

## President's Welcome



Dear Students,

On behalf of the entire Marymount Manhattan community, I am delighted to welcome you to our college, a vibrant, close-knit community of intellectually curious and creative students, faculty, and staff in the heart of New York City.

The College mission is to prepare a highly diverse student body for socially engaged lives and fulfilling careers. Central to these efforts is the particular attention given to each one of you, our students. Marymount Manhattan provides an intensely personal educational environment in which you will develop your unique path by pursuing your individual interests and passions, while exploring new ideas, new approaches, and new worlds.

In the pages of this course catalogue, you will find essential information about the College's rich and varied curriculum, which I hope will inspire you to explore both widely and deeply. Included is an overview of the programs of study, degree requirements, policies and procedures, and other information that will help you make the most of your Marymount Manhattan experience.

Beyond these pages, you will find talented and dedicated faculty members who are eager to help you achieve your educational and professional goals. You will find caring staff members who will do their best to ensure the quality of your undergraduate experience and give you the help and guidance you need to succeed. You will discover academic programs that will transform your ways of thinking and expand your knowledge. You will meet friends and colleagues in our diverse community who will join you on this exciting journey.

As you embark on a new academic year, I encourage you to take advantage of the extraordinary opportunities that Marymount Manhattan offers. This is a college that provides a liberal arts education unlike any other, with stellar academic programs delivered by an exceptionally talented and committed faculty and enriched by the resources of one of the greatest cities in the world.

I look forward to meeting you on campus and learning about your experiences at the College. In the meantime, I wish you a creative, productive, and transformative academic year.

Best wishes,

Kerry Walk, Ph.D.  
President

## Academic Calendar 2017- 2018

### JUMP START 2017

August 6, Sunday <b>August 7, Monday</b>	Jump Start 2017 Resident Student Check- In <b>Jump Start 2017 Session Begins</b> Jump Start 2017 Program Change (add/drop) Last Day to Register for Pass/Fail for Jump Start 2017 Last Day to Add a Class Last Day to Drop from Jump Start 2017 Without a Grade Last Day to Drop a Course from Jump Start 2017 w/o a Grade
August 8, Tuesday August 10, Thursday	Jump Start 2017 “W” Period begins Last day to Withdraw from Jump Start 2017 with a “W” grade
August 14, Monday	Jump Start 2017: Withdrawals as of this date result in a “WF” grade
August 17, Thursday	Last day to withdraw from Jump Start 2017 with a “WF” grade
August 24 - 28, Thursday - Monday August 25 - 27, Friday - Sunday <b>August 26, Saturday</b>	Submission of Jump Start 2017 grades  Parents, Family and Friends Orientation <b>Jump Start 2017 Session Ends</b>

### FALL 2017

August 15, Tuesday August 26 - 27, Saturday - Sunday August 28 - September 1, Monday - Friday August 29, Tuesday August 30, Wednesday August 31, Thursday September 1, Friday <i>September 1, Friday</i> <i>September 4, Monday</i> <b>September 5, Tuesday</b> September 5 - 12, Tuesday - Tuesday September 12, Tuesday	Late Registration for Fall 2017  Freshmen Student Check-In  New Student Orientation Transfer Student Check-In New Faculty Orientation New Student Convocation Continuing Student check-in <i>Eid al Adha (Muslim) - No Classes/College Open</i> <i>Labor Day - College closed</i> <b>Fall 2017 Semester Begins</b>  Fall 2017 Program Change Period(add/drop) Last day to submit Internships and Independent Study contracts for Fall 2017 Last day to register for Pass/Fail for Fall 2017 Last day to apply for an audit Last day to add a class Last Day for students to submit any outstanding assignments to complete coursework and resolve “INC” grades. Apple Fest <i>Constitution &amp; Citizenship Day</i> Constitution & Citizenship Day Observed (Special events during classes) <i>Rosh Hashanah (Jewish)-</i> <i>Classes in Session College Open</i> Last day to drop a course w/o a grade Fall 2017 “W” period begins <i>Yom Kippur (Jewish)-No Classes/College Open</i> Last day for Faculty to submit all Change of Grade forms to resolve “INC” grades from Spring and Summer 2017. Any unresolved “INC” grades are converted to “F” grades on this date. <i>Fall Holiday - College closed</i> Fall Open House #1
September 13, Wednesday	
September 14, Tuesday <i>September 17, Sunday</i> September 18, Monday  <i>September 21, Thursday</i>	
September 26, Tuesday September 27, Wednesday <i>September 30, Saturday</i> October 2, Monday	
<i>October 9, Monday</i> October 14, Saturday	
October 20 - 22, Friday - Sunday October 22, Sunday October 25, Wednesday	Homecoming/Alumni, Family and Friends Weekend Dean's List Ceremony Last Day to Withdraw from Fall with a “W” Grade
October 26, Thursday  <i>October 31, Tuesday</i>	Fall 2017: Withdrawals as of this date result in “WF” grades <i>Advisement and Career day (Juniors/ Seniors) for Spring/Summer 2018 course selection - No classes/College open</i>
November 2, Thursday	Registration for Spring and Summer 2018 for Continuing Students begins
November 4, Saturday	Fall Open House #2

November 5, Sunday

November 7, Tuesday

November 8, Wednesday

November 15

November 22, Wednesday

November 23 - 24,  
Thursday - Friday  
November 25 - 26,  
Saturday - Sunday

December 4, Monday

December 12, Tuesday  
December 13-20,  
Wednesday-Thursday  
December 13, Wednesday

**December 20, Wednesday**  
December 20 - 28,  
Wednesday - Thursday  
December 21, Thursday  
December 24 - 31,  
Sunday - Sunday  
December 24, Sunday  
December 25, Monday

### JANUARY 2018 SESSION

January 1, Monday  
January 1, Monday

**January 2, Tuesday**

January 3, Wednesday  
January 4, Thursday  
January 8, Monday

January 9, Tuesday

January 9 - February 5  
Tuesday - Monday  
*January 15, Monday*  
January 19, Friday

January 24 - 28,  
Wednesday - Sunday  
January 25, Thursday

**January 26, Friday**

January 27, Saturday

Daylight Saving Time ends  
(Fall Back)

Election Day- Classes in Session/  
College Open

Advisement and Career day (First Year/  
Sophomores) for Spring/Summer 2018  
course selection - No classes/College open

Deadline to submit Online Graduation  
Application for June 01, 2018

Thanksgiving Recess - No classes/  
Administrative Offices closed  
(Residence Halls remain open)  
Thanksgiving Recess - College closed  
(Residence Halls remain open)

No Classes

Payment due for January 2018  
Advisement and Registration for New Students  
for Spring 2018 begins

Reading Day - No Classes/College Open  
Hannukkah (Jewish)-

Classes in Session/College Open  
Last day to withdraw from Fall 2017  
with a “WF” grade

**Fall 2017 Semester Ends**

Submission of Fall 2017 grades  
Residence Halls close at Noon  
Holiday Recess - No classes/  
Administrative Offices closed  
Christmas Eve (Christian)  
Christmas Day (Christian)

*New Year's Day-College Closed*

January 2018 Session Resident Student  
check-in starting at Noon

**January 2018 Session Begins**

January 2018 Session late registration &  
program change (add/drop)

Last day to submit Internship and  
Independent Study contracts for January  
2018 Session

Last day to register for Pass/Fail for  
January 2018 Session

Last day to apply for an audit  
Last day to add a class

Last day to drop a course without a grade  
January 2018 Session “W” period begins

Payment due for Spring 2018

Last Day to withdraw from January 2018  
Session with a “W” grade

January 2018 Session: Withdrawals as of  
this date result in “WF” grades

Late Registration for Spring 2018

*Martin Luther King, Jr. Day - College closed*  
Last day to withdraw from January 2018  
Session with a “WF” grade

Submission of January 2018 Grades  
Parents, Family and Friends Orientation  
Residence Halls Reopen at 9am for all  
residents

**January 2017 Session Ends**

New and Transfer Student Orientation Events  
New and Transfer Student Orientation Events  
and Welcome Back Events

## Academic Calendar 2017 -2018

### SPRING 2018

<b>January 29, Monday</b> January 29 - February 5 Monday - Monday	<b>Spring 2018 Semester Begins</b>
February 5, Monday	Spring 2018 Program Change Period (add/drop) Last day to submit Internship and Independent Study contracts for Spring 2018 Last day to register for Pass/Fail for Spring 2018 Last day to apply for audit Last day to add a class
February 6, Tuesday	Last day for students to submit any outstanding assignments to complete coursework and resolve "INC" grades for Fall 2017
<i>February 16, Friday</i>	<i>Chinese New Year - Classes in Session/College Open</i>
<i>February 19, Monday</i>	<i>Presidents' Day - College closed</i>
February 20, Tuesday	Last Day to Drop a Course w/o a grade
February 21, Wednesday	Spring 2018 "W" period begins
March 1, Thursday	Last day for Faculty to submit all Change of Grade forms to resolve "INC" grades from Fall 2017. Any unresolved "INC" grades are converted to "F" grades on this date for Fall 2017.
March 1, Thursday	Last day for Faculty to submit all Change of Grade forms to resolve "INC" grades from Fall 2017. Any unresolved "INC" grades are converted to "F" grades on this date.
<i>March 11, Sunday</i>	<i>Daylight Saving Time Begins (Spring Forward)</i>
<i>March 13, Tuesday</i>	<i>Honors Day - Special Activities in Lieu of Classes/College Open</i>
March 20, Tuesday	Last Day to Withdraw from Spring 2018 with a "W" Grade
March 21, Wednesday	Spring 2018: Withdrawals as of this Date Result in "WF" Grade
<i>March 26 - 29 Monday - Thursday</i>	<i>Spring Break - No Classes/College Open</i>
<i>March 30, Friday</i>	<i>Spring Holiday- Administrative Offices Closed</i>
<i>March 30, Friday</i>	<i>Good Friday (Christian)</i>
<i>March 31, Saturday</i>	<i>No Classes</i>
<i>March 31-April 7, Saturday</i>	<i>Passover (Jewish)</i>
<i>April 1, Sunday</i>	<i>No Classes</i>
<i>April 11, Wednesday</i>	<i>Easter Sunday (Christian)</i>
<i>April 16, Monday</i>	<i>Advisement and Career Day (Seniors/Juniors) for Fall 2017 and January 2018 Activities in Lieu of Classes/College Open</i>
<i>April 19, Wednesday</i>	<i>Continuing students registration for Fall 2018 and January 2019 begins</i>
<i>April 21, Saturday</i>	<i>Advisement and Career Day (Sophomores/First Year) for Fall 2017 and January 2018 Activities in Lieu of Classes/College Open</i>
April 22, Sunday	Accepted Student Day #1
April 30, Monday	Admitted Student Day #2
April 30 - May 4 Monday - Friday	Continuing Students Registration for Fall 2018 and January 2019 ends
May 1, Tuesday	MMC Week
May 3, Thursday	Payment due for Summer I and II 2018
May 7, Monday	Deadline to submit special request for permission to participate in May 2018 Graduation Commencement Ceremony
May 10, Thursday	Strawberry Fest
May 14 - May 23 Monday - Wednesday	New Student advisement & registration for Fall 2018 begins
May 15 - 24 Tuesday - Thursday	Last Day to withdraw from Spring 2018 with a "WF" grade
<i>May 16, Wednesday</i>	Summer I 2018 Late Registration
<b>May 17, Thursday</b>	Submission of Grades for Spring 2018
	<i>Ramadan begins (Muslim) - Classes in Session/College Open</i>
	<b>Spring 2018 Semester Ends</b>

May 18, Friday

May 19, Saturday

### SUMMER 2018

May 20, Sunday	Summer I 2018 Resident Student Check-In
<b>May 21, Monday</b>	<b>Summer I 2018 Semester Begins</b> Faculty Development Day
May 21 - May 23 Monday - Wednesday	Summer I 2018 Program Change (add/drop)
May 23, Wednesday	Last Day to submit Internship & Independent Study Contracts for Summer I 2018 Last Day to Register for Pass/Fail for Summer I 2018 Last Day to Apply for an Audit Last Day to Add a Class Last Day to Drop a Course w/o a grade
May 24, Thursday	Summer I 2018 "W" Period begins
<i>May 28, Monday</i>	<i>Memorial Day - College Closed</i>
June 4, Monday	Last day to withdraw from Summer I 2018 with a "W" grade
June 5, Tuesday	Summer I 2018: Withdrawals as of this date result in a "WF" grade
June 6, Tuesday	Summer I 2017: withdrawals as of this date result in a "WF" grade
June 14, Thursday	Last Day to Withdraw from Summer 2018 I with a "WF" grade
<i>June 15, Friday</i>	<i>Eid al Fitr (Muslim) - Classes in Session/College Open</i>
June 18 - June 27 Monday - Wednesday	Summer II 2018 late registration
June 20 - 24 Wednesday - Sunday	Submission of Summer I 2018 grades
<b>June 22, Friday</b>	<b>Summer I 2017 Semester Ends</b>
June 23, Saturday	Summer I 2018 only resident student check-out by Noon
June 24, Sunday	Summer II 2018 resident student check-in starting at Noon
<b>June 25, Monday</b>	<b>Summer II 2018 Semester Begins</b>
June 25 - 27 Monday - Wednesday	Summer II 2018 Program Change (add/drop)
June 27, Wednesday	Last Day to submit Internship and Independent Study contracts for Summer II 2018 Last Day to register for Pass/Fail for Summer II 2018 Last Day to apply for an audit Last day to add a class Last day to drop from Summer II 2018 without a grade
June 28, Thursday	Summer II 2018 "W" Period begins
<i>July 4, Wednesday</i>	<i>Independence Day - College Closed</i>
July 5, Thursday	Last day to withdraw from Summer II 2017 with a "W" grade
July 9, Monday	Summer II 2017: withdrawals as of this date result in a "WF" grade
July 19, Thursday	Last day to withdraw from Summer II 2017 with a "WF" grade
July 23, Monday	Payment due date for Fall 2017
July 25 - 29 Wednesday - Sunday	Submission of Summer II 2017 grades
<b>July 27, Friday</b>	<b>Summer II 2017 Semester Ends</b>
July 28, Saturday	Summer II 2017 Resident Student check- out by Noon

### Semester beginning / ending dates - In bold

*No classes days - In italics*

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

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## General Information

### EDUCATIONAL MISSION

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

### HISTORY AND HERITAGE

Marymount Manhattan College is one of six colleges founded in the United States by the Religious of the Sacred Heart of Mary, evidence of their worldwide and continuing commitment to educational access and excellence. The College was originally established as the city campus of Marymount College, Tarrytown, New York. In 1961, the College was independently chartered by the Board of Regents of the University of the State of New York and separately incorporated as Marymount Manhattan College. The College flourishes today as a co-educational, independent college.

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

### ACCREDITATION AND MEMBERSHIPS

Marymount Manhattan College is a four-year college of post-secondary education accredited by the Middle States Commission on Higher Education. The Board of Regents of the University of the State of New York independently chartered MMC to grant degrees. The College is a member of numerous organizations concerned with the advancement of higher education, including the Association of American Colleges and Universities, the Council of Independent Colleges, the Association of Governing Boards of Universities and Colleges, and the Commission of Independent Colleges and Universities. The College is also a member of the Faculty Resource Network, the National Association of Independent Colleges and Universities, and The College Board.

### INCLUSIVITY STATEMENT

Marymount Manhattan College respects and honors the dignity and value of every human being. We aspire to be a diverse, equitable, and inclusive community in which people with different identities - whether based on race, color, class, gender, age, sexual orientation, religion, ethnic or national origin, political viewpoint, disability, physical appearance, or additional identities - are valued and respected, and where differences in intellectual interest and personal perspective are explored and embraced as central to the College's educational mission.

We recognize the regrettable role that higher education has played in reinforcing inequality in our society, and we believe that our College has a special responsibility to prevent those same inequalities from being perpetuated in our campus community. As a College we hold in common a set of core values and beliefs - in the open and free exchange of ideas; in celebrating those whose perspectives and experiences may differ from our own; and in advancing the cause of social justice. We are dedicated to creating a learning environment free from bias and harassment, one that maximizes each person's capacity to learn, work, and make meaningful contributions both here and beyond.

### *Did you know?*

*Marymount Manhattan College bestows Honorary Degrees upon one or more individuals at commencement in recognition of their remarkable accomplishments?*

*Some of these individuals include, Sen. Hilary Rodham Clinton, Joan Rivers, Barbara Walters, Rosa Parks and many more.*

*To see more honorary degree recipients, click <http://www.mmm.edu/about-us/honorary-degrees/>*

## LIBERAL LEARNING AT MARYMOUNT MANHATTAN COLLEGE

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

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

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

## DEGREES OFFERED

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

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

## MAJORS

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

[Acting \(B.F.A.\)](#)  
[Art \(B.A.\)](#)  
[Art History \(B.A.\)](#)  
[Behavioral Neuroscience \(B.S.\)](#)

[Biology \(B.A. and B.S.\)](#)  
[Biomedical Sciences \(B.S.\)](#)  
[Business \(B.A.\)](#)  
[Cinema, Television, And Emerging Media Studies \(B.A.\)](#)  
[Communication Arts \(B.A.\)](#)  
[Dance \(B.A. and B.F.A.\)](#)  
[Digital Journalism \(B.A.\)](#)  
[Digital Media And Video Production \(B.A.\)](#)  
[English and World Literatures \(B.A.\)](#)  
[Entrepreneurship \(B.S.\)](#)  
[Environmental Studies \(B.A.\)](#)  
[Finance \(B.S.\)](#)  
[Interdisciplinary Studies \(B.A.\)](#)  
[International Business \(B.S.\)](#)  
[International Studies \(B.A.\)](#)  
[Management \(B.S.\)](#)  
[Marketing \(B.S.\)](#)  
[Philosophy and Religious Studies \(B.A.\)](#)  
[Politics and Human Rights \(B.A.\)](#)  
[Psychology \(B.A.\)](#)  
[Public Health \(B.S.\)](#)  
[Public Relations And Strategic Communication \(B.A.\)](#)  
[Speech-Language Pathology and Audiology \(B.A.\)](#)  
[Theatre Arts \(B.A.\)](#)

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

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

\*\*MMC is phasing out the Accounting, History, Political Science and Sociology majors. Students who are currently pursuing these programs should refer to the catalogue under which they matriculated for degree requirements.

## MINORS

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

[Accounting](#)  
[Art History](#)  
[Art Therapy \(see \[Art/Psychology\]\(#\)\)](#)  
[Arts for Communities \(see \[Theatre Arts\]\(#\)\)](#)  
[Arts Management \(see \[Art/Dance/Theatre Arts\]\(#\)\)](#)  
[Asian Studies](#)  
[Biology](#)  
[Business Management](#)  
[Chemistry](#)  
[Communication and Media Arts](#)  
[Creative Writing](#)  
[Dance](#)

## The Curriculum

[Digital Journalism](#)

[Drama Therapy](#) (see [Psychology/Theatre Arts](#))

[Economics](#)

[Environmental Studies](#)

[Fashion Studies](#) (see [Business](#))

[Forensic Psychology](#) (see [Psychology](#))

[Gender and Sexuality Studies](#)

[Graphic Design](#) (see [Art](#))

[History](#)

[International Studies](#)

[Language Sciences](#) (see [Speech-Language Pathology and Audiology](#))

[Law and Ethics](#) (see [Philosophy and Religious Studies](#))

[Literature](#)

[Music](#)

[Musical Theatre](#) (see [Theatre Arts](#))

[Neuroscience](#) (see [Biology/Psychology](#))

[Philosophy](#) (see [Philosophy and Religious Studies](#))

[Photography](#) (see [Art](#))

[Political Science](#)

[Politics and Human Rights](#)

[Psychology](#)

[Religious Studies](#) (see [Philosophy and Religious Studies](#))

[Sociology](#)

[Social Work](#) (see [Sociology](#))

[Speech-Language Pathology and Audiology](#)

[Studio Art](#) (see [Art](#))

[Theatre](#)

### DEGREE COMPONENTS

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

#### 1. General Education

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

#### 2. The Major

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

#### 3. Electives/Minors/Dual Majors

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

### SHAPING THE DEGREE PROGRAM

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

### NEW YORK CITY SEMINARS

As an integral part of the first year experience at Marymount Manhattan College, all first-year students participate in one of several New York City Seminars. The seminars feature a New York City-centered curriculum in a variety of disciplinary domains including literature, linguistics, sociology, psychology, business, cultural studies and the arts. In addition to the curricular component, New York City seminar participants experience an integrated and supportive introduction to the intellectual and social life of the College. The courses are led by professors who serve as first-year advisors to their students and who work in coordination with peer leaders to help students achieve their goals.

### CITYEDGE SEMINARS

Grounded in the rich learning and career landscape of New York City, CityEdge Seminars are a central component of the CityEdge Program. These courses provide students enhanced learning experiences that utilize the vast resources of New York City in ways that help them focus on their transition from college to their careers. In some CityEdge Seminars, students go into New York City to learn directly from working professionals and practitioners, gaining unique insights into their work and useful advice for how to succeed in their chosen fields. In other seminars, working professionals come to MMC to share their insights and experiences directly with our students. In some classes, students engage with alumni who offer practical advice based on their own college to career transition. In other courses, professionals serve as external adjudicators or reviewers of student work, offering real-world feedback from an industry perspective and valuable career advice.

### LIBERAL STUDIES PROGRAM

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



The Liberal Studies Program provides students with a focused curriculum through which they will experience a range of academic fields and disciplines. In doing so, they complete many college-wide requirements while exploring fields in which they may ultimately choose to major. In addition, all LSP students are required to enroll in a 1-credit Liberal Studies Seminar. The central goal of the Liberal Studies Program is to support students as they transition from exploring a range of academic disciplines to declaring their majors. For some LSP students, this transition occurs early during their first academic year. For others, it may take a bit more time. Whether this is a short or long process, faculty advisors help students along the way. These advisors help students through the program and guide them as they consider options related to their majors, learning opportunities outside of the classroom, and possible career paths. They also assist LSP students through the major declaration process and help them connect with the faculty advisors within their chosen majors.

### THE COLLEGE HONORS PROGRAM

Marymount Manhattan College (MMC) educates and empowers all of its students by providing environments for intellectual and creative development. Students take an active role in their education. They examine not only what they are taught but also how they receive, create, and share ideas with others. The College Honors Program (CHP) serves students who want and need a learning environment that is enriched with even greater academic and creative challenges, and who will work and learn with students seeking similar experiences.

The CHP is housed within the General Education curriculum. Each semester, selected General Education courses are designated as CHP sections; they are coded with the “HP” designation, as in ART 252-HP01. Qualified students who are not in the CHP may enroll in these sections by permission of the instructor.

Students have multiple opportunities to apply for admission into the CHP. Incoming first-year students are accepted on the basis of their high school grades and SAT or ACT scores. Those applying as enrolled MMC students or transfers are accepted on the basis of their College GPA. Up to two honors courses from a previous institution may be applied toward CHP credit.

CHP students take six of their eleven General Education courses as CHP sections. In certain circumstances, CHP credit may be given for study-abroad courses and Independent Study projects. CHP students are strongly encouraged to complete at least two CHP sections by the beginning of their 76th credit at MMC. All CHP students must maintain a minimum overall GPA of 3.50 to remain in the program.

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

CHP students are involved in planning exciting extracurricular activities, such as guest lectures, symposia, scientific and creative demonstrations, performances, and exhibitions. All members of the Marymount Manhattan community are invited to attend. For additional information on the College Honors Program, please see the CHP website: <http://www.mmm.edu/academics/college-honors-program.php>.

### DEGREE REQUIREMENTS

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

1. Satisfactory completion of a minimum of 120 credits at the 100-level or above, including at least 30 credits at the 300-level or above, at least 3 credits of which must be at the 400-level.
2. A cumulative grade point average of 2.0 or above in courses taken at MMC based on the grading scale currently published in this catalogue.
3. Fulfillment of:
  - a. All General Education requirements;
  - b. Requirements in a declared major offered by the College;
  - c. Requirements in a specified minor, if the student has elected such course of study.
4. College Residency Requirement: Completion of at least 30 credits in courses taken in attendance at MMC; these may not include independent studies, prior learning experiences, internships, or exchange credits, e.g., credits taken in exchange programs with other institutions.
5. Major Residency Requirement: Completion of at least 12 credits in courses in the student's major discipline taken at MMC (excluding independent studies, prior learning experience, internships and exchange credits). These credits may be used in fulfilling the College Residency Requirement.
6. Liberal Arts Requirement: Marymount Manhattan College defines itself as a liberal arts college. Courses in the liberal arts develop students' judgement and understanding about individuals' relationship to the social, cultural, and natural qualities of the world in which they live. The New York State Education Department requires that at least 90 credits of a Bachelor of Arts degree, 60 credits of a Bachelor of Science degree, and 30 credits of a Bachelor of Fine Arts degree are in liberal arts courses.

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

### LIMITATIONS AND EXCLUSIONS

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

1. In fulfilling the 120-credit minimum, a student may elect the Pass/Fail Grade Option for elective courses only. The following limits apply: no more than 1 course per term may be taken as Pass/Fail and no more than an overall total of four courses or 12 credits (whichever is fewer) may be applied to the degree. Students may not elect the Pass/Fail Option for courses that fulfill requirements in their major or in General Education.
2. In fulfilling the 120-credit minimum, no more than 15 credits earned through independent study and/or internships may be applied to the degree. Independent studies or internships do not fulfill either the 30 credit College Residency Requirement or the 12 credit Major Residency Requirement.

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3. D grades will be credited toward the degree, but not toward the fulfillment of requirements in the major or an elected minor. A student receiving a grade of D or below in a required major or elected minor course must repeat the course. When a student repeats a course, both the D grade and the new grade compute in the cumulative grade point average. The credit for the given course is only counted once toward the degree. In the case of required general education and elective courses the grade of D is acceptable and does not require repetition. If a student earns a D or F in the same major class twice, only with approval from the department chair and after signing a statement of awareness of the impact of the decision on financial aid may a student take a course in their major a third time; students must have an overall GPA of at least 2.0 in order to be eligible. In no case may a student take any one elective or General Education course more than twice during their entire career at MMC.
4. Students entering the college with insufficient writing or mathematical skills will be required to take certain developmental courses. Students needing to improve their writing skills are placed into WRIT 009 (Introduction to Writing) or WRIT 007 (Introduction to Writing ESL). If either of these courses is required, it must be taken as part of the student's first semester program. Neither of these courses earns credit toward graduation. Students who are required to complete MATH 109 (Introductory Algebra) must do so within their first 30 credits at the College. MATH 109 does not satisfy the college-level math requirement for all degrees.
5. The following requirements apply to all transfer students:
  - At least 30 credits must be completed at Marymount Manhattan College. These will not include credit for internships, independent study, or prior learning experience.
  - All transfer students must complete a minimum of 12 credits in their major at Marymount Manhattan College regardless of the number of transfer credits awarded within the major.
  - All transfer students must complete the General Education Requirements even if in doing so the total number of credits taken and completed exceeds the 120 credits required for a Marymount Manhattan College degree. Transfer credits may be applied to these requirements.
  - Transfer students must complete the College Residency Requirement and the Residency Requirement for the Major. The College cannot guarantee that a student who transfers into MMC with the maximum number of transfer credits (90) will be able to complete the degree requirements, including the Residency Requirement, within the remaining 30 credits.
  - Students must complete a minimum of 60 credits at MMC to be eligible for academic honors at Commencement.
2. Students may use an individual course to fulfill multiple requirements across dual majors, minors, and the general education curriculum unless they are pursuing only one major and no minor. In cases in which students are pursuing only one major and no minor, they may not use an individual course to fulfill both a major requirement and a general education requirement. Students may not major and minor in the same discipline.
3. Students completing requirements leading to a B.A. degree and a second major leading to a B.S. degree will elect either the B.A. or the B.S. to be awarded. Although two fields of study will be indicated on a student's transcript, only one degree will be awarded.
4. Under New York State regulations, a student may receive only a single Bachelor's degree from MMC. Once a degree has been conferred by the College, a student cannot rematriculate. We welcome our alums to supplement their degrees as returning non-degree students.

### DEGREE CREDIT FOR PREVIOUS WORK

#### Transfer Credit

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

MMC reviews transfer credits for work completed at institutions not accredited by the regional agencies of the USCHE on a case-by-case basis with the following restrictions:

1. Students are required to supply course syllabi for each course under consideration.
2. Typically, transfer credit is only granted for an equivalent MMC course (e.g., PSYCH 101 or COMM 131).
3. A maximum of 18 credits can be awarded.
4. For College policy on Conservatory or Military credits, please see below.

Transfer credits are assessed according to the following guidelines:

1. The maximum number of transferrable credits MMC will award is 90. The College cannot guarantee that all degree requirements can be met within the remaining 30 credits.
2. The minimum transferable grade in all cases is a C- or higher.
3. For students transferring from accredited two-year institutions a maximum of 70 credits may be awarded, if credits are applicable to the student's program and MMC's curriculum. This includes liberal arts courses taken in A.A., A.S., A.A.S., and A.O.S. degree programs.
4. Only coursework completed at a baccalaureate-granting institution can be considered towards 300/400-level MMC equivalents. The only exceptions to this policy are advanced technical and specialized courses offered at two-year colleges in fields such as mathematics, theatre, and video production.
5. The College does not typically award credit for courses in which the student earned a grade of P (Pass).
6. The College does not typically award credit for remedial courses.
7. Placement in technique courses in Dance and Theatre Arts will be determined by the faculty on the basis of a student's ability as demonstrated during a post-admission evaluation.

### **GUIDELINES FOR EXPANDING YOUR DEGREE**

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

1. Students generally follow degree requirements in effect at the time of their admission to MMC, although, with the advice of a faculty advisor, students may opt to follow revised program requirements that reflect changes that occurred during their time in attendance. Students must obtain the permission of the Dean of Academic Advisement and Student Retention in order to follow the requirements of a catalogue other than their admission/readmission catalogue.

Transfer credits are assessed according to the following process:

Upon receipt of an official external transcript, the Office of Academic Advisement will conduct a review of the student's academic program to determine the maximum number of credits that may be awarded, and to evaluate how such credits may be applied to the student's degree. This evaluation takes into consideration the following:

- a. The number and type of transfer credits awarded by the College will be determined based on the requirements of a student's officially declared academic program, including all majors or minors. Any subsequent change in a student's major or minor may affect the number of transfer credits awarded.
- b. Courses that appear to be equivalent to MMC courses are accepted as such; courses that do not appear to be equivalent may be considered for elective credit based on a review of the learning goals and assessments of the course(s).
- c. All credits applicable to the student's current degree will be counted as attempted and earned credits but will not be included in the student's MMC GPA.

### Military Credit

Students may have completed college-level courses offered by the military for which no college credit was earned. The Office of Academic Advisement evaluates these courses based on the recommendations of the American Council on Education and their applicability to MMC's curriculum, to determine if credit can be awarded or if the student should make such a request through the Prior Learning Assessment process (see section below).

### Conservatory Credit

Students may have completed college-level courses offered at conservatories that are not accredited by any of the regional agencies of the USCHE. The faculty in the division of Fine and Performing Arts evaluate these courses to determine if credit can be awarded or if the student should make such a request through the Prior Learning Assessment process (see section below).

### Non-Traditional Credit

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

1. Advanced Placement (AP)
2. Prior Learning Assessment (PLA)
3. The College Level Examination Program (CLEP)
4. NYU Foreign Language Proficiency Tests or tests administered by other pre-approved testing organizations (e.g., the Goethe-Institut)
5. International Baccalaureate (IBC)
6. Jerusalem Exams

Acceptance of such credits is subject to the following conditions:

- No more than 30 combined non-traditional credits from the categories above are accepted toward degree requirements;
- Credits earned within the above categories may be applied to requirements at the 100 and 200 levels only;
- Credits earned in these categories will not count toward the 30 credit residency requirement or toward the 12 credit minimum residency requirement in the field of concentration or major.

### 1. Advanced Placement Credit

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

### 2. Prior Learning Assessment (PLA)

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

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

- MMC will allow a maximum of 30 credits approved through PLA to be applied to the completion of the degree;
- PLA credits may not be used as part of the 30-credit college residency requirement or the 12-credit residency requirement in the major;
- Students may not seek PLA credit for courses for which testing options already exist (CLEP, Language Equivalency Exams, etc.; see the Advisement Office for further information);
- Students may not seek PLA credit for MMC courses already attempted or completed;
- PLA credits do not receive grades and are not applied to the minimum number of credits required to earn honors at graduation;
- Students who plan to attend graduate school after completing their MMC degree should check with respective schools since not all colleges recognize prior learning credits.

The process for applying for Prior Learning Assessment is as follows: the student meets with the Dean of Academic Advisement and Student Retention in the Academic Advisement Office for a general assessment of the viability of pursuing credits for prior learning within the context of his/her degree requirements. If deemed viable, the student then meets with his/her Academic Advisor to determine which course(s) could be completed through Prior Learning Assessment. Student and advisor complete the top half of the "Prior Learning Assessment Application Form" and the student submits it to the Associate Dean for Academic Affairs. The student then meets with the Associate Dean for Academic Affairs to review the application; if approved, s/he determines which division might best evaluate a student's work. The student subsequently meets with the

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

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

will appear on the student's transcript as "Life Experience." A student may appeal the outcome of a PLA evaluation through the same procedure by which a student would appeal a grade for a course at MMC. (See Grade Appeal Policy.)

### 3. College Level Examination Program (CLEP)

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

Students who have earned 54 or more college credits may receive College credit for CLEP subject examinations only; students who have earned less than 54 credits are eligible to receive credits for CLEP General Examinations and Subject Examinations, provided the standards established by the College Board have been met. Students currently enrolled in the College are advised to seek the advice of the Dean of Academic Advisement and Student Retention prior to seeking the approval of a Division Chairperson for credit through any type of proficiency examination. The

#### TRANSFERABILITY OF AP CREDIT

AP EXAM SUBJECT	SCORE	MMC EQUIVALENT	# CREDITS
Art 2D Design	4, 5	ART ELECTIVE	6
Art 3D Design	4, 5	ART ELECTIVE	6
Art History	4, 5	ART ELECTIVE	6
Biology	4, 5	BIOL 220/222	8
Calculus AB	3, 4, 5	MATH 210	3
Calculus BC	3, 4, 5	MATH 210/211	6
Capstone Seminar	3, 4, 5	OPEN ELECTIVE	6
Capstone Research	3, 4, 5	OPEN ELECTIVE	6
Chemistry	4	CHEM 233/234	4
Chemistry	5	CHEM 233/234; CHEM 235/236	8
Chinese Language & Culture	4, 5	LANG ELECTIVE	6
Computer Science A	3, 4, 5	IT ELECTIVE	3
Computer Science AB	3, 4, 5	IT ELECTIVE	6
Computer Science Principles	3, 4, 5	IT ELECTIVE	3
Economics: Macro	4, 5	ECO 210	3
Economics: Micro	4, 5	ECO 213	3
English Language and Composition	4, 5	OPEN ELECTIVE	6
English Literature and Composition	4, 5	EWL 125/EWL ELEC	6
Environmental Science	3, 4, 5	ENV 115	3
European History	3, 4, 5	HIST 216/HIST ELEC	6
French Language & Culture	4, 5	FREN 101/102	6
French Literature	4, 5	FREN ELECTIVE	6
German Language & Culture	4, 5	LANGUAGE ELECTIVE	6
Government and Politics: Comparative	4, 5	PS ELECTIVE	3
Government and Politics: United States	4, 5	PS 106	3
Human Geography	3, 4, 5	IS ELECTIVE	3
Italian Language & Culture	4, 5	LANGUAGE ELECTIVE	6
Japanese Language & Culture	4, 5	LANGUAGE ELECTIVE	6
Latin	4, 5	LANGUAGE ELECTIVE	6
Music Theory	3, 4, 5	MUS ELECTIVE	6
Physics I	4, 5	PHYS 261	4
Physics II	4, 5	PHYS 262	4
Physics C: Electricity and Magnetism	3, 4, 5	PHYS ELECTIVE	4
Physics C: Mechanics	3, 4, 5	PHYS ELECTIVE	4
Psychology	3, 4, 5	PSYCH 101	3
Spanish Language	4, 5	SPAN 101/102	6
Spanish Literature & Culture	4, 5	SPAN ELECTIVE	6
Statistics	3, 4, 5	MATH 224	3
Studio Art: Drawing	4, 5	ART ELECTIVE	6
U.S. History	3, 4, 5	HIST 101/103	6
World History	3, 4, 5	HIST 218	3



following conditions apply in order for credit to be granted: students must obtain the written approval of the Chairperson of the Division in which credit would be applied before making arrangements to sit for an exam; students may only present results for exams in which they have earned a minimum grade of C. Further information may be obtained by writing to CLEP, Box 12815, Princeton, New Jersey 08540.

#### 4. Foreign Language Credit

Students who are fluent in a foreign language but whose instruction in that language did not take place in a formal classroom setting, may have their skills and fluency in the language evaluated for possible transfer credit by taking either the CLEP exam or the NYU Language Proficiency exam. Official scores earned must be sent to Marymount Manhattan College. Students may earn a maximum of 9 credits from the CLEP language exams, but may earn up to 12 credits from an approved NYU Language Proficiency exam. Students may also earn language credit by taking examinations administered by other pre-approved testing organizations (e.g., the Goethe-Institut). Credit will be awarded in relation to the Common European Framework of References rating as follows: A2=6 language elective credits (first year proficiency); B1=6 language elective credits (second-year proficiency). These credits may not be applied at the 300-Level or above. Questions regarding the acceptance of credits for such examinations taken prior to admission at MMC should be addressed to the Dean of Academic Advisement and Student Retention in the Office of Academic Advisement.

#### 5. International Baccalaureate Credit

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

#### 6. Jerusalem Exams

Students who have completed the Hebrew University Language and Literature Exam (Jerusalem Examination) with a score of 60 or better will be awarded 6 elective credits – 3 credits of Language electives (LANG ELEC) and 3 credits of English & World Literature electives (EWL ELEC). Three of these elective credits may be used to satisfy the Disciplinary Studies: Studies in Literature and Language category of the General Education requirements. Credits will only be granted upon receipt of the official transcript.

#### GENERAL EDUCATION REQUIREMENTS

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

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

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

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

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

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

#### GENERAL EDUCATION FOUNDATION COURSES

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

#### The Writing Seminar Sequence

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

- Develop well-structured and thesis-driven argumentative essays.
- Design an original academic research project, which will include relevant and appropriate sources and will be structured in accordance with the current standard of academic dialogue.
- Demonstrate competence in the ability to deliver an organized and effective oral presentation.

Students are placed in the appropriate course based on their current skills level. Completion of both Advanced Placement Capstone Seminar and Research with a score of 3, 4 or 5 will result in placement directly into WRIT 201.

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Students must take either:

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

### Mathematics

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

**MATH 113: Quantitative Reasoning**  
**MATH 129: Intermediate Algebra**  
**MATH 141: Precalculus**  
**MATH 209: Discrete Mathematics**  
**MATH 210: Calculus I**  
**MATH 224: Statistics**  
**MATH 230: Cryptography**

- Students in the Biology, Biomedical Sciences, or Environmental Studies majors should, depending on placement, take MATH 141, MATH 210, or MATH 224 in place of MATH 113.
- Other students with advanced preparation in mathematics may take MATH 141 or higher in place of MATH 113.

The learning goals in the mathematics foundation course are:

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

### DISCIPLINARY STUDIES (DS)

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

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

#### • Studies in Creative Expression (DS1)

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

##### Learning Goals

1. Students will engage as informed observers or active participants in the visual, spatial, performing or creative arts.
2. Students will describe processes by which works of art, media, performance and creative writing are created individually and collaboratively.

3. Students will demonstrate critical listening, reading, seeing and writing skills, and the ability to articulate aesthetic responses.

#### • Studies in Literature and Language (DS2)

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

##### Learning Goals

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

#### • Studies in Natural Science and Mathematics (DS3)

Select from courses in Biology, Chemistry, General Science, Mathematics (MATH 141 or higher), and Physics.

##### Learning Goals

1. Students will demonstrate higher-level critical thinking and quantitative reasoning skills.
2. Students will integrate and apply principles of the natural sciences and mathematics.
3. Students will demonstrate comprehension and will communicate scientific or mathematical knowledge.

#### • Studies in Psychology, Philosophy and Religious Studies (DS4)

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

##### Learning Goals

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

#### • Studies in Social Science, Business and History (DS5)

Select from courses in Business Management, Economics, Education, Gender and Sexuality Studies, History, International Studies, Political Science, Politics and Human Rights, Social Work and Sociology.

##### Learning Goals

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

**ADVANCED INTERDISCIPLINARY PERSPECTIVES**

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

Some of these courses are offered through specific departments, reflecting the shift towards an interdisciplinary approach that has occurred in many disciplines. Other courses are identified as Advanced Interdisciplinary Perspectives (AIP) courses. Such courses may explore their topics through a variety of disciplinary lenses or they may adopt an entirely new approach as they cross disciplinary boundaries. Students are required to complete a total of six courses at the 300- or 400-level, at least one from each of the perspectives listed below. For a list of courses that fulfill this requirement, see pages 27-28.

Students must have completed 45 credits or be scheduled to complete 45 credits at the end of the current semester in order to be eligible to register for a course that fills an AIP requirement.

**• Cultural Perspectives (CP)**

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

**Learning Goals:**

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

**• Ethical Perspectives (EP)**

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

**Learning Goals:**

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

**• International Perspectives (IP)**

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

**Learning Goals:**

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

communities and perspectives to encourage engagement with the world and its citizens.

**• Natural Science Perspectives (NP)**

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

**Learning Goals:**

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

**• Racial and Ethnic Diversity Perspectives (REP)**

This category focuses on racial and ethnic diversity to promote understanding of its historical and contemporary role in shaping local and global communities.

**Learning Goals:**

1. Students will articulate an understanding of the history of racially and/or ethnically based discrimination;
2. Students will explain how racial and/or ethnic hierarchies are constructed and how these hierarchies distribute political, social, and economic power.
3. Students will analyze creative expressions and cultural productions in relation to social, historical, and political formations of racial and/or ethnic identities.

**• U.S. Perspectives (UP)**

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

**Learning Goals:**

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

**The Language Path**

In our globalized world, the ability to communicate in more than one language is a crucial and in-demand skill. As a result, MMC currently offers language sequences in Arabic, French, and Mandarin, and offers our students an alternative path in the General Education curriculum that encourages advanced study, as follows:

Taking the first lower-level course in a language sequence at MMC fulfills the Studies in Literature and Language Requirement (DS2), as described above. The course may be 101, or a more advanced course, depending on placement.

Taking a second lower-level course in a language sequence at MMC (102, or a more advanced course, depending on placement) allows the student with a single major to “double-dip” a required course in the major with the relevant Disciplinary Studies requirement in the Gen. Ed. curriculum. Note: Normally “double-dipping” in the Gen. Ed. is not permitted for students with only one major and no minors; for more information see page 10, above.



## The Curriculum

The third lower-level course in a language sequence at MMC (a 200-level language course) fulfills either the Cultural Perspectives or the International Perspectives AIP requirement in the Gen. Ed. curriculum.

The fourth lower-level course in a language sequence at MMC (a 200-level language course) fulfills whichever AIP requirement remains, either Cultural Perspectives or International Perspectives. MMC language courses at the 300- and 400-level also satisfy either Cultural Perspectives or International Perspectives requirements. Note: Only language courses taken at MMC generate the double-dipping exception. Only 200-level language courses taken at MMC can fulfill AIP requirements as indicated above (i.e., not 200-level language courses transferred from another institution).

### SPECIAL COURSE CATEGORIES

#### LSS 101. Liberal Studies Seminar (1 credit)

This seminar is designed for students in the Liberal Studies Program. This mission of this program is to “guide students [who are unsure about their major] through the process of self-discovery and encourage students to consider their passions, interests, and dreams.” This course provides opportunities for students to achieve these goals as they work to identify their career aspirations and map out the best academic path for fulfilling them.

#### MMC 100. Achieving College Success (1 credit)

This course is designed to help incoming freshmen students focus their academic goals and make a successful transition into the intellectual and cultural community of MMC. It will help students select major/minor courses of study and internships to make efficient work of their time in college and ensure career readiness. Students will make use of goal oriented learning resources and engage in academic skill building coursework and educational experiences, both on campus and in the New York City area to help them to connect to the MMC community at large.

#### NYC 101 - 105. New York City Seminars (DS1 - DS5)

Over the past 400 years, New York City is a place that has attracted artists, intellectuals, opportunists, and dreamers. In this course, students will consider why New York continues to captivate the public imagination through disciplinary-specific study in one of the following areas: 1) creative expression, 2) literature and language, 3) natural science and math, 4) psychology, philosophy & religious studies, or 5) social science, business and history. Through course readings, activities, excursions, writings and discussions, students will explore the complex relationships between New York City and its citizens as experienced and mediated in physical and imaginary domains.

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

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

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

Directed Study is designed to enable the faculty to offer courses in an academic area of special interest that are not listed in the

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

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

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

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

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

#### 299/399/499. Internships (1-3 credits)

Internships provide students with an opportunity to receive field experience in a major area of interest. MMC works with numerous private and public organizations, including non-profit agencies, where students may intern for college credit.

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

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

Internships will be approved for one to three (1-3) credits. They are not usually approved for the same semester during which a student is registered for an Independent Study. Students may



not audit an internship. Students may not request to take an internship for a Pass/Fail grade.

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

- No more than fifteen credits may be earned through Independent Study and/or Internships combined.
- No more than twelve credits earned through Independent Study and/or Internship may be applied to requirements of a given major.
- Independent Study and Internship credits may not be counted toward the thirty-credit residency requirement.
- Degree-seeking matriculated MMC students are eligible to register for Internships. Non-matriculated students are eligible after one semester of full-time study at MMC with a minimum GPA of at least 2.8.

Students may intern multiple times at the same site if they can satisfactorily demonstrate that subsequent internships will cultivate different or higher-level skills than in previous placements.

### Travel/Study Courses

During the January and Summer terms and the Spring Break, Marymount Manhattan may offer opportunities for groups of students to study in foreign countries under the guidance of a faculty member. Recent offerings have included travel/study in England, Belgium, Italy and Greece. Information about these courses is available in the Study Abroad Office (Carson Hall 807) and in the Course Bulletin.

### STUDY ABROAD OPPORTUNITIES

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

The College can help students find a study abroad program that suits their interests. We participate in two consortia of colleges that, collectively, offer a wide variety of choices in over 50 countries. In addition, we have an exchange program with the American College of Thessaloniki in Greece; in Italy we offer programs with the Umbra Institute in Perugia and the International Studies Institute in Florence.

To participate in a study abroad program, students must have a cumulative grade point average of 2.8 or above; must have completed a minimum of 12 credits (one full semester) at MMC, and must have declared a major. The College recommends that students consider study abroad in their third year; however, some sophomores and seniors go abroad as well.

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

a pass/fail grade. Students are encouraged to start planning for study abroad at least one year in advance. The first step is to make an appointment with the Study Abroad Coordinator in Carson Hall 807. The Study Abroad Coordinator works with each student on an individual basis to ensure that the student selects the best program to meet her/his academic needs and discusses the process of having credit awarded by MMC. Information is also available on the MMC Web site at [www.mmm.edu/academics/study-abroad.php](http://www.mmm.edu/academics/study-abroad.php).

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

### CONSORTIAL AGREEMENT WITH HUNTER COLLEGE

A reciprocal agreement exists between Marymount Manhattan College and Hunter College/CUNY allowing all matriculated full-time students of both schools to take courses at the other. This agreement is effective during the fall and spring semesters only. The following conditions apply: a maximum of 6 credits may be taken away from the home institution; the student must be registered for a minimum of 6 credits at the home institution; students must register for CONS 999 at the home institution for the number of credits they will register for at the visiting institution; students must provide proof of registration and payment at the home institution before they are permitted to register at the visiting institution; students must present a valid ID card from the home institution at the time they register at the visiting institution. Students receiving financial aid should to consult a financial aid counsellor about how aid applies to a study program that includes registration through a cooperating institution. In general, full-time students should keep in mind that since the home institution supplies financial aid, registration at the home institution must indicate full-time status. Tuition for all credits in a student's program is payable to his/her home institution. Grades earned at Hunter College do appear on the MMC transcript and are calculated into a student's GPA. Hunter College/CUNY is located at 695 Park Avenue, New York, NY 10065 and is accredited by the Middle States Commission on Higher Education.

### COMMUNICATION ARTS/ENGLISH

An agreement with Pace University enables matriculated students to work towards an M.S. in Publishing. Pace University is located at One Pace Plaza, New York, NY and is accredited by the Middle States Commission on Higher Education.



**Academic Writing**

The Academic Writing Program offers a sequence of theme-based courses that serve as the cornerstone of our general education curriculum, introducing students to academic writing, interdisciplinary study, and college-level research. In these courses, students cultivate critical reading, writing and thinking skills, as well as develop fundamental academic research and oral presentation skills. In Writing Seminar I (WRIT 101), students develop thesis-driven arguments through a series of formal and informal writing assignments. The course emphasizes writing as a process, and students engage in substantial revision, discussion and peer review exercises as they learn to compose organized, developed, creative and clearly-written essays. Writing Seminar II (WRIT 102) builds on the skills introduced in Writing Seminar I by asking students to practice critical analysis, comparative analysis and academic argument. In addition, in this course, students are expected to conduct independent academic research, and there is a focus on evaluating, documenting and integrating sources in support

of formulating claims. Students who meet specific criteria are placed in Advanced Writing Seminar (WRIT 201), which is a one-semester course that combines the goals and curricular requirements of WRIT 101 and WRIT 102. After completing their required writing seminars, students are well prepared to engage in the type of advanced-level critical analysis, research, oral presentation, and writing that will be expected of them across the MMC curriculum.

The Academic Writing Program also offers introductory courses, including Introduction to Writing (WRIT 009), Effective Thinking (WRIT 010), and Writing Lab (WRIT 011), to assist students in mastering the skills they need to succeed in college. Students are placed into these courses by the Office of Academic Advisement, in conjunction with the Center for Academic Support and Tutoring and faculty in the Academic Writing Program.

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**Learning Goals for the Writing Sequence**

After completing the the Writing Sequence, students will be able to:

- Develop well-structured and thesis-driven argumentative essays.

- Design an original academic research project, which will include relevant and appropriate sources and will be structured in accordance with the current standard of academic dialogue.
- Deliver an organized and effective oral presentation.

### Academic Writing

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#### WRITING COURSES (WRIT)

**WRIT 007. Introduction to Writing (ESL)**

Fee: Fee \$12.00.

**WRIT 009. Introduction to Writing**

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

**WRIT 010. Effective Thinking**

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

**WRIT 011. Writing Lab**

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

**WRIT 101. Writing Seminar I**

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

**WRIT 102. Writing Seminar II**

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

**WRIT 201. Advanced Writing Seminar**

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

#### *Did you know?*

*Through reading and writing assignments, many WRIT courses encourage students to engage directly with the city. To view student work go here, <http://www.mmm.edu/departments/writing/writing-new-york-city.php>*



**Accounting**

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

The Accounting minor at MMC prepares students for careers in public accounting, private sector firms, nonprofit organizations and government agencies. The program combines training in accounting principles with courses that give students a firm grounding in current business practices and communication skills. Through the integration of business and liberal arts, students obtain the knowledge, sensitivities, and skills mandated by an increasingly complex, globally interdependent, and technologically sophisticated world.

Outside the classroom, MMC students benefit from New York City's sophisticated business environment with its vast array of Wall Street, Madison Avenue, and Fortune 500 companies. Accounting minors have an opportunity to take internship positions with local, public accounting firms, in some cases as paid interns, thereby gaining valuable work experience before they graduate. Accounting faculty work closely with students to provide résumé preparation, internship advisement and access to a wide range of financial corporations, banks, and accounting firms such as:

Bank of New York  
Deloitte Touche Tohmatsu  
Ernst & Young  
KPMG  
PricewaterhouseCoopers.

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**MINOR: ACCOUNTING****15 Credits**

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

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

**Required Courses:**

ACCT 215 Principles of Accounting I	3
ACCT 217 Principles of Accounting II	3

**Electives Courses:**

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

ACCT 319 Intermediate Financial Accounting I	(3)
ACCT 321 Intermediate Financial Accounting II	(3)
ACCT 324 Intermediate Managerial Accounting	(3)
ACCT 325 Income Taxation of Individuals	(3)
ACCT 326 Advanced Income Taxation	(3)
ACCT 328 Financial Statement Analysis	(3)
ACCT 329 Taxes and Business Management Decisions	(3)
ACCT 332 Forensic Accounting	(3)

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

# Accounting

### ACCOUNTING COURSES (ACCT)

#### ACCT 215. Principles of Accounting I

This course covers fundamentals of accounting theory and practice, including the recording of financial transactions, the completion of the accounting cycle, and the preparation of financial statements. Topics: receivables, inventories, payables, payrolls, property and equipment. Prerequisite: MATH 109. \$25 fee [Offered: F, S] (3).

#### ACCT 217. Principles of Accounting II

The accounting principles are applied to corporations. Topics include: income taxation, statement of cash flow, bonds, and financial statement analysis. The analysis of accounting data for management decisions is introduced. Prerequisite: ACCT 215. \$25 fee [Offered: F, S] (3).

#### ACCT 319. Intermediate Financial Accounting I

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

#### ACCT 321. Intermediate Financial Accounting II

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

#### ACCT 324. Intermediate Managerial Accounting

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

#### ACCT 325. Income Taxation of Individuals

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

#### ACCT 328. Financial Statement Analysis

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

#### ACCT 332. Forensic Accounting

The course provides a foundation for building skills in forensic accounting and introduces a conceptual framework including the accounting, ethical and legal fundamentals of forensic accounting. Students will engage in critical thinking through research and case study analysis. Topics include the psychology of the fraud perpetrator, an analysis of situations that lead to fraud, fraud detection and risk management, interview and interrogation methods, occupational and organizational fraud. Forensic accounting applications in the areas of tax fraud, bankruptcy, identity theft, organized crime, terrorism, and money-laundering are examined while exploring the ethical challenges involved. Prerequisite: ACCT 215, MATH 113 or higher; and WRIT 102 or 201 (3).

#### ACCT 435. Auditing

The theory and practice of auditing with emphasis on auditing standards, professional liabilities of Certified Public Accountants, the AICPA Code of Ethics, and the preparation of audit programs and reports. Statistical sampling and electronic data processing applications in auditing are discussed. Prerequisites: ACCT 321 & 324; BUS 224 (3).

#### ACCT 297/397/497. Research

#### ACCT 298/398/498. Directed Study

#### ACCT 299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### ACCT 326 Advanced Income Taxation

#### ACCT 329 Taxes and Business Management Decisions

#### ACCT 428. Advanced Financial Accounting

### Did You Know?

*Accounting and Business Alumni have been accepted to graduate programs at Columbia University, NYU, Pace University, SUNY and CUNY in Business and Economics.*

*Check out what our graduates have to say from the field by clicking, <http://www.mmm.edu/departments/business/beyond-mmc.php>*

## Advanced Interdisciplinary Perspectives

Students complete Advanced Interdisciplinary Perspectives (AIP) courses as part of the General Education Curriculum. There are six categories within the AIP requirement: Cultural Perspectives (CP), Ethical Perspectives (EP), International

Perspectives (IP), Natural Science Perspectives (NP), Racial and Ethnic Diversity Perspectives (REP), and U.S. Perspectives (UP). The Curriculum and learning goals for the AIP requirement are presented on page 15.

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

#### AIP 301. Ghost Stories and Fox Tales in Chinese Culture (IP)

Are ghost stories only for entertainment? What else can we gain from reading ghost stories? The living and the dead lived in tandem throughout the ages in China. Concepts of death reflect on the image we have of life. So the reported behavior of ghosts may tell us much about the condition of the living. In the particular culture of China, fox tales often revealed similar characteristics as those of the ghost stories. In this course we will read both ghost stories and fox tales from a wide array of Chinese sources in English translation, including official history, personal anecdotes, collections of jokes, fiction, and drama. We will explore how these stories have reflected the transformations of Chinese social and political institutions, the changes of mentalities throughout history, and the critical roles gender and sexuality play in these transformations. Comparison of Chinese ghost stories and European ghost stories in selection will also be a focus. Prerequisites: WRIT 102 or 201 (3).

#### AIP 302. Chinese Culture through Fiction and Drama (IP)

The seminar will introduce students to Chinese culture through the readings of fiction and drama from the traditional to the modern period. Through a close examination of the selected texts, including love stories, didactic tales, political satires, and ghost stories, and in conjunction with supplementary readings and visual materials, the course will explore a series of topics: philosophical and religious systems, definition of socio-political order, ideas about love and desire in Chinese culture, and political and social protests in China. Prerequisites: WRIT 102 or 201 (3).

#### AIP 303. Deconstructing the American Family (CP, UP)

In this course, we will explore the cultural and ideological function of the “American family.” Why does the family occupy such a privileged place in American society? What role does the discourse of “traditional family values” play in debates about gender, race, ethnicity, class, and sexuality? Is there such a thing as a “traditional American family?” If so, what is it? If not, how and why has it attained mythic status in our society? In answering these questions, we will engage with contemporary social theory to understand the history and social significance of the family and we will also study a number of films and literary texts that look behind the façade of the “American family” and, in doing so, expose the political and ideological function that it has served for generations. Prerequisites: WRIT 102 or 201 (3).

#### AIP 304. Edible Ideologies: The Politics of Food (CP)

This course introduces students to the exciting field of food studies. Central to this field are questions about the relationship between a society’s food practices and its dominant ideology. In what ways do these practices promote ideologies of race, class, gender, etc.? How might people use food practices to challenge these ideologies? As we pursue these questions, we will focus on the role of representations of food practices in film, literature, art, advertising, and other media in this process. At the same time, we will engage with some current debates in food studies, including genetically modified foods, the business of “Big Organic,” and fast food culture. Prerequisites: WRIT 102 or 201 (3).

#### AIP 305. Ralph Ellison’s *Invisible Man* (UP)

Ralph Ellison’s novel *Invisible Man* is one of the most important American novels of the 20th century. Using this novel as our starting point, we will be exploring American history, music, sculpture, popular culture representations of African Americans, literary and cultural iconography of invisibility. Prerequisites: WRIT 102 or 201 (3).

#### AIP 306. Social Construction and Images of Menstruation (CP)

This course examines the ways that the physical phenomenon of menstruation has been represented in various media and the meaning and significance that have been attributed to it. Students will study television and film representations, advertising practices, semantic variations, and the shaping of attitudes as well as variations in views of menstruation over time and across various cultures. Prerequisites: WRIT 102 or 201 (3).

#### AIP 307. Mediating Motherhood (CP, REP)

This course explores perceptions and views of motherhood over time. The course will use art, film, television, the internet, and literature to contrast changing perceptions of mothers through history. This course will embody many different perspectives as a way to understand representation of motherhood including feminist theory, political theory, and sociological theories. The course will begin with mythological and biblical perspectives on motherhood and incorporate discussions on changing and contrasting perceptions of mothers. The course will focus on how race, ethnicity, and class are embedded in ideological and hegemonic constructions of motherhood. Discussions over what it means to be a mother, the political battles to define motherhood, and the role of mothers as activists will take place in this course. While this course will be predominantly focused on representations of mothers in the United States, the course will also examine motherhood as portrayed across cultures. Prerequisites: WRIT 102 or 201 (3).

#### AIP 308. Comics, Cartoons and the Graphic Novel (CP)

Editorial cartoons, comic strips, comic books and graphic novels represent different ways of combining script and images for the purpose of entertainment and/or social commentary. With the exception of editorial cartoons, each is associated with children’s entertainment but may be aimed at adult audiences as well. The focus of this course will be on the history, politics, and formal aspects of these related media. Lectures and class discussion will be supplemented by film showings, guest lecturers, and field trips to galleries and more. Prerequisites: WRIT 102 or 201 (3).

## Advanced Interdisciplinary Perspectives

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

#### AIP 310. The Nature of Evil (EP)

This course focuses on an issue that has vexed thinkers in the Western tradition: How do we account for seemingly unwarranted instances of human suffering? Why do bad things happen to good people and vice versa? First, we will investigate the traditional “problem of evil” in Western philosophy, drawing upon readings from the Bible, Sextus Empiricus, Augustine, Leibniz, Rousseau, and Dostoevsky. Building on this historical survey, the course turns to contemporary society and analyses the role that the “evil” concept plays in defining our understanding of war, genocide, terrorism, and serial killers. Prerequisites: WRIT 102 or 201 (3).

#### AIP 311. Cultural, Ethnic and Racial Perspectives in Psychology (CP, REP)

This course will investigate how cultural, racial and ethnic beliefs influence distinct behavioral and psychological manifestations. We will discuss how cultural differences impact the interpretation and translation of current psychological findings across cultures. For example, how can some traditional practices such as genital mutilation influence subsequent behaviors and psychological states of being? What factors must we consider in order to counsel from an ethnically sensitive perspective? How can a specialist separate “abnormal behavior” from a cultural norm without confusing the two? Prerequisites: WRIT 102 or 201 (3).

#### AIP 312. Great Trials of the Century (UP)

This course will integrate material from psychology, history, political science and sociology to examine major shifts in psychological jurisprudence in the U.S. during the last century. Through examining a series of high-profile trials, students will explore the role that psychological assessment and testimony has played in the operation of the American judicial system. Important trials that will be examined include: Leopold and Loeb, Patricia Hearst, the Rosenbergs, The Central Park Five, the Unabomber and OJ Simpson. Students will examine not just the beliefs and opinions held by the psychological professionals charged with assessing the various people or assisting attorneys involved in these cases, but also the views of mental illness and criminal behavior that affected the perceptions of the general public in these periods. The study of these issues will be complicated by a consideration of the cases within their historical contexts and the publically-held discourses that may have affected their outcomes or the judicial precedents set by them. Thus, these cases and their specific issues will be read and interrogated against a broad backdrop that examines the history of American antisemitism, homophobia, xenophobia, racism and anti-communism. Prerequisites: WRIT 102 or 201 (3).

#### AIP 313. Jazz and American Identity (UP)

Individual identity has been a cornerstone of psychological development theories since Erik Erikson’s work in the 1950’s. Jazz was originally a creative response of African-Americans to cultural oppression, but has since become known as America’s unique contribution to the world’s music. This course will examine the historical development of this uniquely American music, and, through listening, reading and discussion, explore changes in the interactive shaping forces of individual identity within American culture. Prerequisites: WRIT 102 or 201 (3).

#### AIP 314. The Criminal Mind: Psychological and Political Perspectives (UP)

We will examine the psychological and political forces that affected the commission of individuals who have committed various crimes, including murder, kidnapping, assassination, and acts of terrorism. Through in-depth analyses of these cases we will explore political events, including the Women’s Movement, Civil Rights Movement, Gay Rights Movement, the development of cults and the “The war on terror.” Prerequisites: WRIT 101, WRIT 102, PSYCH 101 or PSYCH 102 (or permission of the instructor) (3).

#### AIP 315. Spain in the 1980’s and the Films of Almodóvar (CP, IP)

In this course students will study the films of Spanish director, Pedro Almodóvar, with a particular emphasis on how the films he made in the 1980s engage his work in the three decades that follow. Students will examine Almodóvar’s films diachronically while analyzing the director’s treatment of relevant issues for the generation growing up during Spain’s transition from dictatorship to democracy: the movida madrileña; sexuality and identity; intertextual dialogues with international cinema; dialogues with Spanish traditions at the end of the twentieth century; memories of the Franco era; and creativity in the post-War and post-Franco eras. Prerequisites: WRIT 102 or 201 (3).

#### AIP 316. The Ethics of Performance Reenactment and Passion Playing (CP, EP)

This course explores the ethical issues surrounding live performance reenactments, using Passion Plays as a primary case study. The course begins by reviewing the key moral systems associated with Normative Ethics. Students then use these systems to explore the specific moral issues related to Passion Plays. Students study the long history of the Passion Play genre and adaptations of Passion Plays, while also exploring the beliefs and values that underlie responses to the ethical questions they raise. In the final weeks of the semester students analyze other examples of performance reenactment across history and consider the specific moral issues each raises for performers, spectators, and historians. Prerequisites: WRIT 102 or 201 (3).

#### AIP 317. Cold War Cultural Diplomacy (IP, UP)

How does a nation win a war without military action? As containment came to dominate post-war American foreign policy, perception and propaganda played an important, if not the most important, role in fending off the Soviets and protecting the American Way of Life. This course will introduce students to major battles of the Cultural Cold War; amongst them the activities of Voice of America, Texan pianist Van Cliburn, the exchange of the New York City Ballet and the Bolshoi, and the international tours of artists Martha Graham, Dizzy Gillespie, and the musical Porgy and Bess. Particular attention will be paid to issues of cultural hierarchy, government support of the arts, conceptions of the “American” or “Soviet,” the role of consumer culture, and the relationship between the Cold War and civil rights. Prerequisites: WRIT 102 or 201 (3).

#### AIP 318. The Foundations of Anglo-American Law (CP, IP)

This course will explore early English law and medieval English history in order to understand the English contribution to U.S. jurisprudence. Along with the Declaration of Independence and the U.S. Constitution, the Magna Carta is one of the foundational documents of the Anglo-American legal tradition. The Magna Carta is most often remembered as a document that protects liberty. The path by which a single sheet of Latin script from the early thirteenth century became the contemporary symbol of human rights is a fascinating one. The course will also examine the enduring influence of the Magna Carta on American legal and political philosophy. This course may include a ten-day Study-Abroad component. Prerequisite: WRIT 102 or 201 (3).



## Advanced Interdisciplinary Perspectives

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

#### AIP 319. Acoustic Sensations: Music, Brain and Mind (NP)

This course will present a broad perspective of the relationship that exists between the brain and music, with an emphasis on understanding neuromechanisms believed to mediate musical experiences. A multidisciplinary approach will be used to highlight the physiological, psychological and socio-cultural connections to musical experiences. An introduction to brain anatomy and corresponding functional areas will be followed with a more detailed examination of brain areas associated with music perception, appreciation and production. Additionally, an in depth examination of the growing field of music therapy to enhance recovery of brain function, cognitive development, pain relief and general health and well being will be explored. This course assumes no previous knowledge of neuroscience or music theory but will introduce basic concepts and methods relevant to the field, making it available for all students. Prerequisite: MATH 113 and WRIT 102 or 201 (3).

#### AIP 320. The HIV/AIDS Epidemic (IP, NP)

This course examines the U.S. and global HIV/AIDS epidemic from a multidisciplinary point of view: science, medicine, public health, law, social and behavioral science and literature. Both the biologic and social causes of the epidemic will be discussed as well as its impact on human societies. Prerequisites: WRIT 102 or 201 (3).

#### AIP 321. Forensic Mathematics (NP)

This course studies examples of persuasive arguments as they occur in various settings including judicial and other legal proceedings. Most of the material concerns persuasion based on mathematical arguments. Examples of such proceedings include voting issues, racial and gender discrimination in various contexts, economic concentration or monopoly and DNA matching. The main mathematical tools are statistics and probability and some mathematical models of relevant universes. The course is self-contained with respect to these topics but some willingness to learn about them is necessary. We will simultaneously read and discuss a brief history of the laws of evidence. With respect to applications we will study the underlying topic (and question at hand) before we attempt to bring mathematical analysis to bear. Prerequisites: WRIT 102 or 201 (3).

#### AIP 322. Historical Perspectives in Natural Science (NP)

This course will provide a framework for understanding the natural world through examination of major milestones in the history of science. It will cover developments in physics, chemistry, and biology from ancient to contemporary times, with emphasis on the historical events and cultural biases that have shaped scientific modes of thought and practice. The discussions will focus on the historical and philosophical roots of scientific theories, along with the seminal roles played by creative individuals whose revolutionary ideas led to successive paradigm shifts in science through the ages. Through exposure to this historical perspective, students will develop an ability to think critically about scientific topics. Prerequisites: WRIT 102 or 201 and MATH 113 or higher (3).

#### AIP 323. Human Disease: Biology, Civilization and the Arts (NP)

An interdisciplinary course that examines the biological basis of disease, emphasizing those infectious organisms that have been historically responsible for illness in humans. Human disease has shaped history and people have often altered disease progression and impact through a variety of cultural attitudes. These illnesses have served as inspirations for art, which often depict the fear of human frailty and the consequences of this fear. This course will study disease from a historical standpoint: how disease influenced human history, how disease was represented in various art forms and how art affected the perception and progression of disease. An analysis of different societal responses to diseases in the past can inform us about the evolution of human culture and potentially provide a framework to better understand the human response to emerging 'plagues' of today. Prerequisites: WRIT 102 or 201 and MATH 113 or higher (3).

#### AIP 325. Current Issues in Women's Health (NP)

This course takes an interdisciplinary approach to the study of women's health. Women's health refers to health conditions that affect exclusively women (like those related to reproduction or female anatomy) as well as those illnesses that affect the entire population. A myriad of factors influence whether women stay healthy or become ill. In this class we will take a biopsychosocial perspective to the study of women's health and well-being. We will examine the biological basis of various diseases as well as the numerous psychological, social and cultural factors that interact to predispose or protect women from disease. We will use current research to critically evaluate the myriad of health information directed specifically at women. We will also touch upon the historical and political factors that contribute to our current healthcare system and how those factors differentially affect the health of women in the United States. The course will focus on the health of the individual in the context of an understanding of population based health, epidemiological methods and public policy. We will explore current issues relating to reproductive and sexual health, chronic illnesses such as cardiovascular disease and breast cancer, and issues relating to psychological health such as eating disorders, depression and anxiety. Prerequisites: WRIT 102 or 201; MATH 113 or higher; and PSYCH 102 or any DS3 course (Studies in Natural Sciences and Mathematics) (3).

#### AIP 327. The Body in American Culture: Colonial Period to the Gilded Age (CP, UP)

This interdisciplinary course explores the powerful role of the body in American culture from the Colonial Period to the rise of modernism. It seeks to identify, explore, and debate the various ways in which the American "body" was constructed by political, sociological, religious, scientific, and artistic forces. Sample topics include: the therapeutic practices of Native American healing; the Spanish Conquest of Central America and the widespread destruction of the population via smallpox and other diseases; the Puritan view of witchcraft—the sinful body; the Transcendental body and the influences of Eastern spirituality on America's first native-born philosophy; the contested identity of the enslaved body in antebellum America; women's bodies—white bodies and bodies of color—within the American cultural consciousness; the increasingly important role of physical education, especially with regard to women; the liberation of the body during the early modern period through such choreographers as Isadora Duncan, Ruth Saint Denis, and Martha Graham; the politics of the female body as explored by contemporary African-American women artists. We will capitalize on the resources of the Metropolitan Museum of Art and New-York Historical Society. Students will also attend at least one early modern dance performance in New York. Prerequisites: WRIT 102 or 201 (3).

## Advanced Interdisciplinary Perspectives

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

#### AIP 329. Urban Interventions and Public Space (CP)

This course introduces students to the history, theory and practice of creative exploration and site-specific creative media in the city. Students will examine the history of urban public intervention, from the French Situationists to present day tactical urbanism, alongside critical histories of New York City's public spaces. Students will design their own urban interventions that use creative media to generate dialogue about the culture of public spaces in the city. No previous experience with technology necessary. Prerequisites: WRIT 102 or 201 (3).

#### AIP 330. Perversity Deviance and Social Change (CP)

The concepts of "perversity" and "deviance" are intimately tied to the cultural, social, economic and political forces of any age. In the course of history of Western culture, behaviors, desires, identities and bodies have been labeled and re-labeled as "deviant" and "normal." We cannot appreciate notions of the deviant and perverse without considering how society seeks to control, to normalize, to shape us. In this interdisciplinary course, we consider and analyze representations of cultural, racial, physical and sexual difference in various forms of material culture from a variety of time periods. We will also look at strategies and technologies of social control as well as how deliberate perversity and deviance serve to resist them. Finally, we will seek to explain how definitions of dangerousness and acceptability change across time. Prerequisites: WRIT 102 or 201 (3).

#### AIP 331. Greenwich Village (UP)

Greenwich Village is a small topic with big possibilities for researching numerous topics in architecture, art, Beats, bohemians, gay and lesbian history, immigrants, labor reform, photography, women's history and urban renewal. The course will begin by using a variety of primary and secondary sources, fiction and non-fiction, to discuss the geographic, demographic, social, aesthetic, political and economic forces that have shaped Greenwich Village since the eighteenth century. The class includes a walking tour of the places the students have studied. Prerequisites: WRIT 102 or 201 (3).

#### AIP 332. New York: A World City (UP)

United Nations, magnet for immigrants, center stage for the performing arts, global financial center—New York City is the place where people from all walks of life, from Alexander Hamilton to Fiorello LaGuardia, from Langston Hughes to Leonard Bernstein, make their reputations. This course takes advantage of New York's unparalleled opportunities for interdisciplinary exploration by combining walking tours with reading, documentaries, and library resources. Prerequisites: WRIT 102 or 201 (3).

#### AIP 333. Human Sexuality (NP)

This course takes an interdisciplinary approach to the study of human sexuality. This course will examine biologic, social and psychological aspects of human sexuality with an emphasis on the causes and treatment of sexually transmitted infections. Other topics include contraception, pregnancy and childbirth. This course also examines how sociocultural beliefs influence human sexuality beliefs and students will gain an understanding of psychological processes that affect diverse sexual beliefs and behaviors. Prerequisites: WRIT 102 or 201 (3).

#### AIP 334. Media and Politics (CP, UP)

In 1922, Walter Lippmann observed that we form our political ideas on the basis of "fictions" – not "lies," necessarily, but "representations of the environment ... in a greater or lesser extent made by man himself." That is, our experience of the world is mediated by culture, group interest, and—crucially for Lippmann—the press. These days, few would endorse Lippmann's response to this (he thought journalists and the public should defer to the superior wisdom of political scientists). As our world becomes increasingly media-saturated, however, his focus on the relationship between political life and our images of it seems prescient. This course will examine mass media in the United States in terms of its implications for democratic deliberation, government accountability, social and protest movements, and political identity and solidarity among citizens. Prerequisites: WRIT 102 or 201 (3).

#### AIP 335. Understanding American Slavery (UP)

Slavery is a complex and controversial subject. Hundreds of books, articles, autobiographies, and novels have been written about it. Yet scholars still debate its exact nature and impact on American culture and society. The aim of this fast-paced and exciting course is to acquaint students with the scholarship and issues generated by the slavery debate. Using an interdisciplinary approach, we will consider the following questions: What is slavery? What is its origin? When and why did it happen in the United States? What is the relationship of slavery to racism? Was there such a thing as a "slave personality"? How did enslaved people react to bondage? What role did religion and other forms of culture play in the lives of enslaved people? Prerequisites: WRIT 102 or 201 (3).

#### AIP 336. The Politics of Abortion (UP)

With the exception of race, no issue has remained on the political agenda as long or has split the country as fractiously as abortion policy. Since 1973, when access to abortion was legalized in the United States, there have been hundreds of pieces of legislation introduced and court cases filed in every state challenging the Roe v. Wade decision. Two major social movements and numerous interest groups on both sides of the issue have emerged as well. This course seeks to understand why this has happened by analyzing the historical, political, religious and cultural dimension of this issue within the broader context of American government and public policy. Prerequisites: WRIT 102 or 201 (3).

#### AIP 337. Lesbian and Gay Studies (CP, UP)

This course will familiarize students with the field of Lesbian and Gay Studies. While maintaining a socio-cultural focus, the course will remain loyal to the interdisciplinary nature of the field itself and draw its materials from a variety of fields including sociology, anthropology, history, political science, literature, philosophy, and feminism. The course will focus on the social construction of homosexuality and the emergence of a lesbian and gay identity and movement in the United States following World War II. Throughout the semester, special emphasis will be placed on the relationship between the categories of sexual identity and those of gender, race, class and nationality. The course concludes with a discussion about queer theory, and the political significance of this recent development for the future of lesbian and gay life and politics. Prerequisites: WRIT 102 or 201 (3).

## Advanced Interdisciplinary Perspectives

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

#### AIP 338. Plato's *Republic* (EP)

Plato's *Republic* offers an in-depth look at one of the major texts of ancient political thought. The readings will address such issues as the nature of justice, the status of women, the role of the artist, and the strengths and weaknesses of democratic systems of government. Prerequisites: WRIT 102 or 201 (3).

#### AIP 339. Ethics in Creativity (EP)

This course has four principal goals: 1.) To arm students with key psychological and developmental theories and principles to better comprehend the development of creativity over the lifespan, 2.) To invite students to a weekly Creativity Lab in the classroom, to nurture their natural creativity and to prepare them to design an empathically-inspired and ethically-minded global tool for society, 3.) To illuminate the ethical controversies concerning creativity and to encourage students to be mindful of these potential ethical dilemmas in the process of their own creation, and 4.) To encourage students to harness their creativity in the disparate fields of psychology/relationships, business, media and/or education. Prerequisites: WRIT 102 or 201 (3).

#### AIP 340. Cultural Dynamics of Social Dance (CP)

Learn how cultural values were and are reflected in social dance. Students will learn dances from the 15th to the 20th century and the corresponding social behaviors valued throughout history. Important events in history will be discussed and highlighted. Each class will contain a lecture component and a dance lesson. We will begin with the pavan and end with the hustle. Additional topics to be covered are: postural analysis, rhythmic skills, spatial awareness, basic vocabulary of ballet, partnering and performance techniques, and appropriate etiquette. Each class builds on the previous one to demonstrate the similarities and differences of each dance style in reference to its historical and cultural development, physical requirements and aesthetics. A secondary emphasis will be on dancing in appropriate clothing and costume. For students with little or no dance training. Prerequisites: WRIT 102 or 201 (3).

#### AIP 341. Culture and Politics of Nazi Germany (CP, IP)

This course will explore the rise and the fall of Nazi Germany not only through the lens of history but through art, theatre, cinema, and literature. It will examine the historical circumstances that led to the establishment of a totalitarian system in Germany. Topics to be reviewed will include: the collapse of the Weimar Republic, the role of Hitler and his cult of personality, the Nazi legal system, anti-Semitism, World War II and the Holocaust, and the criminal and moral issues related to Nazi totalitarianism. One of the aspects of this tragic period which has always aroused dismay and disbelief is the fact that a nation with an intellectual and artistic heritage as rich as Germany's could have submitted so totally to neo-barbarism. What elements in German art and literature, however admirable, may have helped pave the way for certain aspects of Nazi ideology. How were Goethe's *Faust* and Wagner's *Ring of the Nibelung* appropriated by extremists? How did some artists and intellectuals find the means to resist or undergo "inner emigration" during this darkest chapter of recent history? Prerequisites: WRIT 102 or 201 (3).

#### AIP 342. Fashion, History and Society (CP)

This course is a cultural exploration of the history of clothing from its origins through to the present day. We will discuss how fashion influences and is influenced by politics, geography, society and aesthetics throughout Western civilization. Special emphasis will be placed on historical research, and students will use New York City as a visual and literary source, particularly through visits to museums, galleries and libraries. Prerequisites: WRIT 102 or 201 (3).

#### AIP 343. Masculinity and Hollywood Film (UP)

This course traces the changing image of masculinity as portrayed in Hollywood films since the 1920s. Through close readings of films, augmented by material generated by film and gender theorists and historians, we will trace how cultural, economic, and political pressures have shaped how films have presented ideal representations of masculine behavior. Conversely, we will see how Hollywood has constructed images of masculinity that have influenced the way men behave and present themselves. Films under consideration may include *The Sheik*, *The Adventures of Robin Hood*, *Test Pilot*, *Only Angels Have Wings*, *The Best Years of Our Lives*, *Red River*, *Five Easy Pieces*, *The Last Detail*, *Flight Club*. Prerequisites: WRIT 102 or 201 (3).

#### AIP 344. Medievalisms: Past and Present (CP)

In this interdisciplinary seminar-style course, students will explore the many ways that artists, writers, performers, theorists, political figures, and other individuals from the sixteenth century to the present have used the Middle Ages to reinvent the art and culture of their own time. The course takes a critical look at how the Middle Ages has been interpreted and reinterpreted using various cultural forms. Through course reading, guest lectures, class trips to local institutions and events, and independent research, students will analyze critical texts, as well as various artistic forms, such as films, plays, music, images, videogames, architecture, and performances. Prerequisites: WRIT 102 or 201 (3).

#### AIP 345. Civil Rights (REP, UP)

This course investigates what historians call the Long Civil Rights Movement. Beginning in southern churches and northern intellectual communities at the turn of the 20th century, we will trace the ebbs and flows of peaceful rhetoric and powerful action. Content focuses on the relationship between religion and activism as well as the intersection of the African American civil rights movement with other branches of modern activism—labor, gender, and sexuality." Prerequisites: WRIT 102 or 201 (3).

#### AIP 346. Reform or Revolution: Radical New York in the Early 20th Century (EP, UP)

What is the meaning of citizenship, and who should exercise it? What is economic justice, and how might it be achieved? What sorts of family and sexual relationships nurture and unleash human potential? This course explores how a diverse group of New York intellectuals engaged with such questions in the early twentieth century. These figures confronted a changing world: small-town America faced great cities and hitherto unimaginable contrasts of wealth and poverty. Ideas about American culture were challenged by an influx of immigrants and the claims of women and African-Americans to equal citizenship. Stable social roles were undermined by a new fascination with the Self, a unique identity that had to be discovered, nourished—even created. This course uses a game-based format called "Reacting to the Past" to immerse students in the ideological, artistic, and sociopolitical context in which these challenges played out. Core texts include works by Elizabeth Cady Stanton, Sojourner Truth, Karl Marx, Emma Goldman, Jane Addams, W.E. B. DuBois, and others. Prerequisites: WRIT 102 or 201 (3).



## Advanced Interdisciplinary Perspectives

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

#### AIP 347. Music, Mathematics, and Mysticism: The Pythagorean and Platonic Tradition (EP, NP)

Pythagoras believed that reality was mathematical, and he was also the head of a mystical cult that held secret rites and believed in reincarnation. He also claimed that the heavenly bodies made music as they moved in their orbits. In the Middle Ages, a number of both Christian and Jewish theologians were committed to numerology in a Neopythagorean form. Further, the great early modern astronomer Kepler, for example, was a committed Pythagorean. Copernicus saw the Pythagoreans as his precursor in positing the heliocentric model of the solar system. In addition, there are distinctive Pythagorean elements in Plato's work. The creation myth in the *Timeaus* is decidedly Pythagorean, and Socrates's discussion of reincarnation in the *Phaedo* likewise has an unmistakable Pythagorean coloring. This course will examine the various doctrines attributed to Pythagoras, the Pythagorean aspects of Plato's writing, and the supposed fulfillment of Pythagoreanism in early modern science. We will examine issues such as the transmigration of the soul, virtue and the good life, the mathematical foundations of nature, God as geometer, the nature of mathematical objects, and the mathematical nature of music. Prerequisite: One previous PHIL course (3)

#### AIP 348. Perspectives on the Holocaust and Genocide (IP)

This course would be an interdisciplinary study of genocides that occurred in the 20th and 21st centuries. The course will focus primarily on the Holocaust but will also include study of other modern genocides (e.g. Rwanda, Burundi, Kosovo). The course will include an examination of the political, economic, and social dynamics that occurred prior to and during the genocides, focusing on racism, anti-Semitism, homophobia, poverty, war and social upheaval. Students will learn how various countries reacted and/or contributed to acts of genocide by either collaborating, ignoring or making attempts to rescue the victims. Social psychological theories and research on obedience and conformity will be a central part of the course. Prerequisites: WRIT 102 or 201; any 100-level course in Psychology, Sociology, or Political Science (3).

#### AIP 349. History of Childhood in America: Growing up in the 20th Century (UP)

This course provides students with in-depth information and critical analyses of the history of the conceptualization of childhood in the United States during the 20th century. More specifically, it provides students with information about how infants, toddlers, young children, and adolescents were viewed and treated by society, highlighting how these views radically changed from 1900 to 2000. Examples of issues addressed include child labor, education, children's place in the family, children as consumer, and children's changing transitions to adulthood. Students will acquire a body of knowledge about research, practice, and policy that influenced the history and contemporary conceptualizations about child development and childhood during this time period. Students will also gain an understanding about how changing perspectives about children resulted in changes in development and opportunities provided to them. Prerequisites: WRIT 102 or 201 (3).

#### AIP 351. Mathematics without Boundaries (NP)

This course focuses on mathematics as the study of patterns, explains how mathematics represents physical world around us, explores the nature of mathematical knowledge, and identifies the key aspects of the evolution of mathematical thought. Upon completion of this course students will be able to analyze mathematical ideas from historical, philosophical and empirical perspectives, explore the areas where philosophy and mathematics meet, and answer the following questions: What is the nature of numbers? What is the meaning of zero and infinity? Do numbers and other mathematical entities exist independently of human cognition or is mathematics the product of the human mind? How mathematics describes all things: great and small? Are physical concepts of space, time and motion absolute or relative? Is our knowledge of reality unlimited or is there built in uncertainty, indeterminacy, and unpredictability to nature? Prerequisites: MATH 113 or above, or permission of the Math department (3).

#### AIP 353. The New Atheism (CP, EP)

The purpose of this course is to explore various challenges to religious belief from the so-called "New Atheists," authors like Christopher Hitchens, Sam Harris, Daniel Dennett, and Richard Dawkins, who have attacked belief in God as irrational and dangerous, particularly in light of events like 9/11. The issues addressed include the question of the meaningfulness of the concept of God; the potential absurdity of religious faith; the undermining of religious claims by the natural sciences; the connection between religion and violence; the viability of secular ethics; and the case for secularism. Students will also examine and consider some of the strong reactions to the New Atheists from believers, and some of the spirited public debate that has occurred between representatives of the two groups. Prerequisite: One previous PHIL or RS course. (3)

#### AIP 356. Structural Racism (REP)

This course will explore discrimination based on race and ethnicity in relation to economic, political, social, and cultural phenomena. Taking these structural phenomena, as opposed to the biological or psychical, as points of departure, we will explore how the content and experience of race is a dynamic process that involves dominant and subordinate groups in the production and contestation of a white supremacist order. Through the study of various media and disciplines we will study how this order does not require a racist actor but requires practices, enshrined in the normative structure of institutional life, that culminate in discriminatory practices that are simultaneously the cause and the effect of racial and ethnic discrimination. Institutions to be discussed include but are not limited to those associated with housing, education, healthcare, and criminal justice. Prerequisites: WRIT 102 or 201; Standard 45 credits prior to registering for an AIP course (3).



## Advanced Interdisciplinary Perspectives

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

**The following courses offered by various departments also meet the AIP Cultural Perspectives requirement (CP). See course descriptions under each program.**

ART 310. Philosophy of Art  
(Same as PHIL 310)  
ART 312. A History of Graphic Design and Illustration  
ART 320. History of Museums and Collections  
ART 341. The Sublime in Art and Philosophy  
(Same as PHIL 341)  
ART 351. Ancient and Classical Art  
ART 356. American Art  
ART 370. Art Therapy: Principles and Practices  
(Same as PSYCH 370)  
BUS 306. Advertising and Society  
(Same as COMM 306)  
COMM 312. Digital Cultures  
COMM 328. Special Topics in Film & Literature  
(Same as EWL 350)  
COMM 330. Film and History  
COMM 335. Music as Media  
DANC 305. Movie Moves: Dance in Film  
DANC 309. Ethics/Aesthetics/Gender in the Performing Arts  
EWL 304. Inside Modernism  
EWL 305. The Spanish Inquisition in Literature and Film  
EWL 306. Literature of the Pacific  
EWL 307. The Visual Memoir  
EWL 309. Women's Writing  
EWL 320. Immigration, Exile and Migration in Literature  
EWL 324. World Drama  
EWL 325. Gothic Fiction  
EWL 327. Literature and Film Of The Global Portuguese Empire  
EWL 329. Reading the Contemporary Caribbean  
EWL 331. Literature and Revolution  
EWL 332. Detective Narratives  
EWL 333. Literature and the Visual Arts  
EWL 334. Literary New York  
EWL 335. Slavery in the American Imaginary  
EWL 339. Literature & Business  
EWL 345. Shakespeare and Film  
(Same as COMM 345)  
EWL 353. Modern European Fiction  
EWL 354. German Expressionism  
EWL 359. Contemporary Anglophone Fiction  
EWL 360. Hispanic Women Writers  
(Same as SPAN 357)  
EWL 390. Special Topics in English  
EWL 417. Austen Seminar  
EWL 419. Hugo Seminar  
EWL 422. Virginia Woolf Seminar  
JS 390. Special Topics in Justice Studies

MUS 310. Opera and History  
MUS 370. History of Rock Music  
PHIL 322. Philosophy of Religion  
PHIL 325. Philosophical Issues in Language  
PHIL 332. Popular Culture in Philosophy  
PHIL 336. Philosophy and Film  
PHR 304 Art, Politics, and Society  
(Same as SOC 304)  
PHR 306. Culture and Ideology  
(Same as SOC 306)  
RS 312. The Bible as Literature  
(Same as EWL 312)  
RS 315. Religion and Experience  
RS 318. Religion and Literature  
(Same as EWL 318)  
RS 320. Islam  
RS 321. Christianity  
RS 322. Exploring Religion in New York City  
RS 324. Mysticism: East and West  
RS 326. Religion, Race, and Ethnicity  
RS 332. Judaism  
RS 333. Religion, Society and Culture  
(Same as SOC 333)  
RS 337. Buddhism  
RS 339. Hinduism  
RS 340. Comparative Religious Ethics  
RS 342. Dante's Divine Comedy  
(Same as EWL 342)  
RS 346. Theory and Method in the Study of Religion  
SOC 301. Classical Social Theory  
SOC 330. Great Social Thinkers  
SOC 359. Race and Ethnicity  
SOC 361. Cultural and Social Change  
SPAN 315. Hispanic Civilization  
SPCH 316. Psycholinguistics  
SPCH 318. Language and Culture  
THTR 327. Gender in Performance  
THTR 329. Tragedy and Religion  
THTR 412. History & Theory of New Media in Performance

**The following courses offered by various departments also meet the AIP Ethical Perspectives requirement (EP). See course descriptions under each program.**

ACCT 332. Forensic Accounting  
BIOL 332. Bioethics  
BIOL 392. Ecology  
BUS 303. Business Law II  
BUS 321. Business and Society  
COMM 352. Emerging Technologies and Ethical Practices  
COMM 395. Media, Law & Ethics  
(Same as JOUR 395)  
DANC 309. Ethics/Aesthetics/Gender in the Performing Arts  
ENV 314. Controversies in Environmental Studies

EWL 322. Literature and Human Rights  
IS 311. Democracy and Its Critics  
(Same as PS 311)  
IS 398. Directed Study  
PHIL 306. Environmental Ethics  
(Same as ENV 306)  
PHIL 324. Business Ethics  
PHIL 340. Ethics and Law  
PHIL 347. Contemporary Ethical Issues  
PHR 312. Radical Labor and Artisan Movements  
PHR 320. EcoCulture and Sustainability  
(Same as ENV 320)  
PHR 336. Playing Politics  
(Same as PS/SOC 336)  
PS 310. Modern Political Thought  
PS 355. Green Political Thought  
PSYCH 362. Ethical Issues Concerning the Developing Child  
RS 340. Comparative Religious Ethics  
RS 344. The Extremes of Religion  
RS 352. Religion and Social Justice  
SOC 384. Valuing Differences II  
THTR 329. Tragedy and Religion

**The following courses offered by various departments also meet the AIP International Perspectives requirement (IP). See course descriptions under each program.**

ART 312. A History of Graphic Design and Illustration  
ART 320. History of Museums and Collections  
ART 351. Ancient and Classical Art  
ART 384. Contemporary Art  
BUS 351. International Business  
(Same as ECO 351)  
BUS 352. International Marketing  
COMM 304. Global Media Studies  
COMM 328. Special Topics in Film & Literature  
(Same as EWL 350)  
COMM 330. Film and History  
COMM 357. Contemporary World Cinema  
DANC 307 Contemporary Dance in a Global Context  
DANC 354. Dance and Cultural History  
ECO 317. International Economics  
(Same as IS 317)  
EWL 303. Explication De Textes  
(Same as FREN 303)  
EWL 304. Inside Modernism  
EWL 305. The Spanish Inquisition in Literature and Film  
EWL 306. Literature of the Pacific  
EWL 320. Immigration, Exile and Migration in Literature  
EWL 322. Literature and Human Rights  
**EWL 324. World Drama**

## Advanced Interdisciplinary Perspectives

### ADVANCED INTERDISCIPLINARY PERSPECTIVES COURSES (AIP)

EWL 325. Gothic Fiction  
 EWL 327. Literature and Film Of The Global Portuguese Empire  
 EWL 329. Reading the Contemporary Caribbean  
 EWL 331. Literature and Revolution  
 EWL 332. Detective Narratives  
 EWL 337. Philosophies and Poetics of Translation  
 EWL 345. Shakespeare and Film (Same as COMM 345)  
 EWL 353. Modern European Fiction  
 EWL 359. Contemporary Anglophone Fiction  
 EWL 360. Hispanic Women Writers (Same as SPAN 357)  
 EWL 365. Reading Contemporary Africa (Same as FREN 365)  
 EWL 420. Reading Contemporary India  
 FREN 309. Advanced Grammar and Composition  
 FREN 310. Advanced French Conversation  
 FREN 315. French and Francophone Cinema  
 FREN 326. Contemporary France (Same as HIST 326)  
 FREN 365. Reading Contemporary Africa (Same as EWL 365)  
 HIST 306. Cross-Cultural Encounters: 1500-1800  
 HIST 309. Twentieth Century Europe (Same as IS 309)  
 HIST 330. Silk Road and Its Travelers  
 HIST 346. The Middle East in the Twentieth Century (Same as IS 346)  
 HIST 372. Women and Family in Chinese History (Same as IS 372)  
 HIST 374. History of the People's Republic of China (Same as IS 374)  
 IS 315. International Law (Same as PS 315)  
 IS 318. Global Sustainability (Same as ENV 318)  
 IS 334. Gender and Development (Same as ECO 334)  
 IS 357. Human Rights in Comparative Perspective (Same as PS 357)  
 IS 376. Nationalism and State-Building (Same as PS 376)  
 IS 398. Directed Study  
 IS 479. International Studies Seminar (Same as PS 479)  
 PHR 320. EcoCulture and Sustainability (Same as ENV 320)  
 RS 348. Islamic Ethics of War and Peace  
 SPAN 315. Hispanic Civilization  
 THTR 475. The Avant-Garde Art, Film, and Performance (Same as ART/COMM 475)

**The following courses offered by various departments also meet the AIP Natural Science Perspectives requirement (NP). See course descriptions under each program.**

BIOL 317. Nutrition and Health  
 BIOL 322. Epidemic: The Dynamics of Infectious Disease  
 BIOL 330. Conservation Biology (Same as IDS 330)  
 BIOL 332. Bioethics  
 BIOL 335. Developmental Neurobiology (Same as NEU 335)  
 BIOL 392. Ecology  
 CHEM 348. Drugs and the Brain (Same as PSYCH 348)  
 ENV 310. Applied Environmental Science  
 ENV 312. Energy and Climate Change  
 ENV 314. Controversies in Environmental Studies  
 ENV 316. Natural Disasters and the Environment  
 MATH 336. Modeling the Dynamics of Life  
 MUS 312. Musical Universals  
 PBH 310. Biological Basis of Public Health (Same as BIOL 310)  
 PSYCH 379. Animal Behavior (Same as BIOL 379)  
 SPCH 322. The Sound of Your Voice

**Courses offered by various departments also meet the AIP Racial and Ethnic Diversity Perspectives requirement (REP). See course descriptions under each program.**

COMM 305. Race, Class, and Gender in Media  
 DANC 311. Black Dance in America  
 EWL 311. Reading While Black: Writing, Race, and Resistance  
 EWL 329. Reading the Contemporary Caribbean  
 EWL 359. Contemporary Anglophone Fiction  
 EWL 365. Reading Contemporary Africa (Same as FREN 365)  
 EWL 420. Reading Contemporary India  
 PHR 304. Art, Politics, and Society (Same as SOC 304)  
 PHR 306. Culture and Ideology (Same as SOC 306)  
 PHR 312. Radical Labor and Artisan Movements  
 RS 326. Religion, Race, and Ethnicity

**The following courses offered by various departments also meet the AIP U.S. Perspectives requirement (UP). See course descriptions under each program.**

ART 341. The Sublime in Art and Philosophy (Same as PHIL 341)  
 ART 356. American Art  
 ART 362. Visual Arts Seminar: New York City  
 BUS 303. Business Law II  
 BUS 306. Advertising and Society (Same as COMM 306)  
 COMM 335. Music as Media  
 ECO 375. Money, Banking and Financial Markets  
 EWL 334. Literary New York  
 EWL 335. Slavery in the American Imaginary  
 EWL 339. Literature & Business  
 EWL 362. "Becoming American": Immigrant Narratives  
 HIST 312. Made in the U.S.A.: American Consumer History  
 MUS 370. History of Rock Music  
 MUS 372. History of American Jazz  
 PHR 336. Playing Politics (Same as PS/SOC 336)  
 PS 317. Money, Sex and Power  
 PS 324. Law, Government & Politics in America  
 PS 340. Political Participation  
 PS 360. The American Presidency and the Electorate  
 RS 322. Exploring Religion in New York City  
 THTR 319. Drama & Theatre in the United States  
 THTR 328. The Arts & Social Change (Same as ART/DANC 328)

At MMC, we recognize the increasing importance of learning Arabic language and its role in understanding Arabic culture. Modern Standard Arabic, the form of Arabic shared by all Arab countries, is taught using primary materials in audio, video, and text. The Arabic program offers four courses which provide: 1) basic language instruction to develop listening, speaking, reading and writing proficiency; 2) a study of cultural developments in

the Arabic world; 3) an introduction to literature of the Arabic world; 4) global awareness as a member of a multilingual multicultural, community at home and abroad.

The course sequence in Arabic offers an alternative path towards completing Gen. Ed. requirements. For details, see "The Language Path" (pages 15-16).

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**Department:** English and World Literatures  
**Department Chair:** Jennifer Brown, Ph.D.  
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### ARABIC COURSES (ARAB)

#### ARAB 101. Elementary Arabic I

A direct and immediate involvement with the living language is the fundamental aim of the course. In conjunction with speaking and listening skills, reading and writing will be introduced in order to develop a basic knowledge of Modern Standard Arabic, the form of Arabic shared by all Arab countries. Student participation is vital since this course involves much oral work carried out through interaction among students. Not open to native speakers. (3).

#### ARAB 102. Elementary Arabic II

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

#### ARAB 201. Intermediate Arabic I

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

#### ARAB 202. Intermediate Arabic II.

The purpose of this course is to strengthen and expand the student's familiarity with the language as an oral and written instrument of communication. Prerequisite: ARAB 201 or permission of department. (3).

### Did You Know?

*Marymount Manhattan College students with a GPA of 3.3 or higher are invited to apply for Boren and Fulbright awards? These grants fund up to one year of study abroad in foreign countries.*

For more information, click

<http://www.mmm.edu/academics/external-scholarships-fulbright-and-boren-awards.php>

## Academic Offerings

### Art

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

#### B.A. in Art

The B.A. in Art is a 42-credit major offered in four concentrations: Graphic Design, Illustration and Animation, Photography, and Studio Art. A shared foundation in Drawing, Color & Design, and the Survey of Western Art forms the basis upon which to build a curriculum in the chosen discipline. A capstone Senior Art Seminar with a Senior Thesis exhibition concludes the major. The flexibility and design of the program encourage students to concentrate in more than one area.

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

In Graphic Design, students develop a visual language to problem solve and communicate content using images and text. In Illustration and Animation students are given tools to develop concepts for constructing compelling visual narratives with both analog and time-based digital technologies. In Photography, students create, explore, and analyze images utilizing traditional and contemporary media. In Studio Art, students develop a personal artistic vision through the exploration of techniques and styles in painting, drawing, design, printmaking, ceramics, and multi-media.

All students at the College may minor in any of the Art concentrations as well as Art Therapy, Arts Management, and Arts for Communities. Furthermore, multidisciplinary studies are available through courses

that integrate art with dance, theatre, communication arts, the humanities, politics, psychology, and business.

Art majors and minors study with faculty who are professional artists and exhibit their work in galleries and museums throughout the United States and internationally.

#### Enhanced Learning Opportunities and Careers for Art Majors

Graduates with a degree in Art will find themselves well equipped for a variety of career opportunities and well prepared for study on the graduate level. As part of a small, liberal, creative and performing arts college in New York City—the premiere center for art, design, and museum culture in the United States—students take full advantage of the professional opportunities in the metropolitan area through internships in galleries, auction houses, design studios, advertising agencies, publishing houses, and many other businesses. Recent locations of internships include the Children's Museum of Manhattan, Clampart Gallery, Paul Kasmin Gallery, Godel & Co. Fine Art, YM Magazine, Teen Vogue, Martha Stewart, the International Center of Photography, Philips de Pury & Company, Christie's, Sotheby's, The Guggenheim Museum, The Metropolitan Museum of Art, and The Rubin Museum of Art.

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

#### The Hewitt Gallery of Art

The Hewitt Gallery of Art showcases student artwork. It is also a venue for professional artists to exhibit their work, providing MMC students with the experience of meeting and connecting to the urban art community. Students gain firsthand experience in organizing and curating exhibits with the gallery director and guest professionals. Faculty and students often discuss the exhibitions in courses. The gallery hosts 8-10 exhibitions during the academic year, including the annual Junior and Senior Thesis shows and the Alumni Art and Art Faculty Exhibitions.

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**MAJOR: ART****42 Credits**

B.A. (0831)

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

**Learning Goals for the Major in Art****After completing the major in Art, students will be able to:**

- Exhibit conceptual and technical skills in a chosen art or design medium.
- Demonstrate scope and depth of knowledge in art historical and aesthetic practices.
- Articulate aesthetic responses through critical observation, reading, writing, and oral presentation.
- Develop an individual artistic and/or design vision necessary to advance studies and/or enter careers in the visual arts.

**FOUNDATIONAL REQUIREMENTS FOR ALL ART MAJORS****12 Credits**

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

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

**GRAPHIC DESIGN CONCENTRATION****30 Credits****Required Courses:**

ART 210 Digital Imaging	3
ART 237 Graphic Design I	3
ART 316 Digital Illustration	3
ART 338 Graphic Design II: Digital	3
ART 344 Typography and Image	3
ART 411 Senior Art Seminar	3
ART 480 Professional Portfolio	3

ART 206 Printmaking	(3)
ART 215 Illustration	(3)
ART 257 History of Graphic Design	(3)
ART 301 Figure Drawing	(3)
ART 346 Artists' Books	(3)
ART 352 3-D Animation	(3)
COMM 131 Introduction to Cinema Studies	(3)
COMM 225 New Media Techniques	(3)
COMM 233 Video Field Production	(4)
COMM 325 Interactive Media	(3)
COMM 359 Directing Video	(3)
ART 393 Special Topics in Art	(3)
ART 298/398/499 Directed Study	(3)
ART 299/399/499 Independent Study/Internship	(3)

**Three of the following:**

ART 114 Painting I	(3)
ART 121 Photography I: An Introduction to Medium, Content and Context	(3)

**ILLUSTRATION AND ANIMATION CONCENTRATION****30 Credits****Required Courses**

ART 210 Digital Imaging I	3
ART 215 Illustration	3
ART 220 2-D Animation	3
ART 301 Figure Drawing I	3
ART 316 Digital Illustration	3
ART 411 Senior Art Seminar	3
ART 480 Professional Portfolio	3

ART 303 Watercolor Painting	(3)
ART 346 Artists' Books	(3)
ART 352 3-D Animation	(3)
ART 393 Special Topics in Art	(3)
ART 298, 398, 499 Directed Study	(3)
ART 299, 399, 499 Independent Study/Internship	(3)
COMM 112 Storytelling Across Media	(3)
COMM 225 New Media Techniques	(3)

**Three of the following electives:**

ART 114 Painting I	(3)
ART 206 Printmaking	(3)
ART 240 Drawing on Location	(3)
ART 302 Figure Drawing II	(3)

Students in illustration or animation are strongly encouraged to take at least one 3-credit internship where they gain first-hand experience assisting in an artist's studio, or a design or animation studio. Internships may be counted as an elective(s) towards the major.

## Academic Offerings

### Art

#### PHOTOGRAPHY CONCENTRATION

30 Credits

##### Required Courses

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

##### And one of the following:

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

##### Elective Courses

ART 347 Advanced Photography Studies Seminar	(3-12)
COMM 131 Introduction to Cinema Studies	(3)
COMM 233 Video Field Production	(3)
COMM 357 Contemporary World Cinema	(3)
COMM 359 Directing Video	(3)

By agreement, students may take up to 12 credits of ART 347 Photography Study in New York at The International Center of Photography towards the elective portion of the concentration. Courses should be chosen from the following:

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

#### STUDIO ART CONCENTRATION

30 Credits

##### Required courses:

ART 114 Painting I	3
ART 211 Drawing II	3
ART 301 Figure Drawing	3
ART 315 Painting II	3
ART 411 Senior Art Seminar	3
One Art History Elective at the 200/300/400 levels	3

##### Three of the following:

ART 115 Ceramics	(3)
ART 206 Printmaking	(3)
ART 209 Ceramics II	(3)
ART 215 Illustration	(3)
ART 240 Drawing on Location	(3)
ART 302 Figure Drawing II	(3)
ART 303 Watercolor Painting I	(3)
ART 307 The Contemporary Portrait	(3)
ART 309 Silkscreen & The History of the Multiple	(3)

ART 346 Artists' Books	(3)
ART 350 Watercolor Painting II	(3)
ART 393 Special Topics in Art	(3)
ART 298, 398, 498 Directed Study	(3)
ART 299, 399, 499 Independent Study/Internship	(3)

##### One Digital Course from the following:

ART 210 Digital Imaging I	(3)
COMM 112 Storytelling Across Media	(3)

The department strongly encourages students in studio art to take at least one 3-credit art-related internship where they could gain first-hand experience assisting in an artist's studio, gallery, museum, not-for-profit art institution, auction house, or design studio. Internships may be counted as an elective(s) towards the major.

**MINOR: ARTS MANAGEMENT****18 Credits**

The Arts Management minor is designed to prepare students for administrative positions in a variety of settings, including theatre, dance and opera companies, museums and galleries, auction houses, music ensembles, festivals, foundations, community centers, arts advocacy groups, and government arts agencies. By completing the

sequence of courses and experiential projects in this minor, students acquire the knowledge and skills required to manage visual and performing arts organizations and events, and gain an understanding of how social, economic, and political factors influence the development and implementation of arts programs and institutions.

ART/DANC/THTR 290 History & Mission of Arts Institutions	3
ART/DANC/THTR 392 Fundraising & Marketing for the Arts	3
ART/DANC/MUS/THTR 499 Arts Management Internship	3

COMM 312 Digital Cultures	(3)
COMM 326 Producing for Creative Media	(3)
MUS 208 The Business of Music	(3)
THTR 226 The Business of Broadway	(3)
THTR 346 Production Management	(3)
THTR 378 Producing Performance	(3)

**Choose three courses from the following:****9**

ART 319 The Artist's Career	(3)
ART 320 History of Museums & Collections	(3)
ART 361 Curatorial Studies Seminar	(3)

**MINOR: ART THERAPY****18 Credits**

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

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

**Learning Goals for the Art Therapy Minor**

**After completing the minor in Art Therapy, students will be able to:**

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

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

ART/PSYCH 370 Art Therapy: Principles and Practices	3
ART/PSYCH 499 Internship	3

An Introduction to Medium, Content and Context	(3)
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**Two of the following:****6**

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

Two of the following:	6
PSYCH 201 Developmental Psychology I	(3)
PSYCH 231 Personality Psychology	(3)
PSYCH 285 Introduction to Counseling	(3)
PSYCH 363 Abnormal Psychology	(3)

**MINOR: GRAPHIC DESIGN****18 Credits****Learning Goals for the Graphic Design Minor**

**After completing the minor in Graphic Design, students will be able to:**

- Demonstrate basic knowledge of design and aesthetic practices

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

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

One of the following:	3
ART 344 Typography and Image	(3)
ART 346 Artists' Books	(3)
ART 352 3-D Animation	(3)
COMM 225 New Media Techniques	(3)

## Academic Offerings

### Art

#### MINOR: PHOTOGRAPHY

18 Credits

##### Learning Goals for the Photography Minor

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

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

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

ART 116 Color and Design		<b>One of the following:</b>	<b>3</b>
or ART 111 Drawing I		ART 338 Graphic Design II: Digital	(3)
or ART 125 Introduction to Drawing	3	ART 346 Artists' Books	(3)
ART 121 Photography I: An Introduction to Medium, Content and Context	3	ART 347 Advanced Photography Studies Seminar	(3)
ART 205 History of Photography	3	ART 399 Independent Study/Internship	(3)
ART 210 Digital Imaging	3		
ART 213 Photography II: An Intermediate Exploration of Medium, Content and Context	3		

#### MINOR: STUDIO ART

15 Credits

##### Learning Goals for the Studio Art Minor

After completing the minor in Studio Art, students will be able to:

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

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

ART 111 Drawing I	3	ART 303 Watercolor Painting I	(3)
ART 114 Painting I	3	ART 307 The Contemporary Portrait	(3)
ART 116 Color and Design	3	ART 309 Silkscreen & The History of the Multiple	(3)
<b>Two of the following:</b>	<b>6</b>	ART 346 Artists' Books	(3)
ART 115 Ceramics	(3)	ART 350 Watercolor Painting II	(3)
ART 206 Printmaking	(3)	ART 393 Special Topics in Art	(3)
ART 209 Ceramics II	(3)	ART 298, 398, 499 Directed Study	(3)
ART 215 Illustration	(3)	ART 299, 399, 499 Independent Study/Internship	(3)
ART 240 Drawing on Location	(3)		
ART 302 Figure Drawing II	(3)		



## Art History

### B.A. in Art History

Students in the 42-credit Art History major will develop a strong and deep understanding of the history of art as part of their liberal arts education. They will establish and refine their capacity to interpret works of art, to grapple with conflicting theoretical approaches, and to contribute to our larger understanding of the role of art within history.

The Art History major is grounded in two foundational courses in the Survey of Western Art, which together provide an overview of art history from the prehistoric period to the present. Students then take courses in a wide range of fields, from ancient and medieval art to contemporary art. They are required to take at least one course in non-Western or indigenous art. Two methodology courses—the Sophomore Art History Seminar and the Senior Art History Seminar—provide instruction in art historical theory, offer insight into a variety of professional careers in the art world, and develop students' communication skills. Finally, three Studio Art classes help to train each student's interpretive skills and offer insight into the technical methods of the artist.

The Art History faculty view New York City as an extended classroom. Taking advantage of the College's distinctive geographical position within one of the centers of the global art world, they often teach in local museums and galleries, and they encourage students to visit and study local collections on a regular basis. They also encourage students to work in internships to gain experience in a variety of professional careers, including museum educator and publicist, curator, art dealer, and auction gallery expert, among others. Students are invited to hone their public speaking skills by giving tours of local art collections in our "Marymount at the Museums" program and their writing skills by writing for our cultural-affairs magazine, Artfusion News.

Art History students are strongly encouraged to take at least two years of a foreign language and to study abroad, for example, at Reid Hall, Columbia University's campus in Paris, or at the Scuola Lorenzo de'

Medici in Florence. Many also enroll in the College's Study Abroad courses, which are co-taught with faculty from other disciplines; in the past, these courses have been held in such cities as London, Paris, Venice, Florence, Rome, Ghent, and Athens.

Students may also minor in Art History.

Art History majors and minors study with faculty who curate art exhibitions in the United States as well as internationally and who publish their research in art catalogs, journals, and books.

### Enhanced Learning Opportunities and Careers for Art History Majors

Graduates with a degree in Art History will find themselves well equipped for a variety of career opportunities, and well prepared for study on the graduate level. As part of a small, liberal, creative and performing arts college in New York City—the premiere center for art, design and museum culture in the United States—students take full advantage of the professional opportunities in the metropolitan area through internships in galleries, auction houses, design studios, advertising agencies, publishing houses, and many other businesses. Recent locations of internships include the Children's Museum of Manhattan, Clampart Gallery, Paul Kasmin Gallery, Godel & Co. Fine Art, YM Magazine, Teen Vogue, Martha Stewart, the International Center of Photography, Philips de Pury & Company, Christie's, Sotheby's, The Guggenheim Museum, The Metropolitan Museum of Art, and The Rubin Museum of Art.

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

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## Academic Offerings

### Art History

#### MAJOR: ART HISTORY

42 Credits

B.A. (1002)

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

#### Learning Goals for the Major in Art History

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

- Demonstrate scope and depth of knowledge in art historical and aesthetic practices.
- Pursue critical inquiry through close observation and verbal and written expression.

- Acquire, through experiential learning, visual literacy applicable to the historical and contemporary cultural environment.
- Advocate for the arts and actively participate in cultural aspects of society.

ART 111 Drawing I	3	One of the following	3
ART 116 Color and Design	3	ART 114 Painting I	(3)
ART 250 Survey of Western Art I	3	ART 121 Photography I: An Introduction to Medium, Content and Context	(3)
ART 252 Survey of Western Art II	3	ART 210 Digital Imaging I	(3)
ART 451 Senior Art History Seminar	3		
Art History majors must take eight electives, one from each of the following six areas of study. Four of these electives must be at the 300-level or above.		24	
Ancient-Medieval			
ART 351 Ancient and Classical Art	(3)	Non-Western & Indigenous	
ART 353 Medieval Art and Architecture	(3)	ART 269 The Art of Africa and Oceania	(3)
		ART 270 Survey of Asian Art	(3)
Renaissance-Baroque		Theory and Practice	
ART 318 Michelangelo	(3)	ART 290 History & Mission of Arts Institutions	(3)
ART 325 Caravaggio, Bernini, and Baroque Art in Rome	(3)	ART 291 Aesthetics and Criticism	(3)
ART 355 Renaissance and Baroque Art	(3)	ART 310 Philosophy of Art	(3)
		ART 319 The Artist's Career	(3)
		ART 320 History of Museums and Collections	(3)
		ART 361 Curatorial Studies Seminar	(3)
18th Century-Modern			
ART 205 History of Photography	(3)		
ART 356 American Art	(3)		
ART 380 Modern Art I	(3)		
ART 381 Modern Art II	(3)		
Art Since 1945			
ART 362 Visual Arts Seminar: New York City	(3)		
ART 384 Contemporary Art	(3)		
ART 475 The Avant-Garde in Art, Film, and Performance	(3)		

#### Honors in the Art History Major (3 additional credits)

Art History majors who have maintained a GPA in the major of 3.5 or higher may enroll in an Honors Independent Study (ART 499) during their final semester. Students who earn an A or A- in the Art History Honors Independent Study will graduate with honors in the major. Non-majors may petition the Art & Art History department for approval.

#### MINOR: ART HISTORY

18 Credits

#### Learning Goals for the Art History Minor

After completing the minor in Art History, students will be able to:

- Demonstrate basic knowledge of art historical and aesthetic practices.

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

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

For course descriptions, please see Art and Art History Courses

**ART AND ART HISTORY COURSES (ART)**

**ART 111. Drawing I**

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

**ART 114. Painting I**

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

**ART 115. Ceramics I**

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

**ART 116. Color and Design**

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

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

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

**ART 125. Introduction to Drawing**

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

**ART 154. Fine Arts: Theory and Practice**

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

**ART 166. Exploring the Visual Arts**

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

**ART 205. History of Photography**

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

**ART 206. Printmaking**

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

**ART 209. Ceramics II**

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

**ART 210. Digital Imaging I**

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

## Art and Art History

### ART AND ART HISTORY COURSES (ART)

#### ART 211. Drawing II

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

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

This course builds on foundation skills and is intended for students with an intermediate understanding of black-and-white photography, darkroom techniques, and camera handling who are prepared to explore the creative potential of the photographic medium. To further the development of a personal aesthetic, students engage in research to identify historic or contemporary photographers whose work inspires them. Both an oral presentation and a written research paper are required to deconstruct the photographer's techniques and determine how they can incorporate similar methodologies into their own image-making process. An important experiential aspect of study will be viewing numerous historic and contemporary photographic exhibitions and will require students to think analytically and engage in classroom discussions as part of the critique process. The course culminates in the creation of a cohesive portfolio of images and a well constructed artist statement. Fee: \$40.00. Prerequisite: ART 121. [Offered: F, S] (3).

#### ART 215. Illustration

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

#### ART 220. 2-D Animation

Students will learn the language of animation with a focus on timing, staging, and other techniques to pursue naturalistic movement in character-driven sequences. Hand-drawn, cut paper, and digital animation techniques will be explored as a combined workflow in Adobe Photoshop and Flash platforms. Students work together to discuss, write, storyboard, and animate two finished shorts, the second of which reflects the collaborative efforts of the whole (3). Fee \$40.

#### ART 224. The Fluid Object: 3-D Modeling

This course bridges new and traditional approaches to creating three-dimensional forms in space. Students will move fluidly between the virtual and the physical, and between the art studio and the computer lab, gaining a facility with industry standard 3-D modeling software. They learn basic sculptural techniques using the mediums of clay, paper and cardboard. Studio projects will integrate analog and digital technologies, with an emphasis on the creative process - from initial conception to the planning, execution and final realization (3). Fee \$40.

#### ART 226. Digital Photography

This course is intended to give students an introduction to the basics of image creation using digital cameras. Both technical and creative aspects will be covered, including controlling exposure with the manual settings of the camera, using exposure settings for artistic effects, composition, lighting, critical analysis and presentation of finished work. Readings, discussions, oral presentations, and fieldwork are an integral part of the class experience. Co-req. WRIT 101 (3). Fee \$40

#### ART 237. Graphic Design I

This project-based analog course introduces students to the fundamentals of graphic design. Readings address both contemporary and historical design topics. Students solve graphic problems that address issues of composition, typography, and the relation of form to content. The iconography of our contemporary culture and its relationship to foundational forms are explored. This course emphasizes craftsmanship and nurtures an analytical approach necessary to succeed in the field of graphic design. Fee: \$40.00. Prerequisite: WRIT 101 [Offered: F] (3).

#### ART 240. Drawing on Location: New York City

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

#### ART 250. Survey of Western Art I

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

#### ART 252. Survey of Western Art II

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



## Art and Art History

### ART AND ART HISTORY COURSES (ART)

#### ART 260. Sophomore Art History Seminar

As a continuation of an intensive program of study for the Major or Minor in Art History, this sophomore-level course will work through various historiographic and theoretical methodological approaches to the history of art through selected texts of the field by such authors as Hegel, Wölfflin, Ruskin, Riegl, Panofsky, Gombrich, Schapiro, Baxandall, and Nochlin. It will encompass multiple topics and critical analyses and culminate in research papers, oral presentations, exhibition critiques, and catalogue entries. By special permission, students majoring in other disciplines may enroll. Prerequisites: WRIT 101; ART 250 and ART 252 (3).

#### ART 269. The Art of Africa and Oceania

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

#### ART 270. Survey of Asian Art

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

#### ART 288. Visual Arts Abroad

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

#### ART 290. History & Mission of Arts Institutions

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

#### ART 291. Aesthetics and Criticism

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

#### ART 301. Figure Drawing I

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

#### ART 302. Figure Drawing II

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

#### ART 303. Watercolor Painting

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

#### ART 307. The Contemporary Portrait

This upper level painting course examines contemporary approaches to the genre of portraiture. Direct observation of models and the use of photographic references provide the base to explore the intersection of form, concept and meaning. Students are encouraged to experiment with scale, perspective, pictorial organization and process. Group critiques serve as a forum to address contemporary issues and practices in painting. Image lectures, visits to current exhibitions, demonstrations, readings and research will complement the studio investigations. Prerequisite: ART 114. Fee: \$40.00 (3).

#### ART 309 Silkscreen & The History of the Multiple

This course introduces the processes, history and contemporary applications of silkscreen printing. Students explore traditional and experimental techniques including hand drawn, photographic, photocopied and digital color separations. An emphasis is placed on developing an independently conceived, thematic and cohesive body of work. Group critiques, demonstrations, image lectures, visits to current exhibitions and readings will situate the studio practice in the context of traditional and contemporary graphic and fine art production. Fee \$40.00 Prerequisites: ART 111, 125 or 116. [Offered: S]

#### ART 310. Philosophy of Art

(Same as PHIL 310)

This course is intended to help the advanced student understand the philosophical perspectives that inform particular periods or trends in the history of art. It will also analyze the degree to which these perspectives have shaped or can shape the way we look at or interpret works of art. These issues will be explored through readings in theoretical texts, artists' writings and visual analysis of works of art. Prerequisites: WRIT 102 or 201; PHIL 101, 103 or 251, or ART 291; ART 250 or 252 (3).

## Art and Art History

### ART AND ART HISTORY COURSES (ART)

#### **ART 312. A History of Graphic Design and Illustration**

This course will confront the complex development of graphic design and illustration in Western culture. The progression of study is primarily chronological and the content is international in scope. A summary of the Industrial Revolution will rapidly segue into the semester's area of focus—the 20th century and, subsequently, contemporary practice. Students build awareness of the relationships among geography, technology, language, culture, ideology, politics, and aesthetics. Students will establish a critical understanding of design and illustration within cultural and international contexts. Prerequisite: WRIT 102 or 201 (3)

#### **ART 315. Painting II**

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

#### **ART 316. Digital Illustration**

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

#### **ART 318. Michelangelo**

This monographic course will attempt to deal with issues of form, meaning and context in the work of the Italian Renaissance artist Michelangelo Buonarroti (1475-1564). The emphasis is on a modern analysis of Michelangelo and his historical and artistic context, including the importance of architecture in his work, his literary aspirations, questions of Mannerist style in his later art, and biographical issues. Through the in-depth study of this single artist, students will gain a deeper insight into ideas in artistic culture in the Renaissance. Prerequisites: WRIT 102 or 201 & ART 252 (3)

#### **ART 319. The Artist's Career**

Artists face a daunting environment when they try to establish their careers. This course is designed to help budding artists with precisely that ambitious goal. It will provide essential information to guide students through the fundamental steps in career-building. Topics include developing a clear understanding of the various career options, understanding financial considerations, developing marketing tools, applying for grants, networking, developing an awareness of common pitfalls, working with dealers and representatives, collaborating with other artists, working with studio assistants, conducting interviews with the press, understanding and writing contracts and legal aid, building secondary careers (such as freelance curator, teacher, lecturer, arts administrator, art handler, appraiser, and so on), and surviving career slumps, as well as finding your identity as an artist, defining your own success, and balancing personal and work issues. Prerequisites: WRIT 102 or 201; ART 250 or 252 (3).

#### **ART 320. History of Museums and Collections**

A museum is defined by the International Council of Museums as a “permanent institution in the service of society and of its development, open to the public, which acquires, conserves, researches, communicates, and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study, and enjoyment.” This upper-level course introduces students to the history of public and private museums and collections; it invites students to compare these collections. Through readings and field trips, guest lectures and class discussions, students gain exposure to fine and decorative art collections; scientific, archaeological, botanical, zoological, historical, and heritage collections (e.g., the Museum of Natural History, the Museum of the American Indian); museums of the communication arts (film, television, video, and digital); as well as mobile and virtual collections. They will study and compare the history of collectors and patrons, from the ancient Romans, to the Italian Renaissance aristocrats and clergy, to the speculators of the present-day. Finally, they will grapple with some of the complex moral and ethical issues concerning art law, property rights, and current debates on the restitution of treasured works of art. Prerequisites: WRIT 102 or 201 and ART 250 or 252; or permission of the department (3).

#### **ART 324. Careers in Arts Administration** (Same as DANC/THTR 324)

This workshop examines career opportunities, service organizations, placement services, resumes and interviews. Topics also include the changing role of the arts in society, mainstream and alternative employment settings, and an overview of the job market. Students will prepare resumes and an employment strategy. Prerequisite: completion of all other courses for the minor (1).

**ART AND ART HISTORY COURSES (ART)**

**ART 325. Caravaggio, Bernini, and Baroque Art in Rome**

This course studies the painting, sculpture, and architecture of Rome in the Baroque era. It introduces the recent past of Rome in the 16th century and assays the continued importance of Ancient Rome for the development of the Imperial/Papal capital. It explores the development of early Baroque painting, with a focus on Caravaggio, the Carracci, and their followers, as well as Bernini, covering the entirety of his illustrious career. The course covers painting, sculpture, architecture, musical culture, graphic arts and other media, and includes visits to local collections where students will be introduced to some of the leading professionals in the field. Prerequisites: WRIT 102 or 201; ART 252 (3).

**ART 328. The Arts & Social Change**  
 (Same as DANC/THTR 328; see course description under Theatre Arts.)

**ART 338. Graphic Design II: Digital**

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

**ART 341. Sublime in Art and Philosophy**  
 (Same as PHIL 341)

The course will focus on the theme of beauty in nature, landscape, or place, as both an aesthetic and philosophic concept. In the process, we will examine how an appreciation of natural beauty has inspired artistic creations, from landscape paintings to contemporary conceptual art, as well as environmentalist concerns for the protection and preservation of pristine wilderness. Readings will include selections from the history of philosophy, artists' writings, and essays by contemporary environmentalists, with an emphasis on the United States. Prerequisites: WRIT 102 or 201 (3).

**ART 344. Typography and Image**

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

**ART 346. Artists' Books**

This course explores the practice of book making as a visual art medium. Students develop a series of hand-built books based on a cross-cultural exploration of the literary, poetic and fine art objects that make up the history of the book. The narrative structure may combine text and image, consist solely of image or text, however the emphasis is on conceiving the book as a visual object. Lectures, individual and group critique, demonstrations, research and written essays are integral components of the course. Prerequisites: ART 111 & WRIT 102 or 201 (3)

**ART 347. Advanced Photography Studies Seminar**

Students pursuing a variety of intermediate and advanced level areas of study through an articulation agreement with The International Center of Photography (ICP), must also attend this weekly seminar based course that combines the creative and analytical aspects of photography. Students may take up to four courses in a variety of topics offered at ICP including Advanced Darkroom Techniques, Studio Lighting, Portraiture, Documentary Photography, Fashion Photography, Alternative Photographic Processes, Intermediate and Advanced Photoshop, Intermediate and Advanced Digital Printing. This seminar offers an academic and experiential perspective in a small, highly interactive class with an emphasis on private tutorials to support each student's photographic interest. Seminar activities include critical readings, research and written response papers to historic and contemporary photographic exhibitions and field trips to fine art and commercial venues. Culminating projects include the production of two distinct bodies of work. Students may repeat enrollment for credit, but may not repeat topics.

One portfolio reflects the principles mastered through the ICP coursework and the other developed through the conversations and discussions that evolve throughout the semester. Prerequisite: Art 121, Art 213 [Offered: F,S] (3)

**ART 348. Operations & Management for the Arts**

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

**ART 350. Watercolor Painting II**

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

**ART 351. Ancient and Classical Art**

This is an upper level research course that focuses on the arts of ancient Egypt, the ancient Near East and ancient Greece and Rome. Assigned readings as well as individual research projects form the basis for the class. This course is designed as a topics oriented seminar. Prerequisites: WRIT 102 or 201 & ART 250 (3).

**ART 353. Medieval Art and Architecture**

This survey course presents a study of the art and architecture from the fourth through the fourteenth centuries beginning in the era of Constantine and Rome's legalization of Christianity and concluding with the Black Death and Proto-Renaissance. While concentrating on the history and religious context of western Europe in the Early Christian, Romanesque and Gothic periods, the course will also illuminate connections with Jewish, Byzantine and Islamic cultures. The material studied includes sacred and secular architecture, manuscript illumination, painting, mosaics, sculpture, stained glass, ceramics and the decorative arts in both the private and the public realms. Prerequisites: WRIT 102 or 201 & ART 250 (3).

## Art and Art History

### ART AND ART HISTORY COURSES (ART)

#### ART 355. Renaissance and Baroque Art

This course studies the visual arts beginning with the late-Gothic era and tracing its roots in Byzantine Art and icons, then follows practices in Italian painting at the time of Giotto in the turn of the thirteenth century, and then moves through Flemish art of the fifteenth century and the Italian Renaissance. It works through ancillary movements such as Mannerism, and concludes with an examination of the various statements of the European Baroque in the seventeenth century, covering Italy, France, Germany, England, the Low Countries and Spain. Areas covered include painting, sculpture, architecture, manuscript illumination, graphic arts and other media and the course will include mandatory visits to local collections both with and without the instructor. Prerequisites: WRIT 102 or 201 & ART 252 (3).

#### ART 356. American Art

This upper level course offers an in-depth exploration of American art from the pre-colonial period to postmodernism within its broader material, intellectual and cultural contexts. Although the subject matter is presented chronologically, the course is focused on key themes in American history, such as the development of republican values during the eighteenth century, the conflicts over national identity during the Civil War, the impact of the Darwinian revolution in post-Civil War America, and the growing pluralism of the modern era. Intersections among art, literature, science, religion, and philosophy are featured. Students are exposed to a variety of art historical methodologies that serve as a foundation for work in the major. The course includes visits to American art collections in and around New York. Prerequisites: WRIT 102 or 201 & ART 250 or 252 (3).

#### ART 361. Curatorial Studies Seminar

This seminar is a liberal arts course in which students build on their art historical training to study core curatorial concepts of collections planning, research, analysis, documentation, management and exhibition development, and relate them to the evolving role of museums, galleries, and other art institutions in society. At the same time, it explores the ways in which emerging ideas blend with traditional curatorial skills and knowledge. To complement this theoretical perspective, students study the practical work of curating an art exhibition from start to finish. Through coursework, readings, and visits to collection and exhibitions, students learn how curators determine themes of exhibitions, conduct research, review artists' works in person or in reproduction, visit artists' studios, formulate lists of works, and write proposals describing displays and exhibitions. They learn how curators write exhibition catalogues and supplementary textual materials (text panels, object labels, audio guides, and podcasts); collaborate with editors, book designers, and publishers; collaborate with exhibition designers and other museum personnel; and determine venues for exhibitions. The course includes multiple visits to museums, galleries, and private collections with the instructor. Prerequisites: WRIT 102 or 201, ART 252(3).

#### ART 362. Visual Arts Seminar: New York City

This off-site seminar is an upper level course, which provides an in-depth view of New York's art and architectural scene, blending history and current exhibitions. Weekly field trips are supplemented by critical and historical readings. Through experiential learning, students will hone their critical and evaluative skills regarding works of art, the history of the City, and the role of residents in its pulsating aesthetic and cultural life. Prerequisites: WRIT 102 or 201 & ART 166, 250 or 252 [Offered: F, S] (3).

#### ART 366. Devising Performance Events

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

#### ART 370 Art Therapy: Principles and Practices

(Same as PSYCH 370)

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

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

This is a chronological survey of developments in the art of Europe & America rising out of the Age of Revolution in the late-18th century, and commencing with the establishment of Neoclassicism as a dominant style. Subsequent periods covered include Romanticism, Realism, Aestheticism, Impressionism, Naturalism, Symbolism, & Post-Impressionism. Some of the major themes that frequently recur in the course and that interrelate with contemporary scholarship on the period are concepts of empire, colonialism, women's art production, feminism, primitivism, socialism, Marxist approaches to art as propaganda, the avant-garde, & formal innovation. Prerequisites: WRIT 102 or 201 & ART 252 (3).

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

The focus of this class is on a variety of different themes and methodologies, and attempts to provide a broad introduction to the period and the discipline for new students and continuing majors. Interwoven throughout the course are connections with sculpture and graphic arts and design and architecture, as well as new media in more contemporary works, although the main focus is on the art of painting and its immediate adjuncts. The aim is to acquaint the students with major international movements such as Fauvism, Cubism, Expressionism, Abstraction, Futurism, Suprematism, DeStijl, Dada, Surrealism and Abstract Expressionism. In particular, we will interrogate not only the forms of art in the period, but also the construction of art history in the age of Modernism and the development of institutions that have largely shaped our experience of art since. Prerequisites: WRIT 102 or 201 & ART 252 (3).



## Art and Art History

### ART AND ART HISTORY COURSES (ART)

#### ART 384. Contemporary Art

This course presents an international survey of the disparate trends and currents in the visual arts since the 1970s, including feminist art, conceptual art, environmental art, post-minimalism, neo-expressionism, post-modernism, deconstruction in recent art. Prerequisites: WRIT 102 or 201 & ART 252 (3).

#### ART 392. Fundraising & Marketing for the Arts

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

#### ART 393. Special Topics in Art

Topics are offered on a rotating basis, and will focus on a specific aspect of art production or research. Areas of Study include History of Artmaking in New York City, Dada and Surrealism, Sculpture and Mold Making, Practices in Paint Media. Students may repeat enrollment for credit, but may not repeat topics. Certain topics will be taught as a studio/production course, in which case a material fee of \$40 may be attached. Prerequisite: WRIT 102 or 201 (3).

#### ART 410. Advanced Studio Production

This course provides an opportunity for the upper level studio art student to develop an independent body of work. Every step of the production process, from initial conception to execution, exhibition and post-production analysis, is examined in the context of historical and contemporary artistic practices. An emphasis is placed on attaining clarity of intention through conceptual, material and theoretical investigation. The mediums and techniques are based on the parameters of individual projects and may include traditional, experimental or cross-disciplinary approaches to visual art production. Image based lectures, critiques, readings, discussions, written assignments, oral presentations and visits to current exhibitions are integral components of the course. This course may be repeated for an additional 3 credits. Prerequisites: ART 211, 301, 315. Prerequisites: ART 211, 301, 315 or permission of the instructor (3).

#### ART 411. Senior Art Seminar

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

#### ART 415. Advanced Painting

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

#### ART 451. Senior Art History Seminar

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

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

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

#### ART 480. Professional Portfolio

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

#### ART 297/397/497. Research

#### ART 298/398/498. Directed Study

#### ART 299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### ART 261. Images of Women in Art

#### ART 257. History of Graphic Design

#### ART 317. Narrative Illustration

#### ART 342. Digital Imaging II

#### ART 352. 3-D Animation

## Asian Studies

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

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

**Division:** Humanities and Social Sciences

**Division Chair:** Bradley Herling, Ph.D.  
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**Phone:** 646-393-4111

### Department Faculty:

#### Yu-Yin Cheng

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M.A. & Ph.D., University of California, Davis  
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#### Bradley L. Herling

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Chair, Division of Humanities and Social Sciences  
B.A., Wesleyan University  
Ph.D., Boston University  
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#### Jill C. Stevenson

Professor of Theatre Arts  
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Ph.D., The Graduate School and University  
Center, CUNY  
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## MINOR: ASIAN STUDIES

**18 Credits**

Learning Goals for the Asian Studies Minor Students who complete the Asian studies minor will be able to:

- Identify and discuss significant texts, figures, events, and trends (cultural; historical; religious; philosophical; scientific; economic) from a broad range of Asian contexts.
- Articulate ways in which relationships between Asian civilizations and communities have shaped, and continue to shape, the region.
- Articulate ways in which the events and ideas from the Asian continent have shaped, and continue to shape, international culture and history.
- Identify and utilize a variety of resources on Asian history and culture available throughout the New York City region (museums; archives; government and non-profit organizations; theatres; etc.)
- Demonstrate through research papers and presentations an in-depth understanding of one Asian nation's history and culture.

### Required:

HIST/IS 232 East Asian Civilizations	3	HIST/IS 374 History of People's Republic of China	(3)
RS 120 Introduction to Asian Religions	3	PHIL 328 Chinese Philosophy	(3)
		PHIL 329 Indian Philosophy	(3)
		RS 326 Buddhism	(3)
		RS 327 Hinduism	(3)
Four of the following, two of which must be 300-level or above and two of which must be from non-IS disciplines	12	THTR 465 Advanced Studies in Theatre: Asian Theatre	(3)
AIP 301 Ghost Stories and Fox Tales in Chinese Culture	(3)	THTR 465 Advanced Studies in Theatre: Japanese Theatre	(3)
AIP 302 Chinese Culture Through Fiction and Drama	(3)		
ART 270 Survey of Asian Art	(3)		
EWL 420 Reading Contemporary India	(3)		
HIST/IS 237 Modern East Asia	(3)		
HIST/IS 238 Modern China	(3)		
HIST/IS 239 Modern Japan	(3)		
HIST/IS 372 Women and Family in Chinese History	(3)		

Behavioral Neuroscience

Behavioral Neuroscience examines the role of the nervous system on behavior. The Bachelors of Science (B.S.) in Behavioral Neuroscience is an interdisciplinary and interdepartmental major combining psychology, biology, chemistry, math and speech language pathology and audiology. It is designed to promote an in-depth understanding of the rapidly expanding field of neuroscience.

An emphasis on the practical applications of neuroscience to scientific, health, social, political, cultural and ethical issues will combine to provide insight for improving quality of life, especially for vulnerable populations. Students completing this

major, in conjunction with specific course requirements for individual programs will be prepared to pursue advanced degrees in neuroscience (Master's, Ph.D., MD or JD (Neuro-Law)), Baccalaureate careers, professional programs in neuroscience (e.g. clinical psychology, art /dance therapy) and related fields.

Consistent with the MMC mission, a major in behavioral neuroscience will provide students with a multidisciplinary foundation allowing them to be competitive in professional academic programs, in addition to preparing students to be an active participants helping to provide solutions to world issues under the purview of neuroscience.

Division:	Sciences	Division Assistant:	Kate Warner
Division Chair:	Ken Ching, Ph.D. kching@mmm.edu	Division Office:	kwarner@mmm.edu Carson Hall 706
		Phone:	212-774-0725

Faculty: Faculty from various Departments teach courses in the Behavioral Neuroscience major.

MAJOR: BEHAVIORAL NEUROSCIENCE (2099)	45 Credits
B.S.	General Education: 42 Credits; Major: 45 Credits; Elective Credits: 30 Credits

Learning Goals for the Major in Behavioral Neuroscience

After completing the major in Behavioral Neuroscience students will be able to:

- Demonstrate an understanding of the biological bases of behavior on both the micro (e.g. neurocellular, neurophysiological, and neurochemical) and macro (e.g. central and peripheral nervous system) level.
- Integrate and apply neuroscientific principles to current social, psychological and biological conditions.

- Actively participate in the neuroscientific community by applying their knowledge of distinct research methods to design or participate in investigative studies.
- Analyze and interpret current literature (including primary and peer-reviewed journal articles) related to specific neuroscience topics using critical thinking skills.
- Clearly and effectively articulate neuroscientific principles in written and oral form.

Required Courses:	Two of the following courses	6
BIOL 220 General Biology I	AIP 319 Acoustic Sensations	(3)
BIOL 222 General Biology II	BIOL 234 Physiology	(3)
BIOL 240 Cellular and Molecular Biology	BIOL 425 Genetics	(3)
BIOL/NEU 335 Developmental Neurobiology	PSYCH 359 Cognitive Psychology	(3)
CHEM 103 Principles of Chemistry	PSYCH 363 Abnormal Psychology	(3)
CHEM/PSYCH 348 Drugs and the Brain	PSYCH 379 Animal Behavior	(3)
MATH 224 Statistics or	SPCH 316 Psycholinguistics	(3)
PSYCH 229 Statistics for the Behavioral and Social Sciences		
PSYCH 102 General Psychology II		
PSYCH 241 Perception		
PYCH 333 Behavioral Neuroscience		
NEU 497 Research (Capstone)*		

BEHAVIORAL NEUROSCIENCE COURSES (NEU)

NEU 335. Developmental Neurobiology (Same as BIOL 335; see course description under Biology.)	NEU497. Science Research Prerequisite: permission of Department faculty. (1-6).
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For other course descriptions please refer to the appropriate section (Biology, Chemistry, etc.)

## Biology

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

The B.S. in Biology is appropriate for students interested in pursuing post-graduate studies in various medical fields or research in the life or physical sciences.

The B.A. in Biology is appropriate for students seeking careers as physical or occupational therapists, and physician assistants, as well as other health science professions, or for students wanting to enter the workforce upon graduation.

The Biomedical Sciences major is described later in the catalogue.

Students pursuing the Biology major are strongly encouraged to participate in faculty-guided scientific research experiences, both on-site and off-campus. Internships and Independent Study Projects, co-mentored by faculty and various members of the many outstanding NYC biomedical facilities, are also available.

An optional Thesis Track in Biology is available to all Biology majors to propose and conduct research over multiple semesters. Students choosing this option will graduate with honors in the major.

Admission to the Biology program is based on students' academic qualifications, including SAT/ACT scores, standardized science exam scores and high school GPA.

The Natural Sciences Department also offers minors in Biology, Chemistry, Neuroscience and Environmental Studies for students from any major seeking to expand their knowledge and career options.

**Division:** Sciences  
**Division Chair:** Ken Ching, Ph.D.  
 kching@mmm.edu  
**Division Assistant:** Kate Warner  
 kwarner@mmm.edu

**Division Office:** Carson Hall 706  
**Phone:** 212-774-0725

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

**Benedetta A. Sampoli Benitez**  
 Professor of Chemistry and Biochemistry  
 Chair, Department of Natural Sciences  
 B.S. & M.S., University of Florence  
 Ph.D., University of California, San Diego  
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**Alessandra Leri**  
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 Coordinator, Environmental Studies Programs  
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 M.A., University of Virginia  
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 aleri@mmm.edu

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



**Biology****MAJOR: BIOLOGY****49-51 Credits****B.A. (0401)****General Education: 42 Credits; Major: 49-51 Credits; Elective Credits: 23-29 Credits**

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

**Learning Goals for the B.A. in Biology**

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

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

- Demonstrate enhanced critical thinking skills.
- Integrate and apply scientific information.
- Utilize research strategies to address scientific questions.
- Effectively communicate scientific principles orally and in writing.
- Actively participate in the scientific community.
- Demonstrate appropriate training for the pursuit of post baccalaureate careers, advanced degrees or professional programs.

**Major Requirements:**

BIOL 220 General Biology I (w/laboratory)	4	BIOL 320 Microbiology (w/laboratory)	4
BIOL 222 General Biology II (w/laboratory)	4	BIOL/CHEM 340 Introduction to Organic and Biochemistry or	
BIOL 240 Cellular and Molecular Biology (w/laboratory)	4	CHEM 317/318 Organic Chemistry I (w/laboratory)	4 or 5
BIOL 234 Human Physiology (w/laboratory) or		BIOL 425 Genetics	4
BIOL 329 Physiology (w/ Laboratory)	4	BIOL 490 Senior Seminar	1
BIOL 251 Laboratory Research Methods	2		
CHEM 233/234 General Chemistry I (w/laboratory)	4	In addition students should also take one of the following courses:	
CHEM 235/236 General Chemistry II (w/laboratory)	4	BIOL 127 Evolution	(3)
MATH 224 Statistics	3	BIOL 136 Anatomy	(4)
PHYS 201 Introduction to Physics (w/laboratory) or		CHEM 105 Chemistry and the Environment	(3)
PHYS 261 General Physics I (w/laboratory)	4	ENV 115 Environmental Science	(3)

**MAJOR: BIOLOGY****60 Credits****B.S.****General Education: 42 Credits; Major: 60 Credits; Elective Credits: 14-18 Credits**

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

**Learning Goals for the B.S. in Biology**

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

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

- Utilize research strategies to address scientific questions.
- Effectively communicate scientific principles orally and in writing.
- Actively participate in the scientific community.
- Demonstrate appropriate training for the pursuit of post baccalaureate careers, advanced degrees or professional programs.

**Major Requirements:**

BIOL 220 General Biology I (w/laboratory)	4	PHYS 262 General Physics II (w/laboratory)	4
BIOL 222 General Biology II (w/laboratory)	4	CHEM 317/318 Organic Chemistry I (w/laboratory)	5
BIOL 240 Cellular and Molecular Biology (w/laboratory)	4	CHEM 319/320 Organic Chemistry II (w/laboratory)	5
BIOL 251 Laboratory Research Methods	2	BIOL 320 Microbiology (w/laboratory)	4
CHEM 233/234 General Chemistry I (w/laboratory)	4	BIOL 329 Physiology (w/laboratory)	4
CHEM 235/236 General Chemistry II (w/laboratory)	4	BIOL 425 Genetic	4
MATH 210 Calculus I	3	BIOL/CHEM 441 Biochemistry	4
PHYS 261 General Physics I (w/laboratory)	4	BIOL 490 Senior Seminar	1

Prerequisite Mathematics Courses for Science Majors 0-4 Credits

All Science majors must take MATH 141 Precalculus (3) and receive grades of C or higher unless specifically exempted by the Department of Natural Sciences. Students not ready for

Precalculus must take MATH 113 QR: Mathematics of the Physical World and MATH 113R QR: Mathematics of the Physical World—Recitation for Science Majors.

## Academic Offerings

### Biology

#### THESIS TRACK

An optional Thesis Track in Biology is available to all Biology and Biomedical Sciences majors. Requirements for graduation with a thesis:

- Student must be a Biology or Biomedical Sciences major and have and maintain an overall GPA and Science GPA of 3.2 or greater.
- Student must generate a proposal for a novel research project (in conjunction with a Thesis/Research Advisor of their choosing\*) and submit it for approval by the Department of Natural Science Thesis Committee (“the Committee”)  
\* (Research/Thesis Advisor must be a full-time faculty member of the Natural Science Department or be approved by the Committee).
- Students must conduct three consecutive semesters of Natural Science research (may include a summer) unless the Committee approves otherwise.
- Students must enroll in Science Research 297, 397 and 497(BIOL, CHEM, or PHYS designation dependent on area of research) during the semesters they are conducting research for AT LEAST 3 credits each semester.

- Students must present their research findings at a minimum of two conferences (chosen in conjunction with their Thesis/Research Advisor), one of which may be held on the MMC campus.
- Students must write a thesis which is reviewed by at least one reader from the Committee and is approved by their Thesis/Research Advisor.
- Students must successfully present and defend their thesis to the Committee; this presentation should be public and open to the MMC community.
- Students may conduct research on the MMC campus or at an off-campus location approved by the Committee.
- An off-campus research project must additionally include:  
A) a progress report submitted each semester from the approved off-campus Thesis/Research Advisor;  
B) a Committee member as the Reader of Thesis.  
Successful completion of the thesis track will be acknowledged on the student’s transcript.

#### MINOR: BIOLOGY

17-20 Credits

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

##### Required Courses:

BIOL 220 General Biology I  
BIOL 222 General Biology II

8  
4  
4

The student may substitute MATH 141 Precalculus for MATH 113 Quantitative Reasoning, if his/her background is sufficient. If not, MATH 129 Intermediate Algebra will have to be taken prior to beginning the minor and MATH 141 will become an elective.

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

##### The student is required to take a minimum of 9 credits from the following courses (of which at least 3 credits at the 300-level):

BIOL 127 Evolution  
BIOL 136 Anatomy  
BIOL 234 Human Physiology  
BIOL 240 Cellular and Molecular Biology  
BIOL 317 Nutrition and Health

(3)  
(4)  
(4)  
(4)  
(3)

BIOL 320 Microbiology  
BIOL 330 Conservation Biology  
BIOL 332 Bioethics  
BIOL 335 Developmental Neurobiology  
BIOL 392 Ecology

(4)  
(3)  
(3)  
(3)  
(3)

#### MINOR: NEUROSCIENCE

17 Credits

As you are reading this description, the very act of reading (moving your eyes from side-to-side and up and down) and comprehension of what you have just read is a result of brain activity. Thus, behavior and cognitive functions are biological phenomena resulting from brain activity. The field of neuroscience examines how the brain, made up of billions of tiny neurons, produces psychology. It also demonstrates that social and biological explanations of psychology are not mutually exclusive, but rather complementary. Social factors influence our psychology by

modulating the activity of our brains similar to biological mechanisms. Neuroscience grapples with the age-old mind-body problem: how can a material structure (the brain) produce immaterial experiences such as, thoughts and emotions and analyzes the havoc minute damage to the brain can cause to all aspects of behavior and cognitive processes. In summary, the minor examines the nervous system with a focus on function and on how our behavior and brains interact.

For description of the curriculum please see Psychology.

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

In this course, students will learn the fundamentals of nutrition, the science that studies food and how food is absorbed and processed in our body. Students will explore the role of the nutrients in our life and the principles behind the design of a healthy and balanced diet. Other topics include: cellular metabolism of nutrients, energy metabolism, relation of nutrition to exercise, eating disorders, preparation of food and use of preservatives. This course also has a lab component and students will perform hands-on experiences related to nutrition. No science background is required. Fee: \$60.00. Co-requisites WRIT 101 and MATH 113 or higher (3).

**BIOL 127. Evolution**

Course reviews historical and current views of the origin and evolution of life on earth, mechanisms of organic evolution as inferred from different lines of evidence, and basic population dynamics. Students will conduct two projects at the American Museum of Natural History applying what they learned in the classroom." Corequisites: WRIT 101 & MATH 113 or higher (3).

**BIOL 129. Heredity**

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

**BIOL 136. Anatomy**

A study of human anatomy; emphasis is placed on form/function relationships. The skeletal-muscular, cardiovascular, respiratory, urogenital and neuro-endocrine systems will be studied, with appropriate lab work. Three-hour class; three-hour lab. Fee: \$60.00 [Offered: F] (4).

**BIOL 145. Human Biology**

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

**BIOL 220. General Biology I**

This course focuses on the basic principles of cell biology, including the chemical basis of life, cell structure and function and cellular energetics. It also focuses on classical genetics and the fundamentals of molecular biology, including DNA structure and dynamics, gene expression and biotechnology. The class concludes with an introduction to evolution. The course emphasizes the scientific process involving both observation and experimentation, in both the lecture class and the accompanying laboratory section. Critical thinking skills are underscored throughout the course. Applications of science to everyday life are also explored through the use of current periodicals. In the laboratory the student is introduced to the basic tools and techniques of biological investigation: basic lab math, microscopy, instrumental analysis and quantitative experimentation. Three-hour class; three-hour lab, one and half hour recitation. Fee: \$60.00. Corequisites: WRIT 101 and MATH 141; or permission of Department [Offered: F] (4).

**BIOL 222. General Biology II**

This course introduces the science of organismic biology. It studies the mechanisms that organisms have evolved to adapt to varying environmental conditions. The modifications that occurred to sustain life in diverse habitats will be compared among the major groups studied. Physiological systems will be explored from a structural/functional standpoint. All organisms will be considered: bacteria, protists, fungi, plants and animals, as well as viruses and prions. Phylogenetic analyses based on molecular and morphological evidence expressed as cladograms (branching trees) will be presented to explore the current theories of classification. The mammalian systems will be studied in detail using humans as the comparative group. The laboratory will reinforce microscopy and introduce sterile technique and proper dissection procedures. Three-hour class; three-hour lab; one and half hour recitation. Fee: \$60.00. Prerequisite: BIOL 220; or permission of department. [Offered: S] (4).

**BIOL 234. Human Physiology**

This course presents a systems approach to human physiology. The functions of the major organ systems and the physiological mechanisms by which these functions are controlled are considered. Three-hour lecture; three-hour lab. Fee: \$60.00 [Offered: S] (4).

**BIOL 240. Cellular and Molecular Biology**

This is a lecture and laboratory course focusing on the principles and techniques of molecular and cellular biology with an emphasis on recent advances in molecular biology. Topics include the structure and function of the cell and its subcellular organelles, biological macromolecules, enzymes, biomembranes, bioenergetics, DNA replication, protein synthesis and cell motility. Techniques include aseptic technique and the handling of microbes, isolation and purification of nucleic acids, construction, selection and analysis of recombinant DNA molecules, restriction mapping, immobilization and hybridization of nucleic acids, labeling methods of nucleic acid probes, PCR and basic cell culture. Three-hour lecture; three-hour lab. Fee: \$60.00. Prerequisite: BIOL 220, BIOL 222 and CHEM 233/234, or permission of department [Offered: S] (4).

**BIOL 250. Plagues and Humankind**

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

## Biology

### BIOLOGY COURSES (BIOL)

#### **BIOL 252 Laboratory Research Methods II**

Students build on foundation skills and concepts acquired in BIOL 251 and learn advanced techniques and procedures of laboratory experimentation and research in biology and chemistry. The course is intended to prepare students for advanced laboratory experiences and independent research. 1 hr lecture, 3 hr laboratory. This course may be repeated for up to 4 credits. Prerequisites: WRIT 102, BIOL 220, CHEM 103 or other higher level Chemistry course, or permission of instructor Fee: \$60.00 (2)

#### **BIOL 251. Laboratory Research Methods**

The student will learn fundamental techniques and procedures of laboratory experimentation and research in biology and chemistry. The course is intended to prepare students for more advanced laboratory experiences and independent research in future semesters. 1 hr lecture, 3 hr laboratory. Fee: \$60.00. Pre-requisite: BIOL 220, Math 113 or higher [Offered: F] (2).

#### **BIOL 310. Biological Basis of Public Health**

(Same as PBH 310; see course description under Public Health)

#### **BIOL 317. Nutrition and Health**

This course examines the relationship of nutrition and health and introduces the concepts of public health nutrition. It integrates basic information about food intake and nutrition into discussions of policies and programs designed to improve the health status of individuals and populations. Students will learn about the nutritional needs over the lifespan (from prenatal to older adults) and will explore the role of nutrition in the prevention and/or management of certain diseases, such as cancer, cardiovascular diseases and food allergies. Eating disorders will be discussed in the context of mental health, while malnourishment and obesity will be examined emphasizing the social and economical issues associated with them. Finally the topics of food sanitation and in general food-borne illnesses will be presented. Prerequisites: WRIT 102 & BIOL 116 or BIOL 145 or any 200-level BIOL course (3).

#### **BIOL 320. Microbiology**

This course studies the morphology, life cycles, physiology and ecology of bacteria, algae, fungi and protozoa. It surveys applied microbiology. Laboratory studies deal principally with bacteria. Three-hour class; three-hour lab. Fee: \$60.00. Prerequisite: BIOL 240 (4).

#### **BIOL 322. Epidemic: The Dynamics of Infectious Disease**

This course examines epidemics from a multidisciplinary perspective focusing on the science of infectious organisms. The structure, methods of transmission and disease production, ability to evade the immune system, and management of these organisms will be discussed. Many epidemics have influenced the course of human history and remain problematic today, evolving with their hosts to avoid detection and treatment. The course will explore those organisms that are currently producing illness and examine their impact on the human population: some have a long history (e.g., tuberculosis) while others have more recently emerged (e.g., SARS). The evolution of new strains, resistance to treatment, and ecological confines will be examined to better understand the phenomena of host/parasite interactions. The course is designed to evolve with changes in the infectious disease world so that new advances in identification, treatment options, vaccine potential and emerging disease entities can be addressed. The field of epidemiology will be explored so that data collection and analyses are better understood. Prerequisite: MATH 113 or higher; one lower level DS3 course (3).

#### **BIOL 329. Physiology**

This course studies the fundamental mechanisms by which animal systems maintain homeostasis and adjust to meet the demands of the internal and external environment. Animal systems will be studied to understand the evolution of human systems. Emphasis will be placed on the relationship between structure and function. Three-hour class; three-hour lab. Fee: \$60.00. Prerequisites: WRIT 102, BIOL 220, & CHEM 235/236 (4).

#### **BIOL 330. Conservation Biology**

(Same as IDS 330)

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

#### **BIOL 332. Bioethics**

This course focuses on the contemporary issues in bioethics; the study of ethical issues in the field of medical treatment, the life sciences and medical research. It examines the standard moral and philosophical theories of ethics, then applies these concepts to current topics in bioethics including; end of life decisions, reproductive technologies, patient autonomy, human, animal and fetal research and technologies, organ transplantation and genetic testing and engineering. The primary goal of this course is to provide the student with an ethical framework to address these contemporary issues. Prerequisites: MATH 113 or equivalent (3).

#### **BIOL 333. Behavioral Neuroscience**

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



## Biology

## BIOLOGY COURSES (BIOL)

**BIOL 335. Developmental Neurobiology**  
(Same as NEU 335)

This course explores the development of the nervous system. It introduces scientific methods and techniques used to investigate developmental neurobiology, including the study of animal models. It also explores the molecular and chemical signals involved in the differentiation of the neuronal phenotypes. Students will investigate the mechanisms by which the nervous system integrates environmental cues and internal signals, as well as the consequences of these events on neuronal plasticity. Students will examine experimental scenarios and primary literature. The course explains the evolution and development of the central nervous system in invertebrates and vertebrates and the foundations of animal behavior. Three-hour lecture. Prerequisites: WRIT 102, BIOL 220, CHEM 127) or other higher level CHEM course- or permission of instructor. (3)

**BIOL 340. Introduction to Organic & Biochemistry**

(Same as CHEM 340)

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

**BIOL 379. Animal Behavior**

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

**BIOL 392. Ecology**

This course will explore the interactions that occur between organisms and their environment. It will introduce the structural hierarchy created by these interactions (e.g., populations, communities, ecosystems, biomes) and the adjustments that occur as a result of them. The environment includes not only the physical but the biological conditions under which an organism lives. The adaptations that evolve to provide organisms the ability to survive in various types of habitats will be discussed from a comparative basis. The course will thus provide an understanding of species diversity and how the environment can support such a wide array of different organisms. It will emphasize the ability of species to adjust to changes in their environment, the response of the environment to these changes, and the consequences of extinction. Ecology is a science and will be studied in the context of scientific inquiry, understanding that the principles of evolution and natural selection are at the foundation. Prerequisites: WRIT 102; MATH 113 or higher; & BIOL 222 or ENV 115; or permission of the department (3).

**BIOL 425. Genetics**

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

**BIOL 441. Biochemistry**

(Same as CHEM 441)

This course examines the chemistry of life and is organized in two fundamental parts. At the beginning it explores the structure and function of biological molecules, from proteins to lipids and carbohydrates, with emphasis on bioenergetics and biological catalysis. The second part will focus on metabolic pathways as interacting regulated systems and signal transduction. As a last topic, we will explore cancer and DNA repair mechanisms. Clinical correlations will be emphasized throughout the course and case studies will be presented to connect the material with other areas of biology. Three-hour lecture and one-and-a-half-hour recitation. Prerequisites: WRIT 102, BIOL 220/222 & CHEM 319/320 (4).

**BIOL 490. Senior Seminar**

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

**BIOL 495. Special Topics in Biology**

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

**BIOL 297/397/497. Science Research**

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

**BIOL 298/398/498. Directed Study**

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

**The following courses have been offered in the past and may be offered in the future in response to student need.**

**BIOL 140. Human Reproduction**

**BIOL 227. Comparative Anatomy**

**BIOL 328. Animal Embryology**

## Academic Offerings

### Biomedical Sciences

The Biomedical Sciences major is an interdisciplinary program combining core courses in biology, chemistry, physics, mathematics, psychology and sociology. Students study the sciences from a life-oriented perspective and develop the scientific proficiency necessary for a career in a variety of health professions. The curriculum provides the prerequisites to enter medical, veterinary and other allied health professional schools after graduation. The course load allows students to double-major or minor in other fields of interest. In particular the curriculum is designed for pre-medical students and provides all the coursework necessary to apply to medical school. The core curriculum

can be tailored in consultation with faculty in the Department of Natural Sciences for students wishing to enter other allied health fields or health-related employment after graduation. Participation in basic or clinical research is encouraged in preparation for post-baccalaureate study. An optional Thesis Track is available to Biomedical Sciences majors who conduct research over multiple semesters. Students choosing this option will graduate with honors in the major.

Successful completion of the thesis track will be noted on the student's transcript.

**Division:** Sciences  
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**Division Assistant:** Kate Warner  
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**Division Office:** Carson Hall 706  
**Phone:** 212-774-0725

**Faculty:** Faculty from various Departments teach courses in the Biomedical Sciences major.

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#### MAJOR: BIOMEDICAL SCIENCES (1299)

**48 Credits**

**B.S.** General Education: 42 Credits; Major: 48 Credits; Elective Credits: 30 Credits

#### Learning Goals for the Major in Biomedical Sciences

After completing the major in Biomedical Sciences students will be able to:

- Demonstrate foundational knowledge of biology, chemistry, physics, mathematics, and the social and behavioral sciences.

- Demonstrate proficiency in the core concepts required for entrance to professional biomedical graduate programs.
- Integrate and apply the natural, behavioral and social sciences to current biomedical issues.
- Effectively communicate scientific principles orally and in writing.

#### Major Requirements:

BIOL 220 General Biology I (w/laboratory)	4	CHEM 319/320 Organic Chemistry II (w/laboratory)	5
BIOL 222 General Biology II (w/laboratory)	4	MATH 224 Statistics	3
BIOL 441/CHEM 441 Biochemistry (w/laboratory)	4	PHYS 261 General Physics I (w/laboratory)	4
BIOL 490 Senior Seminar	1	PHYS 262 General Physics II (w/laboratory)	4
CHEM 233/234 General Chemistry I (w/laboratory)	4	PSYCH 101 General Psychology	3
CHEM 235/236 General Chemistry II (w/laboratory)	4	SOC 101 Introduction to Sociology	3
CHEM 317/318 Organic Chemistry I (w/laboratory)	5		

#### Prerequisite Mathematics Courses for Science Majors 0-4 Credits

All Science majors must take MATH 141 Precalculus (3) and receive grades of C or higher unless specifically exempted by the Department of Natural Sciences. Students not ready for

Precalculus must take MATH 113 QR: Mathematics of the Physical World and MATH 113R QR: Mathematics of the Physical World—Recitation for Science Majors.

#### THESIS TRACK

An optional Thesis Track is available to Biomedical Sciences majors. Information can be found under the Biology major.

For course descriptions please refer to the appropriate section (Biology, Chemistry, etc.)

**Business**

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

The Business program offers six majors including: B.A. in Business, B.S. in Entrepreneurship, B.S. in Finance, B.S. in International Business, B.S. in Marketing, and B.S. in Management. The difference between the Bachelor of Science degrees and the Bachelor of Arts in Business is one of emphasis. While both the B.A. and the B.S. give you the fundamental skills to pursue a business career, the B.A. program serves students who wish to master the fundamentals of business while they explore the liberal arts and develop a multidisciplinary perspective. This program allows for an individualized approach in crafting a career path or planning for graduate studies. The B.S. is designed for students who seek a traditional business program in one of the five specific fields with technical and quantitative courses.

The Bachelor of Arts in Business curriculum includes 39 credits in Business courses, 42 credits in Liberal Arts, and 39 credits in electives. The core curriculum includes one course in accounting with the remainder of courses in management, marketing, organizational behavior, information technology and a capstone course. Concentrations in this program include Advertising and Promotion, Economics, Social Entrepreneurship, Fashion Marketing, Leadership, and Media and Arts Management. These concentrations offer an opportunity for interdisciplinary study where students can take courses in Business and Liberal Arts departments including philosophy, communication and media arts, sociology, political science, international studies, art, dance, or theatre.

Students in the Bachelor of Science curriculum complete 54 credits in Business Management, 42 credits in Liberal Arts, and 24 credits in electives. The core business curriculum includes management, marketing, economics, accounting, statistics, finance, organizational behavior, information technology, business law, and a capstone course. In addition to the business core curriculum, students specialize in one of the five areas: Entrepreneurship, Finance, International Business, Marketing or Management.

All the Business programs emphasize fundamental intellectual skills: reading critically, thinking analytically, and writing clearly. Feedback from business professionals and alumni stress the importance of communicating clearly, delivering effective presentations, and working well in teams.

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

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

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

Ann Talyor Inc.	Goldman Sachs
Artemis Records	KPMG
Bank of America	J.P. Morgan Chase
Bloomberg Business News	NBC Universal
Carolina Herrera	Oprah
CBS	Merrill Lynch
CNN	Marc Jacobs International
Chanel	Michael Kors
Conde Nast	Morgan Stanley Dean Witter
Citibank	Sony Corporation
Disney	The Lyric Theatre
Dolce & Gabbana	The Rachael Ray Show
Dream Works	The Row
Elizabeth & James	The Dr. Oz Show
Financial News Network	Time Warner
Fendi	Ernst and Young
Juicy Couture	UBS
Halcyon Asset Management	Viacom
Harper's Bazaar	VITA, NYC
Google	The White House

**Additional Learning Opportunities**

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

## Academic Offerings

### Business

<b>Division:</b>	<b>Business</b>	
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## MAJOR: BUSINESS (0506)

39 Credits

**B.A.** **General Education: 42 Credits; Major: 39 Credits; Elective Credits: 39 Credits**

#### Learning Goals for the Major in Business

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

- **Business functions:** Apply concepts in marketing, management, economics and accounting in business methods and strategies.
- **Critical Thinking:** Interpret situations and apply appropriate methods to solve business problems.
- **Technology:** Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively.
- **Diversity:** Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making.
- **Communication skills:** Demonstrate competency in writing and speaking professionally.
- **Ethics:** Integrate ethical principles with business processes.

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

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

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

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

**Economics:** Apply analytical and conceptual skills in economics and demonstrate global perspective in articulating economic issues and proposing solutions to economic problems.

**Fashion Marketing:** Identify target markets, develop strategies and business plans for a fashion idea/product.

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

**NOTE:** Business majors must pass MATH 113 or a higher level math course with at least a C.

**NOTE:** All OPEN ELECTIVE courses must be chosen such that a total of 90 credits are in the liberal arts.

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



Business**MAJOR: BUSINESS (0506)****39 Credits****The Business Core:**

ACCT 215 Principles of Accounting I	3	BUS 316 Organizational Behavior	3
BUS 100 The Contemporary Workplace	3	BUS 403 Strategic Management	3
BUS 210 Marketing	3	IT 330 Business Management & Information Technology	3

**Completion of one of the following six concentrations 21****A. LEADERSHIP CONCENTRATION**

BUS 231 Leadership	3	BUS/COMM 232 Advertising I	(3)
BUS 277 Legal Environment of Business	3	BUS 293 Public Relations	(3)
BUS 321 Business and Society	3	BUS/COMM 306 Advertising and Society	(3)
ECO 210 Macroeconomics or ECO 213 Microeconomics	3	BUS 335 Digital Marketing	(3)
PHIL 324 Business Ethics or BUS 303 Business Law II	3	BUS/ECO 351 International Business	(3)
		BUS 352 International Marketing	(3)
<b>Two of the following courses</b>	<b>6</b>	COMM 258 Theories of Organizational Communication	(3)
ACCT 217 Principles of Accounting II	(3)	COMM 344 Advocacy and Social Movements	(3)
ACCT 324 Intermediate Managerial Accounting	(3)	PHIL 306 Environmental Ethics	(3)
ACCT 332 Forensic Accounting	(3)	PHIL 347 Contemporary Ethical Issues	(3)
BUS 200 Management	(3)	PS 355 Green Political Thought	(3)
BUS 207 Entrepreneurship	(3)	SOC 361 Cultural and Social Change	(3)

**B. SOCIAL ENTREPRENEURSHIP CONCENTRATION**

BUS 207 Entrepreneurship	3	BUS 357 International Finance	(3)
BUS 277 Legal Environment of Business	3	BUS/COMM 232 Advertising I	(3)
BUS 324 Entrepreneurial Finance	3	BUS/COMM 306 Advertising and Society	(3)
BUS 335 Digital Marketing	3	BUS/ECO 351 International Business	(3)
ECO 210 Macroeconomics or ECO 213 Microeconomics	3	COMM 344 Advocacy and Social Movements	(3)
<b>Two of the following courses</b>	<b>6</b>	COMM 258 Theories of Organizational Communication	(3)
ACCT 217 Principles of Accounting II	(3)	PHIL 306 Environmental Ethics	(3)
ACCT 324 Intermediate Managerial Accounting	(3)	PHIL 347 Contemporary Ethical Issues	(3)
BUS 223 Introduction to Investments	(3)	PHIL 324 Business Ethics	(3)
BUS 225 The Business of Fashion	(3)	PS 355 Green Political Thought	(3)
BUS 293 Public Relations	(3)	MUS 208 The Business of Music	(3)
BUS 352 International Marketing	(3)	THTR 226 The Business of Broadway	(3)

**C. MEDIA AND ARTS MANAGEMENT CONCENTRATION**

ART/DANC/THTR 290 History & Mission of Arts Institutions	3	BUS 207 Entrepreneurship	(3)
ART/DANC/THTR 392 Fundraising & Marketing for the Arts	3	BUS/COMM 232 Advertising I	(3)
BUS 335 Digital Marketing	3	BUS 293 Public Relations	(3)
COMM 395 Media, Law, and Ethics or		BUS/COMM 306 Advertising and Society	(3)
BUS 277 The Legal Environment of Business	3	BUS 313 Sales Management	(3)
ECO 210 Macroeconomics or ECO 213 Microeconomics	3	BUS 324 Entrepreneurial Finance	(3)
<b>Two of the following courses</b>	<b>6</b>	BUS 352 International Marketing	(3)
ART 320 History of Museums and Collections	(3)	BUS 378 Consumer Behavior	(3)
ART 210 Digital Imaging I	(3)	COMM 225 New Media Techniques	(3)
ART 352 3-D Animation	(3)	COMM 309 Arts and Media Reporting and Criticism	(3)
ART 237 Graphic Design I	(3)	MUS 208 The Business of Music	(3)
ART 316 Digital Illustration	(3)	THTR 226 The Business of Broadway	(3)

## Academic Offerings

### Business

#### D. ECONOMICS CONCENTRATION

ECO 210 Principles of Macroeconomics	3	BUS 357 International Finance	(3)
ECO 213 Principles of Microeconomics	3	ECO/IS 227 Work in America	(3)
ECO/IS 317 International Economics	3	ECO/IS 306 Political Economy of Development and Underdevelopment	(3)
BUS/ECO 351 International Business	3	ECO/IS 350 Comparative Economics	(3)
ECO 375 Money, Banking and Financial Markets	3	HIST 220 Modern Europe	(3)
<b>Two of the following courses</b>	<b>6</b>	HIST/IS 238 Modern China	(3)
BUS 223 Introduction to Investments	(3)	HIST/IS 239 Modern Japan	(3)
BUS 224 Statistics for Business	(3)	HIST/IS 374 History of the People's Republic of China	(3)

#### E. FASHION MARKETING CONCENTRATION

BUS 207 Entrepreneurship	3	BUS/COMM 306 Advertising and Society	(3)
BUS 225 The Business of Fashion	3	BUS 313 Sales Management	(3)
BUS 277 Legal Environment of Business	3	BUS 345 Marketing Research	(3)
BUS 335 Digital Marketing	3	BUS 352 International Marketing	(3)
ECO 213 Microeconomics	3	BUS 378 Consumer Behavior	(3)
<b>Two of the following courses</b>	<b>6</b>	COMM 225 New Media Techniques	(3)
AIP 342 Fashion, History and Society	(3)	COMM 333 Fashion, Media and Culture	(3)
ART 210 Digital Imaging I	(3)	COMM 318 Fashion Journalism	(3)
ART 237 Graphic Design I	(3)	THTR 266 Costume Construction	(3)
BUS/COMM 232 Advertising I	(3)	THTR 303 Costume Design I	(3)
BUS 293 Public Relations	(3)	DANC 230 Costume for Dance	(3)

#### F. ADVERTISING AND PROMOTION CONCENTRATION

ECO 213 Principles of Microeconomics	3	BUS 225: The Business of Fashion	(3)
BUS 277 Legal Environment of Business	3	BUS 303 Business Law II	(3)
BUS/COMM 232 Advertising I	3	BUS 313 Sales Management	(3)
BUS 293 Public Relations	3	BUS/COMM 306 Advertising and Society	(3)
BUS 335 Digital Marketing	3	BUS 345 Marketing Research	(3)
<b>Two of the following courses</b>	<b>6</b>	BUS 352 International Marketing	(3)
ACCT 217 Principles of Accounting II	(3)	BUS 378 Consumer Behavior	(3)
ACCT 324 Intermediate Managerial Accounting	(3)	ART 210 Digital Imaging I	(3)
ECO 210 Principles of Macroeconomics	(3)	ART 237 Graphic Design I	(3)
BUS/ECO 351 International Business	(3)	ART 316 Digital Illustration	(3)
BUS 207 Entrepreneurship (3)		MUS 208 The Business of Music	(3)
		THTR 226 The Business of Broadway	(3)

#### MINOR: BUSINESS MANAGEMENT

15 Credits

##### Learning Goals for the Minor in Business Management

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

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

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

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

BUS 100 The Contemporary Workplace	3
ACCT 215 Principles of Accounting I	3

**Elective Courses:** Take three courses ( 9 credits) from BUS/ACCT/ ECO courses, with at least one course at the 300+ level. Since some courses have pre-requisites, the specific program should be arranged in close collaboration with a Business faculty advisor.

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

**Business****MINOR: FASHION STUDIES****18 Credits**

This is an interdisciplinary minor combining business, arts, media and culture. Students take six courses, including four required courses and two electives. The minor will introduce students to the social, economic, cultural, psychological and historical aspects of fashion.

**Learning Goals for the Minor in Fashion Studies**

Students in the in Fashion Studies minor will achieve the following learning outcomes:

- Identify target markets, develop strategies and business plans for a fashion idea/product.
- Demonstrate an understanding of historical, cultural and economic trends in the fashion industry.
- Analyze the effect of media on consumer and fashion trends.

**Required Courses:**

AIP 342 Fashion, History and Society	3	BUS 352 International Marketing	(3)
BUS 207 Entrepreneurship	3	BUS 378 Consumer Behavior	(3)
BUS 225 The Business of Fashion	3	COMM 225 New Media Techniques	(3)
COMM 333 Fashion, Media and Culture	3	COMM 391 Gender, Sexuality and Media	(3)
		COMM 318 Fashion Journalism	(3)
		THTR 266 Costume Construction	(3)
		ART/THTR 299/399/499 Internship (in Fashion)	(3)
		BUS 299/399/499 Internship (in Fashion)	(3)
		COMM 299/ 399/499 Internship (in Fashion)	(3)

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

ART 210 Digital Imaging I	(3)
ART 237 Graphic Design I	(3)
BUS 210 Marketing	(3)
BUS/COMM 232 Advertising I	(3)
BUS 293 Public Relations	(3)
BUS/COMM 306 Advertising and Society	(3)
BUS 335 Digital Marketing	(3)
BUS 345 Marketing Research	(3)

**NOTE:** Since some of the courses in this program have pre-requisites, the specific program should be arranged in close collaboration with a faculty advisor.

**BUSINESS COURSES (BUS)****BUS 100. The Contemporary Workplace**

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

**BUS 200. Management**

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

**BUS 207. Entrepreneurship**

This course introduces the student to those skills that are necessary to become a successful entrepreneur. Through case studies, students will learn to appreciate the entire entrepreneurial process from feasibility plans, business plans, financing, and managing growth, through exit strategies. In a practical hands-on approach, they will work their own business ideas throughout the course. Prerequisite: Either BUS 100 or BUS 225 [Offered: F, S] (3).

**BUS 210. Marketing**

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

**BUS 223. Introduction to Investments**

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

**BUS 224. Statistics for Business**

This course applies descriptive statistics, probability, distributions, and sampling to inform business decisions. The course also introduces tests of hypotheses, confidence intervals, regression, and correlation and related applications such as time series analysis, forecasting, and creating control charts to support business decision-making. Fee: \$15. Prerequisite: MATH 113 or higher [Offered: F, S] (3).

**BUS 225. The Business of Fashion**

This course provides students with an overview of the fashion industry and its economic, technological and social development in the US since 1945; contemporary changes brought on by globalization and the web; the interrelationship of the various businesses that comprise the industry; fashion forecasting, design and merchandising; and retail fashion marketing. Students will utilize examples from the fashion industry in NYC for their projects, and there will be field trips to fashion design and marketing firms. Corequisite: WRIT 101 [Offered: F, S] (3)

## Business

### BUSINESS COURSES (BUS)

#### **BUS 231. Leadership**

This course will articulate the principles necessary to lead an organization efficiently and effectively. The course will focus on leadership theory using case studies and applied research. Applications will include theory and strategy related to executive issues confronting organizations including the design and execution of strategic and operational programs including public relations and advocacy. Corequisite: WRIT 101 [Offered: S] (3).

#### **BUS 232. Advertising**

(Same as COMM 232)

This course presents a concise history of the advertising industry and its organization, an overview of marketing and semiotics theories, application of advertising concepts through case studies, and analysis of modern campaign planning techniques, including creative and media. The course also explores the relationship between advertising and other elements of the marketing and communications mix. A final group project requires students to research a corporation or non-profit organization and develop an advertising campaign focused on marketing strategy, creative development, and media planning. Prerequisite: Either BUS 210 or BUS 225 or permission of the department [Offered: F, S] (3).

#### **BUS 277. The Legal Environment of Business**

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

#### **BUS 290 Externship**

Students will shadow, observe, network, and intentionally design a career path under the guidance of an experienced mentor. Students will integrate academic, co-curricular and extra-curricular experiences, utilizing NY City and its vast array of opportunities to chart individualized pathways to identify and fulfill career goals. A student may register for 1 credit each semester to explore careers related to specific jobs or graduate study. Pre-requisite: Completion of 12 credits at MMC and division permission required. A student may register for 1 credit each semester, following completion of at least one full semester at MMC, and repeat the course for a total of 6 credits. (1).

#### **BUS 293. Public Relations**

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

#### **BUS 300. Special Topics in Business: Trends and Issues**

Course may vary from semester to semester but will focus on a single topic of current or historical interest, for example: Strategic Organization Design. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102, MATH 113 or higher & any BUS or ECO course (1-3).

#### **BUS 303. Business Law II**

This course expands on the concepts of legal theory and practice in the U.S. business environment explored in the BUS 277 course. Students will explore ethical issues and controversies in various business contexts such as corporate responsibility to consumers in product liability cases, U.S. government regulation of businesses, employment law and rights of debtors and creditors. Theories of U.S. real property law, transfers of wealth and U.S. federal intellectual property law will also be examined. An emphasis is placed on U.S. case law analysis and research including the social, ethical, political, and economic considerations of the impact of law on U.S. businesses and society. The course will engage students in critical thinking and problem solving through research and the reading and presentation of actual court cases. In studying and applying concepts in legal theory, the course will integrate the liberal arts perspective; including the political, historical, ethical, social and moral foundations that have led to the evolution of the US legal system. A major project will require preparing and presenting a case study that integrates legal theory and concepts with the liberal arts perspective. Prerequisites: WRIT 102 or 201 and BUS 277 [Offered: S] (3).

#### **BUS 306. Advertising and Society**

(Same as COMM 306)

The course examines the history of advertising as well as its role in the formation of American consumerism and cultural attitudes. The course will review advertisers' changing strategies from the 19th century to the present in the promotion of consumerism, and students will analyze advertisements as texts that convey cultural norms through copy and visuals. Advertising will be viewed as both a key component of capitalism and as a creator/reflector of cultural attitudes and ideologies. Prerequisites: WRIT 102 or 201 and any one of BUS 210, 232, or BUS 225 [Offered: F, S] (3).

#### **BUS 309. Financial Management**

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



**BUSINESS COURSES (BUS)****BUS 313. Sales Management**

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

**BUS 316. Organizational Behavior**

(Same as PSYCH 316)

Modern applications of psychology to the world of business are emphasized in this course. Class participation exercises will be used to enhance understandings of concepts and improve communication skills. A mixture of theoretical approaches, experimental literature, case studies and action methods will be used to illustrate the following topics: motivational concepts related to work; the structure of a business organization, including leadership, management and control; group dynamics such as communication systems, decision-making and conflict resolution; and growth concepts such as training and development. Prerequisites: WRIT 102 and any one of the following: BUS 100, PSYCH 101, 102, 106, or 107 [Offered: F, S] (3).

**BUS 321. Business and Society**

This course will examine how business interacts with the government, customers, suppliers, shareholders, media and employees, and how business is influenced by worldwide and future international political, social and economic developments. Business ethics, social responsibility, accelerating technological and scientific forces, and current events are also examined. Prerequisites: WRIT 102 or 201 [Offered: F] (3).

**BUS 324. Entrepreneurial Finance**

This course will develop financial management practices needed to run and grow a business venture. It will introduce the theories, knowledge, and financial tools needed by an entrepreneur in starting, managing and evaluating a successful business. Prerequisites: WRIT 102 or 201; ACCT 215 and BUS 210 [Offered: S] (3)

**BUS 335. Digital Marketing**

This course will build upon introductory marketing and computer concepts in order to market products and services using the Internet and the World Wide Web. It focuses on the integration of the marketing mix with web site development. Students will analyze general marketing, market research and consumer behavior theories relating to web site design and development. Topics also include e-mail, online shopping, computer software and promotional techniques. Fee: \$25. Prerequisites: WRIT 102 or 201 & either BUS 210 or BUS 225 [Offered: F] (3).

**BUS 337. Securities Analysis**

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

**BUS 345. Marketing Research**

This course will introduce students to the basics of marketing research. Topics will include stages in the research process, research designs for data collection, measurement concepts, sampling designs and procedures, data analysis and presentation. It will also provide a brief overview of the roles of global information systems and the Internet in marketing research. Prerequisites: WRIT 102 or 201; and BUS 210 or consent of department [Offered: F] (3).

**BUS 347. Corporate Finance**

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

**BUS 351. International Business**

(Same as ECO 351)

This course will examine the economic, social, political, legal, economic and cultural forces affecting globalization and its impact on diverse communities in and outside the US. A historical survey of theories of international trade, money, finance, investment, and recent trends and their impact on international business will be a central focus. The course will engage students in critically examining international business cultures and articulating implications for conducting business abroad through case studies and applied research. Prerequisites: WRIT 102 or 201 and any BUS or ECO course [Offered: F] (3).

**BUS 352. International Marketing**

The course will analyze marketing as it applies to various regions of the world using case studies and applied research to incorporate the global perspective. The course will focus on the role of a corporation as a global citizen in meeting ethical standards, fulfilling social responsibility and integrating socio-economic differences and cultural diversity. Consideration will be given to changes in the US position in the international market place including an analysis of the impact of foreign government regulations, socio-economic indicators and cultural differences on the marketing plan, including product, promotion, distribution and price. A major project will include presentation of a marketing plan that will focus on a specific country/region and demonstrate an application of the international perspective. Prerequisites: WRIT 102 or 201 & any one marketing related course including BUS 100, BUS 210, BUS/COMM 232, BUS 293, or BUS 225 [Offered: S] (3).

**BUS 357. International Finance**

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

### Business

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#### **BUSINESS COURSES (BUS)**

##### **BUS 378. Consumer Behavior**

This course focuses on the ultimate target of all advertising: the consumer. It surveys the theoretical concepts of consumer behavior and their application to marketing strategies and advertising development. Topics include consumers as decision-makers and cultural influences on consumer behavior such as, ethnicity, race, religion and age. Prerequisites: WRIT 102 or 201 & either BUS 210 or BUS 225 [Offered: S] (3)

##### **BUS 403. Strategic Management**

This advanced course is taken during the student's senior year. The student applies the concepts of management, accounting, marketing, economics and finance to real case situations. Student teams will make classroom presentations. Prerequisites: BUS 210, IT 330, BUS 316, & ECO 210 or 213 and completion of 89 credits. [Offered: F, S] (3).

##### **BUS 297/397/497. Research**

##### **BUS 298/398/498. Directed Study**

##### **BUS 299/399/499. Independent Study/ Internship**

#### **INFORMATION TECHNOLOGY COURSES (IT)**

**The following course is offered by the  
Business Department:**

##### **IT 330. Business Management and Information Technology**

This course will focus on software and spreadsheet applications to prepare students as they apply concepts in finance, economics and accounting to build models and solve business problems. Fee \$15. Prerequisites: ACCT 215 & BUS 210 [Offered: F, S] (3).

**The following courses have been offered in  
the past and may be offered in the future in  
response to student need.**

##### **BUS 102. Personal Computing**

##### **BUS 103. Personal Finance**

##### **BUS 222. Calculus for Business**

##### **IT 318. Programming Languages for the Internet**

**Chemistry**

A minor in Chemistry will provide students with a solid foundation in general and organic chemistry and prepare them for graduate and professional programs that require a chemistry background. Chemistry courses also form part of the majors in Biology and Biomedical Sciences, as well as General Education offerings. Biology majors take up to five semesters of chemistry, a large part of their major requirements.

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**MINOR: CHEMISTRY****16-17 Credits****Chemistry Minor Goals and Objectives:**

By the end of their course of study, students with a Chemistry minor will:

- Demonstrate comprehension of fundamental principles governing chemical reactions and bonding;
- Master basic laboratory skills in general and organic chemistry;
- Evaluate and analyze chemical data using the scientific method;
- Demonstrate comprehension of the connection between chemistry and other disciplines;
- Demonstrate knowledge of the physical and natural world.

**Required Courses:**

CHEM 233/234 General Chemistry I plus lab	4	CHEM 441 Biochemistry	(4)
CHEM 235/236 General Chemistry II plus lab	4	CHEM 495 Special Topics in Chemistry	(3)
CHEM 317/318 Organic Chemistry I plus lab	5	CHEM 397/497 Research	(3)

**One of the Following:**

CHEM/ENV 105 Chemistry and the Environment	3-4
CHEM 120 Introduction to Forensic Science	(3)
CHEM 319 Organic Chemistry II	(3.5)
CHEM/PSYCH 348 Drugs and the Brain	(3)

**NOTE: Students majoring in Biology/Biomedical Sciences will need to take a minimum of 6 credits in Chemistry in addition to the CHEM courses required for their major. Research (CHEM 297/397/497) is strongly encouraged to fulfill this requirement.**

## Chemistry

### CHEMISTRY COURSES (CHEM)

#### CHEM 103. Principles of Chemistry

This course explores main chemical principles using a case study approach. It focuses on contemporary topics in chemistry as well as basic chemical principles. Each topic will be introduced by a real life scenario. Other topics will be atomic structure, basic stoichiometry, aqueous solutions, chemical kinetics and organic and bio-molecules. This course is intended for students with little or no previous background in chemistry or those needing a review of basic chemical principles. However, all students must have a familiarity with basic arithmetic and the use of a calculator. Pre-requisite: MATH 113 or higher (3).

#### CHEM 105. Chemistry and the Environment (Same as ENV 105)

In this course, the particular environmental challenges faced by New York City provide context for students to learn the foundations of chemistry and develop basic skills in experimental science. Lectures are complemented by field sampling expeditions and hands-on laboratory measurements. The course begins with the study of the Earth's atmosphere and the chemistry of air pollution, ozone depletion, and global warming. The next set of topics focuses on the hydrosphere, with study of water quality and various pollutants, including combined sewer overflow and acid rain. Additional topics may include the science of plastics, including city recycling processes, and the chemical content of park soil. In this course, students use New York City as their laboratory, doing water quality testing in local waterways. This culminates in a final project for which students present their original data and report on its environmental implications. This course is intended for non-science majors and cannot be credited towards the Major Requirements for Biology (but may be taken as an elective). Two-hour lecture and one-hour lab. Pre-requisite: MATH 129 or equivalent high school math background as determined by Math department. (3).

#### CHEM 120. Introduction to Forensic Science

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

#### CHEM 233. General Chemistry I

This is the first semester of a two-semester cycle of General Chemistry. Principles of the interaction of matter, as derived from modern atomic theory, are systematically developed and applied to chemical properties, reactions, stoichiometry, thermodynamics, and equilibria. Recitations will focus on problem-solving skills and will include computer-assisted instruction. Three-hour lecture; one-and-one-half-hour recitation. Corequisites: MATH 141 or 210 or exemption, & CHEM 234; or permission of the department (3).

#### CHEM 234. General Chemistry I: Laboratory

This course will introduce the experimental procedures used in analytical, physical and synthetic chemistry. Each student will work individually under the supervision of the instructor. This course should be taken concurrently with General Chemistry I. Three-hour lab. Fee: \$60.00. Corequisite: CHEM 233 (1).

#### CHEM 235. General Chemistry II

This course is a continuation of General Chemistry I. Topics will include chemical kinetics, electrochemistry and nuclear chemistry. Some inorganic chemistry will also be covered. Three-hour lecture; one-and-one-half-hour recitation. Fee: \$45.00. Prerequisites: CHEM 233/234; Corequisites: CHEM 236, & MATH 141 or 210 or exemption. (3).

#### CHEM 236. General Chemistry II: Laboratory

This lab should be taken concurrently with General Chemistry II. Quantitative analytical techniques will be presented. Each student will work individually under the supervision of the instructor. Three-hour lab. Fee: \$60.00. Corequisite: CHEM 235 (1).

#### CHEM 317. Organic Chemistry I

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

#### CHEM 318. Organic Chemistry I: Laboratory

This course will introduce the experimental procedures used in organic chemistry. Isolations and purifications techniques will be presented and organic synthesis will be introduced. Each student will work individually under the supervision of the instructor. This course should be taken concurrently with Organic Chemistry I. Four-hour lab. Fee: \$60.00. Corequisite: CHEM 317 (1.5).

#### CHEM 319. Organic Chemistry II

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

#### CHEM 320. Organic Chemistry II: Laboratory

This course should be taken concurrently with Organic Chemistry II. Organic synthesis will be the focus of this lab, culminating with a multi-step synthesis of a well-known organic compound. Each student will work individually under the supervision of the instructor. Four-hour lab. Fee: \$60.00. Prerequisites: CHEM 317/318 Corequisite: CHEM 319 (1.5).



**CHEMISTRY COURSES (CHEM )****CHEM 325: Biochemistry Laboratory**

This course will introduce the students to all the most common biochemistry laboratory techniques in biochemistry and will allow students to develop organizational approaches necessary to conduct laboratory research. Topics covered in this course include methods for the isolation, purification, and characterization of proteins, as well as enzyme kinetics and immune assays. Spectroscopic techniques will be introduced in the context of protein purification and quantification. The experiments will follow a logical progression, from simple ones to increasingly complex ones in order to teach more advanced techniques and analysis; finally, gradually, the students will be required to devise their own protocols with the instructor's assistance. Prerequisites: BIOL 220, CHEM 235 and either CHEM 340 or CHEM/BIOL 441 (can be taken concurrently). Fee: \$60.00 (2).

**CHEM 340. Introduction to Organic and Biochemistry**

(Same as BIOL 340)

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

**CHEM 348. Drugs and the Brain**

(Same as PSYCH 348)

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

**CHEM 441. Biochemistry**

(Same as BIOL 441; see course description under Biology.)

**CHEM 495. Special Topics in Chemistry**

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

**CHEM 297/397/497. Science Research**

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

**CHEM 298/398/498. Directed Study**

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

**The following courses have been offered in the past and may be offered in the future in response to student need.**

**CHEM 411. Physical Chemistry I**

**CHEM 412. Physical Chemistry II**

## Academic Offerings

### Chinese

Over one billion people speak Chinese. As you learn the language of approximately one-fifth of the world's population, you will also encounter the rich history and culture of China and its communities in New York City and other global centers. Courses emphasize spoken skills and comprehension, as well as reading and writing. You can study Chinese (Mandarin) by itself or as part of the Asian Studies minor (see Asian Studies Minor).

Students who become proficient in Chinese are prepared for a variety of positions in international business, government, education, and cultural organizations.

The course sequence in Chinese offers an alternative path towards completing Gen. Ed. requirements. For details, see "The Language Path" (pages 15-16).

<b>Division:</b>	<b>Humanities and Social Sciences</b>	
<b>Division Chair:</b>	<b>Bradley Herling, Ph.D.</b>	<b>bherling@mmm.edu</b>
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<b>Department:</b>	<b>English and World Literatures</b>	<b>Phone: 646-393-4120</b>
<b>Department Chair:</b>	<b>Jennifer Brown, Ph.D.</b>	<b>jbrown@mmm.edu</b>

#### Program Faculty:

##### Yu-Yin Cheng

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#### CHINESE COURSES (CHIN)

##### CHIN 101. Elementary Chinese I

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

##### CHIN 102. Elementary Chinese II

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

##### CHIN 201. Intermediate Chinese I

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

##### CHIN 202. Intermediate Chinese II

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

#### Did You Know?

*Asian studies minors can design their path of study, focusing on China, Japan, South, or Southeast Asia.*

*For more information, click <http://www.mmm.edu/departments/international-studies/asian-studies.php>*

## Cinema, Television, and Emerging Media

The Cinema, Television, and Emerging Media Studies major introduces students to the history, theory, and industrial practice of these forms through courses that may focus on the language and techniques of film, writing for television, the role of emerging technologies, the connections of digital media and society, or the American television industry.

Each student completes a core of eight courses, and then chooses seven courses to emphasize their particular interest within the major. Located in the media capital of the world, faculty will assist students in taking full advantage of museums,

archives, and festivals both inside and outside of coursework. Students are encouraged to pursue internships in both the non-profit and industry sectors connected to cinema, television, and emerging media.

Students are encouraged to pursue a minor that helps develop their expertise in an area of film, television, or emerging media they find particularly interesting. Minors in Theatre, Dance, Art, Music, Business Management, Journalism, Creative Writing, and Gender and Sexuality Studies are especially recommended.

**Division:** Communication and Media Arts  
**Acting Division Chair:** Peter Schaefer, Ph.D. [pschaefer@mmm.edu](mailto:pschaefer@mmm.edu)  
**Division Assistant:** Katherine Wood [kwood@mmm.edu](mailto:kwood@mmm.edu)  
**Division Office:** Nugent Hall 560 Phone: 212-774-4834

Faculty from Communication and Media Arts teach courses in the Cinema, Television, and Emerging Media Major.

### MAJOR: CINEMA, TELEVISION, AND EMERGING MEDIA (o699)

45 Credits

**B.A. General Education: 42 Credits; Major: 45 Credits; Elective Credits: 33 Credits**

#### Communication and Media Arts Division Goals

- Demonstrate knowledge of how communication affects individuals, society, and/or diverse public/professional groups.
- Produce oral, written, or mediated communication that engages with culturally relevant and/or social justice issues.

#### Cinema, Television, and Emerging Media Major Goals

- Demonstrate knowledge of cinema, television, and/or emerging media aesthetics and forms.
- Explain the relationship between media texts and industrial, technological, and/or social forces.

#### Complete the following eight courses:

COMM 107 Principles & Theories of Communication	3
COMM 112 Storytelling Across Media	3
COMM 131 Introduction to Cinema Studies	3
COMM 227 Styles & Genres in Cinema and Television	3
COMM 230 Cultural History of Media	3
COMM 305 Race, Class, and Gender in Media	3
COMM 312 Digital Cultures	3
COMM 450 Research Seminar	3

#### Select an additional seven courses. Please note that 4 of the 7 courses MUST be at the 300 level or higher:

COMM 205 Journalism in the 21st Century (3)	
COMM 216 Digital Sound Workshop	(3)
COMM 218 Public Relations and Strategic Communication	(3)
COMM 222 TV Studio Production	(3)
COMM 225 New Media Techniques	(3)
COMM 233 Video Field Production	(3)

COMM 299 Independent Study/Internship*	(3)
COMM 304 Global Media Studies	(3)
COMM 308 Special Topics in Communication**	(3)
COMM 309 Arts & Media Reporting and Criticism	(3)
COMM 320 The American Television Industry	(3)
COMM 321 Communication Campaigns**	(3)
COMM 322 Writing for TV	(3)
COMM 328 Special Topics in Film & Literature	(3)
COMM 330 Film and History	(3)
COMM 335 Music as Media	(3)
COMM 338 Broadcast Journalism	(3)
COMM 342 Advanced TV Studio Production	(3)
COMM 353 Screenplay Writing	(3)
COMM 357 Contemporary World Cinema	(3)
COMM 395 Media, Law & Ethics	(3)

#### NOTES:

\* Students may take up to 15 credits of Internships and Independent Studies combined. A maximum of 3 Internship credits can be applied towards the major. Independent Studies cannot be applied towards the major.

\*\* Can be repeated with different topics.

For course descriptions please refer to the Communication Arts section.

### Communication Arts

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

Set in New York City with its variety of communication industries, the major offers professional intern experiences in a broad range of fields relating to media, organization communication, public relations, advertising, broadcasting and communication technology. Faculty members assist interested students in locating internships and designing activities that will allow each student to make the most of their internship

site. Guest lectures, field trips, screenings and other special programs complement the coursework.

Students are encouraged to participate in internships. Up to three internship credits may count toward the Communication Arts major, and students can take up to fifteen internship credits and apply them to general elective credit. Students should note that production classes require outside lab time and should plan their schedules accordingly.

To develop expertise in an area that will broaden their options for career advancement and graduate study, students are encouraged to pursue a minor to complement the major in Communication Arts. The following minors are particularly recommended: Business Management, Creative Writing, Fashion Studies, Gender and Sexuality Studies; Graphic Design; International Studies; and Digital Journalism.

<b>Division:</b>	<b>Communication and Media Arts</b>	
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**MAJOR: COMMUNICATION ARTS (o6o1)**

**45 Credits**

**B.A. General Education: 42 Credits; Major: 45 Credits; Elective Credits: 33 Credits**

**Communication and Media Arts Division Goals**

- Demonstrate knowledge of how communication affects individuals, society, and/or diverse public/professional groups.
- Produce oral, written, or mediated communication that engages with culturally relevant and/or social justice issues.

**Communication Arts Major Goals**

- Demonstrate knowledge of how communication theory shapes individual, group, and/or organizational behavior.
- Creatively analyze and criticize communication texts using appropriate vocabulary.

**Complete the following nine courses:**

COMM 104 Interpersonal Communication	3
COMM 107 Principles & Theories of Communication	3
COMM 112 Storytelling Across Media	3
COMM 131 Introduction to Cinema Studies	3
COMM 230 Cultural History of Media	3
COMM 236 Public Speaking in a Digital Age	3
COMM 250 Introduction to Organizational Communication	3
COMM 308 Special Topics in Communication**	3
COMM 450 Research Seminar	3

**Select six COMM courses, four of which must be at the 300 level or higher**

A maximum of 3 internship credits can be applied towards the major.

\*\*Can be repeated with a different communication campaigns theme.

**MINOR: COMMUNICATION AND MEDIA ARTS**

**15 Credits**

The Communication and Media Arts minor provides students fundamental skills in this growing field. The curriculum builds a strong foundation on which students select from a wide range of elective

options that allows students to design their course of study in relation to their career goals and their curricular needs.

**Observable learning goals of program:**

- Explain how communication shapes culture in interpersonal, group, and organizational contexts.
- Demonstrate a critical and theoretical understanding of media texts or media institutions.

**Required Course:**

COMM 107 Principles and Theories of Communication	3
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**Three additional COMM classes required (at least two at the 300-level).**

**One of the following:**

COMM 131 Introduction to Cinema Studies	(3)
COMM 230 Cultural History of Media	(3)

**Note: The Communication and Media Arts minor is not available to students who have declared the following majors: Cinema, Television, and Emerging Media; Communication Arts; Digital Journalism; Digital Media and Video Production; and Public Relations and Strategic Communication.**

**COMMUNICATION ARTS COURSES (COMM)**

**COMM 104. Interpersonal Communication**

This course examines the theory and practice of effective interpersonal communication. In-class exercises provide the opportunity to analyze the dimensions of the self as a communicator. The acquisition of personal communication skills is developed through readings, discussions, field exercises, and interactions within and outside of the classroom. The key areas of interest are communication motivations, listening skills, self-disclosure, interpersonal communication, and the uses and abuses of language. Some oral communication contexts include family, workplace, small group, and dyad. (3).

**COMM 107. Principles & Theories of Communication**

This course covers interpersonal, non-verbal, small group, organizational, and intercultural communication. Discussion of persuasion, rhetoric, and media effects heighten students' awareness of the meanings and motivations of spontaneous interactions. Classroom activities and exercises are used to amplify the theoretical material and improve students' communication in a variety of social situations. Corequisite: WRIT 101 (3).

**COMM 112. Storytelling Across Media**

This is a hands-on foundational course in digital storytelling using various media tools emphasizing digital production and distribution. Students learn the fundamentals of the professional audio, video, and graphic programs necessary for upper level courses in media production and journalism. Lectures, field trips, and workshops immerse students in the researching, organizing, structuring, production, and publishing stages of digital storytelling. Students build a high quality portfolio that presents a central theme and explores it through multiple stories, across a variety of media. Through the course, students connect contemporary social issues and trends in digital storytelling through their research while gaining media production skills. For majors only (3).

## Communication Arts

### COMMUNICATION ARTS COURSES (COMM)

#### COMM 131. Introduction to Cinema Studies

This course gives students a basic understanding of the structure and form of film and video. Students will learn vocabulary and technical form of film and video through visual examples, discussions, lectures, projects, and the analysis of selected works both in and out of class. Corequisite: WRIT 101. Lab fee: \$25.00 (3).

#### COMM 205. Journalism in the 21st Century

In this course, students develop the skills of writing, researching and reporting with a focus on the impact of new technologies on the field of journalism. They learn how to compose and communicate in networked environments, with mobile technologies, and in a range of media. They enhance their understanding of design as it applies both to visual and information design. They develop their facility with social media, blogging, audio/video podcasting, web design, and document design. Prerequisite: WRIT 101 (3).

#### COMM 207. Introduction to Lighting Design & Art Direction for Film & Video

(Same as THTR 207; see course description under Theatre Arts).

#### COMM 216. Digital Sound Workshop

(same as DANS/MUS 216)

This course is for students interested in digital audio creation and design (musicians and non-musicians alike) who wish to expand their ability to compose using sound as a medium. Students will develop dedicated and informed listening practices that facilitate the critical appraisal of audio designs for video and film, radio, podcasts, web application, and live performance. Students will conceive, record, edit, revise, master, and evaluate digital audio projects in a variety of formats using both aesthetic and technical approaches to audio production that draw on historical and contemporary theory and practice. Prerequisite: WRIT 101 and COMM 112 or COMM/THTR 207. Fee \$60.00

#### COMM 218. Public Relations and Strategic Communication

This course introduces students to the creation, manifestation, and evaluation of public relations campaigns through a social lens. The course includes an historical overview of the field's development with subsequent units dealing with PR theories, the ethical and legal issues surrounding PR decisions, emerging media technologies used in PR campaigns, and crisis PR. Students will learn how communication theory, propaganda theory, and strategic communication perspectives have come to shape the field of public relations. Other topics covered in this class include public opinion, message framing, stakeholder relationships, oral presentation, and press involvement. Prerequisite: COMM 107 (3).

#### COMM 222 TV Studio Production

Students in this immersive course will master the operation of a live, multi-camera television studio. Using hands-on training as well as readings, screenings and field trips, students will understand every staff position of a studio production, including writing, producing, directing, technical directing, floor directing, camera, lighting, video file management, and audio production and mixing. Students will examine the legal, ethical, and technical considerations for the creation of broadcast projects, as well as understanding the value of time management. In addition, the class will explore the future of television studio production and discuss career opportunities in the field. Prerequisite: COMM 112 or COMM/THTR 207. Fee \$60 (3).

#### COMM 225. New Media Techniques

Students will develop the fundamental skills that underlie digital media production, and investigate the principles and techniques in nonlinear storytelling, interactivity, and experience design. As students hone foundational technical skills, they consider the cultural and expressive implications of using a variety of digital media forms. Students create a portfolio of projects to explore and to refine the relationship of form and of content in digital media, while simultaneously gaining understanding of the building blocks of digital media projects. Students build a solid foundation of digital media competencies and mastery of concepts that support professional production values. Prerequisite: COMM 112, ART 210, OR THTR/COMM 207. Fee \$60.00 (3).

#### COMM 227. Styles & Genres in Cinema and Television

This course offers an introduction to the aesthetics of major global film and television styles and genres as well as their historical, industrial, and social development. Topics include: the historical standardization and evolution of popular genres in American film and television; the industrial function of non-fiction film and television as genres; the aesthetic traits and social context of major global film and television styles, which may include the Latin American telenovela, Italian Neo-Realism, French New Wave, Soviet Montage, and Korean serial melodrama. Prerequisites: WRIT 101 & COMM 131. Fee: \$55 (3).

#### COMM 230. Cultural History of Media

This course provides an overview of the cultural history of media from the origin of writing to the rise of television broadcast networks. Old and new forms of communication are put in a comparative framework to understand how culture relates to technology. Topics include the theories of Socrates and Plato, responses to the printing press, the advent of media industries, and the impact of the 20th century media culture on the individual and society. Prerequisite: WRIT 102 OR 201.(3).

#### COMM 232. Advertising I

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

#### COMM 233 Video Field Production

Students will engage in the craft of digital filmmaking through hands-on experience in production and editing while connecting the historical and theoretical traditions in three film genres (fiction, documentary, and experimental film) by making projects in each. Students will create pre-production proposals and scripts to reflect their awareness of contemporary social issues and integrate critical reflections in media. Prerequisite: COMM 112, ART 213, or THTR/COMM 207. Fee: \$60.00 (3).

#### COMM 236. Public Speaking in a Digital Age

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

## Communication Arts

### COMMUNICATION ARTS COURSES (COMM)

#### COMM 250. Introduction to Organizational Communication

This course examines the role of communication in the creation, development, and maintenance of organizations. Students will examine organizational structure, decision-making, persuasion, conflict management, diversity, leadership, communication technology, and networking. Students will explore communication as a crucial part of organizational processes; they will develop and apply analytic skills in relation to case studies and observations of actual organizational communication experiences. Prerequisites: WRIT 101 & COMM 107 (3).

#### COMM 300. Special Topics in Media Production

Topics may vary from semester to semester, but the course will focus on a single topic in media production. Examples may include: editing, sound production for theatrical exhibition, and app development. Additional lab time is required. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: COMM 112 and COMM 216, COMM 222, COMM 225, or COMM 233 (3)

#### COMM 304. Global Media Studies

This course examines the emergence of transnational media corporations, the effects of new communication technologies on and in culture and public life, and the cross-cultural impact of global media. These phenomena are examined from a variety of critical perspectives such as: cultural imperialism, modernization, postcolonialism, localism/globalism, and the political economy of transnational media industries. The class promotes the virtue and importance of understanding contemporary media and culture from an international perspective. Prerequisites: WRIT 102 or 201; any previous COMM or JOUR course (3).

#### COMM 305 Race, Class, and Gender in Media

This course explores how issues of race, class, sexuality, and gender are mediated by, and organize our experience of, film and television from technological specifications to issues of narrative and political economy. We will approach these issues through two critical lenses. First, we will encounter the core theoretical concepts developed by film and media scholars, Marxist activists, and pioneers in the fields of critical race theory, queer theory, and third-wave feminism. Second, we will investigate how these and other concepts have been taken up, modified, and challenged by popular critics, lay audiences, and fan subcultures in order to both embrace and deconstruct the media they consume. Prerequisites: WRIT 102 or 201; any previous COMM or JOUR course (3).

#### COMM 306. Advertising and Society (Same as BUS 306; see course description under Business.)

#### COMM 308. Special Topics in Communication

Course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of communication. Recent offerings include: Fantasy Films and Japanese Anime; Teamwork and Leadership in Groups and Organizations; The Manhattan Movie Experience; The Films of Martin Scorsese; Stereotypes and Communication; War and Film; Sharing 101--Survival Skills for the Digital Citizen; Music and Popular Media; and Persuasion and Advocacy. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102 or 201; any previous COMM or JOUR course [Offered every semester] (1-3)

#### COMM 309. Arts & Media Reporting and Criticism

In this course, students have the opportunity to apply their journalistic skills to the area of art and media reporting and criticism, including the fine arts (theater, classical music, dance and the visual arts) and popular culture (television, movies, pop music). To do so, they will develop their ability to identify, describe and evaluate for readers/viewers the full range of our culture's creative output. This includes recognizing the importance of the historical, social and political context of what they are reporting on and reviewing. As budding arts and media journalists, students will learn how to balance being a reporter and being a critic by studying and practicing how to cover the arts and media as reporters and to craft critical reviews. Prerequisites: COMM 205; WRIT 102 (3)

#### COMM 311. Public Affairs & Political Reporting

All reporters will, at some time or another, be called upon to come up with a story within the realm of public affairs that is timely, accurate, and relevant to what happened yesterday, what is happening today, and what may happen tomorrow. This is a course in reporting on and writing about public affairs in the broadest sense: the operation of government at all levels; the workings of the legal system, including covering law enforcement; writing about major public policy issues – taxation, finance, social services, the environment, and covering electoral politics. Health care, the environment, education and religion will also be included. Prerequisites: COMM 205; WRIT 102 (3)

#### COMM 312. Digital Cultures

This course examines the age of digital and networked media. Beginning with the increased democratization of access to the internet and the digitization of media in the 1990s, this course will address the social, political, technological and economic forces that influence media industries and communication. Students will assess the impact of the increasingly digitized, interactive and networked communication processes and industries on individuals, societies and cultures. Topics may include social networking, viral video, Web 2.0, artificial intelligence, global positioning satellites, fiberoptics, D.I.Y. media, film, television, music, video games, advertising, branding, and public relations practices in a synergistic media environment. Prerequisites: WRIT 102 or 201; any previous COMM course (3).

## Communication Arts

### COMMUNICATION ARTS COURSES (COMM)

#### COMM 314. Persuasion

This course will introduce students to basic theories about how persuasive messages are created and used to maintain or effect change in people's beliefs, values, attitudes and behavior. The course will empower students with theoretical knowledge and practical skills in creating persuasive messages that are vital within a democratic system and a competitive market economy. Topics covered include traditional and humanistic approaches to persuasion, social scientific approaches to persuasion, psychological, logical and cultural premises in persuasion, media and technology in persuasion and creating persuasive messages in various contexts. Prerequisite: WRIT 102 or 201; COMM 107 (3).

#### COMM 315. Health Promotion and Communication

(Same as PBH 315; see course description under Public Health.)

#### COMM 316. Intercultural Communication

People are more familiar with different cultures than ever before because of the media, internet, work, local diversity, and their own travels abroad. Knowledge of intercultural communication is invaluable to anyone communicating to establish relationships or accomplish strategic goals. This course enables student to learn about and reflect on differences between cultures, the challenges associated with intercultural communication, and ways to handle these challenges. Additionally, this course will explore situated moments of cultural construction in which we collaborate to produce our cultural identities. Prerequisite: WRIT 102 or 201; COMM 107 (3).

#### COMM 318. Fashion Journalism

Reporting fashion news is an area of journalism. The course will explore the shifts in reporting from traditional print fashion magazines to blogs that coverage fashion. This course explores how fashion journalism functions and ways to investigate, cover, and analyze fashion business, designers, and trends. The course will focus on how to communication fashion art to general audiences and to trade audiences. Prerequisites: COMM 205 (3).

#### COMM 320 The American Television Industry

This course examines how historically specific economic forces, government regulations, technological innovations, advertisers, producers, and audiences have interacted to shape the development of the American television industry and how its cultural products, narratives, and processes have become part of our cultural history. It further considers how the synergistic convergence of internet technologies with video delivery and the rise of de-centered production and distribution have changed industry practices and the ways that television shows are developed, financed, produced, and distributed to the domestic and international markets. Programming will be screened in class. Prerequisite: WRIT 102 or 201; COMM 112 or COMM/THTR 207; Permission of the Department (3).

#### COMM 321 Communication Campaigns

Students will examine the powerful influence of communication on a sustained promotional endeavor. The class teaches students how to be strategic and how to use persuasion in ethical ways to achieve goals. The main focus of the class is to teach students how to create communication campaigns and how to interpret them critically. A critical approach to communication campaigns examines how ethical and social issues can work in tandem with effective persuasion in campaign messaging. By employing social media and other emerging technological forms, students will learn new promotional tools. A particular type of communication campaign will be explored every semester. Possible topics include health communication campaigns, non-profit communication campaigns, viral communication campaigns, political communication campaigns, and crowdsourced communication campaigns. Students may repeat enrollment for credit, but may not repeat topics. Prerequisite: WRIT 102 or 201; COMM 107; Permission of the Department (3).

#### COMM 322. Writing for Television

Television offers an immense amount of programming in a variety of formats. Students are introduced to the requirements of various television genres: the made for TV movie, TV drama, sit-coms and serial drama are possible topics. Prerequisite: WRIT 102 or 201; COMM 131 (3)

#### COMM 325. Interactive Media

Students learn the critical skills necessary to create engaging media that are socially and politically aware by surveying and analyzing trends in interactive media through frequent screenings, experiences, theoretical readings, discussions, critiques and workshops in our Innovation Lab. Using theoretical texts as a guide, students explore how emergent tools promote new genres and novel experiences for interpretation and meaning. Students create projects that incorporate user interactivity, computer programming, design and digital media (video, sound, images, etc.) together using professional software. This course will be offered with different themes, including: Physical Computing, Non-Linear Narrative, Interactive Performance and Emerging Technology. Students may take the course twice if each class has a different theme. Pre-requisite COMM 225. Fee \$60 (3).

#### COMM 326. Producing for Creative Media

In this course students develop creative decision-making and research practices that precede production, collaborative and business processes involved in developing large-scale media projects, and the skills needed to work with a client on a media project. Students consider concepts like empathy, advocacy, legalities, and ethics in relationship management, the creation of design documents, designing budgets, fundraising strategy and the development of a work plan for the project. Prerequisite: two of the following: COMM 225, COMM 233 or COMM 216 (3) .

#### COMM 328. Special Topics in Film & Literature

(Same as EWL 350)

This interdisciplinary course will examine interrelationships in film and literature. The organizing focus may vary from semester to semester, and will emphasize the relationships in terms of genre, historic period, theme, or narrative development. Examples: The Crime Film and Novel in America; the 1950s; the New Wave and its Philosophical Context; Biography; Continuity and the Discontinuous Narrative. Prerequisites: WRIT 102, COMM 131, and one prior English course; or permission from both departments or a literature course that teaches narrative; or permission of both departments. Students may repeat enrollment for credit, but may not repeat topics (3).



## Communication Arts

### COMMUNICATION ARTS COURSES (COMM)

#### COMM 329. Media Criticism

Students in this class will learn, interrogate and enact major humanities-based approaches to analysis of media texts. Class readings will be comprised of key scholarship in the fields of mass culture theory, semiotics, ideological criticism, psychoanalytic criticism, gender criticism, and critical race theory. Students will apply and challenge media criticism theories through screenings and discussion in class and out of class writing assignments in which they apply these theories and adopt critical stances about media texts. Examples will be drawn from across the media landscape, including but not limited to: film, television, web-based media, advertising, popular music, and popular literature. Through this course and its research and writing projects, students investigate the ways in which theories of media criticism reveal how media texts are created, how they are received, how they can be read and interpreted, and how they contribute to larger cultural narratives and have societal impact. Prerequisites: WRIT 102 or 201; COMM 131 (3).

#### COMM 330. Film and History

Film disproportionately shapes our understanding of history. At the same time, historians turn to film to better understand the past. This course studies international film and 20th century world history in three ways. First, we examine major debates in film history alongside the aesthetic and narrative techniques that films use to represent themselves as authoritatively “historical.” Second, we interrogate history as film, asking if we can ever truly understand historical events, especially extraordinary and traumatic ones, and ask how international cinemas have attempted to represent such events. Third, looking at both experimental films and social media technology, we ask how film helps us look with fresh eyes at our daily existences, and learn what is being done to preserve the films of the past for the future. Screenings include films from France, Japan, Romania, Iran, and England. Course requirements include three creative projects, attendance and participation, a screening journal, and a final paper. Prerequisites: WRIT 102 or 201 (3).

#### COMM 331. Small Group Communication

This course is designed to acquaint students with the theory and practice of small group interactions through readings, lectures, case studies, class discussion, and group projects. Students will examine the following: the emergence of small groups, social influence, cohesion, conflict, leadership, dyadic relationships, persuasion, decision-making, conflict resolution, technology, and culture. Students will gain a deeper understanding of the function of communication within the small group setting. Prerequisites: WRIT 101; COMM 104 or COMM 107 (3).

#### COMM 333. Fashion, Media, and Culture

This course examines fashion as a form of communication and culture. Through theories within cultural studies, students will study the meaning of fashion, the messages embedded within fashion, and the role that media and popular culture play in shaping understanding and perceptions of the fashion industries. Students will learn about the production and consumption sides of fashion with focus on body politics, spectacle, the global fashion industry, gender practices, the relationship between fashion and celebrity culture, and subversive practices within the fashion industry. Prerequisites: BUS 225 or any previous COMM course (3).

#### COMM 335. Music as Media

This course examines recorded music from cultural, theoretical, and historical perspectives with an emphasis on the law and culture of the U.S. music industry. What is the future of streaming audio? How have recent court cases affected creativity for sample-based musicians? Why are live performances so popular in a media saturated culture? This class will seek answers to these questions and many more by examining topics such as liveness, piracy, the spectacular crash of the music industry in the post-CD era, the ontology of digital and analog sound, the ethics of sampling, and the meaning of music formats. The class has a production element through which students participate in sound design and analysis. Prerequisites: WRIT 102 or 201; any previous COMM course (3).

#### COMM 338. Broadcast Journalism

This class explores broadcast journalism within a television studio environment to prepare students in the field of broadcast journalism. By learning to report, shoot, edit, narrate, interview, write and direct students will gain valuable journalism experience producing in the studio as well as in the field. Students will pitch, produce and create a live television broadcast. This class will also explore new media techniques using smart phone cameras, apps and a variety of social platforms so students can go on to produce digital broadcasts on social media and the web. Prerequisites: WRIT 102 or 201; COMM 205 (3).

#### COMM 340. Freelance Article Writing

In this course, students develop the unique skills required for freelance writing, including coming up with story ideas and writing and marketing one's own articles. Students examine and practice every aspect of freelancing, from learning how to keep abreast of the publishing scene to conceiving and pitching story ideas and, of course, writing stories. A great deal of time is spent improving journalistic skills to meet professional standards. Throughout the semester students read and examine exemplary magazine articles from the professional press. Prerequisites: COMM 205; WRIT 102 (3).

#### COMM 342. Advanced TV Studio Production

Using skills learned in the 200-level television studio production course, students will create and produce a regularly scheduled Marymount-themed show. Students employ practical skills and learn from industry and theory-inflected readings. A goal for the class is to help students add to their creative portfolio to demonstrate advanced skills in all phases of studio production. An emphasis will be placed on specialized aspects of studio work such that students form their own affinities for the different jobs one might hold in the field. Prerequisites: WRIT 102 or 201; COMM 222 (3).

#### COMM 344. Advocacy & Social Movements

Social movements are advocacy entities. They are collective, organized forces that promote or oppose a program for change. Students will investigate basic concepts and theories and underline persuasive arguments and the rhetorical theories that apply to larger advocacy groups. Prerequisite: WRIT 102 or 201; any previous COMM course (3).

## Communication Arts

### COMMUNICATION ARTS COURSES (COMM)

#### COMM 345. Shakespeare and Film

(Same as EWL 345; see course description under English and World Literature.)

#### COMM 347. Integrated Media

Students learn to leverage integrated digital media to effectively communicate their ideas. Students explore the creative implications of storytelling that integrates multiple digital media tools in varying contexts. Students examine media theory and hone advanced production skills to create socially aware projects that seamlessly fuse digital media (video, sound, images, etc.) across web, mobile, social media, and other digital dissemination platforms. This advanced production workshop places emphasis on the translation of theoretical ideas and concepts into practical application in specific cultural contexts. This course will be offered with different themes, including: Web Design, Site-Specific Media and Media Advocacy. Students may take the course twice if each class has a different theme. Prerequisite: COMM 225. Fee \$60 (3).

#### COMM 349. Projects in Digital Sound

(Same as MUS 349)

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

#### COMM 350. Special Topics in Journalism

This course gives the advanced student an opportunity to study aspects of journalism not covered in other courses. These may include topical courses (for example, journalism in specific parts of the world; journalism and gender, race, or ethnicity), courses in specialized forms of journalism (for example, photojournalism; broadcast journalism), or courses that enhance specific journalistic skills (for example, copy-editing; interviewing; publishing). Topics vary. This course may be repeated for a total of 6 credits but the topic may not be repeated. Prerequisites: COMM 205; WRIT 102 (3).

#### COMM 352. Emerging Technologies and Ethical Practices

This course focuses on emerging technologies and the ways that ethical issues and controversies influence tool design and authorship. Students examine ethical questions in order to develop insight into the implementation of technological innovation, and evaluate approaches in applied ethics. With hands-on exercises and experiential approaches, students investigate the design incentives of developing technologies. Students design project proposals that demonstrate the ways that emerging technologies can serve as tools for empowerment and social change. No previous experience with technology is necessary. Prerequisites: WRIT 102 or 201; any previous COMM course (3).

#### COMM 353. Screenplay Writing

This course covers the basics of screenplay writing with primary focus on the elements of the feature film: treatment writing, character development, plot structure, cinematic elements and back story. Prerequisites: WRIT 102 or 201; COMM 131 (3).

#### COMM 357. Contemporary World Cinema

The objective of this course is to explore the nature of feature film production in various nations of the world and how film production in other countries relates to the American film industries. Emphasis will be placed on "art film" production rather than the more familiar Hollywood product as this genre is often the source of experimental films and new directors that set the pace for mainstream movies. The course is designed to incorporate films being shown at film festivals and other New York venues. Course fee determined by ticket prices. Prerequisite: WRIT 102/201, COMM 131, or permission of department. Fee \$80 (3).

#### COMM 359. Directing Video

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

#### COMM 391. Gender, Sexuality and Media

Media play a pivotal role in the construction of gender & sexuality. Communication positions us as gendered individuals and sexual subjects, and it is through communication that our identities are structured and maintained. Students will develop critical abilities in reading and responding to theoretical materials about gender and sexuality; become familiar with current ideas and research about gendered communication experiences; recognize the relationship among language, social interaction, and media representations of gender and sexuality; comprehend the variability of social, historical, and cultural contexts of notions of gender and sexuality; and examine the implications of communicating gender and sexuality on their personal practices. Prerequisite: WRIT 102 & COMM 107 or BUS 225 (3).

#### COMM 395. Media, Law & Ethics

This course will explore significant constitutional and ethical issues involving media. Topics include: a history of media regulation, an introduction to theories on ethics, important court decisions, the differences between legal and ethical issues surrounding print and electronic media, and legal, ethical issues arising concerning recent communications technology. Some specifically addressed: television in the courtroom, copyright and newer media, ethics in the newsroom, and privacy and new technology. Students will use mock trials and case studies to assess the different questions surrounding the law and media. Prerequisites: WRIT 102 or 201 (3).

## Communication Arts

### COMMUNICATION ARTS COURSES (COMM)

#### COMM 403. Capstone Project 1: Research and Development

This first course in the capstone sequence focuses on research-based concept development and pre-production for the capstone project in Digital Media and Video Arts. Students conduct extensive research on their topic and create a portfolio of professional research and development materials. Students refine their understanding of the historical and theoretical context of their work in writing to prepare to create their projects. They develop strong proposal writing skills and create pre-production materials (i.e., storyboards, scripts, treatments, schematics, trailers) in a process that includes peer critique and revision. This course, which is part seminar and part workshop, emphasizes entrepreneurship and connections to other disciplines and media. Student projects move into production phase during the second course in this sequence. Prerequisite: Senior Class Standing, for Majors only (Digital Media and Video Production) (3).

#### COMM 405. Capstone Project 2: Production and Distribution

This is the second course in the capstone sequence and it focuses on production, distribution and community engagement. Students create the projects they conceived in the previous semester. They hone their analytical, time management, entrepreneurial, and professional production skills. The course encourages skill sharing, high production values, collaboration, and peer critique in a pre-professional setting. Students have an opportunity to present their finished work to the college community and are mentored to submit their projects to film festivals and other professional media venues. In this process of completing and exhibiting a major work, students carefully consider the social and ethical implications of their practice and understand how it is situated in an artistic tradition. Prerequisite: COMM 403 (3).

#### COMM 450. Research Seminar

Changing Course Description TO: This senior seminar provides students the opportunity to conduct an original research project of their choosing. Students majoring in Digital Journalism; Cinema, Television, and Emerging Media; Public Relations and Strategic Communication; and Communication Arts to develop and implement a solid research design that includes data collection and analysis. The senior thesis writing and research process will proceed in stages through work and discussion in and outside of the classroom under close supervision of the instructor. Prerequisites: Senior Class Standing. For majors only in the following majors: Digital Journalism, Cinema Television and Emerging Media, Public Relations and Strategic Communication, and Communication Arts.(3).

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

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

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

The following courses have been offered in the past and may be offered in the future in response to student need.

COMM 102. Communications Today  
COMM 310. Advanced Public Speaking and Debate  
COMM 336. Philosophy and Film  
COMM 341. Themes in 2D Animation  
COMM 358. Theories of Organizational Communication  
COMM 429. Advanced Video  
COMM 480. Advanced Seminar in Critical Media Studies  
COMM 481. Digital Media III: Advanced Studio  
JOUR 311. Journalism Practicum  
JOUR 313. Business and Financial Reporting

## Dance

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

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

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

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

into the College, but also give strong evidence of professional promise as demonstrated through auditions and interviews.

Each semester following the freshman year, the dance faculty assess all B.F.A. students according to the following criteria:  
Maintenance of a 3.0 average or better in academic and dance courses;  
Evaluation of performance in workshops and productions;  
Evaluation of class work and progress in technique;  
Participation in juries (twice in the first year; once a year following);  
Attendance.

### Additional Learning Opportunities

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

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

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

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

<b>Division:</b>	<b>Fine and Performing Arts</b>	<b>Division Office:</b>	<b>Nugent Hall, Theatre Office</b>
<b>Division Chair:</b>	<b>David Mold, M.F.A.</b>	<b>Division Office Phone:</b>	<b>212-774-0760</b>
	<b>dmold@mmm.edu</b>	<b>Dance Office:</b>	<b>Carson Hall 516</b>
<b>Division Administrative Coordinator:</b>	<b>Brooke Harbaugh</b>	<b>Dance Office Phone:</b>	<b>212-517-0610</b>
	<b>bharbaugh@mmm.edu</b>	<b>Dance Administrator:</b>	<b>Amber Indyk</b>
<b>Operations Director for FAPA:</b>	<b>Matthew Land, M.F.A.</b>		<b>aindyk@mmm.edu</b>
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**Andrew Warshaw**

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**Dance Department Programmatic Goals**

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

- Demonstrate substantive engagements with diverse dance practices and their intrinsic skill sets.
- Demonstrate through kinesthetic, written, and/or verbal work, a critical engagement with the histories, theoretical frameworks and cultural contexts of dance.
- Integrate conceptual and kinesthetic skills across dance practices, performances, theories, and/or histories.
- Propose and/or employ strategies for arts advocacy through dance.

**MAJOR: DANCE (1008)****62 Credits****B.F.A.****General Education: 42 Credits; Major: 62 Credits; Elective Credits: 16 Credits****Core courses:**

Ballet (by placement)	12	DANC 291 Music for Dance	3
Modern (by placement)	12	DANC 303 Anatomy I	3
Jazz (by placement)	3	DANC 351 Dance Composition I	3
Tap (by placement)	1	DANC 352 Dance Composition II	3
DANC 120 Stagecraft for Dance	2	DANC 354 Dance and Cultural History	3
DANC 203 Rhythm in Sound and Movement	2	DANC 364 Critical Approaches to Dance	3
		DANC 495 Senior Seminar	3

The remaining nine credits should be earned by completing one of the following four concentrations

## Academic Offerings

### Dance

#### BALLET CONCENTRATION

Ballet (by placement)	6	Pointe (by placement, 1 credit each) or	
Special Topic of Related Interest*	1	Performing Masculinity in the Ballet Cannon (1 credit each)	2

#### MODERN CONCENTRATION

Modern (by placement)	6	DANC 340 Improvisation II	1
DANC 240 Improvisation I	1	Special Topic of Related Interest*	1

#### CHOREOGRAPHY CONCENTRATION

DANC 240 Improvisation I	1	Electives (complete 2 of the following)*:	
DANC 340 Improvisation II	1	DANC 453 Dance Composition III	3
DANC 294 Projects (must fulfill the course as a choreographer)	1	DANC 496 Choreography for the American Musical Theater	3
or		THTR 317 Design for Directors & Choreographers (Same as DANC 317)	3
DANC 425 Dance Production (must fulfill the course as a choreographer)	1	THTR 314 ST: Viewpoints	3

\*A student who choreographs four (4) semesters for DANC 294 or 425 may bundle three of those credits as substitution for any one (1) three credit course of the Elective requirements.

#### JAZZ CONCENTRATION

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

#### MAJOR: DANCE (1008)

**49 Credits**

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

#### Core courses:

Ballet (by placement)	6	DANC 203 Rhythm in Sound and Movement	2
Modern (by placement)	6	DANC 354 Dance and Cultural History	3
Jazz (by placement)	3	DANC 364 Critical Approaches to Dance	3
DANC 120 Stagecraft for Dance	2	DANC 495 Senior Seminar	3

**The remaining 12 credits should be earned by completing one of the following four concentrations**

#### BODY, SCIENCE & MOTION CONCENTRATION (w/optional Biology or Psychology Minor)

BIOL 116 Nutrition	3	DANC 369 Anatomy II	3
BIOL 136 Anatomy I	4	DANC 371 Somatic Awareness	3
BIOL 234 Human Physiology	4	DANC 399/499 Internship	1
DANC 261 Introduction to Movement Analysis and Notation	3		

Dance**DANCE & MEDIA CONCENTRATION**

ART 116 Color and Design <b>or</b>		<b>C. Digital Imaging and Web-based Media</b>	
DANC 291 Music for Dance	3	ART 210 Digital Imaging I	(3)
COMM 112 Storytelling Across Media	3	ART 342 Digital Imaging II	(3)
DANC/COMM 216 Digital Sound Workshop	3	COMM 225 New Media Techniques	(3)
DANC 351 Composition I	3	COMM 325 Interactive Media	(3)
DANC 370 Movement, Media, Theory	3	COMM 326 Producing for Creative Media	(3)
		COMM 347 Integrated Media	(3)
<b>Two sequential courses from any one of the following areas:</b>	<b>6</b>	<b>D. Audio Design and Production</b>	
<b>A. Video</b>		DANC/COMM 349 Projects in Digital Sound	(3)
COMM 233 Video Field Production	(3)	THTR 254 Audio Technology for Performance I	(3)
COMM 359 Directing Video	(3)	THTR 354 Audio Technology for Performance II	(3)
<b>B. Photography</b>		<b>E. Graphic Design</b>	
ART 121 Phototgraphy I	(3)	ART 237 Graphic Design I	(3)
ART 213 Photography II	(3)	ART 338 Graphic Design II	(3)

**DANCE STUDIES CONCENTRATION**

ART 252 Survey of Western Art II	3	One appropriate 300- or 400-level course from another Dance BA concentration	3
COMM 309 Arts and Media Reporting	3	DANC 370 Movement, Media, Theory <b>or</b>	
DANC 261 Introduction to Movement Analysis and Notation	3	THTR 475 Avant-Garde in Art, Film and Performance	3
DANC 291 Music for Dance	3		
DANC 351 Dance Composition I	3		

**TEACHING DANCE ARTS CONCENTRATION**

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

**MINOR: ARTS MANAGEMENT****18 Credits**

The Arts Management minor is designed to prepare students for administrative positions in a variety of settings, including theatre, dance and opera companies, museums and galleries, auction houses, music ensembles, festivals, foundations, community centers, arts advocacy groups, and government arts agencies. By completing the sequence of courses and experiential projects in

this minor, students acquire the knowledge and skills required to manage visual and performing arts organizations and events, and gain an understanding of how social, economic, and political factors influence the development and implementation of arts programs and institutions.

ART/DANC/THTR 290 History & Mission of Arts Institutions	3	ART 361 Curatorial Studies Seminar	(3)
ART/DANC/THTR 392 Fundraising & Marketing for the Arts	3	COMM 312 Digital Cultures	(3)
ART/DANC/MUS/THTR 499 Arts Management Internship	3	COMM 326 Producing for Creative Media	(3)
		MUS 208 The Business of Music	(3)
<b>Choose three courses from the following:</b>	<b>9</b>	THTR 226 The Business of Broadway	(3)
ART 319 The Artist's Career	(3)	THTR 346 Production Management	(3)
ART 320 History of Museums & Collections	(3)	THTR 378 Producing Performance	(3)

# Dance

## MINOR: DANCE

17-18 Credits

The Dance Minor is designed for non-Dance majors who wish to experience the art of dance and movement practices while engaged in another major. No audition is required, but the minor

is geared to those with some basic knowledge of dance and provides a foundation in the history and practice of dance and its trajectory as a social and cultural phenomenon.

DANC 105 Dance as an Art Form for Non-Majors (or equivalency w/prior experience)	3	<b>Three of the following:</b>	<b>6</b>
DANC 354 Dance and Cultural History	3	DANC 107 Jazz I for Non-Majors	(2)
<b>Two of the following:</b>	<b>6</b>	DANC 140 Ballet I for Non-Majors*	(2)
DANC 230 Costume for Dance	(3)	DANC 141 Modern I for Non-Majors	(2)
DANC 303 Anatomy I	(3)	DANC 210 African Dance for Non-Majors	(2)
DANC 305 Movie Moves: Dance in Film	(3)	DANC 212 Ballet II for Non-Majors	(2)
DANC 307 Contemporary Dance in a Global Context	(3)	DANC 214 Hip Hop for Non-Majors	(2)
ART/DANC/THTR 328 The Arts & Social Change	(3)		
DANC 371 Somatic Practices	(3)		
ART/COM/THTR 475 The Avant-Garde in Art, Film & Performance	(3)		

\* A student may take two (2) credit movement classes and have them count toward a DS1.

## DANCE COURSES (DANC)

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

This course introduces dance as a performing art investigating the diverse aesthetics, multi-cultural, and historical contexts of global dance forms. Students experience both theoretical and practical classes to increase kinesthetic awareness and understanding of the language of dance. In viewing dance, students explore the art form as a reflection of social and cultural perspectives and integrate relationships to other artistic disciplines. Fee: \$65.00. Corequisite: WRIT 101 [Offered: All sessions] (3).

### DANC 107. Jazz I for Non-Majors

This course is designed to introduce basic knowledge of jazz dance and its history. This class focuses on various styles from classical to modern jazz with an emphasis on developing coordination, timing and strength. Syncopation and isolations of the body is introduced. May be combined with a 2nd Non-Major (2) credit class to be accepted as a Gen Ed DS1. The Dance Department highly recommends that students without any previous dance experience take DANC 105: prior to taking this course. Prerequisite WRIT 101/201. Fee: \$45.00 [Offered F] (2).

### DANC 108. Tap I

This is a course for the beginning tap dancer interested in learning the basics of tap dance technique and terminology (brushes, shuffles, ball changes, flaps, cramp rolls, time steps, etc.), carriage of the body, use of upper body and arms, control of tap sounds, and the relationship of sounds to increase foot and rhythmic control. Traditional rhythm phrases are taught as well as the world renowned Shim Sham Shimee. This course may be repeated for up to 4 credits. Fee: \$20.00. Prerequisite: Dance majors only [Offered: F, S] (1).

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

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

### DANC 140. Ballet I for Non-Majors

Ballet I for Non-majors is an investigation into the physical experiences of this dance form coupled with an academic component which emphasizes the history and biographies of prominent figures in the ballet world. The aims of this course are to develop an appreciation of ballet and to use the physical experience to gain strength, flexibility, and fluidity within this style. This course may be repeated once for a total of (4) credits. May be combined with a 2nd Non-Major (2) credit class to be accepted as a Gen Ed DS1. The Dance Department highly recommends that students without any previous dance experience take DANC 105 prior to taking this course. Prerequisite WRIT 101/201. Fee: \$65.00 [Offered F,S] (2).

### DANC 141. Modern for Non-Majors

This course emphasizes the development of basic modern dance concepts and technique including the increase of student's strength, control and rhythmic awareness. Students are introduced to early modern dance concepts and their principles. In addition, students learn about the early modern dance pioneers and their movement philosophies as well as the social, historical context of their creative work. May be combined with a 2nd Non-Major (2) credit class to be accepted as a Gen Ed DS1. The Dance Department highly recommends that students without any previous dance experience take DANC 105 prior to taking this course. Prerequisite WRIT 101/201. Fee: \$45.00 [Offered F,S] (2).

## DANCE COURSES (DANC)

**DANC 145. Ballet I**

This course examines elementary dance principles by studying the specific discipline of classical ballet. Instruction of simple movement sequences is strategically introduced to challenge and increase students' knowledge of form and musical phrasing. Focus is given to the study of postural alignment and French ballet terminology, both in its written and physical form. The introduction of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of ballet. Fee: \$65.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

**DANC 149. Jazz I**

This course introduces students to the idioms and influences associated with the development of jazz as a unique U.S. American dance form. Through the course, students develop an understanding of the rhythmic and dynamic differences inherent in jazz, which incorporates syncopation, improvisation and poly-rhythmic phrasing. Attention is paid to the historical and cultural influences of jazz as an American phenomenon, its African-American roots, and its continuous development as influenced by social trend. Students are required to research influential jazz choreographers and learn how to transcribe movement phrases to written form. Fee: \$65.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

**DANC 189. Modern Dance I**

This course introduces the form at a basic level with emphasis on integrating phrasing and musicality with movement patterns while developing independent learning skills in the classroom including movement analysis, problem-solving, physical and verbal articulation of the concepts. The introduction of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of modern dance. Fee: \$65.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

**DANC 203. Rhythm in Sound and Movement**

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

**DANC 208. Tap II**

This is a course for the intermediate tap dancer interested in the continuation of acquiring technical skills in tap dance. A continuation of the concepts learned in Tap I will be cultivated to a level that allows the student to feel proficient enough to have command and confidence in a musical theatre audition. The course material will focus on vocabulary, phrasing, execution, form, style, and performance quality. This course may be repeated for up to 4 credits. Fee: \$20.00. Prerequisite: Dance majors only; DANC 108 or permission of department [Offered: F, S] (1).

**DANC 210. African Dance for Non-Majors**

African Dance is an introduction to the technique and history of djembe-style West African dance from the Mandingo Empire. Through movement, video observation and historical study, the goal of this course is to guide students in understanding the rich and diverse genre of West African dance and its function in the society from which it originated. May be combined with a 2nd Non-Major (2) credit class to be accepted as a Gen Ed DS1. Prerequisites: WRIT 101/201 and any 100-level non-major Dance course or permission of the department. Fee: \$40.00 [Offered S] (2).

**DANC 212. Ballet II for Non-Majors**

This course examines elementary dance principles by studying the specific discipline of classical ballet. Students must have prior knowledge of ballet or successfully complete DANC 140 Ballet I for Non-Majors to be placed in this course. Instruction of basic movement sequences is strategically introduced to challenge and increase students' knowledge of form and musical phrasing. Focus is given to the study of postural alignment, continued development of French ballet terminology as well as exploring skills in writing self-evaluations. The development and understanding of proper execution while working toward strength and stamina, culminates in a presentation of a choreographed solo at semester's end. This course may be repeated once for a total of (4) credits. May be combined with a 2nd Non-Major (2) credit class to be accepted as a Gen Ed DS1. Prerequisite: WRIT 101/201 and DANC 140 or permission of the department. [Offered F, S] (2).

**DANC 214. Hip Hop for Non-Majors**

Hip Hop for Non-Majors aims to develop an appreciation for and an aesthetic awareness of hip-hop culture. Students develop an understanding that the genus of this dance/movement is multicultural in origin, is emotionally, socially and culturally charged and serves the subculture of hip-hop communities as a form of artistic communication. Students examine the constructs of hip-hop origins, spawned from and representative of the life experiences of inner-city youth in America, unique from the popular entertainment that it has become today. The historical, socio-economic, and musical/aesthetic frameworks from which hip-hop dance emerged as an artistic medium of communication is studied. Students engage with the inherently diverse and varying developments and meanings of hip-hop as a cultural phenomenon through class discussion, critical thinking, writing, and physical engagement with the movement vocabulary of hip-hop. May be combined with a 2nd Non-Major (2) credit class to be accepted as a Gen Ed DS1. Prerequisite: WRIT 101/201 and any 100-level non-major Dance course or permission of the department. [Offered S] (2).

**DANC 216. Digital Sound Workshop**

(Same as Comm/Mus 216)



## Dance

### DANCE COURSES (DANC)

#### DANC 218. Performing Masculinity in the Ballet Canon

Performing Masculinity in the Ballet Canon emphasizes a specific dimension of movements within the ballet form. Turns and jumps that are particular to traditional male roles in ballet repertoire are studied. This course is open to all dance majors and is a supplementary technique course offered twice per week. Students taking this course are required to attend a 5-day per week technique course. The course may be repeated up to 12 times. Fee: \$20.00 (1).

#### DANC 220. Ballet II

This course examines the kinesthetic principles and discipline of classical ballet. The instruction of movement sequences requires a basic foundation in both vocabulary and physical awareness. Focus is given to the comprehensive study of postural alignment, the refinement of French ballet terminology, both in its written and physical form, as well as introducing skills in writing self-evaluations. Students create and perform a final movement phrase that incorporates physical analysis, spatial awareness, movement patterning, musicality and the correct application of the terminology. The continued investigation of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of ballet. Fee: \$65.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

#### DANC 230. Costume for Dance

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

#### DANC 240. Improvisation I

This course is an introduction to the art and skills of extemporaneous dancing. It functions as a dance laboratory where students practice awareness training, somatic approaches to movement, exploratory exercises and undertake detailed kinetic research. Class time includes opportunities for personal reflection, group discussion and analysis of assigned readings, media, and live performance. Students consider the major historical events of the last century and examine how these events impacted various art forms and in particular western dance. Students learn to describe and distinguish between the distinctive improvisatory practices and values developed by modern and post-modern artists. This course may be repeated for up to 3 credits. Fee: \$20.00 per term. Prerequisite: Dance majors only [Offered: F] (1).

#### DANC 243. Modern Dance II

Building on the knowledge achieved in Modern I, this course emphasizes an increased kinesthetic awareness of the details and concepts as new movement vocabulary is introduced. Students hone the ability to interpret, analyze and perform at an intermediate level and continue to develop and refine their personal artistic expression in direct relationship to the principles outlined in the course. The continued investigation of social and historical aspects of the discipline is incorporated to inform and enrich the physical study of modern dance. Fee: \$65.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

#### DANC 249. Jazz II

This course is an advanced study of jazz as an American dance form. Students are required to analyze and recreate choreographic phrases incorporating stylistic differences appropriate to the diversity of jazz traditions. The evolution of jazz as an art form is discussed and dancers are expected to incorporate this knowledge into their performance of the idiom. Fee: \$65.00 per term. This course may be repeated up to 9 credits. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered S] (3).

#### DANC 255. Ballet III

This course attempts to refine the students' understanding and implementation of the technical and artistic aspects of classical ballet. Coursework is rigorous in content. Strength and stamina are built through movement sequencing; technical and musical challenges are presented and the aesthetic principles of the art form are explored. Emphasis is placed on the integration of movement material with cognitive operations and movement intentions to develop the psychology of the performer. Reading and written assignments are integral to the course to promote further critical thinking and theoretical analysis of ballet while historicizing its practice. Fee: \$65.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

#### DANC 256. Beginning Pointe

This course covers the fundamental technical skills required to perform ballet on pointe. Emphasis is placed on strengthening exercises and the proper execution of rolling through the shoe. Exercises at the barre constitute the majority of class work with center exercises remaining basic to reinforce theories from the barre. This course may be repeated for up to 4 credits. Fee: \$20.00 per term. Prerequisite: Dance majors only [Offered: F, S] (1).

#### DANC 261. Introduction to Movement Analysis and Notation

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

## DANCE COURSES (DANC)

**DANC 290. History & Mission of Arts Institutions**

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

**DANC 291. Music for Dance**

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

**DANC 293. Special Studies for Intermediate Students**

This course includes the MMC Dance Company, which is a year-long commitment, including the January intercession. Acceptance into the MMC Dance Company is by audition only (see Dance 494). This course may also include work with a faculty member on special projects, performing arts management, etc. Students are under the supervision of Dance faculty, guest artists or other dance professionals and must follow guidelines for Independent Study/Internships. This course may be repeated for 4 credits. Prerequisite: Audition or permission of department. [Offered: F] (1).

**DANC 294. Projects**

Individual choreographic works are created and rehearsed by students and faculty for the fall production, which includes the student choreography workshop and the mainstage performances. Student choreographers are mentored by faculty throughout the semester. Auditions and casting culminate in bi-weekly rehearsals that afford experimentation, creative practices and realization of both technical and artistic voices in performance. All aspects of producing a dance concert is addressed including publicity, costuming, lighting, and scene design. Both the Great Hall and the Theresa Lang Theatre serve as venues. Fee: \$20.00 per credit. This course may be repeated for up to 4 terms. Prerequisite: Dance majors only [Offered: F] (1).

**DANC 303. Anatomy I**

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

**DANC 305. Movie Moves: Dance in Film**

This course examines the relationship between dance and film by surveying the aesthetic, social, and political functions of dancing bodies across 20th and 21st centuries moving-image cultures. Considering a range of genres including musical, drama, comedy, and dance-film, the course proposes an interdisciplinary analysis of embodiment, movement, and choreography. Topics discussed will include the ways in which film and dance negotiate a series of methodologies, techniques and narratives, the effects of movement in the filmic representation of bodies, the impact of gender, sexuality, race and class in the intersection of choreographic and cinematic productions Prerequisite: WRIT 102 or 201 (3).

**DANC 307. Contemporary Dance in a Global Context**

This course, offered to minors in dance and open to the general student body, undertakes the study of dance as a way in which people create and respond to the forces of globalization and migration. Informed by the interdisciplinary frameworks of Cultural Studies and Performance Studies with an emphasis on the ethnographic literature in dance studies, we examine dance and movement in relationship to migration and globalization. Prerequisite WRIT 102 or 201. [Offered F] (3).

**DANC 309. Ethics/Aesthetics/Gender in the Performing Arts**

This course explores the intersection of ethics and aesthetics in 20th and 21st century performing art history as it relates to the formation and understanding of gender. This course identifies various ethical dilemmas that come up in the complicated relationships that exist between power and the formation of a subject and object, which infuse both gender relations and the performing arts. The course pays particular attention to how ideas of beauty and moral righteousness often become conflated and how various female artists, queer artists, and artists of color have created work that stands in direct opposition to these cultural norms and expectations. Prerequisites: WRIT 102 or 201 (3).

**DANC 311. Black Dance in America**

Examining the body as a potential site of both empowerment and oppression, this course will explore the roles of both racism and the celebration of the Africanist Aesthetic, in a variety of vernacular, concert, and commercial American dance forms. We will combine readings and written assignments with movement classes ranging from Sabar to Hip-Hop, from Dancing with the Orishas to House Dancing, and from Capoeira to Chicago Footwork. We will use New York City as a classroom to study these forms of dance from a variety of instructors. The final term paper will be ethnographic, combining historic study with our contemporary observations and embodied experiences. Prerequisites: WRIT 102/201 (3).

**DANC 317. Design for Directors and Choreographers**

(Same as THTR 317; see course description under Theatre Arts.)

**DANC 324. Careers in Arts Administration**

(Same as ART/THTR 324; see course description under Art.)

**DANC 328. The Arts & Social Change**

(Same as ART/THTR 328; see course description under Theatre Arts.)

## Dance

### DANCE COURSES (DANC)

#### DANC 340. Improvisation II

This course is a continuation of study and skill building begun in Improvisation I. It focuses on the use of more narrowly and complexly defined directives, longer solo and group improvisational exercises, and the creation of the students' own improvisational structures. Improvisation is investigated as a research method for choreography, as a performative practice in itself, and as a tool to expand kinetic awareness. Class includes in depth analysis of assigned readings that address dance theory and criticism through discussion and written homework. A historical examination of a wide range of improvisatory models is undertaken, including improvisatory forms outside Western modern and post modern dance. This course may be repeated for up to 3 credits. Fee: \$20.00 per term. Prerequisite: DANC 240 [Offered: S] (1).

#### DANC 341. Modern Dance III

This course emphasizes a conscious use of intention as an integral part of performance and an awareness and investigation of the importance of the dancers' relationship to space. Dancers utilize an expressive and qualitative range in movement, performance, and creative work. Students' written work is expected to be reflective of an increased intellectual understanding of modern dance and its social and historical influence. Fee: \$65.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

#### DANC 343. Ballet IV

This is a concentrated inquiry of and exploration in upper level intermediate classical ballet. It is expected that students at this level have attained both an intellectual and physical understanding of the aspects of placement, alignment, and the required strength for execution of complex movement sequences. The integration of movement material with cognitive operations and movement intentions, including physical memory and sensory awareness, is refined to develop quality of movement as a platform for artistic expression. Reading and written assignments are integral to the course to promote further critical thinking and analysis of ballet. Fee: \$65.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

#### DANC 348. Operations & Management for the Arts

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

#### DANC 351. Dance Composition I

This course introduces students to the nature of composition through a variety of disciplines including music, visual art, poetry, and in particular dance. As a foundation for thinking critically about dance, students examine diverse choreographic styles developed in response to cultural, philosophical and artistic influences. Classes are structured around compositional exercises, movement analysis of choreographic homework assignments, readings and viewing seminal works of art on video or in museums. The goal of the class is to offer a forum through which students can deeply engage with movement creation, develop their own artistic voices and investigate new ways of thinking about form through the lens of choreographic inquiry. Fee: \$65.00. Prerequisite: Dance majors only or permission of department. [Offered: F, S] (3).

#### DANC 352. Dance Composition II

This is a continuation of the study of choreography begun in Dance Composition I. Students are asked to merge individual creativity with acquired compositional skill. Students create solos, duets and small group works while considering the way that sound scores influence the experience of movement studies. This intermediate level course gives students a broader choreographic tool kit as well as context for working within differing aesthetic conventions. The politics of aesthetics are examined forcing students to locate themselves within broader historical, artistic and cultural frameworks. Through assigned readings, video and live performance viewings, written work and class discussion, students develop deeper analytical skills and greater clarity about their personal voice as dance makers as well as how choreography functions as a mirror for the times in which we live. Fee: \$65.00. Prerequisite: DANC 351 [Offered: F, S] (3).

#### DANC 354. Dance and Cultural History

This introductory dance history course – designed for both Dance and non-Dance Majors – is a survey of dance practices from Greek antiquity through the 21st century. Students examine major developments in Western theatrical dance and the impact of Asian, African-American, and European dance on North American stage practices. The goal of this course is two-fold: (1) to understand how dance practices are bodily enactments of specific historical and cultural developments and (2) to investigate different approaches to choreography and writing of history. Prerequisite: WRIT 102 or 201 [Offered: F, S] (3).

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

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

#### DANC 358. Advanced Pointe

For the advanced ballet dancer, this course covers in detail the technique of dancing on pointe. The finer points of execution are honed with a continued emphasis on proper placement and the development of strength. The execution of longer sequences and classical variations augment the technical aspect of the training. This course may be repeated for up to 8 credits. Fee \$20.00. Prerequisite: Ballet level must be 255, 343 or 445, or by permission of department [Offered: F, S] (1).

## DANCE COURSES (DANC)

**DANC 364. Critical Approaches to Dance**

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

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

**DANC 369. Anatomy II**

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

**DANC 370. Movement, Media, Theory**

This course provides theoretical and historical perspectives on the representation of human movement in traditional and digital media. It surveys principal media applications currently in use in the dance field: film/video, photography, audio recording/editing/design, automated production elements, digital animation, motion capture, movement generation and modeling, web-based and interactive and virtual technologies. Students investigate problems concerning the nature of embodiment in visual and audio media, cross-modal perception in interdisciplinary artwork, and the innovative implementation of movement-based media. It is appropriate for those interested in creative and compositional work, as well as documentary, archival and promotional/marketing projects in movement-related fields. Prerequisites: WRIT 102, COMM 112 & one course from Special Focus courses of B.A. Dance and Media Concentration [Offered: F biannually] (3).

**DANC 371. Somatic Awareness**

Somatic Awareness facilitates experiential research into the nature of the body/mind. Somatic movement practices explore the body/mind as a dynamic, interconnected system. The health of this complex system impacts the potential for human movement and thought, in a variety of dance idioms and everyday activities. Yoga, Meditation, Laban Movement Analysis, Bartenieff Fundamentals, Body-Mind Centering, Alexander Technique, Contact Improvisation, Authentic Movement, and Contemplative Dance Practice are introduced in this course. These somatic practices explore the intersections of anatomy, human developmental movement patterns, habit forming and re-patterning of movement as adults, the embodied mind, and the interconnectivity of our bodies and the earth. In this course, students explore the body/mind through readings, writing, and experiential practices. Prerequisite: DANC 303 or BIOL 136 (3).

**DANC 378. Producing Performance**  
(same as THTR 378; see course description under Theatre Arts.)

**DANC 392. Fundraising & Marketing for the Arts**

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

**DANC 425. Dance Production**

Students participate as choreographers, dancers and technicians to produce the Spring Dance Concert. Individual choreographic works are created and rehearsed by students and created or restaged by renowned guest artists for the spring production. Student choreographers are mentored by faculty throughout the semester. Auditions and casting culminate in bi-weekly rehearsals that afford experimentation, creative practices and realization of both technical and artistic voices in performance. All aspects of producing a dance concert is addressed including publicity, costuming, lighting, and scene design. Both the Great Hall and the Theresa Lang Theatre serve as venues. This course may be repeated for up to 4 terms. Prerequisite: Dance majors only [Offered: S] Fee \$20 (1).

**DANC 441. Modern Dance IV**

In this course, students must demonstrate a high level of intellectual understanding and an ability to articulate both physically and in written work the concepts and theories presented. The integration of movement material with cognitive operations and movement intentions, including physical memory and sensory awareness, is refined to develop quality of movement as a platform for artistic expression. It is assumed that past practices supply a body of knowledge that deepen the theoretical engagement with the work both in execution and in written and reading assignments. Fee: \$65.00 per term. This course may be repeated up to 9 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

**DANC 445. Ballet V**

This is an in-depth investigation and exploration of advanced ballet as an art form. Along with the increasing mastery of ballet vocabulary, emphasis is placed on the proficiency of the execution of intricate choreographic phrases utilizing dynamics, musicality and speed. The quality of movement for artistic expression is highlighted as the student is expected to use the ballet language as a sophisticated means of communication. Through reflexive and reflective inquiry, analysis and discussion, and contextualizing movement studies within historical developments in the discipline, students are guided to a deeper kinesthetic and artistic sensibility. Reading and written assignments are integral to the course to promote further critical thinking and analysis of ballet while historicizing its practice. It is assumed that past practices supply a body of knowledge that deepen the theoretical engagement with the work both in execution and in written and reading assignments. Fee: \$65.00 per term. This course may be repeated up to 12 credits unless otherwise noted. Prerequisite: Dance majors by audition only and subsequent levels by placement or proficiency demonstrated in previous level. [Offered F, S] (3).

**DANC 451-452. Externship in Dance**

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



## Dance

### DANCE COURSES (DANC)

#### DANC 453. Dance Composition III

This advanced level course builds on material covered in Dance Composition I and II and is designed for dance students in the Choreography Concentration or those in other concentrations who wish to continue their studies in composition. The class explores multiple working methods in order to think critically about how process influences product. Students gain an in-depth understanding of a variety of compositional approaches that ultimately reinforces their own art and craft. Students are asked to direct their own scholarly research in order to support the creation of a completed creative work. Additionally, students write a paper chronicling the manner in which that research influenced their choreographic process. Analysis of live performances in New York City aim students toward the consideration of how dance theory, criticism and practice intersect in those works as well as in their own studies. Students must demonstrate a high level of intellectual understanding and an ability to articulate both physically and in written work the concepts and theories presented. The integration of movement material with cognitive operations and movement intentions, including physical memory and sensory awareness, is refined to develop quality of movement as a platform for artistic expression. It is assumed that past practices supply a body of knowledge that deepen the theoretical engagement with the work both in execution and in written and reading assignments. The class culminates in an informal showing, Dance Majors Only. Prerequisite: DANC 351 & 352. Course may be not be repeated. Fee \$65 [Offered: F] (3).

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

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

#### DANC 494. Special Studies for Advanced Students

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

#### DANC 495. Senior Seminar

Through readings, research assignments, discussions, and guest speakers, students in Senior Seminar explore the artistic trends influencing today's dance scene and become familiar with the overall cultural climate in which to establish themselves and their artistic philosophies. Emphasis is placed on exposing students to the vast array of current issues surrounding the field, including but not limited to the dance reviewer and his/her influence on the field, financial dynamics and historical practices of non-profit dance organizations, dance education in the United States, legalities of copyright, government and the arts, and arts advocacy. The course underscores the development of self-directed inquiry to maintain awareness of the current state of the profession and its socio/political implications on the arts as a whole. Students develop a research project that strengthens and deepens their focused concentration and interest in dance and is modeled to reflect entrepreneurship in the arts and the responsibilities of being an educated dance professional. Prerequisite: DANC 364 [Offered: F] (3).

#### DANC 496. Choreography for the American Musical Theatre

(Same as THTR 496)

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

#### DANC 297/397/497. Research

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

DANC 299/399/499. Independent Study/Internship



**Digital Journalism**

The field of journalism is undergoing an exciting transformation as it adapts to new technologies and branches out into emerging media outlets.

MMC's Digital Journalism major prepares students for careers in this vibrant and evolving profession by providing them with a solid foundation in journalism practices and equipping students to enter the contemporary workplace. Its foundational courses develop the research, writing, and reporting skills necessary to journalists of the 21st century. Its content courses allow students to learn in-depth fields of study relevant to public affairs reporting or feature article writing for magazines and online publications. Its writing courses provide

advanced training in crafting professional quality pieces related to public affairs and political reporting, freelance article writing, arts and media reporting, and fashion reporting. Its production courses equip students with a range of skills in media creation to make them competitive in an increasingly multi-media journalism industry.

Located in New York City, a major media capital, Journalism students will have opportunities to take a variety of internships, fully mentored by faculty. With foundational expertise and cutting-edge journalistic skills, Journalism majors will be ready to become part of an exciting creative profession.

**Division:** Communication and Media Arts  
**Acting Division Chair:** Peter Schaefer, Ph.D.  
**Division Assistant:** Katherine Wood  
**Division Office:** Nugent Hall 560  
**Program Coordinator:** Peter Schaefer, Ph.D.

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Faculty from Communication and Media Arts teach courses in the Digital Journalism Major.

**MAJOR: DIGITAL JOURNALISM (o6o2)****45 Credits**

**B.A. General Education: 42 Credits; Major: 45 Credits; Elective Credits: 33 Credits**

**Communication and Media Arts Division Goals**

- Demonstrate knowledge of how communication affects individuals, society, and/or diverse public/professional groups.
- Produce oral, written, or mediated communication that engages with culturally relevant and/or social justice issues.

**Digital Journalism Major Goals**

- Apply research, writing, and reporting skills through traditional as well as digital media to create informative, relevant, and original content.
- Articulate the impact of new technologies on journalists in the 21st century.

**Complete the following seven courses:****21**

COMM 112 Storytelling Across Media 3  
 COMM 205 Journalism in the 21st Century 3  
 COMM 230 Cultural History of Media 3  
 COMM 305 Race, Class, and Gender in Media 3  
 COMM 312 Digital Cultures 3  
 COMM 395 Media, Law, & Ethics 3  
 COMM 450 Research Seminar 3

**Content Courses. Choose three of the following:****9**

AIP 334 Media and Politics (3)  
 AIP 342 Fashion and Society (3)  
 COMM 299 Internship\* (3)  
 COMM 304 Global Media Studies (3)  
 COMM 308 Special Topics in Communication (3)  
 COMM 321 Communication Campaigns\*\* (3)  
 COMM 333 Fashion, Media, and Culture (3)  
 COMM 335 Music as Media (3)  
 GSS 210 Gender Studies (3)  
 IS/PS 109 International Relations (3)  
 IS/ECO 150 Economy, Society and the State (3)  
 PS 106 Introduction to U.S. Politics (3)  
 PS 231/IS 231 Comparative Politics (3)

**Writing Courses. Choose three of the following:****9**

COMM 309 Arts and Media Reporting and Criticism (3)  
 COMM 311 Public Affairs and Political Reporting (3)  
 COMM 318 Fashion Journalism (3)  
 COMM 340 Freelance Article Writing (3)  
 COMM 350 Special Topics in Journalism\*\* (3)

**Production Courses. Choose two of the following:****6**

COMM 216 Digital Sound Workshop (3)  
 COMM 222 TV Studio Production (3)  
 COMM 225 New Media Techniques (3)  
 COMM 233 Video Field Production (3)  
 COMM 300 Special Topics in Media Production\*\* (3)  
 COMM 325 Interactive Media\*\* (3)  
 COMM 338: Broadcast Journalism (3)  
 COMM 342: Advanced TV Studio Production (3)  
 COMM 347 Integrated Media\*\* (3)  
 COMM 359 Directing Video\*\* (3)

**NOTES:**

\* Students may take up to 15 credits of Internships and Independent Studies combined. A maximum of 3 Internship credits can be applied towards the major.  
 Independent Studies cannot be applied towards the major

\*\* Can be repeated with different topics.

## Digital Journalism

### MINOR: DIGITAL JOURNALISM

21 Credits

The field of journalism is undergoing an exciting transformation as it adapts to new technologies and branches out into emerging media outlets. MMC's journalism minor prepares students for careers in this vibrant and evolving profession by providing them with a solid foundation in journalism practices and equipping students to enter the contemporary workplace. Its foundational courses develop the research, writing, and reporting skills necessary to journalists of the 21st century. Its content courses allow students to learn in-depth fields of study

relevant to public affairs reporting or feature article writing for magazines and online publications. Its writing courses provide advanced training in crafting professional quality pieces related to public affairs and political reporting, freelance article writing, arts and media reporting, and fashion reporting. With well-developed journalistic skills in feature writing or public affairs reporting, Journalism minors are ready to become part of an exciting creative profession.

#### Learning Goals for the Minor in Journalism

Upon completing the Journalism minor students will have:

- Apply research, writing, and reporting skills to create informative, relevant, and original media content;
- Articulate unique challenges that journalists face in the 21st century, including the impact of new technologies on the profession;
- Explain the legal questions and ethical issues with which the profession continually grapples;
- Investigate contemporary topics germane to public affairs reporting or feature article writing;
- Translate written work into other media applicable to online journalistic endeavors.

#### Foundational Courses

COMM 112 Storytelling Across Media	3
COMM 205 Journalism in the 21st Century	3
COMM 395 Media, Law & Ethics	3

#### Content Courses

Choose any two:

AIP 334 Media and Politics	(3)
AIP 342 Fashion and Society	(3)
COMM 222 TV Studio Production	(3)
COMM 333 Fashion, Media, and Culture	(3)
COMM 399 Internship/Independent Study	(3)
GSS 210 Gender Studies	(3)
IS/PS 109 International Relations	(3)

IS/ECO 150 Economy, Society and the State	(3)
PS 106 Introduction to U.S. Politics	(3)
PS/IS 231 Comparative Politics	(3)

#### Writing Courses

Choose any two:

COMM 309 Arts and Media Reporting and Criticism	(3)
COMM 311 Public Affairs and Political Reporting	(3)
COMM 318 Fashion Journalism	(3)
COMM 340 Freelance Article Writing	(3)
COMM 350 Special Topics in Journalism	(3)

NOTE: Digital Journalism majors may not take the Digital Journalism Minor

### Did You Know?

Marymount's new Digital Television and Sound Studio is a fully integrated recording facility for professional TV and sound production?

Check it out! by clicking <http://www.mmm.edu/departments/communication-arts/facilities.php>

## Digital Media and Video Production

The Digital Media and Video Production major takes full advantage of our location in New York City, the media capital of the world. The major creates artists and leaders who will help define the future of media-based storytelling with an emphasis on video and emerging media production. Individualized attention and hands-on training using state of the art equipment, combined with a strong liberal arts foundation, position students to create meaningful, socially engaged media projects. Our award-winning faculty have years of professional experience in broadcast, film, radio, and new media. Guest lectures, field trips, film screenings and in-depth workshops complement the coursework.

Students are encouraged to immerse themselves in the industry by taking internships in television, film, radio, emerging technology and media production companies. Past students excelled in internships at MTV, ABC, NBC, CNN, PBS, CBS, Epic Records, Sirius Radio, and individual shows like Rachel Ray and the Tonight Show. By graduation, students leave the program with a strengthened resume and a portfolio of high quality, thought-provoking work.

Each student completes a core of ten courses that offer a balance of creative production and media studies. Students select an additional five classes that contain one theory class and four advanced skills classes. The advanced production electives emphasize high production value, entrepreneurship, and research-based practice. These final projects may use video, sound, screenwriting, interactive media and emerging technology. All majors must complete a yearlong senior capstone project that offers a unique opportunity for students to research, develop and execute a professional-level media project for their portfolio.

Students are encouraged to pursue a minor to complement the major in Digital Media and Video Production to develop expertise in an area that will broaden their options for career advancement and graduate study. The following minors are highly recommended: Business Management, Creative Writing, Fashion Studies, Gender and Sexuality Studies; Graphic Design; International Studies; Journalism; Philosophy and Religious Studies.

**Division:** Communication and Media Arts  
**Acting Division Chair:** Peter Schaefer, Ph.D.  
**Division Assistant:** Katherine Wood  
**Division Office:** Nugent Hall 560

**pschaefer@mmm.edu**  
**kwood@mmm.edu**  
**Phone: 212-774-4834**

Faculty from Communication and Media Arts teach courses in the Digital Media and Video Production Major.

### MAJOR: DIGITAL MEDIA AND VIDEO PRODUCTION (0605)

45 Credits

**B.A.** General Education: 42 Credits; Major: 45 Credits; Elective Credits: 33 Credits

#### Communication and Media Arts Division Goals

- Demonstrate knowledge of how communication affects individuals, society, and/or diverse public/professional groups.
- Produce oral, written, or mediated communication that engages with culturally relevant and/or social justice issues.

#### Digital Media and Video Production Major Goals

- Execute compelling projects using video, sound, and/or emerging media skills.
- Demonstrate knowledge of cinema, television, and/or emerging media aesthetics and forms.

#### Complete the following 10 courses:

COMM 112 Storytelling Across Media	30
COMM 131 Introduction to Cinema Studies	3
COMM 216 Digital Sound Workshop	3
COMM 225 New Media Techniques	3
COMM 230 Cultural History of Media	3
COMM 233 Video Field Production	3
COMM 305 Race, Class, and Gender in Media	3
COMM 312 Digital Cultures	3
COMM 403 Capstone Project 1: Research and Development	3
COMM 405 Capstone Project 2: Production and Distribution	3

#### Choose one of the following:

COMM 304 Global Media Studies	3
COMM 308 Special Topics in Communication	(3)
COMM 314 Persuasion	(3)
COMM 316 Intercultural Communication	(3)
COMM 330 Film and History	(3)
COMM 331 Small Group Communication	(3)
COMM 335 Music as Media	(3)
COMM 344 Advocacy & Social Movements	(3)
COMM 357 Contemporary World Cinema	(3)
COMM 395 Media, Law & Ethics	(3)

#### Choose four of the following

(one of which must be COMM 325, 347 or 359):	12
COMM 222 TV Studio Production	(3)
COMM 299 Independent Study/Internship*	(3)
COMM 300 Special Topics in Media Production **	(3)
COMM 322 Writing for TV	(3)
COMM 325 Interactive Media**	(3)
COMM 338: Broadcast Journalism	(3)
COMM 342: Advanced TV Studio Production	(3)
COMM 347 Integrated Media**	(3)
COMM 349 Projects in Digital Sound	(3)
COMM 353 Screenplay Writing	(3)
COMM 359 Directing Video**	(3)

#### NOTES:

\* Students may take up to 15 credits of Internships and Independent Studies combined. A maximum of 3 Internship credits can be applied towards the major. Independent Studies cannot be applied towards the major

\*\* Can be repeated with different project themes

For course descriptions please refer to the appropriate section (Communication Arts, Journalism, etc.)

## Economics

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

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

<b>Division:</b>	<b>Business</b>	
<b>Division Chair:</b>	<b>Vandana Rao, Ph.D.</b>	<b>vrao@mmm.edu</b>
<b>Division Assistant:</b>	<b>Carmen Jackman-Torres</b>	<b>ctorres@mmm.edu</b>
<b>Division Offices:</b>	<b>Carson Hall 517</b>	
<b>Phone:</b>	<b>212-517-0631</b>	

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

### Richard Garrett

Associate Professor of Economics  
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Ph.D., New School University  
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### Vandana Rao

Professor of Business Management  
Chair, Division of Business  
B.A., Bombay University, India  
M.A. & Ph.D., SUNY, Stony Brook  
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vrao@mmm.edu

## MINOR: ECONOMICS

**15 Credits**

### Learning Goals for the Minor in Economics

**After completing the economics minor, students will be able to:**

- Apply concepts, theories, and principles of economics;
- Utilize Critical thinking skills using concepts of economic theory to analyze economic conditions and evaluate policy;
- Use data, quantitative analysis and the scientific method as it applies to economics and finance;
- Articulate an understanding of the global economy and financial markets.

### Complete the following 2 courses:

**6**

ECO 210 Principles of Macroeconomics  
ECO 213 Principles of Microeconomics

3  
3

### Economics Electives

(3 of the following, with at least 2 courses at the 300+ level)

**9**

IS/ECO 150 Economy, Society and the State	(3)
IS/ECO 214 The Global Economy	(3)
IS/ECO 306 Political Economy of Development and Underdevelopment	(3)
IS/ECO 317 International Economics	(3)
IS/ECO 334 Gender and Development	(3)
BUS/ECO 351 International Business	(3)
ECO 350 Comparative Economics	(3)
ECO 375 Money, Banking, and Financial Markets	(3)
Bus 223 Introduction to Investments	(3)
Bus 357 International Finance	(3)

## Economics

### ECONOMICS COURSES (ECO)

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

**ECO 210. Principles of Macroeconomics**

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

**ECO 213. Principles of Microeconomics**

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

**ECO 214. The Global Economy**

(Same as IS 214; see course description under International Studies)

**ECO 306. Political Economy of Development and Underdevelopment**

(Same as IS 306)

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

**ECO 317. International Economics**

(Same as IS 317)

Analyzes the historical evolution of theories and models of international trade, including mercantilism in the 16th and 17th centuries, Ricardo's theory of comparative advantage and current developments regarding foreign trade doctrines and practices; the balance of payments and adjustments; international financial markets and the monetary system. The course will critique various theoretical approaches to trade and articulate regional and global implications. Case study and applied research will be used to evaluate theories and practice in specific countries as well as trading blocs such as EU and NAFTA. Prerequisites: WRIT 102 & ECO 210 or 213 [Offered: S] (3).

**ECO 334. Gender and Development**

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

**ECO 350. Comparative Economics**

(Same as IS 350)

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

**ECO 351. International Business**

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

**ECO 375. Money, Banking and Financial Markets**

This course is a study of the theory and practice of financial markets and institutions. The theory and structure of the monetary and credit systems will be analyzed. The role of major financial institutions in shaping the modern US economy will be viewed from the perspective of economic history. Case studies and applied research will be used to examine the impact of the great depression and the recent financial crisis on the evolution and regulation of financial institutions in the context of the US experience. Prerequisites: WRIT 102 or 201 and any BUS or ECO course [Offered: S] (3).

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

**ECO 297/397/497. Research**

**ECO 298/398/498. Directed Study**

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

**ECO 305. Economics of Labor**



## English and World Literatures

In the English & World Literatures major, we believe that language has aesthetic value and power across genres, histories, and cultures. We provide students with opportunities to critically and thoughtfully engage world literary voices and to develop a range of essential intellectual and professional skills. We believe in the power of literature to transcend differences, to invite empathy with others, and to prepare individuals for the unique challenges of global citizenship in the 21st century. To that end, we offer three concentrations that engage the power of the written word: Creative Writing, Literature, and Literature and Media. Students should declare their concentration by the end of sophomore year.

### Creative Writing Concentration

The Creative Writing Concentration builds upon the foundations of English and World Literature, providing students with an expansive awareness of the different critical traditions that shape literary history. In creative writing courses, students pursue the study and practice of poetry, fiction, and creative nonfiction in a comprehensive fashion. They develop and utilize their capacity to analyze and examine their own writing in a self-reflective manner while learning the importance of redrafting and revision. They work with and in relation to others, through the workshop model, to evaluate their classmates' writing, to articulate that appraisal, and to collectively negotiate solutions. Students also immerse themselves in the production of an undergraduate literary magazine—from assessing, editing, and proofreading submissions to designing, distributing, and publicizing the journal itself. Ultimately, the Creative Writing Concentration will invigorate the imagination and amplify the creative process.

### Literature Concentration

In their literature courses, students are invited to draw connections to other creative fields—art, dance, music, and theatre—as well as subjects that inform both writers and readers: social justice, economics, history, political science, psychology, and sociology. In other words, like the literature that they read, our students' studies never exist in a vacuum. We stress critical reading and writing, developing skills that will serve students well in any professional capacity. Students develop critical reading, writing, research, and thinking skills that are essential for success not only in their academic work but also in their professional lives beyond the classroom. Students are encouraged to individualize their studies through independent studies, to supplement their classroom experiences with internships, and to broaden their global perspective through study abroad. By the end of their studies, our students are well prepared to continue on to graduate school or to pursue careers in advertising, communications, creative writing, journalism, law, media studies, public relations, publishing, teaching, and many other fields.

### Literature and Media Concentration

The Literature and Media concentration extends students' writing, analytical and research skills to interpret and understand various media, including cinema, television and emerging media. Students who have an interest in the narrative and cultural functions of media will analyze them through the critical lens of literary theory and our global curriculum. This program culminates with students producing a senior seminar project that bridges the essential skills of critical thinking, reading, researching, and writing that are the hallmark of the English & World Literatures major with skills that will prepare our students for a host of career options across a range of sectors in technology and the media that are the hallmark of the English & World Literatures major with skills that will prepare our students for a host of career options across a range of sectors in technology and the media.

**Division:** Humanities and Social Sciences  
**Division Chair:** Bradley Herling, Ph.D.  
**Division Assistant:** Carly Schneider  
**Division Office:** The Faculty Center 301  
**Department:** English and World Literatures  
**Department Chair:** Jennifer Brown, Ph.D.

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**Phone: 646-393-4120**  
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### Department Faculty:

#### Jennifer N. Brown

Chair, English and World Literatures  
 Associate Professor of English and World Literatures  
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 Ph.D., The Graduate School &  
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## English and World Literatures

### Department Faculty:

#### Martha L. Sledge

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M.A., Ohio State University  
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#### Jerry Williams

Associate Professor of Creative Writing  
B.A., Vermont College  
M.F.A., University of Arizona  
Ph.D., Oklahoma State University  
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#### Joseph P. Clancy

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

#### John A. Costello

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

#### Priscilla Hoagland Costello

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

### MAJOR: ENGLISH AND WORLD LITERATURES (1501)

**42 Credits**

**B.A. General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits**

#### Observable learning goals of program:

The English & World Literatures major provides a platform on which students will:

- Analyze a variety of texts from world literature in several genres.
- Analyze texts from world literature using a variety of critical methods and approaches.

#### In addition, those concentrating in Creative Writing will:

- Practice the fundamentals of writing poetry, fiction and creative non-fiction.
- Produce creative work that develops these foundational skills through advanced level study of fiction, poetry, or creative nonfiction.
- Use these skills in analysis and revision of their own work.
- Apply these skills in working with other students through the workshop model.
- Create an undergraduate literary magazine from first receiving submissions to editing, layout and distribution.

- Express their own tradecraft while examining the many contrasting views.

#### In addition, those concentrating in Literature will:

- Utilize a variety of research tools to situate their literary interpretations into a larger critical conversation.
- Write and present orally critical analyses of literary texts that frame them within a broader historical and cultural context.

#### In addition, those concentrating in Literature and Media will:

- Utilize a variety of research tools to interpret various media (cinema, television, and/or emerging media) into a larger critical conversation.
- Write and present orally critical analyses of media (cinema, television, and/or emerging media) that frame them within a broader historical and cultural context.

Required Core Courses (all concentrations)		9	Honors in the EWL Major (3 additional credits)	
EWL 112 World Literature in Context		3	During their penultimate semester, EWL majors who have maintained a GPA in the major of 3.5 or higher are invited to apply for an Honors Independent Study (EWL 499) to be taken in their final semester. Students who earn an A or A- in the EWL Honors Independent Study will graduate with honors in the major.	
EWL 120 Themes in World Literature		3		
EWL 207 Literary Analysis		3		
Creative Writing Concentration			Special Topics Course	
Required Core Courses		18	CRW 391 Special Topics in Creative Writing (must take the class twice, different topics)	
CRW 201 Introduction to Creative Writing I		3	<b>Workshops in Creative Writing</b> CRW 441 Workshop in Writing Poetry (3) CRW 442 Workshop in Writing Fiction (3) CRW 443 Workshop in Writing Creative Nonfiction (3)	
CRW 205 Introduction to Creative Writing II		3		
CRW 346 Intermediate Creative Writing		3		
CRW 310 Literary Magazines		3		
CRW 490 Senior Seminar in Creative Writing		3		
EWL 210 History of the English Language (must take two of three genres)		3	Literature Elective	
			Any three-credit elective at the 300- or 400-level in EWL.	
Literature Concentration			a foreign language at the appropriate level given previous study.	
Required Core Courses		6	Perspectives Courses	
EWL 302 Literary Research and Theory Seminar		3	Historical Perspectives (200 level courses)	
EWL 490 Senior Seminar		3	Thematic/Generic Perspectives (300 level courses)	
			Advanced Perspectives (400 level courses)	
			Elective Courses and any two EWL or CRW course	
Language Studies		6		
Students fulfill the Language Studies requirements by taking				

## Academic Offerings

### English and World Literatures

#### Literature and Media Concentration

##### Required Core Courses

EWL 302 Literary Research and Theory Seminar	6
EWL 490 Senior Seminar	3

##### Required COMM Courses

COMM 131 Introduction to Cinema Studies	12
COMM 227 Styles and Genres in Cinema and Television	3
COMM 230 Cultural History of Media	3
COMM 312 Digital Cultures	3

##### Choose 3 Of The Following EWL Courses

AIP 315 Spain in the 1908s and the Films of Almodovar	9
EWL 304 Inside Modernism	(3)
EWL 305 The Spanish Inquisition in Literature and Film	(3)

EWL 307 The Visual Memoir	(3)
EWL 308 Trauma in Literature and Film	(3)
EWL 327 Literature and Film of the Global Portuguese Empire	(3)
EWL 333 Literature and the Visual Arts	(3)
EWL 345 Shakespeare and Film	(3)
EWL 350 Special Topics in Film and Literature	(3)
FREN 315 French and Francophone Cinema	(3)

##### Choose 1 Of The Following COMM Courses

COMM 205 Journalism in the 21st Century	3
COMM 305 Race, Class and Gender in Media	(3)
COMM 309 Arts and Media Reporting and Criticism	(3)
COMM 320 American Television	(3)

**One additional elective from either EWL or COMM at the 200 level or above** (3)

#### COOPERATIVE PROGRAMS

#### Joint Program in Publishing with Pace University

Students can complete their undergraduate degree at MMC while beginning a Master of Science in Publishing degree at Pace University. Eligibility requirements: Students who have reached their junior year, are majoring either in English and World Literatures, Business Management or Communication Arts, and who have an overall GPA of 3.0 and a major GPA of 3.2 may apply for this program. For more information, contact Jennifer N. Brown at [jbrown1@mmm.edu](mailto:jbrown1@mmm.edu).

#### MINOR: CREATIVE WRITING

18 Credits

The Creative Writing Minor presents students with the opportunity to pursue the study and practice of poetry, fiction, and creative nonfiction in a comprehensive fashion; to expand their awareness of the critical traditions that shape literary history; to utilize their capacity to analyze and examine their own writing in a self-reflective manner while learning the importance of redrafting and revision; and to work with and in relation to others, through the workshop model, to present ideas and collectively negotiate solutions. Invigorating the imagination and developing the creative process are key.

##### Learning Goals for the Minor in Creative Writing

##### Students completing the Creative Writing minor will:

- Practice the fundamentals of writing poetry, fiction, and creative non-fiction;

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

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

CRW 201 Introduction to Creative Writing I	3
CRW 205 Introduction to Creative Writing II	3
CRW 346 Intermediate Creative Writing	3
CRW 391 Special Topics in Creative Writing	3

##### Two of the following:

CRW 441 Workshop in Writing Poetry	6
CRW 442 Workshop in Writing Fiction	(3)
CRW 443 Workshop in Writing Creative Nonfiction	(3)

#### MINOR: LITERATURE

21 Credits

##### Learning Goals for the Minor in English and World Literatures

##### After completing the minor in English and World Literatures, students will be able to:

- Analyze a variety of texts from world literature in several genres.
- Analyze texts from world literature using a variety of critical methods and approaches;

- Utilize a variety of research tools to situate their literary interpretations into a larger critical conversation;
- Write critical analyses of literary texts that frame them within a broader historical and cultural context.

##### Required Core Courses

EWL 112 World Literature in Context	9
EWL 120 Themes in World Literature	3
EWL 207 Literary Analysis	3

##### Elective Courses

Any additional CRW, EWL, FREN, or SPAN course at the 100, 200, 300, or 400 level

##### Perspectives Courses

9 credits at the 300+ level

##### Creative Writing Concentration with a Literature Minor Only:

The Core courses may not count for both the major concentration and the minor, so an additional 9 credits of electives must be taken in order to make up the Literature Minor.

## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### EWL 110. Reading World Literature I

This course is the first of a two-part sequence in World Literature, and covers the literature of the classical age through the eighteenth century. Students will begin with a historical overview of the ancient world and its civilizations, including discussion of the invention of writing and the earliest literatures, and will then study select works from the major cultures and traditions of the ancient, classical, medieval, and early modern periods. The course is organized around the genres of epic, tragedy, lyric poetry, and tale. All works will be read in English. Corequisite: WRIT 101 or 201 (3).

#### EWL 112. World Literature in Context

Literature offers readers the chance to immerse themselves in a world that is not their own, articulated through language yet removed from them by time, space, or experience. In this course, students immerse themselves in one literary world for the entire semester, analyzing the language and literary conventions used in a single literary work, exploring the cultural and historical references embedded in and influencing the text, and researching and discussing the questions raised by the text. All works will be read in English. Corequisite: WRIT 101 or 201 (3).

#### EWL 115. Reading World Literature II

This course is the second of a two-part sequence, and covers literature from the eighteenth to the twenty-first centuries. The course will begin with a historical overview of the state of the world at the beginning of the eighteenth century, situating the studied literary texts in a broader historical context, and introducing the concept of “modernity”. The course will focus primarily on the global history of prose fiction from the eighteenth to the twenty-first centuries, looking at the birth and evolution of the novel, the emergence of written literary fiction in traditionally oral cultures, and the development of modern variations on traditional storytelling forms across the world. We will also examine modern experimental poetry and drama, comparing it to the traditional forms studied in Reading World Literature I. All works will be read in English (3).

#### EWL 120. Themes in World Literature

One unique feature of literature is its ability to express universal themes while simultaneously recording the experiences and perspectives of particular societies at specific historical and cultural moments. In this course, students explore these different but complementary roles by studying how a selected theme has been adapted by authors across various geographic regions. In doing so, they come to understanding the value of literature as a vehicle for drawing common connections between peoples across historical and cultural boundaries. At the same time, students strengthen the essential skills of reading, analyzing, interpreting, and writing about literature that they will utilize throughout the English & World Literatures major. All works will be read in English. Corequisite: WRIT 101 or 201 (3).

#### EWL 125. The Literary Imagination

This course is designed to introduce students to the power of the literary imagination. Students will explore how authors exercise their imaginations to communicate their ideas in several literary genres, including poetry, drama, and fiction. Students will also learn and practice the skills of close reading, thorough discussion and analytical writing about literature. By the end of this course, students will have studied a range of literature, had opportunities to engage in oral and written analysis of literature, and had the opportunity to appreciate the unique perspective that authors enjoy as they exercise the literary imagination (3).

#### EWL 128. African-American Literary Traditions

This course will be a study of the development of African-American literature beginning with the period of slavery and continuing through the present. Authors studied may include Harriet Jacobs, Jean Toomer, Ralph Ellison, Richard Wright, Paule Marshall, Alice Walker, and Toni Morrison. (3).

#### EWL 130. LGBTQ Literary Traditions

(Same as GSS 130)

This course introduces students to a broad range of texts written by individuals who identify as lesbian, gay, bisexual, transgendered, queer, or questioning in order to understand some of the issues and challenges that have confronted LGBTQ individuals and communities at various historical moments. (3).

#### EWL 132. Ethnic Literary Traditions

This course introduces students to a broad range of texts written by writers who engage with issues around ethnic identity. We will read these texts in their historical and cultural contexts in order to understand some of the issues and challenges that have confronted these writers and their communities at various historical moments. Specific authors will vary each semester; however, the course will explore issues of ethnicity across a broad national and cultural spectrum. (3).

#### EWL 134. Women's Literary Traditions

(Same as GSS 134)

This course will study several representative works of literature written by, about, and for women, emphasizing the societal forces upon women and the role of literature in both accepting and challenging roles and options for women. Works by authors such as Charlotte Bronte, Virginia Woolf, Harriet Jacobs, and Jean Rhys may be included. (3).

#### EWL 136. Social Issues in Literature

(Same as SOC 215)

In this course, students explore how literature can function as a vehicle for addressing various social issues. Students will read literary texts that explore particular social issues and consider what these texts contribute to ongoing social questions and debates. At the same time, students will employ a range of sociological models and concepts to enhance their understanding of these literary texts. Sections of this course may focus on one particular social issue (for example, disability, religion, human rights, the environment) or may explore the intersections between several issues (for example, the intersections of race, class, and gender.) (3).

#### EWL 138. Children's Literature

Literature for children in the genres of picture books, traditional stories, modern fiction, poetry, plays, biography, and general nonfiction will be examined, with particular emphasis on the nature and uses of narrative. Students will explore children's literature collections in local public libraries and will consider their literary quality and the books' appropriateness for a child's development. Recommended to all students, and especially to those working with children as parents, teachers, and community workers. (3).



## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### EWL 207. Literary Analysis

In this course, students will study and put into practice various critical methodologies for reading, analyzing, and interpreting literary texts. They begin by learning about the history of the discipline, the rise of “Literature” as a distinct kind of writing, and the many questions and debates that continue to inform the work of literary critics and scholars. Throughout the course of the semester, they will develop an understanding of major schools of critical thought. By the end of the course, students will have strengthened their ability to read, analyze, and write about literature and will have come to appreciate the range of critical methodologies that can be employed in such analysis. Students will be well-prepared to move into higher-level English courses, to engage in the kind of reading and writing that will be expected of them in such courses, and to demonstrate the kind of critical thinking skills that will serve them academically, professionally, and personally. Corequisite: WRIT 102 or 201 (3).

#### EWL 210. History of the English Language

In this course, students will study the major periods of transition in the English language, from its origins as an Indo-European language through its many transformations as Anglo-Saxon, Middle, Early Modern, and Present Day English. Students will also study and discuss changes of the English language stemming from political, cultural, colonial, geographic, and technological events. Corequisite: WRIT 102 or 201 (3).

#### EWL 211. Classical Literature

The major authors of ancient Greece and Rome have influenced subsequent Western literature and thought, and they retain their imaginative vitality today. This course will study the epics of Homer and Virgil, the development of tragedy in Aeschylus and Euripides, the comedy of Aristophanes, the lyric poetry of Sappho, Horace, and Ovid, and the verse essays and satires of Lucretius, Horace, and Juvenal. We will study the literature in English translation. Corequisite: WRIT 102 or 201 (3).

#### EWL 212. Medieval Literature

The Middle Ages in Europe marked an extraordinary flourishing of diverse cultures within the unity of Christendom. This course will explore the literary expressions of that diversity and that unity by studying a group of major heroic and romantic narratives, such as *The Gododdin*, *The Cattle Raid of Cooley*, *The Mabinogion*, *Njal's Saga*, *The Niebelungenlied*, *The Song of Roland*, Gottfried von Strasburg's *Tristan*, Wolfram von Eschenbach's *Parzival*, Arthurian romances and Dante's *Divine Comedy*. The course will also treat a selection of lyric poems from Ireland, Wales, France, Germany, Italy, Spain and England. This course will study the literature in translation. Corequisite: WRIT 102 or 201 (3).

#### EWL 213. European Romanticism

This course explores the development of Romanticism as a literary and theoretical movement in Europe from 1780 to 1830. We will concentrate on the movement as it arose in Germany under French influence, and then was brought back to England by students of German philosophy and to France, Russia, and Poland by cosmopolitan intellectuals. Readings will include poetry, philosophy, essays, novels, and tales by major Romantic writers representing diverse national traditions. Corequisite: WRIT 102 or 201 (3).

#### EWL 215. Literature of the British Empire

In this course, students study a range of literary texts, particularly those written during the Victorian period (1832-1901), that speak to the rise of the British Empire. The course includes texts written by English authors as well as those written by authors in colonized spaces, including Africa, India, Canada, and Australia. Whether celebrating it or resisting it, these texts are best understood when read through the historical and political lens of Empire. Corequisite: WRIT 102 or 201 (3).

#### EWL 217. Early Modern Literature

This course explores the development of European literature through the early modern era (from the Reformation through to the mid-seventeenth century). Readings will show the vast differences in outlook and style from several countries, including the “high” renaissance of Italy, the Lutheran reforms of Germany, and poetry from the newly-Protestant England. Corequisite: WRIT 102 or 201(3).

#### EWL 219. Literature of Early US Republic

American literature emerges as a unique national literature between 1800 and 1865 when writers deal with issues confronting the growing United States -- nationalism, abolition of slavery, women's rights, Native American rights. This course will explore how these cultural issues are worked out in literature through the writings of authors such as Catherine Sedgwick, Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, and Frederick Douglass. Corequisite: WRIT 102 or 201 (3).

#### EWL 221. US Literature: 1865-1914

This course explores the development and diversity of American literature from 1865 to 1914. Writers investigated post Civil War society with a critical eye, the rapid growth of industrialism creating a complex and often harsh environment in which few could realize the promise of the American dream. Struggle for survival and meaning affected all social classes. Writers from all over the US addressed these issues, introducing the American reading public to regional settings and cultural conditions vastly different from their own. Texts may include works by writers such as Walt Whitman, Emily Dickinson, Rebecca Harding Davis, Mark Twain, Kate Chopin, Mary W. Freeman, Henry James, Theodore Dreiser and Edith Wharton. Corequisite: WRIT 102 or 201 (3).

#### EWL 225. Global Modernisms

In this course, students study the literary and cultural movement known as “modernism” from a global perspective. In doing so, they compare and contrast the fundamental tenets of this movement as they inform literary and artistic productions in specific regions and countries, including the United States, Great Britain, Africa and Asia. Corequisite: WRIT 102 or 201 (3).

#### EWL 250. Special Topics in Historical Literary Studies

This course gives students an opportunity to study aspects and regions of literary history not ordinarily covered in other courses. Topics will vary each semester. (This course may be repeated once for a total of 6 credits, but the topic may not be repeated.) Corequisite: WRIT 102 or 201 (3).

## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### EWL 302. Literary Research and Theory Seminar

This course builds on the foundational knowledge of literary theory acquired in the Literary Analysis course, and on the writing and research skills acquired in the first-year Writing Seminars, in order to introduce EWL majors to advanced literary study. During the semester, students will explore two different theoretical approaches in depth, and apply them to literary texts. Different theoretical methodologies and topics will be offered in any particular semester. The seminar format of the course will provide an opportunity for hands-on work with primary and secondary texts, culminating in the development of a substantive and theoretically-informed academic research project. Prerequisite: WRIT 102 or 201 & EWL 207 (3).

#### EWL 303. Explication de Textes

(Same as FREN 303)

This course explores French and Francophone texts with a particular emphasis on the relationship between form and meaning. Through careful analysis of historical, political, and social contexts, we will consider questions of French and Francophone identities throughout the ages. Prerequisite: FREN 201-202 or equivalent (3).

#### EWL 304. Inside Modernism

This course is grounded in the belief that one of the best ways to understand a culture at any particular historical moment is to explore the status of its art and literature. Rather than introducing students to a set period with a well established and agreed upon list of texts, trends, and accomplishments, however, this course will engage ongoing debates concerning the term “modernism” itself. We will begin with the assumption that the term “modernism” is a problematic one and that the only means of understanding and, perhaps, resolving some of these problems is to delve “inside” the term and the period itself. Thus, we will strive throughout the semester to enact the kind of rigorous historical and textual analysis that has become the hallmark of cultural studies. Prerequisite: WRIT 102 or 201 (3).

#### EWL 305. The Spanish Inquisition in Literature and Film

In this course, students will examine representations of the Spanish and Portuguese Inquisitions in Film and Literature. We shall study film and literature in the context of the history of the Sephardim (the Spanish and Portuguese Jews) in the Iberian Peninsula; the expulsion of the Jews from Spain in 1492 and from Portugal in 1497; the persecution of Conversos and Crypto-Judaizers in Spain and Portugal; the Sephardic diaspora and the Portuguese Jewish diaspora; and the application of the mechanisms of the Inquisitions to perceived heresies in the Iberian Peninsula: Islam, Erasmism, Illuminism, Lutheranism, and Jesuitism. We shall read contemporary and later works that comment on the Inquisition (La Celestina, Inês Pereira, Don Quixote, Candide, et al.); historical texts that contextualize the Inquisition (The Origins of the Inquisition; the Spanish Inquisition; Hebrews of the Portuguese Nation, et al.); and films that respond to the Inquisition either overtly (The Mission, The Jew, The Last Sephardi, et al.) or obliquely (Blade Runner; Invasion of the Body Snatchers, et al.). Prerequisite: WRIT 102 or 201 and one EWL or COMM course (3).

#### EWL 306. Literature of the Pacific

This course introduces students to a variety of works of literature written primarily by indigenous Pacific Islanders. Themes that will be explored include: place and identity; cultural norms and ideals; and experiences of diaspora, assimilation, alienation, colonialism, nationalism and marginalization. Attention will be paid to reading selected texts as pieces of literature, with careful analysis of their poetic and narrative forms. At the same time, these texts will be framed within the complex and often contentious historical and cultural context of this region. Prerequisite: WRIT 102 or 201 and one prior EWL course (3).

#### EWL 307. The Visual Memoir

In this course, students will analyze visual forms of memoir. Students will read examples of narrative and visual texts—film, graphic memoir, fine art, photography, memorial monuments, and vlogs—to examine how narrative memoir may encode non-verbal expressions of memory; how non-verbal expressions of memory may compensate for, complement, and even confound the grammar and tense of lineal narration; and how visual expression of memory shares what is un-shareable in verbal narrative memoir: re-enactment of trauma; ontological alienation and historical testimony; universal and personal manifestations of identity; and fragmentation, integration, and disintegration of the self. Students will apply critical theory from a variety of perspectives including literary and culture studies; film studies; historiography; psychoanalysis; rhetoric; linguistics and translation theory; and gender and sexually studies. Prerequisite: WRIT 102 or 201; EWL 207 (3).

#### EWL 308. Trauma in Literature and Film

In this course we study trauma in literature and film. Through the novels and short stories of Julio Cortázar, Gabriel García Márquez, Franz Kafka, Clarice Lispector, Muriel Spark, and Virginia Woolf and through the films of Pedro Almodóvar, Wes Craven, Alfred Hitchcock, Werner Herzog, George Sluizer, and John Waters, we consider the relationship between the expression and reception of trauma; between the nature of traumas resulting from family violence and state violence; and between the occurrence of a trauma, the onset of post-traumatic stress disorder (PTSD) and the narration of that trauma. Prerequisite: WRIT 102 or 201 and EWL 207 (3).

#### EWL 309. Women's Writing

What concerns do women writers across centuries and geographies ask about their role in their societies and homes? Beginning with the Middle Ages, we will read representative texts from different points in history and from various cultural contexts. Texts may include Margery Kempe, George Eliot's *Middlemarch*, Nawal El Saadawi's *Woman at Point Zero*, Tsitsi Dangarembga's *Nervous Conditions*, and Edwidge Danticat's *Farming of the Bones*. Prerequisite: WRIT 102 or 201 and a prior EWL course (3).

## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### EWL 310. The English Novel

Since its development in the Eighteenth Century, the novel has been the most popular form of imaginative literature. This course will study a selection of major English novels from the works of Defoe, Fielding, Richardson, Austen, the Brontës, Dickens, Eliot, Hardy, Conrad, and Joyce. Prerequisite: WRIT 102 or 201 and any prior EWL course (3).

#### EWL 311. Reading While Black: Writing, Race, and Resistance

In this course, we will study the power of literature as a form of resistance to racism throughout the history of the United States. Over the course of the semester, we will follow the historical trajectory from the slave narrative through contemporary writing that functions to expose – and thus challenge – the ideologies of racism that have circulated in the United States since its inception. Prerequisite: WRIT 102 and one previous EWL class (3).

#### EWL 312. The Bible as Literature

(Same as RS 312; see course description under Philosophy & Religious Studies.)

#### EWL 314. Arthurian Literature

This course will examine the reality, literature and mythology of the great English King Arthur from his earliest appearance in Welsh texts and the lengthy redactions in the texts of Thomas Malory and Chretien de Troyes, through to his re-appropriation by the Victorian writers and artists and finally his use in modern day fantasy literature and film. Prerequisite: WRIT 102 or 201 and any prior EWL course (3).

#### EWL 316. Latino Literature

(Same as SPAN 316)

Latinos are among the most innovative novelists, poets, and playwrights on the contemporary US scene. Creating in an invigorating but often painful, contact zone between mainstream and minority cultures, they register issues of identity, ethnicity bilingualism, and multiculturalism. Their work highlights many of the most important questions in today's American society, even as it incorporates Latin American cultural, linguistic, and literary modes. The course will examine writers of various Hispanic backgrounds, including Richard Rodriguez, Sandra Cisneros, Oscar Hijuelos, Gloria Anzaldúa, Julia Alvarez, Marjorie Agosin and others. Prerequisite: WRIT 102 or 201 (3).

#### EWL 317. Reading the Eighteenth Century

This course offers a cross-cultural thematic exploration of select writers of the eighteenth century, with focus on the many purposes, genres, and styles that characterize the era. The aim is for students to develop an understanding of some of the major works of the era while also examining the links between the literature and the complex intellectual, social, and cultural milieu in which it was produced. Themes to be explored might include the body, the rise of the modern novel, the flourishing of satire and wit, the emergence of popular culture and media, and urban fiction, among others. Prerequisite: WRIT 102 or 201 and any prior EWL course (3).

#### EWL 318. Religion and Literature

(Same as RS 318; see course description under Philosophy & Religious Studies.)

#### EWL 320. Immigration, Exile, and Migration in Literature

This course explores the literature of writers displaced by force or migrating (or immigrating) by choice. Topics may include: the relationship of immigration to the national identity of writers, the role of exile in literary production, the concept of the writer as migrant, and the politics of language choices in literary production. Prerequisite: WRIT 102 or 201 (3).

#### EWL 322. Literature & Human Rights

In this course, literature is recognized as an essential vehicle for exposing human rights abuses, holding those responsible for them accountable, and promoting change. The course offers students the opportunity to understand the rich history of human rights as a philosophical concept and political objective, to examine theoretical frameworks for linking human rights and literary studies, and to apply this knowledge to an analysis of several novels and books of poetry. Prerequisite: WRIT 102 or 201 (3).

#### EWL 324. World Drama

What do we mean by “world drama”? Which drama, and whose world? What relation does it bear to local, regional, and national traditions? In this course students will explore diverse dramatic forms, traditions, expressive styles, and contributions from Asia, Africa, Europe, and the Americas. Drawing on examples both ancient and modern, students will examine how and when a play becomes a “world” classic, and the issues and inspirations that arise when local works and traditions are adapted across cultural, national, historical, and generic lines. Attendance at performances may be required. Prerequisite: WRIT 102 or 201 and one prior EWL or THTR course (3).

#### EWL 325. Gothic Fiction

This course introduces students to the modern “Gothic” both as a literary genre and a form of cultural expression. From the haunted castles of Walpole and Radcliffe, to the fog shrouded streets of London, to the urban nightmare of film noir and today's television screens, students will study the British and German roots of gothic horror and terror in the late eighteenth century, and the genre's development over the course of the nineteenth and twentieth centuries in Europe and America. We will explore the persistence of gothic themes, conventions, and sensibilities within literature and culture of the modern era, through select readings by Walpole, Shelley, Hoffmann, Poe, Stoker, Freud, and Hitchcock, among others. Prerequisite: WRIT 102 or 201 (3).

#### EWL 327. Literature and Film of The Global Portuguese Empire

This course examines the evolution and development of a global Portuguese identity through the study of the film and literature of the Portuguese-speaking world. Students will study the ongoing cultural exchanges between Portugal, the Atlantic Islands, the Americas, Africa, Asia, and immigrant communities in diaspora in the U.S. and Canada. Prerequisite: WRIT 102 or 201 (3).

## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### EWL 329. Reading the Contemporary Caribbean

In this course, we will examine selected works of contemporary Caribbean writers in the context of Caribbean literary traditions as well as colonial, postcolonial, and diasporic history. In discussing class readings, we will focus on questions of language, identity, gender roles, labor, migration, and cultural hybridity, with particular emphasis on the encounter between oral and written forms of storytelling. In addition to reading literary texts, we will consider Caribbean music, film, food, and tourism, as well as examine colonialism's continuing influence in the global contemporary world. All texts will be read in English. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### EWL 331. Literature and Revolution

This course explores the great works of literature, art, and political theory produced by and about the major revolutions of the modern era (French, Soviet, Chinese, and Iranian). Students will read a selection of classic and contemporary novels, plays, and films that represent and interpret the great political revolutions, and will reflect on what they can teach us about our own cultural and political moment. Issues to be explored include the relationship between culture and revolution, aesthetics and politics, art and history, as well as such related topics as bohemianism, technology, urbanism, religion, and gender relations. Works by Hugo, Zamyatin, Mayakovsky, Peter Weiss, Brecht, and Mo Yan, among others, will be discussed alongside political theory and the revolutionary writings of Lenin, Trotsky, and Mao. Prerequisite: WRIT 102 or 201 (3).

#### EWL 332. Detective Narratives

This course introduces students to the genre of detective fiction and its development in film and literature from its origins in the nineteenth century to present-day postcolonial and post-modern re-writings of the form. Students will examine the diverse national and cultural conditions that contributed to detective fiction's emergence in nineteenth-century America and to its continued popularity around the globe today. They will also read works of psychology to explore the roots, development, and methodologies shared between psychoanalysis and detective fiction. Works by Edgar Allan Poe, Sir Arthur Conan Doyle, Sigmund Freud, Alfred Hitchcock, Umberto Eco, Kazuo Ishiguro, Paul Auster, and Janyang Norbu will be discussed, as well as selected essays in literary criticism, postcolonial theory, and narratology.(3) Prerequisite: WRIT 102 or 201 (3).

#### EWL 333. Literature and the Visual Arts

This course offers a study of representative works of literature and art from the classical age to the 21st Century. Students study these texts in order to understand the historical and cultural conditions in which they were produced and to discover the connections between the visual and literary arts. Prerequisite: WRIT 102 or 201; one previous EWL course (3).

#### EWL 334. Literary New York

In the course, we will explore the historical and aesthetic intersections between New York City and the craft of writing. We will study works by an array of New York-based or -focused writers in relation to their respective historical moments and their perspectives on the city. Significant attention will be paid to the history of New York City, from its beginnings as the first colony in America, through its rise as the political, economic, manufacturing, and cultural center of the country, through the present day. We will explore the ways in which New York City has always served as a microcosm of American life, as well as the ways in which it has always been "a world city." Prerequisite: WRIT 102 or 201; one previous EWL course (3).

#### EWL 335. Slavery in the American Imaginary

This course is an interdisciplinary exploration of how Americans have imagined slavery in their nation's history. Despite the fact that the "peculiar institution" ended over one hundred and fifty years ago, Americans still struggle to make sense of their history, to teach their past to their children, and to decide, once and for all, how to "atone" for their ancestors' actions. This course will attempt to understand and address some of those issues as they have been imagined by artists, writers, and filmmakers. Prerequisite: WRIT 102 or 201; one prior EWL course (3).

#### EWL 337. Philosophies and Poetics of Translation

In this course, students will consider philosophies and poetics of translation across aesthetic categories, geographic spaces, linguistic domains, cultural contexts, socioeconomic positions, and historical epochs from the advent of publishing to the digital age. Through the course of the semester, students will familiarize themselves with theories of translation from philosophers and writers including Nietzsche, Benjamin, Pound, Nabokov, Derrida, Spivak, Appiah, and Tadjó. They will also learn to compare and critique translations of celebrated literary works and quotidian non-fictional texts across genres, languages, and epochs. Prerequisite: WRIT 102 or 201 (3).

#### EWL 339. Literature & Business

This course examines the representation of money and business in America through select literary and philosophical texts from the nineteenth century to the present. Emphasizing various approaches to the analysis of human ways of making a living, and the economic systems within which one does so, the course uses the lens of literature to explore the practices that govern business in America, and the specific ways in which these practices connect to issues (and perceptions) of poverty, debt, race, gender, class, income inequality, consumerism, religion, natural resources, and social conflict. Prerequisite: WRIT 102 or 201, and one prior EWL course. (3)

#### EWL 342. The Divine Comedy

(Same as RS 342; see Philosophy and Religious Studies for description.)



## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### EWL 345. Shakespeare and Film

(Same as COMM 345)

This class provides students the opportunity to study the plays of Shakespeare and how they have been adapted to film in a global context. While we are only looking at a few plays together, we are watching several movies from different times and national contexts. Students will also do independent work in this class to see other films and read additional Shakespeare plays and discuss their adaptations. We will read film theory, discuss the history of translating Shakespeare to film, and look at the implications of translating Shakespeare into other cultures, time periods and media. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### EWL 347. Contemporary Latin American Fiction

(Same as SPAN 347)

Studies the development of Contemporary Latin American fiction to the present. Juan Rulfo, Jorge Luis Borges, Laura Esquivel, Eduardo Mallea, Julio Cortazar, and Gabriel Garcia Marquez and others will be read. Prerequisite: WRIT 102 or 201 (3).

#### EWL 350. Special Topics in Film and Literature

(Same as COMM 328; see course description under Communication Arts.)

#### EWL 353. Modern European Fiction

This course will study a representative selection of 19th and 20th century European novels and stories. Such authors as Stendhal, Dostoyevsky, Flaubert, Kafka, Proust, and Mann will be included. Prerequisite: WRIT 102 or 201 & one previous EWL course (3).

#### EWL 354. German Expressionism

This course will focus on the rich contribution of the German Expressionist movement in literature, art, and film. The abundant creativity that emerged from Berlin, Dresden and Prague between the World Wars will be analyzed in its social, political, and cultural contexts. The class is centered on literature (novels, short stories, poetry and drama) and also engages several cinematic landmarks, including Fritz Lang's *Metropolis*, Robert Wiene's *The Cabinet of Dr. Caligari* and F.W. Murnau's *Nosferatu*. We will also consider this literature and film in the broader context of German Expressionist art as represented by the work of Oskar Kokoschka, Edvard Munch, Max Beckmann, Erich Mendelsohn and Arnold Schoenberg. Students will discover the enormous contribution of these great experimentalists and understand why their craft was a reflection of its time period and how it significantly influenced later generations of surrealist, abstract and post-modern writers and artists. Prerequisite: WRIT 102 or 201; one previous EWL course (3).

#### EWL 357. Psychological Portraits in Literature

(Same as PSYCH 357)

This course examines how writers use psychological insight to develop characters and how, as Jung realized, imaginative literature frequently provides psychological insight into human behavior prior to scientific formulation. These portraits will be related to current psychological theories and research. Writers from the Greeks to the present will be included, including readings from major psychological works. Prerequisite: WRIT 102 & PSYCH 101 or 102 (3).

#### EWL 359. Contemporary Anglophone Fiction

In this course, we will read English-language novels written in non-English cultural contexts, including Nigeria, South Africa, the Caribbean, India, Pakistan, and Australia. We will consider why authors from these various regions chose to write in English, and examine the particular national contexts from which the texts emerged, as well as the broader questions of readership and distribution in an era of globalized publishing and reading markets. The European novel emerged in conjunction with ideas of national identity ("the English novel," "the German novel," "the Great American Novel"); contemporary Anglophone fiction complicates these notions, inviting us to consider what it means to be writing fiction in English in the twenty-first century. Prerequisite: WRIT 102 or 201 (3).

#### EWL 360. Hispanic Women Writers

(Same as SPAN 357)

The course will deal with the novels, short stories and poetry of women writers from the Spanish-speaking world. Among those to be studied are Mexico's Sister Juana Ines de la Cruz; the South Americans Gabriela Mistral, Maria Luisa Bombal and Isabel Allende; Spain's Carmen Martin Gaité; and the Puerto Ricans Nicholasa Mohr and Rosario Ferre. Readings, class discussions and assignments will be in English except for Spanish minors who will do the readings and assignments in Spanish. Prerequisite: WRIT 102 or 201(3).

#### EWL 362. "Becoming American": Immigrant Narratives

US citizens and non-citizens alike struggle to understand immigration, advocate for immigration legislation, and tell stories about immigration. In this course we will be reading fictional and autobiographical stories of the immigrant experience in the United States in their historical and political context. We will explore the ways writers employ and vary cultural expectations of the immigrant experience, engage the political context, and interrogate what it has meant to "become American" in different time periods. In addition, we will explore how the cultural context has affected the stories we tell. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).



## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### EWL 365. Reading Contemporary Africa

(Same as FREN 365)

This course introduces students to a variety of Francophone and Anglophone African narratives, focusing on novels by contemporary Africa-based and diasporic authors such as Ahmadou Kourouma, Ken Bugul, Véronique Tadjo, Ben Okri, Uzodinma Iweala, and Diana Evans. This class will explore these writings in a number of contexts, including the transition from oral to written storytelling, the tension between African and European languages, the political and social landscapes of contemporary Africa, and the legacy of colonial history. This class will examine oral narrative traditions to trace their influences on works of imaginative fiction. Discussions of the novels themselves will focus on a series of key themes, including: childhood, gender, language, migration, conflict, historical representation, political economy, and national identity. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### EWL 370. Professional Practices Course

Students in this class will study and learn about many of the different careers available to EWL and CRW majors. Students will visit rare book archives, literary clubs, poetry readings, storytelling competitions, conservation studios, book exhibitions, and art museums, and will practice book making and printing. Students will investigate the relationship between literary history and the history of the book, examine new technologies of story telling (blogs, podcasts, ebooks, etc.), ask where new technologies might be taking literature in the future, and to explore where literature lives today. Students will integrate academic, co-curricular and extra-curricular experiences, utilizing NY City and its vast array of opportunities to chart individualized pathways to identify and fulfill career goals. The course will include guest lectures from professionals in various professions (copywriters, editors, journalists, etc.) who are grounded in Literature and Writing degrees. May be taken twice for a total of 6 credits, but the topic may not be repeated. Prerequisites: WRIT 102 or 201 and EWL 207 (3).

#### EWL 380. International Postmodernist Fiction

In this course, we will read innovative literary fiction written in the late twentieth and early twenty-first centuries in a number of cultural contexts and languages (in English translation). We will explore the multiple meanings of the term “postmodern” and look at contemporary narrative experiments through the lens of postmodernist theory, focusing on questions of language, representation, and meaning. While the course focuses primarily on experimental novels, we will also explore other forms of postmodernist art, including film and architecture. We may also attend literary readings by selected contemporary authors. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### EWL 390. Special Topics in English

This course gives the advanced student an opportunity to study aspects of literature not ordinarily covered in other courses. These may include interdisciplinary approaches to literature, critical theory, performance study, travel study. Specific topics will vary each semester. [This course may be repeated once for a total of 6 credits, but the topic may not be repeated.] Prerequisite: WRIT 102 or 201 and one previous EWL course or permission of department (3).

#### EWL 410. Shakespeare Seminar

This course will provide a depth of knowledge on one of Shakespeare’s genres, spending time analyzing the plays themselves alongside Shakespeare’s sources, as well as applying recent critical theory to the study of the texts. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### EWL 412. Literature and Feminist Theory

This course will explore advanced theoretical concepts and debates in feminist theory as they relate to literary studies. In addition to reading primary texts of feminist theory, students will apply these theoretical concepts to literary texts. Prerequisite: EWL 302 or Permission of instructor (3).

#### EWL 415. Chaucer Seminar

This course will examine the “father of English literature,” Geoffrey Chaucer, who is among the first and finest to write in an English dialect rather than the preferred French. Over the course of the semester we will read Chaucer’s *Troilus and Criseyde*, considered by many to be the first novel written in English, some of his poetry, and most of his seminal work -- *The Canterbury Tales*. We will read these texts in their original Middle English. In addition, we will read recent critical approaches to Chaucer, and discuss how different theoretical lenses yield insights into Chaucer’s writing. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### EWL 417. Austen Seminar

Jane Austen is one of the most widely read and admired writers in English literature. This course will focus on her six major novels, as well as selections from her lesser known “juvenilia,” short fiction, poetry, and drama. Students will explore Austen’s works in the context of her life and times, as well as the continued relevance of her work in popular culture today. Pre-requisite: WRIT 102 or 201; one prior EWL course. Prerequisite: Writ 102 or 201, and one prior EWL course (3).

#### EWL 419. Hugo Seminar

This course examines the life and works of Victor Hugo, one of the greatest writers of the 19th century and leader of the Romantic revolution in France. Best known as the author of *The Hunchback of Notre Dame* and *Les Misérables*, Hugo was also a prolific poet, a groundbreaking playwright, and a political thinker who fought for democracy and social justice. Students will develop expertise and nuanced understanding of Hugo’s works, circumstances, values, influences, and cultural milieu through focused readings, discussion, and advanced research. Hugo’s enduring legacy in literature, film and theater will also be considered. Prerequisites: WRIT 102 or 201, and one prior EWL course (3).

## English and World Literatures

### ENGLISH AND WORLD LITERATURES COURSES (EWL)

#### **EWL 420. Contemporary India Seminar**

In this course, we will examine selected works of contemporary Indian and diasporic writers in the context of South Asian literary traditions, as well as recent postcolonial and diasporic theories. In discussing the readings, we will focus on questions of national identity, gender roles, migration, language, and cultural hybridity, with particular emphasis on the encounter between the European novel and the Indian classical epic. In addition to reading literary texts, we will consider the importance of history, cinema, music, dance, and the culinary arts to recent Indian cultural production, and look at colonialism's continuing influence in the global contemporary world. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### **EWL 422. Virginia Woolf Seminar**

In this seminar, we will engage in an in-depth study of the works of Virginia Woolf. A quintessential modernist writer, Woolf mastered the literary technique of stream of consciousness to produce fiction that explored the psychological depths of her characters and also provided sharp cultural commentary by framing these explorations of self within specific social and historical contexts. An ardent feminist, Woolf played an important role in advancing the cause of women's rights and human rights. By studying the full range of her writings – from her novels and short stories to her non-fiction essays – as well as studying contemporary adaptations of her work, we will come to recognize Woolf's contributions to modern aesthetics and politics, focusing ultimately on the relationship between them. Prerequisite: WRIT 102 or 201 and one previous EWL course (3).

#### **EWL 424. Studies in a Single Author**

This course, "Studies in an Author," will focus on a single author and multiple works by that author. It will place the authors and their texts within a historical and theoretical framework that sheds light on the authors' circumstances, values, influences, and cultural milieu. This "deep study" allows for expertise and nuanced understanding of authors and the texts they create. Prerequisite: WRIT 102 and one previous EWL 300-level course (3).

#### **EWL 490. Senior Seminar in Literary Studies**

This capstone seminar provides students the opportunity to study in depth major issues in literary studies and to engage in advanced research methodologies. Topics and theoretical methodologies studied will vary by semester. Students will produce a senior thesis in which they use a specific theoretical approach to analyze texts. Open to senior EWL majors only, or by permission of the department. Prerequisite: EWL 302 (3).

#### **EWL 295/395/495. Teaching Apprenticeship**

This course is intended for majors who wish to gain experience teaching literature as apprentices to college instructors. The student will attend all class sessions of an introductory-level EWL course that they have already taken, hold informal group discussion sessions with the introductory-level students, maintain a reflective journal attentive to pedagogical issues, and meet regularly with the instructor of the course to discuss pedagogy and assignment design. This course cannot be repeated. Prerequisite: WRIT 102 or 201, being a declared EWL major, and permission of the EWL Department Chair (3).

#### **EWL 297/397/497. Research**

#### **EWL 298/398/498. Directed Study**

#### **EWL 299/399/499. Independent Study/Internship**

## English and World Literatures

### CREATIVE WRITING COURSES (CRW)

#### CRW 201. Introduction to Creative Writing I

This is an introductory course designed to enhance students' skills in reading, analyzing, and writing about literature. In the process, students will develop a specialized language with which they can discuss the essential elements and techniques utilized in poetry, fiction, and creative nonfiction. An emphasis will be placed on cultivating an appreciation for the power of the imagination in literary creation through critical reading and creative writing practice. Corequisite: WRIT 101 or 201 (3).

#### CRW 205. Introduction to Creative Writing II

Building on CRW 201, this course is designed to explore the underlying concepts of poetry, fiction, and creative nonfiction while developing students' literary interests and abilities. Various analytical and imaginative writing assignments will help students to begin crafting their own poems, stories, and memoiristic essays. Understanding how the writer makes meaning is essential to finding one's own aesthetic approach. Prerequisite: WRIT 101 or 201 & CRW 201; Corequisite: WRIT 102 (3).

#### CRW 310. Literary Magazine Publishing

This class is an introduction to literary publishing through the production of a literary magazine. Students will solicit and evaluate submissions and edit, design, and market the final journal. The course will include an introduction to the history of literary magazines and the contemporary marketplace. Prerequisite: WRIT 102 & any previous CRW course (3).

#### CRW 346. Intermediate Creative Writing

This course builds upon CRW 201 and CRW 205. Students begin looking at the formal craft elements of poetry, fiction, and creative nonfiction while reading literary texts with a more critical writer's eye. In addition, students will be encouraged to reflect both on their own literary practice and the literary practice of their classmates through continued presentation and discussion of various writing assignments. Prerequisite: CRW 205 (3).

#### CRW 391. Special Topics in Creative Writing

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

#### CRW 490. Senior Seminar in Creative Writing

Seniors will study focused questions and issues in creative writing via the context of revising the creative work that will complete the thesis. The course will also include researching and developing themes for the thesis. The class will culminate in a public reading of student work. Prerequisite: At least one of the following: CRW 441, CRW 442, CRW 443. Open to senior EWL majors only or by permission of the department (3).

#### Workshops in Writing:

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

#### CRW 441. Workshop in Writing Poetry

#### CRW 442. Workshop in Writing Fiction

#### CRW 443. Workshop in Writing Creative Nonfiction

## Academic Offerings

### Entrepreneurship

The Entrepreneurship Program provides an opportunity for our students to create and manage their own innovative ventures. Using New York City and its resources through field visits, internships and workshops, students will be engaged in developing, critically evaluating and implementing a business plan. The mission of the entrepreneurship major is consistent with the College's mission: To educate a socially and economically diverse student population by fostering intellectual achievement

and personal growth. We accomplish this by giving each student the necessary foundation to become a successful entrepreneur. The Bachelor of Science in Entrepreneurship program provides preparation for graduate studies or a career as an entrepreneur. All entrepreneurship majors take courses in the business core including basic accounting, economics, marketing and management, while specializing in entrepreneurship.

<b>Division:</b>	<b>Business</b>	
<b>Division Chair:</b>	<b>Vandana Rao, Ph.D.</b>	<b>vrao@mmm.edu</b>
<b>Division Assistant:</b>	<b>Carmen Jackman Torres</b>	<b>ctorres@mmm.edu</b>
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<b>Phone:</b>	<b>212-517-0631</b>	

#### MAJOR: ENTREPRENEURSHIP (0599)

**54 Credits**

**B.S.** **General Education: 42 Credits; Major: 54 Credits; Elective Credits: 24 Credits**

#### Learning Goals for the Major in Entrepreneurship

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

- Business functions: Apply concepts in marketing, finance, management, economics and accounting in business methods and strategies.
- Critical Thinking: Interpret situations and apply appropriate methods to solve business problems.
- Technology: Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively.
- Diversity: Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making.
- Communication skills: Demonstrate competency in writing and speaking professionally.

- Ethics: Integrate ethical principles with business processes.
- Quantitative skills: Demonstrate skills in utilizing quantitative concepts, data and models to analyze business.

**NOTE: Entrepreneurship Majors (B.S.) must pass MATH 113 (or a higher level math course) with at least a grade of C.**

**NOTE: OPEN ELECTIVE courses must be chosen such that a total of 60 credits are in the liberal arts.**

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

**NOTE: A student receiving a grade of D in a required or elective course for the major must repeat the course.**

#### Business Management Core:

ACCT 215 Principles of Accounting I	3	BUS 309 Financial Management	3
ACCT 217 Principles of Accounting II	3	BUS 316 Organizational Behavior	3
BUS 100 The Contemporary Workplace	3	BUS 403 Strategic Management	3
BUS 210 Marketing	3	ECO 210 Principles of Macroeconomics	3
BUS 224 Statistics for Business	3	ECO 213 Principles of Microeconomics	3
BUS 277 The Legal Environment of Business	3	IT 330 Business Management & Information Technology	3

#### Entrepreneurship

**(18 credits: 3 required and 3 electives)**

#### Required courses:

BUS 207 Entrepreneurship	3	BUS 225 The Business of Fashion	(3)
BUS 324 Entrepreneurial Finance	3	BUS 232 Advertising	(3)
BUS 335 Digital Marketing	3	BUS 293 Public Relations	(3)

#### Electives: Choose 3 from the following:

ACCT 324 Intermediate Managerial Accounting	(3)	BUS 313 Sales Management	(3)
ACCT 325 Income Taxation of Individuals	(3)	BUS 345 Marketing Research	(3)
BUS 223 Introduction to Investments	(3)	BUS 351 International Business	(3)
		BUS 352 International Marketing	(3)
		BUS 357 International Finance	(3)
		BUS 378 Consumer Behavior	(3)

For course descriptions please refer to the appropriate Department.

## Environmental Studies

The objective of the Environmental Studies Program is to foster an integrated understanding of environmental issues encompassing perspectives from the curriculum's three broad disciplines - humanities, natural science, and social science. This program will offer ample opportunities for students to supplement their academic learning with experiences outside the classroom.

The growing demand of a work force literate in environmental issues such as energy use, sustainable development, and policy will allow our students to collaborate with or become experts in many decision-making fields that now rely on a fundamental understanding of the effect of humans on the environment.

This major will give students an interdisciplinary study of how human activities are dependent on natural processes through interpretation of the historical, scientific, political, and economic aspects of environmental studies.

Students planning post-graduate study in Environmental Science should note that they would present a stronger application if they take additional courses in the Biology department, such as the dual-semester courses in general biology and chemistry. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects.

**Division:** Sciences  
**Division Chair:** Ken Ching, Ph.D.  
 kching@mmm.edu

**Division Assistant:** Kate Warner  
 kwarner@mmm.edu

**Division Office:** Carson Hall 7th Floor  
**Phone:** 212-774-0725

### **Program Faculty:**

Faculty from various departments across the College teach courses in the Environmental Studies Major and Minor.

**Ann Aguanno**  
 Professor of Biology  
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 M.S. & Ph.D., New York University  
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**Benedetta A. Sampoli Benitez**  
 Professor of Chemistry and Biochemistry  
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**Kenton Worcester**  
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## Environmental Studies

### MAJOR: ENVIRONMENTAL STUDIES (1917)

42 Credits

B.A. General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits

#### Learning Goals for the Major in Environmental Studies

Students majoring in Environmental Studies will be able to:

- Apply and relate fundamental concepts from the social sciences and the humanities to environmental thought, and governance.
- Recognize and describe fundamental physical and biological principles that govern natural processes.

- Explain and integrate perspectives from across the natural sciences, social sciences, and the humanities in the context of complex environmental problems.
- Evaluate and communicate the complex relationships between scientific approaches to environmental issues and political, social, economic, and ethical perspectives on the environment.
- Effectively communicate environmental issues orally and in writing.

#### Required Courses

CHEM/ENV 105 Chemistry of the Environment	36
ENV 115 Environmental Science	3
ENV 314 Controversies in Environmental Science	3
IS/ECO 214 The Global Economy	3
IS/ENV 318 Global Sustainability	3
MATH 141 Precalculus	3
MATH 224 Statistics	3
PHIL/ENV 306 Environmental Ethics	3
PHR/ENV 218 Environmental Justice	3
PHR/ENV 320 EcoCulture and Sustainability	3
PS 355 Green Political Thought	3
ENV 497 Research (Capstone)	3

#### Electives: At least 2 chosen from the following:

BIOL 127 Evolution	6
BIOL 222 General Biology II	(3)
BIOL 330 Conservation Biology	(4)
BIOL 392 Ecology	(3)
ENV 117 The Urban Ecosystem	(3)
ENV 310 Applied Environmental Science	(3)
ENV 312 Energy and Climate Change	(3)
ENV 316 Natural Disasters and the Environment	(3)
ENV 170 General Geology	(3)
IS 207 World Geography	(3)
PHIL 409 History and Philosophy of Science	(3)
PHYS 261 General Physics I	(5)

### MINOR: ENVIRONMENTAL STUDIES

18 Credits

#### Learning Goals for the Minor in Environmental Studies

After completing the minor in Environmental Studies students will be able to:

- Demonstrate a basic scientific understanding of the natural world and its connection to human societies and individuals.
- Demonstrate an awareness of social, political, cultural and ethical

issues related to the environment.

- Utilize problem solving skills in topics of local, regional and global importance.
- Articulate an appreciation for the importance of multiple perspectives in understanding environmental issues.

#### Required Course:

ENV 115 Environmental Science	3
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#### Students must take a minimum of 15 credits from the following:

BIOL 330 Conservation Biology	(3)	IS 207 World Geography	(3)
BIOL 392 Ecology	(3)	IS/ENV 318 Global Sustainability	(3)
CHEM/ENV 105 Chemistry and the Environment	(3)	PHIL/ENV 306 Environmental Ethics	(3)
ENV 117 The Urban Ecosystem	(3)	PHR/ENV 320 EcoCulture and Sustainability	(3)
ENV 170 General Geology	(3)	PHR/ENV 218 Environmental Justice	(3)
ENV 310 Applied Environmental Science	(3)	PS 355 Green Political Thought	(3)
ENV 312 Energy and Climate Change	(3)		
ENV 314 Controversies in Environmental Science	(3)		
ENV 316 Natural Disasters and the Environment	(3)		

Some Advanced Interdisciplinary Studies Courses may be applied to this minor; see the faculty members above to determine which courses apply.

## Environmental Studies

### ENVIRONMENTAL STUDIES COURSES (ENV)

**ENV 105. Chemistry and the Environment**  
(Same as CHEM 105; see course description under Chemistry).

#### ENV 115. Environmental Science

This course presents a study of our planet with respect to its place in the universe, its origins and evolution. The course examines the earth as a complete environmental system; the physical processes in or on earth (storms, earthquakes, continental drifts) that shape this environment; how human technology has been making this into a precarious habitat. Corequisites: WRIT 101 & MATH 113 or higher (3).

#### ENV 117 The Urban Ecosystem

As the most populous city in the United States, New York is a complex urban ecosystem. In this course, students will learn about various aspects of science and technology using NYC as a case study. Through field trips, lectures, and readings, students will explore the science of the urban landscape, as well as the particular environmental challenges faced by NYC. Our class will unfold in various urban green spaces, including the lawns and woods of Central Park and local waterways large and small. Field trips may include visits to the old High Bridge aqueduct, the Newtown Creek Wastewater Treatment Plant, and the Hudson River. By documenting these experiences, students will deepen their understanding of the relationship of our great city to its natural environment. Students will also learn how to analyze, interpret, and present scientific data using publicly available environmental health statistics on NYC.gov. Fee: \$25 (3).

#### ENV 170. General Geology

An introduction to the study of the Earth, including its history and component systems. Students will explore topics in plate tectonics, physical geology, and the geological environment of New York City. Field trip required. Two-hour lecture. Two-hour lab. Fee \$60. Corequisites: WRIT 101 & MATH 113 or higher (3).

#### ENV 218. Environmental Justice

(Same as PHR 218; see course description under Politics and human Rights).

#### ENV 306. Environmental Ethics

(Same as PHIL 306; see course description under Philosophy).

#### ENV 310. Applied Environmental Science

This course is designed to give students an opportunity to gain first-hand experience with developing effective approaches to solving complex environmental problems. As such, this course will establish connections between major environmental problems and their controlling factors, and will develop an appreciation of the environmental decision-making process and the role of scientists in that process. Using multiple case-scenarios, students will understand the methodologies used for the assessment of human impacts on the natural environment by learning fundamental quantitative concepts and then applying them to issues such as environmental impact assessment, environmental health and toxicology, resource contamination, natural resource management, land reclamation, climate change, and sustainable energy. Prerequisite: ENV 115; or permission of the department (3).

#### ENV 312. Energy and Climate Change

This course on energy and climate science is suitable for non-science majors and may be applied toward fulfillment of requirements within the Environmental Studies program. The primary course objectives are to 1) examine the relationship between human energy consumption and global environmental systems; and 2) explore the scientific, political, social, and economic issues surrounding the debate on global climate change. To achieve these objectives, the course will be divided into two modules, the first on energy and the second on climate. The first half of the semester will entail in-depth analyses of the environmental impacts of different energy sources. Students will calculate their individual energy consumption and gain insight regarding energy efficiency and conservation. In the second half of the term, analysis of the major findings in climate and atmospheric science, such as average annual temperature records, will deepen students' understanding of the roles of natural phenomena and human activities in global climate change. This sound scientific basis will ultimately inform a series of debates on various aspects of climate policy. Prerequisites: WRIT 102/201 and one lower-level BIOL, CHEM, or ENV course (3).

#### ENV 314. Controversies in Environmental Science

Solving environmental problems requires comprehensive scientific literacy. In this course, students solidify their understanding of the physical and biological principles that underlie natural processes. By doing so, they develop a sound scientific and technological basis for environmental decision-making in their individual and professional lives. Class discussions will focus on topical and controversial environmental issues, including food and population, pollution and toxic chemicals, water quality, climate change, and energy source policy. Students will also analyze the cultural roots underlying modern attitudes towards the environment. Case studies will provide a practical opportunity for application of scientific principles to environmental problem-solving, allowing students to explore intersections between science and society in the modern world. Prerequisite: WRIT 102/201 and a lower level ENV course (3).

#### ENV 316. Natural Disasters and the Environment

Humans have been at the mercy of the forces of nature for thousands of years. Earthquakes, volcanoes, tsunamis, hurricanes and tornadoes kill thousands of people around the globe each year, leave many more homeless, and cause billions of dollars in property damage. Better engineering and warning systems can greatly reduce these losses, but the disasters will continue to occur, as recent events in the Indian Ocean and the Gulf of Mexico have shown. Now, for the first time in our history, our actions may be affecting the earth itself. This course will investigate the forces that drive natural disasters, as well as human efforts to mitigate the destruction they cause. Prerequisite: WRIT 102/201 and a lower level ENV course (3).

#### ENV 318. Global Sustainability

(Same as IS 318; see course description under International Studies).

#### ENV 320. EcoCulture and Sustainability

(Same as PHR 320; see course description under Politics and human Rights).

#### ENV 297/397/497. Research

#### ENV 298/398/498. Directed Study

#### ENV 299/399/499. Independent Study/Internship

## Academic Offerings

### Finance

The Finance program offers students an opportunity to take advantage of being located in the premier financial capital through internships and field visits to Wall Street and major financial institutions. The mission of the Finance major is consistent with the College's mission: To educate a socially and economically diverse student population by fostering intellectual achievement and personal growth. We accomplish

this by giving each student the necessary skills to build successful financial careers in business, government and non-profit institutions. The Bachelor of Science in Finance program provides preparation for graduate studies or a career in business and finance. All finance majors take courses in the business core including basic accounting, economics, marketing and management, while specializing in finance.

<b>Division:</b>	<b>Business</b>	
<b>Division Chair:</b>	<b>Vandana Rao, Ph.D.</b>	<b>vrao@mmm.edu</b>
<b>Division Assistant:</b>	<b>Carmen Jackman Torres</b>	<b>ctorres@mmm.edu</b>
<b>Division Office:</b>	<b>Carson Hall 517</b>	
<b>Phone:</b>	<b>212-517-0631</b>	

#### MAJOR: FINANCE (0504)

54 Credits

**B.S.** **General Education: 42 Credits; Major: 54 Credits; Elective Credits: 24 Credits**

#### Learning Goals for the Major in Finance

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

- Business functions: Apply concepts in marketing, finance, management, economics and accounting in business methods and strategies.
- Critical Thinking: Interpret situations and apply appropriate methods to solve business problems.
- Technology: Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively.
- Diversity: Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making.
- Communication skills: Demonstrate competency in writing and speaking professionally.

- Ethics: Integrate ethical principles with business processes.
- Quantitative skills: Demonstrate skills in utilizing quantitative concepts.

**NOTE: Finance Majors (B.S.) must pass MATH 113 (or a higher level math course) with at least a grade of C.**

**NOTE: Open Elective credits must be chosen such that a total of 60 credits are in the liberal arts.**

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

**NOTE: A student receiving a grade of D in a required or elective course for the major must repeat the course.**

#### Business Management Core:

ACCT 215 Principles of Accounting I	3	BUS 309 Financial Management	3
ACCT 217 Principles of Accounting II	3	BUS 316 Organizational Behavior	3
BUS 100 The Contemporary Workplace	3	BUS 403 Strategic Management	3
BUS 210 Marketing	3	ECO 210 Principles of Macroeconomics	3
BUS 224 Statistics for Business	3	ECO 213 Principles of Microeconomics	3
BUS 277 The Legal Environment of Business	3	IT 330 Business Management & Information Technology	3

#### Finance

(18 credits; 3 required courses and 3 electives)

#### Required Courses:

BUS 223 Intro to Investments	3
BUS 324 Entrepreneurial Finance	3
ECO 375 Money, Banking and Financial Markets	3

#### Electives: Choose 3 from the following

ACCT 319 Intermediate Financial Accounting I	(3)
ACCT 321 Intermediate Financial Accounting II	(3)
ACCT 324 Managerial Accounting	(3)
ACCT 325 Income Taxation of Individuals	(3)
ACCT 328 Financial Statement Analysis	(3)
ACCT 332 Forensic Accounting	(3)
BUS 337 Securities Analysis	(3)
BUS 347 Corporate Finance	(3)
BUS 357 International Finance	(3)

For course descriptions please refer to the appropriate Department.

## French

The beauty of the French language has captured the fascination of other cultures and maintained a significant role throughout the ages. At MMC, we recognize that French is an increasingly influential vehicle for diplomacy. It is one of the five official languages of the United Nations, and it is designated as the official or co-official language of 29 countries in Europe, Africa, and the Americas. We offer you a challenging and exciting exploration of the French language and culture.

To meet our students' needs, the French program offers a variety of courses which provide:

- 1) Basic language instruction to develop listening, speaking, reading and writing proficiency;
- 2) A study of cultural developments in France and the Francophone world;

- 3) An understanding of literature, music, film, and the arts in historical and contemporary contexts;
- 4) Global awareness as a member of a multilingual multicultural community at home and abroad;
- 5) Opportunities to study or volunteer in a French-speaking country.

Students who become proficient in French prepare for a variety of entry-level positions in international business, government, schools, museums and galleries. Recent graduates proficient in French include corporate executives, scholars, teachers, curators, translators, interpreters, and diplomats.

The course sequence in French offers an alternative path towards completing Gen. Ed. requirements. For details, see "The Language Path" (pages 15-16).

**Division:** Humanities and Social Sciences  
**Division Chair:** Bradley Herling, Ph.D.  
**Division Assistant:** Carly Schneider  
**Division Office:** The Faculty Center 301  
**Department:** English and World Literatures  
**Department Chair:** Jennifer Brown, Ph.D.

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**cfeilla@mmm.edu**

### Program Faculty:

#### Julie Ann Huntington

Associate Professor of English and World Literatures  
 B.A., Eastern Michigan University  
 M.A., Vanderbilt University  
 Ph.D., Vanderbilt University  
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#### Carmen Coll

Professor Emerita of French  
 Officier des Palmes Academiques Licence-es-Lettres, University of Nancy  
 Maitrise, Sorbonne University  
 Ph.D., The Graduate School and University Center, CUNY  
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### FRENCH COURSES (FREN)

#### FREN 101. Elementary French I

A direct and immediate involvement with the living language is the fundamental aim of the course. Emphasis is placed on understanding and speaking in order to develop a basic knowledge of French. Student participation is vital since this course involves much oral work carried out through interaction among students. Grammatical principles will be introduced through texts relating various aspects of French life. Poems and current events from magazines will be used along with topical readings to help develop a feeling for French. Not open to students who have completed FREN 113 (3).

#### FREN 102. Elementary French II

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

#### FREN 113. Elementary French - Intensive Course

The development of a strong, workable knowledge of spoken and written contemporary French in a minimum amount of time is the object of this course. Emphasis is placed on direct and continued student participation. Grammar structures, vocabulary, idioms, and pronunciation patterns are presented within a natural context. Not open to students who have completed FREN 101-102 (6).

#### FREN 201. Intermediate French I

The purpose of this course is to strengthen and expand the student's familiarity with the language as an oral and written instrument of communication. Contemporary stories, grammar, and short poems will emphasize modern idiomatic expressions. Students may begin their study of French at the intermediate level only with permission of the Instructor. Not open to students who have completed FREN 213. Prerequisite: FREN 101-102 or permission of department (3).

#### FREN 202. Intermediate French II

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

#### FREN 301. French Translation

Course stresses translation of texts concerning business, politics, science, journalism, literature, and other fields, with emphasis on modern usage of French and English. Prerequisite: FREN 303 (3).

#### FREN 303. Explication de Textes

(Same as EWL 303; see course description under English and World Literatures).

#### FREN 305. French Phonetics & Conversation

Course studies the sound system of French, its proper pronunciation and intonation, with reading and taping. Students will be given the opportunity to practice those sounds during conversations centered on a theme. Prerequisite: FREN 201-202 or equivalent (3).

## French

### FRENCH COURSES (FREN)

#### **FREN 309. Advanced Grammar and Composition**

In this course students will have the opportunity to strengthen their writing skills in French in a variety of genres while improving grammatical accuracy. Although the focus of this course is on written expression, participants will continue to develop and strengthen reading, listening, and speaking skills in working toward an advanced- or superior-level of communicative proficiency in French. Prerequisite: FREN 201-202 or equivalent (3).

#### **FREN 310. Advanced French Conversation**

French 310 is an advanced conversation course in which students will refine their speaking and listening skills, along with reading and writing skills. The class will work with French films, literature, music, articles from electronic and print sources, games, and other sources from French and Francophone popular culture to develop vocabulary and practice communicating. In order to achieve an immersion-like setting in the classroom, this course will be conducted entirely in French. Prerequisite: FREN 201-202 or equivalent (3).

#### **FREN 313. Current Events in France and the Francophone World**

In French 313, we will focus our inquiry on complicated dimensions of identity in contemporary France and the Francophone world through an analysis of current events as presented in newspaper articles, blogs, radio reports, video reports, and contemporary music, literature and film. Through the course of the semester we will consider topics including but not limited to regional identities; language practices and policies; political parties and governments; religious identities; migration and immigration; urban poets and activism; and relationships between France and the Francophone world. In our readings, viewings, and discussions, we will consider historical, socio-cultural, geographic, political and economic elements as they relate to questions, configurations, and reconfigurations of “French” and “Francophone” identities. This course will be offered in French. Prerequisite: FREN 202 or department permission (3).

#### **FREN 315. French and Francophone Cinema**

In this course, we will explore the social and cultural implications of film through the analysis of the history, aesthetics, languages, themes and perspectives presented in French and Francophone cinema. Areas of discussion and inquiry include examinations of the impact of the invention of cinema, surrealism and the avant-garde, World War II and the Occupation, the nouvelle vague, global feminisms, sexual orientations and identities, colonialism, and immigration as viewed on the big screen by audiences in France and around the world. Films will be screened in the original version with subtitles. Course readings and discussions will be conducted in English. Prerequisite: WRIT 102 (3).

#### **FREN 326. Contemporary France: Social, Political and Economic Perspectives**

(Same as HIST/IS 326)

Course is designed to expose students to French politics, society and culture. Emphasis will be placed on the economic development of France: its present and future socioeconomic situation, its position in the European Economic Community and the legislative impact in Europe of opening national borders. Geographical aspects and historical background will serve as a ‘toile de fond’ to enhance the focus on contemporary civilization. (This course will be taught in English.) Prerequisite: WRIT 102 (3).

#### **FREN 365. Reading Contemporary Africa**

(Same as EWL 365; see course description under English and World Literatures).

#### **FREN 390. Special Topics in French**

This course gives the advanced student an opportunity to study aspects of literature not ordinarily covered in other courses. These may include interdisciplinary approaches to literature, critical theory, performance study, or travel study. Specific topics will vary each semester. (This course may be repeated once for a total of 6 credits, but the topic may not be repeated.) Prerequisite: WRIT 102 & FREN 202 or permission of department (3).

#### **FREN 403. 17th Century French Literature**

This course explores the social, political and psychological complexity of French literature in the 17th century. Such outstanding authors as Moliere, Racine, Corneille, La Rochefoucauld, and Mme. de Sevigne will be examined. (This course will be taught in English.) Prerequisite: WRIT 102 (3).

#### **FREN 409. The French Short Story**

Course has two objectives: develop skills in reading, writing, and speaking in order to encourage students to express their own ideas spontaneously; to introduce a special form of French literature, presenting the origin and development of the French short story from the seventeenth century to modern times. Works by the most outstanding writers from La Fontaine to Sartre will be examined. Prerequisite: Some knowledge of French (3).

#### **FREN 297/397/497. Research**

#### **FREN 298/398/498. Directed Study**

#### **FREN 299/399/499. Independent Study/Internship**

The following courses have been offered in the past and may be offered in the future in response to student need.

#### **FREN 223. Study in France or Canada**

#### **FREN 325. French for Business**

#### **FREN 413. Caribbean Francophone Literature**



## Gender and Sexuality Studies

Gender and Sexuality Studies is an interdisciplinary minor that prepares the student for the analysis of sexual and gendered phenomena. The Gender and Sexuality Studies minor is organized around the idea that systems of sex and gender, as well as the individual experience and expression of them, are historically contingent structures, the study of which must take into account relevant forms of social difference, including, but not limited to, race, class, and nationality. Utilizing feminist and social constructivist approaches, the Gender and Sexuality

Studies minor allows the student to study the impact of social, cultural, political and economic organization on the production and experience of systems of sex and gender. The internal logic of the minor requires that students progress from required core courses at the 200- level to more specialized, discipline specific courses at the 300- and 400-levels. Students from any major may pursue the Gender and Sexuality Studies minor. However, students may not count more than one course toward both their major and their minor requirements.

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**Program Faculty:**
**Faculty from various departments across the College teach courses in the Gender and Sexuality Studies Minor.**
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### Did You Know?

*The Gender and Sexuality Studies (GSS) minor is a multidisciplinary program that empowers students to be socially responsible global citizens by understanding gender roles and sexual identities across cultures and history.*

For more information, click <https://www.mmm.edu/departments/gender-and-sexuality-studies-minor/index.php>

# Gender and Sexuality Studies

## MINOR: GENDER AND SEXUALITY STUDIES

18 Credits

The Gender and Sexuality Studies (GSS) minor is a multidisciplinary program that seeks to empower MMC students to be socially responsible global citizens by understanding gender roles and sexual identities across cultures and history. Utilizing feminist, constructivist, and queer approaches, the GSS minor allows students to explore the impact of social, cultural, political and economic phenomena on the production and experience of systems of sex and gender.

### Learning Goals for the Minor in Gender and Sexuality Studies

After completing the French minor, students will be able to:

- Analyze sexual and gendered phenomena
- Recognize systems of sexuality and gender

- Appraise and identify the social construction of gender and sexuality
- Identify and assess sexuality and gender at the intersection of race, age, ability and class
- Delineate between interpersonal and societal phenomena

### Required Courses:

GSS 210 Gender Studies	3
GSS 250 Sexuality Studies	3

HIST 356 Black Women in American History	(3)
HIST 372 Women and Family in Chinese History	(3)
IS 334 Gender and Development	(3)
PHIL 314 Women Philosophers of the Past	(3)
PHIL 408 Feminist Theories	(3)
PSYCH 311 Psychology of Women	(3)
PSYCH 319 Human Sexuality	(3)
RS 216 Religion and Sexuality	(3)
RS 228 Religion and Gender	(3)
SOC 213 Women, Society and Culture	(3)
SOC 360 Queer Theory	(3)
SPAN 357 Hispanic Women Writers	(3)
THR 327 Gender in Performance	(3)

Students must take a minimum of four courses from the following at least three of which must be at the 300-level or above.

AIP 343 Masculinity and Hollywood Film	(3)
COMM 391 Gender, Sexuality and Media	(3)
GSS 130 LGBTQ Literary Traditions	(3)
GSS 134 Women's Literary Traditions	(3)
GSS 350 Special Topics in Gender and Sexuality Studies	(3)
HIST 255 American Women's History	(3)
HIST 308 Women and Gender in Modern Europe	(3)

## GENDER AND SEXUALITY STUDIES COURSES (GSS)

### GSS 130. LGBTQ Literary Traditions

(Same as EWL 130; see course description under English and World Literature).

### GSS 134. Women's Literary Traditions

(Same as EWL 134; see course description under English and World Literature).

### GSS 210. Gender Studies

This interdisciplinary course will provide an overview of the key texts, topics, debates, and politics that inform the field of gender studies. Course instruction involves readings, lectures, media clips, and discussion, as well as student assignments. Topics include the debate between nature versus nurture, intersections of race, ethnicity, nationality, class, gender, and sexuality, and social institutions such as family, education, work, and sport. We will pay particular attention to the connection between social structure and human agency -- how people's lived experiences are both shaped by social forces and reshaped through human action. Prerequisite: WRIT 101 (3).

### GSS 216. Religion and Sexuality

(Same as RS 216; see course description under Religious Studies).

### GSS 250. Sexuality Studies

The main premise to be studied in this course is that human sexuality is not a given of nature but the product of myriad social and political forces. This course does not negate the biological aspects of the human sexual response, but does argue that the pleasures of the body in any given culture and/or moment in history are facilitated and constrained by the legal, medical and ethical systems that characterize that particular moment in space and time. Utilizing a social constructionist, historically radical, and global approach, this course will allow the student to analyze the impact of political economic, cultural, and social arrangements on the systematization of our sexual and other erotic experiences. Of particular interest in this intellectual journey will be the intersection of matters of sex and eroticism with concerns regarding race, gender, class, and nation, among others. As suggested above, this course will utilize knowledge from a variety of disciplines, including, but not limited to history, sociology, anthropology, economics, literature, and philosophy. Prerequisite: WRIT 101 (3).

### GSS 350. Special Topics in Gender and Sexuality Studies

Course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of gender and sexuality studies. Examples: Conflict and Gender; European Feminisms; Feminist Methodology; Gender, Popular Culture and the 1950s; Mothers and Daughters; Women and Poverty; Women of the Middle East; Black Women's Narrative from Slavery to the Harlem Renaissance; Asian American Women and Labor; Laws and Love; Contested Sexualities; Lesbian and Gay Sport Studies; Lesbianism in Multinational Reception; Scientific Perspectives on Sex and Gender; Trans-studies; Political Struggle and the "Gay Agenda"; Queer Media Studies, etc. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102; GSS 210 or 250 (3).

**History**

Historical inquiry expands our conception and understanding of what it is to be human. By studying peoples who lived in other times and cultures we encounter the limitations of our own perspectives and take membership in the entire complex human venture. The courses offered within the History program give students a sense of the past; an ability to think about both differences and continuities between past and present; an awareness of the social, cultural, and institutional developments that produced our contemporary world; and an understanding of history as a distinctive discipline that promotes proficiency in inquiry, interpretation, and expression.

A minor in History supplements students' work in other academic areas by encouraging broad understanding of the world, research skills, critical and contextual analysis, and clear and effective expression, both written and oral. The program requires that students take 18 credits in history, one required foundational course (HIST 213, Foundational Themes), one course in each of three key regional areas (East Asia, Europe, and the United States), and two electives. History minors at MMC work closely with individual faculty in building their program, to coordinate with their interests, major program, and career goals.

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Professor Emerita of History  
B.A., Marymount College  
M.A., University of Rochester

**MINOR: HISTORY****18 Credits**

A History minor consists of 18 credits of history study. Specific program should be arranged in close collaboration with a History faculty advisor.

HIST 213 Historical Themes	3	1 United States History from HIST 101, 103, 244, 246	3
1 East Asian History from HIST 232, 237, 238, 239	3	Any two classes at 300-level or above	6
1 European History from HIST 216, 220	3		

**HISTORY COURSES (HIST)****HIST 101. The American Past I**

This course, exploring the major events leading to the founding and development of the United States to 1877, is organized around historical and literary readings and lectures and class discussion. Among the topics covered are the Age of Discovery, the impact of the Spanish empire on American colonial development, the establishment of the thirteen colonies, the interaction of European, American, Native American, and African-American peoples, the American Revolution, the Civil War and Reconstruction. Corequisite: WRIT 009, if required (3).

**HIST 103. The American Past II**

Beginning with the post-Reconstruction era and ending circa the 1980s, this course provides a study of why and how the United States evolved from a relatively insignificant agrarian nation to the world's major economic and political power. Among the topics to be explored are industrialization, the impact of immigration, urbanization, World Wars I and II, the impact of modernity, the Great Depression, Civil Rights, Vietnam and the beginning of the post-industrial age. Historical and literary texts, lectures and class discussion form the basis exploring these issues. Corequisite: WRIT 009, if required (3).

**HIST 213. Historical Themes**

This intensive reading, writing and discussion course introduces students to history as a form of inquiry and imaginative reconstruction through exploration of a specific topic. Students will gain experience in interpreting documents, constructing a coherent story from them, and evaluating contrasting interpretations of facts, and contextualizing such materials. Students may repeat enrollment for credit, but may not repeat topics. Corequisite: WRIT 101 (3).

# History

## HISTORY COURSES (HIST)

### HIST 216. Europe: Antiquity to Enlightenment

Course provides an overview of European history with emphasis on those institutional and intellectual developments that contributed most directly to forming modern European civilization. It briefly examines foundations: the Greek polis, the Roman Empire, and the rise of Christianity. It then studies the formation of medieval European society; the expansion of Europe via trade, exploration, war and settlement; and its distinctive capitalist and state system formation from the 16th-18th centuries. It also emphasizes the cultural movements of those centuries: the Renaissance, Reformation, Scientific Revolution and Enlightenment. Students will utilize the art and music resources of New York City as part of their learning. Prerequisite: WRIT 101 or permission of department (3).

### HIST 218. The Making of the Modern World (Same as IS 218)

This course will examine the history of the twentieth century from a global perspective. It will emphasize the material and cultural processes of modernization and globalization as they have variously affected peoples throughout the world. After providing background on 19th century European and other industrializations, nation state developments and imperialism, the course concentrates on the 20th century: the first half century of war, revolution and international capitalist collapse, and the second half with its emergence of new patterns of political, social, and economic formation, as well as attempts to understand our contemporary situation. This course satisfies General Education, liberal arts and International Studies major requirements. Prerequisite: WRIT 101 (3).

### HIST 220. Modern Europe

This course surveys European history from the era of the French Revolution to the end of World War II. It examines the impact of the French and Industrial Revolution on 19th century European politics, society and culture; state construction and imperialism; and the catastrophic wars, political extremism, ethnic cleansing and genocide of the 20th century. Corequisite: WRIT 101 (3).

### HIST 232. East Asian Civilizations

(Same as IS 232)

Through literature and museum visits, this course introduces the principal cultural elements of East Asian countries, including China, Korea, Vietnam, and Japan before the onset of Western imperialism. The course focuses on exploring how Confucianism, Buddhism, and Daoism became the building blocks of East Asian civilizations, and how Korea, Vietnam, and Japan maintained their identity while they absorbed Chinese civilizations. Corequisite: WRIT 101 (3).

### HIST 237. Modern East Asia

(Same as IS 237)

A study of the emergence of four modern East Asian nations - China, Japan, Korea, and Vietnam - during the past two centuries. Topics to be examined include: the impact of imperialism and nationalism in East Asia; revolutions and communism in China, North Korea and Vietnam; industrialization and democratization in Japan, Taiwan and South Korea, and the rise of Pacific Rim and its role in today's global society. Corequisite: WRIT 101 (3).

### HIST 238. Modern China

(Same as IS 238)

This course surveys the main economic developments, social and political institutions, and historical movements of China from late 19<sup>th</sup> century to the present. Topics to be examined include: the family in late traditional Chinese society, Western contacts and imperialist penetration, 1911 Revolution and the founding of republican China, May-Fourth Movement and Chinese cultural renaissance, peasant rebellions and Communist revolution, and China's rising economic and political power in contemporary world. Prerequisite: WRIT 101 (3).

### HIST 239. Modern Japan

(Same as IS 239)

Course examines the development of Japanese politics, economy and society from mid-19<sup>th</sup> century to the present. Issues to be emphasized will include: Japanese industrialization, emergence as a world power, the post-war "economic miracle," and the impact of these developments on Japanese society. Prerequisite: WRIT 101 (3).

### HIST 243. Modern Africa

(Same as IS 243)

Course examines the process of late 19th century colonial conquest and the dynamics of colonial rule in Africa. It looks at ways colonialism affected various Africans and ways in which Africans resisted or worked within the colonial system to achieve their goals. It examines nationalist movements, meanings of nationalism and key themes of post-colonial development throughout Africa. Prerequisite: WRIT 101 (3).

### HIST 244. African American History: The Black Atlantic

This course explores the experiences of people of African descent in the Atlantic World. While emphasis is on the experience of Africans who came to North America, comparison is made to that of black people in the Caribbean. Among the topics covered are the Atlantic slave trade, slavery, the formation of African-American culture, life in colonial America, slave resistance and rebellions, the Haitian Revolution, the Civil War, and emancipation. Prerequisite: WRIT 101 (3).

### HIST 246. African-American History Since Reconstruction

This course surveys the history of African Americans in the United States since 1877. It examines the social, political, economic, and cultural forces that led to the rise of Jim Crow, the redefinition of black labor, black mass migration from the South, the development of urban black communities, and the Civil Rights movement. Prerequisite: WRIT 101 (3).

### HIST 247. Modern South Asia

(Same as IS 247)

This course will introduce students to the diversity and richness of the history, culture, and institutions of the countries of South Asia. Although each of the countries has its own distinctive characteristics, they all are deeply interconnected by common historical as well as cultural and linguistic ties. The course will focus on the political context and evolution of South Asia and the interrelated and relevant social, economic, cultural, and institutional features of its peoples and countries. Prerequisite: WRIT 101 (3).

## HISTORY COURSES (HIST)

**HIST 255. American Women's History**

This course will examine the changing roles, status, images, and self-consciousness of women in America from colonial times to the present. Emphasis will be placed on the impact of industrialization on women's lives. Among themes to be discussed will be the cult of domesticity as it applied to factory, pioneer, and slave women in the early nineteenth century, sexuality in the Victorian age, theory and action of the women's rights movement, and images and realities for twentieth-century women. Prerequisite: WRIT 101 (3).

**HIST 307. Topics in Modern History**

This reading, discussion, and research course will focus on a selected issue in 19th and 20th century European, comparative and global history. Possible topics: Comparative industrialization and social change; national formation in central and eastern Europe; the culture of European and American modernism: 1880-1930; the "New Imperialism," film and the globalization of culture. This course may be repeated for a total of 6 credits, but the topic may not be repeated. Prerequisite: WRIT 102 (3).

**HIST 309. Twentieth Century Europe**

(Same as IS 309)

Course will consider the major political, socioeconomic, and intellectual developments of twentieth century Europe. Emphasis will be placed on the failures and successes of European governments in dealing with crises engendered by world and cold wars, depression and monetary crises, social transformations, and class and ideological conflict. Prerequisite: WRIT 102 (3).

**HIST 312. Made in the U.S.A. : American Consumer History**

Students will be introduced to the study of U.S. history through the lens of consumption: what we buy, where we buy it, how we pay for it, where it came from, and why purchasing power is important personally and politically. Special attention will be paid to the emergence of credit, the labor movement, the development of overseas markets, the landscape of consumption, and contemporary advertising. Prerequisite: WRIT 102 or 201 (3).

**HIST 316. Archival Methods**

(Same as PHR 316)

Archival research is the cornerstone of historical discovery. This course will introduce students to the archive: what constitutes a collection, how collections and archives come to be and are consciously shaped, and the questions this raises about historical memory. Students will learn hands on archival research skills: how to find archival material, work with collections, analyze findings, and follow questions of inquiry, advertising. Prerequisite: WRIT 101 (3).

**HIST 322. Expansion & Disunion, 1815-1890**

This course explores the history of the 19th Century in America, with emphasis on the Civil War as a critical mid-point. It focuses on institutional developments; reform movements; westward expansion; slavery; the Civil War, which divided; and the Reconstruction, which did not wholly unite. Prerequisite: WRIT 102 (3).

**HIST 324. The Ambiguity of Power:****The United States, 1900-1945**

This course explores the changes that occurred in the United States from 1900 and 1945, along with the transformation in its international role. The course also examines the attempts to manage these changes through 'reforms,' such as Progressivism and the New Deal, and through two world wars. Coursework includes analytical essays on and independent research into reading in primary and secondary sources. Prerequisite: WRIT 102 (3).

**HIST 325. Cold War America**

From 1945 to 1992, the United States sought security, from the Soviet Union in the Cold War and also from future Great Depressions through its guarantor state programs. This course examines how at the same time the United States sought to meet these two challenges other political, economic and international challenges arose. Methods of instruction include reading and viewing relevant sources and secondary materials, and independent research. Prerequisite: WRIT 102 (3).

**HIST 327. American Foreign Relations**

(Same as IS/PS 327)

This course surveys U.S. foreign relations from the late 19th century to the present. Power politics and interstate relations will provide our framework. We will also examine the wider economic, social and cultural dimensions of American engagement with the world, including the changing rationales informing American international activism and the interplay between interest and values in policies pursued. Prerequisite: WRIT 102 (3).

**HIST 328. Colonial & Revolutionary America**

Course will first study the culture and society of colonial America with emphasis on the transmission and transformation of English culture in the American environment, interaction with Indian culture, development and role of religion, and changing roles of the family. It will then examine the Revolutionary period through the establishment of the federal republic, with particular emphasis on the nature of the transformations of this "event." Prerequisite: WRIT 102 (3).

**HIST 346. The Middle East in the Twentieth Century**

(Same as IS/PS 346)

This course examines contemporary international and regional politics of the Middle East. The political and social history of the region will be explored in terms of its effect on current political dynamics. Prerequisites: WRIT 102 or 201 & IS/PS 109, or permission of department (3).

**HIST 372. Women and Family in Chinese History**

(Same as IS 372)

This course will provide for an examination of women's life and women's roles within Chinese family from antiquity to the modern period. Viewing gender as a historical category in analyzing changes of Chinese society and culture, the course will cover the following topics: property and inheritance between men and women; household economies; marriage; divorce and maternal roles; reproduction, fertility and infanticide; female chastity and Confucian ritual-propriety; and women's social networking and the formation of sisterhood. Prerequisite: WRIT 102 (3).



## History

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### HISTORY COURSES (HIST)

**HIST 374. History of the People's Republic of China**

(Same as IS 374)

A comprehensive analysis of recent Chinese history after 1949, including land reform, thought reform, the Cultural Revolution, the post-Mao era, the consequences of the new economic policies of the 1980s and their social and cultural impacts, the democratic movement since the Tiananmen Square demonstrations, and China's emerging political and economic role in global society. Prerequisite: WRIT 102 (3).

**HIST 297/397/497. Research**

**HIST 298/398/498. Directed Study**

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

The following courses have been offered in the past and may be offered in the future in response to student need.

**HIST 215. Ancient Worlds: the Foundations of World Civilization**

**HIST 287. Latin America: Conquest, Colonization, and Independence**

**HIST 289. Latin America: The Dynamics of Modernization**

(Same as IS/PS 289)

**HIST 306. Cross-Cultural Encounters: 1500-1800**

**HIST 308. Women & Gender in Modern Europe**

**HIST 326. Contemporary France: Social, Political and Economic Perspectives**

(Same as FREN/IS 326; see course description under French.)

**HIST 330. Silk Road and its Travelers**

**HIST 340. Topics in European Cultural Formation: Middle Ages and Renaissance**

**HIST 348. Poverty in America**

(Same as PS 348)

**HIST 401. History Seminar**

### *Did You Know?*

*MMC students have conducted research at the National Archives in Washington, D.C., interned at the U.S. Congress, and studied abroad in France, China, India, Brazil, Indonesia, and South Africa.*

*For more info, click <https://www.mmm.edu/departments/history-philosophy-and-religious-studies/student-opportunities.php>*

## Interdisciplinary Studies

The Interdisciplinary Studies major offers motivated students the opportunity to shape their own program of study in close consultation with their faculty advisors. The IDS major does not have a pre-determined sequence of required classes; instead, IDS majors identify a program of study, selecting courses from across the curriculum with the overall goal of studying a particular issue/problem/topic from a range

of disciplinary and interdisciplinary perspectives. The flexibility of the IDS major invites students to be pro-active and creative in designing their course of study. The base of knowledge and the analytical and critical skills acquired by IDS majors prepares them for a wide range of career options and for graduate study in a variety of fields.

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**Division Chair: Bradley Herling, Ph.D.**

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**Department Faculty: For more information about the Interdisciplinary Studies Major, contact the Program Coordinator:**

**Bradley Herling: bherling@mmm.edu**

### MAJOR: INTERDISCIPLINARY STUDIES (4903)

**42 Credits**

**B.A. General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits**

#### Becoming an IDS Major

Upon completing 30 credits, a student who has maintained a GPA of 3.0 or higher may apply to the IDS major. The student begins this application process by meeting with the Program Coordinator to discuss areas of interest around which he/she might organize his/her program of study and to identify a possible faculty advisor. Once this faculty advisor has been selected, the student works with him/her to identify two additional faculty members who will comprise the committee that will review and approve the student's application, including his/her proposed topic and program of study. Once

this committee has been composed, the student submits his/her application, which includes a written proposal explaining the topic that will guide his/her selection of courses and a preliminary program of study. The committee reviews this application and may request revisions before approving it. Once approved, the student meets regularly with his/her academic advisor to review his/her progress. In the event that the student, in consultation with his/her faculty advisor, decides to make significant revisions to his/her program of study, the student submits a revised proposal to the faculty committee that approved his/her initial plan.

#### Required Courses

IDS 399 Independent Study/Internship

IDS 499 Independent Study Capstone

9

3

6

**NOTE: These courses may include Independent Study/Directed Study as deemed appropriate by the student and his/her faculty advisor**

**NOTE: IDS Majors are not permitted to declare a second major.**

**NOTE: No more than two courses may be applied to both the IDS major and a minor.**

#### Elective Courses

33

In consultation with their Faculty Advisor, students complete the remaining 33 credits by selecting 11 courses from across the curriculum that connect to the student's chosen topic.

**NOTE: No more than four of these courses can be from the same department.**

**NOTE: No more than three of these courses may be at the 100/200 levels.**

**IMPORTANT:** In order to ensure that students have met the prerequisites and are adequately prepared for 300- and 400-level courses in any given discipline, it is strongly recommended that they select 100- and 200-level Shared Curriculum courses and elective courses in disciplines they anticipate studying at the advanced level.

### INTERDISCIPLINARY STUDIES COURSES (IDS)

#### IDS 310. Becoming Interdisciplinary

In this course, students first examine the concepts of disciplinary and interdisciplinarity, exploring the history of these terms, the relationship between them, and their role in shaping how we learn. From there, students become practitioners of interdisciplinary study as they engage a particular theme/topic from an interdisciplinary perspective. This theme/topic varies each semester, depending on the professor. The overall goal of the course is for students to learn about interdisciplinarity and to begin thinking and learning from an interdisciplinary perspective. Prerequisites: WRIT 101. (3)

#### IDS 312. Critical Methods of Interdisciplinary Study

In this course, we will focus on a number of central questions: Why do we organize knowledge into separate disciplines? How have these disciplines been determined? How flexible are the boundaries between disciplines? What's the relationship between the content and the methodology of a particular discipline? What happens to both content and methodology as we begin crossing the boundaries between disciplines? How does a shift towards interdisciplinarity change how we organize

knowledge, how we define knowledge, and how we produce knowledge? We will approach these questions through an engagement with contemporary thinkers who discuss and debate these issues and by engaging in our own interdisciplinary analysis, research, and writing. Prerequisites: IDS 310. (3)

#### IDS 299/399. Independent Study/Internship

Normally, IDS majors take this independent study/internship during their Junior year. If students register for an independent study, it is usually with their faculty advisor. The goal of this independent study is to provide an opportunity for students to bring together the various facets of their study, to explore the interdisciplinary connections that link the various courses they have taken to this point, and to chart a course for their final year of study. In consultation with their faculty advisor, IDS majors may also choose to fulfill this requirement by completing an internship in a field that is related to their topic of study. Prerequisites: IDS 310 (3)

#### IDS 330. Conservation Biology

(Same as BIOL 330; see course description under Biology.)

#### IDS 499. Independent Study Capstone

Normally, IDS majors register for a two-semester independent study capstone with their faculty advisors during the final two semesters of their Senior year. The goal of these independent study capstone courses is to provide a culminating experience in which students produce a senior thesis (approximately 30-40 pages). This thesis provides IDS majors with the opportunity to reflect on what knowledge and insights they have gained through their interdisciplinary study of their topic. During the first semester, students finalize the topic for their thesis, develop an extensive annotated bibliography, and write a 5-7 page prospectus of the envisioned project. In the second semester, students use the feedback from the graded annotated bibliography and prospectus to do more research and start drafting the thesis. Students complete a significant draft, the faculty committee gives feedback, and then the student revises and submits a final version to be reviewed and approved by the faculty committee before the end of the semester. Prerequisites: IDS 399. (3)

## Academic Offerings

### International Business

MMC's International Business program, in the heart of New York City, engages students in analyzing the complexity and diversity of the global business environment. The mission of the International Business major is consistent with the College's mission: To educate a socially and economically diverse student population by fostering intellectual achievement and personal growth. We accomplish this by giving each student the necessary

skills to develop successful careers in business, government and non-profit institutions. The Bachelor of Science in International Business program provides preparation for graduate studies or a career in business. All international business majors take courses in the business core including basic accounting, economics, marketing and management, while specializing in international business.

<b>Division:</b>	<b>Business</b>	
<b>Division Chair:</b>	<b>Vandana Rao, Ph.D.</b>	<b>vrao@mmm.edu</b>
<b>Division Assistant:</b>	<b>Carmen Jackman Torres</b>	<b>ctorres@mmm.edu</b>
<b>Division Office:</b>	<b>Carson Hall 517</b>	
<b>Phone:</b>	<b>212-517-0631</b>	

#### MAJOR: INTERNATIONAL BUSINESS (0513)

54 Credits

**B.S.** General Education: 42 Credits; Major: 54 Credits; Elective Credits: 24 Credits

##### Learning Goals for the Major in International Business

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

- Business functions: Apply concepts in marketing, finance, management, economics and accounting in business methods and strategies.
- Critical Thinking: Interpret situations and apply appropriate methods to solve business problems.
- Technology: Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively.
- Diversity: Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making.
- Communication skills: Demonstrate competency in writing and speaking professionally.

- Ethics: Integrate ethical principles with business processes.
- Quantitative skills: Demonstrate skills in utilizing quantitative concepts, data and models to analyze business.

**NOTE: International Business Majors (B.S.) must pass MATH 113 (or a higher level math course) with at least a grade of C.**

**NOTE: OPEN ELECTIVE courses must be chosen such that a total of 60 credits are in the liberal arts.**

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

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

##### Business Management Core:

BUS 100 The Contemporary Workplace	3	BUS 224 Statistics for Business	3
BUS 210 Marketing	3	BUS 277 The Legal Environment of Business	3
ECO 210 Principles of Macroeconomics	3	BUS 309 Financial Management	3
ECO 213 Principles of Microeconomics	3	BUS 316 Organizational Behavior	3
ACCT 215 Principles of Accounting I	3	IT 330 Business Management & Information Technology	3
ACCT 217 Principles of Accounting II	3	BUS 403 Strategic Management	3

##### International Business

(18 credits; 3 required courses and 3 electives)

##### Required courses:

ECO 317 International Economics	3	ACCT 324 Managerial Accounting	(3)
BUS 351 International Business	3	BUS 303 Business Law II	(3)
BUS 352 International Marketing	3	BUS 313 Sales Management	(3)
		BUS 335 Digital Marketing	(3)
		BUS 345 Marketing Research	(3)
		BUS 357 International Finance	(3)
		BUS 378 Consumer Behavior	(3)
		ECO 375 Money, Banking and Financial Markets	(3)

##### Electives: Choose three from the following:

BUS 223 Introduction to Investments	(3)
BUS 225 The Business of Fashion	(3)

For course descriptions please go to the appropriate Department.

## International Studies

The International Studies Program is anchored in the critical investigation of international relations, global development and activism, regional studies, and governmental institutions. Students engage with cross-cultural perspectives to analyze and evaluate contemporary issues from a global viewpoint. The curriculum is built around core courses that examine the dynamics and institutions of the global economy and international politics, as well as the historical origins of the global system. These core courses are supplemented with study in geography, history, sociology, and foreign languages, as well as courses that explore the cultural dimensions of human communities. Advanced coursework focuses on issues such as international law, food security, conflict resolution, gender and development, war and peace, and area studies in each world region – leading to the senior thesis where students conduct original research. Students majoring in International Studies often choose to minor in several other fields such as business, political economy, environmental studies, economics, communications, sociology, and photography. International Studies can also be a fruitful interdisciplinary minor for students interested in any field.

A Bachelors of Arts in International Studies serves as an excellent base for future graduate studies in the social sciences and humanities, as well as professional degree programs in law, planning, policy, development and business. Students are prepared for a wide range of career opportunities in government and international agencies, non - governmental organizations, transnational corporations, education and research, or journalism and publishing.

Students routinely take advantage of the fact that New York City is host to a wide variety of international organizations and corporations, and all International Studies majors are encouraged to undertake internships before they graduate. Placements for past students include the United Nations, East West Institute, MADRE, Asia Society, Council on Foreign Relations, International Rescue Committee, Bildner Center, UNICEF, Friends of UNRWA, Al Arabia News Channel at the United Nations, CNN at the United Nations, NESRI, CARICOM, Charlie Rose, and law firms throughout the metropolitan area. Students are also strongly encouraged to study abroad as part of their curriculum. Recently students have lived, learned and pursued service work in diverse places including South Africa, Ecuador, Senegal, Jordan, France, India and Brazil.

**Division:** Humanities and Social Sciences

**Division Chair:** Bradley Herling, Ph.D.  
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**Division Assistant:** Carly Schneider  
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**Division Office:** The Faculty Center 301  
**Phone:** 646-393-4111

### Department Faculty:

#### Andreas Hernandez

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Chair, International Studies Department  
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## Academic Offerings

### International Studies

#### MAJOR: INTERNATIONAL STUDIES (2210)

51 Credits

**B.A.** General Education: 42 Credits; Major: 51 Credits; Elective Credits: 27 Credits

#### Learning Goals for the Major in International Studies

Upon completing the International Studies major, students will be able to:

- Demonstrate a critical and theoretically informed understanding of global politics, economics and history, through oral and written analysis of case studies.
- Critically evaluate research and policy publications from the field.
- Analyze contemporary global issues, orally and in writing, from cross-cultural and multicultural perspectives.

#### Social Science Core:

IS 207 World Geography 3  
HIST/IS 218 Making of the Modern World or SOC 330 Great Social Thinkers 3

#### International Studies Core:

IS/PS 109 International Relations 3  
IS/ECO 150 Economy, Society and the State or  
IS/ECO 210 Macroeconomics 3  
IS/PS 231 Comparative Politics 3  
IS/ECO 214 Global Economy 3  
IS 479 International Studies Seminar 3

#### Six of the following:

IS 311 Democracy and Its Critics (3)  
IS 305 Politics of Developing Nations (3)  
IS/ECO 306 Political Economy of Development and Underdevelopment (3)  
IS/PS 307 Government and Politics in

Russia and Eastern Europe (3)  
IS/HIST 309 Twentieth Century Europe (3)  
IS 313 Global Issues: Conflict Resolution (3)  
IS/PS 315 International Law (3)  
IS/ECO 317 International Economics (3)  
IS 343 Population and Development (3)  
IS/ECO 334 Gender and Development (3)  
IS/HIST 346 The Middle East in the 20th Century (3)  
IS/ECO 350 Comparative Economics (3)  
IS/PS 356 War and Peace (3)  
IS/HIST 372 Women and Family in Chinese History (3)  
IS/HIST 374 History of the People's Republic of China (3)

#### Foreign Language

12

Students are required to complete four college-level courses (through intermediate level II) in a foreign language, unless comparable proficiency is demonstrated. Internships are highly recommended.

#### MINOR: INTERNATIONAL STUDIES

18 Credits

#### IS Core:

IS/PS 109 International Relations 3  
IS/ECO 150 Economy, Society and the State  
or IS/ECO 210 Macroeconomics 3

IS/PS 231 Comparative Politics 3  
IS/ECO 214 Global Economy 3

#### IS Electives:

6

Any two IS courses at the 300 level

### Did You Know?

*The MMC United Nations Program offers qualified juniors and seniors a full-time, semester-long professional immersion experience in UN programs.*

*For more information, go to: <http://www.mmm.edu/departments/international-studies/mmc-united-nations-program/>*



**International Studies****INTERNATIONAL STUDIES COURSES (IS)****IS 109. International Relations****(Same as PS 109)**

Introduces the basic concepts and approaches to the study of world politics and enables them to undertake a systematic analysis of contemporary global problems. Prerequisite: WRIT 101 (3).

**IS 150. Economy, Society and the State****(Same as ECO 150)**

This course examines the role of the market economy as a means of both achieving economic development and satisfying individual needs. Basic economic concepts are introduced and used to analyze the interactions of consumers, businesses and governmental institutions. The course will also explore a set of related issues including poverty, the distribution of income, global inequality, the limits of the market and the role of the government in a market economy. Prerequisite: WRIT 101 or permission of department (3).

**IS 207. World Geography**

The purpose of this interdisciplinary and team taught course is to introduce students to the world's major regions: Africa, Asia, Europe, Latin America, the Middle East and North America. The course will examine the diversity of physical environments and natural resources, and its impact on human societies. The evolution of the regions' socio-economic, political, religious and cultural institutions will also be covered. Prerequisite: WRIT 101 (3).

**IS 214. The Global Economy**

This course will examine the changing nature of the global economy, trying to understand better the complex interaction between transnational corporations and the nation-state set within the context of a volatile technological environment. It will pay particular attention to regional and international trading blocks and international organizations such as the World Trade Organization, The International Monetary Fund, and The World Bank. Prerequisites: WRIT 101 & ECO 150 or 210 (3).

**IS 218. The Making of the Modern World****(Same as HIST 218; see course description under History.)****IS 231. Comparative Politics****(Same as PS 231)**

Course is intended to introduce students to recent and contemporary political dynamics in different world regions. Particular attention will be paid to developments in Britain, China, Germany, Iran, Japan, Mexico, Nigeria, and Russia. Course will emphasize the distinctive role that state structures, production systems, democratic processes, and social identities play within and across these countries. Class discussions will be organized around course readings, supplemented by documentary films and guest lectures. Prerequisites: WRIT 101 & IS 109 (3).

**IS 232. East Asian Civilization****(Same as HIST 232; see course description under History.)****IS 237. Modern East Asia****(Same as HIST 237; see course description under History.)****IS 238. Modern China****(Same as HIST 238; see course description under History.)****IS 239. Modern Japan****(Same as HIST 239; see course description under History.)****IS 243. Modern Africa****(Same as HIST 243; see course description under History.)****IS 247. Modern South Asia****(Same as HIST 247; see course description under History.)****IS 306. Political Economy of Development and Underdevelopment****(Same as ECO 306; see course description under Economics.)****IS 309. Twentieth Century Europe****(Same as HIST 309; see course description under History.)****IS 311. Democracy and Its Critics****(Same as PS 311)**

Democratic governance has become the "norm" in most regions of the world. Yet the meaning of "democracy" remains contested. Course will examine democratic theory and practice to determine whether liberal democracy represents the best of all possible worlds or whether it is vulnerable to the charges that have been raised by communitarians, socialists, traditional conservatives, and others. Students will be introduced to the ideas of classical democratic thinkers as well as to the approaches of contemporary authors such as Robert Brenner, Ira Katznelson, and Michael Sandel. Prerequisite: WRIT 102 (3).

**IS 313. Global Issues: Conflict Resolution**

The purpose of this course is to stimulate critical thinking about the dynamics of conflicts, within and among nations, which are consuming human capital and economic resources. It will explore conceptual and operational strategies and provide a road map for analyzing historical, political, economic, ethno-cultural, legal and diplomatic dimensions for crisis management and conflict resolution. Prerequisites: WRIT 102 & IS 109 & 214 or permission of department (3).

**IS 315. International Law****(Same as PS 315)**

Examines the evolution and development of International Law and its impact on the political and economic relationships among nations. Besides the traditional laws of war, peace and neutrality, the course will cover contemporary international law of cooperation and its social, cultural, humanitarian and technological dimensions. Prerequisite: WRIT 102 (3).

**IS 317. International Economics****(Same as ECO 317; see course description under Economics.)**

## International Studies

### INTERNATIONAL STUDIES COURSES (IS)

#### IS 318. Global Sustainability

(Same as ENV 318)

It is increasingly evident that the major problems of our time – climate change, inequality, xenophobia, financial security, and sexism (among others) – cannot be understood in isolation. Instead they must be engaged as interconnected systemic issues. This class will use a systems thinking approach to investigate crucial issues facing humanity and the planet. We will critically examine a constellation of sustainability theories from a global perspective. Using these theories, we will explore the history and possible futures for energy, economic growth and poverty reduction, agriculture, gender equality, peace, and global cooperation from cultural, social and political perspectives. In this process, we will analyze some of the most innovative pathways to sustainability that are currently being practiced at all scales, from local levels to the global system. Prerequisites: 100 or 200 level course in social sciences (3).

#### IS 320. Food Security

This course will examine contemporary issues of food security from a global perspective. Students will analyze the contested meanings of food security in its political, social, cultural, economic and ecological dimensions. Insights from these understandings will be used to examine the global food system and its alternatives. Particular focus will be on how diverse social movements are reframing and asserting the right to food, and with it, rights to livelihood and ecological justice. Prerequisites: IS 109 or 207 or permission (3).

#### IS 326. Contemporary France: Social, Political and Economic Perspectives

(Same as FREN/HIST 326; see course description under French.)

#### IS 327. American Foreign Relations

(Same as HIST 327/PS 327; see course description under History.)

#### IS 334. Gender and Development

(Same as ECO 334)

Course has four main objectives. The first is to provide an analysis of the location of women in the process of development and to understand the centrality of gender in each case. The second is to examine theoretical and conceptual frameworks for that analysis, including an understanding of the interaction of class, race, and ethnicity with gender divisions. The third is to reflect upon the linkages between the global economy and the gendered macro micro processes of development. The fourth is to provide a basis for research, practical action, and policy formation and for evaluating directions and strategies for social change from a gender perspective. Prerequisites: WRIT 101 & ECO 150 or 210 (3).

#### IS. 343. Population and Development

Course introduces students to the dynamics of the interrelationship between population factors and the development process. More specifically, the course introduces students to demographic factors – namely fertility, mortality and migration – to examine how they affect and are affected by development outcome. The course follows a cross-country comparative framework where developed and developing country experiences are integrated and compared with a view to draw conclusions. Feminist perspectives provide an important context while examining the relationship between population growth and economic development. By focusing on the dynamics of population change, in the context of economic growth and globalization the course will provide the students with a demographic perspective on understanding the world. Prerequisites: IS 109 & 150 & MATH 113 (3).

#### IS 346. The Middle East in the Twentieth Century

(Same as HIST 346/PS 346; see description under History.)

#### IS 350. Comparative Economics

(Same as ECO 350; see course description under Economics.)

#### IS 356. War and Peace

(Same as PS 356)

Course studies the recurrent phenomenon of war within the human community, and draws on the perspectives of history and the social, behavioral, and natural sciences, philosophy and theology, literature and the arts to explore the consequences of war, the justification of war, the impact of modern technology on warfare, the possibilities of averting war, and current prospects for war or peace. An area of current conflict will be studied. Prerequisite: WRIT 102 & PS 106; or permission of the instructor (3).

#### IS 357. Human Rights in Comparative Perspective

(Same as PS 357)

This course will view human rights within a broad societal context. The course will focus on the different conceptions of human rights prevailing in the world today. Ideological, cultural, political and economic factors will be investigated as determinants of the varying notions of rights. Major controversies such as civil and political vs. economic and social rights, universalism vs. cultural relativism, and individual vs. group rights will be examined in detail. Considerations will be given to recent efforts to recast the foundations of human rights in a “truly” universal human rights doctrine. Prerequisites: WRIT 102 & IS 109 or permission of department (3).

#### IS 372. Women and Family in Chinese History

(Same as HIST 372; see description under History.)

#### IS 374. History of the People's Republic of China

(Same as HIST 374; see description under History.)

#### IS 376. Nationalism and State-Building

(Same as PS 376)

Nationalism is a powerful force in the contemporary world. The course will examine the relationship between states and nationalism, the impact of colonial rule and underdevelopment on postcolonial states, and the relationship of ethnic/religious conflict to nationalism and state-building. The course will pay particular attention to the regions of Africa, the Balkans, the Middle East and South Asia. Prerequisite: WRIT 102 (3).

## International Studies

### INTERNATIONAL STUDIES COURSES (IS)

#### IS 477. International Organization

This course will examine the evolution and development of international organization, its role in resolving global conflicts, promotion of human rights and economic cooperation, improving the human rights environment for peace and harmony and in planetary management of resources. A major focus of the course is the United Nations and its specialized agencies. Students are required to select topic for in-depth study. Prerequisites: WRIT 102 & IS 109 (3).

#### IS 479. International Studies Seminar (Same as PS 479)

This interdisciplinary capstone seminar will focus on a particular issue each semester it is taught. Topics include: Labor and the Global Economy; Social Movements. This course is intended for juniors and seniors in International Studies, Political Science, and Sociology. Prerequisites: WRIT 102 and advanced study in IS, PS, and/or SOC (3).

#### IS 297/397/497. Research

#### IS 298/398/498. Directed Study

#### IS 299/399/499. Independent Study/ Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### IS 289. Latin America: The Dynamics of Modernization

(Same as HIST/PS 289)

#### IS 305. Politics of Developing Nations

(Same as PS 305)

## Academic Offerings

### Law and Ethics

Law school is a gateway to fulfilling, prosperous careers in the justice system, government, business, public policy institutes, think tanks, and many other areas. Marymount Manhattan has interdisciplinary curricular resources and a prime location in New York City that provide students with strong preparation for law school.

There is no specific major or minor required for law school applicants. However, pursuing a focused course of study that promotes foundational skills such as critical thinking, problem solving, oral and written expression, careful textual analysis, research and assimilation of complex data, and understanding of diverse perspectives can serve as an excellent foundation for law school. The Law and Ethics minor will not only cultivate such skills, but also do so in an ethically conscious way in keeping with the College's mission.

Students are encouraged to visit the official website of the Law School Admissions Council, in conjunction with working closely

with their Law and Ethics Advisor, as early as possible in their course of study in order to prepare properly for taking the LSAT exam and applying to law school programs: <http://www.lsac.org/>.

Students are required to take a total of six (6) courses (18 credits) from the lists below in order to complete the Law and Ethics minor. These six courses will consist of three required introductory methods and content courses—PHIL 103: Introduction to Ethics (DS4), PHIL 109: Introduction to Logic (DS4), and PS 106: Introduction to U.S. Politics (DS5)—which should be taken at the beginning of the work on the minor. The remaining three (3) courses will consist of advanced theory and content courses distributed as follows: one course from each of three Distribution Categories. Students may elect, in consultation with the Program Coordinator, to count one (1) law-related internship at a law firm, business, or public policy institute, etc. for the sixth course under Distribution Category 3.

**Division:** Humanities and Social Sciences

**Division Chair:** Bradley Herling, Ph.D.  
bherling@mmm.edu

**Division Assistant:** Carly Schneider  
cschneider@mmm.edu

**Division Office:** The Faculty Center 301  
**Phone:** 646-393-4111

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**Program Faculty:** Faculty from various departments across the College teach courses in the Law and Ethics minor.

**Carrie-Ann Biondi**

Associate Professor of Philosophy  
Coordinator, Law and Ethics  
Chair, Department of History, Philosophy, and Religious Studies  
B.A., Hofstra University  
M.A. & Ph.D., Bowling Green State University  
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**Jessica Blatt, Ph.D.**

Associate Professor of Political Science  
Coordinator, Politics and Human Rights  
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M.A., New School for Social Research  
Ph.D., New School for Social Research  
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**Mark T. Conard**

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M.A., Miami University  
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**Rosemary Nossiff, Ph.D.**

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**Lauren Erin Brown, Ph.D.**

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**Bradley L. Herling**

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**MINOR: Law and Ethics****18 Credits****Learning Goals for the Law and Ethics Minor**

Students who complete the Law and Ethics Minor will be able to:

- Explain and apply basic concepts and distinctions in law.
- Reconstruct and analyze formal arguments.
- Create and evaluate arguments in written and oral forms.
- Explain and analyze the structure and principles of the American political and legal system.
- Explain, apply, and critically evaluate the use of ethical principles in the law.
- Conduct qualitative and empirical research on legal issues.

**Required Courses**

PHIL 103 Introduction to Ethics

PHIL 109 Introduction to Logic

PS 106 Introduction to U.S. Politics

**Law in Context**

AIP 312 Great Trials of the Century (UP)

AIP 314 The Criminal Mind (UP)

AIP 336 The Politics of Abortion (UP)

AIP 345 Civil Rights (REP, UP)

EWL 322 Literature and Human Rights (IP, EP)

EWL 331 Literature and Revolution (CP, IP)

PS 324 Law, Government, and Politics in America (UP)

PS 317 Money, Sex, and Power (UP)

**Law and Theory**

AIP 318 Foundations of Anglo-American Law (CP, IP)

PHIL 340 Ethics and Law (EP)

PHR 310 Theories of Human Rights

PS 402 American Constitutional Law (UP)

**Experiential Learning and Methods**

ACCT 332 Forensic Accounting (EP)

HIST/PHR 316 Archival Methods

PHR/PS 333 Mock Trial

PHR/PS/SOC 336 Playing Politics (EP, UP)

PHR/PS/SOC 371 Research Methods in Soc Sci

Internship 399/499

**These courses may be substituted for requirements in the minor in consultation with the Program Coordinators:**

BUS 303 Business Law II (EP, UP)

COMM 395 Media, Law, and Ethics (EP)

IS/PS 315 International Law (IP)

IS/PS 357 Human Rights in Comparative Perspective (IP)

For course descriptions please refer to the appropriate Department.



## Academic Offerings

### Management

MMC's Management program, in the heart of New York City, develops the skills needed in both business and the liberal arts. The focus of the program is to articulate global, ethical and socially responsible perspectives and prepare students for leadership roles. The mission of the Management major is consistent with the College's mission: To educate a socially and economically diverse student population by fostering intellectual achievement and personal growth. We accomplish

this by giving each student the necessary skills to develop successful careers in business, government and non-profit institutions. The Bachelor of Science in Management program provides preparation for graduate studies or a career in business. All management majors take courses in the business core including basic accounting, economics, finance and marketing, while specializing in management.

<b>Division:</b>	<b>Business</b>	
<b>Division Chair:</b>	<b>Vandana Rao, Ph.D.</b>	<b>vrao@mmm.edu</b>
<b>Division Assistant:</b>	<b>Carmen Jackman Torres</b>	<b>ctorres@mmm.edu</b>
<b>Division Office:</b>	<b>Carson Hall 517</b>	
<b>Phone:</b>	<b>212-517-0631</b>	

#### MAJOR: MANAGEMENT (0506)

**54 Credits**

**B.S. General Education: 42 Credits; Major: 54 Credits; Elective Credits: 24 Credits**

#### Learning Goals for the Major in Management

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

- Business functions: Apply concepts in marketing, finance, management, economics and accounting in business methods and strategies.
- Critical Thinking: Interpret situations and apply appropriate methods to solve business problems.
- Technology: Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively.
- Diversity: Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making.
- Communication skills: Demonstrate competency in writing and speaking professionally.

- Ethics: Integrate ethical principles with business processes.
- Quantitative skills: Demonstrate skills in utilizing quantitative concepts, data and models to analyze business.

**NOTE: Management Majors (B.S.) must pass MATH 113 (or a higher level math course) with at least a grade of C.**

**NOTE: OPEN ELECTIVE credits must be taken such that a total of 60 credits are in the liberal arts.**

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

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

#### Business Management Core:

BUS 100 The Contemporary Workplace	3
BUS 210 Marketing	3
ECO 210 Principles of Macroeconomics	3
ECO 213 Principles of Microeconomics	3
ACCT 215 Principles of Accounting I	3
ACCT 217 Principles of Accounting II	3
BUS 224 Statistics for Business	3
BUS 277 The Legal Environment of Business	3
BUS 309 Financial Management	3
BUS 316 Organizational Behavior	3
IT 330 Business Management & Information Technology	3
BUS 403 Strategic Management	3

#### Electives: Choose three from the following:

BUS 200 Management	(3)
BUS 207 Entrepreneurship	(3)
BUS 223 Introduction to Investments	(3)
BUS 225 The Business of Fashion	(3)
ACCT 324 Managerial Accounting	(3)
ACCT 325 Income Taxation of Individuals	(3)
BUS 324 Entrepreneurial Finance	(3)
BUS 335 Digital Marketing	(3)
BUS 352 International Marketing	(3)
BUS 357 International Finance	(3)
ECO 317 International Economics	(3)

#### Management (18 credits; 3 required courses and 3 electives)

##### Required courses:

BUS 231 Leadership	3
BUS 303 Business Law II	3
BUS 351 International Business	3

For course descriptions please refer to the appropriate Department.

**Marketing**

The Marketing program develops creative and analytical skills to prepare students for careers in business, media and marketing in the business capital of the world. Using New York City through field visits, internships and special projects, students will be immersed in marketing applications relevant to various business sectors including fashion, media and entertainment. The mission of the Marketing major is consistent with the College's mission: To educate a socially and economically

diverse student population by fostering intellectual achievement and personal growth. We accomplish this by giving each student the necessary skills to build successful marketing careers in business, government and non-profit institutions. The Bachelor of Science in Marketing program provides preparation for graduate studies or a career in marketing. All marketing majors take courses in the business core including basic accounting, economics, and management, while specializing in marketing.

**Division:** Business  
**Division Chair:** Vandana Rao, Ph.D.  
**Division Assistant:** Carmen Jackman Torres  
**Division Office:** Carson Hall 517  
**Phone:** 212-517-0631

**vrao@mmm.edu**  
**ctorres@mmm.edu**

**MAJOR: MARKETING 0509)****54 Credits****B.S. General Education: 42 Credits; Major: 54 Credits; Elective Credits: 24 Credits****Learning Goals for the Major in Marketing**

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

- Business functions: Apply concepts in marketing, finance, management, economics and accounting in business methods and strategies.
- Critical Thinking: Interpret situations and apply appropriate methods to solve business problems.
- Technology: Demonstrate the appropriate use of technology to conduct research, manage information and communicate effectively.
- Diversity: Articulate the importance of diversity and demonstrate the value of different perspectives in decision-making.
- Communication skills: Demonstrate competency in writing and speaking professionally.

- Ethics: Integrate ethical principles with business processes.
- Quantitative skills: Demonstrate skills in utilizing quantitative concepts, data and models to analyze business.

**NOTE: Marketing Majors (B.S.) must pass MATH 113 (or a higher level math course) with at least a grade of C.**

**NOTE: OPEN ELECTIVE credits must be chosen such that a total of 60 credits are in the liberal arts.**

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

**NOTE: A student receiving a grade of D in a required or elective course for the major must repeat the course.**

**Business Management Core:**

BUS 100 The Contemporary Workplace	3
BUS 210 Marketing	3
ECO 210 Principles of Macroeconomics	3
ECO 213 Principles of Microeconomics	3
ACCT 215 Principles of Accounting I	3
ACCT 217 Principles of Accounting II	3
BUS 224 Statistics for Business	3
BUS 277 The Legal Environment of Business	3
BUS 309 Financial Management	3
BUS 316 Organizational Behavior	3
IT 330 Business Management & Information Technology	3
BUS 403 Strategic Management	3

**Electives: Choose three from the following:**

BUS 207 Entrepreneurship	(3)
BUS 225 The Business of Fashion	(3)
BUS 232 Advertising	(3)
BUS 293 Public Relations	(3)
BUS 306 Advertising and Society	(3)
BUS 313 Sales Management	(3)
BUS 351 International Business	(3)
BUS 352 International Marketing	(3)

**Marketing (18 credits, 3 required courses and 3 electives)****Required courses:**

BUS 335 Digital Marketing	3
BUS 345 Marketing Research	3
BUS 378 Consumer Behavior	3

For course descriptions please refer to the appropriate Department.

## Academic Offerings

### Mathematics

Mathematics, the science of patterns, is also the language of science; as such, it is a major part of a liberal arts education. The quantitative and analytical skills students gain in mathematics courses apply to future work in the sciences and in many other

fields, such as economics and the social sciences. These skills are necessary to participate critically in our society and the world. All MMC students are required to take one college-level mathematics course.

**Division:**  
**Division Chair:**

**Sciences**  
**Ken Ching, Ph.D.**  
kching@mmm.edu

**Division Assistant:**

**Kate Warner**  
kwarner@mmm.edu  
**Carson Hall 706**  
212-774-0725

**Division Office:**  
**Phone:**

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#### Department Faculty:

##### Steven Wat

Assistant Professor of Mathematics  
Chair, Department of Mathematics  
B.A., University of Hawaii  
M.S., Courant Institute at New York University  
Carson Hall 603  
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##### Lia Leon Margolin

Associate Professor of Mathematics  
B.S., M.S., Ph.D., Tbilisi State University, Georgia  
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##### Ken Ching

Associate Professor of Mathematics  
Chair, Division of Sciences  
B.A., Columbia University  
M.A. & Ph.D., Tufts University  
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##### Philip R. Meyers

Professor of Mathematics  
B.S., Brooklyn College, CUNY  
M.A. & Ph.D., University of Maryland  
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### MATHEMATICS COURSES (MATH)

#### MATH 007. Developmental Mathematics

This course is intended for students whose mathematical background is weak in computational skills. Rudiments of arithmetic are covered. This course is included in the determination of student status (full time/part time) and financial aid eligibility. Tuition is based on 3-credit equivalency; however, no academic credit is awarded. Non-audit. Fee: \$60.00. (0).

#### MATH 109. Introductory Algebra

This is a course in elementary algebra and is intended for students whose background is deficient in algebra and related skills. This course will specifically prepare students for MATH 113 Quantitative Reasoning or MATH 129 Intermediate Algebra. Prerequisite: MATH 007 or placement by examination (3).

#### College Level Courses

##### MATH 113. Quantitative Reasoning

This course is an introduction to how one can view the world quantitatively. Students gain experience in solving problems in a variety of areas in the natural and social sciences. The focus is on the reasoning involved in solving these problems as opposed to particular mathematical content. Some of the questions that will be addressed include the following: What can one do with mathematics? What tools should be used when? How does one pull the key information out of a difficult problem? How similar are the approaches to seemingly very different problems? Prerequisite: MATH 109 or exemption (3).

##### MATH 113 R. QR: Mathematics of the

##### Physical World—Recitation for Science Majors

This course is a special recitation for those students interested in being science majors and is taken concurrently with MATH 113 QR: Mathematics of the Physical World. The course will review the mathematics preparation needed for Precalculus. One-and-one-half hour class. Co-requisite: MATH 113 QR: Mathematics of the Physical World (1).

#### MATH 129. Intermediate Algebra

This course continues the work of Introductory Algebra and gives the student specific preparation for College Algebra or Precalculus. Topics covered will include real numbers, linear equations, polynomials, quadratic equations, functions, graphing and factoring. Prerequisite: MATH 109, placement by examination or permission of department (3).

**NOTE: MATH 113 and MATH 129** satisfy the MMC Mathematics (Foundation course) requirement, but do not satisfy the Disciplinary Studies in Natural Sciences and Mathematics requirement. MATH courses numbered 139 or higher satisfy either requirement.

**Mathematics****MATHEMATICS COURSES (MATH)****MATH 141. Precalculus**

This course offers specific preparation for Calculus I. It includes a quick review of algebra and then proceeds with the study of functions (linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric) and their graphs, with an emphasis on modeling and solving problems. It also includes work on the algebra of Calculus. Prerequisite: MATH 129, or placement by examination or permission of department (3).

**MATH 209. Discrete Mathematics**

Discrete means separate and distinct. Discrete mathematics deals mainly with the natural or counting numbers (1, 2, 3, ...), which are discrete, whereas calculus is concerned with real numbers, which are continuous. This course is an introduction to many of the topics of discrete mathematics such as set theory, logic, discrete probability, linear algebra, computer science, graph theory, game theory, number theory, and group theory. This course teaches some specific techniques and applications, but the emphasis is on problem solving and proof. Prerequisite: MATH 113 or substitution, or placement by examination or permission of department; MATH 129 recommended (3).

**MATH 210. Calculus I**

This course covers the concepts of the limit of a function, continuity, the derivative, differentiation rules, and curve sketching. Applications in the natural sciences, social sciences, geometry, and business will be emphasized. Prerequisite: MATH 140 or 141, or permission of department (3).

**MATH 211. Calculus II**

This course, a continuation of Calculus I, covers applications of the derivative, the integral, integration formulas of trigonometric functions, techniques of integration, applications of integration, elementary transcendental functions, and infinite series. Prerequisite: MATH 210 or placement by examination (3).

**MATH 213. Linear Algebra**

This course analyzes linear transformations, vectors, matrices, linear equations, determinants, Euclidean spaces, and characteristic equations. Prerequisite: MATH 139, 141, 209 or 210, or permission of department; MATH 209 recommended (3).

**MATH 215. Applied Linear Algebra**

This course examines some of the fundamental concepts of linear algebra and applications of these concepts to business, behavioral, social and natural sciences. Topics include matrix algebra, vectors, systems of linear equations, Gauss elimination, linear programming, and Markov processes. Prerequisites: MATH 141 or higher, or permission of department (3).

**MATH 224. Statistics**

This course presents statistics as the science of collecting, organizing and interpreting data. The focus of this course is to present methods of statistics in a way that emphasizes working with data and mastering statistical reasoning. Real examples from a variety of disciplines will be used throughout the course. This course fulfills the core curriculum quantitative requirement and may be substituted for MATH 113. Prerequisite: MATH 139 or above or permission of department (3).

**MATH 230. Cryptography**

This course is an introduction to cryptography, the study of methods to disguise messages. Various types of cryptosystems from classical ciphers to public-key ciphers are studied and applications of number theory and group theory to cryptography are explored. Prerequisite: MATH 113 or above or permission of department (3).

**MATH 315. Differential Equations**

Course develops methods of solving differential equations of the first and second order with applications to scientific problems. It will include solutions by variations of parameters, the method of undetermined coefficients and solutions by series. Prerequisite: MATH 211 (3).

**MATH 316 Calculus III**

This course is a continuation of Calculus II. It includes the study of parametric equations, polar co-ordinates, solid analytic geometry, partial derivatives, and multiple integrals. Prerequisite: MATH 211 (3).

**MATH 319. Modern Algebra**

This is an introduction to rings, integral domains, fields, groups, homomorphisms and isomorphisms. Prerequisite: MATH 213 (3).

**MATH 320. Philosophy of Mathematics**

This course examines some of the fundamental problems in the philosophy of mathematics: the conceptual foundations of mathematics, the nature of mathematical objects, and the methodology of mathematics. Responses to these problems will be studied as well as other aspects of mathematics that make it of philosophical interest such as its abstractness, its applicability to the physical world, and the concept of infinity. Prerequisites: MATH 210 or PHIL 109 or permission of department (3).

**MATH 327. Probability**

Course explores elementary probability, permutations, combinations, conditional probability, Bayes' Theorem, independence, finite and infinite random variables, expectation, Binomial, Poisson, Normal and Uniform distributions, Law of Large Numbers, Central Limit Theorem. Prerequisite: MATH 211 (3).

**MATH 331. Statistics II**

This course covers topics in inferential statistics including estimation, hypothesis testing, time series analysis, regression and correlation analysis and an introduction to non-parametric statistics. This course is strongly recommended for students intending graduate study. Prerequisite: BUS 224 (3).

**MATH 332. Combinatorics**

Combinatorics, a major branch of discrete mathematics, includes enumeration (counting techniques) and graph theory. This course focuses on enumeration and includes such topics as mathematical induction, the pigeonhole principle, permutations and combinations, generating functions, recurrence relations, and the inclusion-exclusion principle including derangements. This course emphasizes combinatorial problem solving and, to a lesser extent, proof. Prerequisite: MATH 209, 210, 211, or 213, or permission of department; MATH 209 recommended (3).

## Mathematics

### MATHEMATICS COURSES (MATH)

#### MATH 334. Graph Theory

Graph theory, a branch of combinatorics and discrete mathematics, is the study of graphs consisting of, in the simplest form, vertices (or points) and edges connecting pairs of vertices. This course covers many of the elements of graph theory (paths, cycles, trails, trees, Euler cycles, Hamilton circuits, graph coloring, digraphs, connectivity, networks) with applications to business, computers, and the social and natural sciences. This course explores both the proof of theorems in graph theory and the use of graphs in proofs. Prerequisite: MATH 209, 210, 211, or 213, or permission of department; MATH 209 recommended (3).

#### MATH 336 Modeling the Dynamics of Life

This course teaches open-ended applications of mathematics, discusses the processes and art of model building, and focuses on investigatory teaching of the mathematics underlying dynamic modeling of biological, environmental, economical, sociological, and physical systems. Students learn how to translate an imprecise, complex, multivariate real-world situation into a simpler, more clearly defined model and evaluate the model for consistency and relevance. Students will use systems thinking software to build mathematical models representing a particular phenomenon, test constructed models using interactive simulations, and analyze data obtained from the model in light of the real-world setting. Modeling problems will be selected from different subjects: physics, biology, environmental science, business, and economics. Prerequisite: MATH 113 or higher and good algebraic skills. (3).

#### MATH 340. Number Theory

Number theory is the mathematical theory of the integers and, in particular, the natural or counting numbers. This course covers the principles of elementary number theory beginning with mathematical induction and divisibility. Topics include the Euclidean algorithm, the fundamental theorem of arithmetic, linear congruences, theorems of Fermat and Wilson, the Chinese remainder theorem, the Moebius inversion formula, reduced residue systems, and prime numbers. The course concludes with quadratic residues, Gauss's famous law of quadratic reciprocity, and current applications to computer data encryption. This course emphasizes the writing of mathematical proofs. Prerequisite: MATH 209, 210, 211, or 213, or permission of department; MATH 209 recommended (3).

#### MATH 350. Modern Geometry

The ideas met in Euclidean geometry are extended in three ways: by a study of the foundations of geometry, by advanced topics in Euclidean geometry and by an introduction to projective and non-Euclidean geometries. Prerequisite: MATH 210. (3).

#### MATH 351. History of Mathematics

This course is an historical survey of the fundamental ideas of mathematics from antiquity to the present day. It is designed to give mathematics majors a deeper understanding of, and cultural appreciation for the significance of mathematics in our civilization. Prerequisite: MATH 210 (3).

#### MATH 297/397/497. Research

#### MATH 298/398/498. Directed Study

#### MATH 299/399/499. Independent Study/Internship

### Did You Know?

*Our liberal arts curriculum combines innovative and interdisciplinary course work that teaches students not only advanced mathematical skills, but also how to apply them to real world situations and subjects.*

For more information, click <https://www.mmm.edu/departments/mathematics/index.php>



**Music**

Courses in Music are intended for students who have an interest in studying music as a complement to their chosen program. While these courses do not provide a major in Music, the College does offer courses in music history, appreciation, creation, and performance.

Students have several options for private or group instrumental or vocal lessons. The Music Lessons Program, in partnership with two prominent local music schools, offers non-credit private or group lessons at special rates negotiated for MMC students. Music lessons also may be taken as for-credit Independent Study projects (lesson fees + credit fees). Additionally, through our articulation agreement with Hunter College, MMC students may take up to 6 credits per semester at Hunter, including group instruction in piano, guitar, voice, and many other courses in their Music programs.

Students may also elect to take the Music Minor, which is designed to promote musical knowledge and literacy as a component of interdisciplinary scholarship, and to provide a framework for creative opportunities for students with musical skills already at an intermediate level. The Music Minor requires 18 credits distributed among three areas of study: Music Scholarship (6-9 credits), Musicianship (3-9) and Creative Production (3-6). In this way, students can customize the minor to complement or expand their interests and abilities.

For further information and current offerings, inquire in the Fine & Performing Arts Divisional Office.

<b>Division:</b>	<b>Fine and Performing Arts</b>	<b>Operations Director for FAPA:</b>	<b>Matthew Land, M.F.A.</b>
<b>Division Chair:</b>	<b>David Mold, M.F.A.</b>		<b>mmland@mmm.edu</b>
	<b>dmold@mmm.edu</b>	<b>Division Office:</b>	<b>Nugent Hall, Theatre Office</b>
<b>Division Administrative Coordinator:</b>	<b>Brooke Harbaugh</b>	<b>Office Phone:</b>	<b>212-774-0760</b>
	<b>bharbaugh@mmm.edu</b>		

**Department Faculty:** Faculty members from across the College teach music courses.

**Andrew Warshaw**

Associate Professor of Music and Dance  
Coordinator of Music Minor  
B.A., Wesleyan University,  
M.F.A., New York University  
Nugent Hall 551  
212-774-0772  
awarshaw@mmm.edu

**Mark Ringer**

Professor of Theatre Arts  
B.A. & M.F.A., University of California at Los Angeles  
Ph.D., University of California, Santa Barbara  
Nugent Hall, 152 C  
212-774-0712  
mringer@mmm.edu

**MINOR: MUSIC****18 Credits****Music Scholarship****Two or Three of the following:**

MUS 110 Introduction to World Music	6-9 (3)
MUS 201 Survey of Music	(3)
MUS 205 Introduction to Twentieth Century Music	(3)
MUS 231 Introduction to Opera	(3)
MUS 235 Folk Music Traditions	(3)
MUS 208 Business of Music	(3)
MUS 312 Musical Universals	(3)
AIP 313 Jazz and the American Identity	(3)
AIP 319 Acoustic Sensations: Music, Brain and Mind	(3)
COMM 335 Music as Media	(3)
MUS 361 Literature and Music	(3)
MUS 370 History of Rock Music	(3)
MUS 372 History of American Jazz	(3)

Students must complete a total of 12 credits in Music Scholarship and Musicianship. The remaining 6 credits are to be completed in Music Creation and Production.

Appropriate COR 300 courses may be used to fulfill these requirements (with permission of advisor).

Appropriate courses at Hunter College may be substituted for these requirements (with permission of advisor).

**Musicianship****Choose from the following:** **3-6**

MUS 108 Elements of Music	(3)
(1. Pitch and Harmony, 2. Rhythm, 3. Improvisation)	(3)
MUS 120 Chorus	(1)
THTR 247A Musical Theater Fundamentals	(3)
(Musical Theater students only)	
DANC 203 Rhythmic Training (non-major sections only)	(3)

Appropriate courses at Hunter College (including ensembles) may be substituted for these requirements with permission of advisor.

**Music Creation and Production** **6**

MUS 216 Digital Sound Workshop	(3)
COMM/MUS 349 Projects in Digital Sound	(3)
MUS 350 Songwriting in the Studio	(3)
MUS 398 Special Topics in Music Composition	(3)

Appropriate courses at Hunter College (including ensembles) may be substituted for these requirements with permission of advisor.

## Music

### MUSIC COURSES (MUS)

#### MUS 108. Elements of Music

This course is designed to develop in the student the ability to read music in two clefs, discern keys, take musical dictation and understand basic rhythmic structures. May be repeated for up to 3 credits. Fee \$30 (1).

#### MUS 110. Introduction to World Music

This course provides an introduction to the folk and traditional music of Europe, Africa, Asia and the Americas within the contexts of musical experience, aesthetics, spirituality, and culture. Contemporary examples of these traditional forms will also be studied where relevant. Students will be responsible for weekly listening and reading assignments. Opportunities to hear live music in New York City will be encouraged. Co-requisite: WRIT 101 (3).

#### MUS 205. Introduction to Twentieth Century Music

An introduction to the music of our century from 1910 to the present. Emphasis will be placed on the music of Stravinsky, Bartok, Schoenberg, Hindemith, Debussy, Britten and Shostakovich. A portion of the course will be devoted to American composers (Ives, Gershwin, Copland, Barber and Bernstein). Classes will include live performances as well as guest lectures. Prerequisite: WRIT 102 or 201 (3).

#### MUS 208: The Business of Music

This course provides students with an overview of the music industry in the US and the artistic, technological, economic and social developments that shape it. Key topics include music production, distribution, marketing and promotion; copyright and legal issues; the recording industry; the use of music in radio, film, TV, online and live performance. Through discussions, readings, listening, and projects, students will acquire an understanding of the interrelationship of music creation and business practices. Students will engage with aspects of the music industry in NYC for projects and assignments. Prerequisite: WRIT 102 or 201 (3).

#### MUS 216. Digital Sound Workshop (same as COMM/DANC 216)

#### MUS 231. Introduction to Opera

This course is designed to help students develop the skills and understanding necessary to enjoy opera. It will include the dramatic and musical analysis of several representative operas by such composers as Mozart, Verdi, Wagner and Puccini, and will include attendance at performances. Prerequisite: WRIT 101 or 201 (3).

#### MUS 235. Folk Music Traditions

This course provides an overview of traditional folk music of the British Isles and America. Research will include the Child Ballads and collections of Cecil Sharp, Alan Lomax, and Carl Sandburg. Folksongs will be examined for their literary and musical content. Instrumental music for fiddle, mandolin, banjo, guitar, concertina, and bagpipes will be surveyed though the various recordings of "fiddle tunes" by The Boys of the Lough, The Bothy Band, The New Lost City Ramblers, and others. Guest artists and field trips will be scheduled. Musicians and nonmusicians are welcome. Prerequisite: WRIT 101 or 201 (3).

#### MUS 250 Special Topics in Musicianship

This course provides students with opportunities to acquire beginning and intermediate music making skills that range from vocal and instrumental techniques to improvisation skills. Different topics will be offered in various semesters and will provide appropriate historical and cultural context to the study of technique and music making. The course utilizes the resources of NYC to provide an additional learning component. Prerequisite: WRIT 101 or 201 (3).

#### MUS 310 Opera & History

This course studies several operas by such composers as Monteverdi, Mozart, Verdi, Wagner, Puccini, and Britten. Emphasis will be placed on the historical context of the opera's setting, literary sources, and their appropriation for dramatizing changing cultural values. Musical and theatrical conventions will be explored as the artistic techniques selected to portray changing cultural concepts from the 17th through 20th centuries such as revolution, nationalism, colonialism, and modernism. Prerequisite: WRIT 102 or 201 (3).

#### MUS 312 Musical Universals

Musical "universals" are musical abilities and perceptions that function similarly in all humans regardless of an individual's cultural background or experience. This course focuses on the attempts of neuroscientists, biologists, experimental psychologists and musicologists to identify musical universals. Using simple experiential activities to appreciate aspects of music of interest to scientists, we will survey the hypotheses, methodologies and findings of approximately a dozen key researchers in music perception, music cognition, and evolutionary musicology. Over the semester, we also will seek to evaluate and critique our own and others' aesthetic judgments about music in light of factors and dynamics revealed by scientific research. Prerequisite: WRIT 101 or 201 (3).

#### MUS 320 Special Topics in the History and Nature of Music

This course provides students with opportunities to acquire advanced research, listening and analytical music from a variety of fields and disciplinary perspectives. The course utilizes the resources of NYC in providing a variety of experiential components. Prerequisite: WRIT 101 or 201 (3).

#### MUS 349 Projects in Digital Sound

(Same as COMM 349; see course description under Communication Arts.)

#### MUS 350. Songwriting in the Studio

A songwriting workshop with exercises and criticism from teacher/mentor. Half the classes meet in the Digital Sound Studio. The course places emphasis on discovering and refining artistic "voice," especially as supported by the tools and techniques of the recording studio, rather than the stage. Students produce recordings of several songs. Prerequisite: by interview/audition only (3).

#### MUS 361. Literature and Music

This course explores interrelationships between literature and music, how selected literary works have inspired compositions, how poems become songs, how legends and folklore become incorporated into music, how human experience becomes creatively expressed in both music and literature. Prerequisite: WRIT 102 or 201 (3).

## MUSIC COURSES (MUS)

**MUS 370. History of Rock Music**

This course explores rock and roll music from its emergence in the United States in the mid 1950s to its worldwide reach in the present. Students will study its musical forms and performance styles, as well as how rock music has responded to the social, cultural and political changes in the US since World War II. Topics to be explored include: antecedents in work and protest songs, gospel, country, jazz, blues and other popular forms; the rise of rhythm and blues as a prime catalyst for the rock and roll genre; a survey of diverse and hybrid styles including doo-wop, soul, funk, folk, psychedelic rock, heavy metal, disco, glam, grunge and punk; the reciprocal influence of the British Invasion on US rock; and consideration of current trends in hip/hop and rap. Students will place the music in historical and social contexts, including demographic and economic changes, the civil rights movement, the rise of the youth culture in the 1960s, and the influence of technology on shaping the expression of the music and its distribution. Prerequisite: WRIT 102 or 201 (3).

**MUS 372. History of American Jazz**

Through a broad investigation of jazz history, from its African roots and early twentieth century origins through its various developments to the present, students will explore the diverse styles of American jazz and the cultural and social dynamics that contributed to this uniquely American form. Styles explored will include ragtime, blues, swing, bebop, funk, fusion, and free jazz. Musical artists include Scott Joplin, “Jelly Roll” Morton, Louis Armstrong, Bessie Smith, Duke Ellington, Thelonius Monk, Charlie Parker, Miles Davis, John Coltrane and Ornette Coleman. Students will develop listening and research skills, engage music experientially (no musical training necessary), and respond imaginatively and creatively to the possibilities of the jazz medium. Prerequisite: WRIT 102 (3) or WRIT 210 or 201 (3).

**MUS 297/397/497. Research****MUS 298/398/498. Directed Study****MUS 299/399/499. Independent Study/Internship****Did You Know?**

*Through our articulation agreement with Hunter College, MMC students may take courses during the fall and spring semesters at Hunter as part of their regular MMC course load.*

*For further information and current offerings at Hunter, inquire in the Fine & Performing Arts Divisional Office.*

### Philosophy and Religious Studies

Philosophy and religious studies are at the core of the liberal arts. Each concentration introduces students to the most profound and universal questions humans have asked and to their most thoughtful and enduring answers.

The philosophy and religious studies program offers a major in which students may concentrate in either discipline, as well as minors in both philosophy and religious studies.

#### Philosophy

Philosophy, literally “the love of wisdom,” is a systematic investigation of the most important issues concerning the world and human existence. The philosophy concentration at MMC focuses on the history of philosophy and the greatest works of that history, from the ancient world through our contemporary time. We explore diverse ways of approaching, examining, and answering life’s central questions, including: What can I know? Does God exist? How ought I to live my life? What is human nature? What is reality? What is art? What is the mind? What is justice?

When he was on trial for his life for having practiced philosophy, Socrates famously said, “The unexamined life is not worth living.” This means that in order to live fully and meaningfully, we need to reflect on the foundations of our beliefs. Philosophers pose significant questions not merely as an academic exercise, but as a way to transform and better our lives. Often, it’s not the resulting knowledge that’s transformative; it is the process of asking and investigating the questions that changes us. To do philosophy is to live the examined life.

#### Religious Studies

The religious studies concentration emphasizes an interdisciplinary and cross-cultural approach to the study of world religions. Students are encouraged to examine the variety of religious worldviews through various humanistic and social-

scientific perspectives. The study of religion builds on historical investigation, textual analysis, and ethnographic observation in order to establish a solid understanding of belief systems around the world. The student is then encouraged to explain and interpret religion utilizing theories derived from disciplines such as philosophy, psychology, sociology, science, textual criticism, and theology. The academic study of religion explores the range of human experience, setting the stage for encountering other cultures and sophisticated analysis of complex and compelling phenomena.

#### Philosophy and Religious Studies and Your Life After College

We are committed to teaching vital skills that will set you apart as you apply for graduate school or enter the job market. As a major in PHIL/RS, you will gain the ability to process and comprehend complex information; examine and analyze arguments, beliefs, actions, and practices using sophisticated theoretical models; critically evaluate different positions and perspectives; think outside the box of standard training and pre-professional tracks; and express yourself by debating, discussing, and writing clearly and effectively. These skills are in high demand by employers and graduate schools. Recent majors in PHIL/RS at MMC have gone on to advanced study and jobs in education, advocacy, writing, business, law, and public policy, among others. Our program lays the foundation for both personal growth and professional success.

For those interested in pursuing a law-related career, a PHIL/RS major pairs well with the law and ethics minor. A prime location in New York City and our interdisciplinary curricular resources provide students with strong preparation for law school. Law school is a gateway to prosperous, fulfilling careers in the justice system, government, business, public policy institutes, think tanks, and many other areas.

**Division:** Humanities and Social Sciences  
**Division Chair:** Bradley Herling, Ph.D.  
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**Division Assistant:** Carly Schneider  
cschneider@mmm.edu

**Division Office:** The Faculty Center 301  
**Phone:** 646-393-4111

#### Program Faculty:

**Carrie-Ann Biondi**  
Associate Professor of Philosophy  
Chair, Department of History, Philosophy, and Religious Studies  
B.A., Hofstra University  
M.A. & Ph.D., Bowling Green State University  
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**Mark T. Conard**  
Associate Professor of Philosophy  
B.A., Wright State University  
M.A., Miami University  
Ph.D., Temple University  
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**Bradley L. Herling**  
Associate Professor of Religious Studies  
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## Philosophy and Religious Studies

### MAJOR: PHILOSOPHY AND RELIGIOUS STUDIES (1509)

36 Credits

B.A. General Education: 42 Credits; Major: 36 Credits; Elective Credits: 42 Credits

#### Learning Goals for the Major in Philosophy and Religious Studies

Upon completing the Philosophy and Religious Studies major, students will be able to:

- *Identify* (in speaking and writing) concerns at the heart of human experience, especially those pertaining to the fundamental nature of reality, knowledge, and values;
- *Investigate, understand, and articulate* (in speaking and writing) the way great thinkers and religious communities have addressed these issues throughout history;
- *Explain* (in speaking and writing) the nature and function of religion in individual life and human society, and historical and contemporary differences and similarities between religious systems;
- *Respond to and evaluate* (in speaking and writing) these concerns themselves, building on a firm foundation of cultural literacy, analytic method, and critical intelligence.

#### Core Requirements

PHIL 101 Introduction to Philosophy	3	<b>One of the following:</b>	<b>3</b>
RS 120 Introduction to the Religions of Asia	3	PHIL 103 Introduction to Ethics	(3)
PHIL 322 Philosophy of Religion	3	RS 115 Introduction to Judaism, Christianity, and Islam	(3)
RS 346 Theory and Method in the Study of Religion	3	<b>One of the following:</b>	<b>3</b>
PHIL/RS 420 Philosophy and Religious Studies Seminar	3	PHIL 201 Ancient Philosophy	(3)
		PHIL 203 Medieval Philosophy	(3)
		PHIL 305 Modern Philosophy	(3)

The remaining 15 credits should be earned by completing one of the following concentrations:

#### PHILOSOPHY CONCENTRATION

Students must take at least 3 credits in the History of Philosophy group, and at least 6 credits in the Topics in Philosophy group. Students must take at least 3 courses at the 300/400 level. Classes taken as part of the major's core requirement cannot count for the History of Philosophy requirement.

<b>History of Philosophy</b>	<b>3</b>	<b>Topics in Philosophy</b>	<b>6</b>
PHIL 201 Ancient Philosophy	(3)	PHIL 109 Introduction to Logic	(3)
PHIL 203 Medieval Philosophy	(3)	PHIL 206 The Philosophy of Life, Death, and Dying	(3)
PHIL 211 American Philosophy	(3)	PHIL 228 Science and Technological Issues and Philosophy	(3)
PHIL 305 Modern Philosophy	(3)	PHIL 251 Aesthetics and Criticism	(3)
PHIL 307 Phenomenology	(3)	PHIL 261 Political Philosophy	(3)
PHIL 317 Existentialism	(3)	PHIL 287 Philosophy of Law	(3)
PHIL 329 Indian Philosophy	(3)	PHIL 306 Environmental Ethics	(3)
PHIL 333 19th-Century Philosophy	(3)	PHIL 308 Epistemology	(3)
PHIL 334 20th-Century Philosophy	(3)	PHIL 310 Philosophy of Art	(3)
PHIL 401 Plato	(3)	PHIL 320 Philosophy of Mathematics	(3)
PHIL 403 Aristotle	(3)	PHIL 324 Business Ethics	(3)
PHIL 407 Marx	(3)	PHIL 325: Philosophical Issues in Language	(3)
PHIL 410 Classic Philosophical Texts	(3)	PHIL 330 Metaphysics	(3)
PHIL 425 Kierkegaard	(3)	PHIL 331 Philosophy of Mind	(3)
		PHIL 332 Popular Culture and Philosophy	(3)
		PHIL 336 Philosophy and Film	(3)
		PHIL 337 Symbolic Logic	(3)
		PHIL 340 Ethics and Law	(3)
		PHIL 345 Value Theory	(3)
		PHIL 347 Contemporary Ethical Issues	(3)
		PHIL 408 Feminist Theories	(3)



## Academic Offerings

### Philosophy and Religious Studies

#### RELIGIOUS STUDIES CONCENTRATION

Students must take at least 3 credits in the Themes and Methods group, and at least 6 credits in the Areas and Traditions group. Students must take at least 3 courses at the 300/400 level. Courses taken as part of the major core cannot count toward the concentration.

Themes and Methods in Religious Studies		3	Areas and Traditions in Religious Studies		6
RS 207 Religion and Psychology	(3)		RS 115 Introduction to Judaism, Christianity, and Islam	(3)	
RS 216 Religion and Sexuality	(3)		RS 200 World's Major Religious Texts	(3)	
RS 220 Religion & Politics	(3)		RS 225 The Hebrew Bible	(3)	
RS 228 Religion & Gender	(3)		RS 226 The New Testament	(3)	
RS 312 The Bible as Literature	(3)		RS 320 Islam	(3)	
RS 315 Religion and Experience	(3)		RS 321 Christianity	(3)	
RS 318 Religion and Literature	(3)		RS 324 Mysticism: East and West	(3)	
RS 333 Sociology of Religion	(3)		RS 326 Religion, Race, and Ethnicity	(3)	
RS 340 Comparative Religious Ethics	(3)		RS 329 Indian Philosophy	(3)	
RS 344 The Extremes of Religion	(3)		RS 332 Judaism	(3)	
RS 352 Religion and Social Justice	(3)		RS 337 Buddhism	(3)	
			RS 339 Hinduism	(3)	
			RS 342 The Divine Comedy	(3)	

#### MINOR: PHILOSOPHY

18 Credits

Three courses as follows:	9	Students must take a total of three classes at the 300 level or above.
PHIL 101 Introduction to Philosophy	3	
PHIL 103 Introduction to Ethics	3	
And One of the following:		<b>Learning Goals for the Minor in Philosophy:</b> Students who complete the Philosophy minor will:
PHIL 201 Ancient Philosophy	(3)	• Identify concerns at the heart of human experience, especially those pertaining to the fundamental nature of reality, knowledge, and values;
PHIL 203 Medieval Philosophy	(3)	• Articulate the way the greatest thinkers have addressed these concerns throughout human history;
PHIL 305 Modern Philosophy	(3)	• Respond to these issues themselves, building on a firm foundation of formal reasoning, analytic method, and critical intelligence.
Three Philosophy electives	9	

#### MINOR: RELIGIOUS STUDIES

18 Credits

<b>Learning Goals for the Minor in Religious Studies:</b> <b>Students who complete the Religious Studies minor will:</b>		• Articulate the way religious communities have addressed these concerns throughout history, in relation to other social and cultural forces;
• Identify concerns at the heart of human experience, especially those pertaining to the fundamental nature of reality, knowledge, and values;		• And respond to these issues themselves, building on a firm foundation of cultural literacy, analytic method, and critical intelligence.
All of the following:	9	<b>Three Religious Studies electives, two of which must be at the 300 level or above.</b>
RS 115 Introduction to Judaism, Christianity, and Islam	3	
RS 120 Introduction to the Religions of Asia	3	
PHIL 322 Philosophy of Religion or		
RS 346 Theory and Method in the Study of Religion	3	

## Philosophy and Religious Studies

### PHILOSOPHY COURSES (PHIL)

#### PHIL 101. Introduction to Philosophy

This course introduces the student to some of the basic themes in Western philosophy insofar as it is a study of the structure of reality and a study of the ways of knowing. Special attention will be paid to methods philosophers use to achieve their insights. Corequisite: WRIT 009, if required [Offered: F, S each year] (3).

#### PHIL 103. Introduction to Ethics

This course introduces the student to the basic themes in the Western tradition of ethics. The nature of virtue, the criterion of morality, and moral absolutes will be explored. The basic division between value systems that take experience at face value and those that do not will be emphasized. Corequisite: WRIT 009, if required (3).

#### PHIL 109. Introduction to Logic

In this course the student is introduced to basic concepts and techniques of formal and informal logic. Immediate inferences, syllogisms, fallacies, and propositional calculus will be explored. Emphasis will be placed on the concepts of form, substitution, and replacement. Non-audit. Corequisite: WRIT 009, if required (3).

#### PHIL 201. Ancient Philosophy

Differentiation of philosophy from mythic culture, the contributions of the Milesians, Pythagoreans, and Eleatics, the importance of Socrates, Plato's vision, Aristotle's work of systematization, the Stoics and Epicureans, and the ecstatic philosophy of Plotinus constitute the content of this course. Prerequisite: WRIT 101 (3).

#### PHIL 203. Medieval Philosophy

This course studies the origins of medieval thought in Augustine, Plotinus, and Boethius and examines the developments of the twelfth-century Renaissance and its fruits in such thirteenth-century philosophers as Aquinas and Bonaventure. Prerequisite: WRIT 101 (3).

#### PHIL 206. The Philosophy of Life, Death, and Dying

This course will examine various metaphysical and ethical issues that arise once we begin to reflect on our mortality. What does it mean to say that a person has died? What kind of fact is that? What happens when we die? The possibility that physical death may not be the end is considered. If we were immortal, would that be desirable? Also, different attitudes toward death are evaluated. Is death an evil? How? Why? Is suicide or euthanasia ever permissible? How should the knowledge that I am going to die affect the way I live my life? What does it mean to say that a person is alive? And what is the meaning of life? Prerequisite: WRIT 101 (3).

#### PHIL 211. Introduction to American Philosophy

This course considers the historical development of American thought from the colonial period to the present. Areas of emphasis include the American Dream, Puritan ethic, and the notion of progress and process. Major consideration is given to the development of Pragmatism as the outstanding philosophical position in American thought. Prerequisite: WRIT 101 (3).

#### PHIL 251. Aesthetics and Criticism (Same as ART 291)

This course introduces the student to major contributions to the philosophy of art and beauty. It examines the role of criticism in the arts and its relation to philosophical considerations. The first part of the course considers the aesthetic theories of Plato, Aristotle, Plotinus, Kant, Hegel, and Nietzsche. In the second part of the course the nature of criticism in the arts and its relation to aesthetic theory is explored. Prerequisite: WRIT 102 (3).

#### PHIL 261. Political Philosophy

Course provides an overview of the major developments of political thought in the Western philosophical tradition. The course also contrasts the classical tradition with contemporary political philosophies. Major authors to be read include Plato, Aristotle, Machiavelli, Hobbes, Locke, Jefferson, Thoreau, Marx, Gandhi, and Fanon. Prerequisite: WRIT 101 (3).

#### PHIL 287. Philosophy of Law

The course begins with a survey of a few central texts in jurisprudential thought that range over natural law theory, legal positivism, and critical legal studies. In this part of the course, students perform a conceptual analysis of the law, asking such questions as: What is law? How is it different from other systems of norms, such as morality? What role do judges play in the creation of the law, or do they merely apply it? The second half of the course will deal with questions of normative jurisprudence. Specifically, students investigate what moral limits there are on what the law can command or prohibit. This investigation begins with the classical liberal defense of the "harm principle," and then goes on to examine challenges to that principle including legal moralism, legal paternalism, and the legal prohibition of offense. Prerequisite: WRIT 101 (3).

#### PHIL 305. Modern Philosophy

This course surveys major themes of Rationalism and Empiricism, as developed in the 17th and 18th centuries by thinkers such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. The mind-body problem, the relationship between experience and science, questions of knowledge and of the existence of God, issues of subjectivity and objectivity, and the understanding of substance and nature are explored. Prerequisite: WRIT 102 & one previous PHIL course (3).

#### PHIL 306. Environmental Ethics (Same as ENV 306)

This course will introduce basic ethical theories and concepts that are frequently used to formulate and justify environmental policy, investigate the question of our ethical relations and responsibility to objects and systems in the natural world, explore the relationship between ethics and environmental issues, and examine how that relationship is manifested in contemporary public policy debates over the environment. Prerequisite: WRIT 102 or 201 (3).

## Philosophy and Religious Studies

### PHILOSOPHY COURSES (PHIL)

#### PHIL 307. Phenomenology

This course approaches phenomenology as a critique and alternative to the Cartesian conception of human beings and our relation to the world. The course considers the work of Locke, Berkeley, and Hume as the background against which phenomenology derives its philosophical force. The course focuses on the major figures in the phenomenological movement, including Husserl, Heidegger, and Merleau-Ponty. Within the Cartesian framework, several classical philosophical problems are sharpened, e.g., the relation between mind and body, the “reality” of the external world, and our relationship to others, including the existence of other minds. Phenomenologists argue for an alternative way to conceive of human beings and their relation to the world. Prerequisites: WRIT 102 & one previous PHIL course (3).

#### PHIL 308. Epistemology

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Are we capable of knowing anything other than our own states of mind, including the minds of others, the future, and our physical surroundings? Epistemology—the study of the nature and scope of knowledge—is the branch of philosophy concerned with such questions. This course covers historical and contemporary approaches to the question of what knowledge is, what makes a belief true, and how beliefs are justified. Skepticism about the possibility of knowledge will also be discussed, as will possible responses. Other topics may include induction, naturalism, and the internalism/externalism debate. Prerequisites: WRIT 102 & one previous PHIL course (3).

#### PHIL 310. Philosophy of Art

(Same as ART 310)

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

#### PHIL 317. Existentialism

This course examines major thinkers in the existentialist movement. Precursors such as Kierkegaard, Dostoevsky, Kafka, and Nietzsche are surveyed. Special emphasis is placed on the study of Heidegger, Jaspers, Marcel, and Sartre. Prerequisite: WRIT 102 & one previous PHIL course (3).

#### PHIL 322. Philosophy of Religion

This course is an advanced seminar that investigates central issues in philosophy of religion, including religious diversity and pluralism, proofs for the existence of a monotheistic God, the sources and validity of religious knowledge, the nature of religious experience, and the problem of evil. Prerequisites: WRIT 102; two PHIL courses or one PHIL & one RS course (3).

#### PHIL 324. Business Ethics

This course will introduce basic ethical theories and concepts that are frequently used to formulate and justify policies regulating business and investigate the purposes, relationships, and responsibilities involved in business activities. Students will confront a number of morally and legally complex issues that arise on both a domestic and international scale. Topics covered may include the nature and purpose of business, controversies regarding hiring and firing practices, financial practices, the conduct of multi-national corporations, the globalization of the economy, labor rights, environmentalism, and information disclosure. Prerequisite: WRIT 102 or 201 (3).

#### PHIL 325. Philosophical Issues in Language

This course investigates the nature of language and various philosophical questions that can be posed about language. What is language? What is meaning? Are the truth and falsehood of our utterances determined by the world or by social conventions? What is the connection between names and the objects to which they refer? How is meaning conveyed or lost between speaker and audience? Are there insuperable difficulties in translation? How can meaning be communicated through complex cultural forms such as poetry, humor, and performance? Prerequisites: WRIT 102 or 201; one previous PHIL course (3).

#### PHIL 329. Indian Philosophy

(Same as RS 329; See course description under Religious Studies).

#### PHIL 330. Metaphysics

Metaphysics is the branch of philosophy that seeks to understand the ultimate nature of reality—what the nature of the world really is, what things the world contains, what the different categories of existing things are, and what relations exist among those things. This course will consider issues such as existence and identity, personal identity, possibility and necessity, substance, matter, form, free will, universals and particulars, space and time, consciousness, and causation. Prerequisites: WRIT 102 & one previous PHIL course (3).

#### PHIL 331. Philosophy of Mind

This course is a philosophical study of the mind and consciousness and focuses on such issues as the nature of mind, the relation of the mind to the body (and specifically to the brain), the question of whether mental states are reducible to brain states, and the issue of whether the mind and consciousness are accessible via natural scientific methods. The course begins with a brief investigation of classical treatments of philosophy of mind, which sets the context for the examination of the contemporary discussion of the subject matter. The class focuses primarily on those thinkers from the Anglo-American “Analytic” tradition who (for the most part) take a scientific approach in their attempts to understand the mind’s place in the natural, physical world. Prerequisites: WRIT 102 & one previous PHIL course (3).

#### PHIL 332. Popular Culture and Philosophy

This course examines the intersection of popular culture phenomena, e.g., television shows, films, etc., and philosophy. Specifically, we will look at these phenomena both as a vehicle for exploring traditional philosophical themes and ideas, and also as philosophically interesting texts in their own right, i.e., as texts which either contain philosophically relevant ideas and/or as texts which are in some sense themselves worthy of philosophical analysis. This course may be repeated up to 9 credits. Prerequisites: WRIT 102 or 201 & one previous PHIL course; or permission of department (3).

## Philosophy and Religious Studies

### PHILOSOPHY COURSES (PHIL)

#### PHIL 333. 19th-Century Philosophy

The course covers the movement of thought in Europe after Kant, focusing on such topics as: history as an articulation of reason; critiques of religion and morality; and notions of human individuality and life that became the basis for the 20th-century philosophies, phenomenology and existentialism. Figures studied may include Kant, Fichte, Schelling, Schiller, Schopenhauer, Hegel, Dilthey, Feuerbach, Marx, Dostoevsky, Kierkegaard, and Nietzsche. Prerequisites: WRIT 102 & one PHIL course. (3)

#### PHIL 336. Philosophy and Film

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

#### PHIL 340. Ethics and Law

This course will introduce basic ethical theories and concepts that are frequently used to formulate and justify public policy and law, explore the relationship between ethics and law, examine how that relationship is manifested in contemporary public policy and legal issues, and study several court cases as they relate to the intersection of ethics and law. Prerequisite: WRIT 102 or 201 (3).

#### PHIL 341. Sublime in Art and Philosophy

(Same as ART 341; See course description under Art).

#### PHIL 347. Contemporary Ethical Issues

This course examines the complexity of issues that surround many situations people must experience. The questions of abortion, media morality, government morality, euthanasia, and responsibilities of rich nations to poor nations will be among those explored. Prerequisites: WRIT 102 & PHIL 101 or 103 (3).

#### PHIL 401. Plato

In this course major works of Plato are examined: Apology, Crito, Phaedo, Republic, Phaedrus, Symposium, Gorgias, and Sophist. Themes such as the soul, virtue, knowledge, the real and the apparent, and the ideal state will be discussed. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

#### PHIL 403. Aristotle

In this course the major contributions of Aristotle to Western philosophy are explored. Emphasis is placed on the Organon, the Metaphysics, the Physics, and the Nichomachean Ethics. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

#### PHIL 407. Marx

Course is a study of the main features of Marx's philosophy in the context of its 19th century development. It will include intensive reading in Marx and a consideration of the implications, political and philosophical, for the contemporary world. Prerequisites: WRIT 102 or 201; and two previous PHIL courses or by permission of the department (3).

#### PHIL 408. Feminist Theories

Course explores themes and issues in the development of feminist theory in the modern and post-modern world. Questions studied will include the role of feminism as critic of philosophy, the challenge to categories of "public" and "private," common good and private interest, the examination of "subjective" and "objective" description, and changing understandings of ethics and virtue. Transformation of philosophical understanding in light of increasing global consciousness will also be considered in light of the role of feminism and the leadership of women in recent socio-political and economic changes. Prerequisites: WRIT 102 & PHIL 101, 103 or SOC 213; or permission of department (3).

#### PHIL 420. Philosophy and Religious Studies Seminar

(Same as RS 420)

This is an integrative and interdisciplinary capstone course for the Philosophy and Religious Studies major, intended for juniors and seniors who have completed most of their major departmental requirements. A different topic or series of topics will be covered in any particular semester and the course may, on occasion, be team taught. Topics covered include: Theories of Human Nature, Free Will, God and the Problem of Evil. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: PHIL 101, RS 120, PHIL 322, and RS 346 (3).

#### PHIL 440. Kant

Immanuel Kant's work had a major impact on almost all of the sub-disciplines of philosophy: metaphysics, epistemology, ethics, aesthetics, logic, and political theory. And while there are many philosophers who disagree with Kant, very few have been able to avoid his influence altogether. His impact has been felt most dramatically in metaphysics, epistemology, and ethics. This course, which is designed to familiarize students with the most important aspects of Kant's work, will focus on these three topics. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

#### PHIL 297/397/497. Research

#### PHIL 298/398/498. Directed Study

#### PHIL 299/399/499. Independent Study/Internship

#### PHIL 396/496. Teaching Apprenticeship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### PHIL 202. African Philosophy

#### PHIL 228. Science and Technological Issues and Philosophy

#### PHIL 320. Philosophy of Mathematics

#### PHIL 334. 20th-Century Philosophy

#### PHIL 337. Symbolic Logic

#### PHIL 345. Value Theory

#### PHIL 409. History and Philosophy of Science

#### PHIL 410. Classic Philosophical Texts

#### PHIL 425. Kierkegaard

(Same as RS 425)



# Philosophy and Religious Studies

## RELIGIOUS STUDIES COURSES (RS)

### RS 110. Faith and Doubt

Does religious faith remain a valid, well founded, and necessary aspect of human experience? Or have the events of the last century (or the last decade) shattered it beyond repair? This course offers an introduction to normative questions in the study of religion by investigating the experience of faith and doubt during the last century. We will attend closely to the effects of science, war, genocide, discrimination, and terrorism on religious consciousness, through literature, memoir, and film. Readings may be from C.S. Lewis, Freud, Wiesel, Malcolm X, Ayaan Hirsi Ali, and the "New Atheism" (3).

### RS 115. Introduction to Judaism, Christianity, & Islam

This course offers an introduction to the major religions of the West (Judaism, Christianity, and Islam) that focuses on their historical development, grounding concepts, and dominant practices. Special attention will be devoted to the common lineage of these traditions and the radical divergences between them, leading up to a consideration of the religious divisions that trouble our world today. Selected readings from primary sources, audio-visual material, and site visits will provide vital data for the course (3).

### RS 120. Introduction to the Religions of Asia

This course offers an introduction to the religions of Asia, with a particular emphasis on the traditions of India, China, and Japan. Emphasis will be placed on Hinduism, Buddhism, Taoism, and Confucianism, but Jainism, Islam, Sikhism, Chinese popular religion, and Shintoism will also receive attention. Students will gain literacy in the historical development, grounding concepts, and dominant practices of these traditions, while also attempting to engage empathetically with a widely divergent set of religious worldviews. Selected readings from primary sources, audio-visual materials, and site visits will provide vital data for the course (3).

### RS 200. World's Major Religious Texts

The course centers on the texts of the world's major religions: Hebrew and Christian scriptures, the Islamic Qur'an, and major texts of Buddhism and Hinduism. Each text will be studied against its historic/geographic background. The focus will be on notable similarities and differences informed by contemporary scholarship. Prerequisite: WRIT 101 (3).

### RS 207. Religion and Psychology

This course will examine the complementation of religion and psychology in many aspects of the human person through the media of selected films, dramas, and stories. Prerequisite: WRIT 101 [Offered: F, S] (3).

### RS 216. Religion and Sexuality

(Same as GSS 216)

This course examines the often intimate connection between religion and sexuality. Emphasis will be placed on the ways a variety of religious traditions have both imagined and constructed human sexuality, with special attention to creativity and reproduction, rites of passage, ritual behavior and sexual conduct, the sexual act(s), eroticism and the mystical path, sex and gender roles (especially marriage), and sexual orientation. The course will conclude with a consideration of a contemporary issue (e.g., abortion or same-sex marriage) that is at the intersection of religion and sexuality. Prerequisite: WRIT 101 (3).

### RS 220. Religion and Politics

This course will introduce students to the various ways religion has influenced (and been influenced by) politics throughout history and across cultures. To do so, this course will address five specific issues: 1) How religion has influenced the most prominent theories about the nature and function of government; 2) The various ways individuals have conceptualized the relationship between religion and law; 3) The role religion has played in elections and political participation, more generally; 4) How religions have instigated, justified, and/or challenged the use of military force to wage war; and 5) The historical and ideological relationship between religion and terror. Prerequisite: WRIT 101 (3).

### RS 225. The Hebrew Bible

The Hebrew Bible is foundational for Jews, Christians, and Muslims, and its cultural influence has been profound. This course engages in historical and literary analysis of the text, with a special emphasis on its development and genres: the primordial and national narrative, legal/ritual codes, the historical and prophetic texts, the wisdom literature, and later apocalyptic writings. Prerequisite: WRIT 101 (3).

### RS 226. The New Testament

The New Testament is the authoritative collection of scriptures in the Christian tradition, and its cultural influence has been profound and widespread. This course engages in historical and literary analysis of the text, with a special emphasis on its development and genres: the gospels (Matthew, Mark, Luke, and John), the Pauline letters, history of the early Christian movement (Acts), and apocalyptic (Revelation). Prerequisite: WRIT 101 (3).

### RS 228. Religion and Gender

This course will introduce students to the various ways religious practice and belief have influenced (and been influenced by) gender norms throughout history and across cultures. More specifically, we will explore the status of women, constructions of the feminine and masculine, norms regarding homosexuality, and the prescribed role of the family in a variety of religious traditions. Attention will be given to both conservative constructions of gender and strands of resistance to conservative gender norms within each tradition. Prerequisite: WRIT 101 (3).

### RS 312. The Bible as Literature

(Same as EWL 312)

This course will investigate the Bible (both the Hebrew Bible and the New Testament) as a literary text. Theories of authorship and audience will be investigated, building toward literary analysis of the Bible's development, language, and genres (narrative, poetry, wisdom literature, gospels, letters, etc.). Students will also employ contemporary literary theories in analyzing the text. Prerequisites: WRIT 102 & one RS or EWL course (3).

### RS 315. Religion and Experience

What makes an experience "religious"? This course will inspect the ways in which religion manifests itself in human consciousness in a variety of religious traditions. Through our examination of religious emotions, attitudes, visions, and conversations, we will describe the value ascribed to these experiences while also investigating their validity and authority. Readings may include William James, *The Varieties of Religious Experience*, the Tao Te Ching, Augustine, *Confessions*, *The Autobiography of Malcolm X*, and Shunryu Suzuki. Prerequisite: WRIT 102 & one RS course or permission by the department (3).



## Philosophy and Religious Studies

### RELIGIOUS STUDIES COURSES (RS)

#### RS 318. Religion and Literature

(Same as EWL 318)

This course is a historical and genre-based exploration of the intersection between religion and literature. The course will include consideration of scriptural texts, as well non- or post-religious texts that persist in expressing religious themes. Course readings to include examples of Greek tragedy, biblical texts, Hindu and Buddhist scripture, mystical poetry, post-Holocaust literature, and the modern/post-modern novel. Prerequisites: WRIT 102 & one RS or EWL course or permission of the department (3).

#### RS 320. Islam

This course offers a thorough introduction to the history, beliefs, and practices of Islam. Beginning with the cultural and religious context from which this tradition arose, the course goes on to explore the life of the prophet Muhammad, the teachings of the Qur'an, central doctrines and rituals, and the diversity of global Islam. Finally, we will examine the relationship between Islam and modernity, as well as the way that Islam and Muslims are perceived in post-9/11 America. Prerequisites: WRIT 102 or 201 (3).

#### RS 321. Christianity

This course provides an introduction to the texts, beliefs, and practices of the Christian tradition. From the life and teachings of the historical Jesus in the first century C.E. to recent developments in the twentieth century, the course will offer a historical survey of Christianity, with an emphasis on the theological tradition that has represented and interpreted it. Prerequisites: WRIT 102 or 201(3).

#### RS 322. Exploring Religion in New York City

New York City may well be the best place in the world to study religion. All major traditions are represented here in all of their diversity. The city is home to both well-established communities and recent ones instituted by immigrant populations. It is also a hotbed of new movements that are constantly in the process of re-shaping the religious landscape. In this class, students engage in coursework that offers basic literacy in the diverse range of global religious traditions that are present in New York and provides theoretical and methodological guidance in the academic study of religion. Building on this foundation, students venture forth from the classroom, both as a group and individually, to explore religious communities in the city. Students report on, interpret, and present their findings in traditional academic modes and in on-line forums. Prerequisite: WRIT 102 or 201 (3).

#### RS 324. Mysticism: East and West

This course is a study of the mystical element in the religious traditions in Judaism, Christianity, Islam, Hinduism, Taoism, and Buddhism. Differences as well as similarities will be considered, drawing upon influential theories in the contemporary study of mysticism. Readings may include selections from the Bible, the Zohar, medieval Christian saints and mystics, Sufi poets, the Upanishads and Bhagavad Gita, the Tao Te Ching, and Zen Buddhist writings. Prerequisites: WRIT 102 & one PHIL or RS course or permission of the department (3).

#### RS 326. Religion, Race, and Ethnicity

This course explores the complex relationship between religious, racial, and ethnic identities. Understanding any given religious tradition requires an examination of the diverse communities that have contributed to and reinterpreted it, in light of their own history and concerns. At the same time, religion has played a major role in the construction of race and identity by establishing patterns of division and hierarchy, as well as visions for the transcendence of difference. This course will explore both sides of this area within the academic study of religion, with attention to topics such as caste in South Asian traditions; Jewish identity and anti-semitism; Christianity, the African-American experience, and white supremacism; and the Nation of Islam and concepts of diversity in global Islam. Prerequisites: WRIT 102 or 201 (3).

#### RS 329. Indian Philosophy

(Same as PHIL 329)

This course offers an exploration of the main strands of South Asian philosophical reflection. Emphasis will be placed on the scriptural foundations of both Hindu and Buddhist thought forms, the "orthodox" schools of Hindu thought, their dialogue with Buddhist schools, and the contributions of modern Hindu thinkers, like Gandhi and Aurobindo. Prerequisites: WRIT 102; one course in PHIL & RS 120, 200, 324, 337, or 339; or permission of the department (3).

#### RS 332. Judaism

This course provides an introduction to the texts, beliefs, and practices of the Jewish tradition. This will include in-depth examination of the Bible (Tanakh) and its composition, developments in the Second Temple and diaspora periods (the Rabbinic tradition and the emergence of the synagogue), trends in medieval and early modern Judaism (mysticism, messianism, and Hasidism), and the profound challenges posed by the modern period. Jewish practice and its historical and textual precedents will also be a focus in the course. Prerequisites: WRIT 102 or 201 (3).

#### RS 333. Sociology of Religion

(Same as SOC 333)

This course studies religion from a sociological perspective. Students will draw upon sociological theory and methods to examine the meaning of religious rituals, the construction of religious identity, the structure of conversion and switching religions, the shape of religious institutions and communities, and the social nature of religious discourse and beliefs. The relationship between these phenomena and broader social, cultural, economic, and political forces (including race/ethnicity, gender/sexuality, secularization, globalization, and social/political change) will also be a focus. Prerequisites: WRIT 102 or WRIT 201 and one course in RS or one course in SOC; or permission of the department.

#### RS 337. Buddhism

This course investigates the texts, beliefs, and practices of the Buddhist tradition, with careful attention to its historical development and cultural variations. Starting with the life and teachings of the historical Buddha, the course continues with an examination of Theravada Buddhism, the early foundations of Mahayana Buddhism, and later forms of Buddhism in Tibet, China, and Japan. Prerequisites: WRIT 102 or 201 (3).

#### RS 339. Hinduism

This course will investigate the Hindu religious tradition. Early Vedic scriptures, later religious literature (e.g., the Bhagavad Gita, the Laws of Manu, and the Puranas), and Hinduism's historical encounter with Islam and "the West" will be examined, with an eye toward interpreting and understanding contemporary beliefs and practices. Prerequisites: WRIT 102 or 201 (3).

## Philosophy and Religious Studies

### RELIGIOUS STUDIES COURSES (RS)

#### RS 340. Comparative Religious Ethics

In this course students will be introduced to the sources and patterns of moral reasoning within a variety of historical religious traditions. Though we will compare the diversity of approaches within and across these traditions, special attention will also be devoted to a comparison of these religious patterns of moral reasoning with secular moral philosophy. To facilitate these comparisons, we will discuss a wide range of arguments from each tradition about a handful of moral problems (e.g., sexuality, war, the environment, etc.). Prerequisite: WRIT 102 or WRIT 201 (3).

#### RS 342. Dante's *Divine Comedy*

(Same as EWL 342)

This course is an in-depth study of *The Divine Comedy* by Dante Alighieri, emphasizing its biographical, historical, and religious context. Students will engage in careful analysis of the text, utilizing the tools of advanced literary theory and analysis. This course may include other works by Dante. Prerequisites: WRIT 102 or 201; one previous course in EWL or RS 115, 226, 312, 318, or 321 (3).

#### RS 344. The Extremes of Religion

What is the nature of "religious extremism"? When do religious beliefs, practices, and actions become "extreme"? How far should one go for one's beliefs? When does passion transform into fanaticism? Doesn't real conviction require going to extremes? Or alternatively, isn't this when religion, or any belief system, becomes dangerous? This course offers an investigation of these questions, drawing upon a series of episodes from a wide range of historical and cultural contexts. These case studies may include: the binding of Isaac episode, Hindu and/or Buddhist asceticism, religious persecution in the history of Christianity, recent cult activity in America, and the contemporary challenge of Islamic terrorism. Prerequisite: WRIT 102 or 201 & one previous RS course (3).

#### RS 346. Theory and Method in the Study of Religion

This course which is required of all majors in Philosophy and Religious Studies, examines both classic and contemporary approaches to the study of religion. Students will begin by exploring canonical theories about the origin, nature, and function of religion, including those proposed by Marx, Weber, Durkheim, Freud, James Otto, and Eliade. Then the course turns to religious studies as a contemporary academic discipline: its formation and history, its relation to other disciplines (such as theology, psychology, sociology, anthropology, and the natural sciences), its most prominent voices, and its most vigorous current debates. Students will consistently apply the theoretical and methodological alternatives under study to concrete test cases from a variety of religious traditions. Prerequisites: WRIT 102 and one RS course (3).

#### RS 352. Religion and Social Justice

This course will explore how religious ideas and values shape social justice movements. An examination of various intersections between religion and the concept of justice will be followed by a survey of some major 20th century social justice movements from various religious traditions. Prerequisite: WRIT 102 or 201 (3).

#### RS 420. Philosophy and Religious Studies Seminar

(Same as PHIL 420; see Philosophy courses for description).

#### RS 465. Advanced Study in Religion

This course will offer the advanced student in religious studies an opportunity to engage in specialized, in-depth examination of a specific topic in the field. The topic may be a specific historical period, a branch of a larger religious tradition, the life and works of a significant religious figure, a strand of religious thought, or a single religious text or body of texts. Prerequisites: WRIT 102 and at least two RS courses (3).

#### RS 297/397/497. Research

#### RS 298/398/498. Directed Study

#### RS 299/399/499. Independent Study/Internship

#### RS 396/496. Teaching Apprenticeship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### RS 425. Kierkegaard

(Same as PHIL 425).

### Did You Know?

The PHIL/RS department hosts an annual undergraduate conference that highlights student work and also sponsors an essay contest with cash prizes.

For more information, click <https://www.mmm.edu/departments/history-philosophy-and-religious-studies/>

**Physics**

Physics is in the Department of Natural Sciences. Physics courses are part of the department's programs in Biology and the College's area requirements in the Natural Science and Mathematics Disciplinary Studies. Biology majors take either a

semester of Physics (PHYS 201 or 261 for B.A. students) or a full year (PHYS 261-262 for B.S. students). Biomedical Sciences Majors take a full year (PHYS 261-262).

**Division:** Sciences  
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 kching@mmm.edu  
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 kwarner@mmm.edu  
**Division Office:** Carson Hall 706  
**Phone:** 212-774-0725

**PHYSICS COURSES (PHYS)****PHYS 201. Introduction to Physics**

This survey course, requiring only basic algebra, will explore the classical themes of physics in the study of matter and energy. The topics include mechanics, fluids in motion, sound, electromagnetism, optics and themes from modern physics. The laboratory exercises form an integral component and help round out the lecture discussions. Three-hour class; three-hour lab. Fee: \$60.00. Prerequisite: MATH 129 (4).

**PHYS 206. Introductory Astronomy**

This is a survey course in astronomy and space exploration. Starting with a brief discussion of the significant historical events that shaped the ideas of modern astronomy, the course will examine the solar system, stars, pulsars, black holes and galaxies, the theories on the birth and death of stars, and the current thinking on the theories of cosmology. Demonstrations and audiovisuals are used to illustrate and explain some of the scientific principles underlying the discipline. Prerequisites: WRIT 101 & MATH 113 or higher (3).

**PHYS 261. General Physics I**

This course explores basic concepts of mechanics, heat and sound. It includes computer-assisted problem solving techniques. Laboratory experiments are designed to help the student probe empirical truths about the physical world. Three-hour lecture; one-and-one-half-hour recitation; three-hour lab. Fee: \$60.00. Prerequisite: MATH 139/140 or MATH 141, or exemption (4).

**PHYS 262. General Physics II**

This course explores basic concepts of electricity, magnetism, and light with an introduction to modern physics. Includes computer-assisted instruction. Three-hour lecture; one-and-one-half-hour recitation; three-hour lab. Fee: \$60.00. Prerequisite: PHYS 261 (4).

**PHYS 297/397/497 Science Research**

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

**Did You Know?**

*The Biomedical Sciences major is an interdisciplinary program combining core courses in biology, chemistry, physics, mathematics, psychology and sociology.*

For more information, click

<http://www.mmm.edu/departments/natural-sciences/major-biomedical-sciences.php>

## Academic Offerings

### Political Science

Political Science is the study of government and politics. It is concerned with the control, use, and abuse of power in institutions, public policy, and social and cultural systems. The Political Science curriculum at MMC focuses on political theory; American political institutions, processes, and behaviors; and comparative politics. By promoting these areas of inquiry, our

faculty make a significant contribution to the major program in Politics and Human Rights (see page 137). In addition, the minor in Political Science provides an excellent supplement to academic work in other areas, particularly for students considering careers in government/politics, criminal justice, law, public policy, civil service, teaching, or business.

**Division:** Humanities and Social Sciences

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**Division Office:** The Faculty Center 301  
**Phone:** 646-393-4111

#### Program Faculty:

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##### Tibor Farkas

Professor Emeritus of Political Science  
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### MINOR: POLITICAL SCIENCE

18 Credits

#### Learning Goals for the Minor in Political Science

Upon completing the political science minor, students will be able to:

- Critically reflect on and analyze contemporary political trends and developments.

- Communicate effectively, both orally and in writing, about political topics.
- Conduct qualitative and quantitative research on political topics.

PS 106 Introduction to U.S. Politics	3	PS 262 Politics of American Democracy	3
PS/IS 231 Comparative Politics		PS 310 Modern Political Thought	3
or PS 324 Law, Government and Politics in America	3	2 Political Science Electives at the 300 level or above	6

#### POLITICAL SCIENCE COURSES (PS)

##### PS 105. Introduction to Politics

This course is aimed at first and second year students who are curious about the political world and want to learn more. It is intended to help students understand not only how politics affects their lives, but also how their own beliefs and actions can meaningfully affect the political system. No prior background in political science is expected (3).

##### PS 106. Introduction to U.S. Politics

This introductory course provides an overview of politics in the United States. Topics include the origins and development of the American system of government, civil liberties and civil rights, the function and interrelations of the branches of the federal government and the states, and the roles of elections, parties, and interest groups in national politics. Corequisite: WRIT 101 [Offered: F, S] (3).

##### PS 107. Introduction to Criminal Justice

The purpose of this course is to survey and analyze the origin, development, and classification of the criminal law. The principal topics to be covered will be grouped into the following areas: crime as a legal concept, the objectives of punishment, an overview of the American criminal justice system, the trial, the role of the attorneys, judges, and the jury, the bail system, plea bargaining, sentencing, jails, prisons, probation, and parole. Visits to courts and prisons will be included in the course. Prerequisite: WRIT 101 (3).

##### PS 109. International Relations

(Same as IS 109; see course description under International Studies.)

## Political Science

## POLITICAL SCIENCE COURSES (PS)

**PS 231. Comparative Politics**

(Same as IS 231)

This course is intended to introduce students to recent and contemporary political dynamics in different world regions. Particular attention will be paid to developments in Britain, China, Germany, Iran, Japan, Mexico, Nigeria, and Russia. The course will emphasize the distinctive role that state structures, production systems, democratic processes, and social identities play within and across these countries. Class discussions will be organized around course readings, supplemented by documentary films and guest lectures. Prerequisite: WRIT 101 (3).

**PS 262. Multiculturalism and Democracy**

This course considers the relationship between democracy and multiculturalism in the United States. It examines both the strengths and weaknesses of American democracy and explores whether and how people rule. The course examines how the definition of democratic citizenship has created exclusions based on categories of race, ethnicity, nationality, language, culture, gender and sexuality. Students will study competing perspectives on the meaning of multiculturalism. Co-requisite: Writ 102 or 201.

**PS 263. Power and Politics in the City**

Cities highlight the dramatic interplay of wealth, poverty, racial and ethnic hierarchy, diverse cultures, work and space in American politics and society. This course examines the politics of class, racial and gender inequality, of work and neighborhood, and of community development and community organizing from both historical and contemporary perspectives. Special attention will be given to the policy issues and politics confronting New York City. Corequisite WRIT 102; Prerequisite: PS106, 107, IS 150 or SOC 101; or permission of the instructor. (3).

**PS 264. Public Policy Analysis**

This course will systematically analyze factors affecting public policy making and implementation and then apply that understanding to an examination of four or five selected contemporary issues in national public policy. Students will explore these issues through individual research, class exercises, discussions and group projects. Corequisite WRIT 102; Prerequisite: PS106, 107, IS 150 or SOC 101; or permission of the instructor (3).

**PS 305. Politics of Developing Nations**

(Same as IS 305; see course description under International Studies).

**PS 310. Modern Political Thought**

This course explores substantive primary texts in the modern tradition. It traces the evolution of post-feudal political thought from Niccolo Machiavelli in the 16th century to Karl Marx in the 19th century, mainly focusing on the “social contract” school of formative liberalism associated with the writings of Hobbes, Locke, and Rousseau. As the political theorist Dante Germino has observed, the “conventional periodization of political history assumes that a profound break in the continuity of Western political speculation occurred around 1500.” This course follows this convention and concentrates on key books and essays by the most sophisticated political thinkers of the four centuries between 1500 and 1900. Prerequisite: WRIT 102, PS 105, or PS 106 (3).

**PS 311. Democracy and Its Critics**

(Same as IS 311; see course description under International Studies).

**PS 315. International Law**

(Same as IS 315; see course description under International Studies).

**PS 317. Money, Sex and Power**

At the founding of this country the vast majority of people in the United States were not granted their constitutional rights. This course examines women’s exclusion from the polity, and analyzes its widespread consequences for their equality over the past 300 years. We will read a wide range of works, from Rousseau and Wollstonecraft to DeBeauvoir and Pateman, to analyze how various political theorists have conceived of women’s citizenship. In the second part of the course we will examine how these ideas have informed attitudes and assumptions about women, and how they have shaped their participation in public life, as well as their lives outside the public domain. Prerequisite: WRIT 102 or 201(3).

**PS 324. Law, Government & Politics in America**

This course surveys and analyzes the basic features of the American constitutional, legal, governmental and political systems. The main topics to be discussed include the constitution, statute law, common law, civil liberties, civil rights, criminal justice system, equal protection of the laws, key features of American politics, role of public opinion, pressure groups, political parties, the electoral process, and main institutions of the federal government. Students will explore a several controversial political issues using a variety of primary sources. Prerequisite: WRIT 102 (3).

**PS 327. American Foreign Relations**

(Same as HIST 327/IS 327; see course description under History).

**PS 333. Mock Trial**

(Same as PHR 333; see course description under Politics and Human Rights)

**PS 334. Conservative Political Thought**

This course introduces students to core readings in the conservative political tradition. The aim of the course is to expose students to the intellectual foundations of one of the major political currents of the modern world. Rather than emphasizing contemporary debates, the course will focus on canonical authors whose ideas helped shape modern conservative thought. The readings touch on such perennial themes as the sources of legitimate authority; the role of the market; the relationship of politics, community, and religious faith; and the appropriate ends of politics. The course is also concerned with the development and revival of conservative political thought as a direct challenge to the liberal and socialist political traditions as exemplified by such writers as John Locke, John Stuart Mill, and Jean-Jacques Rousseau. Prerequisite: WRIT 102 & PS 106; or permission of the instructor (3).

**PS 336. Playing Politics**

(Same as PHR/SOC 336; see course description under Politics and Human Rights)



## Political Science

### POLITICAL SCIENCE COURSES (PS)

#### PS 337. Crime and Society

This course places crime and criminal activity in a broader social and historical context by examining the ways in which different societies have defined the boundaries of criminal and noncriminal behavior. Special emphasis will be placed on the changing patterns of criminal activity and the role that cultural forces play in stimulating and preventing criminal behavior. The course will also explore the representation of crime in the mass media as well as theories of crime causation. Some of the authors whose works will be featured include: Mike Davis, Michel Foucault, Lawrence Friedman, Gary La Free and Christian Parenti. Prerequisite: WRIT 102; PS 107 recommended (3).

#### PS 340. Political Participation

Who participates in American Politics and why this matters is explored in this course. It examines the historical roots of the party system, the decline in voter turnout, the ascendancy of social movements and organized interest, the power of money in electoral politics, and how the media influence political participation and shape public policy. Prerequisite: WRIT 102 & PS 106; or permission of the instructor (3).

#### PS 346. The Middle East in the Twentieth Century

(Same as HIST 346/IS 346; see course description under History).

#### PS 350. Comparative Economic Systems

(Same as ECO 350)

This course presents an analysis of the free market system in relation to the centrally planned economies of Europe and Asia, the socialist countries of Europe, the newer economic structures of Japan and China, and the interplay of forces with Third World countries. Prerequisite: WRIT 102, ECO 210 or 213 (3).

#### PS 355. Green Political Thought

This course applies the ecological paradigm to the traditional concerns of political theory, such as the sources of power and authority, the struggle for justice, individual rights and communal obligations, and the search for normative foundations for human action. It explores competing conceptions of the relationship between human societies and the natural world, and addresses such issues as environmental ethics, sustainability, green parties, environmentalism and the left/right axis, and animal rights, with a special emphasis on new forms of environmental activism on political theory and practice. Prerequisite: WRIT 102 or 201; or permission of the instructor (3).

#### PS 356. War & Peace

(Same as IS 356; see description under International Studies).

#### PS 357. Human Rights in Comparative Perspective

(Same as IS 357; see description under International Studies).

#### PS 360. The American Presidency and the Electorate

This course explores the nature of presidential power. It examines the historical, political and economic factors that transformed the office of the presidency in the nineteenth century into the most powerful branch of government in contemporary America. Some of the topics analyzed are the constitutional origins of the presidency, the institutional aspects of the office, the relationship among the three branches, and the role of mass media in expanding the reach of the presidency. Prerequisite: PS 106 and WRIT 102 or 201 (3).

**PS 371. Research Methods in Social Sciences**  
(Same as PHR/SOC 371; see description under Politics and Human Rights).

#### PS 402. American Constitutional Law

This course is a study of the formation and interpretation of the American Constitution. Class discussions will focus on leading Supreme Court decisions in various areas of the law. The major topics to be covered include: Judicial review, the Courts, federalism, freedom of speech, press, assembly and religion, libel, slander, obscenity, privacy, criminal procedure, and equal protection of the laws. Prerequisites: Social Science Majors with 300-level SOC course work or permission of instructor. (3).

#### PS 479. Senior Seminar

(Same as IS 479 see description under International Studies).

#### PS 297/397/497. Research

#### PS 298/398/498. Directed Study

#### PS 299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### PS 289. Latin America: The Dynamics of Modernization

(Same as HIST/IS 289)

#### PS 312. Elections & Democracy in America

#### PS 322. Totalitarian Systems

(Same as IS 322)

#### PS 328. The Politics of Popular Culture

#### PS 348. Poverty in America

(Same as HIST 348)

#### PS 376. Nationalism and State-Building

(Same as IS 376; see description under International Studies)

Politics and Human Rights

The major in Politics and Human Rights (PHR) prepares students to engage with the major issues that shape our lives, as citizens and as members of a global community. The PHR curriculum combines multidisciplinary coursework with experiential learning, including innovative classroom experiences, internships, field study, and/or service learning. In this way, students take advantage of MMC's location in one of the largest, most diverse cities in the world, while gaining the crucial skills of collaboration and communication that will allow them to thrive in any setting. Students may conduct research for philanthropic, news, or arts organizations; help plan city budgets or elect local or national politicians; explore vital community and cultural issues and institutions; or participate in combined courses with students in Marymount Manhattan College's program for incarcerated women. Study abroad and faculty-led travel courses are also encouraged.

PHR students work closely with a faculty advisor to get the best preparation possible for jobs in the not-for-profit, government and business sectors in the United States and abroad. The PHR curriculum is also a solid foundation for graduate study in law, journalism, business and management, and the social sciences.

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Department Faculty:

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## Academic Offerings

### Politics and Human Rights

**MAJOR: POLITICS AND HUMAN RIGHTS (2207)**

**43 Credits**

**B.A. General Education: 42 Credits; Major: 43 Credits; Elective Credits: 18 Credits**

#### Learning Goals for the Major in Politics and Human Rights

After completing the Politics and Human Rights major, students will be able to:

- Demonstrate knowledge of the history and content of politics and human rights.
- Situate political human rights issues in a historical context.
- Apply multiple theoretical approaches to politics and human rights.
- Evaluate issues of politics and human rights in various contexts, and within their own experience.

<b>A. Foundations</b>	<b>6</b>	<b>Governance Cluster</b>	<b>9</b>
<b>Take all of the following:</b>		Take three of the following:	
PHR 101 Foundations of Social and Political Inquiry	3	HIST 325 Cold War America	(3)
IS/ECO 150 Economy, Society, and the State		HIST/IS/PS 327 American Foreign Relations	(3)
or PS 106 Introduction to U.S. Politics	3	IS/ECO 150 Economy, Society, and the State	
		(if foundations requirement already satisfied)	(3)
<b>B. Theory and Methods</b>	<b>10</b>	PS 106 Introduction to U.S. Politics	
Take all of the following:		(if foundations requirement already satisfied)	(3)
PHR 310 Theories of Human Rights	3	PS 231 Comparative Politics	(3)
PS/SOC/PHR 371 Research Methods in Social Sciences	4	PS 262 Multiculturalism and Democracy	(3)
SOC 330 Great Social Thinkers		PS 263 Power and Politics in the City	(3)
or PS 310 Modern Political Thought	3	PS 311 Democracy and its Critics	(3)
		PS 340 Political Participation	(3)
<b>Experiential Learning</b>	<b>6</b>	PS/ECO 350 Comparative Economic Systems	(3)
Take two of the following:		PS 357 Human Rights in Comparative Perspective	(3)
PHR 299/399/499 Internship	(3)	PS 360 The Presidency and the Electorate	(3)
PHR/PS 333 Mock Trial	(3)		
PS/PHR/SOC 336 Playing Politics	(3)	<b>Culture Cluster</b>	<b>9</b>
SW/PHR 209 Practicum in Social Work	(3)	Take three of the following:	
Course(s) with Service Learning component		AIP 336 The Politics of Abortion	(3)
Bedford Hills College Program Combined Course		HIST 255 American Women's History	(3)
		PHR/ENV 218 Environmental Justice	(3)
<b>Electives</b>	<b>18</b>	PHR/SOC 304 Art, Politics, and Society	(3)
At least 9 credits must be taken at the 300-400 level. Students may also, with permission from the departmental chair, satisfy elective requirements with study abroad courses, or with relevant courses in other programs.		PHR/SOC 306 Culture and Ideology	(3)
		PS 317 Money Sex and Power	(3)
		SOC/RS 213 Women Society and Culture	(3)
		SOC 359 Race and Ethnicity	(3)
		SOC 361 Cultural and Social Change	(3)
		SOC 384 Valuing Difference II	(3)
		SW 105. Introduction to Social Work	(3)
		SW 204 Valuing Difference	(3)
		<b>PHR 450 Senior Seminar</b>	<b>3</b>

Electives are separated into two categories; Governance and Culture. Nine (9) credits should be taken in each area. Students are also encouraged to supplement their program by taking an additional course in method, such as Archival Methods or Ethnography. With advisor approval, one of these methods courses may be substituted for elective credit.

#### Did You Know?

PHR majors have the opportunity to participate in combined courses with students in Marymount Manhattan College's Bedford Hills College Program for incarcerated women.

For more info, click <https://www.mmm.edu/academics/bedford-hills-college-program.php>

**Politics and Human Rights****MINOR: Politics and Human Rights****18-19 Credits**

The minor in Politics and Human Rights (PHR) prepares students to engage with the major issues that shape our lives, as citizens and as members of a global community. It consists of 9 credits covering the

foundations and theory of politics and human rights, as well as 9 elective credits to be chosen in collaboration with a PHR faculty advisor.

**Foundations****9****Take all of the following:**

PHR 101 Foundations of Social and Political Inquiry 3

PHR 310 Theories of Human Rights 3

IS/ECO 150 Economy Society and the State 3

**Take 3 PHR Electives****9-10**

Electives are separated into two categories: Governance and Culture. At least one elective must be from each cluster. The third course may be drawn from either cluster, or from the Theory and Methods or Experiential learning menus. At least two electives must be at the 300-level or higher.

**Theory and Methods**

PS/SOC/PHR 371 Research Methods in Social Sciences (4)

SOC 330 Great Social Thinkers (3)

PS 310 Modern Political Thought (3)

**Experiential Learning**

PHR 299/399/499 Internship (3)

PHR/PS 333 Mock Trial (3)

PS/PHR/SOC 336 Playing Politics (3)

SW/PHR 209 Practicum in Social Work (3)

Course(s) with Service Learning component

Bedford Hills College Program Combined Course

**Governance Cluster**

HIST 325 Cold War America (3)

HIST/IS/PS 327 American Foreign Relations (3)

PS 106 Introduction to U.S. Politics (3)

PS 231 Comparative Politics (3)

PS 262 Multiculturalism and Democracy (3)

PS 263 Power and Politics in the City (3)

PS 311 Democracy and its Critics (3)

PS 340 Political Participation (3)

PS/ECO 350 Comparative Economic Systems (3)

PS 357 Human Rights in Comparative Perspective (3)

PS 360 The Presidency and the Electorate (3)

**Culture Cluster**

AIP 336 The Politics of Abortion (3)

HIST 255 American Women's History (3)

PHR/ENV 218 Environmental Justice (3)

PHR/SOC 304 Art, Politics, and Society (3)

PHR/SOC 306 Culture and Ideology (3)

PS 317 Money Sex and Power (3)

SOC/RS 213 Women Society and Culture (3)

SOC 359 Race and Ethnicity (3)

SOC 361 Cultural and Social Change (3)

SOC 384 Valuing Difference II (3)

SW 105. Introduction to Social Work (3)

SW 204 Valuing Difference (3)

**POLITICS AND HUMAN RIGHTS COURSES (PHR)****PHR 101. Foundations of Social and Political Inquiry**

Recent years have seen the emergence of the Occupy movement, the Arab Spring, the near-collapse of the European Union, and eruptions of unrest in many parts of the world. What connects these events and grievances? What differentiates them? Which possibilities and dangers can we glimpse in them? These are the sorts of questions that social scientists ask, and this course will address. This course introduces tools and perspectives from the critical, interpretive tradition of social science for the analysis of politics and human rights. Students will become familiar with key concepts such as power, structure, agency, ideology, and globalization. In the process they will discover new ways of looking at the world and acquire a firm foundation for further study in politics and human rights. Corequisite: WRIT 101 (3).

**PHR 209. Practicum in Social Work**

(Same as SW 209; see course description under Social Work)

**PHR 218. Environmental Justice**

(Same as ENV 218)

This course explores the social construction of nature, the environment and environmental problems. Students will investigate how social institutions shape the meaning of nature and the environment and thereby what we as a society perceive to be environmental problems. In this investigation, the role of race, gender, and class in environmental inequality will be demonstrated. Topics such as trash, urban parks, sustainability projects, landfills may be explored. This course will ground these inquiries with specific study of nature, the environment, and refuse in New York City (3).

**PHR 304. Art, Politics, and Society**

(Same as SOC 304)

Art is often perceived to transcend culture, politics, and society. This course explores the political-social construction of the concept of art, art works, and art worlds across a variety of case-studies that may included African art, graffiti, counterculture and civil rights movements, contemporary crafts, and global art markets. Institutions, such as museums and galleries, are explored, as well as social roles, such as patron and maker, and the process of creativity itself with attention to race, ethnicity, gender and class hierarchies. Ultimately, through this class, students will discover the social-political nature and power of art and art worlds. Prerequisite: WRIT 101 and 102 (3).

## Politics and Human Rights

### POLITICS AND HUMAN RIGHTS COURSES (PHR)

#### PHR 306. Culture and Ideology

(Same as SOC 306)

“Culture” is everywhere, but what exactly is it? Is it the arts? Language? Everyday life? The structure of thought shared by people? Or the beliefs shared by people who are bounded by a specific location? This course analyzes the concept of culture through both theories of culture and empirical research. Specifically, it investigates how social, economic, political and historical processes produce culture and how this is reproduced by people in practice. This investigation can include a broad range of topics, ranging from food, art, cities, and the body to religion, history, knowledge, and nature. Prerequisite: WRIT 102 or 201 (3).

#### PHR 310. Theories of Human Rights

This course examines the nature and origin of human rights, as well as the conflicts that result from the different understandings of the concept. It will explore questions such as: Are human rights individual or collective? Are they universal or should instead be understood as culturally sensitive? Do they include positive rights or only negative right? Do they include economic and social rights? The course combines discussions about the concept of human rights with analyses of current cases of human rights violations around the world, including the origin of these violations, desired changes, policies, and effective actions. Prerequisite: WRIT 101; PHR 101; or permission of instructor (3).

#### PHR 312 Radical Labor and Artisan Movements

This course examines historical and contemporary social movements related to craft and labor. Beginning with the nineteenth century British Arts and Crafts Movement, which revived traditional handicrafts against industrialization, this course surveys twentieth and twenty-first movements that have mobilized craft as a form of protest against colonialism, industrialization, gender and racial inequality, and the devaluation of individual labor in capitalist consumer economy. Topics include craft as a tool of ethical remediation and may include craft utopias, socialist workshops and cooperatives, communist collectives, craftivism, workers rights, economic satyagraha, unions, steam-punk, and do-it-yourself culture. Ethnographic fieldwork will complement in-class discussion. Prerequisite: WRIT 101 or 102 (3).

#### PHR 314. Ethnography

(Same as SOC 314)

Ethnography is “writing (graphia) people (ethnos)”: it is a textual account of people’s everyday lives. Over time, the writing of these accounts has changed in accord with shifting socio-historical and cultural contexts. In this course, students will learn to conduct ethnographic research, to write ethnography and to read and analyze ethnographic texts. Prerequisite: WRIT 102 or 201 (3).

#### PHR 316. Archival Methods

(Same as HIST 316; see course description under History)

#### PHR 320. EcoCulture and Sustainability

(Same as ENV 320)

One response to contemporary climate change and environmental crisis has been the rise of eco-conscious cultures. This course explores the ethics of eco-cultures across regional, national and international contexts and asks, ‘How are skills used to abate environmental degradation?’ ‘How does ‘green consumerism’ impact climate change?’ and ‘Can society be designed to achieve environmental sustainability?’ Global critiques of eco-culture in relation to sustainability are also considered. Ethnographic fieldwork and case studies ground the course’s study of topics as diverse as cheese-making, oyster and cotton farming, permaculture, gem mining, or veganism. Prerequisite: WRIT 101 or 102 (3).

#### PHR 333. Mock Trial

(Same as PS 333)

This course consists of preparation for American Mock Trial Association competitions. It will culminate in participation in a Mock Trial tournament. Coursework includes development of cases for presentation, including opening arguments, introduction of testimonial, physical, and demonstrative evidence, direct and cross examination of witnesses, and closing arguments. Prerequisite: One of: PS 105, PS 106, or PS 107 (3).

#### PHR 336. Playing Politics

(Same as PS/SOC 336)

This course consists of elaborate games, set in moments of particular political contestation, ferment, and significance, in which students are assigned roles informed by classic texts of political and social theory. Games take place over several weeks, with most class sessions run entirely by students working in teams (usually) or alone (sometimes). The instructor advises and guides students and grades their oral and written work. The games seek to promote engagement with big ideas and improve intellectual and academic skills. Students may consult the instructor to find out which games will be played in a given semester. Prerequisite: WRIT 101 or 102 (3).

#### PHR 371. Research Methods in Social Sciences

(Same as PS/SOC 371).

This course introduces students to the practice of social research - a broad set of theories, methods and ethics that the social sciences use to guide systematic and rigorous pursuit and production of knowledge about politics, society, and human rights. The course rests on the assumption that the collection and analysis of data about people is a craft that requires creativity, curiosity, and reflexivity. Students select a topic of empirical interest, review social and political theories that bear on the chosen topic, practice reading and interpreting social research findings, learn to analyze academic research articles in a literature review, and pose their own research question on the chosen topic. Students are introduced to methods by which to answer original, empirical research questions, including formulating a problem, designing research studies, engaging in data collection, practicing techniques of observation, mastering questionnaire construction, interviewing, sampling and performing basic statistical analyses using a statistical software program. Prerequisite: WRIT 102 or WRIT 201; PHR 101; or permission of the instructor (4).

#### PHR 450. Senior Seminar

This is an integrative interdisciplinary capstone course for Politics and Human Rights majors. Students will develop and execute a significant project reflecting their interest in relation to the seminar topic. Topics may include the body and politics, the green movement, nationalism, queer politics, and social change. Prerequisite: WRIT 102 or 201, PHR 101 and IS/ECO 150 (3)



## Psychology

People study psychology because they have an interest in understanding human behavior and experience. MMC's Psychology program encompasses diverse areas with the goal of preparing students for living and working in a complex society.

The Psychology program is designed for students with a range of academic interests and prepares students for graduate work in all areas of psychology, including clinical psychology, forensic psychology, neuroscience, and experimental research. It also prepares students for further education in other fields, including law, social work, mental health counseling, creative arts therapies and other helping professions or for entry-level positions in many fields, including social services and business. While giving students the tools to understand human behavior, our program emphasizes critical thinking and the scientific method, with research at many levels of the curriculum considered to be important preparation for many psychology-related careers.

The program provides a broad background and foundation in the field by offering courses in traditional core content areas (e.g., Personality, Abnormal Psychology, Child and Adult Development, Cognition, and Social Psychology) as well as in several applied fields (e.g., Forensic Psychology, Health Psychology, and Neuroscience). Students gain proficiency in research techniques through courses in Statistics and Experimental Psychology and expand their knowledge through electives such as Animal Behavior, Human Sexuality, Group Dynamics, and Techniques of Counseling.

Psychology students at MMC can benefit from additional learning opportunities by completing minors in Art Therapy, Drama Therapy, Neuroscience or Forensic Psychology. Further information on the Art Therapy and Drama Therapy minors can be found in the Theatre Arts and the Art and Art History sections of the catalogue. The Forensic Psychology Minor provides students with the tools for understanding and critically assessing important questions of law and mental health issues. The minor addresses social and political issues, such as crime investigations, racial profiling, the death penalty, the prison system, the psychology of violence, and the assessment and treatment of defendants and convicted offenders. The Neuroscience Minor is the interdisciplinary study of the neural basis of cognition and behavior and includes courses in biology, chemistry, and

psychology. The goal of the Neuroscience Minor is to expose students to the relationships between the nervous system, the mind, and behavior by examining mechanisms and processes from the molecular to the systems level with an evolutionary perspective. The Neuroscience Minor provides students with theoretical and practical skills for future graduate work and careers in basic and applied science.

We encourage students to take advantage of the numerous research and field experiences available in New York City. Psychology faculty work with students to locate internship opportunities and MMC students have worked in field placement settings as diverse as hospital research laboratories, criminal court psychiatric clinics, human resource offices, children's media companies, and public schools. They have worked with diverse populations including preschool children with developmental disabilities, adults with neurological disorders/challenges, defendants in criminal court, and elderly residents of nursing homes.

Students have the opportunity to collaborate with faculty on their ongoing research projects, as well as to explore their own research interests. Recent student projects have included "Food Intolerance, Systemic Inflammation, and Quality of Life," "Differences in Psychophysiological Responses to Self-Selected Music," "Understanding of Mental Health: The Effect of Exposure to Popular Films" and "Stigma Associated with Children with Disabilities." Faculty-student research reports have been presented at annual local and national professional conferences (including the Eastern Psychological Association, the Association for Psychological Science and the American Psychological Association). These reports have also appeared in such journals as *The Academic Psychology Bulletin*, *The Journal of Social Psychology*, and *The Psi Chi Research Journal*.

Some recent graduates have secured employment in such areas as market research, social service, event planning, and human resources. Others have enrolled in masters or doctoral-level graduate programs in Clinical Psychology, Educational Psychology, Neuroscience, Forensic Psychology, Medicine, Nursing, Law, and Social Work. A major in Psychology is highly versatile and can open many doors.

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## Psychology

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### Did You Know?

*Students have had the opportunity to present their research at annual conventions of the Eastern Psychological Association, the American Psychological Association, the Association for Psychological Science, and the Society of Industrial/Organizational Psychologists.*

*For more information, click <https://www.mmm.edu/departments/psychology/student-opportunities.php>*

**Psychology****MAJOR: PSYCHOLOGY (2001)****34 Credits****B.A. General Education: 42 Credits; Major: 34 Credits; Elective Credits: 43-44 Credits****After completing the Psychology major, students will be able to:**

- Demonstrate knowledge of diverse areas in psychology;
- Evaluate and perform research;

- In both written and oral presentation, communicate psychological material clearly and in appropriate format and style;
- Apply psychological content and skills to professional or pre-professional tasks.

**A. Foundation Skills 16**

Take all of the following:

PSYCH 101 General Psychology: Social and Clinical Processes	3
PSYCH 102 General Psychology: Physiological and Cognitive Processes	3
PSYCH 223 Statistics for the Behavioral Sciences I	3
PSYCH 332 Statistics for the Behavioral Sciences II	3
PSYCH 426 Experimental Psychology	4

**B. Cognitive and Biological Segment 3**

Take one of the following:

PSYCH 232 Psychology of Learning	(3)
PSYCH 237 Motivation and Emotion	(3)
PSYCH 241 Perception	(3)
PSYCH 333 Behavioral Neuroscience	(3)
PSYCH 359 Cognitive Psychology	(3)
PSYCH 379 Animal Behavior	(3)

**C. Applied and Experiential Segment 3**

Take one of the following:

PSYCH 227 Introduction to Community Psychology: Examining Barriers to Solving Social Problems	(3)
PSYCH 243 Introduction to Health Psychology	(3)
PSYCH 250 Introduction to Forensic Psychology	(3)
PSYCH 285 Introduction to Counseling Techniques	(3)
PSYCH 313 Group Dynamics	(3)
PSYCH 330 Tests and Measurements	(3)
PSYCH 369 Dynamics of Interviewing	(3)
PSYCH 399 Internship	(3)

**D. Psychodynamic and Interpersonal Segment 3**

Take one of the following:

PSYCH 201 Developmental Psychology I: Child Psychology	(3)
PSYCH 216 Developmental Psych II: Adult Years	(3)
PSYCH 225 Lifespan Development	(3)
PSYCH 231 Personality Psychology	(3)
PSYCH 235 Social Psychology	(3)
PSYCH 336 Attachment Across the Lifespan	(3)
PSYCH 342 Social and Emotional Maladjustment in Children	(3)
PSYCH 363 Abnormal Psychology	(3)

**E. Capstone and Integrative Segment 3**

Take one of the following:

PSYCH 411 History and Systems	(3)
PSYCH 491 Senior Seminar	(3)
PSYCH 492 Senior Honors Thesis	(3)
PSYCH 499 Independent Study	(3)

**Also two further Psychology electives 6****Honors in the Psychology Major (may substitute for a capstone course)**

Advanced psychology majors who have obtained a 3.5 GPA overall and a 3.5 GPA in psychology may apply to participate in an "honors in psychology" program. These students will complete an honors project (an advanced-level paper that is either a sophisticated original empirical research project or a comprehensive, in-depth literature review). If the project meets the requirements of the program, the student will grade with honors in psychology. Students who wish to participate in the program must meet with the Chair of the Department Honors Committee at least one semester in advance of the planned participation.

**MINOR: ART THERAPY****18 Credits**

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

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

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

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

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

ART/PSYCH 370 Art Therapy: Principles and Practices	3
ART/PSYCH 499 Internship	3

**Two of the following: 6**

ART 111 Drawing I or ART 125 Introduction to Drawing (Art Majors substitute: ART 339 Drawing II)	(3)
ART 114 Painting I (Art Majors substitute: ART 315 Painting II)	(3)

ART 115 Ceramics or ART 121 Photography I: An Introduction to Medium, Content and Context	(3)
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**Two of the following: 6**

PSYCH 201 Developmental Psychology I	(3)
PSYCH 231 Personality Psychology	(3)
PSYCH 285 Introduction to Counseling	(3)
PSYCH 363 Abnormal Psychology	(3)

## Academic Offerings

### Psychology

#### MINOR: PSYCHOLOGY

18 Credits

After completing the Psychology minor, students will be able to:

- Demonstrate knowledge of the range of theories in a variety of psychological fields;
- Evaluate the implications of statistical methods used to analyze data in psychological research;
- Make connections between psychological theory and research and his/her own major or field of interest.

<b>Foundation Segment</b>	<b>3</b>	PSYCH 231 Personality Psychology	(3)
<b>Take one of the following:</b>		PSYCH 235 Social Psychology	(3)
PSYCH 101 General Psychology: Social and Clinical Processes	3	PSYCH 243 Introduction to Health Psychology	(3)
PSYCH 102 General Psychology: Physiological and Cognitive Processes	3	PSYCH 250 Introduction to Forensic Psychology	(3)
		PSYCH 313 Group Dynamics	(3)
		PSYCH 330 Tests and Measurements	(3)
		PSYCH 336 Attachment Across the Lifespan	(3)
		PSYCH 363 Abnormal Psychology	(3)
<b>Research Segment</b>	<b>3</b>		
Take the following:		<b>Cognitive / Biological Segment</b>	<b>3</b>
PSYCH 229 Statistics for the Behavioral and Social Sciences	3	Take one of the following:	
		PSYCH 241 Perception	(3)
<b>Interpersonal or Applied Segment</b>	<b>9</b>	PSYCH 333 Behavioral Neuroscience	(3)
<b>Take three of the following:</b>		PSYCH 348 Drugs and the Brain	(3)
PSYCH 201 Developmental Psychology I: Child Psychology or PSYCH 225 Lifespan Development	(3)	PSYCH 359 Cognitive Psychology	(3)
PSYCH 227 Introduction to Community Psychology: Examining Barriers to Solving Social Problems	(3)	PSYCH/BIOL 379 Animal Behavior	(3)

At least 3 credits in the minor must be at the 300-level or above.

#### MINOR: FORENSIC PSYCHOLOGY

18 Credits

Forensic Psychology is a rapidly-growing field that examines the interaction between psychology and the legal system. Some of the topics include: eye witness testimony, insanity defence, profiling, and the crimi-

nal mind. A combination of courses in psychology and the social and natural sciences is complemented by internship experience, to create a balanced experience for the student.

<b>Foundation Segment</b>	<b>9</b>	<b>Electives Segment</b>	<b>6</b>
<b>Take all of the following:</b>		Take two of the following:	
PSYCH 250 Introduction to Forensic Psychology	3	AIP 312 Great Trials of the Century	(3)
PS/SOC 107 Introduction to Criminal Justice	3	AIP 314 The Criminal Mind: Psychological and Political Perspectives	(3)
PSYCH 350 Advanced Forensic Psychology	3	PS 324 Law, Government and Politics in America	(3)
<b>Applied Segment</b>	<b>3</b>	PS 337 Crime and Society	(3)
<b>Take one of the following:</b>		SOC 204 Valuing Difference	(3)
PSYCH 363 Abnormal Psychology	(3)	CHEM 120 Introduction to Forensic Sciences	(3)
PSYCH 399 or 499 Internship	(3)	SOC 201 Criminology	(3)
PSYCH 399 or 499 Independent Study	(3)		

### Did You Know?

You can intern at some of the top medical, social, or cultural institutions in New York.

Faculty affiliations with top teaching and research hospitals in New York City have enabled students to intern and conduct research with professionals at many sites.

For more information, click <https://www.mmm.edu/departments/psychology/student-opportunities.php>

**Psychology****MINOR: NEUROSCIENCE****17 Credits**

As you are reading this description, the very act of reading (moving your eyes from side-to-side and up and down) and comprehension of what you have just read is a result of brain activity. Thus, behavior and cognitive functions are biological phenomena resulting from brain activity. The field of neuroscience examines how the brain, made up of billions of tiny neurons produces psychology. It also demonstrates that social and biological explanations of Psychology are not mutually exclusive, but rather complimentary. Social factors influence our

psychology by modulating the activity of our brains similar to biological mechanisms. Neuroscience grapples with the age-old mind-body problem – how can a material structure (the brain) produce immaterial experiences like, thoughts and emotions and analyzes the havoc minute damage to the brain can cause to all aspects of behavior and cognitive processes. In summary courses will examine the nervous system with a focus on function and on how our behavior and brains interact. This program will educate students on a basic and advanced level.

**After completing the minor in Neuroscience students will be able to:**

- Identify and differentiate between major fields of study and theoretical perspectives in Neuroscience.
- Differentiate between the major observational, correlational, quasi-experimental and experimental designs used by neuroscientist and explain the benefits and limitations of each.
- Apply their knowledge of distinct research methods and critique various studies and theories based on this information.
- Recognize and classify the organization of the brain and the nervous system.
- Identify and discuss the biological bases of behavior on both the micro (e.g. neurocellular, neurophysiological, and neurochemical) and macro (e.g. central and peripheral nervous system) level.
- Explain how brain damage and pathology have contributed to the current and growing neuroscience discipline.
- Read current literature (including media and peer-reviewed journal articles) related to specific neuroscience topics and analyze conclusions using critical thinking skills.

**Foundation courses:****Take all of the following:**

BIOL 220 General Biology I	4	PSYCH 379* Animal Behavior	(3)
BIOL 234 Human Physiology or BIOL 329 Physiology	4	PSYCH*/BIOL 397 or 497 Research	(3)
PSYCH 333** Behavioral Neuroscience	3	PSYCH*/BIOL 399 or 499 Internship	(3)
PSYCH/CHEM 348 Drugs and the Brain	3	PSYCH*/BIOL 399 or 499 Independent Study	(3)

**PLEASE NOTE:**

If a course required for the Neuroscience minor is also required for the student's major, the student must choose an alternative course outside their major. If this is the case students should consult with the neuroscience coordinator to ensure the appropriateness of the course substitution and then get approval from the Chair of the Science Division.

\* These courses have a prerequisite requirement of Psych 101 or Psych 102.

\*\* These courses have a prerequisite requirement of Psych 102.

**Electives:**

Take one of the following:

PSYCH 241* Perception	(3)
PSYCH 359* Cognitive Psychology	(3)

**MINOR: DRAMA THERAPY****18 Credits**

The Drama Therapy minor introduces students to the basic principles and practices in the field. By linking the disciplines of Theatre Arts and Psychology, offers opportunities for personal growth in both clinical and educational settings, through theoretical and applied course work. This minor helps prepare students for admission into Drama Therapy graduate programs and into the fields of social work and mental health counseling.

**After completing the minor in Drama Therapy, students will be able to:**

- Demonstrate knowledge of and reflect on the basic theories and practices of Drama Therapy;
- Demonstrate an understanding of the settings and populations where Drama Therapy is practiced;
- Articulate perspectives on the healing properties of theater and drama;
- Identify the inner psyches and collective psyche that connects human beings.

<b>Theatre</b>	<b>9</b>	PSYCH 201 Developmental Psychology I: Child Psychology	(3)
THTR 101 Theatre Games & Improvisation	3	PSYCH 216 Developmental Psychology II: Adult Years	(3)
THTR 103 Acting for Non-Majors		PSYCH 225 Lifespan Development	(3)
or THTR 211 Acting I (for BA Theatre or BFA Acting Majors only)	3	PSYCH 231 Personality Psychology	(3)
THTR/PSYCH 322 Drama Therapy: Theories & Practices	3	PSYCH 235 Social Psychology	(3)
<b>Psychology</b>	<b>9</b>	PSYCH 243 Introduction to Health Psychology	(3)
PSYCH 101 General Psychology: Social and Clinical Processes	3	PSYCH 285 Introduction to Counseling Techniques	(3)
<b>TWO of the following courses:</b>	<b>6</b>	PSYCH 313 Group Dynamics	(3)
PSYCH 102 General Psychology: Physiological and Cognitive Processes	(3)	PSYCH 348 Drugs and the Brain	(3)
		PSYCH 363 Abnormal Psychology	(3)



# Psychology

## PSYCHOLOGY COURSES (PSYCH)

### PSYCH 101. General Psychology: Social and Clinical Processes

This course is designed to introduce students to the basic processes of behavior including brain processes, human development, psychological disorders, therapy, stress, personality and social psychology (3).

### PSYCH 102. General Psychology: Physiological and Cognitive Processes

This course is designed to introduce students to the basic processes of behavior including brain processes, sensation and perception, learning, memory, thinking, language, intelligence and motivation (3).

### PSYCH 201. Developmental Psychology I: Child Psychology

This course studies the human life cycle from birth through early adolescence. The course discusses both theory and research concerning environmental, psychological and physiological influences on development. Areas include cognitive, personality, social and emotional development. Prerequisites: WRIT 101 & PSYCH 101 (3).

### PSYCH 207. Religion and Psychology

(Same as RS 207; see course description under Philosophy and Religious Studies)

### PSYCH 216. Developmental Psych II: Adult Years

Viewing development as a process, which continues throughout the human life cycle this course investigates the special issues of the period from late adolescence through early adulthood and middle age, while maintaining continuity with broader developmental issues. Through examination of the research literature and newly developing theories on adult development, the course examines such issues as: the relationship between biological and psychosocial development; the impact and interaction of theory and research; and the integration of cognitive, personality, social and emotional components during the adult years. Prerequisites: WRIT 101 & PSYCH 101 (3).

### PSYCH 223. Statistics for the Behavioral Sciences I

This course aims at the development of skills in the use of statistical methods as applied to behavioral sciences. The course includes the topics of data collection, types of measurement, populations and samples, tables and frequency distributions, graphs, descriptive statistics of central tendency and variability, correlation, normal curve, and probability. The course introduces the concepts and uses of statistical decision-making, inferential statistics and t-tests. Prerequisites: Psychology Major; Math 113 or equivalent; Psych 101 or 102 (3).

### PSYCH 225. Lifespan Development

This course will take students on a journey through lifespan development. Students will glean insights into cognitive, emotional, personality, social and physiological changes which occur between infancy and old age. Moreover, students will critically evaluate current controversies in this exciting field of development. Finally, students will reflect on their own developmental experiences and will apply lessons learned in the course to approaching their future. Prerequisites: WRIT 101; PSYCH 101: General Psychological and Clinical Processes: General with Workshop (3).

### PSYCH 227. Introduction to Community Psychology: Examining Barriers to Solving Social Problems

This is an course aimed at first and second year students. We will explore the causes of social problems and the interventions effective in preventing or solving them. We will also focus on various forms of community activism through guest speakers and field trips (e.g., to criminal courts that provide alternative to incarceration programs). We will discuss how to identify obstacles to solving current social problems including the criminalization of the mentally ill, immigration policies and practices, income inequality, education policies and practices, and health care policies and services. We will examine the cultural, gender and historical factors that influence these social problems and the effectiveness of interventions. Prerequisites: WRIT 101, WRIT 102 or WRIT 201, PSYCH 101 or psych 102 (3).

### PSYCH 229. Statistics for the Behavioral and Social Sciences

This course provides an overview of the fundamental statistical techniques used in the psychology and the behavioral sciences. It is designed for minors in psychology, or majors in other areas requiring one semester of statistics. It covers the basics of organizing and interpreting quantitative data, emphasizing the importance of understanding statistical claims in the media as well as a basic understanding of how statistical tools play a role in research methods and study design. The first half of the semester covers the use of descriptive statistics for organizing data including: scales of measurement; central tendency; the use of frequency tables and histograms; and using z-scores to standardize distributions. The second half of the semester covers essential inferential techniques including: correlation and regression; t-tests, ANOVA and chi-square. The course relies heavily on the use of SPSS (Statistical Package for the Social Sciences) for the creation of tables and data analysis. Prerequisites: MATH 113 or equivalent and PSYCH 101 or 102 (3).

### PSYCH 231. Personality Psychology

Designed as a beginning-level approach to the study of personality, this course will explore issues relating to the historical background of personality study (such as philosophical models and the scientific method). The dimensions of personality (structure, motivational and developmental processes), theoretical approaches and applications of personality to psychotherapy, dreams, personality assessment, and research will be discussed. Prerequisites: WRIT 101 & PSYCH 101 (3).

### PSYCH 235. Social Psychology

The interaction between the individual and the social world will be studied by examining current research dealing with helping behavior, aggression and violence, group structure, leadership, person perception, attraction, affiliation, attitude formation, attitude change, dissonance, compliance and obedience, conformity, and authoritarianism. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

### PSYCH 237. Motivation and Emotion

This course explores systematic approaches developed to explain the application of causality to behavior, and the origin and functions of human emotion. A variety of theoretical contributions will be examined. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

## Psychology

### PSYCHOLOGY COURSES (PSYCH)

#### PSYCH 241. Perception

The aim of this course is to introduce the student to basic principles in the field of sensation and perception. Among the topics covered will be receptor function and physiology, psychophysics, constancy and attention. Prerequisites: WRIT 101 & PSYCH 102 (3).

#### PSYCH 243. Introduction to Health Psychology

This course is designed to introduce students to the role that the science and practice of psychology play in health promotion and wellness. The course is guided by the biopsychosocial model, the assertion that biological, psychological and social factors are all key players in the development of disease and maintenance of health. The course also emphasizes the reciprocal nature of psychological and physical health. Some of the numerous areas examined are the influence of stress, social support, socioeconomic status, gender and sexual orientation on health and illness. The influence of psychological and social factors in the development and management of specific illnesses such as cardiovascular disease, cancer, HIV, eating disorders and obesity is examined. There is a strong emphasis on the foundations of research in health psychology and related areas such as epidemiology. The course focuses on the importance of using original research as a way to develop critical thinking skills and develop health promoting behaviors. Various short research and experiential projects are assigned in addition to exams. Prerequisites: WRIT 101, PSYCH 101 or 102 (3).

#### PSYCH 250. Introduction to Forensic Psychology

This course focuses on the intersection of law and psychology. Criminal areas studied include assessment of criminal competency and criminal responsibility and the evaluation of treatment for offenders. Civil areas studied include juvenile delinquency, child custody, treatment of mentally disabled individuals, personal injury and workers' compensation matters. This course explores careers in the psychological, legal and criminal justice fields. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

#### PSYCH 285. Introduction to Counseling Techniques

Course acquaints students with the major current theories and techniques of individual, group, and family counseling and psychotherapy by means of lectures, readings, demonstrations, films, and experiential simulations of counseling processes. Attention will also be given to the contexts of practice, professionalism, and ethical problems. Topics include: Client-centered therapy, Existential/Humanistic therapy, Gestalt therapy, Rational Emotive therapy, Behavior therapy, Psycho-drama, Psychoanalytic therapies, Transactional Analysis, Marriage Counseling, Family therapies and Crisis Intervention. Prerequisites: WRIT 101 & PSYCH 101 (3).

#### PSYCH 290. Departmental Seminar

This course allows the student to expand and deepen interest in topics chosen by the faculty to represent current trends in the field of Psychology, which are areas of faculty interest and expertise. Topics may include such areas as: Alcoholism, Children and T.V., Child Abuse, Freud vs. Jung, Psychodrama. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

#### PSYCH 313. Group Dynamics

Utilizing an experiential laboratory approach, the goals of this course are to enhance student's ability to observe group behavior; through group interaction, students will develop the ability to communicate their observations in verbal and written formats. This increases both the functioning efficiency of the group and the students' communication skills. Course explores basic concepts of group behavior such as role, structure, function, cohesiveness, leadership styles, conformity, and communication systems. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

#### PSYCH 316. Organizational Behavior

(Same as BUS 316; see course description under Business Management).

#### PSYCH 319. Human Sexuality

Course studies the physiological, social, cultural, psychological, moral, artistic, and legal aspects of human sexuality. Fee: \$10.00. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

#### PSYCH 322. Drama Therapy: Theories & Practices

(Same as THTR 322; see course description under Theatre Arts).

#### PSYCH 332. Statistics for the Behavioral Sciences II

This course covers the topics of decision-making and inferential statistics in some depth. The rationale and application of such procedures as regression, t-tests, chi square, one and two way analysis of variance, and non-parametric statistics are taught. The course also provides a basic understanding of research design and the fit between design, analysis and interpretation. Techniques of literature review and use of American Psychological Association format are also covered. Prerequisites: WRIT 102 & PSYCH 223, BUS 224, or MATH 224 (3).

#### PSYCH 333. Behavioral Neuroscience

(Same as BIOL 333)

The student will learn the structure and function of the central nervous system in relation to sensory processes: sleep and wakefulness, motivation, emotion, learning, and other selected topics. Prerequisites: WRIT 102 & PSYCH 102, and PSYCH 241 or BIO 222, or BIO 234, or PSYCH/CHEM 348 (3).

#### PSYCH 336. Attachment Across the Lifespan

This course will provide students with an in-depth examination of the development of attachment across the lifespan, from infancy through adulthood. This course will examine research and clinical work concerning parent-child attachments, attachments between siblings and friends, romantic attachments, and attachment in adolescence and adulthood. Prerequisites: WRIT 101; PSYCH 101; at least one 200-level PSYCH course (3).

#### PSYCH 342. Social and Emotional Maladjustment in Children

This course presents an overview of childhood and adolescent maladjustment. Major areas to be covered include concepts of normality and abnormality, symptomatology and diagnosis, theories of causality, as well as techniques of intervention, which are useful in treating or educating the emotionally handicapped child, the autistic child and adolescent. Prerequisites: WRIT 102 & PSYCH 201 or 212 (3).

## Psychology

### PSYCHOLOGY COURSES (PSYCH)

#### PSYCH 347. Family Processes: Psychology of the Family

The course attempts to deepen students' understanding of the ways in which families function and how the person is defined in relation to family origin. Students will study their own families within a multigenerational family systems perspective through text and research reading, experiential exercises, film and videotape. Structural and theoretical developments in the field will be used to broaden the students' knowledge beyond their own family structure, and topics will include: the family-life cycle, effects of sibling position, comparative models of family functioning, uses of the genogram, single-parent, step and reconstituted family structures, triangles, and intergenerational transmission processes. Prerequisites: WRIT 102 & PSYCH 201 or 231 (3).

#### PSYCH 348. Drugs and the Brain

(Same as CHEM 348; see course description under Chemistry).

#### PSYCH 350. Advanced Forensic Psychology

In this advanced course we will follow the following topics in depth: Eyewitness accuracy, the psychology of confession evidence, amnesia and recovered memory, competency, malingering, juvenile violence, mental state at the time of the offense, involuntary commitment, risk assessment and the assessment and treatment of sex offenders. One important goal is to develop abilities to analyze and critique research and clinical data. Students will develop abilities to integrate psychological theories into real clinical cases and current events. Videotapes of defendants will be integrated in the course. A term paper will be assigned. This is a course for those students who are interested in the field of forensic psychology, law or criminal justice. It would benefit students who are considering or intend to pursue graduate work in these fields. Prerequisite: PSYCH 101 or 102 (3)

#### PSYCH 359. Cognitive Psychology

Course will focus on the nature of human thought processes. The topics will include: simple and complex modes of problem solving; the relationship of language to thought; mental structures as they relate to plans, perceptions and attributions; models of artificial intelligence; physiological bases of thought; and shifts in cognitive process as utilized in therapy and education. Prerequisites: WRIT 102 & PSYCH 101 or 102, plus six additional credits in Psychology, or permission of the instructor (3).

#### PSYCH 362. Ethical Issues Concerning the Developing Child

The goal of this course is to expose students to contemporary ethical dilemmas and considerations in the developmental literature and the world at large. The moral, social, biological, and cognitive aspects of psychological development will be addressed in order to facilitate understanding and analysis of these dilemmas. The course will include specific modules in the areas of: (1) Development of morality, empathy and theory of mind (2) Developmental differences (e.g., Autism Spectrum Disorders) (3) Appropriate and inappropriate developmental environments (e.g., Physical and Sexual Abuse and neglect) and (4) Modes of socialization (e.g., the media). Prerequisites: WRIT 102 or 201 (3).

#### PSYCH 363. Abnormal Psychology

This course will focus on the various models of mental illness, the psychotic, neurotic and character disorders and approaches to treatment. Phenomenological, as well as empirical and theoretical, aspects of the various disorders will be considered. Various historical and contemporary models of diagnosis will be discussed. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3)

#### PSYCH 370. Art Therapy: Principles and Practices

(Same as ART 370)

#### PSYCH 369. Dynamics of Interviewing

This course includes didactic and experiential components, providing both theoretical knowledge and applied practical experience in the skill of conducting a variety of interviews. Feedback discussion between interview participants and observers will enhance both effective communication and students' observations, improving interview skills and performance. Different types of interviews including personnel, appraisal, structured, open-ended, group, counseling, and exit interviews will be demonstrated and/or simulated. The dynamics of the interview as interpersonal communication and as personal interaction will be explored, using tapes, cassettes and films, as well as live interview situations. Field visits may be required. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

#### PSYCH 379. Animal Behavior

(Same as BIOL 379)

This course will take an ethological approach to the examination of behavior. We will examine the genetic, neural and physiological bases of behavior from an evolutionary perspective. Topics to be covered will include aggression, communication, development, mating and reproduction, social behavior, navigation and migration. Prerequisites: WRIT 101 & BIOL 220, PSYCH 101 or 102; or permission of department (3).

#### PSYCH 393. Special Topics in Psychology

This course will offer both student and faculty the opportunity to focus on one or more topics of current relevance to the general discipline of Psychology (i.e. newly developing areas within the discipline) or to the interests of a special interest sequence within the major (Substance Abuse, Gerontology or Organizational Psychology). Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102 & PSYCH 101 or 102 & one 200-level PSYCH course; depending on the breadth of the topic, the course will be offered for 1, 2 or 3 credits. [Offered as needed] (1-3).

#### PSYCH 411. History and Systems

The goal of this course is to provide a broad overview of psychology and its evolution from the parent disciplines of philosophy and medicine. The development of the major systems in psychology (including associationism, structuralism, functionalism, behaviorism, gestalt and psychoanalysis) will be traced from the origins through the present. The major historical developments, experiments, and significant research will be studied. This course is highly recommended for students planning graduate work in psychology. Prerequisites: PSYCH 101 or 102, at least 15 credits in Psychology & permission of department (3).

#### PSYCH 426. Experimental Psychology

Course is designed to teach the basic principles of psychological research and their application to the study of social, perceptual or cognitive behavior. Students will conduct laboratory, field and survey investigations, and evaluate the outcomes as they relate to theory. Students will use computer software to analyze data, will write complete lab reports using APA format, and will present their research to the group. Nonaudit. Prerequisites: PSYCH 101, 102 & 332 (4).

**PSYCH 491. Senior Seminar**

Designed to be an integrative experience for senior psychology majors, this small group seminar will direct the student toward the dual goals of reviewing major content areas within the field and completing assignments to demonstrate major skills. These skills will include writing an analytical literature review, oral presentation of psychological research and theory, and articulation of an integrative knowledge of the broad field of psychology. Working with a seminar coordinator, the entire psychology faculty and psychologists from outside the college will serve as guest lecturers in their areas of expertise and will create assignments, which reflect both content and skills areas. Prerequisites: PSYCH 101, 102 & 332 & 15 additional credits in Psychology; or permission of department (3).

**PSYCH 492. Senior Honors Thesis**

Particularly designed for the student intending to go to graduate school, this course involves conducting a professional research study under the mentorship of a member of the Psychology faculty. A substantial topic would be selected and a study would be designed, conducted and interpreted according to the American Psychological Association standards with the ultimate goal being publication of the study in a psychological journal. Prerequisites: PSYCH 101, 102 & 426; or permission of department (3).

**PSYCH 297/397/497. Research****PSYCH 298/398/498. Directed Study****PSYCH 299/399/499. Independent Study/Internship****PSYCHOLOGY COURSES (PSYCH)**

The following courses have been offered in the past and may be offered in the future in response to student need.

**PSYCH 106. General Psych: Social and Clinical Processes with Workshop &****PSYCH 107. General Psych: Physiological & Cognitive Processes with Workshop****PSYCH 232. Psychology of Learning****PSYCH 311. Psychology of Women****PSYCH 330. Tests and Measurements****PSYCH 334. Death and Bereavement**

(Same as SOC 334)

**PSYCH 335. Applied Social Psychology****PSYCH 340. Career Development Cycle****PSYCH 357. Psychological Portraits in Literature**

(Same as EWL 357; see course description under English.)

**PSYCH 361. Environmental Psychology**

## Academic Offerings

### Public Health

The Bachelor of Science (B.S.) in Public Health is an interdisciplinary degree designed to promote an understanding of the multiple determinants of health and disease. Its strong scientific emphasis exists within a multidisciplinary liberal arts framework. The program highlights the importance of critical thinking and analytical skills while promoting social and personal responsibility in health promotion and disease prevention. The program is appropriate for students with a wide variety of

interests. It is particularly well suited for students interested in working in public health-related fields and those interested in pursuing graduate study in areas including but not limited to health communication and promotion, health education, community health, maternal child health, epidemiology, health care management or environmental health. It is also appropriate for students interested in global health and human rights, allied health professions and social justice.

**Division:** Sciences  
**Division Chair:** Ken Ching, Ph.D.  
kching@mmm.edu

**Division Assistant:** Kate Warner  
kwarner@mmm.edu  
**Division Office:** Carson Hall 7th Floor  
**Phone:** 212-774-0725

Faculty from various departments teach courses in the Public Health Major.

### MAJOR: PUBLIC HEALTH (1214)

**45-48 Credits**

**B.S. General Education: 42 Credits; Major: 45-48 Credits; Elective Credits: 18-20 Credits**

#### Observable learning goals of Public Health program:

- Articulate the multiple determinants of physical and psychological health.
- Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.
- Analyze factors affecting population health including: gender, race, ethnicity, social class and age.
- Analyze and interpret epidemiological data to assess the well-being of a community.

- Interpret and apply primary research aimed at health promotion and improvement.
- Communicate health information to a wide range of audiences through various media.
- Participate in the promotion of community health.
- Analyze ethical concerns and conflicts of interest that arise in the field of public health.

#### Foundation Courses

##### Complete the following 9 courses:

PBH110 Introduction to Public Health	3
PBH 210 Introduction to Epidemiology	3
PBH 215 Global Health	3
PBH/BIOL 310 Biological Basis of Public Health	3
PBH/COMM 315 Health Communication and Promotion	3
BIOL 116 Nutrition	3
MATH 224 Statistics	
or PSYCH 229 Statistics for the Behavioral and Social Sciences	3
BIOL 332 Bioethics	3
Research or Internship (400 level)	3

#### Electives

Choose from the following two areas:

**18-20**

#### Bio/Psych area (choose 3)

CHEM 233 General Chemistry I	(3)
BIOL/CHEM340 Introduction to Organic and Biochemistry	(4)
BIOL 234 Physiology	(4)
BIOL 317 Nutrition and Health	(3)
AIP 320 The HIV/AIDS Epidemic	(3)
BIOL 322 Epidemic: The Dynamics of Infectious Disease	(3)
AIP 325 Current Issues in Women's Health	(3)
PSYCH 243 Health Psychology	(3)
AIP 333 Human Sexuality	(3)

#### Social Area (choose 3)

SW 204 Valuing Difference	(3)
SOC/RS 213 Women, Society and Culture	(3)
SOC 361 Cultural and Social Change	(3)
SOC 359 Race and Ethnicity	(3)
IS 320 Food Security	(3)



## PUBLIC HEALTH COURSES (PBH)

**PBH 110. Introduction to Public Health**

This class provides an introduction to the field of Public Health. Public Health is an interdisciplinary endeavor aimed at improving population health on a community, national and global level. This course will introduce you to an evidence-based way of thinking about Public Health problems and solutions. Public Health professionals and institutions define and address our mutual concerns as a society as well as the needs of vulnerable groups within our society. The course will cover several areas including: (1) What is Public Health? (2) Biological and Social determinants of physical and mental health and changing patterns of disease. (3) The tools of population health including a basic introduction to epidemiology, the science of identifying and tracking disease. (4) Health disparities – We will examine particularly vulnerable populations and analyze different patterns of illness and access to care among certain communities. (5) Finally we will discuss the structure of health-care and public health systems. Prerequisite: MATH 113 (3).

**PBH 210. Introduction to Epidemiology**

This course provided an introduction to Epidemiology – the basic science of public health. The foundation of an evidence-based approach to public health is based upon data examining patterns of disease and public health surveillance. Epidemiology provides the backbone for understanding health related information and policies and provides us with the tools to identify and track public health outbreaks, problems or pockets of disease. In addition, methods in epidemiology allow us to identify causes and risk factors for disease as well as the impact of diseases. Basic epidemiological principles and methods will be discussed in the context of case studies, outbreak investigations and sub-specialties. Primary research and news reports will be used to highlight concepts discussed in your text book. Prerequisites: Writ 102 and Math 113 or 129 (3).

**PBH 215. Global Health**

Global health has been defined as an area for study, research, and practice that places priority on improving health and achieving equity in health for all people worldwide. What makes global health “global” is the emphasis on the impact of globalization on health and the importance of global cooperation to address health issues. This course introduces the many determinants of health and disease and explores the links between health and economic and social development. We will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequalities, principles and impact of health systems reforms, and major global initiatives for disease prevention and health promotion. Several case studies will be assigned and discussed to integrate real-life problems into the material. No science background necessary. WRIT 101 should be a pre- or co-requisite. Prerequisites: WRIT 101 and MATH 113 or higher (3).

**PBH/BIOL 310. Biological Basis of Public Health**

(Same as BIOL 310)

This course provides a foundation of biology concepts to understand the biological mechanisms of disease prevention and progression and their impact on public health. The course consists of six units or modules, which provide an overview of basic biological concepts, molecular biology and chronic and infectious diseases. We will focus mainly on diseases and conditions that are most frequently discussed in current public health settings, including infectious diseases, genetic illnesses, cancer, environmental illnesses, and vaccines. Pre-requisites: MATH 113 or higher, PBH 110, and BIOL 145 or any 200-level BIOL course (3).

**PBH 315. Health Promotion and Communication**

(Same as COMM 315)

This course will introduce students to the field of health communication, and will provide a broad overview and exploration of health communication research, theory, and practice. Students will examine the powerful influence of communication on the promotion of health and delivery of care in a variety of contexts. Topics of study will include social support, provider-patient communication, patient disclosure and compliance, media and health policy, media effects on health behavior, and public health campaigns. Students will also gain valuable insight into the theoretical and practical aspects of health campaign planning, implementation, and evaluation. Prerequisites: WRIT 102 or 201 (3).

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

## Public Relations and Strategic Communication

The major in public relations and strategic communication provides students with the theoretical underpinnings necessary for examining strategic message construction and dissemination within the interpersonal, group, organizational, and public realms. Students will be exposed to courses that expand their understanding of how social actors create and respond to language and how such creation and response have effects on such variables as public health campaigns, organizational decision-making, small-group interaction, administrative leadership, relational conflict management, and public advocacy.

This major makes the most of its location in New York City and faculty will assist students in taking full advantage of internships focused on public relations, advertising, promotional communication, corporate communication, and strategic communication. The major is interdisciplinary in nature, covering a range of courses in both communication, such as Interpersonal Communication, Small Group Communication, Persuasion, Advertising, Public Relations and Strategic Communication, Public Speaking in a Digital Age, Organizational Communication, and Intercultural Communication, and business, such as Marketing, Digital Marketing, and Marketing Research.

Division: Communication and Media Arts pschaefer@mmm.edu  
 Acting Division Chair: Peter Schaefer, Ph.D. kwood@mmm.edu  
 Division Assistant: Katherine Wood  
 Division Office: Nugent Hall 560 Phone: 212-774-4834

Faculty from the Department of Communication Arts teach courses in the Public Relations and Strategic Communication Major.

### MAJOR: PUBLIC RELATIONS AND STRATEGIC COMMUNICATION (0699)

45 Credits

B.A. General Education: 42 Credits; Major: 45 Credits; Elective Credits: 33 Credits

#### Communication and Media Arts Division Goals

- Demonstrate knowledge of how communication affects individuals, society, and/or diverse public/professional groups.
- Produce oral, written, or mediated communication that engages with culturally relevant and/or social justice issues.

#### Public Relations and Strategic Communication Major Goals

- Demonstrate an understanding of how message design shapes the effectiveness of social practices at the interpersonal, group, organizational, and public levels.
- Evaluate and employ communication theories to effectively respond to issues that require social action.

#### Complete the following nine courses:

COMM 104 Interpersonal Communication	3
COMM 107 Principles and Theories of Communication	3
COMM 218 Public Relations and Strategic Communication	3
COMM 236 Public Speaking in a Digital Age	3
COMM 250 Introduction to Organizational Communication	3
COMM 305 Race, Class, Gender in Media	3
COMM 314 Persuasion	3
COMM 321 Communication Campaigns*	3
COMM 450 Research Seminar	3

#### Select an additional six courses. Please note that three of the six courses MUST be at the 300 level or higher:

BUS 210 Marketing	(3)
BUS/COMM 232 Advertising I	(3)
BUS 293 Public Relations	(3)
BUS/COMM 306 Advertising and Society	(3)
BUS 335 Digital Marketing	(3)
BUS 345 Marketing Research	(3)
COMM 225 New Media Techniques	(3)

COMM 233 Video Field Production	(3)
COMM 299 Independent Study/Internship **	(3)
COMM 304 Global Media Studies	(3)
COMM 308: Special Topics in Communication	(3)
COMM 312 Digital Cultures	(3)
COMM 315 Health Promotion and Communication	(3)
COMM 316 Intercultural Communication	(3)
COMM 325 Interactive Media*	(3)
COMM 331 Small Group Communication	(3)
COMM 333 Fashion, Media, and Culture	(3)
COMM 344 Advocacy and Social Movements	(3)
COMM 359 Directing Video*	(3)
COMM 112 Storytelling Across Media	(3)
COMM 395 Media, Law & Ethics	(3)

#### NOTES:

- \* Can be repeated with a different communication campaigns theme.
- \*\* Students may take up to 15 credits of internships and independent studies combined. A maximum of 3 credits can be applied towards the major. Independent studies cannot be applied towards the major and will, instead, be applied as general elective credits.

For course descriptions please refer to the appropriate section (Communication Arts, Business, etc.)

Signature *CityEdge*

Grounded in the rich learning and career landscape of New York City, *CityEdge* Seminars are a central component of the *CityEdge* Program. These courses provide students enhanced learning experiences that utilize the vast resources of New York City in ways that help them focus on their transition from college to their careers. In some *CityEdge* Seminars, students go into New York City to learn directly from working professionals and practitioners, gaining unique insights into their work and useful advice for how to succeed in their chosen fields. In other

seminars, working professionals come to MMC to share their insights and experiences directly with our students. In some classes, students engage with alumni who offer practical advice based on their own college to career transition. In other courses, professionals serve as external adjudicators or reviewers of student work, offering real-world feedback from an industry perspective and valuable career advice.

Each academic department offers Signature *CityEdge* courses.

## SIGNATURE CITYEDGE SEMINARS

## ART AND ART HISTORY

**ART 290. History & Mission of Arts Institutions**

This course provides a comprehensive view of visual and performing arts administration. It provides an overview of management functions including planning, organizing, and managing within non-profit, public, and for-profit structures, and the interrelationship of organizational mission, vision, and leadership.

**ART 347. Advanced Photography Studies Seminar**

Students take classes with professional photographers at our partner institution, the International Center of Photography (ICP) in midtown Manhattan. They meet weekly with the MMC professor to augment their experience.

**ART 362. Visual Arts Seminar: New York City**

The class meets entirely off-site in galleries, museums, and other cultural and historic venues.

**ART 361. Curatorial Studies Seminar**

Students meet off-site frequently to see museums and galleries and meet curators.

**ART 392. Fundraising & Marketing for the Arts**

This course covers several key areas of visual and performing arts management. In addition to readings and lectures, students make use of New York City cultural institutions and government agencies as sources of research for assignments and projects.

**ART 411. Senior Art Seminar**

This capstone course prepares students for a professional art exhibit in the Hewitt Gallery through field visits to galleries and studios in NYC and invites professional artists from the city to workshop with students.

**ART 480. Professional Portfolio**

In this capstone course, students visit design studios, create a portfolio, website and business cards with which to apply for jobs and graduate schools, and are reviewed by NYC design professionals.

## BIOLOGY

**BIOL 317. Nutrition and Health**

In this class, students utilize the city as a learning laboratory, visiting community clinics, the New York Department of Health, the National Eating Disorders Association, as well as local food stores, supermarkets, and the Union Square farmers market to evaluate food options in these various locations. Students also work with NYC-based experts through class visits and guest lecturers.

## BUSINESS

**BUS 207. Entrepreneurship**

New York City is at the cutting edge of entrepreneurship and has been since its emergence as a center for creativity and business four centuries ago. This class incorporates lectures highlighting the academic study of entrepreneurship with guest speakers who are either emerging or seasoned entrepreneurs from a variety of disciplines and businesses based in New York City. These entrepreneurs share their motivations, experiences, insights and knowledge with students opening their minds to a host of creative career opportunities. In addition, students have the opportunity to visit New York City based startups and other small to mid-sized businesses to help them make more informed decisions about their futures.

**BUS 225. The Business of Fashion**

This course provides students with an overview of the fashion industry and its economic, technological and social development. Student learning is grounded in NYC – one of the fashion capitals of the world. They utilize examples from the NYC fashion industry in their own projects and they visit various NYC-based fashion design and marketing firms.

## CHEMISTRY AND ENVIRONMENTAL SCIENCE

**CHEM/ENV 105. Chemistry and the Environment**

In this course, students use the city as their laboratory. The particular environmental challenges faced by New York City provide context for students to learn the foundations of chemistry and develop basic skills in experimental science. For example, the principles of acid-base chemistry are revealed in the waterways of Central Park and by investigating the effects of acid rain on city monuments. We examine drinking water quality and measure the chemical content of park soil. We investigate the chemistry of materials like aluminum and plastics through a visit to a Brooklyn recycling plant. By considering topical environmental issues in their own backyard, students will connect science with their daily lives in New York City.

## COMMUNICATION AND MEDIA ARTS

**COMM/JOUR 112. Storytelling Across Media**

In this hands-on foundational course, students experience lectures, field trips, and workshops that immerse them in the researching, organizing, structuring, production, and publishing stages of digital storytelling. Students go “in the field” across NYC as they explore contemporary social issues and trends in order to develop their digital storytelling skills.

**COMM 233. Video Field Production**

Students engage in the craft of digital filmmaking through hands-on experience in production and editing. Students work throughout NYC as they create films that reflect their critical engagement with contemporary social issues.

## Signature CityEdge

### SIGNATURE CITYEDGE SEMINARS

#### DANCE

##### **DANC 290. History & Mission of Arts Institutions**

This course provides a comprehensive view of visual and performing arts administration. It provides an overview of management functions including planning, organizing, and managing within non-profit, public, and for-profit structures, and the interrelationship of organizational mission, vision, and leadership.

##### **DANC 291. Music for Dance**

In this class, students see three shows off site in Manhattan and Brooklyn. Students respond to the music in these productions, which enhances their ability to think critically about the use of music for dance. Students then incorporate the knowledge they gain from these experiences into their own creations.

##### **DANC 294. Projects**

In this class, students produce individual choreographic works for the department's fall productions, many of which were created by professionals active in the field. Auditions and casting culminate in bi-weekly rehearsals that afford experimentation, creative practices and realization of both technical and artistic voices in performance.

##### **DANC 351. Dance Composition I**

In this course, students see four shows off site in Manhattan and Brooklyn. Students analyze these dances along with reviews and this becomes the basis for thinking critically about dance. As a result, students bring the questions about dance making that are explored in depth in the classroom "into the field" as they incorporate them into their analyses of these contemporary productions.

##### **DANC 378. Producing Performance**

This is a course for theatre and dance artists who want to learn how to produce their own work or form their own company. Over the course of the semester, students engage in analyzing case studies from established companies and utilize the resources of New York City to research and create their own production plans.

##### **DANC 392. Fundraising & Marketing for the Arts**

This course covers several key areas of visual and performing arts management. In addition to readings and lectures, students make use of New York City cultural institutions and government agencies as sources of research for assignments and projects.

##### **DANC 425. Production**

In this class, students create or restage individual choreographic works by renowned guest artists for the spring production. Auditions and casting culminate in bi-weekly rehearsals that afford experimentation, creative practices and realization of both technical and artistic voices in performance.

#### ENGLISH & WORLD LITERATURES

##### **EWL 334. Literary New York**

This course explores the historical and aesthetic intersections between New York City and the craft of writing. In doing so, it introduces students to some of the City's literary landmarks and to its vibrant contemporary creative writing scene.

##### **EWL 370. Professional Practices**

Students in this class study and learn about many of the different careers available to EWL and CRW majors. Students visit rare book archives, literary clubs, poetry readings, storytelling competitions, conservation studios, book exhibitions, and art museums, and practice book making and printing. Students integrate academic, co-curricular and extra-curricular experiences, utilizing NY City and its vast array of opportunities to chart individualized pathways to identify and fulfill career goals. The course includes guest lectures from professionals in various professions (copywriters, editors, journalists, etc.) who are grounded in Literature and Writing degrees.

#### PHILOSOPHY AND RELIGIOUS STUDIES

##### **RS 322. Exploring Religion in NYC**

In this course, the study of major world religious traditions in the classroom is mirrored by group visits to representative religious sites in New York throughout the semester. In addition, students undertake individual site visits; complete a "shadow" assignment, which requires them to follow the work of a professional in an area of career interest and relate the experience to their work in the class; and engage in a final group project that requires in-depth engagement with a religious community or issue in NYC.

#### POLITICS & HUMAN RIGHTS

##### **PHR/PS 107. Introduction to Criminal Justice**

This course surveys and analyzes the origin, development, and classification of criminal law. It brings in a substantial number of local speakers, including from law enforcement and advocacy groups as well as formerly incarcerated people.

##### **PHR/SW 209. Practicum in Social Work**

This course provides an introduction to social work as a profession and to social welfare. As part of their coursework, students work three hours a week for a social service agency.

##### **PHR/ENV 218. Environmental Justice**

This course explores the social construction of nature, the environment and environmental problems. It grounds its inquiries with specific issues related to New York City and involves frequent field trips and contact with advocates. It culminates with a joint project applying the principles of environmental justice. (For example proposals for responsible, sustainable environmental initiatives to be implemented locally.)

##### **PHR/PS 333. Mock Trial**

This class is taught by a working judge or lawyer, and prepares students to participate in regional and national Mock Trial competitions.

##### **PHR/SOC 371. Research Methods in Social Sciences**

As part of this class, students meet with working researchers in academic and professional fields. They also conduct field work outside the college.



SIGNATURE CITYEDGE SEMINARS

PSYCHOLOGY

**PSYCH 227. Introduction to Community Psychology**

The course examines the causes of social problems and the interventions effective in preventing or solving them. The course includes relevant case studies, field trips, and guest speakers, and the focus is on New York City.

**SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY**

**SPCH 202. Phonetics**

In this course, students sample the “Englishes” of New York City, selecting a NYC resident and recording that person’s conversational speech. These audio samples are transcribed phonetically and analyzed for phonological patterns. In a series of class presentations, students discover the rich diversity of voices in the city.

**SPCH 318. Language and Culture**

This course looks at language as an integral part of a people’s culture and social structure. In other words, language reflects our culture but also shapes our cultural identity. A linguistic, sociological, and anthropological approach is employed to investigate language behavior and variation in different cultures. A term project will enable students to conduct fieldwork about their own culture and its use of language to better understand themselves as members of that culture and the use of language as a shaper of human society. Students conduct both library and field work research into the language behaviors of their own speech communities within NYC.

**SPCH 476. Practicum in Speech-Language Pathology/Audiology**

This course offers a semester-long workplace experience in an area of communication need in NYC, including literacy, speech pathology, ESL. Students have placements in NYC private and public schools, hospitals, and other institutions that provide services to individuals with communication disorders or concerns.

THEATRE ARTS

**THTR 226. The Business of Broadway**

New York City’s Broadway and Off-Broadway theatre industry serves as the basis for this introductory course that addresses current practices in commercial theatre producing. In-class work is supplemented by case studies, field trips, and projects through which students acquire an understanding of how a Broadway show is produced from concept to opening night.

**THTR 257. Exploring the Production Arts**

Through readings, in-class discussions, and several guided tours throughout New York City, students are introduced to the fundamental principles behind the many elements that comprise a production. Students gain a sense of the entire production process as it relates to theatre, dance, film, television and other various forms of media.

**THTR 290. History & Mission of Arts Institutions**

This course provides a comprehensive view of visual and performing arts administration. It provides an overview of management functions including planning, organizing, and managing within non-profit, public, and for-profit structures, and the interrelationship of organizational mission, vision, and leadership.

**THTR 346. Production Management**

This course explores the interconnected relationships among the different management areas in theory and theatrical practice. Study of production management, including an understanding of new directions and technologies, is supplemented by several field trips to New York City theatres and production companies. In addition to readings and lectures, students make use of New York City cultural institutions and government agencies as sources of research for assignments and projects.

**THTR 378. Producing Performance**

This is a course for theatre and dance artists who want to learn how to produce their own work or form their own company. Over the course of the semester, students engage in analyzing case studies from established companies and utilize the resources of New York City to research and create their own production plans.

**THTR 392. Fundraising & Marketing for the Arts**

This course covers several key areas of visual and performing arts management. In addition to readings and lectures, students make use of New York City cultural institutions and government agencies as sources of research for assignments and projects.

**THTR 412. History & Theory: New Media in Performance**

This course explores the compelling interactions between live forms and mediated experiences, and the theatrical potential of new technologies. Students are encouraged to think creatively about the use of media and performance in their final projects and they are required to use the resources of New York City for live performances and exhibits.

**THTR 418. Professional Preparation: The Business of Acting**

This course focuses on the business aspects of the acting profession and the development of appropriate materials for showcasing to industry professionals. Part of this work includes exploring audition material through in-class and out-of-class rehearsals and editing and rehearsing audition material to showcase for a select audience of casting directors and talent agents, who provide feedback on audition presentations.

**THTR 424. Musical Theatre Song Portfolio**

This course focuses on creating an audition portfolio in musical theatre and includes two mock auditions in addition to private voice and daily dance labs.

**THTR 428. Professional Preparation: Musical Theatre**

This course focuses on application of audition skills and the audition portfolio developed in THTR 424. Students are guided through mock auditions with faculty and NYC-based professionals. Students are mentored in professional auditions throughout the semester and they audition in showcase for a select audience of casting directors and talent agents.

**THTR 465. Advanced Study in Drama & Theatre**

This course gives advanced theatre students an opportunity to acquire more advanced research skills and to explore a variety of NYC resources including specialized library and museum collections.



## Academic Offerings

### Sociology

The mission of the Sociology program at MMC is to foster creative and rigorous research on the world's most pervasive social phenomena. Through the cultivation of the sociological imagination, students achieve an understanding of the complex forces that shape the world and develop the skills necessary to analyze and change it for the better.

Sociology is organized around the study of complex forces that influence human behavior in modern societies and cultures. It emerged in the nineteenth and twentieth centuries as an effort to identify the underlying dynamics of urbanized industrial societies. From this period into the decades following World War II, its areas of inquiry highlighted social control, deviance and crime, the nature of social change, inequality, the economy, and religion. Today, sociology extends on research in these areas, but also explores race and ethnicity, sexuality and gender, science and technology, and culture, the media, and the arts.

Analysis of these issues is built on the discipline's two pillars: theory and research. Sociology students at MMC are exposed to a variety of theoretical approaches and a range of qualitative and quantitative research skills. Outside of the classroom, the

rich diversity of New York City serves as a laboratory for testing hypotheses and honing research skills.

With their emphasis on these skills and pressing areas of contemporary investigation, sociology faculty at MMC make a significant contribution to the major in Politics and Human Rights. In addition, the minor in Sociology supplements academic work in other areas by offering students exposure to the foundations of the discipline and encouraging advanced courses in social analysis.

The minor in Social Work is based on systems theory and is informed by a strengths perspective. Through a series of courses and a required internship experience, students develop professional values, knowledge, and skills. The curriculum emphasizes various perspectives on the social, political, economic, and personal factors involved in the construction of human problems; it directs students to think critically about their communities and to act as civic change agents within them. Ultimately, this training forges successful providers of human services.

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### MINOR: SOCIOLOGY

**18 Credits**

SOC 101 Introduction to Sociology	3
SOC 204 Valuing Difference	3
SOC 330 Great Social Thinkers	3
SOC electives, one at the 300-level	9

**Sociology****18 Credits****MINOR: SOCIAL WORK**

Social Work is a focused study of interactions between people and their physical and social environments linked to specific practice skills that are directed to improving the quality of those interactions. The social work courses at Marymount Manhattan College introduce students to the profession of Social Work and, in general, to the world of human services.

The minor provides an overview of social work practice and an introduction to social work professional history, language,

roles, values, theories, skills and modalities. Social workers aim to maximize the functioning of individuals, families, groups and communities and to be ethically and culturally astute. Students are trained to recognize and value people's strengths and to view problems within the contexts of both interpersonal and social dynamics. They are trained to think critically about the varied roles assumed by social workers in their efforts to help people solve problems, satisfy needs, access resources, build strengths, and modify environments.

**Required Courses:**

SW 105 Introduction to Social Work	3
SW 204 Valuing Difference	3
SW 209 Method and Skills in Social Work Practice (includes internship experience)	4

**Electives:****9**

Students must take three elective courses. These can be selected from the following list, or students may identify another course as long as it is approved by the Coordinator of the Social Work Program. At least one elective should be at the 300-level.

COMM 258 Theories of Organizational Communication	(3)
COMM 316 Intercultural Communication	(3)
COMM 429 Advanced Video	(3)
CHEM/PSYCH 348 Drugs and the Brain	(3)
ECO/IS 214 The Global Economy	(3)
ECO/IS 227 Work in America	(3)
ECO/IS 334 Gender and Development	(3)

IS/PS 357 Human Rights in Comparative Perspective	(3)
HIST/PS 348 Poverty in America	(3)
PS 264 Public Policy Analysis	(3)
PSYCH 201 Developmental Psychology I	(3)
PSYCH 216 Developmental Psychology II	(3)
PSYCH 286 The Aged in Society	(3)
PSYCH 313 Group Dynamics	(3)
PSYCH/SOC 334 Death and Bereavement	(3)
SOC/PS 107 Introduction to Criminal Justice	(3)
SOC 201 Criminology	(3)
SOC 221 Social Problems	(3)
SOC 312 Family Diversity in America	(3)
SOC 324 Immigration and Its Impact	(3)
SOC 361 Cultural and Social Change	(3)
SOC 384 Valuing Difference II	(3)
SPCH 209 American Sign Language I	(3)
SPCH 309 American Sign Language II	(3)

Students must pass each course with a final grade of B- or better to advance to the next course in the sequence.

**JUSTICE STUDIES COURSES (JS)****JS 390. Special Topics in Justice Studies**

This course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of justice studies. Examples include: Court Trial and Procedure; Justice and Injustice in HBO's "The Wire;" School Violence in the United States; Community Organizing; Philosophy of Punishment; Environmental Justice; The War on Drugs; Elite Deviance, etc. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102 or WRIT 201 and SOC/PS 107 and PHIL 261 or permission of instructor (3).

**SOC 101. Introduction to Sociology**

The purpose of this course is to acquaint the student with the field of sociology and to provide a basis for a greater understanding of contemporary society. The socialization process, culture, institutions and inter-group relations are among the topics explored. Attention will be given to forces of stability and change inherent in the relationship between the individual and society. Corequisite: WRIT 101[Offered: F, S] (3).

**SOC 103. Anthropology**

The purpose of this course is to provide the students with an understanding of the inter-relationship of social structure and cultural patterns. Through anthropological and analytical means, it will examine the works and activities of man (social, artistic, and technological) as well as theories of social and cultural change. Prerequisite: WRIT 009, if required [Offered: F, S] (3).

**SOCIOLOGY COURSES (SOC)****SOC 107. Introduction to Criminal Justice**

(Same as PS 107; see course description under Political Science.)

**SOC 136. Social Issues in Literature**

(Same as EWL 136; see course description under English and World Literature.)

**SOC 205. Urban Sociology**

Topics discussed in this course will include the origin of cities, the processes of urbanization and suburbanization, the growth of metropolitan communities and current developments in urban planning. While emphasis will be on the analysis of American society, cross-national and cross-cultural comparisons will be made throughout. Although the focus will be on cities, the course perspective will encompass a broader scope – looking at entire societies whose institutions are influenced by urbanism in all its manifestations. Urbanization in underdeveloped as well as in modern metropolitan communities and world cities will be examined. Prerequisite: WRIT 101, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

## Sociology

### SOCIOLOGY COURSES (SOC)

#### SOC 210. Anthropology at Museums in New York City

Course will be an ethnographic survey of the world's culture areas and will be oriented towards museum exhibits in New York City. Classroom lectures and assigned readings will be designed to complement and supplement several museum tours taken by the class. Students should be prepared to pay the nominal student admission fees to these museums. Prerequisite: WRIT 101, & SOC 101, PS 106, IS 109 or permission of the instructor (Visiting students need not meet this requirement.) [Offered: Sum] (3).

#### SOC 213. Women, Society, and Culture (Same as RS 213)

This course will consider the condition of contemporary women in our own and other societies. We will study a variety of theoretical perspectives, e.g. psychological, cultural, structural that throw light on the sex/gender relationship; and will explore their applicability in a cross-cultural context. Such issues as male/female relations, economic and political inequality, the role of motherhood, sexuality, and forms of resistance and protest will be discussed. Prerequisite: WRIT 101, & SOC 101, PS 106, IS 109 or permission of the instructor [Offered: F, S] (3).

#### SOC 220. Central Park and the People

This multidisciplinary course will explore Central Park, a masterpiece of landscape art. Through reading, video, and regularly exploring the park, we will examine the historical, sociological, political, artistic, philosophical and economic forces that led to its design, construction, and uses over time. We will also explore numerous controversies or competing visions for how the Park should look, who should use it, and how it should be used. Prerequisites: WRIT 101 or WRIT 201 (3).

#### SOC 230. Psyche & Society

Through an interdisciplinary selection of readings students will understand the social and cultural forces that bring very specific forms of consciousness into existence. In other words, the main goal of this course is to help the student realize the extent to which the experience of "self" in society and culture is not governed by the immutability of physiological processes or the maturation of the human organism. This course will explore how the content and the experience of self is largely the result of traditions and practices that are historical and thus highly susceptible to transformation. While a sociological perspective informs the collection of readings, these are not always sociological and are culled from a variety of disciplines. Prerequisite: WRIT 102 & SOC 101 or permission of instructor.

#### SOC 234. Ethnography

Ethnography is "writing (graphia) people (ethnos)": it is a textual account of people's everyday lives. Over time, the writing of these accounts has changed in accord with shifting socio-historical and cultural contexts. In this course, we will survey ethnographic texts, spanning from early anthropologies conducted in colonial Africa and the South Pacific to contemporary ethnographies researched in contemporary American cities and modern institutions. Part narrative, part science, part self-reflection and all analysis, ethnography is a compelling genre through which to observe and understand our own lives as well as those of others. Prerequisites: WRIT 101, & SOC 101, PS 106, IS 109 (3).

#### SOC 247. Special Topics in Sociology

This course will permit students and faculty to focus on a topic of current relevance to the broad field of Sociology and may vary from semester to semester. Topics may include Ethnography, Bisexual Culture(s), Advocacy, Public Policy, Community Development, Schools and Society, and the like. Students may repeat enrollment but may not repeat topics. Prerequisites: WRIT 101 & one of the following: SOC 101, PS 106, IS 109 OR permission of the instructor (3).

#### SOC 301. Classical Social Theory

This course explores early modern efforts to understand social life. The course will focus on works by Karl Marx, Max Weber, Emile Durkheim and Sigmund Freud. Their descriptions of the causes and character of modern life, together with their proposals to address the challenges and opportunities of modernity will be the central concerns with which we will approach the work of these authors. Prerequisites: WRIT 101 or 201 and one of the following: SOC 101, PS 106, IS 109, or permission of the instructor (3).

#### SOC 303. Contemporary Social Theory

Contemporary Social Theory explores developments in social theory since the early days of the 20th century to the present in the United States and abroad. While familiarizing the student with the works of those theorists whose contributions have preeminently shaped the field of social criticism, special attention will be devoted to those preoccupations typical of this period including but not limited to the relationship between individual agency and social structures, consensus and conflict in modern societies, social change, intersectional analyses of gender/race/class and nation, and the relationship between private and public life. Prerequisite SOC 301 (3)

#### SOC 304. Art, Politics, and Society

(Same as PHR 304; see course description under Politics and Human Rights)

#### SOC 306. Culture and Ideology

(Same as PHR 306; see course description under Politics and Human Rights)

#### SOC 308. Material Culture

Culture is meaning. Traditionally, meaning has been investigated in terms of ideas and structures of thought. This class aims to investigate an overlooked component of this traditional approach: the material world. Towards this end, we will analyze how material, whether objects, buildings or raw matter, inform and structure the interactions between people, as well as their perceptions and understandings of the world. While theoretical readings will guide this exploration, we will continuously draw from our own field research. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

## SOCIOLOGY COURSES (SOC)

**SOC 314. Ethnography**

(Same as PHR 314; see course description under Politics and Human Rights).

**SOC 315. Field Experience in Human Services I**

This is the first of the advanced courses in social work practice. It will be conducted as a seminar and includes an internship experience. The class work will focus on highlighting the importance of substantive knowledge in social work and will introduce the varieties of theories that inform social work practice, including crisis intervention theory. Students apply their knowledge and develop practice and evaluative skills to the work they do in the agency. Students will work in an agency for three hours per week throughout the semester and will be supervised by a sponsor at the agency and the course instructor. Those who are taking the course as part of the minor in social work will begin a field placement in the fall and will continue their internship in the same social service agency during Field Experience II in spring. Prerequisites: SOC 209 & 204 for students taking the minor in social work. Students, who are not pursuing the social work minor, may register for the course if they have completed at least two courses at the 200-level in their major or if they have the permission of the Coordinator of Social Work Education. [Offered Fall] (4).

**SOC 330. Great Social Thinkers**

In this course, a selected number of classical and contemporary social thinkers who have made major contributions to social thought will be examined. Among those to be considered are Comte, de Tocqueville, Adam Smith, Karl Marx, Max Weber, Veblen, Keyes, Freud and Michels. In addition, students will select, for purposes of a research paper, a major contemporary social thinker from the social sciences other than those discussed in class, e.g. Toynbee, Lasch, Arendt. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor [Offered: F, S] (3).

**SOC 333. Sociology of Religion**

(Same as RS 333; see course description under Philosophy and Religious Studies.)

**SOC 336. Playing Politics**

(Same as PHR/PS 336; see course description under Politics and Human Rights)

**SOC 359. Race and Ethnicity**

In the United States, the terms "race" and "ethnicity" have been subject to a variety of shifting meanings and definitions over the course of the last century. This course will explore contemporary meanings of race and ethnicity and examine the social, political, economic and cultural forces that shape those meanings. It will also introduce students to a variety of sociological theories of race relations, including theories of prejudice and discrimination. Students will also explore the economic, social and historical contexts of race relations in the U.S., including the legacy of slavery and the history of immigration, through an overview of minority groups in the United States. Using a sociological and historical lens, we will address contemporary issues in race relations, including the affirmative action debates, multiculturalism, model minority status and immigration. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

**SOC 360. Queer Theory**

This course will help students master the fundamental questions around which queer theory emerged in the United States during the latter part of the 20th-century. Through the work of Michel Foucault, Eve Sedgwick and Judith Butler we will study the ways in which the social order is constructed through the normalization and regulation of erotic relations. In addition to a thorough understanding of the work of these theorists, the course will also help students understand how this later work articulates with, challenges, and expands on those descriptions of modern life associated with the earlier work of Karl Marx and Sigmund Freud. Prerequisites: WRIT 102 or WRIT 201 & SOC 330 or COR.C 301: Intro to Lesbian & Gay Studies or SOC 301 or GSS 250 (3).

**SOC 361. Cultural and Social Change**

Course will examine major historical and contemporary theories of social change. A variety of examples of social change will be studied in order to understand the factors effecting change in individuals, in organizations and social movements, and in society as a whole; and the ways in which these changes are inter-related. The objective of the course is to enable students to develop an understanding of the process of social and cultural change and to develop their analytical abilities for evaluating ongoing, spontaneous, or planned social change. Prerequisite: WRIT 102, & SOC 101, PS 106, IS 109 or permission of the instructor (3).

**SOC 371. Research Methods in Social Sciences**

(Same as PHR/PS 371 see course description under Politics and Human Rights).

**SOC 374 Erotic Organization of Race**

Race and sex were traditionally understood as radically independent social and political matters. Feminists of color, and queer theorists more recently, have challenged this distinction between the reality and construction of the categories of race and sex. In this course we will look at the manner in which the construction of race evolves in a close relationship to systematizations of erotic experience and how technologies or ideas associated with the social regulation of the erotic are at the heart of our understanding of race. Prerequisite: Writ 102 or 201 and one of the following: SOC 101, PS 106, IS 109, or permission of the instructor (3).

**SOC 384. Valuing Difference II: Knowledge and Action for Equity**

In a continuing effort to think through how discriminatory practices operate to determine socio-economic status, the students in this course will monitor the many ways in which mechanisms of discrimination operate daily (by gender, religion, nationality, race, sexual orientation, age and ability) to effectively marginalize select groups and canonize others. At the same time, students will examine how persons, groups, communities, organizations, policies and practices (both past and present) have challenged and undermined the status quo. Students will study activist models and activities in order to inform themselves about efforts directed toward progressive change. Prerequisite: SOC 204 (3).

**SOC 415. Field Experience and Public Policy**

This is the capstone experience in the minor in social work. The course will be devoted to directing students to think about social policy and macro level social work practice. It will focus on increasing the knowledge and skills necessary to provide community based social services. Students will think about the relevance of developmental theory to their work in internships. They will also research the history of a social policy or belief system that impacts the well being of clients in their field placements. Students will continue the internships that they began in Field Experience I and will use their knowledge and experience from both the class and the field to evaluate critically the success of the agency in providing services. [Offered S] Prerequisite: SOC 315 (4).



## Sociology

### SOCIOLOGY COURSES (SOC)

#### SOC 491. Senior Seminar

Intended for seniors who have completed most of their major departmental requirements, this course provides the student with an opportunity to study in depth major issues in sociology, many of which have been introduced in earlier courses. A different topic will be covered each year. Topics may include the sociology of race, ethnicity and sexuality; deviance and social control; criminology; surveillance; the sociology of art, technology, science and culture; and urban sociology, among others. Students may repeat this course for credits, but may not repeat topics. Prerequisite: WRIT 102 or WRIT 201 & SOC 371 (3).

#### SOC 297/397/497. Research

#### SOC 298/398/498. Directed Study

#### SOC 299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### SOC 201. Criminology

#### SOC 236. The Native Americans

#### SOC 237. Social Statistics

#### SOC 312. Family Diversity in America

#### SOC 319. Sociology of Childhood

#### SOC 324. Immigration and Its Impact

#### SOC 332. Sociology of Surveillance

#### SOC 334. Death and Bereavement

(Same as PSYCH 334)

#### SOC 342. Social Movements, Protest and Conflict

#### SOC 347. Politics, Power and Society

#### SOC 373. Latin America: Social Justice and the Consolidation of Democracy

### SOCIAL WORK COURSES (SW)

#### SW 105. Introduction to Social Work

This course provides an introduction to social work as a profession and to social welfare. It will include: a history of the development of the field, an overview of social work ethics and values, discussion of professional roles and settings as well as an introduction to current theories and practices. It features an introduction to the ecosystems and strengths perspectives. Students also learn beginning assessment skills. [Offered: F, S] (3).

#### SW 204. Valuing Difference

Drawing from both theoretical and personal sources, this course seeks to heighten each student's awareness and appreciation of our human differences. Understanding our diversity will also make our commonalities more apparent. Students will explore how ideology, as well as public and private discourse, constructs issues related to race, ethnicity, class, religion, gender, sexual orientation, age and differing abilities, and how each of these concepts works in combination with others to weave a complex web of human behaviors. Power and authority will be featured elements in discussions of identity formation and social dynamics. Course will be taught from a social work perspective, highlighting the consequences of racism and privilege for everyone in a community. Prerequisite: WRIT 101 [Offered: F, S] (3).

#### SW 209. Practicum in Social Work

(Same as PHR 209)

Course provides a close examination of social work method: data collection, assessment, intervention and evaluation. It also focuses on skill development and provides an overview of the various modalities (individual, family, group and community work) used in social work practice. Students learn the value of understanding all human behavior in its environmental context. A concurrent internship in a local community based agency, which offers students direct experience in the field, is also required. The internship is intended to provide students with the opportunity to understand how agencies are organized and how they function on behalf of clients. Students will work in an agency for three hours per week throughout the semester. They will keep regular journal entries and prepare a summary report on their experience in the agency. Prerequisites: WRIT 101 & SOC 105; or permission of department [Offered: S] (4).



## Spanish

Spanish is one of the world's most widely spoken languages. The social, political, literary and artistic influences of the countries where Spanish is spoken are evident due to increasing numbers of Spanish-speaking people in the United States. Latino communities are important in New York and other major centers, where Spanish has become the second language.

Students who become fluent in Spanish are prepared for a variety of positions in international business, government,

education, and community and cultural organizations that provide crucial services to our society. Recent alumni include corporate executives, scholars, teachers, writers, researchers, translators, interpreters, social workers, and diplomats.

The course sequence in Chinese offers an alternative path towards completing Gen. Ed. requirements. For details, see "The Language Path" (pages 15-16).

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### SPANISH COURSES (SPAN)

#### SPAN 101. Elementary Spanish I

This course provides an introduction to the Spanish language and Hispanic culture. Emphasis is placed on speaking, reading, and writing the language in order to master the fundamental skills. Not open to native Spanish speakers or to students with advanced preparation in Spanish. [Offered: F, S] (3).

#### SPAN 102. Elementary Spanish II

Second semester Elementary Spanish. Not open to native Spanish speakers or students with advanced preparation. Prerequisite: SPAN 101 or permission of department [Offered: S] (3).

#### SPAN 201. Intermediate Spanish I

Designed to develop strong conversational skills and a solid understanding of Spanish grammar, and syntax. Classroom activities will focus on oral work, writing, and readings in Hispanic culture. Prerequisite: SPAN 101-102 or permission of department [Offered: F] (3).

#### SPAN 202. Intermediate Spanish II

Second semester Intermediate Spanish. Prerequisite: SPAN 201 or permission of department (3).

#### SPAN 207. Spanish Conversation

Course develops the student's conversational ability to utilize the language through practice in real-life situations. Students will be encouraged to use the language through dialogues, discussions, debates & role-playing. Prerequisite: SPAN 101-102 or equivalent (3).

#### SPAN 313-314. Advanced Grammar, Composition and Translation I/II

These courses review Spanish grammatical structure and idiomatic expression. They are helpful in perfecting oral expression, writing, and translation for the student who has native fluency in the language, as well as for the student who has completed Intermediate Spanish. Prerequisite: SPAN 201-202 or equivalent (6).

#### SPAN 315. Hispanic Civilization

This course explores the multicultural civilization of the Hispanic world from its beginnings on the Iberian Peninsula to present-day Spain, Latin America and the United States. The course will employ literary texts, historical materials and films to explore the diverse ethnic and religious heritages of the Spanish-speaking peoples. Prerequisite: WRIT 102 or 201 (3).

#### SPAN 316. Latino Literature

(Same as EWL 316; see course description under English and World Literatures).

#### SPAN 324. Spanish for Business and International Affairs

This course offers the opportunity to develop Spanish speaking and writing skills. It emphasizes basic vocabulary, idioms, speech structures, and writing styles used in business and international relations. Prerequisite: SPAN 201-202 or the equivalent (3).

#### SPAN 341. Survey of Spanish Literature I

The internationally recognized achievements of the literature of Spain through the Renaissance and the Baroque periods are studied through selections of outstanding works in prose, poetry and drama. Arabic, Catalan, Galician, Italian and French influences are discussed, as well as the effects of the Golden Age on the rest of Europe. Prerequisite: WRIT 102 or 201 (3).

## Spanish

### SPANISH COURSES (SPAN)

**SPAN 342. Survey of Spanish Literature II**  
Romanticism and Realism in 19th century Spain are studied through representative works. The controversial Generation of '98 is discussed as well as the influence of the Nicaraguan poet, Ruben Dario; the international impact of Ortega y Gasset; Jimenez and Lorca; the decline of literature under the Franco regime; and current writing. Prerequisite: WRIT 102 or 201 (3).

**SPAN 343. Survey of Latin American Literature I: The Pre-Columbian Era to the Nineteenth Century**

The course will focus on the formation of a Latin American cultural identity and on the subversion of colonial models of language and literature. Readings will include Native American materials, Afro-Hispanic poetry, and nineteenth-century fiction. Prerequisite: WRIT 102 or 201 (3).

**SPAN 344. Survey of Latin American Literature II: The Twentieth Century**

The course will survey the literary production of this century, including realism and naturalism, poetic traditions, and masterpieces of contemporary magical realist, fantastic, and testimonial fiction. Recent works by younger writers, including U.S. Latino authors, will also be considered. Prerequisite: WRIT 102 or 201 (3).

**SPAN 347. Contemporary Latin American Fiction**

(Same as EWL 347; see course description under English and World Literatures).

**SPAN 357. Hispanic Women Writers**  
(Same as EWL 360; see course description under English and World Literature).

**SPAN 360. Revolution and Literature**

Sociopolitical concerns have always been important in Latin-American literature. This course will examine the interaction of history and fiction in writing from Mexico, the Caribbean and South America. Topics will include the literature of the Mexican Revolution, the novel of dictatorship, and the U.S. through Spanish-American eyes. Discussions, readings and assignments will be in English. Spanish minors will do readings and assignments in Spanish. Prerequisite: WRIT 102 or 201 (3).

**SPAN 361. Voices from the Third World: The Novel in Latin America and Africa**

This course will examine some fundamental issues in Third World literature through a comparative study of Latin American and African novels. Topics to be examined include the search for identity in the historical novel; women's concerns in patriarchal societies; and the challenge of creating new novelistic languages. Among the authors to be studied are Gabriel Garcia Marquez, Carlos Fuentes, Maria Luisa Bombal, Chinua Achebe, Mriama Ba, and Yambo Ouologuem. Reading, class discussions and assignments will be in English. Prerequisite: WRIT 102 (3).

**SPAN 416. Magical Realism: From Latin America to the World**

Magical Realism, a provocative mix of realism and fantasy, is a literary mode associated with Latin American writers such as Gabriel Garcia Marquez and Isabel Allende. In recent years, it has expanded from Latin America to many other literatures and art forms, becoming an important part of contemporary cultural expression. This course will explore the origins and development of the mode and its current forms in world literature, film, and art. Major writers to be studied include Jorge Luis Borges, Garcia Marquez, Allende, Ben Okri, Salman Rushdie, Tahar ben Jelloun, and others. Prerequisite: WRIT 102 or 201 (3).

**SPAN 463. Seminar on Contemporary Authors**

This course provides an in-depth study of select contemporary authors and their writings. Among the authors to be considered are Jorge Luis Borges, Guillermo Cabrera-Infinite and Gabriel Garcia Marquez. Prerequisite: WRIT 102 or 201 (3).

**SPAN 297/397/497. Research**

**SPAN 298/398/498. Directed Study**

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

## Speech-Language Pathology and Audiology

This major, housed in the Department of Communication Sciences and Disorders, offers students an overview of human communication and its disorders. Through study in this discipline, one develops an appreciation of the normal development of speech, language and hearing; the theoretical bases underlying normal processes in speech, language and hearing; communication disorders, including problems in hearing, language, articulation, voice and fluency; the evaluation and management of these disorders; and the professional roles of the speech-language pathologist and audiologist. The major provides pre-professional preparation for graduate study in Speech-Language Pathology and Audiology.

The department offers internship opportunities on site in the Ruth Smadbeck Communication and Learning Center. In addition, students can complete an internship as part of their program of study. The majority of alumni pursue graduate study to become speech-language pathologists, audiologists, and speech and hearing scientists. Many obtain graduate scholarships and fellowships.

### Career Possibilities:

The undergraduate degree in Speech Pathology and Audiology prepares students to go on to graduate school to earn the required graduate degree to practice as a speech pathologist or audiologist. It may also be used as a foundation for other graduate education such as special education, psychology, TESOL, and linguistics.

### Opportunities for Faculty-Student Interaction:

One of the hallmarks of the Speech Pathology/Audiology major is the close interaction with faculty. As a clinical teaching discipline, there is close mentorship of the students both in the classroom and in external learning activities. These include, research, independent studies, internships and on-site clinic rotation as well as community externships in the field of speech pathology and audiology.

### Departmental Resources:

The department has an on-site speech clinic, audiology suite and speech and language research laboratories. The department is well equipped with professional and technical resources, including a student resource area and library, as well as four treatment rooms with CCTV observation capacity.

### Additional Learning Opportunities:

The department staff and faculty include researchers who are actively engaged in many projects related to the development of the fields of speech pathology, linguistics, and audiology. There is opportunity for qualified students to function as research assistants, to apply for grant support and scholarships. Advanced students may serve as teaching assistants.

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## Academic Offerings

### Speech-Language Pathology and Audiology

#### **MAJOR: SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (1220)**

**42 Credits**

**B.A. General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits**

#### **Learning Goals for the Major in Speech-Language Pathology & Audiology**

#### **Upon completion of the major in Speech-Language Pathology and Audiology, students will:**

- Effectively demonstrate knowledge of a range of normal, different, and disordered functions of the human communication system, across varied cultural contexts;

- Exhibit critical thinking and problem solving skills in behavior, speech, and writing across genres;
- Demonstrate scientific literacy as it pertains to the human communication system by engaging in tasks such as research, and clinical and field related practica;

#### **A Speech-Language Pathology and Audiology Major consists of 42 credits in Speech-Language Pathology and Audiology courses with the following specific requirements:**

SPCH 155 Introduction to Communication Disorders	3	SPCH 359 Observation of Speech, Language and Hearing Disorders	3
SPCH 160 Introduction to Linguistics	3	SPCH 435 Diagnostic Principles and Procedures in Speech-Language Pathology	3
*SPCH 202 Phonetics	3	SPCH 475 Clinical Methods in Speech-Language Pathology/Audiology	3
SPCH 210 Research Methods in Communication Sciences and Disorders	3	SPCH 476 Practicum in Speech-Language Pathology/Audiology	3
SPCH 251 Normal Language Development	3		
SPCH 260 Speech and Hearing Science	3		
SPCH 261 Anatomy and Physiology of Speech and Hearing Mechanisms	3		
SPCH 263 Audiology I: Disorders, Diagnosis and Treatment	3		
SPCH 351 Speech-Language Pathology I	3		
SPCH 352 Speech-Language Pathology II	3		

To meet the General Education requirements and the requirements of the American Speech-Language Hearing Association, Speech-Language Pathology/Audiology Majors should complete three credits in physical science, three credits in biological science, six credits in social/behavioral sciences and three credits in statistics.

#### **Specific Additional Requirements for the Major:**

The program requires the completion of 25 supervised observation hours.

#### **MINOR: LANGUAGE SCIENCES**

**21 Credits**

#### **Learning Goals for the Minor in Language Sciences.**

#### **Upon completion of the Language Sciences minor students will:**

- Demonstrate knowledge of the human language faculty by articulating the main principles of linguistic theory;

- Accurately apply such theories to real-world settings, with implications for language diversity in cultural and political contexts;
- Plan and implement linguistic research via the scientific method.

SPCH 112 Analyzing the Structure of English across Genres or EWL 210 The History of English	3	<b>Option A: Interdisciplinary Coursework</b>	
SPCH 160 Introduction to Linguistics	3	<b>Choose ONE from below :</b>	<b>3</b>
*SPCH 202 Phonetics	3	PHIL 325/Philosophy of Language	(3)
SPCH 251 Normal Language Development	3	EWL 337 Philosophies and Poetics of Translation	(3)
SPCH 316 Psycholinguistics	3		
SPCH 318. Language and Culture	3	<b>Option B:</b>	
		<b>Choose ONE from below :</b>	<b>3</b>
		SPCH 399/499 Independent Study	(3)
		SPCH 497 Research Project	(3)
		SPCH 499 Internship in Teaching English as a Second or Other Language (TESOL)	(3)

**Capstone course: Choose Option A or B, determined in consultation with the department**

**Suggested electives: Foreign Language**

\*Theater Arts and Acting majors who wish to pursue the Speech-Language Pathology and Audiology major or minor may count THTR 202-203 towards the major or minor and in substitution for SPCH 202 towards the major or minor.

## Speech-Language Pathology and Audiology

### MINOR: SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

24 Credits

**Learning Goals for the Minor in Speech-Language Pathology & Audiology**  
Upon completion of the Speech-Language Pathology and Audiology minor students will:

- Effectively demonstrate knowledge of a range of normal, different, and disordered functions of the human communication system to their work across varied cultural contexts;
- Exhibit professionalism in behavior, speech, and writing across genres.;
- Demonstrate scientific literacy in both reading and writing skills, as it pertains to the human communication.

SPCH 155 Introduction to Communication Disorders	3	SPCH 261 Anatomy & Physiology of the Speech & Hearing Mechanism	3
SPCH 160 Introduction to Linguistics	3	SPCH 263 Audiology I: Disorders, Diagnosis and Treatment	3
*SPCH 202 Phonetics	3	SPCH 359 Observation of Speech, Language, and Hearing Disorders	3
SPCH 251 Normal Language Development	3		
SPCH 260 Speech & Hearing Science	3		

\*Theater Arts and Acting majors who wish to pursue the Speech-Language Pathology and Audiology minor may count THTR 202-203 towards the minor and in substitution for SPCH 202 towards the minor.

### SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY COURSES (SPCH)

#### **SPCH 110. Language, Community, and Identity**

In this course, Students examine language as a vital part of culture and social structure while discovering how it reflects and shapes the lives of New Yorkers. Students will be provided with the opportunity to conduct research on a Manhattan neighborhood, gaining a better understanding of the use of language as a shaper of our self-identities and of the methods of academic research and writing (3).

#### **SPCH 112. Analyzing the Structure of English across Genres**

This course offers a multidisciplinary investigation of the structure of the English language across genres, in order to supply crucial knowledge for both academic literacy and pre-professional training in writing, journalism, and teaching English as a foreign language. Students are offered an extensive review of English grammar: the structure of the language and the rules by which language units combine to form phrases, clauses, and sentences. In addition, the course places grammar in an academic and pre-professional context, while it also covers the current theories and debates in the linguistic literature. The material covered includes 1) English Morphology—the inflectional system of suffixes and other markers that impart grammatical information on words; and 2) English Syntax—the rules for building larger units. We look at English grammar from several angles: spoken vs. written; standard vs. non-standard forms; academic and creative variations (3).

#### **SPCH 155. Introduction to Communication Disorders**

This course will provide an overview of the field of human communication. Models of verbal and nonverbal communication, and theories of speech, language and hearing development will be presented as background to understanding communication disorders. Topics include: the nature and cause of communication disorders, the role of professionals, such as speech-language pathologists, audiologists, educators, psychologists and others who manage treatment of disorders, and the terminology that is used by those professionals in diverse settings. This course requires 2.5 hours of observation of speech-language therapy. Speech-Pathology majors must take this course within their first year. Corequisite: WRIT 101 [Offered: F] (3).

#### **SPCH 160. Introduction to Linguistics**

This is an introductory course for students with no background in linguistics; it is designed to familiarize students with linguistic terminology and concepts and with the techniques for analyzing language. The student will explore the main components of language - phonetics and phonology, morphology, semantics and syntax - in order to relate them to the study of various disciplines. Corequisite: WRIT 101 [Offered: F] (3).

#### **SPCH 202. Phonetics**

The sound system of American English is analyzed in detail. A major focus is mastery of the International Phonetic Alphabet (IPA) for both reading and transcription purposes. A further objective is to develop the ability to apply phonetics to the study of special speech patterns including dialects and speech sound disorders. Corequisite: WRIT 101 [Offered: S] (3).

#### **SPCH 209. American Sign Language I**

Students are taught fundamental principles of ASL grammar and syntax with the emphasis on signed language, although aspects of deaf culture and history will be covered. Emphasis is placed on finger-spelling, basic sentence structure, tenses, time, negatives and sentence types. Many aspects of deaf culture will be touched upon and students are encouraged to investigate deaf actors, artists and writers [Offered: F, S] (3).

#### **SPCH 210. Research Methods in Communication Sciences and Disorders**

This course is an introduction to the basic scientific methods used in communication sciences and disorders research and clinical practice. The main components include types of research, research design, methodology, data organization and statistical analysis. Prerequisites: SPCH 155, MATH 113, WRIT 102 [Offered: F] (3).

#### **SPCH 251. Normal Language Development**

This is a basic course in the study of language development from infancy through the adult years. The content will cover theory and research in the acquisition of phonology, semantics, syntax, and pragmatics. Prerequisite: WRIT 101 [Offered: S] (3).

#### **SPCH 260. Speech and Hearing Science**

The course is designed to cover aspects of speech and hearing science, including acoustics, physics of sound, speech acoustics, speech perception, spectrum analysis and speech production. Prerequisite: For Majors Only; SPCH 202 [Offered: F] (3).



## Speech-Language Pathology and Audiology

### SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY COURSES (SPCH)

#### SPCH 261. Anatomy and Physiology of the Speech and Hearing Mechanisms

The basic structures and functions of the auditory and vocal mechanisms and the language system are discussed in detail. Emphasis is on the practical applications of the material to the field of speech and hearing and its usefulness in the clinical treatment of the communicatively impaired. Prerequisites: WRIT 101 & SPCH 155. Corequisite: SPCH 260 [Offered: F] (3).

#### SPCH 263. Audiology I: Disorders, Diagnosis and Treatment

Students are introduced to the field of Audiology, which is the study of hearing and hearing disorders. Topics include physics of sound, pathology and treatment of auditory disorders, interpretation of audiograms and introduction to impedance testing and masking principles, public school hearing-conservation programs, and habilitation and rehabilitation of hearing-impaired children and adults. Students will also learn and perform audiometric screenings. [Offered: S] (3).

#### SPCH 309. American Sign Language II

All topics covered in SPCH 209 are reviewed, drilled and employed with emphasis on the more difficult receptive skills used in finger-spelling, complex sentence types, and idioms. Expressive finger-spelling is drilled and mastered for clarity, accuracy and speed. Topics covered are classifiers, more sophisticated grammar and syntax, quantifiers, locational relationships, the use of time and numbers, interpreting as a career and students will develop a more fluent ability and a greater understanding of ASL and creative signing and slang. Prerequisite: Grade of B or higher in SPCH 209, or Permission of Instructor [Offered: S] (3).

#### SPCH 316. Psycholinguistics

The study of human language provides a unique way to understand human nature and to engage in cognitive science. Psycholinguistics, an interdisciplinary sub-discipline of psychology and linguistics, is the study of the mental processes and types of knowledge involved in understanding and producing language in both its oral and written forms. Students study listening, speaking, reading, and writing, trying to discover the cognitive mechanisms and knowledge structures that underlie these skills and the roles they play in linguistic behavior. Prerequisites: WRIT 102 (3).

#### SPCH 318. Language and Culture

This course looks at language as an integral part of a people's culture and social structure. In other words, language reflects our culture but also shapes it. A linguistic, sociological, and anthropological approach is employed to investigate language behavior and variation in different cultures. A term project will enable students to conduct fieldwork about their own culture and its use of language to better understand themselves as members of that culture and the use of language as a shaper of human society. Prerequisites: WRIT 102 or WRIT 201 (3).

#### SPCH 322. The Sound of Your Voice

This course explores the human voice from the perspective of production and acoustic characteristics. Students also consider the human voice via readings from the disciplines of physics, speech therapy, performing arts, personality theory, and media. Thus, this course is an interdisciplinary look at the science of voice. Students learn about the human voice from various angles, yet never lose the theme of the study of voice as a science. A semester project using the speech-analysis software in the MMC Speech Laboratory allows students a hands-on experience sampling and measuring their own voices. Students also write a research paper that allows them access to the professional literature. Prerequisites: WRIT 102 or 201; MATH 113 (3).

#### SPCH 351. Speech-Language Pathology I

This course covers topics relating to the nature and cause of speech disorders in infants, children, and adults. Diagnostic procedures, techniques, and strategies for intervention are reviewed. Topics may include a detailed study of voice, fluency, articulation, and craniofacial-based problems. Prerequisites: SPCH 202 [Offered: S] (3).

#### SPCH 352. Speech-Language Pathology II

The course will cover topics relating to the nature and cause of language disorders in infants, children, and adults. Diagnostic procedures, techniques, and strategies for intervention will be reviewed. Topics may include language disorders such as autism, traumatic brain injury, and aphasia. Prerequisite: SPCH 251 [Offered: S] (3).

#### SPCH 359. Observation of Speech, Language, and Hearing Disorders

This course provides students with 25 hours of supervised observation of diagnostics and therapy. This fulfills the requirement that students in the major complete 25 supervised observation hours before enrolling in practica in speech-language pathology (3).

#### SPCH 435. Diagnostic Principles in Speech-Language Pathology

This course introduces students to the science and art of diagnosis in speech-language pathology by emphasizing the theory behind the development of and appropriate use of standardized and non-standardized ways of understanding the speech and language abilities of children and adults with suspected communication disorders. In addition, the course fosters critical evaluation of formal and informal testing methods and familiarizes the student with procedures and materials used in the evaluation of speech-language disorders. Prerequisite: SPCH 351 & 352 [Offered: F] (3).

#### SPCH 475. Clinical Methods in Speech-Language Pathology/Audiology

The course provides the student with exposure to theoretical and professional issues in Speech Language Pathology. Students intern in the Ruth Smadbeck Communication and Learning Center. Corequisite: SPCH 435 [Offered: F] (3).

#### SPCH 476. Practicum in Speech-Language Pathology/Audiology

A continuation of SPCH 475, this course focuses on the emerging and ever-changing student, student-teacher, intern, clinical fellow, newly employed and later seasoned professional. Classroom readings will focus on the varied and dynamic solitary and/or collaborative roles that students engage in during the process of clinical engagement with clients (and their families and significant others). Students will intern in a variety of clinical and field-related settings. Prerequisite: SPCH 475 [Offered: S] (3).

#### SPCH 297/397/497. Research

#### SPCH 298/398/498. Directed Study

#### SPCH 299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

#### SPCH 252. Special Topics in Language Processes

#### SPCH 303. Organization of the School Speech and Hearing Program

#### SPCH 320. Management of the Communicatively Impaired in Academic Settings

## Theatre Arts

The Theatre Arts Programs at MMC offer professional theatre training combined with a liberal arts education. Individualized attention and a strong faculty advisement program enable qualified students to take on substantial projects and roles. Independent study projects provide opportunities for specialized training and performance experience. Junior and senior level students may also study abroad for credit at schools such as the Royal Academy of Dramatic Art and the Drama Studio, London. Internships in a variety of settings (Broadway, Off- and Off-Off-Broadway, television, film and dance) develop experience and a potential network in the NYC performing arts community. Co-curricular minors in Musical Theatre, Drama Therapy, Arts for Communities, Music, and Arts Management can complement the major in Acting or in Theatre Arts.

Performance opportunities include mainstage productions such as *The Three Sisters*, *Ruined*, *The Light in the Piazza*, *As You Like It*, *Thoroughly Modern Millie*, *Triumph of Love*, *Major Barbara*, and *The Arsonists*. The MMC Directing Projects are performed in the Bordeaux Box Theatre each semester. These short, contemporary plays are directed by student directors and are cast with student actors. Past playwrights include Sam Shepard, Maria Irene Fornes, Will Eno, Caryl Churchill, August Wilson and Tony Kushner. The MMC Play Readings provide student playwrights with an opportunity to hear and see their works-in-progress. The Senior Showcase provides a venue for actors to show their work to professional agents and casting directors.

MMC Theatre Arts programs are unique in offering specialized opportunities to the qualified student. Theatre faculty teach students through flexible programs in which intensive production experience can be gained. MMC Theatre Arts graduates leave with viable, competitive portfolios. They have made successful careers in theatre, film, and television, and have been accepted into highly competitive graduate programs.

**Admission to the Programs:** The BFA Acting program requires an audition/interview as part of the application process. The Theatre Arts Program (BA) requires an audition or interview as part of the application process for the following concentrations: Theatre Performance, Design & Technical Production, Directing, and Producing & Management. The Theatre Arts Program (BA) concentrations in Theatre & New Media, Theatre Studies, and Writing for the Stage may require an audition and/or interview as part of the application process. Consult the Theatre Arts department website for more information.

**Special Notes:** Students may not audit performance and production courses, or start full-year courses in the Spring Semester, without departmental approval. A studio fee of \$15.00 per credit is charged for performance and production classes to offset costs of maintaining facilities and equipment. For additional information about policies and programs, students should consult the current *MMC Theatre Arts Student Handbook*, available in the Theatre Office and online on the MMC web site.

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Theatre Arts**MAJOR: THEATRE ARTS (1007)****42 Credits****B.A. General Education: 42 Credits; Major: 42 Credits; Elective Credits: 36 Credits****Learning Goals for the Majors in Theatre Arts (B.A. and B.F.A)****Upon completing the theatre arts major, students will be able to:**

- Demonstrate comprehension of achievements in drama and theatrical production across a range of periods and cultures;
- Demonstrate comprehension of the interdisciplinarity of theatre study and the collaborative nature of theatre production;
- Demonstrate writing, oral communication, research, performance, and technical skills as foundations for building specific expertise in selected areas of concentration;
- Draw on external resources for further study and work experience by utilizing museums, theatres, performing arts organizations, libraries, and other institutions in New York City and abroad.

There are seven areas of concentration which develop specific expertise within the general program:

- Design & Technical Production
- Directing
- Theatre & New Media
- Producing & Management
- Theatre History & Performance Texts Concentration
- Theatre Performance
- Writing for the Stage

A flexible program, the 42-credit B.A. program can be pursued full or part time and is suited to those applying for prior learning experience credit.

**Major Requirements:**

THTR 110 Stagecraft*	3
THTR 215 Script Analysis	3
THTR 230-231 Theatre History I & II	6
THTR 305 Elements of Directing	3
THTR 311 Shakespeare	3
THTR 465 Advanced Studies in Drama & Theatre	3

\*Students who are pursuing the Design & Technical Production concentration should take one of the following instead of THTR 110 Stagecraft:

THTR 200 Technical Production	(3)
THTR 266 Costume Construction	(3)
THTR 252 Lighting Mechanics	(3)
THTR 253 Scenery and Prop Technology	(3)

**One of the following:**

THTR 243 Theatre in Education and Community	3
THTR 252 Lighting Mechanics	(3)
THTR 253 Scenery & Prop Technology	(3)
THTR 266 Costume Construction	(3)
THTR 290 History & Mission of Arts Institutions	(3)
THTR 296 Introduction to Playwriting	(3)
THTR 238 Stage Management I	(3)
THTR 345 Dramaturgy	(3)
THTR 355 New York City Arts Seminar	(3)
THTR 378 Producing Performance	(3)
THTR 385 Directing II	(3)
THTR 465 Advanced Studies in Drama & Theatre	(3)
Any 300 level Dramatic Literature course	(3)

**Students must also complete one of the seven following concentrations for the remaining 18 credits of the major:**

**DESIGN & TECHNICAL PRODUCTION CONCENTRATION**

**Students in this concentration must choose one of the following design emphases:**

**For Sound Design:**

THTR 240 Design Assistant Practicum	3
THTR 254 Audio Technology for Performance I	3
MUS 216 Digital Sound Workshop	3
MUS 354 Digital Sound Workshop	3
THTR 354 Audio Technology for Performance II	3
THTR 499 Internship	3

**For Scenic Design:**

THTR 238 Stage Management*	3
THTR 240 Design Assistant Practicum	3
THTR 302a-b Scenic Design I	6
THTR 402a-b Scenic Design II	6

**For Lighting Design:**

THTR 238 Stage Management*	3
THTR 240 Design Assistant Practicum	3
THTR 304a-b Lighting Design I	6
THTR 404a-b Lighting Design II	6

**For Costume Design:**

THTR 238 Stage Management*	3
THTR 240 Design Assistant Practicum	3
THTR 303a-b Costume Design I	6
THTR 403a-b Costume Design II	6

\*Students must also take THTR 238 Stage Management (if not taken as a requirement in the major) or a 3-credit design elective not taken from the above.

## Academic Offerings

### Theatre Arts

#### DIRECTING CONCENTRATION

THTR 211-212 Acting I	6	<b>One of the following:</b>	<b>3</b>
THTR 238 Stage Management I, taken in Theatre Arts Core	3	THTR 317 Design for Directors & Choreographers	(3)
THTR 343 Theatre Production: Mainstage	3	MUS 216 Digital Sound Workshop	(3)
THTR 320 Dramatic Forms & Genres	3	THTR 302a Scenic Design I	(3)
THTR 385 Directing II	3	THTR 303a Costume Design I	(3)
		THTR 304a Lighting Design I	(3)

#### THEATRE & NEW MEDIA

THTR/COMM 207 Intro to Lighting Design & Art Direction for Film & Video (taken as THTR 110 above)	3	<b>One of the following:</b>	
DANC/COMM 216 Digital Sound Workshop	3	COMM 300 Special Topics in Media Production	(3)
COMM 225 New Media Techniques	3	COMM 326 Producing for Creative Media	(3)
COMM 233 Video Field Production	3	COMM 347 Integrated Media	(3)
THTR 101 Theatre Games & Improvisation	3	COMM/MUS 349 Projects in Digital Sound	(3)
THTR 122 Intro to Acting for Majors (taken in the Theatre Core)	3	COMM 359 Directing Video	(3)
THTR 221 Performing with Digital Media	3	THTR 412 History & Theory of New Media in Performance	(3)

#### PRODUCING & MANAGEMENT CONCENTRATION

THTR 238 Stage Management I*	3	*If these courses are taken as part of the major, then choose credits from the following:	
THTR 290 History and Mission of Arts Institutions*	3	THTR 385 Directing II	(3)
THTR 338 Stage Management II	3	DANC 425 Dance Production	(3)
THTR 346 Production Management	3	Technical Production or Design course	(3)
THTR 378 Producing Performance	3		
THTR 499 Internship	3		

#### THEATRE HISTORY & PERFORMANCE TEXTS CONCENTRATION

THTR 320 Dramatic Forms & Genres	3	THTR 345 Introduction to Dramaturgy	(3)
THTR 380 Dramatic Theory & Criticism	3	THTR 381 Classical Drama & Theatre	(3)
THTR 355 New York City Arts Seminar*	3	THTR 475 The Avant-Garde in Art, Film & Performance	(3)
THTR 499 Dramaturgy Internship	3	ART/COMM/THTR	
<b>Two of the following:</b>	<b>6</b>	A 300 or 400 level non-Western film, literature or art history course	(3)
THTR 316 British Drama and Theatre	(3)		
THTR 319 Drama & Theatre in the United States	(3)	*If THTR 355 is taken as a choice in the major, select an additional course from the group above.	

#### THEATRE PERFORMANCE CONCENTRATION

THTR 202-203 Voice & Speech for the Actor I & II	6	THTR 341-342 Acting II	6
THTR 211-212 Acting I	6		

#### WRITING FOR THE STAGE CONCENTRATION

THTR 296 Introduction to Playwriting	3	<b>One of the following:</b>	<b>3</b>
THTR 396a-396b Intermediate Playwriting Techniques I & II	6	COMM 322 Writing for Television	(3)
THTR 496a-496b Advanced Playwriting I & II	6	COMM 328/EWL 350 Special Topics in Film and Literature	(3)
		COMM 353 Screenplay Writing	(3)
		THTR 410 Playwright/Director Workshop	(3)
		THTR 499 Internship in Literary Management	(3)



**Theatre Arts****MAJOR: ACTING (1007)****60 Credits****B.F.A.****General Education: 42 Credits; Major: 60 Credits; Elective Credits: 18 Credits**

The B.F.A. in Acting is an intensive 60-credit program focusing on performance work and acting techniques. Prospective students for the BFA must not only satisfy the academic requirements for acceptance to the College, but must also give strong evidence of professional promise as demonstrated through an interview and audition. The program usually requires a three-year residency at the College.

Continuation in the BFA Acting program is based on the Theatre faculty's evaluation of each student's progress and potential. All BFA students

are evaluated each year and recommendations for continuation in the program are made according to the following criteria:

- Maintenance of a 2.8 cumulative average or better in all course work and a 3.0 average or better in all major courses.
- Participation in freshman, sophomore and junior Acting Evaluations.
- Yearly evaluation by the student's acting mentor in consultation with the Acting Program Coordinators.

THTR 110 Stagecraft	3	THTR 305 Elements of Directing	3
THTR 215 Script Analysis	3	THTR 311 Shakespeare	3
THTR 202-203 Voice & Speech for the Actor I & II	6	THTR 306 Advanced Scene Study: European and Russian Drama	3
THTR 211-212 Acting I	6	THTR 314 Special Topics in Acting	3
THTR 341-342 Acting II	6	THTR 326 Advanced Scene Study: British Comedy	3
THTR 223-224 Movement for Actors I & II	6	THTR 414 Advanced Scene Study: Shakespeare	3
THTR 230-231 Theatre History I & II	6	THTR 465 Advanced Studies in Drama & Theatre	3
Dramatic Literature Course 300/400-level	3		

**MINOR: ARTS MANAGEMENT****18 Credits**

The Arts Management minor is designed to prepare students for administrative positions in a variety of settings, including theatre, dance and opera companies, museums and galleries, auction houses, music ensembles, festivals, foundations, community centers, arts advocacy groups, and government arts agencies. By completing the sequence of

courses and experiential projects in this minor, students acquire the knowledge and skills required to manage visual and performing arts organizations and events, and gain an understanding of how social, economic, and political factors influence the development and implementation of arts programs and institutions.

ART/DANC/THTR 290 History & Mission of Arts Institutions	3	ART 361 Curatorial Studies Seminar	(3)
ART/DANC/THTR 392 Fundraising & Marketing for the Arts	3	COMM 312 Digital Cultures	(3)
ART/DANC/MUS/THTR 499 Arts Management Internship	3	COMM 326 Producing for Creative Media	(3)
		MUS 208 The Business of Music	(3)
<b>Choose three courses from the following:</b>	<b>9</b>	THTR 226 The Business of Broadway	(3)
ART 319 The Artist's Career	(3)	THTR 346 Production Management	(3)
ART 320 History of Museums & Collections	(3)	THTR 378 Producing Performance	(3)

**MINOR: MUSICAL THEATRE****24 Credits**

This minor is open to Theatre Arts and Acting majors by audition. Contact the Theatre Office for further information

THTR 274a-b Fundamentals of Musical Theatre	6 cr + lab	THTR 424 The Musical Theatre Song Portfolio	3 cr + lab
THTR 228-229 Musical Theatre Techniques I & II	6 cr + lab	THTR 428 Professional Preparation: Musical Theatre	3 cr + lab
THTR 330-331 Scene into Song	6 cr + lab		

**MINOR: THEATRE****18 Credits**

The Theatre Arts Minor is designed for non-Theatre Arts majors who wish to complement their studies at MMC with a grounding in the history and practice of theatre and its relationship to culture and society.

The minor provides foundational courses in theatre history and performance analysis, along with the opportunity to take course work in an experiential area of acting, playwriting, technical theatre and production.

THTR 214 Exploring the Performing Arts	3	THTR 235 Scenic Painting & Treatments	(3)
THTR 215 Script Analysis	3	THTR 252 Lighting Mechanics	(3)
THTR 230-231 Theatre History I & II	6	THTR 257 Exploring the Production Arts	(3)
THTR 311 Shakespeare	3	THTR 266 Costume Construction	(3)
<b>One of the following</b>	<b>3</b>	THTR 296 Intro to Playwriting	(3)
THTR 103 Acting for Non-Majors	(3)		

A student may design an individual theatre minor in consultation with a Theatre Faculty advisor.

## Academic Offerings

### Theatre Arts

#### MINOR: DRAMA THERAPY

18 Credits

The Drama Therapy minor introduces students to the basic principles and practices in the field. By linking the disciplines of Theatre Arts and Psychology, offers opportunities for personal growth in both clinical and educational settings, through theoretical and applied course work.

This minor helps prepare students for admission into Drama Therapy graduate programs and into the fields of social work and mental health counseling.

##### After completing the minor in Drama Therapy, students will be able to:

- Demonstrate knowledge of and reflect on the basic theories and practices of Drama Therapy;
- Demonstrate an understanding of the settings and populations where Drama Therapy is practiced;
- Articulate perspectives on the healing properties of theater and drama;
- Identify the inner psyches and collective psyche that connects human beings.

<b>Theatre</b>	<b>9</b>	PSYCH 201 Developmental Psychology I: Child Psychology(3)
THTR 101 Theatre Games & Improvisation	3	PSYCH 216 Developmental Psychology II: Adult Years (3)
THTR 103 Acting for Non-Majors		PSYCH 225 Lifespan Development (3)
or THTR 211 Acting I (for BA Theatre or BFA Acting Majors only)	3	PSYCH 231 Personality Psychology (3)
THTR/PSYCH 322 Drama Therapy: Theories & Practices	3	PSYCH 235 Social Psychology (3)
		PSYCH 243 Introduction to Health Psychology (3)
<b>Psychology</b>	<b>9</b>	PSYCH 285 Introduction to Counseling Techniques (3)
PSYCH 101 General Psychology: Social and Clinical Processes	3	PSYCH 313 Group Dynamics (3)
		PSYCH 348 Drugs and the Brain (3)
<b>TWO of the following courses:</b>	<b>6</b>	PSYCH 363 Abnormal Psychology (3)
PSYCH 102 General Psychology: Physiological and Cognitive Processes (3)		

#### MINOR: ARTS FOR COMMUNITIES

24 Credits

The Arts for Communities minor prepares students of various backgrounds and disciplines to use creative tools to make a difference in a variety of communities and settings. Students will study artistic and performative strategies, teaching methods, community building, and facilitation methods through course work, and will engage in an off-campus internship with an arts, educational, or community service organization in New York City.

egies, teaching methods, community building, and facilitation methods through course work, and will engage in an off-campus internship with an arts, educational, or community service organization in New York City.

##### Learning Goals for the Minor in Arts for Communities

##### Students who complete Arts for Communities Minor will:

- Plan, create or perform original pieces of art, dance and theatre that explore social justice themes and issues relevant to particular communities.
- Demonstrate knowledge of performance techniques, methods and strategies (such as forum theatre, invisible theatre, street performance, story circles, ethnodrama) as they relate to community-based performance projects.
- Demonstrate an understanding of theory and history of art, dance and theatre as they apply to positive social change (Brecht, Boal, Theatre of the Oppressed, ethnodrama, community-based performance, process drama) and are evidenced by plays, historical texts, and community archives.
- Conduct a needs analysis to assess the appropriateness of potential New York City art, dance and theatre sites and community organizations for partnerships, programs and performances.

<b>Minor Requirements</b>	<b>12</b>	PSYCH 285 Introduction to Counseling Techniques (3)
SOC 204 Valuing Difference (3)		PSYCH 290 Departmental Seminar: Psychodrama (3)
ART/DANC/THTR 328 The Arts & Social Change (3)		PSYCH 313 Group Dynamics (3)
ART/DANC/THTR 366 Devising Performance Events (3)		PSYCH 334 Death & Bereavement (3)
OR THTR 370 Beyond Naturalism (3)		PSYCH 363 Abnormal Psychology (3)
ART/DANC/THTR 499 Internship (3)		PSYCH 393 Special Topics: Conflict Resolution (3)
		PS 107 Introduction to Criminal Justice (3)
<b>One of the Following</b>	<b>3</b>	PS 324 Law, Government & Politics in America (3)
THTR 243 Theatre in Education & Community (3)		PS 340 Political Participation (3)
ART/EDUC 246 Teaching Methods for the Visual Arts (3)		SOC 213 Women, Society & Culture (3)
DANC 357 Techniques of Teaching Dance I (3)		SOC 304 Sociology of Culture (3)
		SOC 306 Sociology of Art (3)
<b>Elective Requirements</b>	<b>9</b>	SOC 359 Sociology of Race (3)
<b>Choose Three Courses from the Following List:</b>		SOC 384 Valuing Difference II: Knowledge & Action for Equity (3)
ART 125 Introduction to Drawing (3)		SPAN 360 Revolution & Literature (3)
BUS 231 Leadership in the Social Sector (3)		SPCH 209 American Sign Language I (3)
COMM 104 Interpersonal Communication (3)		SPCH 309 American Sign Language II (3)
COMM 344 Advocacy & Social Movements (3)		THTR 101 Theatre Games and Improvisation (3)
DANC 105: Introduction to Dance for Non-Majors (3)		THTR 103 Acting for Non-Major (3)
ENG/SOC 215 Social Issues in Literature (3)		

## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 101. Theatre Games and Improvisation

This course develops the actor's facility in spontaneous and creative invention, encouraging the free use of mind and body to invent relevant action and reaction in character (or as oneself as a tool to explore character) -- an essential skill for the creative performing artist. Fee: \$45.00. [Offered: F, S] (3).

#### THTR 103. Acting for Non-Majors

This one semester course orients the non-major student to the basic theories and elements of acting and dramatic interpretation, and focuses on script analysis, and exercises to develop concentration, relaxation, imagination, and the use of movement and voice. These exercises are applied to develop the student's emotional and physical capacity to discover and interpret a monologue or scene study. The primary focus of the course is on the individual's interest in acting, and to introduce the student to the kind of analytical and creative activities that acting entails, rather than teaching a specific technique. Students read several plays and be encouraged to attend performances Off-Broadway and at the Theresa Lang Theatre. Fee: \$45.00. : Prerequisite: WRIT 099, if required [Offered: All sessions] (3).

#### THTR 105. Introduction to Drama and Theatre for Non-Majors

This course is designed to help students understand dramatic concepts and develop the skills and knowledge necessary to appreciate theatre in its many forms. Through readings, video screenings, class discussions and guided writing assignments over the course of the semester, students will analyze a variety of works of dramatic literature and of theatrical production. Students will be encouraged to attend live performances. Not open to theatre majors. Prerequisite: WRIT 099, if required (3).

#### THTR 110. Stagecraft

This course introduces students to the theoretical concepts, knowledge, skills and responsibilities associated with a wide variety of stage technologies and activities to be found in the world of technical theatre. Combining a grounding in the history and theory of technical theatre practices with laboratory experience, students gain a fundamental understanding of key areas of production such as light and sound operation, scenic carpentry, properties, light hang and focus, organization of running crews, rigging, wardrobe crew and costume construction. Issues concerning stage safety are addressed, as well as imperatives of public assembly and fire codes. In addition to the weekly formal class session of 2.5 hours, students will complete sixty hours of practical laboratory work in the running of either a mainstage or Box Theatre production. [Offered: F, S] (3).

#### THTR 200. Technical Production

This course covers the methodology of carrying the design from drawings to reality. Students will learn how to estimate material and labor costs to achieve the set on time and within budget. The class will explore how to set up and monitor a production schedule and will examine the collaborative process, which involves the entire production team. Projects will include hands-on work related to the current term's productions. Lab hours in addition to class sessions are required. Prerequisite: THTR 110 or permission of department (3).

#### THTR 202-203. Voice & Speech for the Actor

Fundamental theory and technique course intended to develop the actor's breath, tone, range of the voice, and the muscles of the articulators. The goal is to develop simple, clear, unaffected speech. Through an integrated approach of movement and voice, the student begins to develop balance among the body, the voice, the diction, and finally the thought. Voice and speech techniques employed may include those of Clifford Turner, Catherine Fitzmaurice, Kristin Linklater, and Arthur Lessac. The bodywork may include Bartenieff Fundamentals, Alexander Technique, Feldenkrais Method, and yoga. There is study of the International Phonetic Alphabet and anatomy. Vocal practice, which includes speaking short texts, provides the basis for application to dramatic texts and poetic interpretation of language. Fee: \$45.00 per term. Prerequisite: THTR 212 [Offered: F, S] (3-3).

#### THTR 207. Introduction to Lighting Design & Art Direction for Film & Video

(Same as COMM 207)

This course provides an introduction to the practical, technical, and aesthetic components of art direction and lighting design for film and video. The aesthetics and practice of lighting design are studied with reference to script breakdown and analysis, research, color theory, and concept development. Students develop the ability to synthesize the intellectual and intuitive work required to create a visual theatrical experience based on a written text. Students explore how to choose visual images to inspire design ideas, analyze spatial requirements and solutions, develop color palettes, and work with basic design concepts. Additional lab hours are required to complete class assignments. Prerequisite: WRIT 099, if required (3).

#### THTR 211-212. Acting I: Process & Technique

This course introduces students to theoretical concepts and foundation skills in acting technique through physical, vocal, and interpersonal exercises that develop the student's emotional and physical capacity to interpret dramatic text and find personal approaches to characterization. Students apply techniques to improvisations, monologues, and scene studies. Open to majors only. Fee: \$45.00 per term. Corequisite: WRIT 101 or 201 [Offered: F, S] (3-3).

#### THTR 214. Exploring the Performing Arts

This course introduces students to the performing arts. Through weekly group attendance at a wide variety of performances in NYC (including theatre, dance and music), students explore and analyze the many elements that comprise a performance. Students write critiques of each performance and events are discussed in class. Additional reading and research are assigned. Ticket cost to be determined. Prerequisite: WRIT 099, if required (3).

#### THTR 215. Script Analysis

Class is based on the intensive analysis of the atypical structure of scripts primarily from the viewpoint of the actor, director, and designer. The emphasis of this analysis is to develop the student's ability to synthesize the intellectual and intuitive work required to create a theatrical experience from a written text. Psychological, physical, thematic, musical, and abstract structures are explored. Students acquire a thorough understanding of beat analysis and the working vocabulary of actors. Secondary readings and several short papers are required. Prerequisite: WRIT 099, if required [Offered: F, S] (3).

## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 221. Performing with Digital Media

This course explores the techniques and dramatic implications of selected digital media through class exercises and projects that are based on scenes and monologues from contemporary plays. The use of digital media as a theatrical tool will be applied dramaturgically to reveal subtext and interior monologue, to create character, as a distancing and mediating element, a storytelling device, to express given circumstances, and to create dramatic counterpoint. Students will acquire performance skills distinct to utilizing digital media, including essentializing movement for performing with objects and motion capture, displacing spatial reality with green screen technique, interpolating live and processed video, and the use of voice in dubbing and recording spoken text. Readings will provide a conceptual framework, as well as viewing of relevant productions. Additional scheduled lab and rehearsal hours are required for group assignments. Prerequisites: For Majors Only; THTR 122, 215, and COMM 233 or 216 (3).

#### THTR 223. Movement for Actors I

This course focuses on exploring the individual's body as an expressive tool of the creative imagination and the actor's craft. Through a series of guided studies and formal and informal exercises, students build confidence in their ability to translate impulses into physical action. Concurrently, students acquire relevant knowledge of anatomy, and are introduced to leading theories of spatial and movement analysis. Students are assessed on an individual basis in their development of dynamic alignment, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques leading to their kinetic application in acting choices. Fee: \$45.00. Corequisite: THTR 211 (3).

#### THTR 224. Movement for Actors II

This course continues the work of Movement I in translating impulse into physical action and further develops the student's dynamic alignment, breath connection, strength, flexibility, range of motion and stamina. These skills will be applied to the interpretation of dramatic language through an exploration of the interactions between text and movement. Students will be assessed on an individual basis on the development of these skills as they are applied to text. Fee: \$45.00. Prerequisite: THTR 223 (3).

#### THTR 225. Theatre Production: Studio

This course provides students with a production experience that supports the transition from acting class to performance-level technique. These faculty-directed productions can occur in a variety of spaces and are performed for a public audience. Emphasis is placed on the actor's rehearsal and performance process, with simple production design elements. Rehearsal work will integrate research assignments, readings, field trips and other resources depending on the nature of the material to be performed. This course may be taken for a maximum of 12 credits. Prerequisites: THTR 212, THTR 215, and WRIT 102 or 201, and by audition (3).

#### THTR 226: The Business of Broadway

New York City's Broadway and Off-Broadway theatre industry serves as the basis for this introductory course that addresses the current practices of commercial theatre producing. Topics include producing and funding, optioning and developing work, theatre venues, the physical production, artistic, production and management personnel, budgeting, marketing, promotion, advertising and media. Through discussions, readings, case studies, field trips, and projects, students will acquire an understanding of how a Broadway show is produced from concept to opening night. Prerequisite: WRIT 102 or 201 (3).

#### THTR 228-229. Musical Theatre Techniques

This course explores the problems unique to musical theatre and emphasizes the expression of a dramatic situation through song interpretation, character and movement. Students explore song and dance material drawn from major periods of the American musical theatre. Close readings of scripts and song dossier forms are a component of the course. Short papers are assigned which require outside reading and research. Fee: \$45.00 per term. Course includes Private Voice and Daily Dance labs which require a separate fee of \$1560. Prerequisites: THTR 212 & THTR 274B [Offered: F, S] (3-3).

#### THTR 230. Theatre History I: Antiquity to the Restoration

Beginning with the earliest ritual forms, this course surveys the major periods and trends of the theatre from ancient times to the Restoration. Periods studied include Greek, Roman, Medieval, Renaissance, and Neo-Classical. Emphasis is on kinds of performance environments, theatre architecture, scene and costume design, acting styles, scripts, audiences, and the social and cultural conditions out of which these conventions emerged. Prerequisite: WRIT 101 or 201 [Offered: F] (3).

#### THTR 231. Theatre History II: 18th Century to the Present

This course surveys the major periods and trends in the theatre through an examination of performance environments, theatre architecture, design, acting styles, scripts, audiences, and the social and cultural conditions of the times. Romanticism, Realism, and 20th century movements will provide a chronological focus for a comprehensive survey. Prerequisite: WRIT 101 or 201 [Offered: S] (3).

#### THTR 233. Theatrical Make-up

An exploration of the styles and techniques of make-up application with an emphasis on each student's own facial characteristics. Students examine age make-up, character make-up, and the use of prosthetics to change facial characteristics. Course will also cover special effects and the use of masks and hair. Differences among stage, television and film applications will be discussed. Historical research and styles of make-up and hair will be explored. Fee: \$30.00. Prerequisite: WRIT 101 or 201 [(3)

#### THTR 235. Scenic Painting and Treatments

This course explores the skills and techniques needed to execute theatrical painting. Historical and contemporary techniques and practices include the mixing of various paints and colors, brush selection and attributes, specific applications of paint for effect, and the proper use of additives. Appliqué and textures, faux finishes, ornamental details, foliage, and aging and distressing are among the techniques considered. Primary and secondary research sources will be studied, and there will be a strong emphasis on the safe use of paint and treatment products. An additional two and a half lab hours are required each week, which will feature projects which make use of current industry practices, and which will enhance the development of speed and accuracy in execution. Open to non-majors by permission of the Department. Fee: \$30.00. Prerequisite: WRIT 101 or 201 (3).



## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 237. Drafting and Model Making

This course offers students a fundamental knowledge of the graphic and model building concepts and skills required for the execution of designs in the theatre. Students apply principles of geometry to the creation of orthographic and isometric projections, sections and elevations. Projects include the use of a wide variety of working materials and explore methods of graphic and visual communication. Two and a half lab hours are required each week. [Offered: F] Fee \$45 (3).

#### THTR 238. Stage Management I

Students will study the essentials of managing a production from pre-production, through audition, rehearsal, and performance phases. Topics include: the artistic and technical challenges of cueing in a variety of settings; methods of blocking notation, knowledge of union rules and contracts, production and organizational skills, and the development of interpersonal and problem-solving techniques required in the production process. Readings and discussions support paper projects and Box Theatre production assignments. Additional lab time is required. Fee: \$45.00 Prerequisites: THTR 110 & THTR 215 (3).

#### THTR 240. Design Assistant Practicum

Through individual mentorship, the intermediate design student will hold the position of crew chief on a main stage production. The student will meet regularly with designers and technical director and attend all production meetings, and will be monitored in collaborative skills. Student responsibilities will vary depending upon the nature of the production but could include serving as master electrician, wardrobe supervisor, master carpenter, or chief scenic artist. This course may be repeated for a total of 6 credits. Prerequisites: THTR 110 and permission of department [Offered: F, S] (1-3).

#### THTR 243. Theatre in Education & Community

This course explores methods of applied theatre for teaching, arts programs, and community building. An overview of theoretical and practical approaches (including process drama, forum drama, ethnodrama, games and creative dramatics) is presented. Discipline-based instruction in performance, playwriting, and production for students is discussed and interdisciplinary and cross-cultural opportunities are emphasized. Creating practical projects utilizing specific theatre techniques for school- and community-based performance are significant aspects of this course. Additional hours of field experience are required. Prerequisites: WRIT 102 or 201 [ & THTR 215 (3).

#### THTR 252. Lighting Mechanics

This course offers students the skills necessary for the execution and running of stage lighting through a comprehensive look at lighting equipment, electrical hook-ups, and rigging. Students learn how to read a light plot and the related paperwork necessary to turn the concept into reality. Lab hours in addition to class sessions are required. Open to non-majors. Fee \$45 (3).

#### THTR 253. Scenery and Prop Technology

Course offers students a fundamental knowledge of the planning, building, finishing and shifting of stage scenery and props. In addition, students engage in a hands-on exploration of the materials, tools, and construction techniques currently used to create scenery and props. Students learn to read a drafting and turn it into a three-dimensional object. Lab hours in addition to class sessions are required. Open to non-majors. Fee \$45 (3).

#### THTR 254. Audio Technology for Performance I

This course examines the science, equipment, theory, and practice associated with sound reinforcement and support of live entertainment. The course includes specifications, layout and installation techniques, operation and maintenance of basic theatre sound systems. Lab hours in addition to class sessions are required. Fee \$45 (3).

#### THTR 257. Exploring The Production Arts

This course introduces students to the integration and application of the various design elements found in the production arts. Through readings, in-class discussions, and several guided tours throughout New York City, students are introduced to the fundamental principles behind the many elements that comprise a production. Students gain a sense of the entire production process as it relates to theatre, dance, film, television, and the other various forms of media. Topics covered will include composition, style, unity and design and technical processes. Corequisite: WRIT 101 or 201 (3).

#### THTR 266. Costume Construction

This course offers students the skills necessary to construct, fit, alter, treat and maintain costumes. Students acquire various techniques for hand and machine sewing. Open to nonmajors. Fee \$45 (3).

#### THTR 274a-b. Fundamentals of Musical Theatre

This yearlong course, required of all freshmen accepted in the Musical Theatre minor, consists of two modules, one in sightsinging and the other in the history of the musical. Sightsinging will enable students to read music in the musical theatre repertoire while also giving them the tools to sing with proper breath support. The historical module will use archival video and recordings along with selected readings to present a survey of musical theatre history. There will be short written assignments, and mid-term and final examinations. Fee: \$45.00 per term. Course includes Private Voice and Daily Dance labs which require a separate fee of \$1560. Corequisite: WRIT 101 or 201 (6).

#### THTR 290. History & Mission of Arts Institutions

(Same as ART/DANC 290.)

This course provides a comprehensive view of visual and performing arts administration and serves to prepare students for specialized courses. The course traces the development of arts institutions and explores the relationship of economic, political and social factors on arts and culture in the United States, with comparisons to arts organizations abroad. It provides an overview of management functions including planning, organizing, and managing within non-profit, public, and for-profit structures, and the interrelationship of organizational mission, vision and leadership. Readings and lectures will be supplemented by weekly discussions of current developments in the field. Prerequisite: WRIT 101 or 201 (3).



## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 293. Special Topics in Design and Technical Theatre

This course covers the historical background of a subject and develops skills and knowledge in a particular aspect of design and/or technical theatre. Topics may include: Perspective Drawing and Rendering, Technical Direction, Stage Mechanics, and Moving Light Technology. This course may be repeated for a total of 6 credits, but the topic may not be repeated. Prerequisites: WRIT 101 or 201 & THTR 110 or permission of department. Fee \$45 (3).

#### THTR 296. Introduction to Playwriting

A combination lecture, discussion, and lab course in which students explore play structures and aspects of the creative process through weekly exercises devised around key elements of dramatic writing (time, place, action, voice). Students will also read and discuss a variety of contemporary plays, which will be chosen for their relevance to the topics of the weekly writing assignments. Prerequisite: THTR 215 [Offered: F, S] (3).

#### THTR 302a-b. Scenic Design I

Aesthetics and practices of scene design will be studied with an emphasis on the theoretical, imaginative and analytical underpinnings of the design process. Activities of the class will focus on the various modes of execution available to present a design concept, historical context, production styles, organization and techniques of production. Lab work and design projects will be assigned which will enhance the development of collaborative skills. Open to non-majors by permission of the Instructor. Fee: \$45.00 per term. Prerequisites: THTR 253 & 237; or permission of department [Offered: F, S] (3-3).

#### THTR 303a-b. Costume Design I

Aesthetics and practices of costume design will be studied with an emphasis on script analysis, research, character revelation and organization. Lab work and design projects will be assigned which will enhance conceptual and collaborative skills. Open to non-majors by permission of the Instructor. Fee: \$45.00 per term. Prerequisite: THTR 266 or permission of department [Offered: F, S] (3-3).

#### THTR 304a-b. Lighting Design I

Aesthetics and practice of lighting design are studied with reference to script breakdown and analysis, research, color theory, and concept development. Students will learn to utilize currently available lighting units and control equipment to execute design ideas. Lab work and design projects will be assigned to develop collaborative skills and the techniques needed to produce a light plot, hook-up sheets, magic sheets, and shop orders. Open to non-majors by permission of the instructor. Fee: \$45.00 per term. Prerequisite: THTR 237, 252 or permission of department [Offered: F, S] (3-3).

#### THTR 305. Elements of Directing

This course introduces the student to the history, theory and technique of stage direction. Basic directorial concepts are studied and applied to scenes and short plays. Topics include stage visualization; composition and movement; play analysis with emphasis on the theatrical content of scripts; production research; rehearsal techniques; and collaboration with other theatre artists. Student work includes selected scenes and projects prepared for class presentation. Outside rehearsal work is required. Students will concurrently study the history of stage directing through assigned readings and discussions. Students will write a major research paper on a director and will present an oral report based on his/her work. Fee: \$45.00. Prerequisites: WRIT 102 or 201 & THTR 215 [Offered: F, S] (3).

#### THTR 306. Advanced Scene Study: European and Russian Drama

This course focuses on the heightened language and style found in the plays of late 19th and early 20th century European and Russian drama. Emphasis is placed on the complex psychological behavior found in the plays studied. In addition, students work with historically appropriate costume elements and props. Advanced and rigorous research and writing assignments are required to contextualize the material covered. Prerequisites: BFA Acting majors only; THTR 203, 224, and 342. Fee \$45 (3).

#### THTR 307. Dialects for the Stage

A one-semester technique class to develop a process for acquiring a dialect and to become proficient in the most commonly requested dialects for the stage. The course will utilize the substitution method to select important identifiers in a dialect and find the correlating sounds in standard American speech to apply to the interpretation of dramatic texts. Students will rely on their knowledge of the International Phonetic Alphabet to capture foreign and non-standard American sounds. Students will sharpen listening skills through identification of dialects through listening to native speakers and commercial recordings, as well as studying research sources and cultural and historical materials pertinent to dialect study and acquisition. Fee: \$45.00. Prerequisite: completion of THTR 202 & 203 with a grade of "B" or better in each semester.

#### THTR 309-310. Voice and Speech Practicum

A continuation of the body/voice techniques begun in THTR 202-203, the emphasis of this course is on the application of these techniques to various styles of poetic and dramatic text. Orchestrating text for breath, inflection, operative words, consonant and vowel explorations, detailed study of the International Phonetic Alphabet, and advanced physical and vocal exercises support the actor in interpreting and speaking challenging texts. Voice and speech techniques employed may include those of Clifford Turner, Catherine Fitzmaurice, Kristen Linklater, and Arthur Lessac. The movement work may include Laban: Effort/Shape/Space, Bartenieff Fundamentals, Alexander Technique, Feldenkrais Method, and yoga. Knowledge of the anatomy of the voice production and muscles used for articulation are taught to promote the economy of effort and the health and safety of the voice. Fee: \$45.00 per term. Prerequisite: completion of THTR 202 & 203 with a grade of "B" or better in each semester (3).

#### THTR 311. Shakespeare

Shakespeare's work is explored in the context of the Elizabethan culture and theatre. A study of selected histories, comedies, romances, and tragedies will reveal how Shakespeare gave dramatic expression to his understanding of human experience. Prerequisites: WRIT 102 or 201 and THTR 215 (3).

## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 314. Special Topics in Acting

This course builds on the theoretical concepts and foundational skills acquired from the freshmen and sophomore levels of the Acting/Theatre Performance curriculum, and offers students the opportunity to choose further study to inform their individual development as actors. Topics are offered on a rotating basis, and focus on a specialized aspect of acting technique while incorporating advanced research and dramatic analysis. Past topics include Acting for Camera, Stage Combat, Clown Techniques, Commedia dell'arte, and Viewpoints. This course may be repeated for a total of 6 credits, but the topic may not be repeated. Fee: \$45.00. Prerequisites: THTR 203 & 342 (3).

#### THTR 315. Performing Shakespeare

This course builds on the theoretical concepts and foundational skills acquired from the freshmen and sophomore levels of the Theatre Performance curriculum, and offers students the opportunity to study the challenges involved in acting Shakespeare and verse. The course will focus on how the performer identifies and utilizes the linguistic structures of the texts, including scansion, breath control, and the specific rhetorical and poetic devices found in Elizabethan verse. Students will develop voice, speech and movement skills required for performing Shakespeare's plays. Fee: \$45.00. Prerequisites: THTR 203 or 249 & 342 (3).

#### THTR 316. British Drama and Theatre

Beginning with a brief look at its medieval origins, this course will study a selection from the Elizabethan plays of Shakespeare's contemporaries (e.g. Marlowe, Jonson, Webster, Middleton) examples of the "comedy of manners" in the Restoration and Eighteenth Century, and several modern and contemporary works by such playwrights as Shaw, O'Casey, Pinter and Churchill. Prerequisites: WRIT 102 or 201 and THTR 230-231 (3).

#### THTR 317. Design for Directors & Choreographers (Same as DANC 317)

This is a one-semester course that will give students an understanding of the design process. There will be an emphasis on visual clues in text and music, research methods, and collaborative skills. Students will also gain a brief history of design and knowledge of a design vocabulary. The course will explore the common ground in designing sets, lights, costumes, media or sound as well as their specific goals and needs. Fee: \$45.00 Prerequisite: THTR 305 or DANC 351 (3).

#### THTR 319. Drama & Theatre in the United States

Beginning with a brief look at early popular entertainments, this course moves through the major periods and forms of theatre and drama up to the present. Representative works by Eugene O'Neill, Arthur Miller, Tennessee Williams, Edward Albee, August Wilson, Sam Shepard, and David Mamet are studied, as well as plays by a wide variety of contemporary playwrights such as Mac Wellman, Suzan-Lori Parks, Tony Kushner and Diana Son. Attendance at relevant theatre productions in New York City is stressed. Prerequisite: WRIT 102 or 201 (3).

#### THTR 320. Dramatic Forms and Genres

This course provides a systematic survey of the major genres and forms of dramatic literature. Through a coordinated examination of plays, dramatic theory, and production history, students engage in a dramaturgical analysis of a wide variety of texts. Students will present several short oral and written reports, and a substantial research paper. Prerequisites: WRIT 102 or 201, THTR 215, THTR 230 & 231. [Offered: S] (3).

#### THTR 322 Drama Therapy: Theories & Practices (Same as PSYCH 322)

Drama Therapy is defined as the intentional use of dramatic processes in order to facilitate change, healing, and growth. In this course, students learn what Drama Therapy is from a theoretical and experiential point of view. Drama Therapy is an active form of psychotherapy, experiential in essence. Each class will consist of a theoretical presentation on the Drama Therapy method that will be explored. The course begins with a historical overview of the field of Drama Therapy, linking historical and sociological developments. Several of the major Drama Therapy methods and their theoretical and psychological underpinnings are examined. Because of the nature of the subject matter, active participation is required by all students. Prerequisites: WRIT 102 or 201, PSYCH 101 and THTR 101 (3).

#### THTR 326. Advanced Scene Study: British Comedy

This course explores elements of comic technique, such as rhythm, pacing, and timing, through 19th century and contemporary British comedy. Comic techniques to be covered include: creating and building laughs; effective use of props; character behavior; and integration of costume elements, both period and contemporary. The course will also emphasize use of the British dialect and its relevant speech requirements, such as operative words, inflections, pitch, and phrasing. Students are required to complete multiple advanced research and writing assignments to contextualize the course material. Prerequisites: BFA Acting majors only; THTR 306. Fee \$45 (3).

#### THTR 327. Gender in Performance: Cross-Dressing on the American Stage

An inquiry into the strategies of drag performance as practiced by Charles Busch, Lypsinka, La Gran Scena, WOW Cafe and others. Questions to be explored: How does drag performance deconstruct gender? Is there a similar political aspect to drag performance in male and female cross-dressing? Discussions will be augmented by readings from contemporary feminist and queer theorists, as well as videotaped performances of various drag artists. A major research paper is required. Prerequisites: WRIT 102 OR 201 (3).

#### THTR 328. The Arts & Social Change (same as ART/DANC 328)

Can the arts change the world? This course will look at various political movements in the United States and examine how performers and artists have responded and made an impact. Students will explore how the arts have challenged social and political structures and how performance can be used in the community as a tool for social change. Through readings of performance texts, historical documents, and theory, and viewing art works, film, and performances, students will discuss and challenge the role of the arts. In addition to critical and practical writing assignments, students will have the opportunity to work (1-2 hours per week, according to students' and school schedules) with a local community organization to create a short performance project that addresses a topical issues. Prerequisites: WRIT 102 or 201 (3).

## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 329. Tragedy & Religion

This course will examine textual and cultural intersections of tragedy and religion in theatrical performance and dramatic literature. Students will explore in discussion and written form the interplay and tensions between tragedy as a dramatic form and religious texts, traditions, and practices. They will read and analyze plays in light of theories of tragedy as well as religious texts and practices from both Western and non-Western religious traditions. The course will consider how concepts of tragedy have responded to different social, historic, and religious contexts and modes of performance. Students will discuss how one might read tragedy today against recent scientific and technological advances and theorize the “post-human” future of the tragic form. Prerequisites: WRIT 102 OR 201 (3).

#### THTR 330-331. Scene into Song

Course provides advanced level work in performing musical theatre material and the expression of a dramatic situation through song interpretation, character and movement. Students will work on scene-into-song studies from traditional “book” style musicals as well as from specialized forms. Students will produce a series of staged “mini-musicals” where they are responsible for complete roles in addition to supporting reading and research. Students will study archival video material at the New York Public Library at Lincoln Center and a midterm exam and final paper are required. Fee: \$45.00 per term. Course includes Private Voice and Daily Dance labs which require a separate fee of \$1560. Prerequisite: THTR 229 [Offered: F, S] (3-3).

#### THTR 334. Audition Techniques

This course focuses on the skills necessary to audition successfully for theatre, film and television. Topics include cold readings, monologues, television commercials and the business of dealing with agents and casting directors. Fee: \$45.00. Prerequisites: THTR 203 & 342 [Offered: F, S] (3).

#### THTR 335. Advanced Contemporary Scene Study: Comedy

This course builds on the theoretical concepts and foundational skills acquired from the freshmen and sophomore levels of the Acting/Theatre Performance curriculum, and offers students the opportunity to choose further study to inform their individual development as actors. Students will further develop their abilities to use a variety of research sources and the information and clues in their analysis of text to choose acting styles, make informed choices and build characters. This course will examine the work of such playwrights as Alan Ayckbourn, Charles Busch, The Five Lesbian Brothers, Caryl Churchill, Christopher Durang, David Ives, Charles Ludlam, Nicky Silver and Wendy Wasserstein, among others. Through an emphasis on rhythm (the music of the text) and letting words and images fill the body and awaken the imagination, actors will learn how to bring the world of the play and its images to life onstage. Students will gain a broad knowledge of contemporary playwrights and texts, actor flexibility (character development, the clear and decisive playing of actions and emotional, psychological and physical depth), the ability to discover a variety of circumstances and to perform “style.” Fee: \$45.00. Prerequisites: THTR 203 or 249 and THTR 342 (3).

#### THTR 338. Stage Management II

A combination lecture, discussion, and lab course in which students will acquire advanced skills in notation and cueing in a variety of performance genres, which can include dance, musical theatre, performance art, opera, and multi-media productions. Course will also cover technical production and design elements, union rules and contract obligations, budgeting of resources and staff organization. Additional lab time is required. Fee: \$45.00. Prerequisite: THTR 238 (3).

#### THTR 340. Intermediate Design Assistant Practicum

Through individual mentorship, the advanced design student will assist a professional designer on a main stage or off-campus production. The student will meet regularly with the designers and technical director and attend all production meetings and will be monitored in collaborative skills. Student responsibilities will vary depending on the nature of the production but could include production research, model making, drafting, color swatching, and production paperwork. This course may be repeated for a total of 6 credits. Prerequisite: Permission of the design faculty [Offered: F, S] (1-3).

#### THTR 341-342. Acting II: Rehearsal and Scene Study

This course is designed to continue the training acquired during Acting I through a variety of approaches to acting, while incorporating advanced research processes, script analyses, and character development. As in Acting I, there is an emphasis on actor physicality, playing of actions, connection to partner, and moment-to-moment techniques; however, Acting II moves into rigorous development of scripted scene work at the start of the year with emphasis on given circumstances, character development, and use of language. More complex characters and given circumstances are explored as the year progresses. Multiple research and writing assignments are required to contextualize the material covered. Fee: \$45.00 per term. Prerequisites: THTR 212 and 215 [Offered: F, S] (3-3).

#### THTR 343. Theatre Production: Mainstage

Course combines theory and practice through rigorous study and work in the areas of acting, directing and dramaturgy, and collaboration in the areas of stagecraft and production/stage management. The emphasis is on rehearsal/performance process and production values/techniques, while incorporating advanced research processes. A play is produced at MMC during the course of the term. Additional lab hours are assigned. This course may be taken for a maximum of 12 credits. Fee: \$45.00 per term. Prerequisites: Prerequisites: THTR 212, THTR 215, and WRIT 102 or 201, and by audition (3).

#### THTR 345. Introduction to Dramaturgy

Dramaturgs are collaborative artists and critical advisors who contextualize the world of a play both for those involved in its planning and production, and for those in the audience. In this course students will study the dramaturg's various responsibilities through research and practice. Assignments might include: serving as the dramaturg on a hypothetical production; designing and proposing a theoretical season for a theatre; or shadowing a professional dramaturg. The course requires students to engage both local and international sources as they undertake intensive historical research in New York museums, libraries and archives. In addition students must take advantage of the city's many theatrical resources actively and independently. Because dramaturgs must learn to communicate clearly with many individuals, students will practice different methodologies of description, communication, and analysis throughout the semester. Prerequisites: WRIT 102 or 201 & THTR 215, 230 & 231 (3).



**THEATRE ARTS COURSES (THTR)****THTR 346. Production Management**

This course explores the interconnected relationships among the different management areas (stage management, technical direction, design, artistic staff, production crew) in theory and theatrical practice. Students study production management in the U.S. and develop an understanding of new directions and technologies. Emphasis will be placed on current aspects of the field and include staffing, scheduling, touring, budgeting, contract negotiations, facility and safety oversight, project estimation, site specific work and festival planning. Through in-class discussions and several field trips to New York City theatres and production companies, students will acquire knowledge of current production management and its relationship to artistic goals and business concerns. Readings and lectures will emphasize case studies, and students will make use of New York City cultural institutions and government agencies as sources of research for assignments and projects. Prerequisites: WRIT 102 or 201 and THTR 238. (3).

**THTR 347. Viewpoints**

The Viewpoints is an improvisational technique, which allows a group of actors to function together spontaneously and intuitively, and to generate bold, theatrical work quickly. The nine Viewpoints – four dealing with Time and five with Space – help actors develop flexibility, articulation, and strength in movement and speaking, and make ensemble playing readily available and possible. The course will follow a progression from non-textual improvisations and compositions to scripted scene study. Students will be able, then, to apply the Viewpoints to text in order to better understand character, given circumstances, action, impulse, and arc. Prerequisites: THTR 342 or permission of instructor (3).

**THTR 352-353. Acting III: Language and Style**

This course provides an environment in which the student can deepen theoretical understandings of acting technique and refine technical skills. Emphasis is placed on the delivery of the text and how the actor's body can communicate the world of the play. Material will be taken from plays composed with heightened language and style that goes beyond contemporary naturalism. Playwrights may include Chekhov, Ibsen, Strindberg, Coward, Wilde, Shaw, Churchill, Stoppard, and others. Emphasis is placed on individual student research and several writing assignments will be required. Open to BFA Acting majors only. Fee: \$45.00 per term. Prerequisites: THTR 203 & 342 (3).

**THTR 355. New York City Arts Seminar**

Course builds on general appreciation and 100 and 200 level technique courses to provide students with an intermediate, comparative exploration of performance currently available in New York City. Students will attend diverse events (dance, theatre, music, performance art), which will be discussed and analyzed in depth during class sessions. Students will be assigned ongoing readings in cultural and performance theory which will be discussed in light of actual performance and which will serve as the basis for several short essays and a longer critical paper. Fee: Ticket cost to be determined. Prerequisites: WRIT 102 or 201 & DS I course (3).

**THTR 366. Devising Performance Events (same as ART/DANC 366)**

Students will explore various methods and techniques for creating original performance experiences for specific communities (such as social justice organizations, political advocacy groups, social and health care services, youth organizations). Students will study the history and current state of devised performance in the United States through readings from performance and historical texts. Concurrently, students will apply strategies and techniques to in-class and site-specific performance projects. Throughout the semester, students will attend and analyze professional and community-based devised NYC performances which will serve as case studies to examine the relationships between performance activities and community building. Prerequisites: WRIT 102 or 201, THTR 328 (3).

**THTR 370. Beyond Naturalism**

This course allows students to experiment with diverse styles of theatricality. Particular attention will be placed on abstractions of thought, the visual possibilities of the spoken word, and the actor's body in space. Postmodern writings by a variety of theatre artists including Antonin Artaud, Augusto Boal, Peter Brook, Steven Berkoff, Richard Foreman, Naomi Iizuka, Robert Lepage, Simon McBurney, Charles L. Mee, Jr., Stephan Schultz, Tadashi Suzuki, Mac Wellman, and Robert Wilson will be studied and explored for their particular theatrical strategies. Through play readings, class discussions, production research, the creation of scene compositions and solo-performances, and the viewing of live performances, the student will delve into the intricacies of acting in postmodern plays, at the same time establishing an understanding of the demands placed on the director, playwright, and designer. Fee: \$45 plus ticket cost to be determined. Prerequisites: THTR 203 or 249 & 342 [Offered: S] (3).

**THTR 378. Producing Performance (same as DANC 378)**

This is a course for theatre and dance artists who want to learn how to produce their own work or form their own company. Topics include defining the artistic and producing goals of the project; locating the right venue; securing rights; establishing a budget; finding sources of funding; dealing with unions, establishing not-for-profit status, engaging artistic and production staff, and establishing and administering a dance or theatre company. Over the course of the semester, students will be engaged in analyzing case studies from established companies, and will utilize the resources of New York City to research and create their own production plans. Prerequisite: WRIT 102 or 201 (3).

**THTR 380. Dramatic Theory and Criticism**

This course presents a study of major issues in dramatic theory and criticism, including the nature of imitation and representation, the relationship of text to performance, the formation of dramatic genres, and the role of the spectator. Readings include plays and theoretical essays. Prerequisites: WRIT 102 or 201 & THTR 215, 230 & 231 (3).

**THTR 385. Directing II**

This course focuses on directing techniques for contemporary, realistic plays. Consideration is given to choosing material, script analysis, visualizing a production, auditions and casting, rehearsal techniques, characterization, physicalization, and the actor-director relationship. Dramaturgical research skills will be stressed to inform the student director's interpretation of the script and directing choices in rehearsal. Students will work on scenes and exercises in class, and will complete several projects, which necessitate rehearsal time in addition to class time. Fee: \$45.00. Prerequisite: THTR 305 [Offered: F, S] (3).

## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 392. Fundraising & Marketing for the Arts (Same as ART/DANC 392.)

This course will cover several key areas of visual and performing arts management: financial management and budget planning; accounting practices; marketing and audience development; fundraising; individual, foundation, corporate and government support; partnerships, community building and education outreach programs. Special emphasis will be given to grant proposal research and writing. Readings and lectures will emphasize case studies, and students will make use of New York City cultural institutions and government agencies as sources of research for assignments and projects. Prerequisites: WRIT 102 or 201; ART/DANC/THTR 290 (3).

#### THTR 396a-396b. Intermediate Playwriting Techniques I & II

In this year-long course the student will develop a technique that is individual, yet grounded in fundamental dramatic writing skills. During the first semester, students will write weekly scenes, and be guided through exercises to develop facility with storytelling, plotting, stage action, dialogue, and thematic unity. During the second semester, students will select one or two scenes from the first semester and finish a longer play that grows out of this selected scene. Student work will be read and discussed at each class. Prerequisites: WRIT 102 or 201 & THTR 296; or permission of department (6).

#### THTR 402a-b. Scenic Design II

This course provides an in depth study of the design process, with emphasis on research and the skills needed to communicate a design concept to a director and scenic shops. Projects will be varied and students will learn to do thumbnail sketches, color renderings, models, set plans, sections, elevations, and paint elevations. The class will study the history of scenic design, including the latest technical advances in set design execution. Fee: \$45.00 per term. Prerequisite: THTR 302b or permission of department (3-3).

#### THTR 403a-b. Costume Design II

This course provides an in depth study of the design process, with emphasis on research and the skills needed to communicate a design concept to a director and costume shops. Projects will be varied and students will develop the skills and knowledge necessary to produce finished costume sketches with construction details and fabric swatching. The class will concurrently study the history of costume design. Fee: \$45.00 per term. Prerequisite: THTR 303b or permission of department (3-3).

#### THTR 404a-b. Lighting Design II

This course provides an in depth study of the design process, with an emphasis on research and all paperwork. Projects will be varied and students will be expected to complete all production paperwork (magic sheets, light plot, shop order, instrument schedules, hook-up charts), and cut color list and production script with cues. Students will learn to use Lightwright. The course will cover the latest advances in lighting equipment and control and will discuss the problems associated with touring and repertory. Fee: \$45.00 per term. Prerequisite: THTR 304b or permission of department (3-3).

#### THTR 406. Directing III

Students participate in a directing lab from the first day of class through practical directing exercises on selected scenes. Attention will be given to advanced directorial problems of interpretation, planning and rehearsal, characterization, style, language, visualization, production values and the actor-director relationship. Dramaturgical research skills will be stressed to inform the student director's interpretation of the script and directing choices in rehearsal. Course work will be supplemented by guest lectures and attendance at theatre events. Students direct a 20-minute theatre piece as their final project for public performance for which a minimum of 45 hours spent in independent rehearsals is required. May be repeated for up to 6 credits. Fee: \$45.00. Prerequisites: THTR 238, 385 & permission of department (3).

#### THTR 408. Medieval Performance

This course takes a broad historical approach to medieval performance across Europe during the long Middle Ages (c. 500-1500). In addition to examining the major performance traditions from this period, and how those traditions influenced larger cultural and social trends, the course also examines the continuation of medieval performance into the present, both in Europe and the United States. Students will examine play texts, stage designs, art and manuscripts, production and management records, and other forms of evidence as part of their coursework. Prerequisite: WRIT 102 or 201; THTR 230 & 231 or permission (3).

#### THTR 410. Playwright/Director Workshop

The focus of this class will be on the process of creating a text and its development through dramaturgical investigation, rehearsal, class discussion, and performance. The process will be as follows: a writer will be assigned a director and a cast of three actors. A play will be written within specific parameters (15-20 minutes in length, minimal production values, with roles for specific actors). Within a particular time period of four or five weeks the piece will be given a cold reading, rehearsed, and brought into class for several showings and revisions. Through this procedure, the student will experience the collaborative process of playwright/director/actor within a supportive environment, which encourages risk and exploration. Final projects will be given a public performance. Fee: \$45.00. Prerequisites: THTR 342, 406 or 396, depending on student's emphasis & audition/interview. Contact Theatre Office for more information (3).

#### THTR 412. History & Theory of New Media in Performance

Since the late nineteenth century cultural performance has been impacted by and closely linked to developments in technological media. This course explores the compelling interactions between live forms and mediated experiences, and the theatrical potential of new technologies. Beginning with a critical look at what a medium is and what constitutes a performance, we will survey key facets of the media/performance relationship from 19th century stage practices and the beginnings of cinema, the innovations of the 20th avant-garde, and the multimedia pioneers of the 1950-1970s. The balance of the course will focus on significant contemporary examples of the use of new media in performance to explore emerging patterns of practice and to consider how our cultural and aesthetic ideas about performance have been expanded. Discussion topics will include the uses of media on traditional stages, perceptions of the body in mediated and live contexts, spatial and temporal displacements, and immersive and interactive environments. Readings in the theory and history of the field will provide a context to understand and appreciate these innovations, and there will be substantial use of online and audio-visual materials. Some of the many artists, performers, choreographers and companies covered include the Wooster Group, the Builders Association, Josef Svoboda, Merce Cunningham, Bill T. Jones, Nam June Paik, Stelarc, Deborah Hay, Laurie Anderson, and Chunky Move. Students will be encouraged to think creatively about the use of media and performance in their final projects and we will use the resources of NYC for live performances and exhibits. Prerequisites: WRIT 102 or 201 (3).



## Theatre Arts

### THEATRE ARTS COURSES (THTR)

#### THTR 414. Advanced Scene Study: Shakespeare

This course focuses on the heightened language and style found in the plays of William Shakespeare. Emphasis is placed on scansion, breath control, and the rhetorical strategies found in Elizabethan verse. In addition, students work with historically appropriate costume elements and props. Students learn to find clues in the text with which to create stage movement that illuminates character action. Advanced research and writing assignments are required to contextualize the material covered. Prerequisites: BFA Acting majors only; THTR 326. Fee \$45 (3).

#### THTR 418. Professional Preparation: Business of Acting

This course focuses on the business aspects of the acting profession and the development of appropriate materials for showcasing to industry professionals. Students develop necessary materials and skills to market their careers, learn about the professional audition and casting process, and how to work with organizations in the profession. Students develop resumes, obtain headshots, find appropriate auditions and audition material, and learn how to correspond and work with agents, managers, and casting directors. Actors Equity Association, SAG/AFTRA, and other organizations present seminars. Students research audition material from contemporary theatre literature and screenplays, explore audition material through in-class and out-of-class rehearsals, and edit and rehearse audition material to showcase for a select audience of casting directors and talent agents, who provide feedback on audition presentations. Course includes rehearsal labs and industry presentation with a required fee. Prerequisites: THTR 342, THTR 203 or THTR 249 and 85 credit hours completed (3).

#### THTR 424. The Musical Theatre Song Portfolio

This course focuses on creating an audition portfolio for musical theatre. Topics include: Choosing appropriate audition music in various styles and genres (ballads, uptempo, patter, pop, rock etc), creating 16 and 32 bar cuts, performing in an audition setting, and organizing audition materials. Students will learn the difference between approaching sung material to feature their best attributes as an individual vs. approaching the material as a character from a musical. This performance class will include two mock auditions. Fee: \$45.00 per term. Course includes Private Voice and Daily Dance labs which require a separate fee of \$1560.. Prerequisites: THTR 331 and 342 (3).

#### THTR 428. Professional Preparation: Musical Theatre

This course focuses on the application of audition skills and the audition portfolio that were developed in THTR 424. Topics include: preparing an audition, callbacks, cold and prepared readings, dance calls, agents and casting directors, headshots and resumes, and professionalism. This performance class will guide students through a series of mock audition scenarios with faculty and professionals. The students will also be mentored and monitored in professional auditions throughout the semester. Students audition in showcase for a select audience of casting directors and legitimate talent agents who will provide feedback. Course includes industry presentation with a required fee of \$1560. Prerequisite: THTR 424 (3).

#### THTR 431-432. Acting IV: Shakespeare and Period Styles

This advanced scene study class is designed to help the student acquire the theoretical understandings and skills necessary to perform the texts of Shakespeare, Moliere, and Restoration and Eighteenth-century playwrights. Students will experiment with techniques and will delve into the worlds of these plays through text analysis, advanced voice and bodywork, and new approaches to characterization. Emphasis is placed on language, both the understanding of it and the ability to communicate text to an audience within the demands of style and character. Several research and writing assignments will be required. Fee \$45.00 per term. Open to BFA Acting majors only. Prerequisites: THTR 311 & 353 [Offered: F, S] (3-3).

#### THTR 440. Advanced Design Practicum

Through individual mentorship, the advanced design student will assist a professional designer on a main stage or off-campus production. Student will meet regularly with the designer and attend all production meetings and will be monitored in collaborative skills. Student responsibilities will vary depending upon the nature of the production but could include production research, model making, drafting, color swatching and production paperwork. May be repeated for up to 6 credits. Prerequisite: permission of design faculty (1-3).

#### THTR 465. Advanced Studies in Drama & Theatre

This course gives the advanced theatre student an opportunity to acquire more advanced research skills and to explore a variety of city resources including specialized library and museum collections. Different topics will be offered each semester; previous topics include: Modern Irish Dramatists, Russian Theatre, American Musical Theatre, Asian Theatre, and The Dynamics of Silence: Pinter and Chekhov. Prerequisites: WRIT 102 or 201 & THTR 230 & 231 (May be repeated for up to 6 credits.) [Offered: F, S] (3).

#### THTR 475. The Avant-Garde in Art, Film and Performance (Same as ART/COMM 475)

This course examines major 20th century avant-garde movements (Futurism, Cubism, Surrealism, Modernism, Post-Modernism) and their interrelated movements from the perspective of their achievements in art, film, dance, music and theatre. In double-class lecture/ discussion sessions, the ideological, political, and aesthetic dimensions of the avant-garde are explored from their earliest nineteenth century roots, through the World Wars, to our contemporary world. This interdisciplinary course is team-taught. A major research paper is required. Prerequisites: WRIT 102 or 201& ART 166, 252, COMM 131 or THTR 231 (3).

#### THTR 496a-496b. Advanced Playwriting Techniques I & II

This year-long course provides the student with progressive and advanced assignments in writing for the stage. Emphasis will be placed on patterning and structuring of one-act and longer works, non-realistic approaches to character and environment, and the theatrical potential of language. Other topics include the variety of source materials for dramatic works, writing from improvisation, and the challenges inherent in writing for a particular performer. Students will complete a one-act play over the course of each semester. Prerequisite: THTR 396 b (6).

## Theatre Arts

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### THEATRE ARTS COURSES (THTR)

THTR 297/397/497. Research

THTR 298/398/498. Directed Study

THTR 299/399/499. Independent Study/  
Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

THTR 220. The Short Play

THTR 248-249. Voice, Speech, and  
Movement for the Actor

THTR 283. Performing Arts in London

THTR 336. Advanced Contemporary Scene  
Study: Drama

THTR 372. Acting Solo

THTR 458. Criticism Writing Workshop

(Same as ART/DANC 458; see course description  
under Dance.)

### *Did You Know?*

*Students in Theatre Arts have studied abroad in a variety of countries as well as through the Semester at Sea program, and in fields other than theatre, as well as study each year at the British American Dramatic Academy in London.*

For more information click, <http://www.mmm.edu/departments/theatre-arts/current-students.php>

## GRADUATION HONORS

The official dates for the completion of degree requirements are February 1, June 1, and September 1. Commencement ceremonies are held only once a year in May. At the Commencement exercises all students who have completed degree requirements since the previous Commencement are awarded any honors they earned at MMC. Some of the honors listed below may be awarded on Honors Day.

To qualify for honors at Commencement, students must be scheduled to have earned a minimum of sixty (60) credits at MMC by the date of Commencement. Only credits earned through coursework at MMC will be counted towards graduation honors; credits earned through Prior Learning Experience, CLEP, CPE and other similar exams as well as transfer credits are excluded from consideration. Decisions about graduation honors are made immediately upon the conclusion of the January semester each year; students who wish to be considered must ensure that any transfer credits have been received by the conclusion of January semester, and that any Incompletes have been converted to letter grades by then.

A student who has a maximum of 6 credits to complete and will have a graduation date of September 1, may request permission to walk at the Commencement ceremony held the previous spring. If such permission is granted and the student elects "to walk," he or she automatically forfeits any and all MMC academic honors she or he may have been eligible for, since his/her degree requirements will not have been formally completed by the date of the ceremony. Students will, however, achieve cum laude, magna cum laude or summa cum laude, at the time their degree is actually conferred, provided that they have achieved the requisite final grade point average and the 60 credit minimum requirement.

### cum laude

Students who have achieved a GPA of 3.90 or higher are graduated summa cum laude; those who have attained a GPA of 3.70 or higher are graduated magna cum laude; those who have attained a GPA of 3.50 or higher are graduated cum laude.

### Gold Keys

A Gold Key may be awarded in each concentration to one graduate who has achieved a high degree of excellence in his/her chosen academic field. The criteria for the major medal are: a 3.50 GPA based on all credits in the major field completed through the January semester of the year of Commencement; a cumulative GPA of 3.00 through the January semester of the year of Commencement; 60 or more credits scheduled to be completed at MMC through the Spring semester of the year of Commencement; self-reliance in independent learning and research ability; written clarity of expression; verbal clarity of expression and breadth of purpose. Faculty members in each department decide on the recipient of the Gold Key award. There may be one honorable mention for each Gold Key. Two Gold Keys and two Honorable Mentions may be awarded in Communication Arts.

### Certificates in Minors

A Certificate in a Minor may be awarded in each minor to one graduate who has achieved a high degree of excellence in this field

of study. The criteria for this certificate are a minimum GPA of 3.50 based on all credits in the minor field completed through the January semester of the year of Commencement and a minimum of 60 credits completed at MMC through the Spring semester of the year of Commencement. Faculty members in each minor select the recipient from among eligible students.

### Valedictorian

The valedictorian is the senior with the highest GPA through the January semester of the year of Commencement who is scheduled to earn a minimum of 60 credits at MMC through the Spring semester of the year of Commencement.

## AWARDS OF DISTINCTION

### The MMC Crest

Established by the College in memory of Mother Joseph Butler, who was responsible for establishing a network of colleges throughout the United States called "Marymount," the MMC Crest is awarded to the senior who has best demonstrated the spirit and embodiment of MMC's educational mission: academic excellence and leadership within a strong liberal arts program.

### The Rowley Founder's Medal

Established in memory of Mother Rita Rowley, founder of Marymount Manhattan College, the Rowley Founder's Medal is awarded to the senior who, through extraordinary determination and effort, has been able to attain educational achievement.

### The Raymunde McKay Award

Established in memory of Sister Raymunde McKay, the first President of Marymount Manhattan College, the Raymunde McKay Award is awarded to the senior who has made an outstanding contribution toward meeting the problems and demands of our society through service at MMC and in the larger community.

### The Alumni Association Medal

This medal is awarded to the senior who, in the opinion of her/his classmates, has shown outstanding leadership and has made the most noteworthy contribution to MMC.

### The Trustees' Award

In recognition of student leadership and volunteerism, the Trustees' Award is awarded to a senior who has made a significant contribution to the building of community among the students at MMC.

### The Silver "M"

Through faculty and staff nomination, the Silver "M" is awarded to seniors who have shown overall leadership and contributive involvement in the College during their years at MMC.

## HONOR SOCIETIES

### Alpha Chi

Alpha Chi is a national honor society dedicated to the pursuit of knowledge and scholarship. Society members are chosen for their academic excellence. MMC's Iota chapter was founded in November 1979. To be eligible for membership, students must attain junior or senior standing, have completed at least 24 credits at MMC and have maintained a 3.75 GPA. Induction ceremonies are held each spring, and eligible students are

## Academic Honors and Recognition

notified. Membership in Alpha Chi is lifetime, and MMC's chapter is composed of both alumnae/i and current students. Chapter meetings are held several times during the academic year. Alpha Chi activities include planning an event to celebrate Women's Heritage Month and cosponsoring with the Faculty Honors Committee the annual Honors Day.

### Chi Omega Lambda

The Chi Omega Lambda Biochemistry & Molecular Biology Honor Society is both an honor and professional society for students in the molecular life sciences. It aims to stimulate interest, support outreach activities, and recognize scholarly attainment and research accomplishments in the molecular life sciences. This National Honor Society acknowledges outstanding undergraduate students interested in pursuing careers in the molecular life sciences and provides a mentoring network to assist in the attainment of their goals. Membership into the Chi Omega Lambda National Honor Society requires that the candidate be nominated by their local chapter advisors. Candidates must be students majoring in biochemistry and/or molecular biology or any related field, such as Biology. They must have completed their second year of a four-year curriculum or its equivalent, must be in strong academic standing, have engaged in research activities and involved in community outreach that help raise science awareness. The MMC chapter of Chi Omega Lambda was established in 2010-2011.

### Lambda Pi Eta

Lambda Pi Eta is the National Communication Association's Honor Society. The MMC chapter recognizes, fosters and rewards outstanding scholastic achievement in communication studies. The society seeks to establish and maintain close relationships and mutual understanding among speech communication faculty and students and to assist students in exploring options for graduate education in communication studies. Other goals include: the stimulation of College-wide interest in the field of communication and the provision of time and opportunity to discuss and exchange new developments in the field of communication.

### Omicron Delta Kappa

The Omicron Delta Kappa Society, Inc., the National Leadership Honor Society for college students, recognizes and encourages superior scholarship, leadership and exemplary character. Membership in ODK is a mark of highest distinction and honor. To be eligible for admission, a student must be a junior or senior whose academic rank places her/him within the upper 35% of her/his class and has, in the opinion of the voting members, earned special distinction in at least one of five phases of collegiate activity: general scholastic ability; athletics; campus or community service, social, religious activities, or campus government; work in journalism, speech or the mass media; ability in the creative and performing arts. The society emphasizes the development of the whole person, both as a member of the college community and as a contributor to a better society. MMC's chapter was established in 1995.

### Pi Sigma Alpha

Pi Sigma Alpha, the national political science honor society, exists to encourage and reward high achievement in the study of political science. Only junior, senior, and graduate political

science students enrolled in institutions where chapters of the honor society are located qualify for membership. With over 550 chapters nationwide and over 6,000 new students initiated each year, Pi Sigma Alpha is one of the largest collegiate honor societies in America. It is also a leader among honor societies in supporting programs and awards that directly benefit its members.

### Psi Chi

Psi Chi is the National Honor Society of Psychology. To be considered for admission, a student must either be a major in Psychology or be recommended by the Psychology faculty. A student must have completed at least 18 credits in Psychology at MMC and have achieved a GPA of 3.5. Psi Chi is an affiliate of the American Psychological Association and a member of the Association of College Honor Societies.

### Sigma Beta Delta

The purpose of Sigma Beta Delta is to encourage and recognize scholarship and achievement among students of business management and administration, and to encourage and promote personal and professional improvement in a life distinguished by honorable service to humankind. Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. To receive an invitation from the faculty officers, business students must rank in the upper 20 percent of the junior or senior class.

### Sigma Tau Delta

The purpose of Sigma Tau Delta, the International English Honors Society, is to confer distinction upon students of the English language and its literature. Membership is granted by invitation to students with a minimum overall grade point average of 3.0, and a minimum grade point average of 3.3 in their English coursework. To be invited into the society students must have completed at least four semesters of College course work.

## ACADEMIC HONORS

### Dean's List

Dean's List honors are awarded each semester to full-time and part-time students who successfully completed a minimum of 12 and 6 credits respectively at MMC during the previous semester and who in that period attained a GPA of at least 3.50. In order to qualify, students must clear any INC grades. The Registrar notes the student's achievement as a Dean's List honoree on the student's academic transcript for the semester(s) in which the student achieved the honor.

Each October, MMC recognizes those students who achieved academic excellence during the previous year at an Honors Reception. Invited students are those who have earned election to the Dean's List during the previous year.

### Honors Day

Each spring, the Faculty Standards and Honors Committee and the Alpha Chi Honor Society sponsor an Honors Day at MMC. This is a day dedicated solely to celebrating excellence at our institution and building student awareness of the importance of intellectual achievement within the academic community. This day provides an opportunity to showcase the talents of individual faculty and the excellent work achieved in their classrooms through the sharing of scholarly work. The events of the day



center on the Honors Colloquium, where selected students present research papers, scholarly works, creative projects (paintings, dramatic or dance performances), scientific projects or psychological experiments to the College community. Other events include ceremonies inducting deserving students into the College's honor societies, awarding honors, the presentation of the Teaching Excellence Award, and a faculty panel of on-going scholarship presentations.

### MMC ACADEMIC POLICIES

Every student, regardless of date of admission to the College, is subject to compliance with new policies and procedures. Changes in policies and procedures are posted on the College web site and are updated each year in the College Catalogue.

Students are subject to degree program requirements in effect at the time of their admission or readmission to the College; however, upon the recommendation of his/her faculty advisor, a student may choose to complete more recent program requirements, should these be better suited to the student's professional and career goals. Additions and/or changes to the curriculum are published in the catalogue that is printed subsequent to the approved change, and additionally on the College web site.

Courses and programs described in the Catalogue are subject to change through normal academic channels. New courses and changes to existing programs are initiated by the sponsoring departments and divisions and approved by the Curriculum Committee and the Vice President for Academic Affairs. The College reserves the right to change the programs, requirements, policies and their provisions set forth in this catalogue.

### Academic Honesty Policy

#### Introduction:

MMC fosters an academic community; students and faculty work together to create a learning experience that imparts knowledge and forms character – the hallmarks of a university culture. To achieve this, the College adheres to a policy of Academic Honesty – one that teaches students to complete tasks in a thoughtful, honest manner so as to breed a positive ideal of self-knowledge within each student. It is through this quality that a student understands her/his true capabilities. This policy instructs students to honor their colleagues by producing work that is based on their own capabilities so fellow students receive their equal consideration in the eyes of their professor. Honest work—on the computer or in writing—is important in the development of the academic character. MMC desires for each student to finish each course, each program, with a developed sense of self, a pride in the integrity of his/her own work toward his/her own level of achievement; this will create a true community of dedicated, life-long learners.

#### Categories of Academic Dishonesty

Academic dishonesty includes, but is not limited to, plagiarism, cheating, collusion, and willful misrepresentation.

A. **Plagiarism** means to present as one's own the work of someone else, or the attempt "to blur the line between one's own ideas or words and those borrowed from another source" (Council of Writing Program Administrators, January 2003, <http://wpacouncil.org/node/9>). Examples of plagiarism

include: submitting work copied in part or whole from other students; submitting work copied in whole or part without proper attribution from the Internet, books, or articles; submitting work in part or whole purchased from or prepared by another person. Students can avoid the risk of plagiarism by clearly attributing and indicating the source of any idea or wording that they did not invent.

B. **Cheating** means doing something to gain an unfair advantage over other students. Examples of cheating include: using or attempting to use unauthorized notes or technology during an exam; copying from another student during an exam or in an assignment when not explicitly permitted to do so; repurposing an assignment from one class in part or whole for another class.

C. **Collusion** means collaborating with another person in an unauthorized fashion. Examples of collusion include: allowing another student to look at or copy your work; preparing an assignment for another student to submit as their own; allowing another person to do your work.

D. **Willful Misrepresentation** means intending to deceive. Examples of willful misrepresentation include: fabricating data; forging records or official documents; and lying about reasons for absence or late work in order to gain accommodation.

**Please Note:** Students found in violation of the Academic Honesty Policy will not be permitted to drop the course. If a student is found in violation of policy and the faculty member or Review Board sanctions an "F" grade for the class, the student's transcript will reflect a letter grade of "F." If a student should process a withdrawal form while the case is pending, the grade will be changed to an "F" grade.

The faculty of Marymount Manhattan College composed and approved this Academic Honesty Policy; in the case of academic dishonesty, the instructor has the authority to, but is not obligated to, fail the student for either or both the assignment and the course. In consultation with the Associate Dean for Academic Affairs, the instructor may also recommend other disciplinary action in accordance with college policy. However, in all cases, whether such action is taken or not, violations of the policy will be recorded in an Academic Integrity file maintained by Academic Affairs.

#### Reporting Students

All faculty (including part-time and full-time) must report all cases of academic dishonesty to Academic Affairs no matter how they choose to resolve the case. Faculty should identify cases of academic dishonesty as soon as possible but no later than within a month of the incident.

#### The Academic Integrity File

When faculty report violations, each report goes into a central Academic Integrity file. Each reported student will receive written notification that a report will be placed in the file. The file will be placed under limited access and housed within Academic Affairs. Under most circumstances, only the Vice President of Student Affairs, the Dean of Students, and the Associate Dean for Academic Affairs will have access to the file. Information about individual cases will be made available to the Academic Review Committee on an as-needed basis.



## Academic Policies and Procedures

**Academic Affairs will take the following actions when notices are placed in the file:**

**1st violation:** Students will be mailed a written notice requiring that they have an in-person meeting with the Associate Dean for Academic Affairs within thirty days. Students who do not respond to a request for a meeting will have a hold placed on their record until such meeting takes place. If the Associate Dean for Academic Affairs determines that a first violation is particularly egregious, s/he may refer the incident to the Academic Review Committee for consideration.

**2nd or greater violation:** Students will be mailed a written notice requiring that they have an in-person meeting with the Associate Dean for Academic Affairs within thirty days, at which the Associate Dean will explain the hearing process. The Associate Dean will then schedule a hearing by the Academic Review Committee.

### **Academic Review Committee**

The Academic Review Committee will convene under the following circumstances:

1. When a student is cited for a second instance of academic dishonesty with the placement of a second notice in the Academic Integrity file, the case will automatically be referred to the Academic Review Committee for consideration of action within sixty business days of the student's meeting with the Associate Dean for Academic Affairs.
2. Students may request a hearing of the Academic Review Committee to appeal a notice being placed in the Academic Integrity file.

### **Academic Review Committee Membership**

The Academic Review Committee consists of five voting members of the faculty. An alternate member will be appointed by the Vice President for Academic Affairs if a committee member needs to recuse him/herself due to conflict of interest or is not available for a deliberation. In each case, all members participating in this process are expected to maintain the highest level of discretion and confidentiality regarding all proceedings and findings.

### **Process for Appeals**

1. A student may request a hearing with the Academic Review Committee within thirty business days (as determined by the date on the notification letter) of a notice being placed in the Academic Integrity File.
2. The Chair of the Academic Review Committee must schedule a hearing within sixty business days after receiving a student's request for an appeal. The hearing itself must take place prior to the end of the following semester. All efforts should be made to guarantee that the hearings take place in a timely manner. The Academic Review Committee has the following responsibilities:
  1. Determine whether the parties acted according to the College's policies regarding academic dishonesty;
  2. Decide whether the allegations of academic dishonesty are warranted;
  3. Decide whether the grade penalty and/or disciplinary action were warranted;
  4. Consider a number of resolutions including but not limited to:
    - clearing the student;
    - issuing a written warning;

- mandating remedial academic counseling regarding ethics or academic integrity;
- requiring an assigned project related to academic integrity or ethics;
- dismissal from the College Honors Program;
- denial of access to internships or independent studies;
- loss of scholarship support from the College;
- withholding honors or awards;
- suspending the student for one or more semesters, with the approval of the Vice President for Academic Affairs;
- permanently expelling the student, with the approval of the Vice President for Academic Affairs.

The Associate Dean will inform the interested parties of the decision within thirty business days of the hearing. All decisions made by the Academic Review Committee are final.

### **The following Rules and Procedures will apply to the Academic Review Committee:**

1. Any member of the Academic Review Committee who has a conflict of interest with the case in question must recuse him/herself from the case.
2. The student will be informed by the Chair of the Academic Review Committee of his/her right to provide any evidence at the hearing.
3. The student will be allowed, but not required, to attend the hearing, and to bring one person (a faculty member, staff member, or another student from the College) with him/her to the hearing. The Chair of the Academic Review Committee must be informed of that intention within seventy-two hours prior to the hearing. This person's role is to provide emotional support. He/she does not have the right to speak or ask questions.
4. Final decisions will be recorded in the Academic Integrity file.

### **Academic Standards**

Maintaining "Good Academic Standing"

Colleges and universities define and apply measures of good academic standing to all matriculated students in two categories leading to degree completion: academic progress and academic pace.\*

\* In conjunction with this requirement, the federal government requires each college receiving funds from Title IV programs of financial assistance to maintain these standards. This federal requirement ensures that only those students who make satisfactory academic progress toward their degree objectives continue to receive financial assistance.

### **Academic Pace (formerly Academic Pursuit)**

Each year, matriculated students who are in receipt of Federal, State or Institutional financial aid must complete a specified number of credits (see chart on page 206). Failure to meet these credit completion requirements will result in the student being placed on a financial aid warning semester. Subsequently, if the student then fails to meet the pace requirements, and wish to continue to receive financial aid, he/she will be required to create an academic plan, under the supervision of the Office of Academic Advisement.

### **Academic Probation Requirements**

Students placed on academic probation due to lack of academic progress must adhere to the following conditions:

Students on academic probation for academic progress:

- May not enroll for an independent study, internship or research project.
- Will not receive approval for Maintenance of Matriculation.
- May not enroll for more than 12 credits in a fall or spring semester.
- Must meet with an advisor in the Office of Academic Advisement three times per semester; students who fail to do so will be dismissed.

### Academic Progress

Matriculated students must attain and maintain a minimum GPA of 2.0 each semester, as well as cumulatively. Failure to achieve and maintain a cumulative GPA of 2.0 places a student on academic probation for lack of academic progress. To resume satisfactory academic progress a student must raise his/her cumulative GPA to a level of at least a 2.0 over the next academic year or two semesters. Failure to achieve this goal will result in dismissal from the College.

### Academic Review

At the end of each semester, students' academic records are reviewed by the Office of Academic Advisement for academic progress and academic pace. Those students who fail to meet the academic progress requirement of a 2.0 cumulative GPA, and are therefore deemed not to be in good academic standing, are immediately placed on academic probation. Students placed on academic probation then have one year or two semesters to regain good academic standing or face dismissal from the College. It should be noted that probation is cumulative in that a student in poor academic standing who manages to raise his or her cumulative GPA to 2.0 or above in one semester but subsequently returns to poor standing in a future semester will have only one additional semester to regain good standing.

### Academic Suspension

Academic suspension is recommended when, after two consecutive semesters in the College, a student has earned a cumulative GPA of 1.0 or less, and when even if mathematically possible, it would be highly unlikely for the student to achieve a 2.0 cumulative GPA over the next semester.

Students placed on academic suspension may not enroll in the College for a period of at least two consecutive semesters. To apply for re-entry, the student must meet the following requirements:

1. Complete at least 12 credits at another accredited institution for at least one semester and earned a cumulative GPA there of 2.5 or better.
2. Submit a letter of recommendation from a faculty member from the institution attended while on academic suspension.
3. Provide the College with a completed judicial form from the institution attended while on academic suspension.
4. Submit a personal statement to the Dean of Academic Advisement and Student Retention, along with a Re-Entry Application form.
5. In addition, all re-entry applicants will be interviewed by the Dean of Academic Advisement and Student Retention, as part of the application process. All financial holds must have cleared to the satisfaction of the College prior to any re-entry consideration. Students whose re-entry application

has been approved may petition for grade waivers in a maximum of four (4) MMC courses for which grades of D or F were earned, but were subsequently repeated at the institution attended while on academic suspension.

### Dismissal from the College

Students placed on academic probation who do not meet the requirements of satisfactory academic progress within the prescribed time face dismissal from the College. The Dean of the Faculty in consultation with the Academic Standing Committee reviews the records of such probationary students and renders a decision on each student's status. Academic dismissal will also be recommended when at any point during a student's probationary status it is mathematically impossible for the student to attain a cumulative GPA of 2.0 within the prescribed probationary period. The College will also dismiss students when they are unable to remain in school without detriment to health or who, in the judgment of school authorities, fail to live up to required standards and regulations. The Vice President for Academic Affairs informs students by certified letter of a dismissal decision.

### Dismissal/Suspension Appeal Process

A student who has been suspended or dismissed from the College may submit an appeal in writing to the Vice President for Academic Affairs.

### Credit Hour Policy

Marymount Manhattan College degree programs are approved by the New York State Education Department (NYSED). The College's method for awarding credit for courses in undergraduate and graduate degree programs follows NYSED guidelines, which are based on the U.S. Department of Education's definition of credit hour. The faculty of the College are responsible for all aspects of the curriculum and degree program requirements. The College has a curriculum committee that reviews proposed new and revised courses and degree programs, including the credit hours associated with each.

### NYSED – Credit Hour Definition

All courses and degree programs at the College must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations:

- Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

### U.S. Department Of Education – Credit Hour Definition

The U.S. Department of Education defines credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

## Academic Policies and Procedures

- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Middle States Accreditation**

Marymount Manhattan College is accredited by the Middle States Commission on Higher Education (MSCHE).

MSCHE issued a “credit hour policy” in August 2012 that requires MSCHE institutions to comply with the U.S. Department of Education’s definition of “credit hour.” MSCHE also noted in the statement that institutions must provide this information to the Commission’s evaluators “at appropriate points of accreditation review so they can verify compliance with the credit hour regulations.”

### **Policy**

Today there are many types of educational experiences with which credit hour assignment may properly be associated.

In the interest of accurate academic measurement, the following definitions and practices pertaining to the relationship between contact and credit hours apply to all courses, disciplines, programs, degree levels, formats, and modalities of instruction. Courses may be composed of any combination of elements described, such as a lecture course which also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity.

A credit hour is normally granted for satisfactory completion of 12.5 hours of classroom instruction with a normal expectation of 25 hours of outside study per credit over the course of the term. The standard academic period is a 14-week semester with standard instructional time of two 81-minute sessions or one 171-minute session per week.

Credit hours are granted for various types of instruction as follows:

### **In-Class Lecture, Seminar, Discussion**

One credit hour is awarded for a minimum of 12.5 hours of classroom instruction with a normal expectation of 25 hours of outside study per credit over the course of the term.

### **On-Line and Hybrid Courses**

For online or hybrid courses, credit hours are assigned according to the classification of the course:

- Type 1: On-line courses with no classroom meetings that share equivalent student learning objectives and expectations for student effort as face-to-face sections of the course: The on-line section is assigned the same credit hours as the face-to-face section.
- Type 2: On-line courses that include an in-class component (i.e., hybrid courses) with equivalent student learning objectives and expectations for student effort as a fully face-to-face section of the course: The hybrid section is assigned the same credit hours as the face-to-face section.
- Type 3: On-line and hybrid courses that do not have corresponding face-to-face sections for comparison: The department providing the course must document the expected level of student effort, expected student/faculty interactions, course assessment plan, and student learning objectives for the course along with proposed credit hours. This information will be reviewed by the Curriculum Committee and the VPAA/Dean for approval of the proposed credit hours.

### **Activity Supervised as a Group (Laboratory, Field Trip, Practicum, Workshop, Group Studio)**

One credit hour is awarded for the equivalent of fourteen periods of such activity, where each activity period is 160 minutes or more in duration with little or no outside preparation expected. Where such activity involves substantial outside preparation by the student, the equivalent of fourteen periods of 110 minutes duration each will earn one semester credit hour.

### **Supervised Individual Activity (Independent Study, Individual Studio, Tutorial, Research)**

One credit for independent study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) is awarded for the equivalent of 37.5 hours of student academic activity.

### **Experiential Learning**

At its discretion, MMC may award credit hours for learning acquired outside the institution which is an integral part of a program of study. When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one credit hour will be awarded for each 40-hour period of supervised activity that provides the learning considered necessary to program study plus 5 hours of outside study.

### **Miscellaneous**

At its discretion, MMC may award credits for mastery demonstrated through credit-by-examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree. MMC may also award credits through Prior Learning Assessment; see <http://www.mmm.edu/academics/about-the-program.php> for information.

### **Appeal And Review**

Faculty may present educational justification for departures from these policy provisions to the Vice President for Academic Affairs. Credit hours to be earned in approved international academic programs will continue to be considered on an individual basis following established procedures. Other special arrangements suggested by partner institutions will be considered on an individual basis by the Office of Academic Affairs.

### **Periodic Compliance Review**

New courses are reviewed and approved by the Curriculum Committee and the VPAA/Dean for compliance with the credit hour policy. The periodic compliance review of the credit hour policy is incorporated into each department’s program review under the supervision of Office of Academic Affairs.

### **General Attendance Policy**

The College will support the attendance policy of an instructor, provided that policy is clearly explained on the instructor’s syllabus. However, a student may not be permitted to begin attending a course after s/he has been reported as non-attending in the Dept. of Education Non-Attendance Report (EDNAR).

### **Non-Attendance Due to Religious Observance**

It is the policy of the College to respect its members’ observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such



holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious observance, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, they should consult the appropriate Chair. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

#### Absences Due to Pregnancy or Related Conditions

Marymount Manhattan College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Title IX Coordinator, Christine Gregory at cgregory@mmm.edu or 212-517-0562.

#### Absence Due to Military Service

Students who receive military orders for active duty or deployment will receive "W" (Withdrawal) grades for the term. An exception to this policy can be made if a student receives military orders after the eleventh week of classes, has completed approximately 80% of the assignments, and can reach an agreement with the faculty (at the faculty member's discretion) about how missed work will be made up. Annual Training (AT) or other normal training orders are not considered mobilization or active duty orders. Students who receive orders for Annual Training should make a formal request to postpone their orders until the end of the term. If their request for postponement is denied, and the student and faculty member can come to an agreement about how the missed work will be made up, then the student may remain eligible for credit and grades without penalty for absences due to routine training. For more information, please see the Military Withdrawal Policy.

### Grades

#### The Grading System

Once submitted by instructors and processed by the Center for Student Services, grades are considered permanent and may not be changed unless serious extenuating circumstances apply. Final grades for courses and independent work may be academic or administrative grades.

MMC calculates quality points and GPA to three decimal places. The quality points represented in the table below have been rounded to two decimal places:

<b>A</b>	<b>Excellent</b>	<b>4.00 points</b>
<b>A-</b>		<b>3.67 points</b>
<b>B+</b>		<b>3.33 points</b>
<b>B</b>	<b>Good</b>	<b>3.00 points</b>
<b>B-</b>		<b>2.67 points</b>
<b>C+</b>		<b>2.33 points</b>
<b>C</b>	<b>Average</b>	<b>2.00 points</b>
<b>C-</b>		<b>1.67 points</b>
<b>D</b>	<b>Poor</b>	<b>1.00 points</b>
<b>F</b>	<b>Failure</b>	<b>0.00 points</b>
<b>INC</b>	<b>Incomplete course (not tabulated in GPA)</b>	

INC grades are automatically converted to grades of F, if not removed in the prescribed time. See the section on incomplete grades.

The following are administrative grades and are only issued by the Registrar under the circumstances described:

<b>W</b>	<b>Withdrawal within prescribed time (not tabulated in GPA)</b>
<b>WF</b>	<b>Withdrawal/Failure after prescribed time (0.00 pts-Tabulated as F)</b>
<b>UW</b>	<b>Unofficial Withdrawal (0.00 pts-Tabulated as F)</b>
<b>P</b>	<b>Pass (not tabulated in GPA)</b>
<b>M</b>	<b>for Maintenance of matriculation (Not tabulated in GPA)</b>
<b>N</b>	<b>No credit (not tabulated in GPA)</b>
	<b>Limited to certain developmental courses</b>
<b>NA</b>	<b>Not tabulated in GPA (for GRAD 000 listing)</b>
<b>Y</b>	<b>Course in progress (not tabulated in GPA)</b>
<b>AUD</b>	<b>Audit No Credit</b>
<b>Z</b>	<b>No grade submitted by instructor</b>
<b>T</b>	<b>Transfer Credit</b>
<b>V</b>	<b>Non-Course Work</b>
<b>S</b>	<b>Satisfactory</b>
<b>NS</b>	<b>Not Satisfactory</b>

The following grades indicate grade waivers (see policy described below)

<b>C-#</b>	<b>C Grade Waiver (Not computed in GPA)</b>
<b>D#</b>	<b>D Grade Waiver (Not computed in GPA)</b>
<b>F#</b>	<b>F Grade Waiver (Not computed in GPA)</b>

#### Computing the Grade Point Index (GPA)

The following is the method by which a student's GPA is calculated:

1. Multiply the quality points equal to the grade by the number of credits for which the grade was earned  
A = 4.00 quality points x 3 credits = 12.00 points];
2. Add the total quality points earned in a semester;
3. Divide by the total number of credits for a semester.

The total quality points, divided by the total credits equals the GPA for the semester. To compute a cumulative grade point average, include all MMC courses taken to date and divide by the total number of credits for which grades other than W, P, NC, N, NA, Y, AUD or Z have been earned or assigned.

#### Pass/Fail Option

Students may choose to forego a letter grade and take courses under the Pass/Fail Option under the following conditions:

- The student must have completed sixty credits of academic work, including transfer credits.
- The student may not be on academic probation.
- The student must file a request form for the Pass/Fail Option with the Center for Student Services during the Program Change period each term; under no circumstances will a student be allowed to apply the pass/fail option to any course once the Program Change period has ended. Request forms must be signed by the instructor of the course.
- Once a student chooses the Pass/Fail option he/she may not later decide to take a letter grade.

## Academic Policies and Procedures

- The Pass/Fail Option may be applied only to courses taken as electives and not to courses intended to fulfill degree requirements, including:
  - a. Courses intended to fulfill General Education requirements;
  - b. Courses in the student's major, in a minor or a certificate program;
  - c. Courses intended to meet the requirements of graduate schools or other post-collegiate institutions, except where divisions shall provide otherwise.
- The Pass/Fail Option may not be applied to Independent Study courses and Internships.
- No more than one course in a single term and no more than an overall total of four courses or 12 credits (whichever is fewer) under the P/F option will be applied to the MMC degree.

In addition

- All requirements for the course must be completed to be eligible to receive the grade of Pass (P).
- A grade of Pass (P) is not counted toward the student's cumulative index, but a failing grade (F) is computed in the index.
- A course in which a student receives a grade of pass may not be counted toward the 60 credit minimum MMC credits necessary to receive honors at Commencement. The Grade of Pass is considered equivalent to a grade of D or better. Grades of P generally do not transfer to other institutions.

### ***Incomplete Grade (INC)***

An Incomplete grade (INC) may be awarded by a faculty member upon request by the student prior to the submission of final grades to address extenuating circumstances, provided the following specific requirements are satisfied: the majority of course requirements and assignments have been completed and the student must postpone, for serious medical or personal reasons beyond his/her control, the completion of a particular final paper, report, examination or other assignment.

The student and faculty member must complete a "Contract to Resolve an Incomplete Grade" outlining the outstanding assignments/requirements and the date on which these will be due to the instructor. Please see the procedure posted on the web.

### ***Grade Appeals***

Grades earned by a student reflect the quality of his/her academic performance, as judged by the instructor of the course and pursuant to the requirements set forth in the course syllabus; the course instructor has sole responsibility for determining all academic grades.

Though rare, a student may feel that his/her work has been graded unfairly, or that his/her grade is based on some standard other than academic performance in the course in question. In such cases, the Grade Appeal Procedure offers the student a vehicle by which to seek clarification and/or resolution.

Grades entered on a student's transcript (except for the INC grade) are considered permanent; consequently, students who wish to appeal a grade must make their request within 30 business days of final grade submission. As a first step, students are required to make his/her appeal to the faculty member for whose course the grade was earned. Should a disagreement remain unresolved at this level, the student may seek redress with the Chairperson of the Department or Division through which the course was offered. Further appeals may be made to the Associate Dean for Academic Affairs and may be referred to the Academic Review Committee. A detailed description of additional steps in the grade appeals process, if needed, may be

found on the College's web site.

Barring instructor error, grade appeals are entertained in cases where unusual or extenuating circumstances apply. In any case students may not request to appeal a grade beyond 30 business days after the original grade was received.

### ***Grade Waiver Petition***

Matriculated students may petition for a grade waiver for courses taken at MMC in which they were assigned grades of D, F, or WF, subject to the following conditions:

- Grade waivers will not be approved for more than 4 courses with a maximum 15 credits;
- A course in which a student receives an unofficial withdrawal (UW grade) is not eligible for a grade waiver;
- Students must repeat the identical course for which the original grade was earned at MMC, unless such course is no longer offered, in which case a suitable substitute may be approved by the divisional chair;
- Under no circumstances will a student be permitted to petition for a grade waiver for a course in which a prior grade waiver was granted;
- Credits earned for Internships, Independent Study, Special Topics, Prior Learning Assessment, under the Pass/Fail grade option, Study Abroad, Consortial Agreements (Hunter College/Pace University) and/or other non-traditional means may not be considered for grade waivers;
- All grade waiver petitions must be submitted to the Dean of Academic Advisement and Student Retention by the last day of the semester in which the repeated courses is taken;
- Grade waiver petitions are reviewed and approved by the Dean and the Registrar.
- Grade waivers will not be granted when a student's F grade is due to a violation of the College's Academic Honesty Policy.

If approved, the following conditions apply to the waiver of a grade:

- Upon completion of the repeated course, the student will be awarded the new grade, regardless of whether it is higher or lower than the original grade\*; only the new grade will be applied in the calculation of the term and cumulative GPAs.  
\*Note: Students who subsequently withdraw or receive an unofficial withdrawal, will not be eligible for the grade waiver.
- The old grade will not be used to calculate the GPA but will remain on the student's transcript record and designated to indicate that a grade waiver was granted.
- Although the new grade will replace an existing F or D grade, in cases of the D or grade, no additional credit will be granted for the course.

Students should not assume that submission of the grade waiver request is an automatic approval of a grade waiver. Students should contact the Office of Academic Advisement to check on the status of their grade waiver request. If the grade waiver request is approved, students will be able to view the grade waiver code (D#, F#) on MMCCConnect under Academic Profile/"Academic History".

### ***Repeated Courses***

- If a student earns a D or F in the same major class twice, only with approval from the department chair and after signing a statement of awareness of the impact of the decision on financial aid may a student take a course in their major a third time; students must have an overall GPA of at least 2.0 in order to be eligible. In no case may a student take any one elective or General Education course more than twice during



their entire career at MMC. This policy does not apply to certain courses for which content changes, e.g. Directed Study (298, 398), Special Topics. See Department Listings for Course Codes.

- If a student repeats a course, both grades are calculated in the student's cumulative GPA, unless a student has an approved Grade Waiver Petition for the course (see above).
- In all cases, the credits for the course will be granted only once in determining a student's total credits completed.
- Students who fail a course twice:
  - will, in the case of General Education Foundation courses (Writing Seminar sequence and Mathematics), not be allowed to continue studies at MMC;
  - may, in the case of a course in the student's major, be required to declare a new major in order to continue his/her studies at MMC at the discretion of the department chair.
- D grades will be credited toward the degree, but not toward the fulfillment of requirements in the major or an elected minor. A student receiving a grade of D or below in a required major or elected minor course must repeat the course. When a student repeats a course, both the D grade and the new grade compute in the cumulative grade point average. The credit for the given course is only counted once toward the degree. In the case of required general education and elective courses the grade of D is acceptable and does not require repetition. If a student earns a D or F in the same major class twice, only with approval from the department chair and after signing a statement of awareness of the impact of the decision on financial aid may a student take a course in their major a third time; students must have an overall GPA of at least 2.0 in order to be eligible. In no case may a student take any one elective or General Education course more than twice during their entire career at MMC.

**NOTE:** Repeating a course may adversely affect a student's full-time status for financial aid purposes.

### Maintenance of Matriculation

Once admitted to the College, matriculated (degree-seeking) students are expected to maintain continuous enrollment for all consecutive fall and spring semesters until they have completed their degree. Students who must interrupt their studies for a compelling reason (for example, sustained illness, personal or financial matters that impede their ability to continue study) may be allowed to leave school for a stated period, not to exceed one year or two consecutive semesters. To do so, and thereby, retain matriculated status, a student may request to maintain matriculation by completing a "Maintenance of Matriculation Application" form. The form is available in the Center for Student Services or can be downloaded from MMC's web site: <http://www.mmm.edu/offices/center-for-student-services/forms-and-publications.php>. Such applications are approved only under the following circumstances: the student must be in good academic standing (the cumulative GPA must be at least 2.0) and the student must not have had any disciplinary action while in attendance at MMC. Students should not plan on matriculating at another college while maintaining matriculation at MMC. Such application must be submitted prior to the beginning of the given semester for which the Maintenance of Matriculation is sought. Students will be notified as to whether or not their requests for Maintenance of Matriculation have been approved.

If the student's request for Maintenance of Matriculation is approved, the student's permanent academic record or transcript will indicate by the course code REG 001 "Maintenance of Matriculation" that the student maintained active matriculated status. However, students with an approved Maintenance of Matriculation are not considered enrolled and cannot receive verification of enrollment as a full-time or part-time student from the College for that time period. In addition, maintenance of matriculation does not prevent a student from entering loan re-payment, if applicable. Students who have been approved for Maintenance of Matriculation are notified, along with all continuing students, of the registration period for the subsequent semester and may register on their priority registration day. Thus, students who have been approved for Maintenance of Matriculation do not need to apply for readmission to the College and may be assured that any academic scholarships they may have been awarded at the time of their admission to the College will remain available to them, provided they continue to meet the eligibility criteria. Lastly, these students will be bound by the catalogue requirements in effect at the time of their initial enrollment at the College, provided that the date of that catalogue does not exceed the statute of limitations (10 years) imposed by the State of New York.

Students who require a second semester away from the college may indicate so by checking off both terms on the application form. Under no circumstances will a student be permitted to maintain matriculation for more than two consecutive semesters. Students who either fail to apply for Maintenance of Matriculation or who do not return after their registration for Maintenance of Matriculation has elapsed will be required to apply for re-admission in order to return to their studies at MMC. Students who seek re-admission are subject to the catalogue requirements in effect at the time of their re-admission and will have forfeited any financial assistance awarded them by the College at the time of their original admission to the College.

International students, who must attend classes to maintain their F-1 Visa status, are not eligible for Maintenance of Matriculation. They should consult the International Student Services Coordinator in Nugent 052 for additional information.

### Matriculation

A matriculated student is one who has stated an intention to complete the degree requirements of the College, has satisfied all entrance requirements of the College, and has been accepted for admission for part-time or full-time study. Students who wish to take leave for a semester while pursuing their degree must file a Maintenance of Matriculation form with the Registrar in order to maintain their status within their degree program.

Those who do not must apply for readmission and will be subject to degree requirements in effect at the time of their readmission. Matriculated students are classified on the following basis according to the number of credits completed:

**First Year** - - - - - 0-29 credits  
**Sophomore** - - - - - 30-59 credits  
**Junior** - - - - - 60-89 credits  
**Senior** - - - - - 90+ credit

### Non-Degree Students

1. Non-degree students whose cumulative GPA is below a 2.0 are allowed to take no more than 12 credits during the subsequent semester.

## Academic Policies and Procedures

2. All non-degree students are required to meet at least once with their assigned academic advisor during the semester.
3. A non-degree student may be dismissed from the College if his/her cumulative GPA remains below a 2.0 for two consecutive semesters.
4. To be considered for a change from non-degree to degree status, a student must be in good academic standing, defined for this purpose as having successfully completed at least 12 MMC credits, excluding remedial courses, with a cumulative GPA of at least 2.5 or better.
5. A non-degree student who has already attempted 30 or more MMC credits, but whose application to become a degree student has been denied may be asked to leave the College. Those who have not yet attempted 30 credits, and have been denied, may ask to remain in the College, improve their academic standing, and subsequently reapply for consideration.
6. Students in post-baccalaureate programs may be exempted from some of the above requirements.

### Policy on Students with Disabilities

Students with disabilities may request accommodations to instruction based on their specific needs. Some examples of accommodations, depending on the disability, include student note-takers for classes; permission to tape-record lectures; extended time on exams; separate testing place; use of computer for exams; wheelchair access; use of the Kurzweil reading station in the MMC Library; or use of a laptop computer to take class notes. It is the responsibility of the student with a disability to self-identify by registering with the Office of Disability Services no later than the third week of classes. Students must submit supporting documentation for review to the Director of the Office of Disability Services, who makes the determination of the accommodation(s).

In certain exceptional cases, students may request a curricular adjustment to a requirement due to a learning disability. Such adjustments would involve the substitution of a different type of course for the requirement, and will not be granted if the adjustment would fundamentally alter the nature of the major, concentration, or minor. Requests for such adjustments should be made in writing, with documentation demonstrating the student's disability in the specific area, to the Office of Disabilities Services. They will be considered by the Vice President for Academic Affairs who, should such requests be approved, will determine the course to be substituted.

### Policy on the Verification of Student Identity in Distance Education

#### Scope

This policy applies to all credit-bearing distance learning courses and programs offered by Marymount Manhattan College, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

#### Policy Statement

All credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives aca-

demically credit. One or more of the following methods must be used:

1. A secure login and password: Each MMC student is assigned a unique student ID and password to login to a number of the college's systems, including the learning management system (Blackboard) and college e-mail system. The student is instructed to keep this ID/Password personal and confidential.
2. Proctored examinations: Distance learning courses may utilize proctored or in-person exams and other activities that require face-to-face interaction by faculty that minimize the possibility of academic dishonesty.
3. New or emerging technologies and practices: The college may elect to employ technologies that it deems effective in verifying student identification. All methods of verifying student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their Blackboard be reset may be asked to provide two or more pieces of information for comparison with data on file, or bring an MMC ID card or other verification to the Blackboard administrator.

### Responsibilities

All users of the College's learning management systems are responsible for maintaining the security of usernames, passwords, and any other assigned access credentials. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason. Users are responsible for any and all uses of their account. Users are held responsible for knowledge of the information contained within the most recent College Catalogue as well as the Griffin Guide. Failure to read College guidelines, requirements, and regulations will not exempt users from responsibility. Students are responsible for providing complete and true information about themselves in any identity verification process. Faculty teaching courses through distance education methods hold primary responsibility for ensuring that their individual courses comply with the provisions of this policy. Faculty are responsible for informing the Associate Dean for Academic Affairs of any new technologies being used to verify student identity, so that published information on student privacy can be maintained appropriately, and so that the College can coordinate resources and services efficiently. Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity. Division Chairs, Department Chairs, and the Associate Dean for Academic Affairs are responsible for ensuring that faculty are aware of this policy and comply with its provisions. The Vice President for Academic Affairs is responsible for ensuring College-wide compliance with the provisions of this policy and that Division Chairs, Department Chairs, and the Associate Dean are informed of any changes in a timely fashion. The VPAA is responsible for publishing College-wide information on how identity verification processes protect student privacy, and is also responsible for coordinating and promoting efficient use of College resources and services, and for ensuring that College-level processes remain in compliance with this policy.

### ***Procedures for Protecting the Privacy of Students Enrolled in Online and Hybrid Courses***

Faculty members teaching online and hybrid courses are responsible for creating and maintaining an online teaching and learning environment that provides for the privacy and security of students' personal data and coursework. Accordingly, online and hybrid instructors will enforce the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designated to protect the privacy of students' educational records. The College's policies and procedures are used to ensure that students' FERPA rights are protected. Relevant policies are outlined in the College Catalogue and apply to online, hybrid, and traditional on-campus courses alike.

To further ensure student privacy in on-line and hybrid courses, these procedures shall be followed:

- 1) Protection of student information, course data, and student participation is required by all Marymount Manhattan College faculty and staff involved in the design, development, delivery, and administration of online and hybrid courses. Faculty members teaching online and hybrid courses may utilize the Blackboard learning management system, which requires all users to have a unique log-in ID and password.
- 2) Student postings to discussion boards, chat rooms, and class forums shall be accessible only to members of the class, the course instructor(s), the program coordinator and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.
- 3) Instructors may use the gradebook provided by the Blackboard learning management system, which prohibits students from accessing other students' grades. Posting of class-wide grade reports in any form is prohibited, as is sending a student his/her grades through an e-mail message that could be intercepted by someone other than the student.
- 4) Grades for discussion board participation, online student examinations, and written assignments are confidential, and are only accessible by the individual student, the course instructor(s), the program coordinator and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.
- 5) Material from online and hybrid courses provided by course instructors to be used in program assessment reports will not include the identity of individual students; program coordinators will be responsible to ensure that no information specific to identified students will be included in such reports.
- 6) Instructors shall ask students never to reveal their log-in names and passwords to anyone.

### **Re-Admission Policy**

All continuing degree students who fail to register for a given semester without being approved for Maintenance of Matriculation must apply for re-admission prior to registering for future semesters. A hold is placed on the student's record by the Center for Student Services pending approval of the student's request. To request re-admission to the College, students must complete a Re-Admit application, available in the Office of Academic Advisement or online at the College's Web site ([www.mmm.edu](http://www.mmm.edu)). There will be no charge for such an application. Students must submit the completed Re-Admit application to the Office of Academic

Advisement for review by the Dean of Academic Advisement. In some cases, a student may be required to have a personal meeting with the Dean as part of the review process. All approved students will be notified by mail and will be asked to set up a special re-admission advisement appointment with one of the academic advisors in the Office of Academic Advisement.

### **Transfer Credit Policy**

See pages 10-11.

### **Withdrawal Policies**

#### ***Administrative Withdrawals***

Marymount Manhattan College will administratively withdraw a student for a given term for any of the following conditions:

- Failure to meet New York State's Immunization requirements for postsecondary institutions regarding immunization for measles, mumps, rubella and meningococcal disease in accordance with PHL Section 2165 (measles, mumps and rubella), PHL Section 2167 (meningococcal disease)
- Not attending classes or discontinued attendance in the majority of classes during the first two weeks of the term
- Academic or disciplinary/violation or code of conduct reasons.
- Military orders for active duty or deployment\*

#### ***\*Military Leave Process***

Students on military leave who receive orders for active duty or deployment will receive "W" –Withdrawal grades for the term.

- The student must present a copy of their military orders to the Office of Academic Advisement and file a Total Withdrawal Form.
- Depending on when the student withdraws during the term, tuition, fees, and financial aid including veteran's benefits may be adjusted.
- If the student has direct loans that are in an in-school status, an in-school deferment status, or in a grace period status, you should call your loan servicer and request a "Military Grace Program" deferment. This option can extend the grace period of the loan up to three years and is only available to students withdrawing as a result of being recalled or deployed.
- Students on military leave are encouraged to file a Maintenance of Matriculation form. Filing for maintenance of matriculation will enable the student to remain in his/her original academic catalogue. Maintenance of matriculation is only available for 2 consecutive semesters after which the student must apply to readmit. A status of maintenance of matriculation allows a student who returns to Marymount Manhattan College, to retain the requirements in their catalogue and not be subjected to new degree program requirements in the current academic catalogue.

#### **Exceptions to Process**

- If a student receives military orders after the eleventh week of classes, and has completed approximately 80% of the assignments, faculty may decide, within their discretion, to submit final grades. In such cases, the student has the option not to withdraw from those classes in which the student and faculty have come to an agreement.
- Should faculty assign incomplete grades instead, the student must follow the incomplete clearance plan between the student and faculty. The MMC incomplete grade policy remains in effect. Failure to complete the assigned work, test, papers, etc. within the faculty's deadline or the published last date to submit incomplete grade will result in an "F"-failure grade.



## Academic Policies and Procedures

- Annual Training (AT) or other normal training orders are not considered mobilization or active duty orders. Students should make a formal request to postpone their orders until the end of the term. Since MMC does not have an excused absence policy, the student will need to follow the military leave policy as stated above.

### ***Permanent Withdrawal from the College***

To withdraw permanently from the College during a given semester, a student must formally withdraw from all registered courses by completing a withdrawal form available in Office of Academic Advisement. At the time of withdrawal, students must complete an exit survey, signed by the Office of Academic Advisement, the Center for Student Services, and the Office of Residence Life, as appropriate. Such a withdrawal will take effect as of the date the student completes and signs the official withdrawal form. A student who chooses to withdraw voluntarily from the college will be held liable for tuition and other charges as of the effective withdrawal date, consistent with the College's tuition cancellation policy.

### ***Withdrawal from the College for a Semester***

Students who wish to withdraw from all courses during a given semester with the intention to return to the College must complete a withdrawal form as described above, and they must complete an exit survey indicating their desire to return to the College within a given time period. If, due to circumstances beyond the student's control, the student cannot complete the withdrawal form, a letter to the Dean of Academic Advisement and Student Retention or a phone conversation with the Dean of Academic Advisement and Student Retention will constitute official withdrawal notification. Students informing faculty that they will not be returning to College is not sufficient and is not considered an official withdrawal.

Students seeking a temporary withdrawal from the College should apply for maintenance of matriculation for the up-coming semester. Failure to secure maintenance will require the student to apply for re-admission prior to any future registration. (See section on Maintenance of Matriculation.)

### ***Withdrawal from one or more courses in a semester***

If a student withdraws from one or more courses during a given semester, the withdrawal is effective as of the date the student officially withdraws and a grade of "W" appears on the student's transcript. Students may only withdraw without academic penalty during the official withdrawal period in each semester/session, listed in the Course Bulletin and at MMC's website.

A student who chooses to withdraw from classes during the course of a given semester may incur failing grades for all such withdrawn courses. It is therefore the responsibility of the student to become fully aware of the academic implications of such withdrawals at the time that such action is taken. The course(s) from which a student withdraws will appear as part of the student's permanent transcript unless such withdrawals occur prior to the official "last date to drop a class without a grade." Students withdrawing after this period but during the official withdrawal period will receive a "W" grade which carries no academic penalty and is not computed into the student's GPA. However, students withdrawing after the last date to withdraw with a "W" grade will receive a "WF" grade which counts as an "F" grade with 0 points.

Students who cease attending courses without officially withdrawing will be given a grade of "UW". This grade will factor into the student's GPA and will count as an "F" grade. Students should know that ceasing to attend classes or notifying an instructor of intent to withdraw does not constitute an official withdrawal. Further, a student who withdraws for medical or psychological grounds is subject to the policies and procedures below. The student is responsible for all charges on the account due to his/her withdrawal.

### ***Medical Withdrawals***

A student may apply for a medical withdrawal when, due to some physical or psychological problem, is unable to complete the course of study during a given semester. In such circumstance, the student must make a request to withdraw prior to the last day of the semester and before the faculty have submitted final grades for the courses involved. It is important to note that an approved medical withdrawal will apply to all courses for which the student is currently registered. In general, a student who receives at least one passing academic grade in a given semester is deemed ineligible for a medical withdrawal. Further, students seeking only to withdraw from some, but not all, courses in a given semester will be subject to the normal withdrawal processes described above.

The following procedures and policies apply to medical withdrawals:

1. Students seeking a medical withdrawal from a given semester must first notify the Office of Academic Advisement of their desire to withdraw from all courses for which they have registered. Upon such notification, the student will immediately be withdrawn and awarded withdrawal grades based upon the date of notification, pending completion of the process below.
2. After withdrawal, the student must submit a Medical Withdrawal Request form and a formal letter stating the basis for the request to the Dean of Academic Advisement and Student Retention.
3. In addition, the student must submit to the Dean of Academic Advisement and Student Retention a letter from a licensed medical or mental health professional (appropriate to the reason for withdrawal), certifying that due to a medical problem – either physical or psychological – the student is unable to continue his/her studies during the current semester. Where the medical problem is of a psychological nature, such a request will be forwarded to the Director of the Counseling and Wellness Center prior to the approval of his/her request (see section on Psychological Leave of Absence below).
4. All requests for medical withdrawals, along with substantiating documentation, must be submitted no later than the end of the semester for which such consideration is sought.
5. After all documentation has been submitted and the request is granted, the Dean of Academic Advisement and Student Retention will authorize the Registrar to award "W" grades in all courses for which the student registered during the semester.
6. Students whose requests have been granted will receive a letter from the Dean of Academic Advisement and Student Retention confirming the approval of the request and outlining the associated terms and conditions.
7. It is understood that the granting of a medical withdrawal,

whether psychological or physical, does not in any way constitute or imply a cancellation of tuition or other fees for which the student is currently liable. The determination of any refund will be in accordance with the College's refund policy. Students are strongly encouraged to purchase Tuition Insurance in September, prior to the start of classes, to cover any liability resulting from a medical withdrawal. Those who purchased insurance should notify the carrier who will contact the Center for Student Services for information regarding processing the claim.

8. A student whose medical withdrawal request is granted may apply for maintenance of matriculation for up to two subsequent semesters. A request must be made to the Registrar in the Center for Student Services prior to the start of each semester for which the student wishes to maintain matriculation.
9. A student whose request for medical withdrawal was granted is required to submit a letter of clearance from a medical practitioner no sooner than 30 days before the start of next semester for which registration is sought. In cases where such withdrawal psychological reasons, such a clearance is also mandatory (see section on Psychological Leave of Absence below).
10. Students who fail to register for a subsequent semester (Fall or Spring) and who have not been granted maintenance of matriculation must apply for and be approved for readmission prior to further registration. In the event that such an absence from the college was initiated through a medical withdrawal, the medical clearance letter becomes mandatory and must be submitted along with the application for readmission.
11. In all cases, students whose medical withdrawal was granted may not re-register for any subsequent semester without prior approval by the Dean of Academic Advisement and Student Retention. In addition, at the discretion of the Dean, a student whose medical withdrawal was granted may be required to take an involuntary leave of absence from the college for up to one year.
12. All international students and students in special programs, such as HEOP and Academic Access, must inform the directors of their programs of any intention to request a medical withdrawal.

### **Retroactive Medical Withdrawals**

Under certain extenuating circumstances, a student may request a medical withdrawal after the term has ended. The Dean of Academic Advisement and the Director of Counseling and Wellness Center, if applicable, will consult and review each case. If a retroactive medical withdrawal is granted, all final grades for the given term will be converted to "W"s - Official Withdrawals. Under no circumstances, will a student be able to obtain final grades in some courses and "W"s in others. Requests for partial withdrawals will not be accepted.

### **Psychological Leave of Absence Overview**

Sometimes students are unable to continue in school for psychological reasons. In rare cases, the College will require a student to take a leave of absence to address these concerns. In most cases, however, the student realizes the need to go on leave. Students granted psychological leaves have a "hold" placed on their records accessible to selected staff only.

The general policies and guidelines governing placing a student on medical leave of absence for psychological reasons and the conditions for returning from leave follow:

#### • **Involuntary Leave of Absence**

An involuntary leave is appropriate for students who refuse to take a voluntary leave of absence and engage or threaten to engage in behavior which:

- 1) poses imminent and/or significant risk to self or others,
- 2) causes significant property damage, or
- 3) substantially interferes with the community and/or academic activities.

The Director of the Counseling and Wellness Center (CWC) in all cases evaluates the student directly and/or reviews materials from other mental health professionals before making a recommendation to the Dean of Academic Advisement to place the student on an involuntary leave. Once placed on an involuntary leave of absence, the student must fulfill the requirements for return from leave. Until that time, a block on the student's record prevents registration for classes.

#### • **Voluntary Leave of Absence**

In a voluntary leave the student consents to the leave and the conditions for return from leave. As with involuntary leaves, the Director of CWC evaluates the student and/or reviews supportive documentation from other mental health professionals before recommending the leave to the Dean of Academic Advisement, who implements the leave. The general criteria for recommending a voluntary medical leave of absence are either

- 1) the student needs to leave school to concentrate on treatment for mental health issues or
- 2) the student's academic performance is compromised because of mental health issues.

Once placed on a voluntary leave of absence, the student must fulfill requirements for return from leave. Financial obligations are not waived by a voluntary leave of absence. There is a block on the student's record preventing registration for classes.

#### • **Hospitalization and Inpatient Admission**

When a student is hospitalized for psychiatric reasons, in general he or she will be required to have an in person evaluation with the Director of Counseling and Wellness Center (CWC), who will make a recommendation to the Vice President for Student Affairs and, if appropriate, the Director of Residence Life, on whether the student is safe to return to the residence halls and/or remain in the College. Occasionally, remaining in the residence hall or the College may require certain conditions, such as attendance in counseling sessions.

#### • **Leave of Absence and Residential Hall Status**

All residential students who take an involuntary or voluntary leave of absence must leave the residence hall. In some instances, the student is required to leave the residence hall but is permitted to complete the academic semester. This decision is generally made by the Vice President for Student Affairs in consultation with the Director of Residence Life, Dean of Academic Advisement and Student Retention, and Director of CWC.

#### • **Financial Obligations to Marymount Manhattan College**

Students on a psychological leave will be expected to fulfill all financial obligations to the College for that semester, in accordance with published liability dates. Students will be charged forfeiture based on the date of official withdrawal and the College's tuition cancellation policy. In order to not be billed for a given semester a student must be withdrawn by the end of the first official day of classes for that semester.



## Academic Advisement

### • *Readmission Process for Psychological Leaves of Absence*

To return from a medical leave of absence a student must generally fulfill these conditions:

1. Be out of school for a minimum of three months
2. Be in treatment during the entire time away from school
3. Have the therapist submit a Certificate of Readiness to Return form to the Director of CWC.
4. Be evaluated by the Director of CWC approximately one month before the student's intended return.

While these are the general conditions, individual circumstances may dictate modified conditions for return. Based on fulfillment of the conditions for return, the Director of CWC makes a recommendation to the Dean of Academic Advisement and Student Retention about the student's readiness to return. Sometimes conditions are attached to the recommendation, such as ongoing treatment. It should be noted that because the CWC Director's evaluation takes place shortly before the start of the term, which is necessary to properly assess the student's readiness, the block on registration will not be removed until that time. If the decision is not to readmit, the CWC Director in consultation with the Dean of Academic Advisement and Student Retention will specify the conditions that must be met before readmission. Newly readmitted students should consult with the Dean of Academic Advisement and Student Retention to determine their class schedule given their prior psychological difficulties.

A student whose medical withdrawal request is granted may apply for Maintenance of Matriculation for up to two subsequent semesters. A request must be made to the Registrar in the Center for Student Services prior to the start of each semester for which the student wishes to maintain matriculation.

## ACADEMIC ADVISEMENT

Academic advisement is an invaluable interaction between a student and his/her faculty advisor. By providing students with critical information regarding their majors, minors, elective courses, career options, as well as co-curricular activities, the advisement process allows students to make the most of their college experience. Through faculty-based advisement, students are not only able to develop meaningful academic relationships with their faculty advisors, but also stand to benefit from the expert guidance of someone within their selected area of study.

While every student is assigned a faculty advisor, all students are welcome to make an appointment with an academic advisor in the Office of Academic Advisement to discuss specific academic issues, declare or change their major, add a minor, clarify program requirements, seek permission to take a course at another college, or simply ask questions about academic policies, procedures or regulations. To schedule such an appointment, students should call 212-517-0568. In addition, students are also encouraged to visit the College web site to access advisement forms and information.

### **Student Responsibility**

Notwithstanding such support from qualified faculty advisors, students are expected to increasingly assume full responsibility for their own educational decisions. Advisement is therefore a working partnership between the student and his/her faculty advisor, in which the advisor, who is fully grounded in the academic requirements, helps to bring clarity and logic to

the student's choices. Working in concert with the academic advisors in the Office of Academic Advisement, faculty advisors are expected to assist students in making the best academic decisions from selecting a major to dropping a course. Equally, students are expected to work closely with their advisors to gain a clear understanding of all their degree requirements, and to make appropriate choices in order to ensure efficient completion of their degree programs.

### **The Advisement Process**

During the course of a given semester, students are encouraged to meet frequently with their faculty advisor and/or their program director (e.g., HEOP, Academic Access) to discuss their progress towards the fulfillment of degree requirements and to explore opportunities for internships and other career-related matters. In addition, prior to the registration period, students are specifically invited to make an appointment with their faculty advisor to discuss their course schedule for the upcoming semester. Such advisement sessions are normally conducted on one of two Advisement Days, specially reserved for one-on-one meetings between students and faculty advisors. On these Advisement Days, no classes are scheduled, allowing students and faculty the freedom to meet at a mutually suitable time.

### **The Office of Academic Advisement**

The Office of Academic Advisement shares the responsibility of ensuring that all students are afforded the best support and resources for achieving academic success, through timely intervention and academic counseling. At the start of each semester, all faculty members are asked to notify the Office of those students who are experiencing academic and/or personal challenges, and who may be in danger of failing by filing an Early Alert notice. Upon the receipt of such notices, the Office of Academic Advisement makes the determination of what specific set of support services or intervention would best work for the student. Often, this involves one-on-one meetings with the student and his/her instructor to discuss methods of and strategies for improving the student's current academic performance. Such recommendations may require the intervention of other offices such as the Center for Academic Support and Tutoring (CAST) or the Counseling and Wellness Center (CWC).

Additionally, at the end of each semester, the Office of Academic Advisement works closely with the Office of Academic Affairs to conduct the Academic Review, determining which students have failed to meet the requirements for good standing in the College (see Standards of Academic Progress under Center for Student Services). Students who fail to meet these requirements will be placed on academic probation. Students on academic probation are required to meet with an assigned academic advisor within the Office of Academic Advisement to discuss and plan their future schedules and design strategies to return them to good standing.

### **Higher Education Opportunity Program (HEOP)**

The Arthur O. Eve Higher Education Opportunity Program (HEOP) has served MMC since 1969. HEOP developed out of the need for private colleges and universities in New York State to provide higher education for students who have academic potential but lack the necessary preparation and demonstrate financial need. HEOP receives funding from the New York

State Higher Education Opportunity Grant along with MMC funding. Students in HEOP receive the supportive services of academic courses, tutorial work and counseling (academic, personal, and career planning). Students entering the College through this program are required to participate in the six-week summer program. Students wishing to apply for HEOP must submit an Admission application and supporting data to the Office of Admissions. A personal interview is required for all applicants. Students must be eligible for TAP and Pell awards. For information concerning eligibility requirements, please contact the HEOP office.

Students in the HEOP program are required to meet standards of progress and pace as previously defined for New York State Aid. Their good standing is maintained by their continued success in meeting these standards. Detailed guidelines governing these standards for progress and pursuit are available from the Office of Financial Aid. All students covered by HEOP must remain eligible for TAP awards in order to remain in the HEOP program at MMC. HEOP students who fall below the HEOP standards are subject to dismissal from the program and from the College.

### **Returning Adult Students**

MMC supports non-traditional aged adults, 25 years and older, who wish to continue their education and achieve a bachelor's degree. The Office of Admissions provides support to adult applicants in the admissions process, including the application and counseling on the final decision. The Office reaches out to the community, providing information sessions and individual appointments specifically geared towards the returning adult student. It also works with employers to provide assistance for staff members interested in returning to college for a degree or certificate.

### **Center for Academic Support and Tutoring (CAST)**

The Center for Academic Support and Tutoring (CAST), located on the fourth floor of the Nugent Building, offers individual and group tutoring in all disciplines to help students achieve greater academic success. The CAST staff is composed of professional tutors with advanced degrees and peer tutors who have excelled in their subjects. The Center offers test preparation for graduate entrance examinations as well as academic workshops in various subjects.

Popular subjects include: Writing, Math, Economics, French, Philosophy, Sign Language, Spanish, and Statistics.

The Step-Up Program supports students who demonstrate academic potential, but who may have inconsistent academic success or difficulty with standardized tests. The program fee, a cost above tuition, includes tutoring services, personalized advising/counseling, support technology, workshops, and monthly parent/guardian meetings throughout the academic year. Students enrolled in Step-Up are required to complete a minimum of two semesters in the program, after which their progress is evaluated to determine if the program is necessary for additional semesters.

### **Communication and Learning Services**

The Ruth Smadbeck Communication and Learning Center provides speech-language and audiological clinical services to the Marymount Manhattan community. For those interested,

services available include accent modification and therapy for learning, articulation, voice, and fluency challenges.

The clinic also houses an after-school speech clinic, a service program for adults requiring advanced voice and diction instruction for professional speaking, and an after-care program for aphasic individuals. The Center's speech science laboratory is utilized to conduct research, provide education, and deliver training modules.

## **TECHNOLOGY AT THE COLLEGE**

### **Computer Stations, Laptops and Connectivity**

While many students bring their own computers to campus, the Library has an additional 80 laptops available to students for loan. The library also provides dedicated comfortable space which accommodates student's computer based work. The first floor houses 12 computers designated specifically for research. On the second floor of the library there are 22 PC workstations, 6 Macs and one computer loaded with Kurzweil software and a scanner for people with visual disabilities. A limited number of general PC workstations in the Nugent Lounge, the 4th floor of the Nugent building, and in the Commons are also available for student use. Wireless connectivity to the MMC network is available across the campus. Wifi is supported at the main campus (MMC71W) and the 55th Street Dorm (MMC55W) up to the current standard "N" technology.

### **Technology-Enhanced Classrooms (TECs)**

Students are likely to have classes in one of the TECs that include Main building 201, 503, 504, 505, 509, 510, 606, 608, 610, 700, 701, 703 and the Nugent building 249, 458 and 462. In addition, all classrooms on the fourth floor of Nugent are equipped with multimedia instructional technology and they provide a wireless environment. All classrooms in the main building are equipped with instructional technology.

### **Workstation-Equipped Classrooms (WECs)**

Students who wish to use computer workstations on campus can do so at the following locations: Main 410 and Main 411 are each equipped with PC workstations; Nugent 554, 556 and 559 are each equipped with Macintosh computers. A schedule is posted on the door to these classrooms indicating "open" hours for student use.

### **Computer Specifications**

For students who wish to bring their own computers to campus, specifications for both Mac and PC formats are available at <http://www.mmm.edu/offices/information-technology/recommended.php>, students may purchase computers at a discount through the College's account with Dell. Apple Computers can also be purchased at discount pricing directly from Apple through that link.

### **Student E-mail Accounts/MMC Connect**

At MMC students receive individual e-mail accounts and access to the MMC network including Blackboard and MMC Connect. All students are expected to adhere to the "Guidelines for Appropriate Use of Technology at MMC," published in the MMC Student Handbook and on the web site at the following link <http://www.mmm.edu/offices/information-technology/technology-policies.php>. MMC Connect for Students enables students to review their student profile, academic progress and grades, manage their student account,

## Student Affairs

and register for courses online. A student's e-mail account allows him/her to enroll in the Blackboard™ course management system used by faculty for web-enhanced and online courses. In addition, the College communicates regularly with students via e-mail. In order to stay informed, students are advised to check their MMC e-mail accounts for important information sent from various offices and faculty members throughout the academic year.

### **Blackboard**

Many faculty members use the course management system Blackboard™ for web-enhanced and online courses. Students are able to access reserve material, post assignments, engage in online discussion and chart their progress in a given course through the Blackboard™ site associated with the particular course.

### **Online and Blended Courses**

MMC offers a limited number of online and "blended" courses each semester. Online courses are taught entirely on the internet using the Blackboard™ system to create an online classroom. Blended courses have an online component, as well as traditional classroom sessions. Students should check the MMC Course Bulletin for a given semester to determine which courses are offered in an online or a blended format.

## **STUDENT AFFAIRS**

### **Division of Student Affairs**

**Carson Hall 807**

**212-774-0750**

**[studentaffairs@mmm.edu](mailto:studentaffairs@mmm.edu)**

The Division of Student Affairs is responsible for the overall administration of MMC's student life program and works to provide an environment that complements the college's academic mission.

The Division of Student Affairs provides comprehensive services and diverse opportunities that enhance the learning environment and support the needs of our dynamic student body. We strive to promote personal growth and wellness, encourage leadership development and social responsibility, and support success during and after college. Our objective is to help students appreciate diversity, become active community members, and reach their academic and personal goals.

The Division of Student Affairs comprises the offices of Academic Access, Campus Ministry, Career Services, Counseling & Wellness Center (CWC), Disability Services, Dow Zanghi Student Health Center, Marymount Muscle Community Services, Residence Life, and Student Development & Activities. Student Affairs supports all recognized student clubs and organizations and coordinates many special events, including Orientation, Convocation, Homecoming, and Commencement.

In addition, we manage the Student Code of Conduct and Health Records & Information.

### **Academic Access Program**

**Carson Hall 500**

**212-774-0724**

The Program for Academic Access supports students with learning disabilities. The program is designed to provide a structure that fosters individual growth and academic success. We wel-

come applicants whose school records and documents evidence the skills, intellectual potential, and commitment necessary to addressing their learning difficulties. With accommodations and multifaceted support, these students will be able to handle the same curriculum as other qualified applicants to Marymount. The program fee, a cost above tuition, includes tutoring services, learning specialists, counseling/advisement, and priority registration. Interested students should contact the Academic Access Office.

### **Campus Ministry**

**Carson Hall 412**

**212-774-0759**

MMC's Campus Ministry provides interfaith programming that serves and supports the students, faculty and staff of the College. Campus Ministry assists in the development of the spiritual and religious life by providing individual spiritual direction/counseling and opportunities for expression of all faith traditions that promote peace and interreligious understanding.

### **Career Services**

**Carson Hall 106**

**212-517-0599**

**[careerservices@mmm.edu](mailto:careerservices@mmm.edu)**

Marymount Manhattan's Office of Career Services assists students and recent alumni in professional development by providing a wide-ranging series of career programming, individual career counseling and access to job and internship listings. Resume and cover letter review, interviewing techniques, networking in person and online, job search strategies, and transferable skills are just a sample of the topics offered by the Career Services staff. These programs are intended to enhance career development and marketability for both students and recent alumni. Emphasis is placed on relating studies, interests and goals while developing a solid career strategy.

At MMC "college" and "career" go hand in hand and our new, college-wide initiative, CityEdge. CityEdge is a shared set of concentrated experiences for all MMC students that provide expanded opportunities for career exploration and professional development while deepening their immersion in NYC. Components of CityEdge include, The New York City Seminars, CareerLab, Signature CityEdge Courses, Field Experiences, and a Mentoring Program.

Career Services offers job listings that are available online through the MMC Career Connection, accessed through Marymount Manhattan's Career Services webpage. The Office develops and maintains relationships with companies locally and nationwide. Offerings are tailored specifically for Marymount students. Career fairs, site visits with employers, networking and professional development events, and on campus recruitment are ways that the Office connects students with employers. Career development professionals provide individual and group career counseling, career assessment, and graduate and professional school application advisement.

### **Internships**

Marymount Manhattan's Academic Credit Internship Program is administered through the Office of Career Services. Many students participate in this program and take advantage of the nu-

merous professional opportunities available in New York City. The College has close ties with cultural institutions, businesses, government, and media/entertainment organizations in the city. The internship experience connects the student with the professional world in a unique way and builds networks that will be useful in the job search. Internships are an excellent career counseling tool because they help students make informed career decisions as they progress through their college years.

Marymount Manhattan students are eligible to take internships for academic credit if they have completed 30 credits and have a minimum GPA of 2.8. Transfer students are eligible after completing 15 credits with a minimum GPA of 2.8. Academic requirements for an internship vary by department and advisor. Students should consult with faculty and then meet with the Internship Coordinator in the Office of Career Services in order to register for the internship. Internships may be obtained through a career counselor, faculty or by the students themselves.

### **Counseling & Wellness Center (CWC)**

**Carson Hall 807**

**212-774-7000**

**counseling@mmm.edu**

CWC helps students handle personal and psychological problems. These problems include stress, homesickness, loneliness, anxiety, depression, family conflicts, identity, eating and body image, self-esteem, sexual misconduct concerns, and alcohol or drugs. Whatever a student's troubles may be, CWC is here to help.

CWC offers short-term individual counseling, psychiatric services (to evaluate students for prescription medications), health and wellness workshops and programs, and referrals to care in the community.

Walk-in hours (no appointment necessary) are Monday through Friday 3-4. CWC is open Monday through Friday from 9 am to 5 pm; please call for evening hours. All services are free of charge and, except in life-threatening emergencies, confidential. The staff includes clinical psychologists, a clinical social worker, a psychiatrist, and advanced doctoral psychology trainees. All are experienced and enjoy working with students.

### **Disability Services**

**Carson Hall 500**

**212-774-0724**

**disabilityservices@mmm.edu**

Marymount Manhattan College provides accommodations for students with learning, physical, and/or psychological disabilities. In order to receive academic accommodations due to your qualifying disability, you must register with the Office of Disability Services no later than **the end of the third week of classes**. To obtain special housing accommodations, you must register with Disability Services **no later than our published move-in dates**.

To register, come to our office in Carson Hall 500. We will help you with the registration process. Your accommodations will be provided when all supporting documentation has been submitted and reviewed.

Some examples of accommodations, depending on the disability, include:

- Student note-takers for applicable courses
- Permission to tape-record lectures
- Extended time on exams, separate testing space, use of computer for exams
- Wheelchair access
- Use of Kurzweil reading station in MMC Library
- Use of laptop computer to take class notes

### **Dow Zanghi Student Health Center**

**231 E 55th Street Residence Hall, first floor**

**212-759-5870**

**healthcenter@mmm.edu**

The Dow Zanghi Student Health Center is committed to providing quality health care to all students. The health center provides free primary care, including treatment for colds, flu and minor injuries, physicals, STI/HIV testing and women's health care services. Some tests and vaccinations are subject to fees, which the student can submit to his or her health insurance provider for reimbursement. The services are provided by the Mt. Sinai Beth Israel, Student Health Services Network.

### ***Hours during academic semesters***

Monday, Thursday, and Friday: 9 am to 5 pm

Tuesday and Wednesday: 11 am to 7 pm

Closed in July and first two weeks of August.

### ***Appointments/Walk-Ins:***

Call the Dow Zanghi Student Health Center at 212-759-5870 to schedule an appointment, or just walk in.

### ***After Hours:***

For urgent matters after the Health Center is closed, students have access to a 24/7 on-call Beth Israel triage doctor. For urgent matters, the doctor can be reached by calling 212-420-2882.

Dow Zanghi Student Health Center provides services for all MMC students, both residential and commuter, and is located at the 55th Street Residence Hall, first floor (212-759-5870) [healthcenter@mmm.edu](mailto:healthcenter@mmm.edu).

### **Marymount Muscile Community Service**

**Carson Hall 807**

**212-774-0759**

**mmcserves@mmm.edu**

MMC has a rich history of engaging students in service to the community. Marymount Muscile is our community service initiative that provides opportunities for MMC students to volunteer at various community based organizations located throughout New York City. The primary objective of Marymount Muscile is to provide meaningful and engaging service related opportunities for all MMC students. Marymount Muscile Community Service, a division of Student Development and Activities, supports the mission of the College by providing meaningful and engaging service-related opportunities for all MMC students. Through co-curricular activities, volunteer opportunities, and alternative break trips, we provide students with learning experiences through service to others in the neighborhoods surrounding the College and across NYC.



## The Center for Student Services

### Residence Life

Carson Hall 807

212-774-0740

[residencelife@mmm.edu](mailto:residencelife@mmm.edu)

The Residence Life Program at MMC is committed to the overall growth, development, and education of its residents. Our primary goal is to provide a safe, secure and comfortable educational environment while providing residents the opportunities to become involved, exercise their leadership skills and be a part of a residential community. We seek to promote individual growth: Challenging values and attitudes, developing qualities of respect for others, intellectual curiosity, social responsibility, cultural awareness, self-discipline, independent judgment and personal responsibility.

We currently house more than 750 full-time students in residence halls located within a 30 minute commute to the College. Students who wish to live in a College residence hall must submit a housing application and a \$500 non-refundable deposit to secure housing for the coming academic year. Marymount Manhattan College expects all students who are granted housing to honor the Resident's Guide to Community Living and the Housing Contract. Residents are required to remain in the residence hall for the full academic year. Only those who withdraw from the College may be released from their housing contract. Due to limited space, applicants should submit their housing application and deposit by established deadlines.

### Student Development & Activities

Carson Hall 807

212-774-0788

[activities@mmm.edu](mailto:activities@mmm.edu)

The Office of Student Development and Activities (SDA) is an integral part of student life at MMC. As part of the Division of Student Affairs, the Office of Student Development and Activities provides students with opportunities for meaningful learning experiences outside of the classroom through social, cultural, recreational, and leadership engagement. These experiences are grounded in the following four areas: Leadership Development, Community Service, Student Engagement, and Diversity and Inclusivity. Our office is the center of information on student programs, activities, and involvement opportunities. Involvement on campus aids in creating a more holistic experience for students, fostering leadership skills and development that students will use throughout their academic and professional careers.

### Code of Conduct

MMC has a student Code of Conduct requiring students conduct themselves in a responsible and mature manner on campus. The Code describes the process for disciplinary procedures and enacting sanctions. The Student Code of Conduct is detailed in the "Griffin Guide" the Marymount Manhattan College Student Handbook. Students are responsible for reviewing the student handbook which can be found on our website.

### Dining Dollars

For information see page 219.

### Health Records and Information

### Immunization Requirement

New York State Law §2165 requires college students enrolled in six or more credits per semester and who were born on or after January 1, 1957 to demonstrate proof of immunity against measles, mumps and rubella. Those students born before 1957 do not need to submit proof of immunity, but must submit proof of age. All students enrolled in at least six credits per semester are also required to document a decision about the meningococcal meningitis vaccine. The vaccine is optional; the documented decision is required. Students should upload proof of immunity (the MMC form or valid medical records) to their Slate accounts prior to the start of classes. Failure to comply with immunization requirements will result in an administrative withdrawal from all classes.

### Health Insurance

All MMC students enrolled in 12 or more credits per semester are enrolled in and charged for the College's Student Health Insurance Plan. Students who have equal or better coverage have the option to complete an online waiver before the September 15 deadline to be removed from the College plan. All international students are required to participate in the College's health insurance plan. For details of the plan and a link to the online waiver site, please visit the Counseling and Wellness Center page on the MMC website.

## THE CENTER FOR STUDENT SERVICES

### Office of Financial and Registration Services

Nugent Hall 052

Phone: 212 517-0500

Email: [css@mmm.edu](mailto:css@mmm.edu)

### Registration And Records

Students' academic records are maintained by the Registrar. All processes/transactions pertaining to registration and the updating of academic records are conducted in the Center for Student Services. Students seeking assistance with any matters concerning their academic records are directed to the student service representatives in the CSS.

Because academic records change continuously throughout a student's progress toward degree completion, the following procedures are conducted in the CSS:

- Registering for courses and making program changes.
- Withdrawing from courses or from the College after receiving official documentation.
- Obtaining official or student copies of transcripts and grade reports.
- Requesting confirmation of enrollment status.
- Submitting changes of address or contact information.
- Processing change of name (based upon sufficient documentation).
- Requesting Maintenance of Matriculation.

### Registering for Courses

While a wide range of transactions is carried out in the CSS, the most regular and frequent of these is registration for classes. All students register twice annually: in the Fall (November) for January and Spring Classes; in the Spring (April) for Summer and Fall



Classes. The schedule of courses being offered for these sessions is available during advisement, through the MMC web site, as a pdf file, and on MMC Connect. Each semester prior to advisement, students are sent an e-mail notification to inform them about registration and to access the “On-line Registration Manual” for detailed instructions and procedures. Students are also instructed to access MMC Connect. Prior to the beginning of registration, the webpage will display the following in the Student’s menu:

- Student’s registration date and time if they have been assigned;
- Any restrictions/holds on the student’s account.

During the assigned registration time slot, students will see the full registration menu if there is no restriction/hold on file.

- Student clearances for immunization (IC) and registration (HBA). Faculty advisors meet with students on one or two advisement days held each semester to plan a schedule for the next term. After meeting with her/his faculty advisor, each student is permitted to log on to MMC Connect to register online for courses. To register for a few independent activities such as: internships, study abroad, and new and readmitted students may register during the time between the end of the regularly scheduled registration period for continuing students, and the end of Late Registration.

Although students may register online, they may not completely withdraw from their entire schedule online. Students wishing to withdraw from the College must complete a total withdrawal form and an Exit Interview in the Office of Academic Advisement.

- Students may be prompted to update their permanent or local address on MMC Connect before they can register for classes.

### Auditing a Class

Students can choose to attend a course for the experience without earning course credit. They will be considered as auditing the course. When auditing a course the student must attend all classes, do assigned readings, and participate in class discussions, but s/he is not required to take examinations. An audited course can never be applied toward college credit or a college degree. An audited course may never change to credit status or a credit course to audit status during a semester. Once students audit a course, they may not take that course for credit towards their degree. As a rule, credit students may not audit more than one course in any given semester.

Students can choose to audit a course at the time of registration but may lose their place in class in favor of a degree student who may require that specific course to fulfill their degree requirements. Not all courses are open to audit and permission to audit is at the discretion of the department offering the course. Audit credits are billed at a discounted rate (see the fee assessment charges listed in the Student Account section of the catalogue). Audit tuition charges are not refundable and will appear on the billing statement as a separate charge. They are not included as part of the regular full or part time tuition rates.

### Late Registration

Students who do not register during the official registration period have the opportunity to register late (just before the start of the term). Late registration for the Fall semester begins in late August and for the Spring semester in mid-January. (Consult the appropriate semester Course Bulletin, and MMC Connect for specific dates.) Continuing students who register late will be charged a \$175 late registration fee. New students are not charged a late registration fee.

### Program Changes

Students may add or drop courses online before the official start day of the term begins. Students may make program changes until the end of the add period without incurring any fees. During the official Program Change period, students must make all changes in person by following this procedure: obtain a Program Change form in the Center for Student Services; consult with an advisor; obtain the advisor’s signature; and return the form to the Center for Student Services for processing. After the official Program Change add period ends, a charge of \$30 is imposed for every program change transaction made. (Dates for Program Change are listed on the web for each term.) Students may not add courses once the Program Change period has ended; however, they may continue to drop courses without a grade according to dates published in the academic calendar. Note that seniors may not change their major, minor, and/or concentration after the end of the Program Change period during their final semester of study. And they should only make other program changes after consultation with their advisors since this could impact their graduation status.

Students who shift their credit load for the semester from full- to part-time will be charged forfeiture, according to the College’s Tuition Cancellation Policy. Similarly, students, who drop all courses in their semester program, during this period, will be charged tuition and fees according to the College’s Tuition Cancellation Policy. (See Student Account Section.) For these students, financial aid will be recalculated for the semester.

### Grade Reports

Students may access grade reports on MMC Connect (after all final grades have been received). Students wishing to receive a paper report of their grades for a given semester may go to the MMC Web page and download a “Grade Report Request” form. Students with financial and registrar holds will not have access to grade reports and cannot view previous academic history through MMC Connect. Students with holds, however, can have their grades issued on non-letterhead paper upon request.

### Transcripts

A student may request an official copy of a transcript at any time for submission to graduate schools and universities or to employers. Transcripts are processed in the order in which applications are received (determined by the date of submission). Only the work completed at MMC is recorded on a student’s official transcript. Coursework transferred to MMC from another institution will be listed as a credit total on a student’s MMC transcript; that is, neither individual courses nor grades earned for courses transferred to MMC will be indicated.

Applications for copies of transcripts are available in the Center for Student Services. There is a \$10.00 charge for each transcript, payable in cash or by check. All transcripts are normally sent within two business days. However, additional time for processing may be required during grading and registration periods, as well as for those students who attended MMC before 2000 or Finch College. Student records prior to 2000 have been archived and may require additional time for record retrieval. Transcript request forms with instructions can be downloaded from the MMC Web site. The CSS reserves the right to refuse transcript requests either because the form is incomplete or inaccurate and/

## The Center for Student Services

or the student's record contains a financial hold. We cannot be held responsible for incorrect addresses or postal delays. Upon completion of the requirements for her/his degree, each student is mailed an unofficial copy of their final College transcript.

Official academic transcripts will be withheld for failure to pay tuition, for default on an educational debt or failure to repay an educational overpayment. Students who request a transcript will be offered a record of academic history printed on non-letter-head paper.

If the student files for bankruptcy and includes the college debt in the bankruptcy petition, the college will provide official transcripts during the pendency of the bankruptcy proceedings or, if the debt to the college is discharged. Documentation must be submitted to the Registrar in the Center for Student Services.

### Enrollment Status Verification

Students requiring evidence of their enrollment status may contact the National Student Loan Clearinghouse at <http://www.nslc.org>. Under "Student/Alumni" NSLC provides Enrollment Verify which is an online service that allows you to obtain enrollment verification certificates to provide to credit issuers, health insurance companies, student housing providers, and others. There may be a fee for each transaction.

Students can also submit requests to the CSS by downloading the Enrollment/Degree Verification Request form from MMC's website.

### Change of Address

MMC students should review their address information in MMC Connect portal. All students are responsible for keeping the college informed of changes to name, address, and phone numbers. To change an address in the student's information system data base:

- 1) log in MMC Connect and go to Students menu, under User Account, click on "Update Mailing Address" or "Update Local Address" to update the addresses (preferred method) or
- 2) download and submit the Official Change of Address form to the Center for Student Services, Lower Level Nugent Hall – Room 052.

### Name Change Policy

#### Legal Name Change

The name on your official college records is the name that appears on your original application for admission to Marymount Manhattan College. In order to request a legal name change (including your last name), a student must complete the "Official Change of Name" form and present documentation that your name has been legally changed.

Legal documentation includes one of the following below:

- Birth certificate
- Certificate of naturalization.
- Court Order - Original court order signed by the presiding judge and bearing the county filing stamp.
- Marriage certificate - Original marriage license bearing the filing stamp from the county or parish in which the license was issued.
- Divorce or dissolution decree - Original divorce decree that includes a specific decree granting restoration of the maiden

or other name. The decree must be signed by the presiding judge and bear the county filing stamp. If submitting a certified copy, you need only include the first page of the decree, the page containing the name restoration order, and the page bearing the judge's signature.

You should present the original legal document or a certified (i.e. notarized) copy to the Office of the Registrar in the CSS. Original documents will be copied for your file and returned to you. A driver's license, social security card, passport, or marriage certificate issued by the church are not acceptable as legal documentation for a change of name, except when correcting a minor spelling error such as a transposition of letters.

### Preferred Name Change

Marymount Manhattan recognizes that some students may prefer to identify themselves by a name other than their legal name. In such cases, students can opt to use a preferred name in place of their first name by filing a "Preferred Name Request" form. Once the PNR form has been filed, the "Preferred Name" will be displayed where possible in Marymount Manhattan's student information system. Not all of the College's systems can display a preferred name and many times a legal name is required. Students who utilize a preferred name should always be prepared to reference their legal name when needed. A preferred name designation is not a legal name change.

As long as the use of the preferred name is not for the purpose of misrepresentation, Marymount Manhattan College acknowledges that a preferred name be limited to the following places:

- MMC ID Card\*
- Program Evaluation
- Blackboard - Note: Official class rosters not on Blackboard will display the legal name
- Registration / Billing Statement from the Office of Student Accounts
- MMC Email display name

\*New MMC ID Card may be issued upon request for an additional fee.

Marymount Manhattan College is legally required to use a student's legal name for the following records:

- International Student documentation – SEVIS records, immigration/ visa documents
- Student Financial Aid and Loan documentation
- Federal or State Requests for information (including tax forms-1098T, W-4, etc)
- National Student Clearinghouse
- Academic Certifications (of enrollment, good standing, degree completion)
- Academic Transcripts
- Diplomas

### Correct an Error on the Admission Application

To correct an error on the admission application, a student may present a copy of his/her birth certificate or a current, valid U.S. passport.

### Applying for Graduation

Students who complete or will complete 120 credits do not automatically graduate or receive a diploma. All candidates for degree must file a formal application for graduation with the Registrar's Office in the Center for Student Services, by the application deadline date. Graduating seniors are encouraged to view their Program

Evaluation on Web Advisor, under the “Academic Profile” section. The program evaluation will show all completed courses taken at MMC, transfer courses, in-progress, registered, and pre-registered courses and matches them against the requirements for a particular degree program. Graduating seniors can determine his/her graduation status by their program summary status.

A program summary status of “In Progress” means the student has outstanding degree requirements. Students are advised to register for the courses that have yet to be fulfilled and/or ensure all pertinent documents such as course substitutions, change of major/minor/concentration form, official transcripts or exam scores from other institutions are submitted to the appropriate offices within a given timeframe.

A program summary status of “Pending(Anticipated Complete)” means the student will fulfill his/her degree requirements upon completion of term, assuming the student does not withdraw from any classes, change his/her academic program, and receives the minimum passing grade for the course(s).

Students who are not completing their degree requirements should not apply for graduation. It is the student’s responsibility to ensure that he/she will have at least 120 credits upon graduation. Degrees are conferred three times a year: September, February, or June.

The deadline dates to submit the graduation application are as follows:

Degree Conferral Date	Deadline to Submit Graduation Application*
September graduate	May 15*
February graduate	September 15
June graduate	November 15

\*(If the 15th day of the month falls on a weekend, the deadline date will be the following Monday on the calendar)

### Catalogue Requirements

A student may choose to have her/his record audited according to catalogue requirements in place during any of the following catalogue years:

1. The entering year catalogue with requirements in effect on the date the student first entered MMC; this catalogue must be dated more recently than 10 years prior to the graduation date.
2. The graduation year catalogue with requirements in effect on the date of their graduation.\*
3. The catalogue preceding the graduation date by one or two years.

\*Students who plan on using catalogue requirements in option 2 or 3 will need to file a “Catalogue Change Petition” form with the Office of Academic Advisement. The petition must be submitted and approved by the Dean of Academic Advisement and Student Retention before the student applies for graduation with the Center for Student Services.

The Registrar’s Office evaluates each student who has formally filed an application for graduation on the basis of requirements published in the catalogue year using one of the three options above. Under no circumstances may a student elect to be evaluated for degree requirements under a catalogue in effect prior to his/her first term of studies.

### Inactive Students

Students who withdrew from MMC or left MMC without having applied for graduation and who have completed all their graduation requirements must re-apply for admission – (Refer to “Re-Admission Policy” in catalogue). The Dean of Academic Advisement and Student Retention will determine if the student is eligible to remain in the student’s original catalogue year, whereby the catalogue’s degree requirements may remain in effect. If the re-admit application is approved, the student will need to apply for graduation. The degree conferral date is dependent on the date of submission. Under no circumstances will conferral dates be backdated.

### Re-Admitted Students

Re-admitted students will follow the new catalogue requirements in effect at the time of enrollment. The catalogue at the time of their original admission is no longer in effect. Readmit students may request an alternate catalogue based upon special request/circumstances (e.g. graduating senior who could not complete final semester). The Dean of Academic Advisement and Student Retention will review requests on a case-by-case basis.

### Substitutions, Exceptions, Exemptions

Certain program/degree requirements may be completed alternately to specifications detailed in a given catalogue. To request an exemption from a requirement or to substitute a different course from the course required to fulfill a requirement, the student must seek the approval of the Chair of the Division overseeing the requirement in question. For course substitutions in the Advanced Interdisciplinary Perspectives area, students should contact the Assistant VP for Academic Affairs for approval.

### Request to Participate in May Commencement

Students who complete all requirements (including degree recipients from September of the previous calendar year as well as those from February and June of the current year) and who receive clearance by the Registrar by the date posted in the academic calendar will be eligible to participate in that year’s commencement proceedings.

A senior, who has no more than 6 credits remaining in order to complete his/her degree, may request to participate in the May commencement ceremony.

Candidates for commencement must request permission to “walk” and must agree to complete the remaining credits in the summer sessions that immediately follow commencement. Students may register for no more than a combined total of 6 credits during the summer sessions, and must attach proof of payment for those credits when submitting the “Request to Participate in May Graduation” application. Requests must be made by the deadline posted for each year.

Note: A student who participates in that year’s commencement ceremony before completing her/his degree forfeits eligibility for honors. Once the student’s degree is completed, summa, magna and cum laude honors will be recorded on the student’s diploma and transcript, if it is determined that they have earned such distinction.

### Commencement and Graduation

Commencement refers to the ceremony in which students who are eligible to graduate, participate. The achievement of the degree is recognized and celebrated by MMC’s community and



## The Center for Student Services

the students' friends and family. Students must apply to graduate and to participate in Commencement.

Graduation is the process of awarding a degree. Graduation involves:

- a) filing the Graduation Application form;
- b) certifying all final grades are completed;
- c) completing ALL degree requirements, and
- d) satisfying all financial obligations to the College.

Students should note that participation in commencement does not indicate or guarantee degree completion. To officially graduate from MMC, students must fulfill all degree requirements (including General Education, Program Major(s), concentration, minor, and College). The official graduation date is not the College's commencement date. A student's official graduation date is based upon when a student files his/her graduation application and when the student completes all degree requirements (See "Degree Conferral Date") above.

### Information and Recommendations

Students are advised to consider the following when making decisions about study options outside of MMC in their senior year of study:

- Study Abroad and Hunter/Pace Consortium - It is recommended that students do not take study abroad or Hunter or Pace Consortium courses in their final semester. Transcripts from Study Abroad institutions or from Hunter College or Pace University\*, which often follow a different calendar from ours, may be received after the graduation deadline. \*Participating in a consortial agreement does not guarantee graduation. Should a transcript not be received on time, the student's graduation date will be postponed to the next graduation period.
- Course waiver and course substitutions must be approved by the appropriate authorities (Division/Dept. Chairs, Dean, and Vice President of Academic Affairs) and submitted before the graduation deadline date. Any delay in the submitting these documents may postpone a student's graduation date.
- Students, who are completing their final semester of study should not request a grade of INC for any course in her/his program. Delay in resolving an incomplete grade may postpone graduation to the next graduation period.
- Participating (Walking) during the commencement ceremony does not guarantee that a student will graduate. In all cases, students who are permitted to participate before completing the requirements/ credits for any degree are required to complete those requirements before his/her degree will be awarded. The College is under obligation to the State Education Department to certify as graduated only those students who have successfully completed all requirements for the degree for which the student was matriculated.
- Diplomas are not distributed at Commencement but are normally available within 6 - 8 weeks after graduation. If a student requires proof of graduation prior to receiving his/her diploma the student may contact the Center for Student Services to request a "Certification of Graduation" letter.
- Graduates must clear their financial accounts with the College. In cases where a student's financial account is in arrears, the student's diploma will be not be released, nor will any official transcripts be released until the entire outstanding balance is paid in full and the student's account is cleared. A record of academic history can be made available on non-letterhead paper only.
- No grade changes may be made to the academic transcript or

record, after a degree has been awarded to a student. Requests for student's name change, address, and/or review of grades will be denied.

### Graduation Review

At the end of the student's final semester, when all final grades are processed, a graduation evaluation for each student who applied for graduation will be done. The graduation evaluation is the official graduation degree audit. This audit supersedes other offices or staff who assisted in mapping the student's degree program. The student will be notified if cleared for degree conferral. Students who have outstanding requirements are considered ineligible for graduation and will be deferred to the next degree conferral date in that academic year. If the requirements have not been completed after a semester, the student will need to re-apply for graduation and may need to file a re-admit application.

(See the section in this catalog on "Re-admitted students" for more information.)

### Diploma and Transcript

The Registrar's Office will mail the degree recipient's diploma when the degree requirements have been certified. The diploma will be mailed within 6 to 8 weeks after the degree conferral date. In addition to the student's diploma, the degree recipient will receive an unofficial final transcript from MMC. Official academic transcripts will be withheld for failure to pay tuition, for default on an educational debt or failure to repay an educational overpayment.

### Name on Diploma

MMC issues diploma under the student's legal name or the name as it appears on the student's academic record. Nicknames or variations from the student's legal name will not be published on the diploma. Students requesting a different name on the diploma will be required to submit an "Official Change of Name form". Students must provide proof by attaching a copy of the marriage license, divorce decree, court papers, copy of certificate of naturalization, or similar documents. - See "Name Change Policy".

### Replacement Diploma

Marymount Manhattan College will reissue diplomas for alumni who have lost or damaged a diploma. To order a replacement diploma, the student should download the "Reissue Diploma" form from MMC's website. There is a processing fee per replacement diploma. Diplomas will be mailed via regular U.S. Postal Service. Diplomas may be sent overnight or other expedited services at your expense. Fees will be billed to your credit card.

### Requests may be submitted to:

Marymount Manhattan College  
Center for Student Services  
221 E. 71st Street  
New York, NY 10021  
Attn: Registrar

### Obtaining an Apostille of the Hague

Upon special request, the Center for Student Services can notarize certain documents at no additional charge. However, full apostille services are not provided. Documents available for Apostille are: transcripts, enrollment/degree certification, original diploma, and replacement diploma\*.

\*There will be processing fees for official transcripts and replacement diplomas

## 1. Center for Student Services

- The Registrar can authenticate your document(s) with a statement that the documents are “true and correct.” Please make sure you have all original documentation in your possession at the time of your request
- The Registrar will forward your documents to be notarized by a Notary Public
- The Registrar will return the documents to the student - (official transcripts will be in a sealed envelope).

## 2. Student's Responsibility

- If applicable, the student will need to forward documents for translation services.
- The student may choose to do the following process:
- Take the original document(s) to the County Clerk's Office The County Clerk must reside in the same county of the Notary Public who witnessed your document(s) For the County Clerk's Office and for more information on this process, please visit <http://www.dos.ny.gov/licensing/apostille.html>
- Forward the original documents with instructions to the New York Secretary of State for final approval. The address is:  
**New York Secretary of State**  
**Miscellaneous Records Bureau**  
**One Commerce Plaza**  
**99 Washington Avenue**  
**Albany, NY 12231**  
**Tel.: (518) 474-4770**
- The student's written consent, to the Center for Student Services, is required to release the documents to a third party who may, then, forward the documents to the New York Secretary of State.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) exists to protect the privacy of the educational record of college students. Colleges are not allowed to release any information to parents or others about a student's educational record or disciplinary proceedings without the written consent of the student.

## Notification of rights under the Family Educational Rights and Privacy Act:

1. The right to inspect and review your education records.
2. The right to request the amendment of education records to ensure that they are not inaccurate, misleading, or otherwise in violation of a student's privacy or other rights.
3. The right to consent or to refuse to consent to disclosures of personally identifiable information contained in your educational records, except to the extent that FERPA and regulations issued pursuant to it, authorize disclosures without consent.
4. The right to file with the US Department of Education a complaint concerning alleged failures by Marymount Manhattan College to comply with the requirements of FERPA.

## Student records policies and procedures for Marymount Manhattan College:

1. **Annual Notification:** Students will be notified of their FERPA rights by the issuance, on an annual basis, of the Marymount Manhattan College Student Handbook.
2. **Definitions:** For the purposes of this policy, Marymount Manhattan College (the College) has used the following definitions of terms:

- a. Student – any person who attends or has attended the college.
- b. Education Records – any record (in handwriting, print, tapes, film, computer, or other medium) maintained by the College or an agent of the College which is directly related to a student, except:
  - i. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
  - ii. An employment record of an individual, whose employment is not contingent on the fact that they are a student, provided the record is used only in relation to the individual's employment.
  - iii. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing treatment.
  - iv. Alumni records which contain information about a student after she or he is no longer in attendance at the College and which doesn't relate to the person as a student.

## 3. Procedure to Inspect Education Records:

- a. Students may inspect and review their education records upon written request to the appropriate records custodian.
- b. Students should submit to the records custodian or an appropriate College staff person a written request that identifies as precisely as possible the record they wish to inspect.
- c. The records custodian or an appropriate College staff person will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the date of receipt of the written request by the College.
- d. When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her.

## 4. Limitation on Right of Access: Marymount Manhattan College reserves the right to refuse to permit a student to inspect the following records:

- a. The financial statement of the student's parents.
- b. Letters and statements of recommendation for which the student has waived the right of access, or which were maintained before January 1, 1975.
- c. Records connected with an application to attend the College or a component unit of the College if that application was denied.
- d. Those records which are excluded from the FERPA definition of educational records.

## 5. Refusal to Provide Copies: The College reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA in any of the following situations:

- a. The student has an unpaid financial obligation to the College.
- b. There is an unresolved disciplinary action against the student.
- c. The education record requested is an exam or set of standardized test questions. (An exam or standardized test that is not directly related to a student is not an education record subject to FERPA's access provisions.)

## 6. Copies of Records: The College will search and retrieve all records subject to FERPA's access provisions at no charge; how-



## The Center for Student Services

ever, there may be a charge imposed for copies in accordance with College policy at the time copies are to be made.

**7. Disclosure of Education Records:** The College will disclose information from a student's education records only with the written consent of the student, except that records may be disclosed without consent when the disclosure is:

- a. To school officials who have a legitimate educational interest in the records. A school official is:
  - i. A person employed by the College in an administrative, supervisory, academic or research, or support staff position including health or medical staff.
  - ii. A person elected to the Board of Trustees.
  - iii. A person employed by or under contract to the College to perform a special task, such as an attorney or auditor.
  - iv. A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing their tasks.
- b. A school official has a legitimate educational interest if the official is:
  - i. Performing a task that is specified in their position description or contract agreement.
  - ii. Performing a task related to a student's education.
  - iii. Performing a task related to the discipline of a student.
  - iv. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
  - v. Maintaining the safety and security of the campus.
- c. To officials of another school, upon request, in which a student seeks or intends to enroll. The College will make a reasonable attempt to notify the student of the record's request.
- d. To certain officials of the US Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported programs.
- e. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- f. To state and local officials or authorities if specifically required by a state law that was adopted before November 19, 1974.
- g. To organizations conducting certain studies for or on behalf of the College.
- h. To accrediting organizations to carry out their functions.
- i. To parents of an eligible student who is claimed as a dependent for income tax purposes.
- j. To comply with a judicial order or a lawfully issued subpoena.
- k. To appropriate parties in a health or safety emergency.
  - l. To individuals requesting directory information so designated by the College.
- m. The results of any disciplinary proceeding conducted by the College against an alleged perpetrator of a crime of violence to the victim of that crime.

**8. Record of Requests for Disclosures:** The College will maintain a record of all requests for and/or disclosures of information from a student's education records. The record will indi-

cate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting or obtaining information. The record may be reviewed by the student.

**9. Directory Information:** The College designates the following items as Directory information: student name, parents' names, address, telephone numbers, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, most recent previous school, educational agency or institution attended photograph, and class schedule. The College may disclose any of those items without prior written consent, unless notified in writing to the contrary by October 15th of each year.

**10. Correction of Educational Records:** Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights.

Following are the procedures for the correction of records:

- a. A student must ask the appropriate official of the College to amend a record. In so doing, the student should identify the part of the record to be amended and specify why the student believes it is inaccurate, misleading, or in violation of his/her privacy rights.
- b. The College may comply with the request or it may decide not to comply. If it decides not to comply, the College will notify the student of the decision and advise the student of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
- c. Upon request, the College will arrange for a hearing and notify the student reasonably in advance, of the date, place, and time of the hearing.
- d. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the College. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
- e. The College will prepare a written decision based solely on the evidence presented in the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
- f. If the College decides that the information is inaccurate, misleading, or in violation of the student's privacy rights, it will amend the record and notify the student, in writing, that the record has been amended.
- g. If the College decides that the challenged information is not inaccurate, misleading, or in violation of the student's rights of privacy, it will notify the student that they have the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
- h. The statement will be maintained as part of the student's education record as long as the contested portion is maintained. If the College discloses the contested portion of the record, it must also disclose the statement.

### International Student Services

MMC welcomes students from all over the world and has a growing international population on campus. The International Stu-

dent Services Coordinator is the main resource for international students at MMC and serves to advise and facilitate the adjustment to life at MMC and in the United States. In conjunction with various departments on campus, the International Student Services Coordinator organizes programs and events throughout the semester to promote an international environment at the College.

Students who hold F-1 visas are responsible to regularly report to the International Student Services Coordinator who also serves as the Principal Designated School Official. Such students are responsible for maintaining their F-1 Student Status. F-1 students must maintain a full course of study (minimum of 12 credits) each required semester or must get authorization from the ISS Coordinator to drop below a full-time course of study. F-1 students must obtain proper endorsement from the ISS Coordinator to travel outside the United States. Additionally, such students must notify and get authorization from the ISS Coordinator to work on or off campus. Lastly, all F-1 students must participate in the College's health insurance plan.

### Health Insurance Requirement

All full-time students enrolled in 12 credits or more, are required to maintain adequate health insurance coverage and are therefore automatically enrolled in the College-sponsored health insurance plan. Students who do not wish to be enrolled in the College-sponsored insurance plan must opt-out by demonstrating that they have sufficient alternative coverage. All international students are required to maintain the College sponsored plan. For more information on student health insurance, visit the College Web site at <http://www.mmm.edu/offices/counseling-and-wellness-center/health-insurance.php> or contact the Counseling & Wellness Center at (212) 774-0700. Students can learn more about the Christie Student Health plan at [www.christiestudenthealth.com/mmc](http://www.christiestudenthealth.com/mmc) or call Christie Customer Care at (844) 603-6193.

### Student Accounts

The Office of Student Accounts is located in the Center for Student Services. All processes/transactions pertaining to billing and payments are handled here.

NOTE: Students who register for classes at MMC are responsible for satisfying all financial obligations by the designated payment dates. Payment dates are available each semester on the Student Account web page. All students are bound by the payment due date (determined by your initial registration date) **whether or not a computerized bill is received.** Students can view their billing statements online on MMC Connect.

### Tuition Payment Options

#### By Mail:

Pay by check or money order payable to Marymount Manhattan College for the exact amount of the bill. Please include the student's full name and College ID number on the check or money order.

Payment must be received by the designated due date. If payment is not received by the due date or if payment arrangements for balances have not been made, you will be charged a \$175 non-refundable late payment fee. If your account still remains past due 6 weeks after the start of the semester, an additional \$175 non-refundable late payment fee will be charged.

#### Payment due Dates:

Fall 2017 – July 24, 2017  
January 2018 – December 4, 2017  
Spring 2018 – January 4, 2018  
Summer 2018 – May 1, 2018

Non degree and visiting summer school students must pay their invoice in full by the payment due date. Failure to make payment will result in de-registration.

#### Mail payments to:

**Marymount Manhattan College  
Center for Student Services  
221 East 71 Street,  
New York, NY 10021.**

#### In-Person:

Make a payment in-person in the Center for Student Services on the lower level of the Nugent Building during business hours.

#### On-line Payments and Monthly Payment Plan

Pay in full on-line or open a monthly payment plan via the Student Account Suite through MMC Connect. Through the Student Account Suite you will be able to:

- Pay in full immediately
- Make a partial payment or arrange for monthly payments.  
You can make automatic payments from your checking or savings account, or you can charge a payment to your Visa, MasterCard, or Discover Card. To access the Student Account Suite you must log onto MMC Connect. Select Student Account Suite found under the Financial Information area, then follow the on screen prompts.

#### Electronic Payment

Payment may be made by wire transfer directly to Marymount's bank account. For information please call the Center for Student Services at (212) 517-0500. To ensure proper crediting of your account, please include the student's name and ID number on any correspondence.

#### Financial Aid Recipients

Only valid Financial Aid awards will appear on your bill. If there is a discrepancy or aid is missing, please contact the Center for Student Services. Balances not covered by financial aid must be paid by the designated due dates. In the event that the aid is received after payment has been made, a refund will be issued according to financial aid regulations and based on the existing credit on account. For additional information, please refer to the section concerning Refund Policy. Students can view their award letters online on MMC Connect. For information on types of financial aid and how to apply, please see the Financial Aid section of this catalogue.

#### Additional Notes Regarding Payment

- Personal checks are accepted as payment of tuition and fees. A charge of \$50 is assessed for each check returned unpaid by the bank. Those students will be reviewed for enrollment and risk being deregistered for future semesters.
- The College reserves the right to exclude the use of personal checks and may require payment by certified check or money order if an account is more than 90 days in arrears.
- Students in arrears to the College may not obtain academic transcripts nor be permitted to register for additional semesters until all prior balances are paid in full. Students who request a transcript can receive a record of academic history on non-letterhead paper.
- Candidates for graduation must have their account balance cleared in order to participate in the commencement ceremony.
- Payments received for new enrollments will be applied to any outstanding balance due.
- Delinquency of outstanding balances, including those from payment plans, or financial aid reductions are subject to collection

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by the College or its designated agents.

- There is no statute of limitations for outstanding financial obligations to the College. Student accounts that are sent to a collection agency will be subject to additional collection costs.

### Tuition and Fees (subject to change)

Please note that all rates listed below are in effect beginning Fall 2017 through Spring 2018. All published rates may be subject to change at the discretion of the College.

#### Tuition per Semester

Full-time (12-15 credits).....	\$15,229.00
Part-time per credit rate.....	\$1,018.00
Per credit rate in excess of 15 credits.....	\$1,018.00

#### Mandatory Fees per Semester (Non-refundable)

Standard Fee – (full-time students).....	\$746.00
Standard Fee – (part-time students).....	\$542.00
Registration Fee – (winter/summer session).....	\$135.00
Student Activities Fee (full-time students Fall & Spring only).....	\$60.00
Student Activities Fee (part-time students Fall & Spring only).....	\$30.00
New Student Orientation Fee (one time fee).....	\$150.00

#### Housing Charges per Semester

All Residences .....	\$7,200.00
Declining Balance Card for Meals (per semester):	
Silver Basic Plan.....	\$1,000.00
Griffin Gold Plan.....	\$1,500.00
Platinum Plan.....	\$2,000.00

#### Miscellaneous Fees

Admission Application Fee.....	\$60.00
Alumni Discount, per credit.....	\$509.00
Audit Fee, per credit.....	\$509.00
Audit Fee, per credit, alumni (non-refundable) .....	\$255.00
Audit Fee, per credit, senior citizens (non-refundable) ...	\$255.00
Returned Check Fee.....	\$50.00
Certificate Fee.....	\$50.00
Change of Program Fee .....	\$30.00
Graduation Filing Fee .....	\$100.00
Health Insurance Fee (annual plan).....	\$1,844.00
Health Insurance Fee (Spring only plan).....	\$1,139.00
Late Payment Fee.....	\$175.00
Late Payment Fee (Additional).....	\$175.00
Late Registration Fee .....	\$175.00
Special Course fee.....	Vary

Note: Certain courses carry additional lab or course fees that are noted in the catalogue in the course description.

#### Deposits

Tuition Deposit (newly admitted students) .....	\$200.00
Housing Deposit (due with housing application) .....	\$500.00
Housing Damage Deposit (due with housing application) .....	\$250.00

Please refer to the College Web site ([www.mmm.edu](http://www.mmm.edu)) for the most up-to-date information about programmatic and administrative matters.

#### Tuition Cancellation Policy

An official withdrawal from any or all classes does not always entitle a student to a refund of tuition and fees paid or a reduction of costs incurred. It is important to note that all charges and cancellations are based upon tuition commitments for the full semester. The effective date of withdrawal and cancellation, if any, will be the date when formal application is filed with Academic Advisement in the Center

for Student Services. Students receiving financial aid who withdraw from school completely will have their federal financial aid eligibility calculated based on the federal formula for Title IV withdrawals.

If a student withdraws from one or more classes, during the drop/add period but does not drop below full-time status (12 credits) no forfeiture of tuition will be charged. If a student withdraws from one or more classes and becomes less than full-time, forfeiture will be charged for the difference between full and part-time tuition rates using the schedule for partial withdrawals.

After the census date, students who did not attend classes and did not officially withdraw from MMC will be assessed 25% of their tuition charge as forfeiture. Failure to attend classes or to make payment does not constitute an official withdrawal.

Marymount Manhattan College has arranged with Markel Insurance Company to offer a Tuition Refund Insurance Plan. This is an elective insurance plan which will minimize the financial portion of losses incurred when a student suffers a serious illness or accident and has to withdraw before the semester is completed. Go to [www.GradGuard.com/findmyschool](http://www.GradGuard.com/findmyschool) for information and forms.

Students using payment plans or receiving financial aid are responsible for completing all payments if a balance exists after cancellation of tuition.

**Please note that all fees are non-refundable after the first day of the semester and only tuition will be cancelled according to the following schedules:**

#### Complete Withdrawal Policy

##### Fall and Spring Sessions (based on a 15 week term)

If you withdraw.....	% cancelled
On or before term start date .....	full cancellation
During the first week of term .....	75 %
During the second week.....	50%
During the third week.....	25%
During & after the fourth week.....	0%

##### Summer Sessions (based on a five or six week term)

If you withdraw.....	% cancelled
On or before term start date.....	full cancellation
During the first week of term.....	75 %
During the second week.....	25 %
During & after the third week.....	0%

##### January Session (based on terms shorter than five weeks)

If you withdraw.....	% cancelled
On or before term start date.....	full cancellation
During the first week of the term .....	25 %
During & after the second week .....	0%

#### Partial Withdrawal\*\*

##### Fall and Spring Sessions (based on a 15 week term)

If you withdraw .....	% cancelled
on or before term start date.....	full cancellation
During the first week of term .....	75 %
During the second week.....	50%
During the third week.....	25%
During & after the fourth week.....	0%

\*\* change in status from full-time to part-time will incur forfeiture charges for the difference between the full-time and part-time tuition rate.

NOTE: Program Change Fees may apply to partial withdrawal.

**Housing Cancellation Schedule (housing deposit not refundable)**



**Fall and Spring Sessions (based on a 15 week term)**

<b>If you withdraw</b> .....	% <b>cancelled</b>
Before term start date.....	75% housing
On or after term start date.....	0% housing

**Summer Sessions (housing deposit not refundable)**

<b>If you withdraw</b> .....	% <b>cancelled</b>
Before term start date.....	50% housing
On or after the term start date.....	0% housing

**January Session**

<b>If you withdraw</b> .....	% <b>cancelled</b>
Before the last day of the Fall semester.....	50% housing
On or after last day of the Fall semester.....	0% housing

**Dining Dollars Program for Students**

All residential students are required to participate in the Dining Dollars program with a minimum charge of \$1,000 for the fall semester and a \$1,000 charge for the spring semester. When applying for housing, residents select the desired amount of Dining Dollars. Residents who do not make a selection will automatically be enrolled in the minimum required amount of \$1,000 per semester. The Dining Dollars amount the student selects for the fall semester will automatically be charged to the resident's account for the spring semester. Resident students who wish to change their spring semester Dining Dollars amount to the minimum requirement must notify the Office of Residence Life via their MMC email account by February 1<sup>st</sup>.

The College will carry-over any remaining Dining Dollars in a student's account at the end of the fall semester and add it to the required Spring Semester Dining Dollars amount. At the end of the Spring Semester, any unused Dining Dollars on the card will remain available for future use. Students who remain in housing will continue to be charged the required minimum of Dining Dollars each semester. For all students, balances will continue to carryover from semester to semester until the student graduates or withdraws from the College at which time any remaining Dining Dollars funds will be forfeited.

All non-residential students are eligible to participate in the Dining Dollars program. There is no minimum amount required and balances carry over from term to term. To add Dining dollars to your ID card go to your student page on the web and select Dining Services or visit the Center for Student Services.

**Student Refund Policy for Credit Balances**

Students with credit balances resulting from excess financial aid funds, tuition cancellations etc., will have a refund processed within 14 days of the credit appearing on their account. MMC offers students the ability to have their refund automatically credited to their designated bank account through e-refunds. Students can enroll in e-refund through MMC Connect. Students not enrolled in e-refunds will have their refund check mailed to the permanent home address.

Students may request to apply their credit balance to future semester charges by completing the appropriate authorization form at the Center for Student Services.

When a student's registration status changes and the student is a recipient of financial aid funds, the student's record must be reviewed by a Financial Aid Counselor before a refund can be issued. Credit balances resulting from the disbursement of Parent

Plus Loans will be refunded to the borrower if the loan is greater than the student's institutional charges. If the parent would like the refund to go directly to the student, written authorization must be submitted to the Center for Student Services.

**Financial Aid**

**Federal Withdrawal Policy**

In addition to MMC's Complete Withdrawal Policy the college is required to meet Federal regulations for calculating the return of Federal Title IV funds when a student withdraws. This policy applies to students who withdraw, officially or unofficially. These rules govern the return of Title IV funds disbursed for a student who completely withdraws from a term, payment period, or period of enrollment. The rules assume that a student earns his or her aid based on the period of time he or she remains enrolled.

The term Title IV Funds refers to the Federal Financial Aid programs authorized under the Higher Education Act of 1965 and includes the following programs: Subsidized and Unsubsidized FFEL loans or Direct loans, PLUS (Parent Loans for Undergraduate Students), Federal Pell Grants and Federal SEOG (Supplemental Education Opportunity Grant). Date of institution's determination that a student withdrew 668.22 (1) (3):

1. The date the student began the institution's withdrawal process (as described in the MMC Catalogue), or officially notified the institution of intent to withdraw. The date of the institution's determination that a student withdrew is used for two purposes:
  - a. It provides the dividing date between disbursed aid and late disbursements.
  - b. It starts the clock for the period of time within which the institution must return funds, or
2. The midpoint of the period for a student who leaves without notifying the institution, or
3. The student's last date of attendance at an academically related activity in lieu of any other withdrawal date. An "academically-related activity" is one that has been confirmed by an employee of the college (such as an exam, computer assisted instruction, turning in a class assignment, or attending a study group assigned by the institution).

**Unearned Aid 668.22 (A) (1), (E) (4)**

Unearned Title IV funds must be returned. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned as per the Federal Government formula.

**Earned Aid 668.22 (E)**

During the first 60% of the period, a student "earns" Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the period that the student remained enrolled equals the percentage of aid for that period that the student earned. A student who remains enrolled beyond the 60% period earns all the aid for that period. Aid is "disbursable" if the student could have received it at the point of withdrawal. Total disbursable aid includes aid that was disbursed and aid that could have been (but was not) disbursed as of the student's withdrawal date.

**Percentage Of Period Enrolled 668.22 (E) (2)**

The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days are used, but breaks of at least 5 days are excluded from the numerator and denominator.

**Repayment Of Unearned Aid 668.22 (G), (H), (L)**

The responsibility to repay unearned aid is shared by the institu-

## The Center for Student Services

tion and the student in proportion to the aid each is assumed to possess. The institution's share is the lesser of:

- The total amount of unearned aid; or
- Institutional charges multiplied by the percentage of aid that was earned. The student's share is the difference between the total unearned amount and the institution's share.

### Financial Aid

Our Financial Aid Counselors in the Center for Student Services work closely with families to assist them in identifying resources that help make a student's education at MMC affordable. Through our merit-based scholarships and need-based financial aid programs, we are able to assist students with their cost of attendance. Marymount Manhattan College awards need-based grants and all federal financial aid to students based upon the completed Free Application for Federal Student Aid (FAFSA). All current and prospective students are urged to complete a FAFSA form each academic year with the Department of Education. Our Federal School Code is 002769. For full consideration of Marymount Manhattan College's need based grants and federal aid programs including student and parent loans, all students must have a FAFSA on file that is officially processed by the Department of Education, no later than: December 15 for fall and spring entrants.

Only valid Financial Aid awards will appear on your bill. If there is a discrepancy or aid is missing, please contact the Center for Student Services. Balances not covered by financial aid must be paid by the designated due dates. In the event that the aid is received after payment has been made, a refund will be issued according to financial aid regulations and based on the existing credit on account. For additional information, please refer to the section concerning Refund Policy. Students can view their award letters online on MMC Connect.

### Cost of Attendance

The Cost of Attendance (COA) includes tuition, fees, books and supplies, room and board, transportation and personal expenses. The Estimated Family Contribution (EFC) consists of the expected parental contribution and/or student contribution, based on the student's status as a dependent or independent student.

The EFC is calculated in a consistent and equitable manner using Federal Methodology, a standard formula established by the U.S. Congress, which determines a family's contribution based on the information provided on the FAFSA. The difference between the COA and the EFC is called the student's "financial need."

### Cost of Attendance – Expected Family Contribution = Financial Need

A student's financial planning should begin with an estimate of the total cost of attending MMC for one academic year. Direct costs include: tuition, fees, room and board charges. Indirect costs include: books, supplies, personal needs, and travel. The Office of Financial Aid establishes standard budgets, adjusted for such variables as enrollment status, dependency status, and whether the student lives at home or in MMC's residence halls.

## 2017-2018 MARYMOUNT MANHATTAN COLLEGE BUDGETS\*

### Dependent Commuter Students

Tuition and Fees (full-time)	\$31,950
Home Maintenance	\$ 5,700
Books	\$ 1,000
Transportation.	\$ 1,200
Personal Expenses	\$ 4,300
Additional fees	\$ 1,000
	<u>\$ 45,150</u>

### Dorm Resident/Off Campus Students

Tuition and Fees (full-time)	\$ 31,950
Room	\$ 14,400
Board	\$ 2,000
Books	\$ 1,000
Transportation	\$ 1,200
Personal Expenses	\$ 4,300
Additional fees	\$ 1,000
	<u>\$ 55,850</u>

**\*Budgets are prorated for less than full time attendance and/or 1 semester attendance.**

### General Financial Aid Eligibility Requirements

To be eligible for financial aid, students must:

- Be enrolled or accepted for enrollment, at least half time, in a degree program;
- Be a U.S. citizen, national or permanent resident alien;
- Make satisfactory academic progress in their program of study;
- If male, be registered with the Selective Service, if required;
- Not have had her/his eligibility suspended or terminated due to a drug related conviction;
- Have a valid Social Security number;
- Not be in default on a federal student loan or owe a repayment of a federal student grant;
- Have financial need as determined by the FAFSA.

### Types of Financial Aid

Financial aid awards are presented in a "package;" to eligible students. The award package letter offers a combination of different kinds of assistance that includes scholarships, grants, loans and/ or work-study.

Scholarships awarded by MMC are listed in a chart, which appears at the end of this Financial Aid section.

Scholarships and grants do not have to be repaid. They are available from many sources, including the federal government, state agencies, professional and service organizations, private foundations, and Marymount Manhattan College.

## FEDERAL AID

### 1. Federal Pell Grant

Eligibility is determined based on the EFC as derived from the FAFSA. The U.S. Congress sets the maximum Federal Pell grant annually. For 2017-2018 academic year the Federal Pell Grant range is from \$606 to \$5,920 based on the student's enrollment status and EFC. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%. The calculation of the duration of a



student's eligibility will include all years of the student's receipt of Federal Pell grant funding. A student who is not eligible for a Federal Pell Grant may be eligible for other federal aid.

## 2. Federal Supplemental Educational Opportunity Grant (FSEOG)

The Department of Education allocates limited FSEOG funds each academic year to help Federal Pell Grant recipients who show exceptional financial need based on their FAFSA information.

## 3. Federal Work-Study (FWS)

The FWS Program funds part-time employment opportunities for both on and off-campus jobs. These programs provide students with the ability to earn money to offset a portion of their educational expenses. Students are offered a specific work-study grant allocation to indicate the total wages they are eligible to earn during their employment and cannot exceed this allocated amount. Students can work up to 19.5 hours per week. The number of hours worked weekly is determined by the student's schedule and the number of hours required by the employer. Awarding of FWS does not guarantee job placement. There are a limited number of jobs available, so placement is on a first-come, first-served basis. FWS students must be paid at least the federal minimum wage rate. Students must complete a hiring form and submit all other required paperwork before their employment can begin. Federal Work-Study funds cannot be applied to a student's account balance.

## 4. Federal Direct Loans

The subsidized and unsubsidized loans are federal student loans for eligible students to help cover the cost of higher education at a four year college. Federal Direct loans are either subsidized or unsubsidized. A student can receive both a subsidized loan and an unsubsidized loan for the same enrollment period. Information on loan types and current interest rates are available at [www.studentloans.gov](http://www.studentloans.gov).

### A. Federal Direct Subsidized Loan

A Federal Direct Subsidized loan is awarded on the basis of financial need. A student will not be charged any interest while enrolled in school for at least half-time status (6 credits or more). Repayment begins six months after a student graduates, is no longer enrolled or has dropped below half-time status. Subsidized loans first disbursed on or after July 1, 2012 and before July 1, 2014, will not have the interest subsidy provided during the 6 month grace period. Students receiving a subsidized loan during this timeframe will be responsible for the interest that accrues on the loan during the grace period. If a student does not pay the interest accrued, the interest will be added (capitalized) to the principal amount of their loan when the grace period ends.

### B. Federal Direct Unsubsidized Loan

A Federal Direct Unsubsidized loan is not based on financial need. Interest is charged from the time the loan is disbursed until it is paid in full. Interest accumulates while the student is in school and during grace and deferment periods. If a student does not repay the interest while in school it will be capitalized - that is, the interest will be added to the principal amount of the loan.

## 150% Direct Subsidized Loan Limit

As of July 1, 2013 first time borrowers may only receive Subsidized loans for 150% of the published time of the academic program, which equals 6 years of subsidized loan eligibility at Marymount Manhattan College. Students who continue enrollment on at least a half-time basis in the same program or enroll in another program of the same or shorter length will no longer be eligible to receive additional subsidized loans. Furthermore, students will lose the interest subsidy on all prior subsidized loans. Borrower responsibility for interest will be triggered from the date of continued or subsequent (at least half-time) enrollment in an eligible undergraduate program of equal or lesser length. All unpaid accrued interest is capitalized in the same manner as unsubsidized loans. Eligibility on lost interest subsidy cannot be regained.

### Federal Direct Loan Fees

Federal Direct Loans are assessed an origination fee on the total loan. The net disbursement will reflect these fees; the amount credited to the student's account will be the gross amount of the loan less the origination fee. This fee is determined by the U.S. Department of Education.

Loans first disbursed on or after October 1, 2016 and before October 1, 2017 will be assessed an origination fee of 1.069%.

Loans first disbursed on or after October 1, 2017 and before October 1, 2018 will be assessed an origination fee of 1.066%.

### How a Direct Loan is Disbursed

Generally, a loan will be for a full academic year and MMC will make at least two disbursements. Disbursements will be applied each semester of the academic year at the end of the add/drop period. MMC will disburse the loan money by crediting it to the student's account to pay tuition, fees, room, board, and other authorized charges. If the loan disbursement amount exceeds the student's school charges, the school will pay the remaining balance of the disbursement directly to the student borrower. MMC will notify the borrower in writing each time a disbursement of loan funds is made and will provide information about how to cancel all or part of the disbursement.

### Direct Loans for Study Abroad

Students attending the Study Abroad program will have their loan funds disbursed in two equal disbursements each semester. Disbursements will be applied each semester of the academic year at the end of the add/drop period and at the midpoint of each semester.

### Interest rates

The Department of Education publishes current loan information at [www.studentloans.gov](http://www.studentloans.gov).

The rate for loans disbursed prior to July 1, 2006 is variable (subject to change each year) but does not exceed 8.25%. Variable interest rates for these loans are adjusted each year on July 1. You will be notified of variable interest rate changes throughout the life of your loan.

See the Federal Direct Loan charts at the end of this section for the Annual Direct Loan Limits effective July 1, 2017.

### **C. Federal Direct Parent Loan for Undergraduate Students (PLUS)**

The Federal Direct PLUS Loan is a loan from the U.S. Department of Education for parents of dependent undergraduate students enrolled at least half-time with a valid FAFSA on file. The maximum amount a parent may borrow will be the cost of attendance minus all other financial assistance and will be indicated on the MMC financial aid award letter. Parents often elect to limit the amount they borrow to the difference between annual direct costs and other financial aid the student has received. Direct costs are those paid directly to MMC including tuition, fees, and room and board for resident students. Indirect costs consist of all other expenses that relate to attendance at MMC.

#### **PLUS Loan Eligibility Requirements**

Parent PLUS loan borrowers cannot have an adverse credit history (a credit check will be done). In addition, parents and their dependent child must be U.S. citizens or eligible noncitizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. You can find more information about these requirements in *Funding Education Beyond High School: The Guide to Federal Student Aid* available at: [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

See the Federal Direct Loan charts at the end of this section for the Annual Loan Limits for Dependent Students, effective July 1, 2017.

#### **Credit Check & Endorser Alternative**

When you apply for a Direct PLUS Loan, the Department will check your credit history. To be eligible for a PLUS Loan, you must not have an adverse credit history.

#### **Definition of PLUS Adverse Credit History**

No adverse credit if total outstanding balance is not greater than \$2,085 for debts that are:

- 90 or more days delinquent;
- Placed in collections;
- Charged off (written off).

\$2,085 can be increased by ED based on CPI if the change would be less than or equal to \$100.

If you are found to have an adverse credit history, you may still have one of the following options:

- Appeal the credit decision –Contact the Department of Education to see if you are eligible to appeal the reason you were declined. Documentation must be submitted directly to the Department and reviewed. You will receive an answer regarding your appeal within 7-10 business days of all required documentation for the appeal being received. If the credit decision is overturned you must notify the financial aid office so that processing can continue.
- Add an endorser to your application – A credit worthy endorser, which is essentially a cosigner, may be added to your PLUS loan application. An endorser is someone who agrees to repay the Direct PLUS Loan if the borrower becomes delinquent in making payments or defaults on the loan. The endorser may log onto [www.studentloans.gov](http://www.studentloans.gov)

and click on the link “Endorse a PLUS loan”. Once the credit has been approved and the endorser addendum completed you must notify the financial aid office so processing can continue.

- Special loan counseling will be required for any PLUS Loan applicant who has an adverse credit history but who qualifies for a PLUS Loan through the process for reconsideration due to extenuating circumstances or by obtaining an endorser for the loan. The counseling is mandatory and borrowers will be required to complete the special PLUS Loan Counseling at [www.studentloans.gov](http://www.studentloans.gov).

#### **PLUS Loan Fees**

Federal Direct PLUS loans, are assessed an origination fee on the total loan. The net disbursement will reflect these fees; the amount credited to the student’s account will be the gross amount of the loan less the origination fee. This fee is determined by the U.S. Department of Education.

PLUS Loans first disbursed on or after October 1, 2016 and before October 1, 2017 will be assessed an origination fee of 4.276%.

Loans first disbursed on or after October 1, 2017 and before October 1, 2018 will be assessed an origination fee of 4.264%.

#### **How a PLUS loan is disbursed**

Generally, a loan will be for a full academic year and MMC will make at least two disbursements. Disbursements will be applied each semester of the academic year at the end of the add/drop period. MMC will disburse the PLUS loan money by crediting it to the student’s account to pay tuition, fees, room, board, and other authorized charges. If the loan disbursement amount exceeds the student’s school charges, the school will pay the remaining balance of the disbursement directly to the borrower. The parent can give written permission to MMC to disburse the remaining balance of the PLUS loan money directly to the student. MMC will notify the borrower in writing each time a disbursement of loan funds is made and will provide information about how to cancel all or part of the disbursement.

Students attending the Study Abroad program will have their PLUS loan funds disbursed in two equal disbursements each semester. Disbursements will be applied each semester of the academic year at the end of the add/drop period and at the midpoint of each semester.

#### **Death of Parent PLUS Loan Borrower**

Federal regulations do not permit disbursement of Title IV funds when there is no possibility of repayment. Therefore, if a parent borrower dies before the loan is disbursed, the school must return up to the full amount of the loan to the U.S. Department of Education.

Students are required to notify Marymount Manhattan College as soon as possible if a parent borrower dies. Failure to do so will result in the student being held liable to repay the loan funds and any balances incurred to MMC.

### ***Grace Period and Deferment for Parent PLUS Borrowers***

Beginning July 1, 2008, parents can request to defer payments on a PLUS loan until six months after the date the student graduates, is no longer enrolled or has dropped below half-time status. Accrued interest is capitalized and can either be paid by the parent borrower monthly or quarterly.

### **5. Alternative Loan Programs**

We strongly encourage you to carefully evaluate the terms offered by lenders for your alternative loan. Many lenders require that you utilize the Direct Student Loan prior to applying for an alternative loan. Review the rates for both the Direct Student and Direct Parent PLUS loans as these interest rates are set by the government. It is essential that you educate yourself about the relative terms and benefits offered by lenders to ensure the best possible terms for your personal circumstances.

Families should evaluate the various terms and features associated with each loan. Among the terms and features to consider are the following:

- Loan Requirements
- Repayment terms (may occur while student is currently enrolled)
- Interest rates
- Loan benefits before and during repayment
- Deferred payments
- Rate reductions
- Principal reductions
- Auto debit rate reductions

Parents should consider borrowing from the Direct Parent PLUS loan program since it is generally a less expensive loan as compared to a private educational loan. However, parents should be clear that PLUS loans obligate the parent, not the student. Private loans, while more expensive, obligate the student for repayment. However in most cases parents may be required to co-sign a private student loan, thereby obligating them as well.

### **NEW YORK STATE GRANTS**

#### **1. Tuition Assistance Program (TAP)**

TAP is New York State's largest grant program. It helps eligible New York residents attending in-state post-secondary institutions pay for tuition. Awards range from \$500 to \$5,165. TAP is a grant; therefore it does not have to be paid back. MMC's NYS TAP code is 0447.

#### ***Eligibility:***

To be eligible for TAP, a student must:

- Be a United States citizen or eligible non-citizen.
- Be a legal resident of New York State at least one year prior to the start of college. (Dependent students' parents must meet residency requirement.)
- Study full time (at least 12 credits per semester applicable towards degree).
- Have graduated from a U.S. high school. Students must have earned a high school diploma from a school in the United States or a United States territory (Puerto Rico, Guam, US Virgin Islands, Northern Mariana Islands). Students who meet the eligibility requirements but have not earned a high school diploma from the aforementioned geographic regions must present proof of GED or TASC.
- Be matriculated in an approved program of study and be in good academic standing.

- Have at least a cumulative "C" average after receipt of two annual payments.
- Not be in default on a student loan guaranteed by HESC and not be in default on any repayment of state awards.
- Meet income eligibility limitations.
- Credit-bearing courses in the student's minimum full-time course load (12 semester hours or the equivalent) must consist of courses applicable to the student's program of study as a general education requirement, major requirement, or elective.

Undergraduate students enrolled in four-year programs may receive up to four years of assistance for full-time study, and up to five years of assistance in an approved specialized program such as HEOP. Transfer students who have been TAP recipients will be required to meet the standards that apply based on the number of credits accepted in transfer plus those accumulated while at Marymount Manhattan College. For financial aid purposes, students will be considered first term students if they are applying for TAP for the first time, regardless of the number of credits they may have completed or the number of terms they may have attended at any post-secondary institution.

#### ***How to Apply for TAP***

Your TAP on the web application cannot be processed until your FAFSA is completed. Complete and submit the Free Application for Federal Student Aid (FAFSA) electronically at [www.fafsa.gov](http://www.fafsa.gov). To sign the FAFSA form electronically, the student and one parent must create an individual FSA ID (includes a username and password). Go to [www.fafsa.gov](http://www.fafsa.gov) to setup FSA ID. You will be directed to the State form once your FAFSA is completed. All TAP applicants must establish a HESC PIN (personal identification number) for TAP at [www.hesc.ny.gov](http://www.hesc.ny.gov).

The HESC PIN will allow you to complete your application, keep track of your application information, or make changes later. After establishing your PIN, your family's calculated NYS net taxable income will be pre-filled on your TAP on-the-web application with instructions provided. The final filing deadline for TAP is May 1 of the academic year for which aid is sought.

#### **2. Part-time TAP**

**A.** Students who have completed requirements as a first-time freshman in 2006-07 and thereafter may qualify for a part-time TAP award. Students must be enrolled for 6 to 11 credits and in the previous academic year have earned two consecutive semesters of 12 credits each (24 credits total) and maintained a "C" average. Awards are based on New York State net taxable income, tuition charged, type of institution attended and number of credits taken. Students must file a TAP application.

#### ***B. Americans with Disabilities***

ADA Part-Time TAP: Students who meet the criteria for the Americans with Disabilities Act of 1990 and who qualify for New York State aid are exempt from the full-time enrollment requirement as per Education Law section 661(d)(4). For more information, please visit: <http://www.hesc.ny.gov/partner-access/financial-aid-professionals/tap-and-scholarship-resources/tap-coach/12-ada-part-time-tap.html>



## The Center for Student Services

**Remedial Courses:** Students who are registered for remedial courses may be eligible to receive New York State aid. A full time student may enroll in up to 9 credit hours of remedial coursework in his or her first semester of enrollment in college, as long as he or she is in a total of at least 12 credit hours. After the first semester of college enrollment, a full time student may enroll in up to 6 credit hours of remedial study, provided once again that the student is enrolled in a total of 12 credit hours. A part time student enrolled in at least 6 credit hours may enroll in up to 3 credit hours of remedial study per semester.

Further information can be found at:

<http://www.hesc.ny.gov/partner-access/financial-aid-professionals/tap-and-scholarship-resources/tap-coach/89-remedial-study.html>

### 3. Aid for Part-time Study (APTS)

The NYS APTS program provides grant assistance for eligible part time students enrolled in approved undergraduate studies. Awards provide up to \$2,000 per year for part-time undergraduate study at participating institutions in New York State. An APTS award cannot exceed tuition charges.

For this program, part-time study means being enrolled for at least 3 but fewer than 12 semester hours per semester.

#### a) APTS Eligibility:

To be considered for an APTS award, students must:

- Be enrolled as a matriculated part-time student in an approved undergraduate degree program.
- Meet the program income limits.
- Be New York State residents and either United States citizens or qualifying non-citizens.
- Have Tuition Assistance Program (TAP) eligibility (TAP points).
- Maintain good academic standing.
- Not be in default on a Federal Family Education Loan.
- Have achieved at least a cumulative “C” average after having received the equivalent of two full years of payment of State sponsored student financial aid.
- Be a high school graduate, or have received the equivalent of a high school certificate, or have received a passing grade on a federally approved examination.

#### b) Selection for an APTS Award:

The New York State Higher Education Services Corporation (HESC) distributes APTS funds to participating colleges in New York State. College financial aid administrators will select recipients from eligible applicants based on the availability of funds and NYS income limits.

#### c) How to Apply:

To apply, an APTS application must be obtained from the Center for Student Services. The student should complete the application, attach a signed copy of their NYS tax form, and return it to the Center for Student Services for processing as early as possible, as funds are limited.

**Note:** The amounts of Federal and State grants are subject to legislative approval and can change. The amounts listed in this catalogue are accurate as of the date of printing.

### 4. New York State Veterans Tuition Awards

Veterans Tuition Awards (VTA) are awards for full-time study and

part-time study for eligible veterans matriculated in an approved program at an undergraduate degree-granting institution in New York State.

**Note:** Students previously approved for this award must apply for payment each year. Students may apply for the current academic year by completing the Free Application for Federal Student Aid (FAFSA) and then linking to the NYS TAP on the Web application.

All applications must be completed by June 30 of the academic year for which an award is sought.

Eligible students are veterans who are New York State residents discharged under honorable conditions from the U.S. Armed forces. Contact the HESC Scholarship Unit at 1-888-697-4372 for a complete listing of eligible service or questions regarding how to document service. You can also go to the New York State website at [www.hesc.ny.gov](http://www.hesc.ny.gov) and key search word “Veterans tuition awards”.

Please note the awards have not been set for 2016-17. For the 2015-16 academic year, NYS awards were set at \$6,495 or tuition, whichever is less. If aid received in a Chapter 33 Program is less than 100% of tuition the student may also receive both federal and state benefits. If a Tuition Assistance Program (TAP) award is also received, the combined academic year award cannot exceed tuition. Thus, the TAP award may be reduced accordingly. The combined tuition benefits available to a student cannot exceed the student's total tuition costs. Tuition payments received by a student under the Post- 9/11 GI bill (Chapter 33 veteran benefits) and Yellow Ribbon program are considered duplicative of any VTA and/or TAP award. Students receiving tuition assistance through these programs may, and in most cases will have their State VTA and/or TAP payment reduced or denied due to these other benefits. However, payments received under the Montgomery GI bill do not duplicate the purpose of the VTA and/or TAP.

### Federal Veterans Educational Benefits

#### 1. G.I. Educational Benefits

In 2009, the Department of Veterans Affairs (VA) introduced the Post-9/11 GI Bill, an initiative to improve the quality of education and life of our nation's Veterans. As an important part of the new GI Bill, VA also introduced the Yellow Ribbon Program; a way for Veterans and their dependents to attend institutions that exceed the standard payable rates under the Bill.

Effective August 1, 2017 the Post-9/11 GI Bill will pay up to \$22,805.34 per academic year for private school tuition and fees.

#### 2. Yellow Ribbon Program

Degree Granting Institutions may elect to participate in the Yellow Ribbon Program to make additional funds available for your education program without an additional charge to your GI Bill entitlement. There is no separate application process for the Yellow Ribbon Program. Students are reviewed once they have exhausted their maximum benefit rate of 100% during the academic year.

Marymount Manhattan College has voluntarily entered into a Yellow Ribbon Agreement with the VA for up to 10 participants in the program at a maximum of up to \$2,000 in an academic



year. The VA will match Marymount Manhattan College funds awarded to the student, up to \$2,000. This is in addition to the GI Bill entitlement funds being received. The VA will issue payments directly to the College for these matching funds.

**To receive benefits under the Yellow Ribbon Program:**

- You must be eligible for the maximum benefit rate of 100% under the Post-9/11 GI Bill;
- You must not be on active duty or a spouse transferee of an active duty member
- Your school must agree to participate in the Yellow Ribbon Program;
- Your school must have not offered Yellow Ribbon to more than the maximum number of individuals stated in their participation agreement;
- Your school must certify your enrollment to VA, including Yellow Ribbon program information.

**3. The Montgomery GI Bill**

Montgomery GI Bill Active Duty (MGIB-AD) Active Duty, called “MGIB” for short. The MGIB program provides up to 36 months of education benefits to eligible veterans for college. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30.

**4. Montgomery GI Bill Selected Reserve (MGIB-SR)**

The MGIB-SR program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard.

**5. Reserve Educational Assistance (REAP)**

REAP was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This program makes certain reservists who were activated for at least 90 days after September 11, 2001 are either eligible for education benefits or eligible for increased benefits.

**6. Veterans Educational Assistance Program (VEAP)**

**Summary of Benefits**

VEAP is available if you elected to make contributions from your military pay to participate in this education benefit program. Your contributions are matched on a \$2 for \$1 basis by the Government. You may use these benefits for degree programs. In certain circumstances, remedial, deficiency, and refresher training may also be available. Benefit entitlement is 1 to 36 months depending on the number of monthly contributions. You have 10 years from your release from active duty to use VEAP benefits. If there is entitlement not used after the 10-year period, your portion remaining in the fund will be automatically refunded.

**7. War Orphans or Armed Services Benefits**

Students who are dependents of a veteran who died or who is

permanently disabled as a result of military duty, are between the ages of 18 and 26, and are enrolled on a full time basis may be eligible for educational benefits.

Additional information pertaining to the “Post-9/11 Veterans Educational Assistance Improvements Act of 2010” and other Veterans benefits can be found at [www.gibill.va.gov](http://www.gibill.va.gov).

**Federal Standards of Academic Progress**

For all Students to be eligible to receive federal and state aid students are required to maintain satisfactory academic progress toward their degree. Marymount Manhattan College’s satisfactory academic progress policy is developed in accordance with federal and state regulations.

The programs subject to these regulations include: Federal Pell grant, Federal Supplemental Educational Opportunity grant (SEOG), Federal Iraq and Afghanistan Service Grant, Federal Work-Study, Federal Direct loans (subsidized and unsubsidized), Federal Parent (PLUS) loans, as well as MMC institutional grants.

**Maximum Timeframe for Academic Programs**

Each College is required to set a maximum time frame during which a student is expected to complete a program of study. This time frame cannot exceed 150% of the length of the program measured in credit hours or years. MMC academic programs require 120 credit hours for graduation, therefore the maximum time frame to complete their program of study is 180 attempted credit hours (120 x 1.5 = 180). In years, a student is expected to complete their undergraduate degree by the end of four years of full-time study. Under the new regulations a student will forfeit their eligibility to receive federal financial aid after six (6) years of full time enrollment (4yrs x 150% = 6 yrs).

A student who is aware of learning or other disabilities should immediately contact the Office of Academic Access and Disability Services so that appropriate accommodations can be made. Students with documented disability and functional limitations are still held to the academic progress requirements for financial aid eligibility purposes.

**Federal Qualitative Standard: Grade Point Average (GPA)**

According to federal regulations, to be considered as making satisfactory academic progress, the student must have a cumulative C average (2.0 GPA) at the end of the student’s second academic year. Any student not making satisfactory academic progress is considered ineligible for federal aid and/or MMC institutional grant aid. All students will be reviewed at the end of each enrollment period. The minimum required cumulative GPA is shown in the following table.

**Required Minimum GPA**

Credit Hours Attempted	Minimum Required Cumulative GPA
1 – 18 credits	1.2
19 - 29 credits	1.5
30 - 47 credits	1.8
48+	2.0

## The Center for Student Services

### Federal Quantitative Standard: Pace (formerly Program Pursuit)

According to federal regulations, financial aid eligibility is limited to 150% of the credits required to complete a degree. As explained in the above section on Maximum Timeframe a student's financial aid eligibility is limited to a total of 180 attempted credit hours.

For a student to be maintaining the proper pace, the ratio of earned hours to attempted hours must be no less than as shown in the following table.

### Pace for Degree Completion (formerly Program Pursuit)

When total attempted credit hours are:	Earned (completed) credit hours must be at least:
Less than 26 credits	50% of attempted hours
26-50 credits	55% of attempted hours
51-75 credits	60% of attempted hours
76-100 credits	65% of attempted hours
101-125 credits	70% of attempted hours
126+ credits	75% of attempted hours

### Additional Standards and Requirements for Satisfactory Academic Progress:

- Students must be matriculated in an approved degree program.
- Attempted hours include all courses for which a student is registered, at the end of the "W" period.
- To calculate the cumulative GPA all A, B, C, D, F, WF, and UW grades are used and counted as earned (completed credits).
- The following grades are counted as attempted credit hours but will not count as earned (completed) credits: W, P, AU, N, NA, and Y.
- If a course is repeated, credits for each time the student registers will be added to the attempted credit totals, but earned credits are counted only once. Both grades received will be used in the calculation of the cumulative GPA.
- If a student petitions and is approved for a grade waiver, credits for the course will be added to the attempted/earned credit totals. But, only the most recent grade received will be used in the calculation of the cumulative GPA.
- Transfer credits accepted toward the student's academic program will be counted as both attempted and earned credits. For additional information review the section of the catalogue on Transfer credits.
- An incomplete grade must be resolved by March 1st after fall and January terms and by October 1st after the spring and summer terms to avoid an administrative "F" grade.
- Developmental (remedial) courses taken for "o" credits are not counted as attempted or earned credits.

Students are reviewed at the end of each enrollment period (Fall, Spring, Summer) A student not meeting Marymount Manhattan College SAP requirements will be officially notified of their eligibility status as defined below:

### Academic Review Definitions:

**Financial Aid Warning** – Students who are not meeting Satisfactory Academic Progress (SAP) for the first time are automatically placed on Financial Aid Warning for one term. Students who are placed on warning are eligible for federal financial aid and/or MMC institutional grant aid during the warning period. Students who fail to meet the SAP standard after the warning period will be denied aid with an option to appeal.

**Appeal** - a student who after the Financial Aid Warning semester still does not meet the College's SAP standards can then submit a petition of appeal for reconsideration of eligibility.

**Financial Aid Probation** – a status assigned by MMC to a student who fails to make SAP after their warning semester and who has appealed and has had eligibility for aid reinstated. During this probation period the student could be required to fulfill specific conditions such as taking a reduced course load or enrolling in specific courses. A more detailed academic plan can be developed that, if followed, will ensure that the student is able to meet the College's SAP standards by a specific point in time.

### Appeal Process

Marymount Manhattan College monitors academic progress after each enrollment period. This review must be completed before any federal financial aid funds are disbursed for the subsequent semester. Students who do not meet our published guidelines will be notified by Academic Advisement and/or Financial Aid of their status. Students have the right to appeal any decision of ineligibility of financial assistance. The appeal may not be based upon the need for assistance OR lack of knowledge that a student's assistance was in jeopardy. An appeal should be based upon some unusual situation or condition which prevented the student from passing more of the courses, or which necessitated that the student withdraw from classes.

### Request for Review (Appeal)

A student who, after their warning semester, does not meet MMC's satisfactory academic progress standards will be ineligible to receive any federal financial aid. The student will receive a letter of denial from the SAP Appeal Committee which will describe the appeal process and provide an appeal form and deadline for submission. All appeals will be reviewed by the Committee.

In the appeal the student must explain any special or unusual circumstances that caused the student to not make SAP such as:

- A personal injury or serious illness of the student.
- Serious illness and/or death of an immediate family member.
- Serious and/or unusual personal circumstances.

Documentation in support of the appeal reason may be attached to the appeal form for review. This documentation can be from a doctor, lawyer, and/or clergy member and must be on their letterhead. Other documents can include death certificate, hospital records, and doctor's note.

The appeal must explain how the special or unusual circumstances have been resolved so that the student will now be able to complete the required number of credit hours or attain the required grade point average. An appeal and all supporting documentation must be submitted within deadlines set by MMC.

If the appeal is approved, the student's financial aid will be reinstated for one semester. By the end of that semester, the student must have successfully completed the required number of credit hours and attained the overall required grade point average. Students who fail to make SAP by the end of that semester will have their future financial aid eligibility terminated. They will be notified in writing of their status by the SAP Appeal Committee.

If an approved appeal requires an academic plan, this plan must be approved by the Dean of Academic Advisement before the last day to add/drop classes at MMC each semester. The student's financial aid will be reinstated during the period the plan is being followed. An academic plan is reviewed each semester by the student and an Academic Advisor. Students will be notified by the SAP Appeal Committee if they are found to be non-compliant with their academic plan.

An appeal may be denied if a student does not have grounds for an appeal. A student whose appeal is denied may be able to regain eligibility for future semesters. This is done by enrolling at Marymount Manhattan College at the student's own expense -- without financial assistance until satisfactory academic progress is achieved.

## The Center for Student Services

### New York State Satisfactory Academic Progress for TAP

New York State aid such as TAP and APTS measure a student's academic progress in their degree program. These New York State requirements are outlined below in the following charts, indicating the number of credits you must earn with the minimum cumulative grade point average each term you receive State financial aid. Students must have a Cumulative GPA of 2.0 before being certified for their 5th scheduled payment.

Students who are not meeting one or more Satisfactory Academic Progress requirement for the Tuition Assistance Program will be denied for their state award (TAP, APTS) in their next term of enrollment and will continue to be denied for future terms unless all requirements (GPA, credits completed and Program Pursuit) are met. Students who are denied for state aid will be notified in writing by the Office of Financial Aid. Students will have the opportunity to appeal to have their aid reinstated for one semester only for the duration of their undergraduate career. Appeals will be evaluated based on extenuating circumstances such as serious illness of student; serious illness and/or death of family member; and other serious and/or unusual personal circumstances.

### New York State Satisfactory Academic Progress for TAP

This chart applies to students first receiving State awards prior to 2010-2011 and also applies to students in the HEOP Program. Program: Baccalaureate Program

Calendar: Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th*	10th*
Before being certified for this payment student must have accrued at least this many credits	0	3	9	21	33	45	60	75	90	105
With at least this GPA	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Note: Only students in five-year programs, approved pursuant to Section 145-2.7 of the Regulations, are eligible for more than eight semesters of undergraduate awards.

### New York State Satisfactory Academic Progress for TAP

This chart applies to non-remedial students first receiving State awards in 2010-2011 and thereafter.

Calendar: Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th*	10th*
Before being certified for this payment student must have accrued at least this many credits	0	6	15	27	39	51	66	81	96	111
With at least this GPA	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Note: Only students in five-year programs, approved pursuant to Section 145-2.7 of the Regulations, are eligible for more than eight semesters of undergraduate awards.

### Program Pursuit for New York State Aid

A student must receive a passing or failing grade (A-F letter grade) in a certain percentage of courses each term, depending on the number of awards the student has received. The percentage is determined by the following schedule:

Number of payments by semester:	Must receive a grade for:
1, 2	50% of minimum full-time requirement (6 credit hours/semester)
3, 4	75% (9 credit hours/semester)
5 or more	100% (12 credit hours/semester)



### MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS

Scholarships are offered to freshman and transfer students and are given on the basis of academics, talent and service. A combination of scholarships may be awarded. However, total scholarships may not exceed tuition costs minus TAP and Federal Pell Grant. All students are required to file the Free Application for Federal Student Aid (FAFSA) each year for consideration for all Federal, State and institutional need-based aid they are eligible to receive. Students must be attending full time (12 or more credits) each semester to be eligible for their scholarship. Scholarship recipients whose averages drop below the GPA required for renewal will lose their MMC scholarships.

PROGRAM	ELIGIBILITY	SELECTION CRITERIA AND AMOUNT	APPLICATION	RENEWAL
Presidential Scholarship	Full-time degree seeking undergraduates who enter MMC directly from high school	1. Based on a weighting of the SAT (critical reading and math) or ACT Composite score and the academic GPA at time of application. 2. Students must be a U.S. citizen or permanent resident. 3. Eligible students receive \$12,000 per year.	No application required. Considered at time of acceptance	Renewal is based on full-time status with a cumulative GPA of 3.0 or higher and awards are applied to Fall and Spring semesters only for a maximum of four years.
Dean's Scholarship	Full-time degree seeking undergraduates who enter MMC directly from high school	1. Based on a weighting of the SAT (critical reading and math) or ACT Composite score and the academic GPA at time of application. 2. Students must be a U.S. citizen or permanent resident. 3. Eligible students receive \$10,000 per year.	No application required. Considered at time of acceptance	Renewal is based on full-time status with a cumulative GPA of 3.0 or higher and awards are applied to Fall and Spring semesters only for a maximum of four years.
Trustees' Scholarship	Full-time degree seeking undergraduates who enter MMC directly from high school	1. Based on a weighting of the SAT (critical reading and math) or ACT Composite score and the academic GPA at time of application. 2. Students must be a U.S. citizen or permanent resident. Eligible students receive \$8,000 per year.	No application required. Considered at time of acceptance	Renewal is based on full-time status with a cumulative GPA of 2.8 or higher and awards are applied to Fall and Spring semesters only for a maximum of four years.
Recognition Award <sup>3</sup>	Full-time degree seeking undergraduates who enter MMC directly from high school	1. Based on a weighting of the SAT (critical reading and math) or ACT Composite score and the academic GPA at time of application. 2. Students must be a U.S. citizen or permanent resident. 3. Eligible students receive \$6,000 per year.	No application required. Considered at time of acceptance	Renewal is based on full-time status with a cumulative GPA of 2.5 or higher and awards are applied to Fall and Spring semesters only for a maximum of four years.
Theatre/ Dance/ Art Award	Full-time degree seeking undergraduates majoring in Theatre, Dance, or Fine Arts	1. New Freshman or Transfer student. 2. Competitive demonstration in specialized area. 3. \$1000 - \$ 6,000 awarded per academic year.	Audition, Interview, or Portfolio review with respective department	1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher in major. 3. Overall cum GPA of 2.8 or higher. 4. Must continue to major in area of scholarship. 5. Award possible for fall and spring terms only from entering year for a maximum of four years.
Theatre Production/ Management Award	Full-time degree seeking undergraduates admitted in the concentration after interview.	1. New Freshman or Transfer student. 2. Major in Production & Management 3. Student must be a U.S. citizen or permanent resident 4. \$6,000 awarded per academic year.	No application required. Considered at time of acceptance	1. Maintain full-time status. 2. Cum. GPA of 3.0 or higher in major. 3. Overall cum GPA of 2.8 or higher. 4. Must continue to major in area of scholarship. 5. Award possible for fall and spring terms only from entering year for a maximum of four years

## MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS (cont.)

PROGRAM	ELIGIBILITY	SELECTION CRITERIA AND AMOUNT	APPLICATION	RENEWAL
Theatre Design/Tech Award	Full-time degree seeking undergraduates admitted in the concentration after interview	1.New Freshman or Transfer student. 2.Major in Design & Tech 3.Student must be a U.S. citizen or permanent resident 4.\$10,000 awarded per academic year.	No application required. Considered at time of acceptance	1.Maintain full-time status. 2.Cum. GPA of 3.0 or higher in major. 3.Overall cum GPA of 2.8 or higher. 4.Must continue to major in area of scholarship. 5. Award possible for fall and spring terms only from entering year for a maximum of four years.
Distinguished Scholars Award	Full-time degree seeking undergraduates who enter MMC directly from high school	1.Students who rank in the top ten percent academically of MMC's incoming first-year class. 2.Major in one of the following: Art; Art History; Biology; Biomedical Sciences; Business; Cinema, Television, and Emerging Media Studies; Communication Arts; Digital Journalism; Digital Media and Video Production; English and World Literatures; Entrepreneurship; Environmental Studies; Finance; Interdisciplinary Studies; International Business; International Studies; Management; Marketing; Philosophy and Religious Studies; Politics and Human Rights; Psychology; Public Relations and Strategic Communication; and Speech-Language Pathology and Audiology. \$2,000 awarded per academic year.	No application required. Considered at time of acceptance	Renewal is based on: 1.Students completing the required activities. 2. Maintain full-time status with a cumulative GPA of 3.0 or higher 3. Award possible for fall and spring terms only from entering year for a maximum of four years.
Transfer Presidential Scholarship	Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree	1. Transfer student with a GPA of 3.5 or higher 2. Students must be a U.S. citizen or permanent resident. 3. Eligible students receive \$9,000 per year.	No application required. Considered at time of acceptance	Renewal is based on full-time status with a cumulative GPA of 3.0 or higher and awards are applied to Fall and Spring semesters only for a maximum of four years.
Transfer Dean's Scholarship	Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree	1. Transfer student with a GPA of 3.0-3.49 2. Students must be a U.S. citizen or permanent resident. 3. Eligible students receive \$8,000 per year.	No application required. Considered at time of acceptance	Renewal is based on full-time status with a cumulative GPA of 2.8 or higher and awards are applied to Fall and Spring semesters only for a maximum of four years.
Transfer Recognition Award	Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree	1. Transfer student with a GPA of 2.5-2.99 2. Students must be a U.S. citizen or permanent resident. 3. Eligible students receive \$7,000 per year.	No application required. Considered at time of acceptance	Renewal is based on full-time status with satisfactory academic progress. These awards are applied to Fall and Spring semesters only for a maximum of four years.
Transfer Articulation Grant	MMC has Guaranteed Admission Agreements with: Borough of Manhattan Community College, Brookdale Community College Westchester Community College.	1. Students who complete their Associate Degree with a cumulative GPA of 2.75 or greater will receive a \$2000 per year Transfer Articulation Grant. 2. Students must be a U.S. citizen or permanent resident.	No application required. Considered at time of acceptance	This grant would be for fall and spring semesters only, and for a maximum of three years with a minimum 2.5 cumulative GPA required for renewal.

## MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS (cont.)

PROGRAM	ELIGIBILITY	SELECTION CRITERIA AND AMOUNT	APPLICATION	RENEWAL
Community College Honor Society	Full-time, degree-seeking undergraduate entering from a Community College who is a member of Honor Society	1. Proof of member of a recognized community college honor society (Phi Theta Kappa, Alpha Beta Gamma, etc.). 2. U.S. Citizen or Permanent Resident. 3. \$1,000 per year.	Letter with application requesting consideration.	1. Maintain full-time status. 2. Cumulative GPA of 3.0. 3. Awarded fall/spring terms only for a maximum of four years.
AmeriCorps Scholarship	Full-time, degree-seeking undergraduate	1. Alum of AmeriCorps. 2. U.S. Citizen or Permanent Resident. 3. Match up to \$2,000 of AmeriCorps Award.	Letter with application requesting consideration.	1. Maintain full-time status. 2. Cumulative GPA of 3.0. 3. Awarded fall/spring terms only. 4. The AmeriCorps Scholarship is not automatically renewed each year. You may choose to apply any amount of your AmeriCorps Education Award annually. MMC will continue to match funds only when additional AmeriCorps Education Award funds are allocated for MMC costs each year.
Dollars for Scholars	Marymount Manhattan College is a Collegiate Partner of Scholarship America® and the Dollars for Scholars® family of community scholarship foundations	MMC has a set budget and is committed to matching Dollars for Scholars awards of up to \$1000 per student (provided that the student has financial need) MMC has agreed that Dollars for Scholars awards of (up to \$2,500) per student will not adversely affect scholarship funding provided by MMC.	All qualifying students should consider early processing as students who apply late may not be awarded the matching funds.	
NYC Dance Excellence Award	Full-time degree seeking undergraduate.	1. High School juniors and seniors who participate in the NYC Dance Alliance Competition. 2. Must major in Dance. 3. Students must be a U.S. citizen or permanent resident. 4. \$15,000 awarded per year.	No application required considered at time of competition.	Must maintain full time status (12 credits or more) each semester; maintain a 3.0 cumulative GPA; must continue as a dance major.
Student Leadership Scholarship	Current Recipients only	Current Recipients only	Current Recipients only	1. Maintain full-time status. 2. Cumulative GPA of 2.8. 3. Award possible for fall entrants only for a maximum of four years. 4. Successful completion of annual requirements. 5. Meeting with Assistant Dean of Student Development and Activities at end of spring term to evaluate the quality of involvement.
Gladys Brooks Scholarship	Full-time degree seeking undergraduates who enter MMC directly from high school	1. Incoming freshmen who demonstrate superior academic ability and leadership potential as proven by test scores, grades, extracurricular activity, community service involvement and recommendations		1. Maintain full-time status. 2. Cumulative GPA of 3.0 3. Award possible for fall /spring only for a maximum of four years. 4. Meeting with Assistant Dean of Student Development and Activities at end of spring term to evaluate the quality of involvement Successful completion of annual requirements.

## MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS (cont.)

PROGRAM	ELIGIBILITY	SELECTION CRITERIA AND AMOUNT	APPLICATION	RENEWAL
Theresa Lang Scholarship	Current Recipients only	Demonstrate extracurricular activity, significant involvement in extracurricular volunteer services to the school or community		<ol style="list-style-type: none"> <li>1. Maintain full-time status.</li> <li>2. Cumulative GPA of 3.0</li> <li>3. Award possible for fall /spring only for a maximum of four years.</li> <li>4. Meeting with Assistant Dean of Student Development and Activities at end of spring term to evaluate the quality of involvement Successful completion of annual requirements.</li> </ol>
International Recognition Scholarship	Current Recipients only	Current Recipients only	Current Recipients only	<ol style="list-style-type: none"> <li>1. Maintain full-time status.</li> <li>2. Fall and spring terms only for a maximum of four years.</li> <li>3. Overall cumulative GPA of 2.5 or higher.</li> </ol>
International Merit Scholarship	Full-time degree seeking undergraduates who enter MMC directly from high school	<ol style="list-style-type: none"> <li>1. Consideration is based on an equal weighting of the SAT (critical reading and math) or ACT Composite score and the academic GPA at time of application. Students opting to take the TOEFL, IELTS, or PTE in lieu of the SAT or ACT are not eligible for this scholarship.</li> <li>2. \$6,000 per year.</li> </ol>	No application required. Considered at time of acceptance	<ol style="list-style-type: none"> <li>1. Maintain full-time status.</li> <li>2. Cumulative GPA of 3.0 or higher. Awarded fall/spring terms only for a maximum of four years</li> </ol>
International Transfer Merit Scholarship	Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree	<ol style="list-style-type: none"> <li>1. Transfer students entering with a college GPA of 3.5 or higher at time of application</li> <li>2. \$6,000 per year</li> </ol>	No application required. Considered at time of acceptance	<ol style="list-style-type: none"> <li>1. Maintain full-time status.</li> <li>2. Cumulative GPA of 3.0 or higher</li> <li>3. Awarded fall/spring terms only for a maximum of four years</li> </ol>



## MARYMOUNT MANHATTAN COLLEGE GRANTS

Grants are offered to entering students on the basis of financial need. Some of these grants continue to be offered to students who maintain a specific cumulative grade point average. (If cumulative GPA is also a criterion, the required GPA is shown under eligibility.) All grants and combinations of grants with supplemental grants are awarded up to tuition costs only depending on individual need. Changes to enrollment and living arrangements can impact eligibility for MMC scholarships and need based grants/endowments.

PROGRAM	ELIGIBILITY	SELECTION CRITERIA AND AMOUNT	RENEWAL
Marymount Manhattan College Need-Based Grants	Full-time degree seeking undergraduates.	1. Demonstrate financial need 2. Based on FAFSA at time of preparing package	1. Renewal FAFSA. 2. Demonstrate need. 3. Maintain full-time status.
Student Success Grant	Full-time degree seeking undergraduates who enter MMC directly from high school	No application required. Considered at time of acceptance	1. Maintain full-time status 2. Fall and spring terms only for a maximum of four years Overall cumulative GPA of 2.5 or higher.
Career Development Award	Undergraduate part-time degree seeking students taking at least 6 -9 credits per semester	1. Interview with Admissions. 2. Essay. 3. Up to \$2,000 award per academic year.	1. Renewal FAFSA. 2. Maintain cumulative GPA of 2.8. 3. Maintain at least 6 credits status
Yellow Ribbon Program	You must be eligible for the maximum benefit rate of 100% under the Post-9/11 GI Bill; MMC has voluntarily entered into a Yellow Ribbon Agreement with the VA for up to 10 participants in the program at a maximum of up to \$2,000 in an academic year. The VA will match MMC funds awarded to the student, up to \$2,000.	There is no separate application process for the Yellow Ribbon Program. Students are reviewed once they have exhausted their maximum benefit rate of 100% during the academic year.	Reviewed each academic year

**Note:** Funding received may be used to replace all or part of a previously awarded MMC grant. Scholarships are awarded based on donors specified criteria and are not guaranteed renewal.

FEDERAL AND STATE EXTERNAL GRANTS AND SCHOLARSHIPS

Federal and State grants are based on need. Each student is reviewed for eligibility when the Free Application for Federal Student Aid (FAFSA) is filed for federal eligibility. MMC requires full-time students who are New York State residents to complete requests for information from HESC to determine eligibility for TAP.

Program	Eligibility	Selection Criteria and Amount	Application	Renewal
Federal PELL Grant (MMC FAFSA code #002769)	<ol style="list-style-type: none"> <li>1. Matriculated undergraduate.</li> <li>2. Must not possess a B.A.</li> <li>3. Enrolled for at least 3 credits each semester.</li> <li>4. Demonstrate need according to federal guidelines.</li> <li>5. U.S. Citizen or eligible non-resident.</li> <li>6. Maintain Good Academic Standing.</li> <li>7. Not in default on a student loan or owe repayment on a Federal grant.</li> </ol>	<p>Awards range from \$606 to \$5,920 per academic year. Federal government determines eligible students and amount of grant.</p> <p>Funded by the Federal government.</p>	<ol style="list-style-type: none"> <li>1. FAFSA.</li> <li>2. Income documentation (if required).</li> </ol>	<ol style="list-style-type: none"> <li>1. Must file a renewal FAFSA each year.</li> <li>2. Continue to meet eligibility requirements.</li> <li>3. Maintain Good Academic Standing.</li> </ol>
Federal Supplemental Educational Opportunity Grant (FSEOG)	<ol style="list-style-type: none"> <li>1. Must be PELL Grant eligible.</li> <li>2. Must be full-time (12-15 credits per term).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrated financial need.</li> <li>2. Awards are offered in combination with MMC grants.</li> <li>3. \$100 - 1,400 awards.</li> </ol>	Same as PELL grant.	Same as PELL grant.
New York State Tuition Assistance Program (TAP) (MMC TAP CODE #0447)	<ol style="list-style-type: none"> <li>1. NY State resident.</li> <li>2. Enrolled full-time (12 credits per semester).</li> <li>3. Family income cannot exceed statutory limits.</li> <li>4. Matriculated and maintaining satisfactory academic progress as per TAP regulations.</li> </ol>	<ol style="list-style-type: none"> <li>1. NY State funds program, selects students, determines amount of each student's grant.</li> <li>2. Awards can range from \$250 to \$5,165 for the year.</li> </ol>	<ol style="list-style-type: none"> <li>1. FAFSA.</li> <li>2. TAP Application.</li> </ol>	<ol style="list-style-type: none"> <li>1. Must file a TAP application each year.</li> <li>2. Continue to meet NYS eligibility requirements.</li> </ol>
Part-time TAP	Available beginning in 2007-08 for students who have completed requirements as a first-time freshman in 2006-07. Students may qualify for a part-time TAP award if they are taking 6 to 11 credits and in the previous academic year have earned two consecutive semesters of 12 credits each (24 Credits total) and maintained a "C" average.	Determined by New York State. Awards are based on New York State net taxable income, tuition charged, type of institution attended and number of credits taken.	<ol style="list-style-type: none"> <li>1. File a FAFSA.</li> <li>2. Must file a TAP application.</li> </ol>	<ol style="list-style-type: none"> <li>1. Must file a TAP application.</li> <li>2. Continue to meet NYS eligibility requirements.</li> </ol>
NY State Aid for Part-Time Study (APTS)	Same as TAP except must be enrolled for 3 -11 credits.	<ol style="list-style-type: none"> <li>1. NY State funds program, selects students, determines amount of each student's grant.</li> <li>2. Awards can range from \$250 - \$2,000 for the year.</li> <li>3. For income limits see current APTS Application.</li> </ol>	<ol style="list-style-type: none"> <li>1. APTS Application.</li> <li>2. Copy of your NYS tax return for current tax year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Retain Good Academic Standing.</li> <li>2. Continue to meet eligibility requirements.</li> <li>3. Re-file all applications each year by deadline</li> </ol>
NY State Higher Educational Opportunity Program (HEOP)	<ol style="list-style-type: none"> <li>1. Must meet NY State economic and academic guidelines for admissions criteria.</li> <li>2. Must be admitted to MMC as a HEOP student.</li> </ol>	Awards \$1,600 in NYS tuition grant and can include a maintenance stipend.	New students must contact the Admissions Office or the HEOP Office at MMC for details.	<ol style="list-style-type: none"> <li>1. Must continue to satisfy HEOP and satisfactory academic requirements according to NY State guidelines.</li> <li>2. Must file a renewal FAFSA each year.</li> <li>3. Continue to meet eligibility requirements.</li> </ol>
NY State Child of a Veteran Award	<p>Provides aid to children of veterans who served in the U.S. Armed Forces during 1941-46, 1950-53, 1961-73 or national emergency and as a result of service or when prisoner of war or missing in action died or suffered 50% or more disability. Qualifications:</p> <ol style="list-style-type: none"> <li>1. Full-time student.</li> <li>2. New York State resident.</li> <li>3. Matriculated and making satisfactory progress.</li> </ol>	\$450 per academic year up to four years, without consideration of income, for tuition and other education costs. If TAP award is also received the combination award cannot exceed the tuition costs. TAP is reduced accordingly.	<ol style="list-style-type: none"> <li>1. Student submits a special application supplement form supplied by HESC upon request.</li> <li>2. FAFSA.</li> <li>3. HESC information requests.</li> </ol>	<ol style="list-style-type: none"> <li>1. Must file a renewal FAFSA each year.</li> <li>2. Must refile NYS forms each year.</li> </ol>

### LOAN PROGRAMS

This section describes all loans that are available to both students and parents of dependent students. The federal loan programs are known as the Federal Direct Loans.

Program	Eligibility	Selection Criteria and Amount	Application	Renewal
Direct Subsidized Loan	<ul style="list-style-type: none"> <li>Have a valid FAFSA on file.</li> <li>Enroll for 6 credits or more each semester.</li> <li>Not in default of a prior student loan or have received an overpayment of a PELL or SEOG grant.</li> <li>Enrolled in a degree program.</li> <li>If selected, complete the verification process.</li> <li>Clear any C-Flags.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate financial need.</li> <li>Amount based on current year in school (see chart below).</li> <li>Origination fee of 1.066% is deducted prior to disbursement.</li> </ul>	<ul style="list-style-type: none"> <li>Must sign a Master Promissory Note (MPN) and complete an Entrance Counseling Session online at <a href="http://www.studentloans.gov">www.studentloans.gov</a>.</li> <li>Repayment begins 6 months after the student graduates, is no longer enrolled or has dropped below half time status. Interest will accrue during the 6 month grace period and during repayment</li> </ul>	<ul style="list-style-type: none"> <li>Have a valid FAFSA on file.</li> <li>Direct Student loans are automatically renewed each year unless notification is given to Financial Aid in writing</li> </ul>
Direct Unsubsidized Loan	<ul style="list-style-type: none"> <li>Same as Subsidized Loan</li> </ul>	<ul style="list-style-type: none"> <li>Amount based on current year in school (see chart below) and cost of education minus any other financial aid received.</li> <li>Eligible students are automatically eligible for an additional \$2,000 in the unsubsidized loan.</li> <li>Independent students, based on federal requirements, or dependent students whose parent is denied a PLUS loan will receive an additional Unsubsidized loan (see chart below).</li> <li>Loan is based on the student's cost of education minus any other financial aid received.</li> <li>Origination fee of 1.066% is deducted prior to disbursement.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Subsidized loan.</li> <li>Interest begins accrual at the time of disbursement.</li> <li>Repayment of interest begins 60 days after disbursement of the loan or can be deferred until after the grace period.</li> </ul>	Same as for subsidized loan.
Federal Direct Parent PLUS Loan for Undergraduate Students	<ul style="list-style-type: none"> <li>Parents of dependent students, based on federal guidelines.</li> <li>Students must meet Direct Loan eligibility requirements</li> <li>Parents must be credit approved by the Department of</li> </ul>	<ul style="list-style-type: none"> <li>Loan is based on the student's cost of education minus any other financial aid received.</li> <li>Origination fee of 4.264% is deducted prior to disbursement.</li> </ul>	<ul style="list-style-type: none"> <li>Parent and student must complete the PLUS MPN at <a href="http://www.studentloans.gov">www.studentloans.gov</a>.</li> <li>Repayment begins 60 days after loan is completely disbursed (parents may choose to defer repayment until after student graduates, is no longer enrolled or has dropped below</li> </ul>	<ul style="list-style-type: none"> <li>Have a valid FAFSA on file.</li> <li>Must be credit approved each year by the Department of Education.</li> </ul>

#### Annual Direct Student Loan Limits for Dependent Students (whose parents are eligible to borrow a Parent PLUS Loan)

Year in School	Base Subsidized/Unsubsidized Amount	Additional Unsubsidized Amount	Total Amount
Freshmen (0-29 credits)	\$3,500	\$2,000	\$5,500
Sophomores (30-59 credits)	\$4,500	\$2,000	\$6,500
Juniors/Seniors (60 credits & above)	\$5,500	\$2,000	\$7,500

#### Annual Direct Student Loan Limits for Independent Students & Dependent Students (whose parents are denied a PLUS Loan)

Year in School	Base Subsidized/Unsubsidized Amount	Additional Unsubsidized Amount	Total Amount
Freshmen (0-29 credits) A	\$3,500	\$6,000	\$9,500
Sophomores (30-59 credits)	\$4,500	\$6,000	\$10,500
Juniors/Seniors (60 credits & above)	\$5,500	\$7,000	\$12,500

## STUDENT WORK OPPORTUNITIES

Many students help finance their education by securing part-time employment. **Marymount is committed to the goal of academic excellence and the success of our students. Students are permitted to hold part time employment in one position for a maximum of 19.5 hours per week.** This type of assistance is considered to be a form of “self-help”. Marymount Manhattan College provides employment assistance in the form of Federal Work-Study for those students who show financial need. Positions are also available through the regular student employment program. Descriptions of these programs and procedures for applying are listed below:

Program	Eligibility	Selection Criteria and Amount	Type of Position	Application	Renewal
Federal Work Study (FWS)	1. Enrolled for at least 6 credits each semester. 2. Must show financial need.	1. Awards average \$3,000 per academic year. 2. MMC selects eligible students and determines amount of each student's award based on need.	Job listing available on the MMC web site. Students may work up to 19.5 hours per week.	1. Must complete I-4 and W-9 forms. 2. Submit a copy of Social Security card.	1. Continue to meet eligibility requirements. 2. Availability of funds at time your application is complete.
Federal Work Study Off-Campus Community Service jobs  NYC Public Service Corps	Same as above.	Same as above.	Gain valuable credentials, contacts and references for future employment 1. Gain marketable skills and experience 2. Obtain exposure to the broad range of professional opportunities in the public sector 3. Learn about specific career options within City government	1. Visit the Center for Student Services and complete a Public Service Corps Application	
Regular Student Employment	Any Marymount student.	Selection varies.	Jobs are available in on-campus departments. Contact department offices for available jobs. Students may work up to 19 1/2 hours per week.	1. Must complete I-4 and W-9 forms. 2. Submit a copy of Social Security card.	May be renewed upon approval of individual supervisor.



## ADMISSION TO THE COLLEGE

MMC seeks students who show potential for scholarship, leadership, self-expression and social responsibility. The College believes that these qualities can be most effectively evaluated through review of scholastic records, teacher/employer recommendations, essays, extra-curricular activities, and personal interviews. Admission Officers review student records on an individual basis to identify academically motivated students who can benefit from MMC's unique educational experience.

A wide variety of students choose to attend MMC. Of these there are two distinct categories: degree-seeking students and non-degree students.

### DEGREE-SEEKING (MATRICULATING) STUDENTS

A degree-seeking (matriculated) student is one pursuing a degree at MMC by following the program plan of the degree and of the student's chosen major. Degree-seeking students may study on either a part-time or a full time basis. All degree students must file the Application for Admission as a degree seeking student. A complete application includes the following:

#### First-Year Students

First-year students are those currently enrolled in high school with no college credits; or currently enrolled in high school with dual enrollment college credits; or graduated from high school with no earned college credits; and have never attended MMC. All first-year students must submit the following:

- Completed application
- Official high school or secondary school transcript or Certificate of High School Equivalency
- SAT and/or ACT scores
- Two letters of recommendation
- Essay
- \$60 Non-refundable Application Fee

#### Transfer Students

Transfer students are those that have graduated from high school and have completed college credit; or have graduated from high school and are enrolled in their first semester of college; and have never attended MMC. All transfer students must submit the following:

- Completed application
- Official transcripts from any and all accredited post-secondary institutions attended
- Official high school or secondary school transcript or Certificate of High School Equivalency
- SAT I and/or ACT scores (only required if less than 12 college credits have been completed)
- One letter of recommendation
- Essay
- \$60 Non-refundable Application Fee

#### International (non-US Citizen) students must additionally submit:

- TOEFL, IELTS, or PTE scores in lieu of SAT or ACT scores above (if a non-native English speaker)
- Evaluation of Foreign Educational Credentials (may not be necessary if the transcript is in English)
- MMC Transfer Form (if currently studying in the U.S.)

#### Home schooled students must fulfill the following requirements:

- A homeschool diploma.
- At least one of the required recommendation letters is NOT from a parent
- Transcripts indicating completed coursework and grades with a brief summary of course content for each
- Recommend (2) SAT II Subject Tests
- Homeschool Student Information Form

MMC requires that all applicants have completed a minimum of sixteen academic units, which should include the following:

Subject Area	Number of Units
English	4 (required)
Language (Foreign or Classical)	3 (recommended)
Mathematics	3 (required)
Social Sciences	3 (required)
Science	*2 (required) +1 (recommended)
Academic Electives	4 (recommended)

\*We recommend that 2 of these units be laboratory science.

**Note:** Additional requirements apply for admission to the B.A. and B.F.A. Programs in Acting, Dance and Theatre Arts.

Online or correspondence schools' high school transcripts are only accepted if the school is accredited by one of the six regional accrediting agencies\*\*, or is recognized or approved by the state department of education in which the school resides.

\*\*Middle States Association, New England Association, North Central Association, Northwest Association, Southern Association, and Western Association

#### Deferred Admission

Students are not automatically deferred from one semester to the next. Students must submit a new application for the term they wish to attend. In most cases, not much is needed than the application itself to admit a student again. The student will be withdrawn from the current term and be notified in an email. Once the new application is received, a counselor will review and process the new decision. Please review the admission process below to find out if you may need to supply us with new documents.

**Note:** First-year students who plan to attend another college or university prior to enrolling at MMC will apply as a transfer student on the new application. Scholarship and financial aid eligibility will be reviewed and recalculated under our transfer guidelines. It is very likely that there will be changes to the financial aid award.

#### Admission Requirements

- New Application for Admission
- Official final high school transcript with graduation date (if not previously submitted)
- Official college transcripts with any completed grades or withdrawn coursework at time of application
- Judicial Record Form (if attending another college more than one semester before enrolling at MMC)

#### Procedures after Admission for Degree-Seeking Students

Students must submit the following after receiving their notice of acceptance to MMC:

## Admissions

1. Tuition Deposit (HEOP students are exempt.)
2. Housing Application and Non-Refundable Housing Deposit (if housing is requested)
3. Registration
4. Immunization Form
5. Final High School and/or College Transcripts\*
6. Payment

\*To be considered official, transcripts must be either mailed directly from the school in a sealed envelope and include an official's signature OR submitted electronically through the Common Application, Naviance, or Parchment with or without an actual signature. Final High School Transcripts must also include the student's graduation date to be considered valid.

### NON-DEGREE-SEEKING (NON-MATRICULATING) STUDENTS

A non-degree (non-matriculated) student is one who is not necessarily following a program plan or pursuing a degree. Non-degree students may register for courses of their own choosing provided that they meet the pre-requisites for those courses. A non-degree student is either taking courses for credit while not pursuing a MMC degree or is auditing courses for no credit. All non-degree students must submit the following:

- Completed application
- Official copy of high school or secondary school transcript with graduation date posted or Certificate of High School Equivalency
- Transcripts from any and all accredited post-secondary institutions attended (must be official copy if planning to seek a degree at MMC in a future term)
- SAT I and/or ACT scores (only required if less than 12 college credits have been completed)
- Judicial Record Form (only required if previously attended another college)
- \$60 non-refundable application fee

### VISITING STUDENTS

Visiting students are those enrolled at another college or university who want to take courses at MMC for transfer to the home institution. Students may register for up to fifteen credits per fall or spring term. Degree-seeking students at institutions that have reciprocal visiting agreements with MMC are subject to the terms of those agreements. Contact the Registrar for further details. Exchange students from other countries are considered Visiting Students and may require additional documentation. Please contact the Office of Admission for further information.

### Alumni Audit/Alumni Discount

Alumnae/i (graduates of MMC) may audit courses for a reduced rate (see tuition and fee schedule under Center for Student Services). No more than two courses may be audited in any given semester. Audit students may lose their place in class in favor of degree students who may require a specific course to fulfill their degree requirements.

Students who audit courses do not earn credit. The audit student must attend all classes, do assigned readings and participate in class discussions but is not required to take exams. An audited course cannot be applied to a college degree. A student cannot change an audit course to credit bearing or vice versa, during the semester.

An Alumnae/i may take a course for credit at a reduced cost of 50% of the regular per credit rate. A student using the Alumni Discount must be a non-degree seeking, part-time student. Courses taken for credit and the grades received will be listed on the student's perma-

nent transcript. However, any courses taken as alumnae/i will not be applied to the GPA on the student's conferred degree.

### Non-Degree to Degree

Any non-degree student who wishes to matriculate at MMC must file an official Application for Admission as a Degree Student with the Office of Academic Advisement. These students are expected to submit all required data for review by the Office of Academic Advisement (see Admissions Procedures for all degree students). Courses taken at MMC as a non-degree student do not ensure admission to degree status. If accepted for admission, students receive credit for any coursework completed for credit at MMC. Please consult the Office of Academic Advisement for applications and further information.

### Transfer Credit Policy

At the time of admission, the number and type of transfer credits awarded by the College will be determined based on the requirements of a student's officially declared academic program, including all majors or minors. Any subsequent change in a student's major or minor may affect the number of transfer credits awarded. Upon receipt of an official external transcript, the Office of Academic Advisement will conduct a review of the student's academic program to determine the maximum number of credits that may be awarded, and to evaluate how such credits may be applied to the student's degree.

### SPECIAL CATEGORIES OF ADMISSION

#### Jump Start

For many high school graduates, the transition to college life can be daunting. The Jump Start Program is aimed to mitigate some of the challenges incoming first-year students face when acclimating to a new environment, making new friends, and taking on college coursework. For three weeks in August, students earn credits towards their degree, socialize with other first year students, learn subway navigation in New York City and attend cultural outings such as museums, walking tours and a Broadway Show.

Jump Start courses are designed to introduce incoming students to the MMC campus and ensure that they begin the school year with the skills necessary for academic success. Students will learn to expand their research abilities, critically evaluate and synthesize texts, and practice focused learning. Many of the courses include off-campus excursions that turn the city itself into a classroom. Jump Start courses are guaranteed to fulfill credits toward any MMC degree. To see a full list of courses offered in the program, visit [www.mmm.edu/jumpstart](http://www.mmm.edu/jumpstart). A typical schedule includes classes and co-curricular activities (such as city tours and museums visits), which take place Monday through Friday from 9am to 5pm. Peer mentors will also organize residence hall activities (like study sessions or social gatherings), which are optional but highly encouraged.

Students may apply to Jump Start when they have been accepted to the College. Applications can be found at [www.mmm.edu/jumpstart](http://www.mmm.edu/jumpstart). Applications are accepted on a rolling basis, however program space is limited and priority will be given to early submissions. For additional questions, please call The Center for Academic Support and Tutoring (CAST) at 212-774-4820, or e-mail: [jumpstart@mmm.edu](mailto:jumpstart@mmm.edu).

### Bedford Hills College Program (BHCP)

The Bedford Hills College Program (BHCP) offers courses leading to an Associate of Arts degree in Social Sciences and a Bachelor of Arts degree in Sociology. Marymount Manhattan College is the sole degree-granting institution of the BHCP, which also includes college-prep courses in writing and math.

#### Eligibility

BHCP applicants must have either a high school diploma or a GED and take placement exams in math, reading, and essay writing. Test scores help determine placement in either credit or non-credit preparatory courses.

#### The MMC Experience at Bedford Hills

We offer a rich slate of academic and extracurricular activities to enhance BHCP students' college experience, including guest speakers and skills enhancement workshops. Students also share their creative work in Read Arouns, writing workshops, and poetry slams.

Since 2006, we host the Crossing Borders Academic Conference at the facility every 1-2 years, where professors and students—from outside the facility and in—present their work on a wide variety of subjects. The event attracts about 200 attendees, and its importance to Bedford students cannot be overstated. The conference is a reminder that they are important and respected members of a larger learning community.

MMC also holds Inside/Out Art Exhibits at the facility, showcasing artwork from BHCP, MMC, and consortium college students, and publishes The Insider newsletter, designed to serve the facility's whole population, not just students. Current and past BHCP students comprise the editorial board, write the articles, and design the layout of the newsletter.

#### Academic Programs

MAJOR: SOCIAL SCIENCES, A.A. 38 Credits	
General Education: 42 Credits; Major: 38 Credits; Elective Credits: 40 Credits	
<b>Learning Goals for the Major in Social Sciences</b>	
<b>After completing the sociology major, students will be able to:</b>	
<ul style="list-style-type: none"> <li>Evaluate quantitative and qualitative research articles in the field.</li> <li>Design, implement and present, orally and in writing, valid, reliable, and ethically sound research that is original and empirical.</li> <li>Analyze social situations utilizing different theoretical perspectives implicit in the sociological imagination.</li> </ul>	
<b>Social Science Core</b>	<b>24</b>
SOC 101 Introduction to Sociology	3
EWL/SOC 136 Social Issues In Literature	3
IS/ECO 150 Economy, Society & The State	3
IS 207 World Geography	3
PS 106 Intro to U.S. Politics	3
HIST Elective	3
SOC Electives	6
<b>Open Electives</b>	<b>14</b>

### MAJOR: SOCIOLOGY, B.A.

37 Credits

General Education: 42 Credits; Major: 37 Credits; Elective Credits: 41 Credits

#### Learning Goals for the Major in Sociology

After completing the sociology major, students will be able to:

- Evaluate quantitative and qualitative research articles in the field.
- Design, implement and present, orally and in writing, valid, reliable, and ethically sound research that is original and empirical.
- Analyze social situations utilizing different theoretical perspectives implicit in the sociological imagination.

<b>Social Science Core</b>	<b>15</b>
IS/ECO 150 Economy, Society and the State	3
PS 106 Introduction to US Politics	3
IS 207 World Geography	3
SOC/EWL 136 Social Issues in Literature	3
HIST elective	3
<b>Sociology Concentration</b>	<b>22</b>
SOC 101 Introduction to Sociology	3
SOC 330 Great Social Thinkers	3
SOC 361 Cultural and Social Change	3
SOC 371 Research Methods in Social Science	4
SOC 491 Senior Seminar	3
SOC Electives	6

### FACILITIES AND RESOURCES

Marymount Manhattan College is centrally located in Manhattan at 221 East 71 Street between Second and Third Avenues, near bus and subway lines. Facilities are accessible to physically handicapped students.

The College has the following Academic Facilities and Resource Centers:

#### Carson Hall

Carson Hall, the Main Building houses classrooms, administrative and faculty offices, art, photography, theatre, and dance studios, new state-of-the-art science labs, the Academic and Administrative computer centers, a chapel, a dining room and a formal meeting and reception room.

#### Hewitt Gallery of Art

The Hewitt Gallery of Art, located in the main esplanade and adjacent black and white galleries in the Carson Hall and Nugent Hall Buildings, is a highly recognized showcase gallery that offers both well-known and emerging artists an opportunity for exposure within the art world and the MMC community. Works reflecting a wide range of concerns, styles and media, such as painting, drawing, photography, sculpture, video, and multimedia installations are exhibited on a regular basis throughout the year. The Gallery allows our students the opportunity to engage in an ongoing dialogue with contemporary art and artists, as many of the exhibitors are guest presenters in our art department classes in both studio and art history. Hundreds of artists, critics, collectors, and curators visit the Gallery each year, and the visibility of innovative and challenging works of art throughout

## Facilities and Resources

the College plays an important role in expanding the creative horizons of MMC students. Through internships and curatorial studies, students have the opportunity to participate directly in a professional gallery environment.

### ***Regina S. Peruggi Room***

Named in honor of the College's sixth President, the Peruggi Room is located on the second floor of Carso Hall and serves as a formal meeting and reception space.

### ***Commons***

The Commons consist of 5,000 square feet adjacent to The Lowerre Family Terrace. Accessible from the terrace and from the third and fourth floors of the Carson Hall, the Commons will include a new kitchen and extensive, flexible dining and lounge space.

### ***Samuel Freeman Science Center***

The Samuel Freeman Science Center for Science Education, dedicated in 1997, with new biology, chemistry and physics laboratories, allows MMC to enhance the educational experience of all students. These state-of-the-art laboratories provide the venue for students to explore the natural sciences through both standardized and inquiry-based laboratory opportunities. These labs also provide facilities where students can engage in faculty-mentored research projects, thereby preparing our students to enter many areas of the biomedical field.

### ***Ruth Smadbeck Communication and Learning Center***

The Ruth Smadbeck Communication and Learning Center is an invaluable educational asset that provides hands-on training for students in Speech-Language Pathology and Audiology. Students have applied learning experiences with real patients under the supervision of certified and licensed clinicians. Such training is not usually available at the undergraduate level. The state-of-the-art facility includes individual and group therapy rooms, an audiology booth, closed circuit audio/ visual system to maximize learning and data collection opportunities, and research laboratories of the full-time faculty. The Center is located on the seventh floor of the Main Building in the Department of Communication Sciences and Disorders in the Division of the Sciences.

### ***Lowerre Family Terrace***

The Lowerre Family Terrace, the College's 5,000-square foot quad, offers a respite in a natural setting and features a water wall, heated trellis and garden areas that foster the community interaction essential to student-centered learning.

### ***Joseph C. Nugent Building***

Adjoining the Main Building is the Joseph C. Nugent Building, opened in September 1974. This facility houses classrooms, administrative and faculty offices and specialized laboratories, including: the Center for Student Services, the Nugent Lounge, the Theresa Lang Theatre, the Thomas J. Shanahan Library/Media Center and Archives, the Center for Academic Support and Tutoring (CAST), the Theresa Lang Center for Producing, WMMC Radio and WMMC-TV.

### ***Theresa Lang Theatre***

The Theresa Lang Theatre affords students training and work experience in a professionally equipped facility, while also

serving as a performance space for professional music, dance, opera and theatre companies. Through student and professional performances, master classes and open rehearsals, students can view a wide range of events from Restoration comedy to Caribbean dance. Forums about the American theatre are held with such theatre professionals as Stephen Sondheim, John Guare, George C. Wolfe and Harold Prince. The Lang Theatre is the primary venue for exhibiting the work of students in the Dance and Theatre programs.

### ***Nugent Lounge***

The Nugent Lounge, located on the first floor of the Nugent Building is a student lounge, equipped with computer stations for students wishing to work, as well as with comfortable furniture for relaxation and social exchange. The Lounge also houses Starbucks, a café serving beverages and light snacks.

### ***Thomas J. Shanahan Library, Media Center and Archives***

The Thomas J. Shanahan Library offers facilities, resources, and services in support of the instructional and cultural programs of the College as well as supports the research needs of the faculty. The Library is dedicated to providing information and instruction as a central and integral part of the total educational experience of every student.

Its collection of 50,000 books, nearly 5000 videos and CDs, 625 paper subscriptions, and over fifty electronic databases (available via remote access) is easily accessible to both students and faculty. Nowhere is the College's commitment to new technological learning resources more visible than in the Library. The Library OPAC and Electronic Resource Management system have many advanced features that allow its users to go directly to e-books and full-text journals, on or off campus. Both the catalogue and over 50 full-text databases are accessible through MMC's Web pages on the Internet. In the past year the library has significantly increased its e-book collection, and now offers over 100,000 e-books that are directly accessible through MaMaCat, the library's online catalogue.

During the summer of 2009 the library underwent a major renovation to provide comfortable and attractive space for students to study. It also created another entrance/exit on the third floor of Nugent (the second floor of the library) that directly connects Nugent to the Lowerre Family Terrace and to the new Commons in the Main building. ]The renovation was very successful, evidenced by the increasing number of students using the library.

Now in its 15th year, the lending laptop program continues successfully. Students may now check out a laptop for up to ten hours and use it throughout the main campus. The computers feature Microsoft components such as, Excel, PowerPoint, Word, and Internet capability. The library has 35 Mac Book Pros and 30 PC netbooks available to the students. Printing and copying are available in two areas in the library. In addition, the students are able to print wirelessly using MMC's online printing service.

The Library's collections span a broad spectrum of subjects, from the classical to the contemporary and are available in various formats accessible outside the Library. Over the past few years,



faculty suggestions have helped to develop the collections in the arts, sciences, women's studies, business and communications. The Library receives an annual grant from the State of New York specifically for collection development. Over the next few years the Library plans to increase the number of e-journals and e-resources.

The Library's main circulation, reserves and reference services are available on the second floor. Articles placed on reserve are available electronically through the Blackboard system. Also, the second floor houses an extensive reference collection, a large study space, an area with 13 specifically designated computers for research, current and past periodicals, a copying center, and the Media Center. The circulating collection, twenty PCs and six Macs, a printing/copying center, large study areas, and the MMC archives are housed on the third floor, as is a direct entrance to the Lowerre Family Terrace.

In addition to its own archives, MMC houses the papers of William Harris, a noted dance and theatre critic, and the personal papers of Ethel and George Martin, noted Broadway choreographers.

The Media Center houses an extensive video library, consisting of over 5000 contemporary and scholarly films and has four flat monitors for students to view them, interactive multimedia CD-ROMs, and DVDs. It also provides audiovisual hardware including all manner of AV equipment. The Media Center has four flat monitors for student viewing and acquired the Criterion Collection, a critically acclaimed set of 600 major foreign and domestic films.

With the support of a Mellon Grant, the library installed an Internet Protocol Television (IPTV) system on the local college network. The LAN enabled students and staff to view videos, workshops, and presentations from computers in the network. Faculty members place reserve items on the IPTV network so students can view videos on their laptops. When IPTV's vendor Sisco Systems, stopped supporting its IPTV product, the Media Center Coordinator, in collaboration with I.T. and Mac support, developed an in-house product that allows for greater expansion and allows viewers to stream films.

The Media Center also supports the Communication Arts curriculum by providing equipment and assisting students in the use of basic film editing. In addition, the Media Center loans out iPads to faculty members for use in classrooms and will support a users group to assist in pedagogic uses of the iPads.

In addition to the collections of the Thomas J. Shanahan Library, MMC students and faculty have access to the resources of some of the world's greatest research libraries located in New York City and in the surrounding suburbs. MMC students and faculty may access these resources through a variety of cooperative and resource sharing programs that the Library participates in, including METRO, WALDO, and OCLC. Library staff members are available to help with searches, to secure interlibrary loans, and to deliver research documents for free, or at minimal cost to users.

The Library staff is available to provide individual assistance and instruction in the use of library resources. The Library's active participation in the formal instruction of library research

methods provides students in the First Year Mentoring 101, and Writing Seminar II, and other research-related courses with necessary assistance. Tours, orientation talks, and specialized lectures and workshops are available upon request.

Alumnae receive library borrowing privileges as part of their membership in the Alumni Association.

During the fall and spring semesters the Library/Media Center is open from 8:00 a.m. until 10:00 p.m. Monday through Thursday; 8:00 a.m. until 7:00 p.m. on Friday; 11:00 a.m. until 5:00 p.m. on Saturday; and from noon until 6:00 p.m. on Sunday. The library extends its hours during exam periods. The Library/Media Center operates on a slightly reduced schedule during the January and summer sessions. (Check current postings and library Web site for specific times.)

### **Center for Academic Support and Tutoring (CAST)**

It is the mission of the Center to provide tutoring and coaching services to promote students' academic achievement. The Center's main objective is to assure the success of each student who passes through its doors.

### **Theresa Lang Center for Producing**

The Theresa Lang Center for Producing extends education in the liberal arts into the pre-professional arena, making connections to New York City's exciting internship experiences, and providing students with the knowledge and skills they need to become creative leaders in the media industries. The Center comprises an experimental video studio, digital sound design and graphic design rooms, a suite of non-linear digital video editing rooms and a digital media lab, where students publish their work on a Web server, and broadcast programming over the Internet. Macintosh workstations run a broad array of industry standard software including, Maya for 3-D design, Pro-Tools for sound design, and Final Cut Pro for video editing. Ancillary equipment includes digital video camcorders and mini-disc recorders.

### **Faculty Center**

255 East 71st Street  
646-393-4101

The newly opened Faculty Center located just east of the Main Building on 71st Street houses faculty from the Humanities and Social Sciences Divisions. Additionally, the building has a conference room, a multi-purpose room and an outdoor terrace all available for reservations via SchoolDude. The Faculty Center is open seven days a week from 7:00am – 11:00pm. A directory of faculty members located at the building, including contact information, can be found on the College's website.

### **Residence Halls**

The College maintains residential facilities to house approximately 700 students at the following locations:

#### **The 55th Street Residence Hall, 231 East 55th Street**

(located on East 55th Street between Second and Third Avenues).

#### **Cooper Square, 200 East 6th Street**

(located at 6th Street and Cooper Square).



## Institutional Information and Policy

### INSTITUTIONAL INFORMATION AND POLICY

#### Crime Statistics

The Marymount Manhattan College Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. This information can be found online at <http://ope.ed.gov/security/> or obtained by contacting the Director of Campus Safety at (212) 517-0685.

#### Equal Opportunity/Nondiscrimination Policy

MMC policy prohibits discrimination on the basis of race, color, gender, sexual orientation, gender identity and expression, national or ethnic origin, religion, age, disability, veteran status or other basis prohibited by law. This policy extends to all rights, privileges, programs, and activities including admissions, employment, financial assistance, educational and athletic programs, and is required by federal law, including Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and the regulations there under. Inquiries concerning the application of these laws to MMC should be addressed to the Director of Human Resources, 221 East 71st Street, New York, New York 10021, (212) 517-0532.

#### Family Education Right to Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 exists to protect the privacy of the educational record of college students. The College is not allowed to release any information to parents, guardians, or any other party concerning a student's educational record or disciplinary proceedings without the written consent of the student. The College's policy with regard to this act can be read in detail in the MMC Student Handbook.

#### HIV/AIDS Policy

MMC does not discriminate on the grounds that a student has or is believed to have AIDS or to have tested positive for the HIV virus. This policy applies to all departments and divisions of the College.

#### Religious Observance

It is the policy of the College to respect its members' observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate Chair or Director. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

#### Inclusivity

Marymount Manhattan College is an inclusive community. Inherent in its mission is the commitment to diversity among its students, faculty, and staff. The College welcomes civil debate and encourages the lively exchange of ideas to foster and promote an inclusive campus culture and learning environment. Marymount Manhattan respects and values the dignity and value

of every human being. We strive to create a community free from bias and harassment that maximizes each person's capacity to learn and work in an institution in which difference is embraced, valued, and celebrated.

#### Policy on Sexual Misconduct, Sexual Assault, Stalking, and Relationship Violence

**This policy may be periodically updated. It is important to view the most current policy on the College website, located at <https://www.mmm.edu/offices/human-resources/policy-sexual-misconduct-sexual-assault-stalking-relationship-violence.php>. If you have any questions, please email the Title IX coordinator, Christine Gregory at [titleIXcoordinator@mmm.edu](mailto:titleIXcoordinator@mmm.edu).**

#### I. Introduction

Marymount Manhattan College (the College) is firmly committed to learning, living, and working environments that are welcoming, respectful and inclusive. To that end, the College prohibits sexual misconduct, which includes sex discrimination, gender harassment, sexual harassment, sexual assault, stalking, and dating or domestic violence, as defined below. This policy applies to all members of the College campus community, including faculty, staff and students, as well as visitors, vendors and contractors.

This policy is intended to be consistent with the College's obligations under Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq. and the Clery Act, 20 U.S.C. § 1092(f), as amended. Title IX is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex includes sexual harassment and sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. This policy also prohibits domestic violence, dating violence and stalking, which, along with sexual assault, are addressed in the Clery Act.

Students, faculty, and staff who are found to have violated this policy will be subject to disciplinary action, as described below. Visitors, vendors, and contractors may be barred from participation in a College program or activity or barred from parts or all of campus, and/or face termination of an existing contractual relationship with the College.

#### II. Scope

This policy prohibits a broad range of behaviors that can create a hostile working, living or learning environment, including sexual assault and sexual harassment, collectively referred to as "sexual misconduct."

This policy applies to sexual misconduct whenever that sexual misconduct occurs:

- A. On campus; and
- B. Off campus, if:

- 1. In connection with a College program or activity; or
- 2. The underlying behavior is reasonably believed to pose a threat of harm to an individual or the campus community in general; or,
- 3. The underlying behavior may have the effect of creating a hostile environment for any member of the campus community.

This policy applies to and protects all individuals, regardless of sexual orientation or gender identity. This policy also prohibits retaliation in connection with any reports of possible violations of this policy, regardless of where the retaliation occurs.

For students, this policy does not cover other violations of the College's Code of Conduct. Such matters are handled by a separate process as set forth in the MMC Student Handbook: <http://www.mmm.edu/live/files/407-studenthandbookpdf>.

For faculty, this policy solely governs sexual misconduct involving faculty and, as authorized by the Faculty Governance (Article 4, section 8, sub-section 2), supersedes the Faculty Governance. The Faculty Governance otherwise remains in full force and effect.

### **III. Reporting Sexual Misconduct, Sexual Assault, Stalking, or Relationship Violence**

Any individual may report a possible violation of this policy, whether the person is reporting behavior they have experienced or they learned about in another way (e.g., in conversation with a student, on social media, etc.). The person who originally brings the behavior to the College's attention is not obligated to participate in any review the College may undertake, but as described below, the College may pursue the matter without the person's involvement.

The College encourages all individuals to report behavior that may violate this policy. If that behavior is also criminal in nature, the College also encourages that the matter be reported to law enforcement in the applicable jurisdiction. In this document, the person alleging a violation of policy is referred to as the "Reporting Party." The person who is alleged to have violated campus policy is referred to as the "Responding Party."

A Reporting Party may report to the College and/or law enforcement; these are not mutually exclusive options. Both College and criminal complaints may be pursued simultaneously.

A Reporting Party is encouraged to report sexual misconduct, domestic violence, dating violence and stalking regardless of where the incident occurred, or who committed it. Even if the College does not have jurisdiction over the Responding Party, the College will still take prompt action to provide for the safety and well-being of the Reporting Party and the broader campus community.

**To report a sexual misconduct violation, contact the Title IX Coordinator, Christine Gregory, Esq., by telephone at 212-517-0560, by email at [cgregory@mmm.edu](mailto:cgregory@mmm.edu), or in person in the President's Office.**

**Students may also contact the Vice President for Student Affairs, Dr. Carol L. Jackson by telephone at 212.774.0756, by email at [cjackson@mmm.edu](mailto:cjackson@mmm.edu), or in person at 221 E. 71st Street, Carson Hall 807.**

**Faculty and staff may also report violations to the Director of Human Resources, Bree Bullingham by telephone at 212.517.0532, by email at [bbullingham@mmm.edu](mailto:bbullingham@mmm.edu), or in person at 221 E. 71st Street, Carson Hall 305 C.**

### **A. Bill of Rights for Reporters of Sexual Misconduct**

All reporters of sexual misconduct have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of sexual violence treated seriously;
3. Make a decision about whether or not to disclose a crime or incident and participate in the conduct or criminal justice process free from outside pressures from College officials;
4. Be treated with dignity and receive from College officials courteous, fair, and respectful health care and counseling services;
5. Be free from any suggestion that the person reporting sexual misconduct is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such a crime;
6. Describe the incident to as few individuals as practicable and not be required to unnecessarily repeat a description of the incident;
7. Be free from retaliation by the College, the accused, and/or their friends, family and acquaintances;
8. Exercise civil rights and practice of religion without interference by the investigative, criminal justice or conduct process of the College;
9. Receive resources, such as counseling and medical attention;
10. Confidentially or anonymously disclose a crime or violation;
11. Make a report to an employee with the authority to address complaints, including the Title IX Coordinator or the Director of Human Resources; Campus Security; Local law enforcement; and/or Family Court or Civil Court; and 12. Receive reasonable accommodations in academic, living, or working environments.

### **B. Reports that Involve Underage Drinking or Illegal Drug Use:**

The health and safety of every student at the College is of utmost importance. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time a sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourages students to report incidents of sexual misconduct to campus officials. A reporter of sexual misconduct or a bystander reporting in good faith who reports a sexual misconduct incident to College officials or law enforcement will not be subject to campus conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the sexual misconduct incident.

### **C. Confidentiality and Disclosures to the College**

The College encourages reporters of sexual misconduct to talk to somebody about what happened so a reporting person can get the support they need and the College can respond appropriately. Sexual misconduct includes sexual assault, domestic violence, dating violence, and stalking.

When a report of a violation is made to an employee of the College, whether the employee is required to inform the Title IX Coordinator depends on whether the individual is a "counseling" member of the school community or "responsible employee" of the College. Healthcare, professionals, and pastoral counselors are considered confidential resources whereas responsible employees are non-confidential reporters.

## Institutional Information and Policy

### 1. Confidential Disclosures:

Healthcare providers, professional and pastoral counselors who provide advocacy, health, mental health or sexual assault-related counseling to students are considered a “counseling” member of the school community. As such, they are not required to report any information regarding an incident of sexual violence to the Title IX Coordinator. Individuals may confidentially report the incident to College officials who can assist in obtaining support services.

At Marymount, the following offices are staffed with healthcare or counseling members of the school community. Students who wish to speak to somebody in confidence about their concerns may contact these offices:

- **Counseling and Wellness Center, 212-774-0700, Carson Hall 806.** Mental health counselors (including those who act in that role under the supervision of a licensed counselor)
- **The College’s Campus Ministry – 212-774-0759, Campus Ministry, Carson Hall 412.**
- **Dow Zanghi Student Health Center, (212) 759-5870, 231 E. 55th St. (in the 55th St. Residence Hall)**

A full-time faculty and/or staff member who wishes to speak to somebody in confidence about their concerns may contact:

- **Employee Assistance Program Services (Full-time faculty and staff only) 1-800-964-HELPS (3577)**

### 2. Non-Confidential Disclosures:

At Marymount, with the exception of health and counseling employees as set forth above, all employees of the College are considered responsible employees. As such, a responsible employee must report incidents of sexual misconduct to the Title IX Coordinator or other appropriate school designee.

Students are encouraged to report violations of this policy to the Title IX Coordinator, Christine Gregory, Esq., by telephone at 212-517-0560, [cgregory@mmm.edu](mailto:cgregory@mmm.edu), 221 E 71st Street. In addition to the Title IX Coordinator, violations of this policy may also be reported to the following persons/offices:

- **Dr. Carol L. Jackson, Vice President for Student Affairs, 212.774.0756, Carson Hall 807**
- **Christine Gregory, Esq., Assistant Vice President for Strategic Initiatives, Chief Diversity and Inclusion Officer, and Title IX Coordinator, 212.517.0562, Office of the President**
- **Campus Security, 212.517.0411**

Faculty and staff are encouraged to report violations of this policy to the Director of Human Resources, Bree Bullingham, 212.517.0532, 221 E 71st Street, Carson Hall 305 C. Please note that faculty and staff who do not work in offices listed as confidential are obligated to refer concerns about violations of this policy to the Title IX Coordinator or the Director of Human Resources, or designee.

If a person discloses an incident to a responsible employee who is obligated to respond to or report sexual misconduct or sexual harassment, but the disclosing person wishes to maintain confidentiality or does not consent to the College’s request to initiate an investigation, the Title IX Coordinator must weigh the request against the College’s obligation to provide a safe, non-discriminatory environment for all members of the Marymount

community. The College seeks consent from those who disclose prior to conducting an investigation. Declining to consent to an investigation will be honored unless the College determines in good faith that failure to investigate does not adequately mitigate a potential risk of harm to the disclosing person or the College community. If the College determines that an investigation is required, it will notify the disclosing person and take immediate action as necessary to protect and assist them.

Reports shall be investigated in accordance with College policies. Even if a person does not request confidentiality, to the extent possible, the Reporting Party’s identity shall remain private. The College shall only disclose information regarding incidents of sexual misconduct to individuals who are responsible for handling the College’s response.

### 3. Criminal Reporting:

In addition to reporting incidents of sexual violence to the College and consulting the College’s Title IX Coordinator for information and assistance, a Reporting Party may also file a criminal complaint with local law enforcement authorities and/or seek the assistance of campus security. The College encourages anyone who has experienced sexual violence, domestic violence, dating violence or stalking to report the matter to law enforcement.

It is not necessary to decide immediately whether or not to pursue a criminal complaint, but it is important to try to preserve all physical evidence. Collecting evidence immediately following a crime will be helpful in the event of later prosecution, or in the event that an order of protection is sought. For example, those who have experienced sexual assault are advised to seek medical attention immediately and not to drink, bathe, douche, brush teeth, change clothes, or comb hair, if possible.

For all types of misconduct covered by this policy, a Reporting Party should also retain text messages, emails, notes, and other evidence that may relate to the matter. Early reporting is encouraged to assist with a police investigation and prosecution, should the Reporting Party choose to pursue criminal prosecution, or again, if a protection order is sought. Reporting an incident covered by this policy to the police does not commit an individual to further legal action, but it helps to preserve options for the future.

### 4. Campus Security:

Campus security can assist reporters of sexual violence with information on how to obtain an order of protection. College personnel can explain the order and answer questions pertaining to the order, including information about the Responding Party’s responsibility to stay away from the Reporting Party.

### 5. Third Parties:

Complaints by or about third parties or vendors should be made to the Director of Human Resources, or HR designee, or the Title IX Coordinator.

### 6. Timeliness:

To promote timely and effective review, the College strongly encourages individuals to make reports of possible violations of this policy as soon as possible following the last occurrence of the behavior giving rise to the concern. Although the Title IX



Coordinator or Director of Human Resources or designee may pursue a report at any time, delays may make it more difficult to gather relevant and reliable information.

#### 7. Right to Withdraw Complaint:

Reporters of sexual violence have the right to withdraw a complaint or involvement from the College process at any time.

### **IV. Procedures and Protocols**

#### **A. Initial Review**

When the College receives a complaint or otherwise learns of a concern about sexual misconduct, domestic violence, dating violence and/or stalking, it will review the matter to determine if the behavior, as reported, would violate MMC policies. If so, MMC will determine how to address the matter, as provided for below.

#### **B. Decision to Proceed with Investigation**

If the Reporting Party is willing to participate in the review and investigation process, the College will proceed as described in the Investigation section below. If the Reporting Party requests confidentiality or asks that the report of sexual misconduct not be pursued, the College will, generally before taking any further investigative steps, forward that information, along with all available information about the report, to the Title IX Team. The Title IX team is comprised of senior administrators, faculty and staff at the College who meet regularly to respond to complaints, identify and address compliance issues, review College policies and procedures, and monitor campus culture surrounding sexual and gender violence.

Even in those instances in which the Reporting Party does not wish to be involved in the process, interim measures and resources continue to be available (see Section J, below, Interim Measures).

The Title IX Team is charged with balancing the College's tradition of supporting survivor- centered practices with the College's equally strong commitments to providing due process to the Responding Party and promoting a safe community. Specifically, the Title IX Team members will provide information and advice to the Title IX Coordinator regarding:

1. Their perspectives on whether, how, and to what extent, College should further investigate the report of sexual misconduct;
2. What steps may be possible or appropriate when a Responding Party is unknown;
3. What other measures or remedies might be considered to address any effects of the reported sexual misconduct on the campus community. In all cases, the final decision on whether, how, and to what extent the College will conduct an investigation, and whether other measures will be taken in connection with any allegation of sexual misconduct, rests solely with the Title IX Coordinator.

#### **C. Notification of Charges**

The Reporting Party and the Responding Party shall be notified that the Responding Party is the subject of a complaint when it is determined that an investigation is warranted. Charges may be presented to the Responding Party in person, by placement in

the individual's residence hall or work mailbox, by email to the Responding Party's official College email address or by mail to the Responding Party's local or permanent address.

#### **D. Investigation**

The Title IX Coordinator and/or Director of Human Resources or designee will appoint an internal and/or external investigator to conduct a prompt, thorough and impartial investigation of the complaint. This investigation consists of (but will not necessarily be limited to) separate interviews of the Reporting Party, the Responding Party, other individuals who may have witnessed the reported incident or incidents or have other relevant information, and a review of any relevant documents, photographs or other materials. In addition to their interview, the Reporting Party and Responding Party may provide a written statement or supporting materials or identify other potential witnesses regarding the matter under review. At the completion of the investigation, the investigator will provide an investigation report to the Title IX Coordinator.

#### **E. Rights of Persons Reporting and Responding to Sexual Misconduct Complaints**

Both Reporting and Responding Parties shall have the right to participate in proceedings that are in accordance with College rules. Each shall have the right to receive written or electronic notice of any meeting or hearing they are required to or are eligible to attend. Either party may provide testimony via alternative arrangements such as telephone/videoconferencing to lessen confrontations. Prior sexual history or past mental health history shall be excluded in determining responsibility but may be considered in imposing an appropriate sanction. These and other rights are set forth below.

Subject to the College's compliance with FERPA or any other primary right or privilege, the Reporting and Responding Parties have the right to review all evidence that has been relied upon in reaching the final decision in the case which directly relates to the party requesting the evidence. Such evidence shall be available for inspection in a case file maintained by the College after a determination of findings has been reached. While it may be inspected, it may not be removed, copied, or scanned.

#### **F. Advisors**

Both the Reporting and Responding Parties each may have an advisor of their choosing throughout the processes set forth in this policy. The advisor may be an attorney. The advisor may privately counsel the Reporting and Responding Parties, but may not speak on behalf of their advisee or otherwise actively participate in the investigation process.

#### **G. Standard of Proof**

The investigator's findings will be made using the "preponderance of the evidence standard." This standard requires that the information supporting a finding that the policy was violated be more convincing than the information in opposition to it. Under this standard, individuals are presumed not to have engaged in behavior that violates the policy unless a preponderance of the evidence supports a finding that such behavior occurred.

#### **H. Findings and Outcomes**

If the investigation determines that the policy was violated, the College will act promptly to eliminate the offending conduct,



## Institutional Information and Policy

prevent its recurrence and address its effects, which may include sanctions/discipline, where appropriate. The Vice President for Student Affairs or Director of Human Resources or designee, in consultation with the Title IX Coordinator and appropriate senior administrators, will determine the appropriate sanctions and interventions based on the totality of the circumstances.

In those instances in which the underlying behavior occurred, but did not constitute a violation of this policy (e.g., the behavior was not sufficiently severe, persistent or pervasive as to constitute sexual harassment or did not meet the definition of domestic violence, dating violence or stalking), the College may still impose sanctions or take disciplinary action intended to stop the offending behavior when the misconduct violates the Code of Conduct. Such action may include any of the sanctions listed below, and will be reasonably calculated to stop the offending behavior.

**1. Notice of Outcome** – Notice of the outcome will be provided in writing to the Reporting and Responding Parties simultaneously.

**2. Student Sanctions** – Students found in violation of the policy are subject to sanctions or interventions that may include, but are not limited to one or more of the following:

i. **Written Notice:** A written notice stating that a student's conduct is in violation of the Policy. Subsequent violations may result in the imposition of additional sanctions.

ii. **Disciplinary Probation:** Levied for a specific period of time based on the seriousness of the case. Disciplinary Probation constitutes a loss of good standing at the College, and serves as a warning that any further violation of the Policy may result in the imposition of additional sanctions, including suspension or expulsion.

iii. **Restitution:** Reimbursement in the amount of the cost to replace or repair stolen or damaged property of the College, the Reporting Party or another person, or to cover certain expenses of the Reporting Party.

iv. **Educational Sanctions/Imposition of Special Conditions:** Assignment of an educational task appropriate to the circumstances of the case. Special conditions may include completion of training or educational programs, an educational project, service hours on campus or in the community; compliance with a behavioral contract; removal from specific courses or activities and/or permanent no contact directives.

v. **Removal from College Housing:** Placement in another room or housing unit or removal from college housing. Housing transfers or removals may be temporary or permanent depending on the circumstances.

vi. **Suspension:** A separation of the student from the College for a definite or indefinite period of time or until written specified conditions are met. Conditions may include a ban on visitation on the campus and/or residential housing without prior written approval from the Vice President for Student Affairs or designee. For students found responsible for committing sexual assault, the sanction shall either be immediate suspension, with any other conditions, or expulsion.

vii. **Expulsion:** Permanent termination of student status from the College.

**3. Employee Discipline** – A faculty or staff member found to have engaged in behavior that violates this policy may be subject to one or more of the following:

i. Written reprimand

ii. Change in work assignment/hours

iii. Loss of privileges (including, but not limited to loss of vacation and sabbatical)

iv. Reduction in salary or loss of future wage increase

v. Mandatory training

vi. Suspension without pay and/or termination of employment

vii. Demotion to a lower academic rank

viii. Loss of honorific title

ix. Loss of chair, department, committee and/or division positions

**4. Application of this Policy to Members of a Recognized Bargaining Unit** – For those employees who are members of a recognized bargaining unit, the conduct proscribed herein shall be grounds for the imposition of a disciplinary sanction, in accordance with the grievance procedures contained in the relevant collective bargaining agreement.

**5. Course/Educational Programming Content** – Within the College's educational setting, there is latitude for a faculty member to exercise professional judgment in determining the appropriate content and presentation of academic material. Academic curriculum and pedagogical goals that serve legitimate and reasonable educational purposes do not, in and of themselves, constitute sexual harassment or other unlawful discrimination. Faculty members who participate in the educational setting have a responsibility to balance their professional academic responsibilities and professional judgment in light of the reasonable sensitivities of other participants in the same educational setting. Nothing contained in this policy should be construed to limit the legitimate and reasonable academic responsibilities and professional judgment of the College's professional educators.

### I. Immediate and Ongoing Assistance

The College will assist individuals who report sexual misconduct in obtaining medical support and information regarding available legal and judicial resources, financial aid advising, immigration advice, as well as counseling and support services. The College will assist in notifying local police if the Reporting Party requests the assistance of law enforcement. The College will assist individuals in seeking protection or no contact orders (both internally or externally) and it will enforce, to the extent possible, all such orders, when the institution has been appropriately notified of the existence of such order. The College will not require the Reporting Party to notify law enforcement. Please be aware that some college employees may be obligated pursuant to law to report certain crimes to law enforcement or other college officials.

### J. Interim Measures

Upon receiving a report of sexual misconduct, the College

will provide the Reporting Party with a written explanation of the interim measures available on campus and through local community resources and will ask the Reporting Party if they would like to request interim measures. Examples of interim measures are listed below.

The College determines appropriate interim measures on a case-by-case basis. In those instances where interim measures affect both the Reporting and Responding Parties, the College will minimize the burden on the Reporting Party wherever appropriate.

Possible interim measures include:

- Academic accommodations (e.g. change of class)
- Medical and mental health services, including counseling
- Change in campus housing and/or dining locations
- Assistance in finding alternative housing
- Assistance in arranging for alternative College employment location and/or work schedule
- A “No contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another

When the continued presence of the Responding Party on campus, in the workplace and/or in the residence hall constitutes a threat to the security of one or more members of the College community, guests, or College property, interim measures may also include the Responding Party’s immediate suspension from all or any portion of College premises, College program or activity, or registered student organization activities. Interim suspensions are determined by the Vice President for Student Affairs or designee, or by the Director of Human Resources or designee. An interim suspension will be confirmed in writing and may remain in effect until the conclusion of the investigation and imposition of sanctions, if any.

### K. Appeals

The Reporting Party and/or the Responding Party may appeal the outcome of the complaint. Appeals must be made in writing and submitted to the Title IX Coordinator within 14 calendar days of the notification of the decision regarding the outcome of the case. This deadline may be delayed for good cause shown (e.g. semester break, illness, etc.) upon approval of the Title IX Coordinator.

1. Grounds for Appeal- Appeals must be based on one or more of the following circumstances:
  - A material deviation from the procedures affected the outcome of the case;
  - There is new and relevant information that was unavailable, with reasonable diligence and effort, at the time of the investigation, that could reasonably affect the findings; or
  - The sanctions are disproportionate to the determined violation(s).
2. Appeals Board - will consist of one faculty member and two staff members who will be appointed by the President.
3. Removal for Conflict of Interest - Appeals Board members may be removed from a particular case for cause, such as conflict

of interest or bias. Requests to have an Appeal Board member removed should be made in writing to the Title IX Coordinator, describing the conflict of interest or bias that is the basis of the request.

4. Decision – The Appeals Board may consider appeals based on the circumstances above. The appeal is not a new hearing and will consist of a review of the record.

Upon review, the Appeals Board may make one of the following decisions within 14 calendar days from the request for an appeal:

- Uphold the original outcome(s);
- Modify the sanction(s); or
- Remand the case with corrective instructions to the investigators.

### L. Timeframes

Generally, the investigation and resolution will be completed within 60 days. In certain circumstances, such as College closures or time between terms, the timeframe may be extended. When it appears that there will be a delay in the process, the parties will be informed and provided with a new projected timeframe for completion.

### M. Retaliation

The College will take appropriate steps to ensure that a person who in good faith reports, complains about, or participates in a sexual misconduct investigation will not be subjected to retaliation by the Responding Party or by others with knowledge of the underlying report. Anyone who believes they are experiencing retaliation is strongly encouraged to report that concern using the same procedure for reporting possible sexual misconduct under this policy. A retaliation concern will be reviewed as a separate offense under this policy; that is, a person can be found responsible for retaliation even if not found to be responsible for the underlying reported sexual misconduct.

The College also will take appropriate steps to ensure that a Responding Party accused of sexual misconduct or retaliation is treated fairly throughout the College’s review.

### V. Definitions

**A. Advisor** – An individual chosen by a Reporting Party or Responding Party, to provide support during the review of a report of possible sexual misconduct under this policy. The Advisor may be an attorney. The person(s) chosen may not already be, or reasonably anticipated to be, directly involved in the investigative process (for example, as a Reporting Party, Responding Party, or witness), and may not speak on behalf of the person they are supporting, but instead may be present only to provide assistance or advice to the individual they are supporting.

**B. Clery Act** - Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) is a federal law that requires colleges and universities to disclose information about crime on or around their campuses. The law has been amended to include various requirements, such as affording reporters of campus sexual assault certain basic rights.

**C. College Program or Activity** – A College-sponsored or required activity, including, but not limited to, educational pro-

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gramming, residential programming, extra-curricular programming and employment.

**D. Consent** – For the purposes of this Policy, affirmative consent is a clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity. Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression. Consent may be initially given but withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop. Consent cannot be given when a person is incapacitated. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary), the lack of consciousness or being asleep, being involuntarily restrained, if any of the parties are under the age of 17, or if an individual otherwise cannot consent. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

**E. Domestic Violence, Dating Violence and/or Relationship Violence** – A pattern of abusive behaviors used to exert power and control over a current or former romantic or intimate partner (Co-habitants or roommates are not included as they do not fit this definition). This can include emotional, sexual, verbal or economic actions, or physical threats of violence. Acts may include any behaviors that intimidate, isolate, manipulate, humiliate, coerce, frighten, blame or hurt someone. This can happen to anyone, regardless of race, sexual orientation, age, education, religion, gender, etc.

**F. Gender-Based Harassment** – Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

**G. Incapacitated** – Lacking the physical and/or mental ability to make informed, rational judgments. This may have a variety of causes, including, but not limited to, being asleep or unconscious, being substantially impaired due to consumption of alcohol or drugs, experiencing blackouts or flashbacks, or intellectual or other disability.

**H. Reporting Party** – An individual who experienced or is reported to have experienced sexual misconduct, domestic violence, dating violence and/or stalking, regardless of whether that individual participates in the disclosure or review of that report by the College at any point.

**I. Responding Party** – A College student, faculty or staff member, or a participant in a College program or activity, who is reported to have engaged in sexual misconduct. This term also includes individuals whose identities are unknown if:

1. There is reason to believe that they may be a College student or participant in a College program; or,

2. The Reporting Party or individual who discloses the incident to the college is a student, faculty or staff member.

**J. Sexual Misconduct** – Umbrella term used to encompass unwanted or unwelcome conduct of a sexual nature that is committed without valid consent, including sexual assault and sexual harassment. Sexual misconduct may occur between people of the same sex or between people of different sexes and regardless of gender expression or identity. Sexual misconduct can include both intentional conduct and conduct that result in negative effects, even if those negative effects were unintended. Sexual misconduct can also include retaliation in connection with an individual's report under this policy. Sexual misconduct may include the following:

1. **Sexual Assault:** Unwanted or unwelcome touching of a sexual nature, including hugging, kissing, fondling, oral sex, anal or vaginal intercourse, or other physical sexual activity that occurs without valid consent.
2. **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. The College encourages reporting of all unwelcome conduct of a sexual nature, so that it can investigate as appropriate, and determine if the conduct violates Title IX. Such conduct violates Title IX if:

a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education, living environment, employment, or other participation in a College program or activity;

b. Submission to or rejection of such conduct by an individual is used as the basis for or a factor in decisions affecting that individual's education, living environment, employment, or other participation in a College program or activity; or,

c. Such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creates an intimidating, hostile, offensive, or abusive environment for that individual's education, living environment, employment, or other participation in a College program or activity.

Examples may include, but are not limited to, the following: unwanted sexual statements; unwanted personal attention including stalking and cyber-stalking; unwanted physical or sexual advances that would constitute sexual assault, as defined in this policy; electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images without the knowledge and consent of all parties involved; touching oneself sexually for others to view; and voyeurism (spying on others who are in intimate or sexual situations).

Conduct reported as sexual harassment will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Although repeated incidents generally are more likely to create a hostile environment, a serious incident,

even if isolated, can be sufficient. For example, a single instance of sexual assault can create a hostile environment in violation of this policy. In any event, as noted above, the College encourages reporting of all unwelcome conduct of a sexual nature so that it can determine whether it violates the College's policies.

**K. Stalking** – A pattern of unwanted conduct directed at another person who threatens or endangers the safety, physical or mental health, or life or property of that person, or creates a reasonable fear of such a threat or action. Examples of behaviors that may constitute stalking include:

1. Following a person, with or without that person's knowledge;
2. Calling or texting excessively;
3. Knowing a person's schedule and/or showing up at places s/he goes;
4. Threatening to hurt a person, that person's friends, family, pets, or themselves;
5. Damaging property; and,
6. Gestures that may appear non-threatening (cards, flowers, emails, etc.), but are unwanted.

**L. Title IX** – Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) (as amended) is a federal law that prohibits sex-based discrimination, including sexual harassment and sexual assault, in education programs that receive federal financial assistance.

**M. Title IX Coordinator** – The College official charged with ensuring the College's overall compliance with Title IX and related College policy.

## **VI. Resources : Off campus Resources for all members of the Marymount Manhattan Community:**

### **A. Criminal Reports:**

NYC Police Department Special Victims 24-hour report line (646) 610-7273

If you would like to speak to a trained advocate first, call: NYC Victim Services 24-hour hotline (212) 577-7777

NYC Domestic Violence 24-hour hotline (800) 621- HOPE (4673)

New York State Coalition against Domestic Violence Hotline (800) 942-6906 <http://www.nyscadv.org/>

NYC Incest/Sexual Assault 24 hour Hotline (212) 267-7273

Mount Sinai Hospital Sexual Assault and Violence Intervention Program, (SAVI) (212) 423-2140

### **B. Hospitals and Clinics Near MMC**

Mount Sinai Hospital Sexual Assault and Violence Intervention Program (SAVI)

1 Gustave L. Levy Place, (212) 423-2140,

- Counseling
- Emergency Room advocacy (SAFE Center of Excellence)
- Legal advocacy
- Services are confidential

New York-Presbyterian Hospital-Cornell Medical Center Victim Intervention Program

525 E. 68th St., (212) 746-9414

- Short-term counseling
- Emergency Room advocacy (SAFE Center of Excellence)
- Legal advocacy
- Services are confidential

Karen Horney Clinic Trauma Program, 329 E. 62nd St., (212) 838-4333 ext. 125

- Counseling
- Services are confidential

### **C. Hospitals that Provide SANE (Sexual Assault Nurse Examiner) Exams:**

#### **Manhattan:**

St. Luke's Hospital  
Amsterdam Ave & W 113th St

Roosevelt Hospital  
1000 10th Ave

Beth Israel-Petrie Campus  
1st Ave & E 16th St

Bellevue Hospital  
1st Ave & E 27th St

Harlem Hospital  
506 Lenox Ave

Metropolitan Hospital Center  
1901 1st Ave

Mount Sinai Medical Center (Mount Sinai)  
1 Gustave L Levy Place

New York Presbyterian Hospital-Columbia  
622 W 168th St

New York-Presbyterian Hospital- The Allen Pavilion  
5141 Broadway

New York-Presbyterian Hospital-Weill Cornell  
525 East 68th Street

#### **Brooklyn:**

Woodhull Medical and Mental Health Center  
760 Broadway

Coney Island  
2601 Ocean Pkwy

Kings County Hospital Center  
451 Clarkson Ave

#### **Bronx:**

North Central Bronx  
E 210th St & Kossuth Ave

Lincoln Medical and Mental Health Center  
234 E 149th St



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Jacobi Hospital  
Eastchester Rd & Pelham Pkwy S

### Queens:

Queens Hospital Center  
82-68 164th St  
Elmhurst Hospital  
79-01 Broadway

### Staten Island:

Richmond University Medical Center  
355 Bard Ave

### **D. Rape Crisis Centers**

- St. Luke's Hospital Crime Victims Treatment Center,  
411 W. 114th St., #2C, Manhattan, (212) 523-4728
- Beth Israel hospital Rape Crisis Intervention Program,  
317 E. 17th St., 4th floor, Manhattan, (212) 420-4054
- Bellevue Hospital, 462 First Ave., C Building, Room  
CD408,  
Manhattan (212) 562-3435
- Mount Sinai Adolescent Health Center, 320 E. 94th St.,  
Manhattan (212) 423-2981
- Crime Victims Treatment Center, St. Luke's Roosevelt  
Hospital,  
Roosevelt Office, 126 W. 60th St.,  
Manhattan (212) 523-8200
- New York-Presbyterian Hospital Domestic and Other  
Violence Emergencies program (DOVE), 630 W. 168th St.,  
Manhattan (212) 305-9060

### **E. Hotlines:**

#### **Domestic Violence**

- Love is Respect, <http://www.loveisrespect.org/>  
866-331-9474
- NYS Hotline for Sexual Assault and Domestic Violence,  
(800) 942-6906
- National Domestic Violence, <http://www.thehotline.org/>,  
(800) 799-7233
- Safe Horizon (NYC Domestic Violence hotline),  
<http://www.safehorizon.org/index.php>,  
(800) 621-HOPE (4673)

#### **Suicide Prevention**

- The Trevor Project Helpline 866-488-7386  
<http://www.thetrevorproject.org>
- National Suicide Prevention Lifeline 800-273-TALK  
(8255)  
<http://www.suicidepreventionlifeline.org>

### **F Community Based Organizations with Resources on Sexual Assault, Dating Violence and Stalking:**

- New York City Alliance Against Sexual Assault  
<http://www.svfreennyc.org/> (212) 229-0345  
Services: Getting help, Programs, Advocacy, policy and research.
- RAINN: Rape, Abuse & Incest National Network  
<https://www.rainn.org/>  
(800) 656-HOPE (24-hour hotline)  
Services: Prevention education, victims' services, leadership
- New York City Gay & Lesbian Anti-Violence Project  
<http://www.avp.org/>  
(212) 714-1141 (24-hour hotline)  
Services: Education, survivor support, lesbian, gay, bisexual, transgender, queer and HIV-affected community
- New York State Coalition Against Sexual Assault  
<http://nyscasa.org/>  
(518) 482-4222  
Services: Education, getting help

### **G. Sex Offender information**

- VINE - Victim Information Notification Everyday  
1-888-VINE-4-NY-- a 24- hour automated hotline that provides victims with the release date of inmates who are in custody of the New York City or NY State Department of Corrections.
- NYS SEX OFFENDER Registry 800-262-3257  
<http://www.criminaljustice.ny.gov/nsor/>

### **H. Immigration/Visa information**

VISA/Immigration Assistance – 311

This policy may be periodically updated. It is important to view the most current policy on the College website, located at <https://www.mmm.edu/offices/human-resources/policy-sexual-misconduct-sexual-assault-stalking-relationship-violence.php>. If you have any questions, please email the Title IX coordinator, Christine Gregory at [titleIXcoordinator@mmm.edu](mailto:titleIXcoordinator@mmm.edu).

**OFFICERS**

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**Michael J. Materasso, P'14-Board Chairperson**

Senior Vice President  
Franklin Templeton Fixed Income  
Franklin Resources, Inc.

**Judith L. Robinson '90-Board Secretary****Kerry Walk, Ph.D.-MMC President****MEMBERS**

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**Patricia A. Agnello '83**

Chief Human Resources Officer  
& Employment Counsel  
Insight Portfolio Group LLC

**Linda Basilice-Hoerrner '71**

Associate Broker, CNE, CB  
Stribling and Associates

**Carol Berman '13****Jill Bright '83****Valerie Brown P '17****Helen Demetrios '73****Abby C. Fiorella '83**

General Auditor  
Mastercard

**Susan Gardella, RSHM, '79**

Executive Director  
RSHM LIFE Center

**John H. Hunt**

Principal and Founder  
JHH Investment Advisors

**Hope D. Knight '85**

President and CEO  
Greater Jamaica Development Corporation

**Barbara A. (Lynch) Loughlin '70**

Educational Consultant

**Paul C. Lowerre '81**

Senior Vice President-Investments  
UBS Financial Services, Inc.

**Catherine M. Patten, RSHM, Ph.D.**

Provincial, Eastern American Province  
Religious of the Sacred Heart of Mary

**Judith L. Robinson '90****Michael G. Stewart, M.D., M.P.H.**

Professor & Chairman  
Department of Otolaryngology  
Weill Cornell Medical College

**Cecilia Tudela-Montero '90, P'13**

Child and Family Psychologist

**Edward Van Saders '95**

Chief Strategy Officer  
Regional News Network

**Catherine Vincie '73, RSHM, Ph.D.**

Provincial Councilor  
Religious of the Sacred Heart of Mary

**Lucille Zanghi, P'11****TRUSTEE EMERITUS**

---

**William Edwards Murray, Esq.**

Deceased

## Administrative Directory

### OFFICE OF THE PRESIDENT

---

**Kerry Walk, Ph.D.**  
President

**Christine Gregory, Esq., J.D.**  
Assistant Vice President for Strategic Initiatives, Chief Diversity and Inclusion Officer, and Title IX Coordinator

**Desiree Sholes, M.A.**  
Administrative Assistant

**Tunisia Wragg, M.P.A.**  
Special Assistant to the President

### DIVISION OF ACADEMIC AFFAIRS

#### OFFICE OF ACADEMIC AFFAIRS

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**Sharon M. Meagher, Ph.D.**  
Vice President for Academic Affairs and Dean of the Faculty

**Lora Georgiev, M.S.**  
Assistant to the Vice President for Academic Affairs

**Kathleen LeBesco, Ph.D.**  
Senior Associate Dean for Academic Affairs

**Jacqueline Noel, B.S.**  
Coordinator for Academic Affairs

**Richard Sheldon, M.S., M.B.A.**  
Assistant Vice President for Academic Administration

**Cynthia Sittler, B.A.**  
Study Abroad Coordinator

### ACADEMIC DIVISIONS

#### BUSINESS

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**Vandana Rao, Ph.D.**  
Chair, Division of Business

**Carmen Jackman-Torres, B.A.**  
Administrative Assistant

### COMMUNICATION AND MEDIA ARTS

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**Peter Schaefer, Ph.D.**  
Chair, Division of Communication and Media Arts

**Katherine Wood**  
Administrative Assistant

### FINE AND PERFORMING ARTS (FAPA)

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**David Mold, M.F.A.**  
Chair, Division of FAPA

**Ashley Avola, B.A.**  
Assistant Director of FAPA Admissions

**Brooke Harbough, B.A.**  
Administrative Coordinator, FAPA & Theatre Arts

**Mathew J. Land, M.F.A.**  
Operations Director for FAPA

**Amber Indyk, B.F.A.**  
Dance Administrator

**Philip Treviño**  
Technical Director, Dance

### HUMANITIES AND SOCIAL SCIENCES

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**Bradley Herling, Ph.D.**  
Chair, Division of Humanities and Social Sciences

**Carly Schneider, B.A.**  
Administrative Coordinator

### SCIENCES

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**Ken Ching, Ph.D.**  
Chair, Division of Sciences

**Denise Cruz,**  
Director, Clinical Education and Clinical services

**Ashley Pirovano, M.S.**  
Science Lab Supervisor/Chemical Hygiene Officer

**Kate Warner, B.A.**  
Administrative Assistant

### ACADEMIC ADVISEMENT

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**Michael Salmon, M.S.**  
Dean of Academic Advisement and Student Retention

**Nakimuli (Muli) Torkornoo, M.Ed.**  
Director of Transfer and International Student Advisement

**Christian Daru, M.A.**  
Academic Advisor

**Xenia Machado, M.A.**  
Academic Advisor

**Mariely Mena, B.A.**  
Administrative Assistant

**Melissa Weekes, B.A.**  
Academic Advisor

**Alice Wong, M.S.Ed.**  
Academic Advisor/New Student Advisement Coordinator

#### **BEDFORD HILLS COLLEGE PROGRAM**

**Aileen Baumgartner, M.A.**  
Director for Bedford Hills College Program

**Rachel Bernard, B.A.**  
Program Assistant for Bedford Hills College Program

#### **CENTER FOR ACADEMIC SUPPORT AND TUTORING (CAST)**

**Monica Colbert, M.A.**  
Director of the Center for Academic Support and Tutoring

**Ryan Cunningham, B.A.**  
Administrative Assistant

#### **HEWITT GALLERY OF ART**

**Hallie Cohen, M.F.A.**  
Director of The Hewitt Gallery of Art

#### **HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)**

**Rebecca Pinard, M.A., M.Ed.**  
Director of HEOP

**Keith Windsor, M.S.Ed.**  
Counselor/Coordinator

#### **THERESA LANG THEATRE**

**Mary R. Fleischer, Ph.D.**  
Producing Artistic Director

**Robert Dutiel, M.F.A.**  
Technical Director

**Nathaniel Hamm, B.A.**  
Assistant Technical Director

**Brooke Harbough, B.A.**  
Administrative Coordinator

**Mathew J. Land, M.F.A.**  
Managing Director

**Ray Recht, M.F.A.**  
Resident Designer

**Jacqueline Terby**  
Production Coordinator

#### **THOMAS J. SHANAHAN LIBRARY, MEDIA CENTER, & ARCHIVES**

**Brian Rocco, M.L.S.**  
Director of the Library

**Jonathan Arevalo, B.A.**  
Circulation Manager

**Mary Brown, Ph.D.**  
Archivist and Bibliographer

**Jason Herman, M.L.S.**  
Electronic Resources Librarian

**Jordan Horsley, B.A.**  
Coordinator of Media Center

**David Uscinski, M.A.**  
Coordinator of Media Center

**Tammy Wofsey, M.L.S.**  
Reference Librarian

**Teresa Yip, B.A.**  
Library of Congress Cataloger

#### **DIVISION OF STUDENT AFFAIRS**

##### **OFFICE OF STUDENT AFFAIRS**

**Carol L. Jackson, Ph.D.**  
Vice President for Student Affairs and Dean of Students

**Judith Cardona-Frank, B.F.A.**  
Assistant to the Vice President for Student Affairs and Dean of Students and Special Projects Coordinator

#### **ACADEMIC ACCESS AND DISABILITY SERVICES**

**Diana Nash, M.A., L.M.H.C.**  
Director, Academic Access and Disability Services

**Lindsay Green, B.A.**  
Coordinator of Disability Services

**Laury Franks, M.A.**  
Learning Specialist

**Deborah Kelley, M.A.**  
Learning Specialist

**Harriet Gail Reisin, M.A.**  
Learning Specialist

**Lorraine Ruggieri, L.M.S.W.**  
Learning Specialist

**Marion Weinstock, M.Ed.**  
Learning Specialist



## Administrative Directory

### CAREER SERVICES

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**Robin E. Nackman, Esq.**  
Executive Director of Career Services

**Paul Maniaci, M.P.A.**  
Assistant Director/Internship Coordinator

**Ryan Michael Atwell**  
*CityEdge* Coordinator/Career Counselor

### COUNSELING AND WELLNESS CENTER

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**TBD**  
Director of Counseling and Wellness Center

**Allan Flaggman, M.D.**  
Part-time Psychiatrist

**Deborah Giordano, Psy.D.**  
Assistant Director for Training & Staff Psychologist

**Melissa Pietaro, B.F.A.**  
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**Suzanne Sorrentino, L.C.S.W.**  
Assistant Director for Wellness Services

### DOW ZANGHI STUDENT HEALTH CENTER

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**Nicole Barry**  
Medical Assistant

**Marie Pierrot**  
Physician Assistant

### RESIDENCE LIFE

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**Emmalyn Yamrick, M.A.**  
Assistant Dean of Student Affairs and Director of Residence Life

**Michael Zakarian, M.Ed.**  
Assistant Director of Residence Life

**Milo Campanella, M.A.**  
Residence Director

**Tara Leighton**  
Residence Director

**Catie Solan, M.Ed/Ed.S.**  
Residence Director

**Brittany Halinka, M.A.**  
Residence Director

### STUDENT DEVELOPMENT & ACTIVITIES

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**Olivia Des Chenes, M.S.**  
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**Kevin P. Croke, M.S.**  
Assistant Director of Student Development and Activities

**Zakkiyya Taylor, B.A.**  
Coordinator of Student Engagement and Community Service

**Jessica Zambrotta, B.F.A.**  
Coordinator of Student Affairs

**TBD**  
Coordinator of Student Activities & Inclusivity Programing

### DIVISION OF ADMINISTRATION AND FINANCE

#### OFFICE OF ADMINISTRATION AND FINANCE

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**Paul Ciraulo, M.A.**  
Executive Vice President for Administration and Finance & CFO

**Marissa Skiff**  
Assistant to the Executive Vice President for Administration and Finance

### ADMISSIONS

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**Jim Rogers, M.B.A.**  
Dean of Admission

**Alexandra Berry, B.A.**  
Assistant Director of International Admission

**Alexandra Cafaro, B.A.**  
Assistant Director of Admission

**Adrian Cepeda**  
Admission Counselor

**Dionne Cooney**  
Assistant Director of Admission Operations

**Greg Davis**  
Admission Counselor

**Michael Falconieri**  
Admission Counselor

**Amanda Garay - Cedeño, B.A.**  
Admissions Data Coordinator

**Paul Kohler, B.S.**  
Senior Assistant Director of Admission

**Ryan Malenczak, B.A.**  
Admission Counselor

**Erica Pepe, M.S.Ed.**  
Assistant Director of Admission

**Jasmine Santiago**  
Administrative Assistant

**Gregory Turner, B.A.**  
Assistant Director of Admission

**Lisa Velez, B.A.**  
Director of Admission Operations

### CAMPUS SAFETY

**James Cambria, B.B.A.**  
Director of Campus Safety

**Michael Emmons**  
Security Supervisor

**Robert Hawkins**  
Security Guard

**Anthony Hoti**  
Assistant Director of Campus Safety

**Michael Roberts**  
Security Guard

### CENTER FOR STUDENT SERVICES

**Maria DeInnocentiis, M.S.**  
Assistant Vice President - Financial & Registration Services  
Executive Director of Center for Student Services

**Matthew Barnett**  
Student Services Representative

**Christina Bennett, M.S.Ed.**  
Director of Financial Aid

**Vernell Bolar, A.A.S.**  
Assistant Director of Student Services

**Regina Chan, M.B.A.**  
Registrar

**Inna Chernow**  
Student Records Analyst

**Alison Eassa**  
International Student Services Coordinator

**Danielle Griggs**  
Financial Aid Counselor - Work Study Coordinator

**Joy Hue, B.A.**  
Student Service Representative

**Katherine Kuhl-Adorno M.S.Ed.**  
Assistant Director of Financial Aid

**Laura McKinney**  
Administrative Assistant to AVP, Financial & Registration Services

**Flor Moquete**  
Assistant to the Director of Student Accounts

**Terry Padmore, B.S.**  
Director of Student Accounts

**Jesse Pederson**  
Student Service Representative

**Frank Ranieri**  
Assistant Director of Financial Aid

**Rosanna Rivera, B.S.**  
Senior Operations System Specialist

**Michael Roberts**  
Operations User Support Specialist

**Christina Rosado, B.S.**  
Associate Director of Financial Aid Operations

**Ranisha Semley**  
Operations and Loans Counselor

**Asline Zayas, B.A.**  
Associate Director of Financial Aid

### CONTROLLER

**Wayne Santucci, M.B.A.**  
Associate Vice President, Administration and Finance & Controller

**Sun Yuon**  
Financial Analyst for Budget and Reporting

**Luz Gomez, A.A.**  
Payroll Supervisor

**Rachel Katz**  
Assistant Controller for Budget, Reconciliation, and Reporting

**Katie Morrison**  
Junior Financial Analyst

**Melissa Khan**  
Accounts Payable Clerk

**Jonathan Mador, M.S.**  
Associate Controller for Financial & Payroll and Audit

**Marie Pace**  
Auxiliary Services Manager

**Sherry Tang, B.S.**  
Staff Accountant

**Diana Zambrotta, B.F.A.**  
Director of Auxiliary & Real Estate Services

## Administrative Directory

### FACILITIES

---

**Peter Romain, B.A.**  
Director of Facilities

**Dennis Abrams**  
Maintenance Mechanic III

**Johanna Alarcon**  
Custodian

**Stella Cortez**  
Custodian

**Richard Formosa**  
Maintenance Manager

**Cherilyn Gonzalez**  
Service Response Manager

**Quincy Harper**  
Maintenance Mechanic I

**Ada Hernandez**  
Custodian

**Daniel Irizarry**  
Maintenance Mechanic III

**Osman Lekperi**  
Maintenance Mechanic I

**Charles Melvin**  
Custodian

**Randall Smith**  
Overnight Housekeeping Manager

**Kieran Sullivan**  
Maintenance Mechanic

**Juan Vazquez**  
Maintenance Mechanic

**Lucia Wells**  
Capital Project Manager & Administrative Coordinator

**Victor White**  
Maintenance Mechanic II

### HUMAN RESOURCES

---

**Bree Bullingham, M.S.**  
Assistant Vice President, Human Resources

**Kanny Rodriguez**  
Human Resources Generalist

**Erin Fitzpatrick**  
Human Resources Coordinator

**Kevin Ng, B.A.**  
Associate Director - Benefits, Compensation, HRIS

### INFORMATION TECHNOLOGY

---

**Dale Hochstein**  
Chief Information Officer

**Cheryl-Lynn Adriano-Baterna, B.A.**  
Director, Mac/Multimedia Support

**Dania Smith**  
Mac/Multimedia Technician

**Sonia Sharmin**  
Junior IT Technician

**Ajay Phillip**  
Senior Programmer/Sharepoint Developer

**Rabindra Rai**  
Webmaster

**Thomas Leng, B.S.**  
IT Technician

**Richard Vocke**  
UNIX/Linux Systems Manager

**Sergio Morel**  
Manager, PC Technical Support

**Jean Robles**  
Mac/Multimedia Technician

**Dewayne Derozzo**  
IT Technician

**James Shan, M.S.**  
Systems Manager

**Peter Travaglione, B.S.**  
Associate Director of Colleague Applications

**Xiang David Cui**  
Associate Director of Enterprise Applications

**Jogy Vathappallil, B.S.**  
Technical Director

**Justin Wurm**  
Junior IT Technician

### PURCHASING/MAIL ROOM

---

**Maria Marzano, B.S.**  
Director of Administrative Services

**Dennis Clark**  
Mailroom Coordinator-Cooper Square

**Michael Durnin**  
Mailroom Coordinator - 55th Street

**Shakema Harris**  
Clerk

**Jason Marrero, B.A.**  
Administrative Services Manager

**Edwin Rivera, A.S.**  
Mailroom Coordinator - 71st Street

**Shonette Shakoor**  
Purchasing Coordinator

**Equiano Stewart**  
Clerk

#### DIVISION OF INSTITUTIONAL ADVANCEMENT

##### OFFICE OF INSTITUTIONAL ADVANCEMENT

---

**Marilyn L. Wilkie**  
Vice President for Institutional Advancement

**Kristen Anderson**  
Director of Alumni Relations

**Katherine Dunford**  
Development Associate

**Cherelle Harrell**  
Administrative Assistant to the VP for Institutional Advancement

**Nichelle Johnson**  
Advancement Database Specialist

**Carly Lynch**  
Web Design and Multimedia Specialist

**Kayla McCaffrey**  
Director of Corporate, Foundation, and Faculty Partnerships

**Rita Murray**  
Director of Major Gifts and Parent Programs

**Laura Patnaude**  
Communications Coordinator

**Stephanie Policastro**  
Director of Communications

**Jessica St. Marie**  
Advancement Events Manager

**Matthew Whitenack**  
Director of Advancement Services

#### DIVISION OF INSTITUTIONAL RESEARCH AND PLANNING

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##### OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

**Cheryl Goldstein, M.S.W., M.A.**  
Director, Institutional Research

**Jason Lin, M.Ed.**  
Senior Research Analyst



## Adjunct Faculty Directory

In addition to our esteemed full-time faculty, the College employs many exceptional part-time faculty members, who are experts in their respective fields and whose knowledge and backgrounds add breadth and depth to our programs. Part-time faculty are valued members of the MMC community and provide invaluable support to our students and to the accomplishment of our goals.

**Adler, Anna**, Adjunct Assistant Professor of Art, M.F.A., Cranbrook Academy of Art, B.S. New York University; **Alexander, Ayanna**, Adjunct Assistant Professor of Neuroscience, B.S., University of Connecticut, Ph.D., CUNY Graduate Center/Hunter College; **Antony, Reethee**, Adjunct Instructor of Communication Sciences & Disorders, B.A., Sri Ramachandra University (SRU), Chennai, India, M.S., Sri Ramachandra University (SRU), Chennai, India; **Arnaud, Sylvie**, Adjunct Instructor in French, B.A. & M.A., University of Nice, France; **Attles, Lisa**, Adjunct Instructor of Dance, American Ballet Theatre-National Training Curriculum, Former soloist, Dance Theatre of Harlem; **Atwood, Robert**, Adjunct Assistant Professor of Dance, B.A., Haverford College, M.F.A., Florida State University; **Auclair, Elizabeth**, Adjunct Instructor of Dance, Alvin Ailey American Dance Center and Martha Graham School of Contemporary Dance, Former soloist, Martha Graham Dance Company

**Baker, John Michael**, Adjunct Assistant Professor of Theatre Arts, B.A., Boston University, M.F.A., University of Iowa; **Baldwin, Craig**, Adjunct Instructor in Theatre Arts, B.A., Macquarie University (AUS), Diploma, The Juilliard School; **Banholtzer, Craig**, Adjunct Assistant Professor of Art, B.A., Indiana University, M.F.A., New York Academy of Art; **Barash, Susan Shapiro**, Adjunct Instructor in English, B.A., Sarah Lawrence College, M.A., New York University; **Barbati, Zachary**, Adjunct Instructor of Biology, B.A., Marymount Manhattan College, M.S., University of Copenhagen, Denmark; **Barclay, William**, Adjunct Assistant Professor of Theatre Arts, B.F.A., New York University, M.F.A., Ohio State University; **Barker, Sheila**, Adjunct Instructor in Dance, B.F.A., City College of CUNY; **Bassman, Damien**, Adjunct Instructor in Dance, B.M., Cleveland Institute of Music, M.M., Carnegie Mellon University; **Beier, Jill**, Adjunct Professor of Business Management, B.B.A., University of North Texas, M.B.A., Fordham Graduate School of Business, J.D., Touro College Jacob D. Fuchsberg Law Center, LL.M., New York University School of Law; **Berger, Kristina**, Adjunct Instructor in Dance, B.A., The American University; **Brancato, Stefano**, Adjunct Assistant Professor of Theatre Arts, B.F.A., Marymount Manhattan College, M.F.A., University of Connecticut; **Brandoff, Rachel**, Adjunct Instructor in Psychology, B.A., University of Maryland, M.A., Lesley University, Cambridge, MA; **Brown, Holly**, Adjunct Instructor in Spanish, B.A., Wellesley College, M.A., Middlebury College, Ph.D., CUNY Graduate Center; **Brown, Mary E.**, Adjunct Assistant Professor of History, B.A., University of Virginia, M.A., M.Phil., & Ph.D., Columbia University

**Carlos, Ron**, Adjunct Assistant Professor of Theatre Arts, B.A., Marymount Manhattan College, M.F.A., Harvard University; **Carroll, Courtney M.**, Adjunct Assistant Professor of Biology, B.A., Hamilton College, Clinton, NY, Ph.D., Weill Cornell Graduate School of Medical Sciences, New York, NY; **Carvalho, Joao M.**, Adjunct Instructor in Dance, B.S., Sao Paulo University, Former member of the Paul Taylor Dance Company; **Chiang, Jenny**, Adjunct Instructor in Dance, Beijing Dance Academy, Former soloist, National Ballet of Canada; **Chopra, Sonia**, Adjunct Assistant Professor of Business Management, B.S., Robert Morris University, CPA; **Clark, Harriet**, Adjunct Instructor in Dance, American Ballet Theatre National Training Curriculum, former soloist in The Pacific Northwest Ballet; **Crab, Kenneth**, Adjunct Assistant Professor of Communication Arts, M.A., New York University, Ph.D., Universitaire Instelling Antwerpen, Belgium

**Danforth, Roger**, Adjunct Assistant Professor of Theatre Arts, B.A., Western Michigan University, M.F.A., Florida State University; **Davis, Dorian**, Adjunct Instructor in Journalism, B.F.A., New York University, M.F.A., CUNY Graduate School of Journalism; **Davis, Matthew Ethan**, Adjunct Assistant Professor of Theatre Arts, B.F.A. & M.F.A., Tisch School of the Arts, New York University, M.A., Hunter College of CUNY; **Demetropolis, Susan**, Adjunct Instructor of Commu-

nication Sciences & Disorders, B.S., State University College at Geneseo, M.A., Long Island University at C.W. Post Campus, Brookville; **Dee, Mary Elizabeth**, Adjunct Instructor in Mathematics, B.A. & M.A., SUNY, College at Stonybrook; **Del Saz, Alberto**, Adjunct Instructor of Dance, Co-Director and Former dancer of The Nikolais/Louis Foundation for Dance; **Doig-Marx, Geoffrey**, Adjunct Instructor in Dance, Artistic Director, The Mantis Project; **Domser, Matthew**, Adjunct Instructor of Environmental Science, B.A., Manhattan College, New York, NY, M.A., SUNY College of Environmental Science and Forestry, Syracuse, NY

**Eaton, Carolyn**, Adjunct Instructor of Dance, former principal dancer at the Boston Ballet Center for Dance Education; **Ellis, Roger**, Adjunct Assistant Professor of Theatre Arts, B.A., Oklahoma City University, M.F.A., San Diego State University; **Evans, Karen**, Adjunct Assistant Professor of Philosophy, B.A., University of Pittsburgh, Ph.D., The Graduate School and University Center, CUNY

**Farrell, Gordon**, Adjunct Assistant Professor of Theatre Arts, B.F.A., United States International University, San Diego, M.F.A., Yale University; **Farrington, Kate**, Adjunct Assistant Professor of Theatre Arts, B.A., University of Dallas, M.F.A., Brooklyn College, CUNY; **Fasos, Sofia**, Adjunct Instructor in Communication Arts, B.A., Queens College of CUNY, M.A., New York University; **Ferranti, Michelle**, Adjunct Instructor in Dance, B.F.A., MMC, M.A., Rutgers University; **Finkle, Kenneth**, Adjunct Assistant Professor of Theatre Arts, B.F.A., NYU Tisch School of the Arts, M.F.A., Columbia University; **Fjerdingstad, Else**, Adjunct Assistant Professor of Biology, M.S., Aarhus University, Denmark, Ph.D., Aarhus University, Denmark; **Fogelsanger, Allen**, Adjunct Instructor in Dance, M.M. in Music Technology, New York University, Ph.D. in Mathematics, Cornell University, B.S. in Mathematics, Pennsylvania State University

**Gallagher, Sean**, Adjunct Instructor in Dance, B.F.A. and B.S., Temple University; **Gayle, Karen**, Adjunct Instructor in Dance, Ryerson University, former member of Earl Moseley Diversity; **Giamanco, Kristin**, Adjunct Assistant Professor of Chemistry, B.A., Bryn Mawr College, Bryn Mawr, PA, Ph.D., SUNY Upstate Medical University, Syracuse, NY; **Glauber, Lynn**, Adjunct Instructor in Dance, Former Dancer, The Bejart Ballet of The Twentieth Century and Joffrey Ballet; **Goldfried, Michael**, Adjunct Assistant Professor of Theatre Arts, B.A., Vassar College, M.F.A., Brown University; **Gran, Julia**, Adjunct Instructor in Art, B.F.A., Parsons School of Design; **Gunhouse, Carl**, Adjunct Assistant Professor of Art, B.A., Fordham University, M.A., Fordham University, M.F.A. Yale University

**Habinsky, Elissa J.**, Adjunct Instructor of Psychology, B.S., Cornell University, New York, NY, M.A., Columbia University; **Handsman, Mark**, Adjunct Assistant Professor of Business Management, B.A., City College of New York, M.B.A., New York University; **Hames, Maggie**, Adjunct Assistant Professor of Communication Arts, B.F.A., School of Visual Arts, M.F.A., Columbia University; **Hamilton, Ann**, Adjunct Assistant Professor of Theatre Arts, B.A., Louisiana State University, M.F.A., University of California, Irvine; **Haney, Brooke**, Adjunct Assistant Professor of Theatre Arts, B.A., University of Washington Seattle, M.F.A., University of Central Florida; **Harris, Tymberly Canale**, Adjunct Instructor in Dance, BA, Webster University, MFA Hollins University; **Hayman, Connie Passalacqua**, Adjunct Instructor of Journalism, B.S., Excelsior College, M.A. New York University; **Hiers, Drayton**, Adjunct Assistant Professor of Theatre Arts, B.A., Marymount Manhattan College, M.F.A., NYU Tisch School of the Arts; **Hilborn, Debra**, Adjunct Assistant Professor of Theatre Arts, B.F.A., University of the Arts, M.A., Hunter College, CUNY, Ph.D., Graduate Center, CUNY; **Hutzler, Richard**, Adjunct Instructor in Theatre Arts & English, B.A., MMC, M.A., New York University

**Jackson, Jennifer**, Adjunct Professor of Business Management, B.A., University of Massachusetts, M.A., London College of Fashion, University of the Arts London; **Jenen, Jessica**, Adjunct Assistant Professor of Theatre Arts, B.A., Brandeis University, M.F.A., Columbia University; **Johnson, David**, Adjunct Assistant Professor of Music, B.M., Arizona State University, M.F.A., Queens College, CUNY;

**Joseph, Elisee**, Adjunct Assistant Professor of Business Management, B.S., Queens College, M.S., Brooklyn College; **Juste, Roxane D'Orleans**, Adjunct Instructor in Dance, Former member & Artistic Director of the Jose Limon Dance Company

**Keen, Elizabeth**, Adjunct Instructor in Dance B.A., Barnard College, M.A. Sarah Lawrence College; **Kerr, Merrily**, Adjunct Assistant Professor of Art, B.A., Sussex University, England, M.A., Leeds University, England; **Kresley, Edmond**, Adjunct Instructor in Theatre Arts, Broadway performer; **Kyle, Peter**, Adjunct Assistant Professor of Dance, B.A., Kenyon College, M.F.A., University of Washington; **Kudo, Ryoko**, Adjunct Instructor in Dance, Member of the Jose Limon Dance Company; **Kumar, Amit**, Adjunct Assistant Professor of International Studies, B.A. & LLB, University of Calcutta, M.A., Northeastern University, Ph.D., Brown University

**LaMura, Elizabeth**, Adjunct Assistant Professor of Theatre Arts, B.A., Marymount Manhattan College, M.F.A., Kent State University; **Land, Matthew, P.**, Adjunct Assistant Professor of Theatre Arts, B.A., College of William and Mary, M.F.A., Florida State University; **Larsen, Lone**, Adjunct Instructor in Dance, B.F.A., Boston Conservatory Soloist., Martha Graham Dance Company; **Lee, Max**, Adjunct Instructor in Mathematics, B.S., Norwich University, M.S., Southern Illinois University; **Little, Deborah**, Adjunct Instructor in Social Work, B.S., Cleveland State University, M.S., Case Western Reserve University; **Lopez, John**, Adjunct Assistant Professor of Biology, B.A., Columbia University, M.D., Fatima College of Medicine, Manila - Philippines; **Lyons, Terese**, Adjunct Instructor in French, B.A., University of Wisconsin-Madison, M.A., Columbia University, M. Phil., Columbia University

**Maletz, Allison**, Adjunct Assistant Professor of Art, B.F.A., Rhode Island School of Design, M.F.A., Slade School of Fine Arts, University College London; **Manarino, Judy**, Adjunct Instructor in Art, B.F.A., School of Visual Arts; **Marine, Stacey-Jo**, Adjunct Instructor of Dance, B.F.A., Syracuse University; **Markus, Andrea**, Adjunct Instructor in Dance, B.A., Ithaca College, M.A., Steinhardt School of Education, N.Y.U.; **Marr, Jason**, Adjunct Assistant Professor of Theatre Arts, B.A., Mount Union College, M.F.A., Indiana University; **Master, Yogesh**, Adjunct Instructor in Mathematics, B.S. & M.S., Sardar Patel University, India; **McCarthy, Patrick**, Adjunct Instructor in Writing, B.A. & M.A., Fordham University, McIntosh, Jane A., Adjunct Instructor in Theatre Arts, B.A., Binghamton University, M.A., Columbia University; **McLoughlin, Cathleen T.**, Adjunct Assistant Professor of English, B.A., MMC, M.A., Teachers College, Columbia University, Ph.D., The Graduate School and University Center, CUNY; **McNierney, David**, Adjunct Assistant Professor of Business Management, B.S., Fairfield University, M.S., Pace University, M.B.A., University of Edinburgh Management School, Scotland; **Melendy, Roberta**, Adjunct Instructor in Mathematics, B.A., University of Wisconsin, M.S., Long Island University, C.W. Post Center; **Milin, Anka**, Adjunct Professor of Business Management, B.S., Marymount-Fordham University, M.B.A., Adelphi University; **Milioti, Stephen**, Adjunct Instructor in Journalism, B.A., New York University, M.F.A. The New School, M.A., Columbia University; **Minnis, Mihaela**, Adjunct Instructor of Chemistry, B.A., Bolyai University of Cluj-Mapoca, Romania, M.A., CUNY Brooklyn College; **Molina, Jamie**, Adjunct Professor of Business Management, B.A., Baruch College, M.B.A., Binghamton University; **Montel, Michael**, Adjunct Instructor in Theatre Arts, B.S., Syracuse University; **Moore, Ellen Anthony**, Adjunct Assistant Professor of Theatre Arts, B.A., Sarah Lawrence College, M.F.A., Columbia University, Ph.D., CUNY Graduate Center; **Morigerato, Anthony**, Adjunct Instructor of Dance, Marymount Manhattan College; **Murphy, Margaret**, Adjunct Assistant Professor of Art, M.F.A., Mason Gross School of the Arts, Rutgers The State University of New Jersey, B.S., Towson University

**Naaman, Oded**, Adjunct Assistant Professor of Art, M.F.A., Columbia University, B.F.A., Bezalel Academy of Arts & Design; **Nagel, Susan**, Adjunct Assistant Professor of English, A.B., Mt. Holyoke College, M.A. & Ph.D., New York University; **Nash, Diana**, Adjunct Instructor in Humanities, B.A., MMC, M.A., New York Uni-

versity; **Neher, Christopher**, Adjunct Assistant Professor of Theatre Arts, B.F.A., SUNY, College at Fredonia, M.F.A., Ohio State University, Columbus; **Nutter, Linda**, Adjunct Assistant Professor of Dance, B.A., SUNY Binghamton, MA and PhD, NYU

**Ogan, Banu**, Adjunct Instructor in Dance, B.A., University of North Carolina, Chapel Hill; **Okamoto, Rika**, Adjunct Instructor of Dance, Ballet Master and Former Member of the Twyla Tharp Foundation; **Oranges, Andres**, Adjunct Professor of Business Management, B.S., Marist College, M.B.A., Dowling College

**Paguaga, James**, Adjunct Assistant Professor of Business Management, B.S., St. Francis College, M.B.A., Pace University; **Partin, Ted**, Adjunct Assistant Professor of Art, M.F.A., Yale University School of Art, B.A., Fordham University Lincoln Center; **Penuela, Juan Carlos**, Adjunct Instructor in Dance, Soloist with Colombia's National Company; **Perrin, Martin**, Adjunct Instructor in Theatre Arts, B.A., University of Massachusetts, Amherst; **Pfeffer, Helen**, Adjunct Assistant Professor of Communication Arts, B.A., Barnard College, M.F.A., Columbia University; **Pickett, Chris**, Adjunct Assistant Professor of Art, M.F.A., University of Florida, B.F.A., University of Tennessee; **Pinkwater, Susan**, Adjunct Assistant Professor of Business Management, B.A, M.A., Sarah Lawrence College, M.A., Yeshiva University; **Pinzler, Johanna**, Adjunct Assistant Professor in Theatre Arts, B.A., University of Wisconsin-Madison, M.F.A., Brooklyn College; **Proenza, Mary**, Assistant Professor of Art, B.A., College of Creative Studies, University of California, Santa Barbara, M.F.A., Painting, New York Studio School, M.F.A., Creative Writing, The New School

**Quattromani, William**, Adjunct Instructor in Mathematics, B.A. & M.A., St. John's University

**Rapone, Dominick**, Adjunct Instructor of Art, B.F.A., School of Visual Arts; **Rich-bourgh, Brendon S.**, Adjunct Assistant Professor of Biology, B.A., Bucknell University, Lewisburg, PA, MD. Universidad Iberoamericana, Santo Domingo, Dominican Republic; **Ruggeri, John**, Adjunct Assistant Professor of Art, B.F.A. & M.F.A., School of Visual Arts; **Ruiz, Pedro**, Adjunct Instructor in Dance, Principal Dancer, Ballet Hispanico, Bessie Award Recipient

**Salazar, Flavio**, Adjunct Instructor of Dance, American Ballet Theatre Teacher training Intensive, Former Member of American Ballet Theatre; **Salmon, Michael G.**, Adjunct Instructor in Economics, B.Sc. & M.Sc., University of the West Indies; **Sanders, Karin**, Adjunct Instructor in Art, B.A., MMC; **Schaer, Robin**, Adjunct Instructor of Creative Writing, M.F.A., Columbia University; **Schiavoni, Andrew**, Adjunct Instructor in English, B.S. & M.A., St. John's University; **Shanmugasundaram, Sujatha**, Adjunct Professor of Business Management, B.A., Anna University, M.A., University of Virginia, M.B.A., New York University; **Sheldon, Richard**, Adjunct Assistant Professor of Business Management, B.S., Seton Hall University, M.S. in Counseling and Special Services in Higher Education., Seton Hall University, M.B.A., Pace University; **Sicre, Daphnie**, Adjunct Instructor in Theatre Arts, B.A., Leigh University, M.A., Teachers College, Columbia University; **Silverman, Miriam**, Adjunct Assistant Professor of Theatre Arts, B.A., M.F.A., Brown University; **Silvert, Henry M.**, Adjunct Assistant Professor of Sociology, B.A., M.A., & Ph.D., New York University; **Solomon, Henry**, Adjunct Assistant Professor of Psychology, B.A., Hunter College of CUNY, M.A. & Ph.D., CUNY; **Sorci, Malinda**, Adjunct Assistant Professor of Theatre Arts, B.A., University of California, Davis, M.F.A., The New School; **Spence, Stacey**, Adjunct Instructor of Dance, B.F.A. Loretto Heights College, M.F.A., New York University; **Spessard Azaroff, Kristi**, Adjunct Assistant Professor of Theatre Arts, B.S. & B.A., University of Mary Washington, M.F.A., Ohio State University, Certificate, Laban/Bartenieff Institute; **Spina, Peggy**, Adjunct Instructor in Dance, B.S., University of California, Los Angeles; **Staub, Dorothy**, Adjunct Instructor in Spanish, B.A., Hunter College, M.A., Hunter College; **Stein, Daniel**, Adjunct

## Adjunct Faculty Directory

Instructor in Teacher Education, B.S., Long Island University, M.Ed., Queens College of CUNY; **Stein, Cecile**, Adjunct Assistant Professor of Speech-Language Pathology/Audiology, B.A., Hunter College of CUNY, M.A., Teachers College, Columbia University, Ph.D., The Graduate School and University Center, CUNY; **Steinman, Maxine**, Adjunct Instructor in Dance, B.F.A., Adelphi University, M.A., Teachers College, Columbia University; **Stevens, Gloria M.**, Adjunct Assistant Professor of Psychology, B.A., MMC, M.A., Columbia University; **Stronach, Tami**, Adjunct Instructor in Dance, BFA, SUNY Purchase, MFA Hollins College

**Teitelbaum, Carol**, Adjunct Professor of Dance, B.G.S., M.A., University of Michigan, Former Member of the Merce Cunningham Company; **Tillinger, Debra**, Adjunct Assistant Professor of Physics, B.A., Barnard College of Columbia University, Ph.D., Graduate School of Arts & Sciences, Columbia University **Trevino, Philip**, Adjunct Instructor in Dance, B.A., San Francisco State University; **Twain, Deanna**, Adjunct Instructor in Speech-Language Pathology/Audiology, B.A., Michigan State University, B.A. & M.F.A., Goodman School of Drama in Chicago; **Tyrus, Judy**, Adjunct Instructor in Dance, Former Member and Principal, Dance Theatre of Harlem

**Ujda, Halina**, Adjunct Assistant Professor of Theatre Arts, B.S., Eastern Michigan University, M.A., New York University, M.F.A., Brooklyn College, CUNY

**Vanderlinde, Debra**, Adjunct Instructor in Theatre Arts, B.A., Denison University, M.A., Eastman School of Music; **Varlezza, Sabatino**, Adjunct Professor of Dance, B.S., State University of New York, Brockport, M.F.A., University of Michigan, Principal Dancer, May O'Donnell Dance Company

**Walker, Alexis P.**, Adjunct Instructor in Writing, B.A., Yale University; Werner, Dawn, Adjunct Instructor of Communication Arts, B.A., Dartmouth College, M.A., New York University; **Wang, Michelle**, Adjunct Professor of Business Management B.B.A., City University of New York, Baruch College, M.S., City University of New York, Lehman College, Ed.D., Nova Southeastern University; **Whitaker, Nicholas**, Adjunct Instructor of Communication Arts, B.A., New School University, M.A., New York University; **Wolfe, Stephanie**, Adjunct Instructor of Biochemistry, B.A., Emory University, M.S., CUNY Graduate Center

**Yamin, Eli**, Adjunct Instructor in Music, B.A., Rutgers University, M.A.T., Lehman College, City University of New York

**Zegeer, Brian**, Adjunct Assistant Professor of Arts, M.F.A., University of Pennsylvania, B.F.A., University of North Carolina at Greensboro; **Zepp, Lori Ann**, Adjunct Instructor in Theatre Arts, B.A., Bennington College; **Znidarsic, John**, Adjunct Instructor in Theatre Arts, B.A., John Carroll University; **Zustiak, Pavel**, Adjunct Professor of Dance, B.F.A., Amsterdam School of the Arts, M.S., University of Economics, Palissimo, Artistic Director

## **DIRECTIONS TO THE COLLEGE**

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Marymount Manhattan College is located on E. 71st Street between Second and Third Avenues.

**Follow the directions below to find us.**

### **From Long Island**

By car: Take Northern State Parkway (Grand Central Parkway) to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

By train: Take LIRR to Penn Station. Take the E train uptown to 51st/Lexington Avenue. Transfer to the #6 train Uptown. The station is 68th Street/Lexington Avenue.

### **From Upstate New York (depending on origin)**

By car: Take the New York State Thruway (Rt. 87) South to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

Alternate route: Take Rt. 684 South to Hutchinson River Parkway to Rt. 278 West. Follow signs to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

By train: Take the Metro North to Grand Central Station. Transfer to the #6 Uptown train. The station is 68th Street/Lexington Avenue.

### **From New England**

By car: Take Rt. 95 South to Rt. 278 West to Triboro Bridge. Exit from bridge to FDR Drive South. Exit FDR Drive at E. 71st Street.

### **From points west and south of New York City**

By car: Take the George Washington Bridge to Harlem River Drive South, which becomes FDR Drive. Exit FDR Drive at E. 71st Street.

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**Changes in Policy and Procedure**

Every student, regardless of date of admission to the College, is subject to compliance with new policies and procedures. Changes in policies and procedures are posted on the College web site and are updated each year in the College Catalogue.

Students are subject to degree program requirements in effect at the time of their admission or readmission to the College; however, upon the recommendation of his/her faculty advisor, a student may choose to complete more recent program requirements, should these be better suited to the student's professional and career goals. Additions and/or changes to the curriculum are published in the catalogue that is printed subsequent to the approved change, and additionally on the College web site.

Courses and programs described in the Catalogue are subject to change through normal academic channels. New courses and changes to existing programs are initiated by the sponsoring departments and divisions and approved by the Curriculum Committee and the Vice President for Academic Affairs. The College reserves the right to change the programs, requirements, policies and their provisions set forth in this catalogue.

