations may be available to qualified students.

Successful completion of the program prepares students for career possibilities in the Federal foreign affairs and defense community, international business, or related areas. The program would also prepare students for graduate study in international relations, business, or area studies.

The program offers an interdepartmental selection of courses from Political Science, School of Business, Anthropology, Communication, Geography, History, Psychology, and Sociology. The student is required to complete 24 credits: 12 credits of basic required courses and 12 elective credits selected by the student from among the International Relations thematic cluster tracks listed above.

Total Required Credits		24 credits
Basic Requirements		12 credits
PLSC 120	Comparative Politics	3
PLSC 140	International Politics	3
PLSC 246	U.S. Foreign Policy	3
ECON 110	Introductory Microeconomics	3
Electives—four courses chosen from any one International Relations Track*		12 credits
* No more than two courses from any academic department; at least two at the 300-level and no more than one at 100-level.		

Related Requirements	0 - 12 credits
Students completing the minor will be required to demonstrate competence through the intermediate level or its equivalent.	
The foreign language requirement may be satisfied by one of the following:	
<ol style="list-style-type: none"> 1. satisfactory completion of course work through the 202-level 2. satisfactory score on the Foreign Language Placement Test. 3. a score of 4 or 5 on the Advanced Placement ETS Examination 	

Political Science majors must choose their electives outside Political Science; Economics and Management majors must choose two of their electives outside the School of Business.

International Relations Course

INTR 393 Honors Thesis

The thesis is a major structured research project in International Relations that will cap a student's experience in the major. Students will work with an individual faculty member and complete a major research paper

of 30-40 typed pages (on average). An oral report of the final paper will be presented to the faculty in the major. Enrollment is by invitation of the IR Coordinator and the agreement of a faculty member to supervise the thesis. Prerequisites: Senior status,

completion of 21 credits of coursework in the major with a 3.50 grade point average in the major and a cumulative grade point average of 3.20. Credits: 3(0-6) Offered by individual arrangement

B.A. in International Relations

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
PLSC 140	3	S/U/	3
ECON 110	3	ECON 112	3
N/	4	N/	4
F/	3	F/	3
INTD 105	3	Elective	3
Total	16	Total	16
SECOND YEAR			
HIST 113 or GEOG/S/M or SOCL 105/S/M	3	R/	3
		PLSC 246	3
PLSC 120	3	Foreign Language	3
Foreign Language	3	HUMN 221	4
HUMN 220	4	PLSC/PHIL 202 or PHIL 214 or PHIL 215 or ANTH 100 or ANTH 301	3
Elective	3		
Total	16	Total	16
THIRD YEAR			
Thematic Cluster 100-200-level	3	Thematic Cluster 300-level	3
Thematic Cluster 200-level	3	Thematic Cluster 300-level	3
Foreign Language	3	Foreign Language	3
Elective	3	Thematic Cluster 300-level	3
Elective	3	Elective	3
Total	15	Total	15
FOURTH YEAR			
Study Abroad	3	Capstone PLSC 345/346	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
Total	14	Total	12
Total Credits---120			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

Languages and Literatures

Lori Bernard, Chair (Welles Hall 206A) - go.geneseo.edu/languages_and_literatures

Professor: B. Evans. Associate Professors: L. Bernard, J. Gomez, C. Klima, R. McEwen. Assistant Professors: K. Adabra, K. Fredericks, K. Matthews. Visiting Assistant Professors: C. Agostinelli. Lecturer: F. Brea, N. Sarrab, E. Silvaggio-Adams.. Adjunct Faculty: A. Aljaysh, A. Betts, W. Heller, W. Kennison, D. Owens, P. Moan Palma, R. Ptak, J. Samudio, J. Tang, T. Tewksbury, R. Vallejo

Bachelor of Arts Degree in French or Spanish

Total Credits required to complete major: 30

Basic Requirements (all in a single language)		30 credits
301	Composition	3
302	Readings	3
One course in the survey of literature (from French 350, 355,360, 374 or 375; Spanish 303, 304, 305 or 306)		3
One course in literature (from French 350, 355, 360, 365; Spanish 350, 352, 353, 362, 363, 372, 373 or 382)		3
One course in grammar (from French/Spanish 316, 318, or 335)		3
One course in linguistics (from French/Spanish 317, 319, or 323)		3
One course in civilization (from French 313, 325, 326/Spanish 313, 314, 325, 326)		3
Three electives at the 300-level		9
NOTES: A minimum of thirty credits of foreign language at the 300-level is required for the major. A minimum of 15 credits (including 301 and 302) must be taken on the Geneseo campus.		
Recommended:		
Study of a Second language and/or Study Abroad		

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all 300-level courses in fulfillment of the 30-hour requirement for the major.

Department Writing Requirement

During their Junior year, students will write a 500- to 600-word essay in the target language under examination conditions. Students will have 2 hours to write on a topic provided at the time of the examination. Students may use bilingual dictionaries and/or dictionaries of the target language. Written proficiency must be at or above the Advanced Low Level of Proficiency as described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages. To take the exam, students must contact the Department's secretary at (585)245-5247 or write to bill@geneseo.edu. NOTE: the exam can only be attempted once per semester. For further information, please contact your advisor or visit the Department's website.

Minor in Languages and Literatures (French, German and Spanish)

A minimum of 18 credits in one foreign language at the 300-level, which must include 301 and 302 in that language.

Certification in Adolescence Education (7-12): French or Spanish

Requirements of the Bachelor of Arts degree, the Workshop course included (FREN or SPAN 320), and specified professional preparation courses must be completed for New York State initial certification (see School of Education program description). Effective Spring 2013, all student teachers will be required to take the Oral Proficiency Interview (OPI) and pass at the required American Council on the Teaching of Foreign Languages (ACTFL) level in order to be eligible to student teach: Spring 2013-Spring 2015: Intermediate High or above; Fall 2015 and beyond: Advanced Low or above. Those students who are planning on student teaching in Fall of 2015 or later will be encouraged to take the OPI at the end of their first semester junior year, so students who do not score Advanced Low will be able to develop a plan of remediation, attend the OPI Workshop offered by the department and have another opportunity before student teaching to take the OPI and achieve the required level. To schedule either of these exams, please read the instructions on the Department's website or contact the departmental secretary.

Department Notes

In general, French and Spanish language courses 102, 201, and 202 are offered every semester. French and Spanish 101 and German 101 and 201 are offered in the fall semester. Chinese, Italian, Japanese and Latin (from 101 to 201) are generally offered on a 3- or 4- semester rotation (Note: Italian is currently on hiatus due to staffing issues). Arabic and Russian (from 101 to 202) are offered on a 3- or 4- semester rotation.

All incoming freshmen wishing to enroll in 301 must have earned a score of 4 or 5 on the Advanced Placement Educational Testing Service Examination or have placed at the 300-level on the departmental Foreign Language Placement Examination.

Placement Exam. The Department's Placement Examination is offered in Chinese, French, German, Italian, Japanese, Latin, Russian and Spanish. A placement exam may demonstrate a student's competency in a foreign language in order to partially or fully meet SUNY Geneseo's General Education Requirement, which is the equivalent of three college-level courses in a single language (proficiency up to and including the 201 level). A student may take this exam only once in any one language. Online placement examinations take about 30 minutes to complete, are available in French, German, Russian and Spanish, and are offered during Summer Orientation. To take the exam, students must contact the department's secretary at (585)-245-5247 or write to bill@geneseo.edu. Please visit the Department's website for a schedule of dates and times. We strongly encourage all students take the exam before registering in classes.

Prerequisite Guidelines: Generally, no student with previous study in a language will be allowed to enroll in the 101 course for that language. Failure to enroll in the proper course could result in loss of earned credits. Students are encouraged to take the Placement Examination in the Department to determine their proper placement.

Internships: Consult the section on Internships in this bulletin or contact the Office of the Dean of Curriculum and Academic Services for additional information.

Study Abroad Programs: SUNY Geneseo has study abroad programs in French at the Université Paul-Valéry, in Montpellier, France; semester and year-long study abroad programs in Spanish are available at the Universidad de Cádiz, Spain and Universidad Nacional de Cordoba, Argentina; summer, semester and year-long programs in Spanish at the Universidad Nacional in Heredia, Costa Rica, and at Universitas Equatorialis in Cuzco, Peru and Quito, Ecuador; and a Master's of Spanish Adolescence Education degree that incorporates two semesters of study at Universidad Nacional de Cordoba, Argentina. For more information on these and other study abroad programs, contact the Office of Study Abroad Programs or the Department chair.

Languages and Literatures Courses

ARBC 101 Elementary Arabic I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for students who have never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered on a 3-semester rotation.

ARBC 102 Elementary Arabic II

A continuation of ARBC 101. Prerequisite: 101 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

ARBC 201 Intermediate Arabic I

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisite: 102 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

ARBC 202 Intermediate Arabic II

A continuation of ARBC 201. Prerequisites: ARBC 201 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

CHIN 101 Elementary Chinese I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered on a 3-semester rotation.

CHIN 102 Elementary Chinese II

A continuation of CHIN 101. Prerequisites: CHIN 101 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

CHIN 201 Intermediate Chinese I

Reviews the fundamentals of structure and

continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: CHIN 102 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

CHIN 202 Intermediate Chinese II

A continuation of CHIN 201. Prerequisites: CHIN 201 or its equivalent. Credits: 3(3-0). Offered once every two years.

CHIN 399 Directed Study

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 credits). Offered by individual arrangement.

FREN 101 Elementary French I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered every fall.

FREN 102 Elementary French II

A continuation of FREN 101. Prerequisites: FREN 101 or its equivalent. Credits: 3(3-0).

FREN 201 Intermediate French I

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: FREN 102 or its equivalent. Credits: 3(3-0).

FREN 202 Intermediate French II

A continuation of FREN 201. Prerequisites: FREN 201 or its equivalent. Credits: 3(3-0).

FREN 300 Oral Communication

Intensive training in aural comprehension and oral expression, pronunciation and intonation. Topics based on everyday situations. For credit in the major, minor, or concentration, only when taken in sequence (before or at the same time as 301) or during Freshman

Languages and Literatures Courses

year. Prerequisites: FREN 202 or its equivalent and permission of the Department. Credits: 3(3-0). Offered at least once per year.

FREN 301 Written Composition

This course offers practice in expository writing with emphasis on clarity, structure and idiomatic expression, focusing on a variety of topical and practical issues. Students are introduced to practical applications and provided a review of selected grammar topics. Prerequisites: FREN 202 or equivalent. Credits: 3(3-0). Offered at least once per year.

FREN 302 Introduction to Literature

An introduction to textual analysis based on representative literary texts from France and the francophone world. The course covers principles of literary criticism that are central to the analysis and discussion of narrative, poetry, and drama. Prerequisites: FREN 301. Credits: 3(3-0). Offered at least once per year.

FREN 312: Survey of West Francophone African Civilizations

This four-week summer course takes place in the port city of Dakar in Senegal, one of the more successful postcolonial democratic transitions in Africa. The course is intended to enhance students' French language proficiency and their connection with Africa by exposing them to the Senegalese culture as is expressed through multiple languages, art and religion. These three components are fundamental in getting to know and appreciate a culture from the inside. The main aspects of past and modern lives (institutions, society, way of life) of Senegal in particular, and of other French speaking West African nations, will be studied through lectures in class, notes from field visits, excursions, interview discussions, the intensive use in class of authentic documents (local newspaper articles and magazines) and the homestay experience. Aural/oral skills are emphasized. Prerequisites: FREN 202 or permission of instructor. Credits: 4(3-2). Offered only in the summer as part of the Senegal program.

FREN 313 Contemporary French Civilization

Study of the social institutions and ways of life in present-day France, focusing on

cultural and linguistic identity as well as changing family structures and the challenges in an increasingly multiethnic society. Discussions are based on authentic sources: internet, magazines, books, reviews, recordings, and interviews. Aural/oral skills emphasized. Prerequisites: FREN 301. Credits: 3(3-0). Offered spring, odd years.

FREN 314 M/Contemporary Francophone Civilizations

This course is a study of the main aspects of modern institutions and ways of life in the French-speaking world outside Europe (e.g., Africa, North America, and the Caribbean). Discussions are based on authentic sources from the Internet, books, magazines, recordings, and interviews. Aural and oral skills are emphasized. Prerequisites: FREN 301. Credits: 3(3-0). Offered fall, odd years.

FREN 316 Advanced Grammar and Syntax

Study of complex structures and related grammatical concepts. Prerequisites: FREN 301. Credits: 3(3-0). Offered spring, odd years.

FREN 317 Phonology

Linguistic analysis of the French sound system with emphasis on problem areas for English speakers. Intensive practice in phonetics and corrective drills for the improvement of pronunciation and intonation. Prerequisites: FREN 301. Credits: 3(3-0). Offered every fall

FREN 318 Advanced Composition

Intensive review of grammar and grammatical structures and their application to written communication. Prerequisites: FREN 301. Credits: 3(3-0). Offered fall, odd years.

FREN 320 Workshop in French

This course helps students acquire knowledge and develop skills necessary to conduct communicative lessons within French-language cultures. Students explore topics of interest to middle and high school students, review and practice grammatical structures necessary to conduct class in French and present two peer micro-teach lessons. Content and skills required for success on the French CST and oral OPI provide a secondary focus of this course. Prerequisites: FREN 301. Restricted to Foreign Language Education

Languages and Literatures Courses

majors. Credits: 3(3-0). Offered every spring.

FREN 323 Selected Topics in Linguistics

Introduction to major morphologic, phonetic and syntactic structures of French and the fundamental assumptions about language change through time. Also an initiation to regional and social variation of French in the francophone world with a focus on pronunciation patterns, vocabulary items, and sentence structures. Prerequisites: FREN 301. Credits: 3(3-0). Offered every spring.

FREN 325 French Civilization

A study of the social, political, intellectual, and cultural life of France from ancient times to the present. Prerequisites: FREN 301. Credits: 3(3-0). Offered spring, even years.

FREN 326 M/Early Non-European Francophone Civilizations

Analysis of major trends, issues, and movements in francophone civilizations from colonial and early post-colonial periods. A broad range of elements, including art, architecture, religion, education, family life and roles of women are highlighted. Prerequisites: FREN 301. Credits: 3(3-0). Offered fall, even years.

FREN 335 French for Business

Contemporary French language as it applies to business operations with attention to understanding and composing business letters and other documents. Oral communication and elements of French culture related to good business practices is emphasized. Prerequisites: FREN 301. Credits: 3(3-0). Offered spring, even years.

FREN 350 Medieval and Renaissance French Literature

Close reading of major works from the 11th to the 16th centuries: epic, lyric, poetry, Arthurian romance, theater, prose. Prerequisites: FREN 302 Credits:3(3-0). Offered fall, odd years.

FREN 355 French Literature of the Classical Period and Enlightenment

Close reading of major works from the 17th and 18th centuries: theatre, prose, poetry, philosophy. Prerequisites: FREN 302. Credits: 3(3-0). Offered spring, even years.

FREN 360 French Literature from Romanticism to the Present

Close reading of major works from the 19th century to the present: novels, poetry, theater, philosophy. Prerequisites: FREN 302. Credits: 3(3-3). Offered fall, even years.

FREN 365 Selected Topics in French Literatures and Cultures: (subtitle)

A study of a period, a genre, a theme or a specific writer. Typical offerings could be: French women writers, comedy, Moliere, Voltaire, the novel. (May be taken twice under different subtitles.) Prerequisites: FREN 302. Credits: 3(3-0). Offered spring, odd years.

FREN 374 Studies in Francophone Literature

This course is a survey of Francophone literature from North and Sub-Saharan Africa and the Caribbean. It covers issues related to tradition, immigration and exile, religion, cultural identity, generation and gender while thoroughly exploring the literary aesthetics embedded in the chosen works. Prerequisites: FREN 302. Credits: 3(3-0). Offered spring, odd years.

FREN 375 French-Canadian Literature

This course surveys francophone literature of Canada, focusing on Quebec, but also including regions associated with the Acadian diaspora and other provinces. Themes such as tradition, exile and immigration, religion, family, identity, and gender will be explored during close reading of works from the 17th to 21st centuries: prose, poetry, theater. Students will be required to read background information on the history of the francophone community in North America. Prerequisites: FREN 302. Credits: 3(3-0). Offered fall, odd years.

FREN 399 Directed Study

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 credits). Offered by individual arrangement.

GERM 101 Elementary German I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collat-

Languages and Literatures Courses

eral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered every fall.

GERM 102 Elementary German II

A continuation of GERM 101. Prerequisites: GERM 101 or its equivalent. Credits: 3(3-0). Offered every spring.

GERM 201 Intermediate German I

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: GERM 102 or its equivalent. Credits: 3(3-0). Offered every fall.

GERM 202 Intermediate German II

A continuation of GERM 201. Prerequisites: GERM 201 or its equivalent. Credits: 3(3-0). Offered on a regular rotation.

GERM 300 Conversation

Intensive training in aural comprehension and oral expression, pronunciation and intonation. Topics based on everyday situations. For credit in the major, minor, or concentration, only when taken in sequence (before or at the same time as 301) or during Freshman year. Prerequisites: GERM 202 or its equivalent and permission of the Department. Credits: 3(3-0). Offered on regular rotation.

GERM 301 German Composition

Designed to develop advanced skills in oral and written expression. Review of grammatical structure and vocabulary development. Prerequisites: GERM 202, intermediate credit by examination, or Advanced Placement credit. Credits: 3(3-0). Offered on regular rotation.

GERM 302 Readings in German

Development of reading skills. Introduction to literature with emphasis upon contemporary authors. Prerequisites: GERM 301. Credits: 3(3-0). Offered on regular rotation.

GERM 313 Contemporary German Civilization

Study of the main aspects of modern life in the target language country (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, interviews, information online). Aural/oral skills emphasized. Prerequisites: GERM 301. Credits: 3(3-0). Offered on regular rotation.

GERM 316 Grammar and Syntax

Review of grammatical principles with intensive written and oral drill. Prerequisites: GERM 301. Credits: 3(3-0) Offered on regular rotation

GERM 318 Advanced Grammar and Composition

Intensive review of grammatical structures and their application to written communication. Prerequisites: GERM 301. Credits: 3(3-0). Not offered on a regular basis.

GERM 325 German Civilization

A study of the social, political, intellectual, and cultural life of the target language country from the origins to the present. Prerequisites: GERM 301. Credits: 3(3-0). Offered on regular rotation.

GERM 335 Commercial German

Basic study of economy and trade of the target language country; acquisition of specialized vocabulary for banking, business transactions and operations, with emphasis on commercial correspondence. Prerequisites: GERM 301. Credits: 3(3-0). Not offered on a regular rotation.

GERM 399 Directed Study

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 credits). Offered by individual arrangement.

ITAL 101 Elementary Italian I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but

Languages and Literatures Courses

for no credit. Credits: 3(3-0). Offered on a 3-semester rotation.

ITAL 102 Elementary Italian II

A continuation of ITAL 101. Prerequisites: ITAL 101 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

ITAL 201 Intermediate Italian I

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: ITAL 102 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

ITAL 202 Intermediate Italian II

A continuation of ITAL 201. Prerequisites: ITAL 201 or its equivalent. Credits: 3(3-0). Not offered on a regular basis.

ITAL 399 Directed Study

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 credits). Offered by individual arrangement.

JAPN 101 Elementary Japanese I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered on a 3-semester rotation.

JAPN 102 Elementary Japanese II

A continuation of JAPN 101. Prerequisites: JAPN 101 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

JAPN 201 Intermediate Japanese I

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading, and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: JAPN 102 or its equivalent. Credits: 3(3-0). Offered

on a 3-semester rotation.

JAPN 202: Intermediate Japanese II

A continuation of JAPN 201. Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials will emphasize cultural and contemporary topics. Prerequisites: JAPN 201 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

LATN 101 Elementary Latin I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered on a 3-semester rotation.

LATN 102 Elementary Latin II

A continuation of LATN 101. Prerequisites: LATN 101 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

LATN 201 Intermediate Latin I

Intensive readings (in the original) of significant works by major Latin authors. Representative offerings would include such texts as Virgil's *Aeneid*, Ovid's *Metamorphosis*, Augustine's *Confessions*, and Boethius' *Consolation of Philosophy*. Prerequisites: One year of college Latin (101-102 at Geneseo) or two or more years of high school Latin. Credits: 3(3-0). Offered on a 3-semester rotation.

LATN 202 Intermediate Latin II

A continuation of LATN 201 at a higher level of difficulty. Prerequisites: LATN 201. Credits: 3(3-0). Not offered on a regular basis.

LATN 301 Readings in Latin: (Advanced Latin Authors)

See description of Latin 201/202. Prerequisites: Intermediate college Latin (201/202) or 4 or more years of high school Latin. Credits: 3(3-0). Not offered on a regular basis.

Languages and Literatures Courses

LATN 302 Readings in Latin: (Advanced Latin Authors)

See description of Latin 201/202. Prerequisites: Intermediate college Latin (201/202) or 4 or more years of high school Latin. Credits: 3(3-0). Not offered on a regular basis.

LATN 399 Directed Study

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 credits). Offered by individual arrangement.

RUSS 101 Elementary Russian I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered on a 3-semester rotation.

RUSS 102 Elementary Russian II

A continuation of RUSS 101. Prerequisites: RUSS 101 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

RUSS 201 Intermediate Russian I

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: RUSS 102 or its equivalent. Credits: 3(3-0). Offered on a 3-semester rotation.

RUSS 202 Intermediate Russian II

A continuation of RUSS 201. Prerequisites: RUSS 201 or its equivalent. Credits: 3(3-0). Offered once every two years.

RUSS 399 Directed Study

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 credits). Offered by individual arrangement.

SPAN 101 Elementary Spanish I

Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and

writing. Culture-based readings and collateral laboratory assignments. This course is designed for the student who has never studied the language before. In general, students who have a one-year high school equivalency may repeat this course, but for no credit. Credits: 3(3-0). Offered every fall.

SPAN 102 Elementary Spanish II

A continuation of SPAN 101. Prerequisites: SPAN 101 or its equivalent. Credits: 3(3-0). Offered every semester.

SPAN 201 Intermediate Spanish I

Reviews the fundamentals of structure and continues to develop the four language skills: listening, speaking, reading and writing. Oral and written exercises are included. Reading materials emphasize cultural and contemporary topics. Prerequisites: SPAN 102 or its equivalent. Credits: 3(3-0). Offered every semester.

SPAN 202 Intermediate Spanish II

A continuation of SPAN 201. Prerequisites: SPAN 201 or its equivalent. Credits: 3(3-0).

SPAN 300 Oral Communication

Intensive training in aural comprehension and oral expression, pronunciation and intonation. Topics based on everyday situations. For credit in the major, minor, or concentration, only when taken in sequence (before or at the same time as 301) or during Freshman year. Prerequisites: SPAN 202 or its equivalent and permission of the Department. Credits: 3(3-0).

SPAN 301 Written Communication

Offers practice in expository writing with emphasis on clarity, structure and idiomatic expression, focusing on a variety of topical issues. Students are introduced to practical applications and provided a review of selected grammar topics. Prerequisites: SPAN 202 or equivalent. Credits: 3(3-0).

SPAN 302 Introduction to Hispanic Literature

An introduction to textual analysis based on representative literary texts from Spain and Latin America. The course covers principles of literary criticism that are central to the analysis and discussion of narrative,

Languages and Literatures Courses

poetry, and drama. Prerequisites: SPAN 301. Credits: 3(3-0).

SPAN 303 Survey of Spanish Literature I
Survey of major Spanish literary works, movements and genres from the 11th through the 17th centuries. Prerequisites: SPAN 302. Credits: 3(3-0). Offered fall, even years.

SPAN 304 Survey of Spanish Literature II
Survey of major Spanish literary works, movements and genres from the 18th through the 21st centuries. Prerequisites: SPAN 302. Credits: 3(3-0). Offered fall, odd years.

SPAN 305 Survey of Latin American Literature I
Survey of major literary works, movements and genres from the pre-Columbian era to the late 19th century. Prerequisites: SPAN 302. Credits: 3(3-0). Offered spring, odd years.

SPAN 306 Survey of Latin American Literature II
Survey of major literary works, movements and genres from the late 19th century to the present. Prerequisites: SPAN 302. Credits: 3(3-0). Offered spring, even years.

SPAN 311 Spanish for Native Speakers
Designed to develop advanced skills in written expression. Review of grammar structure with emphasis on difficulties encountered by native speakers. Topics of compositions related to hispanic identity in the USA. Can be taken by native or near-native speakers instead of SPAN 301. Students with credit for SPAN 301 may not enroll in this course. Prerequisites: SPAN 202, intermediate credit by examination or Advanced Placement credit. Credits: 3(3-0). Not offered on a regular basis

SPAN 313 Contemporary Spanish Civilization
Study of the main aspects of modern life in Spain (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, interviews, information online). Aural/oral skills emphasized. Prerequisites: SPAN 301. Credits: 3(3-0). Offered spring, even years.

SPAN 314 M/Contemporary Latin American Civilizations

Study of the main aspects of life in 20th and 21st century Latin America (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, interviews, information online). Aural/oral skills emphasized. Prerequisites: SPAN 301. Credits: 3(3-0). Offered fall, odd years.

SPAN 316 Advanced Grammar and Syntax
Study of complex structures and related concepts. Prerequisites: SPAN 301. Credits: 3(3-0). Offered spring, odd years.

SPAN 317 Phonology
This course presents an introduction to Spanish phonetics and phonology. It focuses on the Spanish sound system and its relation to its orthography. It studies different varieties of spoken Spanish and develops awareness of factors that contribute to dialect variation. Prerequisites: SPAN 301. Credits: 3(3-0). Offered every fall.

SPAN 318 Grammar and Composition
Review and development of advanced grammatical structures and their application to written communication. Prerequisites: SPAN 301. Credits: 3(3-0). Offered fall, odd years.

SPAN 320 Workshop
This course helps students acquire knowledge and develop skills necessary to conduct communicative lessons within Spanish-language cultures. Students explore topics of interest to middle and high school students, review and practice grammatical structures necessary to conduct class in Spanish and present two peer micro-teach lessons. Content and skills required for success on the Spanish CST and oral OPI provide a secondary focus of this course. Prerequisites: SPAN 301 or permission of instructor. Credits: 3(3-0). Offered every spring.

SPAN 323 Selected Topics in Linguistics
Study of phonetics and phonology, morphology, syntax, semantics, pragmatics, variation and the history of the Spanish language. Introduction to theories of language acquisition and implications of languages in contact. Prerequisites: SPAN 301. Credits: 3(3-0). Offered every spring.

Languages and Literatures Courses

SPAN 325 Spanish Civilization

A panoramic study of the social, political, intellectual, and cultural life of Spain from ancient times up to the 19th century. Prerequisites: SPAN 301. Credits: 3(3-0). Offered spring, odd years.

SPAN 326 M/Latin American Civilizations

A panoramic study, from ancient times up to the 19th century, of the development of Latin American civilization as a phenomenon arising from the synthesis of Indo-American, Hispanic, Creole, Asian, and African elements. Prerequisites: SPAN 301. Credits: 3(3-0). Offered fall, even years.

SPAN 335 Commercial Spanish

Basic study of economy and trade of the target language country; acquisition of specialized vocabulary for banking, business transactions and operations, with emphasis on commercial correspondence. Prerequisites: SPAN 301. Credits: 3(3-0). Offered spring, even years.

SPAN 350 Medieval Spanish Literature

Close reading of the major works of Spanish literature from the 11th to the 15th centuries, with special attention to the history and development of the genres and representative literary movements. Prerequisites: SPAN 302. Credits: 3(3-0). Offered spring, odd years.

SPAN 352 Early Modern Spanish Literature

Close readings of the major works of Spanish literature from the 16th and 17th centuries, with special attention to the history and development of the genres and representative literary movements. Prerequisites: SPAN 302. Credits: 3(3-0). Offered fall, odd years.

SPAN 353 Early Latin American Literature

Study of the development of Latin American literature through close reading of major works, including chronicles, memoirs, and essays, from pre-Columbian times through the early 19th century. Focus will alternate between indigenous texts and those by Spanish, criollo and Latin American authors. may be repeated under different focus. Prerequisites: SPAN 302. Credits: 3(3-0). Offered fall, even years.

SPAN 362 18th and 19th Century Spanish Literature

Close reading of major works of Spanish literature of the 18th and 19th centuries. Prerequisites: SPAN 302. Credits: 3(3-0). Offered spring, even years.

SPAN 363 19th Century Latin American Literature

Close reading of major works representative of the literary and cultural movements of the 19th century, from *Independence* to *Modernismo*. Prerequisites: SPAN 302. Credits: 3(3-0). Offered spring, odd years.

SPAN 372 Contemporary Spanish Literature

Close reading of representative Spanish works and literary movements of the 20th and 21st centuries. Prerequisites: SPAN 302. Credits: 3(3-0). Offered fall, even years.

SPAN 373 Contemporary Latin American Literature

Close reading representative works and literary movements of the 20th and 21st centuries. Prerequisites: SPAN 302. Credits: 3(3-0). Offered fall, odd years.

SPAN 382 Selected Topics in Hispanic Literatures and Cultures: (subtitle)

Study of a period, a genre, or a specific writer or culture topic. Offerings may include: Theater of the Golden Age, Latin American Literature of the "Boom", The Spanish Detective Story, Spanish-American Women Writers, Borges, Perez Galdos, Vargas Llosa, Spanish/Latin American Civilization through Film. Prerequisites: SPAN 301 and permission of department. Credits: 3(3-0). Offered at least once every two years.

SPAN 399 Directed Study

Special topics. Prerequisites: permission of instructor and Department. (1 to 3 credits). Offered by individual arrangement.

B.A. in Languages and Literatures

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
FREN or SPAN 300 (recommended)	3		3
FREN or SPAN 301	3	FREN or SPAN 302	3
S/U/	3	102 or second foreign language	3
*101 or second foreign language	3	S/	3
INTD 105	3	F/	3
Total	15	Total	15

SECOND YEAR

Elective	4	R/	3
FREN or SPAN Survey of Literature	3	FREN or SPAN 300-level grammar	3
HUMN 220	4	N/	4
Elective	3	Elective	3
**M/ (recommended)	3	HUMN 221	4
Total	17	Total	17

THIRD YEAR

FREN or SPAN Literature	3	*Study Abroad (recommended)	12
N/	4		
Elective	3		
Elective	3		
Elective	3		
Total	16	Total	12

FOURTH YEAR

Elective	3	FREN or SPAN Linguistics	3
FREN or SPAN Civilization	3	FREN or SPAN 300-level elective	3
FREN or SPAN 300-level elective	3	FREN or SPAN 300-level elective	3
Elective	3	Elective	3
Elective	3	Elective	2
Total	15	Total	14

Total Credits — 120

*These courses are recommended by the Department; they are not requirements. A minimum of one semester of study abroad is strongly recommended by the Department.

**See the section in this bulletin on the Non-Western Traditions Graduation Requirement (M/). FREN 314, 326, and SPAN 314 and SPAN 326 are M/courses.

Adolescence Education certification students who plan to study abroad for a semester or a year should take INTD 203 during the Spring of their first year.

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

Mathematics

Christopher Leary, Chair (South Hall 323) - math.geneseo.edu

Distinguished Teaching Professors: G. Towsley, O. Nicodemi. Professors: D. Baldwin, C. Haddad, C. Leary, A. Macula. Associate Professors: B. Esham, A. Heap, J. Johannes, A. Kedzierawski, P. Rault, M. Sutherland, C. Tang. Assistant Professors: Y. Bilgic, M. Pawlikowski, . Lecturers: E. Harris, S. McKenna, G. Reuter. Visiting Assistant Professors: T. Cooney. Adjunct Faculty: D. Dussault, D House, A. Rose, L. Smith, U. Sahin, C. Sohn

First Year Students

During the first semester at the College, incoming first year mathematics majors are advised to register in MATH 101.

Bachelor of Arts Degree

Total Credits Required for Major: 39-42

Basic Requirements:		
A.	Each of the following seven courses:	
	MATH 221, 222, 223	Calculus I, II, and III 12
	MATH 230	Programming and Mathematical Problem Solving 3
	MATH 233	Linear Algebra I 3
	MATH 239	Introduction to Mathematical Proof 3
	MATH 324	Real Analysis I 3
B.	Three courses from the following	9
	MATH 326	Differential Equations
	MATH 330	Abstract Algebra
	MATH 333	Linear Algebra II
	MATH 345	Numerical Analysis I
	MATH 341 OR MATH 360	Probability and Applied Statistics OR Probability
	MATH 371	Introduction to Complex Analysis
Students seeking Adolescence certification must take MATH 330, MATH 335, and (MATH 341 or MATH 361) to satisfy the category B requirement. Note: MATH 361 requires MATH 360 as a prerequisite.		
C.	All students majoring in mathematics will take either MATH 348: Oral Presentation and Research Seminar or INTD 302: Topics in Secondary Education: Mathematics	0-3
This requirement may be waived if a student has:		
1. Made an oral presentation on mathematical topic that has been assessed with the mathematics department rubric and found satisfactory;		
And		
2. Produced a researched paper that has been assessed with the mathematics department rubric and found satisfactory;		
And		
3. Evaluated a public mathematical talk using the mathematics department rubric.		
Forms and permission for such a waiver are available from the mathematics department chair.		
Electives		6
Two additional 3 credit courses at the 300-level. Students seeking Adolescence certification must take MATH 390 as one of these two elective courses		

Minimum Competence Requirement

A grade of C- or better is required for ALL courses submitted in fulfillment of the major in Mathematics. Students may not enroll in any course having prerequisites unless the minimum grade of C- has been earned in the prerequisites or unless special permission has been granted in writing by the the course instructor. Prerequisite courses may not be taken after successful completion of any subsequent course.

Department Writing Requirement

MATH 239 and MATH 324 are two required courses in which mathematical writing is emphasized and taught. Writing opportunities (homework, quizzes, exams) will be graded for clear, precise exposition as well as for mathematical content. The department's writing requirement is satisfied by successfully completing both of these courses.

Certification in Adolescence Education (7-12): Mathematics

Requirements are the same as for the B.A. degree except that MATH 330, MATH 335, and either MATH 341 or MATH 361 are required to fulfill requirement B. In addition, students must take MATH 390 as one of their 300-level electives. Students must also complete the certification requirements set forth in the School of Education program description. See education.geneseo.edu for more information.

Bachelor of Science Degree in Mathematics

Total Credits Required for Major: 52

Basic Requirements:		28
Each of the following nine courses:		
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 230	Programming and Mathematical Problem Solving	3
MATH 233	Linear Algebra I	3
MATH 239	Introduction to Mathematical Proof	3
MATH 324	Real Analysis I	3
MATH 330	Abstract Algebra	3
MATH 348	Oral Presentation and Research Seminar	1
Additional Requirements		18
Six courses from the 300 level mathematics course offerings, chosen in consultation with the faculty advisor so that three of the following options are completed.*		
1. Foundations	Two of: MATH 301, MATH 302, MATH 338	
2. Algebra	Two of: MATH 319, MATH 333, MATH 381	
3. Analysis	MATH 325 and one of: MATH 350, MATH 371	
4. Research	A combined 6 credits taken from any combination of MATH 393 (may be repeated), MATH 398 (may be repeated), any chair-approved research course offering(s), at most one additional course from options 1-3.	
*A course within the additional requirements may be replaced by a chair-approved offering of MATH 380 with the appropriate content.		
Elective Requirements		6
Two additional 3 credit mathematics courses at the 300-level		

Minimum Competence Requirement

A grade of C- or better is required for ALL courses listed as Basic Requirements, Additional Requirements, and Elective Requirements submitted in fulfillment of the major in Mathematics.

Students may not enroll in any course having prerequisites unless the minimum grade of C- has been earned in the prerequisites or unless special permission has been granted in writing by the Chair of the Mathematics Department. Prerequisite courses may not be taken after successful completion of any subsequent course

Department Writing Requirement

MATH 239 and MATH 324 are two required courses in which mathematical writing is emphasized and taught. Writing opportunities (homework, quizzes, exams) will be graded for clear, precise exposition as well as for mathematical content. The department's writing requirement is satisfied by successfully completing both of these courses.

Bachelor of Science Degree in Applied Mathematics

Total Credits Required for Major: 52

Basic Requirements:		34
Each of the following eleven courses:		
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 230	Programming and Mathematical Problem Solving	3
MATH 233	Linear Algebra I	3
MATH 239	Introduction to Mathematical Proof	3
MATH 324	Real Analysis I	3
MATH 326	Differential Equations	3
MATH 333	Linear Algebra II	3
MATH 345	Numerical Analysis I	3
MATH 348	Oral Presentation and Research Seminar	1
Additional Requirements		18
Six courses from the 300 level mathematics course offerings, chosen in consultation with the faculty advisor. Four of these must be chosen from two of the areas below, i.e., for two selected areas from the following, take two of the courses listed for the area.*		
1. Probability and Statistics	MATH 360, MATH 361	
2. Analysis	MATH 325, MATH346, MATH 350, MAHT 371	
3. Applied Mathematics	MATH 332, MATH 340, MATH 382	
4. Differential Equations.	MATH 328, MATH 372	
5. Discrete Mathematics	MATH 315, MATH 319, MATH 330	
*A course within the additional requirements may be replaced by a chair-approved offering of MATH 380 with the appropriate content.		

Minimum Competence Requirement

A grade of C- or better is required for ALL courses listed as Basic Requirements, Additional Requirements, and Elective Requirements submitted in fulfillment of the major in Mathematics. Students may not enroll in any course having prerequisites unless the minimum grade of C- has been earned in the prerequisites or unless special permission has been granted in writing by the Chair of the Mathematics Department. Prerequisite courses may not be taken after successful completion of any subsequent course

Department Writing Requirement

MATH 239 and MATH 324 are two required courses in which mathematical writing is emphasized and taught. Writing opportunities (homework, quizzes, exams) will be graded for clear, precise exposition as well as for mathematical content. The department's writing requirement is satisfied by successfully completing both of these courses.

Minor in Mathematics

Six courses in mathematics consisting of MATH 221; 222; and four additional courses from MATH 223, 233, one of MATH 237 or 239 (but not both), one of MATH 242 or MATH 262 (but not both), and 300-level electives.

Graduate Courses

An undergraduate student may apply to enroll in a limited number of 500-level graduate courses. Prerequisites for such courses must be met. Titles of currently offered 500-level courses are given below; consult the Guide to Graduate Studies on-line at dean.geneseo.edu for course descriptions

MATH	521	Foundations of Calculus
MATH	532	Classical Algebra
MATH	533	Applied Matrix Techniques
MATH	535	Transformational Geometry
MATH	536	Euclidean and Non-Euclidean Geometry
MATH	537	Applied Combinatorics
MATH	560	Statistical Methods
MATH	570	History and Fundamental Concepts of Mathematics
MATH	575	Applied and Computational Mathematics

Mathematics Courses

MATH 101 Welcome Mathematics Majors

An introductory course for entering mathematics majors. Through presentations, discussions and problem solving the question "What is Mathematics?" will be examined. Credits: 1(1-0). Offered every fall.

MATH 104 R/Mathematical Ideas

Designed for the liberal arts student, this course investigates the meaning and methods of mathematics. By viewing mathematics as a search for patterns, a way of thinking, and a part of our cultural heritage, it emphasizes the various roles of mathematics. Mathematical ideas from geometry, number theory, and algebra are presented that support the proposition that mathematics is much more than just a collection of techniques for obtaining answers with standard problems. Credits: 3(3-0). Offered spring, odd years.

MATH 112 Precalculus

This course is designed primarily for the student who needs a foundation in algebra and trigonometry for the study of calculus. The concept of function and graphical representation of functions is stressed. Topics covered: real numbers; algebra of real numbers including equations and inequalities; functions and their graphs including polynomials, rational expressions, logarithmic and exponential, trigonometric; algebra of

the trigonometric functions including identities, equations, polar coordinates, complex numbers, systems of equations. Prerequisites: Three years of high school mathematics, including intermediate algebra. Credits: 4(4-0). Offered every semester.

MATH 113 R/Finite Mathematics for Society

Topics considered: basic algebra, systems of equations, matrix algebra, linear programming, finite probability. Problem solving and the use of mathematical reasoning in investigating relevant applications from business and the social sciences form an integral part of the course. Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0). Offered spring, even years.

MATH 140 Mathematical Concepts for Elementary Education I

This course is intended for education majors and is designed to provide a mathematical treatment of the fundamental concepts of arithmetic, algebra, and number theory as they relate to the elementary school mathematics curriculum. Credits: 3(3-0). Offered every semester.

MATH 141 R/Mathematical Concepts for Elementary Education II

This course is intended for education majors

Mathematics Courses

and is designed to provide a mathematical treatment of the fundamental concepts of probability, statistics, and elementary geometry as they relate to the elementary school mathematics curriculum. Prerequisites: MATH 140. Credits: 3(3-0). Offered every semester.

MATH 160 R/Elements of Chance

This course will help students learn how to think about statistics and probability, how to identify the tools needed to study a particular problem and how to read and critically evaluate quantitative information presented in the media. The course format involves extensive reading and discussion of newspaper and journal articles, computer activities, writing assignments, and student projects. (Those who have completed MATH 260 or MATH 242 or 341 or 361, may not enroll in this class for credit. Those majoring in mathematics may only receive free elective credit for the course.) Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0). Offered every fall.

MATH 213 R/Applied Calculus

The student will be introduced to the mathematics of linear systems and to the concepts, methods and applications of calculus. Mathematical questions arising in business and the life and social sciences will be modeled and solved using these tools. Topics to be covered include linear systems of equations, matrix techniques, functions, limits, continuity, differentiation and integration. The approach will be graphical, numerical and analytic. Prerequisites: Precalculus or the equivalent. Not available to students with credit for MATH 221. Credits: 4(4-0). Offered every semester.

MATH 221 R/Calculus I

Topics studied are limits and continuity; derivatives and antiderivatives of the algebraic and trigonometric functions; the definite integral; and the fundamental theorem of the calculus. Prerequisites: Precalculus with trigonometry or the equivalent. Credits: 4(4-0). Offered every semester.

MATH 222 Calculus II

Derivatives and antiderivatives of the tran-

scendental functions, methods of integration, applications of definite integrals, sequences, improper integrals, and series. Prerequisites: MATH 221. Credits: 4(4-0). Offered every semester.

MATH 223 Calculus III

Vector calculus, functions of several variables, partial derivatives, multiple integrals, space analytic geometry, and line integrals. Prerequisites: MATH 221. Credits: 4(4-0). Offered every semester.

MATH 228 Calculus II for Biologists

A continuation of first semester calculus, with an emphasis on modeling and applications of mathematics and statistics to the biological sciences. Topics to be covered include exponential and logarithmic functions, differential equations, matrices, systems of differential equations, and an introduction to probability and statistics. Prerequisites: MATH 221. Credits: 4(4-0). Offered every spring.

MATH 230: Programming and Mathematical Problem Solving

This course serves as an introductory programming course for Mathematics majors. Basic programming techniques for solving problems typically encountered by mathematicians will be developed. The course covers basic procedural techniques such as algorithms, variables, input/output, data types, selection, iteration, functions and graphing. Good programming and commenting practices will be emphasized. The programming language for the course will be a mathematical programming language such as Matlab. Restricted to Math majors only. Corequisite/Prerequisite: MATH 222 Credits: 3(3-0). Offered every semester.

MATH 233 Linear Algebra I

Study of matrices, matrix operations, and systems of linear equations, with an introduction to vector spaces and linear transformations. Elementary applications of linear algebra are included. Prerequisites: MATH 213 or MATH 221 or permission of instructor. Credits: 3(3-0). Offered every semester.

MATH 237 R/Introduction to Discrete Mathematics

Mathematics Courses

This course covers the basic tools of mathematics and computer science - logic, proof techniques, set theory, functions, inductive processes, counting techniques - with applications to such areas as formal languages, circuit theory and graph theory. NOTE: This course is not available for credit to students with credit for MATH 239. Prerequisites: Four years of high school mathematics. Credits: 3(3-0). Offered every fall.

MATH 239 Introduction to Mathematical Proof

The course will provide an introduction to the language of advanced mathematics and to mathematical proof. It will emphasize rigorous argument and the practice of proof in various mathematical contexts. Topics will include logic, set theory, cardinality, methods of proof, and induction. Other mathematical topics chosen at the discretion of the instructor will be included as material through which proving skills will be honed. Prerequisites: MATH 222 or by permission of the department. Credits: 3(3-0). Offered every semester.

MATH 242 R/Elements of Probability and Statistics

Basic concepts of probability theory and statistical inference. A knowledge of calculus is not required. (Those who have completed MATH 341 or 361 may not enroll in this course for credit, and no student may receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0). Not offered on a regular basis.

MATH 262 R/Applied Statistics

An introduction to statistics with emphasis on applications. Topics include the description of data with numerical summaries and graphs, the production of data through sampling and experimental design, techniques of making inferences from data such as confidence intervals and hypothesis tests for both categorical and quantitative data. The course includes an introduction to

computer analysis of data with a statistical computing package. (Those who have completed MATH 341 or 361 may not enroll in this course for credit, and no student may receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Credits: 3(3-0). Offered every semester.

MATH 301 Mathematical Logic

The goal of the course will be to present the important concepts and theorems of mathematical logic and to explain their significance to mathematics. Specific results will include compactness, completeness and incompleteness theorems, with applications including switching circuits and nonstandard analysis. Prerequisites: MATH 239. Credits: 3(3-0). Offered fall, odd years.

MATH 302 Set Theory

This course will examine the Zermelo-Fraenkel axiom for set theory and discuss the relationship between set theory and classical mathematics. Other topics will be chosen from the following: ordinal and cardinal numbers, the Axiom of Choice, the consistency and independence of the continuum hypothesis, and large cardinals. Prerequisites: MATH 239. Credits: 3(3-0). Offered fall, even years.

MATH 303: Theory of Computational Complexity

A survey of the mathematical analysis of the time and space resources required to execute algorithms. Starting with the asymptotic analysis of resource needs of specific algorithms, the course builds to a study of lower bounds associated with problems, and culminates in an in-depth study of abstract resource-complexity classes such as P, NP, and PSPACE. Prerequisites: MATH 239. Credits: 3 (3-0). Not offered on a regular basis.

MATH 304: Theory of Computability

This course covers the theoretical limits on what algorithms can and cannot compute. Topics include finite automata, regular languages, push-down automata, context-free languages, Turing machines, decidability, the structure of the classes of computable

Mathematics Courses

and uncomputable problems, and the relationships between computability and the logical limits of mathematics. Prerequisites: MATH 239. Credits: 3(3-0). Not offered on a regular basis.

MATH 315 Combinatorics

As calculus seeks to develop proficiency in analysis problem solving, the aim of this course is to develop proficiency in basic combinatorial problem solving and reasoning. Topics include: Enumeration, generating functions, sieve formulas, recurrence relations, graph theory, network analysis, trees, search theory, and block designs. Prerequisites: MATH 222, MATH 233 and either MATH 237 or MATH 239. Credits: 3(3-0). Offered fall, even years.

MATH 319 Theory of Numbers

An introduction to classical number theory dealing with such topics as divisibility, prime and composite numbers, Diophantine equations, the congruence notation and its applications, quadratic residues. Prerequisites: MATH 222 and MATH 239. Credits: 3(3-0). Offered spring, odd years.

MATH 324 Real Analysis I

A study of the underlying theory of elementary calculus. Topics include the structure and properties of the real numbers, sequences, functions, limits, continuity, the derivative, the Riemann integral, and Taylor's theorems. Prerequisites: MATH 223 and MATH 239. Credits: 3(3-0). Offered every semester.

MATH 325 Real Analysis II

A continuation of MATH 324 covering Riemann-Stieltjes integration, sequences and series of functions, special functions, and functions of several variables. Prerequisites: MATH 324. Credits: 3(3-0). Offered every spring.

MATH 326 Differential Equations

A study of the methods of solving ordinary differential equations, and some of the applications of these equations in the physical sciences and geometry. Prerequisites: MATH 223. Corequisite: MATH 233 or PHYS 228. Credits: 3(3-0). Offered every semester.

MATH 328 Theory of Ordinary Differential Equations

A continuation of MATH 326 covering the existence theory of systems of ordinary differential equations, phase plane analysis, stability theory, and boundary value problems. An introduction to chaos theory, Lyapunov's Theorem, and Green's functions may be included if time permits. Prerequisites: MATH 233 and MATH 326. Credits: 3(3-0). Offered fall, odd years.

MATH 330 Abstract Algebra

A study of the basic properties of groups, rings, and integral domains, including the fundamental theorem of group homomorphisms. The concepts basic to the development of algebraic systems are studied initially. Prerequisites: MATH 222, MATH 233, and MATH 239. Credits: 3(3-0). Offered every semester.

MATH 332 Linear Programming and Operations Research

The course introduces the student to the techniques for the formulation and solution of linear programming problems and their corresponding dual problems. It is intended to be a broad overview of deterministic linear programming and operations research. Topics to be covered include the Simplex Method, the Dual Simplex Method, Sensitivity Analysis, Network Optimization Methods, (Deterministic) Dynamic Programming, Game Theory and Branch and Bound Methods for Integer Programming. Additional Topics may be selected from the Cutting Plane Methods for Integer Programming, the Transportation Problem, the Assignment Problem, Graphs and Networks, the Network Simplex Method, the Ellipsoid Algorithm and the Critical Path Method when time permits. Prerequisites: MATH 222, MATH 233, one of MATH 237 or MATH 239, and MATH 230 or permission of instructor. Credits: 3(3-0). Offered spring, even years.

MATH 333 Linear Algebra II

An advanced look at vector spaces and linear transformations, with emphasis on the analysis of the eigenvalues of a linear transformation and on the concept of orthogonality. Applications, such as the solutions of linear systems of ordinary differential equa-

Mathematics Courses

tions, are included. Prerequisites: MATH 223, MATH 233, and MATH 239. Credits: 3(3-0). Offered every fall.

MATH 335 Foundations of Geometry

This course presents an investigation of the axiomatic foundations for several approaches to the study of modern geometry. Euclidean geometry, geometric transformations, and non-Euclidean geometries will be discussed. Prerequisites: MATH 222 and MATH 239. Credits: 3(3-0). Offered every spring.

MATH 338 Topology

A detailed examination of topological spaces and mappings. The properties of compactness, connectedness, and separation are studied. Further topics from general, geometric, or algebraic topology will also be discussed. Prerequisites: MATH 223 and MATH 239. Credits: 3(3-0). Offered fall, even years.

MATH 340 Modeling Biological Systems

Computer and mathematical models are increasingly important tools used to understand complex biological systems. Under the guidance of biology and mathematics professors, students will work both individually and in groups to develop, analyze and present models of various biological systems ranging from disease models and diffusion processes to ecosystem dynamics. The course involves two hours of lectures and a two hour computer-based laboratory. (Cross listed with BIOL 340.) Prerequisites: MATH 222 and at least one of the following: BIOL 203, BIOL 222, MATH 223. Credits: 3(2-2). Offered spring, even years and when demand is sufficient.

MATH 341 Probability and Applied Statistics

Topics include probability definitions and theorems; discrete and continuous random variables including the binomial, geometric, Poisson, and normal random variables; and the applications of statistical topics such as sampling distributions, estimation, confidence intervals, and tests of hypothesis. Both the theory and applications of probability will be included with applications of

statistics. A student may not receive major credit for both MATH 341 and MATH 360. MATH 341 does NOT serve as a prerequisite for MATH 361. Prerequisite: MATH 223 or permission of instructor. Credits: 3(3-0). Offered every spring

MATH 345 Numerical Analysis I

This course provides an introduction to numerical methods and the analysis of these methods. Topics include floating point arithmetic, error analysis, solution of non-linear equations, interpolation and approximation, numerical differentiation and integration, and the solution of linear systems. Prerequisites: MATH 222, MATH 233, MATH 239 or permission of the instructor, and MATH 230. Credits: 3(3-0). Offered every fall.

MATH 346 Numerical Analysis II

This course provides an investigation of advanced topics in numerical analysis. Topics include the numerical solution of ordinary differential equations, boundary value problems, curve fitting, and eigenvalue analysis. Prerequisites: MATH 345. Credits: 3(3-0). Offered spring, even years.

MATH 348 Oral Presentation and Research Seminar

In this course, the student will research a mathematical topic and prepare for an oral presentation based on that research. The student will learn about research resources such as journals and electronic databases. Students will learn mathematical writing conventions and presentation techniques. Students will prepare a talk to be presented in a public forum. Prerequisites: MATH 239 and permission of the instructor. Co-requisite: Student must be a mathematics major who is simultaneously enrolled in a 300 level mathematics course. Credits: 1(0-2). Offered every spring or more often if demand is sufficient.

MATH 350 Vector Analysis

The course develops and expands upon certain topics in multivariate calculus. This includes the algebra and geometry of vectors, real and vector functions of one and several variables, curves, scalar and vector

Mathematics Courses

fields, vector differential and integral calculus, applications to geometry. Prerequisites: MATH 223. Credits: 3(3-0). Offered spring, odd years.

MATH 360 Probability

Topics include probability definitions and theorems; discrete and continuous random variables including the binomial, hypergeometric, Poisson and normal random variables. Both the theory and applications of probability will be included. A student may not receive credit for both MATH 341 and MATH 360. Prerequisites: MATH 223 or permission of the instructor. Credits: 3(3-0). Offered every semester.

MATH 361 Statistics

Sampling distributions, point and interval estimation, and tests of hypothesis. Topics also include: regression and correlation, the analysis of variance, and nonparametric statistics. Prerequisites: MATH 360 or permission of the instructor. Credits: 3(3-0). Offered every spring.

MATH 363: Regression and Time Series

This advanced course in statistics focuses on two topics crucial to the study of actuarial science. Topics in Regression include simple and multiple regression (including testing, estimation, and confidence procedures), modeling, variable screening, residual analysis and special topics in regression modeling. Topics in Time Series include linear time series models, autoregressive, moving average and ARIMA models, estimation, data analysis and forecasting with time series models, forecast errors and confidence intervals. Case studies and analysis of real data will be included. Prerequisites: MATH 361 or ECON 307, or permission of the instructor. Credits: 3(3-0) Not offered on a regular basis.

MATH 366 Mathematical Foundations of Actuarial Science

The purpose of this course is to develop knowledge of the fundamental tools of probability that are useful for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. A thorough command of the supporting calculus is assumed. Additionally,

a very basic knowledge of insurance and risk management is assumed. Prerequisites: MATH 360 and permission of the instructor. Credits: 3(2-2). Offered every semester.

MATH 371 Introduction to Complex Analysis

A study of complex numbers, complex differentiation and integration, mappings, power series, residues, and harmonic functions, with particular emphasis on those topics which are useful in applied mathematics. Optional topics: conformal mappings and analytic continuation. Prerequisites: MATH 223 and MATH 239 or permission of instructor. Credits: 3(3-0). Offered every fall.

MATH 372 Partial Differential Equations

An introduction to those equations which play a central role in many problems in applied math and in physical and engineering sciences. Topics include first-order equations, the most useful second-order equations (e.g. the Laplace, wave and diffusion equations), and some methods for solving such equations, including numerical techniques. Modeling for the motion of a vibrating string and conduction of heat in a solid body are emphasized. Prerequisites: MATH 326. Credits: 3(3-0). Offered spring, even years.

MATH 380 Topics in Mathematics: (sub-title)

An exploration of an advanced topic that extends the breadth and/or depth of the undergraduate mathematical experience. May be taken twice under different subtitles. Prerequisites: Completion of five courses toward the major in Mathematics or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

MATH 381 Topics in Algebra: (sub-title)

An exploration of an advanced algebraic topic that extends the breadth and/or depth of the undergraduate mathematical experience. May be taken twice under different subtitles. Prerequisite: MATH 330 or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

MATH 382 Introduction to Wavelets and Their Applications

Mathematics Courses

This course is an introduction to the basics of digital images, Fourier analysis, wavelets, and computing in an applications first approach. Digitized photographs (or sound files) are stored as very large matrices and manipulated initially using basic linear algebra. Basic programming in Matlab, Maple, or Mathematica will be introduced as a means of performing the manipulations and a discovery tool. Wavelet transforms are used to aid in compressing or enhancing digital photographs, de-noising sound files, and compression using the JPEG2000 standard. Each student in the course will work on a final project that will involve coding, writing up the results in a paper, and presenting the results at the end of the semester. Prerequisites: MATH 222, MATH 233, MATH 239, and MATH 230, or permission of instructor. Credits: 3(3-0). Offered spring, odd years.

MATH 383 Biomathematics Seminar

A discussion course dealing with selected areas of biomathematics based on current literature and/or guest speakers. Prerequisites: Permission of the instructor. May be taken multiple times for credit with the permission of the instructor. Credits: 1(1-0) Offered spring, even years.

MATH 384: Computational Graphics

An introduction to the mathematical and computational modeling of the visible world. Topics include vector representations of three-dimensional geometry; parametric and implicit forms of lines and surfaces; affine transformations; projections from three dimensions to two; rendering equations that model reflection, transmission, and absorption of light. Realistic models of real or imagined scenes will be created using these techniques, and drawn using a computer programming language. Prerequisites: MATH 223, MATH 230, and MATH 233. Credits: 3 (3-0). Not offered on a regular basis.

MATH 390 History of Mathematics

The history of mathematics is traced from antiquity to the achievements of twentieth century mathematicians. Applications to secondary and elementary school teaching are included. Prerequisites: MATH 222. Credits: 3(3-0). Offered every spring.

MATH 393 Honors Thesis in Mathematics

Independent research, directed by a member of the Department of Mathematics. Results of the research are to be reported in (1) a written thesis, and (2) an oral presentation in a Mathematics Department Colloquium or other approved forum. To be eligible a student must have a 3.70 cumulative grade point average in the major and a 3.00 overall. The Department can make special exceptions. Prerequisites: Enrollment is by invitation of the Department. Credits: 3(0-6). Offered by individual arrangement.

MATH 398: Directed Research: (subtitle)

A course of study in which a student works individually on a project under the supervision of a faculty member. A MATH 398 project will emphasize research on a topic that is outside the purview of the curriculum as contained in regular course offerings. Additionally, students must go beyond the textbook, to engage in reading, inquiry and discovery that reflects creative mathematical research. All such projects must be approved by the chair as suitable for MATH 398. Prerequisite: permission of instructor. Credits: 1-3. Offered by individual arrangement.

MATH 399 Directed Study

A course of study in which students work individually under the supervision of a faculty member. Prerequisites: Permission of instructor. Credits: 1-3. Offered by individual arrangement.

B. A. in Mathematics

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
R/MATH 221	4	MATH 222	4
INTD 105	3	MATH 230	3
N/	4	N/	4
Foreign Language 101	3	Foreign Language 102	3
MATH 101	1		
Total	15	Total	14
SECOND YEAR			
MATH 223	4	MATH 233	3
MATH 239	3	*MATH 3__	3
HUMN 220	4	HUMN 221	4
Foreign Language 201	3	U/	3
Elective	3	Elective	3
Total	17	Total	16
THIRD YEAR			
MATH 324	3	*MATH 3__	3
*MATH 3__	3	**MATH 348	1
F/	3	M/	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15	Total	13
FOURTH YEAR			
*MATH 3__	3	*MATH or Elective	3
S/	3	F/	3
Elective	3	S/	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15	Total	15
Total Credits – 120			

*Notes: Majors are required to take MATH 324 and five 300-level mathematics electives, including three courses from MATH 326, 330, 333, 345, (341 or 360), 371.

**Mathematics majors seeking adolescent certification may take INTD 302 (Math Option) in place of Math 348. All mathematics majors should consult with their advisor or the Mathematics Department Chair for other options.

Extensive changes in this sample program would be required of students in the Childhood and Adolescence Mathematics Education Certification programs.

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

B. S. in Mathematics

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Hours	Spring	Hours
R/MATH 221	4	MATH 222	4
INTD 105	3	MATH 233	3
N/	4	F/	3
Foreign Language	3	Foreign Language	3
MATH 101	1	MATH 230	3
Total	15	Total	16
SECOND YEAR			
MATH 223	4	MATH 330	3
MATH 239	3	*MATH 3__	3
N/	4	F/	3
Foreign Language	3	U/	3
		Elective	3
Total	14	Total	15
THIRD YEAR			
*MATH 3__	3	MATH 324	3
*MATH 3__	3	*MATH 3__	3
HUMN 220	4	HUMN 221	4
Elective	3	M/	3
Elective	3	Elective	3
Total	16	Total	16
FOURTH YEAR			
*MATH 3__	3	*MATH 3__	3
*MATH 3__	3	*MATH 3__	3
S/	3	**MATH 348	1
Elective	3	S/	3
Elective	3	Elective	3
Total	15	Total	13
Total Credits — 120			

* Students must select these eight courses in consultation with their academic advisor so that the Additional Requirements and Elective Requirements sections are completed.

** Students can consult with their advisor or the Mathematics Department Chair for other options to replace this course.

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

B. S. in Applied Mathematics

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Hours	Spring	Hours
R/MATH 221	4	MATH 222	4
INTD 105	3	MATH 230	3
N/	4	N/	4
Foreign Language	3	Foreign Language	3
MATH 101	1		
Total	15	Total	14

SECOND YEAR

MATH 223	4	MATH 239	3
MATH 233	3	MATH 326	3
HUMN 220	4	HUMN 221	4
Foreign Language	3	U/	3
Elective	3	Elective	3
Total	17	Total	16

THIRD YEAR

MATH 324	3	*MATH 3--	3
MATH 345	3	*MATH 3__	3
*MATH 3--	3	**MATH 348	1
F/	3	M/	3
Elective	3	Elective	3
Total	15	Total	13

FOURTH YEAR

MATH 333	3	*MATH 3--	3
*MATH 3--	3	*MATH 3--	3
S/	3	F/	3
Elective	3	S/	3
Elective	3	Elective	3
Total	15	Total	15

Total Credits — 120

* Students must select these six courses in consultation with their academic advisor so that the Additional Requirements and Elective Requirements sections are completed.

** Students can consult with their advisor or the Mathematics Department Chair for other options to replace this course.

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

Music

Gerard Floriano, Chair (Brodie Hall 101A)

Distinguished Service Professor: J. Walker. Professors: G. Floriano, J. Gonder. Associate Professors: A-M. Reynolds, A. Stanley. Assistant Professor: P. Kurau, M. Masci. Visiting Assistant Professors: A. Bergevin, B. McCorkle. Lecturers: M. Hunt, J. Johnston, J. Kimball, J. Kirkwood, D. Kot, E. Lascell, S. Rodriguez, J. Tiller. Adjunct Faculty: M. Collins, G. Dove-Pellito, J. Floriano, B. Golec, M. Kyle, A. Lin, M. Sholl. Instructional Support Assistant: L. Boianova.

An audition is required for admission to degree programs in Music and Musical Theatre, and the minor in Piano Pedagogy

Bachelor of Arts Degree in Music

Students may choose an Option in Composition, Conducting, Ethnomusicology, History and Literature, Music Theory, or Performance. An audition is required for admission to the Major in Music.

Performance Option-Voice: three contrasting, memorized art songs, including one in a foreign language, that demonstrate classical singing technique at NYSSMA Level VI; applicants also may be requested to sight read; résumé. (Geneseo will provide an accompanist.)

Performance Option-Piano: three contrasting, memorized selections from different time periods, equivalent in difficulty to NYSSMA Level V or VI or Federation Level Very Difficult I; applicants also may be requested to play scales and arpeggios, and sight read; résumé.

Performance Option-Brass, Strings, or Winds: three contrasting selections equivalent in difficulty to NYSSMA Level VI; applicants also may be requested to play scales and arpeggios, and sight read; résumé.

Performance Option-Percussion: three selections equivalent in difficulty to NYSSMA Level VI, one on snare, one on timpani, one on a melodic instrument; applicants also may be requested to tune timpani, play scales and arpeggios on a melodic instrument, and sight read; résumé.

Music Theory, Ethnomusicology, Conducting, or Music History and Literature Option: two piano selections, equivalent in difficulty to NYSSMA Level II or Federation Level Medium Grade I; performance of one instrumental or vocal selection that demonstrates proficiency sufficient for admission into one of Geneseo's instrumental or choral ensembles; applicants also may be requested to sight read; résumé.

Composition Option: three original compositions fully notated either by hand or computer application, with audio recordings, if available; two piano selections, equivalent in difficulty to NYSSMA Level II or Federation Level Medium Grade I; performance of one instrumental or vocal selection that demonstrates proficiency sufficient for admission into one of Geneseo's instrumental or choral ensembles; applicants also may be requested to sight read; résumé.

Total Credits in Major Required for Graduation: 43

Basic Requirements (all Options)		22 credits
MUSC 210, 211	Theory of Music I, II	6
MUSC 310, 311	Theory of Music III, IV	6
MUSC 213, 313	Theory Skills I, II	4
MUSC 226	Music in Western Civilization to 1750	3

MUSC 227	Music in Western Civilization Since 1750	3
Option Requirements		13 credits
Composition Option		
MUSC 156	Elementary Composition (2 semesters)	2
MUSC 256	Intermediate Composition (2 semesters)	2
MUSC 356	Advanced Composition (2 semesters)	2
MUSC 317	Orchestration	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior Composition Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Conducting Option		
MUSC 317	Orchestration	3
MUSC 365	Conducting I	3
MUSC 366	Conducting II	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior Conducting Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Ethnomusicology Option		
MUSC 123	Music of the World's Peoples	3
MUSC 232	Folk Music in America	3
MUSC 338	Folk Music in New York State	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior Ethnomusicology Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
History and Literature Option		
MUSC 331	Studies in Keyboard Literature: (Subtitle)	3
MUSC 333	Studies in Vocal Literature: (Subtitle)	3
MUSC 335	Studies in Instrumental Literature: (Subtitle)	3
MUSC 240* or 340	Piano (two semesters)	2
MUSC 399	Directed Study: Senior History/Literature Project	2
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Music Theory Option		
MUSC 315	Studies in Music Technique: two theory topic subtitles	6
MUSC 240* or 340	Piano (four semesters)	4
MUSC 399	Directed Study: Senior Theory Project	3
*Prerequisite: proficiency at the level of two semesters of MUSC 140		
Performance Option		
Piano, Voice, Flute, Oboe, Clarinet, Saxophone, Bassoon, Trumpet, Horn, Trombone, Euphonium, Tuba, Violin, Viola, Cello, Double bass, or Percussion		
MUSC 331, 333, or 335		3
MUSC 250*, 251*, 252*, 253*, 254*, or 255*	Piano, Voice, Woodwinds, Brass, Strings, or Percussion for the Performance Option (two semesters)	4
MUSC 350, 351, 352, 353, 354, or 355	Piano, Voice, Woodwinds, Brass, Strings, or Percussion for the Performance Option (two semesters)	4
MUSC 399	Directed Study: Senior Recital	2
*Prerequisite: proficiency at the level of two semesters of MUSC 150, 151, 152, 153, 154, or 155		

Additional Requirements: 8 credits maximum

Meeting the following requirements and the Minimum Competence Requirement (stated below) are prerequisite to continuance in an Option.

1. Participation in the following specified performance organizations offered under MUSC 160 or 165 each semester in an Option (NOTE: a maximum of eight credits may be applied to the degree). *Composition, Conducting, History and Literature, or Music Theory Options:* MUSC 160 or 165 organization *Ethnomusicology Option:* MUSC 165 String Band. *Performance Option-Piano:* a MUSC 160 or 165 organization, or an equivalent activity approved by the Piano Coordinator; also, participation in the weekly Piano Seminar *Performance Option-Voice:* a MUSC 160 organization (placement by audition); also, participation in the weekly Voice Seminar *Performance Option-Woodwind, Brass, or Percussion:* MUSC 165 Chamber Symphony, Wind Ensemble, or Jazz Ensemble (placement by audition); also, participation in the weekly Instrumental Seminar. *Performance Option-String:* MUSC 165 Symphony Orchestra; also, participation in the weekly Instrumental Seminar
2. Attendance at five, non-participatory, on-campus concerts each semester; concerts to be selected from a list approved by the Music Faculty
3. Performance Option only: jury examination each semester in the Option, performance each semester in the Option in a Friday afternoon recital or in some other public, faculty-sponsored event approved by the principal instructor; solo performance of approximately one-half hour in a shared Junior Recital

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses and requirements: all basic requirement courses (both common and option courses), and the performance organization requirement(s) for the Option; for the Performance Option, a grade of C- or better is required in jury and Junior Recital.

Department Writing Requirement

Each of the following courses includes a writing assignment in formal prose of about ten pages in length, following one of three approaches - analytical, historical, or a combination of these: MUSC 311, 331, 333, 335, and 338. The organization of each paper should be clear, the writing appropriately literary, and grammatically and syntactically correct. The ideas should present a logical argument, as suggested by an earlier outline. The paper should be typed and doubled-spaced, with page numbers and one-inch margins. All sources consulted should be cited in a consistent manner in footnotes and a complete bibliography, following the standard format described in *The Chicago Manual of Style* or *Kate Turabian's Manual for Writers*. It is the music historian's responsibility to oversee the implementation of the writing requirement and to enforce a fair and equal standard for all papers submitted.

Students who plan to attend graduate school are strongly advised to complete two years of foreign language study

Minor in Music

Requirements		23 credits
MUSC 210, 211	Theory of Music I and II	6
MUSC 213	Theory Skills I	2
MUSC 226	Music in Western Civilization to 1750	3
MUSC 227	Music in Western Civilization Since 1750	3
Three elective, three-credit music courses, which may not include MUSC 110 or 120; OR Two elective, three-credit music courses, which may not include MUSC 110 or 120, and a total of three semesters of applied study (offered under MUSC 140-145, 240-245, 340-345) and/or participation in some performance organization offered under MUSC 160 or 165		9

Minor in Piano Pedagogy

An audition is required for admission to the Minor in Piano Pedagogy: three contrasting, memorized selections from different time periods, equivalent in difficulty to NYSSMA Level IV or V, Federation Level Moderately Difficult III; applicants also may be requested to play scales and arpeggios, and sight read; résumé

Requirements		21 credits
MUSC 210	Theory of Music I	3
MUSC 211	Theory of Music II	3
MUSC 227	Music in Western Civilization Since 1750	3
MUSC 240	Piano (two semesters)	2
MUSC 340	Piano (two semesters)	2
MUSC 331	Keyboard Literature	3
MUSC 375	Piano Pedagogy	3
And one of the following options: MUSC 213 Theory Skills I OR MUSC 376 Piano Teaching Practicum OR MUSC 393 Honors Project In Music		2

Concentration in Music

A liberal arts concentration in Music, available to majors in Early Childhood and Childhood, Childhood, and Childhood with Special Education, is described in the School of Education section.

Bachelor of Arts in Musical Theatre

An audition is required for admission to the interdisciplinary Major in Musical Theatre: 1) Three memorized songs in contrasting styles: two art songs at NYSSMA Level VI, one in a foreign language, that demonstrate classical singing technique; one musical theater song. Applicants also may be requested to sight read; résumé. (Geneseo will provide an accompanist.) 2) Two memorized monologues, two to three minutes in length, one serious and one comic. (No period requirement) 3) Demonstration of proficiency in movement skills sufficient to successfully complete dance requirements.

Total Credits in Major required for graduation: 45

Basic Requirements		45 credits
Three courses by advisement from: DANC 201*, 202*, 203*, 204*, 301, 302, or 303		6
*Prerequisites: Danc 101-104 or equivalent and permission of instructor.		
MUSC 160	Choral Organization	2
MUSC 210	Theory of Music I	3
MUSC 211	Theory of Music II	3
MUSC 222	F/Stage Musicals	3
MUSC 251**	Voice for the Performance Option	4
**Prerequisites: Two semesters of Musc 151 and permission of instructor		
MUSC 351	Voice for the Performance Option	4
MUSC 399	Directed Study: Senior Musical Theater Project	2
THEA 130	F/Introduction to Technical Theater	3
THEA 140	F/Play Analysis for the Theatre	3
THEA 221	Acting I	3
THEA 320	Acting II	3
THEA 311	Directing I	3
	DANC 222 – F/Dance History Since 1900 OR MUSC 227 – F/Music in Western Civilization Since 1750 OR THEA 203 – F/History of the Theater Since the 17 th Century	3

Additional Requirements

Meeting the following requirements and the Minimum Competence Requirement (stated below) are prerequisite to continuance in the Major.

1. Participation in the Weekly Voice Seminar
2. Jury examination each semester in MUSC 151-351
3. Performance each semester in the Major on a Friday Afternoon Recital or in some other public, faculty-sponsored event approved by the principal instructor and the advisor
4. Junior Review

Minimum Competence Requirement

A grade of C- or better is required for each required course.

Department Writing Requirement

All musical theater majors write in all courses except MUSC 160, but the style and content of the writing varies widely, based upon the course topic. Examples include journals, concept statements, production analyses, character analyses, musical analyses, and traditional research papers, such as one might find in typical courses in the liberal arts.

Minor in Musical Theatre

The minor in Musical Theatre is intended to develop skills and provide theoretical backgrounds in music, dance, and theatre required for the performance of musical theatre.

Requirements		23 credits
DANC 101-104, 201-204, 301-303 (at least two credits must be at the 200- or 300-level)		4
MUSC 110	F/Basic Musicianship OR MUSC 210 Theory of Music I	3
MUSC 141, 241, or 341	Voice (four semesters minimum) OR	
151, 251, or 351	Voice for the Performance Option (four credits minimum)	4
MUSC 222	F/Stage Musicals	3
MUSC 271	Musical Theatre Workshop	1
THEA 224	Acting Techniques	2
THEA 221	Acting I	3
THEA 320	Acting II	3

Music Courses

MUSC 100 F/Understanding Music: (sub-title)

The general subtitles offered under the heading "Understanding Music" will share a common aim of developing perceptive listening and basic analytical skills through exposure to a specific body of music literature, delineated either by style (e.g., jazz or rock) or topic (e.g., The Romantic Spirit, Film Music or a survey of Musical Styles). Each course will begin with an introduction to the musical elements, branching out to consider how these elements function with the specific musical repertory. It will be equally important to consider the role the music, in turn, plays within the ideological, cultural, and political contexts of its time. Attendance at musical performances will be required. Credits: 3(3-0)

MUSC 105 F/Popular Music in America

An examination of the significant trends and the major figures of American popular music from the eighteenth century to the present. The course will cover vocal and instrumental traditions from the British legacy of the eighteenth century, through the home, stage, and ballroom music of the nineteenth century, to the rise of Tin Pan Alley and Rock and Roll in the twentieth century. Emphasis will be placed not only on the composers, performers, and the music itself, but also on the social and cultural forces as they have related to America's popular traditions. Credits: 3(3-0) Offered every spring

MUSC 110 F/Basic Musicianship

An introduction to reading and writing musical notation, identifying elementary musi-

Music Courses

cal patterns by ear, and performing basic rhythms, melodies and chords through singing and piano playing. This course is not available to students who previously have received credit for MUSC 210. Credits: 3(3-0)

MUSC 120 F/Introduction to Music History

An introduction to the history of music from its beginnings in Western culture to the present. Designed for the non-music major with little musical background, the course provides an overview of major composers, trends, and types of music in relationship to the political, economic, and cultural conditions of various historical periods. This course is not available to students who previously have received credit for MUSC 226 and/or MUSC 227. (Attendance at musical performances will be required.) Credits: 3(3-0) Offered every fall

MUSC 123 F/M/Music of the World's Peoples

An introduction to the great diversity of music throughout the world. The course will examine the historical backgrounds, social functions, and general technical characteristics of music and musical instruments in Africa, native America, Asia, and Europe. Class members will have opportunities to participate actively in musical traditions being studied. (Attendance at representative musical performances will be required.) Credits: 3(3-0)

MUSC 140 Piano

Instruction in piano designed for students who have had little or no previous experience at the keyboard. (May be repeated once for credit.) Prerequisites: Ability to fluently read standard musical notation in at least one clef and permission of the instructor. Credits: 1(0-3)

MUSC 141 Voice for the General Student

Instruction in voice designed for students who have had little or no previous voice training. (May be repeated once for credit.) Prerequisites: permission of the instructor. Credits: 1(0-3)

MUSC 142 Woodwinds for the General Student

Instruction in flute, clarinet, saxophone,

oboe, or bassoon intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 143 Brass for the General Student

Instruction in trumpet, horn, trombone, euphonium, or tuba intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 144 Strings for the General Student

Instruction in violin, viola, cello, or double-bass intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 145 Percussion for the General Student

Instruction in the various percussion instruments intended for the student with a level of technical competence sufficient for admission to a MUSC 165 instrumental organization. (May be repeated once for credit.) Prerequisites: Permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 150 Piano for the Performance Option

Instruction in piano designed for those admitted to the Performance Option-Piano. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

MUSC 151 Voice for the Performance Option

Instruction in voice designed for those admitted to the Performance Option-Voice. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(1-2)

Music Courses

MUSC 152 Woodwinds for the Performance Option

Instruction in selected woodwind instruments designed for those admitted to the Performance Option-Woodwind. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

MUSC 153 Brass for the Performance Option

Instruction in selected brass instruments designed for those admitted to the Performance Option-Brass. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

MUSC 154 Strings for the Performance Option

Instruction in selected string instruments designed for those admitted to the Performance Option-String. (May be repeated once for credit.) Prerequisites: Permission of instructor. Credits: 2(0-6)

MUSC 155 Percussion for the Performance Option

Instruction in selected percussion instruments designed for those admitted to the Performance Option-Percussion. (May be repeated once for credit.) Prerequisites: Permission of the instructor. Credits: 2(0-6)

MUSC 156 Elementary Composition.

Instruction in music composition designed for those admitted to the Composition Option. (May be repeated once for credit.) (Attendance at musical performances will be required.) Prerequisites: Permission of instructor. Credits: 1(0-3)

MUSC 160 Choral Organizations

Each of the choruses provides the student with the opportunity to perform a broad variety of musical literature appropriate for that particular ensemble. Special emphasis is placed on the development of good choral technique and vocal production, musical sensitivity, and excellence in performance. The regular rehearsal schedule of each ensemble, which is printed in the Master Schedule of classes for any given semester, is supplemented by required attendance at extra rehearsals and performances on and off campus listed in the calendar accompanying the syllabus for any given semester. Choruses, offered when demand is sufficient,

include Chamber Singers, Spectrum, Men's Chorus, and Festival Chorus. Admission is by permission of instructor following audition (audition times for any given ensemble are given in the Master Schedule of classes); special registration procedures are handled by the department. Credits: 1(0-3)

MUSC 165 Instrumental Organizations

The instrumental organizations emphasize the development of musicianship and an expanding knowledge of musical literature. Each organization meets for an average of three hours' rehearsal every week. Opportunities are provided for all groups to perform on and off campus throughout the year. Instrumental groups, offered when demand is sufficient, include Symphony, Orchestra, Jazz Ensemble, Percussion Ensemble, String Band, and Wind Ensemble. Admission is by permission of instructor following audition (audition times for any given ensemble are given in the Master Schedule of classes); special registration procedures are handled by the department. (May be repeated for credit. A maximum of eight credits of MUSC 160 and MUSC 165 combined, may be applied to a degree.) Credits: 1(0-3)

MUSC 175 American Folk Guitar I

An intensive semester designed to provide the student with traditional techniques of accompanying folk songs on the six-string guitar. Instruction is adapted to beginners, and no previous experience is necessary. Graded on a S/U basis. Credits: 1(0-3)

MUSC 210 Theory of Music I

Elementary training in the melodic, harmonic, and rhythmic elements of music. Terminology and musical examples will be presented in analytical, compositional, perceptual, critical, and performing contexts. Prerequisites: An ability to read music fluently. Credits: 3(3-0) Offered every fall

MUSC 211 Theory of Music II

A continuation of MUSC210. Emphasis is placed upon exercises and composition for both voices and instruments in a wider variety of textures and styles than in MUSC 210. The course includes an introduction to the basic elements of musical form. Prerequisites: MUSC 210. Credits: 3(3-0) Offered every spring

Music Courses

MUSC 213 Theory Skills I

Training at the elementary level in dictation, sight singing, and keyboard harmony. Performance activities will focus on intervals, triads and seventh chords, diatonic melodies, rhythms without syncopation, and basic diatonic keyboard patterns played from Roman numerals and popular symbols. Prerequisites: MUSC 210; 2 semesters of MUSC 140 or demonstrated proficiency at the level of 2 semesters of MUSC 140. Credits: 2(1-2) Offered every spring

MUSC 222 F/Stage Musicals

An examination of basic principles of dramatic construction that more or less determine ways in which stories may be presented through various mixtures of narrative prose, lyric poetry, music, dance, and scenery. Aristotle's principles of tragic drama form the foundation of that examination for purposes of artistic analysis and criticism. Examples of stage musicals that exhibit a variety of formal origins and presentational styles will be drawn from the repertory available in video format. Attendance at representative performances will be required. Credits: 3(3-0) Offered every spring

MUSC 226 F/Music in Western Civilization to 1750

A study of music in the history of Western civilization to 1750. Emphasis is placed not only upon the evolutionary development of music as an art but also upon its relationship to the political, economic, and cultural conditions of the various historical periods. (Attendance at musical performances may be required.) Prerequisites: MUSC 110 or MUSC 210 or an equivalent background in music theory. Credits: 3(3-0) Offered every fall

MUSC 227 F/Music in Western Civilization Since 1750

A study of music in the history of Western civilization from 1750 to the present, considered within the context of the political, social, and cultural conditions of the various historical periods. Emphasis will be placed not only on stylistic developments within the field of music, but also on interrelationships between music, art, and literature. Listening to, analyzing, and discussing representative compositions will be central to the course. (Attendance at musical performances will be

required.) Prerequisites: MUSC 110 or MUSC 210 or an equivalent background in music theory. Credits: 3(3-0) Offered every spring

MUSC 232 F/Folk Music in America

A survey of folk music and related folklore in the United States and Canada. Explores the historical development of traditional song types and styles, instrumental folk music, and folk instruments. The main emphasis is on folk music in the Anglo-American and African-American traditions. Other population groups (e.g., French, Hispanic, German, Slavic and Asian-American) are studied for their influences on this music and for their current importance in an overall view of American folk music. (Attendance at representative musical performances will be required.) Credits: 3(3-0) Offered fall, odd years

MUSC 240 Piano

A continuation of MUSC 140. (May be repeated for credit.) Prerequisites: two semesters of MUSC 140 or their equivalent and permission of instructor. Credits: 1(0-3)

MUSC 241 Voice for the General Student

A continuation of MUSC 141. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 141 and permission of instructor. Corequisite: concurrent enrollment in a MUSC160 choral organization. Credits: 1(0-3)

MUSC 242 Woodwinds for the General Student

A continuation of MUSC 142. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 142 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 243 Brass for the General Student

A continuation of MUSC 143. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 143 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 244 Strings for the General Student

A continuation of MUSC 144. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 144 and permission of

Music Courses

instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 245 Percussion for the General Student

A continuation of MUSC 145. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 145 and permission of instructor. Corequisite: concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 250 Piano for the Performance Option

A continuation of MUSC 150. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 150 and permission of instructor. Credits: 2(0-6)

MUSC 251 Voice for the Performance Option

A continuation of MUSC 151. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 151 and permission of instructor. Credits: 2(1-2)

MUSC 252 Woodwinds for the Performance Option

A continuation of MUSC 152. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 152 and permission of instructor. Credits: 2(0-6)

MUSC 253 Brass for the Performance Option

A continuation of MUSC 153. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 153 and permission of instructor. Credits: 2(0-6)

MUSC 254 Strings for the Performance Option

A continuation of MUSC 154. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 154 and permission of instructor. Credits: 2(0-6)

MUSC 255 Percussion for the Performance Option

A continuation of MUSC 155. (May be repeated once for credit.) Prerequisites: Two semesters of MUSC 155 and permission of instructor. Credits: 2(0-6)

MUSC 256 Intermediate Composition

A continuation of MUSC 156. (May be repeated once for credit.) (Attendance at musical performances will be required). Prerequisites: Two semesters of MUSC 156 or permission of instructor. Credits: 1(0-3)

MUSC 265 Chamber Music Ensemble

Small ensembles, such as piano trio, string quartet, wind quintet, or brass sextet, for advanced instrumentalists. (May be repeated for credit.) Admission by permission of instructor. Credits: 1(0-2)

MUSC 271 Musical Theater Workshop

Provides students with a practical study of a selected musical through rehearsal and public performance. Emphasis is placed upon stage diction, song and role interpretation, stage movement and vocal techniques. (May be taken for credit three times.) Admission is by permission of instructor following audition; special registration procedures are handled by the department. Credits: 1(0-3) Offered every spring

MUSC 275 American Folk Guitar II

This course is designed to provide the student with traditional techniques for accompanying folk songs and an introduction to playing folk-derived instrumental solos. Prerequisites: MUSC 175 American Folk Guitar I or fluency in the basic first position chords. Credits: 1(3-0)

MUSC 280: Musical Theatre Performance I: Foundations

This course is designed for potential musical theatre artists to integrate functional musical and dramatic skills in a musical theatre performance setting. Emphasis will include basic performance techniques, an introduction to portfolio creation, the development of analytic and interpretive abilities through solo songs, the discovery and process of the singer-actor, and the introduction of duet repertoire. This course may be repeated once for credit. Prerequisites: one semester voice class or voice lessons (MUSC 141, 151, 241, 251, 341, 351) and permission of instructor. Credits: 3(2-2) Offered every fall

MUSC 291: F/Music and Ideas

Each of the subtitles offered under Music and Ideas will present a focused study of the musical works of a single composer or closely

Music Courses

allied network of composers, putting them in context with artistic, literary, economic, social, and political trends and movements of their era. Readings will include biographical and autobiographical writings regarding the individuals being studied, as well as period and contemporary scholarly and popular commentary. Attendance at musical performances will be required. Credits: 3(3-0) Offered every year.

MUSC 310 Theory of Music III

A continuation of MUSC 211. Study of chromatic harmony and nineteenth century harmonic practices. Emphasis is placed on the study of more extended musical forms. Prerequisites: MUSC 211. Credits: 3(3-0) Offered every fall

MUSC 311 Theory of Music IV

A continuation of MUSC 310. Analysis of twentieth century music. Topics include impressionism, twentieth century tonal practice, jazz harmony, atonality, pitch-class sets, serialism, and minimalism. Prerequisites: MUSC 310. Credits: 3(3-0) Offered every spring

MUSC 313 Theory Skills II

A continuation of MUSC 213. Training at a more advanced level in dictation, sightsinging, and keyboard harmony. Performance activities will include seventh chords, modulation, chromaticism, and syncopated rhythms. Prerequisites: MUSC 213. Credits: 2(1-2) Offered every fall

MUSC 315 Studies in Music Technique: (subtitle)

Examines in detail a particular topic in musical theory or composition, such as 18th Century Counterpoint, Form and Analysis, Jazz Theory and Improvisation, or arranging for ensembles other than orchestra. Emphasis will be placed on the student's exploration of existing models and the development of the proper analytical tools and writing techniques. (May be taken twice under different subtitles.) Prerequisites: MUSC 211. Credits: 3(3-0) Offered in fall and spring odd years, if demand is sufficient

MUSC 317 Orchestration

Instruments and their usages in various kinds of ensembles. Emphasis is upon the development of practical skills, such as scoring and arranging, score and part preparation and score reading. Prerequisites: MUSC 211. Credits: 3(3-0) Offered in fall, even years, if demand is sufficient

MUSC 331 Studies in Keyboard Literature: (subtitle)

A seminar focusing on repertoire composed for the keyboard, delimited by the subtitle in a given semester (e.g., The History of Keyboard Literature, Keyboard Literature of the Classical Period, Twentieth-Century Keyboard Literature, The Keyboard as Chamber Instrument), and considered within the musical and cultural context of its day. Emphasis is on developments in musical style, performance practice, and instrument construction, as well as significant composers, celebrated performers, and contrasting analytical/performing interpretations. Activities central to the course include listening to, analyzing and discussing representative compositions. Attendance at specific musical performances is required. (May be taken two times under different subtitles.) Prerequisites: MUSC 210 and MUSC 227 or permission of instructor. Credits: 3(3-0) Offered fall, even years

MUSC 333 Studies in Vocal Literature: (subtitle)

A seminar focusing on repertoire composed for the voice, delimited by the subtitle in a given semester (e.g., The History of Opera, Mozart's Operas, The Operas of Verdi and Wagner, The History of Art Song), and considered within the musical and cultural context of its day. Emphasis is on developments in musical style and performance practice, as well as significant composers, celebrated singers, analytical/performing interpretations, and the relationships between text and music, voice and instrument, as relevant. Activities central to the course include listening to, viewing, analyzing and discussing representative compositions. Attendance at specific musical performances is required. (May be taken two times under different subtitles.) Prerequisites: MUSC 210 and MUSC 227. Credits: 3(3-0) Offered spring, odd years.

Music Courses

MUSC 335 Studies in Instrumental Literature: (subtitle)

A seminar focusing on repertoire composed for instruments, delimited by the subtitle in a given semester (e.g., The History of the Symphony, The History of Chamber Music, Beethoven's Symphonies, The Post-Wagnerian Symphony, The String Quartet), and considered within the musical and cultural context of its day. Emphasis is on developments in musical style, performance practice, and instrument construction, as well as significant composers, celebrated conductors/performers, and analytical/performing interpretations. Activities central to the course include listening to, analyzing and discussing representative compositions. Attendance at specific musical performances is required. (May be taken two times under different subtitles.) Prerequisites: MUSC 210 and MUSC 227. Credits: 3(3-0) Offered fall, odd years.

MUSC 338 Folk Music in New York State

An ethnomusicological study of folk music and selected ethnic, popular, and classical traditions in New York State. The course will examine both historical and present day examples and will emphasize the extraordinary variety of musical traditions found within the state. Attendance at off-campus musical events and individual fieldwork will be required. Prerequisites: MUSC 211. Credits: 3(3-0) Offered in fall, even years, if demand is sufficient

MUSC 340 Piano

A continuation of MUSC 240. (May be repeated for credit.) Prerequisites: a minimum of two semesters of MUSC 240 or their equivalent and permission of instructor. Credits: 1(0-3)

MUSC 341 Voice for the General Student

A continuation of MUSC 241. (May be repeated for credit.) Prerequisites: two semesters of MUSC 241 and permission of instructor. Corequisite: concurrent enrollment in a MUSC 160 choral organization. Credits: 1(0-3)

MUSC 342 Woodwinds for the General Student

A continuation of MUSC242. (May be

repeated for credit.) Prerequisites: Two semesters of MUSC 242 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 343 Brass for the General Student

A continuation of MUSC 243. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 243 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 344 Strings for the General Student

A continuation of MUSC 244. (May be repeated for credit.) Prerequisites: two semesters of MUSC 244 and permission of instructor. Corequisite: concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 345 Percussion for the General Student

A continuation of MUSC 245. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 245 and permission of instructor. Corequisite: Concurrent enrollment in a MUSC 165 instrumental organization. Credits: 1(0-3)

MUSC 350 Piano for the Performance Option

A continuation of MUSC 250. (May be repeated for credit.) Prerequisites: two semesters of MUSC 250 and permission of instructor. Credits: 2(0-6)

MUSC 351 Voice for the Performance Option

A continuation of MUSC 251. (May be repeated for credit.) Prerequisites: two semesters of MUSC 251 and permission of instructor. Credits: 2(1-2)

MUSC 352 Woodwinds for the Performance Option

A continuation of MUSC 252. (May be repeated for credit.) Prerequisites: two semesters of MUSC 252 and permission of instructor. Credits: 2(0-6)

Music Courses

MUSC 353 Brass for the Performance Option

A continuation of MUSC 253. (May be repeated for credit.) Prerequisites: two semesters of MUSC 253 and permission of instructor. Credits: 2(0-6)

MUSC 354 Strings for the Performance Option

A continuation of MUSC 254. (May be repeated for credit.) Prerequisites: two semesters of MUSC 254 and permission of instructor. Credits: 2(0-6)

MUSC 355 Percussion for the Performance Option

A continuation of MUSC 255. (May be repeated for credit.) Prerequisites: Two semesters of MUSC 255 and permission of instructor. Credits: 2(0-6)

MUSC 356 Advanced Composition

A continuation of MUSC 256. (May be repeated once for credit.) (Attendance at musical performances will be required.) Prerequisites: Two semesters of MUSC 256 or permission of instructor. Credits: 1(0-3)

MUSC 365 Conducting I

An introduction to the conductor's art. Training in the basic patterns and gestures of conducting; special exercises in aural development; score reading and analytical skills for score study; rehearsal techniques. Emphasis will be placed upon choral literature and vocal development. (Attendance at musical performances will be required.) Prerequisites: MUSC 211. Credits: 3(2-2) Offered in fall, odd years, if demand is sufficient

MUSC 366 Conducting II

A continuation of Conducting I with an emphasis on orchestral and wind ensemble conducting techniques, repertory, sight reading and score reading at the piano. While emphasis is placed on these practical aspects of conducting, students will also be expected to demonstrate a working knowledge of all transpositions, instrumental fingerings and ranges. Conducting assignments, resulting in public performance, will be assigned at the beginning of the term. A final "practicum" demonstrating competency in all areas will be expected of each student. In addition, students will be expected to attend specified rehearsals and concerts to observe different rehearsal and conducting techniques. Pre-

requisites: MUSC 365 or permission of instructor. Credits: 3(2-2) Offered spring, even years, if demand is sufficient

MUSC 368 Vocal Pedagogy

A study of various aspects of the singing process in light of analyzing and solving performance problems that commonly confront the student singer. The areas of study include vocal technique, musicianship, communication, and stage presence, with particular emphasis given to vocal technique. In addition to a one-hour class per week, each student pedagogue will be assigned one male and one female voice student with whom to work individually for a minimum of 1/2 hour each, per week. Prerequisites: Junior or senior standing; two years of previous major vocal study; and permission of instructor. Credits: 2(1-1) Offered every spring

MUSC 375 Piano Pedagogy

An introduction to methods and materials used in teaching piano. Study of traditional theories of teaching and playing developed over three centuries, as well as recent methods of dealing with child and adult, beginning and intermediate, students. Field trips may be scheduled. Prerequisites: MUSC 120, MUSC 210, and demonstrated proficiency at the keyboard; or permission of instructor. Credits: 3(3-0) Offered every spring

MUSC 376 Piano Teaching Practicum

Students are to observe and assist faculty instructors in group and individual situations in which piano instruction is given on beginning and intermediate levels. Two one-hour sessions of teaching participation and one period devoted to critique and discussion will be required. Students participating will assume the role of tutors only. All grades in the piano courses being taught will be given by faculty instructors. Prerequisites: MUSC 375. Credits: 2(1-2)

MUSC 380: Musical Theatre Performance II: Characterization & Scene Study

This course is designed for potential musical theatre artists to continue to integrate and strengthen musical and dramatic skills. The emphasis on musical scene study will include research and analysis of selected repertoire, detailed rehearsal skills and techniques, heightened awareness of the transitional moment when spoken word becomes song, and the strengthening of analytic and interpretive abilities through duet and small group repertoire. This course may be repeated once for credit. Prerequisite: MUSC

280 and permission of instructor Corequisite: MUSC 381 Credits: 2(1-2) Offered every spring

MUSC 381: Musical Theatre Performance III: Portfolio & Audition Techniques

This course is designed for potential musical theatre artists to continue to integrate and strengthen musical and dramatic skills in several audition settings. Emphasis will include detailed musical theatre audition skills and techniques, communication skills in a professional audition, and the completion of an audition portfolio. This course may be repeated once for credit. Prerequisite: MUSC 280 and permission of instructor Corequisite: MUSC 380 Credit: 1(0-2) Offered every spring semester.

MUSC 393 Honors Project in Music: (sub-title)

Independent study on a musical project mutually agreed upon by the student and a mentor from the Music Faculty. Enrollment by invitation of the Faculty. To be eligible, students normally will have completed 75 credits with at least a 3.00 cumulative grade point average overall and a 3.50 grade point average in music courses. 3(0-9). Credits: 3(0-9). Offered by individual arrangement

MUSC 399 Directed Study

Selected study or research in a field of specialization in music or solo recital under the supervision of a staff member. (1 to 3 credits.) Prerequisites: Permission of instructor. Offered by individual arrangement

B.A. in Music			
(Composition, Conducting, Ethnomusicology, History and Literature, or Music Theory Option)			
Sample Program Outline/Advising Guide			
Even Year Matriculation			
FIRST YEAR			
FALL: Even Year	Credits	SPRING: Odd Year	Credits
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 140 or 240*	1	MUSC 140 or 240*	1
MUSC 210	3	MUSC 211	3
MUSC 156 (1)	1	MUSC 156 (1)	1
INTD 105 or F/	3	MUSC 213	2
S/U/	3	F/ or INTD 105	3
M/ or Foreign Language	3	S/	3
		Elective or Foreign Language	3
Total	14 or 15	Total	16 or 17
SECOND YEAR			
FALL: Odd year		SPRING: Even year	
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 226	3	MUSC 227	3
MUSC 310	3	MUSC 311	3
MUSC 313	2	MUSC 232 (4)	3
MUSC 256 (1)	1	MUSC 256 (1)	1
MUSC 240 or 340 (6)	1	MUSC 240 or 340 (6)	1
F/	3	R/	3
N/	4	N/	4
Total	16 or 17	Total	14, 15 or 17
THIRD YEAR			
FALL: Even year		SPRING: Odd year	
MUSC 160 or 165	1	MUSC 160 or 165	1

MUSC 317 (3) OR MUSC 338 (4) OR		MUSC 365 (2) OR M/ MUSC 123 (4) OR	
MUSC 331 (5) OR MUSC 316 (6)	3	MUSC 335 (5) OR MUSC 315 (6)	3
HUMN 220	4	MUSC 356 (1)	1
MUSC 356 (1)	1	HUMN 221	4
Electives	9	Electives	6
Total	17	Total	14

FOURTH YEAR

FALL: Odd year		SPRING: Even year	
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 366 (2) OR MUSC 333 (5)	3	MUSC 399 (7)	2 or 3
Electives or M/	12	Electives	12
Total	13 or 16	Total	15 or 16

Total Credits--120	
(1) Composition Option requirement	(5) History and Literature Option requirement
(2) Conducting Option requirement	(6) Music Theory Option requirement (see Music Theory Option regarding MUSC 315, 316)
(3) Composition and Conducting Options requirement	(7) Composition, Conducting, Ethnomusicology, History and Literature Options: 2 credits; Music Theory Option: 3 credits
(4) Ethnomusicology Option requirement	
For sample schedule for odd year matriculation, see department.	
*MUSC 240 has a prerequisite requirement of proficiency at the level of two semesters of MUSC 140.	

B.A. in Music (Performance Option)

Sample Program Outline/Advising Guide

Even Year Matriculation

FIRST YEAR

FALL: Even year	Credits	SPRING: Odd year	Credits
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 150-155 or 250-255*	2	MUSC 150-155 or 250-255*	2
MUSC 210	3	MUSC 211	3
INTD 105 or F/	3	MUSC 213	2
S/ or Foreign Language	3	F/ or INTD 105	3
M/	3	N/	4
Total	15	Total	15

SECOND YEAR

FALL: Odd year	Credits	SPRING: Even year	Credits
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 250-255 or 350-355	2	MUSC 250-255 or 350-355	2
MUSC 226	3	MUSC 227	3
MUSC 310	3	MUSC 311	3
MUSC 313	2	R/	3
N/	4	S/U/ or Foreign Language	3
Total	15	Total	15

THIRD YEAR

FALL: Even year	Credits	SPRING: Odd year	Credits
MUSC 160 or 165	1	MUSC 160 or 165	1
MUSC 350-355	2	MUSC 350-355	2
MUSC 331 (2)	3	MUSC 335 (1)	3
HUMN 220	4	HUMN 221	4
Electives or S/ or S/U/	6-9	Electives or S/ or S/U/	6-9
Total	16	Total	16

FOURTH YEAR

FALL: Odd year	Credits	SPRING: Even year	Credits
MUSC 160 or 165	1	MUSC 160 or 165	1
(MUSC 350-355 strongly rec.)	2	MUSC 399	2
MUSC 333 (3)	3	Electives	12
F/	3		
Electives	6-9		
Total	15	Total	15

Total Credits--120

(1) Performance Option-Brass, Woodwind, Percussion, or String requirement

(2) Performance Option-Piano requirement

(3) Performance Option-Voice requirement

For sample schedule for odd year matriculation, see department.

*MUSC 250-255 have prerequisite requirements of proficiency at the level of two semesters of the corresponding MUSC 150-155 course.

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

B. A. in Musical Theatre

Sample Program Outline/Advising Guide

Odd Year Matriculation

FIRST YEAR

Fall Odd Year	Credits	Spring Even Year	Credits
DANC 103* OR DANC 201	2	DANC 102* OR DANC 203	2
MUSC 151**	2	MUSC 151	2
MUSC 160	1	MUSC 160	1
MUSC 210	3	MUSC 211	3
THEA 140	3	THEA 221	3
INTD 105 or R/	3 or 4	INTD 105 OR R/	3
Total	14	Total	14

SECOND YEAR

Fall Even Year	Credits	Spring OddYear	Credits
DANC 101* OR 202	2	MUSC 251	2
MUSC 251	2	DANC 222 OR MUSC 227 OR THEA 203	3
THEA 221	3	THEA 320	3
HUMN 220	4	HUMN 221	4
S/M/	3	Elective	3
Elective	3		
Total	17	Total	15

THIRD YEAR

Fall Odd Year	Credits	Spring Even Year	Credits
MUSC 351	2	MUSC 351	2
THEA 311	3	MUSC 222	3
N/	4	S/U/	3
Electives	6	Electives	6
Total	15	Total	14

FOURTH YEAR

Fall Even Year	Credits	Spring Odd Year	Credits
N/	4	MUSC 399	2
Electives	12	Electives	13
Total	16	Total	15

Total Credits --- 120

For sample schedule for even years, see department.

*If prerequisites for DANC 201-203 are unmet

**If prerequisites for MUSC 251 are unmet

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

Philosophy

Theodore Everett, Chair (Welles Hall 102D) - philosophy.geneseo.edu

Professors: K. Asher, T. Everett, C. Filice, E. Savellos, W. Soffer. Associate Professors: S. Edgar, D. Levy. Assistant Professors: A. Roth, H. Savage. Lecturers: J. Bennett, J. D'Onofrio, D. Hah, C. Hertrick, M. Sauter.

Bachelor of Arts Degree

Total Credits in Major Required for Degree: 30

Basic Requirements			30 credits
PHIL 111	Introduction to Logic		3
PHIL 205	Ancient Philosophy		3
PHIL 207	Modern Philosophy		3
PHIL 330	Ethical Theory		3
PHIL 340	Theory of Knowledge		3
PHIL 355	Metaphysics		3
PHIL 397	Seminar: Major Problems	OR	3
PHIL 398	Seminar: Major Philosophers		
Electives in	Philosophy		9

Note: Only one 100-level elective will count toward the major. PHIL 393 and PHIL 399 require department approval for use in the major.

Note: Majors seriously considering graduate school in Philosophy are strongly advised to take one or more of Phil 209, Phil 317, Phil 375.

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: PHIL 111, 205, 207, 330, 340, 355 and either 397 or 398.

Department Writing Requirement

The last paper written by each major in PHIL 205, 207, 330, 340 and 355 will be dated, copied, and placed in the student's file before the paper is graded. Two faculty will review the files of graduating students to determine a) whether the student's writing improved, and b) action that should be taken in case additional work is needed.

Minor in Philosophy

Basic Requirements			18 credits
PHIL 111	Introduction to Logic		3
Electives in philosophy (including a maximum of six credits at the 100-level and at least three credits at the 300-level)			15

Double Major

Students have found that by electing philosophy as a second major they can develop skills that will be invaluable throughout their careers. They learn to think, read, and write clearly, coherently, and critically. They learn to analyze and evaluate arguments. They learn the art of questioning, that is, how to inquire. Finally, they practice stepping out of a given framework when viewing a problem. Many seemingly unsolvable problems are unsolvable only because the solver is uncritically committed to certain assumptions.

Philosophy Courses

PHIL 100 Introduction to Philosophy

Encourages critical thinking about fundamental problems that concern existence, knowledge, and value. As a means to this end, several philosophical works are read, discussed, and evaluated. Credits: 3(3-0)

PHIL 108 Critical Thinking

An attempt to employ critical reasoning in a variety of everyday contexts. Standards will be developed to help distinguish fallacies from argumentation, prejudice from evidence, and poppycock from science. The course will have a practical orientation. Credits: 3(3-0) Not offered on a regular basis.

PHIL 111 R/Introduction to Logic

An introduction to deductive logic, including propositional and predicate logic, Aristotelian logic, problems of definition, informal fallacies, and the elements of linguistic analysis. Credits: 3(3-0)

PHIL 130 Ethics

An introductory course aimed at the improvement of moral reasoning. Analysis and assessment of contemporary examples are stressed. Credits: 3(3-0) Not offered on a regular basis.

PHIL 136 Medicine and Morality

A non-technical, introductory-level course which explores basic moral issues in the related fields of medicine and psychology. Issues to be discussed include (1) Should we have socialized medicine? (2) Do we have an unlimited right to reproduce? (3) Should we engage in genetic control? (4) Is abortion moral? (5) Is euthanasia moral? (6) Should we experiment on human beings? (7) Is the notion of mental illness a myth? (8) Can behavior control be justified? (9) Are we free or determined? These questions are approached from various moral perspectives (e.g., egoism, relativism, utilitarianism, existentialism, intuitionism, and Kantianism). Credits: 3(3-0) Not offered on a regular basis.

PHIL 201 Environmental Ethics

An inquiry concerning which entities, if any, have rights, whether non-human entities can have rights, and how one could justify claims about non-human rights. The outcome of the inquiry depends on an adequate account of good-in-itself. The course includes a survey

of the environmental problems facing this planet. Credits: 3(3-0) Offered when demand is sufficient.

PHIL 202 M/World Religions & Contemporary Issues

The insights and teachings of major living religions will be analyzed by a study of their basic texts and teachers: Buddhism, Hinduism, Confucianism, Taoism, Judaism, Christianity, and Islam. Comparison of how their teachings apply to such contemporary issues as war and peace, the environment, gender, race, sexual orientation, and economic justice. (Cross listed with PLSC 202.) Credits: 3(3-0) Not offered on a regular basis.

PHIL 203 Computer Ethics

Computers have done more to change the world we live in than any other single development in recent times. These changes have created new moral issues which we must face. By looking both at considered ethical foundations of the past and the new challenges of the present and the future, this course attempts to provide a critical basis for meeting these new issues, which include invasion of privacy, computer crime, professional ethics and responsibility, ownership and stealing of computer technology, the political implications of computer power, and the impact of the use and misuse of computer technology. Credits: 3(3-0) Not offered on a regular basis.

PHIL 204 Philosophy of Woman

An examination of the classical Western philosophical views on woman, and the contemporary feminist response. Different theoretical frameworks for feminism are examined: liberal, Marxist, radical, psychoanalytic, socialist, existentialist, postmodern, multicultural and global. Traditional philosophical areas that are addressed in this examination are ethics, politics, epistemology, metaphysics, philosophy of science, law, language, and philosophy of religion. Topics of major concern include oppression, rights, human nature, equality, responsibility, freedom, and moral reform. Credits: 3(3-0) Not offered on a regular basis.

PHIL 205 Ancient Philosophy

An examination of the fundamental ideas of

Philosophy Courses

Western civilization against the Greek background that produced them. Original texts in translation are read. Selections from the works of such philosophers as Parmenides, Heraclitus, Democritus, Plato, and Aristotle are read, discussed, and evaluated. Credits: 3(3-0) Offered every fall.

PHIL 207 Modern Philosophy

An examination of some of the fundamental ideas of philosophy in the modern period. Original texts in translation are read. Selections from the works of such philosophers as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant are read, discussed, and evaluated. Credits: 3(3-0) Offered every spring.

PHIL 209 Phenomenology and Existentialism

An examination of some of the leading motifs of phenomenology and existentialism. Thinkers and topics to include: Kierkegaard: Impossibility of an existential system; Faith and subjective truth; Teleological suspension of the ethical. Nietzsche: Death of God; Master morality, slave morality, and traditional morality; Will to power and the superman; Overcoming nihilism. Husserl: Critique of psychologism and historicism; Consciousness as intentionality; Grounding of knowledge and action on transcendental subjectivity; Life-world and the sciences. Heidegger: Meaning of Being and human existence; Authentic and inauthentic being-towards-death; Human existence, temporality, and history. Sartre: Being, consciousness, and nothingness; Existence precedes essence; Freedom, bad faith, and authenticity; Possibility of an ethics. Credits: 3(3-0) Offered every other year.

PHIL 214 M/Chinese Philosophy

This course will provide a chronological survey of Chinese philosophy. Chinese philosophy has often been characterized as 'humanism.' But this humanism has its cosmological roots. This course will begin with the basic cosmological view of the ancient Chinese, and then investigate how different humanistic approaches under the same cosmological view could emerge. Three main schools of thought to be covered are: Confucianism, Taoism and Chinese Buddhism.

The course will conclude with some contemporary articles on Chinese philosophy, and investigate how Chinese philosophy can develop from this stage on. This course has no prerequisites and assumes no background in philosophy or in Chinese language and culture. Credits: 3(3-0) Not offered on a regular basis.

PHIL 215 M/Eastern Philosophy

An introduction to some of the central texts and viewpoints of the Eastern philosophical tradition. The views explored will be Hindu, Buddhist, Taoist, and Confucian. The approach will be primarily philosophical, not historical. The goal will be to understand and critically evaluate the main metaphysical, epistemological, and ethical ideas lying at the center of each tradition. The issues explored will include the status and nature of the self, the possibility of some ultimate undefinable immanent reality, the metaphysical status of space-time-matter-causality, the relation between opposites such as good and evil, and the nature of the good life. Credits: 3(3-0) Offered every other year.

PHIL 216 Reasoning and the Law

An introduction to critical reasoning skills that is narrowly focused on the specific needs of undergraduate prelaw students, and an analysis of original material in the legal field. Topics covered include basics of recognizing arguments, informal methods and techniques for evaluating arguments, techniques for writing argumentatively, the nature of the law and fundamentals of the legal context, the distinction between descriptive and normative legal reasoning, how lawyers reason, how judges reason, and detailed analysis of several important cases. Credits: 3(3-0) Offered every fall.

PHIL 217 Problems in the Philosophy of Law

A systematic exploration of the foundations of law. Major topics include the nature of law and the criteria for a legal system, competing legal theories, the relation between legality and morality, competing theories concerning criminal justice and the justification of punishment. Credits: 3(3-0) Offered once a year.

PHIL 218 Philosophy of Religion

An examination of selected problems in the

Philosophy Courses

philosophy of religion. Topics include classical and contemporary arguments for and against the existence of God, existentialist approaches to religion, science and religion, the meaningfulness of theological language, miracles, freedom, death, and immortality. Prerequisites: one course in philosophy. Credits: 3(3-0) Not offered on a regular basis.

PHIL 222 Philosophy and Religion in Ancient Mediterranean

A survey of the religious culture and the philosophical tradition of the ancient Mediterranean. The course is intended to be part of the summer Mediterranean Roots Program in Greece and Italy and is to be given together with the Humanities I course. It could be given during a regular semester also, if demand is sufficient. Credits: 2(2-0)

PHIL 225 Philosophy of the Arts

An inquiry into the concepts of art and good art. Could soundless "music," "Don Giovanni," "Brillo Boxes," the Sistine ceiling, Rambo III, and Macbeth possibly fall under one concept? Who is to say that the Beatles are better than Bach, or that Warhol is worse than Watteau ... or have we asked the wrong question? Credits: 3(3-0) Not offered on a regular basis.

PHIL 235 Philosophy of Biology

This course will examine philosophical problems raised by evolutionary theory, genetics and taxonomy. Questions to be addressed include: (a) Is biological theory reducible to chemistry and physics? (b) What is a species? Is there a single, correct way to classify organisms? (c) At what level does selection operate: individual organisms, groups, or "selfish genes"? (d) Does altruism exist in nature? (e) Can the evolutionary model usefully be applied outside of biology? In particular, is sociobiology a promising field of research, or merely an excuse for injustice? (f) Can there be such a thing as "scientific creationism"? Prerequisites: One course in biology or in philosophy. Credits: 3(3-0) Not offered on a regular basis.

PHIL 237 Ethical Issues in Business

This course will introduce students to the central role of ethics in the conduct of busi-

ness organizations and the people who administer them. Students will learn to identify ethical issues in business and to analyze them from the perspective of several philosophical moral traditions. We will consider ethical issues concerning both the overall economic system and the specific business areas of management, accounting, finance, and marketing. Students will be required to perform analyses of both philosophical readings and recent case-studies from the business world. Credits: 3(3-0)

PHIL 240 Philosophy of Science

This course will examine the nature of science. What makes the difference between scientific theories and nonscientific ones? Is there a special kind of reasoning for science, or just a special subject matter? Does science have a greater claim to knowledge? What are the limits of science? Can religion and morality be turned into sciences, or is there a fundamental gap of some sort between these different realms? We will consider these questions both naively and in terms of a set of philosophical theories of science that have been developed over the past century. We will also examine a variety of long-standing conceptual problems in particular sciences, including mathematics. Finally, we will look at the important consequences of science in today's society, in particular the pressing issue of "junk science." Credits: 3(3-0) Not offered on a regular basis.

PHIL 305 Philosophy of Education

This course will familiarize students with past and present theories and issues in the philosophy of education. Students will consider why humans educate themselves and their children; what they think constitutes reality; what knowledge is worth having and how humans beings acquire it; what constitutes the good life and how human beings organize society to promote it; and how education can encourage people to reflect on what it means to live ethically. The course will allow philosophy students to apply their knowledge of the discipline to an important realm of practical problems and provide education students an opportunity to think both critically and creatively about educational practice. (Cross listed with EDUC 305.) Prerequisites: PHIL 100 or INTD 203. Credits: 3(3-0) Not offered on a regular basis.

Philosophy Courses

PHIL 310 Symbolic Logic

A rigorous treatment of the propositional and predicate calculi. Topics considered are truth, validity, consequence, consistency, tautologousness, and derivability. A system of natural deduction is developed. The course also includes an introduction to set theory and proofs of the consistency and completeness of the predicate calculus. Prerequisites: PHIL 111. Credits: 3(3-0) Not offered on a regular basis.

PHIL 317 Philosophy of Mind

An examination of schema for viewing human nature. Topics include the mind-body controversy, minds as machines, behaviorism, materialist explanations of mind, personal identity, perception, dreaming, and the problem of choice. Prerequisites: One philosophy course. Credits: 3(3-0) Offered every three semesters.

PHIL 330 Ethical Theory

An examination of classical and contemporary philosophical works addressed to the problems of intrinsic value, right conduct, good character, free will and responsibility, and moral knowledge. Prerequisites: One philosophy course. Credits: 3(3-0) Offered every spring.

PHIL 340 Theory of Knowledge

An examination of fundamental epistemological concepts, including those of knowledge, necessary truth, universals, rational belief, and perception. Prerequisites: Two courses in philosophy. Credits: 3(3-0) Offered every spring.

PHIL 355 Metaphysics

An analysis of major metaphysical concepts, including those of infinite extent, continuity and infinite divisibility, space, time, substance, property, relation, universals, identity and individuation, change, necessity, and independence. Prerequisites: PHIL 111 and one other course in philosophy. Credits: 3(3-0) Offered every fall.

PHIL 375 Philosophy of Language

An examination of contemporary and recent views concerning the nature of language and

the ways in which language is conceived as bearing on philosophical problems. Topics covered include theories of reference and meaning, truth, analyticity, opacity, proper names, definite descriptions, demonstratives, the possibility of translation, semantic representation, the nature of propositions. Prerequisites: PHIL 111 and one other course in philosophy. Credits: 3(3-0) Offered every three semesters.

PHIL 393 Honors Thesis

Students with a serious interest in pursuing philosophy are advised to write a thesis: a lengthy, original essay on a special philosophical issue. To receive Philosophy Honors recognition at graduation, the student must complete the thesis with a grade of at least A-. Prerequisites: 18 credits of philosophy with 3.50 gpa in philosophy courses. Credits: 3(3-0) Offered by individual arrangement.

PHIL 397 Seminar: Major Problems

For advanced students. Focuses on a single philosophical problem, or a pair of problems (e.g., infinity, freedom and determinism, analyticity, induction). Topic varies from term to term, and student presentations comprise a significant portion of the course. Students can repeat multiple times. Prerequisites: Permission of instructor. Credits: 3(3-0) Offered alternately with PHIL 398; one seminar will be offered each semester.

PHIL 398 Seminar: Major Philosophers

For advanced students. Focuses on a single philosopher, or a pair of philosophers (e.g., Plato, Aristotle, Spinoza, Locke and Leibniz, Hume, Wittgenstein). Philosopher studied varies from term to term, and student presentations comprise a significant part of the course. Students can repeat multiple times. Prerequisites: Permission of instructor. Credits: 3(3-0) Offered alternately with PHIL 397; one seminar will be offered each semester.

PHIL 399 Directed Study

Intensive reading in a philosopher or philosophical problem, under the supervision of a member of the staff. (Available at all levels.) Credits: 3(3-0) Offered by individual arrangement.

B. A. in Philosophy

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Credits	Spring	Credits
R/PHIL 111	3	PHIL 100- or 200-level Elective	3
N/	4	N/	4
F/	3	S/U/	3
INTD 105	3	Elective or foreign language	3
M/Requirement	3	Elective or foreign language	3
Total	16	Total	16

SECOND YEAR

PHIL 205	3	PHIL 207	3
HUMN 220	4	HUMN 221	4
S/	3	F/	3
Elective or foreign language	3	Elective or foreign language	3
Elective	3	Elective	3
Total	16	Total	16

THIRD YEAR

PHIL 200- or 300-level Elective	3	PHIL 330 Ethical Theory	3
PHIL 200 or 300 Elective	3	PHIL 200- or 300-level Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15	Total	15

FOURTH YEAR

PHIL 355	3	PHIL 340	3
Elective or PHIL 397 or 398	3	PHIL Elective	3
Elective	3	Elective or PHIL 397 or 398	3
Elective	3	Elective	2
Elective	3		
Total	15	Total	11

Total Credits — 120

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

Physics and Astronomy

Charlie Freeman, Chair (ISC 234A) - physics.geneseo.edu/

Distinguished Teaching Professors : S. Padalino, K. Fletcher. Professors: C. Freeman, S Iyer. Associate Professors: G. Marcus, J. McLean, E. Pogozelski, A. Steinhauer. Assistant Professor: A. Pellerin. Visiting Assistant Professor: P. Baker. Adjunct Faculty: L. Adelson, E Jutzeler. Technical Support Specialist: C. Cross

Preparation

Students planning to pursue a program in physics should have a better than average, well-rounded background in high school mathematics. They should register for MATH 221 and PHYS 123/124 in the first semester of the freshman year.

Bachelor of Arts Degree in Physics

Total Credits in Major Required for Degree: 63

Basic Requirements		37 credits
PHYS 123, 124	Analytical Physics I and Laboratory	4
PHYS 125, 126	Analytical Physics II and Laboratory	4
PHYS 223, 224	Analytical Physics III and IV	6
PHYS 226	Optics and Modern Physics Laboratory	1
PHYS 228	Mathematical Methods in Physics	2
PHYS 341	Seminar in Physics	1
PHYS 352	Quantum Mechanics I	3
PHYS 362	Intermediate Laboratory	2
PHYS 363 OR PHYS 372	Instrumentation and Interfacing OR Undergraduate Research	2
300-level PHYS electives including at least one of the following: PHYS 311: Classical Mechanics PHYS 344: Statistical Thermodynamics PHYS 335: Intermediate Electricity and Magnetism I		12

Related Requirements		26 credits
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 326	Differential Equations	3
INTD 121 OR MATH 230	Programming: (subtitle) OR Programming and Mathematical Problem Solving	3
A one-year laboratory science course sequence in another natural science discipline. Only one of these may overlap with the Natural Science core requirement. Note: BA students may not receive degree credit for both PHYS 313 and 332. Note: Directed Studies cannot count towards the elective credits in physics. Note: Physics/Math double majors may take MATH 230 instead of INTD 121.		8

Because there is flexibility within the basic Bachelor of Arts degree requirements some options available are

1. Interdisciplinary study (e.g., biophysics and geophysics);
2. Preparation for graduate study in physics and engineering;
3. Qualification for commercial and/or industrial employment (e.g., for positions in physics research laboratories and as technical sales and/or service representatives).

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: PHYS 123/124, 125/126, 223, 362; MATH 221, 222, 223.

Department Writing Requirement

The Department requires written lab reports throughout the program. First year reports concentrate on developing the skills needed in scientific report writing. The Optics and Modern Physics and Intermediate labs require full reports that are evaluated with attention to style and technique as well as content. Students will submit rewrites if necessary. A portfolio is maintained for each student of selected reports from these courses.

Bachelor of Science Degree in Applied Physics

Total credits required to complete major: 66

Basic Requirements		40 credits
PHYS 123, 124	Analytical Physics I and Laboratory	4
PHYS 125, 126	Analytical Physics II and Laboratory	4
PHYS 223, 224	Analytical Physics III and IV	6
PHYS 226	Optics and Modern Physics Laboratory	1
PHYS 228	Mathematical Methods in Physics	2
PHYS 311	Classical Mechanics	3
PHYS 341	Seminar in Physics	1
PHYS 362	Intermediate Laboratory	2
PHYS 363 OR PHYS 372	Instrumentation and Interfacing OR Undergraduate Research	2
PHYS 313 OR PHYS 332	Applied Mechanics OR Electric Circuit Analysis	3
PHYS 230	Digital Electronics	3
300-level Electives in physics		9

Related Requirements		26 credits
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 326	Differential Equations	3
INTD 121 OR MATH 230	Programming: (subtitle) OR Programming and Mathematical Problem Solving	3
One year lab sequence*		8
*A one-year laboratory science course sequence in another natural science discipline.		
Either a minor in chemistry, biology, geology, mathematics, or an internship (upon a recommendation of the department) during the summer and fall semester following the third year.		

Note: The Natural Science general education requirement is satisfied by the program requirement.

Note: Directed Studies cannot count toward the elective credits in physics.

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: PHYS 123/124, 125/126, 223, 362; MATH 221, 222, 223.

Department Writing Requirement

The Department requires written lab reports throughout the program. First year reports concentrate on developing the skills needed in scientific report writing. The Optics and Modern Physics and Intermediate labs require full reports that are evaluated with attention to style and technique as well as content. Students will submit rewrites if necessary. A portfolio is maintained for each student of selected reports from these courses.

Honors in Physics

Available by invitation of the department to students who have completed at least 90 credits and at least 22 credits in physics including PHYS 372. Work consists of significant research participation and reporting that work at a department colloquium and also in a thesis or professional paper. Honors students are exempt from PHYS 341.

Minor in Physics

(Not available to Biophysics and Geophysics majors.) 20 credits in physics which must include PHYS 123/124, 125/126, 223, 224, 226, 228, and one additional 300-level course (cannot be research credits). Students should note the MATH co-requisite and prerequisite courses for the PHYS requirement.

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

Students whose objective is to become secondary school physics teachers qualify for New York State initial certification by completing the Bachelor of Arts degree program in the department and the courses required in the Teacher Education program (see School of Education program description). Certification in adolescence education is not available with the Bachelor of Science in Applied Physics.

Preparation for Engineering (Five-Year [3-2] Program)

Basic Requirements		37 credits
PHYS 123, 124	Analytical Physics I and Laboratory	4
PHYS 125, 126	Analytical Physics II and Laboratory	4
PHYS 223, 224	Analytical Physics III and IV	6
PHYS 226	Optics and Modern Physics Lab	1
PHYS 228	Mathematical Methods in Physics	2
PHYS 311	Classical Mechanics	3
PHYS 341	Seminar in Physics	1
PHYS 362	Intermediate Laboratory I	2
Electives in physics		14

With departmental approval, 8-9 credits of Engineering and Physics courses may be taken at the Engineering School.

Related Requirements		26 credits
MATH 221, 222, 223	Calculus I, II, and III	12
MATH 326	Differential Equations	3
INTD 121 OR MATH 230	Programming: (subtitle) OR Programming and Mathematical Problem Solving	3
CHEM	One year lab sequence in Chemistry	8

Students must complete the College General Education requirements.

Note: The Natural Science general education requirement is satisfied by the program requirement.

Students completing this five-year program receive the Bachelor of Arts degree (in physics) from Geneseo and the Bachelor of Science in Engineering degree from an engineering school. Please contact Dr. Ed Pogozelski for a list of engineering schools with which SUNY Geneseo has a 3/2 articulation agreement. Those pursuing this program must satisfy Geneseo's requirements for four-year programs. Appropriate courses completed at the other institutions can be used to fulfill some of these requirements. Students must complete 90 credits at Geneseo before transferring to the engineering school.

Astronomy Courses

ASTR 100 Introductory Astronomy

A summary of modern astronomy: the solar system, stars, galaxies, and the structure of the observable universe. Counts for Natural Science general education credit only if ASTR 101 is taken concurrently. Corequisite: ASTR 100. Credits: 3(3-0)

ASTR 101 N/Introductory Astronomy Laboratory

An introductory laboratory experience to help students understand astronomy. Activities include taking data, statistical analysis, and comparison with theoretical models. Laboratories will include material from observations of planets, the sun, stars, and galaxies. Corequisite: ASTR 100. Credits: 1(0-2)

ASTR 105 The Solar System

This course is an introduction to the solar system. Topics studied will include the motions of the night sky, the historical and scientific underpinnings of the Copernican revolution, and a look at our modern understanding of the bodies that make up our solar system, including planets, dwarf planets, moons, asteroids, comets. The course will also explore how and what we know about planetary bodies orbiting other stars. Corequisite: ASTR 106 or permission of instructor. Credits: 3(3-0) Offered every fall.

ASTR 106 N/The Solar System Laboratory

A laboratory experience to complement the material covered in ASTR 105. Lab activities will include analyzing and interpreting data on Kepler's Laws, optics, and planetary systems. Corequisite: ASTR 105 or permission of instructor. Credits: 1(0-2). Offered every fall.

ASTR 110 Stars and Galaxies

An introduction to our modern understanding of the universe. Topics studied will include the interaction between light and matter, the formation, structure and evolution of stars, and galaxy kinematics and morphology. The course will also explore our understanding of the universe as a whole, from its origin to present structure, to possible fates. Corequisite: ASTR 111 or permission of instructor. Credits: 3(3-0) Offered every spring.

ASTR 111 N/Stars and Galaxies Laboratory

A laboratory experience to complement the material covered in ASTR 110. Labs activities will include spectroscopy, Kepler's Laws, and analyzing and interpreting data on stars, galaxies, and the universe. Corequisite: ASTR 110 or permission of instructor. Credits: 1(0-2) Offered every spring.

Physics Courses

PHYS 102 N/Science of Sound

The production, transmission, recording, and sensation of sound are presented in a lecture-demonstration format. Examples of mechanical vibrations, mechanisms of hearing and speech, perception of loudness, high-fidelity sound systems, musical instruments, and wave form analysis are included. The mathematics used is limited to elementary algebra. Cannot be counted towards the physics major. Not open to students with prior credit for physics courses numbered PHYS 113 or higher without department approval. Corequisite: PHYS 103. Credits: 3(3-0). Offered every fall

PHYS 103 N/Science of Sound Laboratory

A laboratory course to complement Science of Sound. Experiments studying vibration, sound analysis, and standing waves will use devices such as tone generators, oscilloscopes, sound level meters, and audio equipment. Cannot be counted towards the physics major. Not open to students with prior credit for physics courses numbered PHYS 113 or higher without department approval. Corequisite: PHYS 102. Credits: 1(0-2). Offered every fall

PHYS 106 N/The Nature of Light and Color

The evolution of our understanding of

Physics Courses

the nature of light will be presented, from Newton's corpuscles to Maxwell's electromagnetic waves to the modern view of wave-particle duality. Along the way, many optical phenomena will be investigated in lecture demonstrations and in the laboratory, including lenses, prisms, rainbows, photography, interference, diffraction, the photoelectric effect, and atomic spectra. Simple algebra, trigonometry and geometry will be employed. Cannot be counted toward the physics major. (Not open to students with prior credit for physics courses numbered PHYS 113 or higher without department approval.) Corequisite: PHYS 107. Credits: 3(3-0). Offered every spring

PHYS 107 N/The Nature of Light and Color Laboratory

An introductory laboratory experience to help students understand light and color. Many optical phenomena will be investigated in laboratory activities including lenses, vision and perception, interference, diffraction, the photoelectric effect, and atomic spectra. Cannot be counted toward the physics major. (Not open to students with prior credit for physics courses numbered PHYS 113 or higher without department approval.) Corequisite: PHYS 106. Credits: 1(0-2). Offered every spring.

PHYS 108 The Way Things Work

A look at what is going on inside some of the tools and toys of modern life. The principles involved in a variety of things will be explored in discussion/hands-on sessions. Intended for non-science majors who are curious about how their world operates. The underlying science will be discussed in non-mathematical, lay language. Cannot be counted toward the physics major. Credits: 1(1/2-1) Not offered on a regular basis

PHYS 113 General Physics I

An introduction to the concepts and laws of physics with applications to biological systems; course includes mechanics, thermodynamics, wave properties, and sound. Prerequisites: /Corequisite: PHYS 114. Credits: 3(3-0). Offered every fall

PHYS 114 N/Physics I Lab

A lab course to complement General Physics I and Analytical Physics I lectures. Experiments in kinematics, projectile motion, Newton's laws, momentum, and energy conservation will be performed. Prerequisites:/Corequisites: PHYS 113 or PHYS 123. Credits: 1(0-2). Offered every fall

PHYS 115 General Physics II

Continuation of General Physics I: Electricity, magnetism, light, and atomic and nuclear phenomena. Prerequisites: PHYS 113/114. Corequisite: PHYS 116. Credits: 3(3-0). Offered every spring

PHYS 116 Physics II Lab

A lab course to complement General Physics II and Analytical Physics II lectures. Experiments in waves, electricity and magnetism, circuits, and optics will be performed. Prerequisites: PHYS 113/114. Corequisite: PHYS 115 or PHYS 125. Credits: 1(0-2). Offered every spring

PHYS 120 Physics First Year Experience

An introductory course for entering students considering a career in physics or engineering. Through presentations, discussions and investigations the question "What is Physics?" will be examined. Study methods and time utilization for success in physics will also be addressed. No prerequisite. Cannot be counted toward the physics major. Graded on S/U basis. Credits: 1(1-0) Not offered on a regular basis

PHYS 123 Analytical Physics I

An analytical, calculus-based treatment of kinematics, Newton's laws, kinetic and potential energy, friction, linear momentum, angular momentum, rotational dynamics, gravitational physics, and simple harmonic motion. Notes: Both PHYS 123 and either PHYS 114 or PHYS 124 must be passed to receive core credit. A student may not receive credit for both PHYS 113 and PHYS 123. Prerequisites: /Co-requisite: MATH 221. Co-requisite: PHYS 114 or 124. Credits: 3(3-0) Offered every fall

Physics Courses

PHYS 124 N/Analytical Physics I Laboratory

An experimental course developing laboratory and analytical skills in physics. Includes experiments in kinematics, Newton's laws, uncertainty analysis, momentum and energy conservation, and projectile motion. Note that this course is required for the physics major. Prerequisites: /Co-requisite: PHYS 123. Credits: 1(0-3) Offered every fall

PHYS 125 Analytical Physics II

An analytical, calculus-based treatment of charge, electrostatic and magnetostatic fields, simple applications of Maxwell's equations, Lenz's law, basic electrical circuits, mechanical and electromagnetic waves, and geometric optics. Prerequisites: PHYS 123. Co-requisite: PHYS 126 or PHYS 116. Prerequisite /Co-requisite: MATH 222 or MATH 228. Credits: 3(3-0) Offered every spring

PHYS 126 Analytical Physics II Laboratory

An experimental course developing laboratory and analytical skills in physics. Includes experiments in electric fields, Ohm's law, use of the oscilloscope, and electric circuits. Note that this course is required for the physics major. Prerequisites: PHYS 124. Co-requisite: PHYS 125. Credits: 1(0-3) Offered every spring

PHYS 223 Analytical Physics III

This course will include classical physics and some modern physics topics. The analysis of phenomena such as electromagnetic waves, their interference and diffraction, electromagnetic radiation, blackbody radiation, and interactions of photons with matter, special relativity and gravity will be highlighted. Other topics covered in this course may include geometric optics, thermodynamics, and fluids. Prerequisites: PHYS 125. Credits: 3(3-0) Offered every fall

PHYS 224 Analytical Physics IV

This course will include elementary quantum theory, Schrodinger's equation, wave properties of matter, Heisenberg's uncertainty principle, atomic structure and the Bohr atom. Special topics may include a survey of material from different subfields

of physics such as cosmology, solid state physics, nuclear physics, etc. Prerequisites: PHYS 223, MATH 223. Corequisite: PHYS 228. Credits: 3(3-0) Offered every spring

PHYS 226 Optics and Modern Physics Laboratory

Devoted to the understanding of experiments in Optics, Atomic Physics, and Nuclear Physics. Typical experiments would cover composite lens systems, interference effects, e/m , emission spectra, and radioactive decay. Prerequisites: PHYS 126. Corequisite: PHYS 223 or permission of instructor. Credits: 1(0-3) Offered every fall

PHYS 228 Mathematical Methods in Physics

This course is an introduction to the application of various mathematical tools to specific problems in physics. Methods will include complex numbers, coordinate transformations, vector calculus, matrices, Fourier transforms, series solutions, and probability. This course will also include numerical methods using software including spreadsheets and symbolic mathematical manipulators. Prerequisites: /Corequisites: PHYS 224. Credits: 2(2-0) Offered every spring

PHYS 230: Digital Electronics

An introduction to digital electronics. The concepts studied are different number systems (e.g. binary and hexadecimal), Boolean algebra, complex logic decisions using simple logic statements, minimizing complex logic systems, logic gates, combinational networks, flip-flops, counters, and registers. Credits: 3(2-2) Offered every spring.

PHYS 311 Classical Mechanics

The dynamics of a particle subject to various types of forces: forced and damped harmonic oscillations; conservative forces; vector algebra; kinematics in more than one dimension; multiple-particle systems. Prerequisites: PHYS 224, PHYS 228 and MATH 326. Credits: 3(3-0) Offered every fall

PHYS 313 Applied Mechanics

This course begins with analysis of static rigid bodies in equilibrium, centroids, dis-

Physics Courses

tributed forces, internal forces, and structures. Subsequent topics include stress and strain, torsion, bending, shear, combined and eccentric loading, failure criteria, and 3D stress tensors. Prerequisites: PHYS 228 or permission of department. Note: B.A. students may not receive degree credit for both PHYS 313 and PHYS 332. Credits: 3(3-0) Offered every spring

PHYS 314 Fluid Mechanics

This course is an introduction to the topic, and includes an examination of the relevant properties of fluids (density, viscosity, pressure, velocity), common analysis techniques (control systems, control volumes, stream functions, dimensional analysis, non-dimensional parameterization), mathematical modeling (integral and differential forms of mass conservation, momentum conservation, and energy conservation; Bernoulli's equation), and applications. Prerequisites: PHYS 311. Credits: 3(3-0) Offered spring, odd years

PHYS 321 Atomic and Nuclear Physics

Elementary aspects of quantum physics; application of relativity and quantum physics to the interaction of photons and electrons, to atomic structure, and to nuclear structure and nuclear interactions. Prerequisites: PHYS 352, MATH 326. Credits: 3(3-0) Offered spring, even years

PHYS 332 Electric Circuit Analysis

An introduction to the analysis and modeling of electric circuits. Includes the study of DC and AC circuit components, network theorems, phasor diagrams, frequency response and resonance, linear and non-linear systems, and electrical instrumentation. Prerequisites: PHYS 224, PHYS 228, MATH 326. Note: B.A. students cannot receive credit for both PHYS 313 and PHYS 332. Credits: 3(3-0) Offered every spring

PHYS 335 Intermediate Electricity and Magnetism I

Electrostatic fields in vacuum and in matter; magnetic fields of steady currents; induced electric fields; magnetic materials; Maxwell's equations; electromagnetic field of a moving charge. Prerequisites: PHYS 224, PHYS 228,

MATH 326. Credits: 3(3-0) Offered every fall

PHYS 336 Intermediate Electricity and Magnetism II

This course constitutes a continuation of PHYS 335: Intermediate Electricity and Magnetism I. Material to be covered will include solutions of Maxwell's equations; investigation of electric and magnetic fields in domains not treated in the previous course, such as the propagation of electromagnetic waves in conducting and non-conducting media; electromagnetic radiation; wave guides; special theory of relativity and relativistic electrodynamics. Prerequisites: PHYS 335. Credits: 3(3-0) Offered every spring

PHYS 341 Seminar in Physics

Presentations are made by students enrolled, faculty members, and invited guests. Each student is expected to attend each scheduled meeting and to make at least one oral presentation on a topic approved by the instructor. Prerequisites: Junior standing. Credits: 1(1-0)

PHYS 342 Advanced Physics Problem Solving

This course is designed to help senior physics majors synthesize the fundamental concepts learned in the various facets of physics program. An emphasis is placed on applying a variety of problem solving techniques to examples drawn from across the physics disciplines. This course should help students prepare for physics graduate school admissions exams as well as for the first year of graduate coursework. Cannot be counted towards Physics major. (Half semester course.) Prerequisites: PHYS 311 or PHYS 335 or PHYS 352. Credits: 1(1-0). Offered not on a regular basis

PHYS 344 Statistical Thermodynamics

An introduction, covering the connection between the physics of single particles and the bulk behavior of materials; the quantitative study of entropy, heat, temperature, the Carnot cycle, free energy, thermodynamic potential, phase equilibria, and the laws of thermodynamics. Thermodynamic systems, such as ideal gases and free electrons in metals, are considered. Prerequisites: PHYS

Physics Courses

224, PHYS 228 and MATH 326. Credits: 3(3-0)
Offered every fall

PHYS 352 Quantum Mechanics I

An introductory course in the theory of non-relativistic quantum mechanics in its currently accepted form. Experiments resulting in the mathematical formulation of quantum theory are discussed. Hilbert space vectors, operator algebra, and the postulates of quantum mechanics lead to proofs of the compatibility theorem and the uncertainty principle. The states of a particle, as determined by Schroedinger's Equation, are studied in several situations. Prerequisites: PHYS 224, PHYS 228, MATH 326. Credits: 3(3-0) Offered every fall

PHYS 353 Quantum Mechanics II

This course will cover advanced topics in Quantum Mechanics as well as applications and approximations to real physical problems. The Dirac description of quantum mechanics will be used extensively in this course as well as the functional forms described by Schroedinger. One, two and three dimensional bound state problems will be studied in addition to scattering theory. Approximation methods, such as time dependent perturbation theory, Hartree-Fock method, variational method and the Born approximation, will be used to solve physical problems to first and second order. Systems of more than one particle will be briefly studied. Prerequisites: PHYS 352. Credits: 3(3-0) Offered spring, odd years

PHYS 362 Intermediate Laboratory

Devoted to the understanding of some of the classic experiments in physics. Experiments are from all fields of physics, but particular attention is given to experiments which complement courses being taken concurrently. Prerequisites: PHYS 226. Credits: 2(0-6).

PHYS 363 Instrumentation and Interfacing

An introduction to electronic interfacing of equipment in the modern laboratory, with an emphasis on computer control of instrumentation. Includes hands-on experience with several standard interfacing protocols. Following an introduction to standard interface

software, students will design and construct experimental projects that demonstrate computer control of measurement, analysis, decision making, and control. Note: Students may not count both PHYS 363 and 372 towards the minimum 37 credits in physics. Prerequisites: PHYS 362 and 3 credits of computer science. Credits: 2(0-6)

PHYS 372 Undergraduate Research

Designed to introduce the student to research techniques in physics, astronomy, or engineering. With faculty supervision, each student will complete a significant project which requires originality and broadens knowledge. Note: Students may not count both PHYS 363 and PHYS 372 towards the minimum 37 credits in physics. Prerequisites: PHYS 362 and prior approval of department. Credits: 2(0-6)

PHYS 381 Introduction to Astrophysics

An introduction to the field of astrophysics. Particular emphasis will be placed on the structure and evolution of stars and on the origin and expansion of the universe. Prerequisites: PHYS 224, PHYS 228, and MATH 326. Credits: 3(3-0) Offered spring, odd years

PHYS 386 Solid State Physics

Basic physical processes which occur in solids, especially semi-conductors and metals, are studied. Applications of quantum mechanics and statistics to the thermal and electrical properties of various types of solids are made. Prerequisites: PHYS 224, PHYS 228 and MATH 326 or permission of the department. Credits: 3(3-0) Offered spring, even years

PHYS 387 Gravity

This course will cover Newtonian gravity, special and general relativity and cosmology. Some of the topics include Newton's law of gravitation, Keplerian orbits, special relativity with spacetime diagrams and metrics, generalization to accelerated frames, the Equivalence Principle, curvature of spacetime, classical tests of GR, stationary and spinning black holes, large scale structure of the universe, big bang theory and the cosmological model. Prerequisites: PHYS 311

Physics Courses

or permission of the department. Credits: 3(3-0). Not offered on a regular basis

PHYS 389 Honors Research

Individual research, directed by a member of the Department of Physics and Astronomy. Results of the research will be reported in a thesis, published paper, or off-campus presentation. Enrollment by invitation of the Department. Students will normally have completed 90 credits with a cumulative grade point average of 3.00 and have completed at least 22 credits in physics (including PHYS 372) with a grade point average of 3.30. Credits: 3(0-9). Offered by individual arrangement

PHYS 394 Independent Research

A one-semester work and study experience in an appropriate laboratory. Students are required to complete a formal research paper describing the nature of the project undertaken, problems encountered, methodology employed, and conclusions from the project. Prerequisites: Senior class standing, 3.00 cumulative GPA in physics, and permission of the department. This course may be repeated for a total of 6 credits. Credits: 2(0-6) Offered by individual arrangement. Cannot be counted towards the minimum credits in Physics.

PHYS 395 Internship/Seminar

A one-semester work and study experience in an appropriate laboratory outside the College. Students are required to attend regular seminars during the internship, to submit monthly written reports, and to present a departmental seminar upon return to the College. Interns work closely with the sponsor on projects approved by the Physics Department. Notes: This course may not be counted towards the minimum credits in physics. 3, 6, or 9 credits. Prerequisites: Senior class standing, 3.00 cumulative GPA in physics and permission of the department and cooperating agency. Co-requisite: PHYS 394 - Independent Research. This course may be repeated for a total of 9 credits. Offered by individual arrangement

PHYS 399 Directed Study

Students work individually, under the supervision of a faculty member, on a research problem in physics. Notes: This course may not be counted towards the minimum 37 credits in physics. 1 to 3 credits. Prerequisites: Permission of instructor. Offered by individual arrangement. Cannot be counted towards Physics major.

4 Year B.A in Physics

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Cred-its	Spring	Credits
PHYS 123 and 124	4	PHYS 125 and 126	4
R/MATH 221	4	MATH 222	4
INTD 105 or F/	3	INTD 105 or F/	3
Foreign Language or S/	3	Foreign Language or S/	3
Total	14	Total	14
SECOND YEAR			
PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
MATH 223	4	MATH 326	3
N/Lab Science I	4	Lab Science II	4
INTD 121 or MATH 230	3	F/	3
Total	15	Total	15
THIRD YEAR			
PHYS 352	3	PHYS 341*	1
PHYS 362	2	PHYS 363 OR PHYS 372	2
Physics 300-level Elective	3	Physics 300-level Elective	3
S/	3	HUMN 221	4
HUMN 220	4	Elective	3
		Elective	3
Total	15	Total	16
FOURTH YEAR			
Physics 300-level Elective	3	Physics 300-level Elective	3
Elective	3	U/	3
Elective	3	Elective	3
N/	4	Elective	3
M/	3	Elective	2
Total	16	Elective	1
		Total	15
Total Credits -- 120			
NOTE:			
(1) Lab Science I and II must be taken in the same discipline.			
*Honors in Physics. Senior majors having completed PHYS 372 may be invited by the department to take PHYS 393: Honors in Physics. (These students are exempt from the PHYS 341 requirement.) Students completing PHYS 393 satisfactorily will graduate with Honors in physics.			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

4 Year B.S in Applied Physics

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Cred-its	Spring	Cred-its
PHYS 123 and 124	4	PHYS 125 and 126	4
MATH 221 R/	4	MATH 222	4
INTD 105 or F/	3	F/ or Intd 105	3
Foreign Language or S/	3	Foreign Language or S/	3
Total	14	Total	14
SECOND YEAR			
PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
MATH 223	4	MATH 326	3
(INTD 121 or MATH 230) or Elective	3	Lab Sequence II	4
Lab Sequence I	4	Elective or (INTD 121 or MATH 230)	3
Total	15	Total	15
THIRD YEAR			
PHYS 311	3	PHYS 313 OR PHYS 332	3
PHYS 362	2	PHYS 230	3
PHYS 300 level Elective	3	F/	3
S/	3	HUMN 221	4
HUMN 220	4	Elective	3
Total	15	Total	16
FOURTH YEAR			
PHYS 300 Level Elective	3	PHYS 300 level Elective	3
Elective	3	PHYS 363 or PHYS 372	2
PHYS 341*	1	U/	3
Elective	3	Elective	3
Elective	3	Elective	4
M/	3		
Total	16	Total	15

Total Credits — 120

*Honors in Physics. Senior majors having completed PHYS 372 may be invited by the department to take PHYS 393: Honors in Physics. (These students are exempt from the PHYS 341 requirement.) Students completing PHYS 393 satisfactorily will graduate with Honors in physics.

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

3-2 Engineering in Physics

Sample Program Outline/Advising Guide

Typical 3-2 Engineering Program for students seeking a BA Degree in Physics from Geneseo and a BS Degree in Engineering.

FIRST YEAR (GENESE0)

Fall	Cred-its	Spring	Cred-its
PHYS 123 and 124	4	PHYS 125 and 126	4
R/MATH 221	4	MATH 222	4
INTD 105 or F/	3	INTD 105 or F/	3
Foreign Language or S/	3	Foreign Language or S/	3
Total	14	Total	14

SECOND YEAR (GENESE0)

PHYS 223	3	PHYS 224	3
PHYS 226	1	PHYS 228	2
MATH 223	4	MATH 326	3
N/CHEM Lab Sequence I	4	CHEM Lab Sequence II	4
INTD 121 or MATH 230	3	U/	3
Total	15	Total	15

THIRD YEAR (GENESE0)

PHYS 311	3	PHYS 341	1
Physics 300-level Elective	3	PHYS 362	2
S/	3	Physics 300-level Elective	3
M/	3	F/	3
HUMN 220	4	HUMN 221	4
		Elective	3
Total	16	Total	16

Total Credits – 90

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

NOTE:

(1) Students should consult with their academic advisor for appropriate electives and fourth and fifth year programs at the Engineering School. Several engineering fields require certain physics courses to be taken at Geneseo prior to the Engineering School

Political Science

Jeffrey Koch, Chair (Fraser 105D) - polisci.geneseo.edu

Professors: E. Drachman, R. Goeckel, J. Koch. Assistant Professors: E. Kang, A. Rao, K. West. Instructors: J. Grace. Visiting Assistant Professor: B. Mukherjee. Lecturers: J. Kirk, J. Moor. Adjunct Lecturer: G. Bauer, M. Partapurwala

Bachelor of Arts Degree

Total credits required to complete major: 36-39*

Basic Requirements		33 credits
PLSC 110	American Politics	3
PLSC 120	Comparative Politics	3
PLSC 140	International Politics	3
PLSC 230	Political Theory	3
PLSC 251*	Modern Political Analysis	3
Three courses at the 300-level, one in three of the following subfields:		9
American Politics: PLSC 311-316, 318, 319		
Comparative Politics: PLSC 320-323, 325, 326, 328, 329, 341, 342		
Political Theory: PLSC 313, 319, 335-339		
International Politics: PLSC 329, 341, 342, 345-348		
One 300-level capstone or senior seminar: PLSC 320, 345, 346, OR 390		3
Two additional courses at the 200- or 300-level		6

Related Requirements	0-3 credits
Foreign language 202 (or demonstrated competence at that level) OR one of the following courses: <ul style="list-style-type: none">• COMN 212: Theory and Practice of Argument• ECON 112: Macroeconomics• ECON 330: Government Finance• HIST 301: Interpretations in History: (subtitle)• HIST 302: Research in History: (subtitle)• PHIL 216: Reasoning and the Law• SOCL 212: Sociological Research• SOCL 265: Classical Sociological Theory	
Foreign language through 202-level may be satisfied by one of the following: satisfactory completion of course work through the 202-level satisfactory score on the Foreign Language Placement Test a score of 4 or 5 on the Advanced Placement ETS Examination	
(Note: Geneseo offers Spanish, French, and German through the 202 level each year. Other languages are offered when demand is sufficient. See Department of Languages and Literatures listings.)	

NOTE: Currently, to graduate with Honors in Political Science, a student must receive 33 credits in Political Science, including completion of PLSC 393. Of course, students must meet department requirements for Honors Thesis eligibility. In the future, to graduate with Honors in Political Science a student will need to attain 36 credits.

Minimum Competence Requirement

A grade of C- or better is required for all courses submitted in fulfillment of the Political Science major (including 30 credits in PLSC and required related courses).

Department Writing Requirement

Political Science majors are evaluated on the basis of substantive content and the quality of

exposition in 300-level courses. Faculty assign writing projects of 15 pages or more including term papers, reports, etc. Faculty have discretion in determining assignments. Grades are reported to the Department Chair at the end of each semester and recorded on the pre-graduation form. A grade of C- or better is required to fulfill the writing requirement.

Minor in Political Science

18 credits in political science, with a minimum of 12 credits above the 100-level and a minimum of three credits at the 300-level.

Minors in International Relations, Legal Studies, and Public Administration are directed by members of the department. See additional information in this Bulletin.

International Relations Major

See Bulletin section on International Relations; for information on the International Relations Minor, please see Interdisciplinary Minors at the back of this Bulletin.

Internships

Political Affairs, Legal Affairs, or other specially designed internships are available for qualified majors and other students for Political Science or Interdepartmental credit. Additional information may be obtained from the Department Chair, and for information on the Albany Semester, State Legislative, or Washington Programs, see the section on Political and Legal Affairs Internships in this bulletin.

Preparation for Public Service

Information can be obtained from the department.

Certification in Adolescence Education (7–12): Social Studies

The Bachelor of Arts program can be planned so that New York State initial certification requirements are met. Refer to School of Education section of this Bulletin.

Political Science Courses

PLSC 110 S/U/American Politics

An analysis of the American system of government, focusing on the relationships among national government institutions and on intergovernmental relations among the nation, the states, and the cities. Credits: 3(3-0)

PLSC 120 S/Comparative Politics

An introduction to the comparative study of political behavior and institutions. Brief consideration of individual cases suggests concepts and insights which will facilitate the study and criteria for judgment of differing types of political systems in differing environments and at different stages of development. Includes elementary explanation of "types," "environments," and the concepts of "development." Prepares the entering student for more intensive studies of particular geographical and institutional areas. Major examples considered are drawn from areas other than the United States; however, stu-

dents are encouraged to apply newly introduced concepts to the politics of the United States. Credits: 3(3-0)

PLSC 140 S/International Politics

An introduction to the concepts and relationships characterizing the modern international system. Based on a review of historical and contemporary developments, students will be challenged to evaluate issues of continuity and change, states and non-state actors, conflict and cooperation, and power and principles. Approaches to international order, such as international law and organizations, the balance of power, and integration will be addressed, along with contemporary problems in the post-Cold War world. Credits: 3(3-0)

PLSC 202 M/World Religions & Contemporary Issues

The insights and teachings of major living religions will be analyzed by a study of their

Political Science Courses

basic texts and teachers: Buddhism, Hinduism, Confucianism, Taoism, Judaism, Christianity, and Islam. Comparison of how their teachings apply to such contemporary issues as war and peace, the environment, gender, race, sexual orientation, and economic justice. (Cross listed with PHIL 202.) Credits: 3(3-0) Offered once a year

PLSC 211 U/Political Parties and Interest Groups

An analysis of the changing role and function of parties and the expanding influence of interest groups in American politics. Topics to be covered include the role of political parties in a democratic society, the development of parties in the United States, and the role of interest groups with particular emphasis on Political Action Committees. Credits: 3(3-0) Offered when demand is sufficient

PLSC 213 Political Participation and American National Elections

Analysis of presidential and congressional elections, including nomination processes. Analysis of the behavior of candidates, voters, parties, and campaign contributors in the American electoral system. Causes and consequences of variation in electoral rules in developed democracies will also be conducted. The implications of the American electoral system for American democracy will be explored. Also, examination of the variety, determinants, and causes of different forms of participation in American politics. Hence, variations in voter participation, protest activity, letter-writing, associational activity, and financial contributions are considered. Addresses question of why some Americans participate while others do not, as well as the political consequences of these variations in participation for American Democracy. Credits: 3(3-0) Offered when demand is sufficient

PLSC 215 Community, State, and Regional Politics

A survey of the interrelationships between local governments, states, and metropolitan regions. Particular emphasis is focused on the key political and policy problems affecting intergovernmental cooperation and con-

flict, how such problems are developed into issues of national interest, and what alternatives are available for solutions. Also focuses upon specific policy issues such as taxation, environment, land use, structural reform, and transportation, which require interdisciplinary solutions in the federal system. Credits: 3(3-0) Offered when demand is sufficient

PLSC 216 Presidential Politics

A study of contemporary presidential performance within the American political system. Particular attention is given to alternative chief executive choices and values in selecting appropriate courses of action in response to perceived public needs. Topics include political selection processes, political leadership, the presidential advisory system, the public policy presidency, the role of the press, and evaluating presidential power. Credits: 3(3-0) Offered when demand is sufficient

PLSC 217 Public Administration

A general survey of public administration, including a comparative perspective on theories of bureaucracy, organization, and responsibility. Theories and principles are applied to functions of governmental agencies in implementing public policy with reference to management, personnel, budgeting, and reorganization. Credits: 3(3-0) Offered once yearly

PLSC 218 Politics of Judicial Process

An analysis and evaluation of the administration of justice as an integral part of the American political process. The legal system, adjudicatory processes, the roles and behavior of the participants involved in litigation, the influence of judicial decision-making, and the impact of judicial decisions are studied. Credits: 3(3-0) Offered once yearly

PLSC 221 Democratization

Democracy as both a political ideal and institutionalized system is relatively new in historical terms: the eighteenth century counted only three such polities (The US, the French Republic, and the Swiss Cantons). This number has increased steadily over time, even leading some to predict a trend toward near-total democratization

Political Science Courses

globally. In what is termed the third wave of democratization, over 80 countries around the world have moved from authoritarian to democratic systems, albeit sometimes slowly and in partial measure, just since the mid-1970s. However, there is no single clear path toward democratization, and the methods for - or even possibility of - assisting countries toward democratic goals remains a topic of acute political controversy. Credits: 3(3-0) Offered every fall

PLSC 222 Politics of East Asia

This course examines the domestic and international politics of East Asia. How have historical and political factors shaped such varied polities, including a communist country contending with massive socioeconomic and political change and a constitutional monarchy with a parliamentary system? How successful have the countries of the region been in addressing the political and socioeconomic aspirations of their populations? Which countries have emerged as regional or global powers, and with what effect on the international system? Two major Asian powers, China and Japan, are studied in detail, and the considerable diversity of the region is explored through additional country studies. In addition, each student has the opportunity to pursue study of a pertinent topic of special interest throughout the individual project requirement. The course does not presuppose prior knowledge of East Asian history and politics. Credits: 3(3-0) Offered fall, odd years

PLSC 223 Politics of South Asia

This course explores the major political and socioeconomic forces shaping contemporary South Asia. We begin with an overview of South Asia (India, Pakistan, Bangladesh, Sri Lanka, the Maldives, Nepal, and Afghanistan), emphasizing subcontinental factors such as the impact of colonization and anti-colonial freedom struggles; international relations; and regional conflicts such as Kashmir and the nuclearization of the Indo-Pakistani relationship. We then turn to the ways in which newly independent states have contended with challenges of governance,

national unity, and socioeconomic development, through case studies of the states of the region. The major focus of the course is the evolution and nature of democratic and authoritarian regimes in the region. Credits: 3(3-0) Offered every fall

PLSC 224 Government and Politics in Africa

The course analyzes the major determinants of social and political change and conflict in the states of Sub-Saharan Africa (i.e. the countries of the region south of the North African Arab-Islamic Region, including South Africa). Focus is directed to the nature and effects of the pre-colonial and post-colonial economic, social, and political institutions on contemporary politics. Credits: 3(3-0) Offered when demand is sufficient

PLSC 225 Politics of East Central Europe

A comparative examination of the establishment and development of the former Communist systems in East Central Europe, including the revolutions which brought political change to these regimes. Topics considered include changes in the role of the Communist party and bureaucracy, the economic problems associated with marketization, issues of nationalism and political fragmentation, and the international context of democratization. Credits: 3(3-0) Offered when demand is sufficient

PLSC 226 Politics of Western Europe

A comparative analysis of political, economic, social, and foreign policy issues of countries in Western Europe. Special attention is given to the growing importance of the European Union. Credits: 3(3-0) Offered when demand is sufficient

PLSC 227 Civil War and Conflict Resolution

This course examines the phenomenon of civil war using a range of philosophical and theoretical approaches, as well as an abundance of empirical data about the incidence, characteristics, causes, duration, and cessation of civil war. We will focus our analysis on a few key questions: What are the major causes of civil war today? What comparative approaches best help us explain the preva-

Political Science Courses

lence of civil war? What special obstacles do civil wars present for conflict resolution? What means exist for countries caught in civil war to reach acceptable resolutions, reassert the rule of law and accountability, and allow their societies to overcome divisions and reconcile? Credits: 3(3-0)

PLSC 228 S/M/Developing World Politics

A survey of conditions and politics in areas of the world generally referred to as "developing." Why is political instability so common? How does chronic poverty affect politics in the developing world? What are the prospects for change? A variety of historical models, theoretical approaches to political development, and contemporary cases will be used to examine these and similar questions. Credits: 3(3-0) Offered once yearly

PLSC 230 Political Theory

An examination of the methodological and normative assumptions of the major competing schools of political theory. Particular stress is placed on the modes of analysis employed by these schools concerning such issues as the relation between freedom and equality, the problem of history, the status of politics as a science, the distinction between philosophy and ideology, the relation between theory and practice, the question of value-free political analysis, and the problems concerning revolution and political change. Prerequisites: one 100-level course in political science. Credits: 3(3-0) Offered three semesters out of four

PLSC 240 M/Asia in the Global Setting

This course covers controversial issues of diplomacy, politics, and economics faced by the regions of East Asia, South Asia and Southeast Asia. Countries emphasized include the People's Republic of China, Japan, North and South Korea, India, Pakistan, Indonesia and Singapore. Special attention is given to problems of development, regional cooperation, the relationships between domestic and foreign policy and Asia's role in world politics. Credits: 3(3-0) Offered when demand is sufficient

PLSC 241 Politics of Genocide

This course investigates the main causes and roots of evil and cruelty that are examined through learning about genocide in the twentieth and twenty-first centuries. Students will use the case method to study genocides and mass murders including the Armenia Genocide, the Holocaust, the Cambodian Credits: 3(3-0)

PLSC 246 S/U.S. Foreign Policy

An examination of the international and domestic setting of US foreign policy, placing contemporary policy in the context of US traditions. The role of actors in the policy-making process will be analyzed, along with problems and choices confronting the US in the post-Cold War world. Individual crises and case studies may be used to illustrate decision-making processes. Credits: 3(3-0) Offered once yearly

PLSC 248 The European Union

This course will review the origins and historical development of the European Union after World War II, describe the roles and functions of the EU institutions, and analyze the impact of the EU on various policy areas, domestic and foreign, of the European space. Theoretical perspectives on the process of regional integration will be incorporated in analyzing the prospects for European integration. Prerequisites: PLSC 120 or PLSC 140. Credits: 3(3-0) Offered once a year

PLSC 250 Women and Politics

Sex (like class, race, ethnic identity, religion, or nationality) is treated as a fundamental factor, crucial to political analysis. Explores the politics of male-female relations in individual and social dimensions and in geographically and historically comparative perspective. Examines the political behavior of women in the context of formal, political institutions. Also analyzes the impact of male-dominated structures and culture upon women's consciousness and actions. In short, represents an aspect of the politics of inequality and the mechanisms of dominance and dependence. Credits: 3(3-0) Offered when demand is sufficient

Political Science Courses

PLSC 251 R/Modern Political Analysis

The purpose of this course is to introduce Political Science majors to the methods of modern political science research. The course will include a presentation of the scientific approach as practiced by Political Scientists, focusing on both theoretical and methodological issues. The purposes of research, measurement problems, and other data management problems in political science research will be discussed. Students will be introduced to basic statistical techniques of data analysis including: dispersion and central tendency, correlation coefficients, hypothesis testing, confidence intervals, Chi-Square tests, student t-tests, and simple regression analysis. (Students may not receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Prerequisites: PLSC 110, PLSC 120, or PLSC 140. Credits: 3(3-0) Offered three semesters out of four

PLSC 291 Enduring Issues in Comparative and International Politics: (subtitle)

Topics may cover a wide spectrum of issues, problems, themes, ideas, and areas related to international and comparative politics. Incorporates knowledge and materials from other disciplines within a political science framework. (May be taken for credit no more than twice.) Credits: 3(3-0) Offered when demand is sufficient

PLSC 311 Public Opinion and the Mass Media

An examination of American political attitudes and opinions relevant to the functioning of democratic government. Consideration will be given to the extent that the American public fulfills the requirements of democratic theory. Topics include mass media and public opinion, American tolerance for dissent, trust in government, survey research, political efficacy, presidential approval ratings, political ideologies, and partisan change. The determinants of political attitudes and important trends in public opinion will be

examined. Prerequisites: PLSC 110 or permission of instructor. Credits: 3(3-0) Offered when demand is sufficient

PLSC 312 American Social Welfare Policy

This course presents an analysis of U.S. policy responses to poverty within the framework of the public policy process. The course will examine how definitions of the deserving and undeserving poor and Americans' attitudes toward the causes of poverty influence the types of public policy implemented. Income maintenance programs, policies to encourage work, health insurance for low-income and elderly Americans, programs to meet basic needs, and how U.S. policy provides for children being raised in poverty will be examined. The course will also consider the changing relationship between the national and state governments and a comparison of the U.S. social safety net to that available to residents of the European nations. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered spring, odd years

PLSC 313 Political Leadership

A study of different varieties and approaches to political leadership in governmental systems, with special consideration given to the structures, origins, and accomplishments of specific political leaders serving under different social conditions. Case studies of selected political leaders will be included, drawing upon a variety of biographical and interdisciplinary sources. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

PLSC 314 American Public Policy

An introduction to the policy-making process in American government with special emphasis on the development of national domestic and defense policies from World War II together with the analysis of decision approaches taken by the President, Cabinet, Congress, various federal agencies, and pressure groups. The reordering of national priorities is considered within the context of selected policy decisions, the participation of groups affected, and the implications for

Political Science Courses

national goals. Prerequisites: PLSC 110 or PLSC 217 or permission of instructor. Credits: 3(3-0) Offered once yearly

PLSC 315 Legislative Process

An appraisal of the legislative process in the United States emphasizing the origin, passage, and administration of American public policy. The influence of public and private participants -- Congress, the President, the Courts, bureaucracy, political parties, interest groups, and the press -- in the legislative process is studied. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

PLSC 316 Political Power in American Cities

A study of American city politics from administrative, social, and political perspectives. Emphasis is placed on the relationships between local government institutions and urban change, the nature of political decisions and leadership in cities, and resolution of conflicts resulting from the urban crisis, including civil disorders, poverty, welfare, housing, and education. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

PLSC 318 Constitutional Law

A study of the character and implications of American constitutional principles as developed by the United States Supreme Court, with emphasis on the development of judicial review and its impact on our political system, principles of the separation of powers, the problems of federalism, and the powers of Congress and the President. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

PLSC 319 Constitutional Rights and Liberties

A study of the nature and scope of American constitutional rights and liberties, their development, their limits, and the issues and problems surrounding their application. Particular attention is given to due process of law, equal protection of the laws, rights of the accused, and the First Amendment free-

doms. Prerequisites: PLSC 110 or permission of the instructor. Credits: 3(3-0) Offered once yearly

PLSC 320 Theories of Comparative Politics

An exploration of the theoretical approaches to understanding comparative politics. The course addresses the dimensions and requirements of good theory as well as emphasizing the comparative politics research methodologies. Theoretical issues explored will include classical theory, institutional, cultural, and rational choice approaches, social movements, political change (including democratization), the state, and civil society. Prerequisites: PLSC 120, PLSC 140, senior standing, and permission of instructor. Credits: 3(3-0) Offered once every two to three semesters.

PLSC 321 State and Society in the Non-western World

This course examines state-society relations in comparative politics, focusing on the interplay among ideologies, institutions, interests, and identities in the nonwestern world. Readings include both theoretical works exploring these concepts and critical case studies. We begin with exploration of the adoption and adaptation of various political ideologies, sometimes arising from Western traditions and interactions with Western powers, that resulted in extremely varied political institutions throughout the nonwestern world. For example, parliamentary democracies have emerged in countries with remarkably different histories, including formerly fascist Japan and a number of former colonies. And yet other newly independent countries facing similar initial conditions adopted political systems as dissimilar as communism, democracy, and military authoritarianism. Prerequisites: PLSC 120. Credits: 3(3-0) Offered every spring

PISC 322 Germany from the Nazis to the Present

This course will explore the origins, history, and legacy of Nazi Germany, the development of domestic and foreign policies of the two Germanies during the Cold War, and the causes and process of the East German revolution in 1989. Based on this background,

Political Science Courses

the course will address and analyze various policy problems--political, social, economic, and foreign-facing contemporary Germany. Major debates about Germany, such as the reasons for the Nazi seizure of power, responsibility for the Holocaust, themes of continuity and change, coming to terms with the past, and comparisons and relations with the U.S. will highlight the course. (Crossed listed with HIST 322). Prerequisites: PLSC 120 or permission of the instructor Credits: 3(3-0). Not offered on a regular basis

PLSC 325 Politics of Mexico, Central America, and the Caribbean

Examines the profound changes (political, economic, and social) which are presently shaking and transforming these nations. Examines the various routes (military-authoritarian, civil-democratic, capitalistic, Marxist, revolutionary) to modernization undertaken by several of the Latin American nations north of South America, and assesses the implications of the choices for these nations and for U.S. foreign policy. Emphasizes the overwhelming role of the U.S. in this part of the world, the dependency relationship that this implies, and the response of the U.S. to accelerating revolutionary pressures. Also examines Latin American political economy and economic development. Prerequisites: PLSC 120 or permission of the instructor. Credits: 3(3-0) Offered once yearly

PLSC 326 Government and Politics of South America

This course introduces students to the comparative political study of South America as well as the political development, political institutions, political economy, and political culture in several South American states. The course explores broad themes that are characteristic of the region's politics such as authoritarianism, economic development and underdevelopment, political institutions, the impact and role of the United States, armed conflict, and democratization. The course examines why democracy struggled to take root in South America until the late twentieth century and how democracy across the continent reflect the types of democratic transitions each state underwent. The course

also examines individual \ \ Prerequisites: PLSC 120. Credits: 3(3-0) Offered Once every 2 or 3 semesters based upon demand

PLSC 328 Politics of the Middle East

This course examines key issues in the domestic politics and international relations of major countries of the Middle East. These include intra-Arab conflicts, the Arab-Israeli dispute, and religious conflicts. Prerequisites: PLSC 120 or permission of the instructor. Credits: 3(3-0) Offered once yearly

PLSC 329 Politics of Russia and Eurasia

A survey of political, economic, and social change in the former Soviet Union as a world superpower of major significance to the United States. Attention is paid to the historical, cultural, ideological, and political inheritance of the former Soviet system, focusing on the reform process. Prerequisites: PLSC 120 or permission of the instructor. Credits: 3(3-0) Offered once every four semesters

PLSC 336 The American Founders

An examination of the political and constitutional thought of four of the principal American founders: Jefferson, Madison, Adams, and Hamilton. Such issues as liberty, consent, union, federalism, basic rights and separation of powers will be explored. Prerequisites: PLSC 110. Credits: 3(3-0)

PLSC 337 Major Political Philosophers

This course focuses on a single political philosopher or pair of philosophers (e.g. Plato, Aristotle, Aquinas, Machiavelli, Rousseau, Marx, Strauss, Arendt, Voegelin, Bay). Political philosophers to be studied will vary from term to term. Student presentations of commentaries on the texts comprise a significant part of the course. Credits: 3(3-0) Offered once every four semesters

PLSC 338 Twentieth Century Political Criticism

An analysis of the literature of contemporary political criticism. Materials to be analyzed deal with critiques of bureaucratic sociopolitical structures, mechanisms and processes of political change, political atomization and

Political Science Courses

alienation, and visions of alternative political futures. Specific works examined include samples from neo-Marxian, libertarian, elitist, neo-Freudian, behaviorist, humanist, existentialist, anarchist, and utopian and counter-utopian political evaluation and criticism. An attempt is made to use an interdisciplinary approach to understanding the contemporary political imagination. Prerequisites: PLSC 230 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

PLSC 340 International Law and Organization

The course examines the development, structure, legal basis, and politics of international organizations, with particular emphasis on the United Nations and the principal regional organizations such as the European Union, the Organization of American States, the Organization of African Unity and the Association of Southeast Asian Nations. Prerequisites: PLSC 120, PLSC 140 or permission of instructor. Credits: 3(3-0)

PLSC 341 Democracy and International Relations

What is the connection between democracy and international politics? Would a more democratic world be a more peaceful world? Are democracies inherently more peaceful than nondemocracies? This course examines the concept of the democratic peace, beginning with Kant's notion of the democratic pacific union. We then examine major contemporary works on democratic peace theory, arguments modifying our understanding of the democratic peace, and important critiques of this concept. Prerequisites: PLSC 140. Credits: 3(3-0) Offered every fall

PLSC 342 Human Rights in a Global Perspective

A study of the philosophical, cultural and theoretical bases of human rights institutions, practices, problems, and problems at the international and domestic levels with special focus on the Third World. The course will define and analyze the causes of human rights violations in Africa, Asia, and Latin

America and assess the efficacy of such international and regional organizations as the United Nations, the Organization of American States, and the Organization of African Unity in protecting and promoting these rights. Prerequisites: PLSC 140 or permission of the instructor. Credits: 3(3-0)

PLSC 345 Theories of International Relations

An exploration of the theoretical approaches to understanding international relations and to explaining outcomes in international relations. The course addresses the dimensions and requirements of good theory. Theoretical approaches employed include realism, interdependence and integration, national values and domestic structure, bureaucratic politics and transnational relations, dependency and Marxist approaches, and psychological approaches. These theoretical approaches address historical and contemporary cases. Prerequisites: PLSC 120, PLSC 140, PLSC 246, senior standing, and permission of instructor. Credits: 3(3-0).

PLSC 346 Global Issues

The course will focus on selected problems which face the global community such as AIDS, terrorism, and land mines. Students will analyze the background of these problems and debate options for dealing with them. Prerequisites: : PLSC 120, PLSC 140, PLSC 246, senior standing, and permission of instructor. Credits: 3(3-0) Offered every other semester

PLSC 347 Terrorism and National Security

This course is designed to introduce students to the study of terrorism's past, present, and future. Students will explore numerous features of the subject including, but not limited to: definitional dilemmas; the origins and evolution of terrorism; tactical and targeting innovation; the psychology and characteristics of terrorist actors, including women; case studies; and counter-terrorism strategies. Prerequisites: PLSC 140. Credits: 3(3-0) Offered once every two to three semesters, based upon demand

Political Science Courses

PLSC 348 Politics of International Economic Relations

A survey of the international economy, exploring particularly the interrelationship with politics. The course introduces major theoretical perspectives in international political economy; discusses the historical development of the modern international economy; and examines the functioning of the trade, monetary, and investment systems in the post-World War II period. Challenges to the liberal international order from competition among Western economic powers, the developing world, the process of marketization in centrally-planned economies, and technological change are addressed, as well as scenarios for the future. Prerequisites: PLSC 140 or permission of the instructor. Credits: 3(3-0) Offered when demand is sufficient

PLSC 351 Failed States

State failure presents serious problems for the international community. Failed states generate destabilizing refugee flows, contribute to regional instability, damage prospects for economic development, and can become harbors for terrorists and other international criminal organizations. This course surveys the literature on state formation and collapse, with particular emphasis on causes and consequences, detailed examinations of individual cases, and the international community's response. A case study approach will be employed, focusing on four states (possibilities include Rwanda, Somalia, Congo, Afghanistan, Yugoslavia, Sri Lanka, Colombia, and other states should events warrant). By examining the various processes at work in failed states, the international response, and the tools for reconstruction, we will draw conclusions regarding the potential for early warning systems and appropriate policy remedies. Prerequisites: PLSC 140 or permission of instructor. Credits: 3(3-0). Offered once every four semesters

PLSC 353: Religion, Church and State in Contemporary Europe

The course will investigate the role of religion and churches in contemporary Europe, East

and West, focusing on the different models of church-state relations – separation, establishment and pluralism – and the churches as political actors. The role of Catholic, Protestant and Orthodox churches in the context of communism, democratization and Europeanization since 1991 will be analyzed. Historical, transnational, sociological and attitudinal/behavioral aspects of religion will be addressed, including the challenge of integrating Islam into contemporary Europe. Prerequisites: PLSC 120 or 140 Credits: 3(3-0) Offered every other year.

PLSC 390 Senior Seminar

This course will focus on a special topic within the discipline of Political Science of the instructor's choosing. Students will produce a research paper, and participate in weekly discussions on readings assigned by the instructor. Limited to 20 students. Prerequisites: PLSC 110, PLSC 120, PLSC 140, PLSC 230, PLSC 251, and senior standing. Credits: 3(3-0)

PLSC 393 Honors Thesis

A major structured research project in Political Science that will cap a student's experience in the major. Students will work with an individual faculty member and complete a major research paper of 30-40 typed pages (on average). An oral report of the paper will be presented in a public form that is approved by the thesis advisor. Enrollment by invitation of the Department. Credits: 3(3-0) Offered by individual arrangement

PLSC 395 Political Affairs or Legal Affairs Internship

The Political Affairs Internship and Legal Affairs Internship are designed to provide students at the College an opportunity to broaden their educational background in a wide range of public agency or legal-related work situations. Such experiences as working in Rochester City and Livingston and Monroe County government, the District Attorney's Office, and regional and local state legislators' offices have been examples of student placements for this internship. The intern will spend an appropriate amount of

time with the agency, participate in a seminar, and submit a major paper related to the experience. (Note: Students may present no more than 15 internship credits toward the baccalaureate degree.) 3 to 6 credits.

Intensive reading and/or research on a political subject mutually agreed upon by the student and a faculty member. May be taken for 1, 2, or 3 credits. Prerequisites: Any 100-level Political Science course and permission of the instructor. Offered by individual arrangement

PLSC 399 Directed Study

B.A. in Political Science			
Sample Program Outline/Advising Guide			
FIRST YEAR			
Fall	Credits	Spring	Credits
U/ PLSC 110*	3	PLSC 120	3
S/	3	PLSC 140	3
N/	4	N/	4
F/	3	F/	3
INTD 105	3	Elective	3
Total	16	Total	16
SECOND YEAR			
PLSC 240	3	PLSC 200 or 300-level elective	3
PLSC 251 OR Foreign Language	3	PLSC 230	3
Elective	3	PLSC 251	3
HUMN 220	4	R/	3
Elective OR Foreign Language	3	HUMN 221	4
Total	16	Total	16
THIRD YEAR			
PLSC 200 or 300-level Elective	3	PLSC 300-level	3
PLSC 300-level	3	Related Requirement	3
Related Requirement or Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15	Total	15
FOURTH YEAR			
PLSC 300-level	3	Elective	3
INTD 395 (Internship) or Elective	3 or 6	INTD 395 (Internship) or Elective	3 or 6
Elective	3	Elective	3
Elective	3	Elective	3
Elective	2		
Total	14-17	Total	12-15
Total Credits -- 120			
Note: The Department encourages majors to use electives for Minor programs and/or internships.			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

Psychology

Ganie DeHart, Chair (Bailey Hall 131) - psych.geneseo.edu

Distinguished Teaching Professor: G. Dehart. Professors: T. Bazzett, J. Katz, S. Kirsh, M. Lynch, J. Mounts. Associate Professors: J. Allen, J. Ballard, K. Kallio, V. Markowski, M. Pastizzo, D. Raynor, D. Repinski, M. Schneider. Assistant Professors: C. Merrilees, J. Ozubko, L. Ruddy, J. Zook. Adjunct Faculty: L. Busch, R. Korn, K. Meiners, T. Tomczak, T. Yarowsky Visiting Assistant Professor: K. Mooney.

Bachelor of Arts Degree

Total credits required to complete the major: 40 credits.

Basic Requirements			12
PSYC 100	Introductory Psychology		3
PSYC 250*	R/ Introduction to Behavioral Statistics		3
PSYC 251	Introduction to Behavioral Research Methods		3
PSYC 352	Advanced Research in Psychology: (subtitle)		3
Content Area Requirements (Choose one from each content area)			12
1. Biological Bases of Behavior	PSYC 330, 332, 335, 338, or 357		3
2. Cognition and Perception	PSYC 307, 325, or 315		3
3. Social/Personality	PSYC 350 or 355		3
4. Developmental	PSYC 215, 216, or 217		3
Electives: Four additional PSYC Courses			12
[At least 18 credits (6 courses) across the major must be at the 300-level.]			
Related Requirements			4-5
Human Biology**			

*A student who has received credit (and a grade of at least C-) for BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, or SOCL 211 may use this course in place of PSYC 250 to fulfill the statistics requirement for the major. The student must then complete an additional psychology elective in order to reach the 36 psychology credits required for the major.

**This requirement may be filled through one of the following: BIOL 103/104; BIOL 117/116; BIOL 119/116; An AP score of 3 or higher in Biology; a human biology transfer course accepted by the College for the general education requirement in natural Sciences (N/). This related requirement can be used to satisfy the College general education requirement in natural sciences (N/). Pre-medical students are advised to take BIOL 117/116. NOTE: BIOL 100 and BIOL 105/BIOL 106 do not fill this requirement.

Minimum Competence Requirement:

ALL COURSES COUNTED FOR THE PSYCHOLOGY MAJOR MUST RECEIVE A GRADE OF C- or better. If a D or E is earned in Psyc 250, 251, or 352, majors may repeat each course one time to achieve the required minimum grade. Students may not go on to 352 until a C- or better is earned in 250 and 251. (See "Repeated Courses: D and E Grade Policy" in this bulletin.)

Department Writing Requirement:

All majors must successfully complete PSYC 352 with a grade of C- or higher. This course has as a prerequisite PSYC 251 (Introduction to Behavioral Research Methods), which introduces students to writing research reports in psychology. PSYC 352 (Advanced Research in Psychology: subtitle) extends the training students receive in PSYC 251 by having them

apply what they have learned to the task of producing written reports of laboratory research. PSYC 352 is a writing-intensive course.

NOTE:

1. PSYC 250 satisfies the college requirement for Numeric/Symbolic Reasoning.
2. Students should take PSYC 100, 250, and 251 in the first or second year. Note that: (a) PSYC 100 is a prerequisite for all other Psychology courses; (b) PSYC 250 and 251 are prerequisites for most 300-level Psychology courses; (c) PSYC 250 and 251 must be completed with a minimum C- grade before taking 300-level Psychology courses.
3. The College requires a 1.67 grade point average in the related requirements for all majors. Psychology requires a Human Biology lecture with lab. The average across the lecture and lab must be a minimum of 1.67.
4. Students must complete PSYC 352 at Geneseo. The prerequisites for PSYC 352 include PSYC 250, PSYC 251, and three 300-level PSYC courses. These 300-level courses should be courses with specific academic content. Experiential courses (PSYC 391, PSYC 395, PSYC 396, PSYC 397) do not count as prerequisites.
5. Only one course can be transferred to meet Content Area requirements. Only one course can be transferred from a two-year community college as a 300-level course to meet the major requirements.
6. No more than 3 credits from PSYC 294, PSYC 299, PSYC 391, PSYC 395, 396, 397, or 399 may be used to satisfy elective requirements of the major.
7. A maximum of 51 credits in psychology may be included within the 120 credits required for the degree. At least 69 credits must be completed outside of the Psychology department.
8. Any student who renders psychological services or implies to the public that he or she is licensed to practice as a psychologist is acting in contravention of the laws of the State of New York, Education Law, Article 153, Sections 7601-7614.
9. Teaching Certification: Childhood/Adolescence teacher certification requires enrollment in appropriate programs in School of Education.
10. Majors who contemplate graduate study in psychology are encouraged to develop proficiency in computer use and/or a foreign language, and to take courses in biology.

Minor in Psychology

A minimum of 9 credits counted toward the minor must be completed at Geneseo.

Basic Requirements		21 credits
PSYC 100	Introductory Psychology	3
PSYC 250*	R/ Introduction to Behavioral Statistics	3
PSYC 251	Introduction to Behavioral Research Methods	3
Electives in Psychology (At least 3 credits at the 300-level)		12

*A student who has received credit (and a grade of at least C-) for BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, or SOCL 211 may use this course in place of PSYC 250 to fulfill the statistics requirement for the minor. The student must then complete an additional psychology elective in order to reach the 21 credits required for the minor.

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

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

Advisement Notes

Students who plan to take the Psychology section of the Graduate Record Examination (GRE) are encouraged to complete the basic and content area requirements of the major

prior to taking the GREs.

Suggested courses for students with specific interests or career plans are listed below. These lists are not intended to imply that the Psychology Department offers specialty training in specific tracks or concentrations. Instead, these suggestions should be considered advisory only. For further information, be sure to consult with your advisor.

School Psychology:	PSYC 202, 215, 216, 220, 260, 321, 325, 355, 366, 370, 385
Clinical/Counseling Psychology and Master of Social Work (MSW) programs:	PSYC 215/216/217, 220, 260, 308, 321, 350, 355, 365, 366, 368, 370, 385
Industrial/Organizational Psychology, Human Resources, Labor Relations, and Business/Management:	PSYC 265, 350, 368, 370, 385
Neuroscience and Medicine:	PSYC 260, 307, 330, 331, 332, 335, 338, 357
Education:	PSYC 202, 215/216, 220, 260, 315, 321, 325, 366, 370, 385

Psychology Courses

PSYC 100 Introductory Psychology

An introduction to the scientific study of behavior and cognitive processes. Topics include the biological basis of behavior, perception, learning, memory, thinking, human development, emotion, psychological disorders and social psychology. Credits: 3(3-0). Offered every semester.

PSYC 202 Educational Psychology

Considers the principles of learning and teaching, measurement and evaluation, and growth and development of the individual, as they relate to the classroom and other situations. Prerequisites: PSYC 100. Credits: 3(3-0). Not offered on a regular basis.

PSYC 215 S/Child Development

An overview of the nature and course of human development from conception through childhood. Topics include physical, perceptual, cognitive, linguistic, social, emotional, and personality development. Prerequisites: PSYC 100 or INTD 203. (INTD 203 may be taken as a corequisite.) Credits: 3(3-0). Offered every semester.

PSYC 216 S/Adolescent Development

An overview of the nature and course of human development during adolescence. Biological, cognitive, social, and personality development are considered, with emphasis on families, schools, and cultures as contexts for adolescent development. Prerequisites: PSYC 100 or INTD 203 (INTD 203 may be taken as a corequisite). Credits: 3(3-0). Offered every semester.

PSYC 217 Adult Development and Aging

An overview of the nature and course of adult development. Biological, psychological, and social aspects of adult development and aging are considered, as are the influences of society and culture. Prerequisites: PSYC 100. Credits: 3(3-0). Offered every two years.

PSYC 220 Applied Behavior Analysis

The purposes of this class are to review theory, research, and practical applications of environmental, learning, behavioral approaches; to develop skills in observing behavior, planning interventions, and evaluating behavior change; and to promote an

Psychology Courses

empirical approach to the selection of treatment and training options. Class sessions will include lecture, group activities, and discussion. Prerequisites: PSYC 100. Credits: 3(3-0). Offered most semesters.

PSYC 236 Human Sexual Behavior

An overview and critical analysis of theory and research on human sexual behavior. Psychological and behavioral aspects of human sexuality will be considered as will the role of biological influences and social contexts. Prerequisites: PSYC 100. Credits: 3(3-0). Offered most semesters

PSYC 250 R/Introduction to Behavioral Statistics

Computation, application, and interpretation of the major descriptive and introductory inferential techniques. Topics include measurement, frequency distributions, graphing, central tendency, variability, binomial and normal distributions, standard scores, correlation, regression, hypothesis testing, z-tests, one-sample t-tests, two-sample t-tests, analysis of variance, and nonparametric significance tests. Students may not receive credit for more than one 200-level statistics course. However, a student who has received credit (and a grade of at least C-) for BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, or SOCL 211 may use this course in place of PSYC 250 to fulfill the statistics requirement for the major or minor. The student must then complete an additional psychology elective in order to reach the 36 credits in psychology required for the major (or 21 credits required for the minor). Prerequisites: PSYC 100 and three years of high school mathematics. Credits: 3(3-0). Offered every semester.

PSYC 251 Introduction to Behavioral Research Methods

A systematic study of the principles of research design and methods. Topics include scientific methods of descriptive, correlational, basic experimental, quasi-experimental, and single-subject approaches, issues of validity and experimental control, ethical considerations, and skills in accessing and using psychological literature, critical reading, and scientific writing using American Psychological Association style. Prerequisites:

PSYC 100. Credits: 3(3-0). Offered every semester.

PSYC 260 Abnormal Psychology

This course offers a framework for understanding maladaptive behavior focused on the symptoms, causes, and treatment of a range of psychopathology, including anxiety, personality, mood, psychophysiological, schizophrenic, and substance abuse disorders. Each disorder is considered through a comparison of biological, psychological, and sociocultural viewpoints on the causes and treatment of abnormal behavior. Current research issues as well as legal and ethical issues related to the assessment and treatment of abnormal behavior are discussed. Prerequisites: PSYC 100. Credits: 3(3-0). Offered every semester.

PSYC 265 Introduction to Industrial and Organizational Psychology

Examines the principles, practices, and problems of organizations from a psychological perspective. Topics include personnel selection, training, motivation, measurement of performance, job satisfaction, human engineering, organizational politics and power issues, organizational structure issues, labor-union relations, and consumer behavior. The importance of both theory and empirical research is stressed. Prerequisites: PSYC 100. Credits: 3(3-0) Offered every year.

PSYC 275 S/Environmental Psychology

A comparative review and evaluation of current research methods and findings concerning the relationship between the physical environment and behavior. A sample of topics include cognitive maps, seasonal affective disorder, the effects of crowding, heat and air pollution on behavior, and psychological interventions designed to promote more environmentally friendly behavior. Prerequisites: PSYC 100 or ENVR 124. Credits: 3(3-0). Offered every year.

PSYC 278 Psychology of Happiness

This course is an introduction to the empirical study of human happiness and well-being. Topics include how values, personality and social characteristics, attitudes, and cultural and evolutionary variables predict and

Psychology Courses

potentially affect human happiness. Special emphasis will be placed on understanding how and why these variables are related to happiness. Prerequisites: PSYC 100 or consent of instructor. Credits: 3(3-0). Offered every year.

PSYC 280 Sport and Exercise Psychology
Examines psychological theories and research applied to participation and performance in sport, exercise, and other types of physical activity. Topics include personality, motivation, arousal and stress, competition, leadership, communication, psychological skills training, epidemiology of physical activity, exercise and physical and mental well-being, exercise adherence, addictive and unhealthy behaviors, injuries and burnout, and development. Prerequisites: PSYC 100. Credits: 3(3-0). Offered every year.

PSYC 294 Peer Advocacy

This seminar course offers students intensive training in and practical experiences with basic helping skills. Peer advocates staff a student-to-student helpline under the close supervision of the supervising instructor, a licensed mental health professional. Peer advocates also help to train and evaluate volunteer trainees (who do not receive credit) by demonstrating skills and providing trainees with practice opportunities and feedback in weekly small group sessions. Trainee performance is evaluated via oral, written, and practical exams; those who demonstrate skill mastery are eligible to enroll as peer advocates the following semester. Peer advocates and trainees participate in a mandatory weekly seminar to discuss ethical, organizational, and practical issues and for ongoing training and supervision. May be taken twice for credit. Sophomore, junior or senior standing; two semesters of full-time study completed at Geneseo; overall GPA of 3.00. Students may enroll in the peer advocacy seminar only following successful completion of formal training the semester prior to enrollment. Prerequisites: Permission of instructor. Credits: 3(2-3). Offered by individual arrangement.

PSYC 299 Directed Study

Individual work, supervised by a faculty member, on a problem in psychology. May be taken more than once with the same subtitle.

(No course described in the undergraduate bulletin may be taken under this course number.) Prerequisites: PSYC 100 and permission of instructor. Credits: 1-3 Offered by individual arrangement.

PSYC 307 Sensation and Perception

An examination of the sensory and perceptual systems which enable us to see, hear, touch, taste, and smell. Drawing on both physiological and behavioral data, this course explores how physical energy is encoded by our sensory systems, and how this sensory information, in conjunction with cognitive processes, leads to our perceptual experience of the world. Prerequisites: PSYC 250 and PSYC 251 and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0). Offered every semester.

PSYC 308 Psychology of Women

An examination of a variety of topics related to women's lives, such as work, personal relationships, sexuality, motherhood, physical health, mental health, violence, and old age. The course also explores psychological aspects of gender stereotypes, gender-role development, and gender comparisons. Prerequisites: PSYC 250 or PSYC 251 or permission of the instructor. Credits: 3(3-0). Offered every year.

PSYC 315 Psychology of Language

Human language is examined from the perspective of experimental psychology. Topics covered include the following: speech perception and production, understanding sentences and discourse, content and organization of the mental dictionary, language acquisition, language and the brain, and language and thought. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0). Offered every two years.

PSYC 321 Developmental Psychology: (subtitle)

An advanced course examining particular developmental domains or issues, with an emphasis on evaluation of contemporary

Psychology Courses

research. Typical offerings include topics in cognitive development, social development, and applied developmental psychology. May be taken for credit twice under different subtitles. Prerequisites: PSYC 215, PSYC 216, or PSYC 217, depending on subtitle. Credits: 3(3-0). Offered every semester.

PSYC 325 Cognitive Psychology

The human organism possesses a complex system of mental abilities—including perceiving, remembering, language, problem solving, reasoning, and decision making—through which it acquires, organizes, and utilizes knowledge of the environment. Cognitive psychology is the study of this sophisticated processing system. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0). Offered every semester.

PSYC 330 Biological Psychology

A study of the physiological basis of human and animal behavior, emphasizing particularly the dependence of processes such as perception, motivation, learning, and problem-solving upon the character and integrity of the nervous system. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0). Offered every semester.

PSYC 331 The Neural and Chemical Basis of Behavior: (subtitle)

An advanced course examining aspects of neural function and neurochemical influences on human and animal behavior, with an emphasis on evaluation of contemporary research. Typical offerings include topics on hormones, drugs of addiction, psychoactive drug treatments, and neurotoxicology. May be taken for credit twice under different subtitles. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0). Offered most semesters

PSYC 332 Human Neuropsychology

This course provides an introduction to the

theory, methods, and practical applications of human neuropsychology. Topics will include fundamentals of brain-behavior relationships, functional neuroanatomy, human cortical organization, neuroimaging, neuropsychological assessment, and complex functions. Emphases are on normal functions of the central nervous system, but abnormal functions are considered as well. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0). Offered most semesters.

PSYC 335 Behavioral Pharmacology

Behavioral pharmacology is the study of the effects of drugs on behavior. An introductory survey of the theories, methods, findings, and principles of the field is presented. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0). Offered every year.

PSYC 338 Animal Behavior

An integration of ethological and comparative psychological aspects of the evolution and development of behavior in animals. Special emphasis on such topics as biological rhythms, communication, spacing, reproduction, sensory systems, learning, and social structure. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. (Not available for credit for students who have credit for BIOL 338.) Credits: 3(3-0). Offered every semester.

PSYC 340 Psychology of Learning

An introduction to the principles of learning and behavior modification, with special emphasis upon laboratory findings. Evaluation of contemporary theories of learning in terms of experimental results. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

PSYC 350 Social Psychology

A study of the behavior of the individual in the social context, with attention to leadership and small group phenomena, social

Psychology Courses

motivation, attitudes and attitude change. Selected research techniques in social psychology. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered every semester.

PSYC 352 Advanced Research in Psychology: (subtitle)

A selected-topic seminar that integrates, at an advanced level, a particular content area with its appropriate literature, research methods, and statistics. In the course of study of the selected issue, students review literature, design research, collect data, analyze and interpret results, and produce both oral and written reports. Prerequisites: Enrollment is limited to Psychology majors who have completed PSYC 250, PSYC 251, and at least three 300-level Psychology courses. Selected topics may have specific prerequisites, which will be listed in the course schedule. Credits: 3(3-0). Offered every semester.

PSYC 355 Psychology of Personality

Introduction to and evaluation of major theoretical conceptions of personality, including psychoanalytic, sociocultural, trait, learning, and humanistic approaches. Research, assessment, and application strategies associated with each approach and selected contemporary research topics and techniques are covered. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered every semester.

PSYC 357 Behavior Genetics

Behavior genetics is the application of genetic research strategies to the study of behavior. Methods and theories are presented along with findings in specific domains of behavior, such as the genetics of mental illness, the genetics of behavioral responses to drugs, and the genetics of specific cognitive abilities and disabilities. Issues of genetic counseling are also addressed. Prerequisites: PSYC 250 and PSYC 251, and human or general biology with lab (BIOL 103/104 or BIOL 117/116) or permission of instructor. Credits: 3(3-0) Offered every year.

PSYC 365 Clinical Psychology

A general introduction to the field. Examines

clinical assessment procedures, psychotherapeutic interventions, and salient issues in clinical research. Prerequisites: PSYC 250, PSYC 251, and PSYC 260 or permission of instructor. Credits: 3(3-0) Offered every year.

PSYC 366 Developmental Psychopathology

An advanced course that provides an overview and critical analysis of the theories and research contributing to a developmental perspective on behavioral, psychological and emotional disorders in childhood and adolescence. Course content charts the origins, developmental pathways and symptom expression of psychopathology in childhood and adolescence with special attention to the person- and environmentally-based factors that increase or buffer the risk for psychopathology. Implications of a developmental model for prevention, assessment and treatment of disorder are considered. Prerequisites: Any two courses from among PSYC 215, PSYC 216, or PSYC 260 or permission of the instructor. Credits: 3(3-0). Offered every year.

PSYC 368 Health Psychology

This course explores the role of psychological and social factors in the promotion and maintenance of good health, the prevention of illness, the causes and treatment of illness, as well as in recovery from or adjustment to ongoing illness. Critical discussion and evaluation of theory, research, and clinical interventions in the areas of nutrition/diet, exercise, substance abuse, coronary heart disease, AIDS, cancer, and chronic pain are among the topics considered. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered every year.

PSYC 370 Introduction to Psychological Testing

Practical and theoretical aspects of test construction and interpretation, with special consideration given to problems of test reliability and validity for measures of intelligence, achievement, interest, and personality. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor. Credits: 3(3-0). Offered Most years.

Psychology Courses

PSYC 380 History and Systems of Psychology

A review of the origins of modern empirical psychology. Emphasis is placed on the influence of historical, philosophical, social and cultural factors on psychology's emergence as an empirical discipline, its choice of particular research questions and methodologies, and the development of the major contemporary approaches to psychology. Prerequisites: Three courses in Psychology or permission of instructor. Credits: 3(3-0). Not offered on a regular basis.

PSYC 385 M/Cross-Cultural Psychology

A consideration of the influence of culture on human behavior and development, both normal and abnormal. Emphasis is placed on research dealing with non-Western cultures and minority cultures in the United States. Prerequisites: PSYC 215 or PSYC 216. Credits: 3(3-0). Offered every year.

PSYC 390 Selected Topics: (subtitle)

An in-depth study of a selected topic in psychology, chosen to allow an integrated consideration of the topic from the points of view of various approaches to psychological inquiry. Examples may include: The Nature-Nurture Question; Approaches to Understanding Aggression; Great Ideas in Psychology; or other topics. Prerequisites: 18 credits in Psychology, including PSYC 250, PSYC 251, and at least one 300-level course. Some topics may require additional prerequisites, which will be listed when such topics are offered. May be taken more than once with different subtitles. Credits: 3(3-0). Offered most semesters.

PSYC 391 Individual Research

Individual work, supervised by a faculty member, on a research problem in psychology. No course described in the undergraduate or graduate bulletins may be taken under this course number. Prerequisites: A minimum cumulative grade point average of 3.00 in psychology courses and completion of a minimum of 15 credits in psychology courses. 3 credits(as arranged). May be taken more than once with the same subtitle for

credit. Offered by individual arrangement.

PSYC 395 Community Internship in Psychology

This internship offers practical field experience in community settings related to the field of psychology. Students may work in a variety of settings based on their particular interests and site availability. The required academic component includes a weekly, one-hour seminar involving presentations and discussions of relevant ethical and organizational issues. Weekly written journals and a term paper including a critical review of the literature in an approved area related to the internship work also are required. Summer interns will complete written journals and a term paper but will not attend a seminar. Prerequisites: Psychology major, junior or senior standing, GPA of 3.00 in psychology courses, 2.75 GPA overall AND permission of instructor. Students may enroll for community internships only after acceptance through a formal application procedure completed during the semester prior to enrollment. Credits: 3-12 (as arranged). NOTE: College polity states that students may apply no more than 15 internship credits toward the baccalaureate degree. Offered by individual arrangement.

PSYC 396 Teaching Practicum in Psychology

This course offers practical teaching experience in undergraduate psychology, as practicum students work closely with a supervising professor for a specified course in psychology. Responsibilities may include assisting in preparation and presentation of lectures and labs, holding office hours and review sessions with students, helping to prepare exams and assignments, and providing evaluative feedback to students. Students are required to participate in a weekly one-hour seminar discussing ethical, organizational, and practical issues. May be taken twice for credit. Prerequisites: Psychology major, junior or senior standing, GPA of 3.00 in psychology courses, 2.75 GPA overall, AND permission of instructor. Students may enroll for the teaching practicum in psychology only after acceptance through

a formal application procedure completed during the semester prior to enrollment. 3 credits (as arranged). Credits: 3(3-0) Offered by individual arrangement

PSYC 397 Undergraduate Research Seminar

This course provides experience in formulating research projects and applying research

techniques in psychology through participation in a faculty-supervised research project and a student-faculty research seminar. May be taken more than once for credit. Prerequisites: PSYC 250, PSYC 251, and instructor permission. Credits: 3(3-0). Offered by individual arrangement.

B. A. in Psychology			
Sample Program Outline/Advising Guide			
FIRST YEAR			
Fall	Credits	Spring	Credits
PSYC 100	3	PSYC 250/R or Elective	3
N/	4	PSYC 251 or Elective	3
S/U/	3	BIOL 103, 104/N	4
INTD 105	3	Elective	3
Elective or Foreign Language	3	Elective or Foreign Language	3
Total	16	Total	16
SECOND YEAR			
PSYC 250/R or Elective	3	PSYC Content	3
PSYC 251 or Elective	3	PSYC Content	3
HUMN 220	4	HUMN 221	4
S/	3	F/	3
Elective	3	Elective	3
Total	16	Total	16
THIRD YEAR			
PSYC Content	3	PSYC Content	3
F/	3	M/	3
PSYC Elective	3	PSYC Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15	Total	15
FOURTH YEAR			
PSYC 352 or PSYC Elective	3	PSYC 352 or PSYC Elective	3
PSYC Elective	3	Electives	9-12
Electives	9		
Total	15	Total	12-15
Minimum Total Credits — 120			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

Sociology

Kurt Cylke, Chair (Bailey 206A) - sociology.geneseo.edu

Professors: S. Derne, A. Eisenberg, W. Lofquist, D. Scott. Associate Professors: K. Cylke, E. Cleeton, P. McLaughlin, L. Meyer, Y. Tamura. Assistant Professor: M. Restivo. Visiting Lecturers: S. Drexel, A. Ivers.

Bachelor of Arts Degree

Total credits required to complete major: 36

Basic Requirements		18 credits
SOCL 100	Introduction to Sociology	3
SOCL 211*	Statistics for Social Research	3
SOCL 212	Sociological Research	3
SOCL 265	Classical Sociological Theory	3
SOCL 365	Contemporary Sociological Theory	3
Senior Seminar: subtitle (choose one)		3
	SOCL 376 Senior Seminar: Selected Topics in Sociology	
	SOCL 377 Senior Seminar: Internship Seminar	
	SOCL 378 Senior Seminar: Study Abroad	
	SOCL 379 Senior Seminar: Senior Thesis	
Electives in sociology		18
Six electives in Sociology must be chosen. At least 6 credits must be at the 300-level. Students are encouraged to take classes across a broad range of topics in consultation with their advisors.		

*Students who have taken BIOL 250, ECON 205, GEOG 278, MATH 242, 262, PLSC 251 or PSYC 250 will have fulfilled the SOCL 211 requirement but must take an additional 3 credit SOCL course to satisfy the 18 credits of SOCL courses needed for the Basic Requirements category.

Minimum Competence Requirement

Sociology majors are required to earn a minimum of a C- in each of the following courses -SOCL 100, 211, 212, 265, 365, and the course used to fulfill the senior seminar requirement (SOCL 376, 377, 378, or 379). If a C- is not earned in these classes (100, 211, 212, 265, 365, and senior seminar), students may **ONLY** repeat a class once to achieve the required minimum grade.

Department Writing Requirement

All majors shall successfully complete the existing program requirements. Program requirements involve extensive writing in at least 83 percent of the course offerings. To complete program requirements, students are required to write a variety of papers and essays. Students successfully completing two 300-level electives (with a minimum grade of C-) shall have completed the department writing requirement.

NOTE:

- 1) For students who have received credit for a statistics course in another department, the Department Chair will waive this portion of the Major/Minor under the condition students will be responsible for adding another Sociology elective at or above the 200-level to complete the required elective credits for the Major/Minor. (Credit will not be granted for more than one 200-level statistic course.)
- 2) No more than 3 of the 18 total elective credits may be earned through Internships and Directed Study. Internships may not be counted toward the required six

credits of 300-level electives.

- 3) No more than 6 credits at the 100-level may be applied to the major.

Minor in Sociology

Basic Requirements	18 credits
SOCL 100; SOCL 211 or 361; SOCL 265	9
Electives in Sociology: three courses; two (6 credits) must be above the 100-level	9

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

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

Sociology Courses

SOCL 100 S/Introduction to Sociology

The course introduces the basic concepts, principles, and major areas of sociology. Topics include the nature of society, social organizations, and major social institutions. Credits: 3(3-0)

SOCL 102 S/Introduction to Social Problems and Public Policy

Contemporary social problems, including macro-problems (e.g., the economy, politics, inequality), micro-problems (e.g., crime, health care), and the relationship between the two are studied. Emphasis is on understanding both causes and symptoms of contemporary social problems. Credits: 3(3-0)

SOCL 105 S/M/Introduction to Global Social Change

An introductory level examination of changing conditions in the Third World, using sociological concepts. Focus will be on one or more of the following areas: Asia, Africa, the Middle East, Latin America, and the Caribbean. This course will emphasize social, economic and political changes that affect daily life and experiences of people in these societies. Credits: 3(3-0)

SOCL 201 Black Women in American Society

An examination of the status of black women, focusing on the themes of gender, race, and class. The experiences of black women will be explored from an historical and cross-cultural perspective, from slavery through the present. Prerequisites: Any 100-level Sociology course or permission of instruc-

tor. Credits: 3(3-0). Offered every fall

SOCL 210 Sociology of Families

The family as a social institution and social system, including its relationship to other social systems such as the economy and gender. Topics include families in the U.S. and in other societies, the history of the family, diversity in family composition, racial, ethnic, and social class variations in family culture and structure, family social policy and legal issues, and contemporary controversies concerning the family. Prerequisites: SOCL 100 or SOCL 102 or SOCL 105. Credits: 3(3-0)

SOCL 211 R/Statistics for Social Research

Data presentation, descriptive statistical analysis, and basic inferential techniques. Theoretical and methodological issues, as well as statistical applications, are studied. Students are trained to develop quantitative analysis skills and an ability to use statistics in social science disciplines and day-to-day life. (Students may not receive credit for more than one 200-level statistics course, including credit for more than one of the following courses: BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, PSYC 250, and SOCL 211.) Prerequisites: Three years of high school mathematics including intermediate algebra. Credits: 3(3-0)

SOCL 212 Sociological Research

The design and implementation of empirical research in sociology with an emphasis on quantitative methodology. Examines the logic of social inquiry and the uses and problems of various research designs and meth-

Sociology Courses

ods of data collection. Provides background necessary to evaluate research in social science, experience in conducting sociological research, and an introduction to computer methods of data analysis. Particular emphasis is on analysis of available data and survey research. Prerequisites: SOCL 100 or permission of instructor. Credits: 3(3-0)

SOCL 213 Sociology of Medicine

Presents social and cultural factors influencing health and illness. Looks at the roles of health care professionals, patients, and medical settings in our society. Discusses the relationships between the current health care system and the political and economic systems. Credits: 3(3-0) Offered every fall

SOCL 217 S/U/Urban Sociology

Social aspects of cities are studied, including the origins and development of cities, the emergence of suburbs, urban ways of life, characteristics of cities in the U.S., contemporary urban problems, and urban policy. Credits: 3(3-0) Offered every year

SOCL 218 Sociology of Environmental Issues

This course deals with the application of social science theory and methods to the study of the ever changing relationship between humans' natural and social environments. Thematic emphasis on Environmentalism as a socio-political, economic movement will inform the course. Topics include an analysis of the historical context of perceived tensions between these two environments and the changing social definitions of nature and environment. Particular attention is given to major environmental controversies and related political struggles of the past two centuries. Additionally, select environmental problems are used as a vehicle from which to explore the nature of sociology's potential contributions to the resolution of environmental controversies. Prerequisites: Any 100-level Sociology course. Credits: 3(3-0) Offered every year

SOCL 220 U/Inequality, Class, and Poverty
Inequalities in social prestige, political power, and economic rewards are examined. Topics include the origins of stratification,

classical theories of stratification, inequality in the United States today, life styles of social classes, social mobility, and the persistence of poverty. Credits: 3(3-0) Offered every year

SOCL 225 Sociology of Gender and Sexuality

This course introduces students to the sociological study of gender in contemporary U.S. society by examining the social structural bases of gendered behavior and gender inequality. Topics include gender socialization, differentiation, and stratification. The course examines gender in institutional structures including the economy, education, law, and the family. Historical and cross-cultural variations in gender are explored as well as variations by race, ethnicity, social class and sexual orientation Prerequisites: SOCL 100 or SOCL 102 or SOCL 105 Credits: 3(3-0) Offered every spring

SOCL 230 S/U/Race and Ethnicity

Given the projection of dramatic transformations in the racial and ethnic composition of the United States during the 21st century, it is important to have a historical and sociological grasp of how racial and ethnic relations have been shaped in the past and of what lessons we can learn and apply to the future of America. This course introduces sociological concepts and theories in the study of race and ethnicity, provides a broad historical understanding of how different groups were assimilated into or segregated from the American society, and examines contemporary issues on race and ethnicity, such as affirmative action and bilingual education, that define political and cultural discourse of our everyday lives. This course will also compare and contrast the race relations of the U.S. with those of other societies. Credits: 3(3-0) Offered every fall

SOCL 240 S/Sociology of Religion

This course examines the relationship between religion and society and between religion and individual experiences. Topics include theoretical explorations into nature, origins, and functions of religion; interpretations of the place of religion and ritual in social life; analyses of interaction between religion and other institutions of society, like

Sociology Courses

economics, politics and family; and examination of religious change; and consideration of the interaction between religion and psyche, religion and socialization, and religion and inequality. Credits: 3(3-0) Offered every year

SOCL 241 S/The Individual and Society

Major social psychological approaches to understanding the relationship between individuals and their social contexts are reviewed. Basic social psychological processes such as language, socialization, the self, and face-to-face interaction are discussed. Credits: 3(3-0) Offered every fall

SOCL 245: Sociology of Sports

Sport is more than just fun and games; it is a powerful institution in our society, closely intertwined with family, community, education, media, politics, the economy, and other institutions. This course focuses on closely analyzing the sports landscape to understand why particular sports are and are not available and popular; how race, class, gender, and other factors shape access to sporting opportunities; how sports are shaped by commercial and political interests; and the cultural meanings attached to sports. Credits: 3(3-0) Offered not on a regular basis.

SOCL 250 Sociology of Deviance

The course is an inquiry into the social construction of deviance. Emphasis is placed on how behavior comes to be defined as deviant and the interests advanced by these definitions, as well as on societal responses to deviance, causes of individual involvement in deviant behavior, and deviance designations as a form of social control. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0). Offered every year

SOCL 265 Classical Sociological Theory

Students will become familiar with the basic theoretical position and concepts of Marx, Durkheim, and Weber. Students will develop critical reasoning skills so that they can distinguish between the conflict orientation, functionalist orientation, and the interpretive orientation to social reality. Prerequisites: SOCL 100 or permission of instructor. Credits: 3(3-0) Offered every year

its: 3(3-0)

SOCL 281 Selected Topics: (subtitle)

An intensive study of a topic in sociology not covered in depth in other courses or, alternatively, an attempt to integrate two or more paradigms or converging perspectives in the field to be studied. Prerequisites: any 100-level sociology course or permission of the instructor. (Some topics may require additional prerequisites.) Credits: 3(3-0) Offered every year

SOCL 290 Sociology of Work and Organizations

This course will explore the historical origins of complex organizations, the internal structure and dynamics of organizations, organizations' interactions with their external environments, and the consequences of particular organizational forms for issues of power and inequality. The course will focus particularly on how changes in organizations, and in the larger political economy, affect the structure and nature of work and the conditions of workers. We will explore how gender, race, and sexuality operate within work organizations. We will also examine how the structure and meaning of work interacts with unpaid and relatively "invisible" work done outside of complex organizations. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

SOCL 310 Sociology of Law

This course is designed to further students' understanding of the relationship between law and society, in particular the ways in which the legal system interacts with the social, economic, and political institutions of American society. Topics to be covered may include the legal profession, family law, minority rights and affirmative action, labor law, sexual harassment, abortion, euthanasia, criminal and civil commitment law, the death penalty, environmental law, or student rights. Credits: 3(3-0) Offered at least once a year

SOCL314 Illness, Self, and Society

Examines health and illness as social phenomena. Focuses on how individual experience

Sociology Courses

rience with illness is influenced by social context. Topics include the social construction of health and illness, the experience of acute and chronic diseases, the nature and role of social support, and the self and illness. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

SOCL 318 Environmental Sociology

This course provides an overview of the field of environmental sociology. Participants will become acquainted with major contemporary environmental problems as well as the various theoretical perspectives--human ecology, political economy, constructivism, political ecology, ecological modernization, feminist ecology--employed by environmental sociologists to interpret their origins, dynamics and potential resolution. The course will also examine several deeply rooted Western assumptions about nature that are hindering the construction of a more integrated perspective on human-environment interactions. Credits: 3(3-0) Offered every year

SOCL 325 Global Social Change

The course explores the meaning and causes of social change and the mechanisms by which changes occur. Socio-cultural change in historical and contemporary societies, the strategies and tactics of planned social change, and the impact of change on the individual and society are discussed. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

SOCL 333 Sociology of Education

An examination and analysis of the relationship between the educational institutions of American society and other major institutional structures such as the economy, family, and the political system. Consideration of how American education affects and reflects race, class and gender divisions. May also consider cross-cultural differences in educational systems. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every spring

SOCL 340 Social Movements

Both elementary forms of collective groups and varieties of social movements that affect social change are analyzed. The focus is on structural and normative considerations. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

SOCL 347 Criminology and Juvenile Delinquency

An intensive examination of theoretical perspectives on crime and juvenile delinquency. Emphasis is placed on the social sources of theories and on the power of theories to explain the high rates of interpersonal violence in the United States. Individual, group, organizational, societal, and cultural contributions to criminality are examined. The origins of the juvenile justice system and criminal law and patterns of criminal law enforcement are also considered. Finally, the relationship between crime and punishment is analyzed. Prerequisites: Any 100-level Sociology course. Credits: 3(3-0) Offered every spring

SOCL 354 Political Sociology

This course studies the distribution of power in society. Theory and research that examine political behavior, power structures, and resistance to power is considered. Central to the course are questions of how class, race, gender, and sexuality affect and are affected by, political structures and processes. This course also explores how social forces shape policy on issues such as welfare, health care, education, criminal justice, defense, and unemployment. Prerequisites: SOCL 100 or SOCL 102 or SOCL 105 Credits: 3(3-0) Offered not on a regular basis

SOCL 356 The Social Self

An investigation of the self from a sociological perspective. The course includes topics such as the social sources of the self, the role of the self in social interaction, and the relationship between society and the self. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered not on a regular basis

Sociology Courses

SOCL 358 Sociology of Emotions

This course examines how emotions and emotional culture are an important influence on social behavior, how social institutions shape human emotions, how emotions vary historically and cross-culturally, and how particular emotional norms disadvantage particular categories of people. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every year

SOCL 361 Field Research Methods

Techniques of social research conducted in natural settings, including observation, interviewing, and unobtrusive methods, are examined and skills in using them are developed. Procedures for analyzing information obtained and for presenting findings are addressed. Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0) Offered every fall

SOCL 365 Contemporary Sociological Theory

The course introduces students to the main traditions in sociological theory that developed in the 20th century. Students will evaluate functionalist theory, conflict theories, and microsociological theories. Prerequisites: SOCL265 or permission of instructor. Credits: 3(3-0)

SOCL 376 Senior Seminar: Selected Topics in Sociology

This course may be taken to meet the senior seminar requirement in Sociology. It is an intensive study of a topic in sociology not covered in depth in other courses, or alternatively, an attempt to integrate two or more paradigms or converging perspectives in the field to be studied. Students are expected to produce a research paper and present findings. Prerequisites: Senior standing. Credits: 3(3-0)

SOCL 377 Senior Seminar: Internship Seminar

This course may be taken to meet the senior seminar requirement in Sociology. The internship is designed to provide students with some practical experience working in one of a wide range of public sector organiza-

tions within the local community. Students will also need to meet academic requirements which include readings, participation in a seminar, writing of a research paper and the presentation of findings. Prerequisites: Senior standing. Credits: 3(3-0). Offered by individual arrangement

SOCL 378 Senior Seminar: Study Abroad

This course may be taken to meet the senior seminar requirement in Sociology. It is designed for upper level sociology majors and is conducted in an international setting. Location and topics will vary from year to year. Students are expected to produce a research paper and present findings. Credits: 3(3-0). Offered most summers

SOCL 379 Senior Seminar: Senior Thesis

This course may be taken to meet the senior seminar requirement in Sociology. Students are expected to prepare an original research paper on a specific sociological issue under the supervision of a faculty advisor. Credits: 3(3-0). Offered by individual arrangement

SOCL 381 Selected Topics: (subtitle)

An intensive study of a topic in sociology not covered in depth in other courses or, alternatively, an attempt to integrate two or more paradigms or converging perspectives in the field to be studied. (May be taken for credit no more than twice.) Prerequisites: Any 100-level Sociology course or permission of instructor. (Some topics may require additional prerequisites.) Credits: 3(3-0) Offered every year

SOCL 391 Senior Thesis

The student will prepare a lengthy, original paper on a specific sociological issue under the supervision of a faculty advisor. Prerequisites: Senior standing, minimum 3.0 GPA in the major; approval of Department Chairperson. Credits: 3(3-0) Offered by individual arrangement

SOCL 395 Internship

The internship is designed to provide students with some practical experience working in one of a wide range of public sector organizations within the local community. Students will also need to meet academic

Sociology Courses

requirements which may include readings, a written report, participation in a seminar, and/or oral presentation. Credits may range from 3-15 credits per semester. (Note: Students may present no more than 15 credits of internship credit toward the baccalaureate degree.) Prerequisites: 12 credits in Sociology; minimum 2.75 GPA; and approval by both the agency supervisor and Sociology Department internship coordinator. Offered by individual arrangement

SOCL 399 Directed Study

Intensive reading and/or research on a sociological subject mutually agreed upon by the student and a faculty member. May be taken for 1, 2, or 3 credits. Prerequisites: Any 100-level Sociology course and permission of instructor. Offered by individual arrangement.

B. A. in Sociology*

Sample Program Outline/Advising Guide

FIRST YEAR			
Fall	Credits	Spring	Credits
N	4	N/	4
INTD105	3	F/	3
Elective	3	Elective	3
SOCL 100	3	ANTH 100	3
Elective or Foreign Language	3	Elective or Foreign Language	3
Total	16	Total	16
SECOND YEAR			
HUMN 220	4	HUMN 221	4
S/	3	#U/SOCL Elective***	3
# SOCL Elective	3	SOCL 211	3
Minor* or SOCL 211**	3	Minor	3
Elective or Foreign Language	3	Elective	3
Total	16	Total	16
THIRD YEAR			
SOCL 212 or SOCL 265	3	SOCL 265 or SOCL 365	3
# SOCL Elective	3	# SOCL 300 Level Elective	3
Minor	3	Minor	3
Minor	3	Minor	3
Elective	2	Elective	3
Total	14	Total	15
FOURTH YEAR			
SOCL 365 (or minor)	3	Internship*	6
# SOCL Elective	3	SOCL 37_ or Minor	3
# SOCL 300 Level Elective	3	Elective	3
Minor	3		
Elective or SOCL 37_	3		
Total	15	Total	12
Total Credits -- 120			
*This guide also includes an interdisciplinary minor (which is optional) and an optional internship. The interdisciplinary minors frequently chosen by sociology majors are Environmental Studies, Human Development, Legal Studies, Urban Studies, and Women's Studies.			
** Students may elect to begin the sequences of SOCL 211-212 and 265-365 in either spring or fall semester, since all four courses are generally offered each semester.			
<i>Note: Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

Theatre and Dance

Steve Stubblefield, Chair.(Brodie 171) – www.geneseo.edu/theatre_dance

Professors: R. Kaplan, J. Lancos. Associate Professors: J. Ferrell, S. Stubblefield. Assistant Professor: M. Broomfield. Lecturer: R. Wesp. Adjunct Faculty: R. Boucher, J. DeLoria, J. McCausland, D. Scodese French. Visiting Assistant Professor: B. Stubblefield. Assistant Technical Director: S. McGrath.

An audition is required for admission to degree programs in Theatre, Theatre/English; minor in Dance; concentration (for Education majors) in Dance.

Bachelor of Arts Degree in Theatre

An audition is required for admission to the Major In Theatre: 1) Two memorized monologues, two to three minutes in length, one serious and one comic (no period requirement); applicants also may be requested to perform an improvisation; résumé. 2) Applicants whose primary interest is in design or technical theatre are required only to interview with Design Faculty and submit a portfolio, if available; résumé

Number of Credits in Major Required for Degree: 43

Basic Requirements		31 credits
THEA 129	Stagecraft	1
THEA 130	F/Introduction to Technical Theatre	3
THEA 140	F/Play Analysis for the Theatre	3
THEA 202	F/History of Theatre to the 17th Century	3
THEA 203	F/History of Theatre since the 17th Century	3
THEA 204	F/M/Asian Theatre	3
OR		
DANC 211	F/M/Cultural Dance of Asian Peoples	
THEA 221	Acting I	3
THEA 241	Fundamentals of Design	3
THEA 260	Theatre Practicum	3
	(1 credit in acting and 2 credits in technical/costume assistance or 3 credits in technical/costume assistance)	
THEA 305	Topics in Theatre History: (subtitle)	3
THEA 311	Directing I	3

Elective Requirements – Select four from the following list	12 credits
---	------------

(Students with particular interests in design, technical theatre, acting or directing should consult their advisors for guidance in the selection of Elective Requirements.)

DANC 211	F/M/Cultural Dance of Asian Peoples (if not used to satisfy Basic Requirement)
THEA 204	F/M/Asian Theatre (if not used to satisfy Basic Requirement)
THEA 224	Acting Techniques: (subtitle) (May be repeated for a total of 4 hrs)
THEA 225	Production Stage Management
THEA 233	Stage Make-up
THEA 234	F/Costume History
THEA 235	Costume Construction
THEA 236	Scene Painting
THEA 290	London Theatre Seminar
THEA 310	Playwriting
THEA 320	Acting II
THEA 321	Directing II
THEA 330	Monologue Workshop: (subtitle)
THEA 333	Technical Direction

THEA 342	Scene Design I
THEA 343	Scene Design II
THEA 344	Lighting Design I
THEA 345	Lighting Design II
THEA 346	Costume Design
THEA 347	Sound Design
THEA 390	Theatre Seminar
THEA 399	Directed Study: Senior Project

Additional Requirement

Students must complete a Junior Portfolio Review in the Junior Year.

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all required courses, whether basic, elective, or focus.

Department Writing Requirement

All theatre majors write in all theatre courses, but the style and content of the writing varies widely based upon the course topic. Examples include journals, concept statements, dramatic fiction, production analyses, character analyses, and traditional research papers, such as one might find in any other course in the humanities. In the required theatre history sequence of four courses (THEA 202, 203, 204, 305), students write traditional research papers combining theatrical history with the study of dramatic literature and criticism. In the process, students learn to read primary and secondary sources closely, to conduct academic research, and to write essays with a well-argued thesis and properly documented sources.

Minor in Theatre

Total Credits Required		24 credits
THEA 100	F/Introduction to Theatre or THEA 140 F/Play Analysis for the Theatre	3
THEA 129	Stagecraft	1
THEA 130	F/Introduction to Technical Theatre	3
THEA 202	F/History of the Theatre to the 17th Century OR	3
THEA 203	F/History of the Theatre since the 17th Century	
THEA 221	Acting I	3
THEA 224	Acting Techniques: (subtitles)	1
THEA 260	Theatre Practicum	1
THEA 311	Directing I	3
Electives in Theatre at 300-level		6

Concentration in Theatre

A liberal arts concentration in Theatre is available to majors in Early Childhood and Childhood, Childhood and Childhood with Special Education. Courses to be completed are: THEA 100/F or 140/F; 130/F; 202/F, or 203/F; or 204/F/M or DANC 211/F/M; THEA 221; THEA 241; THEA 311; nine credits of electives in THEA or DANC.

Bachelor of Arts Degree in Theatre/English

An audition is required for admission to the Major In Theatre/English: two memorized monologues, two to three minutes in length, one serious and one comic (no period requirement); applicants also may be requested to perform an improvisation; résumé.

Total credits required to complete major: 46 credits

I. Theatre and Related Fine Arts Courses		25 credits
THEA 129	Stagecraft	1
THEA 130	F/Introduction to Technical Theatre	3

THEA 140	F/Play Analysis for the Theatre	3
THEA 202	F/History of Theatre to the 17th Century	3
THEA 203	F/History of Theatre Since the 17th Century	3
THEA 204	F/M/Asian Theatre	3
THEA 221	Acting I	3
THEA 311	Directing I	3
THEA 305	Topics in Theatre History or	
THEA 390	Theatre Seminar	3
II. English Courses*		24 credits
ENGL 203 Reader and Text: (subtitle)		4
One course in British or American Drama (from ENGL 290, 387 486 or other appropriate subtitles of other ENGL Courses)		4
ENGL 454 Shakespeare or Shakespeare subtitle of another ENGL course		4
ENGL 385: Comtemporany Drama		4
ENGL 386 Western Drama 1870-1945		4
ENGL elective in Dramatic Literature or Creative Writing		4
*At least sixteen credits of English must be at the 300- or 400-level.		

Minor in Dance

An audition that demonstrates proficiency at the 200-level in two techniques, either ballet, modern or jazz is required for admission to the Minor in Dance.

Basic Requirements		25 credits
DANC 201	Ballet II OR	2
DANC 250	Classical Ballet Pointe OR	
DANC 301	Ballet III	2
DANC 202	Modern Dance II OR	
DANC 302	Modern Dance III	
DANC 203	Jazz Dance II OR	2
DANC 303	Jazz Dance III	
Two elective courses in DANC 104, 105 201,202, 203, 301, 302, 303		4
DANC 221	F/Dance History Through the 19th Century	3
DANC 222	F/Dance History as a 20th Century Art	3
DANC 230	Dance Kinesiology	3
DANC 331	Dance Composition I	3
DANC 265	Dance Ensemble	3

Minor in Dance History

Basic Requirements		24 credits
DANC 211	F/M/Cultural Dance of Asian Peoples	3
DANC 221	F/Dance History Through the 19th Century	3
DANC 222	F/Dance History as a 20th Century Art	3
DANC 399	Directed Study	3
Three courses selected from:		
ANTH 100	S/M/Introduction to Cultural Anthropology	9
ARTH 180	F/M/Introduction to the Arts of Africa, Oceania, the Americas, and Asia	
ARTH 278	F/19th Century European Art from the French Revolution to the Post Impressionists	
ARTH 287	F/Avant Garde Modernism (1900-1950)	
MUSC 120	F/Introduction to Music History	

One elective from:		3
DANC 100	F/Introduction to Dance	
DANC 304	Special Topics in Dance	
FMST 100	F/Introduction to Film Studies	
THEA 140	F/ Play Analysis for Theatre	

Concentration in Dance

A liberal arts concentration in Dance is available, by audition only, to Early Childhood and Childhood, Childhood Education and Childhood Education with Special Education (dual certification) majors. Courses to be completed are: DANC 222/F; 230; 331; DANC 201 or 250 or 301; DANC 202 or 302; DANC 203 or 303; two elective courses in ballet, modern, jazz, DANC 104, 105 or 204 ; DANC 265 (taken twice—2 hrs). Three courses (9 credits) from the following: DANC 100/F, 211/F/M, 221/F, 260, 332, 340, MUSC 110/F or 210, THEA 130/F.

Minimum Competence Requirement

A grade of C- or better is required for each of the following courses: all courses in Theatre and English offered in fulfillment of the major.

Department Writing Requirement

Students majoring in Theatre/English meet the disciplinary writing requirement through papers done in 300-level English courses and in THEA 202 and 203.

Certification in Adolescence Education (7-12): English

Certification requirement for those seeking New York State Initial Certification in English, which requires 30 total credits of English: two additional English electives (one elective to be a writing or language course).

Requirements of the Bachelor of Arts degree and the Teacher Education program must be completed for the New York State Initial Certification (see School of Education program description). Additionally, students are urged to study a foreign language through the intermediate collegiate level (course level 202) and to complete a recommended linguistics sequence of ENGL 361and 362.

Dance Courses

DANC 100 F/Introduction to Dance

A survey of various styles of dance, selected from ballet, modern, jazz, tap, ethnic, and folk. Included are the historical background of theatrical dance, experience with dance technique and choreography, Labanotation, films on dance in various societies, demonstrations of lighting and costuming, dance criticism, and the contemporary scene. (Readings and attendance at on-campus performances or films is required.) Credits: 3(3-0)

DANC 101 Ballet I

Basic principles and movement techniques of classical ballet. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken twice.) Credits: 2(1-2) Offered fall, even years; and spring, odd years

DANC 102 Modern Dance I

Basic principles and movement techniques of leading styles of modern dance. Participation at dance concerts, reading and writing

Dance Courses

assignments, and video evaluation will be required. (May be taken two times.) Credits: 2(1-2) Offered fall, odd years; and spring, even years

DANC 103 Jazz Dance I

Basic principles and movement techniques of leading styles of jazz dance. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Credits: 2(1-2) Offered fall, odd years

DANC 104 Cultural Dance I: (subtitle)

Basic principles and movement techniques of various folk or ethnic dance styles. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken twice under different subtitles.) Credits: 2(1-2) Offered spring, odd years

DANC 105 Methods of Body Conditioning: (subtitle)

A study of a method of body conditioning, such as Pilates, Barthelemy or Yoga, based on a unique system of stretching and strengthening exercises that tone muscles, improve posture, provides flexibility and balance, and unite body and mind. Credits: 2(1-2) Offered spring, even years

DANC 201 Ballet II

Principles and movement techniques of classical ballet on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken three times.) Prerequisites: DANC 101 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, odd years; and spring, even years

DANC 202 Modern Dance II

Principles and movement techniques of leading styles of modern dance on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken three times.) Prerequisites: DANC 102 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, even years; and spring, odd years

DANC 203 Jazz Dance II

Principles and movement techniques of leading styles of jazz dance on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken three times.) Prerequisites: DANC 103 or an equivalent and permission of instructor. Credits: 2(1-2) Offered spring, even years

DANC 204 Cultural Dance II: (subtitle)

Principles and movement techniques of various folk or ethnic dance styles on an intermediate level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken twice under different subtitles.) Prerequisites: DANC 104 or an equivalent and permission of instructor. Credits: 2(1-2) Offered when demand is sufficient

DANC 211 F/M/Cultural Dance of Asian Peoples

A study of classical, contemporary, and folk dance traditions of Asia as they relate to ritual, artistic, religious, social, political and philosophical influences. Attendance at on-campus theatrical performances may be required. Credits: 3(2-2) Offered every spring

DANC 221 F/Dance History Through the 19th Century

A study of the history of dance from its earliest record through the 19th century considered within the context of political, social and cultural conditions of various historical periods. (Attendance at dance performances will be required). Credits: 3(3-0) Offered fall, odd years

DANC 222 F/Dance History as a 20th Century Art

A study of the history of dance as an art form considered within the context of political, social and cultural conditions in the 20th Century. (Attendance at dance performances will be required). Credits: 3(3-0) Offered every spring

DANC 230 Dance Kinesiology

A study of the sensory and skeleto-muscular structures of the dancer's body and their use in the development of various styles of dance. Particular attention is given to the student's

Dance Courses

formulation of a movement style based on personal sensory and structural characteristics. Prerequisites/Corequisites: DANC 201, 202, 203, or 204, and permission of instructor. Credits: 3(2-2) Offered fall, even years

DANC 250 Classical Ballet Pointe

Basic principles and movement techniques of dancing on the tips of the toes (“sur les pointes”). Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: 2 semesters of DANC 201 or an equivalent and permission of instructor. Credits: 2(1-2) Offered spring, odd years

DANC 265 Dance Ensemble

Development of proficiency in dance performance through rehearsal and presentation of various forms of dance. A concert is presented on-campus each semester. Admission is by permission of instructor following audition. (May be repeated for credit. A maximum of eight credits in DANC 265 may be applied to a degree.) Prerequisites: /Corequisite: DANC 101-104, DANC 201-204, or DANC 301-303. Credits: 1(0-3)

DANC 301 Ballet III

Principles and movement techniques of classical ballet on an intermediate-advanced level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: DANC 201 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, even years

DANC 302 Modern Dance III

Principles and movement techniques of leading styles of modern dance on an intermediate-advanced level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: DANC 202 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, odd years

DANC 303 Jazz Dance III

Principles and movement techniques of leading styles of jazz dance on an intermediate-advanced level. Participation at dance concerts, reading and writing assignments, and video evaluation will be required. (May be taken two times.) Prerequisites: DANC 203 or an equivalent and permission of instructor. Credits: 2(1-2) Offered fall, even years

DANC 331 Dance Composition I

An introduction to the content and structure of dance composition as an art form. Improvisation, rhythm, design, dynamics, phrasing, and production are emphasized. Prerequisites: DANC 222 and 4 credits from DANC 101-105, DANC 201-204, DANC 250, and DANC 301-303. Credits: 3(2-2) Offered every fall

DANC 332 Dance Composition II

An intermediate course to develop the choreographic abilities of the student. The application of the standard choreographic procedures is stressed in the development of group ballet, modern, or jazz composition. Prerequisites: DANC 331. Credits: 3(2-2) Offered spring, even years

DANC 340 Studies in Dance: (subtitle)

An upper division course exploring issues in dance from a research perspective. Subtitle topics include dance notation, dance aesthetics, methodology of dance education, research in dance history, dance criticism, contemporary issues in dance, film & video, and movement analysis. Prerequisites: 4 credits from DANC 201-204, 250, 301-303, 222. Credits: 3(3-0) Offered spring, odd years

DANC 399 Directed Study

Selected study or research in a field of specialization in dance, under the direct supervision of an assigned departmental faculty member. 1-3 credits.

Theatre Courses

THEA 100 F/Introduction to the Theatre

Consideration of the theatrical arts (playwriting, acting, direction, design) in relation to their contribution to the theatrical experience. Designed to develop discrimination and appreciation rather than proficiency in performance. Attendance at on-campus theatrical performances will be required. Credits: 3(3-0)

THEA 129 Stagecraft

Explores in depth the material introduced in THEA 130, providing the students with a solid working knowledge of theatrical processes and stagecraft procedures. Prerequisites: /Co-requisite: THEA 130. Credits: 1(1-0)

THEA 130 F/Introduction to Technical Theatre

An introductory, broad-based study of technical theatre involving reading and examination of varied plays, and focusing on problems in staging methods, theatre spaces, stagecraft, and stage lighting. Participation in productions is an integral part of the course. Credits: 3(2-2)

THEA 140 F/Play Analysis for the Theatre

From pages to possible stages: an analysis of the play to discover production and performance options inherent in the script. The play script will be looked at from the points of view of the various production collaborators: performers, designers, and audience. Attendance at on-campus theatrical performances will be required. Credits: 3(3-0)

THEA 202 F/History of Theatre to the 17th Century

A study of the development of theatre through the Renaissance. Attention is given primarily to the playhouse, the playwrights, the actors, the audience, and the critics, with the aim of providing perspective for the student's own theatrical experience. Credits: 3(3-0) Offered every fall

THEA 203 F/History of the Theatre Since the 17th Century

A study of the development of theatre from the 17th century to the contemporary period. Attention is given primarily to the playhouse, the playwrights, the actors, the audience, and the critics, with the aim of providing perspective for the student's own theatrical

experience. Attendance at on-campus theatrical performances will be required. Credits: 3(3-0) Offered every spring

THEA 204 F/M/Asian Theatre Survey

A study of the development of the major classical and modern performance traditions of Asia. Attention is given primarily to the playhouses, the playwrights, the actors, the audiences, and the critics, with the aim of providing perspective for the student's own theatrical experience. Attendance at on-campus theatrical performances may be required. Credits: 3(3-0) Offered every fall

THEA 221 Acting I

Techniques designed to free the actor, to promote active acting, and to introduce approaches to building characterizations. Workshop performance required. Attendance at on-campus theatrical performances will be required. Prerequisites: THEA 100 or THEA140. Credits: 3(2-2)

THEA 224 Acting Techniques: (subtitle)

Practical exercises in vocal and/or physical techniques for actors designed to complement the acting curriculum in THEA 221, 320, 330, and 340. May be repeated for total of 4 credits. Credits: 1(0-2)

THEA 225 Production Stage Management

The study of the techniques and equipment used in the coordination and operation of theatrical productions, including drama, musicals, opera, and dance. Students will consider and participate in projects dealing with rehearsal procedures, theatrical prompt scripts, technical and dress rehearsals, performances, theatrical equipment, and communication in a theatrical environment. Participation in productions is an integral part of the course. Prerequisites: THEA 140, THEA 130. Credits: 3(2-2) Offered fall, odd years

THEA 233 Stage Make-up

The principles of theatrical make-up, from basic to stylized, to give the student a wide variety of experience and practice in the art of make-up. Participation in productions is an integral part of the course. Credits: 3(2-2)

THEA 234 F/History of Costume

A historical survey of costumes from Greek to modern and their relationships to theatri-

Theatre Courses

cal productions. Credits: 3(3-0)

THEA 235 Costume Construction

The study, application, and execution of costume construction techniques. Participation in productions is an integral part of the course. Credits: 3(2-2)

THEA 236 Scene Painting for the Theatre

The historical development of stage design problems resolved with paint. Focuses on developing a vocabulary of painting skills through lecture, demonstration, and studio work. Participation in productions is an integral part of the course. Prerequisites: THEA 100 or THEA 140, THEA 130, and THEA 241. Credits: 3(1-4) Offered spring, odd years

THEA 241 Fundamentals of Design for the Theatre

An introduction to the art of design as one element of theatrical production. Emphasis is placed on the aesthetics and skills required for designing in the theatre. Participation in productions is an integral part of the course. Credits: 3(2-2) Offered every fall

THEA 260 F/Theatre Practicum

A laboratory experience in areas of theatrical production: 1) costume, 2) make-up, 3) scenery, 4) lighting, 5) sound, 6) artistic management, 7) business/house management, 8) acting, 9) performance/portfolio review. [May be taken six times, not to exceed one semester hour of credit per semester. A maximum of two credits is allowed within a single area (except acting).] One hour of credit. NOTES: Theatre majors are required to complete four credits of THEA 260, two selected from the costume, make-up, scenery, lighting, sound, artistic management, and business/house management areas; one from the acting area, and one in performance/portfolio review. Prerequisite: Permission of instructor.

THEA 270 Video Production

The course will introduce storyboarding, camera basics, executing a video shoot, input and output of video into computers, and non-linear video editing using Adobe Premiere. Students will collaborate on short projects such as a commercial and music video. Prerequisites: THEA 140. Credits: 3(2-2) Offered every spring

THEA 290 F/London Theatre Seminar

Provides an opportunity to experience a broad spectrum of the best in English theatre. The group will attend at least nine productions in small "fringe" theatre, the state-supported Royal Court, Royal Shakespeare, and Royal National Theatre, and the commercial West End. There will be tours of the Royal National Theatre complex and the Old Vic, and walking tours of Greenwich and the South Bank or East End, and a coach tour of central London, all led by certified guides. Students are expected to attend all of the above. There will be two orientation sessions prior to leaving for London and daily discussions in London. Students are also required to submit a journal critiquing productions. Note: course duration is two weeks; may not be repeated for credit. Credits: 3(1-4) Not offered on a regular basis.

THEA 305 Topics in Theatre History: (sub-title)

An in-depth study of a variety of specific topics in theatre history. Topics to be offered on a rotating basis include Greek Tragedy; Contemporary European Theatre, Feminist Theory and Theatre, Dance and Film; Beckett, Pinter, and Mamet; Political Theatre from Brecht to the Present; Holocaust Drama; Asian Puppetry. Attendance at on-campus theatrical performances will be required. Prerequisites: THEA 202 and THEA 203. Credits: 3(3-0) Offered every spring

THEA 310 Playwriting

Development of a working approach to the craft of playwriting that is both formal and personal; the writing of a one-act play. Prerequisites: THEA 140. Credits: 3(3-0) Offered fall, odd years

THEA 311 Directing I

A study of basic elements of directing a play with practical experience in the direction of scenes and one-act plays in class and studio workshops. Attendance at on-campus theatrical performances will be required. Prerequisites: 18 credits of theatre, including THEA 130, THEA 140 and THEA 221. Credits: 3(2-2) Offered every fall

THEA 320 Acting II

Approaches to building characterizations, interaction of actors, and concentration on the

Theatre Courses

American approach to realistic acting. Attendance at on-campus theatrical performances will be required. Prerequisites: THEA 140 and THEA 221 or permission of instructor. Credits: 3(2-2) Offered every spring

THEA 321 Directing II

A study of script analysis and the theories and practices of contemporary play direction; direction of a workshop production. Prerequisites: THEA 311 and THEA 241, or permission of instructor. Credits: 3(2-2) Offered spring, odd years

THEA 330 Monologue Workshop: (subtitle)

Approaches to building characterizations, interactions of actors, and the development of scenes in performance, with concentration on contemporary styles other than realism such as Epic Theatre, Theatre of Cruelty, Absurdism, Performance Art, and Asian Styles. May be repeated once for credit under different subtitles. Attendance at on-campus theatrical performances will be required. Prerequisites: THEA 221, THEA 320, or permission of instructor. Credits: 3(2-2) Offered fall, even years

THEA 333 Technical Direction

A study of advanced staging and building techniques, in both theory and practice. Participation in productions is an integral part of the course. Prerequisites: THEA 140, THEA 130, and THEA 241. Credits: 3(2-2) Offered fall, odd years

THEA 340 Acting IV Period Styles: (subtitle)

This course trains actors in the performance of plays in period styles. The course will include one or more period styles such as: Greek, Elizabethan, Commedia dell'arte, Restoration comedy, early Modern drama. Coursework will be scenework, creation of characters, and short research projects. May be repeated once for credit. Attendance at on-campus theatrical performances will be required. Credits: 3(2-2) Offered fall, odd years

THEA 342 Scene Design I

A study of scene design as an integral part of theatre production. Attention is given to the function of the designer, with special empha-

sis upon practical experience to develop skills and understanding of design theories and techniques. Prerequisites: THEA 140, THEA 130, and THEA 241. Credits: 3(2-2) Offered spring, even years

THEA 343 Scene Design II

Advanced study in scene design in the contemporary theatre. Consideration is given to the limitations placed upon the designer by the various forms of contemporary theatres and the requirements of various periods and types of plays. Special emphasis is placed upon new materials available to the designer. Prerequisites: THEA 342. Credits: 3(2-2) Offered spring, even years

THEA 344 Stage Lighting Design I

A study of the aesthetic, technical, and practical production aspects of stage lighting. Prerequisites: THEA 140, THEA 130, and THEA 241. Credits: 3(2-2) Offered fall, even years

THEA 345 Stage Lighting Design II

Advanced study in the theory and technique of stage lighting. Consideration is given to the history of stage lighting and to the technical and practical problems presented by modern lighting equipment. Prerequisites: THEA 344. Credits: 3(2-2) Offered spring, odd years

THEA 346 Costume Design

The translation of specific design problems into finished design renderings for the contemporary theatre. Special emphasis is placed on the relationship between the text of the play and the design concept. Credits: 3(2-2)

THEA 347 Sound Design

A study of the aesthetic, technical, and practical production aspects of stage sound. Prerequisites: THEA 130, THEA 140, and THEA 241. Credits: 3(2-2) Offered spring, even years

THEA 390 Theatre Seminar

Designed to synthesize concepts of playwriting, acting, architecture, and design. Credits: 3(3-0) Not offered on a regular basis

THEA 393 Honors Project in Theatre: (subtitle)

Independent study on a Theatrical project mutually agreed upon by the student and a mentor from the Theatre Faculty. Enrollment

by invitation of the Theatre Faculty. To be eligible, students will normally have completed 75 credits with at least a 3.00 cumulative grade point average overall and a 3.50 grade point average in Theatre courses. Credits: 3(0-9) Offered by individual arrangement

Selected areas of study under the direct supervision of an assigned departmental faculty member. (1 to 6 credits.) Prerequisites: Permission of instructor. Offered by individual arrangement

THEA 399 Directed Study

B.A. in Theatre/English			
Sample Program Outline/Advising Guide			
FIRST YEAR			
Fall	Credits	Spring	Credits
THEA 129	1	INTD 105	3
THEA 130	3	S/	3
THEA 140	3	THEA 221	3
S/U/	3	ENGL 203	4
N/	4	N/	4
Total	14	Total	17
SECOND YEAR			
F/	3	HUMN 221	4
HUMN 220	4	F/	3
ENGL British or American Drama	4	ENGL 454	4
ENGL 386	4	R/	3
Total	15	Total	14
THIRD YEAR			
F/THEA 202	3	THEA 203	3
THEA 311	3	Elective	3
M/	3	ENGL elective	4
Dramatic Lit or Creative Writing	4	THEA 305 or 390	3
Elective	2	Elective	2
Total	15	Total	15
FOURTH YEAR			
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15	Total	15
Total Credits--120			
*At least 16credits of ENGL must be at the 300-level.			
<i>Where no prerequisites apply, some variation in the order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.</i>			

B.A. in Theatre

Sample Program Outline/Advising Guide

FIRST YEAR

Fall	Credits	Spring	Credits
THEA 140	3	THEA 221	3
THEA 129	1	THEA 260	1
THEA 130	3	INTD 105	3
N/	4	F/	3
S/U/	3	S/	3
Total	14	Total	13

SECOND YEAR

THEA 202	3	THEA 203	3
Elective or Foreign Language	3	THEA 260	1
THEA 241	3	THEA 320	3
R/	3	N/	4
HUMN 220	4	HUMN 221	4
Total	16	Total	15

THIRD YEAR

THEA 330	3	THEA 236/345 or 346	3
THEA 311	1	M/	3
THEA 260	3	THEA 321	3
F/	3	Elective or S/	3
Electives	6	THEA 305	3
Total	16	Total	15

FOURTH YEAR

Electives	12	Electives	10
THEA 340	3	THEA 305	3
		THEA 399	3
Total	15	Total	16

Total credits--120

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

Women's and Gender Studies

Women's and Gender Studies Courses

Melanie Blood, Coordinator (Welles 217B) geneseo.edu/~wsminor

Note: For information on the Women's Studies Minor, see the section on Interdisciplinary Minors in this bulletin.

WMST 100 Introduction to Women's Studies

This course is an introduction to the study of women and gender using interdisciplinary and cross-disciplinary approaches. It will include a feminist analysis of the construction and enforcement of gender differences and gender inequalities in various contexts, with an emphasis on the intersection of race, class, sexuality, and nationality in the lives of women. Topics include but are not limited to: historical constructions of gender, feminist activism, women's issues in global perspective, women's health and reproductive rights, media representations of gender, domestic violence and sexual assault, and feminist theories. Credits: 3(3-0) Offered every semester

WMST 201 Topics in Women's Studies: (subtitle)

This is a slot course that focuses on some aspect of Women's Studies. Each section will incorporate recent feminist scholarship, methodologies, concepts, and analyses in the teaching of a subject of particular importance to women. In addition, each section will utilize feminist pedagogy to foster a climate of mutual inquiry and exchange of ideas between faculty and students. This course may be taken for credit multiple times with different subtitles. Credits: 3(3-0) Offered

every spring

WMST 210 Race, Class, and Gender

This course uses multiple disciplines to explore how identity categories of gender, race, and class intersect. Students will explore and critique relations of power in families, societies, and cultures. In class discussion and in writing, students will reflect on their own ideas and thought processes, and they will engage respectfully with differing ideas. Credits: 3(3-0) Offered every fall.

WMST 220 Gender and Sexualities

This course will involve a multi-disciplinary, feminist exploration of the intersections of gender, culture, and sexuality. The experiences of historically devalued groups, including girls and women, sexual minorities, and people of color will be emphasized. Students will investigate the limitations of binary classification systems as pertaining to gender roles, gendered behavior, sexual behaviors, and sexual orientation. Topics to be covered may include, but are not limited to, sexuality as depicted in Western media, variations in biological sex, gender identity, sexual orientation, socialization and sexual and reproductive freedoms. Credits: 3(3-0) Offered every spring.

Athletics and Recreation

Michael Mooney, Director (Merritt Athletic Center 213) - geneseoknights.com

Staff: P. Dotterweich, A. Dunn, G. Gagnier, B. Hawley, S. Hemer, J. Lyons, S. Minton, D. Moore, D. Oliveri, C. Popovici, D. Prevosti, C. Ritchlin, C. Schultz, J. Seren, J. Stearns, J. Stephens, P. Simmons, D. Sylvester, N. Wiley, M. Walsh, A. Zegarelli

The Department of Intercollegiate Athletics and Recreation offers courses designed to address both individual interest and career aspirations of our students. The courses are grouped into specific categories based on the nature of the activity. Each course in the category has similar attributes necessary for success and enjoyment. The intent is to encourage students to find meaningful activities that will lead to life-long leisure pursuits.

The 100-level courses are introductory in nature and require no previous experience in the activity. The 200-level courses are advanced activity courses that require a general knowledge about the sport and a degree of proficiency in executing the skill required in the activity. The 300-level courses are theory courses that lead to Red Cross certification in first aid or the coaching requirements for the public schools in New York State.

All 100- and 200-level activity courses are graded on a Satisfactory-Unsatisfactory scale. A grade of "S" is equal to a "C-" or better on the college letter grading policy. Following is a list of courses offered by the Intercollegiate Athletics and Recreation Department. A course outline for each course is available in the department office.

Health and Physical Education Courses

H&PE 100 Introductory Level			
<i>Conditioning Activities</i>			
104	Conditioning		
105	Weight Training		
108	Jogging		
		<i>Outing Activities - not offered on regular basis</i>	
<i>Racquet Sports</i>		142	Ice Skating
116	Racquetball	144	Figure Skating
117	Squash	146	Downhill Skiing
118	Tennis	147	Cross Country Skiing
<i>Individual Activities</i>		148	Hiking and Backpacking
127	Golf - offered spring	149	Bicycling
H&PE 200 Advanced Level			
203	Varsity Swimming*	233	Varsity Volleyball*
204	Aerobic Dance	234	Varsity Soccer*
205	Nautilus Fitness	235	Varsity Basketball*
208	Varsity Cross Country*	236	Varsity Lacrosse*
209	Varsity Track and Field*	237	Varsity Field Hockey*
210	Varsity Tennis*	238	Varsity Ice Hockey*
232	Varsity Softball*	240	Varsity Equestrian*
*Varsity-related courses require instructor permission and earn up to a maximum of 4 credits over 4 years. Maximum of 10 semester hours in H&PE courses. No more than 4 credits in activity courses.			

H&PE 300 Theory			
302	Life Guard Training	353	Care & Prevention of Athletic Injuries
303	Water Safety Instruction	354	Philosophy & Principles of Athletics -
350	Health & Safety Issues in the Schools	355	Coaching of
352	Responding to Emergencies		

Requirements for Coaching in the Public Schools of New York State

The New York State Education Department has approved the college's offering, per Section 135.4 of the "Regulations of the Commissioner of Education," a program of courses in coaching for teachers who do not have New York State certification in physical education. The program for which the college has received approval consists of a minimum of the following 9 credits:

1. H&PE 352 Responding to Emergencies	2 credits
2. H&PE 353 Care and Prevention of Athletic Injuries (Prerequisite: H&PE 352)	3 credits
3. H&PE 354 Philosophy and Principles of Athletics in Education (Prerequisite: H&PE 352)	3 credits
4. H&PE 355 Coaching: (subtitle) (Prerequisite: H&PE 352)	1 credits

In addition to the above, the State Education Department requires that all persons applying for certificates must complete a workshop on the identification and reporting of suspected child abuse or maltreatment. It is the student's responsibility to make arrangements for and to complete this workshop, and to submit to the college documentation indicating completion of the workshop.

Graduate credit for the coaching certification may be approved by the Dean of the Curriculum and Academic Services.

Upon satisfactory completion of the above sequence of courses and the workshop required by the state, the college will issue a Certificate of Achievement. In order to receive the Certificate, the applicant should present name, G00#, and permanent address to the Director of Intercollegiate Athletics and Recreation. Upon verification that the applicant received a grade of "C" or better in each of the courses, a certificate will be forwarded to the individual.

Intramurals and Recreation

The purpose of the intramural and recreation program is to provide opportunities for participation in a wide variety of sports activities consistent with the goals to educate the whole person.

A variety of team and individual sports are offered in league and tournament play. The Intramural and Recreation Office also assists groups in planning special events and off campus outings.

Participation is open to all faculty, staff, and full-time students. In addition to the regularly scheduled intramural programs, the athletic and recreation facilities are available evenings and weekends, making it possible for students and faculty to engage in a wide variety of recreational activities. It is hoped that through involvement in the intramural and recreation programs students will develop regular patterns of physical activity, maintain good physical health, enhance their mental health, and learn skills that will be utilized throughout their lives.

Persons other than students, faculty and staff must pay for the use of athletic facilities with the exception of the workout center. For further information concerning the user fee policy, contact the Intramural and Recreation Office.

Intercollegiate Athletic Program

The Intercollegiate Athletic Program provides an opportunity for full-time students to compete in a wide variety of varsity sports. The following sports are available for men: basketball, cross country, hockey, lacrosse, soccer, swimming, indoor track, and outdoor track. The sports available for women include basketball, cross country, equestrian, field hockey, lacrosse, soccer, softball, swimming, indoor track, outdoor track, tennis and volleyball.

All student athletes should enroll in the college's insurance program or provide the Director of Intercollegiate Athletics with evidence of personal health and accident insurance coverage. The college holds membership in the following associations:

National

National Collegiate Athletic Association
United States Intercollegiate Lacrosse Association
National Athletic Trainers Association
National Intermural - Recreation Sports Association

Regional

Eastern Athletic Trainers Association

Statewide

State University of New York Athletic Conference

Elective Theory Courses

H&PE 302 Lifeguard Training

Provides students with knowledge and skills in water safety and non-surf lifeguarding techniques. Red Cross Lifeguarding Certification can be earned. Prerequisites: Requires a strong swimming background. Credits: 1(0-2). Not offered on a regular basis

H&PE 303 Water Safety Instruction

Emphasis upon methods and techniques of teaching swimming and water safety skills. Red Cross Water Safety Instructor's Certificate can be earned. Credits: 2(0-4). Not offered on a regular basis

H&PE 350 Health and Safety Issues in the Schools

This course is designed for the preservice teacher and includes topics mandated by New York State Education Law. It provides the means for instructing students for the purpose of preventing alcohol, tobacco, and other drug abuse; instructing students in fire and arson prevention; providing safety edu-

cation as it pertains to highway safety and traffic regulation including bicycle safety; and instructing students for preventing child abduction. The course also incorporates New York State mandatory training in the identification and reporting of child abuse, maltreatment, or neglect. Prerequisites: Intd 203 Credits: 1(1-0)

H&PE 352 Responding to Emergencies

Provides an opportunity to receive American Red Cross Certification in First Aid and CPR and for the recognition and practice of preventive safety measures. Also designed to meet part of the requirements for coaching in New York State. Prerequisites: Permission of Department Chair. Credits: 2(1-3). Offered every fall

H&PE 353 Care and Prevention of Athletic Injuries

A survey of physical, psychological, and sociological principles involved in the coaching of school athletics. Designed to meet part

Elective Theory Courses

of the requirements for coaching in New York State. Prerequisite and/or Co-requisite: H&PE 352. Credits: 3(3-0). Offered every spring

H&PE 354 Philosophy and Principles of Athletics in Education

Designed for those whose objective is to pursue a career in the coaching of school athletic programs. Course content (1) meets part of the requirements for coaching in elementary and secondary schools in New York State, (2) is varied, and (3) does not emphasize administration. (Details regarding course content are posted in the Office of the Director of Intercollegiate Athletics

and Recreation.) Prerequisites: H&PE 352 Credits: 3(3-0). Offered every fall

H&PE 355 Coaching: (subtitle)

Provides an in-depth experience in coaching a sport. Covers: history; objectives; rules; teaching methods; performance skills; technical information (e.g. offense, defense, strategy); purchasing, fitting, and caring for equipment; training techniques; and officiating. Participants gain practical experience by assisting coaches or instructors. (May be repeated under different subtitles.) (Half-semester course.) Prerequisites: H&PE 353. Credits: 1(1-3). Not offered on a regular basis.

Academic Minors

An academic minor is a structured sequence of courses totaling a minimum of 18 credits. A departmental minor may require a maximum of 24 credits; an interdisciplinary minor carries a maximum of 29 credits. A student must complete all courses required for the minor with a grade point average of at least 2.00, although a higher standard will apply when it is specifically stated in the requirements of a minor. Unless otherwise noted, each department or program that offers a major may offer one minor.

To declare a minor, a student must complete a form available in the Office of the Dean of Curriculum and Academic Services Erwin 106, and obtain approval from the department chair (for a departmental minor) or from the coordinator (for an interdisciplinary minor). Completion of up to two academic minors is noted on a student's transcript, provided that all other requirements for a baccalaureate degree have been successfully completed.

Interdisciplinary Minors

Africana Studies Minor – See also Black Studies Major

Maria Lima, Interim Coordinator (Welles Hall 225A)

Requirements: 18 credits that meet the following criteria. At least one class each from departments of Anthropology, English, and History; at least four at the 200-level or above; at least one 300-level; at least one with an African or African Diaspora focus outside the United States (appropriate classes are marked with an * below) and at least one with an African-American focus. We strongly encourage students do an internship, study abroad, or take a directed study.

Courses from the following list should be chosen in consultation with an Africana Studies program advisor. (Under advisement, new and one time courses may also be considered for Africana Studies credit.)

	Total Credits Required	18
A.	Courses whose primary focus is consistent with Africana Studies:	
	*ANTH 216	Native Voices: Post Colonial Africa and the Caribbean 3
	*ENGL 318	Black British Literature and Culture 3
	ENGL 337	African-American Literature 3
	HIST 166	African-American History 3
	HIST 266	Civil Rights Movement in America 3
	HIST 263	Civil War and Reconstruction 3
	HIST 366	African Americans in the Age of Jim Crow 3
	MUSC 100	Understanding Music: Jazz 3
	*PLSC 224	Government and Politics in Africa 3
	SOCL 201	Black Women in American Society 3
B.	Slot courses that are sometimes offered with a topic consistent with Africana Studies: (These must be chosen under advisement.)	
	AMST 201	U/Topics in American Studies: (subtitle) 3
	ENGL 360	Post-Colonial Literature 3
	HIST 203	Biography 3
	HIST 301	Interpretations in History: (subtitle) 3
	HIST 302	Research in History: (subtitle) 3
	HIST 391	Senior Seminar (subtitle) 3

	INTD 105	Writing Seminar	3
	MUSC 100	Understanding Music (subtitle)	3
	SOCL 381	Selected Topics	3
	WMST 201	Topics in Women's Studies	3
	WMST 301	Seminar in Women's Studies	3

Asian Studies

Randy Barbara Kaplan, Coordinator (Brodie Hall 173D)

Total Required Credits: 21

With a broad definition of Asia extending from the Pacific Rim to the Arabian Sea, this minor gives students an opportunity to study Asia as an integral part of human civilization. By including a broad range of disciplines (anthropology, art history, business, geography, history, Arabic, Chinese, Japanese, Asian American literature and film, performing arts, philosophy, political science, and sociology), this minor is especially designed to serve students who are interested in learning about the diversity of Asian cultures, religions, languages, and socio-political contexts, and how they coexist and intermingle – both within Asia and between Asia and the West. As the world has become increasingly interdependent and multicultural, this minor trains students to meet the challenges they are going to face as qualified and humane citizens of the twenty-first century.

Basic Requirements: Completion of 21 credits from the courses listed below. Courses must be chosen in such a way that the following requirements are met:

- (i) Four courses must be above the 100-level.
 - (ii) Three Asian language courses (through the 201 level) can be counted toward meeting the requirement.
 - (iii) The courses chosen should be from at least 3 different departments.
- Advisement will be required for all students pursuing the program.

Courses that count towards completion of the minor:

Anthropology:			
	ANTH 214	M/Peoples of Southeast Asia	
	ANTH 301	M/Religion, Society & Culture	
Art History:			
	ARTH 180	F/M/Art History of Africa, Oceania, The Americas and Asia	
Geography:			
	GEOG 123	S/M/The Developing World	
	GEOG 365	M/The Geography of Islam	
	GEOG 366	M/Geography of the Western Pacific Rim	
History:			
	HIST 112	S/World History	
	HIST 281	M/Traditional East Asian History to 1840	
	HIST 282	M/East Asian History since 1600	
	HIST 291	M/The Islamic Middle East: 600-1800	
	HIST 292	The Modern Middle East: 1800 to the Present	
	HIST 380	Advanced Studies in LACAANA History	
	HIST 381	Ancient China	
	HIST 382	Modern China	
Languages:			
	ARBC 101	Elementary Arabic I	
	ARBC 102	Elementary Arabic II	
	ARBC 201	Intermediate Arabic I	
	ARBC 202	Intermediate Arabic II	

	CHIN 101	Elementary Chinese I
	CHIN 102	Elementary Chinese II
	CHIN 201	Intermediate Chinese I
	CHIN 202	Intermediate Chinese II
	JAPN 101	Elementary Japanese I
	JAPN 102	Elementary Japanese II
	JAPN 201	Intermediate Japanese I
Music, Theatre and Dance:		
	MUSC 123	F/M/Music of the World's Peoples
	THEA 204	F/M/Asian Theater Survey
	DANC 211	F/M/Cultural Dance of Asian Peoples
Philosophy:		
	PHIL 202	M/World Religions and Contemporary Issues
	PHIL 214	M/Chinese Philosophy
	PHIL 215	M/Eastern Philosophy
Political Science:		
	PLSC 222	Politics of East Asia
	PLSC 223	Politics of South Asia
	PLSC 240	M/Asia in the Global Setting
	PLSC 321	State and Society in the Nonwestern World
	PLSC 328	Politics of the Middle East

Biomathematics Minor

Gregg Hartvigsen, Coordinator (ISC 360) and
Christopher Leary, Coordinator (South Hall 323)

The minor in Biomathematics is designed to provide students with a broad introduction to the applications of mathematics in modern biology. Combining a background in biology with a background in mathematics, students completing a minor in biomathematics will be well-prepared to understand and contribute to current research questions in the field, ranging from molecular to population studies using both continuous and discrete modeling approaches.

Total Credits Required			31 credits
	BIOL 117	General Biology: Cells, Genetics, Evolution	3
	BIOL 119	General Biology: Diversity, Physiology, Ecology	3
	BIOL 116	N/General Biology Lab	2
	BIOL 250	Biological Data Analysis	3
	MATH 242	R/Elements of Probability and Statistics	
	MATH 262	R/Applied Statistics	
	MATH 341	Probability and Applied Statistics	
	MATH 361	Statistics	
	BIOL 203	Principles of Ecology	3
	BIOL 222	Genetics	
	BIOL 271	Heredity	
	MATH 223	Calculus III	4
	MATH 233	Linear Algebra I	3
	BIOL/ MATH 340	Modeling Biological Systems	3
	MATH 383	Biomathematics Seminar	1
One elective Biology course above the 100-level which is available for biology major credit.			3

One 3-hour elective Mathematics course at the 300-level, but not MATH 390	3
---	---

Central and Eastern European Studies Minor

Cynthia Klima, Coordinator (Welles Hall 206C)

The Central and Eastern European Studies Minor is designed for students who desire an interdisciplinary study of the countries whose impact on world politics is ever-evolving. Newly-independent states of the former Warsaw Pact, the former Yugoslavia as well as Germany and Austria are included in this realm of study. As interest grows in these regions to establish economic and educational entities, knowledge of languages, cultures, politics and history becomes more crucial. These are markets whose economic and political climate remains precarious as the face of Europe changes. This minor will prepare students for issues that will continue to develop and have an impact not only on the United States, but also on the entire world.

Total Credits Required		24 credits
Basic Requirements:		15
PLSC 225	Politics of East Central Europe	3
PLSC/HIST 322	Germany from the Nazis to the Present	3
HIST 342	Imperial and Revolutionary Russia	3
RUSS 202 or GERM 202	Intermediate Russian OR Intermediate German	3
HIST 242 or HIST 344 or PLSC 329	History of Pre-Modern Russia, 862-1725 OR Nazi Germany OR Politics of Russian and Eurasia	3
Electives:		9
Choose one course from the Social Sciences and two additional courses in Arts, Literature & Language. One of the three courses must be at 300-level. Note that slot courses may be used when offered with subtitles appropriate to central Eastern Europe.		
Social Sciences - Choose one course		
ANTH 325	International Fieldwork (with approval of Coordinator and Instructor)	
COMN 317	Intercultural Communication	
COMN 362	International Mass Communication	
COMN 368	Research in Media and Cultural Studies (with approval of Coordinator and Instructor)	
HIST 203	Biography: (subtitle)	
HIST 301	Interpretations in History: (subtitle)	
HIST 302	Research in History: (subtitle)	
HIST 349	The Holocaust in Historical Perspective	
HIST 391	Senior Seminar: (subtitle)	
INTD 250	Study Abroad: (subtitle)	
PHIL 207	Modern Philosophy	
PLSC 248	The European Union	
PLSC 291	Enduring Issues in Comparative and International Politics: (subtitle)	

	SOCL 378	Senior Seminar: Study Abroad (with approval of Coordinator)	
	SOCL 381	Selected Topics: (subtitle)	
Arts, Literature, Languages - Choose two courses			
	ARTH 287	Avant-Garde Modernism	
	ARTH 300	Major Artist and Issues: (subtitle)	
	THEA 305	Topics in Theater History: (subtitle)	
	GERM 313	Contemporary Civilization	
	GERM 325	Civilization	
	GERM 335	Commercial	
	INTD 250	Study Abroad: Russian Civilization	
	INTD 250	Study Abroad: Central European Culture	
No more than three courses from one department can be applied to the Central and Eastern European Studies Minor.			
No more than 9 credits submitted for the minor may overlap with the student's major or other minor.			
Directed Study, Slot, Experimental, or New Courses concerning Central and/or Eastern Europe may be applied to the minor with prior approval from the Coordinator.			
Students should note that some 300-level courses have prerequisites.			

Cognitive Science

Matthew Pastizzo, Coordinator (Bailey Hall 142)

Cognitive Science is a rapidly growing interdisciplinary field aimed at developing an understanding of the human mind. The minor in Cognitive Science is designed to provide students with a foundation of knowledge from disciplines primarily involved with investigating the nature of mental activity. The minor is excellent preparation for students planning to attend graduate school in Artificial Intelligence, Cognitive Psychology, Computer Science, Linguistics, or Philosophy. The minor can also be used to prepare for advanced training or a career in Human Factors.

Total Credits Required		24-25 credits
Basic Requirements		18 credits
INTD 121	R/Programming: (subtitle)	3
PHIL 111	Introduction to Logic	3
PHIL 317	Philosophy of Mind	3
PSYC 100	Introductory Psychology	3
PSYC 251	Introduction to Behavioral Research Methods	3
PSYC 325	Cognitive Psychology	3

Electives—two courses from the following:		6-7 credits
ANTH 120	S/Language and Culture	
ANTH 220	Linguistic Analysis	
ANTH 328	Language Acquisition	
PHIL 375	Philosophy of Language	
PHYS 102	N/Science of Sound	
OR	OR	
PHYS 106	N/The Nature of Light and Color	
PSYC 307	Sensation and Perception	
PSYC 315	Psychology of Language	
PSYC 332	Human Neuropsychology	

Additional Requirements	
	One elective must be at the 300-level.
	One elective must be outside the student's primary major.

Notes: Some electives have prerequisites that are not part of the minor. PSYC 251 may serve as a prerequisite for PSYC 325 for students not majoring in Psychology but minoring in Cognitive Science. Students who elect to take PHYS (102 or 106) must also complete a corequisite lab (PHYS 103 or PHYS 107, respectively).

Conflict Studies

James Allen, Coordinator (Bailey Hall 134)

This minor is intended for students entering careers or graduate programs related to conflict resolution, conflict management, and peace. Both interpersonal and intergroup conflict are important, and can include but are not limited to conflict related to business, education, families, friendships, group membership, politics, the judicial system, and other arenas. Students should emerge from the minor with a broad understanding of the causes of conflict and of the management of conflict. Students should also emerge with specialized knowledge in at least one particular area of conflict management.

Total Credits Required		24 credits *
I. Basic Requirements		3 credits
	COMN 346	Conflict, Negotiation, & Mediation
II. Required Concentration (See Concentration descriptions below)		12 credits
	Students should select one of the following tracks designed to familiarize them with a specific area of conflict management. Students should complete any four courses in that track, but no more than two (2) 100-level courses may be selected:	
III. Other Requirements		9 credits
	In addition to four courses in the area of concentration, the student must complete one course from each of the other three concentration tracks in this minor.	

*Note: 12 credits of work must be unique to this minor

A. *Global Perspectives on Conflict*: This track is designed to give students a global or international and cross-cultural perspective on why conflict occurs, how conflict is resolved, and the consequences of conflict on a large scale.

	Cross Cultural Influences on Conflict: ANTH 120 or COMN 317 or PSYC 385
	Conflict and World Conditions: GEOG 123 or GEOG 376 or SOCL 105
	History of Large-Scale Conflict: HIST 205
	Politics and Large-Scale Conflict: PLSC 120 or PLSC 140 or PLSC 246 or PLSC 341 or PLSC 342
	Environmental Conflict: PHIL 201 or SOCL 218
	Social Change and Social Conflict: SOCL 325 or SOCL 340

B. *Power Issues and Conflict*: This track provides a psychological, political and legal exploration of conflict emerging from the use and abuse of power between and among people and various social systems. Inequality, oppression, and conflict stimulated by majority-dominated structures are examined.

	Conflict and Women's Issues: ANTH 224 or PLSC 250 or PHIL 204 or PSYC 308 or SOCL 201 or SOCL 225.
--	--

	Power and Global Conflict: GEOG 123 or SOCL 105
	Conflict and Social Change: COMN 213 or SOCL 340
	Conflict and Race Relations: HIST 265 or INTD 292 or SOCL 220 or SOCL 230
	Conflict and Legal Issues: PLSC 319 or SOCL 354
	Aspects of Interpersonal Conflict: COMN 211 or PSYC 350

C. *Applied Conflict Management*: This track is designed for students who wish to become more proficient in the practice of conflict management and resolution techniques in various social settings.

	Communication and Conflict: ANTH 120 or COMN 212 or COMN 355 or SOCL 358
	Groups and Conflict: COMN 211 or PSYC 350
	Business and Conflict: HIST 250 or INTD 287 or MGMT 360 or PHIL 237 or PSYC 265 or SOCL 335
	Legal Issues and Conflict: MGMT 263 or MGMT 264 or PHIL 130 or PHIL 217 or PLSC 318 or PLSC 218 or SOCL 310 or SOCL 347
	Environmental Issues and Conflict: GEOG 102 or GEOG 274 or PHIL 201 or SOCL 325.

D. *Social Conflict in the United States*: This track focuses on tension in the United States created by struggles between various political and social groups endemic to American society.

	History of Conflict in the United States: HIST 353 or HIST 266 or PLSC 110
	Conflict and Social Movement: PLSC 211 or PLSC 315 or SOCL 102 or SOCL 340
	Community and Conflict: PLSC 316 or SOCL 217
	Conflict and Race Relations: HIST 265 or SOCL 220 or SOCL 230
	Conflict and Women's Issues: PLSC 250 or PSYC 308 or SOCL 225 or SOCL 201

Environmental Studies

David L. Agesen, Coordinator (Bailey Hall 233)

The Environmental Studies minor is truly interdisciplinary, with courses from twelve different departments in addition to those courses that have ENVR prefixes. Students are provided with an opportunity to approach environmental issues from a holistic or integrative perspective, and are required to take courses from the social sciences and humanities, as well as from the natural sciences. Qualified students may have opportunities to engage in supervised research related to environmental processes and problems, and they may also conduct an internship with an environmental organization. Students are required to complete eight courses (25-28 credit hours) in at least four different disciplines.

Total Credits Required		25-28 credits
Basic Requirements: two courses		7 credits
ENVR 124	Environmental Issues	3
GEOG 111	Physical Geography AND	4
GEOG 112	N/Physical Geography Lab OR	
GSCI 140	Environmental Science AND	4
GSCI 141	N/Environmental Science Lab	

Social Sciences and Humanities: three courses in at least two disciplines		12 credits
--	--	-------------------

ANTH 204	Human Ecology	3
----------	---------------	---

	ANTH 302	Medical Anthropology	3
	ANTH 313	Global Health Issues	3
	ECON 340	Environmental Economics	3
	ECON 355	Economic Development and Growth	3
	ENVR 250	Urban Environmental Issues in Latin America	3
	ENVR 268	Landscapes and Livelihoods in Central Appalachia	3
	ENVR 395	Environmental Internship	3
	ENVR 399	Directed Studies	3
	GEOG 201	Introduction to Urban and Regional Planning	3
	GEOG 269	Geographic Field Studies in Western Canada	3
	GEOG 274	Conservation and Resource Management	3
	HIST 369	Environmental Thought & Politics in Modern America	3
	PHIL 201	Environmental Ethics	3
	PLSC 215	Community, State and Regional Politics	3
	PLSC 314	American Public Policy	3
	PLSC 316	Political Power in America Cities	3
	PSYC 275	Environmental Psychology	3
	SOCL 218 OR SOCL 318	Sociology of Environmental Issues OR Environmental Sociology	3

Sciences: three courses in at least two disciplines	6-7 credits
--	--------------------

	BIOL 203	Principles of Ecology*	3
	BIOL 215	Plant Diversity*	3
	BIOL 235	M/Disease and the Developing World*	3
	BIOL 305	Conservation Biology*	3
	BIOL 311	Taxonomy of Vascular Plants*	4
	BIOL 312	Aquatic Community Ecology	4
	BIOL 314	Biodiversity*	3
	BIOL 376	Environmental Management*	3
	CHEM 104 AND	Chemistry and Society AND	3
	CHEM 105	N/Chemistry and Society Lab	1
	ENVR 395	Environmental Internship	3
	ENVR 399	Directed Studies	3
	GEOG 220	Weather and Climate	3
	GEOG 230 OR GEOG 331	Biogeography OR Field Biogeography	3
	GEOG 340	Pyrogeography	3
	GEOG 370 OR GEOG 371	Physical Climatology OR Synoptic Climatology	3
	GEOG 382	Climate Change and Variability	3
	GSCI 120 AND	Our Geological Environment AND	3
	GSCI 121	N/Our Geological Environment Lab	1
	GSCI 150 AND	Geology of Climate Change and Energy AND	3
	GSCI 151	N/Geology of Climate Change and Energy Lab	1
	GSCI 160 AND	Physical Geology AND	3
	GSCI 161	N/Physical Geology Lab	1
	GSCI 200	Environmental Geology	3
	GSCI 210	Mineralogy*	3
	GSCI 315	Principles of Geochemistry*	3
	GSCI 331	Geomorphology*	3

	GSCI 335	Global Climate Change*	3
	GSCI 347	Groundwater Hydrology	3

NOTES:

1. A three-credit lecture taken with its one-credit co-requisite lab constitutes one course.
2. No more than four courses total can be taken from the same prefix.
3. Three credits of ENVR 395 (internship) constitute one course. No more than three credits of ENVR 395 can be applied to the minor.
4. Three credits of ENVR 399 (directed study) constitute one course. No more than three credits of ENVR 399 can be applied to the minor.

*These courses might have prerequisites.

Film Studies

Jun Okada, Coordinator (Welles Hall 224C)

The Film Studies minor provides students with substantial interdisciplinary study of the history, aesthetics, and culture position of film. Students will acquire a critical vocabulary for analyzing the art of film and a technical vocabulary for discussing the craft of filmmaking. They will also learn about the film history and the development of its many genres and movements. Courses are mostly designated under English or Film Studies, but may be taken with appropriate subtitles from other departments. The interdisciplinary approach brings diverse perspectives to the analysis of film and its role in our culture. Although the film studies minor is intended only to support a chosen major field of study, students may elect to explore possible graduate study in film studies or careers in filmmaking and its related fields.

Total Credits Required		24 credits
Basic Requirements		12 credits
	Explorations of various aspects in film from specific figures such as directors to themes such as cinema history, specific genres, and cross-cultural diversity.	
FMST 100	Introduction to Film Studies	4
FMST 270	Video Production	4
FMST 409	Film Theory and Criticism	4
Electives		12 credits
	Must take at least 3 courses from the following list. Some courses may be taken twice under a different subtitle	
FMST 310	Screenwriting	4
FMST 369	Connections in Film: (subtitle)	4
FMST 459	Film Authors	4
FMST 499	Directed Study	4
ENGL 329	American Visions: (subtitle) With appropriate subtitle such as "The Film Hero" or "American Avant Garde Film"	4
ENGL 360	Post-Colonial Literature: (subtitle) With appropriate subtitle such as "Hong Kong Action Film"	4

Human Development

Steven Kirsh, Coordinator (Bailey Hall 139)

The purpose of this minor is to provide a better understanding of human development for students interested in occupations providing services for children and adults. To this end,

courses have been included to facilitate understanding of the psychological, social, and biological contexts of development. Although the focus is on normative development, courses also deal with individual variations in development and with abnormal development.

Total Credits Required		24 credits
Basic Requirements:		15 credits
PSYC 100	Introductory Psychology	3
BIOL 271	Heredity OR	3
BIOL 222	Genetics	
Two of the following three courses:		6
PSYC 215	Child Development	
PSYC 216	Adolescent Development	
PSYC 217	Adult Development and Aging	
One of the following three courses:		3
ANTH 100	Introduction to Cultural Anthropology	
ANTH 101	Exploration of Human Diversity	
SOCL 100	Introduction to Sociology	
Electives: three courses from the following:		9 credits
ANTH 202	Nutrition, Disease, and Health	
ANTH 204	Human Ecology	
PSYC 321	Developmental Psychology: (subtitle)	
PSYC 357	Behavior Genetics	
PSYC 366	Developmental Psychopathology	
PSYC 385	Cross- Cultural Psychology	
SOCL 210	Sociology of the Family	
SOCL 241	The Individual and Society	
SOCL 314	Illness, Self, and Society	
SOCL 333	Sociology of Education	
SOCL 356	The Social Self	
Additional Requirements:		
1. Six credits of electives must be taken at the 300-level.		
2. Electives must be taken from at least two different departments.		
3. At least twelve credits of coursework must be unique to this minor, not overlapping with a major or another minor.		

NOTE: Some of the courses listed above are not offered every semester. When planning coursework, Human Development minors should consult the departments offering the courses for information on course rotations.

Latin American Studies

Rose McEwen, Coordinator (Welles Hall 212B)

The Latin American Studies minor offers students the opportunity to acquire a broad, interdisciplinary understanding of a vast, diverse, fascinating, and crucially important region. In an increasingly interdependent world, it is clear that an understanding of the unique historical, economic, social, political, and cultural dynamics of Latin America, as well as insight into the region's particularly complex relationship to the United States, would enhance the academic preparation of students planning careers in social studies and foreign language education, international development, international business, public service, etc. An understanding of the region's traditions, contributions, and problems would also serve those seeking a comparative basis for analyzing their own society and who wish to comprehend better the aspirations and dynamics of societies other than their own.

Total Credits Required		21 credits
Basic Requirements		12 credits
ANTH 235	Ancient Civilization of Mesoamerica and the Andes	3
GEOG 262	Geography of Latin America	3
HIST 270	Latin America to 1825	3
HIST 271	Latin America since 1825	3
Electives—three courses, including one from each of the following areas:		9 credits
Arts and Literature:		
ARTH 281	Pre-Columbian, Colonial, Modern and Contemporary Art of Latin America	
ENGL 360	Post-Colonial Literature: The Literatures of the Caribbean	
SPAN 305 OR	Survey of Latin American Literature I	
SPAN 306	Survey of Latin American Literature II	
SPAN 353 OR	Early Latin American Literature	
SPAN 363 OR	Nineteenth-Century Latin American Literature	
SPAN 373	Contemporary Latin American Literature	
Directed Study, Slot and/or Interdepartmental course involving arts and literature of Latin America, with the approval of the Coordinator.		
Social Sciences:		
ANTH 224 OR	Gender and Sexuality in Latin America	
ANTH 226	Ethnography of Latin America and the Caribbean	
ANTH 235	Ancient Civilization of Mesoamerica and the Andes	
HIST 372 OR	History of Modern Mexico	
HIST 380	Advanced Studies in LACAANA History	
PLSC 325	Politics of Mexico, Central America and Caribbean	
SPAN 314 OR	Contemporary Latin-American Civilization	
SPAN 326	Latin-American Civilization	
Directed Study, Slot and/or Interdepartmental course about Latin America in ANTH, GEOG, HIST, PLSC or SPAN, with the approval of the Coordinator.		
No more than three courses from one department can be considered as fulfillment of the Latin American Studies program's basic and elective requirements.		
Related Requirements:		
Students completing the minor will be required to demonstrate competency in Spanish language through the intermediate (202) level.		
Students should consult with the Coordinator in selecting courses for the minor.		

Legal Studies

Joanna Kirk, Coordinator (Wadsworth Hall 10)

The Legal Studies minor provides the interested student the opportunity to gain a substantive theoretical and critical background in legal studies. Successful completion of the program opens up career opportunities in law, judicial administration, and legal assistant positions.

Total Credits Required	24 credits
------------------------	------------

Basic Requirements		9
Students are required to take all three of the following courses:		
PHIL 217	Philosophy of Law	
PLSC 218	Politics of the Judicial Process	
PLSC 336	The American Founders	

Additional Requirements	15
-------------------------	----

Students are required to take five courses to be selected from the following, representing at least three different department prefixes. At least one 300-level course must be completed by the student.

COMN 355	Contemporary Problems in the Freedom of Speech
MGMT 263	Business Law I
MGMT 264	Business Law II
PHIL 216	Reasoning and the Law
PLSC 315	Legislative Process
PLSC 318	Constitutional Law
PLSC 319	Constitutional Rights and Liberties
PLSC 340	International Law and Organization
SOCL 281	Selected Topics: Gender and Law
SOCL 310	Sociology of Law
SOCL 347	Criminology & Juvenile Delinquency

Linguistics - (effective Fall 2014 - Admission of new students to this minor is being temporarily suspended)
Paul Pacheco, Coordinator (Bailey Hall 153A)

The Linguistics Minor Program offers a study of the basic concepts and principles in modern linguistic theory, methods of linguistic analysis, and applications of linguistics to other areas of study. The purpose of this program is to provide the interested student with a solid background for work in any field that involves a significant component of communication, such as anthropology, psychology, sociology, communication, education, languages, mathematics, speech and hearing sciences and computer science.

Total Credits Required	24-27 credits	
Basic Requirements	12 credits	
ANTH 120	Language and Culture	3
ANTH 220	Introductory Linguistic Analysis	3
ANTH 305	Field Methods and Techniques in Linguistics	3
Applied Linguistics	6 credits	
A minimum of two courses from:		
ANTH 231	Sociolinguistics	
FREN/SPAN 323	French/Spanish Linguistics	
ANTH 328	Second Language Acquisition & Culture Learning	

As an alternative, the student can fulfill this requirement by taking one course in Applied Linguistics and two semesters of study in a foreign language at the intermediate (201-202) level or above. This will make a 27-hour minor for a student who chooses the foreign language option.

Historical Linguistics	3 credits
------------------------	-----------

A minimum of one course from:		
ENGL 361	History of the English Language	
ANTH 399	Directed Study	
Theoretical Linguistics		3 credits
A minimum of one course from:		
PHIL 111	R/Introduction to Logic	
PSYC 315	Psychology of Language	
COMN 213	Persuasion and Social Influence	

Foreign Languages: Proficiency in a foreign language at the intermediate (201-202) level is strongly encouraged.

The following courses are highly recommended:		
FREN/SPAN 317	Phonology	
COMN 212	Theory and Practice of Argument	
COMN 215	American Public Address	
PHIL 375	Philosophy of Language	
PHIL 310	Symbolic Logic	

NOTE: The 24-27 credits for this minor must include 12 credits not overlapping with a student's major.

Medieval Studies

Jess Fenn, Coordinator (Welles Hall 226)

Total Credits Required	18 credits
Two courses from HIST 211, HIST 212, and HIST 291	6
Two courses from ENGL 310, ENGL 311, and INTD 356	6
Two courses from ARTH 275, ARTH 381, ARTH 382, ARTH 383, ENGL 381, FREN 350, HIST 206, HIST 207, HIST 332, INTD 354, PHIL 205, PLSC 236, and THEA 202	6

Other courses may be substituted for those listed above with permission of the Medieval Studies Committee. Students may also enroll in up to six credits of directed study coursework with permission of the Committee. Credit earned in genre, period, and slot courses may be counted toward the minor when they contain appropriate subject matter.

No more than one-half of the courses used to meet the requirements of the minor may be applied toward a student's major.

Students contemplating graduate study are strongly advised to complete Latin 101 and 102 and/or to become proficient in French, German, or Italian through the intermediate collegiate level.

Museum Studies

Lynette Bosch, Coordinator (Brodie Hall 230)

The new Museum Studies Minor has been formed in response to student demand for a Museum Studies program. Museums today are rapidly changing into independent business units that employ a range of professionals who come into museums from the worlds of business, design, insurance, computer, communications, law, education, community activities, administrative, budget management, fundraising, marketing, advertising, communication and food services and event planning. Museums come from a range of

disciplines, such as art, anthropology, history, geography, science, theater, music and politics, all areas that are represented in Geneseo's curriculum. For students interested in pursuing a career in the multi-faceted world of museums, it is necessary that they understand what a museum is and does so that they can see how their own area of professional interest fits within the business structure of museums. Hence, this Minor was developed to assist all students interested in moving into this area for future careers.

Total Credits Required: 21 Credits

Basic Requirement:		9 credits
ARTH 378	Museum Studies	3
ARTH 387	Research Methods in Art History	3
ARTH 395 OR ARTH 399	Museum, Gallery, Library, Arts Organization internship OR Directed Study	3
** Electives selected from the following:		12 credits
Two 200 or 300 level Art History courses		6
Select two courses from the following: 200- or 300-level Language and Literatures course ACCT 102: Introduction to Financial Accounting ACCT 103: Introduction to Managerial Accounting ANTH 301: M/Religion, Society and Culture DANC 211: F/M/Cultural Dance of Asian Peoples GEOG 250: U/American Landscapes GEOG 350: Urban Historical Geography MGMT 263: Business Law I PHIL 202: M/World Religion & Contemporary Issues PSYC 202: Educational Psychology SOCL 211: R/Statistics for Social Research SOCL 241: S/The Individual and Society THEA 202: F/History of Theatre to the 17th Century THEA 203: History of Theatre since the 17th Century THEA 204: F/M/Asian Theater THEA 305: Topics in Theater History		6

**Art History courses taken for a Museum Studies Minor must be different from those taken for the Art History Major or Art History Minor

Native American Studies

Coordinators: Michael Oberg – History Department (Sturges Hall 15A) and Caroline Woidat – English Department (Welles Hall 228A)

The minor in Native American Studies will provide Geneseo students with a means for studying some of the pressing public policy issues affecting New York as a state with a sizable Native American population. New York is at the heart of some of the most critical debates in Native America: taxation of reservation land by state and local entities, gambling and its consequences, land rights and remedies, and, in general, the practice of Native American tribal sovereignty. The minor allows students to approach these issues from an interdisciplinary approach, examining them within the larger frameworks of American history, literature, and anthropological studies.

Total Credits Required		18 credits
HIST 262	S/American Indian Law and Public Policy	3

Electives:	Chosen from among the following. Electives courses must be taken from at least 3 different disciplines.	15-16
AMST 201	Topics in American Studies: American Indian Identities (or other NA subtitle)	3
ANTH 207	Prehistoric Cultures of North America	3
ANTH 209	Ethnography of the Iroquois	3
ANTH 211	Ethnography of North American Indians	3
ANTH 235	Ancient Civilizations of Mesoamerica and the Andes	3
ANTH 260	Myths and Folktales of American Indians	3
ANTH 320	Archaeological Field School	3
ENGL 329	American Visions: (with Native American subtitle)	4
ENGL 336	Native American Literature	4
ENGL 439	American Ways: (with Native American subtitle)	4
ENGL 458	Major Authors: (with Native American subtitle)	4
HIST 261	Native American History	3
HIST 262	American Indian Law and Public Policy	3
HIST 362	History of the Iroquois: From Pre-Contact to Present	3

Appropriate Internships and Directed Studies may be applied to elective credit requirements with approval of the Minor coordinator (AMST 395, ANTH 399, ENGL 399, HIST 399).

Public Administration

Jeffrey Koch, Coordinator (Fraser 105D)

The Public Administration minor provides a broad understanding of the political, managerial, and quantitative aspects of public agency functions and policy activities. Through participation in this minor, students have an opportunity to learn practical and analytical skills in preparing for a management career in federal, state, or local government, or to prepare for graduate study leading toward a Master's Degree in Public Administration, Management, or Public Policy.

A maximum of 12 credits of overlap with other major requirements is permissible.

Total Credits Required		21 credits
ACCT 102	Introduction to Financial Accounting	3
PLSC 217	Public Administration	3
PLSC 314	American Public Policy	3
PLSC 216	Presidential Politics OR	3
PLSC 313	Political Leadership OR	
MGMT 300	Management Principles and Organizational Behavior	
One course from GEOG 201, PLSC 215, PSYC 265, or SOCL 335		3
One course from BIOL 250, ECON 205, GEOG 278, MATH 242, MATH 262, PLSC 251, or SOCL 211		3
One course from ECON 330, MGMT 263, MGMT 264, MGMT 360, or PLSC 312		3

Religious Studies

Carlo Filice, Coordinator (Welles Hall 102D)

The Religious Studies minor provides the opportunity for students to gain a critical understanding of the role of religion in the development of human perspectives and in society. The program involves the study of religious texts, modes of thought, socio-political behavior, and Western and non-Western experiences. This interdisciplinary Religious Studies minor assumes that religious phenomena can be examined according to the canons of scholarly discourse at a college supported by public funds.

Total Credits Required		24 credits
	PHIL 202 - World Religions & Contemporary Issues	3
	One course in Study of Texts from HIST 108	3
	One course in Critical Analysis of Religious Perspectives from PHIL 218 or HIST 109	3
	One course in Social and Political Approaches to Religion from SOCL 240, HIST 360, or PLSC 227	3
	One course in Non-Western Religious Experience from ANTH 260, ANTH 301, HIST 291, HIST 292, or PHIL 215	3
	Three additional courses selected from those above	9

Urban Studies

Jennifer Rogalsky, Geography Department (Bailey Hall 235)

This minor offers students a concentration in social sciences applied to urban issues. It can be used for preparation for employment in social service administration, service planning, policy development, or local government administration. It can also be used for preparation for graduate studies in planning, urban studies, urban geography, urban politics, or urban sociology.

Total Required: 21-22 Credits

Basic Requirements:		9 credits
	SOCL 217 S/U/Urban Sociology	3
	GEOG 201 Introduction to Urban and Regional Planning	3
	GEOG 377 Urban Geography	3
One course chosen from the following:		3 credits
	PLSC 215 Community, State, and Regional Politics	
	PLSC 217 Public Administration	
	PLSC 316 Political Power in American Cities	
At least three electives chosen from the following:		9-10 credits
*Includes PLSC courses listed above		
	ECON 376 Labor Economics	
	ENVR 250 Urban Environmental Issues in Latin America	
	GEOG 286 Introduction to Geographic Information Systems	
	GEOG 350 Urban Historical Geography	
	GEOG 387 Urban Issues Seminar	
	HIST 250 S/U/Work and Workers in Modern America	
	HIST 264 S/U/United States Immigration History	
	HIST 357 Black Power and Structural Inequality in Post 1945	
	HIST 367 Making of Industrial America, 1877-1918	
	PLSC 312 American Social Welfare Policy	
	PSYC 275 Environmental Psychology	
	SOCL 220 U/Inequality, Class & Poverty	
	SOCL 230 S/U/Race and Ethnicity	
	SOCL 241 S/The Individual and Society	
	SOCL 347 Criminology & Juvenile Delinquency	

Note: Urban Studies Internships may be used to satisfy the requirements of one elective course (up to 3 credits). For more information on this internship, contact the Coordinator of the Urban Studies minor.

Women's and Gender Studies

Melanie Blood, Coordinator (Welles Hall 217A)

The Women's and Gender Studies minor at SUNY Geneseo focuses on women and gender using multi-disciplinary and interdisciplinary approaches. It includes feminist analyses of the construction and enforcement of gender differences and gender inequalities in various contexts, with an emphasis on the intersection of gender with race, class, sexuality, and nationality in the lives of women. Students are encouraged to apply what they learn in Women's and Gender Studies classrooms to other areas of their lives. All students take a core program of Women's and Gender Studies courses plus elective courses offered by other departments that study women and gender issues, using feminist methodologies and pedagogy. Additionally, each student completes a capstone experience individually designed to apply concepts from the Women's and Gender Studies Advisory Committee is willing to work closely with students to design feasible, individualized study, especially when students' study abroad or other academic requirements make it impossible for them to take one of these courses.

Total Required: 21-22 Credits

Basic Requirements		12 credits
WMST 100	Introduction to Women's Studies	3
WMST 210	Race, Class and Gender	3
WMST 220	Gender and Sexualities	3
WMST 395	Internship in Women's Studies	OR 3
WMST 399	Research or Creative Project in Women's Studies	
Electives selected from the following:		9-10
ANTH 224	M/Ethnography of Gender in Latin America	
ANTH 243	S/M/Women in Cross-cultural Perspective	
ARTH 310	Women and Art	
ENGL 443	Women and Literature: (subtitle)	
HIST 260	S/U/Issues in the History of American Women	
HIST 267	S/U/Women and US Social Movements	
PHIL 204	Philosophy of Woman	
PLSC 250	Women and Politics	
PSYC 236	Human Sexual Behavior	
PSYC 308	Psychology of Women	
SOCL 201	Black Women in American Society	
SOCL 210	Sociology of the Family	
SOCL 225	Sociology of Gender	
SOCL 281	Selected Topics: (Gender and International Development)	
WMST 201	Topics in Women's Studies (subtitle)	

Departmental slot or topics courses with appropriate subtitles can be submitted to the Women's and Gender Studies Advisory Group for inclusion on an individual basis.

Guidelines for choosing electives:

1. At least one in the broad category of Humanities and/or Fine Arts.
2. At least one in the broad category of Social Sciences.
3. No more than two courses with the same prefix (e.g., ENGL or HIST or SOCL).
4. No more than one at the 100-level.

Pre-professional Advisory Programs

Several pre-professional advisory programs are available for students who intend to pursue careers in various professions, including business administration, engineering, optometry, dental science, law, medicine, and theological studies. Interested students should consult with the coordinators of these specific programs early in their college careers. For students interested in advisement pertaining to other professional areas, students may inquire at the Office of the Dean of Curriculum and Academic Services, Erwin Hall 106.

Preparation for the Master of Business Administration Degree

Geneseo provides a rigorous undergraduate education in arts and sciences that prepares students for application to MBA programs.

Geneseo School of Business majors are eligible to apply for a 4+1 cooperative programs we have negotiated with the following institutions:

Alfred University
Clarkson University
Ithaca College
Rochester Institute of Technology
Union College
SUNY-Binghamton

Further information on these programs can be found in the School of Business section of this Bulletin (contact Dr. Avan Jassawalla, South Hall 116B) or obtained from the School of Business, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454.

Preparation for Engineering (Five-Year 3-2 Programs)

To meet the needs of students whose goal is to combine a liberal arts and science education with one in engineering, the College has negotiated cooperative arrangements with several institutions.

Qualified students may pursue a program of study during which the first three years are spent at the College and the last two years are at one of the cooperating institutions. At Geneseo, these students major in chemistry, geology, or physics. After successfully completing the total five-year program, they are awarded a Bachelor of Arts from SUNY Geneseo and a Bachelor of Science in Engineering from one of the cooperating institutions. Application for admission to an engineering department at one of the cooperating institutions should be made toward the beginning of the junior year. Students' admission to one of the institutions depends on their grade point averages, recommendations by the faculty, and formal acceptance by one of the cooperating institutions. Available majors at the cooperating institutions include, for example, aerospace, ceramic, chemical, civil, electrical, industrial, mechanical, or nuclear engineering and engineering science. Further information relating to this 3-2 program may be found in this bulletin in the program descriptions for Chemistry, Geology, and Physics or can be obtained by contacting Dr. Ed Pogozelski (245-5287) for a list of engineering schools with which SUNY Geneseo has a 3/2 articulation agreements.

Preparation for the Doctor of Optometry Degree (Seven-Year 3-4 Program)

To meet the needs of students whose goal is to combine a liberal arts and science education with a degree in Optometry, the College has negotiated a cooperative arrangement with SUNY College of Optometry. Qualified students attend Geneseo for three years and then attend the

professional program at SUNY Optometry for four years. At Geneseo, the students major in biology. For further information refer to the Biology department program description in this bulletin, or contact Dr. Robert O'Donnell (odonnell@geneseo.edu), Department of Biology, ISC 355.

Preparation for the Doctor of Dental Science Degree (Seven-Year 3-4 Program and Early Assurance Program)

SUNY at Geneseo and SUNY at Buffalo, have negotiated two programs with the School of Dental Medicine. The 3/4 program option offers to qualified students the opportunity to receive a B.S. in biology from Geneseo and a Doctor of Dental Science degree from SUNY at Buffalo in seven years instead of the usual eight. The early assurance program offers to qualified sophomores acceptance into dental school at the end of their undergraduate career. For further information refer to the Biology department program description in this bulletin, or contact Dr. Robert O'Donnell (odonnell@geneseo.edu), Department of Biology, Integrated Science Center 355.

Pre-Law Advisory Program

Students who intend to pursue a career in law should develop basic skills and insights fundamental to the attainment of legal competence. The pre-law program should include content in reading comprehension and effective expression in words; critical understanding of the social, political, and economic institutions and values with which the law deals; and experience in critical and logical analysis. The development of these capacities is not the monopoly of any one discipline or department. A broad background in humanities, social sciences, and communication studies will help students develop the abilities to think for themselves and to express thoughts with lucidity, economy, and direction. (Several minors are available that complement a pre-law curriculum.)

The pre-law advisory program provides guidance on the law school application process and appropriate law school selection. Resources on law schools and the LSAT are available for student use. Programs feature speakers from law schools and the legal profession. For further information about the pre-law advisory program, students should contact the college Pre-Law Advisors, Graham Drake (drake@geneseo.edu), English Department, Welles 217A; or Anne Eisenberg (eisenber@geneseo.edu), Sociology Department, Bailey 238 or Joanna Kirk (kirk@geneseo.edu), Political Science Department, Wadsworth 10 or James Quinn (quinn@geneseo.edu), School of Business, South 100.

Pre-Medical Advisory Program

There is no required major for students who intend to pursue a medical degree after completing the baccalaureate program; students are advised to select a major in the area in which they have the greatest interest. To apply to most medical schools students need to take basic courses in Biology, Chemistry, Physics, Mathematics and English. The Premedical Advisory Committee, which includes faculty members representing the humanities, the social sciences and the natural sciences, advises pre-medical students throughout their four years of study and suggests appropriate course sequences and timing. The Committee also suggests and encourages a variety of academic and non-academic activities that will enhance applications to medical schools, keeps students aware of test dates and application requirements, sponsors seminars related to medical studies, and fosters interaction among students in all phases of the pre-med process. For further information or to seek advisement, students should consult with the program coordinator, Dr. George Briggs (briggs@geneseo.edu), Department of Biology, ISC 332A.

Cooperative Agreement with SUNY Upstate Medical University

Geneseo has established two agreements with Upstate Medical University:

- A. Transfer after two years at Geneseo into specialist programs in cardiovascular perfusion, cytotechnology, medical imaging, and medical technology. Contact Jani Lewis (lewisj@geneseo.edu, Biology Dept, ISC 354, 585-245-5310)

- B. 3+3 program leading to a Doctorate in Physical Therapy. Contact Jani Lewis (lewisj@geneseo.edu, Biology Dept, ISC 359, 585-245-5634)

Requirements and additional information are available through the Department of Biology at Geneseo at 585-245-5301.

Pre-Theological Studies

Students who intend to pursue post-baccalaureate theological studies are advised to obtain a broad undergraduate background, with special emphasis on the humanities and social sciences. The following courses are suggested as potentially beneficial for the pre-theological student:

ANTH 260	M/Myths and Folktales of American Indians
ANTH 301	Religion, Culture, and Society
HIST 108	The Bible
HIST 109	Christian Thought
HIST 291	M/The Islamic Middle East: 600-1800
HIST 292	The Modern Middle East: 1800 to the Present
HIST 333	Northern Renaissance and Reformation
HIST 360	Religion in American History
PHIL 202	World Religions and Contemporary Issues
PHIL 218	Philosophy of Religion
SOCL 240	S/Religion in American Society

The preceding list is only suggestive. Because the curricular offerings of the College undergo continual revision, some of these courses may no longer be offered in the future and new courses may be approved.

Students interested in the religious studies minor should refer to the Academic Minors section of this Bulletin. Additional information on pre-theological studies may be obtained from Dr. Carlo Filice (*filice@geneseo.edu*), Professor of Philosophy, Welles Hall 102D.

Student Code of Conduct

Refer to handbook.geneseo.edu for new and updated information. Click on Student Code of Conduct on left side of the page.

Student Records

Students at Geneseo have the right to expect that information accumulated for the purpose of facilitating their education will not be used for any other purpose without their consent.

The College records policy, revised for detailed conformity with the Family Educational Rights and Privacy Act of 1974, permits current or former students to inspect college educational records pertaining to them as individuals, and except as defined below, to obtain copies for a fee. Students are also accorded the right to question the content of a record and to receive a formal hearing if dissatisfied with responses to such questions.

Written consent from a student is required before personally identifiable information can be released from the individual educational record in all cases except those specifically exempted by law.

There is certain directory information which the College may release without the student's permission: the student's name, local address, electronic mail (e-mail) address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photographs, and the most recent previous educational agency or institution attended by the student. However, a student may prevent the release of such information by writing to the Dean of Students before the first Friday of each semester.

The full College policy and procedure for exercising student rights under this law are available from the Dean of Students, or on-line. Inquiries or complaints may be filed with the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, 350 Independence Avenue, S. W., Washington, DC 20201.

Other College Guidelines

Policy of Nondiscrimination

Compliance with Federal and State Laws and Regulations

In the operation of its programs and activities, the recruitment and employment of faculty and staff members, and in the recruitment, admissions, retention, and treatment of students, the State University of New York College of Arts and Science at Geneseo does not discriminate on the basis of age, race, color, religion, disability, national origin, gender, gender identity, sexual orientation, veteran or military service member status, marital status, domestic violence victim status, genetic predisposition or carrier status, or arrest and/or criminal conviction record unless based upon a bona fide occupational qualification or other exception.

The College's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies

prohibiting discrimination may be directed to Adrienne Collier, Director of Affirmative Action, SUNY Geneseo, 1 College Circle, Room 302B, Geneseo, NY 14454; Tel. (585) 245-5020 or collier@geneseo.edu; Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646)428-3800; Email OCR.NewYork@ed.gov.

If you need assistance or require an accommodation, contact the Office of Affirmative Action at (585)245-5020 or collier@geneseo.edu

In the administration of services to students, no distinctions on illegally discriminatory bases are permitted with respect to the provision of financial assistance, counseling and tutoring programs, career development and placement services, and support for student organizations, programs, and activities that are sponsored by the College. On-campus housing is assigned on a non-discriminatory basis. Placement services, off-campus housing, and institutional facilities are made available only to persons, agencies, organizations, and firms which comply with existing equal opportunity laws, and the College so informs all clients, potential employers, lessors and sellers and recipients of significant assistance. Non-exempt agencies or organizations that do not agree to abide by the nondiscriminatory policies of the College, or that are found to have illegally discriminated, are denied College recognition, sponsorship, and use of College facilities and general or specific support.

Additionally, the College does not condone or tolerate sexual or racial harassment or harassment based on a legally protected class in employment or in its academic setting. Geneseo actively supports equal opportunity for all persons, and takes affirmative action to see that both the total student and employee populations at the College enjoy access to all programs and equal opportunities in all activities.

Affirmative Action

The College has developed and published, and periodically updates, an Affirmative Action Plan which specifies the procedures to be followed in implementing its stated policy of providing equal opportunity for all persons, and which sets hiring goals and timetables, where appropriate, to the objectives of affirmative action. Copies of the Plan are available for public review in the Affirmative Action Office.

In the administration of its affirmative action program, the College complies with following laws and implementing regulations adopted thereunder:

- Titles VI and VII of the Civil Rights Act of 1964, as amended;
- Title IX of the Education Amendments of 1972, as amended;
- Sections 503 and 504 of the Rehabilitation Act of 1973, as amended;
- Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended;
- Governor's Executive Order No. 28;
- NY Executive Law §290 et al.
- Age Discrimination - Executive Order No. 96
- Equal Opportunity - Executive Order No. 6
- Sexual Harassment - Executive Order No. 19
- Gender Identity - Executive Order No. 33

and any and all other federal and state laws and orders as are applicable. The internal discrimination complaint procedure is available in the Affirmative Action Office at Geneseo. You can also view the SUNY Discrimination Complaint Procedure at http://www.suny.edu/sunypp/documents.cfm?doc_id=451.

The Director of Affirmative Action is the designated coordinator for Geneseo's continuing compliance with relevant federal and state laws and regulations with respect to

nondiscrimination. The Director of Affirmative Action may be consulted during regular business hours in Room 302B, Doty Hall, or by calling (585) 245-5020.

Disclaimer

Actions and/or events which are unpredictable and over which the College has no control may result in changes to information printed in this bulletin. Examples of such events include, but are not necessarily limited to, the following: (1) budget reductions and/or changed priorities mandated by State University of New York administrative officers and/or by officials of other State agencies, departments, or divisions; (2) the hiring of new faculty members with qualifications and competencies different from those possessed by any other members of the faculty; (3) the receipt of fellowships, research grants, or sabbatical leaves by faculty members uniquely qualified to teach certain courses; and (4) the revision of instructional programs and/or curricular offerings.

The most recent information can be obtained from the Office of the Dean of Curriculum and Academic Services located in Erwin Administration Building, or by calling (585) 245-5541.

Additional information concerning graduate academic programs and curricular offerings of the College is provided in the Guide to Graduate Studies.

State University Of New York

The State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's largest comprehensive system of public higher education.

For More information about SUNY: www.suny.edu/attend/visit-us)

The State University motto is: "To Learn-To Search-To Serve."

Faculty of the College

SUNY Distinguished Professors

These Geneseo faculty members have been recognized by the State of New York for superior work in and outside the classroom. They have earned the highest honors conferred upon faculty by the State University of New York Board of Trustees. The Distinguished Professor designation recognizes outstanding contributions to the discipline. The Distinguished Teaching Professor designation recognizes outstanding classroom performance and mastery of teaching techniques. The Distinguished Service Professor designation recognizes service to the College, the University, and the State.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

GANIE B. DEHART Distinguished Teaching Professor of Psychology. B.S., Brigham Young University; M.S., Johns Hopkins University; Ph.D., University of Minnesota; 1988. (Recipient of Chancellor's Award for Excellence in Teaching, 2010. Alumni Association Professor, 2007-2010).

KURTIS A. FLETCHER Distinguished Teacher Professor of Physics. A.S., Jamestown Community College; B.S., Rochester Institute of Technology; Ph.D., University of North Carolina, Chapel Hill; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 1997; Alumni Association Professor, 2001-2004).

DAVID K. GEIGER Distinguished Teaching Professor of Chemistry. B.A., College of Steubenville; Ph.D., University of Notre Dame; 1985. (Geneseo Foundation Professor, 1997-2000). (Chancellor's Research Recognition Award, 2006; Recipient of Chancellor's Award for Excellence in Teaching, 2007).

RONALD B. HERZMAN Distinguished Teaching Professor of English. B.A., L.H.D., Manhattan College; M.A., Ph.D., University of Delaware; 1969. (Recipient of Chancellor's Award for Excellence in Teaching, 1976).

LINDA I. HOUSE Distinguished Service Professor of Communicative Disorders and Sciences. B.S., State University of New York at Brockport; M.S., State University of New York at Geneseo; Ph.D., Bowling Green State University; 1980.

BETH A. MCCOY Distinguished Teaching Professor of English. B.A., M.A., Ph.D., University of Delaware; 1997. (Recipient of Chancellor's Award for Excellence in

Teaching, 2002; Lockhart Professor, 2007-2010).

OLYMPIA NICODEMI Distinguished Teaching Professor of Mathematics. B.A., New York University; M.A., Ph.D., University of Rochester; 1981. (Recipient of Chancellor's Award for Excellence in Teaching, 1994).

MICHAEL L. OBERG Distinguished Professor Of History. B.A., M.A., California State University, Long Beach; Ph.D., Syracuse University; 1998. (Recipient of Chancellor's Award for Excellence in Teaching, 2003; Lockhart Professor, 2005-2008; Sponsored Professorship).

ROBERT W. O'DONNELL Distinguished Teaching Professor of Biology. B.S., Providence College; Ph.D., George Washington University; 1987. (Recipient of Chancellor's Award for Excellence in Teaching, 1994; Lockhart Professor, 1995-1998).

STEPHEN PADALINO Distinguished Teaching Professor of Physics. A.A., County College of Morris; B.S., Stockton State College; M.S., Ph.D., Florida State University; 1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1992; Alumni Professor, 1995-1998; Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2006).

WENDY KNAPP POGOZELSKI Distinguished Teaching Professor of Chemistry. B.S., Chatham College; M.A., Ph.D., Johns Hopkins University; 1996. (Alumni Association Professor, 2004-2007).

DENNIS E. SHOWERS Distinguished Service Professor of Education. B.S.,

Pennsylvania State University; M.Ed., Clarion University of Pennsylvania; Ph.D., Pennsylvania State University; 1986. (Recipient of Chancellor's Award for Excellence in Faculty Service, 2005).

EUGENE L. STELZIG Distinguished Teaching Professor of English. B.A., University of Pennsylvania; B.A., M.A., Cambridge University, England; A.M., Ph.D., Harvard University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1985; Lockhart Professor, 2002-2005).

DANIEL R. STRANG Distinguished Service Professor of Economics. B.S., M.S., Ph.D., Cornell University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1987; Geneseo Foundation Professor, 2000-2003).

GARY W. TOWSLEY Distinguished Teaching Professor of Mathematics. B.S., Case Western Reserve University; M.A., Ph.D., University of Rochester; 1974. (Recipient of Chancellor's Award for Excellence in Teaching, 1980; Lockhart Professor, 1995-1998).

JAMES A. WALKER Distinguished Service Professor of Music. S.B., University of Wisconsin; M.A.T., Harvard University; 1970.

Supported Professorships

These Geneseo faculty members are currently serving as Lockhart, Alumni, and Spencer Roemer Professors. They have been named by the President of the College upon recommendation of a committee composed of Geneseo students and faculty. These professorships recognize faculty members who have a demonstrated record of superior teaching and advisement, a visible and meaningful involvement in campus life, and an active scholarly life.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

MARIA H. LIMA Lockhart Professorship, 2014-2017. Professor of English. B.A., Federal University of Rio Grande, Brazil; M.Ed., Towson State University; M.A., Ph.D., University of Maryland; 1992.

SUSAN BANDONI MUENCH Spencer J. Roemer Professor, 2011-2014. Professor of Biology. B.Sc., M.Sc., University of British Columbia; Ph.D., University of New Mexico; 1992.

MONICA E. SCHNEIDER Lockhart Professor, 2013-2016. Associate Professor of Psychology; B.A. Alfred University; M.A.,

Ph.D., State University of New York at Buffalo; 1995. (Recipient of Chancellor's Award for Excellence in Teaching 2003 Recipient of Chancellor's Award for Excellence in Faculty Service, 2015).

DENNIS SHOWERS Spencer J. Roemer Professor, 2013-2016. Distinguished Service Professor of Education. B.S., Ph.D., Pennsylvania State University; M.Ed., Clarion University of Pennsylvania; 1986. Recipient of Chancellor's Award for Excellence in Faculty Service, 2005).

The Faculty

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

DAVID LEE AAGESEN Associate Professor of Geography. B.A., University of California at Berkeley; M.A., Ph.D., University of Minnesota; 1999.

MEGAN ABBAS Assistant Professor History. Ph.D., Princeton University; 2015

KODJO ADABRA Assistant Professor of Languages and Literatures. B.S., M.S., Uni-

versite de Lome; M.A., North Carolina State University; Ph.D., University of Tennessee; 2010.

CATHERINE JOHNSON ADAMS Associate Professor of History. B.A., M.A., Michigan State University; Ph.D., University of Illinois, Urbana-Champaign; 2007.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

JAMES AIMERS Associate Professor in Anthropology. B.A., M.A., Trent University; Ph.D., Tulane University; 2008.

INTEKHAB ALAM Professor of Business Administration. B. Com., University of Calcutta; M.B.A., Aligarh University; M.Bus., Queensland University of Technology, Australia; Ph.D., University of Southern Queensland, Australia; 2001. (Recipient of Chancellor's Award for Excellence in Teaching, 2006).

JUDITH ALBERS VanArsdale Chair Associate Professor Entrepreneurship. B.S., Duke University; Ph.D., Brandeis; 2013.

JAMES B. ALLEN Associate Professor of Psychology. B.A., Auburn University; M.A., Ph.D., Arizona State University; 1993.

JAMES AIMERS Associate Professor in Anthropology. B.A., M.A., Trent University; Ph.D., Tulane University; 2008. (Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2015).

CHRISTOPHER N. ANNALA Professor of Economics. B.A., California State University at Chico; Ph.D., Washington State University; 2000. (Recipient of Chancellor's Award for Excellence in Teaching, 2007).

JENNIFER L. APPLE Associate Professor of Biology. B.S., University of Puget Sound; Ph.D., University of Utah; 2007.

KENNETH G. ASHER Professor of English. B.A., M.A., Ph.D., University of California at Berkeley; 1986. (Lockhart Professor, 2004-2007).

TRAVIS BAILEY. Assistant Professor of Biology. B.S., M.S., Brigham Young University; Ph.D., Baylor College of Medicine; 2013.

PAUL BAKER Visiting Assistant Professor of Physics. B.A., Reed College; M.S., Ph.D., Montana State University; 2013.

ERNEST P. BALAJTHY JR Professor of Education. B.A., Rutgers College; Ed.M., Ed.D., Rutgers University; 1985.

DOUGLAS L. BALDWIN Professor of Mathematics. B.S., M.S., Ph.D., Yale University; 1990.

JOAN C. BALLARD Associate Professor of Psychology. B.S., M.A., University of Alabama; Ph.D., Emory University; 1994.

PATRICIA A. BARBER Assistant Professor of Education. B.S., State University of New York at Potsdam; M.S., Ph.D., University of Kansas; 2000.

TERENCE J. BAZZETT Professor of Psychology. B.S., Central Michigan University; Ph.D., State University of New York at Buffalo; 1996.

JOSHUA BAECKER Lecturer of Biology. B.S., Canisius College; M.S., State University of New York at Buffalo; 2015

JUSTIN BEHREND Associate Professor of History. B.A., Point Loma Nazarene College; M.A., California State University, Northridge; M.A., Ph.D., Northwestern University; 2007.

IRENE BELYAKOV Lecturer in ESOL. B.A., M.A., Moscow Linguistics University; M.A., State University of New York at Geneseo; 2000.

ANDREW BERGEVIN Lecturer of Music. B.A., M.A., Ithaca College; 2015

LORI BERNARD Associate Professor of Languages and Literatures. B.S., The Ohio State University; M.A., Cleveland State University; Ph.D., University of California, Davis; 2007.

MELANIE N. BLOOD Professor of English and Music. A.B., Dartmouth College; M.A., Ph.D., Northwestern University; 1995.

JAMES A. BOIANI Associate Professor of Chemistry. S.B., Massachusetts Institute of Technology; Ph.D., University of Chicago; 1981.

ISIDRO M. BOSCH Professor of Biology. B.A., University of California at Santa Barbara; Ph.D., University of California at Santa Cruz; 1992. (Spencer Roemer Professor, 1999-2002).

LYNETTE M. BOSCH Professor of Art History. B.A., Queens College, CUNY; M.A., Hunter College; M.F.A., Ph.D., Princeton University; 1999.

ROBERT BOYD Lecturer in Management B.S., SUNY Fredonia; M.S., Rochester Institute of Technology; 2007.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

FELISA BREA Lecturer in Languages and Literatures. Licenciada, Universidad de Santiago de Compostela, Facultad de Geografía e Historia; Certificado del Instituto de Ciencias de la Educación, Santiago de Compostela; 1989.

GEORGE M. BRIGGS Associate Professor of Biology. B.A., Dartmouth College; M.S., Ph.D., Utah State University; 1986.

SARAH E. BROOKS Assistant Professor of Communication. Ph.D., Ohio State University; 2015

MARK BROOMFIELD Assistant Professor of Dance. MFA, University of Michigan, Ann Arbor; Ph.D., University of California, Riverside; 2012.

JOSEPH A. BULSYS Associate Professor of Communication. B.S., Cornell University; M.A., Ph.D., Pennsylvania State University; 1979.

SARA BURCH Assistant Professor of Biology. B.A., University of Chicago; Ph.D., Stony Brook University; 2015.

CHARLES BURROUGHS Visiting Adjunct Professor of Art History. B.A., Oxford University; Ph.D., Warburg Institute, London University; 2015.

CHRISTOPHER CAPPON Lecturer in Chemistry. B.S., St. John Fisher College; M.S., Case Western Reserve University; M.S., Environmental Studies-Toxicology, University of Rochester; 1995.

PATRICE E. CASE Professor. B.S., Ball State University; M.F.A., University of Arizona; 1983.

MING-MEI CHANG Professor of Biology. B.A., National Taiwan University; M.S., University of Idaho; Ph.D., Washington State University; 1993.

AMBER CHARLEBOIS Lecturer of Chemistry. B.S., Syracuse University; Ph.D., SUNY Buffalo; 2015.

SHUO CHEN Associate Professor of Economics. B.A., Renmin University of China; Ph.D., University of Mississippi; 2005.

ELAINE R. CLEETON Associate Professor of Sociology. B.A., Evangel College; M.A., Northwestern University; M.Div., Colgate Rochester Divinity School; Ph.D., Syracuse University; 1997.

THOMAS COONEY Visiting Assistant Professor of Mathematics. B.A., M.A., University College Cork; Ph.D., University of Illinois at Urbana-Champaign; 2015

KEN D. COOPER Associate Professor of English. A.B., Whitman College; M.A., Ph.D., Vanderbilt University; 1993.

JOSEPH A. COPE Professor of History. B.A., University of Michigan; Ph.D., Pennsylvania State University; 2001. (Recipient of Chancellor's Award for Excellence in Teaching, 2005).

EMILYE J. CROSBY Professor of History. B.A., Macalester College; M.A., Ph.D., Indiana University; 1995. (Recipient of Chancellor's Award for Excellence in Teaching, 2002; Spencer Roemer Professor 2005-2008).

F. KURT CYLKE JR Associate Professor and Chair of Sociology. B.A., University of Richmond; M.A., Ph.D., University of Delaware; 1990. (Recipient of Chancellor's Award for Excellence in Teaching, 1995; Lockhart Professor, 1998-200)

GANIE B. DEHART Distinguished Teaching Professor of Psychology. B.S., Brigham Young University; M.S., Johns Hopkins University; Ph.D., University of Minnesota; 1988. (Recipient of Chancellor's Award for Excellence in Teaching, 2010. Alumni Association Professor, 2007-2010).

STEVE D. DERNE Professor of Sociology. A.B., M.A., Ph.D., University of California at Berkeley; 1993. (Recipient of Chancellor's Award for Excellence in scholarship and Creative Activities, 2004).

EUGENE DANIEL DEZARN Associate Professor. B.F.A., Northern Kentucky University; M.F.A., University of Tennessee; 2003.

ROB DOGGETT Professor of English. B.A., Gettysburg College; M.A., Ph.D., University of Maryland; 2005.

EDWARD R. DRACHMAN Professor of Political Science. B.A., Harvard College; M.A., University of Pennsylvania; M.A.T., Harvard Graduate School of Education; Ph.D., University of Pennsylvania; 1991.

GRAHAM N. DRAKE Professor of English. B.A., Houghton College; M.A., Ph.D., University of Pennsylvania; 1989.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

CELIA A. EASTON Professor of English. A.B., University of Pennsylvania; A.M., Ph.D., University of Michigan; 1984. (Recipient of Chancellor's Award for Excellence in Teaching, 1989; Lockhart Professor, 1997-2000).

STACEY L. EDGAR Associate Professor of Philosophy. B.S., M.S., M.A., Ph.D., Syracuse University; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1986).

ANNE EISENBERG Professor of Sociology. B.A., University of Rochester; M.H.A., St. Louis University; M.A., Memphis State University; Ph.D., University of Iowa; 1999. (Recipient of Chancellor's Award for Excellence in Teaching, 2005).

BENJAMIN F. ESHAM Associate Professor of Mathematics. B.A., M.S., Ph.D., University of Delaware; 1989.

BEVERLY J. EVANS Professor of Languages and Literatures. B.A., Cornell University; M.A., Bryn Mawr College; Ph.D., University of Pennsylvania; 1985.

THEODORE J. EVERETT Professor of Philosophy. A.B., Indiana University; M.A., University of Iowa; Ph.D., University of Wisconsin; 1996.

ELIZABETH FALK Lecturer in School of Education. B.S., State University of New York at Geneseo; M.S., State University of New York at Brockport; 2007.

HOMMA FARIAN Lecturer. B.A., Pace University; M.S., University of Massachusetts; 1984.

DORI J. FARTHING Associate Professor of Geological Sciences. B.A., College of Wooster; M.A., Ph.D., John Hopkins University; 2004.

ELIZABETH FELSKI Lecturer of Accounting. B.S., & M.B.A., Canisius College; Ph.D., University of Buffalo; 2015.

JESS FENN Lecturer in English. B.A., Swarthmore College; M.A.T., Hollins University; Ph.D., Columbia University; 2014.

JOHNNIE J. FERRELL Associate Professor of Theatre. B.S., University of Tennessee, Martin; M.F.A., Memphis State University; 1990.

CARLO FILICE Professor of Philosophy. B.A., Western Illinois University; M.A., Ph.D., University of Illinois; 1986.

KURTIS A. FLETCHER Distinguished Teaching Professor of Physics. A.S., Jamestown Community College; B.S., Rochester Institute of Technology; Ph.D., University of North Carolina, Chapel Hill; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 1997; Alumni Association Professor, 2001-2004).

GERARD F. FLORIANO Professor of Music. B.A., State University of New York at Geneseo; M.M., D.M.A., Eastman School of Music; 1998. (Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2007).

KATHRYN FREDERICKS Assistant Professor of Languages and Literatures. B.A., Niagara University; M.A., SUNY Buffalo, Ph.D., University of Florida; 2012.

CHARLES G. FREEMAN Professor of Physics. S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester; 1997.

LEI GAO Assistant Professor of Accounting. B.A., Renmin University of China; Ph.D., University of Kansas; 2011

COLLEEN GARRITY Assistant Professor in Geography. B.S. Georgetown University; M.A., Michigan State University; Ph.D., Arizona State University; 2003.

DAVID K. GEIGER Distinguished Teaching Professor of Chemistry. B.A., College of Steubenville; Ph.D., University of Notre Dame; 1985. (Geneseo Foundation Professor, 1997-2000). (Chancellor's Research Recognition Award, 2006; Recipient of Chancellor's Award for Excellence in Teaching, 2007).

H. CRISTINA GEIGER Lecturer in Chemistry. B.S., Catholic University, Peru; M.S., University of Notre Dame; 1999.

KRISTEN GENTRY Assistant Professor of English. B.A., University of Louisville; M.F.A., Indiana University; 2007. (Recipient of Chancellor's Award for Excellence in Teaching, 2015)

RICHARD H. GIFFORD Associate Professor of Accounting. B.A., Gettysburg

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

College; M.B.A., Pennsylvania State University; Ph.D., Temple University; 2001. Activities, 2003; Lockhart Professor, 2008-2011).

BARNABAS GIKONYO Lecturer in Chemistry. B.S., Kenyatta University, Nairobi; Ph.D., Southern Illinois University, Carbondale; 2006.

JEFFREY S. GUTENBERG Associate Professor of Management. B.S., M.B.A., D.B.A., University of Southern California; 1981.

EDWARD G. GILLIN Professor of English. B.A., Duquesne University; M.A., Colorado State University; Ph.D., Brown University; 1988.

JENNIFER R. GUZMAN Visiting Assistant Professor in Anthropology. B.A., University of Notre Dame; M.A., University of California, Davis; Ph.D., University of California, Los Angeles; 2012.

SCOTT D. GIORGIS Professor of Geological Sciences. B.S., College of William and Mary M.S., University of Tennessee, Knoxville; Ph.D., University of Wisconsin, Madison; 2004.

CAROLINE N. HADDAD Professor of Mathematics. B.S., State University of New York at Binghamton; M.S., Ph.D., Rensselaer Polytechnic Institute; 1995. (Recipient of Chancellor's Award for Excellence in Teaching, 2015).

ROBERT F. GOECKEL Professor of Political Science. A.B., M.P.P., University of Michigan; Ph.D., Harvard University; 1982. (Recipient of Chancellor's Award for Excellence in Teaching, 2004).

ELIZABETH W. HALL Assistant Professor of Education. B.S., George Mason University; M.Ed., College of William and Mary; Ph.D., University of Florida; 1997.

BEATA E. GOLEC Lecturer in Music. B.M., F. Chopin Academy of Music, Warsaw, Poland; M.M., D.M.A., Eastman School of Music; 2009.

RACHEL B. HALL Professor of English. B.A., Knox College; M.A., Iowa State University; M.F.A., Indiana University; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 2003).

JOAQUIN GOMEZ Associate Professor of Languages and Literatures. Licenciatura, Filología Inglesa, Universidad de Sevilla; M.A., University of Maryland; Ph.D., Catholic University; 1991.

KRISTINA M. HANNAM Associate Professor of Biology. B.S., University of Notre Dame; Ph.D., University of Miami; 2001.

JONATHAN GONDER Professor of Music. B.M., M.M., University of Western Ontario; D.M.A., University of Michigan. 2008.

MEREDITH HARRIGAN Associate Professor of Communication. B.A., Bloomsburg University of Pennsylvania; M.S., Syracuse University; Ph.D., University of Nebraska, Lincoln; 2006.

JEREMY B. GRACE Lecturer in Political Science. B.A., Northern Arizona University; M.A., American University; 2000.

ERIN HARRIS Lecturer in Mathematics. B.S., State University of New York at Brockport; B.A., State University of New York at Geneseo; 2007.

DAVID A. GRANGER Professor of Education. B.A., University of Rhode Island; M.Ed., University of Virginia; Ph.D., University of Chicago; 1999.

WILLIAM HARRISON Lecturer in English. B.A., M.A., Ph.D., University of Delaware; 1997.

THOMAS A. GREENFIELD Professor of English and Lecturer in Music. B.A., Grinnell College; M.A., Ph.D., University of Minnesota; 1991.

GREGG HARTVIGSEN Professor of Biology. B.A., M.A., Connecticut College; Ph.D., Syracuse University; 1998. (Spencer Roemer Professor, 2008-2011. Drs. Carol and Michael Harter Endowment for Faculty Mentoring Award, 2015).

YANXIANG (ANTHONY) GU Professor of Finance. B.A., M. Econ, Nankai University; M.S., Ph.D., University of Illinois; 1999. (Recipient of Chancellor's Award for Excellence in Scholarship and Creative

JOHN L. HAYNIE Associate Professor of Biology. B.S., Ph.D., University of California, Irvine; 1983.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

AARON HEAP Associate Professor of Mathematics. B.S., Texas Christian University, Ph.D., Rice University; 2007.

ERIC D. HELMS Assistant Professor of Chemistry. B.S., Rockford College; Ph.D., University of Texas, Austin; 2001.

ANDREW HERMAN Associate Professor of Communication. B.M., Northwestern University; M.Div., Trinity Evangelical Divinity University; Ph.D., Northwestern University; 2002.

CHARLES HERTRICK Lecturer in Philosophy. A.B., Lafayette College; M.A., Carnegie Mellon University; Ed.M., Harvard University; 2010.

RONALD HERZMAN Distinguished Teaching Professor of English. B.A., L.H.D., Manhattan College; M.A., Ph.D., University of Delaware; 1969. (Recipient of Chancellor's Award for Excellence in Teaching, 1976).

DAVID HOLTZMAN Visiting Assistant Professor in Biology. B.S., Cornell University; Ph.D., Downstate Medical Center; 2010.

TZE-KI HON Professor of History. B.A., University of Hong Kong; M.A., University of Michigan; Ph.D., University of Chicago; 1996. (Recipient of Chancellor's Award for Excellence in Teaching, 2002).

HAROLD J. HOOPS III Professor of Biology. B.S., Carroll College; M.S., Ph.D., Ohio State University; 1987. (Recipient of Chancellor's Award for Excellence in Teaching, 1999; Lockhart Professor, 2001-2004).

LINDA I. HOUSE Distinguished Service Professor. B.S., State University of New York at Brockport; M.S., State University of New York at Geneseo; Ph.D., Bowling Green State University; 1980.

HARRY HOWE Professor of Accounting. B.A., Brown University; M.B.A., Ph.D., Union College; 1995.

MARY H. HUNT Lecturer in Music. B.M., University of Rochester; BA., West Virginia University; M.M., Catholic University of America; 1995.

ELIZABETH HUTCHISON. Assistant Professor of Biology. B.S., North Carolina State University; Ph.D., UC at Berkeley; 2013.

SAVITRI V. IYER Professor of Physics. B.Sc., Meenakshi College; M.Sc., Indian Institute of Technology, Chennai; M.S., Iowa State University; Ph.D., University of Pittsburgh; 1996.

AVAN R. JASSAWALLA Professor of Management. B. Com., M. Com., University of Bombay; M.A., M.S., Ph.D., Syracuse University; 1999.

MARY A. JENSEN Associate Professor of Education. B.A., Macalester College; M.Ed., Ph.D., University of Illinois; 1982.

JEFF JOHANNES Associate Professor of Mathematics. B.A., Cornell University; Ph.D., Indiana University; 2001.

DAVID KENT JOHNSON Professor of Chemistry. B.A., Hamline University; Ph.D., Montana State University; 1991.

JACK JOHNSTON Associate Professor of Music. B.S., University of Wisconsin; M.M., Eastman School of Music; 1977.

RYAN JONES Assistant Professor of History. B.A., Millikin University; M.A., Ph.D., University of Illinois; 2014.

RUSSELL A. JUDKINS Associate Professor of Anthropology. B.A., Brigham Young University; Ph.D., Cornell University; 1972.

CHANGKUK JUNG Visiting Assistant Professor of Political Science. B.A., Seoul National University; M.A., University of Colorado at Boulder; Ph.D., Michigan State University; 2011.

VIRGINIA JURKOWSKI Lecturer in Communication. B.A., St. John Fisher; M.A., State University of New York at Brockport; 1999.

EUNJU KANG Assistant Professor of Political Science. Ph.D., Claremont Graduate University; 2013.

RANDY BARBARA KAPLAN Professor of Theatre. B.A., Ohio State University; M.A., State University of New York at Albany; Ph.D., Ohio State University; 1987.

JENNIFER KATZ Professor of Psychology. B.S., University of Miami; M.S., Ph.D., University of Georgia; 2004. (Recipient of Chancellor's Award for Excellence in Teaching, 2008).

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

ANDRZEJ W. KEDZIERAWSKI Associate Professor of Mathematics. B.S., M.S., Marie Curie-Sklodowska University; Ph.D., University of Delaware; 1993.

KELLY M. KEEGAN Assistant Professor of Education. B.A., State University of New York at Buffalo; M.S.Ed., D'Youville College; Ph.D., State University of New York at Buffalo; 2007.

CLARICE KELLEHER Visiting Assistant Professor of Chemistry. B.A., The College of the Holy Cross in Worcester; M.A., Ph.D., Cornell University; 2013.

JAMES KERNAN Assistant Professor in Geography. B.S. Mansfield University; M.S., Shippensburg University; 2005. (Drs. Carol and Michael Harter Endowment for Faculty Mentoring Award, 2015).

JAMES W. KIMBALL Lecturer in Music. B.M.E., Cornell University; M.A., Wesleyan University; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1995).

JENNIFER KING Visiting Assistant Professor in Education. B.A., State University of New York at Geneseo; M.A.T., Duke University; Ph.D., University of Rochester; 2013.

JOANNA KIRK Lecturer in Political Science & International relations & Sociology. M.A. Jurisprudence, Oxford University; Diploma in Advanced European Studies, College of Europe, Belgium, 1997.

JAMES H. KIRKWOOD Lecturer in Music. B.M., New England Conservatory of Music; M.M., Boston University; 1977.

STEVEN J. KIRSH Professor of Psychology. B.S., University of Michigan; M.S., Ph.D., Pennsylvania State University; 1997.

JORDAN KLEIMAN Associate Professor of History. B.A., George Washington University; M.A., University of Delaware; Ph.D., University of Rochester; 2003.

CYNTHIA A. KLIMA Associate Professor of Languages and Literatures. B.A., M.A., University of Oklahoma; Ph.D., University of Wisconsin; 1993.

JEFFREY W. KOCH Professor of Political Science. B.A., Indiana University of Pennsylvania; M.A., University of

Connecticut; Ph.D., University of Michigan; 1989.

DON KOT Lecturer in Music. B.S., Nazareth College; M.M., The Cleveland Institute of Music; 2014.

CHERYL A. KREUTTER Associate Professor of Education. B.A., M.S., M.P.S., State University of New York at Geneseo; C.A.S., Ph.D., State University of New York at Albany; 2007.

KRISTI KRUMRINE Lecturer in Anthropology. B.A., Temple University; M.A. Kent State; 2005.

REBECCA LANDY Business. B.A., Colgate University; M.B.A., Clarkson University; 2012.

PAMELA KURAU Assistant Professor of Music. B.M., University of Connecticut; M.M., University of Delaware; D.M.A., Eastman School of Music; 1988.

BENJAMIN LAABS Associate Professor of Geological Sciences. B.S., Geology, University of Wisconsin-Madison; M.S., Northern Arizona University; Ph.D., University of Wisconsin-Madison; 2007.

JONETTE LANCOS Professor of Dance. B.F.A., Boston Conservatory of Music; M.A., M.F.A., State University of New York at Brockport; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1996).

ERNEST LASCELL Lecturer in Music. B.A.Ed., Nazareth College; M.M., Performance Diploma, Northwestern University; 1984. (Recipient of Chancellor's Award for Excellence in Adjunct Teaching, 2015).

KRISTINA LAUN Lecturer in Art History. B.S., M.A., State University of New York at Buffalo; 2008.

CHRISTOPHER C. LEARY Professor of Mathematics. B.A., Oberlin College; Ph.D., University of Michigan; 1992. (Recipient of Chancellor's Award for Excellence in Teaching, 1996; Spencer Roemer Professor, 2002-2005).

MANSOKKU LEE Assistant Professor of Economics. B.S., Korea University; Ph.D., University of Utah; 2013

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

MING LEI Assistant Professor of Communication. Ph.D., Washington State University; 2015

DAVID LEVY Associate Professor of Philosophy. B.A., State University of New York at Geneseo; M.A., Ph.D., University of Rochester; 1997. (Recipient of Chancellor's Award for Excellence in Teaching, 2015).

JANI E. LEWIS Associate Professor of Biology. B.S., Juniata College; M.S., Cleveland State University; Ph.D., University of Toledo; 2001.

MARIA H. LIMA Professor of English. B.A., Federal University of Rio Grande, Brazil; M.Ed., Towson State University; M.A., Ph.D., University of Maryland; 1992. Lockhart Professorship, 2014-2017.

WILLIAM S. LOFQUIST Professor of Sociology. B.A., Indiana University of Pennsylvania; M.A., Sam Houston State University; Ph.D., University of Delaware; 1992.

CAROL S. LONG Provost and Professor of English. B.A., Pomona College; M.A., Ph.D., Northwestern University; 2009.

JANICE A. LOVETT Associate Professor of Biology. B.S., Cornell University; M.S., Arizona State University; Ph.D., Indiana University; 1983.

MICHAEL D. LYNCH Professor of Psychology. B.A., M.A., Ph.D., University of Rochester; 2000. (Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2008).

DOUGLAS J. MACKENZIE Associate Professor of Education. B.A., State University of New York at Oswego; M.A., State University of New York at Geneseo; Au.D., Central Michigan University; 2004.

THOMAS J. MACPHERSON Professor of Art History. B.A., State University of New York at Oswego; M.F.A., University of South Carolina; 1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1999).

ANTHONY J. MACULA Professor of Mathematics. B.S., State University of New York at Plattsburgh; Ph.D., Wesleyan University; 1993.

KATHLEEN A. MAPES Associate Professor of History. B.A., M.A., Michigan State University; Ph.D., University of Illinois; 2000.

MARY MAPES Lecturer in History. Ph.D., Michigan State University; 2012.

GEORGE MARCUS Associate Professor of Physics. A.B., Harvard University; Ph.D., Stanford University; 2006.

VINCENT MARKOWSKI Associate Professor of Psychology; B.A., Ph.D., SUNY Buffalo; 2010.

PETER M. MARKULIS Professor of Business Administration. B.A., M.A., St. John Vianney; Ph.D., State University of New York at Buffalo; 1981.

DONALD S. MAROZAS Professor of Education. A.A., Fulton-Montgomery Community College; B.S.Ed., State University of New York at Geneseo; M.Ed., Slippery Rock University; Ed.M., Ed.D., Teachers College, Columbia University; 1978-1980; 1983. (Recipient of Chancellor's Award for Excellence in Teaching, 1986; MacVittie Professor, 2002-2005).

KYLE MATTHEWS Assistant Professor of Languages and Literature. B.S.O.F., Indiana University; M.A., Ph.D., Brown University; 2012.

JACOB MCCARTNEY Visiting Assistant Professor of Biology. B.S., Pennsylvania State University; Ph.D., Stony Brook University; 2015.

BROOKE MCCORKLE Visiting Assistant Professor of Music. B.A. & B.M.A., University of Oklahoma; M.A. & Ph.D., University of Pennsylvania; 2015

BETH A. MCCOY Distinguished Teaching Professor of English. B.A., M.A., Ph.D., University of Delaware; 1997. (Recipient of Chancellor's Award for Excellence in Teaching, 2002; Lockhart Professor, 2007-2010).

ROSEMARY MCEWEN Associate Professor of Languages and Literatures. B.A., Oregon State University; M.A., Ph.D., Ohio State University; 1998. (Recipient of Chancellor's Award for Excellence in Teaching, 2005).

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

SUSAN M. MCKENNA Lecturer in Mathematics. B.S., Stockton State College; M.S., Florida State University; 1985.

RUEL E. MCKNIGHT Professor of Chemistry. B.S., University of West Indies; M.S., Ph.D., Georgia State University; 2004.

PAUL MCLAUGHLIN Associate Professor of Sociology. B.S., Union College; M.S., University of Chicago; Ph.D., Cornell University; 2008.

JAMES G. MCLEAN Associate Professor of Physics. B.A., Brown University; M.S., Ph.D., Cornell University; 1999.

DUANE R. MCPHERSON Associate Professor of Biology. B.A., Brown University; M.S., University of Georgia; Ph.D., University of Texas Medical Branch at Galveston; 1993.

MELANIE A. MEDEIROS Assistant Professor of Anthropology. B.A., American University; M.A., Ph.D., University of Arizona; 2014.

CHRISTINE MERRILEES Assistant Professor of Psychology. B.S., Cornell University; Ph.D., The University of Notre Dame; 2013.

THOMAS METZGER Lecturer in English. M.S., State University of New York at Geneseo; 2009.

LISA B. MEYER Associate Professor of Sociology. B.A., Skidmore College; Ph.D., Emory University; 2001.

KEVIN MILITELLO Associate Professor of Biology. B.S., Ph.D., State University of New York at Buffalo; 2005.

MARK C. MITSCHOW Professor of Accounting. B.A., Washington and Lee University; M.B.A., State University of New York at Buffalo; Ph.D., University of Maryland at College Park; 1994.

KAREN S. MOONEY Visiting Assistant Professor of Psychology. B.A., Gettysburg College; M.S., Purdue University, Ph.D., Florida Atlantic University; 2012.

BRIAN MORGAN Associate Professor of Education. B.A., State University of New York at Buffalo; M.S., St. Bonaventure; Ph.D. SUNY Buffalo; 2004.

JANE FOWLER MORSE Professor of Education. B.A., University of Chicago; M.A., Ph.D., University of Kansas; 1994.

JEFFREY MOUNTS Professor of Psychology. B.A., College of Wooster; M.S., Ph.D., Purdue University; 1996.

SUSAN BANDONI MUENCH Professor of Biology. B.Sc., M.Sc., University of British Columbia; Ph.D., University of New Mexico; 1992.

BAPPADITYA MUKHERJEE Visiting Assistant Professor of Political Science. B.A., Hindu College; M.A., Jawaharlal Nehru University & Wayne State University; Ph.D., University of Maryland; 2015.

ALLA MYZELEV Visiting Assistant Professor of Art History. B.A., Hebrew University; M.A., York University; Ph.D., Queens University; 2014.

OLYMPIA NICODEMI Distinguished Teaching Professor of Mathematics. B.A., New York University; M.A., Ph.D., University of Rochester; 1981. (Recipient of Chancellor's Award for Excellence in Teaching, 1994).

JOHN TIM NOLAN Lecturer of Business. B.A., Gettysburg College; M.B.A., Syracuse University; 2010.

DARRELL A. NORRIS Professor of Geography. B.A., Cambridge University, England; M.A., McGill University, Canada; Ph.D., McMaster University, Canada; 1981.

MICHAEL L. OBERG Professor of History. B.A., M.A., California State University, Long Beach; Ph.D., Syracuse University; 1998. (Recipient of Chancellor's Award for Excellence in Teaching, 2003; Lockhart Professor, 2005-2008; Sponsored Professorship).

LEIGH O'BRIEN Professor of Education. B.S., M.Ed., D.Ed., Pennsylvania State University; 2006.

ROBERT W. O'DONNELL Distinguished Teaching Professor of Biology. B.S., Providence College; Ph.D., George Washington University; 1987. (Recipient of Chancellor's Award for Excellence in Teaching, 1994).

JUN OKADA Associate Professor of English. B.A., University of California at Berkeley;

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

M.A., Ph.D., University of California at Los Angeles; 2006.

D. JEFFREY OVER Professor of Geological Sciences. B.S., Allegheny College; M.Sc., University of Alberta; Ph.D., Texas Tech University; 1991. (Recipient of Chancellor's Award for Excellence in Teaching, 1998; Lockhart Professor, 2000-2003).

JASON OZUBKO Assistant Professor of Psychology. Ph.D., University of Waterloo; 2015.

PAUL J. PACHECO Associate Professor of Anthropology. B.S., University of Utah; M.A., Ph.D., Ohio State University; 1999.

STEPHEN J. PADALINO Distinguished Teaching Professor of Physics. A.A., County College of Morris; B.S., Stockton State College; M.S., Ph.D., Florida State University; 1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1992; Alumni Association Professor, 1995-1998; Recipient of Chancellor's Award for Excellence in Scholarship and Creative Activities, 2006).

PALLAVI PANDA Assistant Professor of Economics. B.A. & M.A., University of Delhi; Ph.D., University of California, Riverside; 2015.

GILLIAN PAKU Associate Professor of English. B.A., University of Otago; Ph.D., Harvard University; 2008.

MATTHEW PASTIZZO Professor of Psychology. B.A., Siena College; M.A., Ph.D., State University of New York at Albany; 2003.

MICHAEL PAWLIKOWSKI Assistant Professor of Mathematics. B.S., M.S.Ed., State University of New York at Buffalo; Ph.D., University at Buffalo; 2014.

SHARON M. PECK Associate Professor of Education. B.S., State University of New York at Plattsburgh; M.S., Ph.D., State University of New York at Albany; 2000.

ANNE PELLERIN Assistant Professor of Physics. B.S., M.Sc., Ph.D., Université Laval; 2013.

JEFFREY J. PETERSON Associate Professor of Chemistry. B.S., Wheaton College, Ph.D., University of Rochester; 2008

JEFFREY J. PETERSON Associate Professor of Chemistry. B.S., Wheaton College, Ph.D., University of Rochester; 2008.

EDWARD M. POGOZELSKI Associate Professor of Physics. B.S., Carnegie-Mellon University; Ph.D., Johns Hopkins University; 1999. (Recipient of Chancellor's Award for Excellence in Teaching, 2004).

WENDY KNAPP POGOZELSKI Distinguished Teaching Professor of Chemistry. B.S., Chatham College; M.A., Ph.D., Johns Hopkins University; 1996. (Alumni Association Professor, 2004-2007).

JOSEPH CHRISTOPHER PRUSZYNSKI Lecturer in Communication. B.A., M.A., Michigan State University; 1996.

JAMES QUINN Lecturer of Business. B.A., Boston College; J.D., Cornell; 2013.

ANAND RAO Assistant Professor of Political Science and International Relations; B.A., Union College; M.A., Columbia University; Ph.D., University of Virginia; 2015

PATRICK RAULT Associate Professor of Mathematics. B.S., College of William and Mary; Ph.D., University of Wisconsin at Madison; 2008.

DOUGLAS A. RAYNOR Associate Professor of Psychology. B.A., History, University of Michigan; B.A., Psychology, State University of New York at Buffalo; M.S., Ph.D. University of Pittsburgh; 2004.

DANIEL J. REPINSKI Associate Professor of Psychology. B.A., St. John's University; M.S., Iowa State University; Ph.D., University of Minnesota; 1993.

MICHAEL RESTIVO Assistant Professor of Sociology. B.A., Florida Atlantic University; M.A., University of Nevada, Las Vegas; Ph.D., Stony Brook University; 2014.

GEORGE REUTER Lecturer in Mathematics. B.S. ED., SUNY Geneseo; 2012.

ANNE-MARIE REYNOLDS Associate Professor of Music. B.A., University of California, Riverside; M.A., Ph.D., Eastman School of Music; 1993. (Recipient

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

of Chancellor's Award for Excellence in Teaching, 2000).

DAVID S. ROBERTSON Associate Professor of Geography. B.S., University of Calgary, Canada; Ph.D., University of Oklahoma; 2001.

JENNIFER ROGALSKY Associate Professor of Geography. B.S., University of Wisconsin at Eau Claire; M.S., Ph.D., University of Tennessee at Knoxville; 2002.

KATHRYN ROMMEL-ESHAM Professor of Education. B.A., M.Ed., University of Delaware; Ph.D., Virginia Commonwealth University; 1999. (Recipient of Chancellor's Award for Excellence in Teaching, 2006).

AMANDA ROTH Assistant Professor of Philosophy. B.A., Lafayette College; Ph.D., University of Michigan, Ann Arbor; 2010.

LANNA L. RUDDY Assistant Professor of Psychology. B.A., M.A., Ph.D., University of Missouri at Kansas City; 1976.

ALICE RUTKOWSKI Associate Professor of English. B.A., State University of New York at Binghamton; M.A., Ph.D., University of Virginia; 2003.

MICHAEL SAFFRAN Lecturer of Communication. B.A., SUNY Geneseo; M.S., Rochester Institute of Technology; 2012.

UGUR SAHIN Adjunct of Mathematics. Ph.D., Istanbul Technical University, Turkey; 2015

SUSAN J. SALMON Assistant Professor of Education. B.A., State University of New York at Fredonia; M.A.T., Manhattanville College; Ph.D., State University of New York at Buffalo; 1996.

HEIDI SAVAGE Assistant Professor of Philosophy. Ph.D., University of Maryland; 2012.

ELIAS E. SAVELLOS Professor of Philosophy. J.D., University of Athens, Greece; M.A., Ph.D., University of California, Santa Barbara; 1990.

PAUL SCHACHT Professor of English. A.B., University of Michigan; Ph.D., Stanford University; 1985. (Recipient of Chancellor's Award for Excellence in Teaching, 1997; Chancellor's Award for Excellence in Faculty Service, 2007).

MICHAEL D. SCHINSKI Associate Professor of Finance. B.B.A., M.B.A., University of Toledo; Ph.D., University of Kentucky; 1992. (Recipient of Chancellor's Award for Excellence in Faculty Service, 2008).

MONICA E. SCHNEIDER Associate Professor of Psychology. B.A., Alfred University; M.A., Ph.D., State University of New York at Buffalo; 1995. (Recipient of Chancellor's Award for Excellence in Teaching, 2003. Recipient of Chancellor's Award for Excellence in Faculty Service, 2015).

DENISE B. SCOTT Professor of Sociology. B.A., University of Hartford; M.A., Ph.D., University of Massachusetts, Amherst; 1996.

FAROOQ SHEIKH Associate Professor of Business Administration. B.S., Indiana University; Ph.D., Smeal College of Business; 2006

AMY SHELDON Associate Professor of Geological Sciences. B.A., State University of New York at Geneseo; M.S., University of Tennessee, Knoxville; Ph.D., University of Utah; 2000.

CHRISTIAN K. SHIN Associate Professor of Business. B.B.A., Baruch College, City University of New York; M.S., State University of New York at Buffalo; Ph.D., University of Maryland; 2001.

DENNIS E. SHOWERS Distinguished Service Professor of Education. B.S., Pennsylvania State University; M.Ed., Clarion University of Pennsylvania; Ph.D., Pennsylvania State University; 1986. (Recipient of Chancellor's Award for Excellence in Faculty Service, 2005).

ANJOO SIKKA. Dean, School of Education. B.A., M.A., Maharaja Sayajirao University; Ph.D., Mississippi State University; 2012.

CRYSTAL SIMMONS Assistant Professor of Education. B.A., M.Ed., University of North Carolina, Chapel Hill; Ph.D., North Carolina State University; 2015.

ELIZABETH SILVAGGIO-ADAMS Lecturer in Languages and Literatures. B.A., St. John Fisher; M.S., SUNY Geneseo; 2011.

ROBERT D. SIMON Professor of Biology. B.S., University of Chicago; Ph.D., Michigan State University; 1982.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

LISA SMITH Lecturer of Mathematics. B.A., State University of New York at Geneseo; M.S., Syracuse University; 2007.

LYTTON SMITH Assistant Professor of English. B.A., University College London; M.F.A., Ph.D., Columbia University; 2014.

WALTER SOFFER Professor of Philosophy. B.A., Temple University; M.A., Ph.D., The New School for Social Research; 1976. (Recipient of Chancellor's Award for Excellence in Teaching, 1982).

CHRISTOPHER SOHN Adjunct of Mathematics. M.S.; 2015.

RAY W. SPEAR Professor of Biology. A.B., Hamilton College; M.A., University of North Carolina, Chapel Hill; M.S., Yale University; Ph.D., University of Minnesota; 1992.

AMY A. STANLEY Associate Professor of Music. B.M., M.M., Texas Christian University; D.M.A., Eastman School of Music; 1998.

LINDA M. STEET Associate Professor of Education. B.A., M.H., State University of New York at Buffalo; Ph.D., Syracuse University; 2000.

AARON STEINHAUER Associate Professor of Physics. B.A., Wesleyan University; M.A., Ph.D., Indiana University; 2005.

EUGENE L. STELZIG Distinguished Teaching Professor of English. B.A., University of Pennsylvania; B.A., M.A., Cambridge University, England; A.M., Ph.D., Harvard University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1985; Lockhart Professor, 2002-2005).

MARGARET K. STOLEE Assistant Professor of History. A.B., Bryn Mawr College; M.A., Ph.D., Duke University; 1985.

LEONIE L. STONE Assistant Professor of Economics. B.B.Ad., M.A., Wichita State University; Ph.D., Ohio State University; 1992.

DANIEL R. STRANG Distinguished Service Professor of Economics. B.S., M.S., Ph.D., Cornell University; 1972. (Recipient of Chancellor's Award for Excellence in Teaching, 1987; Geneseo Foundation Professor, 2000-2003).

STEVEN H. STUBBLEFIELD Associate Professor of Theatre. B.A., M.A., University of Michigan; M.F.A., Carnegie-Mellon University; 1980.

KATHLEEN H. SUGARMAN Associate Professor of Education. A.S., Jamestown Community College; B.S., State University of New York at Cortland; M.A., Bowling Green State University; Ph.D., State University of New York at Buffalo; 1985. (Recipient of Chancellor's Award for Excellence in Professional Service, 1994).

MELISSA A. SUTHERLAND Associate Professor of Mathematics. B.A., State University of New York at Geneseo; M.A., Ph.D., State University of New York at Albany; 2001. (Recipient of Chancellor's Award for Excellence in Teaching, 2006).

JAMES SWARTS Lecturer in History. B.S.Ed., M.A., State University of New York at Geneseo; M.Div., Colgate Rochester Crozier Divinity School; 2002.

ATSUSHI TAJIMA Associate Professor of Communication. B.A., University of Alaska, Anchorage; M.A., Ph.D., University of Wisconsin-Madison; 2007.

YUICHI TAMURA Associate Professor of Sociology. B.A., Osaka University of Foreign Studies; M.A., Ph.D., University of Kansas; 2001.

CHI-MING TANG Associate Professor of Mathematics. B.S., Tamkang College of Arts and Sciences, China; M.A., Ph.D., University of New Mexico; 1979.

MICHAEL J. TERES Professor. B.A., Hunter College; M.A., M.F.A., University of Iowa; 1966.

JIM A. TILLER Lecturer in Music. B.M.E., University of South Carolina; M.M., Eastman School of Music; 1996.

GARY TOWSLEY Distinguished Teaching Professor of Mathematics. B.S., Case Institute of Technology; M.A., Ph.D., University of Rochester; 1974. (Recipient of Chancellor's Award for Excellence in Teaching, 1980; Lockhart Professor, 1994-1997).

ANNMARIE URSO Associate Professor of Education. B.S., College of St. Rose, M.S.Ed.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

College at Oneonta, Ph.D. University of Arizona. 2008.

MARIA DEL ROCIO VALLEJO-ALEGRE Lecturer in Languages and Literature. B.A., LaSalle University, Mexico City; M.A., Instituto Tecnológico Autonomo de Mexico, Mexico City; 2008

REN VASILIEV Professor of Geography. B.S., State University of New York at Oswego; M.A., State University of New York at Buffalo; Ph.D., Syracuse University; 1993. (Recipient of Chancellor's Award for Excellence in Teaching, 1997).

N. HELENA WADDY Professor of History. B.A., M.A., Cambridge University, England; Ph.D., University of California at San Diego; 1985.

JAMES A. WALKER Distinguished Service Professor of Music. S.B., University of Wisconsin; M.A.T., Harvard University; 1970.

JULIA M. WALKER Professor of English. B.S., M.S., University of Tennessee; Ph.D., Purdue University; 1985.

LINDA WARE Associate Professor of Education. B.S., M.S., University of Texas, El Paso; Ph.D., University of Kansas; 2006.

NICHOLAS WARNER Assistant Professor of Geological Sciences. B.A., State University of New York at Geneseo; M.S., State University of New York at Buffalo; Ph.D., Arizona State University; 2014.

BARBARA J. WELKER Associate Professor of Anthropology. B.A., M.A., Ph.D., State University of New York at Buffalo; 1997.

KARLEEN WEST Assistant Professor of Political Science and International Relations. B.A., University of Arizona; Ph.D., University of Iowa; 2014.

JAMES M. WILLIAMS Associate Professor of History. B.A., University of Virginia; M.A., M. Phil, Ph.D., Yale University; 1983.

CORI A. WINROCK Visiting Assistant Professor of English. B.A., Oberlin College; M.F.A., Cornell University; 2011.

CAROLINE M. WOIDAT Professor of English. B.A., University of Notre Dame; M.A.,

Ph.D., Vanderbilt University; 1994. (Recipient of Chancellor's Award for Excellence in Teaching, 2008).

KAZUSHIGE YOKOYAMA Professor of Chemistry. B.S., M.S., Kobe University, Japan; Ph.D., University of Colorado; 2001.

JOAN M. ZOOK Assistant Professor of Psychology. B.A., Gonzaga University; M.A., Michigan State University; Ph.D., Purdue University; 1998.

ADJUNCT FACULTY

LAWRENCE ADELSON Physics. B.A., Rutgers College; M.S., M.S.EE., Rensselaer Polytechnic Institute; 2013.

CHRISTOPHER ANDERSON Philosophy. B.A., Grove City College; M.Div/ M.A., Gordon-Conwell Seminary; 2014

GEOFFREY BAUER Political Science. B.S., M.A., State University of New York at Buffalo; 2013.

CAROLINE BELTZ-HOSEK English. B.A., New York University; M.A., State University of New York at Brockport; 2006.

ADRIANNA BETTS Languages and Literatures. B.A., University of Colorado; M.A., State University of New York at Geneseo; 2006.

RAYMOND BOUCHER Theatre. B.A., SUNY Brockport; M.A., SUNY Cortland; 2007.

ELIZABETH BROWN School of Education. B.S.Ed., M.S.Ed., State University of New York at Geneseo; 2010.

SHARON BROWN School of Education. B.A., M.S., Nazareth College; 2015.

KIMBERLY BUNKER English. MFA, St. Joseph's College in Brooklyn; 2015.

LORNA BUSCH Psychology. B.A., State University of New York at Buffalo; M.S., University of Baltimore; M.Ed., University of Louisville; 2015

MARK COLLINS Music. M.A., Eastman School of Music; 2013.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

ROBERT COOK Political Science. B.A., Eisenhower College; J.D., Boston University School of Law; 2002.

JODY DELORIA Dance. B.A., State University of New York at Brockport; 2012

SUSAN DREXEL Sociology. B.A., State University of New York at Geneseo; M.A., Kent State University; 2015.

DAVID DUSSAULT Adjunct in Mathematics. B.A., State University of New York at Oneonta; 2004.

GLENDA DOVE-PELLITO Music. B.M., Eastman School of Music; A.R.C.M. Associate Diploma, Royal Academy of Music, London, England; 1980.

JACALYN EDDY English. B.A., Empire State College; Ph.D., University of Rochester; 2002.

TYLER ELLIS English. B.A., State University of New York at Geneseo; J.D., State University of New York at Buffalo; 2014.

JEFFREY C. FASOLDT Accounting. B.S., State University of New York at Geneseo; M.B.A., Rochester Institute of Technology; 2006.

ROBERT F. FEISSNER Biology. B.S., State University of New York College of Environmental Science and Forestry; Ph.D., Washington University in Saint Louis; 2011.

JOAN FLORIANO Music. B.A., State University of New York at Geneseo M.M., Eastman School of Music; 2008.. (Recipient of Chancellor's Award for Excellence in Adjunct Teaching, 2015).

NOEL FOLTS English. B.A., The College of Wooster; M.S., University of Rochester; 2014.

DEBORAH SCODESE FRENCH Dance. B.A., State University of New York at Geneseo; M.A., State University of New York at Brockport; 2013.

JOY GETNICK History. B.A., University of Rochester; Ph.D., University at Albany; 2011.

TODD GOEHLE History. B.A., State University of New York at Geneseo; M.A., University of Toronto; 2008.

CHRISTOPHER GUYOL English. B.A., Ph.D., University of Rochester; M.A., University of York; 2014.

DAVID D. HAHN Philosophy. M.A., University of Toledo; 2013

DONALD F. HOUSE Adjunct in Mathematics. B.S., M.S., State University of New York at Geneseo; 1999.

MARY HUNT Adjunct of Music. B.M., Eastman School of Music; M.M., The Catholic University of America; 1995

WILLARD HELLER Languages and Literatures. B.S., State University of New York College at Buffalo; M.S., State University of New York at Geneseo; 2001.

THOMAS HILIMIRE Biology. B.S., State University of New York at Geneseo; M.S., University of Rochester; 2014.

AMY IVERS Sociology. B.A., M.S.Ed., State University of New York at Geneseo; 2015.

ELISE JUTZELER Physics. B.A., M.S., State University of New York at Geneseo; 2008.

WESTON KENNISON English. B.A., State University of New York at Geneseo; M.A., St. Bonaventure University; 1988.

RACHEL KORN Psychology. B.S., Virginia Polytechnic Institute and State University; M.A., University of Rochester; 2015.

MEGAN KYLE Music. B.A., B.M., Oberlin Conservatory; M.M., DePaul University; 2014.

ALEXIS LESLIE English. B.A., M.S., University of Rochester; 2014.

AN-CHILIN Music. B.A., Soochow University; M.A., Eastman School of Music; 2014

JACQUELINE J. MCCAUSLAND Dance. B.P.S., Empire State College; 1994.

GLENN MCCLURE English and Music. B.A., M.A., State University of New York at Geneseo; 2008

BONNIE MCCRACKEN Communication. B.A., State University of New York at Geneseo; M.S., Rochester Institute of Technology; 2014.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

MICHAEL MILLARD English. A.B., Washington University; Ph.D., University of Rochester; 2007.

PEDRO MORAN-PALMA Adjunct of Spanish. B.S., Universidad Autonoma Metropolitana; M.S., Northern Arizona University; Ph.D., Ohio State University; 2015.

DOUGLAS OWENS Professor of Languages and Literature. B.A., Mansfield University; M.A., Ruhr Universitat Bochum, Germany; 2014.

ASHLEY PANKRATZ English. B.A., State University of New York at Geneseo; M.A., State University of New York at Brockport, M.F.A., University of Michigan; 2013.

MOHAMMED PARTAPURWALA Business. B.A., State University of New York at Geneseo; M.A., State University of New York at Buffalo; 2010.

ROSETTE V. PTAK Languages and Literatures. B.S., State University of New York at Buffalo; M.A., University of Buffalo; 1994.

SAMANTHA RODRIGUEZ Music. BM, MM, Eastman School of Music; 2011.

AIMEE ROSE Mathematics. B.A., State University of New York at Geneseo; M.S., State University of New York at Geneseo; 2005.

JENNA SAMUDIO Languages and Literatures. B.A., Nazareth College; 2009.

MICHAEL SAUTER Philosophy. B.A., State University of New York at Geneseo; M.A., St. Bernard's Institute; 2013

MARTHA PATRICIA SHOLL Music. B.M., M.M., Eastman School of Music; 1999.

CHRISTOPHER SOHN Mathematics. M.S., Indiana State University; 2015.

TERA STORMS Psychology. B.A., Pensacola Christian College; M.A., Liberty University; Ph.D., Regent University; 2006.

JASMINE TANG Languages and Literatures. B.S., State University of New York at Geneseo; M.A., State University of New York Empire College; 1991. (Recipient of Chancellor's Award for Excellence in Adjunct Teach-

ing, 2015).

TOMOMI Y. TEWKSBURY Languages and Literatures. B.S., Aoyama Gakuin University; 1998.

JIM TILLER Adjunct of Music. B.M.Ed., University of South Carolina; M.M., Eastman School of Music;

TIMOTHY TOMCZAK Psychology. B.A., Mercyhurst College; M.A., State University of New York at Geneseo; 1991.

HILARY TOOTHE Art History. B.A., Nazareth College; M.A., State University of New York at Buffalo; 2013.

MICHELLE TOWNER Accounting. B.S., Nazareth College; M.S., State University of New York at Brockport; 2013.

EDWARD R. VANVLIET Languages and Literatures. B.A., Bowdoin College; A.M., Ph.D., Brown University; 1980.

EMILY WILMOT Languages and Literature. B.A., State University of New York at Brockport; M.A., University of Georgia; 2013.

INSTRUCTIONAL SUPPORT STAFF

EDWARD D. BEARY Instructional Support Specialist. Biology. B.S., Cornell University; M.A., State University of New York at Geneseo; 1983.

LINDA BOIANOVA Instructional Support Assistant. Music. D.M.A., M.M., B.M., Eastman School of Music; 2009.

DELBERT W. BROWN, JR. Director of Student Services. School of Business. B.S., The King's College; 2007.

JAY CHARLEBOIS Instructional Support Specialist. Chemistry. B.A., SUNY Potsdam; Ph.D., SUNY Buffalo; 2015.

CLINTON CROSS Senior Instructional Support Specialist. Physics. A.A.S., Monroe Community College; 1998.

CYNTHIA HAWKINS-OWEN Gallery Director. B.A., Queens College, City University of New York; M.F.A., Maryland Institute, College of Art; M.A., Seton Hall University, 2008.

Each listing below includes the current title, degrees, degree institutions, and Geneseo start year. Awards and award years are included in parentheses.

SEAN P. MCGRATH Events Technical Director, Music.. Events Technical Director, Scheduling, Events & Conference Systems. B.A., State University of New York at Geneseo; 2001.

SUSAN NORMAN Director of the Xerox Center for Multicultural Education. School of Education. B.S., University of Illinois; M.S. Ed., St. Lawrence University; 2004.

TRACY PETERSON Director of Student Success in the School of Education. B.A., M.S.T., State University of New York at Potsdam; 2006.

TOM REHO Instructional Support Specialist. Biology. B.S., Hobart College; M.S., Albany Medical College; 1996.

THERESE RIORDAN Field Placement Coordinator. School of Education. B.S., Boston College; M.B.A., Babson; 2000.

DIANTHA WATTS Director of Field Experiences in School of Education. B.A., Colgate University; Ed.D., St. John Fisher College; M.S., State University of New York at Brockport; 2009.

RICHARD WESP Theatre. B.F.A., Ithaca College; M.F.A., Ohio State University; 2011.

JOHN WILLIAMS NCATE Coordinator in School of Education. B.S., Mansfield State University; 2001.

Emeriti/Emeritae

James L. Allan
Clifford C. Andrus
Susan F. Bailey
James Bearden
Steven F. Benchik
Larry L. Blackman
Phillip J. Boger
Terrell Book
Sharon E. Bossung
William Brennan
Terry W. Browne
Karen Brumm
Gerald W. Burns
Judy A. Bushnell
Nancy L. Cappadonia
Barbara Clarke
Thomas S. Colahan
William E. Colangelo
Robert E. Comley
Brenda W. Conlon
William Cook
Gary A. Cox
Anna M. Crandall
Thomas J. Crowley
Katherine K. Deffenbaugh
John L. Deutsch
Karen G. Duffy
Scottie M. Emery
Frederick L. Evangelista
Betty J. Fearn
Marion Fey
Donald A. Fox
Walter B. Freed
L. Robert Freiburger
Lew Friedland
Bruce Godsave
Rita K. Gollin
Paul B. Griffen
Mary B. Grove
Joyce A. Hance
Diana K. Harke
Douglas Harke
Charles K. Hartness
Richard B. Hatheway
Arthur E. Hatton
Paul H. Hepler
Debra Hill
Jane F. Hogan
Barbara J. Howard
Howard L. Huddle
William G. Irr
Robert M. Isgro
Nancy R. Ives
Diane Johnson
Jack R. Johnston
Donald H. Jones
Kathleen R. Jones
David M. Kelly
Bruce B. Klee
Anna P. Kline
John Kucaba
Susan M. Kuntz
Donald Lackey
Nicholas P. LaGattuta
Sonja Landes
Anthony Latorella
Adelaide L. LaVerdi
Lyle C. Lehman
William D. Leyerle
Rose Anderson Linfoot
Paul D. Maclean
Wayne R. Mahood
David E. Manly
William H. Mathews
Margaret A. Matlin
Raymond F. Mayo
Roseann B. Mayo
Barbara R. McCaffery
James L. McNally
David D. Meisel
Myrtle A. Merritt
Dale E. Metz
Marilyn M. Moore
Helena Nardell
Mary L. Nitsche
Mary Noto
Paul Olczak
Robert Owens Jr
Paul Paprocki
David W. Parish
Donald Pebbles
Thomas Pope
J. Christopher Pruszynski
Scott J. Ray
Joan A. Reeves
Edward Reiman
Wendell Rhodes
Elizabeth Rice
Edwin F. Rivenburgh
Richard Rosati
R. Stanley Rutherford
Howard Sanford
James W. Scatterday
Norma L. Scavilla
Paul T. Schaefer
Dietmar P. Schenitzki
Nicholas Schiavetti
Mary Schmidt
Joan M. Schumaker
Nona Schurman
Sherry A. Schwartz
Charles E. Scruggs
Alan Shank
Linda D. Shepard
Herbert M. Simpson
Ronald Sitler
Armand V. Smith
James Somerville
John L. Spring
John Spring
Susan Spring
Wanda Spruill
James E. Stenger
Denise E. Sullivan
David Tamarin
Gloria Tarantella
Dante Thomas
Kathleen R. Trainor
Donald W. Trasher
Virginia S. Trasher
Jung H. Tsai
Margaret Vangalio
Edward R. VanVliet
Carey E. Vasey
Edward Wallace
Joyce Wechsler
Anneliese Weibel
Stephen F. West
James H. Willey
Raymond N. Wolfe
Laura B. Wrubel
Jerald T. Wrubel
Mel Yessenow
John C. Youngers
Zhiming Zhao
MaryEllen W. Zuckerman

Libraries

KATHERINE E. PITCHER Interim Director of Milne Library. B.A., State University of New York at Geneseo; M.L.S., State University of New York at Buffalo; 2002.

ELIZABETH ARGENTIERI Special Collections Librarian. B.A., St. Bonaventure University; M.A., State University of New York at Binghamton; M.L.S., State University of New York at Buffalo; 1999.

SUE ANN BRAINARD Reference and Instruction Librarian. B.A., Mount Saint Mary College; M.L.S., State University of New York at Albany; 1996. (Recipient of Chancellor's Award for Excellence in Librarianship, 2004).

ALLISON BROWN Digital Publishing Services Manager. B.A., Houghton College; M.F.A., Emerson College; 2012.

MICHELLE COSTELLO Education and Instructional Design Librarian. B.A., St. John Fisher College; M.S.LIS., Syracuse University; 2007.

JOAN E. COTTONE Head of Cataloging. B.A., M.L.S., State University of New York at Geneseo; 1985.

STEVE DRESBACH Information Technology Instructor. B.S., Rochester Institute of Technology; 2002.

ANGELA GALVAN Digital Resources and Systems Librarian. B.S., Southern Oregon University; M.L.I.S., Kent State University; 2015.

COREY HA Systems Administrator. B.Mus., Houghton College; M.Mus., University of Hartford; M.S., Capella University; M.L.S., University at Buffalo; 2005.

WILLIAM JONES III IDS Project Creative Technologist. A.A., A.S., Finger Lakes Community College; B.S.Ed., M.Ed., State University of New York at Geneseo; M.L.S., University at Buffalo; 2011.

RYANN LINDSAY Business Manager. B.A., Houghton College; M.A., Nazareth College; 2012.

TRACY PARADIS Senior Assistant Librarian. B.M., California State University at Northridge; M.L.S., State University of New York at Buffalo; 2006.

LEAH ROOT Publishing/Web Services Developer. B.F.A., M.F.A., Rochester Institute of Technology; 2013.

DANIEL ROSS Academic Excellence Librarian. B.A., State University of New York at Geneseo; M.S.LIS., Drexel University; 2013.

MARK SULLIVAN IDS Project Executive Director. B.S., Cornell University, J.D., Vermont Law School, J.L.S., University at Buffalo; 1999.

BONNIE J. M. SWOGER Head of Reference and Access Services. B.S., St. Lawrence University, M.L.S., University of Buffalo, M.S., Kent State University; 2005.

BRANDON WEST Social Sciences Librarian. B.A. and M.Ed., Grand Valley State University, M.L.S., Texas Woman's University; 2015.

Academic Affairs

STEPHEN J. ALMEKINDER Director of Academic Scheduling and Institutional Research Analyst. B.A., State University of New York at Binghamton; M.A., Brandeis University; 1987.

ANNE BALDWIN Director of Sponsored Research. B.A., SUNY Binghamton; M.S., University of Scranton; Ph.D., University of Wisconsin-Madison; 2006.

TABITHA BUGGIE-HUNT Assistant Dean for Disability Services. A.A.S., National Technical Institute for the Deaf; B.S., State University of New York at Brockport; Ed.M., Ph.D., State University of New York at Buffalo; 2000.

SAMUEL M. CARDAMONE Assistant Director. B.S., M.S., Canisius College; 2012.

ADRIENNE COLLIER Assistant to The President for Diversity and Equity/Director of Affirmative Action. B.S., Daemen College; M.S., University of Central Florida; 2014.

PETER L. CORRIGAN Associate Dean for Academic Advising, B.A. University of Minnesota, Ph.D., Cornell University; 2013.

SUZANNA ENGMAN Sponsored Research Associate, Proposal Developer. B.S., Nazareth College; M.A., University of New Mexico; Ph.D., University of Puerto Rico, Rio Piedras Campus; 2014.

EMILY FROOME Study Abroad Advisor. B.A., State University of New York at Geneseo; 2010.

DAVID F. GORDON Associate Provost. B.A., Grinnell College; M.A., Ph.D., University of Chicago; 1978.

JEREMY B. HALL Institutional research Analyst. B.S., State University of New York at Plattsburgh, M.S., State University of New York at Buffalo; 2014.

PATRICIA K. HAMILTON-RODGERS Sponsored Research Associate and GREAT Day Coordinator. B.S., State University of New York at Geneseo; 2001.

MARY HOPE Director of International Student and Scholar Services. B.A., Lawrence University; M.S., Rochester Institute of Technology; 1999. (Chancellor's Award for Excellence in Professional Service, 2014)

ANTHONY T. HOPPA Assistant Vice President for Communications. B.A., Grove City College; M.A., Duquesne University; 2006.

SAVITRI V. IYER Dean of the Curriculum and Academic Services. B.Sc., Meenakshi College; M.Sc., Indian Institute of Technology, Chennai; M.S., Iowa State University; Ph.D., University of Pittsburgh; 1996.

ENRICO JOHNSON Assistant Provost for Budget and Facilities. B.A., Howard University; M.B.A. Dowling College; 2005.

KENNETH D. KALLIO Interim Assistant Provost. B.A., Eastern Washington University; Ph.D., University of California, Santa Barbara; 1981.

ANDREA KLEIN Director of Scheduling, Events & Conference Systems. B.A., M.S., State University of New York, College at Buffalo; 2006.

REBECCA LEWIS Assistant Provost For International Programs. B.A., University of North Carolina; M. Ed., Ph.D., State University of New York at Buffalo; 2004. (Chancellors Award for Excellence in Professional Service, 2013.)

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

MICHAEL MILLS Director of National Fellowships and Scholarships Center For Inquiry, Discovery & Dev. B.A., M.A., Ed.D., Georgia Southern University; 2015.

BRIAN L. MORAN Senior International Admissions Advisor for International Student and Scholar Services. B.A. and M.S.Ed., State University of New York at Oswego; 2015.

CARLY O'KEEFE Assistant Director of International Student and Scholar Services. B.A., State University of New York at Geneseo; M. Ed., University at Buffalo; 2013.

DAVID PARFITT Director of the Teaching and Learning Center. Psychology. B.S., University of Pittsburgh; M.S., Ph.D., University of Michigan; 2008.

JULIE MEYER RAO Director of Institutional Research. B.A., The Ohio State University; M.A., Ph.D., University of Tulsa; 2008

Access Opportunity Programs

TERESA WALKER CHAN Counselor/Coordinator of Academic Services. B.A. State University of New York at Fredonia; M.S. Niagara University; 2006.

COURTNEY HAVENS EOP Counselor. B.A., State University of New York at Geneseo; M.S., University of Rochester, Warner School; 2014.

BEVERLY HENKE-LOFQUIST TOP Counselor. B.A., Indiana University of Pennsylvania; M.S., University of Texas; CCC-SLP; 1992.

GABE ITURBIDES Counselor/Coordinator of Student Development. B.A., M.S., St. Bonaventure University; 2008.

BRYAN O. RIVERA Counselor. B.S., State University of New York at Geneseo; M.S.Ed., State University of New York at Brockport; 2012.

JOANNA SANTOS Graduate TOP Counselor. B.A., State University of New York at Geneseo; 2014.

TIFFANY STEPHENSON Graduate TOP Counselor. B.A., State University of New York at Geneseo; 2014.

KIMBERLY WILLIS College Registrar. A.A.S. , Monroe Community College, B.S. and M. P. A., The College at Brockport, D.M., University of Maryland University College; 2014.

Computing and Information Technology

SUSAN E. CHICHESTER Chief Information Officer and Director, Computing and Information Technology. B.S., State University of New York at Geneseo; M.B.A., State University of New York Institute of Technology; 1984.

PAUL S. ANDERSON Senior Programmer Analyst. B.A., Northwood University; 2009.

KIRK M. ANNE Assistant Director and Manager, Systems & Networking. B.A., State University of New York at Geneseo; M.S., State University of New York at Brockport; D.P.S., Pace University; 1996. Chancellors Award for Excellence in Professional Service, 2015.)

SHAWN AUSTIN Technology Support Professional. A.O.S., State University of New York at Alfred; 2005.

SAMUEL N. BEAN Technology Support Professional. B.S., State University of New York at Geneseo; 1998.

CASEY BABCOCK Technology Professional and Help Desk Corrdinator, BTech Web Development. Alfred State Collete; 2015.

ENRICO A. COLOCCIA JR Network Manager. B.S., State University of New York at Geneseo; M.B.A., State University of New York Polytechnic Institute; 1997. (Chancellor's Award for Excellence in Professional Service, 2014.)

JOSEPH M. DOLCE Instructional Support Specialist. B.A., State University of New York at Fredonia; 1999.

LAURIE J. FOX Assistant Director and Manager Educational Technology. B.S., State University of New York at Geneseo; 1995.

BRIAN D. GALLIFORD Technology Support Professional. B.A., State University of New York at Geneseo; 2012.

SCOTT GRAHAM Production Analyst. B.S., The Ohio State University; 2007.

NICHOLAS HARDY Desktop Services Analyst. B.Tech, State University of New York at Alfred; 2015.

JUSTIN HUGG Web Development Professional. B.A., State University of New York at Geneseo; M.S., Elmira College; 2013.

PAUL JACKSON Assistant Director and Manager Information Systems. B.A., State University of New York at Geneseo; M.S., Syracuse University; 2006. (Chancellor's Award for Professional Service, 2011.)

TRAVIS KERSHNER Network Analyst. B.A., State University of New York at Geneseo; 2013.

LINDA GRAY LUDLUM University Database Administrator. B.A., State University of New York at Geneseo; 2007.

JAY MASTERS Network Analyst. B.S.W., Ryerson University; 2011.

WILLIAM R. MEYERS Senior Project Engineer,. A.S., Niagara Community College; B.S., State University of New York at Fredonia; 1996.

CRAIG MOSCICKI Student Technology Coordinator. B.A., State University of New York at Geneseo; 2003.

TAMARA J. PHILLIPS Technology Support Professional. B.S., State University of New York at Oswego; 2001.

SHAWN PLUMMER Systems Manager. B.S., State University of New York at Geneseo; 1998.

STEVEN A. PRAINO Sr. Desktop Services Analyst. B.S., Rochester Institute of Technology; 2008.

CHRIS SANDEFER Senior Programmer Analyst. B.S. Roberts Wesleyan College; 2006.

MARIE A. SHERO Senior Instructional Support Specialist and Telephone Service Manager. B.S., Rochester Institute of Technology; 2001.

NIKOLAS E. VARRONE Support Services Manager. B.S., Temple University; 2008.

DAVID WARDEN Systems Analyst. B.S., State University of New York at Albany; 2008.

MARY WILLETT-MASSAR Senior Programmer Analyst. A.A.S., Erie Community College; B.S., Rochester Institute of Technology; 1999.

Administration and Finance

JAMES B. MILROY Vice President for Administration & Finance. B.A., State

University of New York at Geneseo; M.A., Ph.D., University of Buffalo; 2006.

JOHN S. HALEY Systems Manager. B.A., State University of New York at Oswego; M.B.A., State University of New York Institute of Technology; 1998.

BRICE M. WEIGMAN Associate VP for Administration and Controller. CPA, B.S. State University of New York College at Fredonia; 2008.

Accounting

SUSAN M. CRILLY Assistant Director of Accounting Services. A.A.S., Genesee Community College; B.S., State University of New York at Geneseo. 1993.

JEFFREY P. NORDLAND Director of Accounting Services. A.A., Jamestown Community College; B.S., State University of New York at Geneseo; 1987.

JANE M. TOWNE Associate Director of Accounting Services. A.A.S., State University of New York at Alfred; B.S., State University of New York at Geneseo; 1985.

Campus Auxiliary Services

MARK J. SCOTT Executive Director. B.S., Cheyney University of Pennsylvania; M.B.A., Niagara University; 2007.

Environmental Health and Safety

CHARLES V. REYES Director of Environmental Health and Safety. B.S., State University of New York at Brockport; 2005.

DARLENE NECASTER B.A., Environmental Health and Safety Officer. B.A., M.A., University of Rochester; 2008.

Facilities Services

GEORGE F. STOOKS Assistant Vice President for Facilities and Planning. A.S., Mira Costa Community College; B.S., State University of New York College at Oswego; MBA State University of New York College at Oswego; 2008.

GWEN J. CAMPBELL Business Manager M.A., St. John Fisher, B.A. Rochester Institute of Technology; 2009..

BRYAN L. JACKSON Assistant Facilities Program coordinator.

DAVID R. NORTON Associate Director for Facilities Planning. A.A.S., Alfred State College; 2005.

KIRK A. SPANGLER Associate Director of Facilities Services. A.A., Genesee Community College; B.S., State University of New York at Brockport; 1993.

Financial Aid

ARCHIE L. CURETON Director of Financial Aid. B.A., M.S., Canisius College; 1991

JONATHAN M. HEININGER Financial Aid Counselor. B.S., SUNY Geneseo; MBA, University of Rochester; 2011.

CHRISTOPHER J. JADLOS Assistant Director of Financial Aid B.S., Clarkson University.; M.Ed. University of Maryland; 2002.

MEGAN KENNERERKNECHT Senior Financial Aid Counselor. B.A., SUNY Cortland; M.S., St. John Fisher College; 2012.

Human Resources

JULIE A. BRIGGS Assistant Vice President for Human Resources. B.S., State University of New York at Geneseo; M.S., Rochester Institute of Technology; 2006.

REBECCA FARRINGTON Human Resources Specialist. B.S., Niagara University; M.S., University of Phoenix; 2012.

VICTORIA PHIPPS Associate Director of Human Resources. B.S., State University of Brockport; 2007.

KIMBERLY TRUAX Payroll Coordinator. A.A.S., Olean Business Institute; 2006.

Purchasing & Central Services

REBECCA E. ANCHOR Director of Purchasing and Central Services. B.S., State University of New York at Brockport; 1998.

THOMAS R. UNDERWOOD Associate Director of Purchasing. B.S., Syracuse University; 2003.

Grants Management

BETSY L. COLÓN Grants Management Associate. A.S. Monroe Community College; B.S. Roberts Wesleyan College; 2005.

TRACI E. PHILLIPS Sponsored Programs Assistant. B.A., SUNY Geneseo; 2010.

Student Accounts

SANDRA P. ARGENTIERI Director of Student Accounts. A.A.S., Alfred State University; B.A., St. Bonaventure University; 1990.

JOYCE W. MILLER Assistant Director of Student Accounts. B.S., Florida A & M University; 1997.

Enrollment Management

MEAGHAN L. ARENA Vice President for Enrollment Management. B.A., University of Delaware; M.Ed., Cambridge College; Ed. D., Northeastern University; 2014.

Admissions

CONNOR GREEN Admissions Intern, B.A. State University of New York at Geneseo.

GEORGE ANSELME Assistant Director of Admissions/Multicultural Coordinator. B.A., State University of New York at Potsdam; 2003.

JAMES L. CLAR Associate Director of Admissions. B.A., State University of New York at Geneseo; M.S.Ed., Nazareth College; 1989.

LINDSAYA GERHARDT Senior Admissions Advisor. B.A., Mercyhurst College; M.S.Ed., Nazareth College; 2006.

KRISTOPHER S. HEERES Admissions Advisor. B.A., State University of New York at Geneseo; 2006.

AMANDA PATTERSON Senior Assistant Director of Admissions. B.A., State University of New York at Geneseo; M.S., State University of New York College at Buffalo; 2004.

KEVIN J. REED Director of Admissions. B.S., Medaille College; 2000.

Student and Campus Life

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

Career Development

STACEY WILEY Director. B.S., SUNY Cortland; M.S., Syracuse University; J.D., Syracuse University College of Law; 2012.

ROBERT DICARLO Associate Director for Internship Opportunities. M.P.A., State University of New York at Brockport; B.A., Hartwick College; 2013

HEATHER DIFINO Career Counselor. B.A., State University of New York at Geneseo; M.S., Syracuse University; 2011.

Center for Community

LEONARD SANCILIO JR Dean of Students. B.A., Muhlenberg College; M.S.Ed., Bucknell University; Ph.D., University of Wisconsin at Madison; 1991. (Recipient of Chancellors Award for Professional Service, 2010)

AIDEN CROPEY Coordinator of LGBTQ Services. Certificate in LGBT Health Policies and Practice, George Washington University; B.A., SUNY Geneseo.; 2015.

WENDI R. KINNEY Assistant Dean of Students for Fraternal Life and Off-Campus Services. B.S., State University of New York at Fredonia; M.Ed., State University of New York at Buffalo; 2001. (Recipient of Chancellor's Award for Excellence in Professional Service, 2013)

THOMAS MATTHEWS Associate Dean of Leadership and Service. B.S., State University of New York at Plattsburgh; M.S., State University of New York at Albany; Ed.D., University of South Carolina; 1967. (Recipient of Chancellor's Award for Excellence in Professional Service, 1978)

FATIMA RODRIGUEZ JOHNSON Assistant Dean of Students for Multicultural Programs and Services. B.A., State University of New York at Fredonia; M.S., Canisius College; 2006. (Recipient of Chancellor's Award for Excellence in Professional Service, 2015).

KIMBERLY HARVEY Director of New Student Programs. B.S., State University of New York at Fredonia; M.S., Canisius College; 2006.

SAMANTHA HEBEL Coordinator of Student Leadership, Volunteerism, and Service. B.A., Cornell College; M.A., Michigan State University; 2015.

KATHRYN TONKOVICH Assistant Director for Programming and Development. B.A., State University of New York at Cortland; M.S. Ed., State University of New York @ Brockport; 2014.

PAULA MCCLURE Coordinator of Student Employment Services. B.S. SUNY Oneonta. MS Ed., SUNY Geneseo; 2015.

HEATHER YORK Coordinator of Student Conduct and Community Standards, B.A., University at Buffalo, M.S., Nazareth College of Rochester; 2015.

Intercollegiate Athletics and Recreation

MICHAEL MOONEY Director of Intercollegiate Athletics and Recreation. B.S., State University of New York at Buffalo; M.S., Canisius College; 1985.

PAUL DOTTERWEICH Head Swimming Coach/Aquatics Director. B.S., State University of New York at Buffalo; 2000.

AMBER DUNN Head Coach of Women's Volleyball. B.S., Viterbo University; 2015.

GEORGE J. GAGNIER JR Assistant Director. B.S., State University of New York at Geneseo; M.S.Ed., Nazareth College; 1989.

BROOKS HAWLEY Recreation Director. B.S., M.A., State University of New York at Brockport; 2000.

SCOTT HEMER Head Women's Basketball Coach. B.A., Saint Bonaventure University; 2007.

JAMES H. LYONS Assistant Director. Head Men's Lacrosse Coach. B.A., Drew University; M.Ed., Lynchburgh College; 2000.

MYRTLE MERRITT Distinguished Service Professor Emerita. B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa; 1952.

STEPHEN MINTON Head Men's Basketball Coach. B.A., Heidelberg College; M.A., Western Michigan University; 2000.

DAN MOORE Head Coach of Cross Country. B.A., State University of New York at Geneseo; M.A., C.A.S. Alfred University; 2015.

DOMINIC OLIVERI Head Men's Soccer Coach. B.A., State University of New York at Geneseo; 2011.

CHRIS POPOVICI Head Coach of Track and Field. B.A., State University of New York at Geneseo; M.S. State University of New York at Cortland; 2015

CARLY R. RITCHLIN Head Women's Lacrosse Coach. B.S., State University of New York at Cortland; 2003.

CHRISTOPHER SCHULTZ Men's Head Ice Hockey Coach. B.S., State University of New York at Geneseo; M.A., State University of New York at Brockport; 2006.

JESSICA SEREN Head Field Hockey Coach. B.S., State University of New York at Cortland; 2008.

PAUL D. SIMMONS Workout Center Director. B.S., State University of New York at Brockport; 1999.

JEREMIE STEARNS Assistant Athletic Trainer. B.S., M.S., State University of New York at Buffalo; 2007.

JASON STEPHENS Head Coach of Women's Tennis. B.S., Southern Illinois-Edwardsville; 2015.

DAVID SYLVESTER Head Women's Softball Coach. B.S., M.S., State University of New York at Geneseo; 2013.

TIMOTHY VOLKMANN Director of Athletic Communications and Media Relations. B.A., State University of New York at Cortland; M.P.E., Springfield College; 2013.

NATHAN F. WILEY Head Women's Soccer Coach. B.S., State University of New York at Geneseo; M.B.A., Pennsylvania State University; 2005.

ANGELO ZEGARELLI Head Athletic Trainer. B.S. State University of New York at Brockport; M.S. Ohio Univeristy 2015.

Lauderdale Center for Student Health and Counseling

ERIN HALLIGAN-AVERY Administrative Director. B.A., SUNY Oswego, MSED, The College at Brockport, PH.D. University of Rochester; 2015.

ALEXANDRA M. CARLO Staff Psychologist. B.A., B.S., Purdue University; Ph.D., State University of New York at Albany; 1999.

BETH CHOLETTE Clinical Director. B.A., Bucknell University; Ph.D., Hahnemann University; 1995.

SARAH COVELL Alcohol and Other Drug Program Coordinator. B.A., State University of New York at Geneseo; M.S., State University of New York at Brockport; 2003.

GENE GRIFFING Staff Psychologist. B.A., Michigan State University; Central Michigan University; Ph.D., Ball State University; 2002.

JULIE KUEPPERS Nurse Practitioner. B.S.N, SUNY Brockport; M.S.N., University of Rochester; 2005.

DANA MINTON Coordinator of Health Promotion. B.S., Armstrong State College; M.A., Western Michigan Univeristy; 2002.

DEBORAH PENOYER Nursing Manager. A.S., Monroe Community College; B.S., Robert's Wesleyan College; M.S., University of Rochester School of Nursing; 2010.

STEVEN RADI, Medical Director. B.S.,Cornell University; M.D., State University of New York Health Science Center; 2002.

LAUREN SWANSON Staff Counselor. B.A., Cornell University; M.S.W., New York University; 2013.

MARGUERIETE D. WIRTH Nurse Practitioner. B.S.N., Alfred University; M.S.N., University of Rochester; 1997.

Residence Life

CELIA A. EASTON Dean of Residential Living. A.B., University of Pennsylvania; A.M., Ph.D., University of Michigan; 1984. (Recipient of Chancellor's Award for Excellence in Teaching, 1989; Lockhart Professor, 1997-2000.)

SARAH FRANK Assistant Director of Residence Life. B.A., M.S., SUNY Buffalo; 2012.

MARGARET REITZ Coordinator of Residential Education. B.A., Oberlin College; PhD, Columbia University; 2014.

ELLIOT ZENILMAN Interim Assistant Director of Residence Life. B.A., Binghamton University; M.S., University of Rochester, 2011.

Student Life

CHARLES S. MATTHEWS II Director of Student Life. B.S., Roberts Wesleyan College; M.P.A., State University of New York College at Brockport; 2001. (Recipient of Chancellor's Award for Excellence in Professional Service, 2009).

TIFFANY BRODNER Coordinator of Student Programs and Activities. B.S., M.S., State University of New York at Brockport; 2011.

LAUREN E. KUSKI Coordinator of Late Night Programs and Activities. B.A., M.A., Rowan University; 2013

University Police

THOMAS J. KILCULLEN Chief of Police. B.S., Southern Vermont College; 1979.

SCOTT K. KENNEY Assistant Chief of University Police. B.A., State University of New York at Geneseo; 1982.

JOSEPH VAN REMMEN Assistant to the Chief for Parking and Community Services. B.S., Buffalo State College; 1988.

College Advancement **Advancement Services**

JON A.L. HYSELL, Interim Vice president. B.A., Hamilton College; 2014.

LYNN MYERS Director of Advancement Services. A.A.S., Alfred State University; 2008.

JASON BIDDLE Associate Director of Advancement Services-Systems. B.S., State University of New York at Geneseo; M.B.A., Rochester Institute of Technology; 2009.

SUSAN RICHARDSON Associate Director of Research and Prospect Management. B.S., State University of New York at Fredonia; M.S., Southern New Hampshire University; 2008.

Alumni Relations

RONNA BOSKO. Director of Alumni and Parent Relations. B.A., M.S., State University of New York at Plattsburgh; 2009.

TRACY GAGNIER Assistant Director of Alumni and Parent Relations. B.A., State University of New York at Geneseo; 1999.

AMANDA MCCATHY Assistant Director of Alumni Relations, Regional Events. B.A., Keuka College; 2014.

MICHELLE WORDEN Associate Director of Alumni and Parent Relations. B.S., State University of New York at Geneseo; 2006.

Annual Giving

GINA SCALISE Director of Annual and Leadership Giving. B.A., State University of New York at Geneseo; 2006.

Communications

KRISTY BARKAN Digital Communications Manager. B.A., SUNY Buffalo, M.F.A., Academy of Art (San Francisco, CA); 2015.

KRIS DREESSEN Manager of Editorial Services. B.A., Temple University; 2008.

DAVID IRWIN Media Relations and Senior Communications Manager. B.S., University of Tulsa, Oklahoma; M.A., University of Missouri; 2008

CAROLE A. VOLPE Creative Director. B.A., State University of New York at Geneseo; 2000.

KEITH WALTERS Campus Photographer. B.S., State University of New York at Geneseo; 2011.

Development

ROBIN IRWIN Associate Director of Major Gifts. B.A., LeMoyne College; 2014.

SUZANNE S. BOOR Director of Donor Relations. Bryant and Stratton; 1998.

KIMBERLY P. FABER Assistant Vice President for College Advancement - Major Gifts. B.A., State University of New York at Geneseo; 2003.

JOHN LINFOOT Director of Special Development. B.A., Yale University; 2008.

JAMES ROGERS Associate Director of Major Gifts. B.A., State University of New York at Geneseo; M.S., Miami University; M.B.A., Bentley University; 2014.

Special Projects

LISA BURNS Director of Outreach Programming, Campus Auxiliary Services. 2015

Index

Index

A

Academic Affairs Staff, 378
Academic Minors, 336
Academic Organizations, 25
Academic Policies, 30
Academic Programs, 59
Academic-Related Organizations, 26
Academic Services, 27
Access Opportunity Programs (AOP), 28
Access Opportunity Program Staff, 379
Adjunct Faculty, 373
Admissions, 8
Admissions and Enrollment, 8
Advancement Staff, 385
Affirmative Action, 357
Africana Studies Minor, 336
Alumni Association, 24
American Studies, 61
Anthropology, 69
Application Procedures, 8
Art History, 78
Asian Studies Minor, 337
Astronomy, 280
Athletics and Recreation, 332
Athletics and Recreation Facilities, 21
Athletics and Recreation Policies, 20
Athletics and Recreation Staff, 383
Attendance, 42

B

Baccalaureate Degree Programs, 46
Biochemistry, 83
Biology, 87
Biomathematics Minor, 338
Biophysics, 102
Black Studies, 104
Board of Trustees, 7
Business Administration, Master's
Preparation, 353

386

Business, School of, 106

C

Career Services, 18
Center for Community, 18
Chemistry, 127
Classroom Policies, 42
Club Sports, 21
Cognitive Science Minor, 338
College Council, 7
College Union and Activities, 20
Communication, 137
Computing and Information Technology
Staff, 380
Conflict Studies Minor, 341
Counseling Services, 21
Curriculum, 48

D

Dance, 323
Dean's List, 37
Dental Science Preparation, 354
Deposit Refunds, 14
Deposits, 14
Directed Study Courses, 60
Distinguished Professors, 360
Division of Student and Campus Life, 18

E

Early Admission Program, 8
Early Decision Program, 9
Education, 149
Engineering Preparation, 353
English, 171
English for Speakers of Other Languages,
185
Enrollment, 8
Environmental Studies, 186
Expenses, 11

F

Faculty, 360
Federal Financial Aid Programs, 15

Index

- Fees, 12
- Film Studies Minor, 344
- Financial Aid, 15
- Financial Information, 15
- Freshman Admission, 8
- G**
- General Education Curriculum, 49
- Geneseo Foundation, 24
- Geneseo's Mission, 2
- Geochemistry, 187
- Geography, 190
- Geological Sciences, 198
- Geophysics, 207
- Grade Point Average, 38
- Graduation, 44
- H**
- Health Insurance, 22
- Health Services, 21
- HEGIS codes, 46
- Historical Background of the College, 2
- History, 209
- Honor Societies, 25
- Honors Program, 146
- Human Development Minor, 344
- Humanities, 222
- I**
- Immunization Requirements, 22
- Incompletes, 40
- Intercollegiate Athletics, 20
- Interdepartmental Courses, 223
- Interdisciplinary Courses, 223
- International Relations, 228
- International Student Admissions, 9
- International Student Services Office, 9
- Internships, 32
- Interviews, 8
- Intramural Sports, 20, 333
- L**
- Legal Studies Minor, 346
- Libraries Staff, 378
- loans, federal, 15
- M**
- Mathematics, 245
- Medical History, 22
- Medieval Studies Minor, 348
- Minors, 336
- Mission, Geneseo's, 2
- Multiple Majors, 42
- Museum Studies Minors, 348
- N**
- New York State Financial Aid Programs, 16
- Nondiscrimination Policy, 356
- Non-Matriculated Status, 11
- O**
- Officers of the College, 7
- Optometry Preparation, 353
- P**
- Pass-Fail Option, 39
- Payment Policies, 13
- Phi Beta Kappa, 25
- Philosophy, 274
- Physics, 280
- Political Science, 292
- Pre-Medical, 354
- Pre-professional Advisory Programs, 353
- Psychology, 303
- R**
- Readmission, 11
- Refund Policies, 13
- Religious Holidays, 43
- Religious Studies Minor, 350
- Requirements for Baccalaureate Degree Programs, 47
- Residence Hall Policies, 22
- Residence Life, 22
- Room & Board, 12

Index

S

- Scholarships and Awards, 53
- School of the Arts, 258, 320
- Sociology, 312
- Sports, 332
- Student and Campus Life Staff, 382
- Student Code of Conduct, 356
- Student Retention, 8
- Study Abroad, 33
- Summer Sessions, 45

T

- Transcripts, 45
- Transfer Credit, 10

U

- University Police Department, 23

W

- Waiver Policy, 17
- Women's and Gender Studies Minor, 352
- Women's Studies, 331
- Workout Center, 21