

# CUNY GRADUATE CENTER



**Bulletin**  
**2022-23**

# Bulletin

The Graduate Center

The City University of New York

2022–23

Volume Forty-Five / **NUMBER ONE**

365 Fifth Avenue, New York, NY 10016-4309

[www.gc.cuny.edu](http://www.gc.cuny.edu)

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Admissions Office: 1.212.817.7470

(TDD users should call the New York Relay Center at 1.800.662.1220.)

**NOTICE OF POSSIBLE CHANGES**

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.

**ACCREDITATION**

The City University of New York is registered by the New York State Department of Education: Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; Telephone: 1.518.474.5851; <http://www.nysed.gov/heds/IRPSL1.html>. The Graduate Center has been accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools since 1961, last reaffirmed in 2021. See <https://www.gc.cuny.edu/institutional-research-and-effectiveness/assessment-and-evaluation/middle-states-accreditation>.

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## THE GRADUATE CENTER CALENDAR 2022-23

### FALL 2022

- July 30 (Sat.).....Financial aid registration deadline: Last day for students to register full time in order to ensure fellowship payment during the first week of classes.
- August 1 (Mon.).....Deadline for filing readmission and last day for non-matriculated and auditor students to file an application for Fall 2022.
- August 15 (Mon.).....Registration begins for newly admitted matriculated students at 9:30 a.m.
- August 17 (Wed.).....Last day to apply for a leave of absence for Fall 2022.
- August 19 (Fri.) .....Registration begins for nondegree and permit students.
- August 24 (Wed.).....Last day to drop a course with 100% refund.  
Last day to file an ePermit request.
- August 25 (Thurs.).....First day of the Fall 2022 semester.  
All students who register on or after this day must pay tuition and fees in full at that time, including a \$25 late registration fee. Students making adjustment to an already existing enrollment on or after this day will be assessed an \$18 program adjustment fee. 75% refund period begins.
- August 31 (Wed.) .....Last day to register for Fall 2022 courses without permission.  
Last day to drop a course with 75% refund.
- September 1 (Thurs.) .....50% refund period begins.
- September 2-5 (Fri.-Mon.) .....No classes scheduled.
- September 5 (Mon.).....Labor Day observed. The Graduate Center is closed.
- September 7 (Wed.) .....Last day to drop a course with 50% refund.
- September 8 (Thurs.) .....25% refund period begins.
- September 14 (Wed.) .....Last day to drop a course with a 25% refund.  
Last day to drop a course without a grade of "W" appearing on your transcript.  
Last day to add a course with special permission.  
Deadline for level changes.
- September 15 (Thurs.).....Last day to deposit dissertation or thesis for September 30, 2022, degree.  
A grade of "W" will be assigned to students who officially withdraw from a course.
- September 26-27 (Mon.-Tues.) ....No classes scheduled.
- September 29 (Thurs.).....Classes follow Monday schedule.
- October 4-5 (Tues.-Wed.).....No classes scheduled.
- October 10 (Mon.).....The Graduate Center is closed.
- November 24-27 (Thurs.-Sun.)....The Graduate Center is closed.
- December 14 (Wed.).....Reading Day.  
Last day to withdraw from a course with a grade of W.
- December 15-21 (Thurs.-Wed.) ....Fifteenth week of the semester including Final Examination Period.
- December 21 (Wed.).....End of Fall 2022 semester.
- December 27 (Tues.).....Final grade submission deadline.

**SPRING 2023**

- November 29 (Tues.) .....Registration begins for the Spring 2023 semester for those matriculated students enrolled in the Fall 2022 semester.
- December 31 (Sat.).....Financial aid registration deadline: Last day for students to register full time in order to ensure fellowship payment during the first week of classes.
- January 2 (Mon.).....Deadline for filing for readmission and last day for non-matriculated and auditor students to file an application for the Spring 2023 semester.
- January 13 (Fri.) .....Deadline for filing intent to graduate with a February 1, 2023, degree.
- January 16 (Mon.).....The Graduate Center is closed.
- January 17 (Tues.).....Registration for new matriculated students. Last day to apply for a leave of absence for Spring 2023.
- January 20 (Fri.) .....Registration for non-matriculants, readmits, and permit students.
- January 24 (Tues.) .....Last day to drop for 100% tuition refund. Last day to file ePermit request.
- January 25 (Wed.).....First day of classes for the Spring 2023 semester.  
All students who register on or after this day must pay tuition and fees in full at that time, including \$25 late registration fee. Students making adjustment to an already existing enrollment on or after this day will be assessed an \$18 program adjustment fee.
- January 31 (Tues.) .....Last day to deposit dissertation or thesis and file for a February 1, 2023, degree.  
Last day to register for Spring 2023 courses without permission.  
Last day to drop for 75% tuition refund.
- February 7 (Tues.).....Last day to drop for 50% tuition refund.
- February 12-13 (Sun.-Mon.) .....The Graduate Center is closed.
- February 14 (Tues.) .....Last day to drop for 25% tuition refund.  
Deadline to add a course with permission or drop (without the grade of "W" appearing on the student record).  
All changes that may affect student billing must be completed by this date (including level and residency changes).  
No petitions for changes will be accepted after this date.
- February 15 (Wed.).....Grade of W is assigned to students who officially withdraw from a course.
- February 20 (Mon.) .....The Graduate Center is closed.
- April 4 (Tues.) .....Last day to submit intent to deposit a dissertation, thesis, or capstone project for a May 2023 degree.
- April 5-13 (Wed.-Thurs.).....Spring Recess.
- April 28 (Fri.).....Last day to deposit dissertation or thesis for a May 2023 degree.
- May 12 (Fri.).....Reading Day.
- May 16 (Tues.).....Last day to withdraw from a course with a grade of W.
- May 17-23 (Wed.-Tues.) .....Fifteenth week of the semester including Final Examination Period.
- May 23 (Tues.).....End of Spring Term.

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The City University of New York (CUNY) provides high-quality, accessible education for more than 269,000 degree-credit students and 247,000 adult, continuing, and professional education students at 24 campuses across New York City.

The University is an integrated system of senior and community colleges, graduate and professional schools, research centers, institutes, and consortia. From certificate courses to Ph.D. programs, CUNY offers postsecondary learning to students of all backgrounds. It provides the city with graduates trained for high-demand positions in the sciences, technology, mathematics, teaching, nursing, and other fields. As CUNY has grown, the University also has strengthened its mission as a premier research institution, building an array of modern facilities and expanding the ranks of its world-class faculty.

Although the University was created in 1961, its history dates back to 1847, when City College was established. Its mission today is as it was then, to “educate the whole people”—to uphold a commitment to academic excellence while providing equal access to and opportunity for education. Over the years, other public colleges joined City College: Hunter College (1870), Brooklyn College (1930), Queens College (1937), New York City College of Technology, founded as New York City College (1947), the College of Staten Island, founded as Staten Island Community College (1955), Bronx Community College (1957), Queensborough Community College (1958), and the Graduate School and University Center (1961), also known as the CUNY Graduate Center. In 1961 all these institutions were incorporated into The City University of New York. Other institutions to join the CUNY system since 1961 are Borough of Manhattan Community College (1963), Kingsborough Community College (1963), John Jay College of Criminal Justice (1964), Richmond College, now part of the College of Staten Island (1965), York College (1966), Baruch College (1968), Lehman College (1968), Medgar Evers College (1968), LaGuardia Community College (1968), Hostos Community College (1970), the CUNY Baccalaureate (1971), the Macaulay Honors College (2001), the CUNY School of Professional Studies (2003), the CUNY Graduate School of Journalism, now the Craig Newmark Graduate School of Journalism at CUNY (2006), the New Community College, now the Stella and Charles Guttman Community College (2012), and the CUNY School of Labor and Urban Studies (2018).

Throughout its history, the University has been an integral part of the city and state through partnerships with public schools, economic development initiatives, immigration aid and financial advice services, and other community outreach programs. Today, CUNY faculty and staff members continue to benefit New York City—as well as the entire nation—by serving as policy experts to business and government and advisers to nonprofit institutions, civic organizations, and community groups. Students, too, are strongly encouraged to experience the cultural, educational, and community-based opportunities of the five boroughs through a network of internships and fellowships, and to embrace the city as their campus.

Among CUNY’s 6,700 full-time faculty are internationally recognized experts in nearly every academic field. Many faculty members combine outstanding academic credentials with significant real-world experiences, and are regularly recognized with fellowships, grants, and awards. CUNY students also continue to reflect remarkably diverse backgrounds, with family heritage linked to over 205 countries. More than 40 percent of CUNY’s undergraduates were born outside the United States, about 44 percent are first-generation Americans, and about 20 percent are the first in their families to attend college. And the University’s long list of distinguished alumni includes 12 Nobel Laureates, among the highest number from any public university.

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## THE CUNY GRADUATE CENTER

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[www.gc.cuny.edu](http://www.gc.cuny.edu)

The Graduate Center is the focal point for advanced teaching and research at The City University of New York (CUNY), the nation's largest urban public university. With over 40 doctoral and master's programs of the highest caliber, the Graduate Center fosters pioneering research and scholarship in the arts and sciences and prepares students for careers in universities and the private, nonprofit, and government sectors. The Graduate Center's commitment to research and scholarship for the public good is exemplified by its more than 30 centers, institutes, and initiatives, including its Advanced Science Research Center, a 200,000-square-foot facility designed to promote collaboration among scientists in five areas of global research and innovation: environmental sciences, nanoscience, neuroscience, photonics, and structural biology. The Graduate Center benefits from highly ambitious and diverse students and alumni—who in turn teach hundreds of thousands of undergraduates every year. Through its public programs, the Graduate Center enhances New York City's intellectual and cultural life.

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# THE CUNY SENIOR COLLEGES AND PROFESSIONAL SCHOOLS

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## *Graduate Schools and Professional Schools*

### **CITY UNIVERSITY SCHOOL OF LAW AT QUEENS COLLEGE**

2 Court Square, Long Island City, NY 11101-4356

1.718.340.4200

[www.law.cuny.edu](http://www.law.cuny.edu)

### **CRAIG NEWMARK GRADUATE SCHOOL OF JOURNALISM AT CUNY**

219 West 40th Street, New York, NY 10018

1.646.758.7700

[www.journalism.cuny.edu](http://www.journalism.cuny.edu)

### **CUNY SCHOOL OF LABOR AND URBAN STUDIES (SLU)**

25 West 43rd Street, 19th Floor, New York, NY 10036

1.212.827.0200

[www.slu.cuny.edu](http://www.slu.cuny.edu)

### **CUNY SCHOOL OF PROFESSIONAL STUDIES**

119 West 31st Street, New York, NY 10001

1.212.652.2869

[www.sps.cuny.edu](http://www.sps.cuny.edu)

### **CUNY GRADUATE SCHOOL OF PUBLIC HEALTH & HEALTH POLICY**

55 West 125th Street, New York, NY 10027

1.646.364.9600

[www.sph.cuny.edu](http://www.sph.cuny.edu)

### **THE CUNY GRADUATE CENTER**

365 Fifth Avenue, New York, NY 10016-4309

1.212.817.7000

[www.gc.cuny.edu](http://www.gc.cuny.edu)

## *Senior Colleges*

### **BERNARD M. BARUCH COLLEGE**

One Bernard Baruch Way, New York, NY 10010

1.646.312.1000

[www.baruch.cuny.edu](http://www.baruch.cuny.edu)

### **BROOKLYN COLLEGE**

2900 Bedford Avenue (at Avenue H), Brooklyn, NY 11210

1.718.951.5000

[www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu)

### **THE CITY COLLEGE**

160 Convent Avenue (at 138th Street), New York, NY 10031

1.212.650.7000

[www.ccny.cuny.edu](http://www.ccny.cuny.edu)

**COLLEGE OF STATEN ISLAND**

2800 Victory Boulevard, Staten Island, NY 10314

1.718.982.2000

[www.csi.cuny.edu](http://www.csi.cuny.edu)

**HUNTER COLLEGE**

695 Park Avenue, New York, NY 10065

1.212.772.4000

[www.hunter.cuny.edu](http://www.hunter.cuny.edu)

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

524 West 59th Street, New York, NY 10019

1.212.237.8000

[www.jjay.cuny.edu](http://www.jjay.cuny.edu)

**HERBERT H. LEHMAN COLLEGE**

250 Bedford Park Boulevard West, Bronx, NY 10468

1.718.960.8000

[www.lehman.cuny.edu](http://www.lehman.cuny.edu)

**MEDGAR EVERS COLLEGE**

1650 Bedford Avenue, Brooklyn, NY 11225

1.718.270.4900

[www.mec.cuny.edu](http://www.mec.cuny.edu)

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

300 Jay Street, Brooklyn, NY 11201

1.718.260.5500

[www.citytech.cuny.edu](http://www.citytech.cuny.edu)

**QUEENS COLLEGE**

65-30 Kissena Boulevard, Flushing, NY 11367-1597

1.718.997.5000

[www.qc.cuny.edu](http://www.qc.cuny.edu)

**YORK COLLEGE**

94-20 Guy R. Brewer Boulevard, Jamaica, NY 11451

1.718.262.2000

[www.york.cuny.edu](http://www.york.cuny.edu)

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# CUNY GRADUATE PROGRAMS

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## GRADUATE CENTER PROGRAMS

The following list contains the names of Graduate Center programs that have been registered with the New York State Education Department (NYSED) and assigned HEGIS code numbers in compliance with state requirements.

PROGRAM	AWARD	HEGIS
Africana Studies	ADV. CRT.	0305
American Studies	ADV. CRT.	0313
Anthropology	PH.D. M.PHIL.	2202
Art History	PH.D. M.PHIL.	1003
Astrophysics	M.S.	1912
Audiology	AU.D.	1220
Biochemistry	PH.D. M.PHIL.	0414
Biography and Memoir	M.A.	1599
Biology	PH.D. M.PHIL.	0401
Business	PH.D. M.PHIL.	0501
Chemistry	PH.D. M.PHIL.	1905
Classics	PH.D. M.A. M.PHIL.	1504
Cognitive Neuroscience	M.S.	2002
Comparative Literature	PH.D. M.A. M.PHIL.	1503
Computer Science	PH.D. M.PHIL.	0701
Criminal Justice	PH.D. M.PHIL.	2105
Critical Theory	ADV. CRT.	4903
Data Analysis and Visualization	M.S.	4903
Data Science	ADV. CRT. M.S.	0702
Demography	ADV. CRT.	2215
Digital Humanities	M.A.	4903
Earth and Environmental Science	PH.D. M.PHIL.	1917
Economics	PH.D. M.PHIL.	2204
Educational Psychology - General	PH.D. M.PHIL.	0822
Educational Psychology - School	PH.D. M.PHIL.	0822
Engineering: Biomedical Engineering	PH.D. M.PHIL.	0905
Engineering: Chemical Engineering	PH.D. M.PHIL.	0906
Engineering: Civil Engineering	PH.D. M.PHIL.	0908
Engineering: Electrical Engineering	PH.D. M.PHIL.	0909
Engineering: Mechanical Engineering	PH.D. M.PHIL.	0910
English	PH.D. M.PHIL.	1501
Film Studies	ADV. CRT.	1010
French	PH.D. M.PHIL.	1102
Global Early Modern Studies	ADV. CRT.	2299
History	PH.D. M.A. M.PHIL.	2205
International Migration Studies	M.A.	2299
Interactive Technology and Pedagogy	ADV. CRT.	0799
Latin American, Iberian, and Latino Cultures	PH.D. M.PHIL.	1105
Liberal Studies	M.A.	4901
Linguistics	PH.D. M.A. M.PHIL.	1505
Mathematics	PH.D. M.PHIL.	1701
Medieval Studies	ADV. CRT.	2299
Middle Eastern Studies	M.A.	0309
Music	PH.D. M.PHIL.	1005
Music - Composition	D.M.A.	1004.1

PROGRAM	AWARD	HEGIS
Music - Performance	D.M.A.	1004
Nanoscience	M.S.	1901
Nursing	PH.D.	1203
Nursing Science	DNS	1203
Philosophy	PH.D. M.A. M.PHIL.	1509
Philosophy of Art	ADV. CRT.	1509
Physical Therapy	DPT	1212
Physics	PH.D. M.PHIL.	1902
Political Science	PH.D. M.A. M.PHIL.	2207
Psychology: Behavior Analysis	PH.D. M.PHIL.	2002
Psychology: Biopsychology and Behavioral Neuroscience	PH.D. M.PHIL.	2010
Psychology: Clinical	PH.D. M.PHIL.	2003
Psychology: Clinical Forensic	PH.D. M.PHIL.	2099
Psychology: Cognition, Brain, and Behavior	PH.D. M.PHIL.	2002
Psychology: Cognitive Neuroscience	PH.D. M.PHIL.	2002
Psychology: Developmental	PH.D. M.A. M.PHIL.	2009
Psychology: Environmental	PH.D. M.A. M.PHIL.	2005
Psychology: Experimental Forensic	PH.D. M.PHIL.	2002
Psychology: General	PH.D. M.PHIL.	2001
Psychology: Health Psychology and Clinical Sciences	PH.D.	2003
Psychology: Industrial and Organizational	PH.D. M.PHIL.	2008
Psychology: Neuropsychology - Clinical	PH.D. M.PHIL.	2010
Psychology: Neuropsychology - General	PH.D. M.PHIL.	2010
Psychology: Social Personality	PH.D. M.A. M.PHIL.	2005
Public Health	DPH	1214
Quantitative Methods in Social Sciences	M.S.	1701
Social Welfare	PH.D. M.PHIL.	2104
Sociology	PH.D. M.PHIL.	2208
Speech-Language-Hearing Sciences	PH.D. M.PHIL.	1220
Theatre and Performance	PH.D. M.PHIL.	1007
Urban Education	PH.D. M.PHIL.	0899
Women's Gender Studies	M.A.	4903
Women's Studies	ADV. CRT.	4903

### CUNY MASTER'S PROGRAMS

Information about other CUNY master's degrees can be found at <https://www2.cuny.edu/admissions/graduate-studies>. Individual colleges may also be accessed by going to <https://www.cuny.edu>.

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## UNIVERSITY CENTER PROGRAMS

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### **CRAIG NEWMARK GRADUATE SCHOOL OF JOURNALISM AT CUNY**

219 West 40th Street

New York, NY 10018

1.646.758.7800

<https://www.journalism.cuny.edu>

The Craig Newmark Graduate School of Journalism at CUNY offers two Master of Arts degrees: a three-semester M.A. in Journalism and a four-semester M.A. in Entrepreneurial Journalism. Both are full-time programs with a paid summer internship between the second and third semesters. The School is located next door to the headquarters of the *New York Times* and a mere 15-minute walk from the Graduate Center.

As the journalism profession reinvents itself for the digital age, the CUNY J-School is at the forefront of equipping the next generation of journalists with the tools to find stories and tell them effectively—using print, broadcast, visual, interactive, and social media. Candidates for the M.A. in Journalism choose one of five subject specialties: arts and culture, business and economics, health and science, international, or urban reporting. Entrepreneurial students spend the fourth semester studying a blend of business, technology, and journalism while they develop their own startup projects.

### **CUNY BACCALAUREATE FOR UNIQUE AND INTERDISCIPLINARY STUDIES**

The Graduate Center, Suite 6412

365 Fifth Avenue

New York, NY 10016

1.212.817.8220

<https://cunyba.gc.cuny.edu>

In the late 1960s, a group of faculty and students suggested that CUNY allow individual faculty and students to define their own programs of study, with access to courses across campuses. On February 22, 1971, the NYS Board of Higher Education agreed, authorizing first a University-wide B.A. and, soon after, a B.S. First known as the CUNY Baccalaureate Program and renamed in 2008 the CUNY Baccalaureate for Unique and Interdisciplinary Studies, the degree is commonly called CUNY BA or CUNY Baccalaureate. Since CUNY BA's establishment, the program has been housed, operated, and accredited under the auspices of the CUNY Graduate School and University Center, which authorizes the degree on behalf of the University. CUNY BA is an individualized degree intended for highly motivated, academically strong students who have well-formulated academic and career goals and the vision and drive to design, with faculty mentors, their own areas of concentration. This degree is for students who wish to pursue areas of concentration not available as majors at any of the four-year CUNY colleges. Sixty-five percent of CUNY BA students are over the age of 24, many are working adults (often raising families), and a significant number are returning to school, often after a hiatus of from five to even 30 years. The program has an annual enrollment of approximately 500 students with over 7,000 alumni. At any given time, over 400 full-time CUNY faculty are serving as mentors. Students must matriculate at a CUNY college (their "home college"), but are able to take courses throughout the CUNY system (including the Graduate Center), and are encouraged to pursue independent research, fieldwork, study abroad, and other academic opportunities.

**CUNY SCHOOL OF LABOR AND URBAN STUDIES (SLU)**

25 West 43rd Street, 19th Floor  
New York, NY 10036  
1.212.827.0200  
<https://slu.cuny.edu>

The CUNY School of Labor and Urban Studies (SLU) offers undergraduate and graduate degree programs in Labor Studies and Urban Studies that are designed to meet the needs of working adults as well as traditional-age college students who seek to learn more about the challenges confronting poor and working-class populations in the workplace and in the community. It also collaborates with other units of CUNY to offer a range of college-credit programs designed to give workers the academic and technical skills they need for professional advancement. Its faculty includes distinguished scholars in the social sciences as well as expert practitioners in government, labor, and public service. In addition to its academic programs, SLU sponsors research; organizes forums and conferences; and publishes a national journal, *New Labor Forum: A journal of ideas, analysis, and debate*.

Part of the SLU, the Joseph S. Murphy Institute focuses on education for workers and union members and serves as a research and resource center for publications and public programming. The Institute traces its roots to 1984 and in 2005 was named in honor of former CUNY Chancellor Joseph S. Murphy, a tireless advocate for labor and worker education. The Institute continues as an entity within the School of Labor and Urban Studies, with two specific goals: 1) offer public forums, publish material, and offer programs that will encourage public discourse and greater civic participation, and 2) partner with unions, employers, and other CUNY units to expand educational opportunities for union members and other adult learners seeking to attain the knowledge, skills, and credentials they need to achieve their career goals and improve their economic well-being.

**CUNY SCHOOL OF PROFESSIONAL STUDIES**

119 West 31st Street  
New York, NY 10001  
1.212.652.2869  
<https://www.sps.cuny.edu>

The School of Professional Studies (SPS), housed within the CUNY Graduate School and University Center, serves New York City's dynamic marketplace through the provision of timely, innovative, and high-quality programs of study. Drawing on CUNY's nationally and internationally renowned faculty and practitioners, as well as industry and education partners (American Museum of Natural History, the Lincoln Center Institute for Arts in Education, Nurture New York's Nature, Inc., CUNY's Creative Arts Team, and CUNY's John F. Kennedy, Jr. Institute for Worker Education), SPS offers graduate and undergraduate certificate and degree programs in a wide range of fields, including CUNY's first online master's and online baccalaureate programs.

In addition to the wide array of academic and professional programs, the School of Professional Studies partners with organizations to help them develop and deliver customized educational programs to improve the skills of their workforce and the quality of their services.

Enrollments have grown to over 2,000 students in the credit-bearing programs, and the School has seen additional growth in its noncredit offerings, with a portfolio of grant-funded programs currently accounting for more than \$6 million. In addition, SPS now maintains an active alumni association, has established the SPS Foundation, and occupies its own dedicated space.



### **CUNY GRADUATE SCHOOL OF PUBLIC HEALTH & HEALTH POLICY**

55 West 125th Street  
New York, NY 10027  
1.646.364.9600  
<https://sph.cuny.edu>

The CUNY Graduate School of Public Health & Health Policy (CUNY SPH) is committed to providing a collaborative and accessible environment for excellence in education, research, and service, and to promoting equitable, efficient and evidence-based solutions to pressing health problems facing populations around the world. A vision for supporting both health and social justice invigorates our work in every domain.

### **MACAULAY HONORS COLLEGE**

35 West 67th Street  
New York, NY 10023  
1.212.729.2900  
<https://macaulay.cuny.edu>

Students at Macaulay Honors College, founded in 2001 by former Chancellor Matthew Goldstein, enroll in one of eight CUNY senior colleges (Baruch, Brooklyn, City, Hunter, John Jay, Lehman, Queens, or Staten Island) and earn a degree conferred jointly by their home campus and Macaulay. Through the unique Macaulay advising program, each student develops a coordinated, individualized academic program that includes research, global learning, graduate and professional mentoring, community service, and close faculty-student collaboration. Innovative seminars designed to nurture critical thinking skills link students with the history, arts, and resources of New York City. Students learn from master teachers, whose special experiences inspire and motivate them to explore new ideas and apply that knowledge to real-life experiences. Macaulay students are awarded a full-tuition merit scholarship,\* giving them the freedom to pursue their academic goals without financial burdens. Macaulay further enriches students' academic experience by providing a laptop and technology support, and an Opportunities Fund to support study abroad, service, or research opportunities.

\*Students must meet CUNY New York State residency requirements for in-state tuition to receive the full-tuition scholarship.

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# GENERAL INFORMATION

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## ADMISSION REQUIREMENTS

### Scholastic Requirements

Depending on the intended program, an applicant must have earned a bachelor's from an accredited institution whose requirements for the degree are substantially equivalent to those of the City University. In addition, the applicant must complete the prerequisites specified by the program, submit evidence that he or she shows promise of ability to carry out research, and be approved by the admissions committee of the program in which he or she intends to specialize.

### Requirements for International Students

Graduates of foreign colleges and universities who meet the standards of admission equivalent to those described above may be considered for admission to the City University's doctoral programs. The applicant must present authoritative evidence of sufficient competence in the English language to pursue a regular course of study at the City University. An applicant who has not studied in an English-speaking country must take the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS) test.

A student residing alone in New York City should have at least \$44,000 for the year to cover tuition, books, room, board, and personal expenses. International students must review financial requirements for visa applications.

University assistance for which international students are eligible to compete is limited and may not be adequate to fund the student's total expenses. Before receiving a visa for entrance into the United States in a student status, students must certify that they will have sufficient support for the entire period of their stay in the United States while pursuing a full-time program of study. Instructions for applying for a Certificate of Eligibility (COE) to study in the United States may be accessed at [www.gc.cuny.edu/International-Students](http://www.gc.cuny.edu/International-Students).

### Application Deadlines

Application deadlines for admissions vary. Visit our website for program deadlines at <https://www.gc.cuny.edu/admissions>.

### Financial Assistance

A student wishing to apply for financial assistance should refer to the listing of awards in a later section of this bulletin as well as our website for application dates and other pertinent information. An admissions applicant seeking financial assistance must submit both the admissions and financial forms and supporting documents by the award deadline date.

## TRANSFER OF CREDIT

A maximum of 30 acceptable graduate credits taken at other institutions may be applied toward the doctoral degree, provided the courses were completed with a grade of B or higher within an appropriate period of time and are equivalent to comparable courses at the City University. In the case of master's programs, a total of 12 credits may be approved for transfer. Requests for transfer of credits should be initiated with the program. In the case of uncertainty, the Office of the Provost will make the final determination of the acceptance or denial of transfer credit.

## CREDIT HOUR POLICY

All Graduate Center degree and certificate programs are approved by the New York State Education Department (NYSED). The Graduate Center credit hour policy for degree and certificate programs is consistent with NYSED guidelines and with the U.S. Department of Education's definition of a credit hour. The Graduate Center's policy is that, for each credit hour assigned to a course, a minimum of 3 hours of combined in-class and out-of-class work are required per week for

15 weeks. The relative proportions of in-class and out-of-class time are determined at the program level. As all Graduate Center courses are graduate courses, out-of-class work often constitutes a higher proportion of the total 3 hours as compared to typical undergraduate courses. For individual programs' implementations of the policy, please see their sections in this bulletin.

The first table below shows the in-class and out-of-class work requirements associated with traditional Graduate Center courses carrying different credit assignments. The second table shows the work requirements associated with one-to-one courses.

### Regular Courses: In-Class and Out-Of-Class Work Requirement

Credit hours	Hours in class each week	Weeks per semester	Hours in class per semester	Hours reading, researching, and/or writing out of class each week
1	2	15	30	1 <i>Does not apply to dissertations, independent studies, fieldwork, practica, or internship.</i>
2	2	15	30	4
3	2	15	30	7
4	2	15	30	10
5	2	15	30	13
1	3	15	45	0-1 <i>Does not apply to dissertations, independent studies, fieldwork, practica, or internship.</i>
2	3	15	45	3
3	3	15	45	6
4	3	15	45	9
5	3	15	45	12

### One-To-One Courses: Work Requirement

Type of course	Hours of work per week	Weeks per semester	Student learning outcome, product, and interaction with faculty
Dissertation	At least 3 per credit	15	Development of a substantial, original work e.g., a research study, which meets the standards of the field or profession. On their own, students engage in research, writing, creative, or other activity as required by the field or profession and meet with a faculty adviser at regular intervals to receive feedback.
Independent Study	At least 3 per credit	15	The development of a project or product, (e.g., a pilot study, a review of literature), allowing students to acquire more in-depth knowledge of topics covered in classes or knowledge of topics not covered in classes.
Fieldwork, Practica, Internship	At least 3 per credit	15	Documented accumulation of a large amount of supervised, high-quality practical experience in a professional setting. The amount and quality of the experience are determined by the standards of the field and/or accrediting organizations. The goal is for the student to have the experience, analyze it, and learn from it with the assistance of a faculty member with whom the student meets at regular intervals.

## DEGREE REQUIREMENTS

### Requirements for the Master of Arts and Master of Science

The Graduate Center offers master's degrees in Astrophysics, Biography and Memoir, Classics, Cognitive Science, Comparative Literature, Data Science, Digital Humanities, Data Analysis and Visualization, International Migration Studies, Liberal Studies, Linguistics, Middle Eastern Studies, Nanoscience, Philosophy, Political Science, Quantitative Methods in the Social Sciences, and Women's and Gender Studies. See the appropriate program listing in this bulletin for specific requirements. The Graduate Center also offers en-route M.A.s to students enrolled in some Ph.D. programs. See the listing on the website at [www.gc.cuny.edu/masters](http://www.gc.cuny.edu/masters).

### Requirements for the Doctor of Philosophy

The degree of Doctor of Philosophy is awarded for mastery of subject matter and demonstration of research ability. It is given in recognition of the candidate's superior attainments and ability in his or her major field. A student must maintain high academic standards to retain matriculated status in a doctoral program. Normally three or more years of full-time study and research beyond the bachelor's degree are needed to complete a doctoral program. See the section on time limits for degree. The requirements for the Ph.D. vary from program to program. For the requirements for the Doctor of Musical Arts (D.M.A.), the Doctor of Audiology (Au.D.), and the Doctor of Nursing Science (DNS), see the program listing in a later section of this bulletin. Listed below are general University Ph.D. requirements; special requirements are indicated under the specific program listings.

*Residency* At least 30 of the credits required for the degree must be taken in residence at the City University. Doctoral students are expected to spend at least one year as full-time students at the City University. Full time consists of a schedule of no fewer than 7 credits or the equivalent for each of two consecutive semesters.

*Credits* At least 60 credits of approved graduate work, including the course requirements in the field of specialization, are required for the degree. Specific credit requirements vary and should be discussed with the Executive Officer of the individual program.

*First Examination* Each student must pass a First Examination in his or her field. Depending on individual doctoral program procedures, the examination shall be oral and/or written and may be administered within a narrow time period or may be administered in parts over a more extended time period. A student may continue in the doctoral program after completing 45 credits only if he or she has passed this examination.

*Foreign Languages* In any discipline in which research depends significantly on direct access to materials in a language other than English, students are required to demonstrate a working knowledge of at least one foreign language relevant to the conduct of research in that discipline. See paragraphs below on the CUNY Graduate Center Language Reading Program and the Latin/Greek Institute.

*Tools of Research* Each program may require its students to qualify in such tool subjects (computer languages, statistics, etc.) as are necessary to conduct research in its field.

*Second Examination* A student must pass a Second Examination within ten (10) registered semesters of enrollment in a doctoral program. The Second Examination shall be of at least two hours' duration and is usually taken after the completion of course requirements. A student may be admitted to the Second Examination only upon recommendation of a sponsor.

*Advancement to Candidacy* Before a student can be certified as a candidate for a doctoral degree (advancement to Level III of the process of earning the doctoral degree), he or she must have completed the following requirements: all required coursework (of which at least 30 credits must be taken at the City University) with at least an overall B average; any language requirements; the First and Second Examinations; and any special program requirements for certification.

*Human Subjects Compliance* the Graduate Center has an ethical and legal commitment to protect human subjects in research. All such research, whether for the dissertation or for other purposes, must be reviewed and approved by the CUNY HRPP (Human Research Protection Program) prior to its initiation. This includes interviews, observations, questionnaires, use of previously collected data with identifiers, and any other methods by which data are obtained from human subjects. Student researchers who are conducting research with human subjects must complete the Collaborative Institutional Training Initiative (CITI) human subjects training, as must their advisers.

Important Information for Student Principal Investigators (P.I.s) Concerning Internal Review Board (IRB) Submissions: CUNY graduate students must submit their research protocols involving human subjects research to the HRPP Office at the CUNY College with which their faculty adviser has his/her primary affiliation. This applies to new *and* open protocols. Thus, any P.I. with an open IRB protocol must submit continuing review applications, amendments, and/or closure forms to the adviser's primary campus irrespective of where he/she submitted the original application.

**Dissertation** The student must complete a dissertation that embodies original research. The dissertation must be successfully defended at an oral final examination and be deposited with the Graduate Center's library before the degree is granted. To defend the dissertation, the student must have been advanced to candidacy. The dissertation must be submitted to ProQuest and the Graduate Center's institutional repository for publication and archiving. Instructions for preparing and depositing the dissertation appear on the Graduate Center library's website.

The preparation of a dissertation and its defense form the final evaluation of a candidate's qualification for the doctoral degree within the academic program. Approval by the program is typically confirmed by action of the Graduate Council and the City University's Board of Trustees. Dissertation committees consist of at least three members of the CUNY doctoral faculty and are approved according to procedures detailed in the governance document of each program. The program will announce to the Provost and, by posting and/or other means, to the general public and the members of the committee the time and the date of the defense.

**Time Limit for Degrees: Doctoral Degree** All requirements for the degree must be completed no later than eight years after matriculation. A student who matriculates after the completion of 30 credits of acceptable work must complete all requirements within seven years. **Master's Degree.** All requirements for the degree must be completed no later than four years after matriculation.

**Satisfactory Academic Progress** Students must be making satisfactory progress toward the degree in order to maintain status at the Graduate Center and to be eligible for any student financial assistance. A student is deemed not to be making satisfactory progress if he or she has a grade point average below 3.00, has accumulated more than two open grades, has completed 45 credits without having passed the First Examination, has completed 10 semesters without having passed the Second Examination, has received two "NRP" grades in succession, or has exceeded the time limit for the degree.

The Graduate Center reviews each student's record every semester. If formal standards have not been met, a student may register (and receive financial aid, if otherwise eligible) only upon petition of the student's Executive Officer to the Vice President for Student Affairs. Students whose petitions are approved are considered to be making satisfactory progress toward the degree and are eligible to receive financial aid.

**Teaching, Research, or Fieldwork** Teaching, research, or fieldwork is required as part of the student's training toward the degree.

**Special Requirements** Additional requirements or variations may be specified in the individual programs.

**Waiver of Requirements** To waive any specific requirement for the degree, a student may petition the Associate Provost and Dean for Humanities and Social Sciences or the Associate Provost and Dean for Sciences.

## **AWARDING OF DEGREES**

Degrees are awarded three times per academic year. In order for the degree to be awarded (and for the dissertation to be deposited, if applicable), the candidate must meet the following enrollment requirements: for the degree to be awarded in February, candidates must be enrolled the preceding fall semester; for May/June, the concurrent spring semester; for October, the preceding spring semester.

### ***En-route Master's Degree***

The master's degree is awarded by a senior college or, in certain fields, by the Graduate Center of The City University of New York to enrolled doctoral students who have fulfilled certain require-

ments for the degree to be awarded by a senior college. These requirements will vary depending on the academic program (consult this bulletin's section on individual programs' degree requirements) and any other requirements that may be established by the degree-granting college for en-route master's degrees. For the requirements for the degree awarded by the Graduate Center, see the individual program listings in later sections of this bulletin. Students must be enrolled and have met their financial obligations to the University. Applying students must abide by the deadline for filing established at each college. Those seeking an en-route master's degree should have their Executive Officer initiate the appropriate application.

### ***Master of Philosophy***

The Graduate Center awards the Master of Philosophy degree (M.Phil.) to doctoral students (with the exception of those enrolled in the Musical Arts, HPCS Clinical Psychology, or Audiology programs) who are advanced to candidacy. Please note that the date the student is advanced to candidacy determines the date upon which the degree will be conferred.

## **INTERNATIONAL ACADEMIC TRAVEL REQUIREMENTS**

All students participating in Graduate Center academic-sponsored trips or independent international academic travel must purchase international medical and travel insurance coverage for the following benefit areas: accident/medical, evacuation for medical or security reasons, and repatriation of remains. The insurance policy must provide coverage for the insured individual for the entire program period including travel days to and from the destination(s). Students may purchase low-cost travel insurance from the CUNY-designated or another provider with a policy that meets the above requirements. If you do not purchase coverage through the CUNY-designated carrier, you must provide proof of comparable coverage through another carrier. All students must submit the insurance confirmation form with proof of purchase to the Office of the Vice President for Student Affairs.

Students must file with the Office of the Vice President for Student Affairs a signed and notarized CUNY International Travel Participation, Waiver, and Emergency Contact Form and, as soon as the student becomes aware that planned travel is to an area with Department of State Travel Warnings or Alerts in effect, consult with the Office of the Vice President for Student Affairs regarding U.S. Department of State Travel Warnings or Alerts.

Students receiving any Graduate Center travel/research funds (including but not limited to Dissertation Fellowship Awards, Doctoral Student Research Grants, Conference Presentation Support, etc.) who do not submit a properly signed and notarized International Travel Participation, Waiver, and Emergency Contact Form and/or are not enrolled in the University's international insurance or comparable program will not receive funding for the purpose of travel. Students receiving any other financial support from the Graduate Center and who travel internationally for academic/research purposes may jeopardize their funding if they do not purchase the appropriate insurance and submit the waiver.

For more information and CUNY International Travel Guidelines, see <https://www.gc.cuny.edu/student-affairs/international-travel-requirements-current-students>.

## **INTERUNIVERSITY DOCTORAL CONSORTIUM**

The Graduate Center is a member of the Interuniversity Doctoral Consortium, which provides for cross-registration among member institutions. Matriculated Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences of the following institutions: Columbia University (including Teachers College), Fordham University, The New School, New York University (including Steinhardt School of Education), Princeton University, Rutgers-New Brunswick (State University of New Jersey), and Stony Brook (State University of New York). The Graduate Center has a similar arrangement with the Bard Graduate Center for Studies in the Decorative Arts, Design and Culture, whereby students may take classes at either school with the appropriate permissions.

The general terms for participating in the interuniversity cross-registration project are:

(1) A student must be matriculated full or part time in a doctoral (not master's) program at one of the participating institutions.

(2) A student must have completed at least two semesters of graduate study at the home institution and, as a Graduate Center student, be between the second and sixth year of enrollment.

(3) Courses available for cross-registration should not normally be available at the home institution.

(4) Participation in cross-registration is subject to approval by the deans of the home and host institutions.

## LANGUAGE PROGRAMS

### *CUNY Graduate Center Language Reading Program*

<https://www.gc.cuny.edu/lrp>

The CUNY Graduate Center Language Reading Program offers intensive noncredit courses in a variety of modern and ancient languages specifically designed to assist graduate students in meeting the language requirements for their degrees. These courses, which are offered in the summer as well as during the academic year, develop or increase the student's reading knowledge of a particular language.

### *Latin/Greek Institute*

<https://www.gc.cuny.edu/lginst>

The Latin/Greek Institute, offered in conjunction with Brooklyn College, is a 10-week summer program of total immersion in language and literature. It is specifically designed to assist graduate students in meeting language requirements for their degrees and in providing the tools for research in Greek or Latin.

## LIBRARIES

The Graduate Center's Mina Rees Library facilitates the research, teaching, and learning activities of the Graduate Center by connecting the community with print materials, electronic resources, research assistance and instruction, and expertise about the complexities of scholarly communication and digital scholarship. It also enables access to the collections of other CUNY libraries, the New York Public Library (NYPL), and libraries worldwide.

The library is a hub for discovery, delivery, and digitization. Our sunlit study space is sequestered from Midtown crowds and the event-intensive bustle of the Graduate Center. The library purchases and subscribes to many databases, electronic journals, and electronic books, all of which are accessible both on and off site. The GC community can receive immediate help from reference librarians and also schedule in-depth research consultations with a subject librarian. Library faculty teach workshops about every element of the research process, from defining the research question to citation management to publication and copyright. Librarians also assist scholars in sharing their works with the broadest possible public through CUNY Academic Works, CUNY's institutional repository.

Graduate Center students benefit from an extensive network of libraries within and beyond CUNY. They have full use and borrowing privileges at all CUNY libraries (with the exception of the CUNY School of Law Library). A CUNY-wide system (CLICS) provides book delivery between campuses; researchers may also place requests through Interlibrary Loan, a highly efficient service for obtaining print and electronic materials beyond CUNY.

The Mina Rees Library enjoys a long-standing special relationship with the New York Public Library. NYPL grants Graduate Center students enhanced borrowing privileges for materials held at its research libraries, including the vast humanities and social sciences collections of the Stephen A. Schwarzman Building eight blocks away. NYPL also approves some students for participation in the Manhattan Research Library Initiative (MaRLI) for book borrowing privileges at NYU and Columbia.

Follow us on Twitter (@CUNYGCLibrary) and through our blog on the CUNY Academic Commons (<https://gclibrary.commons.gc.cuny.edu>). We also encourage you to reach out — any time of day or night — via live 24/7 chat.

## INFORMATION TECHNOLOGY

Information Technology (IT) is the division of the CUNY Graduate Center responsible for voice, video, and data systems and services. The mission of this unit is to promote, facilitate, and support the effective use of technology in the learning process, in instruction and research, and in processing and accessing institutional information.

IT services and resources provided to students include but are not limited to network accounts and email accounts, remote access to Graduate Center computing resources, Help Desk support and assistance, the GC Blackboard environment for online learning (accessible via the CUNY portal), a WordPress site for hosting webpages, and a video streaming service. IT provides and maintains a sizable collection of Windows and Mac computing platforms as well as network printers and desktop scanners in the library, in the Ph.D. program suites, and in a variety of other student spaces. High-speed wireless access is available throughout the building.

The Graduate Center desktop computers are configured with an extensive software suite to support a breadth of student activities; many of these software titles are also available to students remotely from both PC and Mac platforms. Graduate Center network accounts also provide access to a host of online library databases. The Graduate Center IT website houses a great deal of information, including a comprehensive knowledge base. We encourage all students to visit the IT website <https://www.gc.cuny.edu/information-technology> to learn more about the resources and services available to you.

## REGISTRATION

All Graduate Center students, regardless of where they are studying, register online in CUNYfirst through the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 (seventh floor).

All students are required to be in status each semester. This means that students must either be registered or be on an approved leave of absence.

Information regarding registration procedures will be emailed to eligible students. The student will be advised on curriculum by his or her Executive Officer or academic adviser. Specific offerings to be given in a particular semester are listed in the Class Schedule, available online at <https://globalsearch.cuny.edu/CFGlobalSearchTool/search.jsp>.

Students delinquent in their financial accounts (or library obligations) will be denied the opportunity to register. In addition, students who fail to meet satisfactory progress requirements, who have not fulfilled New York State immunization laws, or who have outstanding obligations to the Offices of Financial Aid, Admissions, or Residence Life may be denied the opportunity to register.

### *Immunization Requirement*

In accordance with New York State Public Health Law, Article 21, Title VI, Section 2165, all full- and part-time students who were born on or after January 1, 1957, must present proof of immunization against measles, mumps, and rubella. The Graduate Center is required to bar registration or administratively withdraw (with tuition liability) students who do not comply. Health records will be kept confidential and will be available for reference only to those Graduate Center personnel whose job duties require information from those records. Some students may be exempt from this requirement. A copy of Public Health Law 2165 is available in each of the Student Services offices as well as in the Office of the Vice President for Student Affairs.

In addition, New York State Public Health Law 2167 requires that all college and university students enrolled for at least six semester hours return a Meningococcal Meningitis Vaccination Response Form before they may register. All matriculated students (both new and continuing) should have received a form. Forms are available online at <https://www.gc.cuny.edu/student-health-services/immunization-requirements>.

### *Program Changes*

Program changes must be approved by the student's adviser or advisory committee. The change must be made in accordance with the deadlines published each semester.



International students must clear any change in program or degree level with the Office of International Students, update their SEVIS Record, and receive a new Certificate of Eligibility (COE) for student status in order to meet U.S. Department of Homeland Security requirements for maintaining nonimmigrant student status.

### ***Leave of Absence***

Leaves of absence will be granted to students deemed to be in good standing who wish to interrupt their study. No more than four semesters of total leave time will be granted to any student. Each leave request should be made in writing to the student's Executive Officer prior to the semester or academic year during which the leave will be taken. If approved by the program's Executive Officer, requests for leave will be forwarded to the Office of the Registrar. The leave must then be cleared by the offices of Financial Aid and International Students (if applicable), the Mina Rees Library, and the Bursar. Leaves of absence are not counted toward the time limit for completion of degree requirements. Any student subject to induction or recall into military service should consult the veterans' certifying officer before applying for an official leave. Any international student with F-1 or J-1 student status must consult the Office of International Students at the Graduate Center before applying for a leave. In general, international students must remain outside the U.S. for the entire semester while on a leave of absence and may need to reapply for a new student status if their absence is longer than five months. During the period of the leave, no changes in academic status, including such matters as the scheduling and taking of qualifying exams, application for en-route degrees, and advancement to candidacy, may be affected.

### ***Withdrawal***

Written notice of voluntary withdrawal from a doctoral program must be approved by the appropriate Executive Officer, forwarded to the Office of the Registrar, and cleared by the offices of Financial Aid, International Students (if applicable), the Mina Rees Library, and the Bursar. Such notice must be submitted prior to the end of the third week of classes of a given semester to avoid full tuition liability for that semester. To resume study, a former student must apply to the program for readmission.

Students who have not been granted a leave of absence (please refer to the section on "Leave of Absence" above) or who have not registered by the first week of a given semester will be withdrawn automatically from the Graduate Center.

### ***Readmission***

Readmission following a withdrawal is at the discretion of the student's program. A special Application for Readmission must be filed in the Office of the Registrar and cleared by the offices of Financial Aid, International Students (if applicable), the Wellness Center, the Mina Rees Library, and the Bursar. It will be forwarded to the appropriate academic program office for consideration. A \$20 readmission fee will be assessed.

### ***Change of Name and Address***

Students may edit their Home, Mailing, and Billing address using Self Service in CUNYfirst. Changes to the Permanent Address Type must be done via email using your Graduate Center-issued email address or in person at the Registrar's Office. If you have been declared a New York State Resident and you change your permanent address to an out-of-state address, you will be charged the Non-Resident tuition rate for the next semester.

In addition, matriculated students changing their address should also inform their Program, Payroll Office at 212.817.8105 (if you are paid by the CUNY Graduate Center), Student Affairs at 212.817.7301 (if you receive NYSHIP), or International Student Office at 212.817.7200 (if applicable).

The Change of Address does not impact a student's residency status if the student is already an out-of-state-status student. Students requesting a change of residency status must file a City University Residence Evaluation Application along with sufficient supporting documentation with the Office of the Registrar no later than the end of the third week of classes of the term for which the change is to be effective.

The Change of Legal Name Form is available in the Office of the Registrar. When submitting in person, students must bring along original supporting documentation such as Birth Certificate, Court Order, Divorce Decree, Marriage Certificate, Naturalization, or Government Issued Photo ID for inspection.

Students may also designate a preferred name to be recorded in the student information system to be displayed on a variety of documents. Documents and records that may display a preferred name include, among other things, course rosters, student identification cards, and student email addresses. A preferred name will not appear on, among other things, a student's official academic record, diploma or transcript, which will instead display the student's legal name.

Students can submit a preferred name in the Student Center of CUNYfirst.

### ***Denial of Student Services***

By policy of the Board of Trustees of The City University of New York, provision of college services is prohibited to any student who is delinquent in any financial account with the University (including books owed to the library and loaned equipment owed to Information Technology), who is in default for any loan administered through the University, or who has failed to attend the required exit interview for federal or state student loan programs administered through the University. Denial of services means that students are not permitted to register or receive a leave of absence, nor are they eligible to receive additional student aid until the default/delinquency has been satisfied.

## **GRADING**

### ***Grading System***

Students will be graded in all creditable courses as follows:

A (+ or -) Excellent

B (+ or -) Good

C (+ or -) Fair (lowest passing mark)

SP = Satisfactory Progress (for dissertation supervision or certain research courses requiring more than one semester for completion)

NRP = No Record of Progress. The grade may be assigned by dissertation supervisors only to students in 90000 courses (Dissertation Supervision), if the student has done little or no work on the dissertation over the course of the semester.

W = Withdrew without academic penalty. This is a student-initiated grade, which may be requested from the fourth through the 14th week of the semester. Under no circumstances can a student withdraw and receive a "W" grade after the 14th week of the semester without the written permission of the course instructor and the Executive Officer and the approval of the Vice President for Student Affairs. This grade carries tuition liability.

WA = Administrative withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

WU = A grade of "WU" is to be assigned to a student who attended a minimum of one class, completely stopped attending at any time before final exam week, and did not officially withdraw. A "WU" grade should never be given in place of an "F" grade. The "F" grade is an earned grade based on poor performance and the student not meeting the learning objectives/outcomes of the course through the entire academic term/session.

F = Failure. A grade of "F" is a failure grade given to a student who completed the course and failed. A student who completed a course unsuccessfully should be granted the grade of "F" with the culminating academic experience of the course, i.e., final exam, final paper, etc. This grade can also be assigned if the student has completed a majority of the course and documentation of failing coursework is available. This documentation must be retained and available for review by auditors.

FIN = F from incomplete. *To be used when the INC grade lapses to an F grade.*

P = Pass. Each program is authorized to use the grade of "P" for such courses and under such conditions as the Executive Committee of the program deems appropriate.

INC = Incomplete. The grade of "INC" should only be given by the instructor in consultation with the student, to be assigned only when student work has not been turned in and the instructor agrees to permit the student to complete the work at a later date. Graduate Students who receive an Incomplete (INC grade) must fulfill their academic obligation within one calendar year (or earlier campus deadline) of the end of the semester in which the grade of Incomplete is given. Incompletes unresolved in the above-mentioned time period will become FIN in students' records and may not be changed thereafter.

Students with more than two incomplete courses will be brought to the attention of their Executive Officer to determine whether or not they are making satisfactory progress. Students will not normally be regarded as making satisfactory progress toward their degrees if they have more than two "INCs" on their records. Students should be aware that continued registration and most financial aid awards are conditional upon satisfactory academic progress. Students should also note that credits for which they have an "INC" as of the end of the third week of classes of a given semester are not counted toward advancement to the next level for that semester.

WN = Never Attended. A grade of "WN" is to be assigned to students who never attended and did not officially withdraw. This grade is to be assigned by faculty if a student never attended a class. The grade is nonpunitive and carries tuition liability.

### ***Computation of Grade Point Average (GPA)/Cumulative Index***

All credits with the following grades are counted in the total credits used to compute the grade point average/cumulative index: "A" (+ or -), "B" (+ or -), "C" (+ or -), and "F." Credits for all other grades are not counted toward the average.

To compute the grade point average, complete the following steps:

(1) Determine the total number of GPA credits by adding all the credits with letter grades "A" through "F."

(2) For each course with a letter grade that counts toward the average, multiply the number of credits by the appropriate quality point value, as indicated below:

Grade	Quality Point Value
A+	4.00
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
F	0.00
WN	0.00

(3) Add the quality point values for all the courses to determine the total quality points.

(4) Divide the total quality points by the total number of credits (as computed in Step 1).

The resulting figure is the grade point average/cumulative index. Please note that the index is computed to two decimal points and the index is not rounded off.

Credits with grades of "P" do not figure into the computation of the grade point average but do count toward the degree. Advanced standing transfer credits also count toward the degree but do not figure into the index. In some cases, credits earned at one of the senior colleges of The City University of New York may be calculated into the index. When a course for which a letter grade other than "F" was assigned is repeated, the credits for the course are counted toward the degree once, and the grade from the first attempt only is computed into the grade point average. Credits for undergraduate courses or for graduate-level courses taken for undergraduate credit are neither counted toward the degree nor computed into the average.

Any course designated by a program as not counting toward degree requirements also is not to be computed into the grade point average.

## STUDENT RIGHTS CONCERNING EDUCATION RECORDS

The federal Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See "section 6" below, on your right to prevent the disclosure of directory information. The FERPA rights of students are as follows:

*1) The right to inspect and review the student's education record within 45 days of the day the college receives a request for access.*

Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, the student may appeal. Additional information regarding the appeal procedures will be provided to the student if a request is denied.

*2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.*

Students may ask the college to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's rights of privacy under FERPA. Students should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. A student may not contest the assignment of a grade through this procedure, but may contest whether the assigned grade was recorded accurately.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

*3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.*

A student's written consent is required to disclose personally identifiable information contained in education records to someone other than the student, unless information disclosed is Directory Information (see "section 6") or another specific exception applies. The consent must be signed and must: (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; and (3) identify the party or class of parties to whom the disclosure may be made. Students and alumni requesting disclosures must provide proof of identity.

Personally identifiable information from an education record of a student may be disclosed without prior consent under the following circumstances:

- Health and safety emergencies.
- To School Officials who have a legitimate educational interest in the record.
- Disclosure to a school official of another college or institution where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- Designated government authorities.
- Financial Aid determination of eligibility, amount, or conditions, or enforcement of the terms and conditions of the aid.
- Court orders or subpoenas.
- Disciplinary proceedings arising from alleged crimes of violence or non-forcible sex offenses.
- Litigation and administrative proceedings.
- Registered sex offenders.
- The Department of Homeland Security Office of Immigration and Customs Enforcement is entitled to specific personally identifiable information of international students with F or J status.

*4) The right to appeal the alleged denial of FERPA rights*

The appeal should be directed to the General Counsel and Vice Chancellor for Legal Affairs, the City University of New York, 205 East 42nd Street, New York, NY 10017.

5) *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.*

Students are also entitled to file grievances about violations of FERPA with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-8520.

6) *The College may make the following directory information available concerning current and former students to those parties having a legitimate interest in the information.*

Attendance dates, photograph, 8-digit student ID number, enrollment status, level of education, degree enrolled for and major field of study, participation in any officially recognized activities, degrees, honors, and awards received.

Address, email address, and telephone number may be released only to employees of the University and its constituent colleges for the purpose of conducting legitimate University business. They may not be shared with individuals and organizations outside the University.

By filing a form with the Registrar's Office, any student or former student may request all of the information stated above not to be released without prior written approval of the student.

## **ACADEMIC HONESTY**

The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include, but are not limited to, plagiarism (in drafts, outlines, and examinations as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of the CUNY Graduate Center and of the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, and comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, it is the responsibility of the writer to take due care to avoid plagiarism.

The source should be cited whenever:

- (a) a text is quoted verbatim
- (b) data gathered by another are presented in diagrams or tables
- (c) the results of a study done by another are used
- (d) the work or intellectual effort of another is paraphrased by the writer

Because the intent to deceive is not a necessary element in plagiarism, careful note-taking and recordkeeping are essential in order to avoid unintentional plagiarism.

### ***Procedures to be followed in instances of allegations of academic dishonesty***

Any student who has submitted a paper, examination, project, or other academic work in part or in full not his or her own without appropriate attribution is subject to disciplinary charges. Such charges may result in the imposition of a grade of "F" or other penalties and sanctions, including suspension or termination of matriculation.

An accusation of academic dishonesty may be brought against a student by a professor, an Executive Officer, a program, a group of faculty, an administrator, or another student and must be reported to the Vice President for Student Affairs, who is the Graduate Center's campus Academic Integrity Officer, and to the Executive Officer.

The Executive Officer, upon initiating or receiving an allegation of academic dishonesty, shall appoint an ad hoc committee consisting of three members of the faculty. The function of

this committee shall be to determine whether sufficient evidence exists to warrant levying formal charges against the student and to make a recommendation to the Executive Officer. The proceedings of the ad hoc committee shall be conducted expeditiously and should receive the minimum publicity possible. A recommendation by the ad hoc committee to levy formal charges shall be forwarded in writing by the Executive Officer to the Vice President for Student Affairs/Academic Integrity Officer, who will then inform the student in writing of the nature of the allegations against him or her and conduct a preliminary investigation to determine whether to initiate disciplinary proceedings.

Executive Officers and faculty are encouraged to consult with the Vice President at all stages of an inquiry regarding allegations of academic dishonesty.

**For additional information**, including practical information on avoiding and detecting plagiarism, please consult the Graduate Center guide "Avoiding and Detecting Plagiarism," which is available in the Office of the Vice President for Student Affairs (Room 7301), the Provost's Office (Room 8113), or on the Graduate Center webpage at <https://www.gc.cuny.edu/sites/default/files/2021-07/AvoidingPlagiarism.pdf>. Below is reproduced the full CUNY Policy on Academic Integrity, with which the Graduate Center policy and procedures comply.

### **CUNY Policy on Academic Integrity**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

#### 1. Definitions and Examples of Academic Dishonesty

1.1. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers, or other technologies to retrieve or send information.

1.2. **Plagiarism** is the act of presenting another person's ideas, research, or writings as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting and pasting" from various sources without proper attribution.

1.3. **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a stu-

dent through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating, or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

#### 1.4. **Falsification of Records and Official Documents**

Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.

### 2. **Methods for Promoting Academic Integrity**

2.1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the policy, and information explaining the policy and procedures shall be distributed to all current faculty and, on an annual basis, to all new faculty (full and part time). These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part time) and students shall incorporate a discussion of academic integrity.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the policy.

2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

### 3. **Reporting**

3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3, and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Policy on Academic Integrity shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this policy and shall submit the form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name, number, and section number, the date of the incident, a description of the incident, and the instructor's contact information.

3.3. The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of the college shall place the form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

#### 4. Procedures for Imposition of Sanctions

##### 4.1. Determination on academic vs. disciplinary sanction

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include, but are not limited to, forging a grade form or a transcript; stealing an examination from a professor or a University office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

##### 4.2. Procedures in Cases Involving Only Academic Sanctions

###### 4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation.

The faculty member shall inform the Academic Integrity Officer of the resolution via email and the officer shall update the applicable Faculty Report Form to reflect that resolution.

###### 4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

###### 4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the



right to appear before the committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the committee. The committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

#### 4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the pending (PEN) grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

#### 4.4. Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

### 5. Implementation

Each college, in accordance with its governance plan, shall implement this policy and may adopt its own more specific procedures to implement the policy. Colleges' procedures must be consistent with the policy and procedures described in the policy.

## **SALE OF ACADEMIC PAPERS**

The sale of term papers, student essays, reports, and other written assignments, however described, by commercial term paper vendors or other sources is illegal. Students purchasing such materials may be subject to disciplinary proceedings by the Graduate Center.

## **FRAUDULENT DOCUMENTS AND OMISSION OF INFORMATION**

The City University of New York Policy on the Submission of Fraudulent Documents and on the Omission of Information in Support of an Application for Admission provides as follows:

The submission of documents in support of applications for admission such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by The City University of New York (CUNY) and may be punishable by: a bar on applying for admission, suspension, and/or expulsion. The term "applications for admission" includes transfer applications.

Materially incomplete applications include applications that fail to include all prior post-high school college-level courses, regardless of whether (i) the courses were taken at a post-secondary institution in the United States or outside the United States, (ii) the applicant received

a degree at the post-secondary institution, (iii) the applicant is seeking credit for such courses, or (iv) the applicant is changing majors/careers.

The full policy and procedures may be found at <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/advisories/>.

## TUITION AND FEES

### Notice of Possible Changes

All tuition charges and fees listed herein, or in any registration material issued by CUNY Graduate Center, are subject to change by action of the Board of Trustees of The City University of New York without prior notice. In the event of any increase in tuition charges and fees, payments already made to the Graduate Center will be treated as a partial payment, and notification will be given of the additional amount due and the time and method of payment. The University regrets any inconvenience this may cause.

### Payment Schedule

Full payment of tuition and fees is due by the first day of classes. Charts outlining the tuition rate and a list of fees are below. All payments are to be made to the Bursar. Make checks payable to CUNY Graduate Center. Checks, cash, and money order payments may be made in person at the Bursar's Office. Online payments can be made via electronic check. Credit card payments can be made through Nelnet and are subject to a service fee.

### Warning Regarding Bounced Checks or Nonpayment

If a check tendered to any unit of the City University in payment of any obligation is not honored by the bank upon which it is drawn, a reprocessing fee of \$20 will be assessed.

**If students do not make full payment on their tuition and fees and other college bills and their account is sent to a collection agency, they will be responsible for all collection costs, including agency fees, attorney fees, and court costs, in addition to whatever amounts they owe the college. In addition, nonpayment or a default judgment against the student's account may be reported to a credit bureau and reflected in the student's credit report.**

### Tuition Rates: Doctoral Students (and nonmatriculated students, including auditors)

*All except Audiology*

Level	New York State Residents (rate per semester)	Out-of-State Residents and International Students (rate per semester)
Level I, full time* (7 or more credits/WIUs)	\$4,965	\$965 per credit/WIU
Level I, part time	\$560 per credit/WIU	\$965 per credit/WIU
Level II, full time* only	\$3,110	\$6,910
Level III,** full time* only	\$1,235	\$2,450

*Doctoral Students in Audiology*

Level	New York State Residents (rate per semester)	Out-of-State Residents and International Students (rate per semester)
Level I, full time* (7 or more credits/WIUs)	\$6,135	\$1,190 per credit/WIU
Level I, part time	\$695 per credit/WIU	\$1,190 per credit/WIU
Level II, full time* only	\$3,840	\$8,550

**Notes to Tuition Rate Tables: Doctoral Students**

\*A student may attain full-time status for financial aid purposes either by registering for a minimum of 7 academic units or by receiving certification for an equivalent academic commitment composed, in part or entirely, of Weighted Instructional Units (WIUs), which are assigned for such activities as teaching, exam preparation, and research. Level I doctoral students whose combined total of course credits and WIUs is 7 or greater are required to pay full-time tuition. Note: Should an academic program deem it necessary for a student to register for a course on an audit basis as part of the student's required course of study toward the degree, WIUs shall be added, which will be applied toward the calculation of the student's financial aid and tuition. Additionally, the student will incur a tuition charge, based upon the credit value of the audited course, in accordance with Graduate Center billing rules.

\*\*Movement to Level III tuition status results from advancement to candidacy. The Advancement to Candidacy Form must be executed by the head of the student's program and filed in the Registrar's Office by the end of the third week of classes for verification. Level III students registered for courses for credit (with the exception of 90000-level courses) will be charged \$530 per credit for New York State residents and \$905 per credit for nonresidents; no charges will be imposed for courses registered as audits.

**Tuition Rates: Master's Students**

Regulations of The City University of New York require master's students to be registered in the semester during which they are taking any language or qualifying examinations and in the semester preceding graduation. If all coursework was completed before the graduation semester or if students wish only to sit for an exam during a specific semester, students must register to maintain matriculation. Master's students enrolled in 9 or more credits are considered full-time students.

*Applicable to all students admitted before Fall 2018 and students in the following programs regardless of admission date: M.S. in Astrophysics, M.A. in Biography and Memoir, M.A. in Classics, M.A. in Comparative Literature, M.A. in Linguistics, M.A. in Philosophy, M.A. in Political Science, M.A. in Women's and Gender Studies.*

Master's Students	New York State Residents (rate per semester)	Out-of-State Residents and International Students (rate per semester)
12 or more credits	\$5,545	\$855 per credit/WIU
Fewer than 12 credits	\$470 per credit/WIU	\$855 per credit/WIU
Maintenance of matriculation	\$225	\$370

*Applicable to all students admitted Fall 2018 or later in: M.S. in Cognitive Neuroscience, M.A. in International Migration Studies, M.A. in Liberal Studies, M.A. in Middle Eastern Studies, M.S. in Data Science, M.S. in Quantitative Methods in the Social Sciences, M.S. in Data Analysis and Visualization, M.A. in Digital Humanities.*

Master's Students	New York State Residents (rate per semester)	Out-of-State Residents and International Students (rate per semester)
12 or more credits	\$5,545 + \$100/credit (excellence fee)	\$855 per credit/WIU + \$100/credit (excellence fee)
Fewer than 12 credits	\$470 per credit/WIU + \$100/credit (excellence fee)	\$855 per credit/WIU + \$100/credit (excellence fee)
Maintenance of matriculation	\$225	\$370

## University Fees

Doctoral and Master's Application Fee \$75.00

Readmission Fee \$20.00

Student Activities Fee \$42.20\*

Technology Fee (per semester), \$125.00 (full time) / \$62.50 (part time)\*

University Consolidated Services Fee (per semester) \$15.00\*

Late Registration Fee \$25.00

Late Payment Fee \$15.00

Change of Course Fee \$18.00

Transcript of Record Fee \$7.00

Duplicate Receipt Fee \$5.00

Duplicate ID Card Fee \$10.00

Duplicate Diploma Fee \$30.00

Returned Check Fee \$20.00

Academic Excellence Fee \$100/credit: Applicable to all students admitted Fall 2018 or later in: M.S. in Cognitive Neuroscience, M.A. in International Migration Studies, M.A. in Liberal Studies, M.A. in Middle Eastern Studies, M.S. in Data Science, M.S. in Quantitative Methods in the Social Sciences, M.S. in Data Analysis and Visualization, M.A. in Digital Humanities.

\*The student activities fee, consolidated services fee, and technology fee are not refundable at any time unless a student's registration is canceled before the first day of classes.

Note: Doctoral candidates have copyright in their dissertations. If the author wishes to do so, he or she may register the copyright. Information on this procedure may be obtained from the U.S. Copyright Office, Washington, DC 20559. The University is prepared to effect the registration for a fee of \$55. This includes the cost of registering the dissertation with the Copyright Office in the author's name. Students should contact the Dissertation Assistant at the Mina Rees Library to determine the requirements in force relating to the form and position of copyright notice.

## Other Costs of Attendance

The costs of pursuing full-time doctoral study are not, of course, restricted to the tuition and fee charges alone. An expense budget for the academic year, September–May, drawn from government data in accordance with both federal and University regulations, appears below.

### *Single, Independent Student*

Books and Supplies – Academic Year \$1,179

Housing (including rent/utilities) – Academic Year \$14,850

Food – Academic Year \$3,000

Transportation – Academic Year \$986

Personal – Academic Year \$5,031

## Levels: Doctoral Students

Doctoral tuition charges are based on a student's "level," which is determined by a combination of the number of graduate credits completed (including, in the case of transfer students, credits accepted by the student's degree program and the Office of the Registrar) and specific academic accomplishments.

Level I – Students who have completed fewer than 45 credits of graduate work (including approved transfer credit) and/or who have not passed the First Examination. At Level I only, students who are New York State residents and enrolled on a part-time basis (total of credits and Weighted Instructional Units or WIUs do not exceed 6) are billed on a per-credit basis. In addition, at Level I, both full-time and part-time out-of-state and international students are billed at the per-credit rate for all credits/WIUs.

Note: For billing purposes, courses taken by Level I students on an audit basis will be treated the same as courses taken for credit and will be included in the assessment of tuition charges.

Level II – From the semester following the completion of 45 credits (fully earned and evaluated and including approved transfer credits) and passing of the First Examination, to advancement to candidacy.

Level III – From the semester following advancement to candidacy. Level III students registering for courses for credit other than 90000 will be charged additional tuition on a per-credit basis. Level III students do not incur additional tuition charges for courses audited.

Tuition and fees are due by the first day of classes. Any student who has not paid the total fees and tuition by the time indicated could be barred from future registration.

The student activities fee, consolidated services fee, and technology fee are not refundable at any time unless a student's registration is canceled before the first day of classes.

### **Petition for a Change of Level**

Students are responsible for ascertaining that their tuition level has been properly established. Students questioning their level for billing purposes must petition the Registrar's Office and the Vice President for Student Affairs in writing by the end of the third week of the semester in question. Unless a written petition is filed with the Registrar by the deadline and the Vice President for Student Affairs is notified in writing of the pending petition, no retroactive changes in level can be made.

### **New York State Residency**

For the purposes of determining tuition charges, students are considered residents of the state of New York if they demonstrate a principal place of abode in the state of New York for a period of at least 12 consecutive months immediately preceding the first day of classes for the semester with respect to which the residency determination is made, state an intention to permanently live and maintain a principal place of abode in New York State, and are a U.S. citizen, permanent resident, or holder of a qualifying immigration status as set forth in the CUNY Tuition & Fee Manual. Please see the CUNY Tuition & Fee Manual or contact the Office of the Registrar for other categories of students who may also qualify for NY State residency.

*Determination of Resident Rate of Tuition for Nonresidents of New York State, Including Undocumented and Out-of-Status Immigrants:* Chapter 327 of the New York State Laws of 2002, codified in Section 6206(7)(a) of the New York State Education Law, mandates that the payment of tuition by any student who is not a resident of New York State, other than those in lawful nonimmigration statuses, shall be at a rate no greater than that imposed for students who are residents of the state, provided that they meet one of the following three conditions:

First, they have attended an approved New York high school for two or more years, graduated, and applied to attend CUNY within five years of receiving the New York State diploma.

Second, they have attended an approved New York State Program for General Equivalency Diploma (GED) exam preparation, received the GED issued within New York State, and applied to attend CUNY within five years of receiving the New York State GED.

Third, they were enrolled in CUNY in the Fall 2001 semester or quarter and were authorized by CUNY to pay tuition at the resident rate. Thus, a student who attended CUNY in the Fall 2001 semester and paid the resident rate does not have to satisfy either condition 1 or 2 above.

It should be noted that any student meeting one of the three conditions set forth in the law does not need to prove residence in New York State. In addition, students without lawful immigration status must file an affidavit (notarized) with CUNY stating that they have filed an application to legalize their immigration status or will file such an application as soon as they are eligible to do so. (The form is included with the CUNY Residency Application.)

### **Petition for a Change of Residency**

All students requesting a change of residency status must submit a City University Residency Form found here <https://www.gc.cuny.edu/sites/default/files/2021-05/City-University-Residency-Form.pdf> (also downloadable from the "Registration" page on the Graduate Center website) to the Office of the Registrar along with sufficient supporting documentation no later than the end of the third week of classes of the semester for which the change is to be effective. Unless a written petition is filed with the Registrar by the deadline and the Vice President for Student Affairs is notified in writing of the pending petition, no retroactive changes in residency can be made.

### Refunds for Withdrawal and Leave of Absence

Each student registration, once classes have begun and regardless of whether or not the student has paid tuition at the point of registration, constitutes a financial obligation to the state of New York that cannot be rescinded. Any leave of absence or withdrawal from an academic program or individual courses must be requested by the student in writing. All students who are administratively withdrawn from classes will receive a grade of “WA” and are fully tuition liable. Withdrawal requests submitted after classes have begun but before the deadline for program changes will entitle the student to a partial adjustment in tuition, according to the City University’s established remission policies.

### Remission of Tuition and Fees

*Student liability and refund policy:* Students are liable for the full amount of their tuition and fees, regardless of whether they receive expected financial aid, loans, or other financial support. The student activities fee, consolidated services fee, and technology fee are not refundable at any time unless a student’s registration is canceled before the first day of classes. Refunds of tuition must be based upon a timely written official withdrawal from classes. Such refunds are allowed only in accordance with a limited schedule established by City University policy. A student not entitled to a refund—even if withdrawn from classes—is fully liable for any unpaid tuition and fees.

A student is entitled to a full refund of tuition and noninstructional fees (where applicable) in the event that courses are canceled or a student’s registration is canceled by CUNY Graduate Center or one of the senior colleges. In the event of a student’s withdrawal, a proportionate refund of tuition may be granted if valid reasons for withdrawal are presented. Formal application must be made. Upon approval of a written application, proportionate refund of tuition may be made as follows:

*Withdrawal from course:*

- before the official starting day of classes for the semester—100%
- within one week of the official starting day of classes for the semester—75%
- within two weeks of the official starting day of classes for the semester—50%
- within three weeks of the official starting day of classes for the semester—25%
- subsequent to the third week of the official starting day of classes for the semester—none

This schedule is not applicable to withdrawals due to military, Peace Corps, or leaves for other national service, and is subject to change by action of the Board of Trustees of The City University of New York.

### Special Provisions for Students in the Military

For students called up to the reserves or drafted before the end of the semester:

*Grades.* In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session). *Refunds.* A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

For students who volunteer (enlist) for the military before the end of the semester:

*Grades.* In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session). *Refunds.* The amount of the refund depends upon whether the withdrawal is before the fifth week of classes. If the student withdraws before the beginning of the fifth calendar week (or third calendar week for a summer session), he or she is entitled to 100% refund of tuition and all other fees except application fees. If the student withdraws thereafter, he or she is entitled to a 50% refund.

Other provisions for military service: *Resident Tuition Rates.* These lower rates are applicable to all members of the armed services, as well as their spouses and their dependent children, on full-time active duty and stationed in the state of New York. *Reenrollment of Veterans.* Veterans who are returning students are given preferred treatment in the following ways: (1) Veterans who were former students with unsatisfactory scholastic records may be readmitted with a probationary program. (2) Veterans, upon their return, may register even after normal registration periods, without late fees. (3) College credit is granted for appropriate military and armed services instructional courses. (4) Veterans returning too late to register may audit classes without charge. *Late*

*Admissions.* Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents. *Readmission Fee.* Upon return from military service, a student will not be charged a readmission fee to register at the same college. *Veterans Tuition Deferrals.* Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits. *New York National Guard Tuition Waivers.* Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

In accordance with Title 38 US Code 3679 subsection (e), the following additional provisions have been adopted for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

GI Bill® is a Registered Trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the U.S. government website. <https://www.va.gov/education/about-gi-bill-benefits/>

## **SUPPORT SERVICES**

### ***Student Consumer Information***

Student consumer information on cost of attendance, refund policy, description of academic programs, and other matters relating to enrolled or prospective students may be obtained from the Registrar and from the CUNY Graduate Center's website. Please refer to the current [Student Handbook](#) for specific information regarding consumer complaints and redress of grievances.

### ***Housing/Residence Life***

The assistant director of admissions assists in coordinating matters pertaining to residence life, including helping students locate affordable housing within the New York City area. The office maintains listings of available rooms within households, apartments for rent or sublet, and spaces for students in shared lodgings, and can suggest techniques for finding an apartment.

The Graduate Center's Graduate Center Apartments offer 12 spacious apartments for faculty and 64 for graduate students, thus offering one of Manhattan's most sought-after resources—bright, comfortable, airy, and affordable housing. The eight-story building, located in the East Harlem neighborhood, on 118th Street between Lexington and Third avenues, shares the plaza of CUNY's new East Harlem Campus with the University's School of Social Work. With easy access to bus, subway, and train travel, the residence hall offers ready transit to the Graduate Center. One-year renewable licenses (leases) are offered to students on a first-come, first-served basis. For further information: [gchousing@gc.cuny.edu](mailto:gchousing@gc.cuny.edu) or <https://housing.gc.cuny.edu>.

### ***Wellness Center***

*Student Health Services.* The Student Health Services is staffed and directed by a licensed Nurse Practitioner providing episodic and primary health care to registered Graduate Center students. Services include visits for short-term medical problems as well as management of ongoing health issues, women's health examinations and Pap smears, men's genitourinary examinations, screening for STIs (sexually transmitted infections), immunizations, referrals to outside health-care providers, and health and wellness programs and workshops. For problems requiring specialty care,

patients are referred to external resources. Students are seen by appointment. Students with urgent problems will be seen on a walk-in basis as available. There is no charge for visits to Student Health Services. For uninsured students, laboratory costs for blood and urine tests are substantially reduced through an arrangement with Mount Sinai Medical Center and then reduced further through partial subsidies through the Graduate Center.

*Student Counseling Services.* The Student Counseling Services (SCS) is staffed by licensed psychologists and postdoctoral and predoctoral fellows. SCS provides confidential counseling and short-term psychotherapy, group counseling, crisis intervention, and referral services to Graduate Center students, and couples therapy to students and their partners. Workshops that address the challenges and stresses of graduate student life are also offered. Individual consultations, ongoing groups, and workshops help deal with challenges in work on the dissertation. All center services are provided free of charge.

### ***Career Planning and Professional Development***

The Office of Career Planning and Professional Development (OCPD) supports the Graduate Center's master's and doctoral students in achieving their career goals. The office offers individual career counseling to students, including advice on CVs, résumés, and other job search materials, assistance with preparing for interviews, and discussions of career planning strategies. In partnership with other Graduate Center offices, the OCPD endeavors to help students develop a multidisciplinary skill set, to provide opportunities for training in current research tools, and to encourage students in their pursuit of outside funding opportunities. Together with the Office of Institutional Advancement, the OCPD fosters connections with alumni and employers in governmental, nonprofit, commercial, and academic organizations. The Director of the Office of Career Planning and Professional Development works closely with the Executive Officers of academic programs and the Provost's Office, and reports directly to the Vice President for Student Affairs.

For students interested in working at the Graduate Center while enrolled, listings of part-time positions are available through Anne Johnson, Work Study Coordinator, Office of Financial Aid. Other full-time job listings are available via the Office of Career Planning and Professional Development. The office can be reached by email at [careerplan@gc.cuny.edu](mailto:careerplan@gc.cuny.edu).

### ***The Teaching and Learning Center***

The CUNY Graduate Center's Teaching and Learning Center (GCTL) was established in 2015 to connect existing, and create additional, opportunities for GC students to evolve as educators. Its work includes preparing new college teachers for their entry into the classroom, guiding developing teachers as they refine their practices, and helping experienced teachers think through how to best apply what they've learned through their teaching in the next stages of their careers, whether those careers be inside or outside of the classroom. The GCTL offers workshops and other programming for new and experienced Graduate Center students and CUNY faculty, and collaborates with partners and programs across the Graduate Center and CUNY on special projects meant to empower CUNY's faculty and students to get the most out of their time teaching and learning together.

The GCTL is located in the 3300 suite on the third floor of the Graduate Center, and maintains an active web presence through its site on the CUNY Academic Commons: [cuny.academiccommons.org/teaching](http://cuny.academiccommons.org/teaching).

### ***Dossier Services (Letters of Recommendation)***

Student portfolios can be placed online in an Interfolio account. The student works directly with Interfolio to establish a portfolio that can include letters of recommendation, curriculum vitae, writing samples, dissertation abstracts, teaching certifications, student evaluations, and more. The Interfolio system accepts and stores almost any type of information.

For more information, visit <https://careerplan.commonsc.gc.cuny.edu/blog/interfolio> or <https://www.interfolio.com>. The Office of Student Affairs no longer sends out dossier materials by mail.



### ***Student Disability Services***

The 504/ADA Compliance Coordinator for persons with disabilities is Matthew G. Schoengood, vice president for student affairs, Room 7301; Telephone: 1.212.817.7400. The Vice President for Student Affairs also serves as the chair of the 504/ADA Committee for Persons with Disabilities.

It is the policy of CUNY Graduate Center to provide auxiliary aids and services and to make appropriate academic accommodations needed by students with disabilities. The provision of student disability services is a function of the Office of the Vice President for Student Affairs (the Student Affairs office). The Graduate Center provides readers/library assistants, sign-language interpreters, notetakers, scribes, assistive technology, and other auxiliary services as needed. A few examples of possible academic accommodations are extended or divided time for taking an examination, as might be required for a student who has a learning disability or for whom physical stamina is reduced; use of a computer or other auxiliary aid during an examination; and recording of classes. Assistive technology available at the Graduate Center is described below. Students who wish to request accommodations or have questions about Graduate Center facilities, auxiliary aids and services, or any Graduate Center academic matters should consult with Elise M. Perram, Director of Student Affairs; or the Vice President for Student Affairs. Discussions and information regarding a student's disability will be kept confidential unless a student requests otherwise. Documentation appropriate to the requested accommodations must be provided to the Student Affairs office. This documentation must come from a qualified professional and provide information on diagnosis/specific disability conditions, functional limitations in the higher education setting, and recommended accommodations. The purpose of this documentation is to enable us to determine, together with the student seeking accommodations, the most appropriate accommodations for the student. Students are encouraged to contact the Office of Student Affairs to discuss present and future needs to facilitate effective planning.

Adaptive equipment and computer software are available at the Graduate Center. Computer users have access to screen-character enlargement, text-to-speech, and optical-character-recognition scan-and-read software, a closed-circuit television, and voice-recognition software. For students with hearing impairments, the Graduate Center has available a personal FM listening system (for use on an individual basis for classes and meetings). The auditoriums are equipped with infrared equipment to assist those with hearing impairments. Contact Elise Perram in the Office of Student Affairs to request accommodation and for additional information about facilities and services available to students with disabilities.

The Mina Rees Library can provide students with disabilities with such services as staff assistance in catalog searches and location of books and journals.

Students with disabilities should register with the Office of Security and Public Safety (Room 9117; Telephone: 1.212.817.7761) so that provision may be made for their safety should an emergency arise.

Users of TDD (Telecommunications Devices for the Deaf) within New York State should call the Telecommunications Service at 711 or at 1.800.662.1220. Users of TDD outside New York State should call their local telecommunications service.

### ***Services for Students Who Are Veterans***

Eligible veterans who wish to obtain benefits and information on other matters of concern to veterans may consult the Office of the Registrar. A useful CUNY website for veterans may be found at [www.cuny.edu/veterans](http://www.cuny.edu/veterans). Also see "Special Provisions for Students in the Military" under "Tuition and Fees" in this bulletin.

### ***Office of International Students***

The Office of International Students provides advice and assistance to international students, particularly with regard to issues relating to F-1 and J-1 student immigration status. Each semester the office conducts an orientation session for new international students. New international students should contact the office as soon as possible after their arrival so that their immigration documents and status can be reviewed and verified.

Because it is the student's responsibility to comply with all existing government regulations, students are urged to familiarize themselves with the regulations and procedures that apply to their specific immigration status. Students should keep copies of all documents relating to their

immigration status and bring their original passport, I-20 or DS-2019, and I-901 SEVIS Fee Receipt when consulting the Office of International Students about an immigration matter.

International students should consult this office for requirements to maintain active immigration status and for information on the following: (1) obtaining Form I-20 or Form DS-2019; (2) travel outside the United States and reentry; (3) extension of stay; (4) school transfer; (5) practical training; (6) change of degree or program of study; (7) employment regulations; and (8) passport and visa information.

More detailed information can be found at the CUNY Graduate Center website under [International Students](#) and periodic updates published by the Office of International Students.

***Office of Educational Opportunity and Diversity***

The Office of Educational Opportunity and Diversity (EOD) has been established to support efforts to increase the representation of historically underrepresented students in the Graduate Center's doctoral programs. The office initiates and supports grant efforts to enhance recruitment, retention, and academic progress of historically underrepresented students. This includes managing such Graduate Center-based programs as MAGNET and CUNY Pipeline. The Executive Officer of the Office of Educational Opportunity and Diversity works closely with the Executive Officers of the doctoral programs and reports to the Provost.

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# FINANCIAL ASSISTANCE

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## INTRODUCTION

CUNY Graduate Center makes every effort to provide financial support for its students. Most entering doctoral students are considered for Graduate Center multiyear fellowships, and all students may also apply for sufficient aid to finance their graduate education. The Graduate Center has expanded its five-year fellowships for incoming students and there may be additional sources of funding for students in their second year and beyond. Below are descriptions of major fellowships and awards offered by the Graduate Center, followed by information on federal aid and other sources of support.

## GRADUATE CENTER FELLOWSHIPS AND FUNDING

### Application and Awarding Process

Programs consider academic merit when making awards. Once a program has made a nomination, the Office of Financial Aid notifies the student of the award and collects the required documentation. United States citizens, permanent residents, and international students are eligible for institutional aid. Regrettably, University-funded scholarships, including five-year fellowships, are not available to students who are not qualified immigrants.

Dissertation Year Fellowships are available to Level III students in the process of completing their dissertations. The application process is competitive. These fellowships are awarded by the Office of the Provost.

The academic programs in Audiology, Nursing, and Social Welfare do not offer five-year fellowship support.

### *Five-Year Graduate Center Fellowships (GCFs)*

Every year, the doctoral programs in the Humanities, Social Sciences, and Sciences award approximately 200 new Graduate Center Fellowships to entering students in recognition of academic achievement and in expectation of scholarly success. (Please note: Biochemistry, Biology, Chemistry, and Physics students receive CUNY Science Scholarships, not Graduate Center Fellowships. See below.)

The Graduate Center Fellowship provides tuition and \$27,115 each year for the first five years of study. The fellowship consists of a financial aid fellowship in the fall and spring semesters, a graduate assistantship, a tuition award, and eligibility for low-cost individual or family NYSHIP health insurance. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). Audit credits do not count towards full-time enrollment for financial aid purposes. Tuition fellowships cannot be used to pay for audited classes.

The service assignments associated with the Graduate Center Fellowship are intended to develop scholarly and professional skills. In the first year, a Graduate Center Fellow serves as a research assistant or in another assignment determined by the doctoral program. In the second, third, and fourth years, a fellow teaches one course each semester at a CUNY undergraduate college. In the fifth year, a Graduate Center Fellow serves as a Writing Across the Curriculum (WAC) Fellow, or in a similar assignment, at a CUNY college. Renewal of the scholarship each year is contingent upon satisfactory academic progress.

All Graduate Center Fellows receive full tuition up to 16 credits per semester in their first year of study. All Graduate Center Fellows who are international students receive full tuition up to 16 credits per semester for the four remaining years of this fellowship, as long as they remain on a visa. United States citizens and permanent residents are expected to establish New York State residency during their first year. Beginning in the second year, their Tuition Fellowship will only cover the in-state rate. If these students choose not to establish residency, they will be responsible for paying the difference between the in-state and out-of-state rates.

### ***CUNY Science Scholarships***

CUNY Science Scholarships are five-year awards given to all entering doctoral students in the disciplines of Biochemistry, Biology, Chemistry, and Physics. Approximately 90 scholarships are given each year. For Fall 2022, scholarships consist of an annual financial aid fellowship and graduate assistantship totaling \$30,987; a tuition award, up to 16 credits per semester of Tuition Fellowship at Level I, and a full tuition waiver for Levels II and III; and eligibility for low-cost health insurance. For Fall 2021, students received an annual financial aid fellowship and graduate assistantship totaling \$30,733. For students beginning their studies in Fall 2018, the financial aid fellowship and assistantship was \$30,000. There is a modest service obligation in the first year related to professional development and research laboratory rotations. In the second through fifth years of the award, there are typically teaching assignments. Renewal of the scholarship each year is contingent upon satisfactory academic progress. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). Audit credits do not count towards full-time enrollment for financial aid purposes. Tuition fellowships cannot be used to pay for audited classes.

### ***Science Fellowships***

Science Fellowships provide \$26,115 per year for the first two years of study, and a Tuition Fellowship to students in the first 10 semesters they are registered. In many instances, in years three through five, faculty grants supplement Science Fellowships. The Ph.D. programs in Computer Science, Earth and Environmental Sciences, Psychology, and Speech-Language-Hearing Sciences offer a modest number of these fellowships to incoming and ongoing students. In any given year, there are approximately 20 Science Fellowships awarded. All Science Fellows receive full Tuition Fellowships covering up to 16 credits per semester in their first year of study. All Science Fellows who are international students receive the Tuition Fellowship up to 16 credits per semester for the remaining four years of this fellowship as long as they remain on a visa. United States citizens and permanent residents are expected to establish New York State residency during their first year. Beginning in the second year, their Tuition Fellowship will only cover the in-state rate. If these students choose not to establish residency, they will be responsible for paying the difference between the in-state and out-of-state rates. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). Audit credits do not count towards full-time enrollment for financial aid purposes. Tuition fellowships cannot be used to pay for audited classes.

### ***Five-Year Tuition Fellowship***

Each year, doctoral programs in the Humanities, Social Sciences, and Sciences (exclusive of Biochemistry, Biology, Chemistry, and Physics as well as Audiology, Nursing, and Social Welfare) will award approximately 100 Five-Year Tuition Fellowships. These fellowships cover tuition (up to 16 credits per semester) and are awarded in recognition of academic achievement and in expectation of scholarly success.

All Tuition Fellows receive full tuition up to 16 credits per semester in their first year of study. All Tuition Fellows who are international students receive the Tuition Fellowship up to 16 credits per semester for the remaining four years of this fellowship as long as they remain on a visa. United States citizens and permanent residents are expected to establish New York State residency during their first year. Beginning in the second year, their Tuition Fellowship will only cover the in-state rate. If these students choose not to establish residency, they will be responsible for paying the difference between the in-state and out-of-state rates. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). Audit credits do not count towards full-time enrollment for financial aid purposes. Tuition fellowships cannot be used to pay for audited classes.

### ***Five-Year Provost's Enhancement Fellowship***

The Graduate Center offers a five-year Provost's Enhancement Fellowship to entering students from underrepresented groups who are United States citizens or permanent residents. The fellowship, which is available to students in the Humanities, Social Sciences, and Science doctoral programs, will offer selected students an additional \$10,000 enhancement to their Graduate Center Fellowship.

Students chosen for this fellowship will receive an overall award that consists of an annual financial aid fellowship and graduate assistantship totaling \$37,115, a tuition award, and eligibility for low-cost health insurance. Fellowship recipients are nominated by their doctoral programs to the Office of Educational Opportunity and Diversity, which selects the students who will receive the fellowship. (Please note: Biochemistry, Biology, Chemistry, and Physics students receive CUNY Science Scholarships, not Graduate Center Fellowships or Provost's Enhancement Fellowships.)

All Provost's Enhancement Fellows receive full tuition up to 16 credits per semester in their first year of study. All Tuition Fellows who are international students receive the Tuition Fellowship up to 16 credits per semester for the remaining four years of this fellowship as long as they remain on a visa. United States citizens and permanent residents are expected to establish New York State residency during their first year. Beginning in the second year, their Tuition Fellowship will only cover the in-state rate. If these students choose not to establish residency, they will be responsible for paying the difference between the in-state and out-of-state rates. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). Audit credits do not count towards full-time enrollment for financial aid purposes. Tuition fellowships cannot be used to pay for audited classes.

### ***Neuroscience Fellowships***

Students accepted into Psychology's Behavioral Cognitive Neuroscience program or Biology's Neuroscience program will be considered for the Neuroscience Fellowship. Effective Fall 2022, this award consists of a tuition award, a financial aid fellowship, and graduate assistantship totaling \$30,987 and eligibility for low-cost individual or family NYSHIP health insurance. For students entering in Fall 2021, the financial aid fellowship and graduate assistantship totaled \$30,733. For students who entered in Fall 2018, there was an annual financial aid fellowship and graduate assistantship totaling \$30,000, and for those entering in Fall 2017, there was an annual financial aid fellowship and graduate assistantship totaling \$29,000. The Graduate Center will pay the Neuroscience tuition award for the first 10 semesters. The financial aid fellowship and graduate assistantship will be paid by the Graduate Center for the first two semesters, the student's mentor's campus for the next six semesters, and the Graduate Center will transfer funds to your mentor's campus to cover the final two semesters. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). Audit credits do not count towards full-time enrollment for financial aid purposes. Tuition fellowships cannot be used to pay for audited classes.

### ***Miranda Family Fellowship***

In the fall of 2018, CUNY Graduate Center offered the Miranda Family Fellowship for the Study of Puerto Rican Migration to and Communities in the United States to one incoming History Ph.D. student. This fellowship, generously funded by the Miranda Family, provides the successful candidate with a financial aid fellowship and graduate assistantship totaling \$27,115 each year for the first five years of study, a tuition award, and eligibility for low-cost individual or family NYSHIP health insurance. The fellowship recipient receives full tuition up to 16 credits per semester in their first year of study. United States citizens and permanent residents are expected to establish New York State residency during their first year. Beginning in the second year, their Tuition Fellowship will only cover the in-state rate. If these students choose not to establish residency, they will be responsible for paying the difference between the in-state and out-of-state rates. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). After choosing a specialization in either United States or Latin American and Caribbean history, the fellow will conduct research for a doctoral dissertation on Puerto Rican migration and the development of Puerto Rican communities in the U.S. All requirements for a Ph.D. in History must be fulfilled prior to awarding the degree. The candidate will be mentored as an intern at the Center for Latin American, Caribbean, and Latino Studies.

### ***Clare Boothe Luce Fellowship***

Effective Fall 2019, Clare Boothe Luce Fellowships will be offered to entering female students in Mathematics and Computer Science programs. Fellowship recipients are nominated by their doctoral programs to the Henry Luce Foundation, which selects the students who will receive the fellowship. CBL Fellowships provide \$35,456 in years 1 and 2 consisting of a research Graduate

Assistantship B (GAB) and a financial aid fellowship provided by CUNY Graduate Center, and a CBL Fellowship provided by the Henry Luce Foundation. In years 3-4, the award is \$35,456 funded by the Graduate Center, including a graduate assistantship to teach 1 course per semester at a CUNY college. In year 5, the award is \$35,456 including a GAB service-related assistantship (assigned by the program) and a financial aid fellowship.

In years 1 and 2, the Henry Luce Foundation will provide a \$1,200 housing allowance and a \$1,250 travel and summer school allowance. In years 3 through 5, the Graduate Center will provide a \$300 travel allowance.

Clare Boothe Luce Fellows are expected to establish New York State residency during their first year. Beginning in the second year, their Tuition Fellowship will only cover the in-state rate. If these students choose not to establish residency, they will be responsible for paying the difference between the in-state and out-of state rates. In order to receive their fellowship, students must be registered as full-time each semester (7 or more credits or weighted instructional units). Audit credits do not count towards full-time enrollment for financial aid purposes. Tuition fellowships cannot be used to pay for audited classes.

### **Other Support for New and/or Continuing Students**

*University Fellowships (nonservice and service).* Doctoral programs receive financial aid allocations, which include University Fellowships. They can be used to cover tuition or paid as a financial aid fellowship. In cases where students are not receiving tuition coverage from other sources, their tuition is taken directly from any University Fellowship award before any financial aid fellowship is refunded to the student.

*Tuition Remission:* Doctoral students who meet the following three criteria: 1.) are registered full time, 2.) adjunct lecturers teaching a minimum of 3 credits per semester at an undergraduate CUNY campus or who hold a Graduate Assistantship A, B, C, or D, and 3.) are within their first 10 semesters of study at the Graduate Center are eligible to receive in-state tuition awards. Five-Year Fellowship recipients are not eligible for tuition remission. Effective Spring 2020, doctoral students who have completed at least 10 semesters and are employed in a title recognized under Article 1 of the Collective Bargaining Agreement will receive Level III in-state tuition remission for up to four additional semesters.

*Graduate Assistantships A, B, C, and D* may be awarded by the doctoral programs, CUNY and Graduate Center administrative offices, and the CUNY colleges. In many cases, a Graduate Assistantship is a component of a multiyear fellowship. Graduate Assistantships require varying amounts of service (between 100 and 450 hours per year). Students with Graduate Assistantships are eligible for in-state tuition if they are within their first 10 registered semesters, provided they do not receive a tuition award as part of a multiyear fellowship. Effective Spring 2020, doctoral students who have completed at least 10 semesters and are employed in a title recognized under Article 1 of the Collective Bargaining Agreement will receive Level III in-state tuition remission for up to four additional semesters.

*Writing Across the Curriculum (WAC) Fellowships* are incorporated Graduate Center Fellowships (GCF) and provide the fifth year of funding for GCFs. Occasionally there are at-large WAC Fellowships available to students who do not have GCFs.

*Harrison Awards* are small one-year grants made to students from underrepresented groups who are citizens or permanent residents of the United States. They may be used for varying purposes, such as topping up financial aid fellowships, summer awards, or for dissertation support. Continuing students apply directly to the Office of Educational Opportunity and Diversity (EOD) each spring for awards in the following year.

*Fellowships* are available on a competitive basis through various GC centers, institutes, and committees, including the Center for the Humanities; the Center for Place, Culture, and Politics; the Advanced Research Collaborative; the Committee for the Study of Religion; the Committee on Globalization and Social Change; and the Committee for Interdisciplinary Science Studies.

*New Media Fellowships.* Since 2012, the Graduate Center has had a program for Social Media Fellows, Digital Initiative Fellows, and Videography Fellows. Provost's Digital Innovation Grants are smaller awards to support cutting-edge digital projects designed, created, programmed, or administered by Graduate Center students. Students submit proposals to an annual competition for these awards.

*New Media Lab (NML) Financial Aid Fellowships and Awards.* The NML provides financial aid fellowships to Graduate Center students in good standing who spend three to 12 hours per week in its collaborative laboratory environment working on digital projects related to their academic research topics. The NML also has numerous small research and teaching awards, ranging from \$300 to \$1000, for lab students: the NML Digital Dissertation Award, the History or Public Health Student Award, the Social Justice Award, the Dewey Digital Teaching Award, and the NML Conference Travel Award. All Graduate Center students are eligible to work in the lab, but the awards are for students already working on digital projects at the lab. For more information, see the NML website at <https://newmedialab.cuny.edu/stipends-awards> or contact the managing director, Andrea A. Vásquez ([avasquez1@gc.cuny.edu](mailto:avasquez1@gc.cuny.edu) or 1.212.817.1967).

*Conference Presentation Support.* Limited funds are available for students presenting at professional conferences. These funds are available to full-time matriculated doctoral students who are registered during the semester for which the funds are requested. Further information and application guidelines will be available online. Please contact the Student Affairs office for more information: Room 7301, 1.212.817.7400.

*Student Research Funds.* Student research funding is available on a competitive basis through the Doctoral Student Research Grant Program.

*Adjunct teaching at CUNY Colleges.* Graduate Center doctoral students can be hired as adjunct instructors by individual college departments. Students serving as adjunct lecturers within CUNY are eligible for in-state tuition if they are within their first 10 registered semesters, and for low-cost NYSHIP health insurance. Effective Spring 2020, doctoral students who have completed at least 10 semesters and are employed in a title recognized under Article 1 of the Collective Bargaining Agreement will receive Level III in-state tuition remission for up to four additional semesters. For more information on part-timer benefits, please see the PSC-CUNY website (<https://www.psc-cuny.org>).

*The Student Employment Program* funds a limited number of jobs each year in the administrative offices of the Graduate Center, the Mina Rees Library, and Information Technology. Student Employment Program awards vary in amount depending on the availability of funds. Students must be enrolled full time to participate.

### **Named Awards**

The Graduate Center offers a small number of special awards to students with academic promise and specialized skills. Funding for awards varies from year to year, and awards are not offered every year.

*John H.E. Fried Memorial Fellowship in International Law and Human Rights*, for a full-time doctoral student in Political Science whose area of interest focuses on international law and human rights.

*Pamela Galiber Memorial Award*, for a Level II or Level III Black doctoral student whose research focuses on social, cultural, or economic issues.

*Leonard S. Kogan Fellowship*, for an entering or continuing doctoral student in Developmental, Environmental, or Social-Personality Psychology or Educational Psychology with an interest in expanding his or her methodological and quantitative skills, and with mathematical training at least through the level of introductory integral calculus.

*James Bruce Llewellyn Fellowship for Minority Students*, for an entering Black student in science or for a continuing student who has passed the First Examination, completed no more than 50 degree credits, and is within the first three years of candidacy. An application for this award is available in the Office of Educational Opportunity and Diversity.

### **Dissertation Fellowships and Grants**

Dissertation Fellowships and awards are available on a highly competitive basis for advanced doctoral candidates who are close to completing their dissertations. Students who are at Level III may apply for a Dissertation Fellowship through a yearly competition. Many Dissertation Fellowships provide a Level III in-state tuition scholarship. Award amounts vary between \$5,000 and \$25,000. Applications are available through the Office of the Provost.

### **General and Named Dissertation Fellowships**

*Dissertation-Year Fellowships* are awarded to students in any field.

*B. Altman Foundation Dissertation Fellowship* is awarded to students in any field.

*Mario Capelloni Dissertation Fellowship*, for students of high academic merit who show exceptional promise in their field of study.

*Carell Dissertation Fellowship*, for students of high academic merit and financial need who plan to pursue careers with limited earnings expectations.

*Kenneth B. and Mamie Phipps Clark Fellowship*, for a Level II or Level III doctoral student in the social sciences committed to research in social issues that will result in programs for social action.

*William Randolph Hearst Dissertation-Year Award* is for a Black or Latino/a doctoral student (citizen or permanent resident) who expects to complete the dissertation during the award year.

*Frances Degen Horowitz Dissertation Fellowship*, named in honor of Dr. Horowitz, president emerita of CUNY Graduate Center and professor of developmental psychology.

*MAGNET Dissertation Fellowships* are established to aid outstanding Black and Latino/a doctoral students (citizens or permanent residents) in completing the dissertation.

*Harold W. McGraw Jr. Graduate Center Fellowship*, for a full-time doctoral student in the humanities.

*Helaine Newstead Dissertation Fellowship in the Humanities*, named in honor of the late Professor Newstead, who was a faculty member in English and in comparative literature.

*Mina Rees Dissertation Fellowship in the Sciences*, named in honor of the founding president of the Graduate Center, who was a faculty member in mathematics.

### **Special Focus Dissertation Fellowships and Awards**

*Randolph L. Braham Dissertation Award*, an award for dissertation-level students whose doctoral research is in the area of Eastern European, Jewish, or Holocaust-related studies.

*Ralph Bunche Dissertation Fellowship*, an award for a U.S. citizen, permanent resident, or foreign national who is an advanced social science doctoral candidate working on areas of special concern to Ralph Bunche, especially the United Nations and multilateralism, international politics, African and Middle Eastern affairs, U.S. foreign policy, race relations, and human rights.

*European Union Studies Center Dissertation Fellowship*, for a dissertation in the Social Sciences on topics relating to the European Union.

*Ford Foundation Award for Dissertation Research Expenditures* is for students whose dissertation research deals with issues of gender, race, identity, sexuality, or higher education policy. The stipend covers expenses such as travel, transcriptions, materials, and other costs and may be combined with other grants, subject to approval. An itemized budget may be required.

*Frances Degen Horowitz Travel Award*, named in honor of the president emerita of the Graduate Center and professor of developmental psychology, is for travel expenses related to dissertation research.

*Leon Levy Center for Biography Dissertation Fellowship* is available to students whose dissertations take a biographical approach to their subject matter. The center encourages the connection between University-based and independent biographers working in print, visual arts, and other media. Fellows are required to attend public programs and a seminar throughout the academic year.

*Alexander C. Naclerio Research Award* is for a doctoral student conducting research in the area of housing and urban development.

*Athena Pollis Fellowship in Human Rights*, for outstanding students whose research involves international, comparative, or theoretical human rights studies, with preference for applicants of color or from other countries.

*Harold M. Proshansky Dissertation Fellowship*, for an outstanding student writing a dissertation that addresses the human condition in urban settings, with a focus on New York City.

*Rose Kfar Rose Dissertation Award* is for an outstanding chemistry student, to be selected by the program.

*The Arthur Schlesinger Jr. Dissertation Proposal Award* recognizes an outstanding proposal for research into historical aspects of a topic involving America's past, present, or future.



*Martin E. Segal Dissertation Fellowship*, awarded to a student currently writing a dissertation on a New York City–based subject. Preference will be given to dissertations that explore New York’s cultural life, its theater, its music, its arts, and its letters, but any New York–focused dissertation will be considered.

*Andrew Silk Dissertation Award*, for a student whose dissertation proposal focuses on people suffering economic hardship, social discrimination, or political repression.

*Martin M. Spiaggia Dissertation Award in the Arts and Humanities* is for students of high academic merit.

### **Master’s Students**

The Graduate Center offers Dean’s Merit Scholarships to a limited number of master’s degree students each year. These scholarships are awarded solely based on merit, and applicants to master’s programs are automatically considered as part of the admissions process. No separate application is necessary.

The Dean’s Merit Scholarship covers a total of \$4,000 of tuition—a significant portion of in-state tuition costs—that can be spread over three or four semesters (i.e., \$1,333.33 or \$1,000 per semester). The recipient must enroll for a minimum of 6 credits per semester to be eligible.

Master’s students may also want to consider looking for external funding. Resources are available on the Fellowships and Financial Aid website at <https://www.gc.cuny.edu/fellowships-and-financial-aid/masters-student-funding>.

### **FEDERAL AID**

CUNY participates in the Direct Loan Program, where students borrow directly from the federal government. These loans must be repaid with interest.

#### **Federal Aid: The Application Process**

Federal aid, awarded through the Office of Fellowships and Financial Aid in accordance with requirements established by federal law, requires applicants to file the Free Application for Federal Student Aid (FAFSA), utilizing the federal school code for the Graduate Center - 004765. To complete the form online, applicants should go to [studentaid.gov](http://studentaid.gov). Students who apply by the priority deadline for federal aid (April 30) are considered for Federal Work Study positions if they check yes to the question on the FAFSA. Federal Direct Loans are automatically offered to qualifying students. For more information about the application process, please visit the <https://www.gc.cuny.edu/fellowships-and-financial-aid/applying-federal-aid> section of our Financial Assistance webpage.

*Verification:* Students who submit a FAFSA may be required to verify the data that they included on the application. In such cases, students will have to submit the appropriate signed federal tax document, complete with all supporting schedules as well as a Verification Worksheet. Students who are selected for verification will be notified via email by the Office of Fellowships and Financial Aid. This process must be completed before the federal financial aid application can be reviewed.

#### **Federal Direct Student Loan**

There are two types of Federal Student Loans: the Unsubsidized Federal Direct Loan and the Federal Grad PLUS Loan. The interest rates for 2022–23 are 6.54 percent for the Unsubsidized Loan and 7.54 percent for the Grad PLUS Loan.

Unsubsidized Federal Direct Loans are not based on financial need. Loan amounts depend on the cost of the student’s attendance, less other financial aid. The maximum a student can borrow in the Unsubsidized Federal Direct Loan is \$20,500 for the academic year. Students must be registered for a minimum of 6 credits to be considered for the loan. Interest accrual begins immediately but can be capitalized (i.e., added to the loan principal) once the student enters repayment. Repayment of loan principal begins six months after the student no longer registers at least half-time (6 credits), withdraws, or graduates.

The Federal Grad PLUS Loan is a credit-based loan. Graduate and professional students are eligible to borrow under the PLUS Loan Program up to their cost of attendance, less other fi-

financial aid. There is no grace period on Federal Grad PLUS Loans, but there is a six-month post-enrollment deferment before payments are due.

A pre-loan entrance interview is required for first-time borrowers of an Unsubsidized Federal Direct Loan or Grad PLUS Loan. Students must complete the entrance interview at [studentaid.gov](https://studentaid.gov) before loan proceeds will be disbursed. In addition, first-time borrowers must sign a Master Promissory Note (MPN) for each loan. MPNs are signed online at [studentaid.gov](https://studentaid.gov) using a Federal Student Aid (FSA) ID.

An exit interview is also required when the student no longer registers at least half-time (6 credits), withdraws, or graduates. All loan borrowers who drop below half-time (less than 6 credits), take a leave of absence, withdraw, or are about to graduate must complete an exit interview online at [studentaid.gov](https://studentaid.gov).

### **Federal Work Study Program**

Federal Work Study awards are based solely on financial need as defined by federal regulations. Federal Work Study awards are offered each summer for the following academic year. Because Federal Work Study funds are limited, only students who have their FAFSA on file by the priority deadline (April 30) are initially considered for awards. Federal Work Study positions are generally assigned by the Executive Officer of the student's academic program.

## **ADDITIONAL SOURCES OF FUNDING**

The academic activity of The City University of New York expands far beyond the boundaries of the Graduate Center. As such, many Graduate Center students benefit from adjunct teaching positions and research assistantships on other campuses within CUNY or under the auspices of faculty-sponsored research grants. Executive Officers can assist students in locating these opportunities.

A significant number of students also find support through external funding sources such as private foundations, unions, and government agencies. The list of external funding sources available to graduate students is extensive. The Office of Research and Sponsored Programs, which is the Graduate Center's official liaison for grant-funded scholarship (for both faculty and students), provides a comprehensive catalog of the vast number of privately funded fellowships available to graduate students. Graduate Center students regularly apply for external grants, including the Fulbright U.S. student program, National Science Foundation, Ford Foundation, and many others.

For more information on and suggestions for additional sources of funding, see the Financing Your Education website at <https://www.gc.cuny.edu/fellowships-and-financial-aid>.

## **ADDITIONAL FINANCIAL AID GUIDELINES**

### **Attendance and Tax Status of Awardees**

All fellowship recipients must be matriculated and in full-time attendance (7 credits or weighted instructional units) at the Graduate Center and have a U.S. Social Security Number or Taxpayer Identification Number.

### **Taxes on Financial Aid Awards**

Financial aid income is taxable for United States citizens, permanent residents, and most international students (some nations have treaties with the United States that exempt students from those countries from some U.S. income tax liabilities). Under current U.S. income tax law, financial aid income used for tuition, books, supplies, and equipment is not taxable. Loans are not income and are therefore not taxable. Please note that tax laws are subject to change. The Office of Fellowships and Financial Aid does not offer income tax counseling of any kind. There is additional information on taxation for international students on the Bursar's website at <https://www.gc.cuny.edu/international-students/tax-information>. Questions on income tax liability, filing status, reporting income, and tax treaties should be addressed to the United States Internal Revenue Service.

Under current U.S. law, Federal Work Study awards are not subject to Social Security Tax (F.I.C.A.) withholding during periods of enrollment.

### **Withdrawing From Classes and Your Financial Aid**

Students who withdraw from any of their classes during the course of a semester may be subject to a recalculation of their eligibility for federal and institutional student aid, which may result in a substantial reduction or cancellation of federal loans. Please note your bill will reflect any loss of aid and you will be responsible for any resulting balance owed to the Graduate Center.

For students who withdraw from all of their courses during a semester, the Office of Fellowships and Financial Aid will determine if any of the federal aid a student received should be returned to the Department of Education. Students who drop below half-time will need to complete exit counseling at [studentaid.gov](https://studentaid.gov) online, even if they plan to be at least half-time the following semester.

Federal student aid eligibility is based on the length of time a student attends their classes. If a student does not attend classes for the entire term, federal regulations may require that the student return all or a portion of the federal aid received. The Office of Fellowships and Financial Aid will be notified of a student's withdrawal and will perform a federal Return of Title IV (R2T4) calculation. This calculation will determine how much of their federal aid the student has earned and how much must be returned.

Federal aid will be returned in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans (undergraduates only)
3. Federal Direct PLUS Loans
4. Federal Pell Grants (undergraduates only)
5. Iraq and Afghanistan Service Grants (undergraduates only)
6. FSEOG (undergraduates only).
7. TEACH Grants (The Graduate School and University Center does not currently participate).

For students who receive all W, NGR, WA, and/or WN grades for a term, the Office of Fellowships and Financial Aid must also perform this calculation (if the student has received federal student aid other than Federal Work Study).

### **Course Withdrawal Policy for Fellowship Recipients**

In order to receive a fellowship, students must be registered full time (7 credits/WIUs) at the end of the third week of the semester. Audit credits do not count toward full-time enrollment for financial aid/fellowship purposes.

Tuition fellowships/tuition remission will pay for the number of credits the student is registered for at the end of the third week. But the number of credits a student is billed for will be the number of credits the student was registered for on the first day of class. If a student drops credits, they will owe the cost of those credits minus the refund they are entitled to receive.

Students who drop below full time but remain enrolled will have their fellowship, including tuition coverage, canceled. Students will be responsible for paying any remaining tuition charges and returning any stipend funds they had been paid.

Students who withdraw from all of their courses before 60 percent of the semester has passed (for Fall 2022, before November 4) will have their fellowship, including tuition coverage, canceled. Students will be responsible for paying any remaining tuition charges and returning any stipend funds they had been paid.

Students who withdraw from all of the courses after 60 percent of the semester has passed (for Spring 2023, April 1 or later) will be able to retain their fellowship and tuition coverage.

Course withdrawal can affect a student's academic progress and future financial aid eligibility.

Students considering withdrawing from a course are strongly advised to speak with financial aid about the impact of the withdrawal on their financial aid.

### **Satisfactory Academic Progress**

Students must be making satisfactory progress toward the degree to maintain their status at the Graduate Center and be eligible for any student financial assistance. In general, a doctoral student is deemed not to be making satisfactory progress if he or she has a grade point average below 3.00, has accumulated more than two open grades ("INC," "INP," "NGR," "ABS," or "ABP"), has completed

more than 45 credits without having passed the First Examination, has completed 10 semesters without having passed the Second Examination, has received two "NRP" grades in succession, or has exceeded the time limit for the degree. Specific programs may have rules that differ.

Please refer to the sections on "Incomplete Grades," "Standards for Retention," "Computation of Grade Point Average," and "Time Limits for Degrees," which appear in the Student Handbook's section on "Academic Policies and Procedures."

The Graduate Center reviews each student's record every semester. If academic standards have not been met, a student may register (and receive financial aid, if otherwise eligible) only on successful petition of the student's Executive Officer to the Vice President for Student Affairs. Students whose petitions are approved are considered to be making satisfactory progress toward the degree and are eligible to receive financial aid.

Students who are employed as graduate assistants on departmental adjunct lines or as research assistants by individual grant holders must show satisfactory performance in these activities. If this performance is found to be unsatisfactory, such employment may be terminated. This type of termination is independent of satisfactory academic progress.

#### **Acceptance Online Required for Each Award Granted**

The Office of Fellowships and Financial Aid sends notifications of financial aid awards by email to students' Graduate Center email addresses. Many Graduate Center fellowships include several separate awards (e.g., tuition, financial aid fellowship, graduate assistantship). Students must accept each separate award online in CUNYFirst, our student information system, or the award may be canceled.

#### **Completion of Service Requirement**

Students appointed to a graduate assistantship are expected to complete the 15-week service requirement each semester. If they do not complete the service requirement, their salary will be canceled for the remaining weeks of required service.

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## ADVANCED RESEARCH COLLABORATIVE (ARC)

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<https://www.gc.cuny.edu/arc>

The Advanced Research Collaborative is the focal point of the collaborative research activities of the Graduate Center. ARC promotes interdisciplinary research; partners with Graduate Center research centers, institutes, and interdisciplinary committees; connects the research activities of CUNY faculty at the colleges to Graduate Center research programs and seminars; and provides a home for outstanding visiting scholars to collaborate with faculty and students in its Distinguished Visiting Fellows Program. Through its Research Praxis seminar, ARC offers support to Graduate Center doctoral students pursuing research and provides a platform for students to independently share and debate their research interests and practices through a student research webpage.

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## ADVANCED SCIENCE RESEARCH CENTER (ASRC)

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<https://asrc.gc.cuny.edu>

The Advanced Science Research Center (ASRC) is the Graduate Center's university-wide venture that elevates CUNY's legacy of scientific research and education through initiatives in five distinctive, but increasingly interconnected disciplines: Nanoscience, Photonics, Structural Biology, Neuroscience and Environmental Sciences. The ASRC is designed to promote a unique, interdisciplinary research culture with researchers from each of the initiatives working side by side in the ASRC's core facilities, sharing equipment that is among the most advanced available.

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## CENTERS AND INSTITUTES

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### **AMERICAN SOCIAL HISTORY PROJECT/CENTER FOR MEDIA AND LEARNING (ASHP/CML)**

<https://ashp.cuny.edu>

Founded in 1981 by the distinguished labor historian Herbert Gutman and Stephen Brier and directed since 1998 by Joshua Brown, ASHP/CML has gained an international reputation in the fields of public history and history education. As one of the few history organizations with a full-time staff composed of scholars, artists, media producers, and educators, ASHP/CML's *Who Built America?* books and documentaries, digital and online projects (including our new blog and podcasts), and seminars combine rigorous humanities content with innovative methods of presentation. Cited as a model for public humanities programming, ASHP/CML's projects and programs have received numerous grants and awards.

In 1990, the American Social History Project became an official research center at The City University of New York. Known as the Center for Media and Learning, it has been affiliated with the Graduate Center since 1996. The organization is now most commonly known as ASHP/CML, combining its public and university identities. In 1998, ASHP/CML assumed stewardship of the New Media Lab, the Graduate Center's state-of-the-art facility for the development of doctoral digital media projects.

The New Media Lab (NML) assists Graduate Center faculty and doctoral students from a variety of academic disciplines to create digital projects based on their own scholarly research. Often, the NML provides a stipend to support student work done at the lab.

### **BILDNER CENTER FOR WESTERN HEMISPHERE STUDIES**

<https://www.gc.cuny.edu/bildnercenter>

The Bildner Center brings together scholars, policymakers, civil society leaders, and other stakeholders to further understanding of and foster policy-oriented research concerning the governance, security, and economic well-being of peoples in the Americas. Founded in 1982 with the support of businessman and philanthropist Albert Bildner, the center has been directed by sociologist Mauricio Font since 2000.

### **BARRY S. BROOK CENTER FOR MUSIC RESEARCH AND DOCUMENTATION (CMRD)**

<https://brookcenter.gc.cuny.edu>

The Brook Center is a scholarly facility associated with the doctoral program in music at the CUNY Graduate Center. Founded in 1989 by the renowned musicologist Barry S. Brook and renamed in his memory after his death in 1997, the center's objectives are to promote and provide a setting for wide-ranging research and documentation activities in music; to offer professional training to students, music researchers, editors, iconographers, and archivists; to serve as a resource center for CUNY, for New York City, and for the nation; and to disseminate the results of its activities to the scholarly community and to the world at large through publications, conferences, and exhibitions. Faculty members at the Graduate Center are often involved in the Brook Center's activities, and there are employment opportunities for graduate students, independent scholars, and editors.

The Brook Center also houses a number of valuable archives, in addition to those associated with the current projects described here, including papers and sound recordings of Barry S. Brook, Gustave Reese, and Emanuel Winteritz.

Units of the center include:

Center for the Study of Free-Reed Instruments

18th-Century Symphony Archive (1720–1840)

Foundation for Iberian Music

French Opera in the 17th and 18th Centuries, A Facsimile Series

Music in Gotham: The New York Scene (1863–1875)

Pergolesi Research Center

Research Center for Music Iconography

RILM Abstracts of Music Literature

Xenakis Project of the Americas

### **THE RALPH BUNCHE INSTITUTE FOR INTERNATIONAL STUDIES**

<https://www.ralphbuncheinstitute.org>

The Ralph Bunche Institute for International Studies engages in research, graduate training, and public education about international affairs and contemporary global problem solving with a focus on multilateralism and international institutions. Founded in 1973 as the Ralph Bunche Institute on the United Nations, it was renamed in 2001 and given a broader interdisciplinary scope with the mandate to support and further strengthen international studies at the Graduate Center.

Units of the center include:

Center for Global Ethics and Politics

European Union Studies Center

Future of the United Nations Development System

Global Centre for the Responsibility to Protect

PassBlue Project

United Nations Intellectual Project

Universal Rights Group

### **CENTER FOR ADVANCED STUDY IN EDUCATION (CASE)**

<https://www.gc.cuny.edu/case>

The Center for Advanced Study in Education conducts basic and applied research concerned with improving and upgrading the quality of education in urban areas. CASE serves as a forum for consideration of policy issues, as a center for interdisciplinary approaches to educational problems, and as a clearinghouse in areas of educational research.

CASE draws its researchers from among the faculty of the colleges of The City University of New York as well as from students and faculty of the Graduate Center, and maintains a close affiliation with the Graduate Center's Ph.D. Program in Educational Psychology.

Funding for CASE projects originates with private industry, foundations, and city, state, and federal agencies. While some of CASE's work is national in scope, much of it is focused on New York City and New York State.

### **CENTER FOR HUMAN ENVIRONMENTS (CHE)**

<https://www.gc.cuny.edu/che>

The Center for Human Environments brings together psychologists, sociologists, anthropologists, geographers, earth and environmental scientists, and public health experts whose research addresses the relationship between people and their physical settings. By providing a forum where the social sciences meet environmental research, CHE seeks to produce deeper understanding of, and potential solutions to, the problems faced by schools, neighborhoods, and larger communities; nonprofit organizations; community-based groups, and advocacy movements; and government agencies.

### **CENTER FOR THE HUMANITIES**

<https://centerforthehumanities.org>

The Center for the Humanities at the Graduate Center, CUNY, was founded in 1993 as a public forum for people who take ideas seriously inside and outside the academy. By bringing together CUNY students and faculty with prominent journalists, artists, and civic leaders, the center seeks to promote the humanities and humanistic perspectives in the social sciences. In the tradition of CUNY and the Graduate Center's commitment to ensuring access to the highest levels of educational opportunity for all New Yorkers, all events are free and open to the public.

### **CENTER FOR JEWISH STUDIES**

<https://www.gc.cuny.edu/centerforjewishstudies>

The Center for Jewish Studies is committed to fostering research and special projects in the many disciplines comprising Jewish studies. It aims to serve the more than 80 faculty scholars across CUNY who are in the field of Jewish studies or working in areas related to Jewish studies by providing opportunities for communication, gatherings, and cooperative programs and projects. The Center for Jewish Studies sponsors publications, public lectures, teacher training seminars, research, and oral history projects that explore a wide range of historical and contemporary

Jewish issues. From time to time, the Center for Jewish Studies also hosts scholarly gatherings that are conducted in cooperation with national and international cultural and academic institutions. The center offers fellowships and traveling fellowships for graduate students pursuing research in Jewish studies.

Units of the center include:

*Institute for Sephardic Studies*

The Institute for Sephardic Studies is devoted to research, special projects, and curriculum development on the civilization of the Jews of Spain and the Middle East. It offers public lectures and teacher training workshops and encourages the study of the Sephardic experience in the doctoral programs at the Graduate Center. Its oral history collection explores the experience of Sephardic Jewish immigrants to the United States. Among its ongoing projects is the development of education modules to integrate the Sephardic experience in teaching Jewish history.

*Rosenthal Institute for Holocaust Studies*

The Rosenthal Institute pursues interrelated research, publications, and educational programs on the Holocaust. The institute also coordinates occasional in-service courses for teachers, offers special as well as scheduled public lectures, videotapes survivor testimonies, sponsors a limited number of fellowships to young scholars, responds to public inquiries about Holocaust-related matters, and publishes monographs in its Holocaust Studies Series.

**CENTER FOR LATIN AMERICAN, CARIBBEAN AND LATINO STUDIES (CLACLS)**

<https://www.gc.cuny.edu/clacsl>

The Center for Latin American, Caribbean and Latino Studies was established at the CUNY Graduate Center in 2001. CLACLS has worked to promote the study and understanding of Latin American and Caribbean cultures and the communities established in the United States by peoples from this vast and extraordinarily diverse region with a special focus on the New York City metropolitan area. CLACLS has organized numerous public forums, lectures, symposia, academic conferences, and public presentations of art, music, dance, and photography with colleagues from Mexico, Argentina, Cuba, Puerto Rico, Brazil, Peru, Colombia, Ecuador, Guatemala, and the Dominican Republic. With a grant from the Rockefeller Foundation, CLACLS organized and helps administer an interdisciplinary M.A. concentration in Latin American, Caribbean, and Latino Studies in the M.A. Program in Liberal Studies.

**CENTER FOR LESBIAN AND GAY STUDIES (CLAGS)**

<https://www.clags.org>

The Center for Lesbian and Gay Studies provides intellectual leadership toward understanding and addressing the issues that affect lesbian, gay, bisexual, and transgender individuals and the members of other sexual and gender minorities. As the first university-based LGBT research center in the United States, CLAGS nurtures cutting-edge scholarship; organizes colloquia for examining and affirming LGBT lives; and fosters network-building among academics, artists, activists, policymakers, and community members. CLAGS stands committed to maintaining a broad program of public events, online projects, and fellowships that promote reflection on queer pasts, presents, and futures.

**CENTER FOR PLACE, CULTURE AND POLITICS**

<https://pcp.gc.cuny.edu>

The Center for Place, Culture and Politics is an interdisciplinary center providing an intellectual forum for the discussion of a wide range of vital contemporary topics at the CUNY Graduate Center. As the name suggests, most of the pressing political and economic issues of today occur at the nexus of place and culture. Since its inception, the center has become an eminent intellectual and public nucleus for these kinds of issues. The center runs a weekly seminar, hosts distinguished lecture series, and organizes conferences following a theme that changes each year.



### **CENTER FOR THE STUDY OF WOMEN AND SOCIETY**

<https://www.gc.cuny.edu/womencenter>

Since 1977, the Center for the Study of Women and Society has promoted interdisciplinary feminist scholarship. The focus of the center's research agenda is the study of the intersections of gender, sexuality, race, ethnicity, class, and nation in societies around the world.

The center co-sponsors with the Women's Studies Certificate Program intellectual exchange symposia and lectures—among scholars within CUNY as well as with visiting scholars. The center also collaborates with grassroots and professional organizations.

### **CENTER FOR URBAN RESEARCH (CUR)**

<https://www.urbanresearch.org>

The Center for Urban Research organizes research on the critical issues that face New York and other large cities in the United States and abroad; collaborates with public agencies, nonprofit organizations, and other partners; and holds forums for the media, foundations, community organizations, and others about urban research at the Graduate Center. Its website provides access to dynamic maps, data sets, and research findings about New York City and other metropolitan centers.

Units of the center include:

#### *CUNY Data Service*

The CUNY Data Service maintains an extensive archive of data sets from the U.S. Census Bureau and other sources and provides customized analysis of these data sets on a fee-for-service basis for academic researchers, public and nonprofit agencies, community organizations, the media, and business organizations. In addition, it provides specialized services to support the research efforts of the CUNY community.

#### *CUNY Mapping Service*

The CUNY Mapping Service at CUR engages with foundations, government agencies, businesses, nonprofits, and other CUNY researchers to use spatial information and analysis techniques to develop and execute applied research projects.

#### *New York City Labor Market Information Service*

The New York City Labor Market Information Service (NYCLMIS) provides labor market analysis for the public workforce system. The NYCLMIS was formed in 2008 and is a joint endeavor of the NYC Workforce Investment Board (WIB), The City University of New York at the Center for Urban Research, the Center for Economic Transformation at the New York City Economic Development Corporation (NYCEDC), and the Deputy Mayors' Cabinet for Workforce Development.

### **CENTER ON PHILANTHROPY AND CIVIL SOCIETY (CPCS)**

<http://www.philanthropy.org>

The Center on Philanthropy and Civil Society is committed to strengthening civil society through education, research, and leadership training and focuses on giving, volunteerism, and nonprofit entrepreneurship by individual donors, foundations, and corporations in the United States and around the world. Since its inception, CPCS has worked to highlight the philanthropic activities of different institutions and groups, with a particular emphasis on international civil society and the role of women in giving and associational life.

Through seminars and sponsored research projects that focus on women, social justice, cultural traditions of giving, and global civil society, the Center on Philanthropy and Civil Society provides opportunities for CUNY faculty and doctoral students to explore common themes comparatively across disciplines. The center's Leaders in Philanthropy series provides a forum where CUNY faculty and representatives of local foundations and nonprofit organizations come together to discuss key issues and trends in the philanthropic and voluntary sectors. The center's signature International Fellows Program brings nonprofit practitioners and scholars to the Graduate Center from around the globe to conduct research and to meet with leaders from the global Third Sector.

**CUNY INSTITUTE FOR SOFTWARE DESIGN AND DEVELOPMENT (CISDD)**

<https://www.cisdd.org>

The CUNY Institute for Software Design and Development promotes economic development in New York City and encourages the growth of the New York software industry. Specifically, CISDD pairs CUNY's experienced faculty members with software industry professionals and governmental institutions to sponsor and develop the research and creation of new and marketable software technologies, provides specialized professional development courses, creates job opportunities, and continues to build CUNY's reputation as a software center in New York.

**EUROPEAN UNION STUDIES CENTER (EUSC)**

<https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Centers-and-Institutes/European-Union-Studies-Center>

The EUSC is dedicated to promoting research and debate on the diverse issues and challenges facing the European Union. The approach to the research and analysis is interdisciplinary; it includes political, economic, legal, social, and cultural aspects of the Union as a whole, as well as relations between European Union member states, and the European Union's relationship to the rest of the world. The emphasis of the studies reflects the recent developments in the EU. In addition, the center explores the challenges of the Union's enlargement through the accession of central and eastern European countries, and, finally, the grand visions of a future for Europe.

**GOTHAM CENTER FOR NEW YORK CITY HISTORY**

<https://www.gothamcenter.org>

The Gotham Center's mission is to examine and explore the city's rich history, and to make it more accessible to citizens and scholars, teachers and students, locals and out-of-towners. The center brings together an array of talented scholars and buffs, curators and archivists, librarians and teachers, and filmmakers and preservationists, all of whom study, preserve, and present New York City's rich and fascinating past.

**HENRI PEYRE FRENCH INSTITUTE**

<https://www.gc.cuny.edu/hpfi>

The Henri Peyre French Institute sponsors a variety of conferences, seminars, and lectures that relate to the arts and humanities in French and Francophone culture, including exhibits, poetry readings, and artistic performances. The institute also supports visiting scholars and encourages programs and projects of an interdisciplinary nature. A number of publications appear under its auspices.

**HUMAN ECODYNAMICS RESEARCH CENTER (HERC)**

<https://herc.ws.gc.cuny.edu>

The Human Ecodynamics Research Center at the Graduate Center, CUNY, is coordinating the effort of scholars in a formal research collaborative addressing crucial issues of sustainability, resilience, and the future of humans on earth. HERC focuses on the past and present global interactions of humans and the natural world, using fields of inquiry and methods of investigation from anthropology, archaeology, sociology, geosciences, climatology, biological sciences, art, history, and political science.

Following initiatives by the National Science Foundation (NSF), the study of human ecodynamics is used to emphasize collective and cross-disciplinary ways of understanding:

- constant and often discontinuous change
- the ubiquity of human impact past and present
- the potential for rapid threshold-crossing climate change
- complex conjuncture of "fast" and "slow" variables in time and space
- the increased role of geospatial perspectives and newly dynamic modeling in driving interdisciplinary investigations and synthesis

The team at the Human Ecodynamics Research Center has been specifically tasked by the NSF Office of Polar Programs to develop an international and interdisciplinary research forum called the Global Human Ecodynamics Alliance (GHEA, [www.gheahome.org](http://www.gheahome.org)).

### **INSTITUTE FOR LANGUAGE EDUCATION IN TRANSCULTURAL CONTEXT (ILETC)**

<https://iletc.commonsgc.cuny.edu>

The CUNY Institute for Language Education in Transcultural Context was founded in 2012 with the broad mandate of researching, supporting, coordinating, and advocating for language learning across the University. ILETC is supported through university-wide funding, as well as through the individual support of Hunter College, Queens College, and the Graduate Center.

### **INSTITUTE FOR RESEARCH ON THE AFRICAN DIASPORA IN THE AMERICAS AND THE CARIBBEAN (IRADAC)**

<https://www.gc.cuny.edu/iradac>

The Institute for Research on the African Diaspora in the Americas and the Caribbean was founded to address the African presence on the African continent, in the Americas, and elsewhere, through scholarly research and public programs for the betterment of the lay public as well as the academic community. Its central mission is to foster understanding and critical interpretation of the history, development, conditions, status, and cultures of the diverse peoples of African descent. The institute's scope extends to any region of the African diaspora. It encourages and supports multidisciplinary scholarship and public programming and works to serve the needs and interests of students, faculty researchers, and members of the general community.

### **SAUL KRIPKE CENTER**

<https://saulkripkecenter.org>

Established in 2007, the Saul Kripke Center houses the archives of Professor Saul A. Kripke, one of the Graduate Center's most distinguished philosophers and logicians, who has made significant and wide-ranging contributions to both mathematical logic and philosophy.

The center is currently creating a digital archive to preserve Professor Kripke's works, including recordings of lectures and seminars dating back to 1970, and lecture notes, manuscripts, and philosophical and mathematical correspondence dating back to the 1950s. The center sponsors graduate fellowships for students enrolled in the Graduate Center's Ph.D. Program in Philosophy. The center also makes its archive available for visiting scholars and hosts regular "brown-bag lunch" talks as well as colloquia by distinguished Kripke scholars.

### **THE LATIN/GREEK INSTITUTE**

<https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Centers-and-Institutes/Latin-Greek-Institute>

The Latin/Greek Institute of the City University of New York, founded in 1973, is a collaborative effort of the City University Graduate Center and Brooklyn College. The Institute offers intensive, total-immersion programs in ancient languages during the summer that enable serious, highly motivated undergraduate and graduate students to cover the material normally included in several semesters of conventional work in a single summer. All programs are team-taught by experienced instructors.

### **LEON LEVY CENTER FOR BIOGRAPHY**

<https://www.gc.cuny.edu/llcb>

Established by a generous gift from the Leon Levy Foundation and envisioned as a hub for writers, scholars, students, and readers of biography, the Leon Levy Center for Biography seeks to build connections between independent and university-affiliated biographers across the disciplines and cultivate lively discussions about the art and craft of biography historically and in our time.

The center sponsors such events as the Annual Biography Lecture (in the fall), the Annual Conference on Biography (spring), and a number of public presentations and programs throughout the year to provide a forum for the public to appreciate the breadth and variety of biographical narratives and the intellectual issues fueling them. The center also offers four resident fellowships annually to fund the research and writing of outstanding biographies and two fellowships to CUNY dissertation students writing biography.

**MIDDLE EAST AND MIDDLE EASTERN AMERICAN CENTER (MEMEAC)**

<https://memeac.gc.cuny.edu>

MEMEAC's mission is to promote the study of the Middle East and Middle Eastern Americans. Established in 2001, MEMEAC is the only center in the country that incorporates the Middle Eastern American experience into Middle East Studies.

**RESEARCH INSTITUTE FOR THE STUDY OF LANGUAGE IN URBAN SOCIETY (RISLUS)**

<https://rislus.gc.cuny.edu>

The institute conducts basic and applied research on the structure and use of language by social groups in New York and other urban settings, as well as on human, social, and educational issues associated with the language of urban groups.

**MARTIN E. SEGAL THEATRE CENTER (MESTC)**

<https://thesegalcenter.org>

The Martin E. Segal Theatre Center is a nonprofit center for theatre, dance, and film affiliated with CUNY's Ph.D. Program in Theatre and Performance. The center's mission is to bridge the gap between academia and the professional performing arts communities both within the United States and internationally. By providing an open environment for the development of educational, community-driven, and professional projects in the performing arts, MESTC is a home to theatre scholars, students, playwrights, actors, dancers, directors, dramaturgs, and performing arts managers from the local and international theatre communities. Through diverse programming—staged readings, theatre events, panel discussions, lectures, conferences, film screenings, and dance—and a number of publications, MESTC enables artists, academics, visiting scholars, and performing arts professionals to participate actively in the advancement and appreciation of the entire range of the theatrical experience. The center presents staged readings to further the development of new and classic plays; lecture series; televised seminars featuring professional and academic luminaries; and arts in education programs, and maintains its long-standing visiting-scholars-from-abroad program. In addition, the center publishes a series of highly regarded academic journals as well as books, including plays in translation, written, translated, and edited by leading scholars.

**STONE CENTER ON SOCIO-ECONOMIC INEQUALITY/LUXEMBOURG INCOME STUDY CENTER**

<https://www.gc.cuny.edu/liscenter>

The Luxembourg Income Study Center, also known as the LIS Center, brings the resources of LIS to the Graduate Center. LIS, located in Luxembourg, is a nonprofit microdata archive, research institute, and center for training in cross-national comparative research.

The LIS Center aims to collaborate with other university centers; encourage and provide supervision to students and faculty using the LIS microdata to research income, wealth, or employment; and provide a learning platform for comparative research using the LIS and Luxembourg Wealth Study microdata in the form of periodic seminars, symposia, and courses devoted to research using the microdata.

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## ACADEMIC INITIATIVES AND COMMITTEES

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### **COMMITTEE ON GLOBALIZATION AND SOCIAL CHANGE (CGSC)**

<https://globalization.gc.cuny.edu>

The Committee on Globalization and Social Change at the Graduate Center is an interdisciplinary working group composed of a core group of CUNY faculty interested in reflecting on globalization as an analytic category for understanding social change as well as on the intersecting social changes commonly associated with the category globalization.

### **ENDANGERED LANGUAGE INITIATIVE**

<https://opencuny.org/angeredlanguageinitiative>

The Endangered Language Initiative aims to promote the scientific study of endangered languages in the areas of teaching and research, and is also dedicated to educating the public and broader scientific community about the study of endangered languages.

### **FUTURES INITIATIVE**

<https://www.gc.cuny.edu/futures>

The Futures Initiative is dedicated to creating and inspiring new methods of interdisciplinary and collaborative learning and pedagogy in order to stimulate institutional changes in higher education. Drawing upon and catalyzing the energy of CUNY faculty and students, the Futures Initiative seeks to explore new models for empowering the next generation of college professors to teach and engage in research most effectively in our modern age. The Futures Initiative encourages peer-to-peer pedagogies that support open and connected forms of learning, experimentation, and multimedia publication. Housed at the Graduate Center and extending throughout the CUNY system, the Futures Initiative serves as a model for innovation and aims to inspire public reinvestment in higher education and in our collective future as a society.

### **GRADUATE CENTER DIGITAL INITIATIVES (GCDI)**

<https://gcdi.commonsgc.cuny.edu>

Graduate Center Digital Initiatives draws together a broad array of digital projects at the Graduate Center that incorporate technology into the core research and teaching missions of the University. Featured project clusters and areas of strength include the digital humanities, digital pedagogy, networked scholarly communication, data mining and visualization, open access journals, spatial humanities and social sciences, network analysis, and digital archives. Taken together, these initiatives explore the ways in which traditional scholarly activities are being reshaped by the tools and methods of data-driven inquiry.

### **INITIATIVE FOR THE THEORETICAL SCIENCES**

<https://sites.google.com/site/itsgccuny>

The Initiative for the Theoretical Sciences (ITS @ the Graduate Center) provides a home for theoretical research in the sciences that cuts across a wide range of subjects but remains unified by the search for a mathematical description of the world around us.

### **INTELLECTUAL PUBLICS**

<https://www.gc.cuny.edu/intellectual-publics>

Intellectual Publics provides a multifaceted forum for cutting-edge scholarship across the humanities and social sciences as well as advice on how to best articulate and publish such work. We present the ideas and approaches that engage the most visionary thinkers of our time through talks and conversations for an audience invested in the ideas themselves.

**PUBLICSLAB**

<https://publicslab.gc.cuny.edu>

The PublicsLab has two broad goals. The first is to ensure that the Graduate Center's humanities doctoral programs prepare students for careers both within and outside of academe. The expertise required for humanistic inquiry is vital to understanding the world around us. Through fellowships, internships, workshops, and curriculum enhancement, we strive to provide students with skills and opportunities that will allow them to thrive in academic and non-academic professions. The second goal is to encourage doctoral students and faculty to engage in scholarship that is accessible to the public, deepens our understanding of burning issues, and might even spur social change. The PublicsLab seeks to incubate and promote socially engaged learning and creative, community-based research, and to attract scholars who are committed to generating new knowledge that contributes to the key issues of our time.

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## GRADUATE CENTER DOCTORAL AND MASTER'S PROGRAMS

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The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice.

The courses scheduled to be taught each semester are listed in the *Class Schedule*, available online at <https://globalsearch.cuny.edu/CFGlobalSearchTool/search.jsp>.

Regarding the doctoral faculty, the listings found under each program and in the back pages of this bulletin are valid as of June 2022. Please consult the program websites for further information about the faculty and their specializations.

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## ANTHROPOLOGY (Ph.D.)

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*Executive Officer:* Professor Jeff Maskovsky

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Email: [Anthropology@gc.cuny.edu](mailto:Anthropology@gc.cuny.edu)

<https://www.gc.cuny.edu/Anthropology>

### FACULTY

Leslie Aiello ■ Talal Asad ■ Andrea Baden ■ H.Arthur Bankoff ■ Alexander Bauer ■ Edward Bendix ■ Arthur Binford ■ Kevin Birth ■ Michael Blim ■ Yarimar Bonilla ■ Anna Boozer ■ Avram Bornstein ■ Kelly Britt ■ Timothy Bromage ■ Jacqueline Brown ■ Jillian Cavanaugh ■ Melissa Checker ■ Stephen Chester ■ Shahrina Chowdury ■ Mike Church ■ Leo Coleman ■ John Collins ■ Vincent Crapanzano ■ Gerald Creed ■ Kate Crehan ■ Dána-Ain Davis ■ Warren DeBoer ■ Roberto Delgado ■ Eric Delson ■ Victoria Dominguez ■ Andrew Dugmore ■ Marc Edelman ■ Omri Elisha ■ Alyshia Gálvez ■ Ismael García Colón ■ Christopher Gilbert ■ Edgar Gregersen ■ Murphy Halliburton ■ Edward Hansen ■ William Harcourt-Smith ■ Katerina Harvati ■ David Harvey ■ Jon Ingimundarson ■ Gregory Johnson ■ Laurel Kendall ■ Yukiko Koga ■ Jeffrey Laitman ■ Louise Lamphere ■ Susan Lees ■ Louise Lennihan ■ Stephanie Levy ■ Mandana Limbert ■ Shirley Lindenbaum ■ Christopher Loperena ■ Setha Low ■ Elizabeth Macaulay ■ Ross MacPhee ■ Felicia Madimenos ■ Miki Makihara ■ Jeff Maskovsky ■ Patricia Mathews-Salazar ■ Colleen McCann ■ Thomas McGovern ■ Cameron McNeil ■ Joan Mencher ■ James Moore ■ Sarah Muir ■ Michael Novacek ■ Astrid Ogilvie ■ William Parry ■ Burton Pasternak ■ Ekaterina Pechenkina ■ Glenn Petersen ■ Thomas Plummer ■ Herman Pontzer ■ Timothy Pugh ■ Ryan Raaum ■ Matthew Reilly ■ Angela Reyes ■ Chris Robinson ■ John Robinson ■ Donald Robotham ■ James Rohlf ■ Alfred Rosenberger ■ Jessica Rothman ■ Christa Salamandra ■ Victoria Sanford ■ Naomi Schiller ■ Jane Schneider ■ Jonathan Shannon ■ Gerald Sider ■ Irina Silber ■ Ian Simpson ■ Julie Skurski ■ Katherine St. John ■ Michael Steiper ■ Sara Stinson ■ Karen Strassler ■ Ida Susser ■ Larissa Swedell ■ Karine Tache ■ Ian Tattersall ■ Miriam Ticktin ■ Patricia Tovar ■ John Van Couvering ■ Amy Vedder ■ Katherine Verdery ■ Orri Vésteinsson ■ Dianadi Wall ■ Peter Whiteley ■ Gary Wilder ■ Bianca Williams ■ James Woollett

### THE PROGRAM

Graduate work in anthropology leading to the Doctor of Philosophy degree at CUNY Graduate Center is offered in the subfields of cultural anthropology, archaeology, physical anthropology, and linguistic anthropology. The program is committed to excellence in training its students for careers in research and teaching, as well as nonacademic fields. In addition to coursework, students have opportunities for early fieldwork experience through faculty-directed practicums and summer research funding. With close faculty guidance, students in the program win external fellowships for their dissertation research at a high rate. Most students also acquire significant undergraduate teaching experience at the various colleges of the CUNY system and other colleges in the area while completing their degrees. The four-field requirement, together with these exceptional opportunities for fieldwork and teaching experience, provides CUNY anthropology graduates with credentials not commonly available from many other doctoral programs.

The program's four subfields offer tutorials, enabling students to work on an individual basis with faculty members on any topic of mutual interest that is not offered within the regular curriculum. Students are also encouraged to take advantage of the course offerings of other disciplines at the Graduate Center. Attention is called to the interdisciplinary seminars in which the Anthropology program participates, covering such topics as the philosophy of the social sciences, urban studies, space and place, feminist social theory, and problems of public policy.

Through CUNY's consortial arrangement with other institutions in New York City, doctoral students can take courses at Columbia, New York University, The New School, Princeton, Rutgers,



Fordham, and SUNY Stony Brook. In pursuing their research, they are also able to take advantage of the great diversity of the city itself, and tap its rich resources, from the New York Public Library to the American Museum of Natural History and the Wildlife Conservation Society/Bronx Zoo. The program is committed to encouraging diversity among its students, as well as applications from minorities, whose number in the program exceeds the national average.

The program maintains a website that contains news about faculty and student honors, awards, fellowships, presentations, and publications course offerings and course descriptions for the current semester; program events; and other information (see above for web address).

*Cultural Anthropology* Cultural Anthropology focuses on the material bases of inequality, analyzed in local/global contexts, combining historical and ethnographic approaches. It emphasizes the role of cultural interpretations in maintaining and reproducing power, as well as the role of identity politics, including nationalism, race/racism, diasporas, and social movements. Faculty interests include working toward a broad interdisciplinary synthesis of political-economic perspectives with insights from literary and cultural studies. Other strengths are medical anthropology, space and place studies, urban theory and ethnography, globalization, and human-environment relationships. Area expertise includes Eastern and Western Europe, Latin America/Caribbean, the United States, and the Middle East.

*Archaeology* Archaeology pursues major issues in anthropological theory while providing rigorous training in archaeological method. Faculty research specializations include studies of rise of the state, gender relations, historical archaeology, lithic analysis, prehistory, historical ecology, zooarchaeology, and the application of archaeological data and methods to global change research. Regional specializations include but are not limited to Mesoamerica, historical sites in the United States, and the North Atlantic. Faculty research ranges from urban New York to rural Iceland, with particular strengths in Mesoamerica, Ecuador, South Asia, Near East, Europe, and North America. The North Atlantic Biocultural Organization (NABO) and the international archaeological field school in Iceland (CUNY Archaeological Institute Iceland–Oslo) are managed from CUNY, providing students with a wide network of opportunities and professional connections.

*Physical Anthropology* Physical (Biological) Anthropology emphasizes evolutionary approaches to human and nonhuman primate biology in four main areas: comparative morphology, paleontology, biogeography, and systematics of humans and other primates; primate ecology and its relationships to both social behavior and conservation; genetics and its relationships to systematics, population biology, and disease vectors; and the biology of modern and recent humans, with a focus on adaptation, osteology, and bioarchaeology. Faculty research in paleontology and in primate and human ecology includes sites and collections in France, several African countries, and South America. The subfield plays a leading role in the New York Consortium in Evolutionary Primatology (NYCEP), a National Science Foundation–funded training program that gives CUNY students access to faculty, laboratories, and collections at New York University, Columbia University, the American Museum of Natural History, and the Wildlife Conservation Society/Bronx Zoo; a number of special courses in this program are jointly taught by CUNY, New York University, and Columbia faculty.

*Linguistic Anthropology* Linguistic Anthropology studies the role of language in culture and society, including its use in the manipulation of power, the production of ideology, and the deployment of speech genres in social interaction. Applications include language and communication in legal, medical, and educational settings, as well as in intercultural affairs. Specialists in Creole languages among anthropology and linguistics faculty allows a concentration on public education policies for speakers of such languages for whom English is a second language or, with even more subtle problems, a second dialect.

## **RESOURCES FOR TRAINING AND RESEARCH**

The program maintains laboratories for archaeology and physical anthropology at the Graduate Center. Other labs and facilities utilized by the archaeology subfield include: the Hunter Bioarchaeology Laboratory, the Brooklyn Zooarchaeology Facility, the Hunter AMICA multipurpose imaging facility, and Hunter's developing GIS facility. Physical anthropology maintains laboratories specializing in bone biology, paleontology, and the analysis of vocalization at Queens College (osteology and bioarchaeology), at Hunter College (multipurpose imaging facility), and at Lehman College (primate cognition and osteology/forensics). Other labs directed by the program's physical an-

thropology faculty are located at the American Museum of Natural History (three-dimensional geometric morphometrics and computer visualization) and Mt. Sinai School of Medicine (comparative morphology of the head and neck and speech origins).

The physical anthropology subfield is affiliated with the American Museum of Natural History, and students have access to the museum's primate collections and facilities in museum techniques.

Students are strongly encouraged to do fieldwork in their area of specialization. The program provides training in field methods and research design, and assists students in the formulation of research proposals for submission to external agencies that fund anthropological fieldwork. Depending on the availability of funds, the program mounts an annual competition and makes small awards to students to make reconnaissance trips to potential field research locales.

Other training opportunities are available through the research centers located at the Graduate Center. Students may obtain teaching experience at CUNY through appointments as graduate assistants or as adjunct lecturers.

### ***En-route M.A.***

All students must satisfactorily complete the following requirements, all of which are already required as part of their doctoral training, before applying for the en-route M.A. degree:

1. Complete a minimum of 36 GPA credits with an average grade of "B" or better,
2. Responsible Conduct of Research certification,
3. Pass the First Doctoral Examination (First Exam), and
4. Satisfactorily complete a research paper of at least 7500 words approved by a member of the doctoral faculty and the Executive Officer. As with other en-route M.A. degrees at the Graduate Center, students must be enrolled and have met their financial obligations to the University.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated in an earlier section of this bulletin, applicants should either present a baccalaureate degree with at least 12 credits in anthropology or demonstrate special interest in and aptitude for anthropology, as evidenced by material submitted in support of the application and by letters of recommendation. If the applicant is deficient in academic preparation, admission may be made on the condition that deficiencies be removed by successful completion of coursework or by special examination. The Graduate Record Examination (GRE) is not required by the Anthropology Ph.D. Program.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Doctor of Philosophy stated earlier in this bulletin.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in anthropology. The student's course of study must be designed in consultation with an adviser approved by the Executive Officer. The first level provides grounding in general anthropology, theory, and the basic concepts and methods of the student's subfield. At the second level, students pursue advanced work within the subfield, selected from the broad range of specialties represented on the faculty. The third level, after completion of 60 credits, is devoted to research for the dissertation.

All students are required to complete one core course or similar basic work in each of the subfields other than their own before completion of 45 credits. Students who have already taken two undergraduate courses or one graduate course in a subfield other than their own may be exempted from taking a course in that subfield upon approval of the Executive Officer. In cultural anthropology, students are also required to take two area courses.

*First Examination* The First Examination, a general qualifying examination in the student's subfield, consists of a written portion and an interview with the examining committee, which includes a general evaluation of the student's progress in the program. The student will normally take the First Examination in the semester following completion of 24 credits, although an extension may be granted by the Executive Officer no later than the semester following the one in which the student is registered for the 36th credit. Students may elect to take a First Examination that combines two or more subfields. All students are required to take the First Examination.

**Language Requirement** The student must demonstrate a reading knowledge of one foreign language appropriate to his or her field of specialization. The foreign language examination must be passed before the student is advanced to candidacy.

**Statistics Requirement** For archaeology and physical anthropology, one course in statistics, to be approved by the student's adviser and the Executive Officer, must be completed with a grade of B or better. Students in linguistic anthropology may present a second language (which may be a field language) instead of statistics. In cultural anthropology, students may take a research methods course in lieu of statistics.

**Second Examination** The Second Examination is an oral examination in which the student must demonstrate thorough knowledge of two areas of specialization within the subfield, generally one topical and one area specialty. Normally the Second Examination takes place upon completion of 60 credits. A four-member faculty committee, including the student's adviser, assists the student in preparing for the Second Examination, which includes the preparation of selective bibliographies for the two specialties. In consultation with the adviser, the student selects three members of the committee and proposes it to the Executive Officer for approval. One additional faculty member is appointed by the Executive Officer.

**Research Proposal** With the assistance of the advisory committee, the student prepares a research proposal setting forth the proposed dissertation research. The proposal must be defended before the committee for the Second Examination, either at the time of the examination or within three months after it is taken.

Upon completion of all the above requirements, including approval of the research proposal by the examining committee, the student will be advanced to doctoral candidacy.

**Dissertation** The candidate must write a dissertation on an approved subject, under the supervision of a dissertation committee composed of the student's principal adviser, two other faculty members, and an outside reader who has been approved by the Executive Officer. Approval by a majority of the committee constitutes successful completion of the dissertation requirement.

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## Courses

Descriptions of particular courses to be given each semester may be found on the Anthropology program website at <https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Anthropology>. Unless otherwise stated, all courses are 30 hours, 3 credits.

ANTH 70000 Current Topics in Anthropology

*0 credits*

ANTH 78400 Linguistic Anthropology and Cultural Anthropology

*30 hours, 4 credits*

ANTH 78500 Physical Anthropology and Archaeology

*30 hours, 4 credits*

ANTH 80201\* Teaching Undergraduate Anthropology

*1 credit*

ANTH 90000 Dissertation Supervision

*1 credit*

## Archaeology

ANTH 75000 History of Archaeological Theory

*30 hours, 4 credits*

ANTH 75100 Contemporary Archaeological Theory

*30 hours, 4 credits*

ANTH 75200\* Archaeology as Anthropology

ANTH 75300-76900 Archaeology of Selected Areas

ANTH 83100 Seminar: Methods and Problems in Archaeology

ANTH 83300 Seminar: Field, Laboratory, and Analytic Methods in Archaeology

*30 hours plus conferences, 3 to 6 credits*

ANTH 83500-85400 Seminars: Selected Topics and Areas in Archaeology

ANTH 89902 Supervised Independent Study and Research in Archaeology  
*3 to 9 credits*

**Cultural Anthropology**

ANTH 70100 History of Cultural Anthropology I  
*45 hours, 4 credits*

ANTH 70200 History of Cultural Anthropology II  
*45 hours, 4 credits*

ANTH 70300 Foundations of Social Theory  
*45 hours, 4 credits*

ANTH 70400 Contemporary Social Theory  
*45 hours, 4 credits*

ANTH 70500 Research Methods  
*30 hours, 4 credits*

ANTH 70600-72500 Topics in Cultural Anthropology

ANTH 72600-74500 Ethnology and Ethnography of Selected Areas

ANTH 80500 Selected Topics in Anthropological Methods  
*1 credit*

ANTH 80600 Anthropological Research  
*30 hours, 4 credits*

ANTH 80700-82500 Seminars in Selected Topics in Cultural Anthropology

ANTH 82300 Proposal Writing Seminar  
*30 hours, 4 credits*

ANTH 89901 Supervised Independent Study and Research in Cultural Anthropology  
*3 to 9 credits*

**Linguistic Anthropology**

The student's attention is called to the relevant courses in the Graduate Program in Linguistics

ANTH 77000 Core Course in Linguistic Anthropology  
*30 hours, 4 credits*

ANTH 77100-77300\* Analysis of the Languages of Selected Areas

ANTH 77400\* Descriptive Semantics

ANTH 77600 Sociolinguistics

ANTH 77700 Language and Culture

ANTH 77800-78300 Topics in Linguistic Anthropology

ANTH 87300-87400\* Field Methods in Linguistics  
*45 hours plus conferences, 3 to 6 credits*

ANTH 87600-88500 Seminars: Selected Topics in Linguistic Anthropology  
*Includes such topics as text analysis, language and ethnicity, and linguistic archaeology*

ANTH 89903 Supervised Independent Study and Research in Linguistics  
*3 to 9 credits*

**Physical Anthropology**

ANTH 78900, Physical Anthropology Professional Development  
*45 hours, 4 credits*

ANTH 79000 Core Course in Evolutionary Morphology  
*45 hours, 4 credits*

ANTH 79001 Core Course in Genetics and Human Biology  
*45 hours, 4 credits*

ANTH 79002 Core Course in Behavioral Biology and Ecology  
*45 hours, 4 credits*

ANTH 79100 Paleoanthropology

ANTH 79200-79400 Human Biology

ANTH 79500-79700 Evolutionary Primatology

ANTH 79800 Quantitative Methods in Physical Anthropology  
*45 hours, 4 credits*

ANTH 79900 Human Anatomy

*6 credits*

ANTH 89000-89800 Seminars: Selected Topics in Physical Anthropology

ANTH 89904 Supervised Independent Study and Research in Physical Anthropology

*3 to 9 credits*

\*offered infrequently

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# ART HISTORY (Ph.D.)

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*Executive Officer:* Professor Jennifer Ball

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Email: [Arthistory@gc.cuny.edu](mailto:Arthistory@gc.cuny.edu)

<https://www.gc.cuny.edu/ArtHistory>

## **FACULTY**

Molly Aitken ■ Jennifer Ball ■ Geoffrey Batchen ■ Claire Bishop ■ Rosemarie Bletter ■ Emilie Boone ■ Emily Braun ■ Anna Chave ■ Wen-Shing Chou ■ Joshua Cohen ■ Michael Gillespie ■ Romy Golan ■ Marta Gutman ■ Mona Hadler ■ Cynthia Hahn ■ Anna Indych-Lopez ■ David Joselit ■ Diane Kelder ■ Rachel Kousser ■ Barbara Lane ■ Gail Levin ■ Michael Lobel ■ Rose-Carol Washton Long ■ John Maciuika ■ Patricia Mainardi ■ Katherine Manthorne ■ Kevin Murphy ■ Maria Pelizzari ■ Eloise Quiñones-Keber ■ James Saslow ■ Harriet Senie ■ Judy Sund ■ Sally Webster ■ Siona Wilson ■ Amanda Wunder

## **THE PROGRAM**

The Ph.D. Program in Art History at CUNY Graduate Center is dedicated to the development of scholars, teachers, museum personnel, art critics, and other professionals specializing in the history of art and architecture, while providing students with a full general background in the history of art. Students in the program are prepared to serve their discipline and their communities in all areas of cultural endeavor.

The program offers concentrations in painting, sculpture, architecture, urbanism and design, the graphic arts, photography, cinema, criticism, and theory.

## **RESOURCES FOR TRAINING AND RESEARCH**

The Art History program offers a Digital Resources Collection for the instructional use and research of faculty and graduate students. The collection contains approximately 250,000 digital images.

New York City, with its museums, galleries, libraries, and art activities, provides unparalleled opportunities for the study of art history through firsthand experience with art objects and monuments. Arrangements have been made through the cooperation of various art institutions for City University students to avail themselves of these resources. In order to expand traditional methods of study and research, courses may include field trips, assignments for independent study, work projects, cooperative ventures, specialized training in new techniques of research, and meetings with important artists and critics. Every effort will be made to introduce the student to active participation in the rich art life of this cultural metropolis.

## **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the student must present either a baccalaureate degree with at least 12 credits in art history or a master of arts degree in art history. If the applicant is deficient in preparation, he/she may be admitted on the condition that he/she remove such deficiencies by coursework.

## **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Doctor of Philosophy listed in an earlier section of this bulletin.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in art history. The student's course of study must be planned in consultation with the program's Executive Officer or Deputy Executive Officers. As soon as the student has chosen a particular field, he/she should select a specific adviser who is a regular member of the faculty and who will serve as program consultant.

Students admitted with a baccalaureate degree will follow a planned program of study that may include courses offered at the Graduate Center, the various University colleges, or other universities.

All students are required to complete one course in Methods of Research and at least one course in each of the following areas: (1) African, Pre-Columbian, Native-American, Asian or Oceanic Art; (2) either Ancient Art or Medieval Art; (3) either Renaissance Art or Baroque Art; (4) Modern Art (European Art, Art of the United States or Latin America).

None of the above course requirements may be fulfilled through Independent Study. Students entering the program with either an M.A. degree or graduate credits taken elsewhere may fulfill some or all of these requirements through previous graduate coursework. At least 18 credits of upper-level seminars are required. Students may receive credit for graduate work taken elsewhere with the permission of the Executive Officer.

Students in the program are required to complete a concentration in a minor field, an area of art history that may or may not be chronologically related to their major field. By completing the minor, students develop research skills in a second area that equips them with professional expertise for teaching, museum work, scholarship, and/or criticism. A minor is defined as at least three graduate courses, one of which must be a seminar.

*First Examination* Upon or before the completion of 45 credits, the student will be required to pass a First (Qualifying) Examination in one of the three general areas of specialization offered by the program. The purpose of the First Examination is to test the student's general knowledge of the major area of specialization.

*Foreign Languages* The student must demonstrate a reading knowledge of two languages in addition to English. The languages will be chosen in accordance with the student's area of specialization, with the approval of the student's adviser and the Executive Committee. Entering students must satisfy one language requirement before the completion of 30 credits and the second before the completion of 60 credits. Students who transfer 30 credits are encouraged to complete one language before entering the program. If not, then they should complete this within one year.

*Second Examination* On the completion of course requirements, the student will be required to pass an oral examination in his/her area of specialization and a minor field. In the oral examination, the student must demonstrate a mastery of the critical literature as well as a concrete knowledge of the historical material in both the major and minor fields.

*Dissertation* The dissertation shall be on a subject approved by the Executive Committee of the doctoral faculty and chaired by a faculty member from within the program. The student will be required to defend the dissertation in an oral examination before an examining committee of the student's primary adviser, two other faculty members on CUNY doctoral faculty, and a fourth examiner who may be from outside CUNY.

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## Courses

Unless otherwise indicated, all courses are 30 hours, 3 credits.

### **General Courses**

ART 70000 Methods of Research

ART 70010 Topics in Art History

ART 70020 Topics in the Art and Architecture of Africa, the Pacific, and Native North America

ART 70030 Topics in Architecture, Urbanism, and Design

ART 70040 Topics in the History of Prints

ART 70050 Topics in Theory and Criticism

ART 80010: Seminar: Selected Topics in Art History

ART 80020 Seminar: Selected Topics in the Art and Architecture of Africa, the Pacific, and Native North America

ART 80030 Seminar: Selected Topics in Architecture, Urbanism, and Design

ART 80040 Seminar: Selected Topics in the History of Prints

ART 80050 Seminar: Selected Topics in Theory and Criticism

### **Asian Art and Architecture**

ART 71000\* Topics in Asian Art and Architecture

ART 81000\* Seminar: Selected Topics in Asian Art and Architecture

***Ancient Art and Architecture***

ART 72000\* Topics in Ancient Art and Architecture

ART 82000\* Seminar: Selected Topics in Ancient Art and Architecture

***Medieval Art and Architecture***

ART 73000 Topics in Medieval Art and Architecture

ART 83000 Seminar: Selected Topics in Medieval Art and Architecture

***Islamic Art and Architecture***

ART 74000 Topics in Islamic Art and Architecture

ART 84000 Seminar: Selected Topics in Islamic Art and Architecture

***Renaissance and Baroque Art and Architecture***

ART 75000 Topics in European Art and Architecture, 1300–1750

ART 75010 Topics in Italian Renaissance and Mannerist Art and Architecture

ART 75020 Topics in Northern Renaissance Art and Architecture

ART 75050 Topics in Baroque Art and Architecture to 1750

ART 85000 Seminar: Selected Topics in European Art and Architecture, 1300–1750

ART 85010 Seminar: Selected Topics in Italian Renaissance and Mannerist Art and Architecture

ART 85020 Seminar: Selected Topics in Northern Renaissance Art and Architecture

ART 85050 Seminar: Selected Topics in Baroque Art and Architecture to 1750

***Art of the Americas***

ART 77000 Topics in Pre-Columbian Art and Architecture

ART 77100 Topics in Colonial Latin American Art and Architecture

ART 77200 Topics in Native North American Art and Architecture

ART 77300 Topics in American Art and Architecture

ART 77400 Topics in Modern Latin American Art and Architecture

ART 77500 Topics in American Architecture, Urbanism, and Design

ART 87000 Seminar: Selected Topics in Pre-Columbian Art and Architecture

ART 87100 Seminar: Selected Topics in Colonial Latin American Art and Architecture

ART 87200 Seminar: Selected Topics in Native North American Art and Architecture

ART 87300 Seminar: Selected Topics in American Art and Architecture

ART 87400 Seminar: Selected Topics in Modern Latin American Art and Architecture

ART 87500 Seminar: Selected Topics in American Architecture, Urbanism, and Design

***African Art and Architecture***

ART 78000 Topics in African Art and Architecture

ART 88000 Seminar: Selected Topics in African Art and Architecture

***Art and Architecture of the Pacific***

ART 78500 Topics in Art and Architecture of the Pacific

ART 88500 Seminar: Selected Topics in Art and Architecture of the Pacific

***Modern and Contemporary Art and Architecture***

ART 76010 Topics in Late 18th- and 19th-Century Art and Architecture

ART 76020 Topics in Modern Art

ART 76030 Topics in Modern Architecture, Urbanism, and Design

ART 76040 Topics in Contemporary Art

ART 76050 Topics in Contemporary Architecture, Urbanism, and Design

ART 79000 History of Photography

ART 79400 Aesthetics of Film

ART 79500 History of the Motion Picture

ART 86010 Seminar: Selected Topics in Late 18th- and 19th-Century Art and Architecture

ART 86020 Seminar: Selected Topics in Modern Art

ART 86030 Seminar: Selected Topics in Modern Architecture, Urbanism, and Design



ART 86040 Seminar: Selected Topics in Contemporary Art

ART 86050 Seminar: Selected Topics in Contemporary Architecture, Urbanism, and Design

ART 89000 Seminar: Selected Topics in the History of Photography

ART 89400 Seminar in Film Theory

ART 89600 Seminar: Selected Topics in Film Studies

***Advanced Seminars***

ART 89700 Independent Research

*Variable credit*

*Approval of the Executive Officer is required. Credit may be repeated for different topics*

ART 89800 Supervised Activity

*Variable credit*

*Students will be assigned to work under supervision on special projects in connection with museum and gallery exhibitions, gathering documentary material, writing for art journals, etc.*

*Course may be repeated*

ART 89900 Dissertation Workshop

*0 credit*

ART 89902 Pedagogy for Art Historians

*3 credits*

ART 90000 Dissertation Supervision

*1 credit*

\*offered infrequently

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## ASTROPHYSICS (M.A.)

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*Acting Director:* Jillian Bellovary

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Email: [astrophysics@gc.cuny.edu](mailto:astrophysics@gc.cuny.edu)

<https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Masters-Programs/Astrophysics>

### **FACULTY**

For the most up-to-date faculty listings, please see the program's website.

### **THE PROGRAM**

Our program will offer 30 credits of coursework which will engage students in independent astrophysical research, numerical analysis, and problem-solving related to astrophysical topics such as radiation transfer, cosmology, and stellar structure. Students will exit the program with a toolbox of coding and problem-solving experience, which will make them marketable for careers in data science and software engineering as well as prime them for a career in astrophysics research.

This program will offer students unique opportunities to perform cutting-edge astrophysics research while building a community with their peers and receiving mentoring support. Students graduating from this program will be well positioned to segue into Ph.D. programs (either at CUNY or elsewhere) or transition into STEM-related fields in the workforce. This program will not only benefit students who need additional training, but also faculty who want to teach graduate-level courses and train motivated research students.

The master's program is partnered with the Flatiron Institute Center for Computational Astrophysics (CCA), a hub of cutting-edge astrophysics research in midtown Manhattan. Faculty from the CCA will join CUNY faculty in teaching courses and mentoring students, allowing for increased depth and breadth in the subject matter available to the students. Courses and research will take place at a combination of the CUNY Graduate Center and the CCA.

The curriculum will consist of two core astrophysics courses and two possible tracks of electives. The "physics track" will be aimed at students who wish to supplement their coursework with physics courses and prepare themselves for a physics-based qualifier exam and/or physics Ph.D. program. We anticipate these students will aim to "bridge" to the CUNY Physics Ph.D. program and want to tailor their preparation accordingly. The "astronomy track" will focus on more specific topics in astrophysics. Students will also undergo 6 credits of advanced supervised research under the guidance of a faculty member and complete a master's capstone project.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to fulfilling the general CUNY requirements for admission listed earlier in this bulletin, applicants are expected to have received a bachelor's degree in physics, astrophysics, mathematics, or a related field, and completed the full course regimen of undergraduate physics courses. The GRE is not required. Students applying to this program are required to submit three letters of recommendation and write a statement of purpose.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE**

The following requirements are in addition to the general University requirements for the master of science degree given in this bulletin.

*Course of Study:* A minimum of 30 credits of approved coursework is required for an M.S. in Astrophysics. Students are required to complete two core astrophysics courses: Computational Methods and Radiative Processes. Four other elective courses are also required.

*Thesis/Capstone in Astrophysics:* All M.S. in Astrophysics students are required to complete a capstone project under the supervision of an Astrophysics faculty member (either CUNY or CCA) to complete the degree. Students are expected to take 6 credits of Masters Capstone Research (ASTP79700) in their second year. In this research course, students will work with an ad-

viser to identify a topic. A final draft of the thesis will be submitted to the faculty supervisor, and the results of the research will be presented to participants in the program. Grading for the thesis will be Credit/Fail. Credit will be awarded upon approval of the thesis by the faculty supervisor.

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### **Courses**

PHYS 76700 Radiative Processes

*4 credits*

PHYS 78100 Computational Method

*4 credits*

ASTP79000 Masters Capstone Research

*3 credits*

### ***Elective Courses***

PHYS 71100 Mechanics

*4 credits*

PHYS 71500 Electricity and Magnetism

*4 credits*

PHYS 72500 Quantum Mechanics 1

*4 credits*

PHYS 74100 Statistical Mechanics

*4 credits*

PHYS 76000 Cosmology

*4 credits*

PHYS 75800 Galaxies

*4 credits*

PHYS 84700 Stars

*4 credits*

ASTP 77700 Special Topics in Astrophysics

*4 credits*

***Total for M.S. in Astrophysics: 30 credits***

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# AUDIOLOGY (Au.D.)

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*Executive Officer:* Professor Dorothy Neave DiToro (Acting)

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Email: [audiology@gc.cuny.edu](mailto:audiology@gc.cuny.edu)

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## **FACULTY**

Peter Adamson ■ Jane Auriemmo ■ Michael Bergen ■ Kaitlin Calleja ■ Jessica Galatioto ■ Stanley Gelfand ■ Tina Jupiter ■ Ellen Koslo ■ Michelle MacRoy-Higgins ■ Brett Martin ■ Patricia Mazzullo ■ Joseph Montano ■ Dorothy Neave-DiToro ■ Jonathan Neukam ■ Kerri O'Connor ■ John Preece ■ Rosette Reisman ■ Andrew Resnick ■ Adrienne Rubinstein ■ Christine Russo-Mayer ■ Helen Salus-Braun ■ Shlomo Silman ■ Carol Silverman ■ Lynn Sirow ■ Rivka Strom ■ Donald Vogel ■ Kathleen Wallace ■ Barbara Weinstein ■ Matilda Wissner ■ Jennifer Wolf ■ Susan Wortsman

## **THE PROGRAM**

The Doctoral Program in Audiology, offering the Doctor of Audiology degree (Au.D.), is a competitive program, incorporating academic and clinical training under a nationally and internationally recognized doctoral faculty. The New York City metropolitan region offers exceptional opportunities for students in audiology. Abundant placement opportunities at world-renowned medical centers and clinical facilities provide students with clinical experiences in early identification, comprehensive assessment, and audiologic habilitative/rehabilitative services delivered to the diverse multicultural, multiethnic population residing in the New York metropolitan area.

The mission of the program is to prepare audiologists to:

- Deliver exceptional hearing and vestibular assessment and management services to the culturally, linguistically, and socioeconomically diverse population of the greater New York City metropolitan area.
- Serve as advocates for persons with hearing and/or vestibular impairment.
- Be active contributors to the clinical science that subserves audiology and to the continuing development of the profession.

The overarching goal of the Au.D. Program is to provide students within New York City, New York State, and the nation with the highest quality academic preparation and with varied and enriched clinical experiences so as to prepare them to be highly qualified autonomous clinicians providing state-of-the-art services to individuals of all ages with hearing loss.

The specific goals of the Au.D. Program are to:

- Prepare audiologists to meet the hearing health-care needs of the culturally, linguistically, and socioeconomically diverse population of the greater NYC metropolitan area.
- Prepare audiologists for autonomous practice. Graduates will be capable of providing comprehensive diagnostic and rehabilitative services to individuals from neonates to seniors who have auditory and vestibular disorders.
- Prepare audiologists to be active contributors to the clinical science that subserves audiology and encourage them through experiences in a training program for the education of professionals to commit to the continuing development of the profession.

## **LICENSURE AND NON-LICENSURE QUALIFYING AU.D. PROGRAMS**

The Au.D. Program has two tracks. Students can enter with: (a) a bachelor's degree from an accredited college or university with or without an undergraduate major in Speech Language Pathology or Audiology or (b) a master's degree in Audiology, licensure and/or ASHA certification. The B.A. to Au.D. is a licensure qualifying program whereas the M.A. to Au.D. is non-licensure qualifying. The degree programs vary by entry level degree and course/credit requirements.

### **AU.D. PROGRAM FOR STUDENTS ENTERING WITH A B.A./B.S. DEGREE (LICENSURE QUALIFYING TRACK)**

The Council of Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) has granted accreditation to the Licensure Qualifying Au.D. Program for the period from September 1, 2015, through August 31, 2023. The Doctoral Program in Audiology (Au.D.) for students entering with a bachelor's degree prepares students for clinical practice at its two affiliated speech and hearing clinical sites located on the Brooklyn College and Hunter College campuses. At these centers, the Au.D. Program provides the foundation for the mastery of clinical skills and enables student clinicians to meet the clinical requisites for their applications for the American Speech-Language-Hearing Association's Professional Certification and for New York State Licensure upon graduation. The program incorporates comprehensive academic and clinical professional education under a nationally and internationally recognized doctoral faculty. Abundant externship placement opportunities at world-renowned medical centers and clinical facilities provide students with clinical experiences in early identification, comprehensive assessment, and audiologic habilitative/rehabilitative services delivered to a diverse multicultural, multiethnic population.

### **SPECIAL REQUIREMENTS FOR ADMISSION — LICENSURE QUALIFYING TRACK**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the student must meet the following requirements:

- B.A./B.S. with an overall cumulative GPA of at least 3.0;
- 3 semester credits, graduate or undergraduate, in biological sciences unrelated to speech-language-hearing sciences;
- 3 semester credits, graduate or undergraduate, in the physical sciences unrelated to speech-language-hearing sciences;
- 3 or more semester credits, graduate or undergraduate, in college-level mathematics (beyond algebra) or statistics;
- 6 or more semester credits, graduate or undergraduate, in psychology or sociology;
- Completion of a writing-intensive course.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF AUDIOLOGY — LICENSURE QUALIFYING TRACK** *Course of Study*

The Au.D. Program, Licensure Qualifying Track, is composed of 97 semester hours. The Au.D. Program prepares students to meet the standards for the ASHA CCC-A, which require formative and summative assessments of specified knowledge and skills. Formative measures include oral and written components as well as documentation of clinical proficiency throughout the program. One of the summative assessment measures is the national examination administered by ETS. Students must pass this national examination to be eligible for the ASHA CCC, other professional-organization credentialing requirements, and the licensure requirements of New York State.

Students who complete years 1 and 2 of the program with at least a 3.0 GPA and who pass the First Examination (a written examination administered during the intersession between the fall and spring semesters of year 2) become eligible to continue into the third year of the Au.D. Program. The objective of the First Examination is to assess the student's understanding of the link between the scientific underpinnings of audiology and the clinical applications.

*The Second Examination* (oral evaluation of clinical competencies) is given at the end of the spring semester of year 3 upon completion of 75 credits. Faculty members will present the student with cases and will query the student about the cases. The learning objective is to ensure that students integrate classroom learning and their knowledge of the audiologic literature to make evidence-based decisions about the patients they evaluate. Students in the Au.D. Program are expected to complete a capstone research project under the supervision of an Au.D. faculty mentor. This clinically based research project takes the place of a dissertation. The range of capstone topics and designs is wide, including retrospective and prospective studies, survey research, outcomes assessment, normative studies, systematic literature review, or evaluation of current practice patterns. It may or may not include human subjects. Students are graded on their written and oral presentations of the completed project.

### **SATISFACTORY ACADEMIC PROGRESS**

A licensure qualifying Au.D. student is deemed not to be making satisfactory progress if he or she:

1. has completed 44 credits and has not passed the First Examination;
2. has a grade point average below 3.00;
3. has not completed his or her degree in four years;
4. has accumulated more than two open grades ("INC," "INP," "NGR," "ABS," and "ABP");
5. has received a B- or poorer in one or more sections of AUD 79000, Audiology Practicum.

### **DUAL DEGREE PROGRAM IN AUDIOLOGY AND SPEECH-LANGUAGE-HEARING SCIENCES**

The dual degree program in Audiology and Speech-Language-Hearing Sciences will allow graduate students to concurrently complete the existing Doctor of Audiology (Au.D.) and Doctor of Philosophy (Ph.D.) in Speech-Language-Hearing Sciences. The Au.D. is a clinical doctorate and the curriculum of the Au.D. Program is geared toward the preparation of competent clinicians in audiology. The Ph.D. in Speech-Language-Hearing Sciences is a research doctorate and the curriculum is geared toward training researchers and academics. It is generally desirable for faculty in Audiology and in Speech and Language Pathology to have a clinical credential as well as research training, which typically is gained in a program leading to the Ph.D. Since Audiology has become a doctoral-level profession, the most desirable future faculty member will possess both doctoral degrees. At the current time, it is not possible for a student to concurrently enroll in two programs at the Graduate Center. The dual degree program will allow such an enrollment and will coordinate the two programs as much as possible with the goal of reducing redundancy and therefore increasing efficiency in completion of the two degree programs without compromising the integrity of either program.

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### **Courses for Students in the Au.D. Program**

The curriculum consists of the following courses, in a prescribed sequence, and includes coursework and clinical practice in the summer semesters of years 1, 2, and 3. Unless otherwise indicated, all courses are 3 credits. Students in the dual degree program will be expected to enroll in these courses or their equivalent in the Ph.D. program in Speech-Language-Hearing Sciences.

AUD 70000 Anatomy and Physiology of the Audio-Vestibular System

*4 credits*

AUD 70100 Essentials of Biostatistics in Audiology

*2 credits*

AUD 70300 Acoustics and Psychoacoustics

AUD 70900 Instrumentation in Audiology

*2 credits*

AUD 71000 Diagnostic Audiology

*4 credits*

AUD 71200 Speech-Language Pathology for Audiologists

*4 credits*

AUD 71800 Introduction to Research Methods

AUD 72000 Multicultural Issues for Audiologists

*2 credits*

AUD 72500 Noise-Induced Hearing Loss and Hearing Conservation

*1 credit*

AUD 72800 Professional Issues in Audiology

*1 credit*

AUD 73000 Amplification I

AUD 73200 Hearing Aid Laboratory

*1 credit*

AUD 73300 Management of Persons with Hearing Loss

AUD 73500 Acoustic Immittance and Otoacoustic Emissions

AUD 74200 Early and Middle Latency Auditory Evoked Potentials

- AUD 74300 Long Latency Auditory Evoked Potentials  
*2 credits*
- AUD 74600 Pediatric Audiology
- AUD 74800 Amplification II
- AUD 75000 Counseling  
*2 credits*
- AUD 76000 Medical Audiology
- AUD 76300 Vestibular Evaluation and Management
- AUD 76400 Tinnitus Evaluation and Management  
*1 credit*
- AUD 76500 Audiologic Research Proposal  
*2 credits*
- AUD 76700 Amplification III
- AUD 76800 Pediatric Amplification  
*1 credit*
- AUD 77000 Cochlear Implants and Other Sensory Aids
- AUD 77200 Auditory Processing Disorders: Assessment and Treatment  
*2 credits*
- AUD 77400 Hearing and Aging
- AUD 77600 Audiologic Professional Issues – Business Practices  
*2 credits*
- AUD 77801-77803 Topics in Audiology  
*1, 2, or 3 credits*
- AUD 78000 Audiologic Research  
*1 credit*
- AUD 79000 Introductory Audiology Practicum  
*2 credits*
- AUD 79001-79006 Audiology Practicum I-VI  
*1 credit*
- AUD 79600 Seminar in Audiology  
*1 credit*
- AUD 79601-79606 Seminar in Audiology I-IV  
*1 credit*
- AUD 79800 Independent Study  
*1 credit*
- AUD 79901 Audiology Residency I
- AUD 79902 Audiology Residency II
- AUD 79903 Audiology Residency III

### **AU.D. PROGRAM FOR PROFESSIONALS ENTERING WITH AN M.A./M.S. DEGREE IN AUDIOLOGY AND STATE LICENSURE OR CLINICAL CERTIFICATION IN AUDIOLOGY (NON-LICENSURE QUALIFYING TRACK)**

The Au.D. degree for ASHA certified or State-Licensed Audiologists incorporates comprehensive academic training under a nationally and internationally recognized doctoral faculty. The goal of this program is to award a non-licensure qualifying Au.D. to audiologists who are ASHA certified or state licensed. Clinical doctoral education is designed to enhance their clinical knowledge and skills so that they can:

1. Better meet the hearing health-care needs of the culturally, linguistically, and socio-economically diverse population of persons with hearing impairment.
2. Become active contributors to the clinical science that subserves audiology and commit to the continuing development of the profession.
3. Be more competitive with graduates from traditional Au.D. programs in the current and future job market.

### **SPECIAL REQUIREMENTS FOR ADMISSIONS – NON-LICENSURE QUALIFYING TRACK**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the student must meet the following requirements:

1. Undergraduate overall GPA at least 3.0 and graduate degree in the field of Communication Sciences/Disorders (major in Audiology) or Speech-Language-Hearing Sciences (major in Hearing Sciences) or Audiology with an overall cumulative GPA of at least 3.4.
2. Curriculum vitae.
3. Current ASHA Certification in Audiology or current Licensure in Audiology from any state with audiology licensure.
4. Two letters of recommendation which preferably should be obtained from faculty members from your master's degree program.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF AUDIOLOGY – NON-LICENSURE QUALIFYING TRACK**

#### ***Course of Study***

The Au.D. Program, Non-Licensure Qualifying Track, consists of 31 credits beyond the master's degree in the field. Audiologists must complete the program within four years of the date of matriculation. Other degree requirements include the completion of a capstone research project, which will include a written component and an oral presentation. The range of capstone topics and designs is wide, including retrospective and prospective studies, survey research, outcomes assessment, normative studies, systematic literature review, or evaluation of current practice patterns. It may or may not include human subjects. Students are graded on their written and oral presentations of the completed project.

The course offerings include three required courses and eight elective courses. To accommodate working clinicians for whom the program will have the greatest appeal, courses are mostly offered late afternoon and evenings.

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#### **Courses**

Unless otherwise indicated, all courses are 3 credits.

#### ***Required (4 courses, with AUD 79800 taken for at least 3 semesters, for a total of 11 credits)***

AUD 70100 Essentials of Biostatistics in Audiology

*2 credits*

AUD 71600 Physiological Acoustics

AUD 76500 Audiologic Research Proposal

AUD 79800 Independent Study

*1 credit*



***Elective (24 credits)***

AUD 72000 Multicultural Issues for Audiologists

*2 credits*

AUD 72500 Noise-Induced Hearing Loss and Hearing Conservation

*1 credit*

AUD 74300 Long Latency Auditory Evoked Potentials

*2 credits*

AUD 74800 Amplification II

AUD 75000 Counseling

*2 credits*

AUD 76000 Medical Audiology

AUD 76300 Vestibular Evaluation and Management

AUD 76400 Tinnitus Evaluation and Management

*1 credit*

AUD 77000 Cochlear Implants and Other Sensory Aids

AUD 77200 Auditory Processing Disorders: Assessment and Treatment

AUD 77400 Hearing and Aging

AUD 77600 Audiologic Professional Issues – Business Practices

*2 credits*

AUD 77801-77803 Topics in Audiology

*1-3 credits*

AUD 79800 Independent Study (does not count toward 31 credits)

*1-3 credits*

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## BIOCHEMISTRY (Ph.D.)

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*Executive Officer:* Professor Sebastien Poget

The Graduate Center

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New York, NY 10016

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### THE PROGRAM

Graduate work in biochemistry, an interdisciplinary science that draws on fundamental chemical theory and research techniques as the basis for explorations into the problems of biology, requires a firm grounding in chemistry as well as a sophisticated knowledge of biology. The Ph.D. Program in Biochemistry is designed to provide students with the research techniques and knowledge they will need for careers as biochemists in government and industry or as researchers and teachers in colleges and universities.

Students in the Biochemistry Program are expected to participate in research early in their graduate work, usually in the first year of study, and to engage actively in a broadly based seminar and colloquium program designed to introduce them to the important problems and current research methods of biochemistry.

Areas of faculty research specialization in the Biochemistry Ph.D. Program:

Biochemical Pharmacology; Bioenergetics; Bioinformatics; Bioinorganic Chemistry;

Bioorganic Chemistry; Biotechnology/Biomaterials; Enzymology and Protein

Biochemistry; Immunochemistry; Lipid Biochemistry; Membrane: Structure, Function,

and Transport; Metabolism and Regulation; Molecular Biology; Neurochemistry; Organelle

Biochemistry; Physical Biochemistry/Biophysical Chemistry; Structural Biology

Research work may be done at Brooklyn, City, Hunter, Lehman, York, and Queens colleges and at the College of Staten Island. Nonlaboratory courses in biochemistry are usually given at the Graduate Center.

### ***Resources for Training and Research***

The doctoral faculty, which is drawn from the biology and chemistry faculties of the various colleges of CUNY, is often supplemented by outstanding visiting scientists, who serve either as guest lecturers or as visiting professors.

### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, the student may apply for an M.A. degree. The degree is awarded formally by one of the participating senior CUNY colleges.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated in an earlier section of this bulletin, entering students should have a strong background in physical and biological sciences, including organic chemistry, biochemistry, physical chemistry, physics, and mathematics through calculus, and should have taken courses in cell biology, or genetics, or biochemistry. Students may be admitted with deficiencies but will be required to correct them during the first three semesters. The Graduate Record Exam (GRE) General Test is recommended but not required.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The general University requirements are stated earlier in this bulletin. The special requirements in biochemistry are as follows.

*Course of Study* 60 credits of graduate work are required for the Ph.D. degree in biochemistry, of which 30 credits are in required core courses taken within the first three semesters of study. These include courses—lecture and laboratory—in physical biochemistry, bioorganic chemistry, and general biochemistry, as well as two seminars in biochemistry. Of the remaining 30 credits, 3 credits must be in biochemistry seminars, and 3 or 4 credits must be in an advanced biochemistry course or courses. The remainder are either elective or thesis research credits. Students are required to participate in seminar and colloquium programs during the entire program of study and are urged to commence thesis research early, usually after passing the First Examination.

*First Examination* The First Examination, based on core material, is taken in two parts at the end of the first and second semester.

*Second Examination* The student must demonstrate competence in the field of advanced biochemistry by preparing a written research proposal and defending it before a faculty committee.

*Dissertation* The candidate must write a dissertation on an approved subject under the supervision of an advisory committee. After the dissertation has been completed, the student is required to make an oral defense before a dissertation committee.

*Field Experience* The student is expected to acquire experience and a measure of competence in college teaching. This requirement may be fulfilled by serving as a part-time teaching assistant in the classroom or the laboratory during the period of time that the student is enrolled in the program, unless the requirement or part of it is waived by the Executive Officer.

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### **Courses**

Unless otherwise stated, all courses are 45 hours, 3 credits. Please note that some courses may be offered infrequently; consult with the program for further information.

#### ***Core Courses***

*Required of all students, except for BICM 71130.*

BICM 71010 Advanced Biochemistry I

*Prerequisite: A one-semester course in biochemistry*

- BICM 71020 Advanced Biochemistry II  
*Prerequisite: A one-semester course in biochemistry*
- BICM 71110 Research Techniques in Biochemistry I  
2–6 credits  
*Corequisite: BICM 71010*
- BICM 71120 Research Techniques in Biochemistry II  
2–6 credits  
*Prerequisite: BICM 71110*
- BICM 71130 Research in Biochemistry  
2–6 credits  
*Prerequisite: BICM 71110 and BICM 71120*
- BICM 72010 Basic Seminar in Biochemistry I  
1 credit
- BICM 72020 Basic Seminar in Biochemistry II  
1 credit
- BICM 75000 /75001 Bioorganic Chemistry  
2–3 credits  
*Prerequisite: Organic Chemistry*
- BICM 77000 /77001 Physical Biochemistry  
2–3 credits  
*Prerequisite: Physical Chemistry*
- BICM 78000 Bioinformatics  
*Prerequisite: A one-semester course in biochemistry*

### **Advanced Courses**

*Prerequisite: Completion of BICM 71010 and 71020 or permission of Executive Officer*

- BICM 81000 Seminar in Biochemistry  
15 hours, 1 credit  
*Three semesters required of all students (two semesters for Molecular Biophysics track, see below)*
- BICM 82000 Research Toward the Doctoral Dissertation  
Credits variable  
*Prerequisite: The First Examination*
- BICM 83000 Biochemistry of Lipids and Membranes
- BICM 84000 Enzymology
- BICM 85000 Nucleic Acid Metabolism and Function
- BICM 86000 Metabolic Pathways and Their Control Mechanisms
- BICM 87000 Bioinformatics
- BICM 87001 Bioinformatics with Practicum  
4 credits
- BICM 88800 Current Topics in Biochemistry  
15 hours, 1 credit
- BICM 88900 Special Topics in Biochemistry
- BICM 90000 Dissertation Supervision  
1 credit  
*Required of all students*  
*Prerequisite: Completion of all required courses*

*Students may follow a Molecular Biophysics track by taking the following courses: Molecular Biophysics (CHEM 87901) and two semesters of Advanced Molecular Biophysics Seminar (CHEM 80541); the Seminars replace BICM 81000.*

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## BIOGRAPHY AND MEMOIR (M.A.)

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### THE PROGRAM

The M.A. Program in Biography and Memoir is one of the only programs in the world to offer a uniquely rich series of courses to students who wish to study biography and memoir, or to become biographers and memoir writers themselves. In addition to resting between empirical history and "creative non-fiction," or revolutionizing our understanding of individuals in the past, biography and memoir can also straddle the divide between the scholarly and the popular. Students with a broad range of academic backgrounds are encouraged to apply. This interdisciplinary degree would provide the tools in which to pursue a career in journalism and media, professional writing and publishing, oral history studies, documentary filmmaking, digital communications (such as podcasting), archival work, and other rewarding professions.

### REQUIREMENTS FOR ADMISSION

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit two letters of recommendation and a 2000 word writing sample. Graduate Record Examination (GRE) scores are optional.

### SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS IN BIOGRAPHY AND MEMOIR

Course of study The 30-credit curriculum includes 15 course credits (Forms of Life Writing, Writing and Style in Biography and Memoir, Ethical Problems in Biography and Memoir, Research and Methodology in Biography and Memoir and a Thesis or Capstone Project); 6 optional credits of in-degree electives; and 9 to 15 credits of free electives (selected from among Graduate Center course offerings, in consultation with the student's adviser).

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### Courses

Unless otherwise stated, all courses are *30 hours plus conferences for 3 credits*.

#### **Required Core Courses**

BAM 70100 Forms of Life Writing

BAM 70200 Research and Methodology in Biography and Memoir

BAM 70300 Writing and Style in Biography and Memoir

BAM 70400 Ethical Problems in Biography and Memoir

BAM 79000 Thesis or Capstone Project Supervision

#### **Additional Courses**

BAM 70500 Special Topics in Biography and Memoir

BAM 71000 Independent Study

BAM 72000 Writing Workshop for Thesis or Capstone Project

*Students may also choose electives from among all Graduate Center course offerings for which they are eligible to register after consulting with an adviser.*

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## BIOLOGY (Ph.D.)

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*Executive Officer:* Professor Cathy Savage-Dunn

The Graduate Center

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Swedell ■ Maral Tajerian ■ Ofer Tchernichovski ■ William Thomas ■ Benjamin Torke ■ Mariana Torrente ■ Ina Vandebroek ■ Richard Veit ■ Robert Voss ■ Bao Vuong ■ John Waldman ■ William Wallace ■ Hoau-Yan Wang ■ Jessica Ware ■ Daniel Weinstein ■ Ward Wheeler ■ Osceola Whitney ■ Andrzej Wieraszko ■ Anthony Wilson ■ Andrew Wolfe ■ Eleanore Wurtzel ■ Lei Xie ■ Leora Yetnikoff ■ Jun Yoshioka ■ Zahra Zakeri ■ Chester Zarnoch ■ H.Philip Zeigler ■ Wei Zhang ■ Zhi-Liang Zheng ■ Hualin Zhong

## THE PROGRAM

The Ph.D. Program in Biology offers graduate studies in four broad areas of concentration: ecology, evolutionary biology, and behavior; molecular, cellular, and developmental biology; neuroscience; and plant sciences. The faculty and their research laboratories are based at six campuses (Brooklyn, City, Hunter, Lehman, and Queens colleges and the College of Staten Island) and several affiliated institutions (the American Museum of Natural History, the New York Botanical Garden, and the Institute for Basic Research). The Ph.D. is awarded by the Graduate School and University Center of The City University of New York, through which an en-route M.A. degree may also be awarded. The Graduate Center administers the program through the Executive Officer for the Ph.D. Program in Biology, an Executive Committee, which includes student representatives, and an advisory committee representing each of the above subject areas.

The course of study is determined by the student's background and selected area of interest. Guidance is initially provided by the Graduate Deputy Chair at the campus at which the student is based and overseen by the program office and the appropriate advisory committee. During the first year, study is directed toward preparation for the First Examination, which is offered annually in the four above-mentioned subject areas. In the second year, students pursue more specialized work under the guidance of their mentor and advisory committee, directed toward the knowledge and techniques necessary to become an effective research scientist. Students may take courses or use facilities located at any unit of CUNY or at the affiliated institutions. Laboratory and field studies stress independent research—training that should enable the student to evaluate related literature critically and to respond successfully to future advances in his or her field. Advanced seminars, colloquia, tutorials, lectures by visiting scientists, and other student-faculty contacts also contribute to the widening of the student's outlook and experience.

### *Courses*

Diverse course offerings within each of the four major areas of specialization provide students with the basic knowledge and skills on which to build for more specialized training and research. The areas vary in the manner by which students are directed in their initial year in the program. The areas of molecular, cellular, and developmental biology (MCD), ecology, evolutionary biology, and behavior (EEB), and neuroscience (NS) recommend a directed "core" of three to four basic courses. On the other hand, students in the plant sciences (PS) area are, in consultation with an adviser, directed toward courses most appropriate to their career aims and research directions. The ultimate aim of a student's first year in the program is to develop the comprehensive background necessary to complete the First Examination successfully in the chosen area.

Advanced-level courses, along with seminars, tutorials, and advanced-study courses as well as courses offered by other Ph.D. programs (Biochemistry, Earth and Environmental Sciences, Psychology, etc.), complete the menu of offerings from which the student and the adviser may choose. In addition, students may take up to 10 credits of independent doctoral research.

Each semester, the program office compiles a listing of course offerings, including the name of the professor(s) and a paragraph describing the course. Students should also consult the listing of faculty and specializations in order to select opportunities for potential research areas.

### *En-route M.A.*

All students must satisfactorily complete the following requirements, all of which are already required as part of their doctoral training, before applying for the en-route M.A. degree:

1. Complete a minimum of 45 GPA credits with an average grade of "B," including all of the core course requirements for the Molecular, Cellular, Developmental Biology (MCD), the Neuroscience (NS), the Plant Sciences (PS), or the Ecology, Evolutionary Biology, Behavior (EEB) areas of study,

2. Responsible Conduct of Research certification,
3. Pass the First Doctoral Examination (First Exam), and
4. Satisfactorily complete a research paper approved by a member of the Biology doctoral faculty. As with other en-route M.A. degrees at the Graduate Center, students must be enrolled and have met their financial obligations to the University.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the general requirements for admission stated earlier in this bulletin (with the exception of the GRE exam which is not required), undergraduate preparation should include an adequate background in biology, chemistry, physics, and mathematics, including morphology, physiology, genetics, biochemistry or organic chemistry, and calculus or statistics. The Admissions Committee considers basic training in the sciences and mathematics and the capacity for independent study to be more important than the completion of specific undergraduate courses. Students trained in fields other than biology may apply and may be admitted with conditions determined by the Admissions Committee. The deadline for admission in the fall semester is January 1 (December 1 for neuroscience).

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in biology. The student must follow an approved program of study, which will be prepared in consultation with an advisory committee and filed with the Executive Officer. The first year's work will normally include a number of fundamental courses designed to complete the students' basic preparation in the areas of biology to be covered by the First Examination and second-level courses to prepare them for their areas of specialization. Certain campuses offer course prescriptions for first-year students (inquire at individual campuses for details). The program of study for each student will be planned by the student and an advisory committee so as best to meet the student's interests and needs.

Of the 60 graduate credits required for the degree, no more than 9 may be offered in lower-level (60000) graduate courses. These courses are listed in the program handbook and the college graduate bulletins. The remainder of the graduate credits must be in second- and third-level graduate courses. Students should consult with their advisory committee concerning prerequisites for these courses. A maximum of 20 credits in a minor approved by the student's graduate committee will be accepted. No more than 10 credits of independent Ph.D. dissertation research may be accepted as part of the 60 graduate credits required. A summer of field or laboratory work at a biological station is recommended and may be required in some areas. After completion of formal coursework and advancement to candidacy, the candidate must register for BIOL 90000 Dissertation Supervision until the degree is completed.

The student's record will be evaluated at the end of each academic year, and matriculation may be terminated for unsatisfactory scholastic performance. A time limit of six years is set for the completion of all requirements for the degree, except for the writing and defense of the dissertation. The maximum time period for the completion of all requirements is eight years (seven years for those entering with a master's degree).

*First Examination* This examination tests a graduate student's ability to think, synthesize information, and solve problems in one of the following areas of biology: molecular, cellular, and developmental biology; plant sciences; neuroscience; or ecology, evolutionary biology, and behavior. This examination is normally taken after completion of two semesters in the program, but may be taken earlier with permission of the campus advisory committee. Students who fail this examination will be permitted one additional opportunity to take and pass any of the four examinations the next time they are given. Students who do not take this examination at the time specified by their advisory committee and the Executive Officer will be judged as having failed the examination.

*Foreign Language and Research Techniques* An individual's research mentor and advisory committee with the approval of the Executive Committee may require a student to acquire functional mastery of computer programming or a working knowledge of a foreign language or lan-



guages in which there is a substantial body of literature relevant to the student's research. Should the student be required to develop such skills, the Executive Officer should be notified of this requirement, in writing by the student's mentor, no later than the student's fourth semester.

**Second Examination** Students must demonstrate advanced understanding and research competence in their areas of specialization and related fields in biology by passing the Second Examination. This oral examination, administered by the student's examination committee, is normally taken after fulfilling any language requirement and a minimum of 30 credits of coursework.

**Dissertation** Before enrolling for dissertation work, the student must have passed the Second Examination and must be accepted by a faculty sponsor. The student's thesis research proposal must be approved by an advisory committee and must be judged by this committee to be of a caliber warranting publication in approved journals. After completion of the dissertation, the student must pass a final examination, which will be a defense of the dissertation. The final examination is given by a committee, including the student's advisory committee and additional members from both within and outside the University.

**College Teaching and Field Experience** A minimum of two semesters of teaching experience is required. In those subdisciplines of biology where field experience is considered to be particularly appropriate by the student's advisory committee, such experience may take the place, wholly or in part, of the teaching experience requirement. As part of their training for future roles including those as teachers in colleges and universities, graduate students, where possible, may be required to teach more than one year and to acquire experience in teaching several different courses in biology at the elective as well as at the elementary level. Teaching assignments serve as a principal means of support for biology graduate students.

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## Courses

60000-level graduate courses are listed in the graduate bulletins of City, Hunter, Brooklyn, Queens, and Lehman colleges. A maximum of 9 credits in such courses may be offered toward the Ph.D. degree. 70000- and 80000-level graduate courses creditable toward the doctoral degree are listed below. Each course is offered periodically at one or more units of the University as indicated. Courses listed under the same number cover substantially similar material at comparable levels. For course descriptions, consult the several graduate bulletins of each college of the University. The prerequisite for admission to all courses is prior approval by the student's advisory committee.

### ***Ecology, Evolutionary Biology, and Behavior***

BIOL 70003 Genetics: Lecture

*30 or 45 hours lecture, 2 or 3 credits*

BIOL 70004\* Genetics: Laboratory

*60 or 90 hours laboratory, 2 or 3 credits*

BIOL 70005 Genetics: Lecture

*60 or 75 hours lecture, 4 or 5 credits*

*Prerequisite: Undergraduate genetics and molecular biology or biochemistry*

BIOL 70006\* Genetics: Lecture

*45 hours lecture, 3 credits*

BIOL 70007 Conservation Biology

*45 hours, 3 credits*

BIOL 70103\* Microbial Genetics

*45 hours lecture, 3 credits*

BIOL 70104\* Problems in Microbial Genetics: Laboratory

*90 hours laboratory, 3 credits*

BIOL 70201\* Genetics of Multicellular Organisms, I

*45 hours lecture, 3 credits*

BIOL 70202\* Genetics of Multicellular Organisms, II

*45 hours lecture, 3 credits*

BIOL 70301\* 70302 Cell Heredity I, II

*45 hours lecture, 3 credits each semester*

- BIOL 70503 Evolution  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 70504\* Evolution: Laboratory  
*60 hours laboratory, 2 credits*
- BIOL 70505\* The Evolutionary Biology of Vertebrates  
*45 hours lecture, 3 credits*
- BIOL 70506\* Macroevolution: Patterns of Evolution above the Species Level  
*45 hours, 3 credits*
- BIOL 70603 Principles of Systematics  
*45 hours lecture plus conferences, 4 credits*
- BIOL 70604\* Animal Systematics: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 70609\* Biological Museology  
*45 hours, 3 credits*
- BIOL 70611\* Systematics and Evolution of Insects and Arachnids: Lecture  
*2 hours, 2 credits*
- BIOL 70612\* Systematics and Evolution of Insects and Arachnids: Laboratory  
*4 hours, 2 credits*
- BIOL 70607 Plant Molecular Systematics Lecture
- BIOL 70713\* Zoology and Phylogeny of Chordata (Fishes)  
*30 hours lecture, 2 credits*
- BIOL 70714\* Zoology and Phylogeny of Chordata (Fishes)  
*60 hours laboratory, 2 credits*
- BIOL 70723\* Zoology and Phylogeny of Chordata (Reptiles and Amphibians)  
*30 hours lecture, 2 credits*
- BIOL 70724\* Zoology and Phylogeny of Chordata (Reptiles and Amphibians)  
*60 hours laboratory, 2 credits*
- BIOL 70733 Zoology and Phylogeny of Chordata (Mammals)  
*30 hours lecture, 2 credits*
- BIOL 70734 Zoology and Phylogeny of Chordata (Mammals)  
*60 hours laboratory, 2 credits*
- BIOL 70735\* Functional and Adaptational Biology of the Mammalia  
*45 hours, 3 credits*  
*Prerequisite: 70733, 70734*
- BIOL 70743\* Zoology and Phylogeny of Chordata (Birds)  
*30 hours lecture, 2 credits*
- BIOL 70744\* Zoology and Phylogeny of Chordata (Birds)  
*60 hours laboratory, 2 credits*
- BIOL 70800\* Biochemical Evolution and Systematics  
*45 hours lecture, 3 credits*
- BIOL 70803 Molecular Evolution  
*45 hours, 3 credits*
- BIOL 70901 Population Genetics: Lecture  
*45 hours lecture, 3 credits*
- BIOL 70902\* Population Genetics: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 70903\* Quantitative Genetics  
*45 hours lecture, 3 credits*
- BIOL 70907\* Behavior Genetics  
*30 hours lecture, 120 hours laboratory, 4 credits*
- BIOL 72403\* Animal Behavior I: Lecture  
*45 hours lecture, 3 credits*
- BIOL 72404\* Biological Basis of Animal Behavior: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 72405\* Current Issues in Behavioral Ontogeny  
*45 hours lecture, 3 credits*

- BIOL 72406\* Behavior and Evolution  
*45 hours lecture, 3 credits*
- BIOL 72407\* Animal Behavior II  
*45 hours, 3 credits*
- BIOL 72505\* Animal Communication: Lecture  
*45 hours lecture, 3 credits*
- BIOL 72800\* Field Studies in Animal Behavior  
*90 hours fieldwork and conferences, 3 credits*
- BIOL 73103\* Microbial Ecology: Lecture  
*30 hours lecture, 2 credits*
- BIOL 73104\* Microbial Ecology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 74103\* Radiation Biology: Lecture  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 74104\* Radiation Biology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 75302 Phytoinformatics Lecture and Lab  
*30 hours lecture, 60 hours laboratory, 4 credits*
- BIOL 75503 Machine Learning and AI with Bioinformatics Applications  
*45 hours, 3 credits*
- BIOL 76001\* Ecology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76002\* Ecology: Laboratory and Field Study  
*90 hours laboratory, 3 credits*
- BIOL 76003\* Community Ecology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76004\* Community Ecology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 76005\* Population Ecology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76006\* Population Ecology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 76007\* Limnology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76008\* Limnology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 76101\* Marine Plankton Dynamics: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76102\* Marine Plankton Dynamics: Laboratory  
*90 hours laboratory and field trips, 3 credits*
- BIOL 76103\* Marine Benthos: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76104\* Marine Benthos: Laboratory  
*90 hours laboratory and field trips, 3 credits*
- BIOL 76105\* Fishes and Fisheries Biology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76106\* Fishes and Fisheries Biology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 76107\* Marine Microbiology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76108\* Marine Microbiology: Laboratory  
*90 hours laboratory and field trips, 3 credits*
- BIOL 76113\* Marine Ecology: Lecture  
*30 hours lecture, 2 credits*
- BIOL 76114\* Marine Ecology: Laboratory  
*60 hours laboratory, 2 credits*

- BIOL 76200\* Physiological Ecology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76201\* Physiological Ecology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 76701\* The Biology of Fishes  
*45 hours lecture, 3 credits*
- BIOL 76702\* The Biology of Fishes  
*90 hours laboratory, 3 credits*
- BIOL 76830\* World Vegetation  
*45 hours, 3 credits*
- BIOL 77200 Biological Electron Microscopy  
*30 hours lecture or demonstration, 90 hours laboratory, 4 credits*
- BIOL 78001 Mathematical Biology: Lecture  
*30 hours lecture and conferences, 3 credits*
- BIOL 78002 Mathematical Biology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 78101 Advanced Mathematical Biology: Lecture  
*30 hours lecture and conferences, 3 credits*
- BIOL 78102\* Advanced Mathematical Biology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 78201 Biostatistics I  
*Lecture/Laboratory 3 hours lecture/6 hours laboratory, 6 credits*
- BIOL 78202\* Biostatistics II  
*Lecture/Laboratory 3 hours lecture/6 hours laboratory, 6 credits*
- BIOL 79001 Colloquium in Ecology, Evolution, and Behavior  
*15 hours, 1 credit*
- BIOL 79030 Seminar in Ecology, Evolution, and Behavior  
*15 hours, 1 credit*
- BIOL 80803\* Microevolutionary Processes: Lecture  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 80804\* Microevolutionary Processes: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- Molecular, Cellular, and Developmental Biology***
- BIOL 70400\* Problems in Nuclear Cytology  
*30 hours lecture, 60 hours laboratory, 4 credits*
- BIOL 70610 Biological Systematics  
*30 hours lecture, 60 hours laboratory, 4 credits*
- BIOL 70801\* Developmental Genetics: Lecture  
*45 hours lecture, 3 credits*
- BIOL 70802\* Developmental Genetics: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 71013 Molecular Biology: Lecture  
*75 hours lecture, 5 credits*
- BIOL 71014\* Molecular Biology: Laboratory  
*15 hours lecture, 90 hours laboratory, 4 credits*
- BIOL 71015 Molecular Biology: Lecture  
*60 hours, 4 credits*
- BIOL 71016\* Molecular Biology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 71101 Laboratory Rotation  
*2 to 6 credits, not to exceed 6 credits per semester or 12 credits total*
- BIOL 71103\* Experimental Microbiology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 71104\* Experimental Microbiology: Laboratory  
*90 hours laboratory, 3 credits*

- BIOL 71203\* Comparative Biochemistry: Lecture  
*30 hours lecture plus conferences or 45 hours lecture; 3 credits*
- BIOL 71204\* Comparative Biochemistry: Laboratory  
*60 or 90 hours laboratory; 2 or 3 credits*
- BIOL 71300\* Biology of Aging  
*45 hours lecture, 3 credits*
- BIOL 71401 Cell Biology: Lecture  
*60 or 75 hours lecture, 4 or 5 credits*
- BIOL 71402\* Cell Biology: Laboratory  
*180 hours laboratory, 6 credits*
- BIOL 71403\* Cell Biology: Lecture  
*30 hours lecture, 2 credits*
- BIOL 71404\* Cell Biology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 71405 Current Topics in Cellular Signaling  
*45 hours lecture, 3 credits, permission of instructor required*
- BIOL 71500\* Cell Biology Internship  
*20 hours week, literature assignments and laboratory work, 10 credits*
- BIOL 71600\* Cells in Culture  
*60 hours laboratory, 15 hours recitation, 3 credits*
- BIOL 71700\* Bacteriophage  
*45 hours lecture, 3 credits*
- BIOL 71710\* Virology  
*45 hours lecture, 3 credits*
- BIOL 71800 Immunology  
*45 or 60 hours, 3 or 4 credits*
- BIOL 71903 Medical Microbiology and Immunology  
*67.5 hours lecture, 22.5 hours laboratory, 22.5 hours conference, 6 credits*  
*Prerequisite: BIOL 71800 or equivalent and permission of instructor*
- BIOL 74000\* Introduction to Biophysics  
*45 hours lecture, 3 credits*
- BIOL 74001\* Biophysical Techniques in Physiology  
*90 hours laboratory, 3 credits*
- BIOL 74200\* Radioisotopes in Biology  
*60 hours lecture, laboratory and demonstrations, 4 credits*
- BIOL 74300\* Photobiology  
*45 hours lecture, 3 credits*
- BIOL 74400\* Electrobiolgy  
*45 hours lecture, 3 credits*
- BIOL 74700\* Structure and Metabolism of Macromolecules  
*30 hours lecture, 30 hours laboratory, 3 credits*
- BIOL 75003 Developmental Biology: Lecture  
*45, 60, or 75 hours lecture, 3, 4, or 5 credits*
- BIOL 75004\* Developmental Biology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 75101\* Special Problems in Developmental Biology: Lecture  
*30 hours lecture, 2 credits*
- BIOL 75102\* Special Problems in Developmental Biology: Laboratory  
*60 hours laboratory, 2 credits*
- BIOL 75301 Computational Molecular Biology: Lecture and Laboratory  
*60 hours, 3 credits*
- BIOL 75303\* Molecular Basis of Development: Lecture  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 75304\* Molecular Basis of Development: Laboratory  
*90 hours laboratory, 3 credits*

- BIOL 76300\* Experimental Parasitology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76301\* Experimental Parasitology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 77003 Cytology: Lecture  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 77004\* Cytology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 77100\* Problems in Experimental Cytology  
*30 hours lecture, 90 hours laboratory, 5 credits*
- BIOL 77101\* Analysis of Mammalian Cells in Tissue Culture  
*30 hours lecture, 90 hours laboratory, 5 credits*
- BIOL 77301\* Cytogenetics: Lecture  
*45 hours lecture, 3 credits*
- BIOL 77302\* Cytogenetics: Laboratory  
*60 hours laboratory, 2 credits*
- BIOL 77400\* Basic Principles of Cellular Microsurgery and Micromanipulation  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 77500 Biotechnology of Algae  
*30 hours lecture, 15 hours discussion, 3 credits*

**Neuroscience**

- BIOL 71003\* Cellular Physiology: Lecture  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 71004\* Cellular Physiology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 72001\* Animal Physiology: Lecture  
*45 or 60 hours lecture, 3 or 4 credits*
- BIOL 72002\* Animal Physiology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 72101\* Animal Physiology I  
*60 hours, 4 credits*
- BIOL 72102\* Animal Physiology II  
*60 hours, 4 credits*
- BIOL 72201\* Endocrinology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 72202\* Endocrinology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 72301 Neurosciences I: Lecture  
*45 hours lecture plus recitation, 4 credits*
- BIOL 72302 Neurosciences II: Lecture  
*45 hours lecture plus recitation, 4 credits*
- BIOL 72303\* Neurosciences II: Laboratory  
*120 hours laboratory, 4 credits*
- BIOL 72304 Modules in Neuroscience  
*15, 30, or 45 hours, 1, 2, or 3 credits*
- BIOL 72401\* Comparative Neuroendocrine Mechanisms  
*45 hours lecture, 3 credits*
- BIOL 72403 Animal Behavior I: Lecture  
*45 hours lecture, 3 credits*
- BIOL 72404\* Biological Basis of Animal Behavior: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 72405\* Current Issues in Behavioral Ontogeny  
*45 hours lecture, 3 credits*
- BIOL 72406\* Behavior and Evolution  
*45 hours lecture, 3 credits*

- BIOL 72407 Animal Behavior II  
*45 hours, 3 credits*
- BIOL 72503\* Sensory Physiology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 72504\* Sensory Physiology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 72505\* Animal Communication: Lecture  
*45 hours lecture, 3 credits*
- BIOL 72603 Comparative Animal Physiology: Lecture  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 72604 Comparative Animal Physiology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 72605 Human Neuroanatomy Laboratory  
*4 hours, 3 credits*
- BIOL 72703\* Endocrine Cytology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 72704\* Endocrine Cytology: Laboratory  
*60 hours laboratory, 2 credits*
- BIOL 72800\* Field Studies in Animal Behavior  
*90 hours fieldwork and conferences, 3 credits*
- BIOL 72901\* Trends and Issues in Physiology/Neuroscience I  
*3 hours lecture during the fall, alternate weeks for 1 credit by two or three doctoral faculty at the Graduate Center*
- BIOL 72902\* Trends and Issues in Physiology/Neuroscience II  
*3 hours lecture during the spring, alternate weeks for 1 credit by two or three doctoral faculty at the Graduate Center*

**Plant Sciences**

- BIOL 70601\* Plant Systematics: Lecture  
*30 hours lecture, 2 credits*
- BIOL 70602\* Plant Systematics: Laboratory  
*60 hours laboratory, 2 credits*
- BIOL 70605 Taxonomy of Vascular Plants: Lecture  
*45 hours lecture, 3 credits*
- BIOL 70606 Taxonomy of Vascular Plants: Laboratory  
*60 hours laboratory, 2 credits*
- BIOL 73001 Plant Physiology: Lecture  
*30 or 45 hours lecture, 2 or 3 credits*
- BIOL 73002 Plant Physiology: Laboratory  
*60 or 90 hours laboratory, 2 or 3 credits*
- BIOL 74501 Phytochemistry: Lecture  
*30 hours lecture, 2 credits*
- BIOL 74502 Phytochemistry: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 75200 Plant Morphogenesis: Lecture  
*45 hours lecture, 3 credits*
- BIOL 75201 Plant Morphogenesis: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 75301 Computational Molecular Biology: Lecture and Laboratory  
*60 hours, 3 credits*  
*Prerequisites or corequisite: BIOL 71013 or instructor permission*
- BIOL 75401 Comparative Morphology of Vascular Plants: Lecture  
*30 hours lecture, 2 credits*
- BIOL 75402 Comparative Morphology of Vascular Plants: Laboratory  
*90 hours laboratory, 3 credits*

- BIOL 76403\* Plant Ecology: Lecture  
*45 hours lecture, 3 credits*
- BIOL 76404\* Plant Ecology: Laboratory  
*90 hours laboratory, 3 credits*
- BIOL 76405\* Economic Botany  
*30 hours lecture, 30 hours laboratory, 3 credits*
- BIOL 76501\* Paleobotany: Lecture  
*30 hours lecture, 2 credits*
- BIOL 76502\* Paleobotany: Laboratory  
*60 hours laboratory, 2 credits*

**Seminars: General and Special Topics**

- BIOL 79001 Seminar in Evolution  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79002\* Seminar in Genetics  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79003\* Seminar in Behavioral Genetics  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79004\* Seminar in Molecular Genetics  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79005 Seminar in Developmental Biology  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79006 Seminar in Ecology  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79007\* Seminar in Cytology  
*45 hours, 3 credits each semester*
- BIOL 79008\* Seminar in Biomathematics  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79009\* Seminar in Biophysics  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79010\* Seminar in Biochemistry  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79011\* Seminar in Systematics  
*45 hours, 3 credits each semester*
- BIOL 79012\* Seminar in Zoogeography  
*45 hours, 3 credits each semester*
- BIOL 79021 Seminar in Physiology  
*45 hours, 3 credits each semester*
- BIOL 79022\* Seminar in Animal Behavior  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79023\* Seminar in Cell Biology  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79063\* Seminar in Biological Oceanography  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79064 Seminar in Behavioral Aspects of Ecology  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79065\* Seminar in Tropical Forest Ecology and Conservation  
*45 hours, 3 credits*
- BIOL 79091\* Selected Topics in Animal Behavior - Biopsychology  
*15 hours, 1 credit*
- BIOL 79093\* Seminar in Acoustic Communication in Animals  
*30 hours plus conferences, 3 credits each semester*
- BIOL 79301, 79302, 79303, 79304 Seminar in Special Topics  
*15, 30, 45 or 60 hours, 1, 2, 3 or 4 credits each semester*
- BIOL 79401\* Experimental Biology: Lecture  
*30 or 45 hours, 2 or 3 credits each semester*



BIOL 79402\* Experimental Biology: Laboratory

*60 or 90 hours laboratory, 2 or 3 credits each semester*

BIOL 79500\* Basic Laboratory Techniques for Research

*15 hours lecture, 60 hours laboratory, 3 credits each semester*

BIOL 79501 Laboratory in Biotechnology

*45 hours, 3 credits*

**General**

BIOL 79100 Colloquium

*15 or 30 hours each semester, 1/2 or 1 credit each semester*

BIOL 89800 Advanced Study

*1-10 credits each semester, up to a maximum of 30 credits in 3 semesters.*

BIOL 89900 Independent Doctoral Research

*Credit to be assigned, up to a maximum of 10 credits. Required of all candidates for the doctorate.*

BIOL 90000 Dissertation Supervision

*1 credit*

\*offered infrequently

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## BUSINESS (Ph.D.)

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*Executive Officer:* Professor Karl Lang

Bernard M. Baruch College

One Bernard Baruch Way

New York, NY 10010

Email: [phd@baruch.cuny.edu](mailto:phd@baruch.cuny.edu)

<https://zicklin.baruch.cuny.edu/programs/doctoral>

### FACULTY

Linda Allen ■ Arash Asadpour ■ Lauren Aydinliyim ■ Tolga Aydinliyim ■ Sandip Basu ■ Kapil Bawa ■ Ruth Beer ■ Raquel Benbunan-Fich ■ Ram Bezawada ■ Lauren Block ■ Ann Brandwein ■ Donal Byard ■ Yuanfeng Cai ■ Douglas Carmichael ■ T. William Chien ■ Robert Colson ■ Kevin Craig ■ Eleonora Curlo ■ Jay Dahya ■ Masako Darrough ■ Ajay Das ■ T.K. Das ■ Harry Davis ■ Paquita Davis-Friday ■ Chaoqun Deng ■ Mingcherng Deng ■ Stephan Dilchert ■ Xi Dong ■ Hammou El Barmi ■ Hanan Eytan ■ Nermin Eyuboglu ■ Jack Francis ■ Linda Friedman ■ Qiang Gao ■ Naomi Gardberg ■ Charles Gengler ■ Alope Ghosh ■ Christos Giannikos ■ Stephen Gould ■ Andreas Grein ■ Shulamith Gross ■ Peter Gutmann ■ Mahima Hada ■ Giora Harpaz ■ Sonali Hazarika ■ Ramona Heck ■ Diogo Hildebrand ■ Richard Holowczak ■ Armen Hovakimian ■ Lie-Fern Hsu ■ Qing Hu ■ Jian Hua ■ Rong Huang ■ Aditya Jain ■ Radhika Jain ■ Mary Kern ■ Romi Kher ■ Heedong Kim ■ Sell Kim ■ Norman Kleinberg ■ Kalin Kolev ■ Richard Kopelman ■ Helaine Korn ■ Marios Koufaris ■ Nanda Kumar ■ Karl Lang ■ Heemin Lee ■ Myung-Soo Lee ■ Hagit Levy ■ Edward Li ■ Shan Li ■ Zeda Li ■ J. David Lichtenthal ■ Steven Lilien ■ Brandon Lock ■ David Luna ■ Wei Luo ■ Steven Lustgarten ■ Thomas Lyons ■ Pai-Chun Ma ■ Sebastiano Manzan ■ Carol Marquardt ■ Terrence Martell ■ Pragya Mathur ■ William Millhiser ■ Alexander Mills ■ Kannan Mohan ■ Ivan Montiel ■ Trevor Moores ■ Lilach Nachum ■ Monica Neamtiu ■ Scott Newbert ■ Mehmet Ozbilgin ■ Michael Palley ■ Jihwon Park ■ Jared Peifer ■ Lin Peng ■ Kamiar Rahnama Rad ■ Joel Rentzler ■ Hannah Rothstein ■ William Ruland ■ Emanuel Savas ■ Stuart Schulman ■ Robert Schwartz ■ Sankar Sen ■ S. Prakesh Sethi ■ Min Shen ■ Weilei (Stone) Shi ■ Shadi Shuraida ■ Karthik Sridhar ■ Hirokazu Takada ■ Isak Taksa ■ Abdullah Tansel ■ Thomas Tellefsen ■ Gloria Thomas ■ Cynthia Thompson ■ C. Justice Tillman ■ Anthony Tinker ■ Ana Valenzuela ■ Igor Vaysman ■ Emre Veral ■ Elena Vidal ■ Ashok Vora ■ Donald Vredenburgh ■ Jun Wang ■ Shuting Wang ■ Gwendolyn Webb ■ Joseph Weintrop ■ Christoph Winkler ■ Liuren Wu ■ Rongning Wu ■ Rui Yao ■ Adel Yazdanmehr ■ Yildiray Yildirim ■ Xiaoli Yin ■ Yu Yue ■ Junyi Zhang ■ Bi-Juan Zhong ■ Dexin Zhou ■ Paschalina Ziamou

### THE PROGRAM

The Ph.D. Program in Business is designed to educate researchers and teachers who will make significant contributions to the business disciplines. Methodologies from the areas of quantitative decision-making, computer technology, and the social and behavioral sciences serve as the foundations for study within the program. Graduates are employed as college or university researchers and teachers and as corporate and institutional consultants and managers. Doctoral work in business is offered at Bernard M. Baruch College.

The program is composed of six specialization areas: accounting, finance, information systems, management, marketing, and operations and decision analytics.

As of Fall 2014, the Ph.D. in Business is awarded jointly through CUNY Graduate Center and Bernard M. Baruch College.

### *Fellowships and Research Assistantships*

The Graduate Center and Baruch College offer fellowships and research assistantships to students in the Ph.D. Program in Business. Most full-time doctoral students in Business receive financial aid.

### ***Resources for Training and Research***

The Ph.D. Program in Business is located in the newly constructed Vertical Campus building at Baruch College. The building is complete with up-to-date teaching- and research-related technology. The Baruch College library has approximately 300,000 volumes, 2,000 current periodical titles, and an extensive collection of online resources. The library received the 2003 Excellence in Academic Libraries Award from the Association of College and Research Libraries.

### ***En-route M.B.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and writing an acceptable major paper in a doctoral seminar, the student may apply for an M.B.A. degree. The degree is awarded formally by Bernard M. Baruch College.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

Students are accepted for fall admission only. The deadline for receiving applications and supporting documents is January 15. Students must submit scores from either the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GRE) along with their applications for admission. In addition, evidence of good scholastic ability must be demonstrated. This usually involves a graduate grade point average of 3.5 or better and/or an undergraduate grade point average of 3.2 or better.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the general University requirements stated earlier in this bulletin, the student must complete the following requirements.

*Course of Study* A minimum of 60 credit hours are required for all Ph.D. specializations. Students in all specializations are required to take Philosophy of Science BUS 80000 plus 9 credits of statistics.

In this program, a grade of B is usually considered the minimum acceptable grade in coursework counting toward the degree.

*Specialization Requirements* In addition to the 12 credits of foundation requirements, each specialization requires its own set of courses. Further information on the specialization requirements may be obtained from the Executive Officer of the program. Students, including those who have completed coursework, are required to maintain registration in a doctoral research seminar in their areas of specialization.

*First Examination* The First Examination consists of (1) a research paper or a written examination and (2) an oral examination conducted by three members of the faculty.

*Second Examination* The Second Examination, conducted in the student's area of specialization, is in two parts: (1) a written examination or a research paper and (2) an oral examination, conducted by at least three faculty members from the student's area of specialization. The choice of research paper versus written examination varies by specialization. In specializations where the First Examination is a research paper, the Second Examination must include a written examination. In specializations where the First Examination is a written examination, the Second Examination must include a research paper.

*Dissertation* After taking the Second Examination, the candidate should submit a dissertation proposal to the Executive Officer. Following approval of the dissertation by a committee of at least three faculty members, one of whom must be outside of the student's department, the student will be required to defend the dissertation at an oral examination.

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### **Courses**

Unless otherwise stated the following courses are each *30 hours plus conferences*, 3 credits. (For details about prerequisite courses not listed in this bulletin, see the Baruch College graduate catalog.)

#### ***Accountancy***

ACCT 70400\* Contemporary Issues in Managerial Accounting

*45 hours, 3 credits*

ACCT 70600\* Financial Statement Analysis and Reporting

*45 hours, 3 credits*

- ACCT 70700 Current Accounting Theory and Problems  
*45 hours, 3 credits*
- ACCT 80200 Empirical Research in Accounting  
*45 hours, 3 credits*
- ACCT 80300 Management Accounting  
*45 hours, 3 credits*
- ACCT 80400\* Research, Standards, and Policy in Auditing  
*2 hours plus conference, 3 credits*
- ACCT 81200 Empirical Research Methods  
*3 credits*
- ACCT 82000 Colloquium in Accounting and Auditing Theory and Methodology
- ACCT 82200 Advanced Empirical Research  
*3 credits*
- ACCT 89000\* Dissertation Seminar  
*No credit*
- TAX 79100\* Tax Planning and Business Policy  
*Prerequisite: Federal and State Income Taxation; Intermediate Accounting, or by permission of the Executive Officer*
- TAX 82500\* Colloquium in Corporate Tax Problems  
*Prerequisites: Federal and State Income Taxation, and permission of the Executive Officer*
- TAX 83500\* Research Studies in Taxation  
*Hours to be arranged, 3 credits*  
*Prerequisite: Permission of the graduate adviser in Taxation*

### **Business**

- BUS 80000 Philosophy of Science
- BUS 80200 Higher Education Teaching Seminar
- BUS 85000\* Comparative International Management and Organizations  
*45 hours, 3 credits*
- BUS 87201 Seminar in Organizational Theory I
- BUS 87202 Seminar in Organizational Theory II  
*45 hours, 3 credits*
- BUS 87401 Seminar in Organizational Behavior  
*Prerequisite: Foundation Courses*
- BUS 87402 Seminar in Organizational Behavior II  
*45 hours, 3 credits*
- BUS 87700 Behavioral Science Foundation I
- BUS 87800 Behavioral Science Foundation II  
*Prerequisite: BUS 87700*
- BUS 88500 Research Methods I  
*Prerequisite: Preliminary Requirements*
- BUS 88600 Research Methods II  
*Prerequisite: BUS 88500*
- BUS 88900\* Seminar in Contemporary Business Research  
*45 hours, 3 credits upon completion of dissertation*
- BUS 89500 Independent Study  
*1-4 credits*

### **Economics**

- ECON 70300 Microeconomic Theory I  
*45 hours, 3 credits*  
*Prerequisite: Basic Economics*
- ECON 70500\* Managerial Economics  
*Prerequisite: Basic Economics*
- ECON 88000\* Research Seminar in Economic Analysis  
*45 hours, 3 credits*

**Economics and Finance/Monetary and Income Analysis**

ECON 70800 Macroeconomic Theory I

*45 hours, 3 credits*

*Prerequisite: Basic Economics*

ECON 88100\* Research Seminar in Monetary and Income Analysis

*45 hours, 3 credits*

ECON 82000 Econometric Theory

*45 hours, 3 credits*

*Prerequisite: STAT 70000C and 70200C*

ECON 82900 Applied Econometrics

*45 hours, 3 credits*

*Prerequisite: ECON 82000*

ECON 88700\* Research Seminar in Industrial Organization

*45 hours, 3 credits*

ECON 88800\* Research Seminar in Labor Economics

*45 hours, 3 credits*

*Prerequisites: ECON 76000 and at least one of ECON 76200, 76300, 76500*

**Finance**

FIN 70000 Introduction to the Theory of Finance

*45 hours, 3 credits*

*Prerequisite: Basic Economics*

FIN 79400 Real Estate Economics and Finance: Theory

*45 hours, 3 credits*

*Prerequisites/corequisites: ECON 70100, ECON 82100, FIN 70000, FIN 81000 or equivalent courses or permission of instructor*

FIN 79600 Real Estate Economics and Finance: Empirical

*45 hours, 3 credits*

*Prerequisites/corequisites: ECON 70100, ECON 82100, FIN 70000, FIN 79400, FIN 81000 or equivalent courses or permission of instructor*

FIN 89500\* Dissertation Seminar

*No credit*

FIN 81000 Corporate Finance Theory

*45 hours, 3 credits*

*Prerequisites: FIN 70000, STAT 70000C, STAT 70400C*

FIN 81100 Advanced Topics in Corporate Finance Theory

*45 hours, 3 credits*

*Prerequisite: FIN 81000*

FIN 81200 Seminar in Corporate Finance Theory

*45 hours, 3 credits*

*Prerequisite: FIN 81000*

FIN 83000 Capital Markets and Portfolio Theory

*45 hours, 3 credits*

*Prerequisites: FIN 70000, STAT 70000C, STAT 70200C*

FIN 83100 Advanced Topics in Capital Markets and Portfolio Theory

*45 hours, 3 credits*

*Prerequisite: FIN 83000*

FIN 83200 Seminar in Capital Markets and Portfolio Theory

*45 hours, 3 credits*

*Prerequisite: FIN 83000*

FIN 75500\* Financial Markets and Institutions

*Prerequisite: FIN 70000*

FIN 75600 Management of Financial Intermediaries

*Prerequisite: FIN 70000*

FIN 85700 Seminar in Financial Institutions

*45 hours, 3 credits*

*Prerequisite: FIN 75500 or FIN 75600*

FIN 77000 International Financial Markets and Institutions

*Prerequisite: FIN 70000 and basic knowledge of international economics*

FIN 87200\* Seminar in International Finance

*45 hours, 3 credits*

*Prerequisite: FIN 77000 or FIN 77100*

FIN 81500\* Seminar in Public Finance

*45 hours, 3 credits*

FIN 89000\* Options Markets

*45 hours, 3 credits*

FIN 89100 Futures Markets

*45 hours, 3 credits*

### **Information Systems**

CIS 73500 Networks and Telecommunications

CIS 74900 Systems Analysis and Design

CIS 82100 Research Methods I: Quantitative Research in Information Systems

CIS 82200 Research Methods II: Quantitative Research in Information Systems

CIS 84000 Selected Topics in Information Systems

CIS 86000 Seminar in Information Systems Research

MGT 74301 Strategic Management 1

MGT 74500 Operation Planning Systems and Control

MGT 74700 Management Information Systems

MGT 84700 Seminar in Management Information Systems

ODA 74100 Deterministic Optimization: Fundamentals

ODA 74200 Advanced Discrete Optimization

ODA 75100 Stochastic Modeling: Fundamentals

ODA 75200 Stochastic Optimization: Dynamic Models

### **Operations and Decision Analytics**

MGT 70000\* Managerial Control

MGT 70600\* Conceptual Foundations of Business

MGT 70700\* Management in a Changing Society

MGT 73500\* Organization Design and Behavior

MGT 74100\* Management Science

MGT 74301 Strategic Management 1

MGT 74500 Operation Planning Systems and Control

MGT 74700 Management Information Systems

MGT 75300 Management of Human Resources

MGT 78000 Seminar in Human Resource Management

MGT 80000\* Seminar in Managerial Control Systems

MGT 84300\* Strategic Management II

MGT 84700\* Seminar in Management Information Systems

MGT 87001\* Seminar in Policy and Strategy I

MGT 87002\* Seminar in Policy and Strategy II

MGT 88000 Special Topics in Business

MGT 88100\* Seminar in Production Management Problems I and II

MGT 89000 Dissertation Seminar

### **Marketing**

(Methodological Courses: MKT 70100, 70200, 70300)

MKT 70100 Research Methods I: Design

MKT 70200 Research Methods II: Qualitative Research in Marketing

MKT 70300 Research Methods III: Quantitative Research in Marketing

*(Conceptual Development Courses: MKT 71500, 88100)*

MKT 71500 The History of Marketing Thought

MKT 72000\* Advertising Research

*Prerequisite: Previous coursework in advertising and marketing research, or equivalent*

MKT 73000 Channel of Distribution Analysis

*Prerequisite: MKT 75000*

MKT 75000\* Marketing: Planning and Control

*Prerequisite: Essentials of Marketing*

MKT 75100 Product Management

*Prerequisite: Permission of Instructor*

MKT 81200 Studies in Marketing Research

*Prerequisite: Previous coursework in marketing research, or equivalent*

*(Marketing Specialization Courses: MKT 81500, 88000, 88200, 88500, 88800)*

MKT 81500 The Process and Diffusion of Innovation in Marketing

MKT 88000 Seminar in Current Marketing Problems

*Prerequisite: 9 credits of graduate work in Marketing, or special program permission*

MKT 88100 Seminar in Marketing Theory

*Prerequisite: 9 credits of graduate work in Marketing, or special program permission*

MKT 88200 Seminar in Marketing Strategy

*Prerequisite: 12 credits of graduate work in Marketing, or special program permission*

MKT 88300 Seminar in International Business and Marketing

*Prerequisites: MKT 71700 and 73000, or special program permission*

MKT 88500 Seminar in Consumer Behavior

*Prerequisite: MKT 75000, 97020, 97160*

MKT 88800 Selected Topics in Marketing

MKT 89000\* Dissertation Seminar

*No credit*

### **Mathematics**

MATH 97030 Matrix Methods for Applications

*Prerequisite: Calculus for Applications I*

### **Management**

PSYC 75410\* The Behavioral Sciences and Business

MGT 70700 Management in a Changing Society

*Prerequisite: MIS 70600*

MGT 74300 Management Planning and Control Systems

*Prerequisites: MGT 70000 and MGT 73200*

PSYC 74600\* Social Psychology

*Prerequisite: 3 credits in Psychology, or permission*

PSYC 75100\* Small Group Processes

*Prerequisite: 3 credits in Psychology, or permission*

MGT 75300\* Management of Human Resources

*Prerequisite: MGT 81000 The Nature and Functions of Business*

PSYC 75300\* Attitude and Attitude Change

*Prerequisite: 3 credits in Psychology, or permission*

PSYC 78600\* Seminar in Contemporary Psychological Topics

*Prerequisite: PSYC 78800 or equivalent, or permission*

PSYC 79100\* Introduction to Environmental Psychology

*Prerequisite: PSYC78800 or equivalent, or permission*

PSYC 80500\* Employee Performance Assessment and Management

*Prerequisite: Consent of program*

MGT 73200 Management and Organization Theory

*Prerequisites: Managerial Control or equivalent; MGT 73100*

MGT 73500 Organization Design and Behavior

*Prerequisite: MGT 73100*

MGT 74301 Strategic Management I

MGT 74900\* International Comparative Management

*Prerequisite: MGT 70000 and permission of program*

PSYC 80000B Seminar in Contemporary Theories of Organizational Behavior

*Prerequisite: 78800 or equivalent, or permission*

PSYC 77301 Organizational Staffing

*Prerequisites: 78800 or equivalent, or permission*

PSYC 80100B Seminar in Industrial Psychology I

*Prerequisite: Consent of department*

MGT 88000 Seminar in Personnel and Labor Relations Problems

*Prerequisite: MGT 70000 and MGT 73100*

PSYC 70300 Design of Psychological Research

MGT 73600 Research Methodology in Organizations

*Prerequisites: MGT 8100 The Nature and Functions of Business and permission of the Executive Officer*

PSYC 77200 Clinical Interviewing

*Prerequisite: 3 credits in Psychology, or permission*

### **Public Policy and Business**

PBP 71000 Business and Public Policy Formulation

*Prerequisite: Permission of the doctoral advisers in Public Policy*

### **Quantitative Analysis**

STAT 70000 Statistical Analysis for Business Decisions

*45 hours, 3 credits*

*Prerequisites: STAT 80150 and permission of the Executive Officer*

STAT 70100 Statistical Analysis of Time Series

*45 hours, 3 credits*

*Prerequisite: Permission of the Executive Officer*

STAT 70200 Advanced Statistical Inference

*45 hours, 3 credits*

*Prerequisite: STAT 70000 or its equivalent*

STAT 70300 Applied Probability

*45 hours, 3 credits*

*Prerequisite: Permission of the Executive Officer*

STAT 70400 Quantitative Analysis for Business Decisions

*45 hours, 3 credits*

*Prerequisites: STAT 70000, MATH 97030*

STAT 70500 Multivariate Statistical Methods

*45 hours, 3 credits*

*Prerequisites: STAT 70200 or equivalent; MATH 97000*

STAT 70600 Applied Discrete Multivariate Analysis

*45 hours, 3 credits*

STAT 78300 Stochastic Processes

STAT 82000 Mathematical Programming in Business and Industry

*45 hours, 3 credits*

*Prerequisites: STAT 70000 and MATH 97030*

STAT 82100\* Business Decision-Making and Game Theory

*45 hours, 3 credits*

*Prerequisites: STAT 80150 and permission of the Executive Officer*

STAT 85100 Computer Techniques in Business Research

*45 hours, 3 credits*

*Prerequisite: STAT 97500*

STAT 88000 Research Seminar in Quantitative Methods

*45 hours, 3 credits*

*Prerequisite: Permission of the Executive Officer*

STAT 89000\* Dissertation Seminar

*No credit*

LIB 70000\* Data Sources and Guides for Research in Business

*30 hours, no credit*

BUS 90000 Dissertation Supervision

*1 credit*

\*offered infrequently



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## CHEMISTRY (Ph.D.)

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*Executive Officer:* Professor Yolanda Small

The Graduate Center

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### FACULTY

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### THE PROGRAM

The Ph.D. Program in Chemistry involves participation of faculty at seven senior colleges of The City University of New York: Brooklyn College, The City College, Hunter College, Lehman College, Queens College, the College of Staten Island, and York College. Doctoral research and laboratory courses are conducted at the various colleges of the City University. Students in the Ph.D. Program in Chemistry select one of these colleges or the CUNY Advanced Science Research Center (ASRC) as the location for their doctoral research. Doctoral seminars and lecture courses are given at CUNY Graduate Center, which also serves as the administrative headquarters for the Ph.D. Program in Chemistry. The Ph.D. degree is granted by the Graduate School and University Center of the City University of New York.

Doctoral research is carried out under the direction of a research mentor. The selection of a research mentor should be made before a student's second semester in the program. The general course of study in the Ph.D. program involves a transition by the student from coursework and examinations early in the program to a full-time commitment to the research project as study continues.

The Ph.D. Program in Chemistry has a large faculty with diverse interests. Doctoral research is conducted in all major areas of chemistry. Laboratory work at each of the senior colleges is supported by a wide range of modern instrumentation and augmented by the facilities at the ASRC. One major attribute of the Ph.D. program is that students conducting research at one senior college have access to the facilities and instrumentation at any of the other senior colleges and the ASRC. Students also have access to computers at the Graduate Center and to the many computational facilities at the senior colleges. Other support facilities include a clean room, machine shops, and electronics shops.

Each of the senior colleges maintains a library with a range of chemistry journals. CUNY faculty and students have access to American Chemical Society (ACS) online journals. Remote access to journal articles is also available at no cost to doctoral faculty and students at any CUNY campus via two document-delivery services: ISI (Institute for Scientific Information) and CAS (Chemical Abstracts Service). In addition, SIBL, the Science, Industry, and Business Library of the New York Public Library, is located in the same building as the Graduate Center.

#### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, the student may apply for an M.A. degree. Those seeking an en-route master's degree should have the Executive Officer initiate the appropriate action. The degree is awarded formally by one of the participating senior colleges.

#### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin (with the exception of the GRE exam, which is not required), applicants are expected to have at least an average grade of B in their undergraduate major and to demonstrate the ability to profit from graduate work in chemistry. Applicants must have completed at least one full year each of general chemistry, organic chemistry, and physical chemistry, and one-half year of quantitative analysis. Undergraduate research experience and mathematics through differential equations are also strongly recommended. Alternatively, a qualified applicant might have a master's degree in chemistry or a related field from an institution of recognized academic standing.

#### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. given earlier in this bulletin.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in chemistry. Students are required to complete five fundamental courses in chemistry topics offered in the program. Entering students with exceptionally strong backgrounds may be exempted from some first level courses through special examinations. Coursework in chemical safety, in college teaching, in chemical information sources, in ethics, in leadership, and in professional development are also generally required. The student's advisory committee may recommend additional coursework selected from the advanced special topics course offerings.

*First Examination* Upon completion of the fundamental courses, the student must pass First Examinations in two fields of chemistry.

*Second Examination* The second-level examination tests mastery of recent developments in the student's area of specialization and serves to encourage independent study of the relevant chemical literature.

*Seminars* All students are required to attend and participate in the advanced seminar in their area of specialization while in residence at CUNY.

*Dissertation* Completion of a major research project is the central requirement for the Ph.D. degree in chemistry. The student works under the guidance of a research mentor and a dissertation committee, which reviews the student's progress at least annually. Upon approval of the dis-

sertation by the research mentor and the dissertation committee, it must be successfully defended at an oral examination.

*College Teaching* Each student is required to demonstrate a measure of competence in college teaching. This requirement may be fulfilled during the required coursework in college teaching or while serving as a teaching assistant in the undergraduate classroom and laboratory. Teaching positions are assigned by the chair of the department at the campus at which the student is carrying out dissertation research or, for entering students, usually at the campus of their choice.

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## Courses

Unless otherwise stated, all courses are 45 hours, 3 credits.

- CHEM 60000 Glassblowing  
*90 hours laboratory, 2 credits*
- CHEM 60100 Project Teach  
*15 hours, 1 credit*
- CHEM 71000 Advanced Inorganic Chemistry
- CHEM 73000 Polymer Chemistry
- CHEM 74000\* Analytical Chemistry
- CHEM 75000 Advanced Organic Chemistry I, Physical Organic
- CHEM 75100 Advanced Organic Chemistry II, Synthetic Organic
- CHEM 75200 Quantum Organic Chemistry  
*Prerequisite: CHEM 76000*
- CHEM 76000 Introductory Quantum Chemistry
- CHEM 76100 Spectroscopy  
*Prerequisite: CHEM 76000*
- CHEM 77000 Chemical Thermodynamics, Statistical Thermodynamics, and Chemical Kinetics  
*60 hours, 4 credits*
- CHEM 78000 Chemical Information Sources  
*15 hours, 1 credit*
- CHEM 78500 Introduction to Nanotechnology and Materials Chemistry  
*60 hours, 4 credits*
- CHEM 78700 Introduction to Environmental Chemistry
- CHEM 79001 Basic Laboratory Techniques for Research in Analytical, Physical, and Inorganic Chemistry  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79002 Basic Laboratory Techniques for Research in Organic Chemistry  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79003 Basic Laboratory Techniques for Polymer Chemistry  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79041 Basic Laboratory Techniques for Research in Molecular Biophysics I  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79042 Basic Laboratory Techniques for Research in Molecular Biophysics II  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79051 Basic Laboratory Techniques for Research in Nanotechnology and Materials Chemistry I  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79052 Basic Laboratory Techniques for Research in Nanotechnology and Materials Chemistry II  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79061 Basic Laboratory Techniques for Research in Environmental Chemistry  
*15 hours lecture, 105 hours laboratory, 4 credits*
- CHEM 79500 First Level Laboratory Research  
*Credit and hours variable*  
*Only for students who have not passed the first examination. Permission of Executive Officer and student's research adviser is required.*

**Seminars**

CHEM 80501 Advanced Seminar in Theoretical, Physical, and Inorganic Chemistry

*15 hours, 1 credit*

CHEM 80511 Advanced Seminar in Organic Chemistry

*15 hours, 1 credit*

CHEM 80521 Advanced Seminar in Analytical Chemistry

*15 hours, 1 credit*

CHEM 80531 Advanced Seminar in Polymer Chemistry

*15 hours, 1 credit each semester*

CHEM 80541 Advanced Seminar in Molecular Biophysics

*15 hours, 1 credit*

CHEM 80551 Advanced Seminar in Nanotechnology and Materials Chemistry

*15 hours, 1 credit*

**Special Topics Courses**

Courses in specialized areas will be offered for the partial fulfillment of the 60-credit requirement.

Admission to these 80000-level Special Topics courses is restricted to students who have completed the required fundamental 70000-level courses or to other students upon permission of the instructor and the Executive Officer.

CHEM 81900 Special Topics in Inorganic Chemistry

CHEM 81901\* Inorganic Systems

CHEM 81902\* Kinetics and Mechanisms of Inorganic Reactions

CHEM 81903\* Bioinorganic Chemistry

CHEM 81904\* Inorganic Photochemistry

CHEM 81905\* Organometallic Chemistry and Catalysis

CHEM 83900\* Special Topics in Polymer Chemistry

CHEM 83901 Advanced Polymer Chemistry I, Structure and Mechanisms in Polymerization

*Prerequisite: CHEM 73000*

CHEM 83902 Advanced Polymer Chemistry II, Characterization and Properties of Polymers

*Prerequisites: CHEM 73000*

CHEM 84900\* Special Topics in Analytical Chemistry

CHEM 84901\* Theories of Analytical Chemistry

CHEM 84902\* Chemistry in Nonaqueous Solutions

CHEM 84903 Chemical Separations

CHEM 84904 Electroanalytical Chemistry

CHEM 84905 Analytical Spectroscopy

CHEM 84908 Light Microscope and Microchemical Analysis for Analytical Chemists

*20 hours lecture, 60 hours laboratory, 3 credits*

CHEM 84909 Microscopy and Microanalysis for Chemists

CHEM 85900 Special Topics in Organic Chemistry

CHEM 85901\* Determination of the Structure of Organic Molecules

CHEM 85902 Organic Chemistry of Heterocycles

CHEM 85903\* Chemistry of Natural Products

CHEM 85906\* Photochemistry

CHEM 85907\* Stereochemistry

CHEM 85908\* NMR Spectroscopy

CHEM 85910\* Physical-Organic Chemistry

CHEM 86900 Special Topics in Physical Chemistry

CHEM 86901\* Colloid Chemistry

CHEM 86902\* Group Theory

CHEM 86903\* Statistical Mechanics

CHEM 86904\* Quantum Mechanics

CHEM 86905\* Magnetic Resonance Spectroscopy

CHEM 86906\* Radiochemistry

*30 hours lecture, 60 hours laboratory, 4 credits*

CHEM 86907\* Thermodynamic and Statistical Theories of Liquids and Solutions

- CHEM 86908\* High Resolution Infrared Spectra  
CHEM 86909\* Relaxation Processes Near Equilibrium  
CHEM 86910\* Chemical Kinetics  
CHEM 86911\* Catalysis  
CHEM 86912\* Surface Chemistry  
CHEM 86913\* Solid State Physical Chemistry  
CHEM 86915\* Photochemistry  
CHEM 86916\* Mechanistic Kinetics  
CHEM 86917 Computers in Chemistry  
*30 hours lecture plus 45 hours laboratory, 3 credits*  
CHEM 86918\* Isotope Chemistry  
CHEM 86919 X-Ray Crystal Structure Analysis  
CHEM 86920\* Microprocessors for Experimentalists  
*45 hours lecture, plus 30 hours laboratory, 4 credits*  
CHEM U86921 Computational Chemistry  
CHEM 87901 Molecular Biophysics  
*45 hours, 3 credits*

**Dissertation**

- CHEM 81000 Research for the Doctoral Dissertation  
*Credits variable*  
*Prerequisite: First Examination*  
CHEM 89000 Special Lectures in Chemistry  
*Hours and credits variable (15 hours per credit)*  
CHEM 90000 Dissertation Supervision  
*1 credit*

\*offered infrequently

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## CLASSICS (M.A. & Ph.D.)

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*Executive Officer:* Professor Rachel Kousser

The Graduate Center

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### **FACULTY**

Joel Allen ■ Ronnie Ancona ■ Dee Clayman ■ Danielle Kellogg ■ Jinyo Kim ■ Robert Koehl  
■ Rachel Kousser ■ Lawrence, III Kowerski ■ Joel Lidov ■ Matthew Perry ■ David Petrain  
■ Sarah Pomeroy ■ Jennifer Roberts ■ David Schur ■ Peter Simpson ■ Brian Sowers ■  
Jacob Stern ■ Phillip Thibodeau ■ John Van Sickle ■ Liv Yarrow

### **THE PROGRAM**

The Graduate Program in Classics offers instruction leading to the M.A. and the Ph.D. degree. Members of the faculty also participate in the Ph.D. Program in History, which offers a Ph.D. in history with a specialization in ancient history. For further information about these programs see the entries under History.

Graduate study in classics at the City University is offered in consortium with the graduate departments of classics of New York University and Fordham University. CUNY students may register for courses given at any one of these institutions. The libraries and facilities of these universities are available to students enrolled in this consortium.

In its course offerings the Graduate Program in Classics emphasizes the study of Greek and Latin literature and intellectual history. Study is also available in such related areas as Greek and Roman social and political history and philosophy.

### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, a doctoral student may apply for an en-route M.A. degree. Those seeking an en-route master's degree should have the Executive Officer initiate the appropriate action.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the general University requirements stated in this bulletin, applicants for the Ph.D. Program must present a record of advanced undergraduate preparation in both ancient Greek and Latin. Applicants for the M.A. Program must have advanced undergraduate preparation in one of the languages.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS**

*Course of Study* The student must follow a program of study approved by an adviser, including graduate courses totaling a minimum of 30 credits, distributed as follows. Required courses:

- Latin Rhetoric and Stylistics (CLAS 70200) or Greek Rhetoric and Stylistics (CLAS 70100)
- Proseminar in Classical Studies (CLAS 80100)
- Four courses in either Latin or Greek
- Four courses relevant to classical studies from any of the following programs: Art History, Comparative Literature, History, MALS, Philosophy, or four courses in the other ancient language.

Upon completion of course requirements, the student must pass a comprehensive examination. Part of this comprehensive examination will test the student's ability to translate into English selected passages of either Latin or ancient Greek; the second part is a written examination in either Latin or Greek literature or a written examination in either Roman or Greek history.

The final requirement for the degree is a capstone project approved by a designated faculty committee. Examples include a thesis, website, video, or blog. The student must maintain matriculation while completing the project.

Note: Students who express an interest in applying to Ph.D. programs in classics or ancient history upon graduation are advised to take courses in both ancient languages, to write a thesis and to achieve a reading knowledge of German and either Italian or French.

Students who express an interest in applying to Ph.D. programs in archaeology are advised to take courses in archaeology, art history, and history and to pursue opportunities to do fieldwork during the summer.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the University requirements for the Ph.D. stated in this bulletin:

*Course of Study* The curriculum for all doctoral students in classics consists of a minimum of 60 graduate credits beyond the baccalaureate degree. The Ph.D. student must take within the first 30 credits: Greek Rhetoric and Stylistics (3 credits); Latin Rhetoric and Stylistics (3 credits); Introduction to Classical Philology (3 credits). In addition, the Ph.D. student is required to take one course from each of the following categories: Greek poetry, 8–6th cen. BCE; Greek poetry, 5th cen. BCE; Greek prose, any period; Latin poetry, Republican; Latin poetry, Augustan; Latin prose, any period; Greek or Roman history or archaeology. For the remaining credits the student will plan a program of study with the approval of an adviser from among the listed author and special topics courses. The student is encouraged to balance as evenly as possible courses in ancient Greek and Latin.

*First Examination* This is a written examination in two parts that are taken separately in the period following the completion of 30 credits and before the completion of 45 credits. The areas of examination are (1) Greek Translation; (2) Latin Translation.

*Modern Foreign Language* The student will be required to demonstrate by written examination a knowledge of German and either French or Italian adequate to read scholarly works in those languages.

*Second Examination* This examination is in three parts. The parts are taken separately when the student is near or has completed 60 credits and all other requirements for the Ph.D. with the exception of [the oral exams and] the dissertation. (1) the History of Greek Literature, (2) the History of Latin Literature, and (3) an examination in the history of Greece and Rome. The parts may be taken in any order. The history of Latin literature and the history of Greek literature exams will be oral and will include a section on a special topic or author approved by a faculty adviser and the Executive Officer.

*Dissertation* The candidate is required to write a dissertation on a subject approved by a committee of the doctoral faculty. As part of this approval process the student will write a dissertation proposal and meet with the committee to answer questions on the proposal and the general area(s) of the dissertation. After the dissertation has been completed and approved by this committee, the candidate will defend the dissertation at a final oral examination.

### ***Summer Latin/Greek Institute***

The Graduate Center is the location of the Latin/Greek Institute, an intensive 11-week summer program in which highly motivated students study either Classical Greek or Latin; for this program no prior knowledge of the language to be studied is assumed. The attention of students in allied fields (e.g., comparative literature, English, history, theatre, philosophy) is particularly directed to this program available at the Graduate Center.

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## Courses

Unless otherwise stated, all courses are *30 hours plus conferences, 3 credits*

- CLAS 70100 Greek Rhetoric and Stylistics  
 CLAS 70200 Latin Rhetoric and Stylistics  
 CLAS 70300\* Greek Literature from Homer through the Hellenistic Period: A Survey  
 CLAS 70400\* Survey of Latin Literature  
 CLAS 80100 Proseminar in Classical Studies  
 CLAS 71100-71400 Topics in Greek Literature: (author)  
 CLAS 81100-81400 Topics in Greek Literature: (author)  
 CLAS 71500\* History of the Greek Language  
 CLAS 71600 Greek Paleography and Textual Criticism  
 CLAS 71800-71900 Topics in Greek History  
 CLAS 81800-81900 Topics in Greek History  
 CLAS 72100-72400 Topics in Latin Literature: (author)  
 CLAS 82100-82400 Topics in Latin Literature: (author)  
 CLAS 72500\* History of the Latin Language  
 CLAS 72600 Latin Paleography and Textual Criticism  
 CLAS 72800-72900 Topics in Roman History  
 CLAS 82500-82600\* Topics in Greco-Roman Literature: (topic)  
 CLAS 73100\* Mythology: Ancient and Modern Critical Trends  
 CLAS 73200 Roman Law  
 CLAS 73300 Women in Classical Antiquity  
 CLAS 73400 Literary Criticism: Ancient and Modern Critical Trends  
 CLAS 73500\* Colloquium in the Teaching of Latin  
 CLAS 74100-74200 Topics in Greek Art and Archaeology  
 CLAS 74300-74400 Topics in Roman Art and Archaeology  
 CLAS 75100 Independent Studies  
     *Variable credit*  
 CLAS 75200 Special Topics in Classics  
     *Variable credit*  
 CLAS 79900 Thesis Supervision  
     *3 hours, 0 credits*  
 CLAS 82800-82900 Topics in Roman History  
 CLAS 85100 Independent Studies  
     *Variable credit*  
 CLAS 85200 Greek Seminar  
 CLAS 85300 Latin Seminar  
 CLAS 90000 Dissertation Supervision  
     *3 hours, 1 credit*

\*offered infrequently



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## COGNITIVE NEUROSCIENCE (M.S.)

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*Director:* Professor Tony Ro

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### **THE PROGRAM**

The M.S. in Cognitive Neuroscience at CUNY Graduate Center is a multidisciplinary program that focuses on the biological bases of cognitive functions, including perception, attention, memory, language, and decision-making. Breakthroughs in cognitive neuroscience are shaping fields as diverse as artificial intelligence, criminal justice, data science, biotechnology, pharmaceuticals, psychology, and medicine.

Students will have the opportunity to design and conduct experiments with leading experts at our many laboratories and research centers using the latest technologies, including functional magnetic resonance imaging (fMRI); electroencephalography (EEG); transcranial magnetic stimulation (TMS); optical imaging; and transcranial direct current stimulation (tDCS). Students will also gain marketable skills in statistics and data analysis through classroom experience and research.

This master's program is open to applicants with any relevant academic or professional background. It will position students to meet the increasing demands of today's fast-growing careers in health, technology, business, and education. This program is also excellent preparation for further doctoral study.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit a transcript of all college work, two letters of recommendation, preferably commenting on academic abilities, and a personal statement that articulates a particular topic area in which the applicant proposes to do research. The Graduate Record Exam (GRE) is not required. Undergraduate coursework in biology, chemistry, computer science, mathematics, physics, statistics, and psychology will be helpful since many of the instructors will expect some basic knowledge in these areas.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE IN COGNITIVE NEUROSCIENCE**

The curriculum includes foundational courses in neuroscience, neuroanatomy, and statistics as well as a wide range of electives and a research project.

*Course of study* 32 credits are required for the degree. Of these, students are required to take six core courses, choose three electives, and participate in a research project. Students complete their studies with a research-based thesis.

## **Courses**

Unless otherwise stated, all courses are 3 *credits*.

### ***Required Courses***

CNS 70001 Neuroscience I

*4 credit hours*

CNS 70002 Neuroscience II

*4 credit hours*

CNS 70003 Cognitive Neuroscience

CNS 70100 Statistics

CNS 70101 Statistics Lab

*1 credit*

CNS 70200 Research Methods in Cognitive Neuroscience

CNS 70300 Neuroanatomy

CNS 70900 Thesis Research

### ***Elective Courses***

CNS 70601 Attention

CNS 70602 Neuroscience of Consciousness

CNS 70603 Cognitive Neuroscience of Human Memory Systems

CNS 70610 Social Cognitive and Affective Neuroscience

CNS 80100 Internship

CNS 80200 Independent Research

CNS 80300 Seminar in Special Topics

*For the electives, students in this program also have access to a wide variety of courses offered by other Graduate Center programs, including Computer Science, Psychology, and Speech-Language-Hearing Sciences. Please see the website for current listings.*

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## COMPARATIVE LITERATURE (M.A. & Ph.D.)

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*Executive Officer:* Professor Giancarlo Lombardi

The Graduate Center

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New York, NY 10016

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<https://www.gc.cuny.edu/MAcomplit>

<https://www.gc.cuny.edu/CompLit>

### FACULTY

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### THE PROGRAM

The Comparative Literature Program offers coordinated courses in literature, theory, criticism, aesthetics, and translation, including literatures in English-American, French, German, Spanish, Italian, and Slavic languages, Classical Greek, and Latin. Students take courses in the national and classical literature programs as well as in Comparative Literature. They may register for certificates in Film Studies, Medieval Studies, Global Early Modern Studies, and Women's Studies. Texts and contexts range from ancient times to the present. Because more than 30 professors are on the Comparative Literature doctoral faculty, seminars and tutorials taught within the program cover a rich variety of subjects and methodologies ranging from the visual arts, music, and theatre, to history, political science, anthropology, psychoanalysis, philosophy, philology, and other disciplines. Ph.D. degrees in Comparative Literature are offered with specializations in Italian, Classical Greek, and Latin. With their adviser's consent, students are allowed to take courses through the Interuniversity Doctoral Consortium at Columbia University, Princeton University, New York University, The New School, Stony Brook University, Rutgers University, Teachers College, and Fordham University. The program also offers a master's degree in Comparative Literature.

Degrees in Comparative Literature with special concentrations in Classics and German are offered. The specialization in Italian is offered in consortium with the Italian Department of New York University. The degree with a special concentration in Classics is offered in cooperation with the Graduate Program in Classics at the Graduate Center and with the departments of classics at New York University and Fordham University. The Graduate Program in Germanic Languages and Literatures is housed in the Comparative Literature Program.

### *Resources for Training and Research*

Several literature journals are housed or partially housed at the Graduate Center, and training in editorial work is available. Students in the program frequently have an opportunity to teach undergraduate courses in the various colleges of the City University and are given preference for such positions according to the regulations of the University.

### *En-route M.A.*

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, a doctoral student may apply for an en-route M.A. degree. Those seeking an en-route master's degree should have the Executive Officer initiate the appropriate action.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the general University requirements stated earlier in this bulletin, the applicant is required to have received a bachelor's degree with a major in one of the following subjects: Comparative Literature; English; a modern foreign language (e.g., French, German, Italian, Portuguese, Spanish) or a classical language acceptable to the Admissions Committee; philosophy; history; or other fields acceptable to the Admissions Committee.

In addition, the applicant should have a superior record in undergraduate courses in literature. An applicant who has an M.A. degree in a single literature and who meets the other special requirements may also be eligible for admission.

Applicants must possess linguistic and literary preparation sufficient to qualify for admission to graduate courses in a foreign literature of their choice. They are also required to have a reading knowledge of an approved second foreign language, which should permit them to read literature in this language with ease. This knowledge of a second foreign language may be tested by a written examination. An applicant presenting only one foreign language may be admitted to matriculation conditionally. Any conditions must be satisfied, normally through examination, before the completion of 15 credits.

The applicant for the Ph.D. degree in Comparative Literature with a specialization in Classics is required to have a knowledge of Classical Greek and Latin. Applicants who have not studied one of the classical languages are advised to investigate the Latin/Greek Institute at the Graduate Center.

The applicant for the Ph.D. degree in Comparative Literature with a specialization in German must be proficient in German.

The applicant for a Ph.D. degree in Comparative Literature in the Italian specialization is required to demonstrate proficiency in all Italian language skills.

The Graduate Record Exam (GRE) is not required.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS**

*Course of Study* A minimum of 30 credits, which should normally be distributed in the following manner, is required:

15 credits in Comparative Literature. All students are required to complete C L 79500 Theory and Practice of Literary Scholarship and Criticism in the first year.

12 or more credits in individual national literatures, in courses offered in other literature programs. At least 6 of these credits must be in a foreign literature.

3 credits to be determined in consultation with the Executive Officer.

Upon completion of 30 credits, students will be required to take a written examination. This examination will test the students' general competence in Comparative Literature as well as in their special areas of literature. A special circular obtained from the Executive Officer provides detailed information and instructions. Students enrolled in the Ph.D. program who wish to meet the requirements for the Master of Arts may take the First Examination in lieu of the written comprehensive examination.

The student must demonstrate by written examination a reading knowledge of two approved foreign languages. The Executive Officer may recommend exemption from a language examination for students who have passed at least two graduate courses in the literature of that language with a grade of A or B in each course.

After passing the comprehensive examination, the student will be required to write a thesis on an approved subject. It may be directed by any member of the Comparative Literature doctoral faculty, subject to the written approval of the faculty member and the Executive Officer. The thesis must be approved by a faculty committee. A registration form is obtainable from the Executive Officer.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the normal Ph.D. in Comparative Literature described below, three forms of the degree are also available with special concentrations in Italian, Classics, and German. Graduate work in Italian is offered in consortium with New York University. Graduate work in Classics is offered in cooperation with the Graduate Program in Classics at the Graduate Center and with the departments of classics at New York University and Fordham University. Further information, including special requirements, is available upon application to the Executive Officer.

In addition to the general University requirements stated earlier in this bulletin, the student must complete the following special requirements.

*Course of Study* The student is required to follow a course of study approved in writing by the Executive Officer, a Deputy Executive Officer, or the student's faculty adviser in the program. A minimum of 66 graduate credits are required for the degree. Additional credits may be required at the discretion of the program's officers and the student's adviser.

The student's course of study will normally include work in at least three literatures. In one literature, the student is expected to acquire a thorough historical knowledge of the literature from its origins through its major phases, the texts to be studied in the original. In the other two literatures, the work will reflect the student's special interests.

With the approval of the Executive Officer, a Deputy Executive Officer, or the student's faculty adviser in the program, work in cultural disciplines related to literature, such as anthropology, philosophy, art history, social and intellectual history, political science, theatre, and musicology, may be incorporated into the student's program.

C L 79500, Theory and Practice of Literary Scholarship and Criticism, is required of all students in their first year and of all students admitted with advanced standing who have not had the course or its equivalent. History of Literary Theory and Criticism I and History of Literary Theory and Criticism II are also required.

The 66 credits should normally be distributed in the following manner:

36 credits in Comparative Literature.

18 credits in individual national literatures, in courses offered in other literature programs. At least 12 of these credits must be in a foreign literature. The primary texts assigned in these courses must be in the foreign language.

12 credits to be determined in consultation with the advisory committee or its representative.

For a student specializing in Classics, the courses should normally be distributed in the following manner: 21 credits in Comparative Literature, including the required courses indicated above, and 12 credits to be determined in consultation with the Executive Officer, a Deputy Executive Officer, or the student's faculty adviser in the program.

For a student specializing in German, the courses should normally be distributed in the following manner: 36 credits in Germanic Languages and Literatures, 24 credits in Comparative Literature, including the required courses indicated above, and 6 credits to be determined in consultation with the Executive Officer, a Deputy Executive Officer, or the student's faculty adviser in the program.

*First Examination* The First Examination, a written examination, should be passed after the student has completed 30 credits. The examination will test the student's familiarity with a range of major works in at least two literatures and the ability to analyze these works in their critical and historical contexts. It will also test the student's command of the theory and methods of Comparative Literature. Permission to proceed to more advanced courses is contingent upon the student's performance in the First Examination.

*Foreign Language* Before students can be advanced to candidacy for the Ph.D., they must demonstrate by written examination a reading knowledge of two languages other than English. The choice of languages must be approved by the Executive Officer and will be determined by (1) relevance to the student's areas of literary concentration and (2) the existence of significant criticism or critical writing in the language.

For students specializing in Classics, the required languages are Classical Greek, Latin, and either French or German.

The Executive Officer may recommend exemption from a language examination for students who have passed at least two graduate courses in the literature of that language with a grade of A or B in each course. Students are required to make full use of their command of foreign languages in their courses in Comparative Literature. Students must have an excellent command of English.

*Teaching* It is the policy of the program that all candidates for the Ph.D. should acquire some college teaching experience as part of the requirements for the degree.

*Second Examination* The Second Examination will consist of one oral comprehensive. More detailed instructions are available in the Student Handbook.

*Dissertation* The dissertation must be on a subject approved following a prospectus examination by a committee of the doctoral faculty, composed of the dissertation director and two readers selected by the candidate. More detailed instructions are available in the Student Handbook. After the dissertation has been approved by the sponsoring committee, the candidate shall defend it at an oral examination.

### THE DOCTORAL SPECIALIZATION IN ITALIAN

Graduate work in Italian literature and linguistics leading to the Ph.D. in Comparative Literature is offered within an Italian specialization. Students follow a course of study that, while enabling them to develop specific competence in all periods of Italian literature and in Italian linguistics, stresses the importance of a comparative basis of inquiry and analysis. Students enrolled in the Italian specialization will normally take a minimum of 39 credits in Italian (9 of which may be tutorials), 18 credits in Comparative Literature including the required courses indicated for Comparative Literature majors, and 9 credits in a related field. The First Examination will test the student's familiarity with the minor and major works of Italian literature and the ability to analyze these works in their critical and historical contexts. It will also test the student's command of theory and methods of Comparative Literature. Permission to proceed to more advanced courses is contingent upon the student's performance in the First Examination. All other Comparative Literature requirements and procedures are applicable to the Italian specialization.

Students in the specialization may enroll in an Italian Studies track. They will take a minimum of 48 credits in Italian; 9 of these may be taken in tutorials; 18 of the 48 may be outside of this Ph.D. program in courses designated as Italian Studies by the director of the Italian specialization; 18 credits must be in Comparative Literature, including the three required courses indicated for Comparative Literature majors. The First and Second Examinations will retain the Italian and comparative literature components defined above. They will also accommodate students' individual Italian Studies interests. Dissertations in Italian Studies will be supervised by faculty in the student's chosen areas of specialization, as for example, Italian language and literature, art, cinema, or history.

Students choosing the specialization's Literature and Linguistics track will take 48 credits in these two fields of Italian studies. Students in this track will also take 18 credits in Comparative Literature, 9 of them in the three required courses. Examinations will retain their Italian and Comparative Literature components as defined in the first paragraph on "The Doctoral Specialization in Italian."

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### Courses

Unless otherwise stated, all courses are 30 hours with a flexible format of 2 or 4 credits, to be elected by the student at the beginning of the semester.

C L 70100 Epic Tradition

C L 70300\* Literature and the Ancient World

C L 70700 Medieval Literature

C L 71000 The European Renaissance

C L 72000 The Literature of the Baroque

*Prerequisite: Ability to read two modern European languages*

C L 74000\* The Modern Period

C L 75000\* Early European Fiction

C L 75100 Studies in the Novel

C L 78100 Studies in Literary Periods

*May be taken more than once.*

C L 78200 Studies in Literary Genres

*May be taken more than once.*

C L 79500 Theory and Practice of Literary Scholarship and Criticism

*Required of all students in their first year of residence.*

C L 79800 Independent Studies

*Variable credit up to 6 credits*

*Directed reading under faculty supervision. Independent study would normally be undertaken in areas in which courses in either Comparative Literature or national literatures are not available. The*

*student may request that the instructor assign the grade of Pass or Fail in lieu of a letter grade. The instructor may do so at his/her discretion.*

*Prerequisite: Written approval of the Executive Officer*

C L 80100 Seminar: Special Topics in Comparative Literature

*The subject will vary from semester to semester and will be regularly announced.*

*Prerequisite: This course is intended primarily for advanced doctoral students. Written approval of the Executive Officer is required. Specific course and/or language prerequisites will be announced.*

C L 80200\* Seminar: The Classical Tradition and Latin Literature in the Middle Ages

*Prerequisite: Ability to read Medieval Latin*

C L 80700 Seminar in Medieval Literature

C L 80900 Seminar in Renaissance Literature

C L 82200\* Seminar: Studies in the Enlightenment

*Prerequisite: Ability to read two European languages*

C L 84000 Seminar: Studies in the Romantic Movement

*Prerequisite: Ability to read two modern European languages*

C L 85000 Studies in the Modern Period

C L 85500 Seminar in World Literature

C L 86000\* Seminar: Studies in Prose Fiction

C L 86200 Seminar: Studies in the Symbolist Movement

*Prerequisite: Ability to read two modern European languages*

C L 86300 Seminar: Studies in Poetry

C L 86500\* Seminar: Perspectives on Literature and Art

*4 credits*

C L 87000\* Seminar: Studies in European Drama

C L 88000 Seminar in Italian Philology and Linguistics, Variable Topics

*May be taken more than once.*

C L 88100 Studies in Dante, Variable Topics

C L 88200 Studies in Italian Poetry, Variable Topics

C L 88300 Studies in Italian Narrative Prose, Variable Topics

C L 88400 Studies in Italian Philosophical and Literary Thought, Variable Topics

C L 88500 Workshop in Modern and Contemporary Literary and Cultural Studies, Variable Topics

*Variable credit*

C L 88600 Studies in Italian Drama

C L 89000 Seminar: Aesthetics and Literary Theory

*4 credits*

C L 89100 History of Literary Theory and Criticism I

C L 89200 History of Literary Theory and Criticism II

C L 89400\* Seminar: Problems in Translation

C L 89800 Independent Studies

*Variable credit up to 6 credits*

*Directed reading under faculty supervision. Independent study would normally be undertaken in areas in which courses in either comparative literature or national literatures are not available. The student may request that the instructor assign the grade of Pass or Fail in lieu of a letter grade. The instructor may do so at his or her discretion.*

*Prerequisite: Written approval of the Executive Officer. Open only to students who have passed the First Examination.*

C L 90000 Dissertation Supervision

*1 credit*

C L 89801 MA Independent Research

*2 credits*

### **Interdisciplinary Course**

IDS 80500 Text and Music: A Consideration of Structures

*30 hours, 3 credits*

*Offered jointly by the Ph.D. Programs in Comparative Literature and Music.*

\*offered infrequently

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# COMPUTER SCIENCE (Ph.D.)

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*Executive Officer:* Professor Ping Ji

The Graduate Center

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New York, NY 10016

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## **FACULTY**

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## **THE PROGRAM**

The Ph.D. Program in Computer Science is designed to prepare selected students for leadership in industrial careers and research as well as in teaching and academic research. The ubiquitous role of the computer in our society requires that the Ph.D. candidate master the discipline of computer science in its broadest sense as well as display knowledge of a specialized area and perform independent research.

### *Areas of Study*

The program is particularly strong in the following specializations. (Please note that the division into areas of study is somewhat artificial; some courses are relevant to more than one area or, depending on the instructor's focus, could be placed in another area.)

### *Programming Languages and Software Methodologies*

Programming language development has been an active area of research in computer science almost from the origin of computer science itself. Nowadays, programming languages are defined formally. Stylistically, a programming language can be classified either as an imperative language or as a declarative language. Programs written by a user in a particular programming language should make use of computer software development methodologies. These methodologies not only foster good or correct practice in writing a program, but include techniques that cover the range of phased activities that a software product goes through from its conception through im-



plementation to its maintenance. “Software Engineering” techniques are included in this category. Current faculty interests include formal methods of program description, verifying program correctness, declarative language construction, and mathematical linguistics.

#### ***Theoretical Computer Science and Its Applications***

Predating the field of computer science, theoretical computer science is a mathematically rigorous study of computing. It includes a theory of computing machines, solvability, formal language theory, and concepts of timing. The area is so basic that it is often called “foundations.” Topics include formal languages, automata theory, computability and unsolvability, and logic of programs. Current faculty interests include computational geometry, security, recursion theory, applied logic, and computational complexity.

#### ***Artificial Intelligence, Cognitive Science, and Adaptive Systems***

Artificial intelligence (AI) and cognitive science are concerned with developing algorithmic methodologies that can mimic various aspects of human performance and their implementation as computer programs. These methodologies include symbolic knowledge representation, concepts and methods of inference, modeling human thought, and sensory-motor performance. Cognitive science includes developing methodologies that model neural systems and adaptive dynamical systems. Current faculty interests include computational linguistics, data mining, natural language processing, learning and understanding systems, human locomotion and balance control, neural networks, logic in artificial intelligence, including logic programming, knowledge and belief, and image recognition systems.

#### ***Scientific Computing and Modeling of Systems***

The original impetus for the creation of a computing machine was the need to do large-scale numerical computations. The field of numerical computation techniques continues to grow, with numerical calculations still playing an important role in scientific research. New approaches and techniques evolve that are quite general and powerful. Simulation of systems likewise plays an important role in scientific inquiry and more broadly in the design of all systems (including computer systems). Analytic modeling is another tool useful for analyzing the behavior of designed but not yet implemented systems. Current faculty interests include simulation of continuous and discrete systems, statistical modeling of systems, numerical algebra, numerical analysis, and biomedical computing.

#### ***Algorithms and Their Analysis***

Algorithm design is at the heart of computing. Algorithms are the detailed procedures that in a finite number of steps accomplish a computing task. Thus this is a broadly defined category that impinges on all other areas. Current faculty interests include cryptography, combinatorial algorithm design, run time complexity, parallel and distributed algorithm design, and analysis of algorithms.

#### ***Computer Architecture, Networks, and Communications Systems***

With the dynamic development of computer technology, hardware and computer architecture are important areas of research and development. The courses offered in this area include advanced computer architecture and computer/network communications. Current faculty research includes computer networks, parallel computation, neural nets, petri nets, and telecommunications.

#### ***Media Processing, Computer Vision, and Graphics***

The design, distribution, display, recognition, storage schemes, large data sets, and multiple media in a document are important applied research areas in computer science. Medical information processing is a closely aligned research area. It teams physicians and computer scientists and has the potential of producing significant health-related goals. CUNY has a number of faculty members interested in this area. Current interests include graphics, computer vision, document understanding, database technology and document storage and retrieval, medical information processing, digital topological techniques for image processing, real-time processing of biomedical signals, and multiresolution approaches for image understanding.

Courses in the Ph.D. Program in Computer Science are offered at the Graduate Center as well as at Baruch College, Brooklyn College, the City College, Queens College, and the College of Staten Island.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the University's requirements for admission stipulated earlier in this bulletin, the applicant is expected to have attained a minimum average of B in his/her undergraduate major and to have completed coursework equivalent to an undergraduate major in computer science. Exceptions will be considered by the program's Admissions Committee for those applicants with an undergraduate major in one of the fields cognate to computer science or with extensive experience in the field.

Specifically, entering students are expected to have a background (minimally, at an undergraduate level) in the following areas: Operating Systems; Fundamental Algorithms; Object-Oriented Programming (e.g., C++ or Java); Databases; Discrete Mathematics; Computer Networks; Theoretical Computer Science (Logic, Models of Computation, Analysis of Algorithms); Programming Languages; and Probability.

Students who are admitted with deficiencies in their background will be required to take graduate (or undergraduate) courses to make up for them prior to attempting the core courses. Courses that are required to fulfill deficiencies can be included in the first 30 credits of the degree if they are approved, if they are graduate courses, and if the student achieves at least a B grade in the course.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN DATA SCIENCE**

The CUNY Data Science Master's program prepares the student to understand, manage, analyze, and visualize large data sets. The data sets can be numerical, textual, visual, etc. The program consists of four required 3-credit courses, four elective 3-credit courses, and a 6-credit capstone project, adding up to a total of 30 credits.

The objective of the four required core courses is to provide students with a solid foundation in the fundamentals of Data Science. Each core course introduces data science basics, including data collection, data preparation for efficient storage and extraction, etc., and advanced computing and statistical techniques to solve domain-specific decision-making problems. A large amount of data in different varieties of formats poses challenges to the discovery of new knowledge. Students will learn basic and advanced techniques from Machine Learning, Data Mining, Big Data Analytics, and Data Visualization to uncover the patterns, structure, trends, or relationships inherent in the data. Each course will emphasize the data challenges and decision challenges every organization faces.

### **SPECIAL REQUIREMENTS FOR THE ADVANCED CERTIFICATE IN DATA SCIENCE**

The Advanced Certificate in Data Science comprises 4 courses: Data Visualization, Machine Learning, Data Mining, and Big Data Analytics. The certificate will help prepare students for careers that require data science skills. The program is open to both those enrolled in Graduate Center master's and doctoral student programs and others who are not enrolled at the Graduate Center.

Admission to the Advanced Certificate in Data Science requires a Bachelor of Arts degree in Computer Science, Computer Information System, or related fields, a minimum of 3.0 GPA, résumé, statement of interest (max 750 words), and two appropriate letters of recommendation. Exceptions will be considered by the program's Admissions Committee for those applicants with an undergraduate major in one of the fields cognate to computer science or with extensive experience in the field. Specifically, entering students are expected to have a background (minimally, at an undergraduate level) in the following areas: Operating Systems; Fundamental Algorithms; Object-Oriented Programming (e.g., C++ or Java); Databases; Discrete Mathematics; Computer Networks; Theoretical Computer Science (Logic, Models of Computation, Analysis of Algorithms); Programming Languages; and Probability. Students who are admitted with deficiencies in their background will be recommended for bridge courses before officially taking the courses in this program.

## **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the University requirements for the Ph.D. as stated earlier in this bulletin.

*Program of Study* The curriculum for all doctoral students in the Ph.D. Program in Computer Science consists of a minimum of 60 graduate credits beyond the baccalaureate degree, in addition to undergraduate deficiencies that may have to be remedied. Transfer credits will be subject to the rules pertaining to CUNY doctoral students. The program offers core courses in three broad research areas as listed in the following:

### **Area 1: Algorithms and Theory**

- C SC 70010 Algorithms (4)
- C SC 71010 Programming Language (3)
- C SC 73010 Cryptography and Computer Security (3)
- C SC 75100 Logical Fundamentals of Computer Science (3)

### **Area 2: Artificial Intelligence**

- C SC 74011 Artificial Intelligence (3)
- C SC 74020 Machine Learning (3)
- C SC 74030 Computer Vision and Image Processing (3)
- C SC 74040 Natural Language Processing (3)

### **Area 3: Systems and Computational Science**

- C SC 72010 Computer Networks (3)
- C SC 72020 Distributed Operating Systems (3)
- C SC 72030 Database Systems (3)
- C SC 76010 Parallel Scientific Computing (3)

*First Examination* Students must complete the following requirements to pass the First Exam:

Pass four core courses, at least one course from each of the three core areas, Algorithms (C SC 70010) being one of the four, with an average grade across these four courses of A- (GPA 3.7) or above.

Students are required to finish above core course requirements by the end of the fourth semester.

Note: If a student takes more than four core courses, any set of core courses that fulfills the above condition may be used to complete the First Exam. Any remaining core courses not used this way will be counted as electives.

Other course requirements: After successful completion of the First Examination, students must complete the following requirements to advance to candidacy:

1. Complete at least two 3-credit 80000-level courses, above 80020.
2. Complete C SC 80010, the Research Survey course.
3. Pass a Second Exam that has a written and an oral component. At the time of the Second Exam, the student must choose a mentor.

A Level II student has the option of taking the 4-credit course C SC 80020, Computer Science Research, for up to two times (over two semesters) with these credits being counted toward the 60 graduate credit requirement.

*Second Examination* After successful completion of the program's First Examination requirement and completion of all required coursework, the candidate must pass a two-part Second Examination. The Second Exam tests the student's in-depth knowledge and understanding of a knowledge area directly related to his/her topic of dissertation research. The first part is a written survey study that is related to the student's dissertation research, and the second part is an oral exam of the survey material in the format of a public seminar presentation. The Second Exam is judged by a student-chosen committee of at least three Computer Science doctoral faculty members, including the student's mentor.

*Research Tool* Before advancing to candidacy, a student is required to show high-level programming proficiency. Students will satisfy this requirement by submitting to the Executive Officer a large computer program, written by themselves. The program must include relevant documentation. This program can be one written in industry, one developed on his/her own, or one developed as part of a course that requires the writing of a large program.

*Dissertation Proposal* Within two years of having advanced to candidacy, a student is expected to defend his/her dissertation proposal, which outlines the particular research project the

student plans to undertake. This examination has a written and an oral part and is judged by a committee of at least three Graduate Center doctoral faculty members, including the student's mentor and at least one other Computer Science doctoral faculty member.

*Dissertation* A student is required to complete a dissertation based on original research in one of the areas of specialization under the guidance of his/her faculty adviser and dissertation committee. The dissertation committee will consist of the student's mentor and other members of the doctoral faculty whose areas of specialization are considered to be directly relevant to the student's intended dissertation research topic. After the dissertation has been approved by the student's mentor and the examination committee, the student must successfully defend it in an oral examination. The examination committee consists of the dissertation committee plus an outside member who is an expert in the field of the dissertation. Students must submit their work for publication in peer-reviewed conferences or professional journals, by the time of defense. This is required for students who start in the program after Fall 2022, and suggested to all other current students.

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## Courses

All courses are 3 credits, except as noted. Please note that some courses may be offered infrequently; consult with the program for further information.

### ***Algorithms and Their Analysis***

C SC 70010 Algorithms

*4 credits*

C SC 76010 Parallel Scientific Computing

C SC 80010 Algorithms for Parallel and Distributed Computation

C SC 80020 Topics in Combinatorial Algorithms

C SC 80030 Topics in Algorithm Design

C SC 80040 Topics in Algorithm Analysis

C SC 80050 Digital Geometry Algorithms

C SC 80060 Advanced Data Structures

C SC 80070 Modern Approximation Algorithms

C SC 80080 Advanced Algorithms

C SC 80090 Algorithmic Game Theory

C SC 80200 Seminar in Algorithm Design and Analysis

*1 credit*

### ***Programming Languages and Software Methodologies***

C SC 71010 Programming Languages

C SC 72030 Database Systems

C SC 81010 Topics in Theoretical Underpinnings of Programming Language Design

C SC 81020 Topics in Computer Software Development

C SC 81030 Topics in Programming Languages

C SC 81040 Topics in Databases

C SC 81200 Seminar in Software Design

*1 credit*

### ***Computer Architecture, Networks, and Communications Systems***

C SC 72010 Computer Networks

C SC 72020 Distributed Operating Systems

C SC 82005 Advanced Computer Networks

C SC 82010 Computer Systems

C SC 82020 Computer Communication Systems

C SC 82100 Advanced Topics in Computer Systems

C SC 82110 Advanced Topics in Operating Systems

C SC 82200 Seminar in Computer Systems

*1 credit*

**Media Processing, Computer Vision, and Graphics**

- C SC 74030 Computer Vision and Image Processing
- C SC 83005 Computer Vision
- C SC 83010 Topics in Computer Graphics
- C SC 83020 Topics in Computer Vision
- C SC 83030 Topics in Information Retrieval
- C SC 83040 Topics in Document Analysis
- C SC 83050 Topics in Image Processing
- C SC 83200 Seminar in Media Processing, Computer Vision or Graphics

*1 credit*

**Artificial Intelligence, Cognitive Science, and Adaptive Systems**

- C SC 74011 Artificial Intelligence
- C SC 74020 Machine Learning
- C SC 74040 Natural Language Processing
- C SC 84000 Advanced Natural Language Processing
- C SC 84010 Topics in Artificial Intelligence
- C SC 84020 Topics in Adaptive Systems
- C SC 84030 Computational Models of Cognitive Systems
- C SC 84040 Data Mining
- C SC 84050 Graphical Models
- C SC 84060 3D Photography
- C SC 84070 Constraint Satisfaction
- C SC 84080 Information Retrieval
- C SC 84090 Vision, Brain, and Assistive Technologies
- C SC 84100 Speech and Audio Understanding
- C SC 84200 Seminar in Artificial Intelligence and Cognitive Science

*1 credit*

**Theoretical Computer Science and Its Applications**

- C SC 73010 Cryptography and Computer Security
- C SC 75010 Theoretical Computer Science
- C SC 75100 Logical Fundamentals of Computer Science
- C SC 85010 Topics in Logics and Their Uses
- C SC 85011 Logic in Computer Science
- C SC 85020 Topics in Theoretical Computer Science
- C SC 85030 Topics in Cryptography and Computer Security
- C SC 85031 Discrete Mathematics for Cryptographic Applications
- C SC 85040 Topics in Computational Complexity
- C SC 85200 Seminar in Theoretical Computer Science

*1 credit*

**Scientific Computing and Modeling of Systems**

- C SC 86005 Statistical Techniques and Probability Models in Computer Science
- C SC 86015 Massively Parallel Programming
- C SC 86020 Probabilistic Modeling of Computer Systems
- C SC 86030 Topics in Simulation Methodology
- C SC 86060 Text Mining
- C SC 86100 Algebraic and Numerical Computation
- C SC 86110 Pattern Matching
- C SC 86120 Modeling and Simulation
- C SC 86150 Quickest Detection of Abrupt Changes
- C SC 86170 Sequencing and Scheduling
- C SC 86200 Seminar in Scientific Computing

*1 credit*

- C SC 86210 Seminar in Modeling Computer Systems

*1 credit*

**Miscellaneous**

C SC 79000 Independent Study/Research Project

C SC 79100 Research Survey

*1 credit*

C SC 80000 Readings in Computer Science

C SC 80020 Computer Science Research

C SC 82040 Social and Cultural Computing

C SC 82070 User Interface Design and Accessibility

C SC 87100 Selected Topics in Computer Science

C SC 87200 Seminar General Topics

C SC 89000 Doctoral Dissertation Research

*1 to 6 credits*

C SC 90000 Dissertation Supervision

*1 credit*

**Data Science**

C SC 83060 Data Visualization

C SC 84030 Big Data Analytics

C SC 86180 Capstone Project I in Data Science

C SC 86190 Capstone Project II in Data Science

C SC 86210 Capstone Internship in Data Science

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## CRIMINAL JUSTICE (Ph.D.)

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*Executive Officer:* Professor Brian Lawton

John Jay College of Criminal Justice

Doctoral Office Suite

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New York, NY 10019

Email: [crjphd@jjay.cuny.edu](mailto:crjphd@jjay.cuny.edu)

<https://www.gc.cuny.edu/CriminalJustice>

### **FACULTY**

Amy Adamczyk ■ George Andreopoulos ■ Jana Arsovska ■ Rosemary Barberet ■ F.Warren Benton ■ Teresa Booker ■ David Brotherton ■ Heath Brown ■ Jeffrey Butts ■ Anthony Carpi ■ Katarzyna Celinska ■ Preeti Chauhan ■ Angela Crossman ■ Peter De Forest ■ Mark Fondacaro ■ Joshua Freilich ■ Diana Gordon ■ David Green ■ Maria Haberfeld ■ Jonathan Jacobs ■ Delores Jones-Brown ■ Lila Kazemian ■ David Kennedy ■ Lawrence Kobilinsky ■ Deborah Koetzle ■ Margaret Kovera ■ Thomas Kubic ■ Brian Lawton ■ Richard Li ■ Samantha Majic ■ Peter Mameli ■ Marie-Helen Maras ■ Keith Markus ■ Michael Maxfield ■ Candace McCoy ■ Jeff Mellow ■ Mangai Natarajan ■ Maureen O'Connor ■ Patrick O'Hara ■ Nicholas Petraco ■ Nicholas Petraco ■ Gohar Petrossian ■ Frank Pezzella ■ Eric Piza ■ Henry Pontell ■ Jeremy Porter ■ Mechthild Prinz ■ Chitra Raghavan ■ Valli Rajah ■ John Reffner ■ C.Gabrielle Salfati ■ Richard Schwester ■ Jon Shane ■ Hung-En Sung ■ Karen Terry ■ Mark Ungar ■ Valerie West ■ Cathy Widom ■ Kevin Wolff ■ Sung-Suk Yu

### **THE PROGRAM**

The Ph.D. Program in Criminal Justice is designed to provide individuals with the theoretical background, practical knowledge, and research capability required for university teaching and research positions and to become leaders in the criminal justice professions. Using the specialized resources of John Jay College of Criminal Justice and the Graduate Center, the program draws on a nationally recognized faculty, a strategic geographic setting, and close working relationships with all components of the criminal justice system. Most seminars are given at John Jay College of Criminal Justice; some are given at the Graduate Center. Classes are offered in the following topic areas: Criminal Justice Policy and Practice; Criminology and Deviance; and Law and Philosophy.

#### *Resources for Training and Research*

The library of John Jay College of Criminal Justice, with over 260,000 items and sophisticated computerized facilities, is the principal research resource. Criminal justice agencies constitute fertile ground for institutional research. Research fellowships are available.

#### *Financial Aid*

Students admitted for full-time doctoral study receive full support (tuition and a stipend). The stipends require program service in the form of teaching and research assignments. In addition, the program may admit some students who remain working professionals while attending the program. These students must have previously completed a master's degree. Students who remain working full time outside the program may receive in-state tuition-only awards. In addition, doctoral students are encouraged to apply for competitive fellowships and assistantships.

#### *En-route Master's Programs*

On completion of 45 credits with at least an average grade of B, passing the First Examination, and submission of satisfactory research work, a student who does not possess a master's in criminal justice may apply for the M.A. degree, which will be awarded by John Jay College of Criminal Justice.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

The following requirements are in addition to the general University requirements for admission stated earlier in this bulletin. Students are required to have a bachelor's degree with appropriate foundation work in social science and statistics, as evaluated by the Admissions Committee. Students without necessary basic coursework to pursue doctoral work are required to remedy this deficit without credit. Students who hold a master's degree may be admitted to the doctoral program with appropriate advanced standing credit but will be required to pass all examinations and meet all requirements.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the general University requirements, students must meet the following requirements of the program.

A minimum of 60 credits of approved graduate work are required. A maximum of 15 credits of master's-level coursework will be accepted toward the required 60 credits of coursework (45 of the required 60 credits must be satisfied through the completion of doctoral-level courses). Up to 6 credits of independent study may be approved for credit upon petition to the Executive Officer. Elective courses are chosen by the student, under the guidance of a faculty mentor, from a wide range of Criminal Justice graduate courses or approved courses taught in other doctoral programs of the City University.

Students may satisfy the Graduate Center's language requirement either by demonstrating competency in an advanced methodological technique or statistical method.

### **GENERAL COURSE REQUIREMENTS**

*Core Curriculum* Students who enter the program in Fall 2020 or later must take the core curriculum, which is composed of six 3-credit survey courses totaling 26 credits. Four of the required core courses (CRJ 70000; CRJ 70100; CRJ 70200; CRJ 70300) are survey courses in research and quantitative methods. Four of the required core courses (CRJ 70400; CRJ 70500; CRJ 70600; CRJ 76100) are substantive courses that serve as foundational courses in criminology and criminal justice. All core doctoral students are expected to take the required core courses, with the exception of CRJ 70600, during the first year of matriculation. Students are expected to take CRJ 70600 during their second year of study. Students who are full-time working professionals are expected to complete the core courses before the end of the second year of doctoral study. Additionally, all doctoral students must take a professional development course, Dissemination of Knowledge (CRJ 76200) in their second year. In addition, they must take a tools course such as Publishing (CRJ 88200), Grant Writing (CRJ 88200), or other approved elective, and an Advanced Research Methods or an Advanced Quantitative Methods course (CRJ 80100 and CRJ 80200) in their second or third year of doctoral coursework. Students who do not receive a grade of B or better in any of the core courses may be dropped from the program by action of the Executive Committee. Those receiving a grade of less than B who are permitted to remain in the program may be required to repeat the course or take additional specific work. Students who receive a permanent incomplete grade in any of the eight required core courses must repeat the course. In addition, all students must take three Criminal Justice program electives, one during their first year.

*First Examination* Core doctoral students are expected to take the First Examination by the beginning of the second year of doctoral study. Students who are working professionals too must complete the First Examination before the end of the second year of doctoral study. This written examination contains three parts that reflect core competencies: (1) research methodology, including quantitative and qualitative techniques; (2) statistics; and (3) integrated criminology theory. All examinations are prepared and evaluated by rotating subcommittees of faculty.

*Second Examination* Students are required to take a Second Examination upon completion of 60 credits, consisting of an original research paper that is suitable for publication in a peer-reviewed journal. The student is examined by a two-person committee composed of a faculty mentor and the criminal justice program research adviser, a role that rotates among faculty members.

*Dissertation* The dissertation is initiated by developing a proposal describing the topic to be studied, the research questions being asked, the theoretical orientation guiding the study, and the method of inquiry. A dissertation committee, consisting of four individuals, works with the student throughout the research period. Three committee members, one of whom is designated



as chair, must be Criminal Justice doctoral faculty. The fourth member, who is selected for academic or professional expertise in the student's area of study, must be approved by the Executive Officer. The dissertation proposal must be orally presented to the student's committee for critical review and approval. Once the final draft or revised dissertation has been approved by the committee, it must be successfully defended by the student in an oral examination open to all doctoral students in Criminal Justice and to all CUNY doctoral faculty.

*Applicability* All students entering the Ph.D. Program in Criminal Justice in Fall 2019 or later will be subject to the above regulations. Students who matriculated prior to that date have the option of fulfilling the old requirements in the 2018–19 Bulletin or the new requirements. All students will be permitted and encouraged to take courses in the new curriculum.

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## **Courses**

Unless otherwise stated, all courses are 30 hours, 3 credits each course.

### **Required Core Courses**

26 hours, 3 credits, unless otherwise noted

CRJ 70000 Survey of Quantitative Methods in Criminal Justice I  
4 credits

CRJ 70100 Survey of Quantitative Methods in Criminal Justice II  
4 credits

CRJ 70200 Survey of Research Methods in Criminal Justice I

CRJ 70300 Survey of Research Methods in Criminal Justice II

CRJ 70400 Survey of Criminology I

CRJ 70500 Survey of Criminology II

CRJ 70600 Survey of Criminal Justice Process I

CRJ 70700 Survey of Criminal Justice Process II

CRJ 76100 Professional Development and Proseminar in Criminal Justice

CRJ 76200 Dissemination of Knowledge

### **Required Electives**

CRJ 84100 Advanced Policy Analysis or

CRJ 80100 Advanced Research Methods or

CRJ 80200 Advanced Quantitative Methods

### **Criminal Justice Policy and Practice Electives**

CRJ 81100 Policing

CRJ 81200 The Courts and Criminal Justice

CRJ 81300 Punishment and Corrections

CRJ 88100 Special Topics in Criminal Justice Policy

### **Criminology Electives**

CRJ 82100 Advanced Criminology

CRJ 88200 Special Topics in Criminology

### **Law and Philosophy of Criminal Justice Electives**

CRJ 88400 Special Topics in Law and Philosophy

### **General Electives**

CRJ 87000 Race, Crime and the Administration of Justice

CRJ 87100 Women and Criminal Justice

CRJ 87300 Comparative Systems of Criminal Justice

CRJ 88900 Special Topics in Criminal Justice

*Examples of Special Topics classes offered are Drugs, Crime and the Law; Juvenile Delinquency; Organized and White Collar Crime; Sex Crimes; Terrorism; Theories of Punishment; Victimology*

***Other Courses***

CRJ 76300 Graduate Seminar in Data Management

CRJ 79600 Independent Study (EO permission required – limit of 2)

CRJ 90000 Dissertation Supervision 1 credit\*

*\*Required of all Level III students who are completing dissertation and other degree requirements.*

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# DATA ANALYSIS AND VISUALIZATION (M.S.)

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*Director:* Professor Matthew Gold  
The Graduate Center  
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New York, NY 10016  
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## FACULTY

Katherine Behar ■ Cathy Davidson ■ Scott Dexter ■ Howard Everson ■ Kevin Ferguson ■ Eleanor Frymire ■ Matthew Gold ■ Michael Mandiberg ■ Lev Manovich ■ Michelle McSweeney ■ Jeremy Porter ■ Lisa Rhody ■ Aucher Serr ■ Timothy Shortell

## THE PROGRAM

The Master of Science in Data Analysis and Visualization offers three areas of study: Data Analysis, Data Visualization, and Data Studies.

In *Data Analysis*, students will begin with basics of working with data—“cleaning” data, preparing it for analysis, and working with a variety of data formats. They next learn fundamental concepts and methods for data exploration and statistics. After that, students learn and practice contemporary methods for data analysis, including machine learning and AI. In these classes, we focus on analyzing real-world data sets. Students also learn techniques for working with very big data. The classes use two of the most popular programming languages for data analysis today: R and Python.

In *Data Visualization*, courses are designed to teach basic and advanced visualization methods appropriate for visualizing quantitative, network, text, visual, spatial, and temporal data. Students will learn how to create static, animated, and interactive visualizations, data-centric publications, and maps. They will also learn principles of graphic and user interaction design and visual communication necessary for the creation of effective and engaging visualizations.

In *Data Studies*, students will consider data through the lenses of media theory and history, software studies, and cultural theory. These courses will help students to think critically and historically about contemporary methods, techniques, and software for working with data. These courses will be useful for students who plan to pursue doctoral programs in design, communication, humanities, or social sciences, and they will help students employ methods used in a variety of employment areas. Students will also understand longer historical trends that drive the adoption of computers, networks, and data analysis in a society, and this will help them to anticipate future trends.

## REQUIREMENTS FOR ADMISSION

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must present evidence of previous coursework or professional experience in one of the following two areas: 1) Programming, quantitative data analysis, and/or web development, or 2) Design and/or other creative work in visual media, as shown by a portfolio containing samples of the applicant’s creative work in any of the following areas: graphic design, web design, user experience design, digital art, software art, product design, motion graphics, digital video and film, or related digital media. (See the [website](#) for additional guidelines.) Applicants must submit a CV showing academic degrees, professional experience, or record of personal creative work relevant to the program (design, programming, data analysis, web development) and two letters of recommendation; Graduate Record Examination (GRE) scores (optional); and a portfolio containing samples of their digital work (optional).

## SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM

*Course of study* The 30-credit curriculum includes five core courses in the program, inclusive of at least one course from each of the three program areas of Data Analysis, Data Studies, and Data Visualization (15 credits); elective courses (12 credits total); and the completion of a thesis or capstone project (3 credits).

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## **Courses**

Unless otherwise stated, all courses are *30 hours plus conferences for 3 credits*.

### ***Required Core Courses***

DATA 70500 Working with Data: Fundamentals

DATA 70600 Special Topics in Computational Fundamentals

DATA 71000 Data Analysis Methods

DATA 71200 Advanced Data Analysis

DATA 73000 Visualization and Design

DATA 73200 Interactive Data Visualization

DATA 74000 Data, Culture, and Society

DATA 74200 Topics in Media Theory and History

DATA 79000 Thesis/Capstone Project

### ***Electives***

DATA 75000 Internship

DATA 78000 Special Topics in Data Analysis and Visualization

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## DIGITAL HUMANITIES (M.A.)

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*Director:* Professor Matthew Gold  
The Graduate Center  
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### FACULTY

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### THE PROGRAM

The M.A. in Digital Humanities Program will provide students with both the practical skills and the humanistic knowledge needed to work on digital humanities-related projects in universities, libraries, museums, and the nonprofit sector. Digital humanists use a variety of technological tools and platforms to explore humanities subjects. They employ maps to diagram the action that takes place in novels; use network analysis software to explore relations between historical figures; prototype advanced platforms for scholarly communication; study social media and its effects on human expression and coordination; and analyze text and images through computational tools.

The program offers three areas of study: textual analysis, data visualization and mapping, and digital pedagogy. In our program, students learn to think critically about digital platforms as they begin to use them. Our students gain programming skills in the context of their digital projects, with the support of a large community of fellow practitioners behind them. The program includes an optional internship course that offers valuable experience in applying DH skills in a professional context. Throughout their coursework, students balance critical study of technology with substantive study of humanities subjects.

### REQUIREMENTS FOR ADMISSION

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit two letters of recommendation. Graduate Record Examination (GRE) scores are optional.

### SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM

*Course of study* The 30-credit curriculum includes 9 course credits (Introduction to Digital Humanities; Software Design Lab, and a Thesis or Capstone Project); 12 credits of in-degree electives (in the areas of Digital Textuality; Data Visualization and Mapping; Digital Pedagogy); and 9 credits of free electives (selected from among Graduate Center course offerings, in consultation with the student's adviser).

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### COURSES

Unless otherwise stated, all courses are *30 hours plus conferences for 3 credits*.

#### ***Required Core Courses***

DHUM 70000 Introduction to Digital Humanities  
DHUM 70500 Special Topics in Computational Fundamentals  
DHUM 71000 Software Design Lab  
DHUM 79000 Thesis/Capstone Project

#### ***In-Degree Electives***

*Students must take at least four courses from among the areas below, with the selection approved by their adviser.*

***Digital Textuality Courses***

DHUM 72000 Textual Studies in the Digital Age

DHUM 72500 Methods of Text Analysis

DHUM 72700 The Future of the Book: Publishing and Scholarly Communications

***Data Visualization and Mapping Courses***

DHUM 73000 Visualization and Design: Fundamentals

DHUM 73500 Working With Data: Fundamentals

DHUM 73700 Geospatial Humanities

***Digital Pedagogy Courses***

DHUM 74000 Digital Pedagogy I: History, Theory, and Practice

DHUM 74500 Digital Pedagogy II: Theory, Design, and Practice

DHUM 74700 Critical Approaches to Educational Technology

***Electives***

DHUM 70002 Digital Humanities Methods and Practices

DHUM 75000 Internship

DHUM 78000 Special Topics in Digital Humanities

*Students may also choose electives from among all Graduate Center course offerings for which they are eligible to register after consulting with an adviser.*

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## EARTH AND ENVIRONMENTAL SCIENCES (Ph.D.)

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*Executive Officer:* Professor Kieren Howard (Acting)

The Graduate Center

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### FACULTY

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### THE PROGRAM

The Ph.D. Program in Earth and Environmental Sciences offers a wide array of research options with faculty specializations in Geography and Geological Sciences, with focuses on atmospheric sciences, geographic information sciences, geology, geochemistry, geophysics, human geography, hydrology, and physical geography. Many of these areas include environmental science applications in ongoing projects. Besides faculty from Geology and Geography, the EES program includes faculty from Anthropology, Biology, Chemistry, Economics, and Engineering.

The Ph.D. Program in Earth and Environmental Sciences cooperates with the Civil Engineering Department at City College, the Center for the Analysis and Research of Spatial Information at Hunter College, and the American Museum of Natural History.

The Earth and Environmental Sciences program's two specializations are centered at one or more CUNY campus. The Geography specialization—including human geography, physical geography, geographic information science, and geographic education—is at Hunter College and at Lehman College. With regard to the Environmental and Geological Sciences specialization, geological sciences, including atmospheric sciences, is at The City College; geology is at Brooklyn

College; and environmental geology is at Queens College. When applying for admission, applicants must specify the specialization (Geography or Environmental and Geological Sciences) for which they would prefer to be considered. All applications must be submitted to the Admissions Office at the Graduate Center.

All courses are offered through the Graduate Center. Most required courses and some special topics courses are conducted at the Graduate Center. Laboratory courses and research work are offered at the various campuses of the University.

#### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, the student may apply for an M.A. degree. The degree is awarded formally by one of the participating colleges.

#### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the requirements for admission stipulated by the University, applicants to the Earth and Environmental Sciences program are expected to have a minimum average of B in their undergraduate major. The program's Admissions and Awards Committee will consider exceptions to the above for candidates with other strengths. A high score on the Graduate Record Examination is necessary. The applicant is strongly recommended to have completed mathematics through calculus.

#### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the University requirements stated earlier in this bulletin.

*Course of Study* The curriculum for all doctoral students in the Earth and Environmental Sciences program consists of a minimum of 60 graduate credits beyond the Baccalaureate degree, in addition to courses that may be deemed necessary to be taken to remedy undergraduate training deficiencies. Graduate transfer credits will be accepted subject to the rules pertaining to doctoral students as described in this bulletin.

#### ***THE SPECIALIZATION IN ENVIRONMENTAL AND GEOLOGICAL SCIENCES***

The Environmental and Geological Sciences specialization within the Ph.D. Program in Earth and Environmental Sciences offers research opportunities in a broad spectrum of Earth-focused science reflecting the research interests of the faculty – including topics of classical Geology; studies of Earth's fluid envelopes; and applying combinations of geology, biology, chemistry, and physics to studying Earth's diverse environments and their ecosystems. These are grouped into four mutually supportive areas within which faculty expertise and state-of-the-art instrumentation support exciting scientific investigations:

- Atmospheric and Hydrological Sciences
- Terrestrial, Estuarine, and Marine Studies
- Earth Materials and Earth Processes
- Urban Environments and Public Health

Modern research in Environmental and Geological Sciences commonly crosses the boundaries between these areas, e.g. isotope geochemists and biostratigraphers work with sedimentologists and climatologists to analyze paleoclimates over tens of millions of years; bedrock geologists work with geochemists and hydrogeologists to understand arsenic concentration in groundwater drinking supplies. Our program is designed to emphasize such linkages. A full range of research facilities is available within CUNY, and in addition, students may work at organizations and institutions, such as Brookhaven National Laboratory, the American Museum of Natural History, and Lamont-Doherty Earth Observatory, with which our faculty are affiliated.



## ***Core Areas in the Environmental and Geological Sciences Specialization***

### **Atmospheric and Hydrological Sciences**

Students with a primary interest in the two fluid envelopes that support life on Earth will find research opportunities in the Atmospheric and Hydrological Sciences area of concentration. CUNY faculty members are leaders in studies of weather, climate, and hydrology. Current research addresses topics such as storms, droughts, hurricanes, flooding, groundwater depletion and contamination, and their impacts on society. Recently identified trends in the atmosphere, cryosphere and hydrosphere indicate that anthropogenic climate changes now underway will profoundly alter terrestrial and marine hydrological systems with uncertain consequences for humanity. Our studies in paleoclimatology not only help with understanding the Earth's climate history, but also can provide clues to what the future holds in store. Current research projects include: development of the history of hurricanes, isotope distributions within hurricanes, remote sensing of atmospheric pollutants, surface enhanced zeolites in groundwater treatment facilities, and paleoclimates recorded in the sediments below Antarctic ice shelves.

### **Terrestrial, Estuarine and Marine Studies**

The Terrestrial, Estuarine and Marine Studies (TEMS) specialization is designed for students interested in a wide range of environmental sciences encompassing both basic and applied research. TEMS research emphasizes physical, biological, geochemical, and ecological interactions. TEMS offers opportunities for research in one of the world's most densely populated areas, including impacts of urbanization, climate change, and invasive species on a variety of areas such as Long Island Sound and of the Hudson River Estuary. Worldwide, studies include: impacts of changing atmospheric chemistry on forests of the Upper Midwest; global change and the intensification of Gulf hurricanes; the role of post-glacial climate change and rising sea level in the flooding of Eurasian inland seas; arsenic contamination of South Asian water supplies; and many other topics.

### **Earth Materials and Earth Processes**

Society has become increasingly aware of the importance of geologic constraints on a sustainable economy within a stable and healthy environment. Topics in this core area have traditionally resided in classically oriented Geology programs but are increasingly incorporated in modern, broad-spectrum studies of urban and rural environments. Such studies offer insights into the foundations of Earth's varied environments and evidence from the past as to the nature and rate of environmental change. Doctoral studies can be done in mineralogy and petrology; sedimentology and stratigraphy; paleontology and paleoecology; tectonics; geomorphology; geochemistry; geochronology; seismology and other areas of geophysics; and resource exploration and development. Such work not only advances the frontiers of these disciplines but also improves our understanding of the factors controlling environment and environmental change. Ongoing research includes studies on: tectonic evolution of the Appalachian and Caledonide orogens; deformation mechanisms in ductile and brittle fault systems; geothermometry and geobarometry; fluvial, eolian, glacial, and coast erosion and deposition; and evolutionary paleobiology of sharks.

### **Urban Environments and Public Health**

Epidemics, tsunamis, earthquakes, volcanism, storms, and their prediction and effects on urban societies have become a subject of intense concern. The Urban Environment and Public Health core area focuses on these and other environmental, geological, and geomedical aspects of urban life. The Graduate Center's unique location in the heart of one of the world's largest urban areas ensures that students interested in contributing to improvement in urban life, in the health of urban populations, and the preservation of natural ecosystems in urban settings will find unexcelled opportunities at CUNY. Current research in this core area includes studies of: the effect of New York City power station effluents on fish populations; monitoring of heavy metal and organic compounds in benthos/bottom sediment/water in New York City estuaries; repopulation of native species in New York coastal waters; the epidemiology and risk assessment of asbestos, arsenic, silica, talc, polychlorinated biphenyls, and cigarette smoke in human populations.

### ***Curriculum Requirements for the Environmental and Geological Sciences Specialization***

Within their first semester, incoming students are expected to consult with their prospective adviser(s) and devise a personal program of study to acquire command over the skills and methods needed to work in their proposed area of research.

Coursework in the Specialization includes the following required courses:

1. EES 71600; Earth Systems I (3 credits, first semester).
2. EES 71700; Earth Systems II (3 credits, second semester).
3. EES 70400; The Nature of Scientific Research (3 credits, first semester)
4. EES 80200 Dissertation Proposal Workshop (3 credits). Prerequisites for EES 80200 are:
  1. satisfactory completion of all first-year core courses; 2. satisfactory completion of the First Examination; 3. submission of a one-page dissertation proposal abstract; 4. approval of the student's dissertation adviser; and 5. permission of the Executive Officer.

### ***Requirements for the Environmental and Geological Sciences Specialization***

From the first stages of matriculation, the student directs his/her program toward the desired research specialization. The major steps occur in the following order: First Examination, Second Examination, Oral Defense of the Dissertation Proposal, Oral Defense of the Dissertation.

*First Examination* The examination is a written and oral examination administered by the Environmental and Geological Sciences Curriculum Committee following the student's successful completion of at least 15 course credits including the following requirements:

- A. The three first-year core courses (EES 702, EES 716, EES 717), each with a grade of B or better.
- B. Two semesters of Current Issues in Earth and Environmental Sciences.
- C. At least two other graduate-level courses in at least one of the four Environmental and Geological Sciences Subdivisions: Atmospheric and Hydrologic Sciences; Earth Materials and Earth Processes; Terrestrial, Estuarine, and Marine Studies; and Urban Environments and Public Health.
- D. An overall average of 3.0 or better in all courses.

The written part of the first exam will consist of a closed-book, sit-down exam. The questions will be prepared by members of the Environmental and Geological Sciences First Exam Committee and will be based on the content and selective sets of readings for each core course and area of specialization selected by the student. Students will be expected to provide substantive responses in essay form to the questions asked and to demonstrate familiarity with the salient literature. The number of questions in each part of the exam will be consonant with the time allocated for completing the exam. No reference material will be permitted during the exam. Students will not have seen the questions until they take the test, and must answer all questions asked. The committee, following a short period to review the written examination, will meet with the student and have the opportunity to ask follow-up questions, based on their written responses. The grade (pass/fail) will be based on the student's performance on both the written and oral examinations. A student who fails all or part of the written or oral examinations will be given one opportunity to retake those parts of the examination, no more than 12 months after the original examination.

Upon satisfactory completion of the First Examination, the student selects his/her dissertation committee. This committee sits with the student and selects those additional courses that are relevant to the area of dissertation research. The committee recommends whether or not the student must pass a specific foreign language examination.

*Second Examination* The Second Examination involves the submission and defense of a proposal describing the dissertation research planned by the student. A dissertation committee, comprising a minimum of three members of the doctoral faculty, is appointed to assist the student in preparing for the Second Examination.

*Oral Defense of the Dissertation Proposal* The dissertation proposal must be written in an acceptable research-journal format, and presented to the student's Dissertation Committee for a critical review of content. Dissertation Committee must receive the Proposal at least two weeks prior to the scheduled Second Examination. The Second Examination is an oral examination conducted by the Dissertation Committee during which the student describes and defends all aspects of his/her proposal. The student must be able to explain his/her research in the context of the historical development of the research discipline; relate his/her project to ongoing research in

his/her field, and must demonstrate a thorough command of the literature relevant to the research. Normally, the Second Examination takes place upon completion of 60 credits, and requires approximately 2 hours.

The Dissertation Committee will require that the student rectify any errors in the research plan or address specific inadequacies in the literature review through a retake of all or a portion of the exam as specified by the Dissertation Committee no more than 12 months from the date of the first attempt.

*Oral Defense of the Dissertation*

**THE GEOGRAPHY SPECIALIZATION**

The Geography specialization within the Ph.D. Program in Earth and Environmental Sciences at The City University of New York provides an opportunity for doing geographical doctoral studies in one of the world's largest and most dynamic metropolitan locations. The doctoral program aims to provide students with modern training in the discipline of Geography. Given the strengths and interests of the faculty, a focus on the environment, in the broadest sense of that term, animates much of the programmatic work and provides a bridge among specialized concentrations. The specialization has six core areas: Cities and Urban Processes, Physical Geography, Globalization and Uneven Development, Productions of Nature, Geographic Information Science and Spatial Methods, and Health Geographies. These areas are not construed as mutually exclusive but as overlapping and interactive. Many faculty members participate in more than one core area, and students are encouraged to do likewise. Students are permitted to combine courses from the Geography specialization with the Geosciences specialization. They are also encouraged to take courses in related disciplines—particularly those such as Anthropology, Environmental Psychology, and Women's Studies—that house faculty with connections to geography to round out their educational experience. Through the Interuniversity Doctoral Consortium, it is possible to take courses at other institutions such as Columbia, New York, New School, and Rutgers universities.

Faculty members associated with the Geography specialization, based primarily at Hunter and Lehman colleges and at the Graduate Center, pursue interests in their own areas utilizing a variety of methods. A primary objective of the Geography specialization as a whole, however, is to utilize the urban laboratory of the New York metropolitan region as a catalytic framework to bring diverse threads of geographic research together in a collective and interactive effort. An attempt has been made to remove some of the artificial barriers that have traditionally developed between areas within the discipline of Geography. While a focus on the relations between urbanization and environmental issues seems particularly appropriate, many other combinations of research are possible. For example a student is able to combine geographic information science with urban theory, coastal geomorphology with urban hazards, social theory with a critical approach to geographic knowledge, theories of uneven geographic development with urban studies, migration studies with regional development, or geographic education with a focus on children's geographies.

Helping to facilitate these cross-specializations are a number of research centers housed within the program including the Center for the Analysis and Research of Spatial Information, the Center for Urban Coastal Processes, and the Center for Geographic Education. The Center for Place, Culture, and Politics, the Center for Human Environments, and the Bildner Center for Western Hemisphere Studies at the Graduate Center also engage with themes of interest to students within the Geography specialization.

While there is an emphasis on using the New York metropolitan area as a laboratory for training and research, faculty with considerable expertise are actively engaged in a wide range of regional and global issues (Africa, Asia, Latin America, and Europe as well as North America). This permits local issues to be placed in a global perspective and facilitates cross-cultural and comparative work. Given the wide range of techniques and methods deployed by faculty, there is also an emphasis on maintaining the diversity of approaches and of methodologies that gives so much strength to the program. Our aim is to promote diversity and to ensure open conversation, communication, and collaboration across different traditions.

Course requirements are kept to a minimum. Each student, in consultation with key faculty, can look forward to designing a tailor-made educational program to satisfy his or her own needs. We are committed to fostering a strong sense of Geography as a community of interests working over a wide range of topics armed with an equally wide range of methodologies.

## ***Core Areas in the Geography Specialization***

### **Cities and Urban Processes**

Located in the heart of Manhattan, the program aims to combine a general understanding of the role of cities in regional, national and international developments with deep analysis of the elements that make the city what it is: the built environment, transportation systems, migration flows, ethnic and religious differentiation, and the cultural, economic, and social uses of space. Within the varying frameworks of location theory, political economy, and political ecology, faculty research encompasses transportation system modeling, retail and consumption patterns, business location (including financial services), urban governance and administration, the role of philanthropic institutions and NGOs, social differentiation, transnational migration, gentrification, economic practices of the household, the environmental impacts of urbanization and sustainable urban development, climate change, urban health, social movements, public space and privatization of urban space, urban daily life, the ongoing urban transformation, and the dynamics of inter-regional and inter-urban relations in their global context. Social theorists examine the production of space and questions of race, gender, class, and ethnic differentiations in the urban and regional context.

### **Physical Geography**

Studies of the physical environment, at all spatial and temporal scales, have always been important. In the context of environmental problems facing humanity in the 21st century, an appreciation of the earth system, including all its components and their interactions, is even more critical. To understand, mitigate, and/or adapt to any significant environmental problem, from urban pollution to global climate change, an interdisciplinary approach including aspects of physical science working in conjunction with other disciplines is usually essential. Faculty members are conducting research in a diverse array of fields, including climatology, geology, atmospheric sciences, oceanographic sciences, and remote sensing of the earth's environment. Research projects focus on subdisciplines such as geochemistry, paleoclimate, land-surface interactions, hydrology, climate change, and cryospheric studies. Students are encouraged to avail themselves of opportunities to work on research projects with CUNY faculty, as well as with experts from other institutions. Many students are currently working in one of our active laboratories, including a geochemistry laboratory, a computer-based environmental geosciences laboratory, and a climate laboratory. Our students have participated in the NOAA-CREST (National Oceanic and Atmospheric Administration's Cooperative Remote Sensing Science and Technology Center) program, of which CUNY is one of the lead institutions. NOAA-CREST is a partnership between government, academe, and industry to conduct research consistent with NOAA's missions of environmental assessment, prediction, and stewardship using a variety of modern techniques.

### **Globalization and Uneven Development**

A critical investigation of globalization and uneven development is an important focus of the program. Globalization is viewed as a multifaceted process that consists of economic, cultural, and political developments. Its outcomes and challenges to it are studied in many contexts including global North and South as well as a post-socialist world.

### **Productions of Nature**

Nature does not stand outside of history; indeed it is continuously made and remade within the complex of socio-spatial relationships that constitute human collectivities. While people have long modified nature for human ends, with capitalism this material transformation of nature now extends from the molecular to the planetary. Agricultural landscapes, managed forests, fish farms, genetically modified organisms, and built environments are all hallmarks of this "second nature." So thoroughgoing is this production of nature that even the "natural" existence of our own bodies is no longer self-evident. But production of nature is not to be confused with control over nature. The rearranging of matter that is involved in producing nature can lead to novelty-by-combination and unexpected ecological outcomes – such as acid rain, avian flu, or global warming – that can thwart human design. More positively, the production of nature foregrounds the political and resolutely geographic character of justice: to the extent that human well-being is premised on nature

being “available” in particular ways, some deeply iniquitous and some more equal, the question becomes how we produce nature and who controls this production of nature.

### **Geographic Information Science and Spatial Methods**

Geographic information science deals with the development and applications of the concepts, principles, models, methods, and technologies for gathering, processing, and analyzing geographically referenced data and effectively communicating the derived information to scientists, engineers, legislators, managers, and the general public for judicious and timely spatial decision-making. Program faculty have active research programs in spatial analysis, GIS programming, participatory GIS, critical GIS, global positioning systems, and remote sensing. The program covers the theoretical aspects and technical issues using a wide range of applications. Particular emphasis is placed on the representation, visualization, and communication of spatial information; models, algorithms, and methodologies for efficient extraction of spatial information from remotely sensed data; spatial statistics and analysis; collaborative spatial decision-making; and innovative applications of geographic information technologies in environmental and resource management, urban and regional planning, international development, public safety, human health, and policy analysis.

### **Health Geographies**

The Health Geographies specialization track focuses upon the spatiality of disease and other public health issues, particularly health in the urban environment. It explores the intersection of population geography, ecological studies, community health research, epidemiology, environmental analysis, and hazard and risk assessment. The influence of environmental and socio-economic factors upon health are examined in a geographical context, including patterns of health disparities and inequities; environmental health justice; environmental burdens and impacts; differential access to health care and healthy lifeways; the impact of the built environment upon health outcomes; linking health outcomes with social and physical environments; the relationship between social capital and health; patterns of disproportionate vulnerability, exposure, and risk; local-scale and global health inequalities; migration and health; the provision and utilization of health services, the geographies of disease, illness, disability, and specific gender and age health issues. Health is studied from a geographical perspective through the relevant theory, methodologies, and research, using both qualitative and quantitative methods, including GISc, spatial analysis, and geostatistics. The theoretical framework can include the positivist, social interactionist, structuralist, and post-structuralist approaches to the geographies of health.

### ***Curriculum Requirements for the Geography Specialization***

Incoming students are expected to consult with their prospective adviser(s) and devise a personal program of study to acquire command over the skills and methods they need to work in their proposed area of research within their first semester. If courses for specific skills and methods are not available within the program, students will be encouraged to seek the necessary instruction elsewhere. The core coursework includes the following requirements.

1. EES 70900 Geographical Thought and Theory (3 credits, first semester) This course explores the foundations of geographical knowledge. The course situates the history of geographical thought in its broad philosophical and historical context. Topics may include themes such as the concept of nature (incorporating scientific, anthropological, historical, and humanistic perspectives), questions of technology and society (with particular emphasis on technologies of geographical enquiry and representation—for example, cartography to geographic information science, remote sensing, statistics); how to think about basic geographical concepts such as space, place, region, and environment in historical perspective; and examination of the relations between geographical knowledge and political power.

2. EES 70400 The Nature of Scientific Research (3 credits, first year) This course is designed to introduce first-semester students in the Ph.D. Program in Earth and Environmental Sciences to the principles of scientific inquiry. Following a broad overview of the epistemological foundations of the sciences, we compare and contrast the nature of explanation in the historical sciences (biology and geology), experimental sciences (physics and chemistry) and social sciences. We will discuss in detail the mix of quantitative and qualitative methods that are appropri-

ate to each of these fields of inquiry. Finally, we explore ethics in scientific research. We will go beyond the issues of fabrication, falsification and plagiarism to look at the broader responsibilities of the researcher to her (his) research subjects, co-authors, mentor/mentee, scientific community, and society at large.

3. Two semesters of Current Issues in Earth and Environmental Sciences EES 71800.

4. EES 80200 Dissertation Proposal Workshop (3 credits). This seminar is designed to teach students how to write a dissertation proposal, prepare grant proposals, and present ideas in a seminar setting. The student is required to formulate a dissertation proposal under the supervision of the student's mentor and the instructor. Permission of the dissertation adviser and instructor is required.

### ***Requirements for the Geography Specialization***

From the first stages of matriculation, the students direct their program toward their desired research specialization. The major steps occur in the following order: First Examination, Second Examination, Oral Defense of the Dissertation Proposal, Oral Defense of the Dissertation.

*First Examination* A written and oral examination is administered by the Geography First Examination Committee, comprising members of the doctoral faculty in Geography, following the student's successful completion of between 18 and 24 course credits including the following requirements:

A. The required first-year core courses (EES 704, EES 709), each with a grade of B or better;

B. A methods course directed to the student's specific needs;

C. At least one graduate-level course in two of the following areas: Cities and Urban Processes, Physical Geography, Globalization and Uneven Development, Productions of Nature, Geographic Information Science and Spatial Methods, and Health Geographies.

D. An overall average of 3.0 or better in all courses.

Note: A student who has taken any of the required courses in section A or B in a master's program or equivalent may test out of the course by taking the course final examination. The written component of the first exam will be an open-book, take-home exam. The questions will be prepared by members of the Geography First Examination Committee, based on selective sets of readings for each core course and area of specialization. Students will be expected to provide substantive responses to several essay questions, with citations and references to all the salient literature. The committee, following a 1-2 week period to review the written examination, will meet with the student and have the opportunity to provide feedback and ask follow-up questions, based on the written responses. The grade (pass/fail) will be based on the student's performance on both the written and oral examinations. A student who fails all or part of the written or oral examinations will be given one opportunity to retake those parts of the examination, no more than 12 months after the original examination.

*Second Examination* The Second Examination involves the submission and defense of a proposal describing the dissertation research planned by the student. A dissertation committee, comprising a minimum of three members of the doctoral faculty, is appointed to assist the student in preparing for the Second Examination.

*Oral Defense of the Dissertation Proposal* The dissertation proposal must be written in an acceptable research-journal format, and presented to the student's Dissertation Committee for a critical review of content. The Dissertation Committee must receive the Proposal at least two weeks prior to the scheduled Second Examination. The Second Examination is an oral examination conducted by the Dissertation Committee during which the student describes and defends all aspects of his/her proposal. The student must be able to explain his/her research in the context of the historical development of the research discipline; relate his/her project to ongoing research in his/her field, and must demonstrate a thorough command of the literature relevant to the research. Normally, the Second Examination takes place upon completion of 60 credits, and requires approximately 2 hours.

The Dissertation Committee will require that the student rectify any errors in the research plan or address specific inadequacies in the literature review through a retake of all or a portion of the exam as specified by the Dissertation Committee no more than 12 months from the date of the first attempt.

*Oral Defense of the Dissertation*

## Courses

Students will be permitted to register for courses appearing in either specialization providing they meet the necessary prerequisites of the course or receive permission from the faculty member teaching the course. These course names and numbers are subject to change based on recent revisions in the program; see the program's website above.

- EES 70100\* Advanced Principles of Physical Geology  
*3 hours lecture, 3 hours laboratory, field trips, 4 credits*
- EES 70200\* Advanced Principles of Historical Geology  
*3 hours lecture, 3 hours laboratory, field trips, 4 credits*
- EES 70300 Introduction to Mapping Science  
*1 hour lecture, 3 hours laboratory, 3 credits*
- EES 70400 The Nature of Scientific Research  
*2 hours, 2 credits*
- EES 70500 Earth's Internal Processes  
*2 hours lecture, 2 hours laboratory, 3 credits*
- EES 70600 Earth's Surface Processes  
*2 hours lecture, 2 hours laboratory, 3 credits*
- EES 70700 Human Geography  
*3 hours lecture, 3 credits*
- EES 70800 Time, Life and Global Change  
*2 hours lecture, 2 hours laboratory, 3 credits*
- EES 70900 Geographic Thought and Theory  
*30 hours lecture, 3 credits*
- EES 71000\* Structural Geology  
*75 hours, 4 credits*
- EES 71100 Introductory Workshop in Academic Resources  
*5 hours, 0 credits*
- EES 71200 Geographical Knowledge in Action  
*45 hours, 3 credits*
- EES 71400 Introduction to Geophysics  
*30 hours lecture and 45 hours laboratory or 15 hours recitation, 3 credits*
- EES 71500 Research Opportunities in Environmental and Geological Sciences  
*30 hours, 1 credit*
- EES 71600 Earth Systems I  
*30 hours, 3 credits*
- EES 71700 Earth Systems II  
*30 hours, 3 credits*  
*Prerequisite: EES 71600*
- EES 72000 Mineralogy  
*30 hours lecture and either 15 hours recitation or 30 hours laboratory, 3 credits*  
*Prerequisites: One year of college physics and calculus through differential equations or permission of instructor*
- EES 72300\* The History and Philosophy of Geology  
*45 hours lecture, 3 credits*  
*Prerequisites: Matriculation to the EES Ph.D. Program or EES 70100 and 70200*
- EES 72400\* Igneous Petrology  
*30 hours lecture, 45 hours laboratory, 3 credits*
- EES 72600\* Metamorphic Petrology  
*30 hours lecture, 45 hours laboratory, 3 credits*
- EES 73000 Paleontology of the Invertebrates  
*75 hours, 4 credits*
- EES 73600\* Stratigraphic Palynology  
*60 hours (2 hours lecture, 2 hours laboratory), 3 credits*
- EES 74000 Sedimentology  
*75 hours (30 hours lecture, 45 hours laboratory), 3 credits*

- EES 74200 Stratigraphy  
*60 hours (2 hours laboratory, 2 hours lecture), 3 credits*
- EES 74300\* Sedimentary Petrology  
*30 hours lecture, 45 hours laboratory, 3 credits*
- EES 74400\* Environmental Geology  
*75 hours, 3 credits*
- EES 74500 Hydrology  
*30 hours lecture, 30 hours problem sessions and recitation, 3 credits*
- EES 74600 Groundwater Hydrology  
*30 hours lecture, 30 hours problem sessions and recitation, 3 credits*
- EES 74700\* Coastal and Estuarine Geology  
*30 hours lecture, 30 hours laboratory, field trips, 3 credits*  
*Prerequisites: EES 70100 or permission of instructor*
- EES 74800 Environmental Geology of the Coastal Zone  
*30 hours lecture, 30 hours laboratory, field trips, 3 credits*  
*Prerequisites: EES 74700 or permission of instructor*
- EES 74900 Quantitative Methods in Earth and Environmental Sciences  
*45 hours lecture, 45 hours laboratory, 3 credits*
- EES 75000 Computer Applications in Earth and Environmental Sciences  
*2 hours lecture, 4 hours laboratory, 4 credits*  
*Prerequisites: An introductory college level course in computer programming (Basic, Fortran, Pascal, or C) or equivalent programming skill*
- EES 75100 Introduction to Geographic Information Systems  
*45 hours, 3 credits*
- EES 75200 Principles of Remote Sensing  
*45 hours, 5 credits*
- EES 75300\* Topographic Field Mapping  
*2-3 weeks, full time, 3 credits, offered during summer*
- EES 75400 Environmental Conservation  
*45 hours, 3 credits*
- EES 75500 Digital Image Processing  
*30 hours lecture, 60 hours laboratory, 4 credits*
- EES 75600 Coastal Dynamics  
*36 hours lecture, 8 hours laboratory, 3 credits, field trips*  
*Prerequisites: EES 70100 or permission of instructor*
- EES 75700 Environmental Problems of Urban and Metropolitan Coasts  
*45 hours lecture, 3 credits, field trips*  
*Prerequisites: EES 75600 or permission of instructor*
- EES 75800 Introduction to Environmental Modeling  
*30 hours, 3 credits*
- EES 75900: Multivariate Statistical Analysis in Geography  
*30 hours, 3 credits*
- EES 76000 Advanced Cartography  
*15 hours lecture, 90 hours laboratory, 4 credits*
- EES 76100 Automated Cartography  
*15 hours lecture, 90 hours laboratory, 4 credits*
- EES 76200\* Photogrammetry and Air Photo Interpretation  
*30 hours lecture, 60 hours laboratory, 4 credits*
- EES 76300\* Geological Applications of Remote Sensing  
*60 hours, 3 credits*
- EES 76400 Advanced Quantitative Methods in Earth and Environmental Sciences  
*45 hours, 4 credits*
- EES76500 Urban Application of GIS  
*30 hours, 3 credits*
- EES 77000 Principles of Geochemistry  
*45 hours, 3 credits*



- EES 77100 Geobiochemistry of Soils  
*30 hours lecture, 3 credits*  
*Prerequisites: EES 70100 or permission of instructor*
- EES 77300\* Low Temperature Geochemistry  
*3 hours (lecture), 3 credits*  
*Prerequisite: EES 77000 or permission of instructor*
- EES 77350 Cosmochemistry  
*3 credits*  
*Prerequisite: EES 71600*
- EES 77400\* Physical Geochemistry  
*45 hours, 3 credits*
- EES 77500\* Industrial Mineralogy  
*30 hours lecture, 3 credits*  
*Prerequisites: EES 70100 or permission of instructor*
- EES 77600 Climate and Climate Change  
*3 hours lecture plus 2 hours laboratory, 4 credits*  
*Prerequisites: EES. 70100 or permission of instructor*
- EES 78000 Economic Geography  
*30 hours, 3 credits*
- EES 78100 Urban Geographic Theory  
*30 hours, 3 credits*
- EES 78200 Population Geography  
*30 hours, 3 credits*
- EES 78600 Latin Americanist Geography  
*30 hours, 3 credits*
- EES 79900 Special Topics in Earth and Environmental Sciences  
*15-60 hours, 1-4 credits*
- EES 80000 Geology Seminar  
*15 hours, 1 credit*
- EES 80100\* Environmental Science Seminar  
*15 hours, 1 credit*
- EES 80200 Dissertation Proposal Workshop  
*45 hours, 3 credits*
- EES 80500 Independent Study  
*Credits variable, 1 or more credits per semester*
- EES 81000 Research for the Doctoral Dissertation  
*Credits variable, 1 or more credits per semester*
- EES 82000\* Special Topics in Stratigraphy  
*45 hours, 3 credits*
- EES 82010\* Stratigraphic Dating and Correlation  
*45 hours, 3 credits*
- EES 82020 Facies Analysis  
*45 hours, 3 credits*
- EES 82100\* Special Topics in Paleoclimatology and Paleoceanography  
*45 hours, 3 credits*
- EES 82200\* The Cenozoic Oceanographic Record as a Predictive Base  
*30 hours lecture and 15 hours recitation or 45 hours laboratory, 3 credits*  
*Prerequisites: Graduate courses in marine geology and stratigraphy or permission of instructor*
- EES 82500\* Special Topics in Paleontology  
*45 hours, 3 credits*
- EES 82501\* Special Topics in Paleontology: Paleobiomechanics  
*45 hours, 3 credits*
- EES 83000 Special Topics in Geochemistry  
*45 hours, 3 credits*
- EES 83100 Special Topics in Environmental Geology  
*30 or 45 hours, 2 or 3 credits*  
*Prerequisite: Permission of instructor*

- EES 83200\* Seminar on Urban Coastal Management  
*3 hours, field trips, 3 credits*  
*Prerequisites: EES 74800 or permission of instructor*
- EES 84000\* Special Topics in Mineral Resources  
*30 or 45 hours, 2 or 3 credits*  
*Prerequisite: Permission of instructor*
- EES 84500 Special Topics in Hydrology  
*30 or 45 hours, 2 or 3 credits*  
*Prerequisite: Permission of instructor*
- EES 84900\* Special Topics in Quantitative Geology  
*45 hours, 3 credits*
- EES 85100 Carbonates and Evaporites: Sedimentology  
*3 hours laboratory, 3 hours lecture, field trips, 4 credits*  
*Prerequisites: A course in sedimentology or stratigraphy or sedimentary petrology or permission of the instructor*
- EES 85200\* Carbonates and Evaporites: Petrology  
*3 hours laboratory, 3 hours lecture, field trips, 4 credits*  
*Prerequisites: EES 85100 and knowledge of the petrographic microscope*
- EES 86000\* Special Topics in Igneous and Metamorphic Petrology  
*45 hours, 3 credits*
- EES 86001\* Applications of Igneous and Metamorphic Petrology to Regional Tectonic Problems  
*45 hours, 3 credits*
- EES 86100\* Special Topics in Mineralogy  
*30 or 45 hours, 2 or 3 credits*  
*Prerequisite: Permission of instructor*
- EES 86500\* Special Topics in Sedimentology  
*30 or 45 hours, 2 or 3 credits*
- EES 87000\* Special Topics in Structural Geology  
*30 or 45 hours, 2 or 3 credits*  
*Prerequisite: Permission of instructor*
- EES 87100\* Special Topics in Tectonics  
*30 or 45 hours, 2 or 3 credits*  
*Prerequisite: Permission of instructor*
- EES 88500\* Special Topics in Remote Sensing  
*30 or 45 hours, 2 or 3 credits*  
*Prerequisite: Permission of instructor*
- EES 88600\* Seminar in Cartographic Research  
*45 hours plus conferences, 3 credits*  
*Prerequisites: Permission of instructor*
- EES 88700 Seminar in Remote Sensing  
*45 hours, 5 credits*
- EES 88800 Seminar in Geographic Information Systems  
*45 hours, 3 credits*
- EES 90000 Dissertation Supervision  
*1 credit*

\*offered infrequently

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## ECONOMICS (Ph.D.)

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*Executive Officer:* Professor Christos Giannikos

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Terence Agbeyegbe ■ Linda Allen ■ Yuri Arenberg ■ SeungHo Baek ■ Matthew Baker ■ Deborah Balk ■ Karna Basu ■ Clive Belfield ■ Howard Chernick ■ Robert Cherry ■ Peter Chow ■ Jonathan Conning ■ Miles Corak ■ Sean Crockett ■ Prabal De ■ Partha Deb ■ John Devereux ■ Monica Deza ■ Nadejda Doytch ■ Michael Edelstein ■ Linda Edwards ■ Marianne Fahs ■ Zadia Feliciano ■ Elizabeth Field-Hendrey ■ Randall Filer ■ David Gabel ■ Lisa George ■ Christos Giannikos ■ Devra Golbe ■ Timothy Goodspeed ■ Harvey Gram ■ Michael Grossman ■ Peter Gutmann ■ Guillaume Haeringer ■ Frank Heiland ■ Harold Hochman ■ Armen Hovakimian ■ Larry Huckins ■ David Jaeger ■ Theodore Joyce ■ Hugo Kaufmann ■ Mitchell Kellman ■ Inas Kelly ■ Yehuda Klein ■ Norman Kleinberg ■ Sanders Korenman ■ Paul Krugman ■ Jae Won Lee ■ Steven Lustgarten ■ Barry Kai-Fai Ma ■ Lilia Maliar ■ Sebastiano Manzan ■ Kenneth McLaughlin ■ Charlotte Muller ■ Matthew Nagler ■ Joan Nix ■ Ingmar Nyman ■ June O'Neill ■ Francesc Ortega ■ Francisco Penaranda ■ Lin Peng ■ Jonathan Peters ■ Sangeeta Pratap ■ Arora Punit ■ Nahata Rajarishi ■ Cordelia Reimers ■ Dahlia Remler ■ Carl Riskin ■ Nuria Rodriguez-Planas ■ Jennifer Roff ■ Henry Saffer ■ Robert Schwartz ■ Purvi Sevak ■ Yochanan Shachmurov ■ Kameshwari Shankar ■ Chanoch Shreiber ■ Suleyman Taspinar ■ Thom Thurston ■ Merih Uctum ■ George Vachadze ■ Jessica Van Parys ■ Chu-Ping Vijverberg ■ Wim Vijverberg ■ Alexandru Voicu ■ Chun Wang ■ Tao Wang ■ Simone Wegge ■ Mark White ■ Liuren Wu ■ Zhun Xu

### THE PROGRAM

The Ph.D. Program in Economics is designed to educate researchers and teachers who will contribute to the development and application of knowledge in economics. The program emphasizes the development of research skills and the acquisition of in-depth knowledge in specialized fields of students' choice. Students completing the program are prepared for careers in universities, government, consulting firms, and business enterprises. The program is relatively small and provides students accessibility to the faculty and a large measure of personal attention. Opportunities for supervised independent research, interdisciplinary study, and work in research centers are provided on an individual basis. Some of these opportunities are located at the New York office of the National Bureau of Economic Research (NBER) where several members of the doctoral faculty have affiliations. Opportunities for supervised independent research, interdisciplinary study, and work in research centers are provided on an individual basis.

Students may pursue advanced work in the following major fields:

Public Economics (including subfields of Urban Economics and Public Finance)

International Economics (including subfields of International Trade, International Macroeconomics and Finance, and Economic Development)

Economics of Human Resources (including subfields of Labor, Human Resources, and Health Economics)

Financial Economics (including subfields of Corporate Finance and Investments)

Macro and Monetary Economics Theory and Policy (including Advanced Macroeconomics and Monetary Theory)

Industrial Organization (including subfields of Market Structure, Antitrust Policy, and Innovation and Research and Development)

Additional fields may be permitted with the approval of the Executive Officer. Doctoral work in economics is offered at the Graduate Center.

**En-route M.A.**

Upon completing 40 credits with an average grade of B or better and a capstone project, the student will be qualified to apply for an en-route M.A. degree.

**SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, students must demonstrate the ability to profit from graduate work in economics. Applicants otherwise qualified who are deficient in any area or areas may be admitted on the condition that they take courses without credit at the earliest possible date to remove these deficiencies.

**SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The general University requirements are stated in an earlier section of this bulletin. The special requirements in economics are as follows.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in economics. The student must follow an approved course of study, including two courses in microeconomics, two courses in macroeconomics, at least three courses in econometrics depending on preparation, a course in economic history or the history of economic thought, and a seminar in applied economics that must be taken at least once for credit and may be taken a second time for credit.

*First Examination* The First Examination, which should be taken before completion of 45 credits, will cover microeconomics, macroeconomics, and econometrics.

*Economic History Requirement* All students are required to complete a 3-credit course in economic history or the history of economic thought.

*Doctoral Seminar in Applied Economics* Students will participate in the ongoing program seminar in applied economics. Students must take the seminar two times for credit and have an option of taking it a third time for credit. The seminar may be audited during other semesters. Attendance will begin following completion of the micro- and macroeconomics course requirements for the First Examination.

*Second Examination* The Second Examination consists of the successful completion of two major fields and a research paper, and a written comprehensive examination in one of the major fields as described in the Student Handbook of the Ph.D. Program in Economics.

*Advancement to Candidacy* Students are advanced to candidacy when they have met all of the Graduate Center requirements for advancement. This includes passing the Second Examination and completing at least 60 credits.

*Dissertation* After completing the Second Examination, and fulfilling all course requirements, the candidate works in consultation with faculty to develop a dissertation proposal. The candidate then presents a dissertation proposal to a seminar open to students and the faculty. After the proposal has been approved, the student works under the guidance of an advisory committee. Upon approval of the dissertation by this committee, the dissertation must be successfully defended at an oral examination.

**Courses**

Unless otherwise stated, all courses are 30 hours plus conferences, 3 credits.

**Microeconomics**

ECON 70100 Microeconomic Theory I

*45 hours plus conferences, 4 credits*

ECON 70200 Microeconomic Theory II

*45 hours plus conferences, 4 credits*

ECON 80100\* Advanced Microeconomic Theory: General Equilibrium and Welfare Economics

ECON 80500\* Special Topics in Microeconomic Theory

**Macroeconomics**

- ECON 71100 Macroeconomic Theory I  
*45 hours plus conferences, 4 credits*
- ECON 71200 Macroeconomic Theory II  
*45 hours plus conferences, 4 credits*
- ECON 81100–81200 Monetary Theory and Policy I–II
- ECON 81230 Machine Learning for Economists
- ECON 81360 Computational Methods for Economists
- ECON 81500 Special Topics in Macroeconomic Theory

**Statistics and Econometrics**

- ECON 82100–82200 Econometrics I–II  
*45 hours plus conferences, 4 credits*
- ECON 82300 Applied Microeconometrics  
*45 hours plus conferences, 4 credits*
- ECON 82400 Applied Macroeconometrics  
*45 hours plus conferences, 4 credits*
- ECON 82800 Panel Econometrics  
*Prerequisite/corequisite: ECON 82100 Econometrics I*
- ECON 82900 Spatial Econometrics  
*Prerequisite: ECON 82100 Econometrics I*

**Mathematical Economics and Decision Theory**

- ECON 72500 Mathematics for Economists  
*45 hours plus conferences, 4 credits*
- ECON 82500\* Mathematical Economics I

**Economic History and Thought**

- ECON 83100\* History of Economic Thought I
- ECON 83300\* Comparative Economic Systems
- ECON 84300 American Economic History
- ECON 84400 European Economic History

**Industrial Organization**

- ECON 83400–83500 Industrial Organization I–II

**Financial Economics**

- ECON 83000 Financial Markets and Instruments
- ECON 83600 Financial Theory and Engineering

**Public Economics**

- ECON 85100–85200 Public Finance I–II
- ECON 85600 Inequality, Economic Opportunity, and Public Policy
- ECON 88100 Urban Economics I

**International Economics and Economic Development**

- ECON 84100–84200 Economic Development I–II
- ECON 85500 Economics of the Welfare State
- ECON 86100 International Trade Theory and Policy
- ECON 86200 International Macroeconomics and Finance

**Human Resource Economics**

- ECON 87100–87200 Labor Economics I–II
- ECON 87400 Economics of Health
- ECON 87500\* Human Resources

***Special Topics and Research***

ECON 88000 Research Methods and Writing in Economics

*45 hours plus conferences, 4 credits*

ECON 89000 Individual Research

*1-6 credits*

ECON 89500 Dissertation Seminar

ECON 89800-89900 Seminar in Applied Economics I-II

ECON 89810-89910 Seminar in Applied Economics III

ECON 90000 Dissertation Supervision

*1 credit*

\*offered infrequently

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## EDUCATIONAL PSYCHOLOGY (Ph.D.)

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*Executive Officer:* Professor Joan Lucariello

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Email: [edpsych@gc.cuny.edu](mailto:edpsych@gc.cuny.edu)

<https://www.gc.cuny.edu/EducationalPsychology>

### **FACULTY**

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### **THE PROGRAM**

The Ph.D. Program in Educational Psychology is designed to educate students to conduct basic and applied research, to analyze critically the process of education, to develop and evaluate instructional methods and techniques, and to formulate educational policies and programs.

The program prepares students for teaching, research, and consultative positions in higher education, as well as for positions in city, state, and national departments of education, in curriculum development programs, and in research development centers in education. Major areas are offered in Learning, Development, and Instruction; Quantitative Methods in Educational and Psychological Research: Statistics, Measurement, Evaluation, and Policy Analysis; and School Psychology.

The area of Quantitative Methods in Educational and Psychological Research trains students in the area of quantitative research methodology, emphasizing quantitative approaches to solving research problems in educational psychology and in the behavioral sciences generally. Courses encompass research design, statistics, measurement, evaluation, and policy analysis.

Courses include psychometrics, regression analysis, Bayesian statistics, structural equation models, categorical data analysis, hierarchical linear models, program evaluation, educational policy analysis, and the use of the statistical software for data analyses. The program prepares students to work as researchers in educational and business settings.

Students can focus their coursework on statistics, measurement, evaluation or policy analysis by choosing relevant courses within the elective course offerings.

The School Psychology specialization, in conjunction with Queens College, leads to the Ph.D. in Educational Psychology–Area: School Psychology and to New York State Certification in School Psychology. The School Psychology specialization is accredited by the American Psychological Association.

Students in the program are expected to demonstrate knowledge of the basic fields of educational psychology (and of related areas in psychology and education) through written examinations, to demonstrate research ability by independently planning and conducting investigations, and to show mastery of the particular methods, principles, and procedures in their selected major area. In addition, School Psychology students must complete an approved one-year internship.

Special research and training facilities are located at the Graduate Center, including the Center for Advanced Study in Education, which provides financial support to many students through its research facilities. A variety of basic and applied projects in education provide students with a wide range of work experience. Students in the program also have the opportunity to work with the diverse student population of the New York City public schools.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements, applicants for admission are expected to have received an average grade of B in their total undergraduate courses and in their areas of specialization.

Applicants should have completed at least 15 credits in undergraduate psychology courses, including one laboratory course in experimental psychology and one course in statistics. A maximum of 6 credits of these 15 may be in child and/or adolescent development or educational psychology courses completed in an education sequence. A student may be admitted conditionally with a 6-credit deficiency; these credits are to be made up, without credit toward the doctoral degree, within the first year of matriculation. The student is expected to have received at least a B in any graduate courses used for advanced standing. The applicant may be requested to appear for an interview.

It is expected that each student in the program will have had or will acquire teaching experience in the nursery to 12th-grade range. A student may be admitted without such experience but will be required to enroll in the Instructional Practicum, without credit, to acquire teaching experience.

Although a part-time program is available, priority will be given to applicants who can be full-time students in the program.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

*Course of Study* The program of study includes a minimum of 60 credits in Educational Psychology and related fields.

Courses may be taken in electives either from the program or from other disciplines. A minimum of 60 credits are required. A full description of all requirements and procedures is found in the Student Guidelines for the program. Courses are chosen in consultation with the student's adviser.

*First Examination* Students are required to take all parts of the First Examination before they begin their third year of study. Students are reminded that "a student may continue in the doctoral program after completing 45 credits only if he or she has passed this examination." This written examination is designed to determine the student's capability to pursue advanced doctoral studies and research and is based on knowledge of and readings in the defined areas of educational psychology.

*Foreign Language and Research Techniques* An individual's dissertation adviser and committee, with the approval of the Executive Committee, may require a student: (1) to acquire a working knowledge of a foreign language or languages in which there is a substantial body of literature relevant to the student's research; (2) to acquire functional mastery of computer programming; and/or (3) to acquire mastery of advanced statistical techniques. Should the student be required to develop such skills, the Executive Officer must be notified of this requirement, in writing, by the student's mentor.

*Second Examination* Upon completion of course requirements, the student is required to take the Second Examination, a comprehensive examination in the student's major area within educational psychology.

*School Psychology* Students are required to complete a two-hour course using the New York State-mandated curriculum in the "Identification and Reporting of Child Abuse" prior to graduation from the program.

*Dissertation* The student is advanced to candidacy upon completion of the program requirements. The dissertation must be approved by a sponsoring committee of three members and must be successfully defended by the student in an oral examination.

School Psychology students, having completed all program requirements except the internship, may still advance to candidacy. However, the dissertation cannot be deposited and the degree will not be awarded until the internship is successfully completed. During the internship period, students are required to maintain matriculation.



## **Courses**

No more than 9 credits in courses numbered 60000 may be credited toward the Ph.D. degree in educational psychology. These courses are listed in the individual college catalogs. Students will select these courses in consultation with their adviser. Unless otherwise stated, all courses are *30 hours, 3 credits*.

### **Required Core Courses**

*The following 3-credit core courses are required of all students in the Ph.D. Program in Educational Psychology*

70200 Overview of Educational Psychology: Foundations and Contemporary Issues

70500 Statistics and Computer Programming I

70600 Statistics and Computer Programming II

70700 Research Methods in Educational Psychology

*Total 12 credits*

### **Area Courses (3 credits each)**

*Students majoring in Quantitative Methods must take three of the following four courses from the Learning, Development and Instruction area.*

71100 Cognitive Development and Learning Processes in Education

71300 Socio-Emotional and Cultural Factors in Development and Education

71400 Instructional Issues: Individual and Cultural Factors

71700 Language and Communicative Development: Research and Education

*Total 9 credits*

### **Required Quantitative Courses (3 credits each)**

73000 An Introduction to Psychometrics

74000 Mathematical Fundamentals for Social and Behavioral Scientists

83300 The General Linear Model

83400 Path Analysis, Factor Analysis, and Structural Equation Models

83500 Categorical Data Analysis

84200 Hierarchical Linear Models

89000 Supervised Research (taken at end of coursework)

*Total 21 credits*

### **Major Courses (3 credits each)**

*In addition to the required quantitative courses listed above, students must choose a minimum of four courses (12 credits) from the following list.*

73100 Evaluation Research

73200 Introduction to Educational Policy Analysis

83200 Statistical Theories of Mental Testing

83600 Applications of Bayesian Decision Theory to Educational and Psychological Problems

83800 Advanced Seminar in Educational Policy Analysis

84100 Statistical Analysis with Missing Data

*Total 12 or more credits*

Courses from other programs or schools (both within CUNY and at other universities in the Consortium) may be substituted for some of these with the approval of the area head.

### **Elective and Additional Major Area Courses**

Any remaining credits can be satisfied by taking additional major area courses and/or elective courses related to the area (e.g., computer science, sociology, psychology, econometrics).

### **Other Area Requirements and Suggested Courses**

It is highly recommended that students register for 84000 (Statistical and Research Design Consulting Seminar) for at least one semester. This course provides students with the opportunity to serve as statistical consultants on real-life projects.

Students with a statistics specialization should endeavor to take calculus-based probability and statistical theory courses beyond 74000, which is required. Such courses need not be taken for graduate credit.

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## ENGINEERING (Ph.D.)

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The Grove School of Engineering  
The City College  
Convent Avenue and 138th Street  
New York, NY 10031  
212.650.8030  
Email: [grad-engr@ccny.cuny.edu](mailto:grad-engr@ccny.cuny.edu)  
<https://www.ccny.cuny.edu/engineering>

Note: The Ph.D. Program in Engineering at the Graduate Center is no longer accepting any new applications. The Graduate Center is providing the opportunity for continuing students to complete their degrees. Prospective students may apply to the Grove School of Engineering at The City College of The City University of New York. See <https://www.ccny.cuny.edu/engineering>.

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## ENGLISH (Ph.D.)

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*Executive Officers:* Professor Tanya Agathocleous and Professor Talia Schaffer (Co-Acting)

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Email: [English@gc.cuny.edu](mailto:English@gc.cuny.edu)

<https://www.gc.cuny.edu/English>

### FACULTY

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### THE PROGRAM

In offering seminars and other advanced instruction leading to the Ph.D. degree, the doctoral program in English equips students to work knowledgeably and appreciatively with literary works, understanding traditional liberal arts methodologies, while it also encourages them to develop innovative intellectual approaches to a wide variety of texts. The program's faculty is made up of distinguished scholars who have contributed significantly to both standard and emerging areas within the field of literature and whose ability to do so is enhanced by the Graduate Center's location at the center of a great city that is unique for its renowned research institutions, rich cultural life, and splendid diversity. The program's expansive curriculum, excellent faculty, and ideal location bring many opportunities to teachers- and scholars-in-training.

The program offers courses in traditional areas of doctoral study, including literature of the Middle Ages, the Renaissance, the 17th and 18th centuries, the Romantic and Victorian periods, and the 20th century. In addition, seminars cover American literature from the Colonial period to the present. The curriculum also includes studies in literary genres—in poetry, drama, and the novel, for example—and seminars in the history of literary criticism and of poetics. The program has demonstrated particular strength in specialized topics such as feminist theory and women's writing, gender studies, African-American literature and poetics, medieval and early modern literature and culture, Victorian literature and culture, textual theory and scholarly editing, gay and lesbian literature and queer theory, composition and rhetoric, 20th-century literature and culture, and postcolonial literature and theory.

### *Resources for Training and Research*

The English doctoral program has various committees or area groups that coordinate colloquia, research activities and opportunities, and sponsor or cosponsor publications. These committees are in the following areas: Medieval, Renaissance, Restoration/Eighteenth-Century, Romanticism, Victorian, African-American, American to 1900, Twentieth-Century, Literary Theory, Bibliography and Text, Composition and Rhetoric, Gender and Sexuality, and Postcolonial. The Victorian Committee sponsors the *Dickens Studies Annual: Essays on Victorian Fiction*, *Tennyson Research Bulletin*, and *Victorian Studies Bulletin*. The program is a member of the Renaissance Institute of the

Folger Shakespeare Library, Washington, D.C.; The English Institute, Harvard University; and the Dickens Project at the University of California at Santa Cruz. The intensive Latin/Greek Institute, held each summer at the Graduate Center, provides a unique opportunity for English doctoral students. The program also actively aids students in finding teaching positions during their study and after graduation. An energetic internship program offers students on-the-job training in the teaching of composition and English literature at the various CUNY campuses; selected doctoral students participate in a seminar at a designated college for doctoral course credit while teaching under supervision.

#### ***M.Phil.***

Upon advancing to candidacy, students may apply for the degree of master of philosophy (M.Phil.).

#### ***En-route M.A.***

Upon completing 45 credits (including the required course, ENGL 70000) with an average grade of B or better, passing the First Examination, and satisfactorily completing a major research paper, students may apply for an M.A. degree.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the general University requirements stated earlier in this bulletin (with the exception of the Graduate Record Examination [GRE], which is not required), applicants to the English program must present at least 18 credits of undergraduate courses in English, exclusive of classes in journalism and writing. A writing sample that constitutes a good example of the applicant's critical acumen and writing style is required of all applicants.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in English. Students must follow an approved course of study that will include courses and seminars in their fields of specialization. All students are expected to take at least two courses a semester for credit until they have finished their coursework. Students are required, in the first year, to take ENGL 70000 Introduction to Doctoral Studies in English.

Students who enter the program with a B.A. degree may take a maximum of four courses for a P grade with the permission of the respective professors. Students who enter with an M.A. degree are allowed a maximum of three P grades. (A P grade requires the student to attend all sessions and to do all required reading and usually requires the presentation of papers, reports, or examinations.)

*First Examination* The First Examination is a comprehensive portfolio, demonstrating the student's breadth of knowledge, critical ability, and general grasp of the range of literature in English. The results of this examination will determine the student's qualifications for continuing more advanced and specialized study.

All students submit this examination after they complete their first full year of study, regardless of whether they enter with a B.A. or an M.A. All students must submit the First Examination before completing 45 credits. Students entering with a B.A. must pass the examination no later than their fifth semester of study. Students entering with an M.A. must pass the examination no later than their third semester.

*Foreign Language Examinations* in two foreign languages (ancient Greek, Latin, German, French, Italian, and Spanish) will be required of each candidate in the Ph.D. Program in English before advancement to candidacy. Any exceptions or petitions to be tested in another language—on the basis of its significance to a student's course of study—must receive explicit approval by the Executive Officer.

*Second Examination* The Second Examination is an oral examination based on reading lists developed by individual students with the advice of faculty members. In its detail and rigor, it is different in approach and content from the First Examination. Details about its scope are available in a leaflet that may be obtained from the Executive Officer. This examination is usually taken after the completion of all requirements except for dissertation.

*Dissertation* The dissertation must be on a subject approved by a committee of the doctoral faculty and directed by a member of the faculty. After approval of the dissertation by three readers, the candidate presents a final oral defense.

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## **Courses**

Unless otherwise stated, all courses are *30 hours plus conferences*. Courses normally carry *3 or 4 credits, and 2 credits on a Pass/Fail basis*.

ENGL 70701 The Practice of the PhD in English I  
*2 credits*

ENGL 70702 The Practice of the PhD in English II  
*2 credits*

### ***Medieval Literature and Language***

ENGL 70300 Old English Language and Literature  
ENGL 70400 Beowulf. *Prerequisite: Old English or the equivalent*  
ENGL 70500 The Canterbury Tales  
ENGL 70700 Medieval Literature in Britain  
ENGL 70800 Medieval Drama  
ENGL 80700 Studies in Medieval Literature in Britain  
ENGL 80800 Studies in Chaucer  
ENGL 80900 Studies in the History of the English Language

### ***Early Modern Literature***

ENGL 71000 Sixteenth-Century Literature  
ENGL 72400 Seventeenth-Century Literature  
ENGL 81100 Studies in Sixteenth-Century Literature  
ENGL 81400 Studies in Shakespeare  
ENGL 81500 Studies in Early Modern Drama  
ENGL 82100 Studies in Seventeenth-Century Literature  
ENGL 82300 Studies in Milton

### ***Restoration and Eighteenth-Century Literature***

ENGL 73100 Restoration and Eighteenth-Century Literature  
ENGL 83100 Studies in Restoration and Eighteenth-Century Poetry  
ENGL 83200 Studies in the Eighteenth-Century Novel  
ENGL 83400 Studies in Restoration and Eighteenth-Century Drama  
ENGL 83500 Studies in Eighteenth-Century Literature

### ***Romantic Literature***

ENGL 74000 Romantic Literature  
ENGL 84000 Studies in Romantic Prose and Narrative  
ENGL 84100 Studies in Romantic Poetry  
ENGL 84200 Studies in Romanticism

### ***Victorian Literature***

ENGL 74300 Victorian Literature  
ENGL 84300 Studies in the Victorian Novel  
ENGL 84400 Studies in Victorian Poetry  
ENGL 84500 Studies in Victorian Literature

***American Literature***

- ENGL 75000 American Literature to 1865
- ENGL 75100 American Literature after 1865
- ENGL 85000 Studies in Early American Literature
- ENGL 85100 Studies in Nineteenth-Century American Literature
- ENGL 85200 Studies in Twentieth-Century American Literature
- ENGL 85300 Studies in Asian-American Literature
- ENGL 85400 Studies in Latino/a Literature
- ENGL 85410 Comparative Studies in American Literature

***African-American Literature***

- ENGL 75500 African-American Literature
- ENGL 85500 Studies in African-American and Africana Literature and Culture
- ENGL 85600 Studies in African-American Literature through 1900
- ENGL 85700 Studies in Twentieth-Century African-American Literature
- ENGL 85800 Studies in Contemporary African-American Literature

***Twentieth-Century and Contemporary Literature***

- ENGL 76000 Modernisms
- ENGL 76100 Literature after 1945
- ENGL 76300 Postmodernisms
- ENGL 86000 Studies in Twentieth-Century Literature
- ENGL 86100 Studies in the Twentieth-Century Novel
- ENGL 86200 Studies in Twentieth-Century Poetry
- ENGL 86400 Studies in Contemporary Literature

***Postcolonial, Transnational, and Global Literature and Theory***

- ENGL 76200 Postcolonial Literature and Theory
- ENGL 86500 Studies in Postcolonial Literature
- ENGL 86600 Studies in Postcolonial Theory
- ENGL 86700 Studies in Transnational Literature
- ENGL 86800 Studies in Global Literature

***Genre Courses***

- ENGL 87000 Studies in Narrative
- ENGL 87100 Studies in the Novel
- ENGL 87200 Studies in Poetry
- ENGL 87300 Studies in Performance
- ENGL 87400 Studies in Visual Media
- ENGL 87500 Studies in Biography and Autobiography

***Literature, Gender, and Sexuality***

- ENGL 78000 Women's Writing
- ENGL 78100 Literature, Gender, and Sexuality
- ENGL 88000 Studies in Women's Writing
- ENGL 88100 Studies in Literature, Gender, and Sexuality
- ENGL 88200 Studies in Queer Literature

***Composition and Rhetoric***

- ENGL 79000 The Teaching of College Writing: Practicum
- ENGL 79010 Rhetorical and Critical Theory
- ENGL 79020 Composing: Theories and Practices
- ENGL 89000 Studies in Research Methods: Principles and Practices
- ENGL 89010 Studies in Pedagogy and Social Context
- ENGL 89020 Studies in Technology, Literacy, and Pedagogy

***Theory and Practice of Literary Scholarship and Criticism***

ENGL 70000 Introduction to Doctoral Studies in English  
ENGL 70100 Theory Colloquium  
ENGL 80200 Studies in Poetics and Aesthetics  
ENGL 80300 Studies in African-American Literary Theory  
ENGL 80400 Studies in Queer Theory  
ENGL 80500 Studies in Feminist and Gender Theory  
ENGL 80600 Studies in Theory  
ENGL 89500 Studies in the History of the Book and Other Media  
ENGL 89600 Studies in Digital Humanities

***Individual Research***

ENGL 81000 Advanced Individual Research  
*Variable credit*  
ENGL 90000 Dissertation Supervision  
*1 credit*  
ENGL 91000 Dissertation Workshop  
ENGL 91010 Workshop in Writing for Publication  
*0 credits, open to students at Level II and Level III*

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## FRENCH (Ph.D.)

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*Executive Officer:* Professor Maxime Blanchard

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### THE PROGRAM

A distinctive trait of the Ph.D. Program in French is its long-standing innovative and interdisciplinary curriculum, reflected in particular in the five curricular options described below.

The program provides training in the history, periods, genres, and theories of French/Francophone literatures inside and outside the Hexagon, and stresses the relations between such literatures and the arts, including music and film, between literature, civilization, history, philosophy, political thought, and psychoanalysis. It is attuned to the relations between French/Francophone literatures and literatures in other languages and to current approaches to diversity and "littérature-monde." It fosters the exploration of all current areas of critical theory, including but not limited to poetics, film theory, feminist, gender, and queer theory, postcolonial theory, and theories that problematize the notion of the human. The Ph.D. Program in French also provides a welcoming home to projects in the Digital Humanities.

An option in Translation covers theories, techniques, terminology, and specific applications. A practicum provides for individual projects supervised by a faculty committee.

An option in Comparative Studies includes courses in the theory and methods of other disciplines, in the relations of French/Francophone literatures to the visual arts and to other disciplines, and courses tailored to the student's particular interdisciplinary interests. An individual project will be worked out with a committee of faculty.

An option in French/Francophone Cultural Studies stresses methods for interpreting literary and nonliterary sources to shed light on cultural phenomena, the need to develop new theoretical frameworks for French/Francophone Studies, to prepare doctoral candidates to teach civilization courses to undergraduates, and to think critically about a French curriculum that incorporates a variety of cultural issues and media considered along interdisciplinary lines.

An option in International Issues in the French-speaking world focuses on questions of human rights and citizenship. This option draws in particular on a solid preparation in Francophone literature that provides a rich exploration of voice, identity, creolization, transnationalism, and migration. It also makes use of courses addressing literature and politics and combines with credits taken outside of the French Program in other disciplines, such as law, history, or political science, as well as other literatures. The option includes an internship with a human rights organization and a post-internship theoretical unit of study.

An option in French/Francophone Literatures and Performance Studies explores the place of art, media studies, and the relationship of body, text, and space in French/Francophone studies. It stresses the importance of other modes of communication beyond the mere verbal text in performing arts. It incorporates the study of literary and visual texts with a strong theoretical prepa-



ration—and with practical explorations of theoretical and creative modes in relation to performance in the French-speaking world. Students are encouraged to choose additional courses in related disciplines. See also the Certificate Programs in Film Studies, Medieval Studies, Global Early Modern Studies, and Women's Studies.

All courses are given as seminars at CUNY Graduate Center, some in French, some in English. All students enrolled in the program must have an excellent working knowledge of the French language. A list of courses and descriptions may be procured from the French office and the website. Most courses are scheduled in the afternoon and evening. Teacher training is mostly conducted on-site at the various CUNY campuses as well as through courses and workshops at the Graduate Center and in the program.

Our doctoral candidates complete their degree with a wealth of teaching experience, acquired through the teaching component of their fellowships at colleges in the CUNY system and through working as part-time instructors within CUNY and in other colleges and universities in the New York area.

The doctoral faculty in French, composed of scholars known for their experience in directing advanced research and for their publications, provide attentive counseling to students, supervision of independent study, and advice on placement and publication opportunities. In addition to the program's 26 professors, lecturers from other universities and from abroad are often invited to the Graduate Center for colloquia. Meetings each semester with faculty and students provide opportunities to exchange views on literary and methodological matters and to discuss ongoing projects. A library containing the essential tools for research, the standard texts and works of criticism, and many scholarly periodicals is located at the Graduate Center, including volumes donated in honor of Henri Peyre, the program's founder. The ample resources of branches of the New York Public Library, with its wide range of holdings in French literature, are available nearby.

#### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, passing the Latin and modern foreign language examinations, and satisfactorily completing a major research paper, the student may apply for an M.A. degree. The primary focus of this M.A. may be on translation studies. The degree is awarded formally by one of the participating colleges.

#### ***Master of Philosophy***

Upon completion of all requirements for the Ph.D. degree except the dissertation, students may apply for the master of philosophy degree.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant ordinarily must have completed a bachelor of arts degree with a major in French, but students from other disciplines may be admitted where the applicants demonstrate comparable preparation adequate to pursue doctoral study in French. The Graduate Record Examination (GRE) is not required by the French Ph.D. Program.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. stated in an earlier section of this bulletin.

*Course of Study* A minimum of 60 credits beyond the bachelor's degree are required for the Doctor of Philosophy in French. All students must take a minimum of one course in four of the five following areas: Medieval-Renaissance; 17th–18th century; 19th century; 20th–21st century; Francophone. They may take these required courses at any time during their course of study, provided they complete them before 60 credits. Students may take their four period/area courses through any combination of courses taken for 4 or 2 credits within the French Program and of courses taken for 3 credits outside of French when applicable. All students must complete 6 credits of theory whether in the French Program or in another program at the Graduate Center and verify with the Executive Officer that the courses they elect in this area do fulfill the theory requirement.

Sixteen credits out of 60 may be taken in fields and disciplines outside of the French Program and must be approved by the Executive Officer. Students with 24 or more transfer credits are

allowed 9 credits of courses outside of the program. All students, upon entering the program, will be required to take a one-semester research seminar, French 77010, during their first semester, along with a French literary history course, French 71110, in the spring semester of the first year.

Students are urged to take a second course of their choice in literary history, offered inside or outside the program, optimally by the end of the second year.

Entering students must take the techniques course and the French literary history course for 4 credits each during their first year of study. There are no 2-credit options for these courses.

*First Examination* The first written examination will be completed in the core research seminar, French 77010, and the literary history course, French 71110, during the first year of study in the program when the student successfully passes the general in-class written exam given at the end of each of these two courses.

*Second Examination* The Second Examination consists of two components: written and oral.

The written component is a written exam that consists of three questions about periods of French literature, chosen by the students from the five periods they must fulfill as coursework.

The oral component is an oral exam that is a presentation of a draft of the dissertation proposal, and of a preliminary bibliography in three parts (primary sources, critical/theoretical sources, contextual sources), followed by questions (in French or English) by three faculty who serve as committee members.

*Language Requirement* All students must master written and spoken French and English. Students specializing in the medieval and early modern fields must fulfill a reading requirement of Latin and are encouraged to show competence in one other modern language pertinent to the candidate's field of study. Students specializing in modern fields must fulfill a reading requirement of one additional modern language pertinent to the candidate's field of study. Proficiency may be demonstrated by passing a reading examination or by completion of a City University course approved by the Executive Committee (please refer to the program handbook).

*Dissertation* The candidate is required to write a dissertation on a subject approved by a committee of the doctoral faculty. The proposal must be presented for approval the semester after the Second Examination - Oral (please refer to the program handbook for specific timeline). After approval of the dissertation by the committee, the candidate will defend the dissertation at a final oral examination.

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## Courses

Unless otherwise stated, all courses are *either 2 credits or 4 credits*. Courses in which the topic changes may be repeated for credit with permission of the student's adviser. Please note that some courses may be offered infrequently; consult with the program for further information.

ROM LANG 70000 Studies in Romance Philology  
 FREN 70100 History of the French Language  
 FREN 70300 Style and Stylistics  
 FREN 70400 Textual Analysis  
 FREN 70500 Literary Criticism  
 FREN 70600 Contemporary French Culture and Civilization  
 FREN 70700 Literature and French Film  
 FREN 70900 Readings in Old French  
 FREN 71000 Studies in Medieval Literature  
 FREN 71110 Problems in French Literary History  
 FREN 72000 Studies in Renaissance Literature  
 FREN 73000 Studies in Seventeenth-Century Literature  
 FREN 74000 Studies in Eighteenth-Century Literature  
 FREN 75000 Studies in Nineteenth-Century Literature  
 FREN 76000 Studies in Twentieth-Century Literature  
 FREN 77010 Techniques of Literary Research  
     4 credits  
 FREN 77020 Techniques of Literary Research  
     4 credits

FREN 77100 Symbolism, Its Precursors and Its Heritage  
FREN 77200 Surrealism, Its Precursors and Its Heritage  
FREN 77300 Structuralism and Post-Structuralism  
FREN 77400 Women and French Literature  
FREN 77800 Theory and Practice of Translation I: French to English  
FREN 78000 Theory and Practice of Translation II: English to French  
FREN 78100 Genre, Mode and Theory  
FREN 78200 Literary Translation: Theories and Practice  
FREN 78300 Studies in Semiotics  
FREN 78400 Problems in Translation  
FREN 78600 Practicum in Translation  
FREN 78800 Technical Translation

*Not for credit toward Ph.D. degree*

FREN 79110 French Canadian Literature  
FREN 79120 Francophone Literature of the Caribbean  
FREN 79130 Francophone Literature in Africa  
FREN 79140 Francophone Literature of the Maghreb

### **Seminars**

In each of the following seminars, one or more topics will be selected for detailed analysis. The seminars will carry from 3 to 5 credits. The specific subject, credits, and hours for each seminar will be announced in advance. With the permission of the student's adviser, a particular seminar may be repeated for credit when the topic changes.

FREN 80100 Special Topics in Linguistics  
FREN 80200 Evolution and Structure of the French Language  
FREN 81000 Seminar in Medieval Literature  
FREN 82000 Seminar in Renaissance Literature  
FREN 83000 Seminar in 17th-Century Literature  
FREN 84000 Seminar in 18th-Century Literature  
FREN 84200 Eighteenth-Century Novel  
FREN 84300 The Philosophical Movement  
FREN 85000 Seminar in 19th-Century Literature  
FREN 85100 Problems in the Modern Novel  
FREN 85200 From Baudelaire to the Present  
FREN 86000 Seminar in 20th-Century Literature  
FREN 86100 Intensive Study of a Major Figure in the Twentieth Century  
FREN 86200 Seminar in the Theatre  
FREN 86300 Seminar in Narrative  
FREN 86400 Seminar in the Essay  
FREN 86500 Seminar in Poetry and Poetics  
FREN 87000 Seminar in Literary Theory and Criticism  
FREN 87100 French Paradigms in Western Thought  
FREN 87200 French Literature in Relation to Other Arts or Disciplines  
FREN 87300 Problems in the Theory of Literature  
FREN 87400 Special Topics in French Literature  
FREN 87500 Independent Study  
*Variable credit (1-5 credits)*  
FREN 89000 Teaching French in College  
*Variable credit (0-1 credits)*  
FREN 90000 Dissertation Supervision  
*1 credit*

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# HISTORY (Ph.D.)

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*Executive Officer:* Professor Jonathan Sassi (Acting)

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## THE PROGRAM

The Ph.D. Program in History offers advanced study leading to the doctoral degree. In addition to equipping students with a thorough knowledge of their selected areas of specialization, the course of study is designed to provide comprehensive training in the historical craft through an emphasis on research and historiography. Part-time students are not admitted. General study and specializations are possible in a broad range of fields defined chronologically, regionally, and topically. The unique consortial nature of the program allows it to draw upon scholars from the CUNY Graduate Center as well as every college in the CUNY system.

Students are required to major in one field and minor in another. The fields currently offered are listed below.

### *Major Fields*

Ancient History

Medieval Europe (300 to 1500)

Early Modern Europe (1300-1750)

Modern Europe (1700 to the present)

Middle East

History of Science

Jewish History

Latin America

United States (Colonial times to the present)

Women's History

### ***Minor Fields***

The minor is conceived as a second field of study, one that may be complementary to the major, but is not a subdivision of it. Students may minor in any of the fields that are designated as major fields. Additional minor fields that are offered at the Graduate Center include Lesbian and Gay History, African-American History, Labor History, and Military History. Students may also choose interdisciplinary minors or minors in disciplines other than history.

### ***En-route M.A.***

Students must satisfactorily complete the following requirements in order to apply for an en-route M.A. degree: Complete 30 credits in the History Program or, with the permission of the Executive Officer, in another Graduate Center program, including successful completion of the two-semester literature survey in their major field of study (grade of B- or higher). In those major fields that do not offer a literature survey, students must complete at least 10 credits of equivalent work, to be determined by the Executive Officer. Students must successfully complete the first-year research seminar and submit a major research paper that demonstrates the capacity for historical research and analysis, equivalent to a master's thesis.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the general University requirements stated earlier in this bulletin, the student must complete the following special requirements.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in History. By the end of their first year, all students will have completed their first major research paper and at least half of the Literature Survey in their major field. Students in U.S. and Modern European history will have taken both halves of the Literature Survey. In the second year, students will write a second research paper and prepare their minor fields. In the third year, students will complete their coursework and write a third research paper that will, ideally, become the basis for the dissertation prospectus.

*Seminars* Every student is required to take at least three seminars (but no more than four) as part of the 60 credits required for the Ph.D. in History. No student may take all three seminars with the same professor without the approval of the Executive Officer. To take a colloquium as a seminar requires the permission of the instructor and of the Executive Officer. Students may transfer as many as 30 credits of History graduate coursework from other institutions, but the credits may not replace required courses in the Ph.D. program, except that one of the three required seminars may be fulfilled with transfer credits, upon consultation with the Executive Officer.

*Literature Surveys* Students must successfully complete two semesters of the 5-credit Literature Survey of the major field. A second two-semester Literature Survey will fulfill the requirements for the minor. If a Literature Survey is not offered in the desired major or minor, students must instead take four colloquia in the field.

*First Examination* Students must take the First Examination at the end of the semester in which the Literature Survey of the major is completed. In fields where no Literature Surveys are offered, students must take the First Examination between the completion of 30 and 45 credits.

*Foreign Language* Students must demonstrate a reading knowledge of at least one foreign language. Any additional language requirements beyond the first language requirement are determined by the student's faculty adviser and depend on the field in which the student is majoring. Students must pass one language examination by the time they have completed 30 credits of coursework and fulfill any other language requirements by the time they have completed their coursework. The choice of languages in which the student is examined must be approved by the student's adviser and the Executive Officer.

*Second Examination* An oral examination before three to five members of the faculty is required. Students are examined in both their major and minor fields. The oral exam must be taken within six months after the student completes their coursework. If the six-month date falls in an off-course period, the student must take the exam no later than the beginning of the following semester.

*Dissertation* A dissertation proposal must be approved by three to five members of the faculty within six months of passing the Second Examination. If the six-month date falls in an off-course period, the student must take the exam no later than the beginning of the following semes-

ter. The student is required to prepare the dissertation under the guidance of a member of the doctoral faculty. Upon recommendation of the faculty sponsor, the dissertation will be defended at an oral examination.

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## Courses

Descriptions of specific courses to be offered during a particular semester will be made available to all students in time for consultation with their advisers. 70000 courses, listed below, are colloquia, and 80000 courses are seminars. Seminars are 5-credit courses with the major emphasis on researching and writing a substantial research paper using primary sources. The dissertation seminar is a two-semester seminar taken after the student has passed her/his First Examination. Students receive grades of "SP" in the first semester and the appropriate letter grades after they have completed all coursework in the second semester. Colloquia are reading courses. The traditional weekly reading assignment for colloquia is a monograph or the equivalent in articles and/or primary source materials. Faculty may also assign writing assignments on a regular basis. Reading in foreign languages is at the discretion of the instructor.

Unless otherwise stated, all courses are *30 hours plus conferences*. Colloquia courses are 3 credits; seminar courses are 5 credits.

### ***Historiography Surveys***

HIST 80010 Historiography Survey – American History  
 HIST 80020 Historiography Survey – European History  
 HIST 80030 Historiography Survey – Thematic Histories  
 HIST 80040 Historiography Survey – Latin American and Caribbean History  
 HIST 80050 Historiography Survey – Middle East History  
 HIST 80060 Historiography Survey – Premodern History

### ***Historiography***

HIST 70200 HIST 80200 Colloquium, Seminar: Historical Literature  
 HIST 70230 The Writing of History

### ***Early Global History: Ancient, Medieval, Premodern***

HIST 70310 Topics in Ancient Mediterranean History  
 HIST 70320 Premodern Asian History  
 HIST 70330 Premodern Middle Eastern History  
 HIST 70350 Topics in Byzantine or Medieval History  
 HIST 70400 Topics in Premodern Intellectual or Cultural History  
 HIST 70500 Topics in Premodern Economic or Social History  
 HIST 70520 Premodern Enslavement  
 HIST 70530 Place, Space, and Cities in the Premodern Period  
 HIST 70540 Premodern Gender and Sexuality  
 HIST 70550 Pluralism, Hybridity, and Ethnicity in Premodern Contexts  
 HIST 70600 Religion and Authority in Premodern History  
 HIST 70700 The Reception of Premodern History and Culture  
 HIST 70800 Topics in Premodern History

### ***Early Modern History***

HIST 71000 Topics in the Political or Diplomatic History of the Early Modern World  
 HIST 71100 Topics in the Social or Economic History of the Early Modern World  
 HIST 74000 Topics in the Intellectual, Religious, or Cultural History of the Early Modern World  
 HIST 74020 Science and Medicine in the Early Modern World  
 HIST 74030 The Mediterranean in the Early Modern Period  
 HIST 74040 Print Culture and the Book in the Early Modern Period  
 HIST 74050 Memory and History Before Modernity  
 HIST 76950 The Early Modern Atlantic World

***Modern European History***

- HIST 70900 Topics in Modern European History
- HIST 70910 Topics in Minorities in Modern Europe
- HIST 71200 The Era of the French Revolution and Napoleon
- HIST 71300 Nineteenth-Century Europe
- HIST 71400 Europe in the Twentieth Century
- HIST 71500 France and the Francophone World
- HIST 71600 Modern Germany
- HIST 71700 Italian History
- HIST 71900 Topics in Modern Europe and International History
- HIST 72000 Topics in Modern European Economic or Social History
- HIST 72100 Topics in Modern European Intellectual or Cultural History
- HIST 72110 Popular Culture in Modern Europe
- HIST 72900 Topics in Russian History
- HIST 73000 The Balkans and Southeastern Europe
- HIST 73100 Central Europe
- HIST 73200 Modern Eastern Europe
- HIST 73900 Topics in Modern British History
- HIST 74100 European Colonialism and Decolonization
- HIST 74200 Topics in the History of Capitalism

***American History***

- HIST 74900, 84900 Colloquium, Seminar: Topics in American History
- HIST 75000-85000 Colloquium, Seminar: Early American History
- HIST 75100-85100 Colloquium, Seminar: The Middle Period
- HIST 75200-85200 Colloquium, Seminar: The Civil War and Reconstruction
- HIST 75300-85300 Colloquium, Seminar: The Gilded Age and the Progressive Era
- HIST 75400-85400 Colloquium, Seminar: Intellectual and Cultural History
- HIST 75500-85500 Colloquium, Seminar: Economic and Social History
- HIST 75600-85600 Colloquium, Seminar: Diplomatic History and International Relations
- HIST 75700-85700 Colloquium, Seminar: Recent American History
- HIST 75800-85800 Colloquium, Seminar: American Urban History
- HIST 75900-85900 Colloquium, Seminar: African-American History
- HIST 76000 The African Diaspora

***Latin American History***

- HIST 76000 The African Diaspora
- HIST 76900 Comparative Histories of Slavery
- HIST 76910 Topics in Early Latin American and Caribbean History
- HIST 76950 The Early Modern Atlantic World
- HIST 77000 Rural History of Latin America and the Caribbean
- HIST 77100 Topics in Modern Latin American and Caribbean History
- HIST 77200 Topics in Latin American Intellectual or Cultural History
- HIST 77300 Topics in Latin American Economic or Social History
- HIST 77320 Topics in Caribbean History
- HIST 77330 Topics in Brazilian History
- HIST 77340 Labor and Migration in Latin America, the Caribbean, and the U.S.
- HIST 77350 Media, Politics, and the Public Sphere in Latin America

***Middle Eastern History***

- HIST 70330 Premodern Middle Eastern History
- HIST 77950 Topics in Ottoman History
- HIST 78000 Imperialism, Colonialism, and Nationalism in the Middle East and North Africa
- HIST 78110 Topics in Middle East History
- HIST 78200 Modern Egypt
- HIST 78220 Middle East Mobility and Migration

HIST 78230 Topics in Economic or Social History of the Middle East  
 HIST 78240 Race, Ethnicity, and Enslavement in the Middle East  
 HIST 78250 Topics in Law, Religion, and Society in the Middle East  
 HIST 78260 Global and Middle Eastern Cold War History  
 HIST 78270 Medicine and Bodies in the Middle East

### ***History of Science and Medicine***

HIST 78400 Topics in the History of Science or Environment  
 HIST 78500 Topics in the History of Medicine and Public Health  
 HIST 74020 Science and Medicine in the Early Modern World  
 HIST 78270 Medicine and Bodies in the Middle East

### ***Jewish History***

HIST 78900, 88900 Studies in Pre-Modern Jewish History  
 HIST 79000 Studies in Modern European Jewish History  
 HIST 79100, 89100 Studies in American Jewish History  
 HIST 79200, 89200 Colloquium, Seminar: Topics in Jewish History

### ***Public History***

HIST 79500 Public History Theory and Method  
 HIST 79600 Oral History Theory and Method  
 HIST 79700 Topics in Archival Studies  
 HIST 79800 Practicum in Public History

### ***Thematic History***

HIST 72200 Topics in Gender and Sexuality  
 HIST 74300 Studies in Women's History  
 HIST 72300 Topics in Race and Ethnicity  
 HIST 72400 Topics in Law and Society  
 HIST 72500 Topics in Urban History  
 HIST 72600 Topics in World History  
 HIST 72700 Topics in African History  
 HIST 77900 Topics in Asian History  
 HIST 72800 Topics in Labor History

### ***Independent Study and Tutorial***

HIST 70250 Teaching History in College  
*1 credit, pass-fail*  
 HIST 80100 Independent Historical Research  
*Variable credit*

*This course offers intensive study of a special field of history under the supervision of a doctoral faculty member. It consists of individual reading and research that may substitute for an entire term's work. Tutorials are encouraged. It is open to students, primarily those who have completed their first year of doctoral study, with the approval of the instructor and the Executive Officer and/or the student's adviser. With the permission of the student's adviser and the Executive Officer, this independent work may be repeated.*

HIST 82450: Seminar in Historical Methods  
 HIST 82500: Advanced Research Seminar  
*5 credits*  
 HIST 89900 Advanced Dissertation Seminar  
*0 credits*

*Level II students take HIST 82500 Dissertation Preparation Seminar for 5 credits, and Level III students take HIST 89900 Advanced Dissertation Seminar for 0 credits.*

HIST 90000 Dissertation Supervision  
*1 credit*



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## INTERNATIONAL MIGRATION STUDIES (M.A.)

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### **FACULTY**

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### **THE PROGRAM**

The Master of Arts in International Migration Studies is an interdisciplinary program open to applicants with any relevant academic or professional background.

Today, 250 million people live outside their countries of birth—43 million in the United States alone. These migrants and their children are reshaping the social, cultural, economic, and political life of their new host societies, while also creating unprecedented levels of ethnic, racial, and religious diversity in immigrant-receiving nations around the world. Nowhere is this more apparent than in super-diverse global cities like New York. Understanding the causes and effects of international migration is now more important than ever.

The M.A. Program in International Migration Studies at CUNY Graduate Center prepares students for growing and exciting opportunities to work with and advocate on behalf of international migrants and refugees, who are facing a rising tide of racism and xenophobia. Studying international migration in New York City offers opportunities to learn about a diverse array of immigrant communities. Here, students will have extraordinary access to organizations that are at the forefront of immigration outreach, services, research, policy, and advocacy.

Students will also have the opportunity to study with leading immigration scholars from throughout The City University of New York, spanning fields such as sociology, political science, English, history, anthropology, international affairs, education, and urban planning. These faculty study migrants from all parts of the world, often through a comparative lens, and use methods ranging from advanced quantitative techniques to in-depth ethnographies of urban communities. They explore migrants' struggles for upward mobility; the experiences of immigrant children in schools; the forging of new race and gender identities; the effects of refugee resettlement in different types of communities; and the building of political power in, by, and for immigrant communities.

With this degree, students will be ready for a range of positions at policy, human rights, and advocacy organizations, ethnic studies centers in schools and universities, and government and service agencies. Our program also provides excellent preparation for doctoral study.

### **REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit a letter of intent, summarizing the reasons for applying to the program; a writing sample or samples of no more than 20 pages; and two academic or professional letters of recommendation.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS PROGRAM**

*Course of study* The 30-credit curriculum includes four core courses (12 credits total): International Migration, Global Immigrant Cities, Research Methods in International Migration, and Migration Policy. Students will then choose among a rich array of elective courses offered in varied academic fields (five courses or 15 credits total), allowing them to develop their own area of specialization.

They will complete the program with an individual capstone project (3 credits) under guidance from a faculty member.

*Possible areas of concentration* Students may design their own area of specialization in consultation with their faculty adviser. Possible areas of specialization include Comparative Immigration, Global Immigrant Cities, Assimilation and Integration, and Immigration Politics and Policies.

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## **COURSES**

Unless otherwise stated, all courses are *30 hours plus conferences for 3 credits*.

### ***Core courses:***

IMS 70000 International Migration  
IMS 70100 Global Immigrant Cities  
IMS 71100 Research Methods in International Migration  
IMS 70200 Migration Policy  
IMS 75000 Special Topics in International Migration  
IMS 79000 Capstone  
IMS 79001 Independent Study

For the electives, students in this program have access to a wide variety of courses offered by the Graduate Center in Anthropology; Comparative Literature; Earth and Environmental Sciences; English; History; Latin American, Iberian, and Latino Cultures; Music; Political Science; Sociology; Urban Education, and others.

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## LATIN AMERICAN, IBERIAN AND LATINO CULTURES (Ph.D.)

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*Executive Officer:* Professor Jane Marcus Delgado

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<https://www.gc.cuny.edu/Hispanic>

### **FACULTY**

Esther Allen ■ Alejandro Alonso-Nogueira ■ Isolina Ballesteros ■ Eugenio Chang-Rodríguez ■ Raquel Chang-Rodríguez ■ William Childers ■ Marithelma Costa ■ Cecelia Cutler ■ Silvia Dapia ■ Fernando Degiovanni ■ Jose Del Valle ■ Ottavio Di Camillo ■ Angeles Donoso Macaya ■ Eva Fernández ■ Malva Filer ■ Nora Glickman ■ Marlene Gottlieb ■ Jean Graham-Jones ■ Beatriz Lado ■ Jose Madrigal ■ Miki Makihara ■ Ariana Mangual Figueroa ■ Elena Martínez ■ José Martínez Torrejón ■ Juan Mercado ■ Oscar Montero ■ Nuria Morgado ■ José Muñoz-Millanes ■ Ricardo Otheguy ■ Vanessa Perez-Rosario ■ Magdalena Perkowska ■ Sarah Pollack ■ Carlos Riobo ■ Paul Smith ■ Francisco Soto ■ Araceli Tinajero ■ Oswaldo Zavala

### **THE PROGRAM**

The Ph.D. Program in Latin American, Iberian and Latino Cultures offers courses in all areas of Iberian and Latin American literatures and Hispanic linguistics leading to the Ph.D. degree. In the literature track, major movements and literary genres—epic, drama, lyric poetry, novel, and essay—are studied in their historical, ideological, and cultural context from their origins through the Renaissance and Siglo de Oro, to the 18th, 19th, and 20th centuries. In tracing the development of Latin American literatures, emphasis is placed on their relationship with Spain and Portugal, on the influence of other European literatures, on the influence of indigenous cultures, and on the fusion of these and other elements in contemporary texts. The program is committed to such fields of study as women's writing, gay and lesbian studies, and feminist theory, as well as Hispanic literature in the United States, and has also strengthened its offerings in philology, poetics, rhetoric, literary history, literary theory and methods of criticism, and bibliographical studies and theories of textual criticism.

In the Hispanic Linguistics track, students are introduced to major areas in the field, including Spanish phonology, syntax, language acquisition, historical linguistics, and sociolinguistics. The core courses provide students with a broad understanding of the discipline and with the basic preparation for conducting linguistic research. At a more advanced level, students can pursue research in areas of phonology, grammar, or lexis under a variety of formal and functional approaches, as well as focus on the study of Spanish in its cultural, historical, and social contexts, including topics in variation in Spanish, Spanish in contact, Spanish in history, language and identity, language policy, and language ideologies in the Spanish-speaking world.

The doctoral faculty in Latin American, Iberian and Latino Cultures consists of distinguished scholars whose areas of specialization, when taken together, cover all aspects and periods of Spanish, Portuguese, and Latin American literary studies and Hispanic linguistics. Besides a number of annual symposia and a lecture series by visiting scholars and writers, the program periodically invites internationally recognized scholars from Europe and Latin America to conduct miniseminars.

In addition to financial assistance available through the Graduate Center in the form of scholarships, fellowships, and assistantships, many doctoral students are employed as part-time lecturers in Spanish and bilingual programs at the various colleges of CUNY and at private colleges.

### ***Resources for Training and Research***

In addition to the vast holdings in Spanish, Portuguese, and Latin American literatures maintained in the libraries of the CUNY colleges and the Graduate Center, students have access to the collections of various public and private institutions dedicated to Iberian and Latin American studies.

The Humanities and Social Sciences branch of the New York Public Library, located nearby, has one of the finest Hispanic collections in the world. Students also have access to the extraordinary collections of the Hispanic Society of America.

#### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, and after passing the First Examination and satisfactorily completing a major research paper, the student may apply for an M.A. degree. The degree is awarded formally by one of the participating colleges.

#### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin (with the exception of the Graduate Record Examination [GRE], which is not required), the applicant must have completed a bachelor of arts degree in the Humanities and/or Social Sciences and an academic and/or professional trajectory that has provided them with significant knowledge of Iberian and/or Latin American cultures, language, and literatures. The Admissions Committee will decide whether the applicant is sufficiently prepared to pursue doctoral work.

#### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. stated earlier in the bulletin.

*Course of Study* A minimum of 60 credits beyond the bachelor's degree are required for the Doctor of Philosophy of which a maximum of 30 can be transferred from another institution.

All students must take the following courses: Hispanic Critical and Cultural Theory, and Spanish as an Object of Historical Inquiry. All students must take at least four seminars. For the courses and seminars to count towards the Ph.D., students must obtain a grade of B or higher.

Students enrolled in the cultural and literary studies track must take at least one course or seminar in Luso-Brazilian studies and one course or seminar in each of the following areas: Colonial Latin American Literature, Contemporary Latin American Literature, Early Modern Spanish or Portuguese Literature, Contemporary Iberian Literature.

Students enrolled in the Hispanic Linguistics track must take the following courses: SPAN 70600: Fundamentals of Hispanic Linguistics and SPAN 72900: Spanish in Social Context.

*First Examination* Before completing more than 45 credits, students are required to pass a written examination in Spanish to determine their ability to pursue advanced doctoral studies. In the cultural and literary studies track, the First Examination tests the student's critical capability to analyze selected major works of different periods in the field of both Spanish and Latin American literature. In the linguistics track, the First Examination tests the student's knowledge of the facts, concepts, principles, and theoretical frameworks that define each of the disciplines studied, and the ability to write coherent essays that are relevant to the main questions addressed by those same disciplines. The First Examination covers the four areas of Spanish syntax, phonology, sociolinguistics, and historical linguistics and will be based on a core list of required readings.

*Foreign Language* Any two of the following languages are required: French, German, Italian, Latin, or Portuguese. Any other language with relevance to the student's doctoral work may be approved by the Executive Officer. Proficiency may be demonstrated by passing a written test given by the program or by completing two semesters of a reading course offered by The City University of New York and approved by the Executive Officer.

*Second Examination* After completing all previous requirements, students must pass a Second Examination. This written examination tests the student's knowledge of the main texts, topics, and approaches in two areas of specialization and the student's ability to identify an original line of research and to design a coherent research project.

*Dissertation* Upon writing the dissertation proposal, the candidate is required to make an oral presentation of the written proposal and discuss the scholarly significance and feasibility of the project before his/her dissertation committee. Upon completion of the dissertation and after approval by the dissertation committee, the candidate will defend the dissertation in a public oral examination.

## Courses

Unless otherwise stated, all courses are *30 hours plus conferences, 3 credits*.

ROM LANG 70000 Studies in Romance Philology  
PORT 70400 Medieval Galician-Portuguese Poetry  
PORT 70500\* Portuguese Medieval Prose  
PORT 70600\* Gil Vicente and the Peninsular Theatre  
PORT 70900\* Camoes and the Portuguese Renaissance  
PORT 71000\* Poetry of the Sixteenth and Seventeenth Centuries  
PORT 71100\* Prose of the Sixteenth and Seventeenth Centuries  
PORT 71300\* The Age of Enlightenment and the Romantic Revolt in Portugal  
PORT 71900\* Eça de Queiroz and the Realistic Novel  
PORT 72000\* Fernando Pessoa and Contemporary Poetry  
PORT 72100\* The Portuguese Novel of the Twentieth Century  
PORT 72200\* History of the Portuguese Theatre  
PORT 73000\* The Brazilian Romantic Movement  
PORT 73100\* The Indianist Movement in Brazilian Literature  
PORT 73200\* Brazilian Poetry of the Nineteenth and Twentieth Centuries  
PORT 73300\* Machado de Assis and the Novel of the Nineteenth Century  
PORT 73400\* Brazilian Fiction of the Twentieth Century  
PORT 73500\* The Modernista Movement in Brazilian Letters  
PORT 73600 Contemporary Trends in Brazilian Literature  
SPAN 70100 Spanish as an Object of Historical Inquiry  
SPAN 70200 Hispanic Critical and Cultural Theory  
SPAN 70300 Introduction to Methods of Research  
SPAN 70400\* Introduction to Spanish Morphology  
SPAN 70500\* Introduction to Spanish Syntax  
SPAN 70600 Fundamentals of Hispanic Linguistics  
SPAN 70700 Spanish Applied Linguistics  
SPAN 70800\* Linguistic Analysis of Medieval Texts  
SPAN 70900 Medieval Poetry  
SPAN 71000 Medieval Epic  
SPAN 71100\* Libro de buen amor  
SPAN 71200\* Medieval Prose  
SPAN 71300 La Celestina  
SPAN 71400\* Renaissance Theatre  
SPAN 71500\* Sixteenth-Century Poetry  
SPAN 71600\* Spanish Mysticism  
SPAN 71700 Romancero  
SPAN 71800\* Nonfiction Prose of the Sixteenth Century  
SPAN 71900 Spanish Prose Fiction of the Sixteenth Century  
SPAN 72000 The Picaresque Novel  
SPAN 72100\* Spanish Prose Fiction of the Seventeenth Century  
SPAN 72200 Cervantes  
SPAN 72300 Don Quijote  
SPAN 72400\* Poetry of the Baroque  
SPAN 72500\* Lope de Vega and the Spanish Comedia  
SPAN 72600\* Calderón and the Spanish Theatre of the Baroque  
SPAN 72700\* Seventeenth-Century Thought  
SPAN 72800 Introduction to Spanish Phonology  
SPAN 72900 Spanish in Social Context  
SPAN 73000\* Eighteenth-Century Literature  
SPAN 73100: Spanish in the Americas  
SPAN 73200 Spanish Romanticism  
SPAN 73300: Linguistic Minorities in the Hispanic World

- SPAN 73400: Language Ideologies in the Hispanic World  
 SPAN 74000\* Nineteenth-Century Spanish Theatre  
 SPAN 74100\* Nineteenth-Century Spanish Poetry  
 SPAN 74200 Spanish Fiction of the Nineteenth Century  
 SPAN 74300\* Benito Pérez Galdós  
 SPAN 74400\* Modern Spanish Essay  
 SPAN 75000\* Twentieth-Century Spanish Poetry to 1936  
 SPAN 75100\* Twentieth-Century Spanish Poetry since 1936  
 SPAN 75200\* Spanish Theatre of the Twentieth Century  
 SPAN 75400\* Contemporary Spanish Essay  
 SPAN 75500\* Modernism and the Generation of 1898  
 SPAN 75600 Twentieth-Century Spanish Narrative to 1936  
 SPAN 75700 Twentieth-Century Narrative since 1936  
 SPAN 75900\* Pre-Columbian Literature  
 SPAN 76000 Spanish American Literature of the Conquest  
 SPAN 76200 Spanish American Colonial Literature  
 SPAN 76400\* Spanish American Poetry of the Nineteenth Century  
 SPAN 76500 Spanish American Fiction to the Mexican Revolution  
 SPAN 76600 Spanish American Novel to 1960  
 SPAN 76700\* Spanish American Novel Since 1960  
 SPAN 76800 Spanish American Short Story  
 SPAN 76900 Modernism in Spanish American Prose  
 SPAN 77000 Modernism in Spanish American Poetry  
 SPAN 77100\* Rubén Darío  
 SPAN 77200 Contemporary Spanish American Poetry to 1950  
 SPAN 77300 Contemporary Spanish American Poetry since 1950  
 SPAN 77400 Modern Spanish American Essay  
 SPAN 77500\* Contemporary Spanish American Essay  
 SPAN 77600 Spanish American Theatre  
 SPAN 77700 Jorge Luis Borges  
 SPAN 78100\* Medieval Galician Literature  
     1-3 credits  
 SPAN 78300\* Nineteenth-Century Galician Literature  
     1-3 credits  
 SPAN 78400\* Twentieth-Century Galician Literature  
     1-3 credits  
 SPAN 78500\* Contemporary Galician Literature  
     1-3 credits

**Seminars**

Unless otherwise stated, all seminars are 30 hours plus conferences and will carry 4 credits. In each of the following seminars, one specific area or author will be selected for detailed analysis. The specific subject, credits, and hours for each seminar will be announced in advance. With the permission of the student's adviser, a particular seminar may be repeated for credit when the topic changes.

- PORT 88100\* Seminar: Special Topics in Portuguese Literature I  
     1-4 credits  
 PORT 88200\* Seminar: Special Topics in Brazilian Literature I  
     1-4 credits  
 PORT 88300\* Seminar: Special Topics in Portuguese Literature II  
     1-4 credits  
 PORT 88400\* Seminar: Special Topics in Brazilian Literature II  
     1-4 credits  
 SPAN 80000 Seminar: Studies In Spanish Linguistics  
     1-4 credits

- SPAN 80100 Studies In Spanish Sociolinguistics  
*1-4 credits*
- SPAN 80200 Studies In Spanish Instruction  
*1-4 credits*
- SPAN 81000 Seminar: Studies in Medieval Literatures  
*1-4 credits*
- SPAN 82000 Seminar: Spanish Literature of the Renaissance
- SPAN 82100 Seminar: Cervantes Studies
- SPAN 82200 Seminar: Spanish Literature of the Baroque
- SPAN 84000 Seminar: Eighteenth- and Nineteenth-Century Spanish Literature
- SPAN 85000 Seminar: Spanish Literature of the Twentieth Century
- SPAN 86000 Seminar: Spanish American Literature to the Nineteenth Century
- SPAN 86200 Seminar: Spanish American Poetry
- SPAN 86300 Seminar: Spanish American Theatre
- SPAN 86400 Seminar: Spanish American Novel
- SPAN 87000 Seminar: Special Topics in Spanish Literatures  
*1-4 credits*
- SPAN 87100 Seminar: Special Topics in Spanish American Literatures  
*1-4 credits*
- SPAN 87200 Seminar: Special Topics in Hispanic Literature  
*1-4 credits*
- SPAN 87300 Seminar: Studies in Spanish Literary Criticism  
*1-4 credits*
- SPAN 87400 Seminar: Studies in Spanish American Literary Criticism  
*1-4 credits*
- SPAN 87500 Seminar: Studies in Galician Literatures  
*1-4 credits*
- SPAN 88800 Dissertation Seminar  
*0 credits, must be Level III*
- SPAN 89900 Independent Literary Research  
*Variable credit*
- SPAN 90000 Dissertation Supervision  
*1 credit*

***With Interdisciplinary Concentration in Translation***

- SPAN 77800 Theory and Practice of Translation I: Spanish to English
- PORT 77900\* Theory and Practice of Translation: Portuguese to English and English to Portuguese
- SPAN 78000\* Theory and Practice of Translation II: English to Spanish
- SPAN 78200\* Literary Translation: Theory and Practice
- SPAN 78400\* Problems in Translation
- SPAN 78600\* Practicum in Translation
- SPAN 78800\* Technical Translation

\*offered infrequently

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## LIBERAL STUDIES (M.A.)

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*Executive Officer:* Professor Elizabeth Macaulay

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Email: [Liberalstudies@gc.cuny.edu](mailto:Liberalstudies@gc.cuny.edu)

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### **FACULTY**

Anna Akasoy ■ Leah Anderst ■ Sreenjaya Banerjee ■ Juan Battle ■ Mehdi Bozorgmehr ■ Stephen Brier ■ Rachel Brownstein ■ Martin Burke ■ Clare Carroll ■ Sarah Chinn ■ Kandice Chuh ■ Alyson Cole ■ Blanche Cook ■ Joseph Dauben ■ Marc Dolan ■ Joseph Entin ■ Duncan Faherty ■ Michelle Fine ■ Wayne Finke ■ George Fragopoulos ■ Libby Garland ■ Matthew Gold ■ David Gordon ■ Anthony Gottlieb ■ Linda Grasso ■ Jean Halley ■ Tomohisa Hattori ■ Carrie Hintz ■ David Humphries ■ Alexandra Juhasz ■ Prathibha Kanakamedala ■ William Kelly ■ Thomas Kessner ■ Elizabeth Macaulay ■ Marie Marianetti ■ Karen Miller ■ Eugenia Paulicelli ■ Glenn Petersen ■ Lisa Rhody ■ Joan Richardson ■ Bethany Rogers ■ Justin Rogers-Copper ■ Joe Rollins ■ Christopher Schmidt ■ Miryam Segal ■ Naomi Stubbs ■ Jason Tougaw ■ Mark Ungar ■ Thomas Weiss ■ Elizabeth Wissinger ■ Julia Wrigley

### **THE PROGRAM**

The program leading to the degree of Master of Arts in Liberal Studies is designed to meet the needs of persons who have completed the undergraduate degree and who have the ability and the desire to engage in advanced study, but for whom the traditional graduate curricula are too restrictive. It offers the capable student the opportunity for advanced interdisciplinary graduate study focusing on contemporary programmatic themes that reflect his or her interests and talents without restriction to a specific discipline or division and at a level of scholarship fully comparable with the academic standards of the CUNY Graduate Center.

The program faculty includes distinguished scholars in the humanities, social sciences, and sciences, each knowledgeable about the special nature of the program. Students are encouraged to take full advantage of the resources of the Graduate Center and to explore various avenues of interdisciplinary cooperation.

The active involvement of faculty and students in advanced study and research is promoted in a number of centers and institutes, including the Center for Advanced Study in Theatre Arts, the Center for Jewish Studies, the Center for the Study of Women and Society, the Ralph Bunche Institute for International Studies, the Barry S. Brook Center for Music Research and Documentation, and the Victorian Committee of the Ph.D. Program in English.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

Applicants must have completed a bachelor's degree from an accredited college or university or its equivalent. A transcript of all college or graduate work and two letters of recommendation are required with the application for admission. An interview with the Executive Officer of the program may also be required. The purpose of this interview is to discuss the suitability of the program to the individual's needs and strengths. Admission to the program must ultimately be approved by the Executive Committee.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS IN LIBERAL STUDIES**

*Course of Study* With the advice of the Executive Officer, each student will design a course of study built around a programmatic theme or area of specialization, such as Africana Studies; American Studies; Approaches to Modernity; Archaeology of the Classical, Late Antique, and Islamic Worlds; Bioethics, Science, and Society; Biography, Autobiography, and Memoir; Childhood and Youth Studies; Data Visualization; Digital Humanities; Fashion Studies; Film Studies; Genocide, Mass Violence, and Crimes against Humanity; Global Early Modern Studies; Individualized Studies; Interna-



tional Studies; Jewish Studies; Latin American, Caribbean, and Latino Studies; Law and Society; Literary Translation Studies; Migration and Global Cities; New York Studies; Psychology of Work and Family; Science and Technology Studies; Social and Environmental Justice Studies; Sustainability Science and Education; Urban Education; Western Intellectual Traditions; and Women's, Gender, and Sexuality Studies. Students in the International Studies specialization must demonstrate a reading knowledge of at least one foreign language. Students in the Translation specialization must demonstrate advanced knowledge of one foreign language; reading knowledge of a second foreign language is strongly recommended. The program of study includes courses offered by the various disciplines at the Graduate Center as well as special core courses created for the Master of Arts in Liberal Studies.

Thirty credits of graduate study are required for the degree. Each student will be required to complete at least two seminars designed for a given specialization (at least 6 credits) and an approved distribution of coursework in pertinent disciplines. Students are also required to take MALS 70000 Introduction to Graduate Liberal Studies. A final capstone project or master's thesis will also be required.

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## Courses

Unless otherwise stated, all courses are *30 hours plus conferences, 3 credits*

MALS 70000 Seminar in Interdisciplinary Studies  
MALS 70100 Narratives of New York City: Literature and the Visual Arts  
MALS 70300 Foundations of Legal Thought  
MALS 70200 Metropolis: A Political, Historical, and Sociological Profile of New York City  
MALS 70400 Interdisciplinary Topics in Law  
MALS 70500 Classical, Medieval, or Renaissance Culture  
MALS 70600 Enlightenment and Critique  
MALS 70700 The Shaping of Modernity, 1789–1914  
MALS 70800 Transformations of Modernity, 1914–present  
MALS 70900 Approaches to Life Writing  
MALS 71000 Forms of Life Writing  
MALS 71100 Theory of Translation  
MALS 71200 The Culture of Fashion: Theories and Practices  
MALS 71300 Special Topics in Fashion Studies  
MALS 71400 Introduction to International Studies  
MALS 71500 Critical Issues in International Studies  
MALS 72000 Thesis Writing Course  
MALS 72100 Feminist Texts and Contexts  
MALS 72200 Contemporary Feminist Theories  
MALS 72300 Introduction to Gender and Sexuality Studies  
MALS 72500 Narratives of Science and Technology: Literature and the Visual Arts  
MALS 72600 Social Impacts of Science and Technology: Case Studies  
MALS 72700 The Political Ecology of Social and Environmental Studies  
MALS 72800 Topics in Environmental Social Science  
MALS 73100 American Culture and Values: Selected Topics  
MALS 73200 American Social Institutions: Selected Topics  
MALS 73400 Africana Studies: Introduction  
MALS 73500 Africana Studies: Global Perspectives  
MALS 73600 Introduction to Mass Violence in the Modern Era  
MALS 73700 Special Topics in Genocide, Mass Violence, and Crimes against Humanity  
MALS 73800 Internship  
MALS 73900 Introduction to Translation Studies  
MALS 74000 Special Topics in Translation Studies  
MALS 74100 The Conceptual Structure of Science  
MALS 74200 The Practice of Science and Medicine  
MALS 74300 Bioethics: Policies and Cases

MALS 74400 Special Topics in Archaeology of the Classical, Late Antique, and Islamic Worlds  
MALS 74500 Great Digs: Important Sites of the Ancient, Late Antique, and Islamic Worlds  
MALS 74600 Introduction to Global Early Modern Studies  
MALS 74700 Special Topics in Global Early Modern Studies  
MALS 75100 The Computer in Translation  
MALS 75200 Terminology and Documentation  
MALS 75300 Data Visualization Methods  
MALS 75400 Introduction to the Digital Humanities  
MALS 75500 Digital Humanities Methods and Practices  
MALS 75600 Sustainability and Human Ecodynamics  
MALS 75700 Field Course in Island Long Term Human Ecodynamics  
MALS 76100 Traditional Patterns of Jewish Behavior and Thought  
MALS 76200 Continuities and Discontinuities in Modern Jewish Life  
MALS 77100 Cinema Aesthetics (cross-listed with THEA 71400)  
MALS 77200 Film Histories and Historiography (cross-listed with THEA 71500)  
MALS 77300 Film Theories (cross-listed with THEA 71600)  
MALS 77400 International Migration  
MALS 77500 Global Cities  
MALS 78100 Issues in Urban Education  
MALS 78200 The Politics of Contemporary Urban Education  
MALS 78300 Introduction to US Latino Studies  
MALS 78400 Introduction to Latin American Studies  
MALS 78500 Special Topics in Liberal Studies

*1-3 credits*

MALS 78600 Introduction to Caribbean Studies  
MALS 78800 Introduction to Childhood and Youth Studies  
MALS 78900 Childhood and Youth Studies: Approaches and Methods  
MALS 79000 Thesis or Capstone Project  
MALS 79600 Thesis Workshop

*1 credit*

MALS 79700 Independent Study

*1-4 credits*

### **Additional Courses**

Students in this program have access to a wide variety of course offerings in various disciplines, depending on the specialization. Consult the website for additional details.

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# LINGUISTICS (M.A. & Ph.D.)

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*Executive Officer:* Professor Cecelia Cutler

The Graduate Center

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## **FACULTY**

Samer Al Khatib ■ Jason Bishop ■ Juliette Blevins ■ Dianne Bradley ■ Charles Cairns ■ Helen Cairns ■ Martin Chodorow ■ Cecelia Cutler ■ Joseph Davis ■ Jose Del Valle ■ Eva Fernández ■ Robert Fiengo ■ Elena Filatova ■ Susan Fischer ■ Janet Fodor ■ Matthew Garley ■ Alberta Gatti ■ Kyle Gorman ■ William Haddican ■ Christina Hagedorn ■ Alan Huffman ■ Jason Kandybowicz ■ Daniel Kaufman ■ Elaine Klein ■ Rivka Levitan ■ Sarah Levitan ■ Miki Makihara ■ Michael Mandel ■ Gita Martohardjono ■ William McClure ■ Stephen Neale ■ Michael Newman ■ Jonathan Nissenbaum ■ Loraine Obler ■ Ricardo Otheguy ■ Sandeep Prasada ■ Andrew Rosenberg ■ David Rosenthal ■ Alla Rozovskaya ■ William Sakas ■ Irina Sekerina ■ Valerie Shafer ■ Nava Shaked ■ Nancy Stern ■ Virginia Teller ■ Christina Tortora ■ Robert Vago ■ Virginia Valian ■ Suzanne van der Feest ■ Douglas Whalen

## **THE PROGRAM**

The M.A./Ph.D. Program in Linguistics prepares students for career and leadership opportunities in academia, research, private industry, and public service. We offer coursework, laboratory experience, and research supervision in theoretical, computational, experimental, descriptive, and applied linguistics. Students may choose to enter our program intending to specialize in a wide range of subdisciplines, including: Bilingualism, Computational Linguistics, Endangered/Minority Language Documentation and Description, Historical Linguistics, Language Acquisition (child and adult), Morphology, Neurolinguistics, Phonetics, Phonology, Semantics, Sociolinguistics, and Syntax.

Students engage in research projects that interest them with guidance from chosen faculty advisers who are recognized experts in their fields.

In addition to University Fellowships, research assistantships and grants are available from time to time. Adjunct teaching positions in linguistics may be available to qualified students at the various CUNY campuses. Please see the program website for additional information.

### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, one language examination, and satisfactorily completing a major research paper, a doctoral student may apply for an en-route M.A. degree. Those seeking an en-route master's degree should have the Executive Officer initiate the appropriate action.

### ***Requirements for Admission***

Applicants complete online Application for Admission and provide required supplemental materials, including transcripts, letters of recommendation, statement of interest, writing sample, standardized test scores, etc. Applications and supplemental materials are collected and processed by the Office of Admissions and then reviewed by the Linguistics Program's Admissions and Awards Committee.

Ph.D. applicants offered acceptance to the Program should expect to be interviewed by faculty members of the Program's Admissions Committee and relevant faculty members during the application review process.

GRE scores are no longer required for admission to the M.A., C.L.-M.A., or the Ph.D. Programs in Linguistics. However, TOEFL and IELTS requirements remain in place for international students from countries in which English is not the primary language. ETS now offers online versions of both tests that can be taken at home.

### REQUIREMENTS FOR THE MASTER OF ARTS IN GENERAL LINGUISTICS

Completion of an approved course of study consisting of 30 credits, a thesis, and fulfillment of one language requirement (see below)

*Required core courses (15 credits):*

1. Introduction to Theoretical Linguistics + Practicum
2. Any two of the following:
  - Phonology I (3 credits) + Practicum (1 credit)
  - Semantics I (3 credits) + Practicum (1 credit)
  - Syntax I (3 credits) + Practicum (1 credit)
3. M.A. Supervised Research Thesis/Independent Study (3 credits)

*Elective courses (15 credits)* A minimum of 9 credits must be taken within Linguistics. The remaining 6 credits can be taken as courses from any program within CUNY Graduate Center.

*Language requirement* M.A. students in General Linguistics are required to show proficiency in, familiarity with, or scholarly knowledge of one language (spoken, signed, or written) other than English. Fulfillment of the language requirement is verified by the Executive Officer according to the guidelines in the Linguistics Program Handbook and the website.

*M.A. Thesis Supervision* The M.A. thesis must be supervised by a faculty member of the Linguistics Program.

### REQUIREMENTS FOR THE MASTER OF ARTS IN LINGUISTICS WITH A CONCENTRATION IN COMPUTATIONAL LINGUISTICS

The course of study consists of 32 credits, including core courses and electives.

*Required core courses (26 credits):*

1. Introduction to Theoretical Linguistics (3 credits) + Practicum (1 credit)
2. Methods in Computational Linguistics I (3 credits) + Practicum (1 credit)
3. Methods in Computational Linguistics II (3 credits)
4. Syntax I (3 credits) + Practicum (1 credit)
5. Corpus Analysis (3 credits)
6. Language Technology (3 credits)
7. M.A. Supervised Thesis IS (1 credit)
8. One of the following:
  - Phonology I (3 credits) + Practicum (1 credit)
  - Semantics I (3 credits) + Practicum (1 credit)

*Elective courses (6 credits)* Any course within Linguistics or another program at the Graduate Center, as approved by the Director of the Computational Linguistics M.A. (CLMA).

*Thesis Requirement* The CLMA thesis must be supervised by a member of the Computational Linguistics faculty. Research topics must be approved by the Director of the CLMA.

### REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

The Ph.D. in Linguistics requires 60 credits of approved coursework. In addition to the required core curriculum, this includes a minimum of 24 credits within Linguistics.

*Required core courses (15 credits):*

1. Phonology I (3 credits) + Practicum (1 credit)
2. Syntax I (3 credits) + Practicum (1 credit)
3. Semantics I (3 credits) + Practicum (1 credit)
4. Foundational Issues in Linguistics (3 credits)

*Electives within Linguistics* In addition to the required core courses, students must take a minimum of 24 credits within Linguistics, distributed as follows:

1. Four content courses (12 credits)
2. Four additional courses (12 credits, may include research courses and Independent Studies as well as additional content courses)
3. The additional 21 credits may be taken as electives within or outside the program.

*Language requirement* Students are required to show proficiency in, familiarity with, or scholarly knowledge of two distinct languages other than English (spoken, written, or signed). The language requirements may be satisfied at any time after entering the program, but before the

completion of 60 credits. Fulfillment of the language requirement is verified by the Executive Officer according to the guidelines in the Linguistics Program Handbook and the website.

Students are required to pass the First Examination, Second Examination, and the Dissertation Defense (Third Examination).

*The First Examination* consists of a written Qualifying Paper (QP1) and is designed to evaluate students' proficiency in a core area (e.g., Phonology or Phonetics; Morphology; Syntax; Semantics) and/or the application of a core area in an ancillary subfield (computational linguistics, language acquisition, sociolinguistics, psycholinguistics, etc.). The student must secure the participation of two faculty advisers, one of whom shall be the main adviser. Both will be selected by the student and approved by the Executive Officer. Evaluation will be done by one of the original two QP1 advisers and one external faculty member chosen by the original two advisers.

*The Second Examination* consists of a written Qualifying Paper (QP2) and critically includes an oral defense. It is designed to evaluate students' ability to conceptualize and conduct original research and empirical studies in any area of linguistics. The QP2 is an opportunity for the student to acquire the knowledge and skills that will prepare them for the larger project of the dissertation. The QP2 is evaluated by a three-member Advisory Committee which consists of a primary adviser from the Linguistics Program, who serves as chair of the committee, and two other faculty members who are also usually from the Linguistics Program. The student chooses the primary adviser and, in consultation with the primary adviser, requests the participation of the other two faculty members. The Advisory Committee's composition must be approved by the Executive Officer.

*The Dissertation* Students are required to write a dissertation consisting of original research on a subject of their choice and approved by the dissertation committee. A critical part of this approval process is the Proposal defense, which typically takes place in the year following the passing of the Second Examination (QP2). An oral defense of the dissertation is required upon completion. A minimum of three members of the faculty of the CUNY Graduate Center, including the supervisor, will constitute the (Examining) Dissertation Committee, of which at least two, including the Supervisor/Chair, are members of the Linguistics Program.

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## Courses

Students in the program can concentrate in one of the areas of theoretical and general linguistics, bilingualism and urban linguistics, second language acquisition, and psycholinguistics and cognitive linguistics. All students in the M.A. and Ph.D. programs have to take the following courses, unless exempted by the program through advanced placement: LING 70100, 71100, 71300, 72100, 72300, plus one of either LING 70300 or LING 76100 and one of either LING 70600 or 78100.

Unless otherwise indicated, all courses are *30 hours plus conferences, 3 credits*. LING 70100 is a prerequisite for all courses except LING 70300, 70600, 71100, 76100.

LING 70100 Introduction to Theoretical Linguistics

LING 70200\* Historical Linguistics

LING 70500 Second Language Acquisition

LING 70600 Introduction to Psycholinguistics

LING 71300 Phonology I

*Prerequisite: LING 70100 and 71100*

LING 71400 Phonology II

*Prerequisite: LING 71300*

LING 71500 Morphology

LING 72100 Syntax I

*Prerequisite: LING 70100*

LING 72200 Syntax II

*Prerequisite: LING 72100*

LING 72300 Semantics I

*Prerequisite: LING 70100*

LING 72400 Semantics II

*Prerequisite: LING 72300*

- LING 72500 Sentence Processing
- LING 72700 First Language Acquisition
- LING 72800 Introduction to Learnability Theory
- LING 73100 Structure of an Individual Language  
*May be repeated for credit if the language is different.*
- LING 73600-73900 Practicums in Linguistic Tools  
*30 hours, 1 credit*
- LING 75400 Bilingualism
- LING 75600 Spanish in the United States
- LING 76100 Sociolinguistics
- LING 76500 Pragmatics and Discourse Analysis
- LING 78000 Corpus Analysis
- LING 78100 Methods in Computational Linguistics I
- LING 79100-79800 Special Topics in Linguistics
- LING 79900 Independent Study  
*Variable credit*
- LING 80000 Supervised Research  
*1 credit*
- LING 80100 Research Methods in Second Language Acquisition
- LING 81400 Advanced Phonology  
*Prerequisite: LING 71400*
- LING 82100-82900 Seminars in Linguistics
- LING 83100-83500 Seminars in Psycholinguistics and Cognitive Linguistics
- LING 83600-83900 Seminars in Computational Linguistics
- LING 83800 Methods in Computational Linguistics II  
*Prerequisite: LING 78100*
- LING 86100-86500 Seminars in Second Language Acquisition
- LING 86600\*-86900\* Seminars in Bilingualism and Urban Linguistics
- LING 87000 Foundational Issues in Linguistics
- LING 89900 Independent Research  
*Variable credit*
- LING 90000 Dissertation Supervision  
*1 credit*

\*offered infrequently

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# MATHEMATICS (Ph.D.)

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*Executive Officer:* Professor Christian Wolf

The Graduate Center

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## FACULTY

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## THE PROGRAM

The Ph.D. Program in Mathematics provides students of high ability and strong preparation with an opportunity to begin study for the doctoral degree either immediately upon graduation from college or after completing some graduate work in the colleges of the City University or at other accredited institutions. Doctoral work in mathematics is offered at the Graduate Center.

The program is designed to give students the background they will need to pursue careers as pure or applied mathematicians, including courses, seminars, and the completion of an original thesis. The student can specialize in and write a dissertation on a wide range of mathematical subjects. These currently include algebraic topology, analysis on homogeneous spaces, applied analysis, automata, combinatorics, complexity theory, computability, ordinary and partial differential equations, differential geometry, digital signal processing, dynamical systems, fluid dynamics, formal languages, global analysis, group theory, Lie groups, logic, matroids, number theory, optimization, probability, real and complex analysis, Riemann surfaces. The student body is small enough to facilitate close contact with the staff.

**En-route M.A.**

Upon completing 45 credits with a grade of B or better with no more than 12 of these being transfer credits and successful passage of one of the subject examinations of our qualifying examination suite, students may apply for an M.A. degree.

**SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements stated earlier in this bulletin, applicants are expected to present a substantial program of elective courses beyond calculus and must satisfy the Admissions Committee on the basis of their records in mathematics courses and letters of recommendation from instructors familiar with their work that they show promise of ability to complete the requirements for the Ph.D.

**SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the general University requirements stated earlier in this bulletin, the student must meet the following requirements.

*Course of Study* Each student must follow a plan of study, approved by a faculty adviser, that usually includes three years of course and seminar work. A minimum of 81 graduate credits of coursework are required for the degree, at least 60 of which must be in mathematics; the rest may be in closely related fields. At least 36 of the 60 credits in mathematics must be in nonintroductory courses or seminars.

*First Examination* Students should pass their First Examination within the first two years of graduate study. When this is not done, notices will be sent informing them that they must complete their First Examination by the end of the next academic year in order to maintain their matriculated status. In extraordinary cases, which must be presented in writing to the Executive Committee, additional time may be granted at the discretion of the Executive Committee.

*Foreign Language* The candidate must demonstrate ability to read the literature of mathematics in one of the following languages: French, German, Russian or Chinese. Native speakers of one of these languages must pass an exam in a different one. Substitution of other foreign languages may be permitted in special cases. Students must demonstrate the required proficiency in one of these languages before they complete their second year of study and in the second language before graduation.

*Second Examination* After passing the First Examination, the student specializes in some area of advanced mathematics. A faculty committee will be appointed to help the student arrange a program of study in an area of special interest. When this program of study is completed, the student takes an oral examination given by the faculty to determine readiness to pursue dissertation research.

*Dissertation* Each student must complete a dissertation embodying the results of original research in mathematics. The dissertation is usually written in a field of specialization recommended by the candidate's sponsor and approved by the faculty. The completed dissertation must be approved by the faculty and must be defended at an oral examination.

**Courses**

Unless otherwise stated, the following courses are 45 hours plus conferences, 4-1/2 credits.

MATH 70100-70200 Functions of a Real Variable

MATH 70300-70400 Functions of a Complex Variable

MATH 70500-70600 Algebra

MATH 70700-70800 Topology

MATH 70910-70990 Problem Seminar

*Hours and credits to be announced when given.*

*Courses in this number series are intended to serve as an introduction to mathematical research and will be focused on problems at a level of difficulty suitable for qualified first-year graduate students.*

*Permission of the instructor is required.*



**Special Topics Courses**

A variety of courses will be offered in special areas, number of credits and hours to be announced when scheduled. Appropriate prerequisites will be indicated for each course when it is given.

MATH 71000-71400 Topics in Set Theory and Logic

MATH 71500-71900\* Topics in Applied Analysis

MATH 80000-80900 Topics in Euclidean, Hilbert, and Banach Spaces

MATH 81000-81900 Topics in Complex Variables

MATH 82000-82900 Topics in Topology

MATH 83000-83900 Topics in Probability, Stochastic Processes and Distributions

MATH 84000-84900\* Topics in Optimization

MATH 85000-85900 Topics in Differential and Integral Equations

MATH 86000-86900 Topics in Differentiable Manifolds

MATH 87000-87900 Topics in Groups, Rings and Algebras

MATH 88000-88400 Topics in Algebraic Groups and Lie Groups

MATH 88500-88900 Seminars in Special Fields

*Two seminars are required for the Ph.D. degree.*

MATH 89000-89800 Advanced Seminars in Special Fields

*One such seminar is required for the Ph.D.*

MATH 89910-89921 Independent Research

*Variable credit*

*Research for the doctoral thesis requires permission of a faculty supervisor and approval by the Executive Officer.*

MATH 90000 Dissertation Supervision

\*offered infrequently

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## MIDDLE EASTERN STUDIES (M.A.)

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*Director:* Professor Christa Salamandra

The Graduate Center

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### FACULTY

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### THE PROGRAM

The Master of Arts in Middle Eastern Studies offers an interdisciplinary approach to graduate study in issues and topics related to the Middle Eastern region and its diaspora. Students enrolled in the program gain a broad understanding of the history, politics, economics, religions, and cultures of this critical region, as well as develop special competence in their particular area of interest. This is the first M.A. program in the country to incorporate the study of the Middle Eastern diaspora, encouraging new ways of thinking about the adaptation of Middle Eastern immigrant communities in the United States and Europe. The program is geared to those interested in academic careers as well as those pursuing a terminal M.A. degree in preparation for careers outside the academy such as public policy, journalism, social work, international relations, economic development, immigrant advocacy, education, or translation/interpretation. This program gives students, and the institutions they will later serve, the tools they need to think critically and creatively about the Middle East and its diaspora. Students will have access to diverse faculty with wide expertise and will also have available to them the rich resources of New York City.

### SPECIAL REQUIREMENTS FOR ADMISSION

Applicants must have completed a bachelor's degree from an accredited college or university or its equivalent. A transcript of all college or graduate work and two letters of recommendation are required with the application for admission. The Graduate Record Exam (GRE) General Test is optional and those international students who are non-native English speakers are required to take the Test of English as a Foreign Language (TOEFL). A selection committee will review applications, and admission must be approved by the program Executive Committee.

### SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS IN MIDDLE EASTERN STUDIES

*Course of Study* With guidance from the Executive Officer, each student will work out a sound interdisciplinary program of courses based on his or her goals, interests, and abilities. Thirty credits of graduate study are required for the degree: 9 credits in the core curriculum, and 21 elective credits. The core curriculum consists of three 3-credit courses required for all M.A. students: Approaches to the Study of the Middle East, which introduces students to methods and sources for studying the Middle East and its diasporas, and History of the Modern Middle East, which surveys the history of the region, and 3 credits for the thesis or capstone project. Electives are taken, with faculty permission, in any Middle East-related course that is currently offered at the Graduate Center. Students research and write a thesis with an adviser as an independent study, or enroll in the capstone project course during the last year of study. Students are also required to take two years of a Middle Eastern language relevant to their area of interest or pass a reading comprehension

exam in a Middle Eastern language. Only credits for advanced language courses (beyond second year) are applied to the 30 required graduate credits.

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### **Courses**

Unless otherwise stated, all courses are *30 hours plus conferences for 3 credits*

MES 71000 Approaches to the Study of the Middle East

MES 72000 Middle Eastern Anthropology

MES 72900 Topics in Middle Eastern Anthropology

MES 73000 History of the Modern Middle East

MES 73500 Topics in Ottoman/Islamic History

MES 73900 Topics in Middle Eastern History

MES 74000 Politics of the Middle East

MES 74500 The Arab-Israeli Conflict

MES 74900 Topics in Middle Eastern Politics

MES 75000 Sociology of the Middle East

MES 75900 Topics in Middle Eastern Sociology

MES 76001/MES 76002 Advanced Arabic

MES 76500 Arabic Text Readings

MES 76900 Topics in Arabic Literature and Culture

MES 77000 Internship

MES 78500 Topics in Middle Eastern Art and Architecture

MES 78600 Topics in Middle Eastern Literatures, Media, and Cultures

MES 79000 Thesis Supervision

MES 79001 Capstone Seminar

MES 79700 Independent Study

*1–4 credits*

### **Additional Courses**

Students in this program have access to a wide variety of course offerings in various programs, such as Anthropology, Art History, Comparative Literature, French, History, Music, Political Science, Sociology, and Theatre. For a sampling of such courses in recent semesters, see the Middle East and Middle Eastern American Center (MEMEAC) website.

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## MUSIC (Ph.D. & D.M.A.)

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*Executive Officer:* Professor Norman Carey

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### **THE PROGRAM: DOCTOR OF PHILOSOPHY AND DOCTOR OF MUSICAL ARTS IN COMPOSITION**

The Ph.D.–D.M.A. Program in Music, with concentrations in historical musicology, theory and analysis, composition (both the Ph.D. and D.M.A. are offered), ethnomusicology, and American music, is designed to train students in many fields and subfields of musical scholarship, analysis, and composition. Doctoral study at the Graduate Center provides students with a rich, varied, yet integrated program of study and research through which they may achieve the breadth of perspective our times demand and, at the same time, specialize deeply in an area of their choice. The program encourages all of its students, no matter what their area of concentration, to read widely in the discipline, both in its musical substance and in its literature. It also provides them with opportunities to gain solid experience in university teaching.

A wide range of seminars are presented on various cultures, historical periods, and theoretical topics. Regular guest lectures and classes are given by distinguished visitors. Interdisciplinary study is encouraged. Students may also take advantage of master's courses offered at City, Hunter, Brooklyn, and Queens colleges.

### **THE PROGRAM: DOCTOR OF MUSICAL ARTS IN PERFORMANCE**

The program leading to the degree of doctor of musical arts in performance is designed for students who are already accomplished performers and who wish to pursue careers at a level commensurate with the highest artistic standards. The program is designed for those with a strong interest in chamber music, including contemporary chamber music. The program seeks to develop musicians who have a deep knowledge of the history, theory, and analysis of music, as well as an understanding of the performance practices of various styles and periods. As such, the program meets the needs of students who wish to combine the activities of performance and scholarship, particularly those who contemplate teaching at the college, university, or conservatory level.

### ***Resources for Research and Training***

A great wealth of musical and scholarly resources are available in the city of New York with its libraries, museums, two major opera companies, symphony orchestras, specialized chamber groups, collegia musica, jazz clubs, ethnic festivals, and performance and rehearsal opportunities.

The Mina Rees Library at the Graduate Center houses a music collection that concentrates on research and reference tools and contains a rich body of source materials on microfilm. It is supplemented by extensive and comprehensive collections at the senior colleges. In addition, the Music Division of the Library of the Performing Arts of the New York Public Library, one of the world's greatest music libraries, is at Lincoln Center.

***Projects, Centers, Institutes, and Publications (under the umbrella of the Barry S. Brook Center for Music Research and Documentation)***

The large number of national and international projects, publications, and research centers that have their headquarters at the Graduate Center provide doctoral students with the opportunity to do research and gain professional experience in various specialties. Some of these projects are listed below.

The Center for the Study of Free-Reed Instruments, which fosters and serves as a resource for scholarly research on free-reed instruments.

The Foundation for Iberian Music, which produces public events and publications that promote and disseminate Iberian music.

French Opera Project, an archive of seventeenth- and eighteenth-century French operas and producer of a 70-volume series of scores in facsimile.

Music in Gotham, which chronicles musical life in New York City from 1863 to 1875.

RILM (Répertoire International de Littérature Musicale), which produces RILM Abstracts of Music Literature online, on CD-ROM, and in print.

RCMI (Research Center for Music Iconography), a vast archive of musical images and the publisher of the journal *Music in Art*.

***En-route M.A. (for students who enter with the bachelor's degree only)***

Upon completing 45 credits with an average grade of B or better, including the required courses in sub-areas of the program, passing one language examination (two in ethnomusicology), and passing the First Examination, the student may apply for an M.A. degree.

**SPECIAL REQUIREMENTS FOR ADMISSION**

***Doctor of Philosophy and Doctor of Musical Arts in Composition***

In addition to the general University requirements for admission stated earlier in this bulletin, applicants must present an adequate background, as judged by the Admissions Committee, in the areas of music history, music theory, and analysis. They must demonstrate promise of superior achievement in advanced study and research. They should also submit a sample of their writing in the form of a research paper or chapter from a master's thesis. Students wishing to study composition are also required to present a set of compositions (scores and recordings, when possible) that demonstrate promise of superior creative achievement. Finally, applicants are encouraged to visit the Graduate Center.

***Doctor of Musical Arts in Performance***

In addition to the general University requirements for admission stated earlier in this bulletin, applicants are expected to have completed a program in performance leading to the master of arts, master of science, or master of music degrees (or their equivalent). It is expected that applicants will have completed the following three courses within their master's curriculum: Bibliography and Research Techniques, one seminar in music history, and one seminar in analysis or style criticism. Students who lack any or all of these prerequisite courses will take them at the beginning of their studies.

Applicants must audition before a committee of the doctoral performance faculty, presenting a varied group of works and evidence of recent performances. Guidelines for auditions are available upon request. Special audition arrangements may be made for applicants from outside the New York area. Upon completion of a satisfactory audition, students will take a Placement Examination consisting of questions on music history and theory.

## SPECIAL REQUIREMENTS

### *Doctor of Philosophy and Doctor of Musical Arts in Composition*

In addition to the general University requirements stated earlier in this bulletin, the student must complete the following special requirements.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in Music and D.M.A.–Composition. Courses will be credited toward the Ph.D. and D.M.A.–Composition only if they are part of a program approved by the Executive Officer or his/her deputy.

The course of study, although flexible in accordance with the student's background and objectives, is generally divided into two groups of 30 credits each, roughly equivalent to the master's (70000) and the Ph.D.–D.M.A. (80000) levels. Most courses and seminars meet one day a week for three hours and earn three credits, except for tutorials and Special Problems, which are variable.

With the permission of the Executive Officer, a student may enroll for up to fifteen hours of advanced courses within the first 30 credits and up to nine hours of lower-level courses creditable toward the Ph.D. and D.M.A.–Composition within the second 30 credits. Similarly, with permission, students may select appropriate courses in other disciplines or may plan an interdisciplinary program. Courses listed below as required within the first 30 credits are not applicable to the second 30 credits.

Although the program is nominally divided into the four concentrations listed below, many of the seminars offered cross subdisciplinary boundaries, and students are encouraged to combine concentrations.

*Musicology* For students concentrating in musicology, the first 30 credits should include the following six courses: Introduction to Musicology (70000); a 70000-level proseminar in theory/analysis; a 70000-level proseminar in either Medieval or Renaissance music, together with its corequisite "Performance Workshop " (both are required by the time the student completes 60 credits); two 80000-level seminars in music history.

For the Ph.D., the musicology student is required to take the remaining 70000-level proseminar of the Medieval/Renaissance pair, one course in ethnomusicology, and five 80000-level research seminars.

*Theory* For students concentrating in theory, the first 30 credits should include the following three courses (or their equivalents): Current Trends in Music Theory; Introduction to Schenkerian Analysis; and Introduction to Post-Tonal Theory. For the Ph.D., theory students must take two additional courses in Schenkerian analysis, one additional course in post-tonal theory, and the two-semester sequence of courses in the History of Music Theory. Beyond these core requirements, theory students must take five 8000-level research seminars, at least two of which will be from an area outside music theory.

A Musicianship Examination in score reading, figured bass realization, and other skills for students in the theory concentration must be passed before the Second Examination may be taken.

*Composition, Ph.D. and D.M.A.* For students concentrating in composition, whether for the Ph.D. or for the D.M.A., the first 30 credits should include the following five courses (or their equivalents): Introduction to Musicology; one seminar in theory/analysis; one seminar in music history prior to 1900; two tutorials in composition.

For the Ph.D.–Composition, the student concentrating in composition will normally take four 2-credit tutorials consisting of individual lessons in composition, plus two composers' forums and two advanced seminars that deal with various compositional issues. The student will also take four 80000-level research seminars, one of which must be on music before 1600 or ethnomusicology.

For the D.M.A.–Composition, the student will normally take four 3-credit tutorials consisting of individual lessons in composition, plus two composers' forums and two advanced seminars that deal with various compositional issues. The student will also take one course in twentieth-century/twenty-first-century performance practice and two 80000-level research seminars.

*Ethnomusicology* For students concentrating in ethnomusicology, the first 30 credits should include the following six courses (or their equivalent): Research Techniques in Ethnomusicology (MUS 71200); three other seminars in ethnomusicology; one seminar in Western music; one course in anthropology.

For the Ph.D., ethnomusicology students will take four 80000-level seminars in music and two seminars in an approved related field: anthropology, sociology, theatre, etc., plus electives to be selected with the approval of the Executive Officer.

*First Examination*

—*Composition* The First Examination consists of a portfolio review of papers and compositions completed since entering the program and a general oral examination. Students who entered with a master's take the examination after two semesters in the program. Students entering without a master's take the examination after three semesters in the program.

—*Ethnomusicology* The First Examination is in two parts. Part A is a written examination in which a student must demonstrate competence in writing a focused essay and basic knowledge of foundational concepts, terminology, and music analysis. Part A is not required for students entering with a master's degree in Ethnomusicology; for those with a master's degree in another field, it should be taken in the summer following the first year of coursework. For those without a master's degree, it should be taken at the time the student reaches 30 credits. Part B is a critical essay reviewing literature on a designated topic that must be completed within a two-week period, and is required of all students in the program. Those who enter with a master's degree should take it during the summer following their first year of coursework. Students who enter the program without a master's degree should take the examination at or before reaching 30 credits.

—*Musicology* The First Examination is an assignment on a designated subject that must be completed with a two-week period. Students who enter the program with a master's degree take the examination in the summer following their first year of coursework. Students who enter the program without a master's degree take the examination in the summer following their second year of coursework.

—*Theory* The First Examination consists of a portfolio review of papers completed since entering the program and a general oral examination. Students who entered with a master's take the examination after two semesters in the program. Students entering without a master's take the examination after three semesters in the program.

—*Performance* The First Examination is a written examination in music analysis. Students take the examination at the end of their first year in the program.

*Foreign Language* The student must demonstrate a reading and pronunciation knowledge of two foreign languages (one for D.M.A.–Composition students), normally French and German. Substitutions may be approved, or additions appropriate to the student's area of interest may be required by the Executive Officer, whose advice should be sought early in the first semester of the student's work at the University.

Students must take one language examination before the end of their first semester in the program, and the second language examination before the end of their third semester in the program (the second language examination not being applicable to D.M.A.–Composition students). Students who have not passed at least one language examination will not be permitted to take the First Examination, Parts A–B. Students must complete their language requirement before taking the Second Examination.

*Second Examination* Students must pass written and oral examinations testing their general musical and musicological competence and their mastery of a special field of interest. To maintain satisfactory progress, students must take the Second Examination by the second time it is given after they complete coursework.

A student who fails the Second Examination will be permitted another opportunity within one year to take and pass the examination. A student who fails any part of the Second Examination a second time may appeal to take the exam a third time; the appeal will be in writing to the Executive Officer, who, in consultation with the examining committee for the most recent exam, will make a determination. A student who fails the exam a third time, or who is denied the privilege to take the exam a third time, will be dropped from the program. Students may appeal the decision to the Executive Committee.

*Dissertation* The student concentrating in musicology, ethnomusicology, or theory is required to prepare a dissertation under the guidance of a member of the doctoral faculty and to defend it at an oral examination to the satisfaction of an examining committee. The student in composition (both Ph.D. and D.M.A.) will be required to prepare (1) a large-scale work and (2) an extended paper dealing with a theoretical aspect of composition, under the guidance

of a member of the doctoral faculty, and to defend both at an oral examination to the satisfaction of an examining committee. To maintain satisfactory progress toward the degree, the dissertation proposal should be submitted in the semester following successful completion of the Second Examination, but in no case later than one year after completion of the Second Examination.

## **SPECIAL REQUIREMENTS**

### ***Doctor of Musical Arts in Performance***

In addition to the general University requirements stated earlier in this bulletin, the student must complete the following special requirements.

*Course of Study* Students must complete a minimum of 30 credits beyond the master's degree at the Graduate Center. Courses will be credited toward the D.M.A.–Performance only if they are part of a program approved by the Executive Officer or Deputy Executive Officer. The following courses are required of all students: Studio Tutorial (private lessons) and Ensemble for four semesters each; D.M.A. Topics, two semesters; two seminars in Source Studies and Performance Practices, one of these on 20/21st Century Performance Practice; two research seminars in music theory or music history. Students are also required to take one elective course in musicology, theory, ethnomusicology, or repertoire.

*Recitals* Candidates for the D.M.A. will present three recitals to be graded by a jury consisting of members of the D.M.A. – Performance and Ph.D. faculties. The student will consult with a committee that includes the studio teacher and a member of the D.M.A. Advisory Committee to craft a plan for the first two recitals. These will be presented in the student's second and fourth semesters. The dissertation recital will be presented after completing the 30 required program credits, the Comprehensive Examination and the approval of the dissertation proposal. No musical work may appear on more than one recital.

*Foreign Language* Students must pass one language examination in French, German, or Italian. Students must complete their language requirement before taking the Comprehensive Examination.

*Comprehensive Examination* A written and oral examination in performance studies and music analysis is taken after the completion of all coursework and must be completed prior to submitting a topic for the written thesis and presentation of the dissertation recital. To maintain satisfactory progress, a student must take the Comprehensive Examination no more than two semesters after the completion of coursework.

A student who fails the Comprehensive Examination will be permitted another opportunity within one year to take and pass the examination. A student who fails any part of the Comprehensive Examination a second time may appeal to take the exam a third time; the appeal will be in writing to the Executive Officer, who, in consultation with the examining committee for the most recent exam, will make a determination. A student who fails the exam a third time, or who is denied permission to take the exam a third time, will be dropped from the program. Students may appeal the decision to the Executive Committee.

*Dissertation* Upon the completion of coursework, two recitals, and the language exam, a student is qualified to write a dissertation. The dissertation proposal should be submitted in the semester following successful completion of the Comprehensive Examination. A dissertation proposal must be submitted no more than two semesters after passing the Comprehensive Exam. The dissertation requirement is in two parts:

—A written historical or analytic essay on an approved topic, or a scholarly performing edition, with commentary, of a hitherto unedited work (or one for which no satisfactory edition exists), possibly one that could be included in the dissertation recital. The student will prepare the dissertation under the guidance of a member of the doctoral faculty and defend it at an oral examination to the satisfaction of the examining committee.

—A recital. Typically, the dissertation recital focuses on the repertoire pertinent to the dissertation and shall be scheduled in the semester following the approval of the dissertation proposal. The recital must be successfully completed before a dissertation defense date may be scheduled.



## Courses

### **Special University Lecture/Seminar Series**

In previous years special series have been offered in the following subjects: "Perspectives in Musical Scholarship," "Problems of Performance Practice," and "Music and Sociology." Visiting participants for these series have included some of the world's outstanding scholars.

### **7000-level Courses**

7000-level courses will normally focus on history and style (e.g., Middle Ages, Renaissance, Baroque, Classicism, Romanticism, music since World War I, ethnomusicology, American music, analysis, history of theory, history of musical styles, history of performance practices, and analytical techniques and topical courses). A student may, with the permission of the Executive Officer, elect up to 9 credits from appropriate courses in other disciplines. Unless otherwise stated, *all courses are 45 hours, 3 credits.*

MUS 70000 Introduction to Musicology

*4 credits*

MUS 71200 Research Techniques in Ethnomusicology

*4 credits*

MUS 72900-73500 Courses and Seminars in Composition

MUS 73301 Computer Synthesis of Electronic Music

MUS 73302 Electronic Music

MUS 73400\* Musical Systems and Speculative Theory

MUS 73600\* Acoustics

MUS 73700\* Organology

MUS 73800\* Music Iconography

MUS 74000-74900 Proseminars in Theory/Analysis

*3–4 credits*

MUS 76000-76900 Proseminars in Music History

*2–3 credits*

MUS 78000-78900 Proseminars in Ethnomusicology

MUS 79000-79900 Tutorial

*Hours and credits vary*

### **8000-level Courses**

MUS 80700\* Problems in Notation

MUS 81201-81202 Performance Workshops in Medieval and Renaissance Music

MUS 81501-81504 Source Studies and Performance Practice

MUS 82500 Studies in the History of Music Theory

MUS 82600 Philosophies of Music

MUS 82900 Problems in Ethnomusicological Field Work and Analysis

MUS 82950 Seminar in Dissertation and Proposal Writing in Ethnomusicology

MUS 83000-83900 Research Seminars in Ethnomusicology

MUS 84000-85900 Research Seminars in Theory/Analysis

MUS 86000-87900 Research Seminars in Music History

MUS 88000-88400 Regional Studies in Ethnomusicology

MUS 88500-88600 Advanced Seminars in Composition

*45 hours, 3 credits, each semester*

MUS 89000 Special Problems and Composition Tutorials

*Variable credit*

MUS 90000 Dissertation Supervision

*1 credit*

**Required Courses: Doctor of Musical Arts in Performance**

Students must complete a minimum of 30 credits beyond the master's degree at the Graduate Center. The following courses are required of all D.M.A.–Performance students:

MUS 81001-81004 Studio Tutorial

*4 semesters, 1 hour, 2 credits each (8 credits total)*

MUS 81101-81104 Ensemble

*4 semesters, 2 hours, 1 credit each (4 credits total)*

MUS 71000 Proseminar in Teaching Music

*2 hours, 1 credit*

MUS 71500 D.M.A. Topics

*2 semesters, 1.5 hours, 1 credit each (2 credits total)*

MUS 81501-81504 Source Studies and Performance Practice

*Two courses required, 3 hours, 3 credits each (6 credits total)*

*One of these classes must in 20th/21st Century Performance Practice*

MUS 84000-87900 Research Seminar in Music Theory or Music History

*Two courses required, 3 hours, 3-4 credits (6-8 credits total)*

One elective course in musicology, theory, ethnomusicology, or repertoire

*3 hours, 3-4 credits*

\*offered infrequently

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## NANOSCIENCE (M.S.)

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*Director:* Professor Michele Vittadello

The Graduate Center

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New York, NY 10016

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<https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Masters-Programs/Nanoscience>

For the most up-to-date faculty listings, see the program's website.

### THE PROGRAM

The program is aimed at training students to contribute to the developing field of nanoscience and provides them with the skills necessary for employment in industry or further graduate study in nanoscience, chemistry, and physics. Graduates of this program will find fulfilling careers in the life, medical, and materials sciences in the New York metropolitan area and beyond.

The M.S. Program in Nanoscience includes faculty members from the Ph.D. Program in Chemistry and Physics at CUNY. Each student will be assigned to a mentor based on his or her research interests and will carry out a research project at the home institution of the mentor, typically one of the CUNY senior colleges or the CUNY Advanced Science Research Center (ASRC), for at least two semesters.

Master seminars and lecture courses are given at the Graduate Center, which also serves as the administrative headquarters for the M.S. Program in Nanoscience. The M.S. degree is granted by the Graduate School and University Center of the City University of New York. Masters research is carried out under the direction of a research mentor. The M.S. Program takes advantage of the large faculty in Chemistry and Physics. Students will pursue cutting-edge research in nanoscience. Laboratory work at each of the senior colleges is supported by a wide range of modern instrumentation and augmented by the facilities at the ASRC. One major attribute of the M.S. program is that students conducting research at one senior college have access to the facilities and instrumentation at any of the other senior colleges and the ASRC. Students also have access to computers at the Graduate Center and to the many computational facilities at the senior colleges. Other support facilities include a clean room, machine shops, and electronics shops.

Each of the senior colleges maintains a library with a range of chemistry and physics journals. CUNY faculty and students have access to ACS and APS online journals. Remote access to journal articles is also available at no cost to doctoral faculty and students at any CUNY campus via two document-delivery services: ISI (Institute for Scientific Information) and CAS (Chemical Abstracts Service). In addition, SIBL, the Science, Industry, and Business Library of the New York Public Library, is located in the same building as the Graduate Center.

### SPECIAL REQUIREMENTS FOR ADMISSION

In addition to fulfilling the general CUNY requirements for admission listed earlier in this bulletin, applicants are expected to have received a bachelor's degree or equivalent from a four-year accredited university with a 3.0 GPA on a 4.0 scale in subject-related courses. Although there is no minimum GRE score required, proficiency in quantitative skills and reasoning must be demonstrated. For students applying from non-English-speaking countries, a score of at least 79 on the Internet-based test (iBT) or at least 550 on the paper-based test (pBT) on the TOEFL exam or a band score of 6.5 on the IELTS test is required. Students applying to this program will also be required to submit two letters of recommendation and a statement of purpose describing the student's interests, relevant experience, and motivations for applying to the program.

### SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE

The following requirements are in addition to the general University requirements for the master's of science degree given earlier in this bulletin.

*Course of Study* A minimum of 30 credits of approved coursework is required for an M.S. in Nanoscience. Students are required to complete one course either in inorganic, organic, or polymer chemistry, a course in quantum mechanics, and a laboratory course in experimental nanoscience and materials science. Coursework in laboratory safety, in chemical information sources, in ethics, in leadership, and in professional development are also generally required.

*Seminars* All students are required to attend and participate in the advanced seminar in Nanoscience while in residence at CUNY.

*Thesis/Capstone in Nanoscience* All M.S. students in Nanoscience are required to complete a thesis or capstone project under the supervision of a Nanoscience faculty member to complete the degree. Students will be expected to take Advanced Supervised Research, NANO 79400, and Scientific Writing, NANO 70500, and NANO 79000, prior to or concurrently with the writing of the thesis. In Advanced Supervised Research, students will be performing research in a laboratory on one of the CUNY campuses. A topic for the thesis will be identified, based on the research conducted, and in consultation with the faculty thesis adviser. The Program Director will advise students toward the selection of an appropriate thesis adviser and topic. The final draft of the thesis will be submitted to the faculty adviser in advance of the final thesis deposit deadline as set by the Graduate Center. An oral defense will be required. Grading for the thesis will be Credit/Fail. Credit will be awarded upon approval of the thesis by the faculty adviser and the Program Director.

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## Courses

NANO 70500 Scientific Writing

*3 credits*

NANO 71000 Nanofabrication and Nanodevices

*4 credits*

CHEM 71000 Advanced Inorganic Chemistry

*3 credits*

or

CHEM 73000 Polymer Chemistry

*3 credits*

or

CHEM 75000 Advanced Organic Chemistry I, Physical Organic

*3 credits*

PHYS 72500 Quantum Mechanics

*4 credits*

or

CHEM 76000 Introductory Quantum Chemistry

*3 credits*

PHYS 74500 Solid State Physics

*4 credits*

or

CHEM 78500 Introduction to Nanotechnology and Materials

*4 credits*

CHEM 79051 Experimental Nanoscience and Materials Science

*4 credits*

PHYS 85200 Nano and Micro Photonics

*4 credits*

One elective

*3 credits*

NANO 79000 Thesis/Capstone Project

*3 credits*

NANO 79400 Advanced Supervised Research

*3 credits*

***Total for M.S. in Nanoscience = 30 credits***

***Electives***

Master's students are required to take one course in Quantum Mechanics (PHYS 72500 Quantum Mechanics I or CHEM 76000 Introduction to Quantum Chemistry), in Chemistry (CHEM 71000 Inorganic Chemistry, CHEM 73000 Polymer Chemistry, or CHEM 75000 Organic Chemistry) and in Nanoscience Theory (PHYS 74500 Solid State Physics or CHEM 78500 Introduction to Nanotechnology). The students may take more of these courses as electives. Additional electives include CHEM 78000 Chemical Information Sources, CHEM 86921 Computational Chemistry, PHYS 85200 Metamaterials, and PHYS 85100 Physics of Semiconductors.

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## NURSING (Ph.D. & DNS)

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PLEASE NOTE: In February 2013, the New York State Education Department approved a change of this Doctor of Nursing Science Program to a Ph.D. Program in Nursing. The DNS program will continue for currently registered students through June 2018. For additional information, please contact the program.

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### THE PROGRAM

The Nursing program offers a Doctor of Philosophy (Ph.D.) and a Doctor of Nursing Science (DNS). Both are research doctorates that require a dissertation. The DNS differs from the Ph.D. in that it focuses on testing theory specifically related to nursing sensitive patient outcomes.

The goal of the Nursing program is to provide students with education in nursing, related theories, and empirical research methodology, thus preparing them as nurse leaders in the delivery of quality-based health care. The program will expand the knowledge base of nursing practice, health care management, health care policy, and economics through the research and scholarship of its faculty members and students. Graduates will be prepared to conduct research, be involved in nursing policy, teach, and assume leadership positions in health care settings.

The specific goals of the Nursing program are to:

Provide education in nursing, related theories, and empirical research methodology to prepare nurse leaders for quality based health care for culturally diverse people.

Expand the knowledge base of nursing practice, health care management, health care policy, and economics through the research and scholarship of faculty and students in the nursing doctoral program.

The Nursing curriculum includes the study of nursing theories as well as other health-related theories, research methods, and health policy/health economics in a context of multidisciplinary partnerships to provide quality-based, comprehensive health care. This course of study will prepare graduates to undertake systematic, applied, funded research to improve patient outcomes that are sensitive to the quality of nursing care.

Graduates will be prepared to assume leadership positions in health care settings and academia and develop and implement nursing outcomes research. They will be able to:

Demonstrate intellectual leadership in health policy for the promotion of health and elimination of health disparities.

Evaluate theoretical concepts related to nursing and health care.

Conduct nursing outcomes research to promote quality nursing and health care.

Synthesize research findings to develop and implement multidisciplinary programs that promote the health of people from diverse cultures.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the student must meet the following requirements.

Bachelor's degree and Master's degree, one of which must be in nursing from an accredited program.

A graduate level statistics course, a nursing research course, a health policy course, and a nursing theory course are required of all applicants.

Two letters of recommendation: one academic reference and the other an academic reference or a clinical reference.

Once completed applications have been screened by the admissions committee candidates will be interviewed by faculty to determine their potential for achievement in the doctoral program.

### **ACCELERATED TRACK FOR RWJF SCHOLARS**

#### *Requirements for the Degree*

The only individuals who are admitted to this track are those students who have been selected as Robert Wood Johnson Foundation Future of Nursing Scholars prior to the application and admission process to the Graduate Center. You must be a RWJF Nursing Scholar to qualify for this accelerated program.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY IN NURSING**

#### *Course of Study*

The PhD program is composed of 50 post-master's credits. This curriculum design is consistent with professional doctoral education in nursing. There are no courses with a clinical component as these courses would have been completed at the master's level. Each student must pass a First Examination in nursing administered upon completion of the first 20 credits of doctoral study coursework (two semesters).

The First Examination is a written examination that will consist of a "State of the Science Paper" on a selected phenomenon. The purpose of the First Examination is to determine the student's ability to:

- a. demonstrate a broad mastery of core content, theory, and research in a discipline;
- b. demonstrate the ability to select an appropriate phenomenon for an integrative literature review;
- c. critically appraise empirical and conceptual literature of the selected phenomenon using articles, books, and/or dissertations
- d. undertake independent scholarship.

Directions for the exam will be distributed well in advance of the exam. If the student does not pass the First Examination the first time it is taken, the student must pass the retest administered during the following semester. A pass on the retest is a prerequisite for remaining in the program.

#### *Satisfactory Academic Progress for Students in the PhD Program*

A PhD student is deemed not to be making satisfactory progress if he or she:

1. has completed 20 credits and has not passed the First Examination
2. has a grade point average below 3.00
3. has not completed his or her degree in six years
4. has accumulated more than two open grades ("INC," "INP," "NGR," "ABS," and "ABP").

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## Courses

The curriculum consists of the following courses in a prescribed sequence. Unless otherwise indicated, all courses are *3 credits*.

NURS 70000 Philosophy of Science

NURS 70100 Development of Nursing Knowledge

NURS 70101 Educational Research in Health Care Settings

NURS 70102 Interdisciplinary Research and Theories

NURS 70201 Bioethics I

*1 credit*

NURS 70202 Bioethics II

*1 credit*

NURS 70300 Advanced Scientific Writing I

*1 credit*

NURS 70301 Advanced Scientific Writing II

*1 credit*

NURS 70302 Advanced Scientific Writing III

*1 credit*

NURS 71000 Measurement in Nursing Research

NURS 71100 Applied Statistics I

NURS 71200 Applied Statistics II

NURS 72000 Nursing Care Perspectives to Eliminate Health Disparities

NURS 72100 Nursing Initiatives for Policy and Economics

NURS 80000 Quantitative Research Design

NURS 81000 Qualitative Research Methods

NURS 82000 Doctoral Practicum in Nursing Research

NURS 83000 Independent Study

NURS 84000 Special Topics in Nursing

NURS 89001 Dissertation Seminar 1

NURS 89002 Dissertation Seminar 2

NURS 89003 Dissertation Seminar 3

NURS 90000 Dissertation Advisement

*1 credit*

## SPECIAL REQUIREMENTS FOR THE DOCTOR OF NURSING SCIENCE

### *Course of Study*

The DNS program is composed of 48 post-master's credits. This curriculum design is consistent with professional doctoral education in nursing. There are no courses with a clinical component as these courses would have been completed at the master's level.

Students must pass the First Examination administered upon completion of the first 18 credits of doctoral study. The First Examination is a written examination that consists of essay questions representing core content in nursing science and nursing knowledge, measurement, health disparities, and policy initiatives.

Students are expected to pass the Second Examination at completion of academic coursework. The Second Examination consists of two parts. Part One consists of a written preliminary research proposal. Part Two requires an oral presentation that demonstrates the ability to formulate a well-articulated problem statement and to develop key questions that will direct the dissertation, to demonstrate mastery and synthesis of relevant scholarly literature, and to propose a preliminary research methodology. Once the exam is successfully completed, the student will constitute a dissertation committee with the approval of the Program Director and will proceed to develop a dissertation proposal.

Students will design a dissertation under the supervision of a dissertation chair and committee members. All dissertations must focus on developing knowledge in a significant area of nursing practice, health care policy, or education. Dissertation research projects may be qualita-



tive, quantitative, or multi-method in approach. All dissertations are expected to meet rigorous standards of research and scholarship, hence students should expect that their doctoral studies may take between four to six years which includes completion of the doctoral dissertation. The student must complete a final oral dissertation defense.

### ***Satisfactory Academic Progress for Students in the DNS Program***

A DNS student is deemed not to be making satisfactory progress if he or she:

1. has completed 18 credits and has not passed the First Examination
2. has a grade point average below 3.00
3. has not completed his or her degree in six years
4. has accumulated more than two open grades ("INC," "INP," "NGR," "ABS," and "ABP").

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### **Courses**

The curriculum consists of the following courses in a prescribed sequence. Unless otherwise indicated, all courses are *3 credits*.

NURS 70000 Philosophy of Science

NURS 70100 Development of Nursing Knowledge

NURS 70101 Educational Research in Health Care Settings

NURS 70102 Interdisciplinary Research and Theories

NURS 70201 Bioethics I

NURS 70202 Bioethics II

NURS 70300 Advanced Scientific Writing I

*1 credit*

NURS 70301 Advanced Scientific Writing II

*1 credit*

NURS 70302 Advanced Scientific Writing III

*1 credit*

NURS 71000 Measurement in Nursing Research

NURS 71100 Applied Statistics I

NURS 71200 Applied Statistics II

NURS 72000 Nursing Care Perspectives to Eliminate Health Disparities

NURS 72100 Nursing Initiatives for Policy and Economics

NURS 80000 Quantitative Research Design

NURS 81000 Qualitative Research Methods

NURS 82000 Doctoral Practicum in Nursing Research

NURS 83000 Independent Study

NURS 84000 Special Topics in Nursing

NURS 89001 Dissertation Seminar 1

NURS 89002 Dissertation Seminar 2

NURS 89003 Dissertation Seminar 3

NURS 89004 Dissertation Seminar 4

NURS 90000 Dissertation Advisement

*1 credit*

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## PHILOSOPHY (M.A. & Ph.D.)

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*Executive Officer:* Professor Nickolas Pappas

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### **THE PROGRAM**

The Graduate Program in Philosophy offers instruction at the Graduate Center leading to the M.A. and the Ph.D. degrees. The program is designed to provide students with a sound general training in the history of ancient and modern philosophy and in the main areas of philosophical inquiry.

#### *The M.A. Degree*

The M.A. Program in Philosophy is offered as a terminal degree for students who wish to prepare themselves for admission to Ph.D. programs in philosophy; who wish to pursue interdisciplinary studies; who seek certification to teach philosophy at the community college or secondary school level; and for students who wish to pursue philosophy beyond the undergraduate level for their own personal satisfaction. There is a specialization within the M.A., "Ethics in Society," for those who want to concentrate on applied ethics, professional ethics, and ethics in practice.

#### *The Ph.D. Degree*

The Ph.D. program is intended for those who aspire to careers in teaching and research in philosophy at the college and university level. Degree requirements can be adjusted in individual cases to permit the student to work in related fields. The program encourages well-thought-out interdisciplinary work for its own sake and for the professional opportunities it may provide.

#### *En-route M.A.*

Upon completing 45 credits with an average grade of B, passing the First Examination, and passing the Second Qualifying Paper, a doctoral student may apply for an en-route M.A. degree. Those seeking an en-route master's degree should have the Executive Officer initiate the appropriate action.

#### *Advanced Certificate in the Philosophy of Art*

In addition to the master's and doctoral degrees, the program offers an Advanced Certificate in Philosophy of Art to its students. Students pursuing this Certificate take four Philosophy courses in aesthetics/philosophy of art and two courses in an arts program (e.g., Music, Theatre, Art His-

tory). With the right selection of courses, and in consultation with the Executive Officer, students can complete the Certificate within the normal time of completion for the MA.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the student's undergraduate preparation should ordinarily include at least 18 credits in approved courses in Philosophy for admission to the Ph.D. program and at least 15 credits for admission to the M.A. Exception: the requirement for those specializing in Ethics in Society is at least 9 credits. The Committee on Admissions may waive all or part of this requirement in special cases (e.g., a strong major in a related field).

### **SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS**

The student must follow a program of study approved by an adviser, including a minimum of nine graduate courses.

Students are required to take one course from each of groups A, B, C, D, and E (see course groupings in the Distribution Requirements for the Doctor of Philosophy). Up to two courses may be taken in a related program. These courses must contribute to a coherent program and must be approved by the Executive Officer. These distribution requirements may be modified for students pursuing an interdisciplinary program of study in philosophy and an allied discipline.

In the Ethics and Society specialization, the courses must be distributed in the following manner: five courses in the area of ethics and society; one course in groups A or B or D or E. Up to three courses may be taken in a related program. These courses must contribute to a coherent program and must be approved by the Executive Officer.

No more than 12 credits may be transferred from other programs. No transfer credits will be approved until the student completes four courses with at least a B+ average. The Executive Officer will determine how many credits the student may transfer.

There is no language requirement.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the general University requirements stated earlier in this bulletin, the student must meet the following special requirements in Philosophy.

*First-Year Seminar* In the fall semester, first-year Ph.D. students are required to take an intensive seminar taught by two instructors. Its aim is to introduce students to high-level philosophical studies through detailed discussions of major philosophical texts. Students will be graded "pass" or "fail." The seminar is not open to other students.

*Distribution Requirements* Courses are organized into five groups. Group A consists of courses in metaphysics, philosophy of language, philosophy of logic, and mathematics. Group B consists of courses in epistemology, philosophy of mind, philosophy of science, philosophy of biology, and philosophy of physics. Group C consists of courses in ethics, political philosophy, aesthetics, and philosophy of law. Group D consists of courses in ancient philosophy, medieval philosophy, and modern philosophy. Group E consists of courses in logic.

Students are required to take two courses from each of groups A, B, C, and D, and one course from group E. In group D, one course must be chosen from ancient or medieval philosophy and one from modern philosophy. A student must achieve a grade of at least B+ for a course to count toward satisfying a distribution requirement. The requirement for logic may be satisfied by passing an examination in logic.

*Qualifying Papers* Students will be examined on two Qualifying Papers. These should demonstrate the necessary skills for conducting sustained research and writing at the level of professional philosophy. The first, of 5,000 words, is due on the day before the first day of classes of the spring semester in the student's second year. The second, of 7,500 words and on a different topic from the first, is due on the day before the first day of classes of the spring semester in the student's third year. The student will prepare a Qualifying Paper under the supervision of a faculty member.

*First Examination* Students pass the First Examination upon successful completion of the First-Year Seminar, the First Qualifying Paper, and one course in each group, A to E.

*Second Examination* Students pass the Second Examination upon successful completion of the Second Qualifying Paper and the remaining distribution requirements.

*Foreign Language and Research Techniques* The program has no general language requirement for the doctorate. When a student's dissertation prospectus committee determines that the topic of the dissertation requires the student to be able to read material in a foreign language, however, the committee will determine the method of satisfying that requirement.

*Dissertation* A dissertation prospectus prepared under the supervision of a faculty member must be approved by a committee of the faculty before the student is advanced to candidacy. After the dissertation has been approved by a dissertation supervisory committee, it must be defended before a committee of the doctoral faculty in a public oral examination.

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## Courses

Unless otherwise stated, all courses are *30 hours plus conferences, 4 credits*.

### **Lecture Courses and Seminars**

Topics for these lecture courses and seminars will be announced in advance.

PHIL 70500-70900 Lectures on Special Topics

*Variable hours, 1-3 credits*

PHIL 72000 Logic

PHIL 76000-76400 Seminars in the History of Philosophy

PHIL 76500-76900 Seminars in Logic and the Philosophy of Science

PHIL 77000-77400 Seminars in Metaphysics and Epistemology

PHIL 77500-77900 Seminars in Ethics, Aesthetics, and Related Areas

PHIL 78500-78900 Seminars in Contemporary Philosophical Issues

PHIL 80000-81900 Advanced Seminars

PHIL 82100 Philosophy of Art Survey

PHIL 82200 History of the Philosophy of Art

### **Interdisciplinary Seminar**

IDS 80100\* History and Philosophy of Social Sciences

*Offered jointly by the Ph.D. Programs in History, Philosophy, Political Science, Psychology, and Sociology.*

### **Independent Study and Dissertation**

PHIL 79000 Readings in Philosophy

*Variable credit*

PHIL 79100 MA Capstone

PHIL 80100 Prospectus and Dissertation Seminar

*0 credits*

PHIL 88000 Research for the Doctoral Dissertation

*Variable credit*

PHIL 89000 Seminar on Teaching Philosophy

*Variable hours, 1-3 credits*

PHIL 89009 Seminar on Teaching Philosophy

*Variable hours, 0 credits*

PHIL 90000 Dissertation Supervision

*1 credit*

\*offered infrequently

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## PHYSICAL THERAPY (DPT)

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Note: The Doctoral Degree in Physical Therapy (DPT) is now offered and granted individually by two CUNY colleges: the College of Staten Island and Hunter College.

Applicants for the DPT Degree at Hunter College, see <https://www.hunter.cuny.edu/pt>

Applicants for the DPT Degree at the College of Staten Island, see <https://www.csi.cuny.edu/academics-and-research/departments-programs/physical-therapy>

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## PHYSICS (Ph.D.)

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*Executive Officer:* Professor Alexios Polychronakos

The Graduate Center

365 Fifth Avenue

New York, NY 10016-4309

Email: [Physics@gc.cuny.edu](mailto:Physics@gc.cuny.edu)

<https://www.gc.cuny.edu/Physics>

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### THE PROGRAM

The Ph.D. Program in Physics prepares students to enter into the mainstream of contemporary physics by providing them with an opportunity to pursue original research. Students in the program receive a sound background in the fundamentals of physics through intensive coursework in core subjects as well as an opportunity to develop individual interests through a selection of modern electives. Most graduate courses are given at the Graduate Center. Generally, thesis work is done on the participating campuses.

The graduate student may choose a research specialization from the principal areas of modern theoretical and experimental physics. The research programs are particularly strong in the following areas: elementary particle and high-energy physics; solid state and condensed matter physics; laser physics and quantum optics; atomic and molecular physics; astrophysics; geophysics and fluid dynamics (including earth and planetary physics); biophysics; biomedical physics; low-energy nuclear physics; relativity; organic insulator radiation damage; thin film superconductor physics; and theoretical plasma physics. These research programs are carried out at one or more of the campuses participating in the Ph.D. Program in Physics, where students have

access to excellent modern facilities, shops, libraries, and various departmental and university computers. Some research opportunities are also available at other senior colleges of CUNY. Brooklyn College participates in the use of the light source at Brookhaven National Laboratories. The City College also participates in cooperative programs in experimental high-energy physics with the major facility at Brookhaven National Laboratory, and in astrophysics with the NASA Goddard Space Center, which is 10 minutes away from the college.

The program encompasses many of the most active areas of research in present-day physics. In addition to research in well-defined and traditional areas such as high-energy and particle physics, solid state and condensed matter, laser physics, atomic and molecular physics, nuclear physics, plasma physics, and others, the program is very sensitive to the changes now occurring in physics, such as the resurgent interest in high-temperature superconductivity and superstring theory. Several interdisciplinary areas such as biophysics, biomedical physics, computational physics, and fluid-geophysics have been developed, and others are planned as the need arises. Students interested in research in any of these areas will be helped by the faculty to design a suitable program.

In addition to the program's large doctoral faculty, including many with national and international reputations, numerous visiting professors and postdoctoral research associates from all over the world join the various departments temporarily and add to the lively spirit of research. A high ratio of faculty to students makes for a great deal of intimate contact and small class size. Close association with the faculty permits students maximum benefit in choosing a program and in pursuing their graduate studies.

Stipends of approximately \$21,000 a year that permit students a modest but decent living standard in New York City are available at the colleges. Financial assistance is also available to doctoral students through fellowships and assistantships awarded by the Graduate Center. In practice, most graduate students in Physics are supported during their entire course of study.

#### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, the student may apply for an M.A. degree. The degree is awarded formally by one of the participating CUNY colleges.

#### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the general University requirements for admission stated earlier in this bulletin, applicants must have received a minimum average of B in their work in undergraduate physics and mathematics and have taken a sufficient number of courses in these fields to indicate that they will profit from graduate study in physics. Applicants with master's degrees in physics from accredited institutions may be considered for admission, even if they do not satisfy the above requirements.

#### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The general University requirements are stated earlier in this bulletin. The special requirements in Physics are as follows.

*Course of Study* The student's course of study must have the approval of an adviser. Of the 60 credits of graduate work required for the degree, no more than 9 credits may be in first-level courses; with special permission, up to 18 credits may be taken in subjects other than physics. After students pass the First Examination, they are encouraged to choose a thesis field and adviser; these decisions should normally be made within a year of passing the First Examination. Doctoral students at all the colleges are expected to attend the weekly colloquia.

*First Examination* The student must pass the First Examination, which includes quantum mechanics, analytic dynamics, electromagnetic theory, and general physics (which covers topics selected from the fields of atomic and nuclear physics, solid state, thermodynamics, and statistical mechanics and optics). For students specializing in fluid-geophysics, an examination in that area may be substituted for the quantum mechanics part of the First Examination.

*Second Examination* The Second Examination tests the student's knowledge of the general areas of physics bearing on his or her field of research as well as the student's readiness to undertake a specific piece of research. Detailed information concerning the examination is available from the Executive Officer.

*Dissertation* The student is required to prepare the dissertation under the guidance of an adviser. Upon completion, the dissertation will be submitted to the guidance committee appointed for the student. The degree is recommended upon approval of the dissertation by the committee and upon successful completion of an oral defense of the dissertation before the committee. The dissertation must be of such a caliber as to be acceptable for publication in a standard journal when suitably condensed.

*College Teaching* Each student is required to participate in some teaching of undergraduate physics courses. Specific requirements are determined for each student in consultation with the Executive Officer and the appropriate department chair. In special cases, research may be substituted for this requirement.

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## Courses

60000-level courses are given at one or several of the colleges. Their numbers and titles are as follows:

PHYS 60100 Introduction to Mathematical Physics  
 PHYS 61100 Analytical Mechanics  
 PHYS 61500 Electromagnetic Theory  
 PHYS 62100 Electronics  
 PHYS 62500 Introduction to Quantum Mechanics  
 PHYS 62600 Atomic Physics and Quantum Mechanics  
 PHYS 63500-63600 Introduction to Modern Physics I, II  
 PHYS 64100 Statistical Physics  
 PHYS 64500 Solid State Physics  
 PHYS 65700 Introduction to Astrophysics  
 PHYS 67100-67200 Modern Physics Laboratory

For descriptions and other particulars concerning these courses, consult the appropriate college graduate catalog.

The following 70000-level and 80000-level courses are given at one or several of the participating colleges—Brooklyn, City, Hunter, and Queens.

Unless otherwise stated, all courses are *45 hours plus conferences, 4 credits*.

PHYS 70100-70200 Mathematical Methods in Physics  
*Each 60 hours or 45 hours plus conferences, 4 credits*

PHYS 71100 Analytical Dynamics  
*60 hours or 45 hours plus conferences, 4 credits*  
*Prerequisite: PHYS 60100 or corequisite 70100*

PHYS 71200 Photonics

PHYS 71500-71600 Electromagnetic Theory  
*Each 60 hours or 45 hours plus conferences, 4 credits*  
*Prerequisite: PHYS 60100 or corequisite PHYS 70100*

PHYS 72500-72600 Quantum Mechanics  
*Each 60 hours or 45 hours plus conferences, 4 credits*  
*Prerequisite: PHYS 60100 or PHYS 70100*

PHYS 73500\* Nuclear Physics  
*Prerequisite: PHYS 72500*

PHYS 73600\* Particle Physics  
*Prerequisite: PHYS 73500*

PHYS 73800 Biophysics  
*45 hours plus conferences, 4 credits*

PHYS 74100 Statistical Mechanics  
*Prerequisite: PHYS 72500*

PHYS 74500 Solid State Physics  
*Prerequisite: PHYS 72500*



PHYS 74800-74900 Theory of Relativity and Gravitation

*Prerequisites: PHYS 71100 and 71600*

PHYS 75000-75100\* Plasma Physics

*Prerequisites: PHYS 64100 or 74100; 71100, 71500, 71600*

PHYS 75700 Astrophysics I

PHYS 76000\* Cosmology

*Prerequisites: PHYS 64100, 71100, and 71500*

PHYS 76700 Astrophysics II

PHYS 77100-77300 Graduate Physics Laboratory

*Each 45 hours, 2 credits*

PHYS 77400 Nanofabrication and Nanodevices

PHYS 78100 Computational Methods in Physics

PHYS 81200\* Continuum Mechanics

*Prerequisites: PHYS 71100 and 71500*

PHYS 81700 Nano and Micro Photonics

PHYS 81900 Physics of Semiconductors

PHYS 82500-82600 Quantum Theory of Fields

*Prerequisite: PHYS 72600*

PHYS 82700 Non-linear Optics

PHYS 82900 Quantum Optics

PHYS 83100 Quantum Information

PHYS 83400 High Energy Physics

PHYS 83500-83600 Theoretical Nuclear Physics

*Prerequisite: PHY 73500*

PHYS 83700 String Theory

PHYS 84500-84600 Quantum Theory of Solids

*Prerequisites: PHYS 72600 and 64500 or 74500*

PHYS 84900\* Advanced Theory of Gravitation

*Prerequisite: PHYS 72600 and 74900*

PHYS 85100-85900 Selected Topics in Advanced Physics

*Each up to 45 hours plus conference, up to 4 credits*

PHYS 86700 Astrophysics III

PHYS 89900 Independent Research

*1–4 credits*

PHYS 90000 Dissertation Supervision

*1 credit*

\*offered infrequently

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## POLITICAL SCIENCE (M.A. & Ph.D.)

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*Executive Officer:* Professor Jack Jacobs (Acting)

The Graduate Center

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### THE PROGRAM

Political Science offers an M.A., an en-route M.A. to the Ph.D. students, and a Ph.D. Designed to train professional political scientists, the program provides students with the conceptual and methodological tools necessary to be active, contributing members of the discipline, whether they are employed in an academic or nonacademic setting.

The program is organized into five subfields. Courses of study and majors and minors in the doctoral program are defined in terms of these subfields. In addition to the subfields listed below, students may choose subfields of their own design in consultation with the Executive Officer.

Supplementing the Ph.D. program are opportunities for teaching experience at CUNY colleges, designed to prepare students for careers as college and university teachers.

#### *Subfields*

*American Politics:* American political thought; national institutions; constitutional law and judicial behavior; political processes (voting, parties, and public opinion); and federalism and intergovernmental relations.

*Comparative Method:* The State and State Formation; Political Regimes/Regime Change/Regime Stability; Comparative Political Institutions; Institutionalized Modes of Political Participation; Contentious Politics and Social Movements; Revolution and Civil War; Politics of Identity; Comparative Political Economy of Advanced Industrial Economies; The Politics of Development and Distribution; and Comparative Politics in a Global Context.

*International Relations:* International relations theory and foreign policy; international security; international political economy; international organization and law; and human rights and humanitarian affairs.

*Political Theory:* Ancient and medieval political thought; modern political thought (Machiavelli through Hegel); contemporary political thought (Marx to the present); analytical theory; and modern systematic theory.

*Public Policy:* American public policy; comparative public policy; international public policy; theoretical issues in public policy; and substantive areas within public policy. In the substantive areas, students may select health, education, welfare, housing, urban development, natural resources, or, with the permission of the Executive Officer, any other policy area.

A Public Policy concentration within the M.A. program is designed to prepare graduate students for careers in government, public service organizations, and certain private agencies.

### ***Writing Politics Specialization***

The Writing Politics specialization trains political science students to write serious political analysis for an educated audience outside of the discipline. The specialization consists of three required courses: Writing Politics Seminar, Writing Politics Workshop, and either the Role of the American Public Intellectual or Topics in European Intellectual History. Upon consultation with and approval by the Executive Officer, another course may be substituted for the third required course.

### ***Seminars, Training, and Research Opportunities***

A number of opportunities are available to students through institutes, centers, seminars, internships, and journals located at or affiliated with the Graduate Center.

### ***Research Centers Directed by Political Science Faculty***

*Center for Urban Research*, incorporating the CUNY Data Service, conducts research on such topics as economic and demographic change, immigration, political participation, crime, housing, and neighborhood development. (John Mollenkopf, director)

*Howard Samuels State Management and Policy Center*, established in 1987, conducts interdisciplinary research into state government policy and management. (Bill McKinney, deputy director)

*European Union Studies Center* encourages faculty and student research on contemporary European subjects. (Christa Altenstetter, director)

### ***Research Centers with Political Science Faculty Participation***

*Bildner Center for Western Hemisphere Studies* sponsors seminars, research, and publications that address the practical resolution of public policy problems facing the nations of the Western Hemisphere.

*Center for Jewish Studies* encourages research on Jewish life, particularly in the modern period, and brings that research to the Jewish and academic communities through conferences, publications, symposia, lectures, and consulting.

*Center for Lesbian and Gay Studies* promotes scholarship that examines sexualities and genders.

*Center for Place, Culture and Politics* is an interdisciplinary center providing an intellectual forum for the discussion of a wide range of vital contemporary topics.

*Center for the Study of Women and Society* promotes interdisciplinary research and training on topics related to the experiences, roles, and contributions of women in society.

*Institute for Research on the African Diaspora in the Americas and the Caribbean* (IRADAC) is concerned with the study of the cultures, conditions, development, and history of people of African descent, with special attention given to the African-American and Afro Caribbean experiences and their relationships to Africa.

*Middle East and Middle Eastern American Center* (MEMEAC) promotes the study of the Middle East and Middle Eastern Americans.

### ***Journals***

*The Journal of Comparative Politics* is edited and published by the program. The editors welcome manuscripts devoted to comparative analysis of political institutions and behavior.

### ***Colloquia and Regular Events***

*The Human Rights Seminar Series* provides an interdisciplinary forum for scholars and practitioners to present current research, as well as share their field experiences, on issues relating to the protection of internationally recognized human rights norms. (George Andreopoulos, convener)

*The Political Theory Workshop* invites speakers each semester to speak on a diverse range of subjects. The overarching motivation behind the series is to generate a greater awareness of the theoretical work that is being done by faculty and students by providing a forum for presentation and discussion outside of the classroom.

*The Public Square Speaker/Book Series* showcases public intellectuals writing about social justice issues. Composed of both political writers and academics, it will feature the public intellectual who has a voice that resonates inside and outside the academy. (Ruth O'Brien, convener and book series editor for Princeton University Press)

*The Comparative Politics Workshop* meets weekly for comparativists—faculty, students, and alumni—to workshop conference papers, peer-reviewed articles, or book chapters and to build community and enjoy sharing ideas in the subfield. (Student conveners)

*The Political Science Program Colloquium* meets on Thursdays, 4:15 to 6:15, about five to six times a semester to provide a venue for students to do practice job talks and to hear recent research by faculty. (Convened by committee of faculty and students)

Additional colloquia presented by Graduate Center institutes closely linked to the interests of political scientists include the Ralph Bunche Forum, the Center on Global Ethics and Politics, the European Union Studies Center, the Middle East and Middle Eastern American Center, the Bildner Center for Western Hemisphere Studies, and the Stone Center on Socio-Economic Inequality.

### **Other Program Opportunities**

*Tutorials:* To assist students in meeting their individual goals, tutorial study and independent reading courses may be taken with the permission of the Executive Officer.

*Interuniversity Doctoral Consortium:* The Graduate Center is a member of the Interuniversity Doctoral Consortium, which provides for cross-registration among member institutions. Matriculated Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences at the following institutions: Columbia University (including Teachers College), Fordham University, The New School, New York University, SUNY Stony Brook, Princeton University, and Rutgers University.

### **En-route M.A.**

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper for an 80000-level course, which is certified by the instructor as a major research paper, a doctoral student may apply for an en-route M.A. degree. Those seeking an en-route master's degree should have the Executive Officer initiate the appropriate action.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must present a minimum of 24 credits of undergraduate work in acceptable courses in political science, history, economics, or related fields. All applicants are required to take the general portion of the Graduate Record Exam (GRE) General Test. All students applying from countries in which English is not the primary language are required to take the Test of English as a Foreign Language (TOEFL).

### **SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS**

Students must complete a course of study consisting of 30 graduate credits, which includes 27 credits in Political Science and related disciplines, the Core Seminar in Political Science, and a 3-credit thesis tutorial. Students must complete at least three courses in one of the five fields (American Politics, Comparative Politics, International Relations, Political Theory, and Public Policy). Students are required to complete a course in a second field. Students are required to complete at least two 80000-level courses.

Depending on the research tools appropriate to their field, students must fulfill one of the following three requirements: (1) demonstrate proficiency in quantitative methods; (2) demonstrate proficiency in qualitative methods; or (3) demonstrate a reading knowledge of one foreign language. Proficiency in quantitative methods may be demonstrated by passing a graduate course in quantitative methods/statistics with a grade of B or higher; proficiency in qualitative methods may be demonstrated by passing a graduate course in qualitative methods with a grade of B or higher; foreign language proficiency may be demonstrated by achieving a B grade or better in an approved foreign language course or by passing the program's foreign language proficiency exam.

Students are required to complete a master's thesis. This may take the form of a substantial revision of a research paper that has been submitted in a course during a prior semester and ordinarily will be done under the supervision of the instructor in that course. Students may also choose to undertake a new research project for the thesis.

### ***Concentration in American Politics***

Students must complete a course of study consisting of 30 graduate credits, which includes 27 credits in Political Science and related disciplines and a 3-credit thesis tutorial. Students must complete at least three courses in American Politics. Students are required to complete a course in a second field. Students are required to complete at least two 800-level courses in American Politics.

Students must demonstrate proficiency in quantitative methods or qualitative methods. Proficiency in quantitative methods may be demonstrated by passing a graduate course in quantitative methods/statistics with a grade of B or higher; proficiency in qualitative methods may be demonstrated by passing a graduate course in qualitative methods with a grade of B or higher.

Students are required to complete a master's thesis in American Politics. This may take the form of a substantial revision of a research paper that has been submitted in a course during a prior semester and ordinarily will be done under the supervision of the instructor in that course. Students may also choose to undertake a new research project for the thesis.

### ***Concentration in Public Policy***

Students must complete a course of study consisting of 30 graduate credits, which includes 27 credits in Political Science and related disciplines and a 3-credit thesis tutorial. Students must complete at least three courses in Public Policy. Students are required to complete a course in a second field. Students are required to complete at least two 800-level courses in Public Policy.

Students must demonstrate proficiency in quantitative methods or qualitative methods. Proficiency in quantitative methods may be demonstrated by passing a graduate course in quantitative methods/statistics with a grade of B or higher; proficiency in qualitative methods may be demonstrated by passing a graduate course in qualitative methods with a grade of B or higher.

Students are required to complete a master's thesis in Public Policy. This may take the form of a substantial revision of a research paper that has been submitted in a course during a prior semester and ordinarily will be done under the supervision of the instructor in that course. Students may also choose to undertake a new research project for the thesis.

## **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. degree stated earlier in this bulletin.

*Course of Study* The student's course of study, consisting of 60 graduate credits, must be designed in consultation with an adviser. The student is expected, through coursework and independent study, to acquire special competence in at least two subfields of political science. These are designated as the student's major and minor fields and form the areas of specialization tested by the First Examination. Each student is required to complete a total of three courses in at least two subfields other than the major or minor with a grade of B or better. This requirement can be met by completing the three courses in the Writing Politics specialization with a grade of B or better. Courses that are cross-listed are counted only once in meeting any requirement. All doctoral students are required to take at least five 800-level doctoral research courses as part of their training. These courses may be in any areas of political science.

*First Examination* Students are required to pass a written examination in two of the five subfields of the program. The examination will consist of a six-hour written examination in the major field and a four-hour written examination in the minor field. Students may take their major and minor examinations in the same semester, but they must take both before the completion of 45 credits.

*Tools of Research* It is required that before the completion of 45 credits, every student must demonstrate proficiency in two research tools from the following list: (1) quantitative research methods; (2) qualitative research methods; (3) other methods of inquiry; (4) a foreign language.

Proficiency in a research method (options 1 through 3) may be demonstrated by passing a graduate course on that method with a grade of B or higher. Any advice about what courses count for each method can be obtained from the Assistant Program Officer.

Foreign language proficiency (option 4) may be demonstrated by achieving a B grade or better in one of the courses offered by the CUNY Graduate School Language Reading Program or by passing the Program's foreign language proficiency exam. Students taking the exam are required to translate a page of typical text in social science into English. The use of a dictionary is permitted. Dates for the foreign language examinations are announced at the beginning of each academic year. Students who wish to be examined in a language not ordinarily given may make arrangements with the Executive Officer. Students who have received a B.A. from a foreign institution may use the language used in that institution as a medium of instruction to demonstrate proficiency.

Depending upon the research tools appropriate to their subfield, students may seek approval from the Executive Officer to fulfill their second research tool requirement within the same category used to fulfill their first research tool requirement. For example, a student majoring in Political Theory may be permitted to demonstrate proficiency in a second foreign language; a student majoring in American Politics may be permitted to demonstrate proficiency in a second course in quantitative methods. In practice, this principle may be applied to all subfields.

*Second Examination* Between the semester before the student completes 60 credits and two semesters after the completion of 60 credits the student will complete a dissertation proposal under the supervision of a faculty adviser and faculty reader. Upon the submission of a satisfactory proposal to the Executive Officer, the student is required to take a two-hour comprehensive oral examination. The examining committee consists of either three or five faculty members, including the sponsor and the reader. At least one-third of the committee must be from fields other than the major of the candidate. Upon completion of a satisfactory dissertation proposal, the student consults with his or her sponsor about the composition of the examining committee, which is then selected in consultation with the Executive Officer. The oral examination will focus on, but not be limited to, the dissertation proposal. The student will be expected to be able to connect his or her research project to broader issues within the discipline.

*Dissertation* The Dissertation Defense Committee is composed of either three or five members, including the sponsor and reader of the candidate as well as other member/members from appropriate disciplines chosen by the Executive Officer with the advice of the candidate.

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## Courses

Unless otherwise stated, all 70000-level courses (core or reading) are 30 hours plus conferences, 3 credits; all 80000-level courses (seminars and research workshops) are 30 hours plus conferences, 4 credits. Please note that some courses may be offered infrequently; consult with the program for further information.

### *General and Cross-Fields*

- P SC 71000 Core Seminar in Political Science
- P SC 71601 Mathematical Models in Political Science
- P SC 71700 Quantitative Analysis II
- P SC 75000 Psychodynamics and Politics
- P SC 79100 Research Design in Political Science
- P SC 89101 Quantitative Analysis I
- P SC 89300–89309 Selected Topics in Political Psychology

## SEMINARS AND RESEARCH WORKSHOPS IN GENERAL AND CROSS-FIELDS

- P SC 79000 Master's Thesis Tutorial  
*3 credits*
- P SC 79001 Writing Politics Seminar
- P SC 79002 Writing Politics Workshop
- P SC 79003 The Role of the American Public Intellectual  
*45 hours*

P SC 84501–84509 Selected Seminar Topics in Urban Politics  
P SC 85501–85509 Selected Seminar Topics in Quantitative Analysis  
P SC 89100 Dissertation Proposal Workshop  
P SC 90000 Dissertation Supervision

*1 credit*

*Note:* Additional courses in cross-field concentrations are listed under the fields below.

### ***Political Theory***

P SC 70100 Ancient and Medieval Political Thought  
P SC 70200 Modern Political Thought  
P SC 70300 Twentieth-Century Political Thought  
P SC 70400 Concepts in Political Theory  
P SC 70500 Asian Political Thought  
P SC 71901–71909 Selected Topics in Political Theory  
P SC 80900–80909 Tutorial Study and Independent Reading in Political Theory

*1–6 credits each semester*

## **SEMINARS AND RESEARCH WORKSHOPS IN POLITICAL THEORY**

### ***Ancient and Medieval Political Thought***

P SC 80101 Plato  
P SC 80102 Aristotle

### ***Modern Political Thought***

P SC 80201 Machiavelli  
P SC 80202 Hobbes and the English Revolution  
P SC 80203 Kant and Hegel

### ***Contemporary Political Thought***

P SC 80301 The Liberal Tradition  
P SC 80302 Marxist and Socialist Theory  
P SC 80303 Radical Political Thought

### ***Analytical Political Theory***

P SC 80401 Concepts of Total Domination  
P SC 80402 Democratic Theory  
P SC 80403 Theories of Power  
P SC 80404 Civil Disobedience  
P SC 80405 Psychoanalysis and Political Theory

### ***Modern Systematic Theory***

P SC 80300–80309 Selected Seminar Topics in Political Theory  
P SC 80501 Logic of Inquiry  
P SC 80502 Rational Choice Models  
P SC 80503 Organization Theory

## **AMERICAN POLITICS**

### ***Core Courses***

P SC 72000 American Politics  
P SC 72001 Selected Seminar Topics in American Politics

### ***General Courses***

P SC 72900–72909 Independent Reading in American Politics  
P SC 82001 Selected Seminar Topics in American Politics  
P SC 82210 American Political Development

- P SC 82220 American Welfare State  
 P SC 82900–82909 Tutorial Study in American Politics

***American Political Thought***

- P SC 72100 American Political Thought

***National Institutions***

- P SC 72210 Congress  
 P SC 82230 American Presidency

***Constitutional Law and Judicial Behavior***

- P SC 72300 Constitutional Law  
 P SC 72310 Civil Liberties

***Political Processes and Behavior***

- P SC 72410 Social Movements in the United States  
 P SC 72420 Electoral Politics  
 P SC 82410 Public Opinion

***Federalism and Intergovernmental Relations***

- P SC 82500 Federalism and State Politics  
 P SC 82510 Government and Politics of New York City

***Independent Reading and Tutorial Study in American Politics***

- P SC 72901–72909 Independent Reading in American Politics  
 P SC 82900–82909 Tutorial Study in American Politics

***Public Policy and Public Administration***

- P SC 72500 Selected Seminar Topics in Public Policy and Public Administration  
 P SC 73100 Public Administration  
 P SC 73101 Introduction to Policy Process  
 P SC 73202 Policy Analysis  
 P SC 73400 Ethics and Decision-Making in Public Policy Analysis  
 P SC 73900 Seminar in Public Policy Formulation and Implementation  
 P SC 82503–82509 Selected Topics in Public Policy and Public Administration  
 P SC 83300 Public Policy Research Seminar  
 P SC 83400 Internship in Public Policy  
     *140 hours in agency plus conferences and paper, 3-4 credits*  
 P SC 83501–83509 Selected Seminar Topics in Public Policy  
 P SC 83800–83809 Selected Topics in Public Policy  
 P SC 83900–83909 Tutorial Study and Independent Reading in Public Policy  
     *1-6 credits*

***International Politics***

- P SC 76000 Basic Concepts and Theories of Cooperation and Conflict in International Politics  
 P SC 76100 Foreign Policy Analysis  
 P SC 76200 International Organizations, Interdependence, and Transnationalism  
 P SC 76400 Selected Seminar Topics in International Relations  
 P SC 86800–86809 Selected Topics in International Politics

***International Political Economy***

- P SC 86302 The Politics of Trade, Aid, and Investment  
 P SC 86303 The Multinational Corporation  
 P SC 86304 The Political Economy of Raw Materials  
 P SC 86305 World Inequality



## **SEMINARS AND RESEARCH WORKSHOPS IN INTERNATIONAL POLITICS**

### ***Concepts and Theories of International Politics***

- P SC 86001 Contending Theories of International Politics
- P SC 86002 Ideologies in International Politics
- P SC 86004 Nationalism and Social Cleavage in International Politics
- P SC 86005 International Crisis
- P SC 86006 Deterrence, Arms Control, and Disarmament
- P SC 86007 Diplomacy, Bargaining, and Negotiations

### ***Foreign Policy***

- P SC 86101 United States Foreign Policy
- P SC 86102 Soviet Foreign Policy
- P SC 86103 Chinese Foreign Policy
- P SC 86104 The Third World in International Politics
- P SC 86105 Comparative Analysis of the Foreign Policies of Selected Countries

### ***International Organizations, Interdependence, and Transnationalism***

- P SC 76203 The United Nations
- P SC 76210 Contemporary Problems in International Law
- P SC 76300 International Political Economy
- P SC 86205 Interdependence and Transnationalism
- P SC 86206 World Order
- P SC 86207 International Politics of Terrorism, Intervention, and Civil Strife
- P SC 86300 Processes of International Integration and Regional Development

### ***Tutorials, Independent Readings, and Selected Topics in International Politics***

- P SC 86401–86409 Selected Seminar Topics in International Politics
  - P SC 86501–86505 Tutorial Study and Independent Reading in International Politics
- 1–6 credits per semester*

### ***Comparative Politics***

- P SC 77001 Cross-Systems Analysis: Methods and Concepts
  - P SC 77100 Parliamentary Democracies
  - P SC 77200 Communist Political Systems
  - P SC 77502 Politics of Developing Areas
  - P SC 77901–77909 Selected Topics in Comparative Politics
  - P SC 87800–87809 Tutorial Study and Independent Reading in Comparative Politics
- 1–6 credits per semester*

## **SEMINARS AND RESEARCH WORKSHOPS IN COMPARATIVE POLITICS**

### ***Comparative Method and Analytical Concepts***

- P SC 87001 Major Theorists of the Comparative Method
- P SC 87002 Modernization and Political Change

### ***Political Systems of Western European States***

- P SC 87101 Great Britain
- P SC 87102 France
- P SC 87103 Germany

### ***Communist Political Systems***

- P SC 87201 The Soviet Union
- P SC 87202 China

***Political Systems in Developing Areas***

- P SC 87302 The Far East
- P SC 87305 North Africa
- P SC 87610 Latin America
- P SC 87620 The Middle East
- P SC 87630 South and Southeast Asia
- P SC 87660 Africa, South of the Sahara

***Cross-Systems Analysis***

- P SC 83401 Comparative Public Administration
- P SC 86303 Comparative Urban Politics
- P SC 87401 Comparative Authoritarian Systems
- P SC 87403 Role of the Military in the Political Process
- P SC 87406 Comparative Policy Formulation
- P SC 87408 Political and National Integration
- P SC 87420 Revolutionary Parties and Movements
- P SC 87450 Comparative Parties and Ideologies
- P SC 87800–87809 Selected Seminar Topics in Comparative Politics

**INTERDISCIPLINARY SEMINARS**

- IDS 80100 History and Philosophy of Social Sciences  
*Offered jointly by the Ph.D. Programs in History, Philosophy, Political Science, Psychology, and Sociology.*
- IDS 80200 Approaches to the Study of Urbanization and Urban Areas  
*Offered jointly by the Ph.D. Programs in Anthropology, History, Political Science, Psychology, and Sociology.*
- IDS 80600 Interdisciplinary Specialization in the Psychology of Political Behavior  
*Offered jointly by the Ph.D. Programs in Anthropology, History, Political Science, Psychology, and Sociology.*

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## PSYCHOLOGY (Ph.D.)

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*Executive Officer:* Professor Richard Bodnar

The Graduate Center

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New York, NY 10016

Email: [psychology@gc.cuny.edu](mailto:psychology@gc.cuny.edu)

<https://www.gc.cuny.edu/Psychology>

### FACULTY

Israel Abramov ■ Karen Ackroff ■ Adeyinka Akinsulure-Smith ■ Robert Alfano ■ Maureen Allwood ■ Alicia Alvero ■ Asohan Amarasingham ■ Molly Andrews ■ Deidre Anglin ■ Jesus Angulo ■ John Antrobus ■ Igor Arieviditch ■ Luis Barrios ■ Jennifer Basil ■ David Bearison ■ Jeff Beeler ■ Evelyn Behar ■ Sarah Berger ■ Danielle Berke ■ Markus Bidell ■ Marom Bikson ■ Robert Bilder Jr. ■ Michelle Billies ■ Richard Bodnar ■ Joan Borod ■ Christopher Braun ■ Elisabeth Brauner ■ Patricia Brooks ■ Bruce Brown ■ Joyce Brown ■ Gerard Bruder ■ Claudia Brumbaugh ■ Joshua Brumberg ■ Tamara Buckley ■ Nesha Burghardt ■ Pamela Butler ■ Sarah-Elizabeth Byosiere ■ Desiree Byrd ■ Caitlin Cahill ■ Cynthia Calkins ■ Gabriel Camacho ■ Cheryl Carmichael ■ Yvette Caro ■ Anil Chacko ■ Benzion Chanowitz ■ David Chapin ■ Rebecca Chaplan ■ Hanah Chapman ■ Sheila Chase ■ Preeti Chauhan ■ Melissa Checker ■ Martin Chodorow ■ Elizabeth Chua ■ Josh Clegg ■ Yochi Cohen-Charash ■ Susan Croll ■ William Cross ■ Angela Crossman ■ Matthew Crump ■ Kathleen Cumiskey ■ Colette Daiute ■ Jessie Daniels ■ Patricia D'Ateno ■ Dána-Ain Davis ■ Pierfilippo De Sanctis ■ Diana Deacon ■ Kay Deaux ■ Andrew Delamater ■ Kristina Denisova ■ Florence Denmark ■ Tracy Dennis-Tiway ■ Darlynn Devenny ■ Diana Diamond ■ Rebio Diaz Cardona ■ Angelo DiBello ■ William Dince ■ Julie Dinh ■ Jennifer Drake ■ Robert Duncan ■ Jennifer Dysart ■ Erin Eatough ■ Miriam Ehrensaft ■ Howard Ehrlichman ■ Steven Eelman ■ Timothy Ellmore ■ Tatiana Aloi Emmanouil ■ Joel Erlich ■ William Esber ■ Diana Falkenbach ■ Jin Fan ■ Alan Feigenberg ■ Paul Feinstein ■ Jennifer Feitosa ■ Eric Fertuck ■ Lanny Fields ■ Daniel Fienup ■ Michelle Fine ■ Roseanne Flores ■ Janet Fodor ■ Nancy Foldi ■ Mark Fondacaro ■ Jennifer Ford ■ Paul Forlano ■ John Foxe ■ Peter Fraenkel ■ Anderson Franklin ■ Robert Freedland ■ Nicholas Freudenberg ■ David Friedman ■ David Frost ■ Michele Galietta ■ Ana Gantman ■ Yu Gao ■ Katie Gentile ■ M. Felice Ghilardi ■ Stefano Ghirlanda ■ Kristen Gillespie-Lynch ■ Demis Glasford ■ Joseph Glick ■ Paul Glovinsky ■ Elkhonon Goldberg ■ Harold Goldstein ■ Sarit Golub ■ Catherine Good ■ Renee Goodwin ■ James Gordon ■ Jessica Gordon Nembhard ■ William Gottdiener ■ Leigh Graham ■ Frank Grasso ■ Joan Greenbaum ■ John Greenwood ■ Jillian Grose-Fifer ■ Louise Hainline ■ Jeffrey Halperin ■ Emily Haney-Caron ■ Curtis Hardin ■ Cheryl Harding ■ Benjamin Harris ■ Roger Hart ■ Maria Hartwig ■ R. Glen Hass ■ Robert Hatcher ■ Mark Hauber ■ Nancy Hemmes ■ Denise Hien ■ Darryl Hill ■ Veronica Hinton ■ Matthew Hoptman ■ Jon Horvitz ■ Tarry Hum ■ Rebecca Huselid ■ Tomoaki Imamichi ■ Judith Jaeger ■ Daniel Javitt ■ Elizabeth Jeglic ■ Shirzad Jenab ■ Joshua Jessel ■ David Johnson ■ Matthew Johnson ■ Ray Johnson Jr. ■ Veronica Johnson ■ Emily Jones ■ Elliot Jurist ■ Natalie Kacinik ■ Charles Kadushin ■ Jessica Karanian ■ Lana Karasik ■ Saul Kassin ■ Cindi Katz ■ Simon Kelly ■ Suzanne Kessler ■ Ali Khadivi ■ Hosu Kim ■ Susan Klitzman ■ Alan Kluger ■ William Kornblum ■ Margaret Kovera ■ Aaron Kozbelt ■ Anjali Krishnan ■ Thomas Kucharski ■ Yana Kuchirko ■ David Kuhn ■ Daniel Kurylo ■ Casey LaDuke ■ David Lahti ■ Robert Lanson ■ Joel Lefkowitz ■ Michael Leippe ■ Jonathan Levitt ■ Michael Lewis ■ Dina Lipkind ■ Thomas Litwack ■ Humberto Lizardi ■ Alexandra Logue ■ Setha Low ■ Joan Lucariello ■ Victoria Luine ■ Wendy Luttrell ■ Karen Lyness ■ Jennifer Mangels ■ Keith Markus ■ John Martin ■ Jeff Maskovsky ■ Steven Mattis ■ Silvia Mazzula ■ Lynn McClannahan ■ Daniel McCloskey ■ Laraine McDonough ■ Karen McFadden ■ Wendy McKenna ■ Kelly McWilliams ■ Robert Melara ■ Michael Menser ■ Glen Milstein ■ Regina Miranda ■ Sophie Molholm ■ Peter Moller ■ Joel (Joseph) Moses ■ Soniya Munshi ■ Kevin Nadal ■ Loren Naidoo ■ Valentina

Nikulina ■ Erika Niwa ■ Yoko Nomura ■ David O'Brien ■ Maureen O'Connor ■ Sarah O'Neill ■ Susan Opotow ■ Eli Osman ■ Suzanne Ouellette ■ David Owen ■ Susan Oyama ■ Jaihyun Park ■ Lucas Parra ■ Jeffrey Parsons ■ Thanos Patelis ■ Steven Penrod ■ Krystal Perkins ■ Nicholas Petraco ■ Gina Philogene ■ Margaret-Ellen Pipe ■ Bertram Ploog ■ Joshua Plotnik ■ Claire Poulson ■ Sandeep Prasada ■ Thomas Preuss ■ Diana Punales Morejon ■ Carolyn Pytte ■ Vanya Quiñones-Jenab ■ Laura Rabin ■ Vita Rabinowitz ■ Chitra Raghavan ■ Laxmi Ramasubramanian ■ Philip Ramsey ■ Robert Ranaldi ■ Theodore Raphan ■ Lisa Ravdin ■ Walter Reichman ■ Laura Reigada ■ Diana Reiss ■ H. Jonathon Rendina ■ Salomon Rettig ■ Tracey Revenson ■ Timothy Ricker ■ David Rindskopf ■ Walter Ritter ■ Leanne Rivlin ■ Tony Ro ■ Robert Rockwell ■ Margaret Rosario ■ Jeffrey Rosen ■ Wilma Rosen ■ Martin Ruck ■ M. Sasha Rudenstine ■ Lesia Ruglass ■ Lise Saari ■ Susan Saegert ■ Kevin Sailor ■ C. Gabrielle Salfati ■ Herbert Saltzstein ■ Glenn Schafe ■ Charles Scherbaum ■ Louis Schlesinger ■ Tamera Schneider ■ Irvin Schonfeld ■ Anthony Sclafani ■ Laura Seiverling ■ Irina Sekerina ■ Peter Serrano ■ Jacob Shane ■ Sandra Shapiro ■ Aaron Sher ■ Andrew A. Shiva ■ Nicholas Sibrava ■ Brett Silverstein ■ Ratna Sircar ■ Arietta Slade ■ John Smiley ■ Charles Smith ■ Gwenn Smith ■ Joel Sneed ■ Kristin Sommer ■ Tyrel Starks ■ Yaakov Stern ■ Anna Stetsenko ■ Jennifer Stewart ■ Charles Stone ■ Justin Storbeck ■ Brett Stoudt ■ Deryn Strange ■ Christopher Stults ■ Peter Sturmey ■ Celina Su ■ Nan Sussman ■ Larissa Swedell ■ Vivien Tartter ■ Ofer Tchernichovski ■ Deborah Tolman ■ Maria Elena Torre ■ Steven Tuber ■ Kerstin Unger ■ Virginia Valian ■ Jason VanOra ■ Eduardo Vianna ■ Deborah Vietze ■ Myriam Villalobos ■ Paul Wachtel ■ Jennifer Wagner ■ Deborah Walder ■ Wei Wang ■ Logan Watts ■ Roderick Watts ■ Lissa Weinstein ■ Rebecca Weiss ■ Cathy Widom ■ Bianca Williams ■ Donald Wilson ■ Gary Winkel ■ Maxine Wolfe ■ Daryl Wout ■ James Wulach ■ Peggielee Wupperman ■ Ann Yali ■ Philip Yanos ■ Steven Young ■ Patricia Zapf ■ H. Philip Zeigler ■ Zhiqing Zhou

## THE PROGRAM

The mission of the Ph.D. Program in Psychology is to encourage its students to become thoughtful, productive scholars and lifelong learners. We seek to (a) instill in our students an understanding of psychology as a science, (b) promote human welfare and serve society at large, (c) foster student growth and development, and (d) prepare students to serve professionally in the field of psychology or related areas. This mission comes in the context of the larger CUNY Graduate Center mission to serve its unusually diverse student population.

The Ph.D. Program in Psychology prepares students for research, teaching, and practice in the various fields of psychology, and is organized into 10 different training areas. Three Training Areas (Clinical Forensic Psychology [Clinical Psychology at John Jay]; Health Psychology and Clinical Science [HPCS]; and Neuropsychology Clinical [Clinical Psychology at Queens College]) lead to NYS licensing, whereas the remaining seven (Basic and Applied Social Psychology [BASP]; Behavioral and Cognitive Neuroscience [BCN]; Cognitive and Comparative Psychology [CCP]; Critical Social/Personality and Environmental Psychology [CS/PEP]; Developmental Psychology; Industrial-Organizational Psychology; and Psychology and Law) are academically oriented. For detailed information about the Ph.D. Program in Psychology and the specific training areas, please visit our website at <https://www.gc.cuny.edu/Psychology>.

Our doctoral faculty includes many top scholars in their fields of study as well as journal editors and leaders of professional societies and organizations. The faculty and their labs are based on eight campuses throughout the CUNY system, with courses offered at the Graduate Center, at the college campuses, and in consortium with other local universities, including Columbia, NYU, and Princeton.

Students can also take full advantage of a variety of interdisciplinary concentrations, centers, and other specialized programs throughout the Graduate Center relevant to psychology (described elsewhere in this bulletin), focusing, for example, on public health, women's studies, Africana studies, fashion studies, and LGBT studies, among others.

A number of events and activities bring doctoral students from all of the specialized areas together, including the Psychology Student Leadership Council, an annual Teaching of Psychology conference, and an All Psychology Student Research Day.

### ***Resources for Training and Research***

Research centers, which provide opportunities for training and research for graduate students in psychology, have been established at several of the senior colleges and at the Graduate Center. Located at the Graduate Center are the Center for Human Environments, the Center for the Study of Women and Society, and the Center for Advanced Study in Education. The Psychological Center, which provides a facility for training and research in clinical psychology, is located at the City College. The Center for the Study of World Psychologies is at Brooklyn College.

### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, the student may apply for an M.A. degree.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements stated earlier in this bulletin, applicants are expected to have received an average grade of B in their total undergraduate courses and in their psychology courses.

Applicants should have completed at least 15 credits in undergraduate psychology courses, including one laboratory course in experimental psychology and one course in statistics. It is expected that applicants will have received at least a B average in graduate courses completed at other institutions. Applicants may be requested to appear for an interview. The Psychology Doctoral Program no longer requires either the GRE General Exam or the GRE Subject Exam for admission.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

*Program of Study* The student must complete a program of study that includes a minimum of 60 credits in psychology and related fields. Students with a concentration in certain subspecialties are required to take additional credits.

Students in Clinical Psychology must complete one year of supervised internship training in authorized clinical facilities.

The First and Second Examinations and the oral defense of the dissertation must be taken at the City University.

*First Examination* The student is expected to pass the First Examination before 45 credits are completed.

*Research Techniques* Students are required to demonstrate competence in statistics. The statistics requirement is met when the student takes two doctoral-level courses in statistics in which a grade of B- or better is achieved in each. The courses taken are normally PSYC 70500 and PSYC 70600; exceptions may be made with the approval of the Executive Officer. Exceptions or additional courses may be allowed with the prior approval of the Executive Officer.

*Ethics* Students are required to complete successfully PSYC 77100 Ethical and Legal Issues for Psychologists or a comparable course for credit with a grade of B- or better, or a grade of P.

*Child Abuse* Students are required to complete a two-hour course using the New York State-mandated curriculum in the "Identification and Reporting of Child Abuse" prior to graduation from the program.

*Second Examination* Students are required to take the Second Examination in their areas of concentration.

*Dissertation* The dissertation must be approved by a sponsoring committee of three members and must be successfully defended by the student in an oral examination.

*Teaching/Field Experience/Laboratory Experience* A minimum of two semesters of teaching and training in one or more of these areas is required of all students. Depending on the sub-discipline of psychology, the student's advisory committee shall determine whether one, two, or all of the experience requirements must be met. As part of the training for their future roles as professional psychologists, graduate students may be required to meet more than two semesters of applied experience; this will be required if it is considered necessary for the adequate training of any student.

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## Courses

No more than 9 credits in courses numbered 60000 may be credited toward the Ph.D. degree in Psychology. For a listing of these courses, the student is advised to consult the catalogs of the individual colleges. The student will select these courses in consultation with his/her adviser. Unless otherwise stated, all courses are *45 hours inclusive of conferences, 3 credits; conference hours to be arranged.*

PSYC 70000 History of Psychology

PSYC 70100 Advanced Experimental Psychology I

*30–45 hours lecture, 60–90 hours laboratory, 4–6 credits*

PSYC 70200 Advanced Experimental Psychology II

*30–45 hours lecture, 60–90 hours laboratory, 4–6 credits*

PSYC 70300 Design of Research in Animal Behavior and Comparative Psychology

*30 hours lecture, 30 hours laboratory, 3 credits*

*Individual research projects*

PSYC 70310 Research Methods and Design I

PSYC 70311 Conceptual and Methodological Foundations of Qualitative Research

PSYC 70312 Critical Methods and Ethics in Contentious Times

PSYC 70320 Research Methods and Design II

PSYC 70321 The Listening Guide Method of Psychological Inquiry

PSYC 70322 Advanced Listening Guide Method of Psychological Inquiry

PSYC 70330 Research Practicum

*1–3 credits*

PSYC 70339 Research Practicum

*0 credits*

PSYC 70340 Practicum in the Application of Psychology

*1–3 credits*

PSYC 70341 Externship in Clinical Psychology I

PSYC 70342 Externship in Clinical Psychology II

PSYC 70343 Externship in Clinical Psychology III

PSYC 70344 Advanced Clinical Externship IV: Neuropsychology

PSYC 70345 Advanced Clinical Externship V: Neuropsychology

PSYC 70360 Proseminar in Psychology and Law

*30 hours plus conferences, 0 credits*

PSYC 70361 Juvenile Law

PSYC 70362 Children, Psychology, and the Law

PSYC 70410 Neuroscience

PSYC 70420 Neuroscience Methods I: Statistics and Research Design

PSYC 70500 Statistical Methods in Psychology I

*30 hours lecture, 30 hours conference or laboratory, 3 credits*

PSYC 70503 Critical Inquiries into Quantification and Statistics

PSYC 70600 Statistical Methods in Psychology II

*30 hours lecture, 30 hours conference or laboratory, 3 credits*

PSYC 70700 Multivariate Statistical Methods

PSYC 70800 Proseminar I

PSYC 70801 Basic Neuroscience: Neuroanatomy

PSYC 70802 Basic Neuroscience: Neurophysiology

PSYC 70803 Psychopharmacology

PSYC 70804 Behavioral Neuroscience

PSYC 70810 Neuroscience I

PSYC 70811 Neuroscience II

PSYC 70900 Proseminar II

PSYC 70910 Basic Neuroscience: Molecular Neuroscience

PSYC 70920 Basic Neuroscience: Systems Neuroscience

PSYC 70930 Basic Neuroscience: Cognitive Neuroscience

PSYC 70940 Basic Neuroscience: Behavioral Neuroscience

- PSYC 71000 Sensory and Motor Systems  
*Prerequisites: PSYC 70802*
- PSYC 71103 Cognitive and Affective Aspects of Behavior
- PSYC 71200 Recording and Stimulation Techniques in Physiological Psychology  
*30 hours lecture, 60 hours laboratory, 4 credits*
- PSYC 71300 Techniques in Physiological Psychology II: Ablation and Histological Methods  
*30 hours lecture, 60 hours laboratory, 4 credits*
- PSYC 71400 Techniques in Physiological Psychology: Chemical and Metabolic Methods  
*30 hours lecture, 60 hours laboratory, 4 credits*
- PSYC 71600 Animal Behavior I
- PSYC 71610 Field Studies in Animal Behavior  
*90 hours fieldwork and conferences, 3 credits*
- PSYC 71700 Neuropsychology of Perception
- PSYC 71800 Animal Behavior II
- PSYC 71900 Current Research in Biopsychology
- PSYC 72000 Developmental Psychology I
- PSYC 72001 Developmental Disabilities I  
*30 hours plus conferences, 3 credits*
- PSYC 72002 Developmental Disabilities II  
*30 hours plus conferences, 3 credits*
- PSYC 72003 Behavioral Interventions in Developmental Disabilities  
*30 hours, 3 credits*
- PSYC 72004 Behavior Analysis of Child Development
- PSYC 72005 Treatment of Autism Spectrum Disorders  
*45 hours, 3 credits*  
*Prerequisites: A previous course in learning (PSYC 73000) or applied behavior analysis (PSYC 73001 or 73002) or permission of instructor.*
- PSYC 72010 Developmental Proseminar I  
*30 hours plus conferences, 1 credit*
- PSYC 72020 Developmental Proseminar II  
*30 hours plus conferences, 1 credit*
- PSYC 72030 Lifespan Development
- PSYC 72031 Study of Lives
- PSYC 72033 Stereotyping and Prejudice in the Legal System
- PSYC 72100 Developmental Psychology II
- PSYC 72200 Theories of Development
- PSYC 72203 Discourse Theory and Analysis
- PSYC 72204 Critical Participatory Action Research
- PSYC 72300 Current Issues in Psychology  
*30 hours plus conferences, 0 credits*
- PSYC 72400 Career Development
- PSYC 72500 History and Paradigms in Developmental Psychology  
*30 hours plus conferences, 3 credits*
- PSYC 72503 Human Development and Globalization
- PSYC 72600 Parent-Child and Peer Relations across Cultures  
*30 hours plus conferences, 3 credits*
- PSYC 72800 Language Development
- PSYC 72900 Research Methods in Human Development I
- PSYC 72903 Research Methods in Human Development II  
*30 hours plus conferences, 3 credits*
- PSYC 73000 Psychology of Learning  
*45 hours, 3 credits*
- PSYC 73001 Theory and Method in Applied Behavior Analysis I  
*Prerequisites: Students must be concurrently enrolled in PSYC 73005 and have taken undergraduate courses in statistics and research design (experimental psychology with laboratory). As part of the course, students will meet regularly with the instructor to discuss research design and review progress in corequisite practicum.*

- PSYC 73002 Theory and Method in Applied Behavioral Analysis II  
*4 credits*  
*Prerequisites: Theory and Method in Applied Behavioral Analysis I, or permission of the instructor.*
- PSYC 73003 Neuroscience III: Behavioral and Cognitive Neuroscience
- PSYC 73004 Practicum in Applied Behavioral Analysis  
*1-3 credits*  
*Prerequisites: Theory and Method in Applied Behavioral Analysis I and II and/or permission of the instructor. Regular meetings will take place between the student and the faculty supervisor.*
- PSYC 73005 Practicum in Applied Behavior Analysis I  
*2 credits*  
*Corequisites: Students must be concurrently enrolled in PSYC 73001.*
- PSYC 73006 Practicum in Applied Behavior Analysis II  
*3 credits*  
*Corequisites: Students must be concurrently enrolled in PSYC 73002.*
- PSYC 73007 Theories of Association  
*30 hours, 3 credits*  
*Prerequisite: PSYC 73000*
- PSYC 73100 Stimulus Control of Behavior  
*30 hours lecture, 60 hours laboratory, 4 credits*  
*Prerequisite: PSYC 73000*
- PSYC 73200 Motivation and Reinforcement  
*30 hours lecture, 60 hours laboratory, 4 credits*  
*Prerequisite: PSYC 73000*
- PSYC 73300 Information and Decision Processes in Human Behavior—Cognition
- PSYC 73500 Psychology of Perception
- PSYC 73600 Sensory Psychology—Perception
- PSYC 73700 Development of Cognition
- PSYC 73703 Categorization and Concept Formation  
*30 hours lecture, 60 hours laboratory, 4 credits*  
*Prerequisite: PSYC 73000*
- PSYC 73710 New Models in Developmental Theory  
*30 hours plus conferences, 3 credits*
- PSYC 73720 Self in Development: Sociocultural Approaches  
*30 hours plus conferences, 3 credits*
- PSYC 73800 Cognitive Psychology
- PSYC 73900 Research Methods in Animal Behavior  
*30 hours lecture, 60 hours laboratory, 4 credits*
- PSYC 74004 Personality and Individual Differences
- PSYC 74003 Historical and Critical Foundations of Social Personality Psychology
- PSYC 74100 Psychoanalytic Theories I
- PSYC 74103 Transference and Countertransference
- PSYC 74200 Psychoanalytic Theories II
- PSYC 74300 Behavioral Modification in Industrial and Organizational Environments
- PSYC 74500 Employee Motivation
- PSYC 74600 Social Psychology
- PSYC 74603 Classic and Contemporary Theoretical Approaches of Social Personality Psychology
- PSYC 74800 Qualitative Research Methods
- PSYC 75003 Comparative Cognition and Learning
- PSYC 75102 Biological Basis of Behavior
- PSYC 75103 Basic Psychological Processes I
- PSYC 75104 Basic Psychological Processes II
- PSYC 75200 Language and Thought
- PSYC 75202 Foundations of Cognitive Science  
*37 1/2 hours plus conference and independent work, 3 credits*  
*Prerequisites: A course in probability and statistics. Knowledge of a high-level programming language such as Pascal, PL/I, or LISP*



- PSYC 75203 Natural Language Processing  
*37 1/2 hours plus conference and independent work, 3 credits*  
*Prerequisite: CIS 622X or a course in data structures.*
- PSYC 75210 Computer Simulation of Psychological Processes  
*30 hours plus conference, 3 credits*
- PSYC 75400 Organizational Development
- PSYC 75500 Psychopathology I
- PSYC 75600 Psychopathology II
- PSYC 75603 Adult Psychopathology
- PSYC 75610 Clinical Psychopharmacology
- PSYC 75700 Organizational Diagnosis and Intervention
- PSYC 76000 Psychometric Methods
- PSYC 76100 Measurement of Abilities  
*30 hours lecture, 30 hours supervised practice, 3 credits*
- PSYC 76101 Neuropsychological Assessment  
*Prerequisites: 76000 Psychometrics, 76600 Psychodiagnostics I, 76700 Psychodiagnostics II, 81700 Survey of Clinical Neuropsychology*
- PSYC 76103 Neuroscience and the Law
- PSYC 76400 Personality Measurement I  
*30 hours lecture, 3 credits*
- PSYC 76601 Psychodiagnostics I: Intelligence Testing  
*4 credits*  
*Prerequisites: 76000, 77100*
- PSYC 76701 Psychodiagnostics II: Personality Assessment  
*30 hours lecture, 30 hours supervised practice, 3-4 credits*  
*Prerequisites: PSYC 76601, or permission of instructor*
- PSYC 76800 Psychophysiology of Sleep and Dreams
- PSYC 77000 Training Methods and Research
- PSYC 77100 Ethical and Legal Issues for Psychologists  
*1-3 credits*
- PSYC 77301 Organizational Staffing
- PSYC 77302 Organizational Psychology
- PSYC 77700 Practicum in Interviewing and Personality Appraisal I  
*60 hours supervised practice, 3 credits*
- PSYC 77800 Practicum in Interviewing and Personality Appraisal II  
*60 hours supervised practice, 3 credits*
- PSYC 78000 Quantitative Methods in Psychology
- PSYC 78400 Colloquium in Animal Behavior and Biopsychology  
*30 hours, 1 credit*
- PSYC 78700 Social Cognition
- PSYC 78900 Developmental Neuropsychology
- PSYC 79100 Environmental Social Science I: Interdisciplinary Perspectives
- PSYC 79102 Environmental Social Science II: Ecological and Contextual Concepts in Psychology  
*3 credits*
- PSYC 79103 Environmental Social Science III: Social and Cultural Theories
- PSYC 79200 Research Methods and Ethics in Environmental Psychology I
- PSYC 79400 Behavior Genetics
- PSYC 79500 Memory Development
- PSYC 79600 Infancy
- PSYC 79700 Psychology of Women
- PSYC 79800 Intergroup Relations
- PSYC 79900 Seminar and Practicum on the Teaching of Psychology  
*10 to 30 hours plus conferences, 1-3 credits*
- PSYC 80000 Seminar in Current Psychological Research  
*1-3 credits*

- PSYC 80009 Seminar in Current Psychological Research  
*0 credits*
- PSYC 80100, 80101 Seminar in Special Topics  
*1-3 credits*
- PSYC 80103 Proseminar
- PSYC 80104 Seminar in Special Topics  
*4 credits*
- PSYC 80105 Special Topics in Clinical Psychology
- PSYC 80106 Seminar in Special Topics
- PSYC 80200 Independent Psychological Research  
*The student will conduct a research project in a selected field under the supervision of a staff member.*
- PSYC 80205 Neuroscience Rotation  
*5 credits*
- PSYC 80206 Advanced Independent Psychological Research
- PSYC 80207 Ethical Principles in Research and Professional Development  
*4 credits*
- PSYC 80210 Morality, Society, and Culture  
*30 hours plus conferences, 3 credits*
- PSYC 80220 Learning and Development  
*30 hours plus conferences, 3 credits*
- PSYC 80260 Second-Year Research Seminar I  
*30 hours plus conferences, 3 credits*
- PSYC 80270 Second-Year Research Seminar II  
*30 hours plus conferences, 3 credits*
- PSYC 80280 The Influence of Language on Thought  
*30 hours plus conferences, 3 credits*
- PSYC 80300 Doctoral Dissertation Seminar  
*0 credits*
- PSYC 80400 Independent Reading  
*1-3 credits*
- PSYC 80500 Employee Performance Assessment and Management
- PSYC 80600 Introduction to Forensic Psychology
- PSYC 80900 Experimental Psychology and Law
- PSYC 81000 Seminar in Physiological Psychology
- PSYC 81010 Seminar in Neuroethology  
*30 hours plus conferences, 3 credits*
- PSYC 81100 Seminar in Sensory Processes
- PSYC 81200 Seminar in Neurochemical Correlates of Behavior
- PSYC 81300 Seminar in Developmental Neuropsychology
- PSYC 81403 Cognitive Neuroscience of Human Memory Systems
- PSYC 81503 Memory and Forensic Psychology
- PSYC 81510 Seminar in Memory Functions I: Basic Processes
- PSYC 81600 Seminar in Comparative Psychology
- PSYC 81703 Survey of Clinical Neuropsychology  
*30 hours, individual conferences, assigned reports, 3 credits*
- PSYC 82000 Seminar in Developmental Psychology
- PSYC 82100 Seminar in Reproduction: Behavior and Physiology
- PSYC 82200 Developmental Psychopathology
- PSYC 82300 Seminar in Psychopharmacology
- PSYC 82400 Professional Development
- PSYC 82600 Leadership in Organizations  
*Prerequisite: PSYC 74600 or 77302, or permission of instructor*
- PSYC 82700 Assessment I (Intellectual and Cognitive Functioning)
- PSYC 82800 Assessment II (Personality Functioning)
- PSYC 82903 Evidence-Based Assessment and Treatment of Addictive Disorders

- PSYC 82905 Dialectical Behavior Therapy  
*Prerequisites/corequisites: PSYC 83900 and 83902, or permission of instructor*
- PSYC 82907 Integrative Foundations in Psychology
- PSYC 82908 Systems of Psychotherapy II  
*Prerequisite: PSYC 85501*
- PSYC 82909 Evidence-Based Treatment of Adults with Severe Mental Illness
- PSYC 83000 Seminar in Psychology of Learning
- PSYC 83100 Scientific Inference in Writing  
*45 hours, 3 credits*  
*Prerequisite: Second year status in the doctoral program*
- PSYC 83300 Forensic Interviewing and Evaluation
- PSYC 83400 Ethnic, Gender, Cultural, and Diversity Issues in Forensic Psychology
- PSYC 83403 Sex and Gender
- PSYC 83500 Seminar in Perception—Perception
- PSYC 83502 Psychosocial Determinants of Health Disparities and Diversities
- PSYC 83600 Ethical and Legal Issues in Forensic Psychology
- PSYC 83800 Seminar in Psycholinguistics
- PSYC 83900 Therapeutic Interventions I – Introduction to Psychotherapy
- PSYC 83902 Therapeutic Interventions II – Empirically Supported Treatments
- PSYC 83904 Theory and Practice of Group Psychotherapy
- PSYC 83905 Contemporary Psychoanalytic Theory: Winnicott
- PSYC 83908 Advanced Topics in Psychotherapy  
*Prerequisite/corequisite: PSYC 85501*
- PSYC 84001 Clinical Issues in Adolescence
- PSYC 84100 Clinical Practicum  
*1–3 credits*
- PSYC 84200 Clinical Practicum II
- PSYC 84300 Discourse Theory and Analysis
- PSYC 84400 Diversity Issues in Clinical Psychology  
*Prerequisite: PSYC 75500*
- PSYC 84401 Health of Lesbians, Gays, and Bisexuals
- PSYC 84600 Advanced Social Psychology I
- PSYC 84603 Social Cognitive and Affective Neuroscience
- PSYC 84700 Theories of Social (In)Justice
- PSYC 84703 Social Justice Research
- PSYC 84800 Advanced Social Psychology II
- PSYC 85000 Evidence-Based Psychodynamic Treatment
- PSYC 85300 Health Psychology
- PSYC 85400 Professional Issues in Clinical Psychology  
*Prerequisites/corequisites: PSYC 75500*
- PSYC 85408 Supervision and Consultation  
*Prerequisite/corequisite: PSYC 85501 or PSYC 83900 or PSYC 84100*
- PSYC 85501 Systems of Psychotherapy  
*Prerequisite: PSYC 75500, or permission of instructor*
- PSYC 85603 Psychology, Gender, and Law
- PSYC 85700 Seminar in Political Ecology and the Environment  
*30 hours plus conferences, 3 credits*
- PSYC 85900 Introduction to Social and Environmental Policy  
*30 hours plus conferences, 3 credits*
- PSYC 86000 Advanced Psychometrics
- PSYC 86001 Structural Equation Modeling
- PSYC 86002 Hierarchical Linear Modeling
- PSYC 86003 Introduction to Meta-analysis  
*Prerequisites/corequisites: PSYC 70500, PSYC 70600, PSYC 70310, PSYC 70320, or permission of instructor*
- PSYC 86200 Psychology of Confession Evidence

PSYC 86300 Psychology of the Eyewitness  
PSYC 86400 Psychology of the Jury  
PSYC 86500 Law and Social Science Evidence  
PSYC 86700 Diversity and Cross-Cultural Issues in Organizations  
PSYC 86800 Organizational Survey Research  
PSYC 87000 Emotions in Organizations  
PSYC 87100 Computational Cognition I  
PSYC 87103 Attention  
PSYC 87200 Computational Cognition II  
PSYC 87203 Cognitive Neuroscience of Consciousness  
PSYC 87300 Family Systems Theory, Treatment, and Research I  
PSYC 87320 Family Systems Theory, Treatment, and Research II  
PSYC 87400 Evidence-Based Assessment and Treatment of Traumatic Stress Disorders  
PSYC 88300 Special Topics in the Neural Basis of Learning  
PSYC 88400 Methods in Cognitive Neuroscience  
PSYC 89300 Current Topics in Environmental Psychology  
PSYC 89800 Research Supervision or Clinical Supervision  
*Various hours, 0 credits*  
PSYC 90000 Dissertation Supervision  
*1 credit*

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## PUBLIC HEALTH (DPH)

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E-mail: [info@sph.cuny.edu](mailto:info@sph.cuny.edu)

<https://sph.cuny.edu>

Note: The Doctor of Public Health (DPH) Program is now offered through the CUNY School of Public Health; see <https://sph.cuny.edu>.

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## QUANTITATIVE METHODS IN THE SOCIAL SCIENCES (M.S.)

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*Director:* Professor Jeremy R. Porter  
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<https://www.gc.cuny.edu/qmss>

### **FACULTY**

Emily Molina ■ Timothy Shortell

*For the most up-to-date faculty listings, see the program's website <https://www.gc.cuny.edu/qmss>.*

### **THE PROGRAM**

The Master of Science program in Quantitative Methods in the Social Sciences (QMSS) is an interdisciplinary program open to applicants with any relevant academic or professional background.

The program trains students to understand and apply a wide range of quantitative methods while helping to develop clear and concise written and oral communication skills in the presentation of techniques and findings associated with the analysis of statistical data. The flexible and interdisciplinary nature of the program will enable students to master analytic approaches and statistical techniques developed across a variety of social and behavioral science research areas.

Additionally, the interdisciplinary nature of the program allows students to work in areas that are of direct interest and to work through the application of these methods in more substantively centered concentration courses. As such, this is not a one-size-fits-all M.S. program in quantitative methods; instead, it draws on a number of programs and centers at the Graduate Center and would be a viable option to students looking to strengthen their quantitative abilities within the framework of any academic discipline.

Students completing a degree in QMSS will graduate with proficiency in procedures for acquiring, managing, and analyzing quantitative data along with the skills necessary to report their findings in a direct and compelling manner. The range of concentrations in the QMSS program serve students from many different fields, including sociology, psychology, demography, education, political science, anthropology, history, economics, and statistics.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit a personal statement, summarizing the reasons for applying to the program; a writing sample, Graduate Record Examination (GRE) scores; and two academic or professional letters or recommendation.

### **SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM**

*Course of study* 30 credits are required for the degree. Of these, students are required to take three core courses (see below) and a thesis capstone course.

Students then choose six electives (18 credits) within one of the following four tracks:

#### ***Methods***

This concentration is available for students who want to focus on securing advanced training in quantitative analysis without opting to specialize in a particular substantive area. These advanced quantitative methods are increasingly used in academic, business, and nonprofit sector organizations, some for the evaluation of interventions and for program evaluation, others for exploratory analyses of "big data" where analysts believe there is "hidden structure" in data, and yet others allow for analyses of trends over time or spatial variation. Students completing this concentration will understand the concepts and logic of each of these advanced techniques. They will develop skills in the use of specialized software for each type of analysis. They will learn data management

skills required to prepare data for each kind of analysis, and gain practice in interpreting and presenting findings from these analytical methods.

### ***Analysis of Socio-Economic Inequality at the Global, National, and Urban/Regional Levels***

Students who select this M.A. concentration will complete a rigorous course sequence focused on analyzing socio-economic inequalities at multiple levels and across multiple disciplines. The concentration will approach the study of inequality not only through a global/cross-national lens, but in terms of how spatial scale and local institutional patterns shape and are shaped by higher level processes. It will stress the importance of understanding gender and racial/ethnic inequality trends and dynamics, as well as how place and scale play a part in the causes and consequences of inequality, including in the political domain. Patterns and trends will be analyzed using high-quality datasets and methods developed specifically for inequality research, as well as more generally applicable social science methods, including GIS and spatial statistics.

### ***Data Analytics for Learning***

Students enrolled in the Data Analytics for Learning concentration will develop the skills and knowledge required to analyze data produced by digital learning environments. The concentration will involve a rigorous series of courses on the theory, methods, and research related to learning with digital technologies. Emphasis will be placed both on the theory behind designing effective digital environments for learning and the empirical tools for evaluating educational outcomes and the learning process within these environments.

### ***Demographic Methods***

Demographic methods facilitate our understanding of the causes and consequences of changes in population-related phenomena such as family formation, fertility and reproductive health, disease, aging and mortality, urbanization, racial and ethnic composition, and mobility, and how such changes shape social, economic, and political processes and outcomes at the local, national, and international levels. Demographic methods are also employed widely toward various ends in both the for-profit and not-for-profit worlds, as well as in the various levels of government. The concentration in Demographic Methods provides students with the tools to understand deeply, and conduct rigorous analyses of, population structure and processes, as they apply in these different work environments.

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## **Courses**

Unless otherwise stated, all courses are *30 hours plus conferences for 3 credits*.

### ***Core Courses:***

EPSY 70500 Statistics and Computer Programming I or

SOC 71500: Sociological Statistics

EPSY 70500 Statistics and Computer Programming II or

SOC 71600 Sociological Statistics II

QMSS 73800 Internship

QMSS 79000 Capstone

QMSS 79700 Independent Study

QMSS 81000 Quantitative Research Methods

### ***Six elective courses***

For electives, students in this program have access to a wide variety of courses offered by the Graduate Center in Sociology, Educational Psychology, Demography, Economics, Political Science, Data Science, Urban Education, Psychology, and many others.

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## SOCIAL WELFARE (Ph.D.)

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*Executive Officer:* Professor Barbara Teater  
Silberman School of Social Work at Hunter College  
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Email: [socialwelfare@hunter.cuny.edu](mailto:socialwelfare@hunter.cuny.edu)  
<https://www.gc.cuny.edu/SocialWelfare>

### FACULTY

Mimi Abramovitz ■ Paul Archibald ■ Paul Attewell ■ Luis Barrios ■ Juan Battle ■ Michelle Billies ■ Katharine Bloeser ■ Luisa Borrell ■ Martha Bragin ■ Elisabeth Brauner ■ Tamara Buckley ■ Steve Burghardt ■ Elizabeth Capezuti ■ Phyllis Caroff ■ Mary Cavanaugh ■ Bin Chen ■ Sherry Deckman ■ Diane Depanfilis ■ Sarah-Jane Dodd ■ Berenecea Eanes ■ Irwin Epstein ■ Michael Fabricant ■ Michelle Fine ■ Daniel Gardner ■ Nancy Giunta ■ Demis Glasford ■ Sarit Golub ■ Harriet Goodman ■ Geetha Gopalan ■ Bernadette Hadden ■ Roger Hart ■ Colleen Henry ■ Daniel Herman ■ Dagmar Herzog ■ Alexis Jemal ■ Heidi Jones ■ Lila Kazemian ■ Alexis Kuerbis ■ Paul Kurzman ■ Marina Lalayants ■ Rufina (Ji Yeong) Lee ■ Mary Clare Lennon ■ Vicki Lens ■ Michael Lewis ■ Mayra Lopez-Humphreys ■ Gerald Mallon ■ James Mandiberg ■ Carl Mazza ■ Mark McBeth ■ Jeremy Porter ■ Jonathan Prince ■ Rosa Rivera-McCutchen ■ Selena Rodgers ■ Maria Rodriguez ■ Caroline Rosenthal Gelman ■ Andrea Savage-Abramovitz ■ Jama Shelton ■ Benjamin Shepard ■ Calvin Smiley ■ Robert Smith ■ Brett Stoudt ■ Barbra Teater ■ Willie Tolliver ■ Deborah Tolman ■ Jason VanOra ■ Bryan Warde ■ Roderick Watts ■ Kevin Wolff

### THE PROGRAM

The Graduate Center of The City University of New York offers the Ph.D. Program in Social Welfare at the Silberman School of Social Work at Hunter College. The program prepares students for leadership in higher education, human service organizations, and knowledge development. The program develops student capacity to contribute to social work practice theory and knowledge at multiple levels. The areas of theory and knowledge development include: the design, implementation, and evaluation of social policies and programs; practice interventions and services; and social welfare education and training programs. The program emphasizes methodological pluralism in research that grows out of questions generated from student's experiences working in the human services. The program accepts up to 12 students each year and requires that the applicant have at least three years of post-master's work experience in human service organizations. The program selects a highly qualified and diverse student body. Some students remain full-time professionals while attending the program. A small number of non-matriculated part-time students may be admitted annually to specific elective courses.

Policy, theory, knowledge development, and research methods and analysis courses develop students' abilities to conduct research, analyze policies, and to design, implement, and evaluate programs to achieve policy goals at various individual, group, community, or institutional levels of practice. These courses are structured to extend and deepen the knowledge base in the human services.

As each student begins to define an area of inquiry, specialization can be developed flexibly through the selection of elective courses. Elective courses can be taken at the Graduate Center or at any one of the member universities of the Interuniversity Doctoral Consortium. Historically, students have taken courses outside of the Social Welfare Ph.D. Program in a number of disciplines, including sociology, political science, public health, and psychology, among others. Recently, a number of students have taken the required courses at the Graduate Center to earn the Women's Studies Certificate, Africana Studies Certificate, Information Technology and Pedagogy Certificate, and the Demography Certificate in addition to their doctorates.



## **REQUIREMENTS FOR ADMISSION**

The applicant must have a Master of Social Work (M.S.W.) degree or a master's degree in a similar discipline from an accredited program of study; at least three years of successful experience in social welfare and/or human services subsequent to the award of the master's degree; and a demonstrated capacity for successful doctoral study. Capacity for doctoral study is assessed in each of the following ways: evidence of significant achievement in previous educational programs; a record of progressively greater professional responsibility in both employment and community activity; outstanding samples of published or unpublished written work; and excellent references from recognized social work and/or education professionals personally familiar with the applicant's work and scholarship. An Admissions Committee, composed of doctoral faculty and student members, review applications. Applicants may be interviewed by the faculty as part of the admissions procedure.

## **REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

*Course of Study* The current curriculum includes 51 credits beyond the master's degree of required and elective coursework. These include seven required courses in the areas of social policy, organizational theory, research methods and analysis, and a dissertation seminar. The program's research courses provide students with the tools to design and to implement qualitative, quantitative, and mixed methods inquiries. Students apply what they have learned by collecting and analyzing data in the qualitative and quantitative components of the curriculum. In the first year, students complete six of the required courses, and in the second year, students complete the remaining required courses and begin taking six elective courses. One elective course must be a theory course offered in another social science discipline. Elective courses are chosen under the guidance of the Executive Officer or the student's mentor. The First Examination must be completed by the end of four semesters.

In the third year, students enroll in the Dissertation and Professional Development Seminar. The Dissertation Seminar enables students to focus sharply on preparing for their Second Examination and dissertation proposal through the development of a literature review and a pertinent design/methods discussion. After the first semester of the Dissertation Seminar, completion of the first exam, and completion of 45 credits, students move to Level 2.

Students are eligible to take the Second Examination once they have reached Level 2. The Second Examination requires that students develop a substantial conceptual or research paper that demonstrates they are prepared to undertake dissertation research. The Second Examination must be completed by the 10th semester. Once students have completed all 51 credits of required and elective coursework and the Second Examination, the student moves to Level 3 and is admitted to candidacy for the doctoral degree. During Level 3, the student concentrates entirely on the dissertation project. The student, with advice from an academic adviser, then solicits a Dissertation Committee and Chair, with the approval of the Executive Officer, and proceeds to develop a dissertation prospectus. The Dissertation Committee is composed of three members from the doctoral faculty. An outside member with expertise and academic qualifications pertinent to the dissertation topic and/or research methodology may serve as a committee member with the approval of the Executive Officer.

The dissertation is designed by the student under the supervision of their Dissertation Chair and Committee. All dissertations must focus on developing knowledge in a significant area of social welfare practice, theory, policy, or education. Dissertation research projects may be qualitative, quantitative, or multi-method in approach. All dissertations are expected to meet rigorous standards of research and scholarship. To complete the degree process, the student must complete a final oral defense of their dissertation.

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## **Courses**

The required coursework for the students for the Ph.D. in Social Welfare includes SSW 70000, Organizational Theory; SSW 71000, Social Welfare Policy and Planning I; SSW 71100, Social Welfare Policy and Planning II; SSW 75000, Development of Practice Knowledge in Social Welfare; SSW 75100, Methods of Quantitative Research; SSW 76000 Methods of Data Analysis, SSW 76100 Advanced Statistical Analysis, and SSW 77000 Methods of Qualitative Research. However, in cases where students enter the program with extensive

prior research experience, the research faculty may recommend that more advanced courses in research methods are appropriate. In these instances, the Executive Officer approves a course of study appropriate to the student's level of competence for an equivalent number of credits.

Unless otherwise stated, courses are *30 hours, 3 credits each course*.

The typical course of study is as follows:

***Year One***

SSW 76000 Methods of Data Analysis

or recommendation by the Executive Officer for a more advanced course in research methods and analysis offered in any social science or public health doctoral program.

SSW 71000 Social Welfare Policy and Planning I

SSW 75000 Development of Practice Knowledge in Social Work

SSW 76100 Advanced Statistical Analysis

or recommendation by the Executive Officer for a more advanced course in research methods or analysis offered in any social science or public health doctoral program

SSW 70100 Program Design and Administration I

SSW 75100 Methods of Quantitative Research

***Year Two***

SSW 77000 Methods of Qualitative Research I

or recommendation by the Executive Officer for a more advanced course in qualitative methods offered in any social science or public health doctoral program

SSW 71100 Social Welfare Policy and Policy II

Four elective courses; one elective course must be a theory course offered in another social science discipline

***Year Three***

SSW 89900 Dissertation Seminar offered over the first and second semesters and three elective courses

***Years Four through Eight***

SSW 90000 Dissertation Supervision, 1 to 12 credits

The Program may offer the following elective courses:

SSW 77100 Methods of Qualitative Research II

SSW 85000 Special Topics in Social Welfare

SSW 85100 Education in Social Welfare

SSW 85200 Comparative Approaches to Theory and Practice in Social Work

SSW 85300 Theories of Change for Social Work Practice

SSW 85400 Women and Social Welfare Policy

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## SOCIOLOGY (Ph.D.)

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*Executive Officer:* Professor Jeremy Porter (Acting)

The Graduate Center

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### THE PROGRAM

The Ph.D. Program in Sociology develops sociologists of broad theoretical background and demonstrated research competence. The program is particularly strong in macrosociological, historical, and comparative approaches. Methodologically, the program seeks a balance between quantitative and qualitative techniques. Located in one of the world's major centers of cultural production, the program has a strong specialization in cultural studies, with faculty who analyze film, the mass media, art, music, and other forms of elite and popular culture. Other specialties include feminist theory and the sociology of gender, urban sociology, and race and ethnic relations, including, increasingly, the study of immigrant groups in New York. Throughout the program, faculty interest is strong in patterns of social inequality, whether in families, workplaces, or societies.

Doctoral work in sociology at the Graduate Center is organized into the following main areas of graduate work:

*Race, Ethnicity, and Urban Sociology* The program has a strong concentration in urban studies and the sociology of space and culture. It strives to use New York City as an urban laboratory for the investigation of social life in the postmodern metropolis. The program also emphasizes the study of race and ethnicity and, in particular, the incorporation of new immigrant communities.

*Social and Critical Theory* Studies in classical sociological theory (Marx, Weber, Durkheim, Simmel), critical social theory and the Frankfurt school, and contemporary social theories (Merton, Giddens, Habermas, Foucault, Offe, Stinchcombe, and feminist theorists). Sociology of the State, Social Class, Political Economy Training in neo-Marxist and neo-Weberian approaches; comparative study of social stratification and social mobility in capitalist and socialist countries; research

on legitimation problems of modern states; political economy of fiscal crisis and international capital, problems of development and underdevelopment.

*Sociology of Culture, Mass Media, and the Arts Studies* in the social and cultural production of knowledge, ranging from science and technology and political ideologies to mass communications and everyday linguistically mediated practices. Exploration of the social basis of aesthetic discourse (e.g., the distinction between high and low/mass culture, popular culture, subcultures, and folk cultures). Studies of emerging discourses and cultural practices in various subcultures, with particular emphasis on marginal and marginalized groups.

*Sociology of Work, Occupations, Organizations* Research ranging from ethnographic and interview-based studies to survey-based and quantitative analyses, in a variety of workplace and organizational settings. Topics include business elites, work and personality, theories of the labor process, the sociology of labor unions, workplace culture, work and technology, and studies of individual occupations and professions.

*Sociology of Gender Studies* in family interaction and the psychosocial interior of the family; macro- and microstructural, Marxist, socialist-feminist, and psychoanalytic approaches to gender study.

*Medical Sociology* Studies in development of modern medical institutions, history of medical sociology, social construction of illness, gender, and health care, political economy of health care, and the sociology of mental illness.

*Other Areas Methods* (survey research, ethnomethodology, urban ethnography, sociohistorical methods); Deviance (social responses to crime, drug abuse); the Family and Education; the Sociology of Religion.

#### ***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, the student may apply for an M.A. degree. The degree is awarded formally by one of the participating senior colleges.

#### **SPECIAL REQUIREMENTS FOR ADMISSION**

The Ph.D. Program in Sociology selects applicants based on their undergraduate records, their records in graduate school (if any), their letters of recommendation, their personal statements, their demonstrated interest in sociological analysis, and their performance on the Graduate Record Examination (GRE). In addition, the program requires applicants to submit a writing sample; this can be a term paper, a published work, or some other document that illustrates the applicant's writing skills and analytical ability. The Admissions Committee does not operate on the basis of cutoff scores or absolute requirements, but instead forms an overall impression of the candidate's strengths and weaknesses in relation to other applicants.

#### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following requirements are in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

*Course of Study* Sixty approved graduate credits are required for the degree, not including the doctoral dissertation, which carries no course credit. Students are encouraged to supplement their course of study with work in allied disciplines, subject to the approval of the Executive Officer.

Candidates for the Ph.D. in sociology must complete the following lower-level courses: Development of Sociological Theory, Contemporary Sociological Theory, Sociological Statistics I and II, and one course in methods, selected from SOC 81000 to 81900. Students entering the program with prior advanced training in statistical methods may, with permission of the Executive Officer of the program, substitute other more advanced quantitative methods courses instead of Stats I and/or Stats II. The remaining courses in the student's program should represent a broad distribution in the student's areas of interest. First-year students are expected to take a program of 9 to 12 credits each semester. A heavier program is permitted subject to the approval of the Executive Officer.

*First Examination* There are two requirements. Part I consists of obtaining an average of B or better in the required core courses. Part II consists of written examinations in both classical

and contemporary sociological theory. Students may take the written examinations at any time, but may continue in the doctoral program after completing 45 credits only if they have passed these examinations. See the Sociology program's handbook for further details.

*Foreign Language* The student must demonstrate a reading knowledge of one foreign language to be chosen with the approval of the Executive Officer.

*Second Examination* After fulfilling all course requirements, the student is required to take an oral comprehensive examination. The examination tests the student's advanced theoretical understanding and research competence in three specialties.

*Dissertation* Shortly before or after taking the Second Examination, the student prepares a proposal under the supervision of a dissertation committee, consisting of a sponsor and two other faculty members. The proposal is then presented for comments to the Faculty Membership Committee in Sociology. Upon the recommendation of the student's committee, the student defends the completed dissertation at an oral examination.

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## Courses

Unless otherwise stated, all courses are *30 hours plus conferences, 3 credits*.

### ***Sociological Theory***

SOC 70000 Preseminar  
SOC 70100 Development of Sociological Theory  
SOC 70200 Contemporary Sociological Theory  
SOC 80000 Seminar: Selected Topics in Social Theory  
SOC 80101 Theoretical Perspectives in the Role of Women  
SOC 80102\* Marx and Marxism  
SOC 80104\* Max Weber's Sociology  
SOC 80105\* Role Theory  
SOC 80107\* Durkheim  
SOC 80110\* Georg Simmel  
SOC 80200 Seminar: Selected Problems in the Sociology of Knowledge  
SOC 80201 Sociology of Science  
SOC 80300\* Construction and Testing of Sociological Theory  
SOC 80400\* Sociology and Phenomenology  
SOC 80500 Psychoanalytic Sociology  
SOC 80600 History and Foundations of American Sociology  
SOC 80700 Critical Theory and the Frankfurt School  
SOC 80900 Feminist Perspectives on Social and Political Theory

### ***Research Methods***

SOC 70900\* Mathematics for Sociology  
SOC 71000-71100 Methods of Sociological Research  
SOC 71500 Sociological Statistics  
SOC 71600 Sociological Statistics II  
*3 credits (Second semester of statistics sequence)*  
SOC 81000-81100 Research Seminar: Selected Topics in Methodology  
SOC 81002 Ethnomethodology  
SOC 81003\* Dialectical Methodology  
SOC 81004 Historical Sociology  
SOC 81005\* The Interview  
SOC 81006 Qualitative Methods  
SOC 81200 Seminar: Field Techniques in Research  
SOC 81500 Selected Topics in Qualitative and Interpretive Methods  
SOC 81900 Seminar: Selected Topics in Sociological Statistics

**Urban Sociology**

- SOC 72200 Demography and Population Problems  
 SOC 72500 Urban Sociology  
 SOC 82100 Seminar: World Metropolitan Communities—Theory and Method  
 SOC 82200 Seminar: Selected Problems in Demography and Ecology  
*Prerequisite: An introductory course in demography or permission of the instructor*  
 SOC 82300 Selected Problems in Community Structure  
 SOC 82301 Cultural and Geographic Communities in New York  
 SOC 82303 Environment and Culture  
 SOC 82800 Seminar: Selected Topics in Urban and Community Studies  
 SOC 82901 Urban Social Conflicts  
 SOC 82905 Issues in Community Research  
 SOC 82906\* Neighborhood Stabilization  
 SOC 82907 Racial Conflict in American Cities

**The State, Social Stratification, and Political Economy**

- SOC 74400 Social Stratification  
 SOC 74600 Foundations of Political Economy  
 SOC 80103 Political Sociology  
 SOC 84501 Sociology of the State  
 SOC 84600 Seminar: Selected Topics in the State, Social Stratification, and Political Economy

**Institutions and Organizations**

- SOC 74100 Sociology of Work and Occupations  
 SOC 74500 Complex Organization  
 SOC 77800 Introduction to Medical Sociology  
 SOC 84000 Seminar: Institutions of Selected Societies  
 SOC 84001 Comparative Social Systems  
 SOC 84501 Sociology of the State  
 SOC 84503 Sociology of Education  
 SOC 84505 Sociology of Law  
 SOC 84509 Sociology of Religion  
 SOC 84510 Concepts in Environmental Sociology  
 SOC 84511 Industrial Sociology  
 SOC 84700 Seminar: Selected Topics in Institutions and Organizations

**Deviant Behavior**

- SOC 75300 Deviant Behavior  
 SOC 85000 Selected Problems in Criminology  
 SOC 85002 The Labeling Process  
 SOC 85100 Seminar: Juvenile Delinquency  
 SOC 85301 Changes in the Control of Sexual Behavior  
 SOC 85302 Drugs, Alcohol, and Chemical Dependence  
 SOC 85303 Special Problems in Deviance

**Gender, Family Organization, and Socialization**

- SOC 73200 Sociology of Gender  
 SOC 83000 Seminar: Socialization and Comparative Social Structure  
 SOC 83100 Seminar: Selected Problems in Socialization and Social Interaction  
 SOC 83101 Personality and Social Systems  
 SOC 83102 Culture and Personality of American Minorities  
 SOC 83105 Sociology of Life Cycles  
 SOC 83300 Seminar: Selected Topics in Gender and Family Organization  
 SOC 85403 Sex Roles and Social Change  
 SOC 85404 Family and Social Change

***Social Change and Development***

- SOC 73500 Collective Behavior
- SOC 75600 Development and Underdevelopment
- SOC 85200 Seminar: Social Change in Developing Nations
- SOC 85402 Politics and Revolution
- SOC 85405 Political Sociology and Revolutionary Change
- SOC 85600 Seminar: Selected Topics in Social Change and Development

***Race and Ethnicity***

- SOC 75800 Ethnic and Racial Stratification
- SOC 85700 Race, Ethnicity, and Public Policy
- SOC 85800 Seminar: Selected Topics in Race and Ethnicity
- SOC 85902 Comparative Studies
- SOC 85909 Race-Ethnicity and the Nation-State
- SOC 85910 The American Dilemma Revisited
- SOC 85911 The Multiethnic State and Pluralism
- SOC 85913 Recent Perspectives in Race and Racism in American Society

***Cultural Studies***

- SOC 76800 Introduction to Cultural Studies
- SOC 76900 Sociology of the Arts and Mass Communication
- SOC 86800 Seminar: Selected Topics in Cultural Studies
- SOC 86902 Development in Mass Communications Research
- SOC 86903 The Sociology of Leisure
- SOC 86906 Mass Culture and the Arts
- SOC 86907 Sociology of the Novel

***Thesis and Tutorial***

- SOC 79000 Tutorial
  - Variable credit*
- SOC 89000 Independent Research
  - Variable credit*
  - Approval of instructor and of Executive Officer required.*
- SOC 90000 Dissertation Supervision
  - 1 credit*

\*offered infrequently

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## SPEECH-LANGUAGE-HEARING SCIENCES (Ph.D.)

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*Executive Officer:* Professor Valerie Shafer  
The Graduate Center  
365 Fifth Avenue  
New York, NY 10016  
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### **FACULTY**

Meital Avivi Reich ■ Isabelle Barriere ■ Susan Behrens ■ Alison Behrman ■ Jason Bishop  
■ Arthur Boothroyd ■ Dianne Bradley ■ Patricia Brooks ■ Helen Cairns ■ Vasiliki  
Chondrogianni ■ Peggy Conner ■ Wei Dong ■ Linnea Ehri ■ Nancy Eng ■ Eva Fernández  
■ Talita Fortunato Tavares ■ Naama Friedmann ■ Elizabeth Galletta ■ Stanley Gelfand ■  
Sima Gerber ■ Joanne Gerenser ■ Martin Gitterman ■ Robert Goldfarb ■ Mira Goral ■  
Maria Grigos ■ Christina Hagedorn ■ Harvey Halpern ■ Katherine Harris ■ Simon Henin ■  
Laura Koenig ■ Harry Levitt ■ Erika Levy ■ John Locke ■ Michelle MacRoy-Higgins ■ Brett  
Martin ■ Klara Marton ■ Robert Melara ■ Michael Newman ■ Loraine Obler ■ Lucas Parra  
■ John Preece ■ Kenneth Pugh ■ Lawrence Raphael ■ Jamie Reilly ■ Richard Schwartz ■  
Liat Seiger-Gardner ■ Christine Shadle ■ Valerie Shafer ■ Shlomo Silman ■ Carol Silverman  
■ Laura Spinu ■ Joel Stark ■ Winifred Strange ■ Elyse Sussman ■ Mario A. Svirsky ■  
Vivien Tartter ■ Ofer Tchernichovski ■ Mark Tiede ■ Virginia Valian ■ Suzanne van der Feest  
■ Julie A. Van Dyke ■ Timothy J. Vance ■ Barbara Weinstein ■ Douglas Whalen ■ Yan Yu

### **THE PROGRAM**

The Ph.D. Program in Speech-Language-Hearing Sciences stresses strong theoretical and empirical training in the nature and processes of human communication and its disorders in preparing its graduates for research and academic careers. Although programs of study focus on specific specializations within the speech, language, and hearing sciences, relevant interdisciplinary study is encouraged. Research training is conducted at CUNY Graduate Center under the mentorship of doctoral faculty. The Ph.D. Program in Speech-Language-Hearing Sciences at the Graduate Center offers training in communication sciences and disorders. Consortial cooperation exists between the Graduate Center and the CUNY senior colleges, particularly the clinical facilities at Brooklyn, Hunter, Lehman, and Queens colleges, which provide clinical research settings.

### ***Fellowships and Research Assistantships***

Fellowships and Research Assistantships are available through the Ph.D. program. These awards enable students to pursue full-time doctoral study, are service connected, and require students to participate in research and/or teaching for a stipulated number of hours each week.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

Requirements for admission comprise the general University requirements for admission stated earlier in this bulletin. The Graduate Record Examination (GRE) is not required. An in-person or online interview is strongly recommended.

The Ph.D. Program in Speech-Language-Hearing Sciences selects applicants based on their undergraduate records, their records in graduate school (if any), their letters of recommendation, their personal statements, their abilities in written English, and their demonstrated interest in speech, language, or hearing sciences. The Admissions Committee does not operate on the basis of cutoff scores or absolute requirements, but instead forms an overall impression of the candidate's strengths and weaknesses in relation to the program's specialties, and to other applicants.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the general University requirements stated earlier in this bulletin, the student must complete the following special requirements.



*Course of Study* A minimum of 60 credits of approved graduate work is required. Beginning students take courses designed to increase their knowledge of communication sciences and disorders and to prepare them for the First Examination. Formal coursework culminates in a series of advanced studies and seminar courses and independent tutorials that relate to the student's area of specialization.

Students must complete a required set of 70000-level courses: statistics (6 credits), doctoral research (3 credits), instrumentation (3 credits), two of the three basic science courses (speech science, language science, hearing science; 6 credits), professional issues (2 credits), and the responsible conduct of research (research ethics; 1 credit). Students must complete at least four 80000-level courses in the discipline exclusive of Independent Study.

Exemptions from one or more of these courses may be granted to students who can satisfactorily demonstrate competence in these areas.

*First Examination* Students are required to write a paper representing a preliminary research project on a topic approved by an adviser. Students are expected to pass the First Examination before 45 credits are completed.

*Second-Year Research Project* Each student is required to complete a research project under the supervision of a faculty member prior to the Second Examination. The completed written project is submitted to the faculty supervisor for approval and subsequently presented orally to faculty and students.

*Second Examination* The Second Examination is taken upon satisfactory completion of all course and program requirements. This examination is oral and is administered by the student's advisory committee. The Second Examination is based on specific areas of specialization chosen by the student with the approval of the students' advisory committee.

*Dissertation* Each student preparing a dissertation proposal is required to enroll in SPCH 89900, Dissertation Seminar for at least one semester. The seminar is attended by the program faculty, the student's dissertation chair, and other students preparing dissertation proposals. The proposal must be approved by the advisory committee.

The student will prepare a dissertation under the supervision of a dissertation committee. When the dissertation has been approved, the student defends it before an examining committee consisting of the student's dissertation (advisory) committee and an outside examiner.

*Research Experience/College Teaching* Doctoral students are required to spend at least one year in full-time residence. During this residency, students are expected to participate in a research practicum—at least 15 hours per week in a laboratory—under the mentorship of faculty to develop their competency in research. This residency must be completed during the first three years of matriculation. Students are encouraged to obtain college-level teaching experience.

## **DUAL DEGREE PROGRAM IN AUDIOLOGY AND SPEECH-LANGUAGE-HEARING SCIENCES**

The Dual Degree Program in Audiology and Speech-Language-Hearing Sciences will allow graduate students to concurrently complete the existing Doctor of Audiology (Au.D.) and Doctor of Philosophy (Ph.D.) in Speech-Language-Hearing Sciences. The Au.D. is a clinical doctorate and the curriculum of the Au.D. Program is geared toward the preparation of competent clinicians in audiology. The Ph.D. in Speech-Language-Hearing Sciences is a research doctorate and the curriculum is geared toward training researchers and academics. It is generally desirable for faculty in Audiology and in Speech and Language Pathology to have a clinical credential as well as research training, which typically is gained in a program leading to the Ph.D. Since Audiology has become a doctoral-level profession, the most desirable future faculty member will possess both doctoral degrees. At the current time, it is not possible for a student to concurrently enroll in two programs at the Graduate Center. The dual degree program will allow such an enrollment and will coordinate the two programs as much as possible with the goal of reducing redundancy and therefore increasing efficiency in completion of the two degree programs without compromising the integrity of either program.

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### **Courses**

Unless otherwise stated, *all courses are 3 credits.*

**Speech, Language, and Hearing Sciences**

- SPCH 70500 Speech Science
- SPCH 70600 Hearing Science
- SPCH 70700 Language Science
- SPCH 70900 Introduction to Doctoral Research
- SPCH 71300 Neurophysiology of Language
- SPCH 71500 Introduction to Neurolinguistics  
*Prerequisite: Speech and Hearing 709 or equivalent*
- SPCH 71700 The Acquisition of Language  
*Prerequisite: Statistical Methods in Psychology I and II (PSYC 70500 and PSYC 70600)*
- SPCH 71900 Doctoral Research
- SPCH 76400 Instrumentation for Research in Speech and Hearing Science
- SPCH 80400 Seminar in Speech Perception
- SPCH 80500 Seminar in Speech Production
- SPCH 80700 Seminar in Language Science
- SPCH 80800 Seminar in Hearing Science
- SPCH 80900 Seminar in Speech Science
- SPCH 81500 Seminar in the Neurolinguistics of Bilingualism
- SPCH 81700 Bilingual Effects in Speech Perception and Production
- SPCH 81800 Articulatory Phonology
- SPCH 81900 Seminar in Electrophysiological Methods

**Speech and Language Pathology**

- SPCH 72000 Research Practicum
- SPCH 82000 Seminar in Neurobiology of Child Language Disorders
- SPCH 82200 Neuroscience of Aphasia
- SPCH 82300 Cross Language Study of Aphasia
- SPCH 82400 Seminar in Autism
- SPCH 82500 Seminar in Language in Aging and Dementia
- SPCH 82600 Seminar in Child Language Disorders
- SPCH 82800 Research in Methods in Language
- SPCH 82900 Seminar in Typical and Atypical Bilingual Development

**Clinical Audiology and Hearing Impairment**

- SPCH80100 Factors Affecting Auditory Evoked Potentials
- SPCH80200 Speech Perception and Hearing Loss
- SPCH84200 The Acoustic Change Complex
- SPCH84300 Cochlear Implants
- SPCH84400 Psychophysics of Sensorineural Hearing Loss
- SPCH84500 Speech Perception in Bilingual Listeners with Hearing Loss

**General Courses**

- SPCH 79300 The Responsible Conduct of Research (Research Ethics)  
*1 credit*
- SPCH 79400 College Teaching
- SPCH 79500 Professional Issues Seminar  
*45 hours, 2 credits*
- SPCH 79600 Special Problems
- SPCH 89800 Independent Study  
*1-3 credits*  
*Prerequisite: Permission of the instructor. May be repeated with credit.*
- SPCH 89900 Dissertation Seminar  
*Required of all students until their dissertation proposals are approved, and repeated each semester without credit.*
- SPCH 90000 Dissertation Supervision  
*1 credit*

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## THEATRE AND PERFORMANCE (Ph.D.)

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*Executive Officer:* Professor James Wilson

The Graduate Center

365 Fifth Avenue

New York, NY 10016

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### **THE PROGRAM**

The Ph.D. Program in Theatre and Performance at the Graduate Center is designed to develop scholars with a broad theoretical background and demonstrated research ability in dramatic theory and criticism, dramatic structure, and history of theatre and performance. Advanced work is offered in theatre and performance of the Americas, Europe, Asia, and the Arab world. Although the program's emphasis is on primary research, an attempt is made, whenever possible, to bridge the gap between theatre as an area of knowledge and as a performing art and to form an alliance of understanding between the scholar and the practitioner.

The program's faculty, consisting of distinguished scholars as well as critics of the professional theatre, is very much concerned with the professional opportunities and careers available to its students. Students are encouraged to take full advantage of the resources of the Graduate Center as well as to explore avenues of interdisciplinary cooperation.

Doctoral courses include seminars in movements (such as romanticism, realism, or the avant-garde), themes (such as theatre and science or metatheatre), genres (such as melodrama, musical theatre, or opera), theory (such as gender, postcolonial, reception, or sociology of culture), comparative drama (such as medieval, Middle Eastern, or Golden Age Spanish/colonial Latin American), theatre history and production (such as 18th-century British drama and theatre, history of scenic design, or studies in the current season), and film (such as African-American film, holocaust film, or the cyborg and technologies of imagination).

Advanced doctoral seminars may also be taken at New York University and Columbia University through the Interuniversity Doctoral Consortium.

Directed independent study and externships in theatre for credit are also available.

### ***Resources for Training and Research***

New York City, with its professional theatre specialists, institutions, and productions, its library and museum facilities, its archives and private collections, is an unusually rich resource. Students have easy access to such special research facilities as the theatre, film, music, and dance collections of Lincoln Center, the facilities of the Players' Club, the International Theatre Institute Archives, the numerous art galleries and museums, the central research facilities of the New York Public Library, and the many other cultural activities that New York City has to offer.

In addition to these general resources, the Martin E. Segal Theatre Center, located at the Graduate Center, embraces disciplinary and interdisciplinary projects in theatre, dance, and film and serves as the research and communications center of the Ph.D Program in Theatre and Performance. The Segal Center incorporates and replaces the Center for Advanced Study in Theatre Arts (CASTA).

***En-route M.A.***

Upon completing 45 credits with an average grade of B, passing the First Examination, and satisfactorily completing a major research paper, the student may apply for an M.A. degree. The degree is awarded formally by one of the participating senior CUNY colleges.

**SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to meeting the general University requirements stated earlier in this bulletin, the applicant must present an appropriate undergraduate background, as judged by the Admissions Committee. Each student admitted to the program will be expected to present 21 hours in the following: 12 hours of coursework in dramatic literature, criticism, or history of the theatre; 9 hours of coursework in directing, acting, and design. Actual production experience may be considered an equivalent for the latter 9 hours. If students are deficient in any area, or areas, they will be asked to remove such deficiencies.

**SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

In addition to the general University requirements stated earlier in this bulletin, the student must complete the following requirements.

*Course of Study* A minimum of 60 credits of approved coursework is required for a Ph.D. in theatre. The student must follow a course of study approved by his or her mentor. This program will include a concentration in the history of the theatre, in dramatic structure, and in dramatic theory and criticism, with appropriate supporting courses from corollary fields. The following courses or their equivalents are required of all students before the First Examination: Theatre Research (to be completed during the first semester of study), Contextual and Intertextual Studies in the Drama, History of Theatrical Theory. All students who pass the First Examination are required to take Advanced Theatre Research: Methodology and Current Debates. A minimum of five advanced doctoral courses are required for the degree.

With the approval of their mentor, students may take a maximum of 12 credits in appropriate disciplines cognate to their areas of specialization (e.g., in history, English, philosophy, political science). No more than 9 credits in production courses may be credited toward the doctorate.

*First Examination* The First Examination, a written and oral qualifying examination covering general knowledge of the field, is to be taken after students have completed 30 credits of graduate work and must be passed by the time they have completed 45 credits.

*Foreign Language* Students must demonstrate a reading knowledge of two appropriate foreign languages through one of the procedures described in the program's student handbook. They are not required to retake examinations in languages that they have passed for the M.A. degree.

*Second Examination* The Second Examination may be taken only after students have completed all other requirements except the dissertation. This examination will test in depth the student's knowledge of three areas of advanced study.

*Dissertation* Under the supervision of a faculty member, the student will complete a dissertation. The completed dissertation must be approved by the faculty director and two other faculty members appointed by the Executive Officer in consultation with the sponsor. Candidates must defend their dissertations before an examining committee consisting of members of the doctoral faculty in theatre, and other examiners as appropriate.

**Courses**

Unless otherwise stated, all courses are 30 hours plus conferences, 3 credits.

***Dramatic Theory and Criticism***

THEA 70100 Theatre Research

THEA 70300 Contextual and Intertextual Studies in the Drama

THEA 70600 History of Theatrical Theory

THEA 71400 Aesthetics of the Film

THEA 71500 History of Cinema I: 1895 to 1930

THEA 71600 History of Cinema II: 1930 to the Present

- THEA 80200 Seminar in Dramatic Genre  
*May be repeated for credit when subject changes*
- THEA 80300 Seminar in Theatre Theory and Criticism  
*May be repeated for credit when subject changes*
- THEA 81400 Studies in the Current Season
- THEA 81500 Seminar in Film Studies  
*May be repeated for credit when subject changes*
- THEA 81600 Seminar in Film Theory: Theories of the Cinema  
*3 hours, 3 credits*
- THEA 82000 Special Topics in Theatre and Popular Entertainment

**Theatre History and Production**

- THEA 85200\* Seminar in Theatre History and Production  
*May be repeated for credit when subject changes*
- THEA 85300 Seminar in a National Theatre  
*May be repeated for credit when subject changes*
- THEA 85400 Seminar in Comparative Drama  
*May be repeated for credit when subject changes*
- THEA 85500\* Visual Elements of the Theatre
- THEA 85700 Seminar in Contemporary Performance Theory and Technique  
*May be repeated for credit when subject changes*
- THEA 86000\* Theatre in Society  
*May be repeated for credit when subject changes*
- THEA 86100\* History of the American Theatre

**General Courses**

- THEA 72500\* Studies in Theatre  
*Hours vary, 3 credits*  
*May be repeated for credit when subject changes*
- THEA 80400 Advanced Theatre Research: Methodology and Current Debates  
*Prerequisite: Successful completion of the First Examination*
- THEA 82500 Directed Independent Study  
*3 credits*  
*May be repeated for credit for different topics*
- THEA 83000 Externship in Theatre  
*Hours vary, 3 to 6 credits*
- THEA 90000 Dissertation Supervision  
*1 credit*

\*offered infrequently

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## URBAN EDUCATION (Ph.D.)

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*Executive Officer:* Professor Wendy Luttrell

The Graduate Center

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New York, NY 10016

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### FACULTY

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### THE PROGRAM

The Ph.D. Program in Urban Education is designed to prepare leaders in educational research and policy analysis who have a broad understanding of the complex issues across the educational spectrum and seek to transform present day inequalities. The unique focus of this program is at the intersection of multiple research agendas including issues of organization, administration, curriculum, and pedagogy in urban schools (from pre-K through higher education); forms of teaching and learning that occur across institutional settings including families, schools, community and civic organizations; and research on the historical, social, cultural, political, and economic issues that determine the context of urban education.

The intellectual challenges of investigating the processes and practices of urban education as a social and cultural institution require the broad intellectual base and diverse critical perspectives that only an integrated program of studies across a wide range of specialist disciplines can provide. The intellectual resources of the CUNY Graduate Center enable students in this program to draw on elective courses and research faculty in many relevant partner disciplines, including English, History, Philosophy, Psychology, Sociology, Anthropology, Economics, and Political Science. When appropriate to their interests, students gain expertise in the humanities, theories of learning, culture, language, race, gender, (dis)ability, political economy, mathematics, new technologies, and curricular and policy analysis that are offered as program seminars in selected topics.

Five core courses are required of all students (see below).

Examples of anticipated areas of research for student dissertations include: systemic renewal of urban education, including teacher education; new information and communication

technologies in education; issues of language, representational media, and cultural diversity in urban education; and mobilization of urban resources to prepare all students for full participation in global society.

Graduates of this program are prepared to take on a wide variety of important roles in urban education: research and teaching in universities, including teacher education programs; research and leadership positions in urban school districts and in state and federal government agencies; policy analysis positions for private foundations; and staff positions with legislators and legislative committees.

The program provides students with a unique access to and understanding of the New York City public schools, the nation's largest system of urban public education. The many teacher education and educational outreach programs of the CUNY colleges have long-established relationships with the city's diverse schools and districts. Through research mentoring, internship, and teaching fellowship arrangements for doctoral students at all the participating CUNY colleges, the Ph.D. program works to connect conceptual perspectives with the realities of urban schools and school systems.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

Some CUNY doctoral programs require that applicants for admission submit recent scores on the Graduate Record Examination, but the Urban Education program does not require these. All CUNY doctoral programs require transcripts from all postsecondary institutions attended, and an application that includes: (1) two professional letters of recommendation, including at least one from a university faculty member familiar with the applicant's academic work; (2) an Applicant Statement, which should describe the specialized area within the field of Urban Education in which the applicant may wish to do research and his or her academic background, professional experience, and career aspirations beyond the doctorate. (See General Requirements for Admission elsewhere in this bulletin.)

In addition, applicants for the Ph.D. Program in Urban Education should have completed a master's or other relevant higher degree beyond the baccalaureate. (Exceptions are made for outstanding applicants or those with equivalent experience.) Applicants must also submit a portfolio of evidence of relevant accomplishments and a sample of written work, and may be requested to appear for an interview.

Applicants should typically have at least two years of teaching or other relevant professional experience in education, preferably in urban settings and at the educational level at which they intend to do research. In some cases, an exceptional applicant may be admitted without this experience.

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following are requirements in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

*Course of Study* A minimum of 61 credits of approved coursework are required for a Ph.D. in Urban Education. All students must complete the four core courses (totaling 12 credits, as listed below) and enroll in the one-semester, one credit Core Colloquium in their first year. In consultation with the academic adviser, students select additional coursework in research methods (minimum 9 credits) from a range of research seminars and/or research methods courses offered in the Urban Education Program. Three courses should include methods for analyzing qualitative and quantitative data in Urban Education research, including (but not limited to) the following areas of study: research design, statistical reasoning and analyses; ethnographic methods and data analysis; nonverbal data, and historical, narrative, and philosophical analyses. Students also complete a program of required area seminars and elective courses approved by their advisory faculty Studies Committee, totaling at least 24 credits in the studies specialization area.

Under general University regulations, no more than 30 qualifying graduate credits may be offered as transfer credits toward a Ph.D. degree, but only credits that are programmatically relevant and have clear CUNY equivalents (as determined by the program) will be accepted toward the Ph.D. in Urban Education. (It is normally expected that no more than 15 credits will be accepted, except in the case of an applicant with prior doctoral study beyond the master's degree at another institu-

tion.) No more than 15 CUNY graduate credits required at the time of admission to prepare the student for doctoral-level work in the program may be applied toward the Ph.D. in Urban Education.

*First Examination* After successfully completing the core courses, students are eligible to take the First Examination. They must take the exam before completing 30 credits in the program (excluding transfer credits) and may not continue in the program beyond 45 credits until they have passed all parts of the examination. The First Examination covers the same general topics as the required core courses.

*Second Examination* The Second Examination covers the content areas of the student's chosen research topic, as designated appropriate preparation by the student's Studies Committee. The examination may be given in more than one part. Students must pass each part to pass the examination as a whole.

*Advancement to Candidacy* The student is advanced to candidacy for the Ph.D. degree after completing all other program requirements, passing all parts of the Second Examination, and receiving approval of a written dissertation research proposal from a committee of three program faculty members approved by the Executive Officer, one of whom has agreed to supervise the candidate's research.

*Dissertation* The degree is awarded after the dissertation has been approved by the committee and has been successfully defended by the student in an oral examination and the dissertation is deposited in the Graduate Center Library.

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## Courses

Unless otherwise stated, all courses are *30 hours plus conferences, 3 credits*.

### **Core Courses and Colloquia**

U ED 70001 Urban Education Core Colloquium I

*1 credit*

U ED 70200 Historical Contexts of Urban Education

U ED 70400 Pedagogy and the Urban Classroom

U ED 70500 Educational Policy

U ED 70600 Introduction to Research in Urban Education

### **Post-Core Courses**

U ED 71100 Program Seminars in Selected Topics (Fall)

U ED 71200 Program Seminars in Selected Topics (Spring)

*May be repeated for credit when subject changes*

U ED 72100 Theory/Research Seminar in Selected Topics (Fall)

U ED 72200 Theory/Research Seminar in Selected Topics (Spring)

*May be repeated for credit when subject changes*

U ED 73100 Research Methodologies in Urban Education (Fall)

U ED 73200 Research Methodologies in Urban Education (Spring)

*May be repeated for credit when subject changes*

U ED 74100 Quantitative Research Methods in Urban Education

U ED 75100 Qualitative Research Methods in Urban Education

U ED 75200 Seminar in Scholarly Communication Selected Topics

*May be repeated for credit when subject changes*

U ED 80100 Independent Reading and Research, 1-3 credits

U ED 90000 Dissertation Supervision

*1 credit, 1 hour (considered full time)*

*Note:* Students in the Urban Education Ph.D. Program may register for courses offered by other CUNY doctoral programs with the permission of their Studies Committee and the Executive Officer of the host program.



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## WOMEN'S AND GENDER STUDIES (M.A.)

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*Director:* Professor Dána-Ain Davis

The Graduate Center

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### FACULTY

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### THE PROGRAM

The Master of Arts in Women's and Gender Studies is an interdisciplinary program open to applicants with any relevant academic or professional background.

Gender and sexuality issues are front and center in today's political, cultural, and economic life. Women's and Gender Studies, which originally grew out of the international feminist movement of the 1960s and 1970s, is now a well-established international field of study, focusing on, among other things, the roles of women and men in today's society; the growing debates over gender, class, race, sexuality, and disability in the construction of identity at both individual and community levels; and the search for equity and social justice in an increasingly unequal society, both in the United States and around the world.

The M.A. in Women's and Gender Studies aims to combine theory and practice, looking at gender and sexuality from an academic perspective, while at the same time giving students a grounding in real-world issues and problems. The program collaborates with a wide range of disciplines at the Graduate Center, including Anthropology, Art History, Comparative Literature, Earth and Environmental Sciences, English, French, Geography, History, Italian, Philosophy, Political Science, Psychology, Social Welfare, Sociology, Spanish, Urban Education, and many others.

Students completing the degree will be prepared to enter a wide range of governmental or private organizations that require gender expertise, and/or to undertake further study at the Ph.D. level.

### SPECIAL REQUIREMENTS FOR ADMISSION

In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit a letter of intent, summarizing the reasons for applying to the program; a writing sample of 10 to 15 pages; and two academic or professional letters of recommendation.

### SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS PROGRAM

*Course of study* 30 credits are required for the degree. Of these, students are required to take the four **core** courses (see below). Students then choose five electives (15 credits).

### Health, science, and technology

This track prepares students for doctoral study in science and technology studies, women's studies, medical sociology and anthropology, and public health. It also offers humanities and social sciences training to students who wish to pursue interdisciplinary graduate work in health, health-care delivery, and the sciences.

### Lesbian, gay, bisexual, transgender, queer (LGBTQ) studies (in collaboration with the CLAGS Program at the Graduate Center)

This track prepares students for work in policy, education, journalism, public health, and urban studies, as well as social work, clinical practice, advocacy, diplomacy, and NGO positions that require expertise in lesbian, gay, bisexual, transgender, and queer experiences. It also prepares students for doctoral studies in a broad array of disciplines.

### Politics and policy

In addition to preparing graduates for doctoral programs in political science, sociology, and women's and gender studies, this track trains graduates for jobs in public policy organizations and nonprofit advocacy organizations focused on women's and gender issues.

### Social, cultural, and literary analysis

Students in this track explore the ways in which women's and gender studies scholarship has brought new perspectives to the humanities, literature, and the arts, and has helped to inaugurate a new field of work in cultural studies that links the study of forms of cultural production to other modes of analysis. Graduates in this track will be prepared for doctoral work in literature, cultural studies, and the arts, and will be competitive for jobs in arts and cultural organizations focused on women or gender.

### Transnational feminisms

Students in this track focus on issues related to developing collaborative projects across borders, both formal (i.e., national borders) as well as informal (between communities and groups). Graduates will be prepared for work in organizations focused on women's issues, ethnicity, and immigration; for diversity-related offices in universities, corporations, and cultural organizations; and for doctoral studies in fields such as anthropology, sociology, political science, and women's studies.

Students take an additional two electives (6 credits) which can be selected from any of the relevant course offerings at the Graduate Center, in consultation with the Director.

Students complete their studies either with a research-based **thesis** or an **internship** at a New York City-based organization (such as a nongovernment organization (NGO), a policy center, or an agency of the United Nations), which is documented with a final written report. Internships must be approved by the Director and supervised by a faculty member, and students will complete at least 10 hours a week doing substantial (i.e., nonclerical) work for the organization.

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## COURSES

Unless otherwise stated, all courses are *30 hours plus conferences for 3 credits*.

WGS 71001: Feminist Texts and Theories

WGS 71701: Global Feminisms

WGS 71601: Topics in Women's and Gender Studies (topic varies with the instructor and the semester)

WGS 71600: Research Methods in Women's and Gender Studies

Five elective courses

WGS 79601: Internship

WGS 79602: Thesis Supervision

WGS 79600: Independent Study

For the electives, students in this program have access to a wide variety of courses offered by the Graduate Center in Anthropology, Art History, Comparative Literature, Earth and Environmental Sciences, English, French, Geography, History, Italian, Philosophy, Political Science, Psychology, Social Welfare, Sociology, Spanish, Urban Education, and many others.

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## INTERDISCIPLINARY STUDIES

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Office of the Associate Provost and Dean for Academic Affairs

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Tel.: 212.817.7290

Email: [rsponzo@gc.cuny.edu](mailto:rsponzo@gc.cuny.edu)

<https://www.gc.cuny.edu/academics/collaborative-and-interdisciplinary-programs>

The CUNY Graduate Center offers opportunities for interdisciplinary research and training. It recognizes that the development of knowledge crosses traditional departmental boundaries and that interdisciplinary study constitutes a sound and stimulating approach to scholarship. Students interested in interdisciplinary work are enrolled in one of the existing programs offered at the Graduate Center and are expected to fulfill the requirements of that program. At the same time, students can take advantage of several kinds of interdisciplinary studies (IDS). In addition to the certificate programs and interdisciplinary concentrations listed below, students can avail themselves of interdisciplinary opportunities through the Graduate Center's many centers, institutes, committees, and initiatives.

The Graduate Center offers interdisciplinary certificate programs that include Africana Studies, American Studies, Demography, Film Studies, Global Early Modern Studies, Interactive Technology and Pedagogy (ITP), Medieval Studies, and Women's Studies and are open to all matriculated students. The certificate programs in Data Science and ITP are open to external applicants as an advanced certificate. When the student has completed the requirements for the advanced certificate, they will receive notification. Certificate programs should send the list of eligible students to the Office of the Registrar for the certificate to be recorded.

There are also a number of interdisciplinary concentrations. Some of these concentrations offer core courses, while others guide students in finding courses across different academic disciplines that fulfill the concentration requirements. When students finish the requirements for a concentration, they are awarded a paper certificate, but the IDS concentrations are not noted on their transcripts. The interdisciplinary concentrations include Advanced Social Research, Cognitive Science, European Union Studies, Fashion Studies, Food Studies, Language and Literacy, Latin American and Caribbean Studies, Lesbian/Gay/Queer Studies, Psychology of Political Behavior, Public Policy and Urban Studies, Twentieth-Century Studies, and Urban Health and Society.

Detailed information about the certificate programs can be found on the Graduate Center website at: <https://www.gc.cuny.edu/academics/programs?type=83>.

Information about the interdisciplinary concentrations can be found at: <https://www.gc.cuny.edu/academics/collaborative-and-interdisciplinary-programs>.

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## Certificate Program AFRICANA STUDIES

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*Coordinator:* Professor Nathalie Etoke (Acting)

The Graduate Center

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New York, NY 10016

Email: [africanastudies@gc.cuny.edu](mailto:africanastudies@gc.cuny.edu)

<https://www.gc.cuny.edu/Africanastudies>

### **FACULTY**

Terence Agbeyegbe ■ Ammiel Alcalay ■ Juan Battle ■ David Lahti ■ Eric Lott ■ Martin Ruck ■ James Wilson

*For the most up-to-date faculty listings and specializations, see the program's website.*

Students enrolled at the Graduate Center can pursue an Interdisciplinary Studies (IDS) Concentration in Africana Studies. The study of the African Diaspora as it is manifested in social and cultural structures outside of the continent of Africa has emerged over the last decade and a half as one of the academic world's most active interdisciplinary arenas. The primary goal of the concentration in Africana Studies is to produce scholars who are fully conversant with this diverse field, providing them with the analytic and research tools to navigate and articulate the Black experience while furthering the ongoing dialogue on race and identity.

New York City is an extremely important locus for primary sources. Its convergence of music, literature, art, politics, and history—along with its myriad ethnic tapestry—offers scholars the opportunity to analyze Black culture in a uniquely fertile context. A concentration in Africana Studies reflects and enhances the diversity of both subject matter and community found in CUNY at large.

Students must take the IDS core course, Introduction to Africana Studies, as well as four electives within the concentration's course lists. No more than two of those four electives may be from the same discipline. Course offerings are from a broad spectrum of disciplines including Anthropology, Art, English, Film Studies, History, Music, Political Science, Psychology, Sociology, Social Welfare, and Women's Studies.

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# Certificate Program

## AMERICAN STUDIES

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*Coordinator:* Professor David Waldstreicher (Acting)

The Graduate Center

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New York, NY 10016

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<https://www.gc.cuny.edu/Americanstudies>

### **FACULTY**

Ammiel Alcalay ■ Herman Bennett ■ Martin Burke ■ Kandice Chuh ■ Alyson Cole ■ Cathy Davidson ■ Marc Dolan ■ Stuart Ewen ■ Duncan Faherty ■ Michelle Fine ■ Ruth Gilmore ■ Matthew Gold ■ Cindi Katz ■ William Kelly ■ Thomas Kessner ■ Wayne Koestenbaum ■ Gail Levin ■ Eric Lott ■ James Oakes ■ Ruth O'Brien ■ Richard Powers ■ David Reynolds ■ Joan Richardson ■ David Savran ■ Robyn Spencer ■ Jeffrey Taylor ■ Neal Tolchin ■ Lucia Trimbur ■ David Waldstreicher ■ Amy Wan

### **THE PROGRAM**

The Certificate in American Studies is available to all students. Students do not necessarily have to be working toward the certificate to take courses offered by the American Studies Certificate Program.

The American Studies Certificate Program at the Graduate Center prepares students to teach and research in American Studies by providing grounding in the genealogies, key questions, and research practices comprising the field. Because American Studies is a thoroughly interdisciplinary field, students in the certificate program gain experience and training in interdisciplinary methods. Students and faculty from the Graduate Center's Ph.D. programs participate in the certificate program, including those from Anthropology, Art History, Earth and Environmental Science, English, History, Music, Philosophy, Political Science, Sociology, Theatre and Performance, and Urban Education. Students enrolled in any of the Graduate Center's programs are eligible for enrollment in the certificate program.

### ***Resources for Research and Training***

American Studies Certificate Program students have access to the rich and diverse resources available in New York City. These include not only the New York Public Library, with its archival collections and dedicated branches like the Schomburg Center for Research in Black Culture, but also the Morgan Library and Museum in near proximity, as well as access to the numerous major museums comprising New York City. Faculty members teaching both at the Graduate Center and across the CUNY system also serve as vital resources for American Studies students, representing as they do the enormous breadth and diversity of work unfolding within American Studies. Students also have opportunity to engage scholars from both within and outside of the CUNY system through lectures, seminars, and other events regularly organized by the program. The American Studies program at CUNY also brings American Studies scholars from outside the University to the Graduate Center in a continuing program of guest lectures and seminars.

### **SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN AMERICAN STUDIES**

*Required Courses* Successful completion of four courses is required of certificate students, including ASCP 81000: Introduction to American Studies Genealogies and Methods; ASCP 81500: Key Questions in American Studies; ASCP 82000: Research in American Studies; and, a fourth course that addresses American Studies, broadly construed, chosen by the student and approved by the program coordinator.

*Research Statement* In the semester in which they anticipate completion of their degrees and certificate program requirements, students are required to submit to the coordinator a maximum 500-word statement reflecting on the relationship of their research to American Studies, broadly construed.

## **Courses**

### ***Required Courses***

ASCP 81000 Introduction to American Studies: Genealogies and Methods

*3 credits*

ASCP 81500 Key Questions in American Studies

*3 credits*

ASCP 82000 Research in American Studies

*3 credits*

ASCP 89000 Dissertation Workshop

*30 hours, 0 credits*

### ***Recent Representative Courses***

19th-Century American Women Writers

20th-Century Black Intellectual Thought

American Aesthetics

Art in America Between the Wars

The Black Pacific

The Body in American Visual Culture 1750–1950

Cyborgs and the Cinematic Imagination

Ethnology and Ethnography of the U.S.A

Federal Period: Architecture and Material Culture

Film Noir in Context

Hawthorne and Melville

History of American Theatre

History of Women and Families: U.S., 1820–Present

Integration and Its Discontents

Jazz and American Writing

Material and Visual Culture of the U.S.

Minstrelsy from the Civil War to the Present

Modern American History, 1945–90

Painting and Sculpture in the Gilded Age

Racial Capitalism

Realism and Naturalism in Film and Literature

Religion in Early American Republic 1797–1844

Social History of the Roots of Mass Culture

Spaces and Cultures of the American Empire

Themes in American Culture (ASCP 81500)

The U.S. as a Welfare State in Comparative Perspective

U.S. Public Policy

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# Certificate Program

## CRITICAL THEORY

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*Coordinator:* Professor Bettina Lerner  
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New York, NY 10016  
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<https://www.gc.cuny.edu/criticaltheory>

### **FACULTY**

For the most up-to-date faculty listings and specializations, see the program's website.

### **THE PROGRAM**

Critical Theory is the examination and critique of literature, society, ethics, and culture and has become a vital component of interdisciplinary and collaborative conversations across the humanities and social sciences, providing practitioners with a new set of techniques to enhance their approaches to textual analysis and social criticism. The certificate in Critical Theory familiarizes students not only with the history and aspects of Critical Theory but also with its practical applications. By providing rigorous training in this field, the certificate gives doctoral students the expertise to teach Critical Theory and to incorporate it into their own research.

The certificate's interdisciplinary emphasis gives students the opportunity to engage actively with Critical Theory through the lens of many academic disciplines across the Humanities and Social Sciences. The certificate exposes students to the most prominent and influential theorists and movements by surveying a wide range of theoretical approaches including, but not limited to, deconstruction, phenomenology, post-colonialism, Marxism, hermeneutics, cultural studies, the Frankfurt School, psychoanalysis, race theory, and gender studies. Students enrolled in the certificate learn about the historical emergence, evolution, and interrelation of these various modes of critical thought and the impact they have had in shaping the most current trends in Critical Theory.

The Certificate Program in Critical Theory is open to students already enrolled in programs at the Graduate Center. Candidates for the Certificate must take a total of five courses (15 credits) in Critical Theory: one required core course and four elective courses.

The core course (CTCP 71088 Critical Theory: Foundations and Practices) is an interdisciplinary survey of the most prominent theorists and movements, emphasizing their historical emergence, evolution, and impact as well as their practical applications. A wide range of theoretical approaches are studied, including structuralism, deconstruction, phenomenology, post-colonialism, Marxism, hermeneutics, cultural studies, psychoanalysis, and gender studies.

The four elective courses originate in Ph.D. programs throughout the Graduate Center.

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### **Courses**

#### ***Core Course***

CTCP 71088 Critical Theory: Foundations and Practices

Please visit the [Courses page](#) for the current semester's elective course offerings.

<https://www.gc.cuny.edu/criticaltheory>



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# Certificate Program

## DEMOGRAPHY

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*Coordinator:* Professor Neil Bennett

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<https://www.cuny.edu/about/centers-and-institutes/demographic-research/>

### **FACULTY**

Richard Alba ■ Deborah Balk ■ Neil Bennett ■ Andrew Beveridge ■ Jennifer Dowd ■ Janet Gornick ■ Frank Heiland ■ Shiro Horiuchi ■ Theodore Joyce ■ Sanders Korenman ■ John Mollenkopf ■ Jeremy Porter ■ Holly Reed ■ Diana Romero ■ Shige Song ■ Simone Wegge ■ Na Yin

### **THE PROGRAM**

The Certificate Program in Demography offers courses and seminars for doctoral students enrolled in a program at the Graduate Center. Students who complete the interdisciplinary concentration receive a certificate in Demography.

The program provides students with the tools to understand deeply, and conduct rigorous analyses of, population structure and processes. Specifically, the courses comprising the certificate will focus, for example, on understanding the causes and consequences of changes in population-related phenomena such as family formation, fertility and reproductive health, disease, aging and mortality, urbanization, racial and ethnic composition, and mobility, and how such changes shape social, economic, and political processes and outcomes at the local, national, and international level.

### ***Resources for Research and Training***

New York City is home to many local, regional, national, and international organizations that have demographic orientations. The CUNY Institute for Demographic Research has strong ties with a number of these organizations and will form informal, and, in some cases, formal liaisons with others. (The organizations include New York area governmental institutions such as the Population Division of the New York City Department of Planning, New York City's Independent Budget Office, the Mayor's Office, the New York State Assembly and Senate staff, the Executive Office in Albany, and the New York State Education Department, as well as the Population Council, the Guttmacher Institute, and the Population Division of the United Nations. We will seek to establish internships and externships at these organizations and others. Certificate students may have the opportunity to work with demography scholars from several CUNY campuses who are pursuing research at the Institute. In addition, doctoral fellowships in demography will be available through the Institute.

### **SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN DEMOGRAPHY**

Candidates for the certificate in Demography must already be enrolled in a program at the Graduate Center. To earn the certificate, the student must take the following courses (unless a waiver is approved by the DCP Coordinator): DCP 70100 Introduction to Demography, DCP 70200 Methods of Demographic Analysis, and DCP 80100 Advanced Methods of Demographic Analysis. In addition, a certificate candidate must take six credits of approved elective courses.

### ***Courses***

In addition to the three required courses noted above, the Demography Certificate Program offers the following elective courses, of variable credit: Economic Demography, Demography of the Life Course, Mortality Analysis, Demography of Aging, Fertility, Reproductive Health, Immigration, Urbanization, Population and Development, Population and Environment, Spatial Demography, His-

torical Demography, The Demography of New York, Demography of Conflict and Disaster, Population Health, Demography of HIV/AIDS, Biodemography, Formal Demography, Qualitative Methods for Demographic Analysis, and Techniques of Demographic Data Collection.

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# Certificate Program

## FILM STUDIES

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*Coordinator:* Professor Edward Miller  
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<https://www.gc.cuny.edu/Filmstudies>

### **FACULTY**

Elizabeth Alsop ■ Leah Anderst ■ William Boddy ■ Royal Brown ■ Jonathan Buchsbaum ■ Jerry Carlson ■ Noel Carroll ■ Cynthia Chris ■ Anselmo Di Iorio ■ Marc Dolan ■ Racquel Gates ■ David Gerstner ■ Michael Gillespie ■ Alison Griffiths ■ Amy Herzog ■ Peter Hitchcock ■ Robert Kapsis ■ Wayne Koestenbaum ■ Stuart Liebman ■ Ivone Margulies ■ Paula Massood ■ Joseph McElhanev ■ Edward Miller ■ Joyce Rheuban ■ Paul Smith

### **THE PROGRAM**

The Certificate Program in Film Studies offers students the critical skills and knowledge needed to comprehend cinema as a discrete discipline with its own methodology. The required courses, however, are also designed to provide historical, theoretical, and critical perspectives on the cinema derived from a variety of disciplines. They aim to stimulate exploration of the connections between film and traditional fields of inquiry such as theatre, art history, sociology, political science, and languages and literatures. The multi- and interdisciplinary approach encourages students to integrate film scholarship with their doctoral studies, enabling significant new insights into a medium with immense social resonance throughout the world. Faculty with expertise in film studies drawn from a wide variety of doctoral programs, including Art History, English, French, Latin American, Iberian and Latino Cultures, History, Sociology, and Theatre, are available to help guide student research and writing in the field.

### *Resources for Research and Training*

New York City is the prime location for the study of cinema in the United States. Many of the world's most important film study centers, archives, and libraries, notably those at the Museum of Modern Art, the Library for Performing Arts at Lincoln Center, the Museum of Television and Radio, and Anthology Film Archives are located here. It is also home to the widest range of commercial and non-commercial exhibition venues in the United States. These include such world-famous institutions as the Film Society of Lincoln Center, the Museum of Modern Art, the Whitney Museum of American Art, the American Museum of the Moving Image in Queens, and a host of important smaller screening spaces such as Anthology Film Archives.

### **SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN FILM STUDIES**

The Certificate Program in Film Studies is open to students already enrolled in a program at CUNY Graduate Center. Candidates for the certificate must take a total of 15 credits (five courses) in Film Studies including a required three-course "core" and two additional electives offered under the auspices of any participating Ph.D. program or the certificate program itself. Many courses are simultaneously cross-listed in several doctoral and interdisciplinary programs to facilitate student enrollment.

Applicants to the Certificate Program in Film Studies who are not already enrolled in a doctoral or master's program at the Graduate Center may apply for admission, if they have an M.A. or M.F.A. degree at the time of enrollment.

Requirements for admission are on the program's website: <https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Certificate-Programs/Film-Studies/Requirements>

**STANDALONE CERTIFICATE ADMISSIONS REQUIREMENTS**

Applicants to the Certificate Program in Film Studies who are not already enrolled in a doctoral or master's program at the Graduate Center must apply for admission. Requirements for admission are as follows:

*Deadline*

Fall Enrollment: Application due April 15. We only accept applications for fall enrollment.

*Prerequisite*

In order to be eligible for admission, applicants must have completed an M.A. or M.F.A. from an accredited college or university or its international equivalent. Successful applicants generally have a cumulative overall GPA of 3.0 (B average) or higher. GRE scores are not required.

Applicants who do not have a post-secondary degree from an institution in which the language of instruction is English-only and located in a country that recognizes English as an Official Language must have taken either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test.

*Requirements*

Applicants must submit the following materials:

A \$75 nonrefundable application fee. The application fee is waived for United States Armed Services Veterans and McNair Scholars.

A completed online application form: Prospective students must submit an application form through the [Graduate Center's online application system](#).

*Please note:* If you are unable to find the Film Studies program listed alphabetically on the Application Information page, scroll to the bottom of the program drop-down menu.

Higher Education transcripts: Unofficial transcripts must be uploaded from each college or university attended even if you did not complete a degree or did not enroll in courses in your current field. Official transcripts must be submitted upon acceptance.

Résumé or CV

Applicant Statement: please upload a personal statement of no more than 2,000 words.

The statement describes the applicant's academic and professional background, relationship to film and media studies, and the applicant's goals in seeking the Standalone Certificate.

Three references: Please provide the email address and contact information of at least three academic or professional references who can appraise your academic or professional achievement and promise. *Letters are not required.* Select <No> for the question "Will this provider be submitting the letter of recommendation online?" This ensures that we will receive contact info for your recommenders, but they won't be sent a letter request.

Unofficial TOEFL or IELTS scores to fulfill the English Language Proficiency prerequisite, if applicable.

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**Courses*****Required Courses***

The following required courses are offered through the Ph.D. Program in Theatre. *All are 42 hours, 3 credits.*

THEA 71400 Aesthetics of the Film

THEA 71500 History of Cinema I, 1895-1930

or

THEA 71600 History of Cinema II, 1930 to the Present

THEA 81600 Seminar in Film Theory: Theories of the Cinema

***Elective Courses***

The Film Studies Certificate Program offers the following elective course:

FSCP 81000 Selected Topics in Film Studies

*42 hours, 3 credits*

***Recent Elective Courses***

Alfred Hitchcock and His Legacy

Avant-Garde Film and Video

Captured Bodies, Migrating Spirits: Slavery and Its Historical Legacy in the Cinemas of the Americas

Chinese Cinema in the Era of Globalism

Constructivism and Cinema: The Films and Film Theory of Pudovkin, Eisenstein, and Vertov

Cultural Theory and the Documentary

Cyborgs and the Cinematic Imagination

Eisenstein: Politics, Theatre, Film, Theory

Film and American Culture in the 1930s

Film Music

Film Noir in Context

Gay and Lesbian Experimental Film

Hollywood-Paris-Hollywood

Holocaust Memories: Films, Monuments, and Museums

Magical Realism and Film in Global Perspective

Passing, Lynching and Jim Crow: Oscar Micheaux and His Circle in U.S. Cinema

Realism and Naturalism in Film and Literature

Stars: Film Personalities and the Writing of Fandom

Theatricality in Film

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# Certificate Program

## GLOBAL EARLY MODERN STUDIES

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*Coordinator:* Professor Amanda Wunder

The Graduate Center

365 Fifth Avenue

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### **FACULTY**

Anna Akasoy ■ Herman Bennett ■ Barbara Bowen ■ Monica Calabritto ■ Clare Carroll ■ Raquel Chang-Rodríguez ■ Sarah Covington ■ Joseph Dauben ■ Mario DiGangi ■ Martin Elsky ■ Paolo Fasoli ■ William Fisher ■ Hermann Haller ■ Allison Kavey ■ Erec Koch ■ Erika Lin ■ José Martínez Torrejón ■ Gerry Milligan ■ Tanya Pollard ■ Bernd Renner ■ Francesca Sautman ■ Dennis Slavin ■ Domna Stanton ■ Justin Steinberg ■ Andrew Tomasello ■ John Van Sickle ■ Emily Wilbourne ■ Amanda Wunder

### **THE PROGRAM**

The Certificate Program in Global Early Modern Studies is designed to enable students pursuing degrees offered at CUNY Graduate Center interested in any aspect of the Renaissance/Early Modern period (c. 1350–c. 1700) to expand their studies in an interdisciplinary way. The program's main goals are to provide students with the opportunity (1) to acquire innovative methods of cross-disciplinary research, including the techniques of early modern cultural analysis, that will enhance both their scholarship and teaching; (2) to study with faculty outside their home discipline; and (3) to acquire a Certificate in Global Early Modern Studies as a credential. Participating programs include Art History, Classics, Comparative Literature, English, French, Germanic Languages and Literatures, Latin American, Iberian and Latino Cultures, History, Music, Philosophy, and Theatre.

### ***Resources for Research and Training***

New York is especially suited to serve students interested in Global Early Modern Studies. In addition to the Mina Rees Library of the Graduate Center and the libraries of the CUNY campuses, CUNY graduate students have access to a broad range of resources, including the New York Public Library, the Pierpont Morgan Library, the Metropolitan Museum of Art, the Frick Collection and Library, the Hispanic Society of America, the American Numismatic Society, the Academy of Medicine Library, and the libraries of the Union Theological Seminary and the Jewish Theological Seminary. The certificate program in Global Early Modern Studies is an affiliate member of the Renaissance Society of America, which now has its offices at the Graduate Center. As a member of the Folger Shakespeare Institute in Washington, D.C. (and, through it, of the Newberry Library in Chicago), the Graduate Center offers advanced students eligibility for funded participation in Folger Institute seminars and conferences. The Graduate Center hosts a Shakespeare Institute and the Society for the Study of Women in the Renaissance, and the Certificate Program sponsors a Renaissance Colloquium. Visiting scholars give talks regularly at the program's Renaissance Colloquium, and students regularly present portions of their work in progress at an Early Modern Dissertation Colloquium.

### **SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN GLOBAL EARLY MODERN STUDIES**

Requirements for the Certificate in Global Early Modern Studies include two core courses (Introduction to Global Early Modern Studies; Topics in Material History), two elective courses outside the home discipline (these may include special topic courses in the certificate program), demonstrated reading proficiency in a second language related to the student's field of study, and a thesis, which need not be in the area of Renaissance Studies.

Upon fulfillment of the requirements for the Certificate Program in Global Early Modern Studies, a Certificate in Global Early Modern Studies is awarded by the state of New York.

## **Courses**

GEMS 72100 Introduction to Global Early Modern Studies

*3–4 credits, 30 hours. Topics have included case studies of interdisciplinary Renaissance scholarship.*

GEMS 74100 Readings in Global Early Modern Studies

*3–4 credits, 30 hours*

GEMS 82100 Topics in Material History

*3–4 credits, 30 hours*

GEMS 83100 Topics in Global Early Modern Studies

*3–4 credits, 30 hours. Topics have included: "The Impact of the New World on Early Modern Ideology"; "Foolishness in Renaissance Literature"; "Florentine Renaissance Patronage"; and "Renaissance and Early Modern Cities."*

GEMS 85100 Workshop in Renaissance Studies

*4 credits, 30 hours*

GEMS 89000 Independent Study

*1–4 credits*

In addition, the various doctoral disciplines offer about 10 Early Modern Studies courses each semester.

## **Representative Courses**

Art in Italy and Beyond 1500–1600

Caravaggio and International Caravaggism

Classical Bodies

Descartes

Early Modern Print Culture

European Art and Architecture: 15th-Century Fresco Cycles

German Printing and Graphics 15th and 16th Centuries

Interactions Between Italian and Northern European Renaissance Art

Italian Renaissance Drawings

Italian Renaissance Painting and Sculpture

Jews in Early Modern Europe 1492–1760

La Celestina

Literature and the 17th-Century Cultural Revolution

Literature of Early Modern European History 1550–1800

Lope de Vega and the Spanish Comedy

Milton Matters

The New Cosmology

Performing the Renaissance: Theatre and Theatricality in Art and Society

Poetry, Poetics, and Authority in Baroque

Queering the Renaissance

Rabelais and Humanism

Race in the Renaissance

Renaissance Poetry

Restoration Poetry and Prose

Rhetoric and Language Theory: Early Modern Humanism

Sacred and Profane in Early Netherlandish Painting

The Scientific Revolution: Copernicus to Newton 1450–1700

Shakespeare and Sexuality

Spanish Literature of the Baroque

Spanish Literature of the Renaissance

Tragicomedy in Shakespeare and His Contemporaries

Velazquez

Words and Music in the Renaissance

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# Certificate Program

## INTERACTIVE TECHNOLOGY AND PEDAGOGY

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The Graduate Center

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### **FACULTY**

Pennee Bender ■ Stephen Brier ■ Joshua Brown ■ Lisa Brundage ■ Patricia Clough ■ Colette Daiute ■ Ximena Gallardo ■ Matthew Gold ■ Joan Greenbaum ■ David Greetham ■ Carlos Hernandez ■ Kimon Keramidas ■ Michael Mandiberg ■ George Otte ■ Anthony Picciano ■ Lisa Rhody ■ Maura Smale ■ Christopher Stein ■ Joseph Ugoretz ■ Julie Van Peteghem ■ Lucas Waltzer

### **THE PROGRAM**

The Interactive Technology and Pedagogy (ITP) Certificate Program provides students with the critical skills to reflect on and then design and implement technology in their research and teaching. The ITP program's multidisciplinary approach draws on the discipline-based expertise of many doctoral faculty members and thereby builds a collective conversation about the broad implications of the use of technology in scholarship and pedagogy. The sequence of courses described below offers theoretical, historical, philosophical, and sociological perspectives on technology and pedagogy and their intersection with academic practices.

### *Curriculum and Course Description*

The certificate program provides students with an interdisciplinary environment to gain theoretical, historical, philosophical, literary, and sociological knowledge on technology and pedagogy, and explore the implications of their intersection in the classroom, academic research, and scholarly publication. Students learn praxis-oriented methodologies for digital research and pedagogy and complete capstone projects under the mentorship of one of our doctoral faculty members, drawn from across the disciplines. ITP provides intellectual insights and technical training to prepare students for employment in the academy and beyond by advancing their skills as critical and creative makers and users of technology. While students learn about and experiment with new software applications, the program moves beyond functional technology training to generate a rigorous dialogue about technology in research and pedagogy.

### **SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN THE INTERACTIVE TECHNOLOGY AND PEDAGOGY**

Applicants to the Interactive Technology and Pedagogy Certificate Program who are not already enrolled in a doctoral or masters program at the Graduate Center may apply for admission. Requirements for admission are on the program's website: [www.gc.cuny.edu/itp](http://www.gc.cuny.edu/itp).

The sequence of courses required for the certificate—which can be completed by students in two years and total 9 doctoral degree credits—is designed to provide a variety of historical, theoretical, political, and practical approaches to the connection among and between technology, academic research, and classroom pedagogy. The ITP Certificate Program relies on an interdisciplinary approach to these questions; questions that lead us to pursue solutions applicable to the humanities, the social sciences, and the physical and natural sciences.

First, two 3-credit core courses provide students with an overview of history and theory, academic practice, and pedagogy and practice.

Second, in a series of noncredit lab sessions, students master relevant technical software and IT-design skills that allow them to develop new tools or rigorously evaluate existing IT tools for academic use; a minimum of 12 such noncredit lab sessions must be taken by students when



they are enrolled in the Core 1 and Core 2 courses to complete and receive the ITP certificate. With permission of the Coordinator, ITP students may also take lab sessions to fulfill the certificate requirement while working on their Independent Study projects.

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## **Courses**

### ***Core Courses***

ITCP 70010 Interactive Technology and Pedagogy I: History and Theory

*3 credits, 30 hours plus conferences and lab hours*

ITCP 70020 Interactive Technology and Pedagogy II: Methods and Practice

*3 credits, 30 hours plus conferences and lab hours*

*Prerequisite ITCP 70010*

### ***The Independent Study***

ITCP 89010 Independent Study

*3 credits*

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# Certificate Program

## MEDIEVAL STUDIES

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*Coordinator:* Professor Sara McDougall  
The Graduate Center  
365 Fifth Avenue  
New York, NY 10016  
Email: [medievalstudies@gc.cuny.edu](mailto:medievalstudies@gc.cuny.edu)  
<https://www.gc.cuny.edu/medievalstudies>

### **FACULTY**

Anna Akasoy ■ Ammiel Alcalay ■ Jennifer Ball ■ Glenn Burger ■ William Clark ■ Cynthia Hahn ■ Eric Ivison ■ Steven Kruger ■ Erika Lin ■ Sara McDougall ■ Hyunhee Park ■ Kristina Richardson ■ Michael Sargent ■ Francesca Sautman ■ Peter Simpson ■ Karl Steel ■ Anne Stone ■ Andrew Tomasello ■ Paola Ureni

### **THE PROGRAM**

The Certificate Program in Medieval Studies offers courses and seminars for students interested in Art History, Comparative Literature, English, French, Latin American, Iberian and Latino Cultures, History, Music, Philosophy, Political Science, and Theatre. Students who complete the interdisciplinary concentration receive a certificate in Medieval Studies.

The program enables students interested in medieval studies to broaden their knowledge of medieval culture and to pursue their interests in a more comprehensive context than that afforded by specialization in a single field. Since it emphasizes interdisciplinary research, the Medieval Studies program also encourages students to follow a pattern of studies that reflects the interdisciplinary conditions in which the works of the Middle Ages were created.

### *Resources for Research and Training*

In addition to the Graduate Center's Mina Rees Library, the student engaged in medieval studies enjoys the resources of over sixty libraries, museums, and collections in the Greater New York area that have special medieval materials. Among these are the New York Public Library, the Pierpont Morgan Library, the Metropolitan Museum of Art (including the Cloisters), the American Numismatic Society, the Grolier Club of New York, the Jewish Theological Seminary, and the General Theological Seminary. A student association, The Medieval Study, provides opportunities for the presentation of papers and for mutual exchange among students in the various disciplines. The program also sponsors a series of colloquia.

### **SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN MEDIEVAL STUDIES**

Candidates for the certificate in Medieval Studies must already be enrolled in one of the programs at the Graduate Center. To earn the certificate, the student must take the following courses: MSCP 70100 Introduction to Medieval Studies, at least one Interdisciplinary Medieval Studies seminar (MSCP 80500), and at least two courses in disciplines other than the student's own field of doctoral study. The student must also demonstrate a reading proficiency in premodern Arabic, Greek, Hebrew, Latin, or another language in use between 500-1500, selected on consultation with the MSCP coordinator.

## Courses

The Medieval Studies Certificate Program offers the following courses under its own rubric:

MSCP 70100 Introduction to Medieval Studies

MSCP 70900 Readings in Medieval Latin

*30 hours plus conference, 3 credits*

MSCP 79800 Independent Studies

*Variable credit*

MSCP 80500 Seminar in Interdisciplinary Medieval Studies

*(Seminar topics have included "Women in the High Middle Ages," "The Bible in the Middle Ages," "Western Islam in the Middle Ages," and "Orality and Literacy in the Middle Ages.")*

MSCP 80700 Seminar in Textual Studies

*(Seminar topics have included "Editing the Medieval Text" and "Medieval and Early Renaissance Paleography.") In addition, the various doctoral disciplines offer about ten medieval studies courses each semester. To supplement these courses, independent study can be arranged with any member of the faculty (with the approval of the Executive Officer of the student's home program).*

MSCP 89000 Dissertation Workshop

*30 hours, 0 credits*

### **Representative Courses**

Age of Giotto: Italy 1250–1400

Ancient and Medieval Political Thought

Chaucer: The Canterbury Tales

Chaucer Exclusive of The Canterbury Tales

The Historian and Medieval Visual Culture

History of the High Middle Ages 900–1215

History of the Jews in the Medieval Muslim World 622–1147

Image and Idea in Romanesque and Medieval Art

Introduction to Medieval Irish

Introduction of Old English

Levantine Culture between Empire and Nation

Libro de buen amor

Literature of Medieval European History

Maimonidian Controversy

Margery Kemp in Context

The Medieval Cathedral as Multivalent Symbol

The Medieval Epic

Medieval French Romance of Adventure

Medieval Literature in Britain

Medieval Philosophy

Medieval Poetics

Medieval Speculations

Medieval Welsh

The Medieval World in Travel Narratives, Geographies, and Maps

Paris, 1130–1270: Creation of a Capital

Performing Medieval Drama

Piers Plowman and Late Medieval Culture

Postcolonial Chaucer

Saints and Society in the Medieval West

Trecento Painting and Sculpture, 1250–1400

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# Certificate Program

## WOMEN'S STUDIES

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*Coordinator:* Professor Dána-Ain Davis  
The Graduate Center  
365 Fifth Avenue  
New York, NY 10016  
Email: [womensstudies@gc.cuny.edu](mailto:womensstudies@gc.cuny.edu)  
<https://www.gc.cuny.edu/womenstudies>

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### THE PROGRAM

The Certificate in Women's Studies is available to students matriculated in programs at the Graduate Center. Women's Studies is an interdisciplinary approach to research and scholarship that draws on various disciplines, while challenging disciplinary boundaries. The general aim of the program is to offer critical reflection on the experiences of both women and men in terms of differences of gender, sexuality, race, class, ethnicity, and nation. Students are prepared to do research in Women's Studies and related critical approaches to the disciplines, such as those developed in Queer Studies, Postcolonial Studies, and Cultural Studies. Besides focused coursework and guidance in research, Women's Studies offers participation in a wide range of graduate student and faculty activities, such as lecture series and forums. Students are also invited to participate in the research programs and seminars at the Center for the Study of Women and Society at the Graduate Center.

### SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN WOMEN'S STUDIES

To qualify for the certificate, students must take one prerequisite course (unless similar coursework has been done at another institution), two required courses, and a minimum of two electives. The certificate is conferred upon completion of the required courses.

*Course of Study* The program includes the prerequisite course plus a combination of required courses and electives totaling a minimum of 12 credits distributed as follows:

*Prerequisite Course* WSCP 81001 Feminist Texts and Theories.

*Required Courses* WSCP 71700 Global Feminisms; WSCP 81601 Topics in Women's and Gender Studies. These courses are offered once each year and are team-taught by faculty in the humanities and the social sciences.

*Electives* Two or more electives (a minimum of 6 credits) from disciplinary courses cross-listed with Women's Studies.

The Women's Studies Certificate Program is designed to complement existing programs. Women's Studies courses also may be taken to fulfill requirements for the Women's Studies concentration in the Master of Arts in Liberal Studies at the Graduate Center.

All students are welcome to register for courses in Women's Studies, regardless of their intention to pursue the certificate.

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## **Courses**

WSCP 81001 (MALS 72100) Feminist Texts and Theories

*3-4 credits*

*Prerequisite or corequisite: WSCP 81001*

WSCP 71700 Global Feminisms

WSCP 81601 Topics in Women's and Gender Studies

WSCP 90000 Dissertation Workshop in Women's and Gender Studies

*3 hours, 0 credits*

### ***Sample Elective Courses***

Selected Topics in Women's Studies

Black Feminist Thought

Colonial/Postcolonial Writings

Feminism and Science Studies

Gender and Globalization

History of Feminism

History of Women and Modern Europe

Homosexualities/Heterosexualities in Modern Society

Hybrid Identities: Race and Gender in Ethnic Literatures

Practice of Science and Medicine: Issues in Bioethics

Queer Theory and Questions of Race

Race, Gender, and Education

Social Welfare Policy and Planning

Theoretical Perspectives on Gender

Women and Political Change in the United States

Women and Welfare State

Women and Work

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## PROFESSIONAL DEVELOPMENT

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Office of the Associate Provost and Dean for Academic Affairs

The Graduate Center

365 Fifth Avenue

New York, NY 10016

Tel.: 212.817.7425

Email: [writingcenter@gc.cuny.edu](mailto:writingcenter@gc.cuny.edu)

<https://gcwritingcenter.commonsgc.cuny.edu/courses>

The Graduate Center offers enrolled doctoral students a range of professional development courses designed to help them in their careers and professional activities. These courses do not carry credit, are ungraded, and do not appear on the student's transcript. Students register for them as they do their academic classes and can find them listed under "Professional Development" in the course schedule.

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### Courses

PDEV 79400 Advanced Spoken English: Teaching and Presentation Skills

PDEV 79401 Teaching Strategies: Social Sciences

PDEV 79402 Teaching Strategies: Humanities

PDEV 79403 Effective Academic Writing – for native English speakers

PDEV 79403 Effective Academic Writing – for non-native English speakers

PDEV 81670 Working Outside the Academy

PDEV 81690 Colloquium on College Teaching

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## DOCTORAL FACULTY (as of June 2022)

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### A

- Abramov, Israel (Ph.D., Indiana University). Professor, Brooklyn. Psychology.
- Abramovitz, Mimi (D.S.W., Columbia University). Professor, Hunter. Social Welfare, Women's Studies CP.
- Aciman, André (Ph.D., Harvard University). Distinguished Professor, Graduate Center. Comparative Literature, French, Biography and Memoir MA.
- Ackroff, Karen (Ph.D., Rutgers University). Adjunct Professor, The Feeding Behavioral Nutrition Research Laboratory, Brooklyn. Psychology.
- Acquaviva, Viviana (Ph.D., International School for Advanced Studies, Trieste, Italy). Associate Professor, New York City College of Technology. Physics.
- Adamczyk, Amy (Ph.D., Pennsylvania State University). Professor, John Jay. Criminal Justice.
- Adams, Jennifer D. (Ph.D., The Graduate Center, CUNY). Adjunct Associate Professor, University of Calgary. Urban Education.
- Adamson, Peter (Au.D., The Graduate Center, CUNY). Adjunct Assistant Professor, Graduate Center. Audiology.
- Agaian, Sos (Ph.D., Academy of Sciences, USSR). Distinguished Professor, University of Texas at San Antonio. Computer Science.
- Agathocleous, Tanya (Ph.D., Rutgers University). Professor, Hunter. English.
- Agawu, Kofi (Ph.D., Stanford University). Professor, Graduate Center. Music.
- Agbeyegbe, Terence D. (Ph.D., University of Essex, UK). Professor, Hunter. Earth and Environmental Sciences, Economics, Africana Studies CP.
- Ahearn, Sean C. (Ph.D., University of Wisconsin at Madison). Professor, Hunter. Earth and Environmental Sciences.
- Ahmed, Ali Jimale (Ph.D., University of California at Los Angeles). Professor, Queens. Comparative Literature.
- Ahmed, Siraj (Ph.D., Columbia University). Associate Professor, Lehman. English.
- Ahmed, Zaghoul (Ph.D., The Graduate Center, CUNY). Professor, Staten Island. Biology.
- Aiello, Leslie (Ph.D., University of London). Adjunct Professor, Wenner-Gren Foundation. Anthropology.
- Aitken, Molly E. (Ph.D., Columbia University). Associate Professor, City College of New York. Art History.
- Aizin, Gregory (Ph.D., Institute of General Physics, Academy of Sciences, Moscow). Professor, Kingsborough CC. Physics.
- Aja, Stephen Ukpabi (Ph.D., Washington State University). Professor, Brooklyn. Earth and Environmental Sciences.
- Akasoy, Anna A. (Ph.D., Johann Wolfgang Goethe-University, Frankfurt). Professor, Hunter. Comparative Literature, History, Liberal Studies MA, Middle Eastern Studies MA, Global Early Modern Studies CP, Medieval Studies CP.
- Akiba, Daisuke (Ph.D., Brown University). Associate Professor, Queens. Educational Psychology, Urban Education.
- Akins, Daniel L. (Ph.D., University of California at Berkeley). Distinguished Service Professor of Chemistry. Distinguished Professor, City. Chemistry.
- Akinslure-Smith, Adeyinka M. (Ph.D., Columbia University). Associate Professor, City. Psychology.
- Al Khatib, Samer (Ph.D., Massachusetts Institute of Technology). Associate Professor, Graduate Center. Linguistics.
- Alba, Richard D. (Ph.D., Columbia University). Distinguished Professor, Graduate Center. Sociology, Demography CP.
- Alborn, Timothy L. (Ph.D., Harvard University). Professor, Lehman. History.
- Albrecht, Jochen (Ph.D., University of Vechta, Germany). Professor, Hunter. Earth and Environmental Sciences.
- Alcalay, Ammiel (Ph.D., The Graduate Center, CUNY). Professor, Queens. Comparative Literature, English, Biography and Memoir MA Middle Eastern Studies MA, Africana Studies CP, American Studies CP, Medieval Studies CP.
- Alcoff, Linda M. (Ph.D., Brown University). Professor, Hunter. Philosophy, Women's Studies CP.
- Alemida, Euclides (Ph.D., Federal University of Pernambuco). Professor, Queens. Physics.
- Alessandrini, Anthony (Ph.D., Rutgers University). Professor, Kingsborough CC. Middle Eastern Studies MA.

Alexakos, Konstantinos (Ph.D., Columbia University). Associate Professor, Brooklyn. Urban Education.

Alexandratos, Spiro D. (Ph.D., University of California at Berkeley). Professor, Hunter. Chemistry.

Alfano, Robert R. (Ph.D., New York University). Distinguished Professor, City. Physics, Psychology.

Allen, Esther (Ph.D., New York University). Associate Professor, Baruch. French, Latin American, Iberian, and Latino Cultures.

Allen, Joel (Ph.D., Yale University). Professor, Queens. Classics. History.

Allen, Linda (Ph.D., New York University). Professor, Baruch. Business, Economics.

Allen, Ray (Ph.D., University of Pennsylvania). Professor, Brooklyn. Music.

Allred, Jeffrey (Ph.D., University of Pennsylvania). Associate Professor, Hunter. Digital Humanities MA.

Allwood, Maureen A. (Ph.D., University of Missouri-Columbia). Associate Professor, John Jay. Psychology.

Alonso, Alejandra del Carmen (Ph.D., Universidad Nacional de Cordoba, Argentina). Professor, Staten Island. Biochemistry, Biology.

Alonso-Nogueira, Alejandro (Ph.D., The Graduate Center, CUNY). Assistant Professor, Brooklyn. Latin American, Iberian, and Latino Cultures

Alsop, Elizabeth (Ph.D., The Graduate Center, CUNY). Assistant Professor, School of Professional Studies. Film Studies CP.

Alter, Susan E. (Ph.D., Stanford University). Assistant Professor, York. Biology.

Alù, Andrea (Ph.D., Roma Tre University, Italy). Einstein and Distinguished Professor, Graduate Center/ASRC. Physics

Alvarado, Sebastian (Ph.D., McGill University). Assistant Professor, York. Biology.

Alvero, Alicia M. (Ph.D., Western Michigan University). Associate Professor, Queens. Psychology.

Amarasingham, Asohan (Ph.D., Brown University). Associate Professor, City. Biology, Computer Science, Psychology, Cognitive Neuroscience MS.

Ambrose, Barbara A. (Ph.D., University of California at San Diego). Adjunct Associate Professor, The New York Botanical Garden. Biology.

Anadon, Jose D.(Ph.D., University of Murcia, Spain). Assistant Professor, Queens. Biology.

Anchordoqui, Luis A. (Ph.D., Universidad Nacional de La Plata, Argentina). Professor, Lehman. Physics.

Ancona, Ronnie (Ph.D., Ohio State University). Professor, Hunter. Classics.

Anderson, Robert P. (Ph.D., University of Kansas). Professor, City. Biology.

Anderst, Leah (Ph.D., The Graduate Center, CUNY). Assistant Professor, Queensborough Community. Liberal Studies MA, Film Studies CP

Anderton, Abby (Ph.D., University of Michigan). Assistant Professor, Baruch. Music

Andreopoulos, George (Ph.D., Cambridge University, UK). Professor, John Jay. Criminal Justice, Political Science.

Andrews, Molly (Ph.D., Oxford University). Adjunct Professor, Psychology, Urban Education.

Anglin, Deidre M. (Ph.D., Fordham University). Associate Professor, City. Psychology.

Angulo, Jesus A. (Ph.D., The Graduate Center, CUNY). Professor, Hunter. Biochemistry, Psychology.

Anson-Cartwright, Mark (Ph.D., The Graduate Center, CUNY). Associate Professor, Queens. Music.

Aponte, Judith (D.N.S., Columbia University). Associate Professor, Hunter. Nursing.

Apter, Arthur W. ( Ph.D., Massachusetts Institute of Technology). Distinguished Professor, Baruch. Mathematics.

Archibald, Paul (Ph.D., Morgan State University). Assistant Professor, Hunter. Social Welfare.

Arenas-Mena, Cesar (Ph.D., University of Barcelona). Associate Professor, Staten Island. Biochemistry, Biology.

Arenberg, Yuri (Ph.D., New York University). Associate Professor, Brooklyn. Economics.

Arguin, Louis-Pierre (Ph.D., Princeton University). Assistant Professor, Baruch. Mathematics.

Arias, Enrique (Ph.D., University of Wisconsin at Madison). Professor, Hunter. Political Science.

Arievitch, Igor (Ph.D., Moscow State University, Russia). Professor, Staten Island. Psychology, Urban Education.

Armour-Thomas, Eleanor (Ed.D., Teachers College, Columbia University). Professor, Queens. Educational Psychology.

Armstrong, Kate (Ph.D., University of Edinburgh, Scotland, UK). Adjunct Assistant Professor, The New York Botanical Garden. Biology.

Arsov, Ivica (Ph.D., New York University). Associate Professor, York. Biology.

Arsovska, Jana (Ph.D., Catholic University of Leuven, Belgium). Associate Professor, John Jay. Criminal Justice.

Artemov, Sergei (D.Sc., Moscow State University, Russia). Distinguished Professor, Graduate Center. Computer Science, Mathematics, Philosophy.

Asadpour, Arash (Ph.D., Stanford University). Associate Professor, Baruch. Business.

Ascenzi-Moreno, Laura A. (Ph.D., The Graduate Center, CUNY). Associate Professor, Brooklyn. Urban Education.

- Attewell, Paul A. (Ph.D., University of California at San Diego). Distinguished Professor, Graduate Center. Sociology, Social Welfare, Urban Education.
- Attoh, Kafui (Ph.D., Syracuse University). Associate Professor, School of Professional Studies. Earth and Environmental Sciences.
- Aulicino, David (Ph.D., University of Maryland, College Park). Associate Professor, Brooklyn. Mathematics.
- Aurimmo, Jane (Au.D., Arizona School of Health Sciences). Adjunct Professor, Center for Hearing and Learning. Audiology.
- Avcioglu, Nebahat (Ph.D., University of Cambridge). Associate Professor, Hunter. Middle Eastern Studies MA.
- Avivi Reich, Meital (Ph.D., University of Toronto). Assistant Professor, Brooklyn. Speech-Language-Hearing Sciences.
- Aydinliyim, Lauren E. (Ph.D., Rutgers University). Assistant Professor, Baruch. Business.
- Aydinliyim, Tolga (Ph.D., Case Western Reserve University). Associate Professor, Baruch. Business.

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## B

- Baatz, Simon (Ph.D., University of Pennsylvania). Professor, John Jay. History.
- Baden, Andrea (Ph.D., State University of New York at Stony Brook). Assistant Professor, Hunter. Anthology, Biology.
- Baek, Seungho (Ph.D., Illinois Institute of Technology). Associate Professor, Brooklyn. Economics.
- Baker, Matthew J. (Ph.D., University of Connecticut). Associate Professor, Hunter. Economics.
- Baker, Mitchell B. (Ph.D., University of California at Davis). Associate Professor, Queens. Biology.
- Bakiras, Spiridon (Ph.D., University of Southern California). Adjunct Professor, Hamad Bin Khalifa University. Computer Science.
- Balci, Pinar (Ph.D., University of North Texas). Adjunct Assistant Professor, NYC Dept of Environmental Protection. Earth and Environmental Sciences.
- Balick, Michael J. (Ph.D., Harvard University). Adjunct Professor, Institute for Economic Botany, New York Botanical Garden. Biology.
- Balk, Deborah L. (Ph.D., University of California at Berkeley). Professor, Baruch. Economics, Sociology, Demography CP.
- Ball, Jennifer L. (Ph.D., New York University). Associate Professor, Brooklyn. Art History, Medieval Studies CP.
- Bamshad-Alavi, Maryam (Ph.D., University of Massachusetts at Amherst). Associate Professor, Lehman. Biology.
- Bandosz, Teresa J. (Ph.D., Technical University of Cracow, Poland). Professor, City. Chemistry, Earth and Environmental Sciences.
- Banerjee, Probal (Ph.D., Indian Institute of Science). Professor, Staten Island. Biochemistry, Biology.
- Banerjee, Sreenjaya (Ph.D., The Graduate Center, CUNY). Associate Professor, Guttman Community. Liberal Studies MA.
- Banerjee, Swapna (Ph.D., Temple University). Professor, Brooklyn. History.
- Bank Munoz, Carolina (Ph.D., University of California, Riverside). Associate Professor, Brooklyn. Sociology.
- Bankoff, H. Arthur (Ph.D., Harvard University). Professor, Brooklyn. Anthropology.
- Baraldi Carole (Columbia University). Assistant Professor, Lehman. Nursing.
- Barberet, Rosemary L. (Ph.D., University of Maryland). Professor, John Jay. Criminal Justice.
- Barcena, Homar (Ph.D., New York University). Professor, Kingsborough CC. Earth and Environmental Sciences.
- Bargonetti-Chavarria, Jill (Ph.D., New York University). Professor, Hunter / Graduate Center joint appointment. Biochemistry, Biology.
- Barnett, Philip (Ph.D., Rutgers University). Professor, City. Chemistry.
- Bar-Noy, Amotz (Ph.D., Hebrew University, Israel). Professor, Brooklyn. Computer Science.
- Baron, Beth (Ph.D., University of California at Los Angeles). Professor, City. History, Middle Eastern MA, Women's Studies CP.
- Barrett, Richard (DMA, Texas Christian University). Professor, Brooklyn. Music.
- Barriere, Isabelle (Ph.D., Birkbeck College, University of London). Adjunct Associate Professor, Long Island University. Speech-Language-Hearing Sciences.
- Barrios, Luis (Ph.D., Carlos Albizu University, Puerto Rico). Professor, John Jay. Psychology, Social Welfare.
- Barrowclough, George F. (Ph.D., University of Minnesota). Adjunct Professor, Department of Ornithology, American Museum of Natural History. Biology.

Barton-Burke, Margaret (Ph.D., University of Rhode Island, Kingston). Adjunct Professor. Memorial Sloan-Kettering Cancer Center. Nursing.

Basil, Jennifer Anne (Ph.D., University of Massachusetts). Professor, Brooklyn. Biology, Psychology.

Basmajian, Ara (Ph.D., State University of New York at Stony Brook). Professor, Hunter. Mathematics.

Basu, Karna (Ph.D., Massachusetts Institute of Technology). Associate Professor, Hunter. Economics.

Basu, Sandip (Ph.D., University of Washington). Assistant Professor, Baruch. Business.

Batchen, Geoffrey (Ph.D., University of Sydney, Australia). Adjunct Professor, Victoria University of Wellington. Art History.

Bates, Eliot (Ph.D., University of California, Berkeley). Assistant Professor, The Graduate Center. Music.

Bathe, Stefan (Ph.D., University of Muenster, Germany). Professor, Baruch. Physics.

Battle, Juan J. (Ph.D., University of Michigan). Professor, Graduate Center. Social Welfare, Sociology, Urban Education, Liberal Studies MA, Africana Studies CP.

Bauer, Alexander A. (Ph.D., University of Pennsylvania). Associate Professor, Queens. Anthropology, Middle Eastern Studies MA.

Bauer, William R. (Ph.D., The Graduate Center, CUNY). Assistant Professor, Staten Island. Music.

Baumann, Steven L. (Ph.D., Adelphi University). Professor, Hunter. Nursing.

Baver, Sherrie L. (Ph.D., Columbia University). Professor, City. Political Science.

Bawa, Kapil (Ph.D., Columbia University). Professor, Baruch. Business.

Bayne, Gillian U. (Ph.D., The Graduate Center, CUNY). Associate Professor, Lehman. Urban Education.

Beaton, Laura L. (Ph.D., McMaster University, Canada). Associate Professor, York. Biology.

Becker, Stefan (Dr.rer.nat, Justus-Liebig Universitiy, Giessen). Professor, Lehman. Earth and Environmental Sciences.

Bedford, April W. (Ph.D., Texas A&M University). Professor, Brooklyn. Urban Education.

Beeler, Jeff (Ph.D., University of Chicago). Associate Professor, Queens. Biology, Psychology, Cognitive Neuroscience MS.

Beer, Ruth (Ph.D., University of Michigan). Assistant Professor, Baruch. Business.

Behar, Evelyn (Ph.D., Pennsylvania State University). Associate Professor, Hunter. Psychology.

Behar, Katherine (M.F.A., Hunter College). Associate Professor, Hunter. Data Analysis and Visualization MA.

Behrens, Susan J. (Ph.D., Brown University). Adjunct Professor, Marymount Manhattan College. Speech-Language-Hearing Sciences.

Behrman, Alison (Ph.D., University of Michigan). Associate Professor, Lehman. Speech-Language-Hearing Sciences.

Behrstock, Jason (Ph.D., State University of New York at Stony Brook, SUNY). Associate Professor, Lehman. Mathematics.

Beinart, Peter (M.Phil., Oxford University). Associate Professor, CUNY School of Journalism. Political Science.

Belfield, Clive R. (Ph.D., University of Exeter, UK). Professor, Queens. Economics.

Bellovary, Jillian (Ph.D., University of Washington). Assistant Professor, Queensborough Community. Physics.

Bemporad, Elissa (Ph.D., Stanford University). Professor, Queens. History.

Benbunan-Fich, Raquel (Ph.D., Rutgers University). Associate Professor, Baruch. Business, Computer Science.

Bencivenni, Marcella (Ph.D., The Graduate Center, CUNY). Professor, Hostos Community. International Migration Studies MA.

Bender, Pennee L. (Ph.D., New York University). Adjunct Professor, Center for Media and Learning. Interactive Technology and Pedagogy CP.

Bendersky, Martin (Ph.D., University of California at Berkeley). Professor, Hunter. Mathematics.

Benedicty-Kokken, Alessandra (Ph.D., University of Wisconsin at Madison). Associate Professor, City. French.

Benediktsson, Mike (Ph.D., Princeton University). Associate Professor, Hunter. Sociology.

Bennett, Herman L. (Ph.D., Duke University). Distinguished Professor, Graduate Center. History, American Studies CP, Global Early Modern Studies CP.

Bennett, Neil G. (Ph.D., Princeton University). Professor, Baruch. Sociology, Demography CP.

Benseman, Timothy M. (Ph.D., University of Cambridge, UK). Assistant Professor, Queens. Physics.

Benton, F. Warren (Ph.D., University of Illinois). Professor, John Jay. Criminal Justice.

Ben-Zacharia, Aliza (Ph.D., New York University). Assistant Professor, Hunter. Nursing.

Berenecea, Eanes (Ph.D., Clark Atlanta University). Associate Professor, York. Social Welfare.

Bergad, Laird W. (Ph.D., University of Pittsburgh). Distinguished Professor, Lehman. History.

Bergen, Michael H. (Au.D., The Graduate Center, CUNY). Adjunct Lecturer, Brooklyn. Audiology.

Berger, Sarah E. (Ph.D., New York University). Associate Professor, Staten Island. Psychology.

- Bergou, János A. (Ph.D., Roland Eötvös University, Hungary). Professor, Hunter. Physics.
- Berke, Danielle (Ph.D., University of Georgia). Assistant Professor, Hunter. Psychology.
- Berkov, Amy C. (Ph.D., The Graduate Center, CUNY). Assistant Professor, City. Biology.
- Berman, Oleg L. (Ph.D., Institute of Spectroscopy). Associate Professor, New York City College of Technology. Physics.
- Bernard, Regina A. (Ph.D., The Graduate Center, CUNY). Associate Professor, Baruch. Urban Education.
- Beveridge, Andrew A. (Ph.D., Yale University). Professor, Queens. Sociology, Demography Ph.D.
- Bezawada, Ram (Ph.D., Purdue University). Associate Professor, Baruch. Business.
- Bhagavan, Manu B. (Ph.D., University of Texas at Austin). Professor, Hunter. History, Biography and Memoir MA.
- Bhaskaran, Sunil (Ph.D., University of New South Wales, Australia). Professor, Bronx Community. Earth and Environmental Sciences.
- Bhattacharya, Alpana (Ph.D., The Graduate Center, CUNY). Associate Professor, Queens. Educational Psychology.
- Biais, Nicolas (Ph.D., University Paris 7). Adjunct Professor. Biology.
- Bialek, William (Ph.D., Columbia University). Visiting Presidential Professor, The Graduate Center. Physics.
- Biddinger, Elizabeth (Ph.D., Ohio State University). Assistant Professor, City. Chemistry.
- Bidell, Markus P. (Ph.D., University of California, Santa Barbara). Associate Professor, Hunter. Psychology.
- Bierman, Benjamin (Ph.D., The Graduate Center, CUNY). Associate Professor, John Jay. Music.
- Bikson, Marom (Ph.D., Case Western Reserve University). Associate Professor, City. Biology, Psychology, Cognitive Neuroscience MA.
- Bilder, Robert, Jr. (Ph.D., The Graduate Center, CUNY). Adjunct Assistant Professor, University of California at Los Angeles. Psychology.
- Biles, James J. (Ph.D., Michigan State at East Lansing). Associate Professor, City. Earth and Environmental Sciences.
- Bilici, Mucahit (Ph.D., University of Michigan). Associate Professor, John Jay. Sociology, Middle Eastern Studies MA, International Migration Studies MA.
- Billies, Michelle (Ph.D., The Graduate Center, CUNY). Associate Professor, Kingsborough CC. Psychology, Social Welfare.
- Bird, Jeffrey A. (Ph.D., University of California at Davis). Associate Professor, Queens. Biology, Earth and Environmental Sciences.
- Birth, Kevin (Ph.D., University of California, San Diego). Professor, Queens. Anthropology.
- Biscoe, Mark R. (Ph.D., Columbia University). Associate Professor, City. Chemistry.
- Bishop, Claire (Ph.D., University of Essex, UK). Professor, Graduate Center. Art History.
- Bishop, Jason B. (Ph.D., University of California, Los Angeles). Associate Professor, Staten Island. Linguistics, Speech-Language-Hearing Sciences.
- Black, Benjamin (Ph.D., Massachusetts Institute of Technology). Assistant Professor, City. Earth and Environmental Sciences.
- Blair, Christopher (Ph.D., University of Toronto). Assistant Professor, New York City College of Technology. Biology.
- Blake, Reginald (Ph.D., The Graduate Center, CUNY). Professor, New York City College of Technology. Earth and Environmental Sciences.
- Blanchard, Maxime (Ph.D., Harvard University). Associate Professor, City. French.
- Blanford, William (Ph.D., University of Arizona). Assistant Professor, Queens. Earth and Environmental Sciences.
- Blazekovic, Zdravko (Ph.D., The Graduate Center, CUNY). Adjunct Assistant Professor, Barry S. Brook Center at The Graduate Center. Music.
- Blevins, Juliette (Ph.D., Massachusetts Institute of Technology) Presidential Professor, Graduate Center. Linguistics.
- Block, Karin A. (Ph.D., The Graduate Center, CUNY). Associate Professor, City. Earth and Environmental Sciences.
- Block, Lauren (Ph.D., Columbia University). Professor, Baruch. Business.
- Bloeser, Katharine J. (Ph.D., New York University). Associate Professor, Hunter. Social Welfare.
- Bloomfield, David C. (J.D., Columbia University). Professor, Brooklyn. Urban Education.
- Blustein, Jeffrey (Ph.D., Harvard University). Professor, City. Philosophy.
- Bobetsky, Victor V. (DMA, University of Miami, Florida). Professor, Hunter College. Urban Education.
- Bocquillon, Michele (Ph.D., Cornell University). Associate Professor, Hunter. French.

- Boddy, William Francis (Ph.D., New York University). Professor, Baruch. Theatre and Performance, Film Studies CP.
- Bodnar, Richard J. (Ph.D., The Graduate Center, CUNY). Professor, Queens. Biology, Psychology, Cognitive Neuroscience MS.
- Boger, Rebecca (Ph.D., Virginia Institute of Marine Science). Associate Professor, Brooklyn. Earth and Environmental Sciences.
- Bologh, Roslyn W. (Ph.D., The Graduate Center, CUNY). Professor, Staten Island. Sociology, Women's Studies CP.
- Bonastia, Christopher (Ph.D., New York University). Professor, Lehman. Sociology.
- Bongiorno, Angelo (Ph.D., Écolepolytechnique Fédérale de Lausanne, Switzerland), Associate Professor, Staten Island. Physics.
- Bonilla, Yarimar (Ph.D., University of Chicago). Professor, Hunter. Anthropology.
- Booker, Teresa A. (Ph.D., The Graduate Center, CUNY). Assistant Professor, John Jay. Criminal Justice.
- Boom, Brian Morey (Ph.D., The Graduate Center, CUNY). Adjunct Professor, New York Botanical Garden. Biology.
- Booth, James F. (Ph.D., University of Washington). Assistant Professor, City College. Earth and Environmental Sciences, Physics.
- Boozer, Anna L. (Ph.D., Columbia University). Associate Professor, Baruch. Anthropology.
- Bornstein, Avram S. (Ph.D., Columbia University). Professor, John Jay. Anthropology.
- Borod, Joan C. (Ph.D., Case Western Reserve University). Professor, Queens. Psychology.
- Borrell, Luisa N. (Ph.D., University of Michigan). Professor, School of Public Health. Social Welfare.
- Boudreau, Vincent (Ph.D., Cornell University). Professor, City. Political Science.
- Bou-Rabee, Khalid (Ph.D., University of Chicago). Assistant Professor, City. Mathematics.
- Boutis, Gregory S. (Ph.D., Massachusetts Institute of Technology). Associate Professor, York. Physics.
- Bowen, Barbara E. (Ph.D., Yale University). Associate Professor, Queens. English, Global Early Modern Studies CP, Women's Studies CP.
- Bowman, John (Ph.D., University of Chicago). Professor, Queens. Political Science.
- Boyer, Timothy H. (Ph.D., Harvard University). Professor, City. Physics.
- Bozorgmehr, Mehdi (Ph.D., University of California at Los Angeles). Professor, City. Sociology, Liberal Studies MA, Middle Eastern Studies MA.
- Bracco, Jacquelyn N. (Ph.D., Wright State University). Assistant Professor, Queens. Earth and Environmental Sciences.
- Bradbury, Louis M.T. (Ph.D., Southern Cross University, Australia). Assistant Professor, York. Biochemistry, Biology.
- Bragin, Martha S. (Ph.D., New York University). Associate Professor, Hunter. Social Welfare.
- Branco, Brett F. (Ph.D., University of Connecticut). Assistant Professor, Brooklyn. Earth and Environmental Sciences.
- Brandwein, Ann (Ph.D., Rutgers University). Professor, Baruch. Business.
- Brass, Peter (Ph.D., Technical University of Brunswick). Professor, City. Computer Science.
- Bratu, Diana P. (Ph.D., New York University School of Medicine). Associate Professor, Hunter. Biochemistry, Biology.
- Braun, Christopher B. (Ph.D., University of California at San Diego). Professor, Hunter. Biology, Psychology.
- Braun, Emily (Ph.D., New York University). Distinguished Professor, Hunter. Art History.
- Brauner, Elisabeth (Dr.rer.nat, Georg-August-University). Professor, Brooklyn. Psychology, Social Welfare.
- Braunschweig, Adam B. (Ph.D., University of California, Los Angeles). Professor, Hunter. Biochemistry, Chemistry.
- Braveboy-Wagner, Jacqueline (Ph.D., University of Arizona). Professor, City. Political Science.
- Brazill, Derrick T. (Ph.D., University of California at Berkeley). Professor, Hunter. Biochemistry, Biology.
- Bregoli, Francesca (Ph.D., University of Pennsylvania). Assistant Professor, Queens. History.
- Brim, Matthew (Ph.D., The Graduate Center, CUNY). Associate Professor, Staten Island. Women's and Gender Studies MA, Women's Studies CP.
- Britt, Kelly M. (Ph.D., Columbia University). Assistant Professor, Brooklyn. Anthropology.
- Broderick, Patricia (Ph.D., St. John's University). Medical Professor, CUNY School of Medicine. Biology.
- Bromage, Timothy G. (Ph.D., University of Toronto). Adjunct Professor, NYU College of Dentistry. Anthropology.
- Brooks, Patricia J. (Ph.D., New York University). Professor, Staten Island. Educational Psychology, Psychology, Speech-Language-Hearing Sciences.
- Brotherton, David C. (Ph.D., University of California at Santa Barbara). Professor, John Jay. Criminal Justice, Sociology, Urban Education, International Migration Studies MA.

- Brown, Heath (Ph.D., George Washington University). Assistant Professor, John Jay. Criminal Justice, Urban Education, International Migration Studies MA.
- Brown, Jacqueline N. (Ph.D., Stanford University). Associate Professor, Hunter. Anthropology.
- Brown, Richard (Ph.D., The Graduate Center, CUNY). Professor, Laguardia Community. Cognitive Neuroscience MS.
- Brown, Roscoe C., Jr. (Ph.D., New York University). Adjunct Professor, Director, Center for Urban Education Policy. Urban Education.
- Brown, Theodore (Ph.D., New York University). Professor, Queens. Computer Science.
- Brownstein, Michael S. (Ph.D., Pennsylvania State University). Associate Professor, John Jay. Philosophy.
- Bruder, Gerard (Ph.D., The Graduate Center, CUNY). Adjunct Assistant Professor, New York State Psychiatric Institute. Psychology.
- Brumbaugh, Claudia C. (Ph.D., University of Illinois at Urbana-Champaign). Associate Professor, Queens. Psychology.
- Brumberg, Joshua C. (Ph.D., University of Pittsburgh School of Medicine). Professor, Queens. Biology, Psychology, Cognitive Neuroscience MA.
- Brundage, Lisa A. (Ph.D., The Graduate Center, CUNY). Adjunct Associate Professor, Macaulay Honors College at the Graduate Center. Interactive Technology and Pedagogy CP.
- Bu, Zimei (Ph.D., Louisiana State University). Professor, City. Biochemistry, Chemistry.
- Buchsbaum, Jonathan (Ph.D., New York University). Professor, Queens. Theatre and Performance, Film Studies CP.
- Buckley, Tamara R. (Ph.D., Columbia University, Teachers College). Associate Professor, Hunter. Psychology, Social Welfare.
- Buck-Morss, Susan (Ph.D., Georgetown University). Distinguished Professor, Graduate Center. Political Science.
- Burbrink, Frank T. (Ph.D., Louisiana State University). Adjunct Assistant Professor, American Museum of Natural History. Biology.
- Burger, Glenn (D.Phil., Oxford University). Professor, Queens. English, Medieval Studies CP.
- Burghardt, Neshia (Ph.D., New York University). Assistant Professor, Hunter. Psychology.
- Burghardt, Steve (Ph.D., University of Michigan). Professor, Hunter School of Social Work. Social Welfare.
- Burke, Martin J. (Ph.D., University of Michigan). Associate Professor, Lehman. History, Liberal Studies MA, American Studies CP.
- Burleson, Geoffrey (D.M.A., State University of New York at Stony Brook, SUNY). Professor, Hunter. Music.
- Burnett, Henry (Ph.D., Brandeis University). Professor, Queens. Music.
- Burstein, L. Poundie (Ph.D., The Graduate Center, CUNY). Professor, Hunter. Music.
- Bursztyjn, Alberto M. (Ph.D., Columbia University). Professor, Brooklyn. Urban Education.
- Burton-Pye, Benjamin P. (Ph.D., University of Manchester, UK). Assistant Professor, Lehman. Chemistry.
- Bushnell-Greiner, Mary (Ph.D., University of Virginia). Associate Professor, Queens. Urban Education.
- Butler, Pamela D. (Ph.D., The Graduate Center, CUNY). Adjunct Associate Professor, Nathan Kline Institute. Psychology.
- Butts, Jeffrey A. (Ph.D., University of Michigan). Adjunct, John Jay. Criminal Justice.
- Byard, Donal (Ph.D., University of Maryland). Associate Professor, Baruch. Business.
- Byosiere, Sarah-Elizabeth (Ph.D., La Trobe University). Assistant Professor, Hunter. Psychology.
- Byrd, Desiree A. (Ph.D., University of San Diego). Professor, Queens. Psychology.

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## C

- Cabo, Candido (Ph.D., Duke University). Professor, New York City College of Technology. Computer Science.
- Cadieu, Fred J. (Ph.D., University of Chicago). Professor, Queens. Physics.
- Cahill, Caitlin (Ph.D., The Graduate Center, CUNY). Assistant Adjunct Professor, Pratt Institute. Psychology.
- Cai, Yuanfeng (Ph.D., Iowa State University). Assistant Professor, Baruch. Business.
- Calabritto, Monica (Ph.D., The Graduate Center, CUNY). Associate Professor, Hunter. Comparative Literature, Global Early Modern Studies CP.
- Calhoun, David H. (Ph.D., University of Alabama). Professor, City. Biochemistry.
- Calinescu, Corina (Ph.D., Rutgers University). Assistant Professor, New York City College of Technology. Mathematics.
- Calkins, Cynthia Ann (Ph.D., University of Nebraska). Professor, John Jay. Psychology.

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- Fish, Marian C. (Ph.D., Columbia University). Professor, Queens. Educational Psychology.
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- Foldi, Nancy S. (Ph.D., Clark University). Professor, Queens. Psychology.
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- Ford, Kathleen E. Saavik (Ph.D., Johns Hopkins University). Professor, Borough of Manhattan Community. Physics.
- Ford, Tanisha (Ph.D., Indiana University). Professor, Graduate Center. History.
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 Studies MA.  
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- Tang, Ming (Ph.D., Iowa State University). Assistant Professor, Staten Island. Biochemistry, Chemistry.
- Tansel, Abdullah Uz (Ph.D., Middle East Technical University, Turkey). Professor, Baruch. Business, Computer Science.
- Tao, Liqing (Ph.D., University of Georgia). Associate Professor, Staten Island. Urban Education.
- Tartter, Vivien C. (Ph.D., Brown University). Professor, City. Psychology, Speech-Language-Hearing Sciences.
- Taspinar, Suleyman J. (Ph.D., The Graduate Center, CUNY). Professor, Queens. Economics.
- Tattersall, Ian (Ph.D., Yale University). Adjunct Professor, Department of Anthropology, American Museum of Natural History. Anthropology.
- Tawfeeq, Dante (Ph.D., Florida State University). Associate Professor, John Jay. Urban Education.
- Taylor, Jeffrey (Ph.D., University of Michigan). Professor, Brooklyn. Music, American Studies CP.
- Tchernichovski, Ofer (Ph.D., Tel Aviv University). Professor, Hunter. Biology, Psychology, Speech-Language-Hearing Sciences.
- Teater, Barbra (Ph.D., Ohio State University). Professor, Staten Island. Social Welfare.
- Tedesco, Elia (Ph.D., Clark University). Assistant Professor, Lehman. Earth and Environmental Sciences.
- Tedesco, Marco (Ph.D., Institute of Applied Physics Nello Carrara, Italy). Adjunct Associate Professor, Columbia University. Earth and Environmental Sciences.
- Tellefsen, Thomas (Ph.D., The Graduate Center, CUNY). Professor, Staten Island. Business.
- Terilla, John (Ph.D., University of North Carolina, Chapel Hill). Professor, Queens. Mathematics.
- Terry, Karen J. (Ph.D., University of Cambridge, England). Professor, John Jay. Criminal Justice.
- Tesdall, Allen (Ph.D., University of California at Davis). Associate Professor, Staten Island. Physics.
- Teufel, Thomas (Ph.D., Harvard University). Associate Professor, Baruch. Philosophy.
- Teufel, Thomas (Ph.D., University of North Carolina at Chapel Hill). Assistant Professor, Baruch. Philosophy.
- Teufel, Thomas (Ph.D., Yale University). Assistant Professor, Brooklyn. Philosophy.
- Theoharis, Jeanne F. (Ph.D., University of Michigan). Distinguished Professor, Brooklyn. History.
- Thibodeau, Phillip (Ph.D., Brown University). Professor, Brooklyn. Classics.
- Thomas, Gloria Penn (Ph.D., Temple University). Professor, Baruch. Business.
- Thomas, William Wayt (Ph.D., University of Michigan). Elizabeth G. Britton Curator of Botany, New York Botanical Garden. Adjunct Professor, NYBG. Biology.
- Thompson, Cynthia A. (Ph.D., University of Tennessee). Professor, Baruch. Business.
- Thompson, Robert D. (Ph.D., University of Washington). Professor, Hunter. Mathematics.
- Thurston, Thom B. (Ph.D., University of California at Berkeley). Professor, Queens. Economics.
- Tian, Ying-L. (Ph.D., Chinese University of Hong Kong). Professor, City. Computer Science, Cognitive Neuroscience MS.
- Tiburzi, Brian C. (Ph.D., University of Washington). Assistant Professor, City. Physics.
- Ticktin, Miriam (Ph.D., Stanford University and the Ecole des Hautes Etudes en Sciences Sociales in Paris, France). Associate Professor, Graduate Center. Anthropology.
- Tiede, Mark K. (Ph.D., Yale University). Adjunct Assistant Professor, Haskins Laboratories. Speech-Language-Hearing Sciences
- Tien, Charles (Ph.D., University of Iowa). Professor, Hunter. Political Science.
- Tilley, Janette (Ph.D., University of Toronto). Associate Professor, Lehman. Music.
- Tillman, C. Justice (Ph.D., University of Alabama). Assistant Professor, Baruch. Business.
- Tinajero, Araceli (Ph.D., Rutgers University). Assistant Professor, City. Latin American, Iberian, and Latino Cultures, Biography and Memoir MA.
- Tinker, Anthony Maxwell (Ph.D., University of Manchester, UK). Professor, Baruch. Business.
- Todaro-Franceschi, Vidette (Ph.D., New York University). Professor, Staten Island. Nursing.
- Tolchin, Neal (Ph.D., Rutgers University). Associate Professor, Hunter. English, American Studies CP.



- Tolliver, Willie F. (D.S.W., The Graduate Center, CUNY). Associate Professor, Hunter. Social Welfare.
- Tolman, Deborah (Ed.D., Harvard University). Professor, Hunter. Psychology, Social Welfare, Women's Studies CP.
- Tomasello, Andrew (Ph.D., Yale University). Associate Professor, Baruch. Music, Global Early Modern Studies CP, Medieval Studies CP.
- Tomkiewicz, Micha (Ph.D., Hebrew University, Israel). Professor, Brooklyn. Chemistry, Physics.
- Toor, Saadia (Ph.D., Cornell University). Associate Professor, Staten Island. Women's and Gender Studies MA, Women's Studies CP.
- Torke, Benjamin (Ph.D., Washington University). Adjunct Associate Associate Professor, New York Botanical Garden. Biology.
- Torpey, John C. (Ph.D., University of California at Berkeley). Presidential Professor, Graduate Center. History, Sociology.
- Torre, Maria Elena (Ph.D., The Graduate Center, CUNY). Adjunct Professor, Graduate Center/Public Science Project. Psychology, Urban Education.
- Torrente, Mariana P. (Ph.D., Princeton University). Assistant Professor, Brooklyn. Biochemistry, Biology, Chemistry.
- Tortora, Christina (Ph.D., University of Delaware). Professor, Staten Island. Linguistics.
- Tougaw, Jason (Ph.D., The Graduate Center, CUNY). Associate Professor, Queens. Liberal Studies MA.
- Tougaw, Jason D. (Ph.D., The Graduate Center, CUNY). Professor, Queens. Biography and Memoir MA.
- Tournaki, Eleni (Ph.D., New York University). Professor, College of Staten Island. Urban Education.
- Tovar, Patricia (Ph.D., The Graduate Center, CUNY). Professor, John Jay. Anthropology.
- Tradler, Thomas (Ph.D., The Graduate Center, CUNY). Professor, New York City College of Technology. Mathematics.
- Tran, Van (Ph.D., Harvard University). Associate Professor, Graduate Center. Sociology, International Migration Studies MA.
- Treitler, Vilna F. Bashi (Ph.D., University of Wisconsin at Madison). Adjunct Professor, University of California, Santa Barbara. Sociology.
- Trief, Ellen (Ph.D., Teachers College, Columbia University). Professor, Hunter. Urban Education.
- Trimbur, Lucia (Ph.D., Yale University). Associate Professor, John Jay. Sociology, American Studies CP.
- Trivedi, Saam (Ph.D., University of Maryland, College Park). Professor, Brooklyn. Philosophy.
- Troyansky, David G. (Ph.D., Brandeis University). Professor, Brooklyn. History.
- Trumbach, Randolph (Ph.D., Johns Hopkins University). Professor, Baruch. History.
- Tu, Jiufeng J. (Ph.D., Cornell University). Professor, City. Physics.
- Tuber, Steven B. (Ph.D., University of Michigan). Professor, City. Psychology.
- Tung, Raymond T. (Ph.D., University of Pennsylvania). Professor, Brooklyn. Physics.
- Turner, Charles F. (Ph.D., Columbia University). Professor, Queens. Sociology.

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## U

- Uctum, Merih (Ph.D., Queens University, Canada). Professor, Brooklyn. Economics.
- Ugoretz, Joseph (Ph.D., The Graduate Center, CUNY). Adjunct Professor, Dean, Teaching, Learning, and Technology at Macaulay Honors College at The Graduate Center. Interactive Technology and Pedagogy CP.
- Ulijn, Rein V. (Ph.D., University of Strathclyde, Glasgow, UK). Einstein Professor, Hunter. Chemistry.
- Undieh, Ashiwel S. (Ph.D., Drexel University). Medical Professor, CUNY School of Medicine. Biology.
- Ungar, Mark D. (Ph.D., Columbia University). Professor, Brooklyn. Criminal Justice, Political Science, Liberal Studies MA.
- Unger, Kerstin (Ph.D., Saarland University, Saarbruecken, Germany). Assistant Professor, Queens. Psychology, Cognitive Neuroscience MS.
- Ureni, Paola (Ph.D., New York University). Associate Professor, Staten Island. Comparative Literature, Medieval Studies CP.
- Uyar, M. Ümit (Ph.D., Cornell University). Professor, City. Computer Science.

V

- Vachadze, George (Ph.D., University of Wisconsin and Charles University, Prague). Associate Professor, College of Staten Island. Economics.
- Vago, Robert M. (Ph.D., Harvard University). Professor, Queens. Linguistics.
- Valenzuela, Ana (Ph.D., University of Madrid). Professor, Baruch. Business.
- Valian, Virginia (Ph.D., Northeastern University). Distinguished Professor, Hunter. Linguistics, Psychology, Speech-Language-Hearing Sciences.
- Valk, Anna M. (Ph.D., Duke University). Professor, Graduate Center. History.
- Valle, Jan (Ph.D., Teachers College, Columbia University). Associate Professor, City. Urban Education.
- Van Couvering, John A. (Ph.D., Cambridge University, UK). Adjunct Professor, Micropaleontology Press, American Museum of Natural History. Anthropology.
- van der Feest, Suzanne (Ph.D., Radboud University, Nijmegen). Research Associate Professor, Graduate Center. Linguistics, Speech-Language-Hearing Sciences.
- Van Dyke, Julie A. (Ph.D., University of Pittsburgh). Adjunct Professor, Haskins Laboratories. Speech-Language-Hearing Sciences.
- Van Parys, Jessica (Ph.D., Columbia University). Assistant Professor, Hunter. Economics.
- Van Peteghem, Julie (Ph.D., Columbia University). Associate Professor, Hunter. Interactive Technology and Pedagogy CP.
- Van Sickle, John (Ph.D., Harvard University). Professor, Brooklyn. Classics, Global Early Modern Studies CP.
- Van Steirteghem, Bart (Ph.D., Columbia University). Associate Professor, Medgar Evers. Mathematics.
- Vance, Timothy J. (Ph.D., The Graduate Center, CUNY). Adjunct Professor, St. John's University. Speech-Language-Hearing Sciences.
- Vance, Timothy J. (Ph.D., University of Chicago). Adjunct Professor, National Institute for Japanese Lang and Linguistics. Speech-Language-Hearing Sciences.
- Vandebroek, Ina (Ph.D., Ghent University, Belgium). Adjunct Associate Professor, New York Botanical Garden. Biology.
- VanOra, Jason (Ph.D., The Graduate Center, CUNY). Associate Professor, Kingsborough CC. Psychology, Social Welfare.
- Vardy, Alan Douglas (Ph.D., University of Washington). Professor, Hunter. English.
- Varsanyi, Monica W. (Ph.D., University of California at Los Angeles). Professor, John Jay. Earth and Environmental Sciences, International Migration Studies MA.
- Vasiliou, Iakovos (Ph.D., University of Pittsburgh). Professor, Graduate Center. Philosophy.
- Vaysman, Igor (Ph.D., Stanford University). Associate Professor, Baruch. Business.
- Vázquez, Maribel (Ph.D., Massachusetts Institute of Technology). Associate Professor, City. Biochemistry.
- Vázquez-Abad, Felisa J. (Ph.D., Brown University). Professor, Hunter. Computer Science.
- Vazquez-Poritz, Justin F. (Ph.D., University of Pennsylvania). Associate Professor, New York City College of Technology. Physics.
- Vedder, Amy Louise (Ph.D., University of Wisconsin). Adjunct Professor, Wildlife Conservation Society. Anthropology.
- Veeser, Harold A. (Ph.D., Columbia University). Professor, City. Middle Eastern Studies MA, Biography and Memoir MA.
- Veit, Richard R. (Ph.D., University of California). Professor, Staten Island. Biology.
- Vejdemo-Johansson, Mikael (Ph.D., Friedrich-Schiller-Universität, Jena, Germany). Assistant Professor, Staten Island. Computer Science.
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- Vésteinsson, Orri (Ph.D., University of London). Adjunct Assistant Professor, Institute for Archaeology, Iceland. Anthropology.
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Vogel, Donald (Au.D., Central Michigan University). Assistant Professor, Hunter. Audiology.

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Vora, Ashok (Ph.D., Northwestern University). Professor, Baruch. Business.

Vörösmarty, Charles (Ph.D., University of New Hampshire). Einstein Professor, City. Earth and Environmental Sciences.

Voss, Robert S. (Ph.D., University of Michigan). Adjunct Professor, Department of Mammalogy, American Museum of Natural History. Biology.

Vredenburgh, Donald J. (Ph.D., State University of New York at Buffalo). Professor, Baruch. Business.

Vukadinovic, Jesenko (Ph.D., Indiana University). Associate Professor, Staten Island. Mathematics.

Vuong, Bao Q. (Ph.D., Columbia University). Assistant Professor, City. Biology.

Vuong, Luat T. (Ph.D., Cornell University). Assistant Professor, Queens. Physics.

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## W

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Walder, Deborah J. (Ph.D., Emory University). Professor, Brooklyn. Psychology, Cognitive Neuroscience MS.

Waldman, John R. (Ph.D., The Graduate Center, CUNY). Professor, Queens. Biology, Earth and Environmental Sciences.

Waldstreicher, David (Ph.D., Yale University). Distinguished Professor, Graduate Center. History, American Studies CP.

Wallace, Kathleen (Au.D., The Graduate Center, CUNY). Adjunct Professor, NY Otolaryngology Group Northwell. Audiology.

Wallace, Michael (Ph.D., Columbia University). Distinguished Professor, John Jay. History.

Wallace, William G. (Ph.D., State University of New York at Stony Brook). Professor, Staten Island. Biology, Earth and Environmental Sciences.

Wallach Scott, Joan (Ph.D., University of Wisconsin). Adjunct Professor. History.

Wallach, John R. (Ph.D., Princeton University). Professor, Hunter. Political Science.

Waltzer, Lucas (Ph.D., The Graduate Center, CUNY). Adjunct Professor, Graduate Center. Digital Humanities MA, Interactive Technology and Pedagogy CP.

Wan, Amy J. (Ph.D., University of Illinois at Urbana-Champaign). Associate Professor, Queens. English, American Studies CP.

Wang, Chen (Ph.D., University of California, San Diego). Assistant Professor, Queens. Chemistry.

Wang, Chun (Ph.D., University of California, Davis). Associate Professor, Brooklyn. Economics.

Wang, Hoau-Yan (Ph.D., Medical College of Pennsylvania). Associate Medical Professor, CUNY Medical School. Biology.

Wang, Jun (Ph.D., Georgia State University). Professor, Baruch. Business.

Wang, Shuting (Ph.D., Temple University). Assistant Professor, Baruch. Business.

Wang, Tao (Ph.D., Johns Hopkins University). Associate Professor, Queens. Economics.

Wang, Wei (Ph.D., University of Illinois at Urbana-Champaign). Associate Professor, Graduate Center. Psychology.

- Wang, Zhengrong (Ph.D., California Institute of Technology). Associate Professor, City. Earth and Environmental Sciences.
- Warde Bryan (The Graduate Center, CUNY). Associate Professor, Lehman. Social Welfare.
- Ware, Jessica (Ph.D., Rutgers University). Adjunct Professor, American Museum of Natural History. Biology.
- Waring, Elin J. (Ph.D., Yale University). Professor, Lehman. Sociology.
- Washburn, Red (Ph.D., University of Maryland). Associate Professor, Kingsborough Community. Women's and Gender Studies MA, Women's Studies CP.
- Watson, Terri (Ph.D., Florida Atlantic University). Associate Professor, City. Urban Education.
- Watts, Logan (Ph.D., University of Oklahoma). Assistant Professor, Baruch. Psychology.
- Webb, Gwendolyn (Ph.D., New York University). Professor, Baruch. Business.
- Weber, Till (Ph.D., European University Institute, Florence, Italy). Associate Professor, Baruch. Political Science.
- Wegge, Simone A. (Ph.D., Northwestern University). Associate Professor, Staten Island. Economics, Demography CP.
- Wei, Jie (Ph.D., Simon Fraser University). Associate Professor, City. Computer Science.
- Weinberg, Dana B. (Ph.D., Harvard University). Professor, Queens. Sociology.
- Weinstein, Barbara E. (Ph.D., Columbia University). Professor, Graduate Center. Audiology, Speech-Language-Hearing Sciences.
- Weinstein, Daniel C. (Ph.D., The Rockefeller University). Associate Professor, Queens. Biochemistry, Biology.
- Weinstein, Lissa (Ph.D., The Graduate Center, CUNY). Professor, City. Psychology.
- Weintrop, Joseph (Ph.D., University of Oregon). Professor, Baruch. Business.
- Weisberg, Michael K. (Ph.D., The Graduate Center, CUNY). Professor, Kingsborough CC. Earth and Environmental Sciences.
- Weiss, Rebecca (Ph.D., Fordham University). Assistant Professor, John Jay. Psychology.
- Weiss, Thomas G. (Ph.D., Princeton University). Presidential Professor, Graduate Center. Political Science, Liberal Studies MA.
- West, Valerie (Ph.D., New York University). Assistant Professor, John Jay. Criminal Justice.
- Whalen, Douglas (Ph.D., Yale University). Distinguished Professor, Graduate Center. Linguistics, Speech-Language-Hearing Sciences, Cognitive Neuroscience MS.
- Wheeler, Ward C. (Ph.D., Harvard University). Adjunct Professor, American Museum of Natural History. Biology.
- Whetsell, Martha V. (Ph.D., University of South Carolina). Professor, Lehman. Nursing.
- White, Mark Douglas (Ph.D., University of Cincinnati). Professor, Staten Island. Economics.
- Whiteley, Peter M. (Ph.D., University of New Mexico). Adjunct Professor, American Museum of Natural History. Anthropology.
- Whitlock, Paula (Ph.D., Wayne State University). Professor, Brooklyn. Computer Science.
- Whitney Osceola (Florida State University). Assistant Professor, City. Biology, Cognitive Neuroscience MS.
- Wickstrom, Maurya (Ph.D., The Graduate Center, CUNY). Professor, Staten Island. Theatre and Performance.
- Widom, Cathy Spatz (Ph.D., Brandeis University). Distinguished Professor, John Jay. Criminal Justice, Psychology.
- Wieraszko, Andrzej (Ph.D., Polish Academy of Sciences). Professor, Staten Island. Biology.
- Wilbourne, Emily (Ph.D., New York University). Associate Professor, Queens. Music, Global Early Modern Studies CP.
- Wilder, Esther I. (Ph.D., Brown University). Professor, Lehman. Sociology.
- Wilder, Gary (Ph.D., University of Chicago). Professor, Graduate Center. Anthropology, French, History.
- Williams, Bianca (Ph.D., Duke University). Associate Professor, Graduate Center. Anthropology, Psychology.
- Williams, Ryan (Ph.D., West Virginia University). Assistant Professor, City. Chemistry.
- Willinger, David P. (Ph.D., The Graduate Center, CUNY). Professor, City. Theatre and Performance.
- Wilson, Anthony (Ph.D., University of Konstanz (DE)). Associate Professor, Brooklyn. Biology
- Wilson, Catherine (Ph.D., Princeton University). Adjunct Professor, Graduate Center. Philosophy.
- Wilson, Donald Alan (Ph.D., McMaster University, Canada). Adjunct Professor, Nathan Kline Institute. Psychology.
- Wilson, James F. (Ph.D., The Graduate Center, CUNY). Professor, LaGuardia Community. Theatre and Performance, Africana Studies CP.
- Wilson, Siona (Ph.D., Columbia University). Associate Professor, Staten Island. Art History.
- Winkler, Christoph (Ph.D., The Graduate Center, CUNY). Adjunct Associate Professor, Long Island University. Business.

- Wison, Scott (Ph.D., State University of New York at Stony Brook, SUNY). Associate Professor, Queens. Mathematics.
- Wissinger, Elizabeth (Ph.D., The Graduate Center, CUNY). Associate Professor, Borough of Manhattan CC. Liberal Studies MA.
- Wissner, Matilda (Au.D., A.T. Still University). Adjunct Assistant Professor, Hastings-on-Hudson UFSD. Audiology.
- Wladis, Claire (Ph.D., The Graduate Center, CUNY). Professor, Borough of Manhattan CC. Urban Education.
- Wojciechowski, Radoslaw K. (Ph.D., The Graduate Center, CUNY). Associate Professor, York. Mathematics.
- Wolberg, George (Ph.D., Columbia University). Professor, City. Computer Science.
- Wolf, Christian (Ph.D., Technical University of Munich). Professor, City. Mathematics.
- Wolf, Jennifer (Au.D., Northwestern University). Adjunct Professor. Audiology.
- Wolfe, Andrew L. (Ph.D., Cornell University). Assistant Professor, Hunter. Biochemistry, Biology.
- Wolff, Kevin T. (Ph.D., Florida State University). Assistant Professor, John Jay. Criminal Justice, Social Welfare.
- Wolin, Richard (Ph.D., York University, Canada). Distinguished Professor, Graduate Center. Comparative Literature, History, Political Science.
- Wollman, Elizabeth L. (Ph.D., The Graduate Center, CUNY). Associate Professor, Baruch College. Theatre and Performance.
- Woodward, Susan (Ph.D., Princeton University). Professor, Graduate Center. Political Science.
- Woollett, James M. (Ph.D., The Graduate Center, CUNY). Adjunct Assistant Professor, Université Laval. Anthropology.
- Wortsman, Susan (Au.D., A.T. Still University). Clinical Professor, Hunter. Audiology.
- Wout, Daryl A. (Ph.D., University of Michigan). Associate Professor, John Jay. Psychology.
- Wrigley, Julia C. (Ph.D., University of Wisconsin). Professor, Graduate Center. Sociology, Urban Education, Liberal Studies MA, Women's Studies CP.
- Wu, Liuren (Ph.D., New York University). Professor, Baruch. Business, Economics.
- Wu, Rongning (Ph.D., Colorado State University). Associate Professor, Baruch. Business.
- Wulach, James S. (J.D., University of Michigan). Professor, John Jay. Psychology.
- Wunder, Amanda (Ph.D., Princeton University). Associate Professor, Lehman. Art History, History, Global Early Modern Studies CP.
- Wupperman, Peggilee (Ph.D., University of North Texas). Associate Professor, John Jay. Psychology.
- Wurtzel, Eleanore T. (Ph.D., State University of New York at Stony Brook). Professor, Lehman. Biochemistry, Biology.
- Wyner, Yael (Ph.D., New York University). Associate Professor, City. Urban Education.

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## X

- Xia, Ming (Ph.D., Harvard University). Professor, Staten Island. Political Science.
- Xiang, Zhigang (Ph.D., State University of New York at Buffalo). Associate Professor, Queens. Computer Science.
- Xiao, John (Jizhong) (Ph.D., Michigan State University). Professor, City. Computer Science.
- Xie, Lei (Ph.D., Rutgers University). Associate Professor, Hunter. Biochemistry, Biology, Computer Science.
- Xu, Jia (Ph.D., Rheinisch-Westfälische Technische Hochschule Aachen). Adjunct Assistant Professor, Stevens Institute of Technology. Computer Science.
- Xu, Min (Ph.D. City University of New York). Associate Professor, Hunter. Physics
- Xu, Yujia (Ph.D., University of Connecticut). Associate Professor, Hunter. Biochemistry, Chemistry.
- Xu, Zhun (Ph.D., University of Massachusetts, Amherst). Associate Professor, John Jay. Economics.

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## Y

- Yali, Ann Marie (Ph.D., State University of New York at Stony Brook). Associate Professor, City. Psychology.
- Yanofsky, Noson S. (Ph.D., The Graduate Center, CUNY). Professor, Brooklyn. Computer Science.
- Yanos, Philip T. (Ph.D., St. John's University). Professor, John Jay. Psychology.
- Yao, Rui (Ph.D., University of North Carolina). Associate Professor, Baruch. Business.
- Yarrow, Liv (Ph.D., University of Oxford). Associate Professor, Brooklyn. Classics, History.
- Yazdanmehr, Adel (Ph.D., University of Texas at Arlington). Assistant Professor, Baruch College. Business.
- Yesil, Bilge (Ph.D., New York University). Associate Professor, Staten Island. Middle Eastern Studies MA.

Yetnikoff, Leora (Ph.D., McGill University). Assistant Professor, Staten Island. Biology.  
 Yi, Chuixiang (Ph.D., Nanjing University, China). Professor, Queens. Earth and Environmental Sciences, Physics.  
 Yildirim, Yildiray (Ph.D., Cornell University). Professor, Baruch. Business.  
 Yin, Na (Ph.D., State University of New York at Stony Brook, SUNY). Associate Professor, Baruch. Demography CP.  
 Yin, Xiaoli (Ph.D., Northwestern University). Associate Professor, Baruch. Business.  
 Yood, Jessica (Ph.D., State University of New York at Stony Brook, SUNY). Associate Professor, Lehman College. English.  
 Yoshioka Jun (Osaka University, Graduate School of Medicine, Osaka, Japan). Associate Professor, CUNY School of Medicine. Biology.  
 Young, Steven G. (Ph.D., Miami University). Adjunct Assistant Professor, Meta Inc. Psychology.  
 Yousef, Nancy (Ph.D., Columbia University). Adjunct Professor, Rutgers University. English.  
 Yu, Sung-suk Violet (Ph.D., Rutgers University). Assistant Professor, John Jay. Criminal Justice.  
 Yuan, Changhe, (Ph.D., University of Pittsburgh). Adjunct Professor, . Computer Science.  
 Yue, Yu (Ph.D., University of Missouri). Associate Professor, Baruch. Business.

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## Z

Zack, Naomi (Ph.D., Columbia University). Professor, Lehman. Philosophy.  
 Zaitsev, Alexandre M. (D.Sc. Physics, Belarussian State University, Minsk). Professor, Staten Island. Chemistry, Physics.  
 Zajc, Barbara (Ph.D., Kardelj University of Ljubljana). Professor, City. Chemistry.  
 Zakeri, Saeed (Ph.D., State University of New York at Stony Brook). Associate Professor, Queens. Mathematics.  
 Zakeri, Zahra F. (Ph.D., St. John's University). Professor, Queens. Biochemistry, Biology.  
 Zamfirescu, Christina M. (Ph.D., Technical University Aachen, Germany). Professor, Hunter. Mathematics.  
 Zarnoch, Chester B. (Ph.D., The Graduate Center, CUNY). Associate Professor, Baruch. Biology.  
 Zavala, Oswaldo (Ph.D., University of Texas at Austin and Université de Paris III). Professor, Staten Island. Latin American, Iberian, and Latino Cultures  
 Zeglis, Brian (Ph.D., California Institute of Technology). Assistant Professor, Hunter. Biochemistry, Chemistry  
 Zeigler, H. Philip (Ph.D., University of Wisconsin). Distinguished Professor, Hunter. Biology, Psychology.  
 Zeinalian, Mahmoud (Ph.D., The Graduate Center, CUNY). Professor, Lehman. Mathematics.  
 Zelikovitz, Sarah (Ph.D., Rutgers University). Associate Professor, Staten Island. Computer Science.  
 Zhang, Danyang (Ph.D., University of Alabama). Associate Professor, York. Computer Science.  
 Zhang, Guoqi (Ph.D., Institute of Chemistry, Chinese Academy of Success). Assistant Professor, John Jay. Chemistry.  
 Zhang, Jianting (Ph.D., University of Oklahoma). Associate Professor, City. Computer Science.  
 Zhang, Junyi (Ph.D., Columbia University). Assistant Professor, Baruch College. Business.  
 Zhang, Pengfei (Ph.D., University of Utah). Professor, City. Chemistry, Earth and Environmental Sciences.  
 Zhang, Shuqun (Ph.D., University of Dayton). Professor, Staten Island. Computer Science.  
 Zhang, Wei (Ph.D., Pennsylvania State University). Assistant Professor, Staten Island. Biology.  
 Zhang, Xiaowen (Ph.D., The Graduate Center, CUNY). Associate Professor, Staten Island. Computer Science.  
 Zhang, Zhanyang (Ph.D., The Graduate Center, CUNY). Associate Professor, Staten Island. Computer Science.  
 Zhao, Liang (Ph.D., The Graduate Center, CUNY). Assistant Professor, City. Computer Science.  
 Zheng, Shengping (Ph.D., Columbia University). Associate Professor, Hunter. Chemistry.  
 Zheng, Zhi-Liang (Ph.D., Ohio State University). Professor, Lehman. Biochemistry, Biology.  
 Zhong, Bi-Juan (Ph.D., Ohio State University). Assistant Professor, Baruch. Business.  
 Zhong, Hualin (Ph.D., Rutgers University). Assistant Professor, Hunter. Biology.  
 Zhong, Mingxian (Ph.D., Columbia University). Assistant Professor, Lehman. Computer Science.  
 Zhou, Dexin (Ph.D., Emory University). Assistant Professor, Baruch. Business.  
 Zhou, Neng-Fa (Ph.D., Kyushu University, Japan). Professor, Brooklyn. Computer Science.  
 Zhou, Shuiqin (Ph.D., Chinese University of Hong Kong). Professor, Staten Island. Biochemistry, Chemistry.  
 Zhou, Zhiqing (University of South Florida). Assistant Professor, Baruch. Biology.  
 Zhou, Zhu (Ph.D., University of the Pacific). Associate Professor, Hunter. Biochemistry.  
 Zhu, Zhigang (Ph.D., Tsinghua University). Professor, City. Computer Science, Cognitive Neuroscience MS.  
 Ziamou, Paschalina (Ph.D., University of Rhode Island). Associate Professor, Baruch. Business.  
 Zolkower, Betina Andrea (Ph.D., The Graduate Center, CUNY). Associate Professor, Brooklyn. Urban Education.

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## DOCTORAL FACULTY EMERITUS (as of June 2022)

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### A

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- Anderson, Bonnie S. (Ph.D., Columbia University). Professor Emerita. Brooklyn. Women's and Gender Studies MA, Women's Studies CP.
- Anderson, Philip M. (Ph.D., University of Wisconsin). Professor Emeritus, Queens. Urban Education.
- Angotti, Thomas (Ph.D., Rutgers University). Professor Emeritus, Hunter. Earth and Environmental Sciences.
- Anshel, Michael (Ph.D., Adelphi University). Professor Emeritus, City. Computer Science, Mathematics.
- Antrobus, John S. (Ph.D., Columbia University). Professor Emeritus, City. Psychology.
- Arenal, Electa (Ph.D., Columbia University). Professor Emerita. Staten Island. Women's and Gender Studies MA, Women's Studies CP.
- Asad, Talal (D.Phil., Oxford University). Distinguished Professor Emeritus, Graduate Center. Anthropology, Middle Eastern Studies MA.
- Ascher, Abraham (Ph.D., Columbia University). Distinguished Professor Emeritus, Graduate Center. History.
- Atlas, Allan W. (Ph.D., New York University). Distinguished Professor Emeritus, Brooklyn. Music, Global Early Modern Studies CP.
- Axelrad, George (Ph.D., University of Kansas). Professor Emeritus, Queens. Chemistry.
- Axenrod, Theodore (Ph.D., New York University). Professor Emeritus, City. Chemistry.

### B

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- Barsoum, Marlene (Ph.D., Columbia University). Professor Emerita, Hunter. French.
- Basquin, Peter (M.M., Manhattan School of Music). Professor Emeritus, Hunter. Music-D.M.A.
- Bearison, David J. (Ph.D., Clark University). Professor Emeritus, Graduate Center. Psychology.
- Beaujour, Elizabeth K. (Ph.D., Columbia University). Professor Emerita, Hunter. Comparative Literature.
- Bendix, Edward H. (Ph.D., Columbia University). Professor Emeritus, Hunter. Anthropology.
- Berger, Selman A. (Ph.D., University of Connecticut). Professor Emeritus, John Jay. Chemistry.
- Berkowitz, William F. (Ph.D., Massachusetts Institute of Technology). Professor Emeritus, Queens. Chemistry.
- Binford, Arthur Leigh (Ph.D., University of Connecticut). Professor Emeritus, Staten Island. Anthropology.
- Birke, Ronald L. (Ph.D., Massachusetts Institute of Technology). Professor Emeritus, City. Chemistry.
- Blasius, Mark (Ph.D., Princeton University). Professor Emeritus, LaGuardia Community. Political Science.
- Bletter, Rosemarie Haag (Ph.D., Columbia University). Professor Emerita. Graduate Center. Art History.
- Blim, Michael L. (Ph.D., Temple University). Professor Emeritus, Graduate Center. Anthropology.
- Blum, Antoinette (Ph.D., Yale University). Professor Emerita. Lehman. French.
- Blum, Stephen (Ph.D., University of Illinois). Professor Emeritus, Graduate Center. Music, Middle Eastern Studies MA.
- Bonaparte, Felicia (Ph.D., New York University). Professor Emerita, City. English.
- Boothroyd, Arthur (Ph.D., University of Manchester, UK). Distinguished Professor Emeritus, Graduate Center. Speech-Language-Hearing Sciences.
- Bradley, Dianne C. (Ph.D., Massachusetts Institute of Technology). Professor Emerita, Graduate Center. Linguistics, Speech-Language-Hearing Sciences.
- Brenkman, John (Ph.D., University of Iowa). Distinguished Professor Emeritus, Baruch. Comparative Literature, English.
- Bridenthal, Renate (Ph.D., Columbia University). Professor Emerita. Brooklyn. Women's and Gender Studies MA, Women's Studies CP.
- Brier, Stephen (Ph.D., University of California at Los Angeles). Professor Emeritus, Graduate Center. Urban Education, Liberal Studies MA, Digital Humanities MA, Interactive Technology and Pedagogy CP.
- Brown, Bruce L. (Ph.D., Yale University). Professor Emeritus, Queens. Psychology.
- Brown, Joshua (Ph.D., Columbia University). Adjunct Professor Emeritus, Center for Media and Learning / American Social History Project. History, Interactive Technology and Pedagogy CP.

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## C

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Chappell, Richard L. (Ph.D., Johns Hopkins University). Professor Emeritus, Hunter. Biology.  
Chave, Anna C. (Ph.D., Yale University). Professor Emerita, Queens. Art History.  
Chavel, Isaac (Ph.D., Yeshiva University). Professor Emeritus, City. Mathematics.  
Churchill, Lindsey (Ph.D., Harvard University). Associate Professor Emeritus, Graduate Center. Sociology.  
Clark, William W. (Ph.D., Columbia University). Professor Emeritus, Queens. Medieval Studies CP.  
Clough, Patricia Ticineto (Ph.D., University of Illinois). Professor Emerita, Queens. Sociology, Women's and Gender Studies MA, Interactive Technology and Pedagogy CP, Women's Studies CP.  
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Cohen, Saul B. (Ph.D., Harvard University). Professor Emeritus, Hunter. Earth and Environmental Sciences.  
Collins, Arthur W. (Ph.D., Columbia University). Professor Emeritus, Graduate Center. Philosophy.  
Connor, David John (Ph.D., Teachers College, Columbia University). Professor Emeritus, Hunter. Urban Education.  
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## D

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Day, Jack C. (Ph.D., University of California at Los Angeles). Associate Professor Emeritus, Hunter. Chemistry.  
De Forest, Peter R. (Ph.D., University of California at Berkeley). Professor Emeritus, John Jay. Criminal Justice.  
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DeBoer, Warren (Ph.D., University of California at Berkeley). Professor Emeritus, Queens. Anthropology.  
DeFord (Kotecha), Ruth I. (Ph.D., Harvard University). Professor Emerita, Hunter. Music.  
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## E

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Educational Psychology, Speech-Language-Hearing Sciences.  
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Franck, Richard W. (Ph.D., Stanford University). Distinguished Professor Emeritus, Hunter. Chemistry.  
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## G

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Gardiner, Frederick P. (Ph.D., Columbia University). Professor Emeritus, Brooklyn. Mathematics.  
Gerber, Jane S. (Ph.D., Columbia University). Professor Emerita, Graduate Center. History.  
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Grohmann, Klaus G. (Ph.D., University of Heidelberg). Professor Emeritus, Hunter. Chemistry.

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Grossman, Michael (Ph.D., Columbia University). Distinguished Professor Emeritus, Graduate Center. Economics.

Grossman, William E. L. (Ph.D., Cornell University). Professor Emeritus, Hunter. Chemistry.

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## H

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Hacker, Marilyn (B.A., New York University). Professor Emerita. City. French.

Haines, Thomas H. (Ph.D., Rutgers University). Professor Emeritus, City. Biochemistry.

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Halperin, Jeffrey M. (Ph.D., The Graduate Center, CUNY). Distinguished Professor Emeritus, Queens. Psychology.

Halpern, Harvey (Ph.D., New York University). Professor Emeritus, Queens. Speech-Language-Hearing Sciences.

Handel, Gerald (Ph.D., University of Chicago). Professor Emeritus, City. Sociology.

Handel, Michael (Ph.D., University of California at Berkeley). Professor Emeritus, Lehman. Mathematics.

Hansen, Edward C. (Ph.D., University of Michigan). Professor Emeritus, Queens. Anthropology.

Harding, Cheryl (Ph.D., Rutgers University). Professor Emerita, Hunter. Psychology.

Harris, Katherine S. (Ph.D., Harvard University). Distinguished Professor Emerita, Graduate Center. Linguistics, Speech-Language-Hearing Sciences.

Harris, William H. (Ph.D., Brown University). Professor Emeritus, Brooklyn. Earth and Environmental Sciences.

Hatch, James V. (Ph.D., University of Iowa). Professor Emeritus, City. Theatre and Performance.

Haubenstock, Howard H. (Ph.D., University of Kansas). Professor Emeritus, Staten Island. Chemistry.

Held, Virginia P. (Ph.D., Columbia University). Distinguished Professor Emerita. Hunter. Philosophy, Women's Studies CP.

Helly, Dorothy O. (Ph.D., Harvard University). Professor Emerita. Hunter. Women's and Gender Studies MA, Women's Studies CP.

Hemmes, Nancy S. (Ph.D., University of North Carolina). Professor Emerita, Queens. Psychology.

Henderson, Ann S. (Ph.D., University of North Carolina). Professor Emerita, Hunter. Biology.

Herman, Gabor T. (Ph.D., University of London). Distinguished Professor Emeritus, Graduate Center. Computer Science.

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Howell, James M. (Ph.D., Cornell University). Professor Emeritus, Brooklyn. Chemistry.

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I

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J

Jaeger, David A. (Ph.D., University of Michigan). Professor Emeritus, Graduate Center. Economics.

Johnson, Helen Leos Epstein (Ph.D., University of Wisconsin at Madison). Professor Emerita, Queens. Educational Psychology.

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Joselit, David (Ph.D., Harvard University). Distinguished Professor Emeritus, Graduate Center. Art History.

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K

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Kim, Jinyo (Ph.D., Columbia University). Professor Emerita, Queens. Classics.

Kimmich, Christoph M. (D.Phil., Oxford University). Professor Emeritus, Brooklyn. History.

Klein, Elaine C. (Ph.D., The Graduate Center, CUNY). Professor Emerita, Queens. Linguistics.

Kleinig, John Ian (Ph.D., Australian National University). Professor Emeritus, John Jay. Philosophy.

Kopala, Mary (Ph.D., Pennsylvania State University). Professor Emerita. Hunter. Educational Psychology.

Koranyi, Adam (Ph.D., University of Chicago). Distinguished Professor Emeritus, Lehman. Mathematics.

Kornblum, William (Ph.D., University of Chicago). Professor Emeritus, Graduate Center. Psychology, Sociology.

Koslow, Arnold (Ph.D., Columbia University). Professor Emeritus, Brooklyn. Philosophy.

Kossak, Roman (Ph.D., University of Warsaw). Professor Emeritus, Bronx Community. Mathematics.

Kramer, Richard (Ph.D., Princeton University). Distinguished Professor Emeritus, Graduate Center. Music.

Kulkarni, Ravi S. (Ph.D., Harvard University). Professor Emeritus, Queens. Mathematics.

L

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Lester, Joel (Ph.D., Princeton University). Professor Emeritus, City. Music.

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## M

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 Markovitz, Irving L. (Ph.D., University of California at Berkeley). Professor Emeritus, Queens. Political Science.  
 Mattson, Peter H. (Ph.D., Princeton University). Professor Emeritus, Queens. Earth and Environmental Sciences.  
 Maxfield, Michael G. (Ph.D., Northwestern University). Professor Emeritus, John Jay. Criminal Justice.  
 McCoy, Richard C. (Ph.D., University of California at Berkeley). Distinguished Professor Emeritus, Queens.  
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 McIntyre, Andrew (Ph.D., Columbia University). Professor Emeritus, Queens. Earth and Environmental Sciences.  
 McKelvie, Neil (Ph.D., Columbia University). Professor Emeritus, City. Chemistry.  
 Mencher, Joan P. (Ph.D., Columbia University). Professor Emerita, Lehman. Anthropology, Women's Studies CP.  
 Mendelsohn, Richard L. (Ph.D., Massachusetts Institute of Technology). Professor Emeritus, Lehman.  
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 Mendelson, Elliott (Ph.D., Cornell University). Professor Emeritus, Queens. Philosophy.  
 Mennitt, P. Gary (Ph.D., Massachusetts Institute of Technology). Professor Emeritus, Brooklyn. Chemistry.  
 Meserve, Walter (Ph.D., University of Washington). Distinguished Professor Emeritus, Graduate Center.  
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 Meyersohn, Rolf (Ph.D., Columbia University). Professor Emeritus, Lehman. Sociology.  
 Michelli, Nicholas (Ed.D., Teachers College, Columbia University). Presidential Professor Emeritus, Graduate Center. Urban Education.  
 Michels, Corinne A. (Ph.D., Columbia University). Distinguished Professor Emerita, Queens. Biochemistry, Biology.  
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 Moreno, Carlos Julio (Ph.D., New York University). Professor Emeritus, Baruch. Mathematics, Physics.  
 Moskowitz, Martin (Ph.D., University of California at Berkeley). Professor Emeritus, Graduate Center.  
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## N

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## O

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- Orenstein, Alex L. (Ph.D., New York University). Professor Emeritus, Queens. Philosophy.
- Ortolani, Benito (Ph.D., University of Vienna). Professor Emeritus, Brooklyn. Theatre and Performance.
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- Ouellette, Suzanne C. (Ph.D., University of Chicago). Professor Emerita, Graduate Center. Psychology.
- Owen, David (Ph.D., State University of Iowa). Professor Emeritus, Brooklyn. Psychology.
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## P

- Pasternak, Burton (Ph.D., Columbia University). Professor Emeritus, Hunter. Anthropology.
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- Pizer, Richard D. (Ph.D., Brandeis University). Professor Emeritus, Hunter. Chemistry.
- Plottel, Jeanine Parisier (Ph.D., Columbia University). Professor Emeritus, Hunter. French.
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- Reimers, Cordelia W. (Ph.D., Columbia University). Professor Emerita, Hunter. Economics.
- Richter, David H. (Ph.D., University of Chicago). Professor Emeritus, Queens. English.
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- Rosen, Milton J. (Ph.D., Polytechnic Institute of Brooklyn). Professor Emeritus, Brooklyn. Chemistry.
- Rosenberger, Alfred L. (Ph.D., The Graduate Center, CUNY). Professor Emeritus, Brooklyn. Anthropology.
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S

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## POLICIES OF THE CUNY GRADUATE CENTER

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This section of the bulletin provides information on University/Graduate Center policies pertaining to the following areas:

- Maintenance of Public Order
- Email Communication Policy
- Resources for Combating Sexual Harassment/Sexual Assault (Title IX)
- Sexual Misconduct Complainants' Bill of Rights
- Policy on Sexual Misconduct
- Drug/Alcohol Use Amnesty Policy
- Equal Opportunity and Non-Discrimination
- Pluralism and Diversity
- Doctoral Student Parental Accommodation Policies
- Pregnancy Non-Discrimination Policy
- Disability Accommodations
- Campus and Workplace Violence Prevention Policy
- Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders
- Drugs and Alcohol
- Smoking and Tobacco Policy
- Infectious Diseases
- Freedom of Information Law
- Religious Observances: Student Rights
- Facilities Access and Use

For policies and procedures pertaining to student academic status and requirements, as well as such matters as tuition levels and support services for students, please refer to the "General Information" section of this bulletin; in addition, for more detailed and up-to-date information for current students, the annually revised Graduate Center Student Handbook should be consulted as well as The Graduate Center's web site.

### **RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW**

The following rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes were adopted by the Board of Trustees of The City University of New York (formerly the Board of Higher Education) on June 23, 1969, in compliance with Chapter 191 of the Laws of 1969 of the State of New York. These rules and regulations are in effect at all campuses of The City University of New York.

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Trustees of The City University of New York.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that:



"THE PRESIDENT. The president with respect to his/her educational unit, shall:

"a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

"b. Be the adviser and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees, and the policies, programs, and lawful resolutions of the several faculties;

"c. Exercise general superintendence over the concerns, officers, employees, and students of his/her educational unit."

### ***I. Rules***

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he/she interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his/her position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his/her possession a rifle, shotgun, or firearms or knowingly have in his/her possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his/her possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation that recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

## ***II. Penalties***

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or nontenured faculty member, or other member of the instructional staff or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or nontenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization that authorized the conduct prohibited under substantive Rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law of The City University Trustees.

## ***Appendix***

Sanctions Defined:

A. Admonition. An oral statement to the offender that he/she has violated University rules.

B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any are permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

## **EMAIL COMMUNICATION POLICY**

Students should note that The Graduate Center sends official email only to students' GC email addresses.

## **Privacy Policy**

The City University of New York Privacy Policy applies to users of cuny.edu and is intended to explain what types of information is gathered from users and how that information is used. Members of The Graduate Center Community should also refer to The City University of New York Policy on Acceptable Use of Computer Resources which outlines CUNY's internal policy for the use and protection of CUNY computer resources. <https://www.cuny.edu/website/privacy.html>

### **Policy on Acceptable Use of Computer Resources**

CUNY's computer resources are dedicated to the support of the University's mission of education, research and public service. In furtherance of this mission, CUNY respects, upholds and endeavors to safeguard the principles of academic freedom, freedom of expression and freedom of inquiry. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use. In particular, all users should be aware that New York State's Freedom of Information Law requires disclosure, on request, of information kept, maintained, filed or produced on CUNY computer resources, unless a specific statutory exemption applies.

<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/cis/information-security/security-policies-procedures/ComputerUsePolicy.pdf>

### **RESOURCES FOR COMBATING SEXUAL HARASSMENT/SEXUAL ASSAULT (TITLE IX)**

Under the provisions of Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, discrimination on the basis of sex in education programs or activities operated by recipients of federal financial assistance is prohibited. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. The U.S. Department of Education's Office for Civil Rights defines sexual harassment as unwelcome conduct of a sexual nature that can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or acts of sexual violence. Harassing conduct creates a "hostile environment" when sufficiently severe or pervasive to limit a student's ability to participate in educational activities.

If you are the victim of a sexual assault, sexual harassment, domestic violence, intimate partner violence, dating violence, or stalking you should immediately contact one of The Graduate Center officials listed below so they can investigate the allegation and take prompt and effective steps to end the harassment or violence:

- Campus Title IX Coordinator/Compliance and Diversity Officer: Edith Rivera, Room 7301, 212-817-7410
- Campus Director of Public Safety: John Flaherty, Room 9117, 212-817-7761
- Vice President for Student Affairs: Matthew Schoengood, Room 7301, 212-817-7400

<https://www.gc.cuny.edu/compliance-and-diversity/title-ix-awareness>

### **SEXUAL MISCONDUCT COMPLAINANTS' BILL OF RIGHTS**

CUNY students who experience campus-related sexual harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to the following rights:

To be provided with confidential on-campus counseling, and to be notified of other available services on- and off-campus.

To obtain, where appropriate, changes with respect to campus academic and living arrangements, no-contact orders, and other interim remedial measures to enable them to continue their education without undue stress or trauma.

To have their complaints handled respectfully by the campus, to be informed about how the campus will protect their privacy and confidentiality, and to have any allegations of retaliation addressed by the campus.

To file a criminal complaint and to seek an Order of Protection, with the assistance of the college, if they so choose.

To make a formal complaint at the campus as the first step in the disciplinary process against the respondent(s).

To have their complaint investigated in a prompt, impartial and thorough manner by individuals who have received appropriate training in conducting investigations and the issues related to sexual harassment and sexual violence.

To report incidents of sexual harassment or sexual violence that they experience while under the influence of alcohol or drugs without receiving discipline for their alcohol or drug use, if they agree to complete appropriate education or treatment as the circumstances warrant.

To have the same opportunity as the respondent(s) to participate in a student disciplinary hearing before a faculty-student disciplinary committee, including the right to be present, to be

represented by a person of their choice, including an attorney, to present evidence, call witnesses, cross-examine witnesses, receive notice of the outcome of the hearing, and to appeal from the decision.

Questions about CUNY's sexual misconduct policy and procedures may be directed to your campus Title IX Coordinator.

## **POLICY ON SEXUAL MISCONDUCT**

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## I. POLICY STATEMENT

Every member of The City University of New York community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Accordingly, CUNY is committed to:

- 1) Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;
- 2) Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;
- 3) Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
- 4) Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence;
- 5) Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating this policy, and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence to college constituencies; and
- 6) Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing sexual harassment, gender-based harassment and sexual violence and is applicable at all college and units at the University. The CUNY community should also be aware of the following policies that apply to other forms of sex discrimination, as well as to other types of workplace violence and domestic violence that affect the workplace:

- The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than sexual harassment, gender-based harassment or sexual violence covered by this policy.

- The [CUNY Workplace Violence Policy](#) addresses workplace violence and the [CUNY Domestic Violence in the Workplace Policy](#) addresses domestic violence in or affecting employees in the workplace.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

## **II. PROHIBITED CONDUCT**

### **A. Sexual Harassment, Gender-Based Harassment and Sexual Violence**

This policy prohibits sexual harassment, gender-based harassment and sexual violence against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching, and sexual abuse. If of a sexual nature, stalking/cyberstalking (hereinafter "stalking") and dating, domestic and intimate partner violence may also constitute sexual harassment, gender-based harassment or sexual violence.

The complete definitions of these terms, as well as other key terms used in this policy, are set forth in Section XI below.

### **B. Retaliation**

This policy prohibits retaliation against any person who reports sexual harassment, gender-based harassment or sexual violence, assists someone making such a report, or participates in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint.

### **C. Certain Intimate Relationships**

This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section X below.

## **III. TITLE IX COORDINATOR**

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including sexual harassment, gender-based harassment and sexual violence, in education programs. The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. The name and contact information for all Title IX Coordinators at CUNY can be found on the university's dedicated Title IX website at [Campus Title IX Webpages](#).

## **IV. IMMEDIATE ASSISTANCE IN CASES OF SEXUAL VIOLENCE**

### **A. Reporting to Law Enforcement**

Students or employees who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus are strongly encouraged to immediately report the incident by calling 911, contacting their local police precinct, or contacting their college public safety office, which is available 24 hours a day, 7 days a week. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention, counseling and other services.

## **B. Obtaining Immediate Medical Attention and Emotional Support**

CUNY is committed to assisting anyone who experiences sexual violence to seek comprehensive medical attention as soon as possible to treat injuries, obtain preventative treatment for sexually transmitted diseases, and preserve evidence, among other things. For rapes in particular, immediate treatment and the preservation of evidence of the attack are important for many reasons, including facilitating a criminal investigation. In addition, individuals who have experienced or witnessed sexual violence are encouraged to seek emotional support as soon as possible, either on or off-campus.

On-campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

For off-campus resources, CUNY maintains a [list of emergency contacts and resources](#), including rape crisis centers, available throughout New York City on its dedicated web page. This list includes a designation of which local hospitals are designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

## **V. REPORTING SEXUAL HARASSMENT, GENDER-BASED HARASSMENT OR SEXUAL VIOLENCE TO THE COLLEGE**

CUNY encourages individuals who have experienced sexual harassment, gender-based harassment or sexual violence (referred to in this policy as “complainants”) to report the incident(s) to campus authorities, even if they have reported the incident to outside law enforcement, and regardless of whether the incident took place on or off-campus. Such reporting will enable complainants to get the support they need, and provide the college with the information it needs to take appropriate action. However, individuals should be aware that there are employees at their college/unit whom they can speak with on a strictly confidential basis before determining whether to make a report to college authorities. See Section VI below.

### **A. Filing a Complaint with Campus Authorities**

#### ***(i) Students***

Students who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Office of the Vice President for Student Affairs and/or Dean of Students;
- Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

#### ***(ii) Employees***

Employees who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Director of Human Resources;
- Office of Public Safety.

#### ***(iii) Visitors***

Visitors who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

Once any of the individuals or offices above is notified of an incident of sexual harassment, gender-based harassment or sexual violence, she/he will coordinate with the appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. All information in connection with the complaint, including the identities of

the complainant and the respondent, will be kept as confidential as possible and will only be shared with those who have a legitimate need for the information.

### **B. Support Assistance for Complainants**

When a Title IX Coordinator receives a complaint of sexual or gender-based violence, she/he will work with the Chief Student Affairs Officer to identify a trained staff member to assist the complainant with support services and accommodations.

### **C. Request that the College Maintain a Complainant's Confidentiality, Not Conduct an Investigation, or Not Report an Incident to Outside Law Enforcement**

After a report of an alleged incident of sexual harassment, gender-based harassment or sexual violence has been made to the Title IX Coordinator, a complainant may request that the matter be investigated without her/his identity or any details regarding the incident being divulged further. Alternatively, a complainant may request that no investigation into a particular incident be conducted or that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant's requests against the college's obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but only that all efforts will be undertaken to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that she/he will maintain confidentiality as requested by the complainant, the college will take all reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request.

In any event, the college is required to abide by any laws mandating disclosure, such as the Jeanne Clery Act and New York's Campus Safety Act. However, notification under the Jeanne Clery Act is done without divulging the complaint's identity, and notification of sexual violence under the New York Campus Safety Act is not required and will not be done if the complainant requests confidentiality.

If the Title IX Coordinator determines that the college must report the incident to outside law enforcement, the college will cooperate with any criminal investigation, which may include providing the outside law enforcement agency with any evidence in its possession relating to the incident.

### **D. Action by Bystanders and Other Community Members**

While those employees designated as "responsible" employees are required reporters as set forth in Section VI below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual harassment, gender-based harassment or sexual violence that they may witness. Although these actions will depend on the circumstances, they include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report an incident of sexual harassment, gender-based harassment or sexual violence that they observe or become aware of to the Title IX Coordinator, and/or the offices of Public Safety and the Vice President of Students Affairs and/or Dean of Students at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

### **E. Amnesty for Drug and Alcohol Use**

CUNY strongly encourages students to report instances of sexual harassment, gender-based harassment or sexual violence as soon as possible, even if those reporting or the alleged victim may have engaged in the inappropriate or unlawful use of alcohol or drugs. Therefore, a student who reports or experiences sexual harassment, gender-based harassment or sexual violence will not be disciplined by the college for any violation of CUNY's Policy Against Drugs and Alcohol in con-



nection with the reported incident, subject to the conditions in CUNY’s Drug/Alcohol Use Amnesty Policy.

#### **F. Reporting Suspected Child Abuse**

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

#### **G. Reporting Retaliation**

An individual may file a complaint with the Title IX Coordinator if she/he has been retaliated against for reporting sexual harassment, gender-based harassment or sexual violence, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section VIII of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

### **VI. REPORTING/CONFIDENTIALITY OBLIGATIONS OF COLLEGE AND UNIVERSITY EMPLOYEES**

An individual who speaks to a college or CUNY employee about sexual harassment, gender-based harassment or sexual violence should be aware that employees fall into three categories: (1) “confidential” employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s); (2) “responsible” employees, who are required to report the incident(s) to the Title IX Coordinator; and (3) all other employees, who are strongly encouraged but not required to report the incident(s).

#### **A. Confidential Employees**

##### ***(i) For Students***

Students at CUNY who wish to speak to someone who will keep all of the communications strictly confidential should speak to one of the following:

- Counselor or other staff member at their college counseling center;
- Nurse, nurse practitioner or other staff member in the college health office;
- Pastoral counselor (i.e., counselor who is also a religious leader) if one is available at their college; or
- Staff member in a women’s or men’s center, if one exists at their college.

The above individuals will not report *any* information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat to the complainant or any other person.

A student who speaks solely to a “confidential” employee is advised that, if the student wants to maintain confidentiality, the college may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. However, these professionals will assist the student in receiving other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or report the incident to local law enforcement and thus have the incident investigated.

##### ***(ii) For Employees***

Although there is no one directly employed by CUNY to whom CUNY employees can speak on a confidential basis regarding sexual harassment, gender-based harassment or sexual violence, free confidential support services are available through CUNY’s Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City: <https://nownyc.org/service-fund/get-help/rape-sexual-assault/medical-help-counseling-for-sexual-assault/>

**B. "Responsible" Employees**

"Responsible" employees have a duty to report incidents of sexual harassment, gender-based harassment or sexual violence, including all relevant details, to the Title IX Coordinator. Such employees are not permitted under any circumstances to maintain a complainant's confidentiality. To the extent possible, information reported to responsible employees will be shared only with the Title IX Coordinator, the "responsible" employee's supervisor, and other people responsible for handling the college's response to the report.

Before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee's reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

CUNY has designated the following individuals as "responsible" employees:

- (i) Title IX Coordinator and her/his staff
- (ii) Office of Public Safety employees (all)
- (iii) Vice President for Student Affairs and Dean of Students and all staff housed in those offices
- (iv) Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all)
- (v) College President, Vice Presidents and Deans
- (vi) Athletics Staff (all)
- (vii) Department Chairpersons/Executive Officers
- (viii) Human Resources staff (all)
- (ix) University Office of the General Counsel employees (all)
- (x) College/unit attorney and her/his staff
- (xi) College/unit labor designee and her/his staff
- (xii) Faculty members at times when they are leading off-campus trips
- (xiii) Faculty or staff advisers to student groups
- (xiv) Employees who are Managers (all)
- (xv) SEEK/College Discovery staff (all)

**C. All Other Employees**

Employees other than those identified in subsections "A" and "B" above are permitted but not required to report any possible sexual harassment, gender-based harassment or sexual violence; however, they are encouraged by CUNY to make such a report.

It is important to emphasize that faculty members other than those specifically identified in subsection "B" above have not been designated as "responsible" employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are encouraged to do so.

**VII. INTERIM AND SUPPORTIVE MEASURES**

The college will take immediate steps to protect the complainant and other affected parties, as well as the college community at large, following an allegation of sexual harassment, gender-based harassment or sexual violence. In general, when taking such interim and supportive measures, the college will seek to minimize the burden on the complainant.

Interim and supportive measures may include, among other things:

- (i) Making necessary changes to academic programs, including a change in class schedule, making appropriate accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting the complainant to attend a class via skype or other alternative means where appropriate, providing an academic tutor, or extending deadlines for assignments;
- (ii) Making necessary changes to residential housing situations or providing assistance in finding alternate housing;
- (iii) Changing an employee's work assignment or schedule;
- (iv) Providing the complainant with an escort to and from class or campus work location;
- (v) Arranging appropriate transportation services to ensure safety;

- (vi) Prohibiting contact between the complainant and the respondent (“no contact” orders);
- (vii) Offering counseling services to the complainant, to the respondent, and, where appropriate, to witnesses, through the college Counseling Center or other appropriate college office, or a referral to an off-campus agency;
- (viii) Providing the complainant assistance in obtaining medical and other services, including access to rape crisis centers;
- (ix) Providing the complainant assistance with filing a criminal complaint and seeking an order of protection;
- (x) Enforcing an order of protection;
- (xi) Addressing situations in which it appears that a complainant’s academic progress is affected by the alleged incident;
- (xii) In exceptional circumstances, seeking an emergency suspension of a student or an employee under applicable CUNY Bylaws, rules, policies and collective bargaining agreements.

## **VIII. INVESTIGATING COMPLAINTS OF SEXUAL HARASSMENT, GENDER-BASED HARASSMENT OR SEXUAL VIOLENCE**

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual harassment, gender-based harassment or sexual violence may have been committed against a student, employee or visitor, unless the complainant has requested that the college refrain from such an investigation and the college has determined that it may do so.

### **A. The Investigation**

The college Title IX Coordinator is responsible for conducting the investigation in a prompt, thorough, and impartial manner. The college Title IX Coordinator shall inform the respondent that an investigation is being commenced and shall inform the respondent of the allegations of the complainant. If there is a written complaint, the respondent shall be provided with a copy of the complaint unless circumstances warrant otherwise. The Title IX Coordinator shall coordinate investigative efforts with other college offices, and may designate another trained individual to conduct all or part of the investigation. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview conducted as part of such investigation.

The college Title IX Coordinator shall take prompt and effective steps reasonably calculated to end any sexual harassment, gender-based harassment or sexual violence, including: (i) taking interim measures; (ii) preventing retaliation; (iii) providing the complainant and the respondent with periodic status updates of the investigation and notice of outcome of the investigation; (iv) informing the complainant of her/his right to file a criminal complaint; (v) coordinating with law enforcement agencies, as appropriate, after consultation with Public Safety; (vi) maintaining all documents of the investigation; and (vii) drafting a report of findings, which is to be submitted to the College President.

### **B. Conflicts**

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person’s duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

### **C. Mediation**

While mediation is not permitted in cases where sexual violence is alleged, it may be appropriate where sexual harassment or gender-based harassment allegations have been made by a student or employee but there is no allegation of sexual violence. Mediation is a process whereby the parties can participate in a search for fair and workable solutions. Mediation requires the consent of both the complainant and the respondent, but does not require the complainant and respondent

to meet face-to-face. Either party, however, has the right to end the mediation at any time and proceed with the investigation process. A respondent who is covered by a collective bargaining agreement may consult with and have a union representative present at any mediation session.

#### **D. Timing**

The college shall make every reasonable effort to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. While some complaints may require extensive investigation, whenever possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

#### **E. Report of Findings**

Following the completion of the investigation, the Title IX Coordinator shall report her/his findings to the College President in writing. Following such report, the College President shall review the complaint investigation report and authorize such action as she/he deems necessary to address the issues raised by the findings. In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

#### **F. Disciplinary Action**

Following an investigation, the College President may recommend that disciplinary action be commenced against the respondent student or employee.

##### ***(i) Discipline against students***

In cases where a student is accused of a violation of this policy, including retaliation, the matter shall be referred to the college's Office of Student Affairs and action shall be taken in accordance with [Article XV of the CUNY Bylaws](#), which contains the student disciplinary process at CUNY. Under the student disciplinary process, complainants have the same right as respondents to receive notice of the charges, to attend and participate fully in a disciplinary hearing, to appear through a representative of their choice, including an attorney, to receive notice of the decision of the faculty-student disciplinary committee, and to appeal. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University.

##### ***(ii) Discipline against employees***

In cases where an employee is accused of a violation of this policy, including retaliation, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include reprimand, suspension or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by collective bargaining agreements.

##### ***(iii) Action against visitors***

In cases where the person accused of sexual harassment, gender-based harassment or sexual violence is neither a CUNY student nor a CUNY employee, the college's ability to take action against the accused is extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor's access to campus. In addition, the matter shall be referred to local law enforcement for legal action where appropriate.

##### ***(iv) No disciplinary action***

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and the respondent of that decision contemporaneously, in writing, and shall offer counseling or other support services to both the complainant and the respondent.

### **G. False and Malicious Allegations**

Members of the CUNY community who make false and malicious complaints of sexual harassment, gender-based harassment or sexual violence, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

### **H. Relationship of CUNY's Investigation to the Actions of Outside Law Enforcement**

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

### **I. Filing External Complaints**

Complainants have the right at any time to file complaints with the Office for Civil Rights ("OCR") of the U.S. Department of Education, alleging violations of Title IX, and to file complaints with other appropriate agencies alleging violations of other federal, state or local laws. Contact information for OCR and other relevant agencies is set forth on the [CUNY Title IX](#) web page.

## **IX. COLLEGE OBLIGATIONS UNDER THIS POLICY**

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

### **A. Dissemination of Policies, Procedures and Notices**

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY's Notice of Non-Discrimination; (iii) the Title IX Coordinator's name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website and including it in any student or faculty handbooks and in residence life materials. The CUNY offices of Student Affairs, Human Resources Management and Legal Affairs shall assist in such training and educational programming.

### **B. Training and Educational Programming**

The college Title IX Coordinator, in coordination with other applicable offices, is responsible for training all employees who are required to report incidents of sexual harassment, gender-based harassment or sexual violence under this policy, for ensuring that designated offices are offering and administering the appropriate educational programming to all incoming and transfer students, residence hall students, athletes, fraternity/sorority groups, student leaders, and/or any other student groups which the college determines could benefit from education in the area of sexual harassment, gender-based harassment and sexual violence, and ensuring that designated offices promote awareness and prevention of sexual harassment, gender-based harassment and sexual violence among all students and employees.

### **C. Assessing Campus Attitudes**

The college's Vice President for Student Affairs, Vice President responsible for human resources, Title IX Coordinator and/or such employees designated by the college President, in coordination with other applicable offices, are responsible for obtaining current information regarding student experiences with sexual harassment, gender-based harassment and sexual violence. Any survey or assessment instrument shall be structured to be in compliance with any requirements set forth in applicable law and shall be reviewed and approved in advance by the University Title IX Coordinator.

### **D. Dating, Domestic and Intimate Partner Violence**

As noted above, CUNY's Domestic Violence in the Workplace policy provides that colleges shall assist employees who are victims of dating, domestic or intimate partner violence that affects

their employment. Similarly, colleges shall assist students who are the victims of dating, domestic or intimate partner violence, including referring them to resources and taking other appropriate supportive measures.

In addition, if a student or employee makes a complaint of dating, domestic or intimate partner violence and the alleged perpetrator is a CUNY student or employee, the college shall investigate the matter if the alleged conduct may constitute a violation of this policy, and take appropriate action based on such investigation, which may include disciplinary action.

## **X. RULES REGARDING INTIMATE RELATIONSHIPS**

### **A. Relationships between Faculty or Employees and Students**

Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

### **B. Relationships between Supervisors and Employees**

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

## **XI. DEFINITIONS OF TERMS IN THIS POLICY**

### **A. Sexual Harassment**

is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

- (i) submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo);
- or
- (ii) such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by

creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

- (a) Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual's body;
- (b) Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
- (c) Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
- (d) Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

For purposes of this policy, sexual harassment also includes acts that violate an individual's right to privacy in connection with her/his body and/or sexual activity such as:

- (i) Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;
- (ii) Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;
- (iii) Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.

## **B. Gender-based harassment**

is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

## **C. Sexual violence**

is an umbrella term that includes: sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching and sexual abuse, as well as dating, domestic and intimate partner violence. Stalking, while not necessarily sexual in nature, can be a form of sexual violence depending upon the circumstances.

### ***(i) Sexual assault***

is any form of sexual contact (i.e., any touching of the sexual or other intimate parts of a person for the purpose of gratifying sexual desire of either party) that occurs without consent and/or through the use of force, threat of force, intimidation, or coercion. Examples of sexual assault include:

#### ***(a) Rape and attempted rape***

is engaging or attempting to engage in sexual intercourse with another person:

- (a) without such person's consent; (b) where such person is incapable of giving consent

by reason of being mentally disabled, mentally incapacitated or physically helpless; or (c) where such person is less than seventeen years old. Sexual intercourse includes vaginal or anal penetration, however slight.

***(b) Criminal sexual act***

is engaging in oral or anal sexual conduct with another person without such person's consent.

***(c) Forcible touching***

is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire.

***(d) Sexual abuse***

is subjecting another person to sexual contact without the latter's consent.

***(ii) Stalking***

is intentionally engaging in a course of conduct directed at a specific person that:

- (a) is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
- (b) causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
- (c) is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

***(iii) Dating, domestic and intimate partner violence***

is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an intimate partner. Such violence may occur in all kinds of intimate relationships, including married couples, people who are dating, couples who live together, people with children in common, same-sex partners, and people who were formerly in a relationship with the person abusing them.

**D. Consent**

is a knowing, informed, voluntary and mutual decision to engage in agreed upon sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or failure to resist does not, in and of itself, demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Consent can be withdrawn at any time. Past consent to sexual activity between individuals does not constitute consent to subsequent sexual activity between those individuals, and consent to one form of sexual activity does not necessarily imply consent to other forms of sexual activity. Whether one party to sexual activity is in a position of authority or influence over the other party is a relevant factor in determining consent.

In order to give consent, one must be of legal age (17 years or older) and not mentally or physically incapacitated, or physically helpless, unconscious or asleep. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs or other intoxicants may be incapacitated and therefore unable to consent. Consent is not valid if it is the result of coercion, intimidation, force or threat of harm.



### **E. Complainant**

refers to the individual who alleges that she/he has been the subject of sexual harassment, gender-based harassment or sexual violence, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or attention by someone other than the complainant

### **F. Visitor**

is an individual who is present at a CUNY campus or unit but is not a student or an employee.

### **G. Respondent**

refers to the individual who is alleged to have committed sexual harassment, gender-based harassment or sexual violence against a CUNY student, employee, or visitor.

### **H. Complaint**

is an allegation of sexual harassment, gender-based harassment or sexual violence made under this policy.

### **I. Retaliation**

is adverse treatment of an individual as a result of that individual's reporting sexual harassment, gender-based harassment or sexual violence, assisting someone with a report of sexual harassment, gender-based harassment or sexual violence, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

### **J. Managers**

are employees who have the authority to either (a) make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

## **DRUG/ALCOHOL USE AMNESTY POLICY**

The City University of New York's ("CUNY's") Drug/Alcohol Use Amnesty Policy has two principal purposes. First, it is intended to encourage students to seek medical assistance related to drug and/or alcohol use without fear of being disciplined for such use. Because the use of drugs or alcohol may be life-threatening, CUNY wishes to reduce barriers to seeking and receiving medical help in those situations. Second, CUNY wishes to encourage students under the influence of drugs and/or alcohol who may be the victims of, witnesses to, or otherwise become aware of violence (including but not limited to domestic violence, dating violence, stalking, or sexual assault) or sexual harassment or gender-based harassment to report that violence or harassment. Toward that end, CUNY's Policy is that students who seek medical assistance either for themselves or others and/or are reporting violence or harassment will not be subject to discipline under the circumstances described below.

- I. Students who in good faith call for medical assistance for themselves or others and/or who receive medical assistance as a result of a call will not be disciplined for the consumption of alcohol (either if underage or if consumed in a CUNY-owned or operated residence hall or facility where alcohol consumption is prohibited) or drugs as long as there are no other violations that ordinarily would subject the student to disciplinary action. Similarly, students who may be the victims of, witnesses to, or otherwise become aware of violence or sexual harassment or gender-based harassment and who report such violence or harassment will not be disciplined for the consumption of alcohol or drugs in the absence of other violations that ordinarily would subject the student to disciplinary action. Other violations that would invoke discipline include but are not limited to (i) unlawful distribution of alcohol or drugs; (ii) sexual misconduct, as defined in CUNY's

- Policy on Sexual Misconduct; (iii) causing or threatening physical harm; (iv) causing damage to property; (v) hazing.
- II. The students involved will be encouraged to complete alcohol and/or drug education activities, assessment, and/or treatment, to be determined by the individual campuses or units of CUNY with which the students are affiliated. If repeated incidents of alcohol or drug use are involved, there may be issues of medical concern, which may result in parental notification, medical withdrawal, and/or other non-disciplinary responses.
  - III. CUNY's Policy is intended both to implement Article 129-B of the Education Law (which mandates drug and alcohol amnesty for reporters of violence) and to complement New York State's Good Samaritan Law, which is designed to encourage individuals to call 911 in the event of an alcohol or drug-related emergency. Generally, the Good Samaritan Law protects persons who witness or suffer from a medical emergency involving drugs or alcohol from being arrested or prosecuted for drug or underage alcohol possession after they call 911. It does not protect against arrest or prosecution for other offenses, such as the sale of drugs.

## **EQUAL OPPORTUNITY AND NON-DISCRIMINATION**

### **I. Policy on Equal Opportunity and Non-Discrimination**

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.<sup>1</sup>

It is also the University's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

### **Prohibited Conduct Defined**

**Discrimination** is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, sex, gender, national origin, or any of the other bases prohibited by this Policy.

**Harassment** is a form of discrimination that consists of unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be spoken, written, visual, and/or physical. This policy covers prohibited harassment based on all protected characteristics other than sex. Sex-based harassment and sexual violence are covered by CUNY's Policy on Sexual Misconduct.

**Retaliation** is adverse treatment of an individual because he or she made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

<sup>1</sup> As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

## **II. Discrimination and Retaliation Complaints**

The City University of New York is committed to addressing discrimination and retaliation complaints promptly, consistently and fairly. There shall be a Chief Diversity Officer at every college or unit of the University, who shall be responsible for, among other things, addressing discrimination and retaliation complaints under this Policy. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

## **III. Academic Freedom**

This policy shall not be interpreted so as to constitute interference with academic freedom.

## **IV. Responsibility for Compliance**

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School, Craig Newmark Graduate School of Journalism, School of Public Health and School of Professional Studies and Macaulay Honors College, have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each vice president, dean, director, or other person with managerial responsibility, including department chairpersons and executive officers, must promptly consult with the Chief Diversity Officer at his or her college or unit if he or she becomes aware of conduct or allegations of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination or retaliation complaint.

## **COMPLAINT PROCEDURES UNDER THE CITY UNIVERSITY OF NEW YORK'S POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION<sup>2</sup>**

### ***1. Reporting Discrimination and/or Retaliation***

The University is committed to addressing discrimination and/or retaliation complaints promptly, consistently and fairly.

Members of the University community, as well as visitors, may promptly report any allegations of discrimination or retaliation to the individuals set forth below:

- A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.
- B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct.
- C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation.

### ***2. Preliminary Review of Employee, Student, or Visitor Concerns***

Individuals who believe they have experienced discrimination and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss their concerns, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or the college conducting a full investigation. Based on the facts of the complaint, the Chief Diversity Officer may also advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

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<sup>2</sup> These Procedures govern any complaint of discrimination and/or retaliation, except complaints of sexual harassment and sexual violence, which are covered by CUNY's Sexual Misconduct Policy. These procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

These Procedures are intended to provide guidance for implementing the University Policy on Equal Opportunity and Non-Discrimination. These Procedures do not create any rights or privileges on the part of any others.

The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.

### **3. Filing a Complaint**

Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination and/or retaliation should be provided with a copy of the University's complaint form. Complaints should be made in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

### **4. Informal Resolution**

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including but not limited to modification of work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the respondent and suspends the complaint process for up to thirty (30) calendar days, which can be extended upon consent of both parties, at the discretion of the Chief Diversity Officer.

Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any time, prior to the expiration of thirty (30) calendar days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is reached, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

### **5. Investigation**

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

- a. Interviewing the complainant. In addition to obtaining information from the complainant (including the names of any possible witnesses), the complainant should be informed that an investigation is being commenced, that interviews of the respondent and possibly other people will be conducted, and that the President<sup>3</sup> will determine what action, if any, to take after the investigation is completed.
- b. Interviewing the respondent. In addition to obtaining information from the respondent (including the names of any possible witnesses), the respondent should be informed that a complaint of discrimination has been received and should be provided a copy of the complaint unless circumstances warrant otherwise. Additionally, the respondent should be informed that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. A respondent employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The respondent must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under this policy and federal, state, and city laws. The respondent should be informed that if retaliatory behavior is engaged in by either the respondent or anyone acting on his/her behalf, the respondent may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the respondent is a student.

<sup>3</sup> References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School, Craig Newmark Graduate School of Journalism, CUNY Graduate School of Public Health & Health Policy, School of Professional Studies and Macaulay Honors College, wherever those units are involved, rather than a college.

- c. Reviewing other evidence. The Chief Diversity Officer should determine if, in addition to the complainant, the respondent, and those persons named by them, there are others who may have relevant information regarding the events in question, and speak with them. The Chief Diversity Officer should also review documentary evidence that may be relevant to the complaint.

### **6. *Withdrawing a Complaint***

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer. The University reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the respondent must be notified in writing that the complainant has withdrawn the complaint and whether University officials have determined that continuation of the investigation is warranted for corrective purposes.

### **7. *Timeframe***

While some complaints may require extensive investigation, whenever possible, the investigation of a complaint should be completed within sixty (60) calendar days of the receipt of the complaint.

### **8. *Action Following Investigation of a Complaint***

- a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President. In the event that the respondent or complainant is a student, the Chief Diversity Officer will also report his or her findings to the Chief Student Affairs Officer.
- b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing action to discipline the respondent under applicable University Bylaws or collective bargaining agreements.
- c. The complainant and the respondent should be apprised in writing of the outcome and action, if any, taken as a result of the complaint.
- d. The President will sign a form that will go into each investigation file, stating what, if any, action will be taken pursuant to the investigation.
- e. If the President is the respondent, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor. The Chancellor will determine what action will be taken. The Chancellor's decision will be final.

### **9. *Immediate Preventive Action***

The President may take whatever action is appropriate to protect the college community in accordance with applicable Bylaws and collective bargaining agreements.

### **10. *False and Malicious Accusations***

Members of the University community who make false and malicious complaints of discrimination, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

### **11. *Anonymous Complaints***

All complaints will be taken seriously, including anonymous complaints. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

### **12. *Responsibilities***

#### ***a. Responsibilities of the President:***

- Appoint a Chief Diversity Officer responsible for addressing complaints under this Policy

- Ensure that the Chief Diversity Officer is fully trained and equipped to carry out his/her responsibilities.
- Ensure that managers receive training on the Policy.
- Annually disseminate the Policy and these Procedures to the entire college community and include the names, titles and contact information of all appropriate resources at the college. Such information should be widely disseminated, including placement on the college website.

*b. Responsibilities of Managers:*

Managers must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Managers must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate the Policy.

For purposes of this policy, managers are employees who either (a) have the authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) have the authority to make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

*c. Responsibilities of the University Community-at-Large:*

- Members of the University community who become aware of allegations of discrimination or retaliation should encourage the aggrieved individual to report the alleged behavior.
- All employees and students are required to cooperate in any investigation.

Some Relevant Laws Concerning Non-discrimination and Equal Opportunity

**Section 1324b of the Immigration and Nationality Act** prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or “document abuse” relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a “green card”, to establish the employee’s identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9 process; and improperly treating groups of applicants differently when completing the I-9 form.

*Executive Order 11246*, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

*Title VII of the Civil Rights Act of 1964*, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

*Title VI of the Civil Rights Act of 1964* prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

*Equal Pay Act of 1963*, as amended, requires that men and women performing substantially equal jobs in the same workplace receive equal pay.

*Title IX of the Education Amendments of 1972* prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

*Age Discrimination in Employment Act*, as amended, prohibits discrimination against individuals who are age 40 or older.

*Section 504 of the Rehabilitation Act of 1973* defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

*Section 503 of the Rehabilitation Act of 1973* requires federal contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

*Vietnam Era Veterans' Readjustment Act of 1974*, as amended, requires government contractors and subcontractors to take affirmative action to employ and advance in employment disabled and other protected veterans.

*Uniformed Services Employment and Reemployment Rights Act of 1994*, as amended, prohibits employment discrimination based on military status and requires reemployment following military service in some circumstances.

*Americans with Disabilities Act of 1990*, as amended, prohibits discrimination on the basis of disability.

*Genetic Information Nondiscrimination Act of 2008* prohibits employment discrimination based on genetic information.

*New York City Human Rights Law* prohibits discrimination based on age (18 and older), race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, unemployment status, or status of an individual as a victim of domestic violence, sex offenses or stalking.

*New York City Workplace Religious Freedom Act* requires an employer to make accommodation for an employee's religious needs.

*New York State Education Law Section 224-a* requires institutions of higher education to make accommodations for students who are unable to attend classes or take examinations due to their religious beliefs.

*New York State Human Rights Law* prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age (18 and older), marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior arrest or conviction record.

*New York City Pregnant Workers Fairness Act* provides that employers provide pregnant employees with reasonable accommodations for the employee's pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

Current, 2016, Graduate Center staff and faculty appointees for reporting complaints and concerns:

**Chief Diversity Officer, Title IX Coordinator, and Deputy Sexual Harassment Coordinator:** Ms. Edith Rivera, Room 7301; 1-212- 817-7410

**Director of Security and Public Safety:** Mr. John Flaherty, Room 9117; 1-212-817-7761

*The following Graduate Center staff members are also available to answer questions and address concerns:*

**504/ADA Coordinator:** Vice President for Student Affairs Matthew Schoengood, Room 7301; 1-212-817-7400

**Ombuds Officer:** Professor Martin R. Gitterman, Room 7313; call for appointments at 1-212-817-7191. The Ombuds Officer offers complete confidentiality to all students, staff, and faculty.

**Executive Director of Human Resources:** David Boxill, Room 8403; 1-212-817-7700.

**Graduate Center Sexual Harassment Coordinator, Deputy Coordinators, and Sexual Harassment Awareness and Intake Committee (SHAIC).**

## **PLURALISM AND DIVERSITY**

The Graduate School and University Center is committed to following the letter and spirit of affirmative action laws and adheres to those policies and procedures established by the Graduate School and University Center and the Board of Trustees of The City University of New York that pertain to promoting pluralism and diversity. Allegations of discrimination may be addressed to Ms. Edith M. Rivera, Title IX Coordinator and Chief Diversity Officer, Room 7301; Telephone: 1-212-817-7410.

## **DOCTORAL STUDENT PARENTAL ACCOMMODATION POLICIES**

In recognition of the challenges of balancing the demands of doctoral study and parenting a new child, The Graduate Center's Doctoral Student Parental Accommodation Policies are intended to further The Graduate Center's commitment to supporting programs and services to help graduate students to meet their family care obligations while they pursue their academic goals. For specific policy information and the procedures for requesting parental accommodations, refer to The Graduate Center's Student Handbook.

## **PREGNANCY NON-DISCRIMINATION POLICY**

The Graduate School and University Center does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from accessibility services within the Student Affairs office or from Title IX Coordinator and Chief Diversity Officer Edith Rivera. (Contact information for both resources: Room 7301; 212-817-7400; [StudentAffairs@gc.cuny.edu](mailto:StudentAffairs@gc.cuny.edu); [erivera@gc.cuny.edu](mailto:erivera@gc.cuny.edu).)

## **DISABILITY ACCOMMODATIONS**

The Graduate School and University Center does not discriminate on the basis of disability in the admission and retention of students or the employment of faculty and staff. For information regarding services and facilities for students with disabilities, please refer to the Student Handbook section "Services for Students with Disabilities" and to the CUNY Disability Accommodations Procedure at <https://www.cuny.edu/current-students/student-affairs/student-services/disability/>.

An internal grievance procedure provides for prompt and equitable resolution of complaints alleging any action prohibited by the Office of Civil Rights under section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. Grievances should be addressed to Mr. Matthew G. Schoengood, Vice President for Student Affairs and 504/ADA Coordinator, Room 7301; Telephone: 1-212-817-7400.

## **CUNY CAMPUS AND WORKPLACE VIOLENCE PREVENTION POLICY**

The City University of New York (the "University" or "CUNY") is committed to the prevention of Workplace Violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

- (i) An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- (ii) Any intentional display of force that would give an employee reason to fear or expect bodily harm;
- (iii) Intentional and wrongful physical contact with an employee without his or her consent that entails some injury;
- (iv) Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. Individuals who violate this Policy may be removed from University



property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

Incidents involving Workplace Violence will be given the serious attention they deserve. Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus specific Workplace Violence Prevention Programs at Paragraph 7. The procedure for reporting complaints of a potential violation of the CUNY Workplace Violence Prevention Policy and Programs can be found in the campus specific Workplace Violence Prevention Programs at Paragraph 9.

The University, at the request of an employee, or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or student anticipates that an act of violence may result from an encounter with said individual(s).

Employee participation in the implementation of this Policy will be provided through their authorized employee representatives, who will be invited to participate in: (1) Scheduled physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence; (2) the development and annual review of a Workplace Violence Prevention Program promulgated by each College for the implementation of the Policy; (3) the annual review of the Campus Workplace Violence Incidents Report prepared annually by each College; and (4) as appropriate, following a serious incident of Workplace Violence.

#### **NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS**

The Office of Security and Public Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of students' organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; (11) disclosure regarding the relationship of campus security personnel with state and local law enforcement agencies; (12) information on emergency notification and evacuation procedures; (13) information on missing student notification procedures; (14) fire safety reporting for institutions with on-campus student housing facilities; and (15) policies regarding the institution's programs to prevent dating violence, domestic violence, sexual assault and stalking, and procedures that will be followed when one of these crimes is reported.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and at <https://www.gc.cuny.edu/public-safety-and-security/campus-security-annual-report-clery-act-and-crime-statistics>. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Mr. John Flaherty, Executive Director of Institutional Services, at 1.212.817.7761, and copies will be mailed to you within ten days. The U.S. Department of Education's website address for campus crime statistics is <https://ope.ed.gov/campussafety/#/>.

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's chief security officer, Mr. John Flaherty, Executive Director of Institutional Services (Room 9117; 1.212.817.7761), to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 2 and 3 offenders, you may also contact the Division's registry website at <https://www.criminaljustice.ny.gov/nsor/> or access the directory at the college's public safety department or police precinct.

### **POLICY ON DRUGS AND ALCOHOL**

The City University of New York is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

This policy applies to all CUNY students, employees, and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

#### **CUNY Standards of Conduct**

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY's behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

#### **CUNY Sanctions**

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

#### **Students**

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Federal Educational Rights and Privacy Act ("FERPA"), CUNY may also choose—when appropriate—to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

## **Employees**

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

## **Health Risks**

The policies outlined above have been developed in order to safeguard the educational environment and protect individual members of the CUNY community. Grave legal and administrative consequences may result from breaches of these regulations, as do severe health risks that accompany substance abuse. Medically, both drug and alcohol abuse have been associated with sudden and/or early death, as well as a host of health problems, including: neurological impairment (brain damage), heart and liver degeneration, sexual impotence, and deterioration of the immune system, to name but a few. There are, in addition, particular risks to pregnant women and infants, reflected in higher mortality rates among mothers, as well as heightened susceptibility to illness and birth defects among infants. Negative effects upon the personal lives of drug and alcohol abusers are no less devastating. Often they cripple the individual's ability to function on the job or in relationships with others. Far from being restricted to those who actually abuse substances, the effects of abuse cause unseen psychological damage to family members and loved ones, particularly to children, exerting an influence that frequently extends over lifetimes and even over generations.

## **Counseling and Assistance**

Persons who are experiencing problems with drug or alcohol use may receive free, confidential health counseling and referral services in the Wellness Center (Student Health Services, 1-212-817-7020, and Student Counseling Services, 1-212-817-7020).

## **SMOKING AND TOBACCO POLICY**

Under The City University of New York Board of Trustees Resolution passed September 24, 1994, all CUNY facilities are smoke-free environments. No smoking is permitted at any time in The Graduate Center or in any space owned, leased, or operated by The City University of New York. Smoking is also prohibited in front of the building's entrances. The CUNY Tobacco Policy, effective September 4, 2012, further prohibits: (i) the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (iii) tobacco industry sponsorship of athletic events and athletes. Violations by students of the no-smoking and CUNY Tobacco Policies will be referred to the Vice President for Student Affairs and may result in disciplinary action. Questions about the no-smoking policy should be addressed to the Office of the Vice President for Student Affairs, Room 7301.

## **CUNY PROTOCOL ON INFECTIOUS DISEASE NOTIFICATION**

*Please refer to the Graduate Center website for most current updates: <https://www.gc.cuny.edu/public-safety-and-security/policies-and-procedures/cuny-protocol-infectious-disease-notification>*

From time to time, CUNY students or employees may contract an infectious disease that can be spread through casual contact. In such circumstances, which could impact the health and safety of the CUNY community, students and employees should follow this protocol. If a student or an employee is in doubt whether an infectious disease is covered, he/she should contact the campus Health Services office.

When students contract an infectious disease that can be spread through casual contact, they should immediately report it to the campus Health Services Director. If the campus Health Services Director is unavailable, they should report it to the campus Chief Student Affairs Administrator. If the Student Affairs office is closed, they should report it to the campus Public Safety office.

When employees contract an infectious disease that can be spread through casual contact, they should immediately report it to the Director of Human Resources, who is responsible for

reporting it to the campus Health Services Director. If the Human Resources office is closed, they should report it to the campus Public Safety office. Employees should also inform their supervisor or department chair.

When a child in the campus Child Care Center contracts an infectious disease, the Child Care Center Director should report it to the campus Health Services Director and to the campus Chief Student Affairs Administrator. If the campus Health Services Director is unavailable and the Student Affairs office is closed, the Child Care Center Director should report it to the campus Public Safety office.

The campus Public Safety office should report cases involving students to the campus Chief Student Affairs Administrator, cases involving employees to the Director of Human Resources, and cases involving a child in the campus Child Care Center to the Health Services Director and to the Chief Student Affairs Administrator.

Reporting should include as much information as possible, including:

- names of the individuals involved
- all available contact information for the individuals involved:
  - phone numbers (e.g., cell, home, office)
  - email address(es)
  - emergency contact information
- student information (if applicable):
  - classes
  - clubs
  - residence hall room numbers
  - friends and/or faculty members and their respective contact information
- the date and time of the following:
  - diagnosis and/or symptoms
  - treatment
  - campus notification

Members of the University community who become aware of a student or an employee who has contracted an infectious disease that can be spread through casual contact are also encouraged to contact the campus Health Services Director or the Executive Director of Human Resources, as appropriate, with that information.

The campus Health Services Director is responsible for notifying the NYC Department of Health and Mental Hygiene (as required), and other appropriate campus officials via e-mail or phone, and for notifying the University Director of Environmental, Health, Safety, and Risk Management and the University Director of Mental Health and Wellness Services via e-mail to [health-reporting@listserv.cuny.edu](mailto:health-reporting@listserv.cuny.edu). If the Health Services Director is unavailable, the Chief Student Affairs Administrator is responsible for cases involving students and the Executive Director of Human Resources is responsible for cases involving employees.

Confidentiality of personal information, including medical information and the name of the individual, must be respected to the fullest extent possible. Such information shall be disclosed only on a need-to-know basis.

If contact tracking is required, the campus Health Services Director is responsible for coordinating with NYC Department of Health and Mental Hygiene, the campus Registrar and the Chief Student Affairs Administrator, for students, or the Director of Human Resources, for employees. Once contact tracking is complete, or if contact tracking is not required, the campus Health Services Director must document the tracking or the decision not to track.

### **FREEDOM OF INFORMATION LAW**

The Office of Legal Counsel at the Graduate School and University Center of The City University of New York is responsible for ensuring compliance with the regulations of the Freedom of Information Law, Section 88, on public access. Lynette Phillips, Esq., has been designated as the Records Access Officer. Requests for access to public records must be made in writing. Records requested will be available for inspection and copying in the Office of Student Affairs, Room 7301, between the hours of 9 a.m. and 5 p.m., Monday through Friday. No fee is charged for the search for records, inspection, or certification. A fee not to exceed 25 cents per sheet may be charged for copying of records.

### **RELIGIOUS OBSERVANCES: STUDENT RIGHTS**

Education Law Section 224-a, stating the rights and privileges of students unable to attend classes on certain days because of religious beliefs, appears below, as mandated by state law:

(1) No person shall be expelled from or be refused admission as a student for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study, or work requirements on a particular day or days.

(2) Any student who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

(3) It shall be the responsibility of the faculty and of the administrative officials to make available to each student who is absent from school because of religious beliefs an equivalent opportunity to register for classes or to make up any examination, study, or work requirements which he or she has missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.

(4) If registration, classes, examinations, study, or work requirements are held on Friday after 4 p.m. or on Saturday, similar or makeup classes, examinations, study, work requirements, or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.

(5) In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of that student's use of the provisions of this section.

(6) Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which the institution is located for the enforcement of rights under this section.

### **GRADUATE CENTER FACILITIES ACCESS AND USE POLICY**

#### **Posting of Literature**

The Graduate Center's digital signage system is designed to highlight the GC's daily calendar of events as well as provide an internal communication platform to promote events and announcements central to our institutional purpose. Instructions for using the digital signage system are available at <https://www.gc.cuny.edu/communications-and-marketing/resources-and-services/digital-signage>.

Additional information may be found throughout The Graduate Center on bulletin boards or easels in display areas administered by different programs and offices, including the Offices of Student Affairs (Room 7301), and Human Resources (Room 8403; outside the Human Resources office; the 8th floor Elevator Lobby; and in Room 8313, the Staff Lounge), the Wellness Center (Room 6422), and the Mina Rees Library.

The posting of materials on walls, windows, doors, equipment, kiosks, elevators, and restrooms is prohibited. Posted literature must identify the issuing person or organization. Due to space limitations, outdated literature or duplicate postings on the same easel will be removed.

#### **Distribution and Sale of Literature from Tables**

Institutions of higher education need places where members of the institution can publicly present information about programs, activities, and issues. While The Graduate Center has a variety of public spaces for programs, we do not have the type of visible, central location at which information tables can be set up. Normally, this kind of "tabling" might take place in a centrally located student center or other similar location. Unfortunately, our facility does not have such a space. Our front lobby is a site that all community members must pass through, but the ability to place tables there is significantly restricted by safety considerations related to safe passage in and out of the building.

We have, however—in recognition of providing for this important function—developed a policy that will allow Graduate Center academic programs, centers or institutes, chartered DGSC organizations, projects, and programs, and registered staff or faculty organizations to "table" in

the lobby. In light of the restricted space available and specific fire and building regulations, the following policies will apply.

- Only one table will be allowed in the lobby at a time. To facilitate free passage through the lobby, the only approved location for that table is parallel to the wall directly to the left of the entrance to the Mina Rees Library.

- The table to be used will be provided by The Graduate Center and will be of a size selected by The Graduate Center. The size will be based on safety considerations.

- The tabling entity must specifically be an approved Graduate Center academic program, center, or institute, a chartered DGSC organization, project, or program, or a registered staff or faculty organization. Graduate Center entities may not reserve a table for use by a non-Graduate Center entity.

- Applications for tabling made by the DGSC and its charter organizations must be made by email to the Office of Student Affairs ([studentaffairs@gc.cuny.edu](mailto:studentaffairs@gc.cuny.edu)). All other applications for tabling should be made directly by email to Facilities ([facilities@gc.cuny.edu](mailto:facilities@gc.cuny.edu)). If a request is made by an academic program or involves anything of an academic nature, it must receive prior approval from the Provost's Office ([provost@gc.cuny.edu](mailto:provost@gc.cuny.edu)). Every effort will be made to be accommodating. Early requests are encouraged. The applicant should list the name of The Graduate Center entity making the request, the name of a specifically responsible individual, and a phone number at which the party can be reached. That individual will be responsible for the maintenance of the table and for the cleaning of any debris from around the table that results from the tabling.

- Those making the request should know that tabling may be precluded on the day they are requesting because of prior requests or lobby traffic or other logistical considerations.

- The Graduate Center reserves the right to limit the number of hours of tabling on a specific day based on the expected traffic in the lobby area that day.

- The Graduate Center may need to cancel a previously confirmed reservation based on safety or other logistical considerations.

- The Director of Security and/or highest ranking safety officer present has the authority to ask tabling to be concluded based on his or her assessment of health and safety considerations (e.g., crowding in the lobby).

- The only space that can be used by the tabling party is the table top itself. A sign may be placed on an easel behind the table but not affixed to the wall.

- A table must be staffed at all times by an individual. The lobby table cannot be used simply for placing unattended literature.

- Only Graduate Center faculty, staff, or students may serve as the responsible party or parties at a table.

Other opportunities for handing out flyers and leaflets include the Student Center, outside the Dining Commons, and in conjunction with Graduate Center events.

Persons wishing to distribute literature in the Robert E. Gilleece Student Center should contact the Doctoral and Graduate Students' Council (the graduate student government), Room 5495; Telephone: 1-212-817-7888; Fax: 1-212-817-1592; email: [dsc@cunydisc.org](mailto:dsc@cunydisc.org).

## Meeting Space

*Space-Use Fees: Weekdays.* When the event is the primary effort of one or more Graduate Center entities—doctoral and master's programs, centers and institutes, the Doctoral Students' Council, or chartered doctoral student organizations—there are no space use fees on weekdays. Space-use fees are charged on weekdays for all outside groups and for groups of which The Graduate Center or a Graduate Center entity is only one of several outside participants or cosponsors. Waiver of the space fee does not, however, preclude charges for extra audio-visual staff and equipment as well as for facilities staff and security costs. Such charges are typically assessed on weekends or when normal staffing is reduced, and/or depend on the size of the space being utilized. Reservation of space is arranged through The Graduate Center's Room Reservations office at [roomres@gc.cuny.edu](mailto:roomres@gc.cuny.edu).

In addition, student meeting space is available in the Robert E. Gilleece Student Center through arrangement with the Doctoral Students' Council, Room 5495; Telephone: 1-212-817-7888; Fax: 1-212-817-1592; email: [dsc@cunydisc.org](mailto:dsc@cunydisc.org).

*Space-Use Fees: Saturdays.* Charges will be assessed for Saturday usage. Please contact the Room Reservations office at [roomres@gc.cuny.edu](mailto:roomres@gc.cuny.edu) for further information.

### **Demonstrations/Picketing**

Picketing in an orderly manner is permitted in front of the building subject to New York City rules and regulations, which provide that there may not be interference with pedestrian traffic or with access to and egress from the building through all entrances. New York City regulations for picketing and demonstrations also provide that hand-held signs may not be mounted on sticks or other hard objects.

### **Amplification Devices**

The use of sound amplification devices such as loudspeakers and “bullhorns” is not permitted inside or adjacent to The Graduate Center, because their use would interfere with instructional and other Graduate Center activities.

### **Signs**

Persons holding banners, signs, or other objects may not block the view of other audience members at an event.

### **Security and Public Safety Measures**

The following measures are some of the means that may be used by The Graduate Center’s Office of Security and Public Safety in striving to provide a safe and secure environment for The Graduate Center community and its visitors while protecting and respecting the rights of the individual, including free-speech rights: enforcement of public assembly space occupancy limits; requiring the presentation of identification; assignment of additional security personnel; searching bags, packages, and other containers; requiring that coats, outerwear, bags, packages, and containers be put in checkrooms before entrance to events; the use of magnetometers (metal detectors); videotaping, audiotaping, and/or photographing an event; and requesting the presence of outside law enforcement agencies.

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