**Film Studies—Interdisciplinary Minor**

The film studies program is an interdisciplinary minor designed to aid students in developing a broad understanding of the history of film, an awareness of film language used by filmmakers, and a critical viewing ability. The faculty for the program have been drawn from the Departments of Anthropology, Art and Art History, Communication, English and History; they bring a variety of experience and perspectives to the study of film.

Students interested in the film studies program should contact Dr. Russell Meeuf, Film Studies Minor Director, 211 Hartwell Hall, (585) 395-2503.

The film studies minor requires the completion of 16-18 credits as follows:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 200 Art of the Film</td>
<td>3</td>
</tr>
<tr>
<td>FLM 301 Theory and Criticism of Film</td>
<td>3</td>
</tr>
<tr>
<td>FLM 302 Documentary and Experimental Film</td>
<td>3</td>
</tr>
<tr>
<td>One course under the category Film and Society, by advisement</td>
<td>3</td>
</tr>
<tr>
<td>Additional Film Studies courses, by advisement</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total:** 18

*NOTE: Student may substitute courses in video or film production (e.g. ART 415, CMC 348) for the documentary requirement. See the film studies advisor for approval.*

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**Film Studies Courses**

**FLM 301 Theory and Criticism of Film (A,D,W,Y).** Introduces and develops a specialized set of advanced critical tools used to evaluate, explicate, and interrogate filmic texts. 3 Cr.

**FLM 302 Documentary and Experimental Film (A).** Provides an introduction to documentary and experimental films. Explores the nature of documentary and experimental films as creative scientific works; as statements by individuals living within particular cultural frame works; as instruments of persuasion and propaganda; and as devices which expand our perspectives on the world around us. 3 Cr.

**FLM 404 Documentary Video Production (A).** Provides an introduction to video production, emphasizing the pre-production process: selection of EFP equipment; developing a framework for documentary production, including appropriate references; and preparing to interview experts. Entails some discussion of computer shot logs, time coding, video-to-audio transfers for transcriptions, and the preparation of narrative. Requires no production experience and includes no editing. 3 Cr.

**FLM 490 Topics in Film (A).** Addresses current topics, issues, controversies, etc. in film studies. Specific topics vary each semester. Descriptions of specific topics offered may be obtained from the director of film studies. May be taken more than once for credit if the topics differ. 3 Cr.

**FLM 491 Seminar in Film (A).** To be defined by the instructor in accordance with the specific subject matter covered that semester. Content varies with the appropriate subtitles provided. Example: “The Coen Brothers.” 3 Cr.
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

www.brockport.edu/~forelang/index.html
103 Tower Fine Arts Building
(585) 395-2269

Chair and Professor: Patricia J. Siegel, PhD, Yale University; Professors: Patricia J. Siegel; Associate Professors: Andrea Parada, PhD, University of Michigan; Donna Wilkerson, PhD, University of North Carolina at Chapel Hill; Assistant Professors: Rachel Linville, PhD, University of Maryland; Graziella Rondon-Pari, PhD, University of Buffalo.

As the nations of the world become more interdependent, knowledge of the world’s languages and understanding of world cultures become more significant for effective global communication and peaceful coexistence. Language study prepares today’s students for tomorrow’s opportunities by supporting interdisciplinary instruction and developing cross-cultural understanding.

Careers
Foreign language majors enter the teaching field and many other professions. A second major or a minor in a foreign language is highly valued in other academic disciplines and in professional careers. All levels of business and government need people trained in foreign languages and accustomed to dealing with matters from a global perspective. In addition, the study of foreign languages contributes substantially to valuable skills necessary for today’s job market, such as improved analytical abilities, creativity, cross-cultural business negotiations, communication skills, and problem solving.

Majors and Minors
Students may major or minor in French or Spanish, double major in the two languages, or major in one of the languages and another field. We strongly recommend that students seeking certification to teach French study Spanish as well, and that those candidates preparing for certification in Spanish also study French. Please note that credit granted by CLEP, AP, or other external exams does not count toward the major or minor.

Courses in American Sign Language, Japanese and Russian are also offered as well as culture courses taught in English (FCE).

Culture courses taught in English (FCE) may satisfy a General Education requirement.

Required Course Grades
Students intending to major or minor in any of the department’s programs must have a 2.5 GPA in language courses previously taken at the college level. All courses in the major or minor must be completed with a grade of “C” or higher. Courses with grades lower than “C” must be repeated.

GENERAL EDUCATION FOREIGN LANGUAGE REQUIREMENT
All freshman students entering The College at Brockport are required to complete a foreign language course at the Beginning II (112) level for the General Education program. It is recommended that ALL students take a foreign language placement test if they studied a language in high school to attempt to waive their requirement and/or reduce the number of classes they will need to fulfill the requirement. The Department of Foreign Languages and Literatures administers placement tests on a regular basis throughout the academic year, beginning on the first day of classes.

Students may satisfy the foreign language requirement by:

• Successfully completing a foreign language course numbered 112 or higher at Brockport (e.g., SPN 112, Beginning Spanish II);
OR BY:

- Earning a score of 3 or higher on the foreign language Advanced Placement (AP) exam;
- Earning an appropriate score on a foreign language CLEP exam;
- Achieving placement at the third semester level (211) or above on the foreign language placement exam. (Placement exams are offered in ASL, Spanish, French, Latin, Italian and German);
- Successfully completing a college-level study abroad program of at least five weeks duration in which the language of instruction is a foreign language;
- Transferring college-level foreign language credit to Brockport.

Waivers and placement
Students who earned a score of 85% or higher on the third year foreign language Regents exam waive the first semester of the requirement and should take a placement exam or enroll in a 112 level course to complete the requirement, unless they want to begin a new language. Please note that per the policy of the Department of Foreign Languages and Literatures, students who waive the first semester of the requirement via Regents exams are not permitted to enroll in the Beginning I (111) level of the language for which they received a waiver since they are considered to have met that level. We reserve the right to discontinue students’ enrollment in 111 if they are found to be in breach of this policy.

Students who do not waive the first semester of the requirement via Regents exams (i.e. those with scores of 84 or less) and who want to continue with the language they studied in high school may enroll in a 111 level course (Beginning I) but they are strongly encouraged to first take the Foreign Language Placement Exam since they are likely to waive the first semester and be required to take only one class to fulfill their language requirement.

Students who wish to take a language in which they have no prior study should register for a Beginning I (111) section of that language. The College at Brockport offers courses in the following languages:

- American Sign Language
- French
- Japanese
- Russian
- Spanish

If you have questions, contact the Department of Foreign Languages and Literatures at 395-2269 or send an E-mail to the administrative assistant, Raquel Quinones, rquinone@brockport.edu.

*NOTE: Certain majors and degree programs such as the BA, majors in international studies and international business as well as teacher certification, require more than two semesters of a foreign language. Delta College’s Foreign Language requirement is also different. See requirements in the appropriate section of the Undergraduate Catalog.

Language Media Center
A state-of-the-art language media center is housed in Room 110, Tower Fine Arts Building. It offers faculty and students opportunities for technology-assisted learning and is equipped for use with a variety of instructional software.
Teacher Certification Program
Students interested in the teacher certification program should consult the Department of Education and Human Development's Web site for an application and program requirements. Please note that all French/Spanish transfer and The College at Brockport students seeking certification in French or Spanish must pass a content area examination given by the New York State Department of Education. In addition students must take the OPI (Oral Proficiency Interview) determined by ACTFL (American Council on the Teaching of Foreign Languages) before they student teach. Students are also required to take Linguistics and Second Language Acquisition in addition to the number of credits required for the major.

Departmental Awards
Each year, the department awards the Jorge Marti Prize to an outstanding student in Spanish, and the Eric Steel Prize to an outstanding student in French. In addition, the Departmental Scholar is selected from among seniors who expect to be graduated in May, August or December of the corresponding year. Candidates are selected on the basis of the cumulative grade point average, the grade point average in the foreign language major, and contributions to the department and the College.

MAJOR IN FRENCH — 30 Credits
The major in French is intended to provide a working command of the language in addition to an overview of literature and cultures. All courses are taught in French unless otherwise noted.

A. Core/Required Courses  Credits
FRN 350  Intermediate Conversation and Grammar Review  3
FRN 351  Written Expression  3
FRN 352  French History and Culture  3
FRN 355  France under the Fifth Republic  3
FRN 453  French Women Writers  3
FRN 454  French Literature I  3
FRN 456  Literatures and Cultures of the Francophone World  3
FRN 458  French Literature II  3

Total:       24

B. Elective Courses — 6 Credits (any two courses)
FRN 450  French Studies  3
FRN 451  Doing Business in French  3
FRN 453  French Thought in Social Context  3
FRN 463  Linguistics and Second Language Acquisition - in English - required of all Teacher Certification candidates  3
FRN 499  Independent Study in French  3

Total credits for French major: 30

NOTE: Students whose proficiency in French is beyond that expected of those who complete FRN 350 and/or 352 may take these courses as credit by exam.

MINOR IN FRENCH — 18 credits

A. Core/Required Courses  Credits
FRN 350  Grammar Review and Conversation  3
FRN 351  Written Expression  3
FRN 352  French Culture  3
MAJOR IN SPANISH

The major in Spanish is intended to provide a working command of the language in addition to an overview of literature and cultures. All courses are taught in Spanish unless otherwise noted.

TRACK ONE: Language, Literature and Civilization — 30 Credits

Teaching Certification students in the Adolescence Inclusive with Middle Childhood Education Extension Program must choose this track.

A. Core/Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 350</td>
<td>Communication in Spanish 3</td>
</tr>
<tr>
<td>SPN 351</td>
<td>Composition and Grammar Review 3</td>
</tr>
<tr>
<td>SPN 352</td>
<td>Hispanic World Today 3</td>
</tr>
<tr>
<td>SPN 353</td>
<td>Literature and Cultures of Spain I 3</td>
</tr>
<tr>
<td>SPN 354</td>
<td>Literature and Cultures of Spanish America I 3</td>
</tr>
<tr>
<td>SPN 363</td>
<td>Literature and Cultures of Spain II 3</td>
</tr>
<tr>
<td>SPN 364</td>
<td>Literature and Cultures of Spanish-America II 3</td>
</tr>
<tr>
<td>SPN 461</td>
<td>Advanced Spanish Grammar 3</td>
</tr>
</tbody>
</table>

Total: 24

C. Electives: 6 credits (any two courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 452</td>
<td>Hispanic Cultures Through Film 3</td>
</tr>
<tr>
<td>SPN 453</td>
<td>Spanish-American Women Writers 3</td>
</tr>
<tr>
<td>SPN 456</td>
<td>Literature and Culture of the Caribbean 3</td>
</tr>
<tr>
<td>SPN 457</td>
<td>Contemporary Spanish Writers 3</td>
</tr>
<tr>
<td>SPN 458</td>
<td>Contemporary Spanish-American Writers 3</td>
</tr>
<tr>
<td>SPN 462</td>
<td>Spanish Language Variations in the USA 3</td>
</tr>
<tr>
<td>SPN 463</td>
<td>Linguistics and Second Language Acquisition 3</td>
</tr>
<tr>
<td>SPN 499</td>
<td>Independent Study in Spanish 3</td>
</tr>
</tbody>
</table>

Total credits for TRACK ONE of the Spanish major: 30

NOTE: Students whose proficiency in Spanish is beyond that expected of those who complete SPN 350 and/or SPN 352, may take these courses as credit by exam.

TRACK TWO: Interdisciplinary Major in Bilingual-Multicultural Studies

Teaching Certification students in the Childhood Inclusive Education Program seeking a bilingual-multicultural education extension certificate must choose this track.

Note: This track is not valid for the Adolescence Program.
A. **Core/Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 350</td>
<td>Communication in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPN 351</td>
<td>Composition and Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total: 2 courses</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

2. **Language theory and practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 461</td>
<td>Advanced Spanish Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPN 462</td>
<td>Spanish Language Variations in the US</td>
<td>3</td>
</tr>
<tr>
<td>EDI 421</td>
<td>The Bilingual Child</td>
<td>3</td>
</tr>
<tr>
<td>SPN 410</td>
<td>Spanish for Heritage Speakers</td>
<td>3</td>
</tr>
<tr>
<td>SPN 463</td>
<td>Linguistics and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Taught in English. Required of all teacher certification candidates)</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 5 courses</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

3. **Literature and Cultures**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 352</td>
<td>Hispanic World Today</td>
<td>3</td>
</tr>
<tr>
<td>Two elective 300/400 level courses in literature and culture of Spain</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 3 courses</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

4. **Multicultural awareness**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCE 420</td>
<td>Multiculturalism in the USA</td>
<td>3</td>
</tr>
<tr>
<td>FCE 426</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total: 2 courses</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Total Credits for Track Two of Spanish Major:** 36

**Examples of elective courses for TRACK TWO:**

- FCE 375 Latin-American Women
- SPN 353 Literature and Cultures of Spain I
- SPN 354 Literature and Cultures of Spanish-America I
- SPN 363 Literature and Cultures of Spain II
- SPN 364 Literature and Cultures of Spanish-America II
- SPN 452 Hispanic Cultures Through Film
- SPN 453 Spanish-American Women Writers
- SPN 456 Literature and Culture of the Caribbean
- SPN 457 Contemporary Spanish Writers
- SPN 458 Contemporary Spanish-American Writers
- SPN 499 Independent Study in Spanish

**NOTE:** Students whose proficiency in Spanish is beyond that expected of those who complete SPN 350 and/or SPN 352 may take these courses as credit by exam.
MINOR IN SPANISH — 18 credits

A. Core/Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 350</td>
<td>Communication in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPN 351</td>
<td>Composition and Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td>SPN 352</td>
<td>Hispanic World Today</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 2 courses 9

B. Elective Courses — 3 courses

Or 9 credits

Three credits must be at the 400-level.

Note: Please see elective courses in Spanish identified under TRACK ONE of the Major.

Total course credit for the Minor in Spanish: 18

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES COURSES

FRENCH COURSES

FRN 111 Beginning French I (A). Not open to students with a score of 85 or higher on the NYS French Language Regents Exam. Students with previous knowledge of French or those who received an 84 or less on the NYS French Language Regents Exam are strongly encouraged to take the Department’s Placement Exam before registering for this course. Course develops language skills in French including listening, speaking, reading and writing; as well as an understanding and appreciation of French-speaking countries of the world. Includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs, and simple reading. 3 Cr.

FRN 112 Beginning French II (A). Prerequisite: FRN111 or 85 or Higher on the NYS Regents French Exam. Further development of language skills in French including listening, speaking, reading and writing; as well as an understanding and appreciation of French speaking countries of the world. Includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs, and simple reading. 3 Cr.

FRN 211 Intermediate French I (A). Prerequisite: FRN 112. Further develops listening, speaking, reading, and writing skills, as well as an understanding and appreciation of French-speaking countries of the world. Content includes regular and irregular verbs, vocabulary building, more complex sentences and more complex readings on French/Francophone cultures. Includes audio/video work. 3 Cr. Every Semester.

FRN 212 Intermediate French II (A). Prerequisite FRN 211. Continuation of FRN 211. Designed to further develop listening, speaking, reading, and writing skills as well as an understanding and appreciation of the French-speaking countries of the world. Extensive group and individual practice. Includes audio/video work. 3 Cr. Every Semester.

FRN 350 Intermediate Conversation and Grammar Review (A,Y). Prerequisite: FRN 212. An intermediate conversation course designed to increase and refine students’ ability to express themselves in French in a variety of communicative situations. Emphasis will be placed on discourse strategies, range of expression, and vocabulary acquisition. A review of advanced French grammar will expand knowledge of idioms and improve accuracy. 3 Cr. Fall.

FRN 351 Written Expression (A). Prerequisite: FRN 212. This course teaches upper division students to write clear expository French with correct syntax, clear organization, and with some degree of sophistication in the use of French vocabulary. Numerous compositions will be written covering a variety of modes and using a process approach. A review of advanced French grammar will facilitate accuracy and range of expression. 3 Cr.

FRN 352 French Culture and History (A). In the face of all the invasions, wars, famines, plagues, and daily struggles, the people who settled in this beautiful country had the perseverance and tenacity to form a nation, to nurture it into prominence and eventually bring it to a civilization of worldly esteem in the seventeenth century. This course concentrates on the history of France and its cultural heritage from the Middle Ages to
the French Revolution and examines those events that contributed to making France a great nation. 3 Cr. Every Semester.

FRN 355 France Under the Fifth Republic (A). Prerequisite: FRN 212. This course is designed to give an overview of social, political, educational, cultural, and economic phenomena in modern-day France in an attempt to explain what motivates a French person. Topics to be discussed include family structure, government, religion, the educational system, how the French interact with their Francophone partners, the European Union, and the role of the media. French mores and attitudes will be studied and compared to American ways of life. 3 Cr.

FRN 399 Independent Study in French (A). Prerequisite: minimum of 3.0 GPA in French courses and instructor's permission. Content to be identified in consultation with the instructor/sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. Every Semester.

FRN 450 French Studies (A). Prerequisites: FRN 350, FRN 351, FRN 352 and FRN 355. Closely studies a specific topic in French/Francophone language, civilization, or literature. The topic selected for analysis may be from a historical or contemporary perspective and will give the opportunity to examine a particular aspect of French/Francophone studies in great depth. Requires practice in oral and written French at the advanced level. 3 Cr.

FRN 451 Doing Business in French (A). Prerequisites: FRN 350, FRN 351, FRN 352 and FRN 355. Designed to help students communicate in a French business environment by increasing their knowledge of French geography and economics; by helping them acquire the vocabulary and syntactic structures related to business; and by making students more aware of cultural differences in the conduct of business between the US and France. Emphasis will be on the reinforcement of oral and written skills. 3 Cr.

FRN 453 French Women Writers (A,W,Y). Prerequisites: FRN 350, FRN 351, FRN 352 and FRN 355. Through an exploration of both theoretical and literary texts written by women, introduces students to a range of leading contemporary French and/or Francophone women writers. Students will examine recurrent themes and forms in recent women's writing, including the representation of identity; the concept of origins; the intersection of class, race and gender; and the textual strategies underpinning these considerations. Through a detailed examination of a cross-section of works by French women writers, assesses the contributions made by French women's writing to current theoretical debates and to contemporary writing generally. 3 Cr.

FRN 454 French Literature I: Texts and Contexts (A). Prerequisites: FRN 350, FRN 351, FRN 352 and FRN 355. Examines texts by major authors from the Middle Ages to the Revolution. Emphasis is placed on an in-depth reading of texts (including prose, poetry, and theatre) with the purpose of expanding vocabulary and improving writing skills. French history will provide the backdrop to help students understand the social forces at play in the periods under study. 3 Cr.

FRN 456 Literature and Cultures of the Francophone World (A). Prerequisites: FRN 350, FRN 351, FRN 352 and FRN 355. Offers an array of short stories, poems, novels, or plays written by authors from Africa, North America, and/or the Caribbean. Papers and discussions will focus on cultural themes and issues related to the political and literary history of the Francophone world. 3 Cr.

FRN 457 French Thought in Social Contexts (A). Prerequisites: FRN 350, FRN 351, FRN 352 and FRN 355. A collage of literature, philosophy, and history to give students a broad perspective of the major intellectual currents in their social context. Readings will be selected from early periods to the 19th century. 3 Cr.

FRN 458 French Literature II: Texts and Contexts (A). Prerequisites: FRN 350, FRN 351, FRN 352 and FRN 355. Examines texts by major authors from the Napoleonic era to the recent past. Emphasis is placed on an in-depth reading of the texts (including prose, poetry, and theatre) with the purpose of expanding vocabulary and improving writing skills. The course is also designed to acquaint students with the social circumstances that determined the aesthetic movements that marked the period: romanticism, realism, symbolism, surrealism, and existentialism. 3 Cr.

FRN 463 Linguistics and Second Language Acquisition (A). A contrastive analysis of the language components of English, French and Spanish; phonetics and phonology, morphology, syntax, lexicon, and semantics. Examines sociolinguistic and psycholinguistic perspectives related to the role of language in culture, identity, and learning. Explores languages acquisition theories, and their application to bilingualism and the teaching of English to speakers of other languages. 3 Cr.

FRN 499 Independent Study in French (A). Prerequisite: Six credits of 400-level French with a minimum of 3.0 GPA in French and instructor's permission. Arranged in consultation with the instructor-sponsor in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. Every Semester.
SPANISH COURSES

SPN 111 Beginning Spanish I (A). Not open to students with a score of 85 or Higher on the NYS Spanish Language Regents Exam. Students with previous knowledge of Spanish or those who received an 84 or less on the NYS Spanish Language Regents Exam are strongly encouraged to take the Department's Placement Exam before registering for this course. Further development of language skills in Spanish including listening, speaking, reading, and writing; as well as an understanding and appreciation of Hispanic cultures. Includes oral comprehension practice, pronunciation exercises, sentence formation, vocabulary, verbs, and simple readings on Hispanic cultures. 3 Cr. Every Semester.

SPN 112 Beginning Spanish II (A). Prerequisite: SPN 111 or 85 or Higher on the NYS Spanish Language Regents Exam. Further development of language skills including listening, speaking, reading, and writing, as well as an understanding of and advanced readings on Hispanic cultures. Provides succinct explanations in English, followed by group and individual practice in Spanish. 3 Cr. Every Semester.

SPN 211 Intermediate Spanish I (A). Prerequisite: SPN 112. Includes a beginning level grammar review and further develops listening, speaking, reading and writing skills as well as an understanding and appreciation of Hispanic cultures. Covers more advanced vocabulary, sentence formation and complex meanings in Hispanic cultures. Provides explanations in Spanish and English followed by extensive group and individual practice in Spanish. 3 Cr. Every Semester.

SPN 212 Intermediate Spanish II (A). Prerequisite: SPN 211. Continuation of SPN 211. Further develops listening, speaking, reading, and writing skills, as well as an understanding and appreciation of Hispanic cultures of the world. Requires extensive group and individual practice and includes audio/video work. 3 Cr. Every Semester.

SPN 300 Doing Business in Spanish (A). Prerequisite: SPN 212. An advanced course designed for business majors. Its contemporary and practical approach gives the business learner a global perspective on language and culture. Focuses primarily on the acquisition of business terminology used in the Spanish-speaking world and its application to everyday corporate life in both for-profit and non-profit enterprises. 3 Cr.

SPN 350 Communication in Spanish (A). Prerequisite: SPN 212. Drawing on a selection of multimedia, this bridge course reinforces students' oral and written language skills in order to prepare them for advanced-level work. Weekly reading, writing, listening, and oral assignments on a variety of topics to improve fluency and to build a more extensive vocabulary. Requires active participation in class discussions. 3 Cr. Fall.

SPN 351 Composition and Grammar Review (A). Prerequisite: SPN 350. Provides active discussion on a variety of topics or researched themes intended to help students achieve advanced communication skills in Spanish. Videos, current events, a literary reader, and newspaper and magazine articles are used for oral and written practice. Weekly compositions as well as oral presentations and a research paper are required. 3 Cr. Every Semester.

SPN 352 Hispanic World Today (A). Prerequisite: SPN 212. This course is a bridge between the beginning language sequence and the more advanced 300 and 400 level literature and culture courses on the Spanish-speaking world. Students continue to develop their oral and written expression by acquiring advanced vocabulary from texts, visual materials and class discussions that highlight aspects common to Spain and Latin America. 3 Cr. Every Semester.

SPN 353 Literature and Culture of Spain I (A). Prerequisites: Any two of SPN 350, SPN 351 and SPN 352. Provides a historical survey of the political, social, economic, religious, and artistic life in Spain from pre-Roman times through the 17th century. Includes the study of the main literary genres of the period and covers elementary concepts of literary theory and analysis. Emphasizes the study of figurative and symbolic language. Requires active class participation. 3 Cr.

SPN 354 Literature and Cultures of Spanish America I (A). Prerequisites: Any two of SPN 350, SPN 351 and SPN 352. This course provides a historical survey of the political, social, economic, religious, and artistic life in Spanish America from the pre-Columbian times through the 19th century. Also provides students with an understanding of the various forces and events that have shaped life and culture in the Spanish-speaking territories of America. Studies the main literary genres of the period and covers elementary concepts of literary theory and analysis. Emphasizes the study of figurative and symbolic language. Requires active class participation. 3 Cr.

SPN 360 Spanish for Native Speakers (A). Prerequisites: By advisement. Helps Hispanic bilingual students expand their knowledge of Spanish by exposing them to models of formal oral and written Spanish. Emphasizes grammatical structures, vocabulary, spelling, and reading comprehension. 3 Cr.
SPN 363 Literature and Cultures of Spain II (A). Prerequisites: Any two of SPN 350, SPN 351 and SPN 352. Provides a historical survey of the political, social, economic, religious, literary and artistic life in Spain from the 18th century to the present. Studies the main literary genres of the period and covers concepts of literary theory and analysis. Emphasizes the study of figurative and symbolic language. Requires active class participation and advanced writing skills. 3 Cr. Spring.

SPN 364 Literature and Culture of Spanish America II (A). Prerequisites: Any two of SPN 350, SPN 351 and SPN 352. Provides a historical survey of the political, social, economic, religious, and artistic life in Spanish America from the pre-Columbian period through the 19th century. Also provides students with an understanding of the various forces and events that have shaped life and culture in Spanish America. Studies the main literary genres of the period and covers elementary concepts of literary theory and analysis. Emphasizes the study of figurative and symbolic language. Requires active class participation and advanced writing skills. 3 Cr. Every Semester.

SPN 399 Independent Study in Spanish (A). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 3 Cr. Every Semester.

SPN 410 Spanish for Heritage Speakers (A,D,I). Allows Spanish heritage speakers and advanced Spanish learners to explore the acquisition of literacy skills in Spanish through the study of several approaches in the teaching of reading and writing. Through grammatical reviews and the use of cultural readings in Spanish, the course also creates linguistic awareness and provides information on diverse groups of Latinos in the U.S. and their contributions to this country. Allows Spanish heritage speakers and advanced Spanish learners to explore the acquisition of literacy skills in Spanish through the study of several approaches in the teaching of reading and writing. Through grammatical reviews and the use of cultural readings in Spanish, the course also creates linguistic awareness and provides information on diverse groups of Latinos in the U.S. and their contributions to this country. 3 Cr.

SPN 452 Hispanic Cultures Through Film (A). Prerequisite: Any 300 level literature and culture course in Spanish. Following a chronological perspective, studies the writings of some of the most important women writers of Spanish America. Uses these works to illustrate the evolution of a form of writing that seeks to oppose stereotypes imposed by a male literary tradition; to represent different literary movements and reflect on a variety of national problems; and to provide the framework for the analysis of cultural images of gender and relevant theoretical concepts related to female writing. After a brief introduction of the cultural conditions that define the emergence of female writing (XVII, XVIII and XIX centuries), emphasizes the second half of the XX century and the social and political context relevant to each text. 3 Cr.

SPN 456 Literature and Culture of the Caribbean (A). Prerequisite: Any 300 level literature and culture course in Spanish. Covers some of the literary contributions made by leading authors of the Spanish-speaking Caribbean: Cuba, the Dominican Republic and Puerto Rico. Following a discussion of the most significant historical events facing the region, students examine recurrent themes including poverty and marginalization, imperialism and political autonomy, neo-colonialism, racism and social class, political and religious freedom, gender roles and stereotypes. 3 Cr.

SPN 457 Contemporary Spanish Writers (A). Prerequisite: Any 300 level literature and culture course in Spanish. Studies 20th-century Spanish literature: e.g., essays, short stories, novels, poetry and plays. Presents the historical and literary contexts in which the selected works emerge and discusses the relationship between the writers and their cultural environment. Designed to also develop analytical perspectives in literary criticism and to strengthen reading and writing skills in Spanish. 3 Cr.

SPN 458 Contemporary Spanish-American Writers (A). Prerequisite: Any 300 level literature and culture course in Spanish. Studies 20th-century Spanish American literature: essays, short stories, novels, poetry and plays. Presents the historical and literary contexts in which the selected works emerge and discusses the relationship between the writers and their cultural environment. Also develops analytical perspectives in literary criticism and strengthens reading and writing in Spanish. 3 Cr.

SPN 459 Mexico Today (A). Prerequisite: Any 300 level literature and culture course in Spanish. Provides an introduction to contemporary Mexico: its history, geography; political, social, and economic systems; art, literature, and music; people and their lifestyles. Uses media and other materials to supplement course content. 3 Cr.
SPN 460 Spanish Phonetics (A). Provides a description and analysis of the sound system of modern Spanish, based on structural phonemic theory. Also provides intensive practice designed to improve pronunciation of the Spanish language. Gives special attention to analysis and correction of interference from English. 3 Cr.

SPN 461 Advanced Spanish Grammar (A). Prerequisite: SPN 351. Covers grammatical structures of Spanish and includes a study of Spanish morphology, syntax, and lexicon. Gives special attention to analysis and correction of interference from English. Conducts discussions of specific structures in Spanish, followed by oral and written exercises, including translations. 3 Cr.

SPN 462 Spanish Language Variations in the US (A). Prerequisite: SPN 351. Provides an introduction to Spanish dialectology, including both the diachronic and synchronic description of the Spanish language. Covers the cultural, social, linguistic, and historical factors that determine language variations. 3 Cr. Spring.

SPN 463 Linguistics and Second Language Acquisition (A). Prerequisite: SPN 351. Taught in English. Offers a contrastive analysis of the language components of English and Spanish; phonetics and phonology, morphology, syntax, lexicon, and semantics. Examines sociolinguistic and psycholinguistic perspectives related to the role of language in culture, identity, and learning. Explores languages acquisition theories and their application to bilingualism and the teaching of English to speakers of other languages. 3 Cr.

SPN 499 Independent Study in Spanish (A). Prerequisite: A minimum GPA of 3.0 in Spanish courses and Instructor’s permission. Content to be identified in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-3 Cr. Every Semester.

FCE 399 Independent Study on Foreign Culture (A). Independent study conducted in English on one aspect of a foreign culture whose language is taught in the Department of Foreign Languages and Literatures. 1-3 Cr. Every Semester.

FCE 420 Multiculturalism in the United States (A,I). Studies how race, social class and ethnicity have influenced cultural interrelations of different cultural groups within US society. Analyzes the main theories related to multiculturalism such as assimilation, amalgamation and cultural pluralism, intercultural identity, and privilege. Shows how political rights are related to those cultural aspects included in the aforementioned concepts. 3 Cr. Spring.

FCE 426 Foundations of Bilingual Education (A). Studies the history of bilingual education as well as the laws and regulations governing its development locally, nationally and internationally. Explores the various models of bilingual education and their effectiveness in reaching their goals. Presents different methodologies dealing with language acquisition theories as related to classroom practices. Examines the role of advocacy at different levels as a process for supporting the effectiveness of bilingual education programs versus English-only programs. 3 Cr. Fall.

FCE 499 Independent Study on Foreign Culture (A). Independent study conducted in English on some aspect of a foreign culture whose language is taught in the Department of Foreign Languages and Literatures. 1-3 Cr. Every Semester.

OTHER LANGUAGES

AMERICAN SIGN LANGUAGE

ASL 111 Beginning American Sign Language I (A). Develops language skills in American Sign Language (receptive, expressive, interactive) and fosters understanding and appreciation of deaf culture. Content includes: expressive skills, finger-spelling exercises, sentence formation, vocabulary, verbs, and readings on deaf culture. Explanations in English are followed by individual and pair practice in ASL. Video work is required. 3 Cr.

ASL 112 Beginning American Sign Language II (A). Prerequisite: ASL 111. Continuation of ASL 111. Develops language skills in American Sign Language (receptive, expressive, interactive) and fosters understanding and appreciation of deaf culture. Content includes expressive skills, finger-spelling exercises, sentence formation, vocabulary, verbs, and readings on deaf culture. Explanations in English are followed by individual and pair practice in ASL. Video work is required. 3 Cr.
ASL 211 Intermediate American Sign Language I (A). Emphasizes and expands on grammar, syntax, spatial referencing, classifiers and vocabulary development. Develops communicative competencies in ASL conversations beyond the basic level. Fluency and accuracy of fingerspelling will be developed as well as the use of lexicized signs. 3 Cr.

ASL 212 Intermediate American Sign Language II (A). Continues to advance ASL grammar and vocabulary. Sentence constructions will be reviewed and expanded, and classifiers as well as non-manual behaviors will be developed. Advances fluency in fingerspelling, lexicalized signs and numbering. The use of space in basic ASL discourse will be expanded. 3 Cr.

JAPANESE LANGUAGE

JPN 111 Beginning Japanese I (A). Develops language skills in listening, speaking, reading and writing as well as an understanding and appreciation of Japanese culture. Content includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs, and simple readings on Japanese culture. Succinct explanations in English are followed by group and individual practice in Japanese. 3 Cr.

JPN 112 Beginning Japanese II (A). Prerequisite: JPN 111. Continuation of JPN 111. Designed to further the development of language skills in modern Japanese as well as the understanding and appreciation of Japanese culture. Emphasis is on communication. 3 Cr.

RUSSIAN LANGUAGE

RSN 111 Beginning Russian I (A). Introductory course in Russian designed to develop language skills in Russian (listening, speaking, reading and writing) as well as an understanding and appreciation of Russian culture. Content includes oral comprehension drills, pronunciation exercises, sentence formation, vocabulary, verbs and simple readings on Russian culture. Succinct explanations in English are followed by group and individual practice in Russian. 3 Cr.

RSN 112 Beginning Russian II (A). Prerequisite: RSN 111. Continuation of RSN 111. Designed to further the development of language skills (listening, speaking, reading and writing) as well as the understanding and appreciation of Russian culture. Content includes regular and irregular verbs, vocabulary building, more complex sentences and more complex readings on Russian cultures. Succinct explanations in English are followed by group and individual practice in Russian. 3 Cr. Fall.

RSN 211 Intermediate Russian I (A). Prerequisite: RSN 112 or equivalent. Continuation of RSN 112. Emphasis is given to the development of language proficiency at the intermediate level as well as of the understanding and appreciation of Russian culture. Content includes introduction to dative, accusative, and instrumental cases and their usage in oral and written language; past and future tenses, advanced vocabulary, and sentence formation. 3 Cr. Fall.

RSN 212 Intermediate Russian II (A). Prerequisite: RSN 211 or equivalent. Continuation of RSN 211. Emphasis is given to the development of language proficiency at the intermediate level as well as understanding and appreciation of Russian culture. Content includes further practice of genitive, dative, instrumental, accusative and prepositional cases in oral and written language; verbs of motion, advanced vocabulary, and sentence formation. 3 Cr. Spring.

RSN 399 Independent Study in Russian (A). Topic mutually agreed to by faculty sponsor and student. 1-3 Cr.

STUDY ABROAD

The department sponsors semester abroad and/or summer programs in Tours, France; Cuernavaca, Mexico; and San Jose, Costa Rica. Internships are available in Costa Rica and Mexico if the student's level of fluency is at the appropriate level. Students may also participate in study programs in various other countries. Foreign language majors are expected to participate in a study abroad program in a French- or Spanish-speaking country. Consult the Office of International Education for application procedures and information related to international programs sponsored by the College at Brockport. Programs that are not affiliated with the SUNY System require departmental approval to ensure the proper transfer of credits.

There are some courses that are designed for credit in study abroad programs in French or Spanish speaking countries only.

FRENCH COURSES

FRN 302 Advanced French Grammar (A). Designed to expand active vocabulary, including idioms, as well as modern usage as the basis for oral and written language. It examines linguistic and cultural contrasts as reflected in the language. Emphasis will be placed on correct written expression. Offered only in a study abroad context. 3 Cr.

FRN 312 French Civilization to 1945 (A). Beginning in prehistoric times and ending with World War II, students will explore artistic, social,
SPANISH COURSES

The following courses are Study Abroad Program equivalencies. They are for credit through programs in Spanish-speaking countries. These courses count as electives in the Spanish major or minor in both tracks.

SPN 301 Spanish Grammar Review (A). Covers essentials of Spanish grammar through a descriptive analysis of the linguistic forms and functions of Spanish. Requires skill applications in oral practice, reading, and writing. Offered only through programs in Spanish-speaking countries. 3 Cr.

SPN 322 Spanish Conversation and Composition (A). Development of oral and written fluency and vocabulary building. Includes weekly writing assignments such as compositions, journals, etc. Requires active class discussions on a variety of topics from current events or researched themes. Offered only through programs in Spanish-speaking countries. 3 Cr.

SPN 399 Independent Study in Spanish (A). Prerequisites: Three 300 level Spanish courses with a minimum GPA of 3.0 in Spanish and the instructor’s permission. Content to be identified in consultation with the instructor/spONSOR and in accordance with the procedures of the Office of Academic Advisement prior to registration. 3 Cr.

*SPN 290 Cross Cultural Experience I Mexico
SPN 390 Cross Cultural Experience II Mexico
SPN 490 Cross Cultural Experience III Mexico

*Note Students may receive credit for only one level.
DEPARTMENT OF HEALTH SCIENCE

23 Hartwell Hall
(585) 395-2643

Chair and Associate Professor: Douglas Scheidt, PhD, University of Buffalo; Associate Vice Provost for Academic Affairs and Professor: Eileen L. Daniel, DEd, University of Oregon; Professor: Thomas Golaszewski, EdD, SUNY Buffalo; Associate Professors: Joseph E. Balog, PhD, University of Maryland; Linda F. Balog, PhD, University of Maryland; Priya Banerjee, PhD, Southern Illinois University-Carbondale; Gary J. Metz, MPA, The College at Brockport; Celia Watt, PhD, University of Texas-Austin; Assistant Professors: Jennifer R. Boyle, PhD, University of Maryland; Patti A. Follansbee, PhD, Southern Illinois University-Carbondale; Gregg M. Kirchofer, PhD University of Toledo.

The Department of Health Science offers four academic tracks leading to the bachelor of science: (1) the professional program in health education, (2) the liberal arts program in health science*, (3) the alcohol and substance abuse studies program, and (4) health care administration.

The professional program in health education provides students with competencies for entry-level positions as health teachers in elementary and secondary schools and as health educators in various community agencies, work sites, and patient education settings. A specific set of prerequisite courses in biology, education, and psychology is required of students pursuing the professional program in health education. These courses are specified below under “Required Courses in Other Disciplines.”

The liberal arts program in health science provides students with an extensive understanding of the knowledge, values, problems, and issues related to health and wellness, disease, disability, and premature death in human populations. The liberal arts program does not require a specific set of prerequisite courses. However, students pursuing this program are encouraged to develop a basic knowledge in several of the many disciplines focusing on the human condition.

The alcohol/substance abuse studies program is designed to assist students in meeting the education and training requirements for the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) issued by the New York State Office of Alcoholism and Substance Abuse Services (OASAS).

The health care administration program provides generic training (not targeted for any single position or institution) leading to any number of management-related positions in the health care field, including hospitals, nursing homes, public health institutions, insurance companies, and consulting firms. Students pursue study in a broad range of subjects emphasizing both business and health systems-related topics.

All students considering a Department of Health Science program or concentration are invited to contact the department’s undergraduate coordinator, chair or any member of the department faculty for further information and guidance. Each of the programmatic options offered by the department is presented in greater detail below.

The health science faculty has a professional responsibility to deny admission or continuation in any of its undergraduate or graduate programs to any student whose level of performance and/or personal characteristics or dispositions do not adequately meet academic, professional, or ethical standards.

*The liberal arts health science track may be pursued by students seeking certification as an elementary teacher. Childhood Education Certification requires an appropriate major in an academic area, which includes health science. Elementary education students should contact
both their health science advisor and the Department of Education and Human Development as early as possible when planning their program.

**Professional Program in Health Education**

This program is for students who wish to enter a professional program for health educators in the Department of Health Science. Initial certification as a health teacher in grades K–12 in New York State is granted after completion of this program and of HLP 495 Practicum in School Health Education. Students enrolled in the professional program must achieve a grade of “C” or better (a grade of “C–” does not meet this requirement) in each required health science course (HLS and HLP) and each required course taken outside of the Department of Health Science for completion of this program. In addition, students must achieve a minimum 2.5 grade point average for all course work completed at The College at Brockport as a prerequisite to enrollment in any 400-level professional course (HLP).

### A. Required Health Science Liberal Arts Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 303</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HLS 313</td>
<td>Introduction to Safety</td>
<td>3</td>
</tr>
<tr>
<td>HLS 311</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLS 312</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>HLS 314</td>
<td>Family Life Science</td>
<td>3</td>
</tr>
<tr>
<td>HLS 409</td>
<td>Introduction to Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 419</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 24

### B. Required Courses in Other Disciplines (11 credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 321</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PSH 384</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDI 413</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 14

*BIO 321 and 322 have a prerequisite requirement.

PSH 110 or 112 is a strongly recommended prerequisite for PSH 384.

### C. Required Professional Health Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLP 302</td>
<td>Foundations of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLP 491</td>
<td>Health Education Methods</td>
<td>3</td>
</tr>
<tr>
<td>HLP 492</td>
<td>Interpersonal Communication in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLP 493</td>
<td>Health Education Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HLP 485</td>
<td>Dimensions of Teaching School and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HLP 486</td>
<td>Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

(Note: HLP 491, 492, 493, and 495 are taken concurrently and are offered only in the fall semester. Students may enroll in these courses only after the completion of all General Education requirements and all professional program requirements specified in A, B and C above. A request for a variance from this policy must be approved by the Professional Education Program Committee and the department chair.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLP 495</td>
<td>Practicum in School Health Education</td>
<td>12</td>
</tr>
<tr>
<td>AND/OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLP 496</td>
<td>Practicum in Community Health Education</td>
<td>3-12</td>
</tr>
</tbody>
</table>

**Total:** 30-42
(Note: HLP 495 and 496 are taken only after the successful completion of all General Education and professional program requirements. A request for a variance from this policy must be approved by the Professional Education Program Committee and the department Chair. Students in the professional program must complete one, but may choose to complete both of these practica.)

Liberal Arts Major in Health Science*

The following curriculum is for liberal arts health science majors* and students who intend to enroll in the Department of Education and Human Development’s Childhood Teacher Certification programs who want to major in health science. The course of study consists of four parts: a required core, one course in the philosophies and approaches of public health, 15 credits from the content core, and a capstone experience. Students must achieve a grade of “C” or better in each health science course. (A grade of “C–” does not meet this requirement).

Part 1. Required Core
To ensure a common foundation, all majors must take the following three core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 317</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HLS 303</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 9

Part 2. The Philosophies and Approaches of Public Health
Select One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLP 302</td>
<td>Foundations of Health Education</td>
</tr>
<tr>
<td>HLS 489</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>HLS 450</td>
<td>Global Health</td>
</tr>
</tbody>
</table>

Total: 3

Note: Students enrolled in teacher certification programs are encouraged to take HLP 302.

Part 3.
To be certain that each student covers the breadth of health science, liberal arts majors* are required to take at least 15 credits in the content courses specified below. Select 15 credits from HLS 301, 306, 311, 312, 313, 314, 399, 402, 409, 418, 419, 423, 425, 426, 428, 445, 470, 471, 475, 490, 499, and HLS TXX or HLS UXX transferred credits.

Note: HLS 317 and HLS 488 are pre/corequisites for most content courses. HLS 488 is pre/corequisite for HLS 409. No pre/corequisite for HLS 301, 306, 311.

Total Credits: 15

Part 4. Capstone
Select One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 495</td>
<td>Public Health Research Methods (includes 10 hours of service learning)</td>
</tr>
<tr>
<td>EDI/PES Student Teaching</td>
<td>(+ 3 additional credits for Part 3)</td>
</tr>
<tr>
<td>Honors/Delta project</td>
<td>(+3 additional credits from Part 3)</td>
</tr>
</tbody>
</table>

Total Credits: 3
*For those not pursuing a professional program in health education, health administration or the alcohol and substance abuse studies tracks. Students pursuing health administration or the alcohol and substance abuse studies tracks should refer to the following sections specific to these areas:

**Alcohol/Substance Abuse Studies**

The Alcohol and Substance Abuse Studies Program (ASAP) may be pursued as a track in health science, as a complete set of electives to complement another major, as a complete set of courses for a non-matriculated student, or selectively as independent electives. The ASAP are designed to partially fulfill requirements for the New York State Office of Alcoholism and Substance Abuse Services (OASAS) Credentialed Alcoholism and Substance Abuse Counselor examination. Current CASAC holders may elect to take some or all of these courses to fulfill the continuing education requirements of the credential. Students must achieve a grade of “C” or better in each health science course. (A grade of “C–” does not meet this requirement).

Students majoring in this program are required to complete the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Required for ASAP Concentration (30–36 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 409</td>
<td>Introduction to Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 421</td>
<td>Group Counseling for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 422</td>
<td>Individual Treatment Planning for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 423</td>
<td>Theories of Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 424</td>
<td>Counseling Diverse Populations for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 435</td>
<td>Evaluation and Assessment of Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 445</td>
<td>Psychopharmacology of Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLS 455</td>
<td>Ethics in AOD</td>
<td>3</td>
</tr>
<tr>
<td>HLS 497</td>
<td>Intern Seminar for Alcohol and Other Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HLP 498</td>
<td>Internship for Alcohol and Other Drugs</td>
<td>6–12</td>
</tr>
</tbody>
</table>

Prerequisites: All other ASAP courses a minimum of 2.5 GPA and coordinator’s permission.

1 HLS 409 is a prerequisite or corequisite for all ASAP courses.

2 PHS 110 or PSH 112 is a prerequisite for HLS 445.

**Total:** 36–42

**Health Care Administration**

In keeping with the needs of the expected job positions, education is geared to both business and health science-related skills. All courses in this 30-credit program are three credits and most are offered at The College at Brockport MetroCenter in downtown Rochester, either Saturdays or evenings. (Courses marked with an asterisk below are only offered at the MetroCenter.) Courses designated with “F” or “S” are fall or spring only. Students must achieve a grade of “C” or better in each health science and required business and accounting course. (A grade of “C–” does not meet this requirement).

**Required Health Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 410*</td>
<td>Introduction to Health Care Administration (F)</td>
<td></td>
</tr>
<tr>
<td>HLS 411*</td>
<td>Management Communications (F)</td>
<td></td>
</tr>
<tr>
<td>HLS 412*</td>
<td>Health Care Administration Planning (S)</td>
<td></td>
</tr>
<tr>
<td>HLS 413*</td>
<td>Risk Management (S)</td>
<td></td>
</tr>
<tr>
<td>HLS 488</td>
<td>Applied Biostatistics and Epidemiology (S)</td>
<td></td>
</tr>
<tr>
<td>HLS 496</td>
<td>Internship (offered spring and summer)</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 18–24
*Offered only at The College at Brockport MetroCenter.

**Required Business Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 280</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 365</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 465</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Suggested Electives**

- BUS 317 Introduction to Management Information Systems
- CMC 316 Interpersonal Communications in Business and the Professions
- CMC 332 Public Relations Principles and Practices
- ECN 333 Health Economics (S)
- PSH 397 Health Psychology
- HLS 411 Management Communications in Health Care Administration (Requires proficiency in word processing)
- MTH 111 or higher Prerequisite for ACC 280
- BUS 317 and 365 Prerequisites for BUS 465

**Department of Health Science Courses**

**HLP 302 Foundations of Health Education (B).** Covers health education philosophy; history; present status and future projections related to the promotion of healthy lifestyles; appropriate response to human health needs; and principles of learning, goal setting, behavioral objectives, teaching methodologies, evaluation, professional ethics, and legislation. 3 Cr.

**HLP 485 Dimensions of Teaching School and Community Health (B,Y).** Prerequisites: Completion of all required courses in General Education and in the professional program in health education, and minimum 2.5 GPA for all courses taken at The College at Brockport; taken concurrently with HLP 486, HLP 491, HLP 492 and HLP 493. Focuses on the practice of strategies and methodologies needed for effectively teaching health education in school and community settings. Includes the process of analyzing and discussing field placement experience (HLP 486) to reinforce theoretical content. Includes these discussion topics, often reinforced by guest speakers with particular expertise: elements of effective instruction, classroom management, learning disabilities, controversial issues, school law, health education standards in New York state, and health education programming in community settings. 3 Cr.

**HLP 486 Field Experience (B).** Cross-listed as HLP 494. Prerequisites: Same as HLP 485; taken concurrently with HLP 485, HLP 491, HLP 492 and HLP 493. Provides a field experience in a school/community site requiring a minimum of two days per week for each six-week placement. Allows students to begin to demonstrate health education planning, teaching, and evaluation skills plus complementary responsibilities in community and school sites. 3 Cr.

**HLP 491 Methods for Health Education (B,Y).** Prerequisites: Same as HLP 485; taken concurrently with HLP 485, HLP 486, HLP 492 and HLP 493. Enables students to develop, implement, and evaluate a variety of health education programs for school, community, and work-site settings and audiences; and to utilize appropriate instructional methodologies such as discussion, lecture, problem solving, demonstration, experiment, role play, gaming, newsletter, brochure, television, radio, and computer assisted instruction. 3 Cr.

**HLP 492 Interpersonal Communication in Health Education (B).** Prerequisites: Completion of all required courses in General Education and in the professional program in health education, and minimum 2.5 GPA for all courses taken at The College at Brockport; taken concurrently with
HLP 485, HLP 486, HLP 491 and HLP 493. Enables students to learn basic communication skills and techniques applicable in school and community settings, including counseling, conflict management, small group management, and organizational communication. Teaches students problem assessment, identify and tackle problems involving potential suicide, major substance abuse, family violence, abuse, sexual abuse, or neglect. Also teaches students how to develop relationships with appropriate community referral sources and to develop sensitivity to issues involving diversity. 3 Cr. Fall.

HLP 493 Health Education Program Planning and Evaluation (B). Prerequisites: Completion of all required courses in General Education and in the professional program in health education, and minimum 2.5 GPA for all courses taken at The College at Brockport; taken concurrently with HLP 485, HLP 486, HLP 491 and HLP 492. Examines contemporary health problems in the United States and investigates the role of health education in solving these problems. Examines theories, methods, strategies, and techniques of health education program planning, implementation, and evaluation. Uses computer applications for data and information gathering and assessment, program planning, and evaluation. 3 Cr.

HLP 495 Practicum in School Health Education (B). Course fee. Prerequisites: HLP 485, HLP 486, HLP 491, HLP 492 and HLP 493 and a minimum 2.5 GPA for all courses completed at The College at Brockport. Provides students with the opportunity to use all of their knowledge, attitude, and behavior skills on a full-time basis in an elementary school site and in a secondary school site under the supervision of an elementary teacher and a health educator respectively. Also provides students with the opportunity to become proficient in delivering content related to the implementation of the three New York State Learning Standards in Health, Physical Education, and Family and Consumer Sciences. Satisfactory/Unsatisfactory grading. 1-12 Cr.

HLP 496 Practicum in Community Health Education (B). Prerequisites: HLP 485, HLP 486, HLP 491, HLP 492 and HLP 493; and minimum 2.5 GPA for all courses completed at The College at Brockport. Provides students with the opportunity to function as full-time health educators in community, hospital, or work-site settings under the supervision of a health education professional. Allows students to develop, implement, and evaluate health education programs as appropriate for the setting. Satisfactory/Unsatisfactory Grading. 1-15 Cr.

HLP 498 Internship for Alcohol and Other Drugs (B). Course fee. Prerequisites: HLS 409 or HLS 418, HLS 421, HLS 422, HLS 423, HLS 424, HLS 435, HLS 445, and HLS 455; 2.5 GPA; and program coordinator’s permission. Provides an internship in an alcoholism and substance abuse treatment facility. Requires students to apply knowledge from course work in a variety of settings with people in varying stages of alcohol and substance abuse and dependence; and to gain experience in assessment, treatment planning, evaluation, making referrals, counseling, therapeutic treatment, and professional ethics. Satisfactory/Unsatisfactory Grading. 1-12 Cr.

HLS 210 First Aid and Community CPR for Athletics (A). Identifies the role of the coach/teacher responder and the Emergency Medical Service (EMS). Focuses on first aid management for life-threatening and non-life-threatening emergencies such as choking, respiratory cardiac arrest, bleeding, shock, temperature-related problems and injuries incurred during athletic activities. After successful completion, the student is eligible for American Red Cross Responding to Emergencies and Community CPR Certifications. (Required for NYS Teacher Certification in Physical Education and NYS Coaching Certification). 2 Cr.

HLS 301 Principles of Healthful Living (A). Focuses on lifestyle factors and their relationships to well-being, behaviors, and disease. Explores health content areas, defined by NYS Education Department. Includes these topics: drug use and abuse, nutrition, personal and community health, safety education (identifying dangerous environments, prevention of child abduction, fire, and arson), communication skills for productive relationships (i.e. conflict resolution), identifying and reporting suspected child abuse/maltreatment, and SAFE Schools Against Violence Education Legislation Certification. 3 Cr. Every Semester.

HLS 303 Environmental Health (A). Focuses on present and future issues regarding the people resource-pollution crises. Places specific emphasis on enhancing awareness and understanding of the environment’s impact on human health. Also addresses sustainable ethics and the individual’s ability to influence public policy. Examines the role of public health and education in the mitigation of environmental problems. 3 Cr. Every Semester.

HLS 306 Contemporary Issues in Health (A,D,I,Y). Provides for the identification and analysis of current critical health and health care issues in the US; focuses on ethical, legal, economic, and social implications of controversial health issues; and examines the dynamics of the American health care system from the perspective of the patient, consumer, and health care provider. 3 Cr. Every Semester.
HLS 311 Nutrition (A). Explores nutrients as they relate to digestion, transport, absorption, storage, and energy metabolism. Examines energy balance, weight management, and the physical and chemical composition of foods, including dietary adequacy and needs throughout the life cycle. Also addresses current nutritional issues and consumerism with application to personal nutritional status. 3 Cr. Every Semester.

HLS 312 Mental Health (A). Explores the concept of mental health, including various models and theories of mental health; emphasizes the importance of effective interpersonal communications, self-esteem, and the highlights practical aspects and underlying dynamics of personal growth. Studies information relevant to particular diverse groups including the elderly and handicapped, rape and suicide prevention, wife and child abuse, maltreatment and neglect. Fulfills the Child Abuse Detection Training requirement. 3 Cr. Every Semester.

HLS 313 Introduction to Safety (A). Surveys the causes of accidents in our society, how they occur, and the necessary action that has to be taken to avoid them. Devotes additional study to the impact accidents have on our economy, industry, and the psychology of accident causation. 3 Cr.

HLS 314 Family Life Science (A). Provides for the study of diverse family forms in the US today. Examines cultural and social factors affecting family life; explores how family dynamics affect the health of each individual, analyzes components of successful family life; and identifies common problems within families and strategies for their resolution. 3 Cr.

HLS 399 Independent Study in Health Science (A). To be defined in consultation with the instructor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Every Semester.

HLS 402 Women’s Health (A,W,Y). Cross-listed as WMS 402. Provides a study of women as healthy functioning human beings. Includes lecture and discussion with guest speakers (when available) to present positive information and insights on the anatomical, physiological, mental, spiritual, and emotional aspects of contemporary women. 3 Cr.

HLS 409 Introduction to Alcohol and Other Drugs (A). Introduces students to a variety of drug problems, including alcohol and tobacco, in contemporary society. Analyzes the diverse determinants (e.g., pharmacologic, behavioral, social, economic, historic) of these problems. Discusses effective substance abuse prevention and treatment strategies. 3 Cr.

HLS 410 Introduction to Health Care Administration (A). Provides an overview of health systems in this country, including the personal health care and public health sectors. Presents critical factors in the history, organization, delivery, and financing of health services. Places emphasis on identifying and analyzing current trends in the health field and their implication for health care administrators. 3 Cr. Fall.

HLS 411 Management Communications in Health Care Administration (A,Y). Provides an overview of health care communication issues essential in performing the managerial role. Includes a wide variety of topics that will enhance skill development in the areas of interpersonal, public speaking, and persuasive communication; meeting organization and management; and business letter, memo, and policy writing. Provides instruction in the use of graphics presentation software. 3 Cr. Fall.

HLS 412 Health Care Administration Planning (A). Investigates the planning process as applied to a health care setting. Includes these topics: assessing need, analyzing quantitative and qualitative data, health care law and regulations, the budgeting process, and process and outcome evaluation. Involves applying the planning process toward the preparation of a proposal. 3 Cr. Spring.

HLS 413 Risk Management (A). Identifies the risks within health care institutions in order to protect the assets of organizations, agencies and individual providers. Risk management will be explored as part of an organizational strategic response. Areas of risk will be identified, discussed and strategies developed to eliminate, mitigate, prevent and defend against errors. Course topics will include health care operations, regulations, corporate compliance, employer risks, patient communication and financing. 3 Cr.

HLS 418 Alcohol Use and Abuse (A). Examines patterns and symptomatology of alcohol use and abuse, the Medical Model/Disease Concept of Alcoholism, the DSM IV criteria for alcohol abuse and dependency, and other various models of alcohol use and abuse, including relapse prevention strategies. Explores theories of codependency, treatment modalities and evaluation methodologies for clinical and educational interventions. Also examines the significance of alcohol and other drugs as they impact the criminal justice, traffic safety, employee wellness, and adolescent health care systems. 3 Cr.

HLS 419 Human Sexuality (A,W,Y). Cross-listed as WMS 419. Provides each student with the opportunity to gain an awareness of him/herself and others as sexual beings. Examines sexual knowledge, attitudes and behaviors throughout
the various life stages in order to integrate human sexuality into one’s total health and well-being. 3 Cr. Every Semester.

HLS 421 Group Counseling Skills for Alcohol and Other Drugs (B). Prerequisite/corequisite: HLS 418 or HLS 409 (may be taken concurrently). Introduces students to the basic foundations of group dynamics and group therapy. Deals with the historical development of the group process, movement, stages and techniques of group therapy, curative aspects of the group process, interpersonal learning, and problems associated with group process. 3 Cr.

HLS 422 Individual Treatment Planning for Alcohol and Other Drugs (B,Y). Prerequisites/Corequisites: either HLS 418 or HLS 409 (may be taken concurrently). Introduces students to the elements of individualized treatment planning; provides in-depth coverage of client goal formulation; and requires writing and evaluation of attainable client objectives. Also examines the bio-psychosocial-spiritual aspects of the individualized treatment plan and client case management. 3 Cr.

HLS 423 Theories of Alcohol and Other Drugs (A). Prerequisite/corequisite: either HLS 418 or HLS 409 (may be taken concurrently). Reviews major contemporary theories on alcoholism and other addictions (disease model, psychoanalytic formulations, conditioning models, social learning analyses, family systems perspectives, socio-cultural view points, transtheoretical model (stages of change) and harm reduction. Critically evaluates the concepts and research generated from each perspective. Analyzes the usefulness of each theory in the practice of substance abuse prevention and counseling. 3 Cr.

HLS 424 Counseling Diverse Populations for Alcohol and Other Drugs (A,D,W,Y). Prerequisites/Corequisites: either HLS 418 or HLS 409 (may be taken concurrently). Prepares students for working in a counseling setting with alcohol/substance abusers having multiple emotional and developmental disabilities, criminal justice clients, and individuals from diverse population groups including Native Americans, Latinos, people of color, women, and gays/lesbians. 3 Cr.

HLS 425 Women and Safety (A,W,Y). Examines issues of violent crime and personal victimization, especially for women, and the implications for personal crime prevention. Includes an in-depth examination of these violent crimes (e.g.: sexual assault, relationship violence), followed by a focus on individual strategies for maintaining personal safety and reducing crime risks. Considers crime prevention for children and other special populations. 3 Cr.

HLS 426 HIV/AIDS: Issues and Implications (A,D,W,Y). Examines HIV/AIDS issues and implications facing the United States and the world today; provides an understanding of the disease, its perceived causes, pathways for transmission, and prevention strategies; and explores the development of educational strategies for schools and community agencies. 3 Cr.

HLS 428 Substance Abuse and the Criminal Justice System (A). Introduces students to the impact of alcohol and illicit substances on the criminal justice system. Discusses drug identification, administration, the psychopharmacology theories of alcohol and substance abuse, and investigation techniques. Also addresses the role of alcohol and substance abuse in the criminal justice system and law enforcement community. 3 Cr.

HLS 435 Evaluation and Assessment of Alcohol and Other Drugs (B). Prerequisite/corequisite: HLS 418 or HLS 409 (may be taken concurrently). Covers the theory and methodology of measurement, assessment and evaluation in alcohol and substance abuse and alcoholism and dependence. Studies the more widely researched and utilized methods of assessment: clinical interviews, structured interviews, and standardized instruments. Reviews instruments used in screening, diagnosis, treatment planning and neuropsychological evaluation. Also covers documentation, report writing and the ethics of assessment. Employs extensive use of clinical materials to illustrate uses and limitations of various techniques. 3 Cr.

HLS 445 Psychopharmacology of Alcohol and Other Drugs (B). Cross-listed as PSH 445. Prerequisite/corequisite: HLS 409 or HLS 418 (may be taken concurrently). Covers the effects of alcohol, sedatives, stimulants, opiates, hallucinogens and other drugs, especially their effects on the central nervous system, behavior and mood. Relates the pharmacokinetics and pharmacodynamics to intoxication tolerance, withdrawal, abuse and dependence of each drug. Includes the learning and motivational components of drug tolerance and addiction. 3 Cr.

HLS 450 Introduction to Global Health (A, D, I, Y). Provides an introduction to the nature of global health issues focusing on factors that determine health in the major geographical regions of the world. Covers topics of child and maternal health, nutrition, epidemiology of infectious diseases such as HIV/AIDS, tuberculosis, malaria. Includes discussions about international health agencies, NGOs, successful global health interventions and the Millennium Development Goals. Students will also complete a service learning project. 3 Cr.
HLS 455 Ethics in AOD (A). Helps students develop a personal framework for ethical action and become more effective in addressing ethical issues in the field of alcohol and drug dependency counseling. Uses the ethical standards of OASAS and NAADAC to build a theoretical framework for approaching ethical dilemmas in a systematic way. Intended to deepen awareness of new and emerging ethical issues and provide the tools necessary for the entry level professional. 3 Cr. Every Semester.

HLS 470 Health Implications of Stress (A). Involves a comprehensive study of research, theory, and empirical knowledge of the psychosomatic implications of stress on health and disease. Examines the nature of stress, and the effects of stress on the human organism, including an examination of physiological, psychological, and behavioral symptoms and changes. Also examines the causes of stress during various stages of life, as well as occupational and family sources of stress; and studies and allows for the practice of behavioral interventions and specific techniques. 3 Cr.

HLS 471 Childhood and Adolescent Stress (A). Provides an overview of stress and its effects on children and adolescents in today's society; the nature, symptoms, and causes of stress in children and adolescents; positive and negative ways children and adolescents manage stress; useful techniques for controlling and reducing stress in a healthful manner; and how parents, teachers, and health professionals can help young people manage stress. 3 Cr.

HLS 475 Computer Applications in Health Education (A,Y). Provides students with an introduction to the potential issues of microcomputers in the field of health education. Covers a range of hardware and examines general and specific software applications of microcomputer technology to the practice of health education. Explores important social, educational, legal, and ethical issues related to the use of technology in health education. 3 Cr. Every Semester.

HLS 488 Applied Biostatistics and Epidemiology (A). Provides an overview of descriptive and inferential statistics using computer software. Includes topics such as hypothesis testing and interpretation of data from health science and epidemiologic research, including the calculation of rates, sampling theory, and types of studies; and allows the student to better interpret the medical literature. 3 Cr.

HLS 489 Epidemiology (A). Provides an overview of the science of epidemiology regarding the understanding and management of disease. Topics include the examination of procedures to determine the existence and management of epidemics; the study of disease causation; the tracing of disease rates and other health indices; application of research findings to interventions; and the role of epidemiology in public health. Findings from major epidemiology studies will be reviewed. Students also will complete a service learning project. 3 Cr.

HLS 490 Selected Topics in Health Science (A). To be defined by the instructor in accordance with the specific topic to be covered that semester. May be repeated, but under another topic area in health science. Additional information may be obtained from the department. 1-6 Cr. Every Semester.

HLS 495 Health Education and Promotion Research Methods (A). Explores the topic of research in health education and health promotion, including research designs. Covers topics such as how to write a proposal for a research study, including review of literature, research questions/hypotheses, analysis and interpretation of qualitative and quantitative data. Includes discussions about instrumentation, experimental research, and ethical treatment of human subjects. 3 Cr.

HLS 496 Internship in Health Care Administration (A). Course fee. Prerequisites: HLS 410, HLS 411, HLS 412, HLS 413, HLS 488, BUS 335, BUS 365 and BUS 465 and a 2.5 GPA for all courses completed at The College at Brockport. Provides an administrative field work experience at a health care setting. Allows the student to apply course work knowledge and skills to a health care administrative problem. Involves completion of a major, negotiated project at the targeted organization. 1-9 Cr.

HLS 497 Intern Seminar for Alcohol and Other Drugs (A). Prerequisites: either HLS 418 or HLS 409; HLS 421, HLS 422, HLS 423, HLS 424, HLS 435, HLS 445, and HLS 455; 2.5 GPA for all courses completed at The College at Brockport. Designed to be taken concurrently with HLS 497 and HLP 498. Allows students to process their experience in the field in a clinical group supervision format. Addresses issues which present themselves within the internship setting, including situations with clients, peers, and supervisors. Covers ethics, confidentiality, and diversity issues. Satisfactory/Unsatisfactory Grading. 3 Cr.

HLS 499 Independent Study in Health Science (A). To be defined in consultation with the instructor-sponsor and procedures of the Office of Academic Advisement. 1-6 Cr. Every Semester.
DEPARTMENT OF HISTORY

133 Albert W. Brown Building
(585) 395-2377

Chair and Associate Professor: Alison M. Parker, PhD, Johns Hopkins University; Distinguished Teaching Professors: Arden Bucholz, PhD, University of Chicago; Owen S. Ireland, PhD, University of Pittsburgh; Professors: W. Bruce Leslie, PhD, Johns Hopkins University; Salahuddin Malik, PhD, McGill University; Associate Professors: John P. Daly, PhD, Rice University; Anne S. Macpherson, PhD, University of Wisconsin; Morag Martin, PhD, University of California-Irvine; Paul B. Moyer, PhD, The College of William and Mary; Kenneth P. O’Brien, PhD, Northwestern University; James Spiller, PhD, University of Wisconsin; Wanda E. Wakefield, PhD, SUNY Buffalo; Assistant Professors: Katherine Clark, PhD, Indiana University; Carl Davila, PhD, Yale University; Takashi Nishiyama, PhD, The Ohio State University; Meredith Roman, PhD, Michigan State University; Jose Torre, PhD, SUNY Binghamton.

The study of history lies at the heart of the liberal arts tradition, and has recently become an essential part of many pre-professional programs. At The College at Brockport, a student may study history as part of the General Education requirements, may encounter it as a requirement for another major, or may major in it to prepare for careers in public service, education, advertising, writing, or most positions requiring intellectual flexibility, breadth of perspective and an inquiring mind. History majors may go on to graduate school, either in history itself or in professional areas such as law or business. The Department of History at The College at Brockport offers a variety of courses designed to serve any of these ends.

I. History Major

The history major consists of 36 credits of history courses, 18 of which must be 300/400-level courses taken at The College at Brockport. Only courses in which a grade of “C” or higher is received are accepted as part of these requirements.

Students entering the College as transfers may be exempted from HST 101 and 102 if they have completed six credits in Western Civilization courses at another institution. All other requirements are the same.

A. Mandatory Core: Credits
1. HST 101 and 102 Ancient World, Modern World 6
2. HST 211 and 212 Early America, Modern America 6
3. One course from the following list: 3
   HST 335 The Roman Empire
   HST 336 Medieval Europe
   HST 337 Early Modern Europe
   HST 346 Renaissance and Reformation
   HST 347 Europe’s Long 19th Century
   HST 349 20th Century Europe
   HST 359 European Women
4. One course from the following list: 3
   HST 341 Middle East Crisis
   HST 361 History of Japan
   HST 363 Islam
   HST 365 Medieval Islam
   HST 375 Colonial Latin America
   HST 376 Modern Latin America
   HST 385 Asian Civilizations to 1600
   HST 386 Asian Civilizations from 1600
   HST 434 Modern Caribbean History
   HST 438 Women and Gender in Latin-American History
   HST 460 Modern Africa
   HST 462 Business, Technology and Culture in Modern Japan
B. Research Methods (HST 390)  
Prerequisites (three of the following): HST 101, 102, 211, 212.

C. Electives  
Any five history courses, including two 400-level courses, one of which must be designated "research intensive." HST 390 is a prerequisite for MANY 400 level courses.

Total: 36

II. History Major — Adolescence Social Studies Certification Track  
History majors seeking certification to teach adolescent social studies must complete the following track in the major. Students should consult the section of the catalog for Education and Human Development, Adolescent Teacher Certification, for other requirements.

A. World History Credits
   HST 101 Ancient World 3
   HST 102 Modern World 3

B. American History
   HST 211 Early America 3
   HST 212 Modern America 3

C. European History
   (One of the following) 3
   HST 335 The Roman Empire
   HST 336 Medieval Europe
   HST 337 Early Modern Europe
   HST 346 Renaissance and Reformation
   HST 347 Europe’s Long 19th Century
   HST 349 20th Century Europe
   HST 359 European Women

D. Research Methods 3
   HST 390 Research Methods

E. Asian History 3
   (One of the following)
   HST 361 Japan
   HST 385 Asian Civilizations to 1600
   HST 386 Asian Civilizations from 1600
   HST 487 Asian Survey

F. Latin American History 3
   (One of the following or HST 438 by advisement)
   HST 375 Colonial Latin America
   HST 376 Modern Latin America

G. African or Middle Eastern History 3
   AAS 320 Pre-Colonial Africa
   HST 341 Modern Middle East
   HST 460 Modern Africa
H. Advanced American History
HST 420 or 421
(One of the following) HST 411, 416, 417, 418, 419, 420, 421, 422, or another approved 400 level US history course

I. Advanced Social Studies Methods
EDI 468/HST 468 Teaching Social Studies Inclusively

Total: 36

IIa. Social Science Corequisites for teacher certification (12 credits)

A. African-American Studies, Anthropology or Sociology
(One of the following)
A course on Native Americans (ANT 301 or HST 310)
A course on African-American history or society
SOC 210 Social Problems

B. Economics (one of the following)
ECN 100 Contemporary Economic Problems
ECN 202 Principles of Economics-Macro

C. Geography
ESC 102 Elements of Geography

D. Political Science
PLS 113 American Political Systems

Total: 12

History Minor
The minor requires 18 history credits, at least nine of which must be upper-division. Only courses in which students earn a grade of “C” or higher satisfy these requirements. At least half of the credits must have been completed at The College at Brockport.

Phi Alpha Theta
The Department of History is proud to sponsor a chapter of Phi Alpha Theta, the international history honor society. Juniors and seniors who achieve academic excellence are inducted into the chapter each spring.

Departmental Honors
The department of history offers majors the option of earning Departmental Honors in History.

Department of History Courses

AMS 327 Survey of American History (A,V). Not open to students who have completed HST 211 or 212 or their equivalents. Will not count toward the major in history. Focuses on a narrative of American history through key events, turning points, and controversies. Lectures examine exploration, early colonization, the American Revolution, the Civil War, industrialization, immigration, World War II, and the cultural/social revolution of the Vietnam Era. 3 Cr.

GEP 170 Modern World Civilizations (A,G,O). Presents an overview of modern world civilizations including and comparing both western civilization and non-western civilization. Focuses on key events, turning points, and controversies. Lectures examine creation of empires, religions, global economic shifts, creation of literature and art, gender, race, interaction of cultures and peoples, warfare and conquest, and globalization. Not open to students who have completed HST 101 or 102. Does not count toward the major in History. 3 Cr. Every Semester.
Examines the changing relation of the West with the rest of the world. Explores classical traditions of the several world civilizations, the spread of world religions, construction of great empires and societies, and the multiple encounters among them. 3 Cr. Every Semester.

HST 102 Modern World (A,G,O). Cross-listed as HON 223. Conveys a global and comparative perspective on major themes in human history since roughly 1500 and situates the historical experience of the West within that framework. Focuses on the modern transformation of the West, its rise to global domination and the various challenges to that domination which have arisen over the past several centuries. 3 Cr. Every Semester.

HST 113 Introduction to Afro-American History (A,D). Cross-listed as AAS 113. Examines the historical experience and conditions of persons of African descent within the American historical milieu. 3 Cr. Every Semester.

HST 114 African-American Hist II 1865 to Present (A). This course will survey the history of African Americans from 1865 to the present, covering such themes as emancipation, reconstruction, migration, urbanization, community formation and development, the political and cultural movements of the 1960s and 1970s, affirmative action, the underclass, and the reparations debate. This course aims to make students aware of the historical conditions and development of people of African descent in the United States along with their contributions to American society. 3 Cr. Every Semester.

HST 211 Early America (A,V). Provides a basic narrative survey of American political, economic, social and cultural history with an emphasis on early America. Includes topics such as unity and diversity in American society, the development of common institutions and how they have affected different groups, and America's relationship to the rest of the world. 3 Cr. Every Semester.

HST 212 Modern America (A,V). Cross-listed as HON 212. Provides a basic narrative survey of American political, economic, social and cultural history with an emphasis on modern America. Includes topics such as unity and diversity in American society, the development of common institutions and how they have affected different groups, and America's relationship to the rest of the world. 3 Cr. Every Semester.

HST 220 The American Experience - Honors (A,V). Cross-listed as HON 220. Provides a narrative survey of American political, economic, social and cultural history. Honors course with selected topics defined by each instructor. Includes topics such as citizenship and democracy, unity and diversity in American society, gender, race and power in American politics, and US foreign policy. 3 Cr.

HST 301 Topics in American History (A). Cross-listed as AAS 211. Studies selected issues and topics according to student demand and faculty interest. Defined by the instructor in accordance with the specific topic offered that semester. 3 Cr.

HST 302 History of Science and Technology in America (A,I). Examines the changing relationships among science, technology and American society as it developed from rural colony into modern, urban and industrial power. Assesses how government and private institutions influenced scientific and technological development and how that development affected the ways Americans worked, consumed, recreated, communicated, traveled and made war. 3 Cr.

HST 303 Topics in World History. Topics vary according to instructor and/or student interest. 3 Cr.

HST 304 Sport in World History (A). Introduces students to the ways in which a study of sport can help illuminate their understanding of major issues in history. Through the lens of sport they will look at issues such as nationalism, classism, racism and sexism as they have occurred around the world and across time. Reinforces what students have learned earlier in terms of how to read a monograph, how to develop a bibliography, and how to locate and abstract a scholarly article. 3 Cr.

HST 305 The American Frontier (A). Explores the American frontier (both as a place and process) between 1490 and 1890. Main themes include the frontier as a zone of intercultural contact, the impact of the frontier on the evolution of American society, the transcontinental expansion of the United States, and historians' changing interpretations of the frontier experience. 3 Cr.

HST 310 American Indian History (A,D). Provides an overview of the history of North America's native people from the pre-Columbian period to present day. Addresses the diversity and commonalities of Indian culture and experience, the consequences of Indian-European contact, the nature of Indian-European relations and the evolution of Indian identity. 3 Cr.

HST 313 Slavery in the Antebellum South (A,D). Cross-listed as AAS 313. Provides a study of some of the dynamics of slavery in the South between 1800 and 1860. Includes firsthand accounts of observers and the political, economic and racial implications of this system. Compares
the US plantation slavery to other slave systems in the Americas. Encourages students to borrow from the disciplines of anthropology, sociology, literature, and economics, as well as from political and intellectual history. 3 Cr. Fall.

HST 324 Politics in America, 1780s-1990s: Sex, Race, Culture & Party (A,W,Y). Cross-listed as WMS 324. An analytical narrative of the interaction of sex, race, ethnicity, religion, culture and political party in American domestic politics, and its relationship with the world from the Founding Fathers to the Age of Reagan, 1780s-1990s. 3 Cr.

HST 327 American Military Experience Since 1900 (A). Following a chronological format, studies the relationship of military policy to foreign policy, the issue of war and peace, the conduct of diplomacy and military operations, the impact of technology on war and politics, organizational development of the armed forces, and the constitutional structure of civil-military relationships. 3 Cr. Spring.

HST 328 Women in America (A,D,W,Y). Cross-listed as WMS 328. Focuses on cultural images of American women, such as the Victorian lady, the flapper, and Rosie the Riveter, individual as well as organized resistance to conventional definitions of womanhood; and contemporary issues, including employment, reproductive freedom, and historiographical issues in women's history. 3 Cr.

HST 334 Ancient Greece (A). Uses a variety of secondary and primary sources (Herodotus/Thucydides) to understand the history of this first great Western civilization. Concentrating on Greek cultural expressions, such as the Olympic Games, students will learn how those cultural expressions have had resonance into the modern world. 3 Cr.

HST 335 The Roman Empire (A). Investigates reasons for the fall of the Roman Republic and the establishment of the Empire. Explores Rome's imperial administration and cultural achievements, Rome's relations to Persia and the barbarian tribes, and reasons for the decline of the Roman Empire in the West but not the East. 3 Cr.

HST 336 Medieval Europe (A). Introduces the social, cultural, religious, and intellectual life of medieval Europe from the fourth to the 15th centuries. Focuses on themes such as the ideals of piety, nobility, and chivalry that shaped medieval people's lives and how these changed or stayed the same over time. 3 Cr.

HST 337 Early Modern Europe (A). Explores European history from the wars of religion, to the rise of absolutism, to the French Revolution (1550-1800). Examines women's roles in society, witchcraft, colonialism, trade, popular culture, models of kingship, the Scientific Revolution and the Enlightenment. Emphasis on reading and discussion. 3 Cr.

HST 341 Middle East Crisis: Historical Perspective (A). Explores reasons for the recurrent crises in the Middle East and their global implications, especially for the United States. Concentrates on 20th Century events which have direct consequences on events in the Middle East today. 3 Cr. Spring.

HST 343 History of the Soviet Union (A,I). Highlights the multiple legacies of the Russian Empire; examines the Russian Revolution; explores the nature of the Stalinist regime; and seeks to explain the collapse of the Soviet Union. 3 Cr.

HST 344 Sex, Sin and Sorority: Women in Early American Republic (A,W,Y). Cross-listed as WMS 344. Explores the origins of the modern American woman. Seeks to describe and explain the ways women in America transformed their reproductive, productive, political, and personal lives during the first century of The Great American Republic, c. 1776-1876. Is aimed at a general audience and has no prerequisites. Entails lectures, reading, discussion, quizzes, and essay exams. 3 Cr.

HST 346 Renaissance and Reformation (course number was changed from 446/546 in May 2002) (A). Studies the origin and nature of the Renaissance, its evolution as a distinct cultural epoch, as well as its relationship to the mass religious movement known as the Reformation. Gives attention to the fine arts, literature, politics, economies and the intellectual climate of Europe between 1300 and 1600. 3 Cr.

HST 347 19th Century Europe (A). Surveys Europe's "long" 19th Century from 1789 to 1914. Includes the French Revolution and the Napoleonic era, industrialization, imperialism, the growth of liberal democracy, capitalism and its critics, Victorian culture, women's suffrage. 3 Cr.

HST 349 Europe in the 20th Century (A). Surveys Europe during the 20th century. Includes the emergence of racial nationalism, two world wars, decolonization, the rise and fall of communist regimes, and the impact of migration on European societies. 3 Cr.

HST 351 Nazi Germany (A). Explores the creation and destruction of Hitler's Germany within the context of 20th Century Europe, and the ironies and complexities of this modern human catastrophe. 3 Cr.

HST 354 American Film (A,W,Y). Cross-listed as WMS 354. Focuses on how American history has been presented on film. The course follows a chronological format and looks at important films
about the crucial eras and events in US history, such as the Civil War, the West and the Sixties, as well as the history of film-making itself. Stresses the ideological function of films and the contrast between how historians and films present the past. 3 Cr.

HST 355 Modern War: 1740-1939 (A). Studies the wars of the American and French Revolutions, Napoleon, the American Civil War and World War I. Emphasizes the theory and practice of modern war as it relates to technology, politics and the concepts of limited and unlimited warfare. 3 Cr.

HST 356 War Since 1945 (A). Studies the most recent ideas and varieties of war, including mechanized, guerrilla, nuclear and conventional warfare. Examines the Chinese Civil War, Korean War, the Vietnam War, and the wars in the Middle East. 3 Cr.

HST 357 Modern American Dream: Economics and US Society & Culture (A,I). Examines the critical influence of economics on American society and culture since the late 19th century. Looks at the modernization of agriculture, industry, and labor, the emergence of mass consumption, the economics of foreign policy, and the influence of economics on race, gender, ethnic, and class relations during this period. In short, examines the many factors that influenced how people imagined and strove for the “American Dream” of economic success. 3 Cr.

HST 358 Family and Social Change in American History (A,D,W,Y). Cross-listed as WMS 358. Focuses on family structures and strategies, challenges to patriarchal families, and changing views of marriage and motherhood. Includes consideration of Native-American, black and immigrant experiences. Explores issues such as the women's rights movement on families and working mothers, single parents, and alternative families. 3 Cr.

HST 359 History of European Women (A,W,Y). Cross-listed as WMS 359. Examines the history of European women since 1500, including traditional roles in political, economic, cultural and social life. Focuses on the changes over the centuries. 3 Cr. Spring.

HST 361 History of Japan (A). Studies Japanese political, economic and cultural history from the early Yamato state to the status as an economic superpower in the late 20th Century. 3 Cr. Fall.

HST 362 The History of World War II (A). Explores the major theaters and home fronts of World War II Europe, North Africa, Asia and the Pacific. Views war from several perspectives: military-strategic and tactical, political, economic, ideological and social. Examines reasons for the war, and the nature of total, unlimited and national warfare. 3 Cr.

HST 363 Islam (A). Explores the personality of Mohammed; his message; the evolution of classical Islam; its spread through Asia, Africa and Europe; the socio-economic expression of the Islamic ideal and its egalitarianism; the status of women; and the breakdown of a unified Islamic state. 3 Cr. Spring.

HST 364 History of Britain (A). Studies the major political, social, economic, religious, intellectual and cultural developments in Britain from pre-Roman times to the eve of the Industrial Revolution by emphasizing dynamics of change such as ideas, personalities, and general forces. 3 Cr. Spring.

HST 365 Medieval Islamic Civilization (A). Examines the first eight centuries of the Islamic era, which saw the zenith of Islamic civilization. Primary sources (in translation) and major secondary works provide a thorough overview of medieval Islamic culture, including examples of material culture-architecture, decorative arts, cityscapes-and scholarly and literary achievements (especially historians, poets, philosophers, religious scholars and the courtly milieu. 3 Cr.

HST 367 Gender in the Islamic World (A,D,I,W,Y). Cross-listed as WMS 361 and ANT 366. We explore the dynamic tension between beliefs about the nature and proper behavior of men and women, and actual practices in a variety of Islamic societies, both historically and in the contemporary world. Specific case studies and theoretical works by both Middle Eastern and Western authors highlight the challenges of studying the economic and social implications of gender in Islamic societies. 3 Cr. Spring.

HST 371 Brockport Career Exploration Course: History I (B). Cross-listed as BCE 348. Offers sophomores, juniors and seniors an opportunity for career exploration and skill development in history. 3 Cr. Every Semester.

HST 372 Brockport Career Exploration Course: History II (B). See description of HST 371. 3 Cr. Every Semester.

HST 375 Colonial Latin America (A). Covering 1450-1820, analyzes the dynamics of Spanish and Portuguese conquest in the “New World,” indigenous peoples’ active shaping of colonial rule, the importance of African slavery and race in colonial economies and societies, and the Catholic church’s regulation of gender relations. Examines regional diversity, colonialism’s enduring strengths, and the reasons for its rapid collapse in the independence wars of the 1810s. 3 Cr.

HST 376 Modern Latin America (A). Analyzes 19th- and 20th Century Latin America’s history of struggle against colonial legacies, as well as new forms of economic and military oppression

HST 378 European Women Since 1500 (A,W,Y). Focuses on relations during this period. In short, examines the many factors that influenced how people imagined and strove for the “American Dream” of economic success. 3 Cr.

HST 379 History of European Women (A,W,Y). Cross-listed as WMS 379. Examines the history of European women since 1500, including traditional roles in political, economic, cultural and social life. Focuses on the changes over the centuries. 3 Cr. Spring.

HST 380 Modern Latin America (A). Analyzes the crucial eras and events in US history, such as the Civil War, the West and the Sixties, as well as the history of film-making itself. Stresses the ideological function of films and the contrast between how historians and films present the past. 3 Cr.
associated with dependent capitalist development. Asks students to consider the meanings of national independence in a region sharply divided by race and class, where peasants, workers and women have fought for political rights, sometimes winning revolutions, and where foreign influences limit state autonomy. 3 Cr.

HST 384 Introduction to Central Asian History (A). Introduction to the history of the Central Asian Region, including Afghanistan and Iran, from the pre-Islamic era through the Mongol and Russian conquests to the establishment of the USSR in the 20th century. 3 Cr.

HST 385 Asian Civilization I, Antiquity to 1600 AD (A). Surveys the historical development of South and East Asian civilizations with emphasis on cultures of China, India, and Japan. Topics to be explored include the origins of East and South Asian civilizations, and their influence on neighboring areas, the origins of major thought systems in the Asian civilizations, and the development of national unity before 1600 AD. 3 Cr. Fall.

HST 386 Asian Civilization II (A). This course surveys the historical development of Asian civilizations with emphasis on China, India, and Japan with some reference to Korea and Vietnam. Topics to be explored include 1) the decline of pre-European South and East Asian empires; 2) the emergence of nation-states in Asia during the 19th and 20th centuries; and 3) the involvement of the United States in the transformation. 3 Cr.

HST 388 Traditional China (A). Studies the development and continuity of Chinese history from antiquity to 1600, emphasizing the historical foundations of Chinese civilization; chronologically examines significant historical trends; and critiques the late Ch'ing period and factors leading to reform, rebellion and revolution. 3 Cr. Fall.

HST 389 Modern China (A). Studies the history of China from 1600 to the aftermath of the economic and social reforms of the late 20th Century: the issues of nationalism, militarism, war, and Marxism-Leninism; the rise of the Communist Party and the role of Mao Zedong; and salient political and socioeconomic developments since 1949. 3 Cr. Spring.

HST 390 Research Methods (A,Y). Required seminar for all history majors. Introduces student to the elements of historical methods and research, resulting in a major research paper and a formal oral presentation. Topics vary according to instructor. Best taken in junior year after having taken at least one 300-level course. 3 Cr. Every Semester.

HST 399 Independent Study in History (A). Arranged in consultation with the instructor-sponsor and in accordance with the procedures of Office of Academic Advisement prior to registration. 1-3 Cr. By Arrangement.

HST 401 Topics in American History (A). Studies selected issues and topics according to student demand and faculty interest. Defined by the instructor in accordance with the specific topic offered that semester. 3 Cr.

HST 404 Topics in World History (A). Studies selected issues and topics according to student demand and faculty interest. Defined by the instructor in accordance with the specific topic offered that semester. 3 Cr.

HST 407 American Environmental History (A). Examines the changing relationship between people and the natural environment over the course of American history. Focuses on how agriculture, resource extraction, nature conservation, industrial production and urbanization and suburbanization created opportunities for and limitations on American economic and social activity. 3 Cr.

HST 408 Landmark US Supreme Court Decisions (A). Familiarizes participants with central questions brought before the US Supreme Court, and has them analyze how politics played a role in determining the outcome and enforcement of various cases 1800 to the present. 3 Cr.

HST 411 The New York Experience (A). Prerequisite: HST 211 or HST 212. Explores New York State history from the hegemony of the Iroquois to today, including New York as a microcosm of national experience, cultural pluralism, economic development and politics. 3 Cr.

HST 415 Natives and Newcomers (A). Explores the context and consequences of Indian-European contact in North America (c. 1500-1840). Topics include the nature of pre-contact Native societies; the encounter of Indian and European cosmologies, economies, and methods of warfare; and the relationship between Indian-European contact and developing constructs of race, gender, and identity. 3 Cr.

HST 416 Colonial North America (A,D). Pre-requisites: HST 211 and HST 390. Examines the history of North America from the advent of European expansion to the collapse of Europe's North American empires (c. 1400-1800). Focuses on cultural encounters and exchange between Indian, European and African peoples; European methods of colonization; the struggle for imperial domination in North America; and the evolution of colonial societies with particular emphasis on Britain's North American colonies. 3 Cr.

HST 417 The American Revolution (A,D,W,Y). Prerequisites: HST 390 and HST 211. Provides a study of the socio-political dimensions of American history from the beginning of the Revolution...
through the creation of the new nation, the Constitution, and the emergence of national-level politics. 3 Cr.

HST 418 The Early Republic (A). Prerequisites: HST 211 and HST 390. Examines in-depth the young American nation from 1800 to 1848, the ages of Jefferson and Jackson. Focuses on the market revolution and the transforming social and political changes that followed in its wake and prepared the way for Civil War. 3 Cr.

HST 419 Civil War and Reconstruction (A). Cross-listed as AAS 419. Prerequisites: HST 211 and HST 390. Provides an intensive study of the Civil War era (1848-1877). Surveys the breakdown of the American institutions that led to the Civil War, followed by an examination of the War itself and its controversial aftermath in the Reconstruction era. 3 Cr.

HST 420 America from its Centennial to Pearl Harbor (A). Prerequisite: HST 212 and HST 390. Examines the period of dramatic change unleashed by America's precipitous transformation from rural, agrarian, Protestant society into an urban-industrial giant reshaped by immigration. Explores the impact of these forces on the American economy, family life, religion, politics, education and international role. Culminates with the Great Depression leading into the New Deal and WWII. 3 Cr.

HST 421 America Since 1929 (A). Prerequisite: HST 212. Uses the Depression as a watershed and then examines American society to the present. Features political change from Roosevelt to Reagan, foreign policy from Pearl Harbor to the present, and the evolution of popular culture since the 1920s. Also gives attention to economic and social developments. 3 Cr.

HST 422 History of American Education (A). Expecting education to cure social problems and shape cultural identities while promoting individual mobility and social cohesiveness, Americans have long placed education at the center of national life. Examines the evolution of American schools and educational beliefs within the context of social, cultural, political and economic change, and places American education into an international perspective. Prerequisite: HST211 or HST212. 3 Cr.

HST 424 The United States and the World (A). Bursting onto the international scene in the late 19th Century, the United States became the most influential society in history in the course of the next century. In turn, America's growing international role placed new pressures on its institutions and beliefs. Examines the dramatic trajectory through America's cultural, diplomatic, America's economic, educational and political relations with other societies as well as the implications for American Society. 3 Cr.

HST 426 American Cultural History 1865-Present (A). Prerequisite: HST 390 or instructor's permission. Examines the emergence of modern American culture between the late 19th and early 21st centuries. Focuses on how nationalism and war, race and gender, industrial production and consumption, science and technology and mass education and entertainment affected the way Americans identified themselves and made sense of their world. 3 Cr. Spring.

HST 434 Modern Caribbean History (A). Prerequisites: HST 102 and HST 212. As an advanced course, covers the French, Spanish, and British Caribbeans since the Haitian Revolution of the 1790s. Investigates how slavery and abolition, colonialism and nationalism, social and cultural movements, racism and dependency have forged this fascinating and paradoxical region. Considers questions of identity, especially for Afro-Caribbean women and men, in comparative framework. 3 Cr.

HST 438 Women and Gender in Latin American History (A). Cross-listed as WMS 438. As an advanced course, examines the diversity of Latin-American and Caribbean women's experiences from the Iberian conquest to the 20th -century. Analyzes the gender dynamics of colonial, national, dictatorial and revolutionary states, economies and cultures, and the importance of women's movements and feminism. Includes discussion of Latina history in the US and of Latin-American and Caribbean masculinity in historical perspective. 3 Cr.

HST 441 World War I (A). Explores the military aspects of the Great War (1914-18): the causes of the war, the German offensive, the Western and Eastern fronts, sea battles, technology and warfare, the entry of the United States, the disintegration of Czarist Russia, and the movements for peace. 3 Cr.

HST 442 War & Terrorism (A). Seminar discussing the meanings of and reasons for war and terror, and the linkages between them. 3 Cr.

HST 444 Medieval Women (A). Cross-listed as WMS 444. Prerequisite: HST 101 and HST 390. Studies European Middle Ages, ca. 500-1500, particularly as women experienced them. Examines the perceptions medieval society fostered about gender; analyzes factors such as social class, work and professional status, legal structures, and sexuality and compares/contrasts their effect on women's and men's lives. 3 Cr.

HST 445 The High Middle Ages (A). A Study of the European experience from the First Crusade to the Black Plague, the general crises of the mid-14-
th Century, and the new institutions of a rapidly expanding European culture. 3 Cr.

HST 447 Revolutions and Revolutionaries in the Modern World (A). Investigates the critical role revolutions and revolutionaries have played in shaping the modern world from the late 18th through the 20th century. Using a comparative framework, it interrogates definitions and theories of revolution, explores who historically is attracted to revolutions, examines the historical processes which have converged to realize revolutions, and questions the types of societies, cultures and leaders revolutions have produced. 3 Cr.

HST 448 The French Revolution (A). Considers the Revolution’s origins in the Old Regime and the Enlightenment before examining its political and cultural development as well as its immediate aftermath in the Napoleonic era and its influence on Europe in the 19th Century. 3 Cr.

HST 452 Religion in American Civilization (A). Historical analysis of the role of religious ideas and movements as they have influenced and shaped the American experience and in turn been influenced by unique features of American life. 3 Cr.

HST 453 Study Tour of Islamic Spain and Morocco (A). Open to undergraduate and graduate students in any discipline, this study-tour introduces students to the rich cultural and historical legacy of the Islamic era in Spain, through visiting sites in Islamic Spain and Morocco, along with readings, lectures, cultural events and discussion. Tour includes visits to Cordoba, Seville, Granada and Toledo, as well as Tetuan, Fez and Tangier in Morocco. 3 Cr. Summer.

HST 460 Modern Africa (A,I). Cross-listed as AAS 460. As a course in 20th Century African history, surveys major patterns of pre-colonial Africa and examines the colonial experience and African struggles for independence. Also explores the problem of “development” in post-colonial African states. 3 Cr.

HST 462 Business, Technology and Culture in Modern Japan (A). This course explores how and why Japan, a late-comer to modernization at the turn of the 20th century, emerged as an industrial power and the world’s second-richest nation after 1945. We are particularly concerned with the historical development of science, technology, and business in Japan, giving particular attention to the interplays between technology transfer, ideology, and culture. 3 Cr.

HST 467 Modern South Asia (A). Surveys the background of South-Asian nations under European colonialism and the movement to independence. Also examines the post-independence problems of the area and the contemporary impact of these nations on the world. 3 Cr.

HST 470 Consumerism in Europe and the World, 1600-Present (A). Introduces students to the theory and history of consumerism in Europe, America and globally. Students will read novels, monographs and articles pertaining to the history of shopping, advertising, fashion, globalization, cultural dissemination and effects on workers. 3 Cr.

HST 471 Al-Andalus: History and Legacy (A). This reading-intensive course introduces you to the political and cultural history of al-Andalus through studying some of the major secondary works on this remarkable era, as well as by exploring the rich heritage of literature and material culture that has survived and continues to influence both the Arab-Islamic and European civilizations in many ways. 3 Cr.

HST 472 Jihad (A). Designed to familiarize students with the roots of the concept of Jihad in the Qur’an, Traditions and Islamic Law, as well as historical examples that illustrate the various cultural-political meanings attaching to this complex and difficult subject. 3 Cr.

HST 477 Asian Survey (A). Surveys Asian cultures through films, slides, lectures, and textbooks. Using a chronological and regional approach, focuses on the unity and diversity of the peoples and cultures of China, South Asia, Southeast Asia, and the Middle East. 3 Cr.

HST 491 Senior Seminar (A). Advanced research seminar for senior History majors. Topics vary by instructor. May be offered in conjunction with the Honors program. 3 Cr.

HST 499 Independent Study in History (A). Arranged in consultation with the instructor-sponsor and in accordance with procedures of the Office of Academic Advisement prior to registration. 1-6 Cr. Every Semester.