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 2010. See http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Policies/General/Accreditation.pdf.
THE GRADUATE CENTER CALENDAR / 2013–14

FALL 2013

August 8 (Thurs.) ...................... Deadline for filing for readmission and last day for nonmatriculated, auditor, and permit students to file an application for the Fall 2013 semester.

August 20 (Tues.) ..................... Registration begins at 9:30 a.m. for newly admitted matriculated students. Continuing students who register during this period must pay tuition and fees (including $25 late registration fee) in full at that time.

August 23–27 (Fri.–Tues.) .......... Registration for nonmatriculants, readmits, and permit students begins at 9:30 a.m. Registration continues without late fee for newly admitted students and late registration for continuing students (those enrolled Spring 2013). Continuing students who register during this period will be assessed a $25 late registration fee.

August 27 (Tues.) ...................... Last day to apply for a leave of absence for Fall 2013.

August 28 (Wed.) ..................... First day of classes for the Fall 2013 semester. All students who register on or after August 28 must pay tuition and fees in full at that time, including $25 late registration fee.

September 2 (Mon.) ................. Labor Day. The Graduate Center is closed.

September 3 (Tues.) .................. Last day to register for Fall 2013.

September 4–6 (Wed.–Fri.) ....... No classes scheduled.

September 13–14 (Fri.–Sat.) ...... No classes scheduled.

September 17 (Tues.) ............... Deadline for dropping classes (without the grade of “W” appearing on the student record), changes of level, or residency changes for the Fall 2013 semester. All changes that may affect student billing must be completed by this date. No petitions for changes will be accepted after this date. Last day to deposit a dissertation or thesis for a September 30, 2013, degree.

October 13–14 (Sun.–Mon.) ...... The Graduate Center is closed. No classes scheduled.

October 15 (Tues.) ................. Classes to follow a Monday schedule.

November 8 (Fri.) ..................... Last day to file for unevaluated withdrawal (“W”) from courses.

November 27 (Wed.) ................. Classes to follow a Friday schedule.

November 28–29 (Thurs.–Fri.) .. Thanksgiving recess. The Graduate Center is closed.

December 5–January 6 (Thurs.–Mon.) .................. Tentative. Registration for Spring 2014 semester for those enrolled in the Fall 2013 semester without the imposition of a $25 late registration fee.

December 16 (Mon.) ............... Reading Day.

December 17–23 (Tues.–Mon.) .................. Fifteenth week of the semester including Final Examination Period.
**SPRING 2014**

January 7 (Tues.) ....................... A late registration fee of $25 will be applied to all registrations for the Spring 2014 semester on or after this date for those matriculated students registered for the Fall 2013 semester. Deadline for filing for readmission and last day for nonmatriculated, auditor, and permit students to file an application for the Spring 2014 semester.

January 15–24
(Wed.–Fri.) ................................. Registration for new students, nonmatriculants, readmits, and permit students. Continuing students (those enrolled during the Fall 2013 semester) who register during this period must pay tuition and fees (including $25 late registration fee) in full at that time.

January 20 (Mon.) ..................... Martin Luther King Jr. Day. The Graduate Center is closed.

January 24 (Fri.) ........................ Last day to apply for a leave of absence for Spring 2014 semester.

January 27 (Mon.) ..................... First day of classes for the Spring 2014 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.

January 31 (Fri.) ........................ Last day to register for Spring 2014. Last day to deposit dissertation or thesis and file for a February 1, 2014, degree.

February 12 (Wed.) .................... Lincoln’s Birthday. The Graduate Center is closed.

February 14 (Fri.) ....................... Deadline for filing add/drop (without the grade of “W” appearing on the student record), changes of level, or residency changes for the Spring 2014 semester. All changes that may affect student billing must be completed by this date. No petitions for changes will be accepted after this date.

February 17 (Mon.) .................... Presidents’ Day. The Graduate Center is closed.

February 20 (Thurs.) ................. Classes to follow a Monday schedule.

April 14–22 (Mon.–Tues.) ........... Spring recess. No classes are scheduled.

April 24 (Thurs.) ....................... Last day to file for unevaluated withdrawal (“W”) from courses.

April 30 (Wed.) ....................... Last day to deposit dissertation or thesis and file for a May 2014 degree.

May 1–June 6 (Thurs.–Fri.) ........ Tentative. Registration for Fall 2014 semester for those enrolled in the Spring 2014 semester without the imposition of a $25 late registration fee.

May 16 (Fri.) ....................... Reading Day.

May 19–23 (Mon.–Fri.) ............... Fifteenth week of the semester including Final Examination Period.

TBD ................................. Commencement.

June 7 (Sat.) ....................... A late registration fee of $25 will be applied to all registrations for the Fall 2014 semester on or after this date for those students registered for the Spring 2014 semester.
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The City University of New York provides high-quality, accessible education for more than 269,000 degree-credit students and 270,000 adult, continuing, and professional education students at twenty-four 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 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 (2006), and the New Community College, now Stella and Charles Guttman Community College (2012).

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.

CUNY’s 6,700 full-time faculty features 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 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 twelve Nobel Laureates, among the highest number from any public university.
The Graduate Center (GC) is the principal doctorate-granting institution of the City University of New York. Offering more than thirty doctoral degrees from Anthropology to Urban Education, and fostering research in a wide variety of centers and institutes, the GC combines rigorous academic training in the humanities, sciences, and social sciences with globally significant and interdisciplinary research under the aegis of the Advanced Research Collaborative (ARC).

The school enrolls more than 4,500 students from throughout the United States and the world. Our nationally unique consortium consists of a core faculty of approximately 150 teachers and mentors—virtually all senior scholars, and many leaders in their disciplines—supplemented by more than 1,800 faculty from across the CUNY colleges, as well as from cultural, academic, and scientific institutions throughout New York City and beyond.

Through its extensive public programs, including lectures, conferences, performances, exhibitions, and conversations, the Graduate Center also contributes to the intellectual and cultural life of New York City.
THE CUNY SENIOR COLLEGES
AND PROFESSIONAL SCHOOLS

Graduate Schools and Professional Schools

CITY UNIVERSITY SCHOOL OF LAW AT QUEENS COLLEGE
65-21 Main Street, Flushing, NY 11367-1300
1.718.340.4200
www.law.cuny.edu

CUNY GRADUATE SCHOOL OF JOURNALISM
219 West 40th Street, New York, NY 10018
1.646.758.7700
www.journalism.cuny.edu

CUNY SCHOOL OF PROFESSIONAL STUDIES
101 West 31st Street, Suite 905, New York, NY 10001
1.212.652.2869
www.sps.cuny.edu/

CUNY SCHOOL OF PUBLIC HEALTH AT HUNTER COLLEGE
2180 Third Avenue, New York, NY 10035
1.212.396.7778
www.cuny.edu/sph

THE GRADUATE CENTER
365 Fifth Avenue, New York, NY 10016-4309
1.212.817.7000
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

BROOKLYN COLLEGE
2900 Bedford Avenue (at Avenue H), Brooklyn, NY 11210
1.718.951.5000
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

COLLEGE OF STATEN ISLAND
2800 Victory Boulevard, Staten Island, NY 10314
1.718.982.2000
www.csi.cuny.edu
HUNTER COLLEGE
695 Park Avenue, New York, NY 10021
1.212.772.4000
www.hunter.cuny.edu

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
899 Tenth Avenue, New York, NY 10019
1.212.237.8000
www.jjay.cuny.edu

HERBERT H. LEHMAN COLLEGE
250 Bedford Park Boulevard West, Bronx, NY 10468
1.718.960.8000
www.lehman.cuny.edu

MEDGAR EVERS COLLEGE
1650 Bedford Avenue, Brooklyn, NY 11225
1.718.270.4900
www.mec.cuny.edu

NEW YORK CITY COLLEGE OF TECHNOLOGY
300 Jay Street, Brooklyn, NY 11201
1.718.260.5000
www.citytech.cuny.edu

QUEENS COLLEGE
65-30 Kissena Boulevard, Flushing, NY 11367
1.718.997.5000 (general information) or 997.5200 (for graduate admissions)
www.qc.cuny.edu

YORK COLLEGE
94-20 Guy R. Brewer Boulevard, Jamaica, NY 11451
1.718.262.2000
www.york.cuny.edu
CUNY GRADUATE PROGRAMS

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.

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**CUNY MASTER’S PROGRAMS**

An extensive and comprehensive listing of CUNY programs leading to the Professional Master’s degree and the Academic Master’s degree can be found by consulting CUNY’s course catalogue [http://student.cuny.edu/cgi-bin/CourseCatalog/CCatColleges.pl](http://student.cuny.edu/cgi-bin/CourseCatalog/CCatColleges.pl). Individual colleges may also be accessed by going to [http://www.cuny.edu](http://www.cuny.edu).
UNIVERSITY CENTER PROGRAMS

CUNY BACCALAUREATE FOR UNIQUE AND INTERDISCIPLINARY STUDIES
The Graduate Center, Suite 6412
365 Fifth Avenue
New York, NY 10016
Main Office: 1.212.817.8220
Admissions’ Office: 1.212.817.8230
Fax: 1.212.817.1512
http://cunyba.gc.cuny.edu/

Established in 1971, City University of New York Baccalaureate for Unique and Interdisciplinary Studies (CUNY B.A./B.S.) 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 B.A./B.S. 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 thirty years. The program has an annual enrollment of approximately five hundred students with over seven thousand alumni. 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.

For additional information, see CUNY Baccalaureate’s website or contact the admissions office, as indicated above.

CUNY SCHOOL OF PROFESSIONAL STUDIES
101 West 31st Street, 7th Floor
New York, NY 10001
General Information: 1.212.652.2869
Email: information@sps.cuny.edu
http://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.

SPS is home to the Joseph S. Murphy Institute for Worker Education and Labor Studies and the Off-Campus College. The former offers educational opportunities to union members to meet their career advancement and personal growth needs. It also serves as an academic resource on issues of concern to the labor movement and publishes New Labor Forum, a national journal of analysis and debate. The latter offers working students access to a college education by providing workplace related, credit-bearing courses, and certificates.

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 more 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 will soon occupy its own dedicated space.

For more information, visit www.sps.cuny.edu, call us at (212) 652-CUNY, or email us at information@sps.cuny.edu.

CUNY GRADUATE SCHOOL OF JOURNALISM
Dean Stephen B. Shepard
Email: Steve.Shepard@journalism.cuny.edu
http://www.journalism.cuny.edu

The CUNY Graduate School of Journalism offers a Master of Arts degree in Journalism. It is a full-time, three-semester curriculum with a summer internship program between the second and third semesters. The school is located at 219 West 40th Street, next door to the headquarters of the New York Times and a fifteen-minute walk from the Graduate Center.

The school offers three media tracks: print (newspapers and magazines); broadcast (radio and TV); or digital new media (interactive, multimedia journalism). Because these media formats are converging, all students will also be trained to produce stories for different media platforms. Students choose one of five subject specialties: urban reporting, business/economics reporting, arts/culture reporting, health/medicine reporting, or international reporting. The school also offers a certificate program and M.A. degree in entrepreneurial journalism, a blend of business, technology, and journalism.

For additional information, see the school’s website or contact Dean Stephen B. Shepard, as indicated above.

MACAULAY HONORS COLLEGE
Dean Ann Kirschner
35 West 67th Street
New York, NY 10023
General Information: 212-729-2900
Fax: 212-580-8130
http://www.macaulay.cuny.edu

Founded in 2001 by Chancellor Matthew Goldstein, Macaulay Honors College students 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 engagement, and close faculty-student collaboration. Interdisciplinary City Seminars combine traditional scholarly activity with hands-on experiences designed to deepen understanding of the institutions and people of New York. Selected for their top high-school records and leadership potential, Macaulay students are awarded full-tuition merit scholarships,* 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, a $7,500 Opportunities Fund to pursue global learning and service opportunities, and a Cultural Passport that provides access to a wide array of museums, libraries, and other treasures.

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

ADMISSION REQUIREMENTS

Scholastic Requirements
Depending upon the intended doctoral 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), administered internationally by Educational Testing Service (ETS), and request ETS to report examination results directly to the Admissions Office, the City University Graduate Center, 365 Fifth Avenue, New York, NY 10016. Inquiries concerning this examination may be made to: Test of English as a Foreign Language, Box 6151, Princeton, NJ 08540, U.S.A. or to most American embassies and consulates.

A student residing alone in New York City should have at least $36,000 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.

Transfer of Credit
A maximum of 30 acceptable graduate credits taken prior to admission to the doctoral program at the City University may be applied toward the degree, provided the courses were completed with a grade of B or higher within an appropriate period preceding the time of application 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.

Application Process
The City University of New York Graduate Center application process is self-managed. Responsibility for gathering required documents such as official transcripts and letters of recommendation rests with the applicant. The applicant (this includes students who are attending or have attended a college of the City University) then must submit the official transcripts (in their original sealed envelopes), signature page, and any supporting items as a package to the Office of Admissions, including official documents in their original sealed envelopes.

The applicant must submit the following material to the Office of Admissions, City University Graduate Center, 365 Fifth Avenue, New York, NY 10016:

1. Application form [https://banner.gc.cuny.edu/prod/plsql/bwskalog_P_DispLoginNon].
2. Two letters of recommendation from faculty members personally acquainted with the applicant’s academic achievement. The email address of the recommenders will be requested as part of the online application form.
3. An official transcript from each college or university attended, bearing the seal and/or signature of the appropriately authorized college official.

All documents, except those foreign certificates considered irreplaceable, become the property of the Graduate Center and cannot be returned. No original foreign documents can be returned unless accompanied at the time of filing by photostatic copies that have been verified by admissions personnel. All foreign documents must be accompanied by official English translations.

4. Scores for the Graduate Record Examination General Test and, where applicable, for the subject test in the area of intended study, except in the Ph.D. Program in Business, where the Graduate Management Admissions Test is required in lieu of the GRE.

Arrangements should be made to register for the tests well before the administration dates. For information, call 1.800.GRE.CALL. Official GRE scores must be reported to the CUNY Graduate Center — ETS College Code-2113.

Application Deadlines
Application deadlines for fall admissions vary. Visit our website for program deadlines.

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.

DEGREE REQUIREMENTS

Requirements for the Master of Arts
The Graduate Center offers the M.A. degree in Classics, Comparative Literature, Liberal Studies, Linguistics, Middle Eastern Studies, Philosophy, and Political Science only. 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 doctoral programs. See the listing on the website.

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 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.), the Doctor of Nursing Science (DNS), the Doctor of Physical Therapy (DPT), and the Doctor of Public Health (DPH), 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 12 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 course work (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 Certification** 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 CITI human subjects training, as must their advisors.

**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 published and preserved by the Library. Instructions for preparing and depositing the dissertation appear on the Graduate Center Library’s website.

**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 (INC, INP, NGR, ABS and ABP), 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 requirements 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 to be 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 or clinical doctoral programs) who are advanced to candidacy. Students will receive, along with the notice of advancement, an application-for-degree form for the Master of Philosophy degree, but if the form is not received it is the responsibility of any student wishing this degree to obtain one from the Office of the Registrar. Please note that the date of filing for the degree 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 carrier, Cultural Insurance Services International (CISI), or another provider that meets the above requirements. If you do not purchase coverage through CISI, 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 GC travel/research funds (including but not limited to Dissertations Fellowships, 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 GC and who travel internationally for academic/research purposes may jeopardize their funding if they do not purchase the appropriate insurance and submit the waiver.

A full set of the CUNY International Guidelines can be found here: http://www.cuny.edu/about/administration/offices/ehsrm/Policies/Travel/IntlTripGuidelines.pdf.

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, New School University, 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. 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

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

The Latin/Greek Institute, offered in conjunction with Brooklyn College, is an eleven-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 Mina Rees Library supports the research, teaching, and learning activities of the Graduate Center by connecting its community with print materials, electronic resources, research assistance and instruction, and expertise about the complexities of scholarly communication. It also serves as a gateway to the collections of other CUNY libraries, the New York Public Library, and libraries worldwide.

Located on three floors of the Graduate Center, with its entrance on the ground floor, the library is both a hub for discovery and delivery and a place for solitary study. The ground floor houses the circulation and reserve desks, interlibrary loan office, and Dissertation Reading Room. The print and microform collections, reference desk, and library faculty and staff offices are located on the second floor, as are many study tables, computers, and scanners and other digitization equipment. The computer commons and several computer classrooms are located on the concourse level.

The library’s website (http://library.gc.cuny.edu) provides information and instruction about library resources and services, links to library catalogs and databases, and access to electronic journals and books selected for their interest and value to doctoral students and faculty. All databases, e-journals, and e-books are accessible both on and off site. The website also allows users to ask questions 24/7 via live chat with a reference librarian, renew books, request materials from other libraries, arrange group instruction sessions, and schedule individual research consultations. In addition to providing instruction upon request, the library conducts frequent workshops and webinars on using electronic resources and citation management tools.

Graduate Center students also have library privileges at many other libraries. They have full use and borrowing privileges at all CUNY libraries except the library of the CUNY School of Law. The Science, Industry, and Business Library (SIBL) of the New York Public Library (NYPL), located around the corner within the same building as the Graduate Center, provides students with easy access to immense holdings in the physical and applied sciences, economics, and business. Also, the vast resources of NYPL’s Humanities and Social Sciences Library are located only eight short blocks away. Thanks to the Manhattan Research Library Initiative (MaRLI), Graduate Center students may borrow books from NYPL’s research libraries and apply for borrowing privileges at NYU and Columbia. In addition, the Mina Rees Library participates in a CUNY-wide intercampus book delivery system and offers a highly efficient interlibrary loan service for obtaining materials beyond CUNY.

Students can interact with the library on Facebook and Twitter (@CUNYGCLibrary), as well as its blog on the CUNY Academic Commons (http://gclibrary.commons.gc.cuny.edu/).

INFORMATION TECHNOLOGY

Information Technology (IT) is the division of the 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), and the GC Banner student web. 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. IT also provides PC- and Mac-equipped classrooms and technology-equipped classrooms and conference spaces. Wireless access is available throughout the building. Physical network connections for student laptops are available in the Library.
The GC 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. GC network accounts also provide access to a host of online Library databases. The GC IT website houses a great deal of information, including a comprehensive knowledge base for users of GC systems. We encourage all students to visit the IT website to learn more about the resources and services available to you.

**REGISTRATION**

All Graduate Center students, regardless of where they are studying, register through the 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 advisor. Specific offerings to be given in a particular semester are listed in the Dynamic Class Schedule, available online at [https://ssb.gc.cuny.edu/prod/plsql/bwckschd.p_disp_dyn_sched](https://ssb.gc.cuny.edu/prod/plsql/bwckschd.p_disp_dyn_sched).

Students delinquent in their financial accounts (or library obligations) will be denied the opportunity to register as well as the issuance of their transcripts or their degree diplomas. 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 [http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness/Health-Services/Immunization](http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness/Health-Services/Immunization).

**Program Changes**

Program changes must be approved by the student’s adviser or advisory committee. The change in program (on the drop/add form) must be forwarded to the Registrar’s Office 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 doctoral 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 Coordinator of Residence Life (if applicable), and the Mina Rees Library, the Bursar,
and the Business Office. 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 effected.

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), and Residence Life (if applicable), as well as the Mina Rees Library, the Bursar, and the Business Office. 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 doctoral 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), and Residence Life (if applicable), as well as the Mina Rees Library, the Bursar, and the Business Office. It will be forwarded to the appropriate academic program office for consideration. A $10 readmission fee will be assessed.

Change of Name and Address
Any change of name or address must be reported immediately to the Registrar’s Office at the Graduate Center. International students must inform the Office of International Students directly, and in addition to all other reporting, about any change of name or residence address within ten days of the change in order to meet U.S. Department of Homeland Security requirements.

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 and are not issued a copy of their academic transcript, diploma, or certificate, nor are they eligible to receive additional student aid until the default/delinquency has been satisfied.

GRADING

Grading System
Doctoral matriculants will be graded in all courses creditable toward the doctorate 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 tenth week of the semester. Under no circumstances can a student withdraw and receive a “W” grade after the tenth 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.

F = Failure

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. 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. To resolve incomplete grades, students must fulfill their obligations within one calendar year after the INC grade is assigned. After one year, an incomplete grade ("INC") will become a permanent incomplete. Extensions will be granted only in exceptional circumstances upon written application and with the permission of the faculty member, the Executive Officer, and the Vice President for Student Affairs. Permanent incompletes will accrue no credit. 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 "INC"s on their records. Students should be aware that continued registration and most financial aid awards are conditional upon satisfactory 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. 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 (G.P.A.)/ 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 G.P.A. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>WN</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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 be computed into the grade point average.

STUDENT RIGHTS REGARDING ACCESS TO 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, regarding 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 records within 45 days of the day the college receives a request for access.

Students should submit to the Registrar, Vice President for Student Affairs, Executive Officer of the academic program, or other appropriate officials, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the Graduate Center official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within fifteen 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 fifteen 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 privacy rights 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.

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 his or her 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 authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to college officials with legitimate education interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as an agent to provide a service instead of using University employees or officials; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary committee, or assisting another college official in performing his or her tasks.

A college official has a legitimate education interest if access is reasonably necessary in order to perform his or her professional responsibilities for the university.

Upon request, the college discloses education records to officials of another school in which a student seeks or intends to enroll.
(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.
The office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

(6) The college may make the following directory information concerning current and former students available to those parties having a legitimate interest in the information:
- Name, attendance dates (periods of enrollment), addresses, telephone number, electronic mail address, date and place of birth, photograph, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, previous schools attended, and degrees, honors, and awards received. By filing a form with the Registrar’s office, any student or former student may request that all of the information stated above not be released without his or her prior written consent. This form is available in the Registrar’s office and may be filed, withdrawn, or modified at any time.

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 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 record keeping 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 and 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 web page at http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Policies/General/AvoidingPlagiarism.pdf. Below is reproduced the full CUNY Policy on Academic Integrity, with which the Graduate Center policy and procedures comply.

CUNY Academic Integrity Policy
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 & 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 student 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 Academic Integrity Policy 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 and 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 each 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 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 http://www.cuny.edu/about/administration/offices/sa/policies/SubmissionOfFraudulentDocuments.pdf.

TUITION AND FEES

Notice of Possible Changes
All tuition charges and fees listed herein, or in any registration material issued by the 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. Payment may also be made by credit card (American Express, Discover, Master Card) and electronic checks on the web. Checks, cash, and money order payments may be made in person at the Bursar’s Office.

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 $15 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)

All except Audiology, Doctor of Nursing Science, and Physical Therapy

<table>
<thead>
<tr>
<th>Level</th>
<th>New York State Residents (rate per semester)</th>
<th>Out-of-State Residents and International Students (rate per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I full-time*</td>
<td>$4,100</td>
<td>$795 per credit/WIU</td>
</tr>
<tr>
<td>(7 or more credits/WIUs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I part-time</td>
<td>$465 per credit/WIU</td>
<td>$795 per credit/WIU</td>
</tr>
<tr>
<td>Level II full-time* only</td>
<td>$2,570</td>
<td>$5,710</td>
</tr>
<tr>
<td>Level III** full-time* only</td>
<td>$1,020</td>
<td>$2,030</td>
</tr>
</tbody>
</table>
### Doctoral Students in Audiology

<table>
<thead>
<tr>
<th>Level</th>
<th>New York State Residents (rate per semester)</th>
<th>Out-of-State Residents and International Students (rate per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I full-time*</td>
<td>$5,080</td>
<td>$985 per credit/WIU</td>
</tr>
<tr>
<td>(7 or more credits/WIUs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I part-time</td>
<td>$575 per credit/WIU</td>
<td>$985 per credit/WIU</td>
</tr>
<tr>
<td>Level II full-time* only</td>
<td>$3,180</td>
<td>$7,075</td>
</tr>
</tbody>
</table>

### Doctoral Students in Nursing Science (DNS degree)

<table>
<thead>
<tr>
<th>Level</th>
<th>New York State Residents (rate per semester)</th>
<th>Out-of-State Residents and International Students (rate per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I full-time* only</td>
<td>$4,990</td>
<td>$915 per credit/WIU</td>
</tr>
<tr>
<td>(7 or more credits/WIUs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II full-time* only</td>
<td>$3,460</td>
<td>$5,710</td>
</tr>
<tr>
<td>Level III** full-time* only</td>
<td>$1,910</td>
<td>$2,030</td>
</tr>
</tbody>
</table>

### Doctoral Students in Physical Therapy

<table>
<thead>
<tr>
<th>Level</th>
<th>New York State Residents (rate per semester)</th>
<th>Out-of-State Residents and International Students (rate per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I full-time*</td>
<td>$4,940</td>
<td>$895 per credit/WIU</td>
</tr>
<tr>
<td>(7 or more credits/WIUs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I part-time</td>
<td>$565 per credit/WIU</td>
<td>$895 per credit/WIU</td>
</tr>
<tr>
<td>Level II full-time* only</td>
<td>$3,410</td>
<td>$6,550</td>
</tr>
</tbody>
</table>

### 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 (doctoral degree students) or for a minimum of 12 academic credits (master’s degree students) 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. Master’s students whose combined total of course credits and WIUs is 12 or more 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 towards the degree, WIUs shall be added, which will be applied toward the calculation of the student’s financial aid. The student will incur a tuition charge, based upon the credit value of the 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 $415 per credit ($440 beginning Fall 2012) for New York State residents and $715 per credit for nonresidents ($755 beginning Fall 2012); 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 course work 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

<table>
<thead>
<tr>
<th></th>
<th>New York State Residents (rate per semester)</th>
<th>Out-of-State Residents and International Students (rate per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(12 or more credits/WIUs)</td>
<td>$4,585</td>
<td>$710 per credit/WIU</td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(fewer than 12 credits/WIUs)</td>
<td>$385 per credit/WIU</td>
<td>$710 per credit/WIU</td>
</tr>
<tr>
<td>Maintenance of matriculation</td>
<td>$190</td>
<td>$310</td>
</tr>
</tbody>
</table>

### University Fees

- **Doctoral and Master’s Application Fee** — $125.00
- **Readmission Fee** — $10.00
- **Student Activities Fee** — $41.60*
- **Technology Fee (per semester)** — $100.00* (full-time) / $50.00* (part-time)
- **University Consolidated Fee (per semester)** — $15.00*
- **Late Registration Fee** — $25.00
- **Late Payment Fee** — $15.00
- **Change of Course Fee** — $15.00
- **Transcript of Record Fee** — $7.00
- **Duplicate Receipt Fee** — $5.00
- **Master’s Thesis Binding Fee** — $17.00
- **Capstone Thesis Binding Fee including Pocket for a CD** — $23.00
- **Microfilming and Binding of Doctoral Dissertation Fee** — $28.50
- **Duplicate I.D. Card Fee** — $5.00
- **Duplicate Diploma Fee** — $15.00
- **Dissertation Copyright Registration Fee (optional)** — $55.00**
- **Dissertation Open Access Fee (optional)** — $95.00

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

**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, D.C. 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. The costs below apply to the 2013–14 academic year and will be revised for 2014–15.

**Single, Independent Student, for Academic Year 2013–14**

- **Books and Supplies** — $1,248
- **Housing (including rent/utilities)** — $14,850 (estimated)
- **Food** — $3,174
- **Transportation** — $1,020
- **Personal** — $6,451

### 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) 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 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 who believe they have been billed inappropriately because of an inaccurate level designation must petition the Senior Registrar by the end of the third week of classes for a reassessment of their level. Unless such a petition is filed by the deadline, no retroactive changes in level can be made. Special problems should be referred in writing to the Vice President for Student Affairs prior to the stated deadline.

New York State Residency
For the purposes of determining tuition charges, a student is considered a resident of the State of New York if he or she has his or her principal place of abode in the State of New York for a period of at least twelve consecutive months immediately preceding the first day of classes for the semester with respect to which the residency determination is made, states an intention to permanently live and maintain a principal place of abode in New York State, and is not in the United States on any temporary visa. International students cannot qualify for resident tuition, because the U.S. government requires an international student to maintain a permanent home overseas to which he or she intends to return.

Determination of Resident Rate of Tuition for Non-Residents 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 non-immigration 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 (See Addenda W - Note: the Undocumented or Out-of-status Affidavit previously listed under Addenda I is no longer applicable).

**Petition for a Change of Residency**
All students requesting a change of residency status must submit a “City University Residency Form” (downloadable from the “Registration” page on the GC 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 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 cancelled or a student’s registration is cancelled by the 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 thirteen 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 thirteen weeks (five weeks for summer session). **Refunds.** The amount of the refund depends upon whether the withdrawal is before the 5th week of classes. If the student withdraws before 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, their spouses and their dependent children, on full-time active duty and stationed in the State of New York. **Re-enrollment 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) Granting of college credit for military service and armed forces 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 Fee.** Veterans returning too late to register may audit classes without charge. **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.

**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 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 coordinates 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 also has available the Graduate Center Apartments, which provides twelve spacious apartments for faculty and sixty-four 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 and School of Public Health. 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: ghousing@gc.cuny.edu or http://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 acute 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 infection), immunizations, referrals to outside health care providers, and health and wellness programs and workshops. 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 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 staff is composed of 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, resumes, 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.

**Dossier Services and Employment Resources for Students**
The Graduate Center has partnered with a company named Interfolio to provide online dossier services. As is now common practice, student portfolios can be placed online in an Interfolio account and accessed 24/7. 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. Interfolio is an excellent way to store and deliver materials to an academic search committee or for further study. Interfolio maintains robust technological safeguards to keep documents private and safe. Once you sign up and upload your documents, the process for sending out materials becomes as simple as telling Interfolio where you want to apply and when.

The Graduate Center will pay for a three-year membership for currently registered students in addition to subsidizing mailing credits. For more information, visit [http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Resources (Dossier Services)] or [http://www.interfolio.com](http://www.interfolio.com). The Office of Student Affairs will no longer be sending out dossier materials by mail.

For listings of part-time positions, consult the Office of Financial Aid, Ms. Anne Johnson, Work Study Coordinator. Other full-time job listings are available for review in the Office of the Vice President for Student Affairs.

**Student Disability Services**
The 504 / ADA Coordinator for persons with disabilities is Mr. 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 the Graduate Center to provide auxiliary aids and services and to make appropriate academic accommodations needed by students with disabilities. The Graduate Center provides readers/library assistants, sign-language interpreters, notetakers, scribes, 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 (for example, because of AIDS); use of a computer or other auxiliary aid during an examination; 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 Ms. Sharon Lerner, Director of Student Affairs; Miss Elise M. Perram, Associate 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. Appropriate documentation to obtain accommodations is required to 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 Ms. Lerner or Miss 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. Also see “Special Provisions for Students in the Military” under “Tuition and Fees.”

Office of International Students
The Office of International Students provides advice and assistance to international students from outside the United States, particularly with regard to immigration issues relating to F-1 and J-1 student category. 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-94, I-20, or DS-2019 and I-901 SEVIS Fee Receipt when consulting the Office of International Students regarding 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 level or program of study to F-1 or J-1; (7) employment regulations; and (8) passport and visa information.

More detailed information can be found in the current U.S. Immigration Regulations and Procedures for CUNY Graduate Center students as well as in periodic updates published by the Office of International Students.
Office of Educational Opportunity and Diversity Programs

The Office of Educational Opportunity and Diversity Programs (OEODP) 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 Programs works closely with the Executive Officers of the doctoral programs and reports to the Provost.
INTRODUCTION

The Graduate Center makes every effort to provide financial support for its students. All of our students are considered for Graduate Center fellowships and 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 are 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. The 2013 admissions and recruitment cycle includes the awarding of several new fellowships. The new five-year Graduate Center Fellowship (GCF) will be phased in for new students, replacing the Enhanced Chancellor’s Fellowship (ECF). There will also be new full tuition fellowships.

GRADUATE CENTER 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 needed to pay the award. U.S. citizens and permanent residents as well as international students are eligible for institutional aid. Dissertation-year award applications are reviewed by the Office of the Provost.

Five-Year Graduate Center Fellowships (GCFs) for New Students Enrolling in 2013

Every year, beginning in Fall 2013, the doctoral programs in the Humanities, Social Sciences, and Sciences will award a total of two hundred new Graduate Center Fellowships 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 $25,000 each year for the first five years of study. The fellowship consists of a stipend in the Fall and Spring semesters, a summer research stipend, a graduate assistantship, a tuition award, and eligibility for low-cost individual or family NYSHIP health insurance. Support for the Fall and Spring semesters is $23,000 and the summer research stipend is $2,000.

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 his or her 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.

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. If U.S. citizens or Permanent Residents who are Graduate Center Fellows choose not to establish New York State residency following their first year, they must pay the difference between the full in-state tuition which they will receive and the out-of-state tuition rate they will be charged.

CUNY Science Scholarships for New and Continuing Students

These are five-year awards given to doctoral students in the disciplines of Biochemistry, Biology, Chemistry, and Physics. Almost all students accepted to these programs receive CUNY Science Scholarships. Approximately ninety scholarships are given each year. The scholarships consist of an annual stipend and graduate assistantship totaling $25,000; a tuition award, up to 16 credits per semester of tuition waiver at level I, and a full tuition waiver for levels II and III; and eligibility for low-cost individual or family health insurance. 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 usually some teaching assignments. Renewal of the scholarship each year is contingent upon satisfactory academic progress.

Each year the Ph.D. Programs in Biology, Biochemistry, Chemistry, and Physics will award a total of eighty to ninety CUNY Science Scholarships to entering students in recognition of academic achievement and in expectation of scholarly success.

Science Fellowships for New and Continuing Students
Science Fellowships provide $24,000 per year for two years, and in-state tuition to students in the first ten 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 Mathematics offer a modest number of these fellowships to incoming and ongoing students. In any given year, there are approximately twenty Science Fellowships awarded.

Five-Year Tuition Fellowship for New Students Enrolling in 2013
Each year, beginning in Fall 2013, through doctoral programs in the Humanities, Social Sciences, and Sciences (exclusive of Biochemistry, Biology, Chemistry, and Physics as well as Audiology, Nursing, Public Health, and Social Welfare), the Graduate Center will award approximately ninety Five-Year Tuition Fellowships. These fellowships cover full 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 full tuition up to 16 credits per semester for the four remaining years of this fellowship. If U.S. citizens or Permanent Residents who are Tuition Fellows choose not to establish New York State residency following their first year, they must pay the difference between the full in-state tuition which they will receive and the out-of-state tuition rate they will be charged.

Five-Year Presidential MAGNET Fellowships for New Students Enrolling in 2013
Beginning in Fall 2013, the Graduate Center will offer new five-year Presidential MAGNET Fellowships to entering students from underrepresented groups who are U.S. citizens or permanent residents, in recognition of academic achievement and in expectation of scholarly success. The fellowship consists of an annual stipend and graduate assistantship totaling $27,000, full tuition and fees, and eligibility for low-cost health insurance. Fellows also receive a $1,000 start-up stipend in the first year to help with the costs of beginning doctoral studies; during the third year, fellows receive a $1,500 research/travel stipend to help lay the groundwork for the dissertation project.

Each year, doctoral programs nominate outstanding students from underrepresented groups who are U.S. citizens or permanent residents to the Office of Educational Opportunity and Diversity Program, which selects students to receive the fellowship.

Five-Year Presidential MAGNET Fellowships for Students Admitted Prior to Fall 2013
The Presidential MAGNET Fellowship is a five-year recruitment fellowship for incoming students from underrepresented groups who are U.S. citizens or permanent residents. It provides an annual stipend of $24,000 and tuition and fees. This financial aid package has two parts.

The first part is an annual award of $24,000 per year for Years 1 to 5 comprising a stipend and a graduate assistantship. The Fellow will also receive a $1,000 start-up stipend in Year 1 to help with the costs of beginning his/her doctoral studies. Additionally, during Year 3, the Fellow will receive a $1,500 research/travel stipend to help lay the groundwork for the dissertation project.

The second part is a scholarship to cover tuition and fees. For in-state students, full tuition and student fees are covered for Years 1 through 5. For out-of-state students: Tuition is covered up to 12 credits per semester for students in Year 1 until in-state residency is established by Year 2; in Years 2 through 5, the scholarship covers in-state tuition; student fees are covered in Years 1 through 5.
**Student health insurance:** The Fellow will be eligible for low-cost student health insurance (NYSHIP) for five years.

**Service requirement:** The graduate assistantship includes a service requirement as a research assistant, classroom teacher, and mentor to CUNY undergraduates. In Year 1, the Fellow receives a Research Assistantship, to work 7.5 hours a week in the Office of Educational Opportunity and Diversity Programs (OEOPD). Duties will be assigned by the Executive Officer of OEOPD. In Year 2, the Fellow receives a Graduate Teaching Fellowship (GTF) and provides instruction and mentoring to undergraduates participating in the CUNY Pipeline Program at the Graduate Center. The CUNY Pipeline Program brings select CUNY undergraduate students to the Graduate Center to prepare them for graduate studies. In Years 3 and 4, the Fellow also receives a Graduate Teaching Fellowship (GTF) and has two assignments each semester. He/she will be assigned to teach one course at a CUNY undergraduate college. The second assignment will be to provide instruction and mentoring to the CUNY Pipeline Program undergraduates at the Graduate Center. In Year 5, the Fellow receives a Graduate Assistantship and has a non-teaching assignment which requires 15 hours a week service on projects related to CUNY undergraduate education.

**Please note:** The Presidential MAGNET Fellows are not permitted to hold any other Graduate Center multi-year fellowship concurrently. Multi-year fellowships include the Enhanced Chancellor’s Fellowship, the CUNY Science Scholarship, and the Science Fellowship (both full and half Science Fellowships).

**Enhanced Chancellor’s Fellowships (ECFs) for Students Admitted Prior to Fall 2013**

An Enhanced Chancellor’s Fellowship (ECF) is a five-year recruitment fellowship. It provides guaranteed funding of $18,000 in each of the first five consecutive years of the recipient’s study at the Graduate Center (counted from the first semester that the ECF is registered). The fellowship provides a tuition award for five years. ECFs who are U.S. citizens or permanent residents and are New York State residents receive an in-state tuition award for five years. ECFs who are international students receive an out-of-state tuition award for five years that covers the cost of nine credits per semester. ECFs who are U.S. citizens or permanent residents but are not New York State residents during the first year of study will receive an out-of-state tuition award for Year 1 that covers the cost of nine credits per semester. In Years 2 through 5, they receive an in-state tuition award. It is important to note that the ECF requires service in all five years, including Year 1 and 5.

The $18,000 is paid as follows:

In Year 1 the ECF will receive the $18,000 from two sources: a research assistantship in the form of a Graduate Assistant B (GAB) appointment, which will be paid on a biweekly basis over twelve months (September through the following August), plus a small stipend, which will be paid once a semester by the Office of Financial Aid. The GAB appointment will require the ECF to work 7.5 hours a week during each semester for a total of 225 hours for the academic year.

In Years 2, 3, and 4, the ECF will be appointed to another Graduate Assistant position, a Graduate Assistant C (GAC) and serve as a Graduate Teaching Fellow (GTF) to teach at one of the CUNY undergraduate colleges. Like the GAB in Year 1, the GTF/GAC salary is paid on a biweekly basis over twelve months. In the first year of the GTF/GAC, the ECF will receive a small Financial Aid stipend each semester, as necessary, to bring the total annual funding up to $18,000. In subsequent years, the GAC/GTF salary exceeds $18,000 so the ECF will not receive any additional stipend from Financial Aid as part of the ECF award. GTFs/GACs are required to teach a total of 180 contact hours during the academic year which is met either by teaching two 3-credit courses each semester or three 4-credit courses—two courses being taught in the Fall semester and only one course in the Spring.

In Year 5, the ECF will be appointed to a service-related fellowship. The compensation is approximately $20,000. This appointment requires ECFs to provide service at one of the CUNY colleges. The workload for this assignment is 15 hours a week over the course of each semester for a total of 450 hours during the academic year.

Please note that the graduate assistant appointments mentioned above all carry eligibility for the NYSHIP health insurance plan for CUNY doctoral students. ECFs will be given information regarding the NYSHIP enrollment process when they are processed to the Graduate
Center payroll for the GAB appointment in Year 1. The current cost to the student for the NYSHIP health insurance coverage for individual coverage is $7.49 biweekly. For further information, please see the GC’s NYSHIP web page.

Questions about the ECF awards may be directed to Ms. Anne Ellis in the Office of the Provost at 212-817-7200 or to provost@gc.cuny.edu.

Other Support for New and/or Continuing Students

University Fellowships (non-service and service). These awards may be one component of a larger fellowship, for example, an Enhanced Chancellor’s Fellowship, a Presidential MAGNET Fellowship, or a Graduate Center Fellowship. They may also be freestanding awards. Doctoral programs receive financial aid allocations, which include University Fellowships. They can cover tuition or stipends. In cases where students are not receiving tuition coverage from other sources, their tuition is taken directly from any University Fellowship award before any stipend is disbursed. University Fellowship awards may or may not require service. This is at the discretion of the Executive Officer making the award, or as specified when a University Fellowship award is a component of another fellowship. The rate of service is 4.5 hours per month for every $1,000 in stipend funding. The service may entail research done under the direction of a faculty member or as specified when the University Fellowship award is part of another fellowship such as an Enhanced Chancellor’s Fellowship, a Presidential MAGNET Fellowship, or a Graduate Center Fellowship.

In-State Tuition Awards. Doctoral students who are adjuncts teaching a minimum of three credits per semester at an undergraduate CUNY campus or who hold a Graduate Assistantship A, B, C, or D and are within their first ten semesters of study at the Graduate Center are eligible to receive in-state tuition awards. These tuition awards are distinct from tuition awards that are associated with multi-year recruitment fellowships.

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 multi-year 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 ten registered semesters.

Graduate Teaching Fellowships (GTFs) are the teaching component of Enhanced Chancellor’s Fellowships. While it is not a freestanding program, students who are not ECFs can be assigned to a GTF in the event that an ECF declines the teaching for one or more semesters. These assignments are made by the individual doctoral programs.

Writing Across the Curriculum (WAC) Fellowships are incorporated into the Enhanced Chancellor’s Fellowships (ECF) and Graduate Center Fellowships (GCF) and provide the fifth year of funding for ECFs or GCFs. Occasionally there are at-large WAC Fellowships available to students who do not have ECFs or GCFs.

Harrison Awards are small one-year renewable grants made to students from underrepresented groups who are citizens or permanent residents of the U.S. They may be used for varying purposes, such as topping up stipends, summer awards, or for dissertation support. Beginning students are nominated by their doctoral program; continuing students apply directly to the Office of Educational Opportunity and Diversity Programs (OEODP) each Spring for awards in the following year.

Anniversary Fellowships provide $22,000 plus tuition for two years to outstanding students in recognition of academic achievement and in expectation of scholarly success. To celebrate the Graduate Center’s fiftieth anniversary, on a one-time basis, a small number of these two-year fellowships were awarded in Fall 2102 to selected students without five-year fellowships.

Fellowships from Centers, Institutes, and Committees 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 Committee for the Study of Religion; the Committee on Globalization and Social Change; and the Committee for Interdisciplinary Science Studies.

New Media Fellowships. In Fall 2012 the Graduate Center launched a pilot program for Program Social Media Fellows, Digital Initiative Fellows, and Videography Fellows. In addition,
Financial Assistance

Provost’s Digital Innovation Grants are small 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) Jobs and Awards.** NML hires doctoral students in good standing to spend 4 to 12 hours per week in its collaborative laboratory environment working on digital projects related to their academic research topics. NML also has numerous small research and teaching awards 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 GC students are eligible for the part-time paid positions but the awards are for students already working on digital projects at the Lab. For more information, see the NML website or contact the managing director Andrea A. Vásquez (avasquez1@gc.cuny.edu or 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, 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.** GC doctoral students can be hired as adjunct instructors by individual college departments. Students serving as adjuncts within CUNY are eligible for in-state tuition if they are within their first ten registered semesters, and for low-cost individual or family NYSHIP health insurance. For more information on part-timer benefits, please see the PSC-CUNY website.

**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.

**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.

*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.

*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 African American 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 African American 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 Programs.

**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 tuition scholarship. Award amounts vary between $5,000 and $22,000. 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.
- **Harold W. McGraw, Jr. Graduate Center Fellowship** for an entering 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.
- **Frances Degen Horowitz Dissertation Fellowship**, named in honor of Dr. Horowitz, president emerita of the Graduate Center and professor of developmental psychology.
- **William Randolph Hearst Dissertation-Year Award** is for an African American or Latino/a doctoral student (citizen or permanent resident) who expects to complete the dissertation during the award year.
- **MAGNET Dissertation Fellowships** are established to aid outstanding African American and Latino/a doctoral students (citizens or permanent residents) in completing the dissertation.

**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.
- **Lane Cooper Dissertation Fellowship in the Humanities**, for a student in the humanities who shows promise as a scholar and teacher.
- **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.
- **Mellon Dissertation Fellowships** are supported by the Mellon Foundation and are sponsored by the Center for the Humanities, which directs the selection process. The theme and guidelines for each year’s fellowship are available in December on the Center for the Humanities website.
- **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 theatre, 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.

FEDERAL AID

CUNY participates in the Direct Loan Program where students borrow directly from the federal government. Just like any other loan, these loans must be repaid with interest.

Federal Aid: The Application Process

Federal aid, awarded directly through the Office of 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 www.fafsa.ed.gov. Students who apply by the priority deadline for federal aid (April 30) are considered for Federal Work-Study positions and/or Federal Perkins Loans if they check yes to the question on the FAFSA. Students who wish to apply for Federal Direct Loans must submit, in addition to the FAFSA, a Direct Loan Request Form to the Office of Financial Aid. Federal Direct Loans are not packaged and are processed only upon a student’s request. For more information about the application process, please visit the Applying for 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 return, complete with all supporting schedules as well as a Verification Worksheet. Students who are selected for verification will be notified by the Office of Financial Aid. This process must be completed before your 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 2013–14 are 6.8 percent for the Unsubsidized Loan and 7.9 percent for Grad Plus Loan.

Unsubsidized Federal Direct Loans are not based on financial need. Loan amounts vary depending on the cost of the student’s attendance, less other financial aid. The maximum for 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. Repayment of interest begins immediately or can be capitalized (i.e., added to the loan principal) at the student’s option. 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 financial aid. Students must first apply for the Unsubsidized Federal Direct Loan before they can be considered for the Grad Plus Loan. There is no grace period on Federal Grad Plus Loans and repayment begins within thirty days of your anticipated final disbursement. Students are eligible for an In-School Deferment if the student is enrolled at least half-time (6 credits), in school and the loan has been fully disbursed. Note: If interest is deferred while in school, repayment begins sixty days after school is completed or the student drops below half-time (6 credits) status.

To apply for either of the two loans, a Direct Loan Request Form must be completed and returned to the Financial Aid Office. A pre-loan entrance interview is required for first-time bor-
rowers of an Unsubsidized Federal Direct Loan. Graduate Plus borrowers must also complete a Grad Plus (Unsub/Plus) entrance interview at www.studentloans.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 using a Federal PIN number. 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 (www.nslds.ed.gov) or contact the Financial Aid Office to schedule a personal appointment.

Federal Work-Study Program
Federal Work-Study awards are based solely on financial need as defined by federal law. Federal Work-Study awards are packaged each spring 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 assigned by the Executive Officer.

Federal Perkins Loan
Federal Perkins Loan awards are based solely on financial need as defined by federal law. The amount of the award will vary depending on the student’s need and the availability of funds to a maximum of $8,000 for the academic year. Federal Perkins Loans are packaged each spring for the following academic year. Because Federal Perkins Loan funds are limited, only students who have their FAFSA on file by the priority deadline (April 30) are initially considered for awards. The Federal Perkins Loan carries a 5 percent interest rate. No interest accrues while the student is enrolled at least half-time. Repayment begins nine months after the student no longer registers at least half-time, withdraws, or graduates. The program offers deferment privileges and some cancellation benefits for borrowers who enter certain public service careers and the teaching profession. The Graduate Center acts as lender of the Perkins Loan on behalf of the federal government, and the student repays the loan to the Graduate Center upon leaving. A pre-loan interview is required annually prior to loan disbursement. (See Perkins Loan Entrance Letter [pdf]) An exit interview is required when the student no longer registers at least half-time, withdraws, or graduates.

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. In addition, the Office of Student Affairs conducts periodic counseling workshops on applying for external fellowships and makes application materials available for some of the major grants. 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 Financial Assistance web pages.

ADDITIONAL FINANCIAL AID GUIDELINES

Attendance and Tax Status of Awardees
All award recipients must be matriculated and in full-time attendance 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 U.S. citizens, permanent residents, and most international students (some nations have treaties with the U.S. that exempt students from those countries from some U.S. income tax liabilities). Under current U.S. income tax law, nonservice-connected 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 Financial Aid does not offer income tax counseling of any kind. 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 re-calculation of their eligibility for federal 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.

Satisfactory Academic Progress
Students must be making satisfactory progress toward the degree to maintain their status at the Graduate Center and to 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," and "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.


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.

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 Financial Aid Office 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, stipend, graduate assistantship). Students must accept each separate award online or the award may be cancelled.

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 cancelled for the remaining weeks of required service.

Additional Limitations
Please note that criminal convictions for crimes related to controlled substances may result in the unavailability to a student of federal financial aid.
The Advanced Research Collaborative (ARC) is the focal point of the collaborative research activities of the Graduate Center. It 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 web page. In addition to the work currently being done in the interdisciplinary committees and initiatives, and outlined on the following page, ARC is initially supporting the following areas of research:

**Inequality.** A large number of faculty from a variety of disciplines at the Graduate Center and across CUNY have come together to research the growing inequality in society and to mobilize communities around various alternatives.

**Immigration.** Comparative research on immigration has been a long-standing strength of the Graduate Center. ARC supports a variety of efforts to make this work an even stronger area of focus.

**Digital Initiatives.** Due to the initiative of colleagues in data mining and the digital humanities, this absolutely vital area is also developing well at the Graduate Center. Our digital initiatives impart important new skills to students and faculty as well as raise vital new theoretical and policy issues.

**Transnational Nonstate Actors.** Increasingly a range of private actors operates on the global scene, some outside of any legal framework. Global governance needs energy and inputs from intergovernmental and nongovernmental organizations, the media, and corporations. Graduate Center research in this area is already well recognized internationally, and ARC lends additional support to these efforts.

**The Humanities.** The Graduate Center has some of the most outstanding scholars in this field. We are also fortunate to have developed a remarkably successful Center for the Humanities in a relatively short period of time. ARC strengthens these activities further and assists in the development of new areas of research and knowledge creation in this field.
AMERICAN SOCIAL HISTORY PROJECT / CENTER FOR MEDIA AND LEARNING
http://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.

AMERICAS CENTER ON SCIENCE AND SOCIETY (ACSS)
http://web.gc.cuny.edu/sciart/0102/acss.html

The Americas Center on Science and Society (ACSS) conducts multidisciplinary research to advance the integration of the natural and social sciences and public policymaking. The center promotes collaboration among the faculties of CUNY’s Graduate Center and serves as a link between CUNY’s intellectual community and other experts and decision-makers working on key contemporary areas impacted by globalization and science. ACSS’ research focuses on (1) the relationship between economy, science, government, and ecosystems; and (2) the increasing demand for sound science to provide solutions to a widening range of complex issues, especially those arising from application of breakthrough discoveries in the natural sciences such as genetics (agriculture and transgenic foods), biotechnology (health and pharmaceuticals), and the related life and physical sciences that have an impact on a broadening range of human activity. The Americas Center addresses a number of critical gaps in these areas and provides a framework of comparative analysis to help close numerous divides that can only be overcome through the integration of knowledge and policy.

BILDNER CENTER FOR WESTERN HEMISPHERE STUDIES
http://web.gc.cuny.edu/bildnercenter/flashindex.html

The Bildner Center brings together scholars, policymakers, civil society leaders, and other stakeholders to further understanding 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)
http://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 Winternitz.

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
- RILM Abstracts of Music Literature
- Research Center for Music Iconography
- Xenakis Project of the Americas

THE RALPH BUNCHE INSTITUTE FOR INTERNATIONAL STUDIES
http://web.gc.cuny.edu/RalphBunchInstitute/

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 & Politics
- Consortium on Security and Humanitarian Action
- Global Centre for the Responsibility to Protect
- Program on States and Security
- United Nations Intellectual History Project

CENTER FOR ADVANCED STUDY IN EDUCATION (CASE)
http://www.gc.cuny.edu/case/

The Center for Advanced Study in Education (CASE) 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
http://web.gc.cuny.edu/che/

The Center for Human Environments (CHE) 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.
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.

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 eighty 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 travelling 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.

The Center for Latin American, Caribbean & 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.

The Center for Lesbian and Gay Studies provides intellectual leadership toward understanding and addressing the issues that affect lesbian, gay, bisexual and transgender individu-
als 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, policy makers, 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
http://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 CULTURE, TECHNOLOGY AND WORK
http://web.gc.cuny.edu/csctw/

The Center for the Study of Culture, Technology and Work at the Graduate Center, CUNY, opened in 1988. Since its inception, the center has focused on fostering connections between intellectuals and activists, and translating theoretical and conceptual work into practice.

Toward this end, the center has sponsored conferences, colloquia, and workshops in diverse areas, including the crisis of urbanism; globalization and resistance movements; education; technology (technoscience); and the future of work. The center also supported the development of the Paolo Freire Institute, an organization of educational activists focused on advocating the democratization of education, especially for access to educational opportunity for traditionally excluded groups.

CENTER FOR THE STUDY OF WOMEN AND SOCIETY
http://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 gender, sexuality, race, ethnicity, class, and nation in relationship to the experiences of women and men in societies around the world.

The center cosponsors 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 seeks to collaborate with grassroots and professional organizations.

CENTER FOR URBAN EDUCATION POLICY

The Center for Urban Education Policy was organized to provide a mechanism for systematic study and analysis of policy issues confronting urban education. The center sponsors forums, seminars and conferences on urban education policy, and serves as a resource center for the collection and annotation of reports, surveys, and studies related to this issue throughout the nation.

CENTER FOR URBAN RESEARCH
http://www.urbanresearch.org

The Center for Urban Research (CUR) 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. Our 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 Spring 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**


The Center on Philanthropy and Civil Society (CPCS) 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)**


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**


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
http://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

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
http://herc.ws.gc.cuny.edu/

The Human Ecodynamics Research Center (HERC) 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 (HERC) 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).

INSTITUTE FOR LANGUAGE EDUCATION IN TRANSCULTURAL CONTENT
http://iletc.commons.gc.cuny.edu/

The CUNY Institute for Language Education in Transcultural Context (ILETC) 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)
http://web.gc.cuny.edu/iradac/index.htm

The Institute for Research on the African Diaspora in the Americas and the Caribbean was founded to address the African presence in the Americas 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 living in the various societies of the Western Hemisphere. Although its focus is on the black experience in Canada and the United States, Central and South America, and the Caribbean, the center’s scope extends to any region of the African diaspora in both its multidisciplinary scholarship and public programs.
SAUL KRIPE CENTER  
http://web.gc.cuny.edu/KripkeCenter

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.

LEON LEVY CENTER FOR BIOGRAPHY  
http://web.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 to 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.

LUXEMBOURG INCOME STUDY CENTER  
http://web.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 LWS microdata in the form of periodic seminars, symposia, and courses devoted to research using the microdata.

MIDDLE EAST AND MIDDLE EASTERN AMERICAN CENTER (MEMEAC)  
http://memec.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)  
http://web.gc.cuny.edu/linguistics/rislus/

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.

HOWARD SAMUELS CENTER  
http://www.howardsamuelscenter.org

The Howard Samuels Center, founded in 1988, is a research center at the CUNY Graduate Center specializing in applied and comparative research on local, regional, national, and international policies and politics.
**MARTIN E. SEGAL THEATRE CENTER**  
[http://thesegalcenter.org/](http://thesegalcenter.org/)

The Martin E. Segal Theatre Center (MESTC) is a nonprofit center for theatre, dance, and film affiliated with CUNY’s Ph.D. Program in Theatre. 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, 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 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.

**FRANK STANTON/ANDREW HEISKELL CENTER FOR PUBLIC POLICY**  
**TELECOMMUNICATIONS AND INFORMATION SYSTEMS**  

Founded at the City University of New York Graduate Center in 1988, the Stanton/Heiskell Center for Public Policy in Telecommunications and Information Systems provides a forum that brings the private and nonprofit sectors together with the education community to study the impact of technology on teaching and learning and its effect on school organization and reform. The center focuses on key education and social policy issues that have widespread implications: issues regarding student achievement and professional development.
Science Studies is an interdisciplinary field that fosters dialog among humanists and scientists. Traditional questions in the humanities are being reinvigorated by emerging scientific research. For example, new findings from neuroscience are reanimating age-old philosophical debates about whether minds are mere matter, and the nature of morality. Discoveries in microbiology, findings that our bodies contain multitudes of bacteria, fungi, and other creatures, are leading historians of science, like Donna Haraway, to argue: We have never been human.

The relationship between science and justice is also central to our intellectual project: How does science get done? Who is included? Who is excluded? These questions have been conventionally asked with respect to race, class, sexuality, and gender. An emerging cohort of scholars are pushing these questions beyond strictly human realms to explore the entanglements connecting us to multiple species.

The CUNY Committee for Interdisciplinary Science Studies seeks to cultivate critical friendships across conventional disciplinary divides. We are bringing together scholars from a wide range of disciplines including philosophers, literary critics, artists, historians, ethnographers, as well as natural scientists to interrogate issues of common interest and concern.

The Committee for the Study of Religion exists to promote interdisciplinary research on religion and religions. It develops various historical and comparative research projects that address religion and the sacred, and their complex and diverse manifestations in modern societies. In addition to the ‘world religions’, our concerns extend to modern spirituality and new religions. The Committee encourages research into the globalization of religion and global religions. Questions surrounding secularism, secularization and post-secular society are also considered by the Committee.

The Committee on Globalization and Social Change (CGSC) 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.

Graduate Center Digital Initiatives (GCDI) draws together a diverse array of digital projects at the CUNY Graduate Center that focus on the incorporation of technology into academic research and teaching. Featured project clusters and areas of strength include the digital humanities, digital scholarly communication, data mining, data repositories, open access journals, spatial humanities and social sciences, network analysis, teaching and learning in a digital age, and digital archives. Taken together, these exciting projects at the CUNY Graduate Center are exploring the ways in which traditional scholarly activities are being reshaped by the new methodologies made possible through data-driven inquiry.

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.
REVOlutiONiziNG americaN studies iNiTiatiVe
http://revolutionizingamericanstudies.commons.gc.cuny.edu/

This initiative intends to animate a critical engagement with American Studies at and beyond the Graduate Center. The framing rubric for this effort to invigorate and document Americanist discourse at the Graduate Center underscores our intent to interrogate both the genealogies of revolutionary action and thought embedded in the histories of Americanness and the field of American studies, and the potential to think through this field to foster revolutionary thinking toward the generation of new politics, socialities, and cultural practices.
GRADUATE CENTER DOCTORAL AND MASTER’S PROGRAMS

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 http://www.gc.cuny.edu/course-schedule.

As regards the doctoral faculty, the listings found under each program and in the back pages of this bulletin are valid as of August 2012. Please consult the program websites for further information about the faculty and their specializations.
ANTHROPOLOGY (Ph.D.)

Executive Officer: Professor Gerald Creed
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Anthropology@gc.cuny.edu
http://web.gc.cuny.edu/Anthropology/

FACULTY

THE PROGRAM
Graduate work in anthropology leading to the Doctor of Philosophy degree at the 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 course work, 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. 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, New School University, Prince-
etan, 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 U.S., 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.

All 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 and, through the consortial system, of other anthropology courses in the New York area. 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 theories, and problems of public policy.
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 anthropology 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.
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 en-route M.A. degree. The degree is awarded formally by one of the participating CUNY senior colleges.

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 course work, or by special examination.

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 course work 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.

**Courses**

Descriptions of particular courses to be given each semester may be found on the Anthropology program website at [http://web.gc.cuny.edu/Anthropology/](http://web.gc.cuny.edu/Anthropology/). Unless otherwise stated, all courses are 30 hours, 3 credits.

ANTH 70000 Current Topics in Anthropology
0 credit

ANTH 80201*Teaching Undergraduate Anthropology

ANTH 90000 Dissertation Supervision
1 credit

**Cultural Anthropology**

ANTH 70100 Cultural Anthropology I
ANTH 70200 Cultural Anthropology II
ANTH 70300 History of Anthropological Theory
ANTH 70400 Contemporary Anthropological Theory
ANTH 70500 Research Methods
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 80600-82500 Seminars in Selected Topics in Cultural Anthropology
ANTH 82303 Seminar in Field Methods and Proposal Writing
ANTH 89901 Supervised Independent Study and Research in Cultural Anthropology
  3 to 9 credits

**Archaeology**
ANTH 75000-75100 World Prehistory
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

**Physical Anthropology**
ANTH 78900, Physical Anthropology Professional Development
  45 hours, 3 credits
ANTH 79000-79100 Core Courses in Physical Anthropology
ANTH 79100 Paleoanthropology
ANTH 79200-79400 Human Biology
ANTH 79500-79700 Evolutionary Primatology
ANTH 79800 Quantitative Methods in Physical Anthropology
  45 hours
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

**Linguistic Anthropology**
The student’s attention is called to the relevant courses in the Graduate Program in Linguistics
ANTH 77000 Linguistics
ANTH 77100-77300* Analysis of the Languages of Selected Areas
ANTH 77400* Descriptive Semantics
ANTH 77600 Sociolinguistics
ANTH 77700 Language and Culture
ANTH 77800-78500 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

*offered infrequently
ART HISTORY (Ph.D.)

Acting Executive Officer (2013–14): Professor Claire Bishop

The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: arthistory@gc.cuny.edu
http://www.gc.cuny.edu/ArtHistory/

FACULTY

THE PROGRAM
The Ph.D. Program in Art History at the 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 Visual Resources Collection for the instructional use and research of faculty and graduate students. The collection contains approximately 250,000 slides and digital images.

New York City with its museums, galleries, libraries, and art activities provides unparalleled opportunities for the study of art history through first-hand 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 course work.

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 course work 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.

Students who enter the program with only a baccalaureate degree or an M.A. in a field other than art history or who did not pass a comprehensive examination as part of their art history M.A. degree are required to pass a comprehensive examination upon completion of 30 graduate credits. This two-hour slide-identification examination will test the student’s general knowledge of art history. It will be given each semester.

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, or Oceanic Art; (2) Ancient Art or Medieval Art; (3) Renaissance Art or Baroque Art; (4) Modern Art (European Art or Art of the Americas, 1750 to the Present).

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 course work. 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 an unrelated minor field, an area of art history quite different in content from their major field. By completing the unrelated minor, students develop research skills in an area remote from their major field of concentration and are thus equipped in a second area to offer professional expertise in teaching, museum work, or criticism. An unrelated 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 15 credits and the second before the completion of 30 credits. Students entering with an M.A. degree in art history must satisfy their language requirements before the completion of 45 credits (including the credits transferred from the M.A. institution).

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 related 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 supervised by two of its members. The student will be required to defend the dissertation in an oral examination before an examining committee of the student’s two primary advisers, a third faculty member from within the program, and a fourth member who may be from outside the program.

Courses

Unless otherwise indicated, all courses are 30 hours plus conferences, 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 Teaching Workshop
  Variable hours, 0 credit
ART 90000 Dissertation Supervision
  1 credit

*offered infrequently
Executive Officer: Professor John P. Preece
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: audiology@gc.cuny.edu
http://www.gc.cuny.edu/Audiology/

FACULTY

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.

LICENSEURE AND NON-LICENSEURE 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 awarded Candidacy Status to the Licensure Qualifying Au.D. program. This is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years. 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 (ASHA) Professional Certification and for New York State Licensure upon graduation. The Council of Academic Accreditation (CAA) of ASHA has awarded Candidacy Status to our Au.D. Program. 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 that 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
(PENDING APPROVAL FROM THE NEW YORK STATE EDUCATION DEPARTMENT)
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.

Courses for Students in the Au.D. Program
The curriculum consists of the following courses, in a prescribed sequence, and includes course work 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
4 credits
AUD 70500 Speech-Language Sciences
AUD 70900 Instrumentation in Audiology
AUD 71000 Diagnostic Audiology
4 credits
AUD 71200 Speech-Language Pathology for Audiologists
AUD 71600 Physiological Acoustics
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 73000 Amplification I
AUD 73300 Communication Skills of Adults with Hearing Loss
AUD 73500 Acoustic Immittance and Otoacoustic Emissions
AUD 74000 Audiologic Habilitation
2 credits
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
AUD 76700 Amplification III
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, 2, or 3 credits
AUD 78000 Audiologic Research
1 credit
AUD 79000 Introductory Audiology Practicum
1 credit
AUD 79001-79006 Audiology Practicum I-VI
1 credit
AUD 79600 Seminar in Audiology
1 credit
AUD 79601-79606 Seminar in Audiology I-VI
1 credit
AUD 79800 Independent Study
1 credit
AUD 79901 Audiology Residency I
1, 2, or 3 credits
AUD 79902 Audiology Residency II
1, 2, or 3 credits
AUD 79903 Audiology Residency III
1, 2, or 3 credits

**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.

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)
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-LICENSEURE 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. 2 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-LICENSEURE 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.

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
BIOCHEMISTRY (Ph.D.)

Executive Officer: Professor Edward Kennelly
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Biochemistry@gc.cuny.edu
http://www.gc.cuny.edu/Biochemistry/

FACULTY


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 teachers in colleges and universities.

Students in the Biochemistry program are expected to participate in research early in their graduate work, preferably in the first year of study, and to engage actively in a broadly based seminar and colloquium program designed to introduce students to the important problems and current research methods of biochemistry.
Areas of faculty research specialization in the Biochemistry Ph.D. program:

- Biochemical Pharmacology
- Lipid Biochemistry
- Bioenergetics
- Membrane: Structure, Function, and Transport
- Bioinformatics
- Metabolism and Regulation
- Bioorganic Chemistry
- Molecular Biology
- Bioinorganic Chemistry
- Neurochemistry
- Biotechnology/Biomaterials
- Organelle Biochemistry
- Enzymology and Protein Biochemistry
- Physical Biochemistry/Biophysical Chemistry
- Immunochemistry
- Structural Biology

Research work may be done at Brooklyn, City, Hunter, Lehman, 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, physical chemistry, physics, and mathematics through calculus, and should have taken courses in cell biology, genetics, or biochemistry. Students may be admitted with deficiencies but will be required to correct them during the first three semesters. All applicants are required to take the Graduate Record Exam (GRE) General Test.

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 in the first year of study. These include courses—lecture and laboratory—in physical biochemistry, biogorganic chemistry, and general biochemistry, as well as two seminars in biochemistry. Of the remaining 30 credits, 3 must be in a relevant science course, 3 must be in biochemistry seminars, and 6 must be in two advanced biochemistry courses. The remainder are either elective or thesis 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.
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 Bioorganic Chemistry
  Prerequisite: Organic Chemistry
- BICM 77000 Physical Biochemistry
  Prerequisite: Physical Chemistry

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
- 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 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
BIOLOGY (Ph.D.)

Executive Officer: Professor Laurel Eckhardt
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Professor Laurel Eckhardt
Executive Officer:
BIOLOGY (Ph.D.)

FACULTY

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Ivica Arsov • Mitchell B. Baker • Michael J. Balick • Maryam Bamshad-Alavi • Probal Banerjee • Shailesh P. Banerjee • Jill Bargnotti-Chavarría • Kerry Alan Barringer
George F. Barrowclough • Jennifer Anne Basil • Laura L. Beaton • Amy C. Berkov
Nicolas Bias • Marom Bikson • Jeffrey A. Bird • Richard J. Bodnar • Stephane Boissinot • David C. Bolton • Brian Morey Boom • Diana P. Bratu • Christopher B. Braun • Derrick T. Brazill • Patricia Broderick • Joshua C. Brumberg • William R. Buck
David H. Calhoun • Avrom J. Caplan • Ana Carolina Carnaval • Richard Carp
James M. Carpenter • John A. Chamberlain, Jr. • Christopher Y. Chan • Richard L. Chappell • Abha Chauhan • Hai-Ping Cheng • Gregory P. Cheplick • Joel L. Cracraft
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Rob DeSalle • Jason M. Rauceo • Robert A. Dickson • Carl S. Dobkin • Robert Dottin • Robert O.
Duncan • Laurel Ann Eckhardt • Jay Alan Edelman • Helene C. Eisenman • Abdeslem El Idrissi • Mark Emerson • Dan Estel • Jimmie Eugene Fata • Karl R. Fath • Paul G. Feinstein • Maria E. Figueiredo-Pereira • Marie T. Filbin • John J. Flynn • Charlene L. Forest • Paul M. Forlano • David A. Foster • Robert L. Freedland • Eitan Friedman
Darrel R. Frost • Ray H. Gavin • M. Felice Ghilardi • Stefano Ghirlanda • Christopher C. Gilbert • Noel L. Goddard • Mitchell Goldfarb • Cheng-Xi Gong • Jeffrey H. Goodman • James Gordon • Dixie J. Goss • Paul Gottlieb • Shubha Govind • Sanna M. Goyert • Frank W. Grasso • David Alan Grimaldi • David F. Gruber • Jianying Gu
Marilyn R. Gunnar • Jerry C. Guyden • Gerhard J. Haas • Roy Edward Halling • Cheryl Harding • Mark E. Hauber • Qi He • Andrew J. Henderson • Ann S. Henderson • George H. Hendrey • Michael J. Hickerson • Mandé N. Holford • Nathalia Glockman
Holtzman • Sally Gail Hoskins • Shao-Ying Hua • Karen Hubbard • Yu-Wen Hwang • Amy E. Ikui • Khalid Iqbal • Anuradha Janakiraman • Edward L. Jarroll • Edmund C. Jenkins • Liesl B. Jones • Michelle T. Juarez • Mohammed A. Junaid • Bernard Z. Karmel • Kenneth G. Karol • Khosrow Kashi • Lawrence M. Kelly • Simon F. Kelly • Edward J. Kennelly • Benjamin Kest • Dwight Kincaid • Frida Esther Kleiman • Maria Knikou • Ronald L. Koder • Andreas H. Kottmann • William J. L’Amoreaux • David C. Lahti • John J. Lee • Louise F. Levinger • Jonathan B. Levin • Christine Li • Hyungsik Lim • Peter N. Lipke • Amy Litt • Damon P. Little • Diego Loayza • David J. Lohman • Victoria N. Luine • PoKay M. Ma • Margaret A. MacNeil • John G. Mainey • Lisa L. Manne • Itzhak Mano • John Marra • John H. Martin • Dani L. McBeth • Daniel P. McCluskey • Gerard P. McNeil • Alicia Meléndez • Carmen V. Melendez-Vasquez • Jin Meng • Fabian Armando Michelangeli • James S. Miller • Shaibal S. Mitra • Peter Müller • Carol Wood Moore • Robbin Craig Moran • Jason Munshi-South • Martin S. Munzeler • Theodore Raymond Muth • Robert F. C. Naczi • Eugenia Naro-Maciel • Michael Nec • James T. Nishiura • Michael J. Novacek • Alam Nur-E-Kamal • Benjamin D. Ortiz • Christine Padoch • Lucas C. Parra • Paola L. Pedroza-Peñalosa • Susan L. Perkins • Charles M. Peters • Mark T. Pezzano • Serafin Piñol-Roma • Bertram O. Ploog • Gregory M. Plunkett • Andrew C. Poje • Juergen E. W. Polle • Lorenzo Prendini • Carolyn L. Pytte • Weigang Qiu • Luis Quadri • Vanya Quiriones-Jenab • Joseph W. Rachlin • Robert Ranaldi • Jayne Raper • Shirley Raps • Jason M. Rauceo • Stephen M. Redenti • Tony Rø • Patricia Boyle Rockwell
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 and neuroscience recommend a more directed “core” of three to four basic courses. On the other hand, students in the ecology, evolutionary biology, and behavior and plant sciences areas 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.**

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 CUNY senior colleges.

**SPECIAL REQUIREMENTS FOR ADMISSION**

In addition to the general requirements for admission stated earlier in this bulletin, 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 February 1.

**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 course work 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 course work 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 languages 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 course work.

**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**

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Hours</th>
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<tr>
<td>BIOL 70003</td>
<td>Genetics: Lecture</td>
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<td>BIOL 70004*</td>
<td>Genetics: Laboratory</td>
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<td>Genetics: Lecture</td>
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<tr>
<td></td>
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<td>Genetics: Lecture</td>
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<td>BIOL 70007</td>
<td>Conservation Biology</td>
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<td>BIOL 70103*</td>
<td>Microbial Genetics</td>
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<tr>
<td>BIOL 70104*</td>
<td>Problems in Microbial Genetics: Laboratory</td>
<td>3</td>
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81
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
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<th>Lecture Hours</th>
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<td>Biological Basis of Animal Behavior: Laboratory</td>
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<td>BIOL 72405</td>
<td>Current Issues in Behavioral Ontogeny</td>
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<td>Behavior and Evolution</td>
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<td>Animal Behavior II</td>
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<td>Animal Communication: Lecture</td>
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<td>BIOL 72800</td>
<td>Field Studies in Animal Behavior</td>
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<td>Microbial Ecology: Lecture</td>
<td>30</td>
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<td>Microbial Ecology: Laboratory</td>
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<td>Radiation Biology: Lecture</td>
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<td>Radiation Biology: Laboratory</td>
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<td>BIOL 75302</td>
<td>Phytoinformatics Lecture &amp; Lab</td>
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<td>Ecology: Laboratory and Field Study</td>
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<td>Community Ecology: Lecture</td>
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<td>Community Ecology: Laboratory</td>
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<td>Population Ecology: Laboratory</td>
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<td>Limnology: Lecture</td>
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<td>Marine Plankton Dynamics: Lecture</td>
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<td>Marine Plankton Dynamics: Laboratory</td>
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<td>Marine Benthos: Lecture</td>
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<td>Marine Benthos: Laboratory</td>
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<td>Fishes and Fisheries Biology: Lecture</td>
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<td>Fishes and Fisheries Biology: Laboratory</td>
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<td>BIOL 76107</td>
<td>Marine Microbiology: Lecture</td>
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<td>Marine Microbiology: Laboratory</td>
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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 9 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* Electrobiology  
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 hour 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
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
BUSINESS (Ph.D.)

Executive Officer: Professor Joseph Weintrop
Bernard M. Baruch College
One Bernard Baruch Way
New York, NY 10010
Email: phd@baruch.cuny.edu
http://zicklin.baruch.cuny.edu/programs/doctoral/home

FACULTY

Linda Allen  ■  Moehe Banai  ■  Kapil Bawa  ■  Raquel Benbunan-Fich  ■  Jeremy
Bortomeu  ■  Lauren Block  ■  Ann Brandwein  ■  Donal Byard  ■  Douglas R. Carmichael  ■
Su Han Chan  ■  T. William Chien  ■  Eleanora Curto  ■  Jay Dahya  ■  Masako N. Darrough
■  T. K. Das  ■  Harry Z. Davis  ■  Paquita Y. Davis-Friday  ■  Gayle DeLong  ■  Ozgur
Demirtas  ■  Stephan Dilchert  ■  Martin Barry Dumas  ■  Hammou El Barmi  ■  Hanan T.
Eytan  ■  Nermim Eyoboglu  ■  Jack Clark Francis  ■  Martin Frankel  ■  Linda Weiser
Friedman  ■  Naomi A. Gardberg  ■  Charles E. Gengler  ■  Alok Ghosh  ■  Christos I.
Giannikos  ■  Stephen J. Gould  ■  Andreas Grein  ■  Shulamith Gross  ■  Michael Grossman
■  Peter M. Gutmann  ■  Mahima Hada  ■  Giora Harpaz  ■  Ramona K. Z. Heck  ■  Richard
D. Holowczak  ■  Armo Hovakimian  ■  Lie-Fern Hsu  ■  Jian Hua  ■  Rong Huang
Radhica Jain  ■  Mary C. Kern  ■  Norman Kleinberg  ■  Richard Kopelman  ■  Helaine J.
Korn  ■  Marios Koufaris  ■  Nanda Kumar  ■  Karl R. Lang  ■  Jae Won Lee  ■  Myung-Soo
Lee  ■  Edward X. Li  ■  J. David Lichtenthal  ■  Steven Lilien  ■  David Luna  ■  Steven
Lustgarten  ■  Karen S. Lyness  ■  Pai-Chun Ma  ■  Sebastiano Manzan  ■  Carol A.
Marquardt  ■  Terence F. Martell  ■  Pragya Mathur  ■  Kannan Mohan  ■  Lilach Nachum
■  Hugo Nurnberg  ■  Mehmet Ozbilgin  ■  Michael A. Palley  ■  Lin Peng  ■  Joel Rentzler
■  Harry Mary Rosen  ■  Hannah R. Rothstein  ■  William Ruland  ■  Sajeesh Sajeesh
Emmanuel S. Savas  ■  Steven Schnaars  ■  Stuart A. Scholman  ■  Robert A. Schwartz
■  Sankar Sen  ■  S. Prakesh Sethi  ■  Min Shen  ■  Weilei (Stone) Shi  ■  Young K. Son
Georghios P. Spichas  ■  Louis W. Stern  ■  Hirokazu Takada  ■  Isak Taksu  ■  Kishore
Tandon  ■  Abdullah Uz Tansel  ■  Thomas Tellefsen  ■  Gloria Penn Thomas  ■  Cynthia A.
Thompson  ■  Anthony Maxwell Tinker  ■  Yoshi Tsurumi  ■  Ana Valenzuela  ■  Igor
Vaysman  ■  Emre A. Veral  ■  Ashok Vora  ■  Donald J. Vredenburgh  ■  Jun Wang  ■  Ko
Wang  ■  Gwendolyyn Webb  ■  Joseph Weintrop  ■  Avner Wolf  ■  Liuren Wu  ■  Rui Yao
■  Jianming Ye  ■  Susan M. Young  ■  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 quantita-
tive 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 re-
searchers 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 major areas: accounting, finance, information systems,
management planning systems (currently not accepting students), marketing, and organiza-
tional behavior and human resource management.

Fellowships and Research Assistantships

The Graduate Center and Baruch College offer fellowships and research assistantships to stu-
dents 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 tech-
nology. 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 the Graduate Management Admissions Test along with their applications for admission. (The GRE is not required.) 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 course work 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 course work, 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.

**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 74300 Strategic Management 1
MGT 74500 Operation Planning Systems and Control
MGT 74700 Management Information Systems
MGT 84700 Seminar in Management Information Systems

Management Planning Systems
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 74300 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 course work 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 course work 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 Buyer 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

Organizational Behavior and Human Resource 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: PSYC 78800 or equivalent, or permission

PSYC 80500* Advanced Seminar in Research Problems In Personnel Psychology  
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 74300 Management Planning and Control Systems  
Prerequisite: MGT 70000

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 Problems in Industrial Psychology I—Personnel Psychology
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
THE PROGRAM

The Ph.D. Program in Chemistry involves participation of faculty at five senior colleges of the City University of New York: Brooklyn College, The City College, Hunter College, Queens College, and the College of Staten Island. Applicants to the Ph.D. Program in Chemistry are asked to select one of these colleges as the location at which they intend to carry out their doctoral research. Doctoral research and laboratory courses are conducted at the various colleges of the City University. Doctoral seminars and lecture courses are given at the 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 during 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 course work 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. 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. 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 glass shop with a master glassblower, several 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 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, 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. Mathematics through differential equations is 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 course work is required for a Ph.D. in chemistry. Students are required to complete one course each in inorganic, organic, and quantum chemistry. Entering students with exceptionally strong backgrounds may be exempted from this requirement through special examinations. A course in college teaching, a course in basic laboratory techniques, a course in chemical information sources, and two or more courses in the student’s area of specialization are also generally required. The student’s advisory committee may recommend additional course work selected from the advanced special topics course offerings.

First Examination Upon completion of the fundamental courses, the student must pass First Examinations in the fields of inorganic chemistry, organic chemistry, and quantum chemistry.

Foreign Language An individual’s research mentor or dissertation committee may require a student to acquire a working knowledge of a language or languages in which there is a substantial body of literature relevant to that student’s research.
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 dissertation 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 course on 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.

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
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<tr>
<td>CHEM 86902*</td>
<td>Group Theory</td>
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<td>CHEM 86903*</td>
<td>Statistical Mechanics</td>
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<tr>
<td>CHEM 86904*</td>
<td>Quantum Mechanics</td>
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<tr>
<td>CHEM 86905*</td>
<td>Magnetic Resonance Spectroscopy</td>
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<td>CHEM 86906*</td>
<td>Radiochemistry</td>
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30 hours lecture, 60 hours laboratory, 4 credits

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<tr>
<td>CHEM 86907*</td>
<td>Thermodynamic and Statistical Theories of Liquids and Solutions</td>
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<td>CHEM 86908*</td>
<td>High Resolution Infrared Spectra</td>
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<td>CHEM 86909*</td>
<td>Relaxation Processes Near Equilibrium</td>
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<td>CHEM 86910*</td>
<td>Chemical Kinetics</td>
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<td>CHEM 86911*</td>
<td>Catalysis</td>
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<td>CHEM 86912*</td>
<td>Surface Chemistry</td>
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<td>CHEM 86913*</td>
<td>Solid State Physical Chemistry</td>
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<td>CHEM 86915*</td>
<td>Photochemistry</td>
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<td>CHEM 86916*</td>
<td>Mechanistic Kinetics</td>
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<tr>
<td>CHEM 86917</td>
<td>Computers in Chemistry</td>
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30 hours lecture plus 45 hours laboratory, 3 credits

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<tr>
<td>CHEM 86918*</td>
<td>Isotope Chemistry</td>
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<td>CHEM 86919</td>
<td>X–Ray Crystal Structure Analysis</td>
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<tr>
<td>CHEM 86920*</td>
<td>Microprocessors for Experimentalists</td>
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45 hours lecture, plus 30 hours laboratory, 4 credits

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<tr>
<td>CHEM U86921</td>
<td>Computational Chemistry</td>
<td>4</td>
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45 hours, 3 credits

**Dissertation**

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<td>Research for the Doctoral Dissertation</td>
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Prerequisite: First Examination

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<tr>
<td>CHEM 89000</td>
<td>Special Lectures in Chemistry</td>
<td>variable</td>
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Hours and credits variable (15 hours per credit)

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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>CHEM 90000</td>
<td>Dissertation Supervision</td>
<td>1</td>
</tr>
</tbody>
</table>

1 credit

*offered infrequently
CLASSICS (M.A. & Ph.D.)

Executive Officer: Professor Dee L. Clayman
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Classics@gc.cuny.edu
http://www.gc.cuny.edu/Classics/

FACULTY
Joel Allen  Ronnie Ancona  Dee L. Clayman  Jane S. Gerber  Tamara Green
Jinyo Kim  Robert B. Koehl  Rachel Kousser  Lawrence M. Kowerski III  Joel Lidov
Sarah B. Pomeroy  Peter Simpson  Jacob Stern  John Van Sickle  Craig A. Williams

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 Graduate Program in Comparative Literature, which offers a Ph.D. in comparative literature with a specialization in classics, and 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 Comparative Literature and 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 must present a record of advanced undergraduate preparation in the ancient Greek and Latin languages and literatures. Arrangements may be made for the removal of conditions or deficiencies in one of the classical languages by otherwise qualified students. Such conditions must be satisfied before the completion of 15 credits of graduate work. Special requirements for admission to the Graduate Program in Comparative Literature with specialization in classics will be found listed under Comparative Literature.

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: Greek Rhetoric and Stylistics (3 credits); Latin Rhetoric and Stylistics (3 credits). One course each on texts from the following categories: Greek poetry, Greek prose, Latin poetry, Latin prose.

The student is encouraged to balance elective courses as evenly as possible between Greek and Latin authors.

Upon completion of course requirements, the student must pass a comprehensive examination that will test general competence and competence in a special area selected by the student with the adviser’s approval. Part of this comprehensive examination will test the
student’s ability to translate into English selected passages of either ancient Greek or Latin; this part is normally taken separately.

The student must pass an examination demonstrating a reading knowledge of French, German, or Italian. This requirement should be discharged as early as possible. The final requirement for the degree is a thesis approved by a designated faculty committee. The student must maintain matriculation while writing the thesis.

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.

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
COMPARATIVE LITERATURE (M.A. & Ph.D.)

Executive Officer: Professor André Aciman
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Complit@gc.cuny.edu
http://www.gc.cuny.edu/CompLit/

FACULTY

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, Renaissance Studies, and Women’s Studies. Texts and contexts range from ancient times to the present. Because more than thirty 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, New School University, 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.

All applicants are required to take the Graduate Record Exam (GRE) General Test.

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 in 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 two oral comprehensives. A special circular obtainable from the Executive Officer provides detailed information and instructions.

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 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.”

Courses

Unless otherwise stated, all courses are 30 hours plus conferences, 3–4 credits.

C L 70000 Colloquium on Literary Problems
  1 credit
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 79600 Teaching Great Books
15 hours, 2 credits

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
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
COMPUTER SCIENCE (Ph.D.)

Executive Officer: Distinguished Professor Robert Haralick

The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Compsci@gc.cuny.edu
http://www.cs.gc.cuny.edu

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Numrich  ■  Janos Pach  ■  Victor Pan  ■  Rohit Parikh  ■  Simon D. Parsons  ■  Louis Penti
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Ioannis Stamou  ■  Bon K. Sy  ■  Abdullah Uz Tansel  ■  Virginia Teller  ■  Aaron Tenenbaum
Ying-Li Tian  ■  Hanghang Tong  ■  Douglas R. Troeger  ■  M. Umit Uyar  ■  Felisa J.
Vázquez-Abad  ■  Jie Wei  ■  Stewart N. Weiss  ■  Paula Whitlock  ■  George Wolberg
Zhigang Xiang  ■  John (Jizhong) Xiao  ■  Lei Xie  ■  Noson S. Yanofsky  ■  Changhe Yuan
Statth s K. Zachos  ■  Christina M. Zamfirescu  ■  Sarah Zelikovitz  ■  Danyang (Dan) Zhang  ■  Jianping Zhang  ■  Shuqun Zhang  ■  Xiaowen Zhang  ■  Zhanyang Zhang  ■  Neng-fa Zhou  ■  Zhiping Zhu

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 implementation 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 course work 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 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 following core courses are required of all entering matriculants.
C SC 70010 Algorithms
C SC 75010 Theoretical Computer Science
C SC 71010 Programming Languages and their Implementation
C SC 72010 Computer Networks
C SC 74011 Artificial Intelligence
C SC 79100 Seminar: Research at CUNY

These six courses are offered during a matriculant’s first year in the program, after which the student is required to sit for, and pass, the First Examination.

The First Examination is based on the first five courses listed above (excluding 79100).

Other course requirements: Upon completion of the First Examination, but before being advanced to candidacy, students are required to complete at least four 3-credit 800-level courses, in at least two areas of specialization, plus one of the program’s seminar courses: C SC 80200, 81200, 82200, 83200, 84200, 85200, 86200, or 87200. The remaining courses will be selected mainly from those in the area of specialization and research interests of the students, under the supervision of a faculty adviser or advisory committee. The advisory committee will consist of the student’s faculty adviser 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.

First Examination Students shall take the First Examination at the first sitting following their completion of the core courses. Students failing the First Examination must retake the examination within one year. Students not passing their second attempt of the examination will not be allowed to continue in the Ph.D. program. It is recommended that students not passing their first sitting of this exam audit the core course(s) upon which the exam is based. A student must successfully complete this requirement before attaining 45 credits of approved course work.

Second Examination After successful completion of the program’s First Examination requirement and completion of all required course work, the candidate must pass a two-part
Second Examination. The Second Examination examines the student’s in-depth knowledge and understanding of the area of computer science directly related to his/her topic of intended research. The Second Examination should be completed within two years of the completion of the First Examination. This Examination has both a written and oral component.

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 oral part.

Dissertation The 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 advisory committee. After the dissertation has been approved by the faculty adviser and Examination committee, the student must successfully defend it in an oral examination to which all doctoral students and faculty will be invited. The Examination Committee must include one invited scholar from outside the City University who is considered a subject matter expert in the field of the thesis.

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
- 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 80200 Seminar in Algorithm Design and Analysis
  1 credit

**Programming Languages and Software Methodologies**
- C SC 71010 Programming Languages
- 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 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 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 83060 Topics in Media 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 84010 Topics in Artificial Intelligence
C SC 84020 Topics in Adaptive Systems
C SC 84030 Computational Models of Cognitive Systems
C SC 84200 Seminar in Artificial Intelligence and Cognitive Science
1 credit

Theoretical Computer Science and Its Applications
C SC 75010 Theoretical 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 86010 Scientific Computing and Numerical Methods
C SC 86020 Probabilistic Modeling of Computer Systems
C SC 86030 Topics in Simulation Methodology
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 Seminar: Research at CUNY
1 credit
C SC 80000 Readings in Computer Science
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
CRIMINAL JUSTICE (Ph.D.)

Executive Officer: Professor Deborah Koetzle
John Jay College of Criminal Justice
Doctoral Office Suite
899 Tenth Avenue, Room 636T
New York, NY 10019
Email: crjphd@jjay.cuny.edu
http://www.gc.cuny.edu/CriminalJustice/

FACULTY

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; Forensic Psychology; Forensic Science; Policy, Oversight and Administration; 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 internships are available.

Financial Aid
Beginning with Fall 2005 admissions, students admitted for full-time doctoral study will receive full support (tuition and a stipend). The stipends require program service in the form of teaching and research assignments. Students admitted for part-time study must have previously completed a master’s degree. Part-time students may receive 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. Students interested in receiving a Master of Public Administration Inspector General degree (M.P.A./I.G.) may take additional classes to achieve the degree. Students in the Forensic Science specialty who meet the requirements of the Graduate Center will be eligible for a master of philosophy or any other master’s degree the Center deems appropriate. However, should a student successfully complete 51 credits of study above the bachelor’s degree towards the doctoral degree in forensic science, successfully complete the First Examination, and have conducted significant research that has been published in a peer reviewed journal or made at least two presentations at technical meetings in place of publication, the student may apply for and receive a master’s of science in forensic science. A student wishing to avail him or herself of this specific option must apply, in writing, to the Executive Officer and Forensic Science Director and obtain their approvals of the publication, presentations, and the awarding of this degree prior to its being granted.

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 course work 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.

Forensic Science Specialization
All students admitted to the Forensic Science specialty of the Ph.D. Program in Criminal Justice must have a bachelor’s degree in forensic science, chemistry, or other related natural science. At a minimum, such students must have completed the following course work: mathematics through integral calculus, one year of calculus-based physics, one year of biology, and chemistry through organic chemistry, plus a minimum of one semester of calculus-based physical chemistry and one semester each of statistics, quantitative analysis, instrumental analysis, and biochemistry. It is highly recommended that students interested in either the Criminalistics or Toxicology course of study complete a semester course in quantitative analysis prior to entry into the program. Survey courses or those not designed for majors in the appropriate science will not satisfy these requirements. Applicants will be accepted after completing any courses in which they are deficient. Students within the Molecular Biology subspecialty are not required to take CRJ 86200 and CRJ 86300 (Advanced Forensic Instrumentation I and II) as part of the Program requirements. If an accepted student in the Molecular Biology subspecialty was deficient in the undergraduate instrumentation requirement and he or she cured the deficiency by taking the two-semester sequence at the master’s level at John Jay College (FOS 721-722) only a total of 3 credits from these will be applicable towards the doctoral degree. Students who do not have approximately 21 undergraduate credits in the social sciences and humanities will be required to remedy this deficiency prior to enrolling in any Criminal Justice course.

After review by the Executive Officer and the Forensic Science Director up to 27 credits from an appropriate master’s program may be transferred and applied to the doctoral degree 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 course work will be accepted toward the required 60 credits of course
work (45 of the required 60 credits must be satisfied through the completion of doctoral-level courses). Up to six 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 or by demonstrating the ability to read a foreign language appropriate to the field of study.

GENERAL COURSE REQUIREMENTS

Core Curriculum Except for students in the Forensic Science and Policy, Oversight and Administration specializations discussed below, those who enter the program in Fall 2011 or later must take the core curriculum, which is composed of eight four-credit survey courses totaling 32 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 70700) are substantive courses that serve as foundational courses in criminology and criminal justice. Policy, Oversight and Administration students will complete CRJ 70700 and CRJ 70800 instead of CRJ 70300, CRJ 70400, and CRJ 70200. All full-time doctoral students are expected to take the required survey courses during the first year of matriculation. Part-time students are expected to complete the core courses before the end of the second year of doctoral study. Additionally, all doctoral students must take an Advanced Research Methods or an Advanced Quantitative Methods course (CRJ 80100 and CRJ 80200) in their second or third year of doctoral course work. Students who do not receive a grade of B or better in any of the required survey 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.

Forensic Science The Forensic Science specialization requires the completion of 60 suitable graduate credits beyond the B.S. degree or at least 30 appropriate credits beyond the M.S. degree. Transcripts of all entering Forensic Science students will be evaluated upon admission to the forensic science program. For prospective students who hold an M.S. degree, more than 30 additional credits may be required, depending on the appropriateness of the credits transferred. Students in the Forensic Science specialization are required to take CRJ 70600 and 9 additional credits of Criminal Justice course work. Course work in Forensic Science is planned in consultation with doctoral faculty who teach in that area.

Policy, Oversight and Administration The Policy, Oversight and Administration specialization requires the completion of 60 suitable graduate credits. For prospective students who hold a graduate level degree such as an M.A. or M.P.A. up to 29 credits from that degree may be transferred depending on the appropriateness of the courses taken. Students in this specialization are required to take CRJ 70800 and 9 additional credits of Criminal Justice course work. Course work in Forensic Science is planned in consultation with doctoral faculty who teach in that area.

First Examination Full-time doctoral students are expected to take the First Examination by the beginning of the second year of doctoral study. Part-time students must complete the First Examination before the end of the second year of doctoral study. This written examination contains four parts that reflect the Criminal Justice makeup of the core curriculum: (1) research methodology, including quantitative and qualitative techniques; (2) statistics; (3) integrated criminology theory; and (4) criminal justice process. The First Examination for students in the Forensic Science specialization has three parts: an examination in criminal justice, law, and forensic science and two examinations in the field of forensic science. 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 a two-hour oral examination in the student’s specialized area of preparation and a dissertation proposal within that area. The student is examined by a five-person committee comprised of three members of the faculty who will later serve as the dis-
Dissertation The dissertation is initiated by developing a prospectus 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 three faculty members, one of whom is designated as first reader and who must be a member of the doctoral faculty in Criminal Justice, works with the student throughout the research period. 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 2009 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 2007-2009 Bulletin or the new requirements. All students will be permitted and encouraged to take courses in the new curriculum.

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

Required Core Courses: 45 hours plus conferences, 4 credits
CRJ 70000 Survey of Quantitative Methods in Criminal Justice I
CRJ 70100 Survey of Quantitative Methods in Criminal Justice II
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

Required Courses: Policy, Oversight and Administration specialization
CRJ84100 Advanced Policy Analysis
CRJ88100 Criminology and Public Policy

Required Electives
CRJ 80100 Advanced Research Methods
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 and Deviance Electives
CRJ 82100 Advanced Criminology
CRJ 82200 Deviance
CRJ 88200 Special Topics in Criminology

Forensic Psychology Electives
CRJ 83100 Psychopathology and Crime
CRJ 83200 Experimental and Social Psychology and Criminal Justice
CRJ 88300 Special Topics in Psychology

Law and Philosophy of Criminal Justice Electives
CRJ 88400 Special Topics in Law and Philosophy
Inspection and Oversight Electives
CRJ 84000 Problems in Risk Assessment, Investigation, Accounting and Auditing
CRJ 84100 Practicum in Policy Analysis in Inspection and Oversight
CRJ 84200 Economic Analysis of Crime and Corruption
CRJ 88500 Special Topics in Inspection and Oversight

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 in the last four years include: Consequences of Child Abuse and Neglect; Drugs, Crime and the Law; History of Criminological Thought; Interrogations and Confessions; Juvenile Delinquency; Organized and White Collar Crime; Profiling; Sex Crimes; Terrorism; Theories of Punishment; Victimology

Other Courses
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.

Required Forensic Science
CRJ 84701, 84702, and 84703 Seminar Program in Forensic Sciences
1 credit per semester
CRJ 86000 Advanced Criminalistics I
5 credits
CRJ 86100 Advanced Criminalistics II
5 credits
CRJ 86200 Advanced Forensic Instrumentation I
5 credits
Prerequisite: Quantitative Analysis
CRJ 86300 Advanced Instrumentation II
5 credits
CRJ 86400 Survey of Molecular Biology
CRJ 86500 Basic Research Methods for Forensic Science Projects
4 credits
CRJ 86600 Statistics for Forensic Scientists

Forensic Science Elective
CRJ 85400 Electron Microscopy, X-ray Micro-analysis, and Diffraction in Forensic Analysis
45 hours, 3 credits
Prerequisites/corequisites: Advanced Criminalistics I and II or permission of the instructor.
CRJ 85500 Advanced Analysis Methods and Topics for Physical Evidence
45 hours, 3 credits
Prerequisites/corequisites: Advanced Criminalistics I and II, Advanced Forensic Instrumentation I and II or permission of the instructor.
CRJ 86800 Forensic Examination of Firearms and Toolmarks
CRJ 87800 Forensic Science in the Criminal Justice System
CRJ 87900 Science, Experts and Evidence in the Criminal Justice System
CRJ 84900 Expert Testimony, and Ethical Issues in Forensic Science
CRJ 86700 Impression and Pattern Evidence

Required Chemistry
CHEM 84930 Chemical Separations
CHEM 84950 Analytical Spectroscopy
Required Core Courses for Policy, Oversight and Administration
CRJ 70100 Survey of Research Methods in Criminal Justice
CRJ 70500 Survey of Criminal Justice Process and Policy I
CRJ 70000 Survey of Quantitative Methods in Criminal Justice I
CRJ 70600 Survey of Criminal Justice Process and Policy II
CRJ 70800 Criminology and Public Policy
CRJ 70700 Advanced Policy Analysis
EARTH AND ENVIRONMENTAL SCIENCES (Ph.D.)

Executive Officer: Professor Cindi Katz
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Ees@gc.cuny.edu
http://www.gc.cuny.edu/EES/

FACULTY
Terence D. Agbayegbe ▪ Sean C. Ahearn ▪ Samir A. Ahmed ▪ Stephen Ukpabi Ajia ▪
Jochen Albrecht ▪ Thomas Angotti ▪ Teresa J. Bandozsq ▪ Stefan Becker ▪ Sunil
Bhaskaran ▪ Somdev Bhattacharji ▪ James Biles ▪ Jeffrey A. Bird ▪ Karin A. Block ▪
Rebecca Boger ▪ Brett F. Branco ▪ Hannes E. Brueckner ▪ Frank S. Buonaiuto, Jr. ▪
▪ Saul B. Cohen ▪ Harold C. Connolly, Jr. ▪ Constantin Cranganu ▪ Eric Delson
▪ Timothy T. Eaton ▪ Denton S. Ebel ▪ Shayesteh Esmaeila-Mahani ▪ John J. Flynn ▪
Joshua Fogel ▪ Allan Frei ▪ Gerald M. Friedman ▪ William J. Fritz ▪ Stanley D.
Gedzelman ▪ Vinay Gidwani ▪ Ruth Wilson Gilmore ▪ Hongmian Gong ▪ Yuri
Gorokhovich ▪ Kenneth Alan Gould ▪ Jean Grassman ▪ Daniel Habib ▪ George E.
Harlow ▪ William H. Harris ▪ Roger Hart ▪ David Harvey ▪ Charles A. Heatwole
▪ N. Gary Hemming ▪ George R. Hendrey ▪ Mohamed Babiker Ibrahim ▪ Urs Jans ▪
Peter Kabachnik ▪ Cindi Katz ▪ Patricia M. Kenyon ▪ Reza Khanbilvardi ▪ Nazrul
Khandaker ▪ Yehuda L. Klein ▪ Athanasios Koutavas ▪ Nik Y. Krakauer ▪ Neil H.
Landman ▪ Arthur M. Langer ▪ Irene S. Leung ▪ Tammy L. Lewis ▪ Setha M. Low ▪
Allan Ludman ▪ Z. Johnny Luo ▪ Juliana A. Maantay ▪ Peter J. Marcotullio ▪ Steven
Markowitz ▪ Andrew R. Maroko ▪ John Marra ▪ Edmond A. Mathez ▪ Peter H.
Mattson ▪ Kyle C. McDonald ▪ Cecilia M. McHugh ▪ Andrew McIntyre ▪ Jin Meng ▪
Michael K. Menser ▪ Jacob L. Mey ▪ Ines M. Miyares ▪ Alfredo Morabia ▪ Fred
Moshary ▪ Cherukupalli E. Nehru ▪ Wenge Ni-Meister ▪ Robert P. Nolan ▪ Gregory D.
O’Mullan ▪ Rupal Oza ▪ Hari K. Pant ▪ Marianna E. Pavlovskaya ▪ Stephen F. Pekar ▪
Jonathan R. Peters ▪ Michael Piasecki ▪ Deborah Popper ▪ Wayne G. Powell ▪
Federica Raia ▪ Laxmi Ramasubramanian ▪ Joaquin Rodriguez ▪ Alfred L. Rosenberger
▪ Ashaki A. Rouff ▪ Leonid Roytman ▪ Randye L. Rutberg ▪ Haydee Salmin ▪
Surendra K. Saxena ▪ B. Charlotte Schreiber ▪ Martin P. Schreibman ▪ David Elhu
Seidemann ▪ John E. Seley ▪ Frederick C. Shaw ▪ Heather Sloan ▪ William D. Solecki
▪ Jeffrey C. Steiner ▪ Gillian Meg Stewart ▪ Karl-Heinz Szekielda ▪ Marco Tedesco ▪
David L. Thurber ▪ Monica Weiler Varsanyi ▪ Charles Vorosmarty ▪ John R. Waldman ▪
William G. Wallace ▪ Traci Warkentin ▪ Michael K. Weisberg ▪ Margaret Anne Winslow
▪ Chuixiang Yi ▪ Pengfei Zhang ▪ Yan Zheng ▪ Sharon Zukin

THE PROGRAM
The Ph.D. Program in Earth and Environmental Sciences offers a wide array of research op-
tions with faculty specializations in Geography and Geological Sciences, with focuses on at-
mospheric sciences, geographic information sciences, geology, geochemistry, geophysics,
human geography, hydrology, and physical geography. Many of these areas include environ-
mental 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 Engi-
neering Department at City College, the Center for the Analysis and Research of Spatial Infor-
mation 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, 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 under way 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. World-wide, studies include: impacts of changing atmospheric chemistry on forests of the Upper Mid-west; 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 insures 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.

Course work in the Specialization includes the following required courses:
1. EES 71600; Earth Systems I: Origin and Evolution of Earth and Life (3 credits, first semester).
2. EES 71700; Earth Systems II: Earth’s Energy Networks (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. 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.
C. 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’s 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 examination 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. In consultation with the student, the committee selects an area to test the student’s computer proficiency.

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, 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 interregional 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 twenty-first 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 & 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 re-made 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 re-arranging 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 wellbeing 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 socioeconomic 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 course work includes the following requirements.

1. EES 71100 Introductory Workshop in Academic Resources (no credit) All students will take a noncredit intensive introductory workshop in the first weeks of the first semester introducing them to academic resources (libraries), IT facilities, and how to use the opportunities for research in the metropolitan area efficiently and well.

2. 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.

3. EES 71200 Geographical Knowledge in Action (3 credits, second semester) This integrated course takes the form of an investigative workshop in which students and faculty collaborate in the examination of a specific geographic problem using the New York metropolitan region as a focus for study. Students with different research interests will here be encouraged to integrate their skills (along with those of participating faculty) in studying a general problem in an integrative way. Research seminars will bring in outside experts to look at different facets of a common problem.

4. 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 appropriate 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.

5. 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 three first-year core courses (EES 704, EES 709, EES 712), 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: Origin and Evolution of Earth and Life  
45 hours, 3 credits
EES 71700 Earth Systems II: Earth's Energy Networks  
45 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

EES 76500 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 Paleceanography  
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 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
Prerequisite: Permission of instructor

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
ECONOMICS (Ph.D.)

Executive Officer: Professor Merih Uctum
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Economics@gc.cuny.edu
http://www.gc.cuny.edu/Economics/

FACULTY

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 course work 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 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

**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 88100 Urban Economics I

**International Economics and Economic Development**

ECON 84100-84200 Economic Development I–II
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 89800-89900 Seminar in Applied Economics I–II
ECON 89810-89910 Seminar in Applied Economics III
ECON 90000 Dissertation Supervision
1 credit

*offered infrequently
EDUCATIONAL PSYCHOLOGY (Ph.D.)

Executive Officer: Professor Alpana Bhattacharya
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http://www.gc.cuny.edu/EducationalPsychology/

FACULTY
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Esverson ▪ Shirley C. Feldmann ▪ Marian C. Fish ▪ Bert Flugman ▪ David S. Goh ▪
Alan L. Gross ▪ Jeffrey M. Halperin ▪ Hope Hartman ▪ Sara J. Hines ▪ Bruce D.
Homer ▪ Ida Jeltova ▪ Helen Leos Epstein Johnson ▪ Mario Kelly ▪ Mary Kopala ▪
Anastasiya Lipnevich ▪ Emilia Lopez ▪ Joan M. Lucariello ▪ Keith A. Markus ▪ Manuel
Martinez-Pons ▪ John Pellitteri ▪ Sherrie L. Proctor ▪ Gaoyin Qian ▪ David Rindskopf
▪ Restlyn P. Ross ▪ Philip A. Saigh ▪ Charles A. Scherbaum ▪ Irvin S. Schonfeld ▪
Carol Kehr Tittle ▪ Georgiana Shick Tryon ▪ Jay Verkuilen ▪ Jason R. Young ▪ Barry J.
Zimmerman

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 in-
structional 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 Educa-
tional and Psychological Research; Educational Policy Analysis; and School Psychology.

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 Psy-
chological 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 ex-
aminations, to demonstrate research ability by independently planning and conducting investiga-
tions, 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 stu-
dents 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 ex-
pected 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 statis-
tics. A maximum of 6 credits of these 15 may be in child and/or adolescent development or edu-
cational 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 A minimum of 60 credits of approved course work is required for a Ph.D. in educational psychology. The student must complete four core courses, which include statistics, research design, and educational psychology. In addition, six courses are required, two each from the Quantitative Methods course area and four courses from the Learning, Development, and Instruction course area. Twenty-four credits are required in the area of concentration.

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 Courses

EPSY 70200 Educational Psychology: History and Current Systems
30 hours lecture, 30 hours laboratory, 3 credits
EPSY 70500 Statistics and Computer Programming I
30 hours lecture, 30 hours laboratory, 3 credits
EPSY 70600 Statistics and Computer Programming II
30 hours lecture, 30 hours laboratory, 3 credits
EPSY 70700 Research Methods in Educational Psychology I
EPSY 89000 Supervised Research
0-3 credits
Supervised research under the direction of a staff member. All students in the doctoral program are required to enroll.

Elective Courses

EPSY 71100 Cognitive Development and Learning Processes in Education
EPSY 71300 Social and Motivational Development in Education
EPSY 71400 Instructional Issues: Individual Differences, Group Processes and School Context
EPSY 71500 Educational Problems in Inner City Schools
EPSY 71700 Language and Communicative Development: Research and Education
EPSY 71900 Theory and Application of Behavioral Techniques in Education Settings
30 hours plus conferences, 3 credits
EPSY 72000 Developmental Psychopathology Among School-Based Populations
EPSY 72100 Ethical and Professional Issues in School Psychology
EPSY 72300 Theories and Principles of Social Psychology: Applications to School Age Populations
EPSY 73000 An Introduction to Psychometrics
Prerequisite: EPSY 70600
EPSY 73100 Evaluation Research
Prerequisite: EPSY 70600
EPSY 73200 Introduction to Educational Policy Analysis
EPSY 75200 Theories and Instructional Issues in Learning Disabilities
EPSY 75300 Theories and Issues in Reading
EPSY 80800 Metacognitive and Cognitive Processes in Learning and Instruction
EPSY 80900 Health Education and Behavior Change
EPSY 81100 Self-Regulation of Academic Learning and Motivation
EPSY 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement
EPSY 81600 Systems Theory in School and Family Functioning
EPSY 82001 Advanced Practicum in School Psychology I
45 hours, 3 credits
EPSY 82002 Advanced Assessment Practicum in School Psychology II
45 hours, 3 credits
EPSY 82100 Theories and Methods of Counseling School-Aged Youth
EPSY 82200 Biological Basis of Behavior: Theory and Research
EPSY 83200 Statistical Theories of Mental Testing
Prerequisite: EPSY 73000
EPSY 83300 The General Linear Model
Prerequisite: EPSY 70600
EPSY 83400 Path Analysis, Factor Analysis, and Structural Equation Models
Prerequisite: EPSY 70600 or equivalent
EPSY 83500 Categorical Data Analysis
Prerequisite: EPSY 70600 or equivalent
EPSY 83600 Applications of Bayesian Decision Theory to Educational and Psychological Problems
Prerequisite: EPSY 70600
EPSY 83800 Advanced Seminar in Educational Policy Analysis
EPSY 84000 Statistical and Research Design Consulting Seminar
EPSY 84100 Statistical Analysis with Missing Data
Prerequisite: EPSY 70600
EPSY 84200 Hierarchical Linear Models  
   Prerequisite: EPSY 70600 or equivalent

EPSY 85000 Instructional Technology  
   Prerequisite: EPSY 71400

EPSY 85100 Advanced Instructional Technology  
   Prerequisites: EPSY 71400, EPSY 85000

EPSY 86000 Research in Theories and Issues in Comprehension and Composition: Part I

EPSY 86100 Research in Theories and Issues in Comprehension and Composition: Part II

EPSY 86200 Theory and Research in Early Literacy: The Pre-School and Early Elementary Years

EPSY 86300 Theory and Research on Literacy in School Settings: Grades 3 through 12

EPSY 86400* Theory and Research on Literacy: Adults

EPSY 86500 Theory and Research on Reading Disabilities
   45 hours, 3 credits

EPSY 87000 Cognitive Structures and Processes and the Development of Understanding in Mathematics in Educational Settings

EPSY 87100 Research on Learning and Instruction in Mathematics

EPSY 87200 Applied Research Seminar in Problem Solving in Mathematics

EPSY 87300 Research on the Teaching of School Subjects

EPSY 88000 Seminars in Special Topics
   3 credits each

EPSY 89500 Independent Educational Psychology Research
   3 credits

EPSY 89501 School Psychology Independent Study I
   15 hours, 1 credit

EPSY 89502 School Psychology Independent Study II
   15 hours, 1 credit

EPSY 89801, 89802 Internship in School Psychology
   1 year, no credit

EPSY 90000 Dissertation Supervision
   1 credit

*offered infrequently
ENGINEERING (Ph.D.)

Executive Officer: Associate Dean Ardie D. Walser
The Grove School of Engineering
The City College
Convent Avenue and 138 Street
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212.650.8030
Email: awalser@gc.cuny.edu
http://www1.ccny.cuny.edu/prospective/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 http://www1.ccny.cuny.edu/prospective/engineering/. For information, please contact Associate Dean Ardie D. Walser: awalser@gc.cuny.edu.

FACULTY

Andreas Acrivos  ■  Anil Kumar Agrawal  ■  Samir A. Ahmed  ■  Daniel L. Akins
Nancy Camacho  ■  Raymond L. Camisa  ■  Luis Cardoso Landa  ■  Cynthia Chen
Roger Dorsinville  ■  Shayaesteh Esmaeila-Mahani  ■  Eran H. Ferial  ■  John Fillos
Susannah P. Fritton  ■  Bingmei M. Fu  ■  Peter Galantos  ■  Swapan Kumar Gayen
Michel Ghosn  ■  M. Lane Gilchrist  ■  Robert A. Graff  ■  Barry Gross  ■  Marilyn R. Gunner
Ibrahim W. Habib  ■  Robert M. Haralick  ■  Ping-Pei Ho  ■  Vern L. Houston  ■  Leslie L. Isaacs  ■  Kung-Ming Jan  ■  Norman C. Jen  ■  Karl J. Jepsen  ■  Latif M. Jiji  ■  Muntaz K. Kassir  ■  Reza Khanbilvardi  ■  Joel Kopolik  ■  George M. Kranc  ■  Ilona Kretzschmar
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Truong-Thao Nguyen  ■  Robert E. Paaswell  ■  Gerald Palevsky  ■  Neville A. Parker  ■  Lucas C. Parra  ■  Ming L. Pei  ■  Vladimir Petricicvic  ■  Robert Pfeffer  ■  Rishi Raj

THE PROGRAM

The Ph.D. Program in Engineering prepares selected students for careers in the fields of engineering. Doctoral work in engineering is offered at the School of Engineering of The City College. The following areas of doctoral study are offered: biomedical, chemical, civil, electrical, and mechanical engineering.
Biomedical Engineering

The purpose of biomedical engineering, as an interdisciplinary research discipline, is to apply engineering principles and physical and mathematical concepts to problems in medicine and biology and to contribute to the advancement of technology in cost-effective health and medical care. The goal of our biomedical engineering program is to provide students with an engineering or science background the knowledge and skills with which they can creatively contribute to the technological revolution in medicine and health care that dramatically transformed the prevention, diagnosis, and treatment of disease in the last few decades of the twentieth century.

The program combines course work in the traditional engineering disciplines, specially designed courses in biomedical engineering, mathematical and computational modeling, and the biological sciences; it offers students research opportunities that are at the forefront of the interface between engineering, the biological sciences, and medicine: arterial transport, bioheat transfer, biomechanics of the cervical spine, biosignal processing, bone formation, cardiovascular dynamics, cartilage and soft tissue engineering, design and structural studies of biomaterials, hydrogels for controlled drug release, intercellular communication, lung biology, mechanosensation in bone tissue, microvascular exchange, microfluidic devices, orthopaedic biomechanics, rehabilitation engineering, renal transport, ventricular arrhythmias. This research is conducted in an environment of collaboration among engineers, biological scientists, and health care professionals from both CUNY and some of the premier medical institutions in New York City.

The New York Center for Biomedical Engineering (NYCBE) at the City College of New York was established in 1994 with the support of the Whitaker Foundation to serve as a national urban model for training in biomedical engineering research. It is a consortium of faculty and researchers from:

- The City College of New York School of Engineering
- CUNY Graduate Center
- Albert Einstein College of Medicine
- Columbia College of Physicians and Surgeons
- The Hospital for Special Surgery/Weill Medical College of Cornell University
- Mount Sinai School of Medicine
- New York University School of Medicine
- Memorial Sloan-Kettering Cancer Center

In addition to the principal partners in the NYCBE, faculty and research staff have collaborations with numerous other medical institutions nationwide and abroad. The NYCBE, a CUNY institute since 1996, provides access to a diverse faculty of nearly 30 researchers in a broad spectrum of research areas.

Chemical Engineering

The program in chemical engineering is actively involved in research pointed toward new understanding and development in the areas of fluid mechanics, controlled drug release, chemical process economics, particle technology, fluid particle systems, soft materials, surface phenomena, self-assembled monolayers, nanotechnology, and biomedical engineering. Graduate study includes courses in chemical engineering fundamentals as well as courses in applications of chemical engineering principles in specific areas such as economics of new processes, fluidization, particle science and technology, and interfacial phenomena.

The Benjamin Levich Institute of Physico-Chemical Hydrodynamics, an internationally recognized research center for the study of fundamental problems of flow and transport in complex fluids, fluid-like media, and interface systems headed by Albert Einstein Professor Morton Denn, includes faculty from the departments of Chemical Engineering, Mechanical Engineering, and Physics. The current scope of the institute’s research is in five major areas: granular flows, low Reynolds number hydrodynamics, non-Newtonian fluid mechanics, computational fluid mechanics, and transport along interfaces. Examples include experimental granular kinetic theory, granular compaction, particle migration in concentrated suspensions undergoing shear, the influence of surfactants on the motion of drops and bubbles, microscopic fluid mechanics using
molecular dynamics simulations and droplet mechanics in liquid-crystalline polymer blends. The institute has excellent laboratory and computational facilities.

The development of advanced design methods for the practicing chemical engineer is a special interest in the department. These new methods incorporate the achievements of recent chemical engineering research. This approach is applied to both process and chemical reactor design, process control, and process economics.

In biomedical research, the department engages in the transport of macromolecules across arterial walls and their accumulation therein, low Reynolds number hydrodynamics applications to microcirculation, controlled drug release, and the development of biomaterials from cellular components.

Materials research in the department is aimed at an understanding of the production and characterization of optical materials, powder technology, and circulating fluid beds. Research on nanotechnology and nanoscience is based on the adsorption of surfactants at the solid-liquid interface for the purpose of engineering materials with specific surface properties. Applications are made to control of wetting behavior, adhesion, novel sensors, and templated crystallization.

Civil Engineering
The program in civil engineering is actively involved in research in the areas of structural mechanics, water resources, environmental and geotechnical engineering, and transportation. Graduate study includes courses in civil engineering fundamentals as well as courses in analysis and design in a variety of areas covering the various specialties in civil engineering. The department also houses two research institutes and two research centers.

The program in structural mechanics emphasizes the analysis and design of civil engineering structures using analytical and numerical methods. Current research interests include wave propagation and fracture mechanics, behavior of concrete and composite materials, stochastic response of bridges, load modeling and reliability analysis of highway bridges, nondestructive testing, earthquake engineering, civil engineering materials, structural dynamics and control, and computational mechanics.

The City University Institute for Transportation Systems engages in research efforts that are generally interdisciplinary in nature, and the institute provides an opportunity to utilize and coordinate the talents of the faculties at the various campuses of the University system. Current research activities include bus procurement projects dealing with conventional and experimental fuels, private transportation initiatives in the New York metropolitan area, development of a comprehensive dynamic model of urban systems, value capture financing techniques in transportation, an expert system for selection of traffic accident countermeasures, and nondestructive testing of pavement.

The City College Earthquake Engineering Research Center actively pursues basic and applied research in earthquake engineering. Current research activities in the center include stochastic response of bridges under seismic loads, models of nonlinear behavior of structures, structural control, soil liquefaction, and development of design codes for earthquake hazard mitigation.

The Center for Water Resources and Environmental Research engages in basic and applied research in studying various problems of water resources and environment protection, especially those where a multidisciplinary and/or a multinational approach is needed. Current research activities in the center include application of microwave remotely sensed data in detection and classification of wetlands, as well as soil moisture measurements; plume source tracking in rivers and coastal waters; contaminant transport in freezing/thawing soils; application of Geographical Information Systems (GIS) and remote sensing for hydrological evaluation of watersheds; effect of climate changes on water resources; development of new technology for beach protection; mathematical modeling for evaluation and protection of wetlands; fate and transport of radionuclides during surface runoff and soil erosion processes.

The Institute for Municipal Waste Research initiates and coordinates research activities in the area of environmental engineering that include bench, pilot, and demonstration scale evaluations of biological and physicochemical processes for the removal of nutrients from domestic and industrial wastewaters as well as landfill leachates. Additional areas of research
include hydrodynamic modeling of rectangular and circular clarifiers to predict and enhance process performance; attached bacterial growth techniques in evaluating biological stability and postdisinfection bacterial regrowth potential in drinking water supplies; effects of various oxidation processes such as ozonation, chlorination, and UV irradiation on biological stability of water; kinetics of organic disinfection by-products (DBP) formation during chlorination and ozonation; and photodecomposition of inorganic DBP as well as organic compounds considered precursors to DBP formation by UV irradiation.

**Electrical Engineering**

Graduate study in electrical engineering covers a wide range of interests. These include basic studies of electrical, electronic, and photonics processes and phenomena, and their applications, systems research, computer engineering, communications systems and networks, and image and signal processing. The faculty in electrical engineering are engaged in a broad spectrum of research areas. Of particular strength are the areas of photonics engineering, signal and image processing, communications engineering, control theory, and computer engineering.

The Photonics Engineering group’s interests are in new laser sources, optical computing, ultrafast phenomena and devices, new optical materials, microstructures, laser remote sensing, quantum optics and electronics, nonlinear optics, and optical diagnostic instruments.

The Signal Processing group is engaged in research in filter design, stability analysis, algorithms for extraction of parameters from radar, X-ray and NMR signals, development of fast algorithms, and image processing.

The Communication Engineering group’s activities are in modulation scheme, spread spectrum techniques, error-correcting codes, and data and digital communication.

The Control group is pursuing research in adaptive, modal, nonlinear, and robust control and flight control applications.

The Computer Engineering group’s activities are in computer architecture, neural network, computer communications, and local area networks.

The departmental facilities include the Loral Microwave Laboratory, the Hamamatsu Photonics Application Laboratory, the Ultrafast Photonics Laboratory, the Photonics Engineering and Remote Sensing Laboratory, the Optical Computing Laboratory, the Communications Laboratory, the Supercomputation Laboratory, and the Image Processing Laboratory.

**Mechanical Engineering**

Graduate study in mechanical engineering is organized into fluid mechanics, heat transfer, aerodynamics, theory of machines, biotransport, biomechanics, and solid mechanics and vibrations. Specific opportunities for research and thesis work are offered in dynamics and optimization of machines, turbulence, vortex flow, experimental and computational fluid mechanics, gas dynamics, biofluid mechanics, bioheat and mass transport, heat and mass transfer, turbomachinery, thermal stresses, vibrations, micromechanics, microheat transfer, MEMS, fluid mechanics and heat transfer in porous media, mechanics of skiing, fracture mechanics, composite materials, experimental mechanics, bone mechanics, and boundary and finite element techniques. Facilities for experimental research include wind tunnels, a shock tube, laboratories for heat transfer, turbomachinery, fatigue and fracture of materials, machine dynamics and vibrations, tissue mechanics, microcirculatory flow, manufacturing, and aerodynamics.

Recent acquisitions include a subsonic wind tunnel, a microelectronics cooling facility, high frequency computerized data acquisition systems, a YAG laser, Ar+ laser, laser Doppler velocimeter, global Doppler velocimeter, a shaker, holography equipment, a high-temperature refractory furnace, a universal testing machine, a bone-loading device, and a scanning electron microscope. The research effort in the department is led by several prominent faculty members and has been amply supported with funding from NSF, NIH, ONR, NASA, U.S. Army, ARPA, and AFOSR, as well as industry and local government agencies.

**Special Requirements for Admission**

In addition to meeting the general University requirements stated earlier in this bulletin, the applicant must have received a bachelor’s degree in a branch of engineering or in a closely related area appropriate to the applicant’s intended field of study from a college or university of accred-
ited standing and must be adequately prepared in specific courses, as may be required by the individual departments. The applicant’s academic record must demonstrate the promise of superior performance in advanced study and research.

Special Requirements for the Doctor of Philosophy

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

Course of Study After being notified of admission and preferably before registration, the student should arrange for an appointment with a departmental adviser who will help the student plan an approved sequence of courses, including courses from programs other than engineering. Courses will not be credited toward a degree unless they are part of an approved program. A minimum of 60 credits of approved course work is required for a Ph.D. in engineering.

Research Techniques The student shall demonstrate proficiency in those research techniques considered appropriate by the faculty in the student’s field of specialization.

Residence Requirements The student is required to be in residence for the equivalent of six full-time semesters. With the approval of the Executive Officer, a student who possesses a master’s degree in engineering, or in a relevant area, from an accredited institution or has completed equivalent graduate work will be required to be in residence for the equivalent of only four full-time semesters. At least two consecutive semesters must be in full-time residence. With the permission of the Executive Officer, students holding research or teaching appointments may study part-time.

Dissertation Before undertaking research work, the student’s program of research must be approved by a guidance committee and the appropriate department chair.

Courses

Courses in engineering are listed under the following departments of engineering: Biomedical, Chemical, Civil, Electrical, and Mechanical Engineering, and under the general heading Engineering. It is expected that courses with a departmental designation will usually be given by a member of that department and that usually the class will consist of students associated with that department. Courses listed under the general heading Engineering are expected to be of interest to students specializing in various branches of engineering. The instructors and students for these courses will be drawn from among the several engineering departments. Students are required to have the approval of the adviser before registration to ensure that they have adequate background knowledge and prerequisites. For course descriptions and prerequisites, see The City College Graduate Bulletin.

Unless otherwise stated, all courses are 45 hours plus conferences, 3 credits.

Engineering

ENGR 57060* Applied Algebra
ENGR 57080 Foundations of Fluid Mechanics I
ENGR 57090 Foundations of Fluid Mechanics II
ENGR 57110 Introduction to Engineering Analysis
ENGR 57120* Functions of a Complex Variable
ENGR 57130* Transform Methods in Engineering
ENGR 57140 Applied Partial Differential Equations
ENGR 57150 Introduction to Numerical Methods
ENGR 57160 Advanced Numerical Analysis
ENGR 57170 Finite Element Methods in Engineering
ENGR 57200* Random Processes in Engineering Mechanics
ENGR 57240 Turbulent Flows
ENGR 57320* Statistical Thermodynamics
ENGR 57520 Behavior of Inelastic Bodies and Structures
ENGR 57640 Wave Propagation in Fluids and Solids
ENGR 57910 Mass Transfer
ENGR 58010 Fluid Dynamic Stability
ENGR 58310* Irreversible Thermodynamics
ENGR 58400 Perturbation Techniques
ENGR 58500 Theory of Elasticity

**Biomedical Engineering**

BM E 55900 Independent Studies and Research in Biomedical Engineering
BM E 57000 Biomedical Engineering Seminar
BM E 57220 Cell and Tissue Transport
BM E 57430 Physiology for Biomedical Engineers
BM E 57500 Biomedical Imaging
BM E 57510 Nonlinear Signal Processing in Biomedicine
BM E 57710 Cell and Tissue Mechanics
BM E 57730 Cell and Tissue-Biomedical Interactions
BM E 57770 Microfluidic Devices in Biotechnology
BM E 57980 Project
BM E 58990 Research for the Doctoral Dissertation

**Chemical Engineering**

CH E 54700 Topics in Materials Science and Engineering
CH E 55150 Rheology
CH E 55170 Techniques and Practice of Simulation
CH E 55530 Bioprocess Engineering: Principles and Applications
CH E 55900 Independent Studies and Research in Chemical Engineering

*Variable credits, 1-3*

CH E 57230 Non-Newtonian Fluids
CH E 57200 Advanced Chemical Thermodynamics
CH E 57300 Chemical Process Simulation
CH E 57320* Statistical Mechanics I
CH E 57330 Advanced Kinetics
CH E 57340 Fluidization
CH E 57350* Statistical Mechanics II
CH E 57410 Chemical Process Economics
CH E 57550 Interfacial Phenomena
CH E 57570 Advanced Materials Engineering
CH E 57610 Polymer Science and Engineering
CH E 57770 Process Dynamics and Control I
CH E 57780 Process Dynamics and Control II
CH E 57860 Separation Operations I
CH E 57880 Separation Operations II
CH E 57890 Nanotechnology
CH E 57900 Bioprocess Engineering
CH E 57910 Mass Transfer

**Civil Engineering**

C E 55420 GIS Transportation Modeling
C E 55900 Independent Studies and Research in Civil Engineering

*Variable credits, 1-3*

C E 56010* Introduction to Transportation
C E 56020 Transportation Economics
C E 56210 Flexible and Rigid Pavements
C E 56240 Airport Design and Planning
C E 56280 Rail System Design
C E 56350* Traffic Engineering Studies
C E 56360 Geometric Design of Transportation Facilities
C E 56410 Highway and Airport Construction
C E 56450 Urban Public Transportation
C E 56460 Environmental Issues in Transportation
C E 56520 Bridge Engineering
C E 56530 Advanced Structural Design
C E 56570 Condition Assessment and Rehabilitation of Structures
C E 56610 Advanced Hydraulics
C E 56630 Groundwater Hydrology and Contamination
C E 56650 Statistical Methods in Water Resources
C E 56760 Unit Processes in Environmental Engineering
C E 56840 Solid Waste Management
C E 56900 Advanced Foundation Engineering
C E 56190 Advanced Finite Elements
C E 57200 Travel Demand Forecasting
C E 57230 Pavement Management Systems
C E 57240 Analytical Techniques in Transportation
C E 57260 Urban Transportation Planning
C E 57270 Transportation Policy
C E 57280 Transit Systems: Planning and Operations
C E 57290 Transportation Project Evaluation
C E 57300 Structural Dynamics
C E 57350 Applied Elasticity and Plasticity
C E 57360 Fracture Mechanics
C E 57380* Plates and Shells
C E 57390 Composites in Modern Structure
C E 57400 Traffic Control
C E 57410 Intelligent Transportation Systems (ITS): Fundamentals and Applications
C E 57430* Plastic Analysis and Design of Structures
C E 57450 Advanced Transportation Planning
C E 57470 Planning and Design of Passenger Terminals
C E 57540 Linear and Nonlinear Analysis of Structures
C E 57550* Stability of Structures
C E 57560 Earthquake Engineering
C E 57580 Structural Reliability
C E 57620 Transport in Porous Media
C E 57630 Water Resources Modeling
C E 57700 Wastewater Treatment
C E 57910 Soil Dynamics
C E 57920 Advanced Soil Mechanics
C E 58110* Port Design and Planning
C E 58200* Transportation Planning Models

Electrical Engineering
E E 54500 Microwave Networks
E E 54510 Communication Electronics
E E 54520 Fiber Optic Communications I
E E 54530 Digital Processing of Signals
E E 54540 Physical Electronics
E E 54560 Elements of Control Theory
E E 54570 Electronic Circuits
E E 54580 Introduction to Lasers
E E 54590 Microprocessors
E E 54600 Computer Communication Systems
E E 54620 Photonic Engineering
E E 54630 Wireless Communications
E E 54640 VLSI Design

75 hours (includes 3 hour/week laboratory), 3 credits
E E 55900 Independent Studies and Research in Electrical Engineering
Variable credits, 1-3
E E 55940 High Speed Networks
E E 57010 Probability and Stochastic Processes
E E 57030 Electrodynamics
E E 57040 Signal Theory
E E 57050 Theory of Linear Systems
E E 57080 Physical Electronics II
E E 57120 Cryptology
E E 57140 Knowledge-Based Systems
E E 57160 Digital Signal Processing Algorithms
E E 57170 Theory of Switching Systems I
E E 57180 Theory of Switching Systems II
E E 57190* Radar Signal Processing
E E 57220 Image Processing and Recognition
E E 57230 Digital Computers I
E E 57240 Digital Computers II
E E 57270 Parallel Processing
E E 57320 Analog Integrated Circuits
E E 57360 MOS Devices and Circuits
E E 57410 Introduction to Modern Control Theory
E E 57440 Introduction to Adaptive Control
E E 57450 Theory of Optimal Control
E E 57460 Analysis and Design of Intelligent Systems
E E 57480 Robotics
E E 57600 Communication Protocol Engineering
E E 57610 Integrated Circuits: Design and Fabrication I
E E 57620 Integrated Circuits: Design and Fabrication II
E E 57650 Antenna Theory
EE 57680 Optical Remote Sensing
E E 57700 Local Area Networks
E E 57710 Statistical Communication Theory
E E 57720 Spread Spectrum
E E 57730 Digital Communication I
E E 57740 Digital Communication II
E E 57740 Data Communications
E E 57820 Electro-Optics
E E 57830 Optical Communications
E E 57850 Optical Signal Processing
E E 58260* Advanced Network Theory
E E 58270 Multidimensional Signal Processing
E E 58360 Microwave Electronics
E E 58460* Advanced Topics in Control Theory
E E 58720* Advanced Communication Theory
E E 58730* Signal Detection, Estimation and Modulation
E E 58760* Advanced Information and Coding Theory
E E 58810 Quantum Electronics
E E 58820* Wave Interaction in Solids
E E 58830* Quantum Optics
E E 58840* Kinetic Theory
E E 58850 Nonlinear Optics

Mechanical Engineering
M E 55900 Independent Studies and Research in Mechanical Engineering
Variable credits, 1-3
M E 57190* Lubrication
M E 57220* Applied Fluid Dynamics
M E 57310 Steam and Gas Turbines
M E 57330* Advanced Engineering Thermodynamics
M E 57360 Conduction Heat Transfer
M E 57370 Convection Heat Transfer
M E 57380 Radiation Heat Transfer
M E 57400 Kinematic Analysis of Mechanisms
M E 57410 Kinematic Synthesis of Mechanisms
M E 57540 Advanced Stress Analysis in Machine Components
M E 57560 Advanced Analytical Dynamics
M E 57580* Trajectories and Orbits
M E 57600 Foundation of Mechanical Vibrations
M E 57620 Advanced Concepts in Mechanical Vibrations
M E 57630* Mechanical Feedback Control Systems
M E 57650 Computer-Aided Design

75 hours (including 3 hour/week laboratory), 3 credits

M E 57660* Boundary Element Method
M E 57670 Composite Materials
M E 57680 Nonlinear Dynamic and Chaos
M E 57690 Experimental Methods in Fluid Mechanics and Combustion
M E 57980 Project
M E 58020 Computation and Modeling of Turbulent Flows

*offered infrequently
ENGLISH (Ph.D.)

Executive Officer: Professor Mario DiGangi
Acting Executive Officer (Fall 2013): Professor Carrie Hintz
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: English@gc.cuny.edu
http://www.gc.cuny.edu/English/

FACULTY

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 seventeenth and eighteenth centuries, the Romantic and Victorian periods, and the twentieth 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, twentieth-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, Romanti-
icism, 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, DC; 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, applicants to the English program must present at least 18 credits of undergraduate courses in English, exclusive of classes in journalism and writing. Both general and subject scores for the Graduate Record Examination (GRE) are required of all applicants, as is a writing sample that constitutes a good example of the applicant’s critical acumen and writing style.

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 course work 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 per semester for credit until they have finished their course work. 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 written comprehensive, testing 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 take 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 take 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.

Courses
Unless otherwise stated, all courses are 30 hours plus conferences. Courses normally carry 4 credits.

Medieval Literature and Language
ENGL 70300 Introduction to 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 Survey of Sixteenth-Century Literature
ENGL 71100 Sixteenth-Century Poetry
ENGL 71200 Shakespeare
ENGL 71600 Tudor-Stuart Drama
ENGL 72300 Milton’s Poetry and Prose
ENGL 72400 Survey of Seventeenth-Century Literature
ENGL 81100 Studies in Sixteenth-Century Literature
ENGL 81400 Studies in Shakespeare
ENGL 82100 Studies in Seventeenth-Century Literature
ENGL 82300 Studies in Milton

Restoration and Eighteenth-Century Literature
ENGL 73100 Survey of Restoration and Eighteenth-Century Literature
ENGL 83100 Studies in Restoration and Eighteenth-Century Poetry
ENGL 83200 Studies in the Eighteenth-Century Novel
ENGL 83300 Studies in Restoration and Eighteenth-Century Prose Texts
ENGL 83400 Studies in Restoration and Eighteenth-Century Drama
ENGL 83500 Studies in Eighteenth-Century Literature and Culture

Romantic Literature
ENGL 74000 Survey of 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 Survey of Victorian Literature
ENGL 84300 The Victorian Novel
ENGL 84400 Victorian Poetry
ENGL 84500 Studies in Victorian Literature
American Literature
ENGL 75000 American Literature of the Colonial and Federal Periods
ENGL 75100 American Literature from 1820 to 1865
ENGL 75200 American Literature from 1865 to 1914
ENGL 75300 American Literature from 1914 to 1945
ENGL 75400 American Literature from 1945 to the Present
ENGL 85000 Studies in American Literature

African American Literature
ENGL 75500 African American Literature through 1900
ENGL 75600 Twentieth-Century African American Literature
ENGL 75700 Contemporary African American Literature and Culture
ENGL 85500 Studies in African American and Africana Literature and Culture

Twentieth-Century and Contemporary Literature
ENGL 76000 Modernisms
ENGL 76100 Modern 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 86300 Studies in Modern Drama
ENGL 86400 Studies in Contemporary Literature

Postcolonial Literature and Theory
ENGL 76200 Postcolonial Literature and Theory
ENGL 86500 Studies in Postcolonial Literature
ENGL 86600 Studies in Postcolonial Theory

Genre Courses
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 80100 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 Feminist and Gender Studies
ENGL 80600 Problems in Contemporary Theory
ENGL 89500 Studies in the History of the Book and Other Media

**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*
FRENCH (Ph.D.)

Executive Officer: Professor Julie Pryzbos
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: French@gc.cuny.edu
http://www.gc.cuny.edu/French/

FACULTY

THE PROGRAM

In addition to its strong traditional training in the history, periods, genres, and theories of French literature, the Ph.D. Program in French offers an emphasis on interdisciplinary study. It stresses the relations between French literature and the arts, including music and film, between literature, French civilization, philosophy, political thought, psychology, and psychoanalysis, as well as between French and other literatures. Attention is given to textual analysis, stylistics, semiotics, and critical theory, as well as to feminism and to Francophone literature.

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 comparing literatures, the relations of French literature 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 Cultural Studies stresses the connections between French literature and other disciplines, the need to develop new theoretical frameworks for French 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 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 make 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 postinternship theoretical unit of study.

An option in French Literature and Performance Studies recognizes the increasing importance given to art, media studies, and the relationship of body, text, and space in French 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 preparation — 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, Renaissance Studies, and Women’s Studies.

All courses are given as seminars at the Graduate Center, the great majority in French, some in English. All students enrolled in the program must have an excellent working knowl-
edge of the French language. A list of courses and descriptions may be procured from the French office and the website. All courses are scheduled in the afternoon and evening. Teacher training is mostly done on-site at the various CUNY campuses through courses and workshops. Colleges in the CUNY system, as well as other colleges and universities in the New York area, frequently hire our students as part-time instructors. A majority of the doctoral students teach or have taught, and others are encouraged to gain experience as teachers.

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 20 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 applicant demonstrates comparable preparation adequate to pursue doctoral study in French.

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 each of seven periods/areas of French literature: Medieval, Sixteenth Century, Seventeenth Century, Eighteenth Century, Nineteenth Century, Twentieth Century, and Francophone/Contemporary. They may take these required courses at any time during their course of study, provided they complete them before 60 credits. They may elect to take one of the seven as a combination of one- or two-credit courses. All students will take two 3-credit courses in theory/criticism, whether in the French program or in another program at the Graduate Center. They must complete these courses before 60 credits but may choose the area/s in which they take the course, in accordance with the list of theoretical fields prepared by the program. They are, however, urged to take at least 3 credits of theory per 30 credits.

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 two-semester research seminar, FREN 77010 and FREN 77020, Techniques of Literary Research, along with a French literary history course, FREN 71110, in the fall semester, and a course in literary history or theory offered by the French program, at the student’s choice, to be completed as early as the spring semester of the first year, and not later than the spring semester of the second year. All new students will have to com-
complete this group of four courses within the required time. First Year students must take the two techniques courses and the French Literary history courses for 4 credits each during their first year of study. There is no 2-credit option for them in these courses.

Students who have not already studied at a European university are advised to provide for some period of study abroad in their schedules.

**First Examination** The first written examination will be completed in the core research seminar and the two literary history or theory courses, from the first to the end of the second year of study when the student successfully passes the general in-class exam given at the end of each of these four courses. The content of the exams will pertain to general literary history and to critical tools. A regular written in-class exam is given at the end of each of the three required courses. Completing all parts of the First Examination and 45 credits of coursework allows the student to move to Level II.

**Second Examination** The Second Examination consists of two sections: written and oral. The written section consists of four exams in periods of French literature, chosen by the students out of the seven they must take. A minimum of one exam must be in the premodern period, defined as Middle Ages, Renaissance, and seventeenth century. A minimum of two must be in the modern period (eighteenth to twenty-first century). Two examinations must be in English and two in French. The oral section must be taken by the end of the semester following completion of 60 credits of course work, but may be taken by 45 credits. The orals consist of three separate questions related to the prospective dissertation. They are problem-oriented and based on reflection on both primary and critical/theoretical sources, with reading lists constituted by the candidate of at least ten works per question. Two questions will be treated in French and one in English.

**Language Requirement** All students must master written and spoken French and English. Students specializing in the premodern fields must fulfill a reading requirement of Latin and one additional modern language pertinent to the candidate’s field of study. Students specializing in modern fields must fulfill a reading requirement of two additional modern languages 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 within six months after the orals. After approval of the dissertation by the committee, the candidate will defend the dissertation at a final oral examination.

**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.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ROM LANG 70000</td>
<td>Studies in Romance Philology</td>
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<tr>
<td>FREN 70100</td>
<td>History of the French Language</td>
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<td>FREN 70300</td>
<td>Style and Stylistics</td>
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<td>FREN 70400</td>
<td>Textual Analysis</td>
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<td>FREN 70500</td>
<td>Literary Criticism</td>
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<td>FREN 70600</td>
<td>Contemporary French Culture and Civilization</td>
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<td>FREN 70700</td>
<td>Literature and French Film</td>
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<td>FREN 70900</td>
<td>Readings in Old French</td>
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<td>FREN 71000</td>
<td>Studies in Medieval Literature</td>
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<tr>
<td>FREN 71110</td>
<td>Problems in French Literary History</td>
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<tr>
<td>FREN 72000</td>
<td>Studies in Renaissance Literature</td>
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<td>FREN 73000</td>
<td>Studies in Seventeenth-Century Literature</td>
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<td>FREN 74000</td>
<td>Studies in Eighteenth-Century Literature</td>
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<td>FREN 75000</td>
<td>Studies in Nineteenth-Century Literature</td>
</tr>
<tr>
<td>FREN 76000</td>
<td>Studies in Twentieth-Century Literature</td>
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</tbody>
</table>
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
HISPANIC AND LUSO-BRAZILIAN LITERATURES AND LANGUAGES (Ph.D.)

Executive Officer: Professor José del Valle
The Graduate Center
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New York, NY 10016
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http://www.gc.cuny.edu/Hispanic/  

FACULTY

THE PROGRAM
The Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages 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 eighteenth, nineteenth, and twentieth 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 Hispanic and Luso-Brazilian Literatures and Languages 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, the applicant must have completed a bachelor of arts degree with a major in Spanish or Portuguese. The Admissions Committee will decide whether the applicant is sufficiently prepared to pursue doctoral work. Graduates of an area studies program with a concentration in Spanish or Portuguese may be considered 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 the bulletin.

Course of Study Students enrolled in the literature track must follow a course of study approved by an adviser. A minimum of 60 credits beyond the bachelor’s degree are required for the Doctor of Philosophy. The first 30 credits must include 21 credits in the literature of the Hispanic world and courses in Introduction to Methods of Research and Spanish Literary Theory. Students must also pass a course in History of the Spanish Language by the completion of 45 credits. The second 30 credits must include a minimum of four doctoral seminars at the advanced level. A maximum of 9 credits may be taken in another Romance language and/or in other specialties approved by the Executive Officer. All Students in the literature track must take at least one course in either Portuguese or Brazilian literature.

For students enrolled in the Hispanic Linguistics track, a minimum of 60 credits beyond the bachelor’s degree are required for the Ph.D. The first 36 credits must include the required core courses (see below). The remaining credits must include a minimum of three doctoral seminars at an advanced level (two of these three seminars must be in Hispanic linguistics) and at least one course in Hispanic literatures. All courses taken outside the program (in anthropology, linguistics, literature, sociology, political science, etc.) must be approved by the Executive Officer or her/his appointed program adviser.

Required Core Courses for Hispanic Linguistics:
SPAN 70600: Fundamentals of Hispanic Linguistics
SPAN 70700: Spanish Applied Linguistics
SPAN 70100: History of the Spanish Language
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 literature 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 course work and a core list of required readings.
Foreign Language For students in the literature track, two languages are required: Latin and either French, German, or Italian. Requests to fulfill the modern language requirement with other languages must be approved by the Executive Officer.

For students in the linguistics track, any two of the following languages are required: French, German, Italian, or Latin. Any other language with a significant literature in Hispanic linguistics or 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 and approved by the Executive Officer.

Second Examination Literature track: After completing a minimum of 60 credits and the above requirements, the student must pass a Second Examination. This written Second Examination in Spanish tests the student’s knowledge of the entire field of Spanish and Latin American literature and is based on the works included in the reading list for the Second Examination.

Linguistics track: After completing a minimum of 60 credits and fulfilling all requirements, students must pass a Second Examination. The examination will have a written and an oral component. Details about its scope and structure are available in the program’s handbook, which may be obtained from the Executive Officer and/or the program adviser.

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 History of the Spanish Language

Prerequisite or corequisite: Completion of Latin requirement

SPAN 70200 Spanish Literary 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
Hispanic and Luso-Brazilian Literatures and Languages

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 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
HISTORY (Ph.D.)

Executive Officer: Professor Helena Rosenblatt
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FACULTY

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 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 course work 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 course work 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 course work 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 course work and fulfill any other language requirements by the time they have completed their course work. 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 students complete their course work. 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 semester. 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.

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 course work 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.

Literature Surveys
HIST 80010 Literature Survey – American History
HIST 80020 Literature Survey – European History
HIST 80030 Literature Survey – World History
HIST 80040 Literature Survey – Latin American History
HIST 80050 Literature Survey – Middle East History
HIST 80060 Literature Survey – Non-American History

Historiography
HIST 70230 The Writing of History
HIST 70200, HIST 80200 Colloquium, Seminar: Historical Literature

Ancient History
HIST 70310-80310 Colloquium, Seminar: History of Ancient Greece
HIST 70320-80320 Colloquium Seminar: Hellenistic History
HIST 70330-80330 Colloquium, Seminar: Roman History

Medieval European History
HIST 70400-80400 Colloquium, Seminar: Thought and Culture of the Middle Ages
HIST 70500-80500 Colloquium, Seminar: Economic and Social History of Medieval Europe
HIST 70600-80600 Colloquium, Seminar: Church and State in the Middle Ages
HIST 70800-80800 Studies in Medieval History
HIST 80700* Seminar: Problems and Methods in Medieval History

Modern European History
HIST 70900-80900 Studies in Modern European History
HIST 70910, 80910 Colloquium, Seminar: Topics in Modern European History
HIST 71000-81000 Colloquium, Seminar: Studies in the Political and Economic History of Early Modern Europe
HIST 71100-81100 Colloquium, Seminar: Studies in the Social and Cultural History of Early Modern Europe
HIST 71200-81200 Colloquium, Seminar: The Era of the French Revolution and Napoleon
HIST 71300-81300 Colloquium, Seminar: Nineteenth-Century Europe
### HIST 71400-81400 Colloquium, Seminar: Europe in the Twentieth Century
HIST 71500-81500 Colloquium, Seminar: French History
HIST 71600-81600 Colloquium, Seminar: German History
HIST 71700-81700 Colloquium, Seminar: Italian History
HIST 71900*-81900* Colloquium, Seminar: Diplomatic History and International Relations
HIST 72000-82000 Colloquium, Seminar: Economic and Social History
HIST 72100-82100 Colloquium, Seminar: Intellectual and Cultural History
HIST 72110, 82110 Colloquium, Seminar: Topics in Modern European Intellectual and Cultural History

### British History
HIST 73900-83900 Studies in British History
HIST 74000-84000 Colloquium, Seminar: Studies in the Intellectual and Religious History of Early Modern Europe
HIST 74100-84100 Colloquium, Seminar: Georgian-Victorian England
HIST 74200-84200 Colloquium, Seminar: Twentieth-Century England

### 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 76000-86000 Colloquium, Seminar: African Diaspora

### Latin American History
HIST 76900-86900 Studies in Latin American History
HIST 76910, 86910 Colloquium, Seminar: Topics in Latin American History
HIST 77000-87000 Colloquium, Seminar: The Colonial Empire
HIST 77100-87100 Colloquium, Seminar: Modern Latin America
HIST 77200-87200 Colloquium, Seminar: Intellectual and Cultural History
HIST 77300-87300 Colloquium, Seminar: Economic and Social History

### Asian and Middle Eastern History
HIST 77950-87950 Historical Literature of the Middle East, 1790-1923
HIST 78000-88000 Historical Literature of the Middle East and World War I to 2001
HIST 78110, 88110 Colloquium, Seminar: Topics in Middle East History

### History of Science
HIST 78400-88400 Studies in History of Science
HIST 78500-88500 Colloquium, Seminar: Problems in the History of Science

### Jewish History
HIST 78900-88900 Studies in Pre-Modern Jewish History
HIST 79000-89000 Studies in Modern European Jewish History
HIST 79100, 89100 Studies in American Jewish History
HIST 79200, 89200 Colloquium, Seminar: Topics in Jewish History

### Women's History
HIST 74300-84300 Studies in Women’s History
History

**Thematic History**
- HIST 72200, 82200 Colloquium, Seminar: Topics in Gender and Sexuality
- HIST 72300, 82300 Colloquium, Seminar: Topics in Theory and History
- HIST 72400, 82400 Colloquium, Seminar: Topics in Philosophy and History
- HIST 72500, 82500 Colloquium, Seminar: Topics in Anthropology and History
- HIST 72600, 82600 Colloquium, Seminar: Topics in World History
- HIST 72700, 82700 Colloquium, Seminar: Topics in African History
- HIST 72800, 82800 Colloquium, Seminar: Topics in Intellectual and Cultural History

**Independent Study and Tutorial**
- HIST 70250 Teaching History in College
  - 1 credit, pass-fail
- HIST 80100 Independent Historical Research
  - Variable credit
  - The 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 82500 Dissertation Preparation 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

*offered infrequently*
LIBERAL STUDIES (M.A.)

Executive Officer: Professor Matthew Gold
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http://www.gc.cuny.edu/Liberalstudies/

FACULTY

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 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. All applicants are required to take the Graduate Record Exam (GRE) General Test. 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; Digital Humanities; Fashion Studies; Film Studies; Individualized Studies; International Studies; Jewish
Studies; Latin American, Caribbean, and Latino Studies; Law and Society; Migration and Global Cities; New York Studies; Psychology of Work and Family; Science and Technology 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 course work in pertinent disciplines. Students are also required to take MALS 70000 Introduction to Graduate Liberal Studies. A final project or master’s thesis will also be required.

Courses

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

MALS 70000 Introduction to Graduate Liberal Studies
MALS 70100 Narratives of New York City: Literature and the Visual Arts
MALS 70300 Law, Politics, and Policy
MALS 70200 Metropolis: A Political, Historical, and Sociological Profile of New York City
MALS 70400 Cultural Studies and the 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 The Business of Fashion: Culture, Technology, Design
MALS 71400 Introduction to International Studies
MALS 71500 Critical Issues in International Studies
MALS 72100 Feminist Texts and Contexts
MALS 72200 Contemporary Feminist Theories
MALS 72300 Introduction to Gender and Sexuality Studies
MALS 73100 American Culture and Values: Selected Topics
MALS 73200 American Social Institutions: Selected Topics
MALS 74100 The Conceptual Structure of Science
MALS 74200 The Practice of Science and Medicine
MALS 74300 Bioethics: Policies and Cases
MALS 75100 The Computer in Translation
MALS 75200 Terminology and Documentation
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 Aesthetics of Film (cross-listed with THEA 71400)
MALS 77200 History of the Cinema I, 1895–1930 (cross-listed with THEA 71500)
MALS 77300 History of the Cinema II, 1930 to the Present (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 78500 Special Topics in Liberal Studies
MALS 79000 Thesis/Final Project Research
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 Executive Officer for additional details.
Linguistics (M.A. & Ph.D.)

Executive Officer: Professor Gita Martohardjono
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Linguistics@gc.cuny.edu
http://www.gc.cuny.edu/Linguistics/

Faculty
Juliette Blevins • Dianne C. Bradley • Charles E. Cairns • Helen S. Cairns • Martin S. Chodorow • Cecelia Cutler • Gerard M. Dalğish • Jose Del Valle • Marcel Den Dikken • Eva M. Fernández • Robert W. Fiengo • Susan D. Fischer • Janet Dean Fodor • Kathleen C. Hall • Katherine S. Harris • Matt Huenerfauth • Alan Huffman • Heng Ji • Miki Makihara • Gita Martohardjono • William Tsuyoshi McClure • Richard L. Mendelsohn • John A. Mayne • Stephen Neale • Michael Newman • Loraine K. Obler • Ricardo L. Otheguy • Sandeep Prasada • Andrew M. Rosenberg • David M. Rosenthal • William G. Sakas • Irina A. Sekerina • Herbert Seliger • Valerie L. Shafer • Arthur K. Spears • Winifred Strange • Virginia Teller • Christina Tortora • Robert M. Vago • Virginia Valian • Douglas Whalen

The Program
The Graduate Program in Linguistics leading to both the M.A. and Ph.D. degrees is offered at the Graduate Center. The program provides students with an opportunity to combine study and research in all aspects of general and theoretical linguistics, in urban and applied linguistics, and in individual languages and language families. Opportunities to undertake linguistic fieldwork abound in metropolitan New York. The program maintains its own computer and psycholinguistics laboratories, and with the cooperation of other programs at the Graduate Center students have access to excellent facilities for research in phonetics, psycholinguistics, sociolinguistics, anthropological linguistics, and computational linguistics.

Each year introductory courses in theoretical linguistics, first and second language acquisition, psycholinguistics, sociolinguistics, bilingualism, phonetics, phonology, syntax, and semantics are offered. Courses on such subjects as the structure or history of a language or language family, dialectology, mathematical linguistics, and discourse analysis are also offered from time to time. Advanced seminars on a variety of topics in theoretical and applied linguistics and on interdisciplinary subjects are also scheduled.

Interdisciplinary work with the doctoral programs in Anthropology, Computer Science, Developmental Psychology, Philosophy, and Speech-Language-Hearing Sciences is encouraged. Students are also encouraged to do a portion of their course work with individual faculty members on a tutorial basis.

In addition to University awards, research assistantships are available from time to time on grants awarded to individual faculty members. Part-time teaching positions in linguistics, English as a second language, and modern foreign languages may be available to qualified students at the various campuses of the City University of New York.

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
For requirements for admission to the program, see the section on general admission requirements in this bulletin.
SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS
Each student admitted as a candidate for the master of arts degree must complete a course of study in theoretical and general linguistics or one of the other concentrations offered by the program, as approved by the Executive Officer, or another member of the faculty agreed upon by the Executive Officer and the student. The course of study consists of 30 graduate credits, including Introduction to Theoretical Linguistics, Linguistic Phonetics, Phonology I, Syntax I, Semantics I, plus one of the following four courses: LING 72200 Syntax II, 71400 Phonology II, 72400 Semantics II, or 71500 Morphology. Students must in addition select two of the following four categories. From each of these two categories, students must take one course: Category A: LING 75400 Bilingualism, LING 75600 Spanish in the U.S., or LING 76100 Sociolinguistics; Category B: LING 70600 Introduction to Psycholinguistics or LING 78100 Computational Linguistics; Category C: LING 72700 First Language Acquisition, 70500 Second Language Acquisition, or 72800 Introduction to Learnability Theory; Category D: LING 73100 Structure of a Language.

SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS WITH A CONCENTRATION IN COMPUTATIONAL LINGUISTICS
Each student admitted as a candidate for the master of arts degree with a concentration in computational linguistics must complete a course of study in theoretical and computational linguistics offered by the program, as approved by the Director of the Computational Linguistics Concentration (CLC), or another member of the faculty agreed upon by the Executive Officer, the Director of the CLC and the student. The course of study consists of 34 graduate credits, including: Introduction to Theoretical Linguistics; Introduction to Theoretical Linguistics Practicum; Methods in Computational Linguistics I; Methods in Computational Linguistics I Practicum; Syntax I, Syntax I Practicum; one of: Phonology I or Semantics I; Methods in Computational Linguistics II; Language Technology: Speech and Language Processing; Corpus Analysis and two elective classes approved by the Director of MLC. Supervised Research for a Master’s Thesis is also required.

Foreign Language Students will be required to demonstrate competence in one language of linguistic scholarship other than English.

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 Each student’s course of study, consisting of at least 60 credits of course work, must be approved by the mentor. The Executive Officer, or another member of the faculty agreed upon by the Executive Officer and the student, serves as mentor until the first Examination is passed. If, at that time, the student is ready to undertake specialized study, an advisory committee consisting of two or more faculty members representing the student’s area(s) of specialization is appointed to direct the student’s remaining course of study. Otherwise, one faculty member is appointed mentor to serve until such time as the student is ready and an advisory committee can be appointed.

Students in Linguistics are required to take Introduction to Theoretical Linguistics, Linguistic Phonetics, Phonology I, Syntax I, and Semantics I, plus one of the following four courses: LING 72200 Syntax II, 71400 Phonology II, 72400 Semantics II, or 71500 Morphology. In addition, students must select two of the following four categories. From each of these two categories, students must take one course: Category A: LING 75400 Bilingualism, LING 75600 Spanish in the U.S., or LING 76100 Sociolinguistics; Category B: LING 70600 Introduction to Psycholinguistics or LING 78100 Computational Linguistics; Category C: LING 72700 First Language Acquisition, 70500 Second Language Acquisition, or 72800 Introduction to Learnability Theory; Category D: LING 73100 Structure of a Language.

Introduction to Theoretical Linguistics is normally considered prerequisite to all nonintroductory courses in linguistics. Additional prerequisites are mentioned where appropriate. Upper-level courses and seminars are normally open only to advanced students.

First Examination Each student must pass an examination covering the major areas of general linguistics and applied linguistics. The examination must be passed prior to the completion of 45 credits.
**Foreign Language** Students will be required to take their first language examination before completion of 45 credits and their second language examination before completion of 60 credits toward the degree. The first language shall be a language of linguistic scholarship other than English. The second language shall be any language other than English, relevant to the student’s research.

**Second Examination** Each student must pass a written or oral examination in his or her area(s) of specialization prior to advancement to candidacy.

**Dissertation** Each student, upon advancement to candidacy, must consult with the Executive Officer and his or her adviser to select a dissertation supervisor and supervisory committee. This committee, including the supervisor, will normally consist of three faculty members. Upon the committee’s recommendation, the dissertation will be defended at an oral Final Examination.

**College Teaching** Because many employment opportunities for linguists lie within the teaching profession, either as teachers and researchers of general linguistics, as professors in TESOL programs, or as teachers of specific languages (including languages other than the commonly taught ones), the Linguistics program regards the preparation of future university teachers as an integral part of the doctoral training of every student. For this reason, the Linguistics program, in cooperation with the constituent colleges of the City University of New York, will endeavor to make available to every doctoral student an opportunity to teach under the supervision of a senior faculty member.

**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 70300* Introduction to Applied Linguistics  
LING 70500 Second Language Acquisition  
LING 70600 Introduction to Psycholinguistics  
LING 71100 Introduction to Linguistic Phonetics  
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 72600 The Teaching of Grammatical Structures  
3 credits, 2 hours per week  
Prerequisites: LING 71300 (Phonology I) and LING 72100 (Syntax I)  
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 75300 Pidgins and Creoles
LING 75400 Bilingualism
LING 75500 Spanish Dialectology
LING 75600 Spanish in the United States
LING 76100 Sociolinguistics
LING 76300 Assessing Knowledge of a Nonnative Language
   3 credits, 2 hours per week
   Prerequisites: Formal background in research methods and design
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 79300 The Classroom as a Context for Second Language Research
   3 credits, 2 hours
LING 79900 Independent Study
   Variable credit
LING 80000 Master’s Thesis Supervision
   1 credit
LING 80100 Research Methods in Second Language Acquisition
LING 80300 Research Methods in Psycholinguistics and Cognitive Linguistics
LING 81400 Advanced Phonology
   Prerequisite: LING 71400
LING 81500 Advanced Syntax
   Prerequisite: LING 72200
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 83700 Research in Computational Linguistics
   60 hours plus conference, 6 credits
LING 84100-84500 Seminars in Syntactic Theory
LING 84600-84900 Seminars in Semantics
LING 85100-85500 Seminars in Phonology, Morphology, and the Lexicon
LING 86100-86500 Seminars in Second Language Acquisition
LING 86600*-86900* Seminars in Bilingualism and Urban Linguistics
LING 89900 Independent Research
   Variable credit
LING 90000 Dissertation Supervision
   1 credit

Interdisciplinary Seminar
IDS 80000 Approaches to the Study of Human Language and Communication
   3 credits
   This interdisciplinary seminar is offered jointly with other programs.

*offered infrequently
MATHMATICS (Ph.D.)

Executive Officer: Professor Linda Keen
The Graduate Center
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Email: Mathematics@gc.cuny.edu
http://Math.gc.cuny.edu

FACULTY
Arthur W. Apter  ■  Sergei Artemov  ■  Alberto Baider  ■  Ara Basmajian  ■  Jason Behrstock
■  Martin Bendersky  ■  Abhijit Champanerkar  ■  Alex Chigogidze  ■  Gautam Chinta
■  Richard C. Churchill  ■  Sean Cleary  ■  Józef Dodziuk  ■  Edgar H. Feldman  ■  David R.
Finston  ■  Melvin Fitting  ■  Antonia Fóldes  ■  Gunter Fuchs  ■  Alexander Gamburd
■  Frederick P. Gardiner  ■  Olympia Hadjiliadis  ■  Joel D. Hamkins  ■  Michael Handel
■  William P. Hooper  ■  Jun Hu  ■  Zheng Huang  ■  Yunping Jiang  ■  Bruce W. Jordan
■  Jay Jorgenson  ■  Jeremy Kahn  ■  Stanley Kaplan  ■  Leon Karp  ■  Linda Keen  ■  Olga
Kharlampovich  ■  Ilya S. Kofman  ■  Victor Kolyagin  ■  Adam Koranyi  ■  Roman Kossak
■  Elena Kosygin  ■  Kenneth Kramer  ■  Ravi S. Kulkarni  ■  Nikola Lakić  ■  Dan A. Lee
■  Marcello Lucia  ■  Joseph Maher  ■  Joseph Malkhevetich  ■  Michael B. Marcus  ■  Attila
Máté  ■  Russell G. Miller  ■  Sudeb Mitra  ■  Carlos Julio Moreno  ■  Martin Moskowitz
■  Alexei Myasnikov  ■  Melvyn B. Nathanson  ■  Kevin O. O’Bryant  ■  Cormac O’Sullivan
■  Alexey Ovchinnikov  ■  Victor Pan  ■  Rohit Parikh  ■  Wladimirde Azevedo Pribitkin
■  Burton Randol  ■  Alvany Rocha  ■  Joseph Roitberg  ■  Jay S. Rosen  ■  Philipp Rothmaler
■  Maria Sabitova  ■  Bianca Santoro  ■  Dragomir Saric  ■  Hans Schoutens  ■  Mark
Sheingorn  ■  Lev M. Shneerson  ■  Vladimir Shpilrain  ■  Michael Shub  ■  Robert Sibner
■  Christina Sormani  ■  Benjamin Steinberg  ■  David A. Stone  ■  Dennis P. Sullivan
■  Zoltan I. Szabo  ■  Lucien Szpiro  ■  John Terilla  ■  Robert D. Thompson  ■  Thomas Tradler
■  Alphonse T. Vasquez  ■  John A. Velling  ■  John Verzani  ■  Jesenko Vukadinovic
■  Scott Wilson  ■  Christian Wolf  ■  Saeed Zakeri  ■  Christina M. Zamfirescu

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 ca-
reers 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 math-
ematical subjects. These currently include algebraic topology, analysis on homogeneous spaces,
applied analysis, automata, combinatorics, complexity theory, computability, ordinary and par-
tial 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 stu-
dent 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 ex-
amination 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, appli-
cants 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 course work 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 two of the following languages: French, German, and Russian. 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
MIDDLE EASTERN STUDIES (M.A.)

Executive Officer: Professor Beth Baron
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: MEstudies@gc.cuny.edu
http://www.gc.cuny.edu/MAMES/

FACULTY
Ervand Abrahamian ▪ Ammiel Alcalay ▪ Talal Asad ▪ Beth Baron ▪ Alexander A. Bauer

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. All applicants are required to take the Graduate Record Exam (GRE) General Test 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: 12 credits in the core curriculum, 15 elective credits, and 3 credits of thesis writing. The core curriculum consists of four 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 two additional Special Topics courses. (More than two may be taken.) Electives are taken, with faculty permission, in any Middle East–related course that is currently offered at the Graduate Center. A one-semester thesis writing seminar guides students in drafting a thesis proposal, conducting research, and writing the thesis, which is required for the degree. Students can use diverse and easily accessible New York-based primary sources for studying the Middle East or its diasporas, conduct a
community-based study, or arrange similar such projects with their adviser. 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 or European language with the approval of
the Executive Officer. Only credits for advanced language courses (beyond second year) are ap-
plied to the 30 required graduate credits.

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 History
MES 73900 Topics in Middle Eastern/Islamic 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 79000 Thesis Writing 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.
MUSIC (Ph.D. & D.M.A.)

Ph.D. Program Executive Officer: Professor David Olan
D.M.A. Program Deputy Executive Officer and
Acting Ph.D. Program Executive Officer (2013–14): Professor Norman Carey

The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Music@gc.cuny.edu
http://www.gc.cuny.edu/Music/

FACULTY


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 course work 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 course work.
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 course work 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 disserta-
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.

70000-level Courses
70000-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.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 70000</td>
<td>Introduction to Musicology</td>
<td>4 credits</td>
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<tr>
<td>MUS 71200</td>
<td>Research Techniques in Ethnomusicology</td>
<td>4 credits</td>
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<tr>
<td>MUS 72900-73500</td>
<td>Courses and Seminars in Composition</td>
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<tr>
<td>MUS 73301</td>
<td>Computer Synthesis of Electronic Music</td>
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<tr>
<td>MUS 73302</td>
<td>Electronic Music</td>
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<tr>
<td>MUS 73400*</td>
<td>Musical Systems and Speculative Theory</td>
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<tr>
<td>MUS 73600*</td>
<td>Acoustics</td>
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<td>MUS 73700*</td>
<td>Organology</td>
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<tr>
<td>MUS 73800*</td>
<td>Music Iconography</td>
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<tr>
<td>MUS 74000-74900</td>
<td>Proseminars in Theory/Analysis</td>
<td>3–4 credits</td>
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<tr>
<td>MUS 76000-76900</td>
<td>Proseminars in Music History</td>
<td>2–3 credits</td>
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<tr>
<td>MUS 78000-78900</td>
<td>Proseminars in Ethnomusicology</td>
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<tr>
<td>MUS 79000-79900</td>
<td>Tutorial</td>
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<td></td>
<td>Hours and credits vary</td>
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80000-level Courses
80000-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.

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<tr>
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<tr>
<td>MUS 80700*</td>
<td>Problems in Notation</td>
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<tr>
<td>MUS 81201-81202</td>
<td>Performance Workshops in Medieval and Renaissance Music</td>
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<tr>
<td>MUS 81501-81504</td>
<td>Source Studies and Performance Practice</td>
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<tr>
<td>MUS 82500</td>
<td>Studies in the History of Music Theory</td>
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<tr>
<td>MUS 82600</td>
<td>Philosophies of Music</td>
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<tr>
<td>MUS 82900</td>
<td>Problems in Ethnomusicological Field Work and Analysis</td>
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<tr>
<td>MUS 83000-83900</td>
<td>Research Seminars in Ethnomusicology</td>
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<tr>
<td>MUS 84000-85900</td>
<td>Research Seminars in Theory/Analysis</td>
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<tr>
<td>MUS 86000-87900</td>
<td>Research Seminars in Music History</td>
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</table>
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
NURSING (Ph.D. & DNS*)

*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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Carol F. Roye  ■  Lorraine B. Sanders  ■  Vidette Todaro-Franceschi  ■  Martha Whetsell

THE PROGRAM
The Doctoral Program in Nursing Science, offering the Doctor of Nursing Science (DNS) is a research doctorate that requires a dissertation. It differs from the Ph.D. in that it focuses on testing theory specifically related to nursing sensitive patient outcomes. The DNS is also different from the clinical doctorate, the DNP, as the latter focuses on clinical practice, patient care practices and practice management.

The goal of the DNS program is to provide students within New York City, New York State, and the nation 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 DNS 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 DNS 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 in nursing from an accredited nursing program.
- Master’s degree in nursing from an accredited program.
- A graduate level statistics course, research and health policy course.
- Two letters of recommendation: one academic reference and the other an academic reference or a clinical reference.

Once completed applications have been reviewed, candidates will be interviewed by faculty to determine their potential for achievement in the doctoral program.

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 course work. 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 qualitative, 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”).

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
PHILOSOPHY (M.A. & Ph.D.)

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Robert W. Fiengo ■ Melvin Fitting ■ Peter Godfrey-Smith ■ Carol C. Gould ■ John D.
Greenwood ■ Stephen Grover ■ Joel D. Hamkins ■ Virginia P. Held ■ Jonathan Jacobs
■ Elliot L. Jurist ■ Tziporah Kasachkoff ■ Frank Kirkland ■ John Ian Kleinig ■ Arnold
Koslow ■ Saul Kripke ■ Douglas Lackey ■ Charles Landesman ■ Michael E. Levin ■
Richard L. Mendelsohn ■ Elliott Mendelson ■ Barbara Montero ■ James L. Myskens ■
Stephen Neale ■ Alva Noe ■ Angelica Nuzzo ■ Alex L. Orenstein ■ Nicholas Pappas ■
Rohit Parikh ■ Massimo Pigliucci ■ Gerald Alan Press ■ Graham Priest ■ Jesse J. Prinz
■ Rosamond Rhodes ■ David M. Rosenthal ■ Steven L. Ross ■ Sibyl A. Schwarzenbach
■ Peter Simpson ■ Martin Tamny ■ Iakovos Vasiliou ■ Mary Bittman Wiseman

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 pre-
pare themselves for admission to Ph.D. programs in philosophy; who wish to pursue interdisci-
plinary 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 undergrad-
uate 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 phi-
losophy 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 ap-
propriate action.

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.

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

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 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
PHYSICAL THERAPY (DPT)

Executive Officer: Professor Jeffrey Rothman
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Yasser Salem  Cory Taglianetti  Thomas E. Verticchio  Allison Weiner  Candace E.
Zaiff  Wei Zhang

THE PROGRAM
The Doctoral Program in Physical Therapy, offering the doctor of physical therapy degree (DPT), is designed to prepare students to become clinician-scientists who can perform all aspects of physical therapy practice and conduct clinical research. This program conforms to curriculum guidelines set by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Students will be prepared to become clinician-scientists who can competently apply research to clinical practice, perform all aspects of physical therapy practice, and perform clinical research. It will prepare graduates to examine, evaluate, diagnose, and intervene in the management of individuals with impairments in the cardiopulmonary, musculoskeletal, neuromuscular, and integumentary systems which result in functional limitations, and disability. The program meets changing national standards as well as community needs for physical therapists working in a multitude of settings, especially in the diverse multicultural, multiethnic population residing in the New York metropolitan area. A variety of clinical affiliations are available for students to acquire their clinical experiences and also to allow for the opportunity to work with diverse populations.

The goal of the DPT program is to select and prepare promising candidates with the skills and knowledge necessary to adapt to the changing needs of the health care delivery system and society. These skills include performing differential diagnosis, determining appropriateness of physical therapy interventions and/or referral to other health care providers, and formulating interventions that result in outcomes that enhance the patient’s quality of life. Graduates will be competent to perform outcomes assessment of their clinical effectiveness. Cost containment must be balanced with clinical interventions which will be identified through systematic inquiry to attain optimal quality of life for the physically challenged.

A graduate of this program will have the confidence and competencies that are necessary to demonstrate leadership in meeting society’s need for the care of an aging, active population. Graduates of this program will contribute to the body of knowledge of health care through systematic clinical inquiry of people entrusted to their care. The Physical Therapy program’s faculty members seek out evidence based interventions with their students relating to the prevention and elimination of abnormal movement and evolve new models of clinical practice to serve an urban population.
The DPT program’s curriculum prepares candidates:
To provide clinical assessment and management of a variety of patient populations.
To provide strategies for health maintenance and disease prevention.
To conduct clinical research.
To respond to the health needs of the greater New York area.
To be capable of assimilating the changing health care needs of society into their delivery of services.
To be knowledgeable consumers of scientific information and research.
To be professionally committed to the further development of the Physical Therapy profession.
To have an appreciation for lifelong learning throughout their careers.

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.

Students must have completed a baccalaureate degree, with an overall cumulative GPA of at least 3.0, from a regionally accredited four-year institution by the end of the semester prior to entry.

Two semesters of anatomy and physiology for science majors, with laboratories.
Two semesters of physics for science majors, with laboratories.
Two semesters of chemistry for science majors, with laboratories.
Two semesters of psychology (including one semester of developmental psychology or child psychology).
One semester of mathematics (precalculus or college algebra and trigonometry).
One semester of statistics (we recommend a course that includes computer applications).
One semester of English composition (e.g., expository writing).
CPR Certification by the American Health Association or Red Cross.

Documented clinical experience of at least 100 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in one or more different practice settings (e.g., private practice, nursing home, pediatric or school setting, outpatient setting). Applicants should have a minimum of 50 hours in an acute care hospital or inpatient rehabilitation setting. The potential applicant may inquire at any hospital or other facility about volunteering in its physical therapy department as a means of gaining access to clinical experience. A Clinical Experience Form must be provided by the physical therapist by the deadline of November 1; see the DPT program website for more information regarding the Clinical Experience Form.

All prerequisite requirements must be completed prior to the starting date of the program in which the applicant is seeking admission.

SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHYSICAL THERAPY

Course of Study
The DPT program is composed of 105 credits and can be completed over a three-year period. In addition to course and program requirements, students will be required to: pass a first and second examination, complete all clinical internships, and complete a research project. Students much also complete the requirements for Professional Development I & II.

Academic and Clinical Education Grading Policy Summary
Students are required to maintain an overall GPA of 3.0 or above to remain in good academic standing. Students earning a grade below “C” in any required course in the Physical Therapy Program will not be permitted to continue the sequence of physical therapy courses. A meeting with the faculty will be scheduled to discuss whether the student should retake the course and continue in the program the following year. This will not prevent the student from applying for
admission to enter the Graduate Center in another major. Students are permitted to repeat a failed course one time only.

If a student repeats a failed course, it is required that a grade of “C” is earned in the repeated course and that the student’s GPA must remain above 3.0. Students are permitted to repeat a failed course one time only. Students may repeat a maximum of one course while enrolled in the DPT Program; this policy includes clinical affiliations. A student is limited to failing one clinical affiliation throughout the entire curriculum sequence. If a clinical affiliation is failed, the student is placed in one make-up clinical affiliation. This make-up clinical affiliation, and any and all remaining clinical affiliations, must be passed for successful continuation and graduation from the program.

The grading policy in courses that include a practical (laboratory) examination or check-out as part of their grades is determined by the faculty member instructing the course. In all courses, the syllabi state that students must pass all practical examinations.

All students must maintain a cumulative GPA of 3.0 or above to remain in good academic standing and to be approved for graduation. If a student’s cumulative GPA falls below 3.0, the student is placed on academic probation.

The grading policy in courses that include a practical (laboratory) examination or check-out as part of their grades is determined by the faculty member instructing the course. In all courses, the syllabi state that students must pass all practical examinations.

Satisfactory Academic Progress for Students in the DPT Program
A DPT student is deemed not to be making satisfactory progress if he or she:

1. has completed 58 credits (College of Staten Island) or 55 credits (Hunter College) 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 nine terms after matriculation;
4. has accumulated more than two open grades (“INC,” “INP,” “NGR,” “ABS,” and “ABP”).
Courses

The curriculum consists of the following courses, in a prescribed sequence, and includes course work and clinical practice. Credits are listed below.

PHT 70100 Clinical Anatomy  
4 credits
PHT 70200 Medical Terminology  
1 credit
PHT 70300 Foundations of Patient Care  
2 credits
PHT 70400 Introduction to PT Practice and Ethics  
2 credits
PHT 70500 Upper Extremity Kinesiology and Assessment  
2 credits
PHT 70600 Psychosocial Aspects of Clinical Practice  
2 credits
PHT 71000 Research Design  
2 credits
PHT 72000 Human Physiology and Exercise Physiology  
4 credits
PHT 73000 Structure and Function of the Nervous System  
3 credits
PHT 74000 PT and Prevention Intervention  
4 credits
PHT 75000 Physical Modalities — Clinical Decision Making and Application  
3 credits
PHT 76000 Lower Extremity Kinesiology and Assessment  
2 credits
PHT 77000 Directed Research I  
1 credit
PHT 78000 Clinical Medicine for PT  
3 credits
PHT 79500 Integumentary System: Assessment and Intervention  
1 credit
PHT 80000 Introduction to Musculoskeletal Examination  
1 credit
PHT 80100 Pulmonary Evaluation and Interventions  
2 credits
PHT 80200 Clinical Education: Education Theories  
2 credits
PHT 80300 Differential Diagnosis and Intervention in Clinical Orthopedics I  
2 credits
PHT 80400 Introduction to Neurological PT  
2 credits
PHT 80500 Musculoskeletal Examination and Interventions I  
2x credits
PHT 80600 Clinical Affiliation I  
3 credits
PHT 80700 Proprioceptive Neuromuscular Facilitation  
1 credit
PHT 80800 Differential Diagnosis in Neurological Evaluation  
1 credit
PHT 80900 Directed Research II  
1 credit
PHT 81000 Neurological Interventions I
  3 credits
PHT 81100 Cardiac Rehabilitation
  2 credits
PHT 82000 Clinical Orthopedics II/Radiology and Imaging
  3 credits
PHT 83000 Orthotics and Prosthetics
  2 credits
PHT 84000 Differential Diagnosis and Intervention in Clinical Neurology
  3 credits
PHT 85000 Musculoskeletal Examination and Intervention II
  3 credits
PHT 86000 Directed Research III
  1 credit
PHT 87000 Health Promotion Through the Lifespan
  2 credits
PHT 87200 Topics in Physical Therapy
  variable credits
PHT 88000 Neurological Interventions II
  2 credits
PHT 88100 Seminar in Departmental Organization and Management
  3 credits
PHT 88200 Pediatric Development and Assessment
  2 credits
PHT 88300 Pharmacology and Body Systems Review
  3 credits
PHT 88400 Musculoskeletal Examination and Intervention III
  3 credits
PHT 88500 Electroneuromyography and Motion Analysis
  2 credits
PHT 88600 Clinical Affiliation II
  5 credits
PHT 88700 Clinical Decision Making
  1 credit
PHT 88800 Directed Research IV
  1 credit
PHT 88950 Clinical Affiliation III
  5 credits
PHT 89000 Clinical Affiliation IV
  4.5 credits
PHT 89600 Biofeedback Interventions in Physical Therapy
  1 credit
PHT 89900 Independent Study in Physical Therapy
  1-3 credits
PHT 90000 Directed Research V
  1 credit
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 course work and work is done on the participating campuses. 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 ten 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.

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 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 73000* Atomic Physics
  
  Prerequisites: PHYS 71600 and 72500

* The 73000 course is only offered at Brooklyn College and Queens College.
PHYS 73200 Optics  
Prerequisites: An undergraduate course in optics and PHYS 71500

PHYS 73400 Introduction to Relativity  
Prerequisite: PHYS 71100

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 74300-74400* Geophysical Hydrodynamics  
Each 45 hours, 3 credits
Pre- or corequisites: PHYS 60100 or 70100

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  
Prerequisite: PHYS 63600

PHYS 75800* Galactic Physics I (Theoretical Aspects)  
Prerequisites: PHYS 64100, 71100, and 71500

PHYS 75900* Galactic Physics II (Observational Aspects)  
Prerequisites: PHYS 64100, 71100, and 71500

PHYS 76000* Cosmology  
Prerequisites: PHYS 64100, 71100, and 71500

PHYS 77100-77300 Graduate Physics Laboratory  
Each 45 hours, 2 credits

PHYS 81200* Continuum Mechanics  
Prerequisites: PHYS 71100 and 71500

PHYS 82500-82600 Quantum Theory of Fields  
Prerequisite: PHYS 72600

PHYS 83500-83600 Theoretical Nuclear Physics  
Prerequisite: PHYS 73500

PHYS 84500-84600 Quantum Theory of Solids  
Prerequisites: PHYS 72600 and 64500 or 74500

PHYS 84700* Stellar Physics  
Prerequisites: PHYS 75700 or 65700, 64100, and 72500

PHYS 84800* Stellar Evolution  
Prerequisites: PHYS 84700 or 65700

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 89900 Independent Research  
1-4 credits

PHYS 90000 Dissertation Supervision  
1 credit

*offered infrequently
POLITICAL SCIENCE (M.A. & Ph.D.)

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Sun ■ Charles Tien ■ Mark D. Ungar ■ John R. Wallach ■ Dow Waxman ■ Thomas G.
Weiss ■ Richard Wolin ■ Susan Woodward ■ Ming Xia ■ Donald Zagoria ■ Burton
Zwiebach

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 opportunities to develop a substantive knowledge of politics and to increase their analytical and critical skills. Although the program has a diversity of approaches, students are expected both to specialize and to develop an understanding of the discipline as a whole.

The program is organized into five fields, each with a set of subfields. Courses of study and majors and minors in the doctoral program are defined in terms of these fields. 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.

Fields with Respective Subfields

American Politics: American political thought; national institutions; constitutional law and judicial behavior; political processes (voting, parties, and public opinion); federalism and intergovernmental relations.

Comparative Politics: Theories and concepts; industrial democracies; postcommunist political systems; developing nations; comparative public policy; cross-systems analysis.

International Relations: International relations theory and foreign policy; international security; international political economy; international organization and law; 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; modern systematic theory.

Public Policy: American public policy; comparative public policy; international public policy; theoretical issues in public policy; substantive areas within public policy. In the substan-
tive 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)

Ralph Bunche Institute for International Studies is devoted to the development of scholarship on international institutions and global issues with special emphasis on the United Nations and affiliated international organizations through a program of research, seminars, conferences, and workshops. (Thomas Weiss, director)

Research Centers with Political Science Faculty Affiliated
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.

European Union Studies Center encourages faculty and student research on contemporary European subjects.

Institute for Research on the African Diaspora in the Americas and the Caribbean (IRA-DAC) 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 & Middle Eastern American Center (MEMAC) 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.

Global Governance publishes topical manuscripts on the contribution of international institutions and multilateral processes to human development and the environment, peace and security, human rights, and humanitarian actions.
Colloquia and Regular Events

The Human Rights Seminar Series provide 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 and John Wallach, conveners)

The New York Colloquium on American Political Development, founded in 1994, brings together faculty and graduate students from across the metropolitan area to discuss research exploring American politics from a historical perspective. (Andrew Rich, City College, convener)

The Political Psychology Forum meets and brings together academic specialists, graduate students, and policy analysts to discuss specific topics dealing with the reciprocal relationships between psychological and political processes.

The Political Theory Colloquia 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. (Dan Skinner, Jennifer Gaboury, and Gerasimos Karavitis, student conveners)

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 City University Seminar on Contemporary Africa is an interdisciplinary seminar that brings together academic specialists, graduate students, and others in the metropolitan area for scholarly discussion of contemporary Africa.

Additional resources are available to students through tutorials, interdisciplinary seminars, internships, and consortial arrangements with other universities.

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.

Internships: Internships are arranged for interested students, especially those studying public policy, with state and local public agencies and nonprofit organizations.

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, New School University, 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 800-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 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 course work and independent study, to acquire special competence in at least two fields of political science. These are designated as the student's major and minor fields and form the areas of specialization tested by the Second Examination. Each student is required to complete a total of three courses in at least two fields 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. Students who do not major or minor in political theory will take one course in political theory. Courses that are cross-listed are counted only once in meeting any requirement. All doctoral students are required to take at least five 80000-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 of the student. Students may take their major and minor examinations in the same semester or in consecutive semesters. The first examination must be taken after the completion of 27 credits and before the completion of 45 credits.

**Foreign Language and Research Methods**
Ph.D. students must demonstrate competence in a language other than English. This can be achieved by passing a language examination administered by the program. Students must also complete one course in quantitative or qualitative research methods. They are advised to do so before the completion of 45 credits.
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.

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.
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 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. The Program provides specialized study in four broad areas: Brain, Cognition, and Behavior; Basic and Applied Social Systems; Clinical Psychology; and Critical Psychology. Within those areas, students select a specialized area for their training. For detailed information about the Ph.D. Program in Psychology and the specific training areas, please visit our website at http://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.

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.

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 subdiscipline 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.

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 3 credits
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 Psychological Research  
30 hours lecture, 30 hours laboratory, 3 credits  
Individual research projects

PSYC 70310 Research Methods and Design I
PSYC 70320 Research Methods and Design II
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 70349 Practicum in the Application of Psychology  
0 credits

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 70400 Instrumentation in Experimental Psychology  
30 hours lecture, 30-60 hours laboratory, 3-4 credits

PSYC 70500 Statistical Methods in Psychology I  
30 hours lecture, 30 hours conference or laboratory, 3 credits

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 70900 Proseminar II
PSYC 71000 Sensory and Motor Systems  
Prerequisites: Neurophysiology

PSYC 71103 Cognitive and Affective Aspects of Behavior  
Prerequisites: Psych 70801

PSYC 71133 Cognition and Affect
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 71500 Techniques in Human Neuropsychology  
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 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, 0 credits

PSYC 72020 Developmental Proseminar II
30 hours plus conferences, 0 credits

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 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 72700* Practicum in Developmental Psychology
1 credit

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 Neurosciences 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 Psychology of Learning

PSYC 73030* Behavioral Interventions with Children
30 hours, plus conferences, 3 credits
PSYC 73100 Stimulus Control of Behavior
30 hours lecture, 60 hours laboratory, 4 credits
Prerequisite: PSYC 73000 Psychology of Learning
PSYC 73200 Motivation and Reinforcement
30 hours lecture, 60 hours laboratory, 4 credits
Prerequisite: PSYC 73000 Psychology of Learning
PSYC 73300* Information and Decision Processes in Human Behavior — Cognition
PSYC 73400 Neuropsychology of Learning
PSYC 73500 Psychology of Perception
PSYC 73600 Sensory Psychology — Perception
PSYC 73603 The Synaptic Self, Lecture
PSYC 73700 Development of Cognition
PSYC 73703 Categorization and Concept Formation
30 hours lecture, 60 hours laboratory, 4 credits
Prerequisite: PSYC 73000 Psychology of Learning
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 74000 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 74400 Personality Development
PSYC 74500 Human Motivation
PSYC 74600 Social Psychology
PSYC 74603 Classic and Contemporary Theoretical Approaches of Social Personality Psychology
PSYC 74700 Experimental Social Psychology
30 hours lecture, 30 hours laboratory, 3 credits
PSYC 74800 Qualitative Research Methods
PSYC 74900 Theories of Affect
PSYC 75000 Personnel Assessment in Organizations
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 75700 Organizational Diagnosis and Intervention
PSYC 75800 Sociotechnical Systems Theory
PSYC 75900 Insomnia
PSYC 76000 Psychometric Methods
PSYC 76001* Introduction to Individual Psychological Testing in Industry
30 hours lecture, 30 hours supervised practice
Registration only with permission of instructor and PSYC 76000 prerequisite.
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 76200 Sleepiness and Disorders of Excessive Somnolence
PSYC 76300 Psychophysical Methods
PSYC 76400 Personality Measurement I
30 hours lecture, 3 credits
PSYC 76401 Personality Measurement I
45 hours laboratory, 2 credits
PSYC 76500 Personality Measurement II
30 hours lecture, 3 credits
PSYC 76601 Psychodiagnostics I: Intelligence Testing
4 credits
Prerequisites: 76000 Psychometric Methods, 77100 Ethical/Legal Issues for Psychologists
PSYC 76701 Psychodiagnostics II: Personality Assessment
30 hours lecture, 30 hours supervised practice, 3-4 credits
Prerequisites: PSYC 76601 Psychodiagnostics I, or departmental permission
PSYC 76800 Psychophysiology of Sleep and Dreams
PSYC 76900* Action Research
PSYC 76901* Psychology of Urban Problems
PSYC 77000 Training Methods and Research
PSYC 77100 Ethical and Legal Issues for Psychologists
1–3 credits
PSYC 77109 Proseminar in Ethical and Professional Issues
PSYC 77200 Clinical Interviewing
1–3 credits
PSYC 77301 Problems in Industrial Psychology I, Personnel Psychology
PSYC 77302 Problems in Industrial Psychology II, Organizational Psychology
PSYC 77400 Psychopathology of Infancy
PSYC 77500 Psychopathology of Childhood
30 hours lecture, 30 hours supervised practice, 3 credits
PSYC 77620 Human Engineering
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 77900 Practicum in Interviewing and Personality Appraisal III
60 hours supervised practice, 3 credits
PSYC 78000 Quantitative Methods in Psychology
PSYC 78100 Seminar in Industrial and Organizational Psychology
PSYC 78200 Altered States of Consciousness
PSYC 78300 Psychological Impact of the Organization on the Individual
PSYC 78400 Colloquium in Animal Behavior and Biopsychology
30 hours, 1 credit
PSYC 78500 Advanced Physiological Psychology III
PSYC 78700 Social Cognition
PSYC 78800* Cultural Aspects of Human Development: Mind in Society
PSYC 78900 Developmental Neuropsychology
PSYC 79000 Experimental Psychopharmacology
	30 hours lecture plus 60 hours laboratory, 4 credits
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 79300 Research Methods and Ethics in Environmental Psychology II
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 Seminar in Special Topics
Stress and Stress-Resistance
Personal and Social Identity
Evaluation Research
Resilience and Well-Being
Psychology of Gender and Public Policy
AIDS: A Psychosocial Perspective
Psychology of Women and Work
Gender Issues
Current Theory and Research in Social Support
Medical Decision Making
Case Study Method in Personality Psychology
	1–3 credits
PSYC 80103 Proseminar
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 80210 Morality, Society, and Culture
	30 hours plus conferences, 3 credits
PSYC 80220 Learning and Development
	30 hours plus conferences, 3 credits
PSYC 80230 Pediatric Psychology: An Applied Context
	30 hours plus conferences, 3 credits
PSYC 80240 Developmental Assessment
	30 hours plus conferences, 3 credits
PSYC 80250 Social Interaction 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 Advanced Seminar in Research Problems in Personnel Psychology
PSYC 80600 Introduction to Forensic Psychology
PSYC 80800 Seminar in Soviet 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 81400 Seminar in Human 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 81520 Seminar in Memory Functions II: Amnesia
PSYC 81600 Seminar in Comparative Psychology
PSYC 81703 Survey of Clinical Neuropsychology

30 hours, individual conferences, assigned reports, 3 credits

PSYC 81800 Seminar in Clinical Neuropsychology II, Practicum

30 hours clinical laboratory, 30 hours discussion, assigned reports, 3 credits

PSYC 81900 Seminar in Biopsychology
PSYC 82000 Seminar in Developmental Psychology
PSYC 82100 Seminar in Reproduction: Behavior and Physiology
PSYC 82200 Seminar in Developmental Psychopathology
PSYC 82300 Seminar in Psychopharmacology
PSYC 82400 Advanced Seminar in Special Problems in Career Development
PSYC 82500 Advanced Seminar in Special Problems in Organization 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 82908 Systems of Psychotherapy II

Prerequisite: Systems of Psychotherapy I

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 83200 Seminar in Behavior Theory
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 83600 Ethical and Legal Issues in Forensic Psychology
PSYC 83700 Psychopathology and Criminal Behavior
PSYC 83800 Seminar in Psycholinguistics
PSYC 83900 Therapeutic Interventions I – Introduction to Psychotherapy
PSYC 83902 Therapeutic Interventions II — Empirically Supported Treatments
PSYC 83908 Advanced Topics in Psychotherapy

Prerequisite/corequisite: Systems of Psychotherapy I

PSYC 84000 Seminar in Psychology of Personality

PSYC 84100 Clinical Practicum
1–3 credits

PSYC 84200 Clinical Practicum II
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites/corequisites</th>
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<tr>
<td>PSYC 84300</td>
<td>Discourse Theory and Analysis</td>
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<tr>
<td>PSYC 84400</td>
<td>Diversity Issues in Clinical Psychology</td>
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<td>PSYC 84500</td>
<td>Seminar in History of Social Psychology</td>
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<td>PSYC 84600</td>
<td>Seminar in Social Psychology</td>
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<tr>
<td>PSYC 84603</td>
<td>Social Cognitive and Affective Neuroscience</td>
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<td>PSYC 84700</td>
<td>Theories of Social (In)Justice</td>
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<td>PSYC 84703</td>
<td>Social Justice Research</td>
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<tr>
<td>PSYC 84800</td>
<td>Seminar in Applied Social Psychology</td>
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<td>PSYC 84900</td>
<td>Conceptualizing and Researching Black Identity</td>
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<td>PSYC 85000</td>
<td>Evidence-Based Psychodynamic Treatment</td>
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<td>PSYC 85100</td>
<td>Practicum in the Clinical Evaluation of Sleep Disorders</td>
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<td>PSYC 85200</td>
<td>Practicum in the Treatment of Sleep Disorders</td>
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<td>PSYC 85300</td>
<td>Health Psychology</td>
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<td>PSYC 85400</td>
<td>Professional Issues in Clinical Psychology</td>
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<td>PSYC 85408</td>
<td>Supervision and Consultation</td>
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<td>PSYC 85501</td>
<td>Systems of Psychotherapy</td>
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<tr>
<td>PSYC 85600</td>
<td>Seminar on Gender and Environment/sexuality and Space</td>
<td>30 hours plus conferences, 3 credits</td>
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<tr>
<td>PSYC 85603</td>
<td>Psychology, Gender, and Law</td>
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<td>PSYC 85700</td>
<td>Seminar in Political Ecology and the Environment</td>
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<tr>
<td>PSYC 85900</td>
<td>Introduction to Social and Environmental Policy</td>
<td>30 hours plus conferences, 3 credits</td>
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<tr>
<td>PSYC 86000</td>
<td>Seminar in Psychometric Techniques</td>
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<td>PSYC 86100</td>
<td>Seminar in Theory of Mental Testing</td>
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<td>PSYC 86200</td>
<td>Psychology of Confession Evidence</td>
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<td>PSYC 86300</td>
<td>Psychology of the Eyewitness</td>
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<td>PSYC 86400</td>
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<td>PSYC 86600</td>
<td>Seminar in Projective Techniques</td>
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<td>PSYC 86700</td>
<td>Diversity in Organizations</td>
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<td>PSYC 86800</td>
<td>Organizational Survey Research</td>
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<tr>
<td>PSYC 86900</td>
<td>Cross-Cultural Issues in the Globalization of Organizations</td>
<td>30 hours lecture, 30 hours supervised practice, 3 credits</td>
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<tr>
<td>PSYC 87000</td>
<td>Emotions in Organizations</td>
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<td>PSYC 87100</td>
<td>Computational Cognition I</td>
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<td>PSYC 87103</td>
<td>Attention</td>
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<td>PSYC 87200</td>
<td>Computational Cognition II</td>
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<td>PSYC 87203</td>
<td>Cognitive Neuroscience of Consciousness</td>
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<tr>
<td>PSYC 87300</td>
<td>Family Systems Theory, Treatment, and Research I</td>
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<td>PSYC 87400</td>
<td>Evidence-Based Assessment and Treatment of Traumatic Stress Disorders</td>
<td>60 hours supervised practice, 3 credits</td>
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<tr>
<td>PSYC 87500</td>
<td>Practicum in Psychodiagnosis and Personality Assessment</td>
<td>60 hours supervised practice, 3 credits</td>
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<tr>
<td>PSYC 87600</td>
<td>Seminar in Community Consultations I</td>
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<tr>
<td>PSYC 87700</td>
<td>Seminar in Community Consultations II</td>
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<tr>
<td>PSYC 87800</td>
<td>Seminar in Psychotherapy I</td>
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<td>PSYC 87900</td>
<td>Seminar in Psychotherapy II</td>
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<tr>
<td>PSYC 88000</td>
<td>Field Experience in Psychotherapy and Counseling I</td>
<td>60 hours supervised practice, 3 credits</td>
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<tr>
<td>PSYC 88100</td>
<td>Field Experience in Psychotherapy and Counseling II</td>
<td>60 hours supervised practice, 3 credits</td>
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<tr>
<td>PSYC 88200</td>
<td>Neurochemistry of Learning and Motivation</td>
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PSYC 88300 Special Topics in the Neural Basis of Learning
PSYC 88400 Methods in Cognitive Neuroscience
PSYC 88500 Seminar in Experimental Psychopathology
PSYC 88600 Epistemological Foundations of Psychology
PSYC 88700 Seminar on Advanced Data Analytic Techniques for Field Research I
  *Prerequisite: PSYC 70500-70600 or their equivalent
PSYC 88800 Seminar on Advanced Data Analytic Techniques for Field Research II
PSYC 88900 Seminar in Environmental Evaluation
PSYC 89000 Culture and Environment
  30 hours plus conferences, 3 credits
PSYC 89100 Seminar on Environmental Cognition
PSYC 89200 Studio in Environmental Design and Planning
PSYC 89300 Current Topics in Environmental Psychology
PSYC 89400 Practicum in Environmental Psychology
  60 hours supervised practice, 3 credits
PSYC 89500 Seminar in Conceptual Issues in Field Research
  *Prerequisites: Methods I and II and PSYC 70500-70600 or their equivalent
PSYC 89600 Video and Photographic Documentation for Psychological Research and Presentation
PSYC 89800 Research Supervision or Clinical Supervision
  Various hours, 0 credits
PSYC 90000 Dissertation Supervision
  1 credit

*offered infrequently
PUBLIC HEALTH (DPH)

Executive Officer: Professor Denis Nash
The Graduate Center
365 Fifth Avenue
New York, NY 10016
E-mail: publichealth@gc.cuny.edu
http://www.gc.cuny.edu/PublicHealth/

FACULTY

THE PROGRAM
The DPH program prepares students to be researchers, managers, and university faculty who can lead efforts to promote health and prevent disease in urban populations. The curriculum integrates health, natural, and social sciences as applied to public health. Students will be prepared as interdisciplinary urban health researchers and practitioners, capable of working across levels, disciplines, and sectors to address complex public health problems with a focus on urban populations. Graduates will acquire the skills and knowledge to reduce socioeconomic and racial/ethnic disparities in health, a major national goal of the United States. The program admits students into one of four tracks: Community, Society, and Health; Epidemiology; Environmental and Occupational Health; and Health Policy and Management. Eligible students in any track can also choose to enroll in a concentration in public health nutrition or Maternal, Child, Reproductive and Sexual Health (MCRSH).

SPECIAL REQUIREMENTS FOR ADMISSION
In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicants must meet the following requirements:

Completion of a Master’s of Public Health or equivalent degree. Students with advanced degrees in fields other than public health, such as law, social work, public policy, medicine, nursing, urban planning, social sciences, and natural sciences will also be considered. Such applicants will need to take five master’s level public health core courses (in biostatistics, epidemiology, environmental health sciences, health care administration, and social and behavioral dimensions of health), of which at least three must be satisfactorily completed prior to admissions.

At least three years of prior relevant teaching, research, or programmatic work experience in public health or a closely related area;

Well-defined interests in urban or population health, strong writing skills, and completion of the verbal, quantitative, and writing sections of the Graduate Record Examination;

At least two master’s level quantitative research courses with a grade of A- or better.
In addition, applicants for the Community, Society, and Health track are required to have completed at least three courses in social dimensions of health. Applicants for the Epidemiology track are required to have completed a second-level course in epidemiology, research methods, or statistics. Applicants for the Environmental Health Sciences track are required to have completed a course in toxicology, at least two courses in either occupational safety and health or environmental sciences, plus one course in public, environmental, or occupational health law or policy. Applicants for the Health Policy and Management track are required to have completed one course in health care systems, management, or administration, one course in health policy, and one social science course in a cognate-related field, such as economics, sociology, or political science. Students from any track can also apply for the concentration in public health nutrition if they are Registered Dieticians (RD), have completed the Didactic Program in Dietetics (DPD) accredited by the Commission on Accreditation for Dietetics Education (CADE), or completed other graduate-level training in nutrition or food policy. The Maternal, Child, Reproductive and Sexual Health (MCRSH) Concentration is open to students in any specialization track who have prior graduate training in MCRSH.

Course of Study
1. All students must successfully complete five required courses (15 credits) in urban public health: PUBH 80000 Cities, Society, and Health; PUBH 80100 Interdisciplinary Approaches to Urban Health Research; PUBH 80500 Quantitative Research Methods with Applications to Urban Health; 80600 Qualitative Research Methods with Applications to Urban Health; and PUBH 82000 Epidemiologic Methods I.
2. Each track includes a specialization core of 9 credits.
   - For the Community, Society, and Health track, these include: PUBH 81100 Social and Behavioral Dimensions of Health; PUBH 81000 Community Health Interventions; and PUBH 81600 Evaluation of Public Health Programs and Policies.
   - For the Epidemiology track, the required specialization courses include: PUBH 82100 Epidemiologic Methods II: Research Design and Data Analysis; PUBH 82200 Epidemiologic Methods III: Seminar in Emerging Epidemiologic Methods and Topics; and PUBH 82300 Epidemiologic Methods IV: Seminar in Applications of Epidemiologic Methods to Urban Health.
   - For the Environmental and Occupational Health track, the required courses include: PUBH 83000 Emerging Issues in Occupational and Environmental Health; PUBH 83100 Occupational and Environmental Health Risk Assessment, Management and Communication in Urban Settings; and at least one other GC or PUBH course on the urban environment or occupational health.
   - For the Health Policy and Management track, the required courses include: PUBH 84000 Seminar in Health Policy and Management; PUBH 84100 Quantitative Methods in Health Services Research; and a health economics course.
   - Students in the nutrition concentration complete four courses that meet both track and concentration requirements, these include: PUBH 81400 Food Policies and Politics or its equivalent; SOC 82800 Food, Culture and Society or its equivalent; an advanced 3-credit epidemiology course relevant to nutrition and one 3-credit elective in research methods relevant to public health nutrition.
3. Each track includes three additional courses in research methods, of which one must meet the interdisciplinary requirement (3 credits minimum) of an elective course in another Graduate Center area, all selected with faculty adviser (9 credits).
4. Each track includes PUBH 89300 Leadership and Organizational Change Seminar (3 credits) and PUBH 8920001 and 02 Leadership and Organizational Change Development Fieldwork (6 credits).
5. Each track includes research seminars (6 credits): PUBH 89000 Research Seminar I and PUBH 89100 Research Seminar II.
6. Each track includes dissertation research (12 credits): PUBH 89800 Dissertation Seminar (0 credits); PUBH 89900 {01, 02, 03, 04} Supervised Dissertation Research; and, if needed, PUBH 90000 Dissertation Supervision (0 credits).

Examinations After students successfully complete 24-30 credits of track-specific courses with at least a 3.0 GPA, they are eligible to take the First Examination. The exam will
assess students’ mastery of track-specific and core curricula. Students who successfully complete the First Examination will be eligible to continue taking coursework. After successfully completing all additional required coursework except PUBH 891 and PUBH 899 (01, 02, 03, 04) and PUBH 898 with at least a 3.0 GPA, students become eligible to take the Second Examination. The Second Examination is tailored to the student’s particular area of interest and expertise.

The degree requires a total of 60 post-master’s credits and completion of the dissertation.

Specialization Courses: 3–5 courses (9–15 credits)
All students are required to develop expertise in one of four public health tracks: Community, Society, and Health (CSH), Epidemiology (EPI), Environmental and Occupational Health (EOH), and Health Policy and Management (HPM). Students must complete at least three required courses in their respective tracks and at least three additional GC or public health courses in a related discipline. Within each track, students can, in consultation with their adviser, create an individual specialization using both public health and other Graduate Center courses (e.g., women’s health, children’s health, cancer control, infectious disease control, health disparities, aging and health, immigration and health, sustainable urban development and health, etc.).

To meet specialization requirements, Doctor of Public Health students may take up to 6 credits in master’s-level courses in a related discipline with the approval of their faculty adviser and use these credits towards their Doctor of Public Health degree. Students cannot use MPH core courses (i.e., first-level courses in epidemiology, biostatistics, environmental health sciences, health management and policy, or health and behavioral sciences) towards the doctorate nor can they transfer master’s-level courses taken prior to matriculating in the DPH towards this degree.

Satisfactory Academic Progress for Students in the DPH Program
A DPH student is deemed not to be making satisfactory progress if she or he:

1. Has completed 36 credits and not passed the First Examination
2. Has a grade point average below 3.00
3. Has not completed Second Exam within 48 credits of matriculating
4. Has not completed the degree in six years
5. Has accumulated more than two open grades (“INC,” “INP,” “NGR,” “ABS,” and “ABP”).
6. Has not completed all five core Master’s in Public Health courses prior to enrolling in second year of coursework.

Courses
Unless otherwise indicated, all courses for the DPH Program are 3 credits.

PUBH 80000 Cities, Society, and Health
PUBH 80100 Interdisciplinary Approaches to Urban Health Research
PUBH 80500 Quantitative Research Methods with Applications to Urban Health
PUBH 80600 Qualitative Research Methods with Applications to Urban Health
PUBH 81000 Community Health Interventions: Theory and Methods
PUBH 81100 Social and Behavioral Dimensions of Health: Theory and Methods
PUBH 81200 Nutritional Epidemiology
PUBH 81300 Nutrition Education, Programs and Practice
PUBH 81400 Food Policies and Politics
PUBH 81600 Evaluation of Public Health Programs and Policies
PUBH 82000 Epidemiologic Methods I: Research Design and Interference
PUBH 82100 Epidemiologic Methods II: Study Design and Analysis
PUBH 82200 Epidemiologic Methods III: Seminar in Epidemiologic Methods
PUBH 82300 Epidemiologic Methods IV: Seminar in Applications of Epidemiologic Methods to Urban Health
PUBH 83000 Emerging Issues in Occupational and Environmental Health
PUBH 83100 Environmental and Occupational Health Risk Assessment, Management and Communication in Urban Settings
PUBH 84000 Seminar in Health Policy and Management
PUBH 84100 Quantitative Methods in Health Services Research
PUBH 85100 Current Topics in Public Health Research and Practice
  Variable 1–3 credits
PUBH 86100, 86200, or 86300 Independent Study in Public Health
  Variable 1–3 credits
PUBH 87000 Maternal, Child, Reproductive and Sexual Health in Context
PUBH 87100 Maternal, Child, Reproductive and Sexual Health: A Life Course Perspective
PUBH 89000 Advanced Research Seminar I
PUBH 89100 Advanced Research Seminar II
PUBH 89201 Leadership and Organizational Change Project I
PUBH 89202 Leadership and Organizational Change Project II
PUBH 89300 Leadership and Organizational Change Seminar
PUBH 89800 Dissertation Seminar
  0 credits
PUBH 89901, 89902, 89903, 89904 Supervised Dissertation Research
PUBH 90000 Dissertation Supervision
  0 credits
The Graduate Center of the City University of New York offers the Ph.D. Program in Social Welfare at the Hunter College School of Social Work. The program prepares professional social workers for leadership in human services and higher education. Current students will be able to complete the D.S.W. degree.

The program’s emphasis is to develop student capacity to contribute to social work practice theory and knowledge. 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 accepts up to 15 students each year and requires that the candidate have at least three years of post-master’s work experience.

The program selects a highly qualified and diverse student body. Almost without exception, students remain full-time professionals while attending the program. A small pool of non-matriculated part-time students are admitted annually to specific elective classes.

Policy, program design and administration, knowledge development, and research courses develop students’ ability to analyze policies and to design, implement, and evaluate programs to achieve policy goals in a variety of social agencies and related institutions. These courses are structured to extend and deepen the knowledge base of practice in social agencies. As the student begins to define an area of inquiry, specialization can be developed flexibly through the elective courses in the curriculum. These 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 at the Graduate Center in a number of disciplines, including, but not limited to, sociology, political science, and psychology. Recently, a number of students have taken the required courses at the Graduate Center to earn the Women’s Studies Certificate.

REQUIREMENTS FOR ADMISSION

The applicant must have a master of social work degree or its equivalent 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 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 positive references by recognized social work and/or education professionals personally familiar with the applicant’s work and scholarship. Applicants are interviewed by the faculty as part of the admissions procedure.
REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY
Course of Study The current curriculum includes 39 credits of course work, a dissertation seminar (12 credits), two qualifying examinations, a doctoral prospectus, original research work, and completion and defense of a dissertation. The program requires that students complete a series of courses in the areas of research and knowledge development, social welfare policy, and program design and administration. In the first year the student completes six required courses (two each in social policy, program design, and knowledge development and research).

Movement to the second year requires successful completion of the First Qualifying Examination. The First Qualifying Examination requires that students demonstrate mastery and integration of the content in the core curriculum. It is a take-home examination, consisting of questions from each of the three areas of the core curriculum. Each area’s questions require a paper of approximately twenty-five pages, double-spaced. This examination is completed in the summer following the student’s successful completion of the core curriculum. In the second year, students take the remaining required courses (three in research and knowledge development) and electives. This second year of study emphasizes a multimethod approach to inquiry. The research courses provide students with the tools to design and to implement both qualitative and quantitative inquiry. Students are required to apply what they have learned by collecting and analyzing data in the qualitative and quantitative components of the curriculum.

The third year, students enroll in the Dissertation Seminar. This course enables students to focus sharply on their Second Exam and dissertation work through the development of a literature review and a pertinent design/method discussion.

Students are expected to complete the Second Qualifying Exam by the end of the third year. The Second Qualifying Examination requires that students develop a substantial paper in which they demonstrate an ability to formulate the problem statement for their dissertation; demonstrate mastery and synthesis of the scholarly literature relevant for their work; and develop key questions for study and a preliminary research methodology. Once this exam is successfully completed, the student constitutes a dissertation committee, with the approval of the Executive Officer, and proceeds to develop a dissertation prospectus. The dissertation committee is composed of four members (including the chair), three of whom must be doctoral faculty. Once the dissertation prospectus is defended and accepted by the committee, the student is admitted to candidacy for the doctoral degree and may begin the dissertation project.

The dissertation is designed by the student under the supervision of his/her dissertation chair and committee. All dissertations must focus on developing knowledge in a significant area of social work practice, policy, or education. Dissertation research projects may be qualitative, quantitative, or multimethod in approach. All dissertations are expected to meet rigorous standards of research and scholarship. The student must complete a final oral defense of his/her dissertation.

Courses
70000 courses constitute the required curriculum required of all students for the Ph.D. In addition to the two-semester core seminars (SSW 70000 and 70100, SSW 71000 and 71100, SSW 75000 and 75100), students are required to complete SSW 76000 Methods of Data Analysis, SSW 76100 Advanced Statistical Analysis, SSW 77000 Methods of Qualitative Research, and a minimum of 12 credits of elective courses or independent studies at the college, other City University units, or other colleges and universities in the metropolitan area. At least one of these elective courses must be taken outside the Social Welfare program. These courses are chosen under the guidance of the student’s educational adviser.

Unless otherwise stated, courses are 30 hours, 3 credits each semester.

The courses in program design and administration are as follows.
SSW 70000 Program Design and Administration I
SSW 70100 Program Design and Administration II
SSW 71000 Social Welfare Policy and Planning I
SSW 71100 Social Welfare Policy and Planning II
SSW 75000 Development of Practice Knowledge in Social Work
SSW 75100 Methods of Quantitative Research
In the second year, students are required to take three research courses. A special feature of the program is the requirement that students be proficient in both quantitative and qualitative methods. In addition, they are offered a menu of electives in the second year. They are required to take three electives.

The required research courses taken in the second year include the following.
SSW 77000 Methods of Qualitative Research I
SSW 76000 Methods of Data Analysis
SSW 76100 Advanced Statistical Analysis

The elective courses offered provide students an opportunity to pursue career or specialization interests; they include the following.
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

In their third year students are required to take a preparatory course for dissertation work and an elective.
SSW 89900 Dissertation Seminar
1 to 12 credits
SSW 83000 Independent Studies
1 to 6 credits
SSW 90000 Dissertation Supervision
1 credit
SOCIOLOGY (Ph.D.)

Executive Officer: Professor John Torpey
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: Sociology@gc.cuny.edu
http://www.gc.cuny.edu/Sociology/

FACULTY

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, socio-historical methods); Deviance (social responses to crime, drug abuse); the Family and Education; the Sociology of Religion.

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**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. 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.

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 80800 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 70800* 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
Sociology

**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*
EXECUTIVE OFFICER: Professor Klara Marton
The Graduate Center
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http://www.gc.cuny.edu/SpeechandHearing/

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■  Harvey Halpern  ■  Katherine S. Harris  ■  Arild G. Hestvik  ■  Yuki Hirose  ■  Cathy Lynn Lazarus  ■  Susannah V. Levi  ■  Harry Levitt  ■  Erika Levy  ■  Ruth V. Litovsky  ■  John L.
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■  Liat Seiger-Gardner  ■  Valerie L. Shafer  ■  Shlomo Silman  ■  Carol A. Silverman  ■  Joel Stark  ■  Winifred Strange  ■  Elyse Sussman  ■  Mario A. Svirsky  ■  Vivien C. Tarter  ■
■  Ofer Tchernichovski  ■  Virginia Valian  ■  Barbara E. Weinstein  ■  Mary Jane Weiss  ■
■  Joyce F. West  ■  Douglas Whalen  ■  Puisan Wong

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 both at the Graduate Center and at cooperating research facilities under the mentorship of leading investigators. The Ph.D. Program in Speech–Language–Hearing Sciences at the Graduate Center includes research-teaching laboratories in developmental psycholinguistics, cochlear implants, tactile aids, digital sensory aids, electrophysiology, and neurolinguistics. In addition, areas for which research laboratory support exists include speech science, audiology, psychoacoustics, and speech perception and production. The research facilities at Albert Einstein College of Medicine, Haskins Laboratories, the Lexington Center, the League for the Hard of Hearing, and NYU-Bellevue Medical Center are among the cooperating agencies that provide research training to doctoral students. Consortial cooperation also 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, Research Assistantships, and Traineeships
In addition to University awards, other forms of financial assistance are available through the Ph.D. program. These include research assistantships that are supported by grants to members of the faculty and/or research staff; predoctoral and postdoctoral research traineeships supported by the National Institutes of Health/NIDCD to qualified students who are U.S. citizens or permanent residents; and clinical traineeships from the Veterans Administration Medical Centers. These awards enable students to pursue full-time doctoral study, are service connected, and require students to participate in research and/or clinical activities for a stipulated number of hours each week.
SPECIAL REQUIREMENTS FOR ADMISSION
In addition to meeting the general University requirements, applicants must present an adequate background, as judged by the Admissions Committee, in such areas as the biological, behavioral, physical, linguistic, and social foundations of human communication. Students with deficiencies in preparation may be admitted but will be required to remove these deficiencies by taking courses without credit.

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 normal and abnormal processes of communication, to remedy deficiencies in previous preparation, and to prepare them for the First Examination. Formal course work culminates in a series of advanced studies and seminar courses and independent tutorials that relate to the student’s area of specialization.

Every student enrolled in the program takes a required set of courses: Statistics and Computer Programming I, Statistics and Computer Programming II or Statistical methods in Psychology I, Statistical Methods in Psychology II (EPSY 70500, 70600 or PSYC 70500, 70600), or two other statistics courses approved by their primary mentor or by the executive officer, Advanced Research Design and Practicum (SPCH 71900), Instrumentation for Research in Speech and Hearing Science (SPCH 76400), Professional Issues Seminar (SPCH 79500), and The Responsible Conduct of Research (SPCH 79300). SPCH 71900 will normally be taken after completion of at least two of the approved statistics courses. SPCH 76400 can be taken out of sequence.

Exemptions from one or more of these courses may be granted to students who can satisfactorily demonstrate competence in these areas. No more than 3 credits of clinical practicum may be applied toward the 60-credit minimum. Cross-disciplinary programs may be developed with the approval of the Executive Officer and an advisory committee.

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.

Research Techniques Students are required to demonstrate competence in statistics, research design, and instrumentation. These requirements are met by the completion of the following courses in which a grade of B- or better is achieved in each: EPSY 70500 and 70600 or PSY 70500 and 70600 (Statistics), SPCH 71900 (Research Design), and SPCH 76400 (Instrumentation).

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. The final document is submitted for acceptance by the Executive Officer.

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. Any deviation from this format requires approval by the advisory committee and the Executive Officer.

Dissertation Each student preparing a dissertation proposal is required to enroll in SPCH 89900, Dissertation Seminar, each semester until the completed proposal is approved by the student’s dissertation committee. The seminar is attended by the program faculty, the student’s dissertation chair, and other students preparing dissertation proposals. The format of the seminar facilitates the reporting and monitoring of progress toward the completion of the dissertation proposal.

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 committee and an outside examiner.
Research Experience/College Teaching/Clinical Supervision Each student must complete a minimum of two semesters of research training during the first three years in the program. Such training may coincide with the student’s meeting the full-time residency requirement. Students are encouraged to engage in classroom teaching and clinical supervision at college or university facilities.

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.

Courses
First-level courses (60000) may be required to remove deficiencies but will not be credited toward the doctorate. See the individual college catalogs for a listing of these courses. 60000- and 70000-level courses are offered at one or more units of the University. The student’s advisory committee may recommend or require him/her to take courses outside the program, in which case the committee will determine the level at which such courses will be credited. Studies courses are designed to provide for critical review of pertinent literature to the end of delineating the boundaries of knowledge in selected areas. With the approval of the student’s advisory committee, Studies courses may be repeated for credit. Seminar courses are designed to provide students with a critical forum for their original scholarship. With approval of the student’s advisory committee, seminars may be repeated for credit.

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
SPCH 71900 Advanced Research Design and Practicum
Prerequisite: Statistical Methods in Psychology I and II (PSYC 70500, 70600)
SPCH 72800 Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism
SPCH 76400 Instrumentation for Research in Speech and Hearing Science
SPCH 76500 Methods for Analysis and Editing of Acoustic Signals
SPCH 80400 Studies in Speech and Voice Science
SPCH 80500 Studies in Speech and Language
SPCH 80600 Studies in Hearing Science
SPCH 80700 Seminar in Speech and Language
SPCH 80800 Seminar in Hearing Science
SPCH 80900 Seminar in Speech Science
Speech–Language–Hearing Sciences

SPCH 81000 Seminar in Voice Science
SPCH 81500 Studies in the Neurolinguistics of Bilingualism
SPCH 81700 Cross-Language Differences in Speech Perception and Production

Speech and Language Pathology
SPCH 72000 Research Practicum
SPCH 72100 Language Disorders in Children
SPCH 72200 The Nature of Stuttering
SPCH 72300 The Diagnosis and Treatment of Stuttering
SPCH 72400 Neuromotor Communication Disorders
SPCH 72500 Diagnostic Approaches to Speech and Language Disorders
SPCH 72600 Aphasia and Related Disorders of Speech
SPCH 72700 Voice Disorders
SPCH 73000 Speech Disorders: Articulation
SPCH 73300 Phonological Acquisition and Disorders
SPCH 82000 Studies in Speech Pathology
SPCH 82100 Studies in Language Pathology
SPCH 82200 Seminar in Speech Pathology
SPCH 82300 Seminar in Language Pathology
SPCH 82500 Studies in Language in Aging and Dementia
SPCH 82600 Studies in Typical and Atypical Language Acquisition
SPCH 82700 Studies in Typical and Atypical Phonological Acquisition
SPCH 82800 Research Methods in Language

Clinical Audiology and Hearing Impairment
SPCH 74000 Communication Skills for the Hearing Handicapped
SPCH 74100 Diagnostic Audiology
SPCH 74200 Hearing Aids
SPCH 74300 Audiological Assessment of the Young Child
SPCH 74400 Community and Industrial Program in Audiology
SPCH 74500 Auditory Disorders in Children
SPCH 74700 Experimental Audiology
SPCH 80100 Auditory Physiology and Modeling
SPCH 80200 Models of Auditory Perception
SPCH 84000 Studies in Audiology
SPCH 84200 Seminar in Audiology
SPCH 84300 Sensory Aids for Hearing Impairment
SPCH 84400 Psychophysics of Sensorineural 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

*offered infrequently
THEATRE (Ph.D.)

Executive Officer: Professor Jean Graham-Jones
Acting Executive Officer (Fall 2013): Professor David Savran
The Graduate Center
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V. Hatch  ■  Frank K. Hentschker  ■  Amy Herzog  ■  Marion P. Holt  ■  Jonathan Kalb  ■
Samuel L. Leiter  ■  Stuart Liebman  ■  Glenn M. Loney  ■  Ivone Margulies  ■  Paula J.
Massood  ■  Joseph McElhaney  ■  Walter Meserve  ■  Judith Milhous  ■  Edward D. Miller
■  Claudia D. Orenstein  ■  Benito Ortolani  ■  Joyce Rheuban  ■  Gordon Rogoff  ■  Annette
J. Saddik  ■  James M. Saslow  ■  David Savran  ■  Pamela Sheingorn  ■  Gloria F. Waldman
■  Stanley A. Waren  ■  Elisabeth Weis  ■  Maurya Wickstrom  ■  David P. Willinger  ■
Edwin Wilson, Jr.  ■  James F. Wilson

THE PROGRAM
The Ph.D. Program in Theatre at the Graduate Center is designed to develop scholars with a
broad theoretical background and demonstrated research ability in dramatic theory and criti-
cism, 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 pro-
gram’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 pro-
fessional theatre, is very much concerned with the professional opportunities and careers avail-
able 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 cul-
ture), comparative drama (such as medieval, Middle Eastern, or Golden Age Spanish/colonial
Latin American), theatre history and production (such as eighteenth-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 li-
brary 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 The-
atre Institute Archives, the numerous art galleries and museums, the central research facili-
ties 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. 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 course work in dramatic literature, criticism, or history of the theatre; 9 hours of course work 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 course work 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 Intertexual 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 Intertexual 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 86400 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
URBAN EDUCATION (Ph.D.)

Executive Officer: Professor Anthony Picciano
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A. Attewell ▪ Juan J. Battle ▪ Gillian U. Bayne ▪ David C. Bloomfield ▪ Victor V.
Bobetsky ▪ Stephen Brier ▪ David C. Brotherton ▪ Roscoe C. Brown, Jr. ▪ Stephen
Brumberg ▪ Alberto M. Bursztyn ▪ Mary Bushnell-Greiner ▪ Steven M. Cahn ▪ Barry
M. Cherkas ▪ David John Connor ▪ Laurel A. Cooley ▪ Hector R. Cordero-Guzman ▪
Colette Daute ▪ Margo DelliCarpini ▪ Brahmadeo Dewprashad ▪ Eileen F. Donoghue ▪
Terrie L. Epstein ▪ Beverly Falk ▪ Michelle Fine ▪ Namulundah Florence ▪ Mary Q.
Foote ▪ David J. Forbes ▪ Ofelia Garcia ▪ Francis J. Gardella ▪ David Gerwin ▪
Kenneth M. Gold ▪ David A. Goode ▪ Amita Gupta ▪ Helen Leos Epstein Johnson ▪
Judith Kafka ▪ Thomas Kessner ▪ Kimberly Kinsler ▪ Tatyana Klevn ▪ Marcia Knoll ▪
Karen A. Koellner ▪ Carol Korn-Bursztyn ▪ Stacey J. Lee ▪ Wendy L. Luttrell ▪ Irina
Lyublinskaya ▪ Michael Meagher ▪ Kate Menken ▪ Nicholas Michelli ▪ Eleanor A.
Miele ▪ Pamela Ann Mills ▪ Ricardo L. Otteguy ▪ George Otte ▪ Janet Patti ▪ Sondra
Perl ▪ Anthony G. Picciano ▪ Wesley B. Pitts ▪ Federica Raia ▪ Bethany L. Rogers ▪
Karel Rose ▪ Laurie H. Rubel ▪ Martin Dale Ruck ▪ Greg Seals ▪ Susan F. Semel ▪
Beverly S. Smith ▪ Debbie Sonu ▪ Joel Spring ▪ Richard N. Steinberg ▪ David M.
Steiner ▪ Anna Stetsenko ▪ Despina A. Stylianou ▪ Susan Sullivan ▪ Judith
Summerfield ▪ Lijing Tao ▪ Kenneth Tobin ▪ Eleni Tournaki ▪ Ellen Trief ▪ Jan Valle ▪
Deborah L. Vietze ▪ Julia C. Wrigley ▪ Myra Zarnowski ▪ Betina Andrea Zolkower ▪
Mark L. Zuss

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 facing urban educa-
tion. The unique focus of this program is at the intersection of two principal research agendas:
(1) research on issues of curriculum and instruction in urban schools, and (2) policy analysis
research on broader social, political, and economic issues that determine the context of urban
education.

The intellectual challenges of investigating the processes and practices of urban educa-
tion 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 disci-
plines 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 disci-
plines, including History, Philosophy, Psychology, Sociology, Anthropology, Economics, and Po-
litical Science, as well as more broadly on expertise in the humanities, mathematics and
computer science, and the natural sciences, when appropriate to their interests.

Five core courses are required of all students (see below). To ensure that students
achieve a high level of disciplinary sophistication within at least one professional specialization,
further course work is concentrated within one of three Studies Specializations:
Language, Context, and Culture
Science, Mathematics, and Technology Education
Education Policy Studies and Leadership (POL)

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; 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**

All CUNY doctoral programs require that applicants for admission submit recent scores on the Graduate Record Examination, 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 normally 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 normally 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 applicant may be admitted without this experience, but must then subsequently complete it as a condition for advancement to candidacy for the Ph.D. degree.

Applicants who lack specific preparation in essential topics either in Education or in a content area relevant to their intended studies specialization may be admitted to the program, but will be required to complete graduate courses providing this preparation, usually in a master’s degree program at one of the CUNY colleges, prior to undertaking the course work or research for which preparation is needed.

Applications for both part-time and full-time study will be accepted (see the University requirements regarding residence in the program in this bulletin).

**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 60 credits of approved course work are required for a Ph.D. in Urban Education. All students must complete the five core courses (totaling 15 credits, as listed below) and enroll in the two-semester, noncredit 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; non-verbal data, and historical, narrative, and philo-
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 programatically 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 institution.) 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 all parts of the examination 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, including an announced list of specific readings drawn from the core course bibliographies.

Second Examination The Second Examination covers: (1) quantitative and qualitative research methodology, (2) the content areas of the student’s studies specialization, and (3) such additional topics as the student’s Studies Committee may designate as appropriate preparation for the student’s research interests. The examination may be given in more than one part. Students must pass each part to pass the examination as a whole.

Professional Experience Students must have completed the equivalent of two years of teaching or other relevant professional experience, which prepares them for the area in which they wish to specialize, either prior or subsequent to admission, but in all cases no later than the semester in which the student is advanced to candidacy.

Dissertation 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. 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.

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
  0–1 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

AREA SPECIALIZATION SEMINARS

Seminars in Language, Context, and Culture
U ED 71100 Area Seminar in Arts, Humanities, and Social Studies Education (Various Topics)
U ED 71200 Research Seminar in Arts, Humanities, and Social Studies Education

Seminars in Science, Mathematics, and Technology in Education
U ED 72100 Area Seminar in Science, Mathematics, and Technology in Education (Various Topics)
U ED 72200 Research Seminar in Science, Mathematics, and Technology Education
**Seminars in Education Policy Studies**
U ED 73100 Area Seminar in Educational Policy Studies (Various Topics)
U ED 73200 Research Seminar in Educational Policy Studies

**Program Seminars**
U ED 75100 Program Seminar in Urban Education I (Various Topics)
U ED 75200 Program Seminar in Urban Education II (Various Topics)

**Research**
U ED 74100 Quantitative Research Methods in Urban Education
   *Prerequisite: Two semesters total of graduate-level educational research or statistics*
U ED 80100 Independent Reading and Research
   1–3 credits
U ED 90000 Dissertation Supervision
   1 credit, 1 hour

*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.*
The 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 doctoral programs offered at the Graduate Center and are expected to fulfill the requirements of that doctoral program. At the same time, doctoral students can take advantage of several kinds of interdisciplinary studies. 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, Interactive Technology and Pedagogy, Medieval Studies, Renaissance Studies, and Women’s Studies. Students who fulfill the requirements of a certificate program have this noted on their transcripts when they graduate.

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: http://www.gc.cuny.edu/Academics-Research-Centers-Initiatives/Certificate-Programs.

Information about the interdisciplinary concentrations can be found at: http://www.gc.cuny.edu/Academics-Research-Centers-Initiatives/Interdisciplinary-Concentrations.
Certificate Program
AFRICANA STUDIES

Coordinator: Professor Juan Battle
The Graduate Center
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Email: africana@gc.cuny.edu
http://www.gc.cuny.edu/Africanastudies/

For the most up-to-date faculty listings and specializations, see the program’s website.

Doctoral candidates 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 are required to be matriculated in one of the established doctoral programs and 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.
Certificate Program
AMERICAN STUDIES

Coordinator: Professor Duncan Faherty
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http://www.gc.cuny.edu/Americanstudies/

FACULTY

THE PROGRAM
The Certificate in American Studies is available to all students matriculated in Ph.D. programs at the Graduate Center. 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 Americanists to teach and direct American Studies programs by providing a grounding in the history, theory, and method of the discipline. The Certificate Program also gives Americanists enrolled in CUNY Ph.D. programs the opportunity to study American culture in American Studies seminars that carry students outside conventional disciplinary and chronological boundaries. Participating Ph.D. programs include Art History, English, History, Music, Philosophy, Political Science, Sociology, and Theatre. Upon graduation, students who have fulfilled all program requirements receive the Ph.D. from their academic program and a certificate in American Studies from the American Studies Certificate Program.

Resources for Research and Training
In New York City students of American culture find themselves at the center of the nation’s communications industry and in one of the world’s richest concentrations of cultural, civic, and economic institutions. Among the research resources at their disposal are the New York Public Library, the Mina Rees Library of the Graduate Center, the libraries of the CUNY college campuses, as well as dozens of major research museums and libraries. Students have access to a graduate faculty drawn from all CUNY institutions, offering an unmatched breadth and depth of specializations in all fields of American Studies. 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
An approved sequence of four seminars is required, including ASCP 81000 Introduction to American Studies: Histories and Methods; ASCP 81500 Themes in American Culture; ASCP 82000 American Culture: Major Periods; and a fourth course approved by the Coordinator, in a subject and discipline chosen by the student.

Examination
A section on American Studies, incorporated into the Second Examination.

Dissertation
Participation by a member of the American Studies program faculty on the dissertation committee and a dissertation topic approved by the program.
Courses

Required Courses
ASCP 81000 Introduction to American Studies: Histories and Methods
  3 credits
ASCP 81500 Themes in American Culture
  3 credits
ASCP 82000 American Culture: Major Periods
  3 credits
ASCP 89000 Dissertation Workshop
  30 hours, 0 credits

Recent Representative Courses
19th-Century American Women Writers
20th-Century Black Intellectual Thought
American Culture: Major Periods (ASCP 82000)
American Fiction and Society, 1919–40
American Intellectual History, 1877–Present
American Popular Song
American Slave Narratives
American Women Artists: From the Armory Show to the Dinner Party
Art in America Between the Wars
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
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
Wallace Stevens: Rude Aesthetic
Certificate Program
DEMOGRAPHY

Coordinator: Professor Shiro Horiuchi
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FACULTY

THE PROGRAM
The Certificate Program in Demography offers courses and seminars for doctoral students enrolled in a doctoral program at the Graduate Center. Students who complete the interdisciplinary concentration receive, in addition to the doctoral degree, a certificate in Demography. The program provides doctoral 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 newly-formed 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 doctoral program at the Graduate Center. To earn the certificate, the student must take the following courses: DEM 70100 Introduction to Demography, DEM 70200 Methods of Demographic Analysis, and DEM80100 Advanced Methods of Demographic Analysis. In addition, a certificate candidate must take six credits of approved elective courses. The certificate program expects to begin offering courses in the Fall of 2010.

Courses
In addition to the three required courses noted above, the Demography Certificate Program plans to offer the following elective courses, of variable credit: Economic Demography,
Certificate Program
FILM STUDIES

Coordinator: Professor Amy Herzog
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http://www.gc.cuny.edu/Filmstudies/

FACULTY
Stanley Aronowitz ■ William Francis Boddy ■ Royal S. Brown ■ Jonathan Buchsbaum ■
Jerry W. Carlson ■ Noel Edward Carroll ■ Mary Ann Caws ■ Marc Dolan ■ David A.
Gerstner ■ Alison M. Griffiths ■ Amy Herzog ■ Peter Hitchcock ■ Robert E. Kapsis ■
Wayne Koestenbaum ■ William Kornblum ■ Stuart Liebman ■ Ivone Margulies ■ Paula
J. Massood ■ Joseph McElhaney ■ Edward D. Miller ■ Joyce Rheuban ■ Michele Faith
Wallace ■ Elisabeth Weis

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 connec-
tions between film and traditional fields of inquiry such as theatre, art history, sociology, politi-
cal science, and languages and literatures. The multi- and interdisciplinary approach encourages
students to integrate film scholarship with their doctoral studies, enabling significant new in-
sights into a medium with immense social resonance throughout the world. Faculty with exper-
tise in film studies drawn from a wide variety of doctoral programs, including Art History,
English, French, Hispanic and Luso-Brazilian Literatures and Languages, 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 com-
mercial and noncommercial 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 only to students already enrolled in Ph.D. pro-
grams at the Graduate Center. Candidates for the certificate must take a total of 15 credits (five
courses) in Film Studies including a required three-course “core” offered through the Ph.D. Pro-
gram in Theatre 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.
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
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
Certificate Program
INTERACTIVE TECHNOLOGY AND PEDAGOGY

Coordinator: Professor Stephen Brier
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http://www.gc.cuny.edu/itp/

FACULTY

THE PROGRAM
The ITP program provides students with the critical skills to reflect on and then design and implement IT tools for use in teaching, primarily at the college level. Like other certificate programs at the Graduate Center, the ITP program as a subject is an emergent field, and its study is well served by multidisciplinary approaches. The ITP program draws on the discipline-based expertise of many doctoral faculty members and thereby builds a collective conversation about the broad implications of emerging educational technology. The sequence of courses described below offers theoretical, historical, philosophical, and sociological perspectives on technology and pedagogy and their intersection in the classroom.

Curriculum and Course Description
The certificate program provides students with a critical introduction to the constellation of science, technology, and everyday life, as well as encouraging them to think critically about the presence of IT in the classroom. The program also explores the pedagogical implications of interactive technology; it advances students’ skills as creators and users of technology-based educational tools and resources and better prepares them for the changing requirements of academic employment. While students learn about and experiment with new software applications, the program moves beyond functional technology training to generate a rigorous dialogue about technology and pedagogy in the classroom.

SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN THE INTERACTIVE TECHNOLOGY AND PEDAGOGY
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 between IT and pedagogy. The ITP Certificate Program relies on an interdisciplinary approach to the question of IT and pedagogy—a question that leads 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, and pedagogy and practice, respectively. Second, in a series of noncredit workshops, students master relevant technical software and IT-design skills that allow them to develop a new tool or rigorously evaluate an existing IT tool for classroom use; a minimum of three such noncredit workshops must be taken by students to complete and receive the ITP certificate. Third, students select from one of five possibilities for a 3-credit independent study course, which provides the opportunity to reflect on and evaluate the effectiveness in practice of the IT tools they create or evaluate.
The Independent Study
The ITCP Independent Study course—ITCP 89010 (3 credits)—is the final requirement of the nine-credit ITP certificate. The Independent Study course allows students to apply the theoretical and practical/ pedagogical lessons learned in the two core courses and the skills workshops to concrete IT projects of their own design that they implement and evaluate.

All program students will complete the Independent Study in close consultation with a program faculty member or designee and the Certificate Coordinator in order to demonstrate that the theoretical and technical lessons they have learned in the program have demonstrable application in an educational environment, either through the student’s own work as a classroom instructor or as an outside evaluator of someone else’s IT practice or software program(s). Students who create and evaluate existing software tools must also produce a final paper that describes the full project. ITP students may also work in teams of two at various stages of the ITP certificate program, including the Independent Study.

Independent Study Options
The Independent Study can be pursued in five different ways, all of which privilege questions of pedagogy and IT practice:

1. The first option for the Independent Study course allows students to implement in the classroom the IT tools they conceived and began to design in ITCP 70020 (the second core course) and the skills workshop electives. ITP students who have CUNY teaching assignments in their doctoral disciplines (these teaching assignments are often part of CUNY’s GTF, Writing Fellow, and Tech Fellow teaching programs) will then be able to conceive and develop IT tools particular to the given course they will be teaching. These tools can include an appropriate Blackboard site, but should also include course websites that supplement course information included on a Blackboard site. ITP students taking the Independent Study course will be expected to draw from experience and a given set of readings, taken at least in part from the syllabus for the Core 1 course the student completed, to reflect critically on the role of IT in their teaching and research.

2. A second Independent Study option allows students interested in extending and enhancing the design and development work completed by a previous student to update, under the guidance of the Certificate Program Coordinator and/or ITP faculty supervisor or designee, a previously developed IT tool. The student will bring problems and successes to the attention of the Certificate Program Coordinator and the faculty supervisor; together they will develop and work through a list of readings, focused on pedagogy and design, that will inform their revision of an existing IT tool.

3. A third Independent Study option has the capacity to offer a vital service to students at the Graduate Center, and to secondary and postsecondary educators across the city. To fulfill this Independent Study requirement, under the guidance of the Coordinator or a designee, the student will develop and deliver a half-day workshop on IT and pedagogy designed for local educators. These workshops will be part of a larger GC outreach effort by its research centers and institutes to work with local educators to introduce IT solutions into primary and secondary classrooms around the city.

4. A fourth Independent Study option casts students in the role of technology ethnographers. To gauge the effectiveness of IT tools, the certificate program has a cadre of potential evaluators in its own students. Students who choose this option attend classroom IT presentations in CUNY colleges or in the public schools, talk to professors and teachers, follow students into the computer lab, and interview them to gauge how well a particular instructor’s plans in using IT are translated into practice. Course requirements include periodic meetings with the Certificate Program Coordinator and ITP faculty supervisor or designee.

5. A fifth option for the Independent Study involves the creation and evaluation of a unique IT tool or the evaluation of an existing piece of software that can be used for pedagogical purposes. The idea here is for the ITP student to think critically about the ways in which existing software can be used to encourage active learning for students and teachers.
Courses

Core Courses
ITCP 70010 Interactive Media: History, Theory, and Practice
  3 credits, 30 hours plus conferences and lab hours
ITCP 70020 Interactive Technology and the University: Theory, Design, and Practice
  3 credits, 30 hours plus conferences and lab hours
  Prerequisite ITCP 70010

Electives
Electives consist of workshops (a minimum of three must be taken to receive the certificate) that focus on concepts as well as skills. These workshops are offered on a no-credit basis. The type and number of elective workshops a student selects are based on the nature of the student’s independent study project, necessary technical follow-up on what was offered in the core courses, and development of particular technological skills applicable to the student’s learning and teaching project. Essentially, workshops focus on building particular technological skills applicable to teaching and learning in particular disciplines. These noncredit electives will be offered by doctoral and other CUNY faculty and, where appropriate, by advanced graduate students and nonuniversity IT and media professionals. Interactive Technology and Pedagogy Certificate Program.
Certificate Program
MEDIEVAL STUDIES

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David C. Greetham ▪ Cynthia Hahn ▪ Thomas Francis Head ▪ Eric A. Ivison ▪ Steven
F. Kruger ▪ Chase F. Robinson ▪ Michael Grant Sargent ▪ Francesca Canadé Sautman ▪
Peter Simpson ▪ Anne J. Stone ▪ Andrew Tomasello ▪ E. Gordon Whatley

THE PROGRAM
The Certificate Program in Medieval Studies offers courses and seminars for doctoral students
in Comparative Literature, English, French, Hispanic and Lusó-Brazilian Literatures and Lan-
guages, History, Music, Philosophy, Political Science, and Theatre. Students who complete
the interdisciplinary concentration receive, in addition to the doctoral degree, a certificate in Medi-
eval Studies.

The program enables doctoral students specializing 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 re-
search, 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 Ameri-
can Numismatic Society, the Grolier Club of New York, the Jewish Theological Seminary, and
the General Theological Seminary. A student association, The Medieval Study, provides oppor-
tunities 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 doctoral
programs listed above. 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 knowledge of Latin and
must complete a doctoral dissertation in which at least one chapter is on a topic approved by
the Advisory Committee of the Medieval Studies Certificate Program.
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
Certificate Program
RENAISSANCE STUDIES

Coordinator: Professor Clare Carroll
The Graduate Center
365 Fifth Avenue
New York, NY 10016
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http://www.gc.cuny.edu/renaissancestudies/

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THE PROGRAM
The Certificate Program in Renaissance Studies is designed to enable students pursuing doctorates in any Ph.D. program offered at the Graduate Center 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 Renaissance faculty outside their home discipline; and (3) to acquire a Certificate in Renaissance Studies as a credential that will augment their doctorate. Participating programs include Art History, Classics, Comparative Literature, English, French, Germanic Languages and Literatures, Hispanic and Luso-Brazilian Literatures and Languages, History, Music, Philosophy, and Theatre.

Resources for Research and Training
New York is especially suited to serve students interested in the Renaissance. 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 Renaissance Studies Certificate Program 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 Shakespeare Colloquium, and students regularly present portions of their work in progress at an Early Modern Dissertation Colloquium.

SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN RENAISSANCE STUDIES
Requirements for the Certificate in Renaissance Studies include two core courses (Introduction to Renaissance Studies; Research Techniques in Renaissance Studies), two elective courses outside the home discipline (these may include special topics courses in the certificate program), reading proficiency in Latin, which can upon appeal to the RSCP Faculty Committee be substituted with another language related to the student’s research, and a dissertation, which need not be in the area of Renaissance Studies.
Upon fulfillment of the requirements of the student’s doctoral program and those of the Certificate Program in Renaissance Studies, a Certificate in Renaissance Studies is awarded by the state of New York, along with the Ph.D.

**Courses**

RSCP 72100 Introduction to Renaissance Studies  
3–4 credits, 30 hours  
Topics have included case studies of interdisciplinary Renaissance scholarship.

RSCP 74100* Readings in Renaissance Studies  
3–4 credits, 30 hours

RSCP 82100 Research Techniques in Renaissance Studies  
3–4 credits, 30 hours

RSCP 83100 Topics in Renaissance Studies (Seminar)  
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”; “Renaissance and Early Modern Cities.”

RSCP 85100* Workshop in Renaissance Studies  
4 credits, 30 hours

RSCP 89000 Independent Study  
1–4 credits

In addition, the various doctoral disciplines offer about ten Renaissance 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  
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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  
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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  
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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
Certificate Program
WOMEN’S STUDIES

Coordinator: Professor Victoria Pitts-Taylor
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: womensstudies@gc.cuny.edu
http://www.gc.cuny.edu/womenstudies/

FACULTY

THE PROGRAM
The Certificate in Women’s Studies is available to students matriculated in Ph.D. 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 teach courses and 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 course work 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 course work has been done at another institution), two required courses, and a minimum of two electives. The certificate is conferred at the same time as the Ph.D. degree.

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 doctoral programs and to accept as electives courses that the student uses to fulfill degree requirements elsewhere in the Graduate Center. 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.

Courses

WSCP 81001 (MALS 72100) Feminist Texts and Theories  
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
PROFESSIONAL DEVELOPMENT

Office of the Associate Provost and Dean for Humanities and Social Sciences
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Tel.: 1.212.817.7282
Email: rsponzo@gc.cuny.edu
http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Professional-Development

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. For further information, contact the Office of the Associate Provost at 1.212.817.7282.

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
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PDEV 81670 Working Outside the Academy
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DOCTORAL FACULTY (as of August 2013)

A

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Abramov, Israel (Ph.D., Indiana University). Professor, Brooklyn. Psychology.

Abramovitz, Mimi (D.S.W., Columbia University). Professor, Hunter. Social Welfare, Women’s Studies CP.

Acampora, Christa D. (Ph.D., Emory University). Associate Professor, Hunter. Philosophy.

Aciman, André (Ph.D., Harvard University). Distinguished Professor, Graduate Center. Comparative Literature, French.

Ackerman, Evelyn B. (Ph.D., Harvard University). Professor, Lehman. History.

Ackroff, Karen (Ph.D., Rutgers University). Adjunct Professor, The Feeding Behavioral Nutrition Research Laboratory, Brooklyn. Psychology.


Adams, Jennifer D. (Ph.D., The Graduate Center, CUNY). Assistant Professor, Brooklyn. Urban Education.

Agbeyegbe, Terence D. (Ph.D., University of Essex, UK). Professor, Hunter. Earth and Environmental Sciences, Economics.

Agrawal, Anil Kumar (Ph.D., University of California at Irvine). Professor, City. Engineering.


Ahearn, Sean C. (Ph.D., University of Wisconsin at Madison). Professor, Hunter. Earth and Environmental Sciences.


Akins, Daniel L. (Ph.D., University of California at Berkeley). Distinguished Service Professor of Chemistry. Distinguished Professor, City. Chemistry, Engineering.

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Alcalay, Ammiel (Ph.D., The Graduate Center, CUNY). Professor, Queens. Comparative Literature, English, American Studies CP, Medieval Studies CP, Middle Eastern Studies MA.

Alcoff, Linda M. (Ph.D., Brown University). Professor, Hunter. Philosophy, Women’s Studies CP.

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Baider, Alberto (Ph.D., Massachusetts Institute of Technology). Professor, Hunter. Mathematics.


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Banerjee, Sanjoy (Ph.D., University of Waterloo, Canada). Distinguished Professor, City. Engineering.

Banerjee, Shailesh P. (Ph.D., University of Toronto). Medical Professor, City. Biology.

Bank Munoz, Carolina (Ph.D., University of California, Riverside). Associate Professor, Brooklyn. Sociology.


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Brumbaugh, Claudia C. (Ph.D., University of Illinois at Urbana-Champaign). Assistant Professor, Queens. Psychology.
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Bursztyn, Alberto M. (Ph.D., Columbia University). Professor, Brooklyn. Urban Education.

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.

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Cadieu, Fred J. (Ph.D., University of Chicago). Professor, Queens. Physics.

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Caravones, Jack (Dr.P.H., Columbia University). Associate Professor, Hunter. Public Health.


Cardoso Landa, Luis (Ph.D., University of Paris). Associate Professor, City. Engineering.


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Chow, Ying Wei (Ph.D., Massachusetts Institute of Technology). Professor, Medgar Evers. Physics.
Chu, Tracy (Ph.D., The Graduate Center, CUNY). Assistant Professor, Brooklyn. Public Health.
Chua, Elizabeth F. (Ph.D., Harvard University). Assistant Professor, Brooklyn. Psychology.
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Crump, Matthew (Ph.D., McMaster University). Assistant Professor, Brooklyn. Psychology.
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Tolchin, Neal (Ph.D., Rutgers University). Associate Professor, Hunter. English, American Studies CP.
Tolchin, Neal (Ph.D., Rutgers University). Associate Professor, Hunter. English, American Studies CP.
Tolchin, Neal (Ph.D., Rutgers University). Associate Professor, Hunter. English, American Studies CP.
Tolchin, Neal (Ph.D., Rutgers University). Associate Professor, Hunter. English, American Studies CP.
U

Ubarretxea-Belandia, Iban (Ph.D., University of Utrecht, Netherlands). Adjunct Assistant Professor, Mount Sinai School of Medicine. Biochemistry.

Uctum, Merih (Ph.D., Queen’s 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.

Ungar, Mark D. (Ph.D., Columbia University). Professor, Brooklyn. Criminal Justice, Political Science, Liberal Studies MA.


V


Valenzuela, Ana (Ph.D., University of Madrid). Associate Professor, Baruch. Business.


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 Sickle, John (Ph.D., Harvard University). Professor, Brooklyn. Classics, Comparative Literature, Renaissance Studies CP.

Vandebroek, Ina (Ph.D., Ghent University, Belgium). Adjunct Associate Professor, New York Botanical Garden. Biology.

Vardy, Alan Douglas (Ph.D., University of Washington). Associate Professor, Hunter. English.


Varsanyi, Monica Weiler (Ph.D., University of California at Los Angeles). Associate Professor, John Jay. Earth and Environmental Sciences.

Vasiiliou, Iakovos (Ph.D., University of Pittsburgh). Professor, Brooklyn. Philosophy.

Vázquez, Maribel (Ph.D., Massachusetts Institute of Technology). Associate Professor, City. Biochemistry, Engineering.

Vaughan, Megan (Ph.D., University of London, School of Oriental and African Studies). Distinguished Professor, Graduate Center. History.

Vaysman, Igor (Ph.D., Stanford University). Associate Professor, Baruch. Business.


Vázquez-Poritz, Justin F. (Ph.D., University of Pennsylvania). Assistant Professor, New York City College of Technology. Physics.

Vedder, Amy Louise (Ph.D., University of Wisconsin). Adjunct Professor, Wildlife Conservation Society. Anthropology.


Venkatesh, Tadmiri (Ph.D., Birla Institute of Technology and Science, India). Professor, City. Biology.


Verdery, Katherine (Ph.D., Stanford University). Julian J. Studley Faculty Scholar. Distinguished Professor, Graduate Center. Anthropology.

Verkuilen, Jay (Ph.D., University of Illinois at Urbana-Champaign). Assistant Professor, Graduate Center. Educational Psychology.

Verticchio, Thomas E. (M.S., College of Staten Island). Adjunct Professor, Staten Island. Physical Therapy.


Vesselinov, Elena (Ph.D., State University of New York at Albany). Associate Professor, Queens. Sociology.

Vestinsson, Orn (Ph.D., University of London). Adjunct Assistant Professor, Institute for Archaeology, Iceland. Anthropology.

Vietze, Deborah L. (Ph.D., Columbia University). Professor, City/Graduate Center. Psychology, Urban Education.
Vijverberg, Wim (Ph.D., University of Pittsburgh). Professor, Graduate Center. Economics.
Vittadello, Michele (Ph.D., University of Padova, Italy). Assistant Professor, Medgar Evers. Chemistry.
Vivero, Manuel (Ph.D., The Graduate Center, CUNY). Associate Professor, Medgar Evers. Liberal Studies MA.
Vogel, Donald (Au.D., Central Michigan University). Assistant Professor, Hunter. Audiology.
Vora, Ashok (Ph.D., Northwestern University). Professor, Baruch. Business.
Vorosmarty, Charles (Ph.D., University of New Hampshire). Professor, City. Earth and Environmental Sciences, Engineering.
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, Physics.
Vuong, Luat T. (Ph.D., Cornell University). Assistant Professor, Queens. Physics.

Wachtel, Paul L. (Ph.D., Yale University). Distinguished Professor, City. Psychology.
Wagner, Jennifer (Ph.D, Stanford University). Assistant Professor, Staten Island. Psychology.
Walder, Deborah J. (Ph.D., Emory University). Associate Professor, Brooklyn. Psychology.
Wall, Diana diZerega (Ph.D., New York University). Professor, City. Anthropology.
Wallace, Margaret M. (Ph.D., The Graduate Center, CUNY). Associate Professor, John Jay. Biochemistry, Criminal Justice.
Wallace, Michele Faith (Ph.D., New York University). Professor, City. English, Film Studies CP, Women’s Studies CP.
Walser, Ardie D. (Ph.D., The Graduate Center, CUNY). Associate Professor, City. Engineering.
Wang, Chun (Ph.D., University of California, Davis). Assistant 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). Associate Professor, Baruch. Business.
Wang, Ko (Ph.D., University of Texas at Austin). Professor, Baruch. Business.
Wang, Sihong (Ph.D., University of Texas at Austin). Assistant Professor, City. Engineering.
Wang, Tao (Ph.D., Johns Hopkins University). Associate Professor, Queens. Economics.
Warrentin, Traci (Ph.D., York University). Assistant Professor, Hunter. Earth and Environmental Sciences.
Watkins, Charles B., Jr. (Ph.D., University of New Mexico). Herbert Kayser Professor, City. Engineering.
Watts, Jerry G. (Ph.D., Yale University). Professor, Graduate Center. English, Sociology, Africana Studies CP, American Studies CP.
Watts, Roderick (Ph.D., University of Maryland at College Park). Professor, Graduate Center. Social Welfare, Psychology.
Waxman, Dov (Ph.D., Johns Hopkins University). Associate Professor, Baruch. Political Science, Middle Eastern Studies MA.
Webb, Barbara (Ph.D., New York University). Associate Professor, Hunter. English.
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.
Weierich, Mariam R. (Ph.D., Yale University). Assistant Professor, Hunter. Psychology.
Weinberg, Dana B. (Ph.D., Harvard University). Assistant Professor, Queens. Sociology.
Weinstein, Alan M. (M.D., Harvard University Medical School). Adjunct Professor, Weill Cornell Medical College, New York. Engineering.
Weinstein, Lissa (Ph.D., The Graduate Center, CUNY). Associate Professor, Queens. Biochemistry, Biology.
Weis, Elisabeth (Ph.D., Columbia University). Professor, Brooklyn. Theatre, Film Studies CP.
Weisberg, Michael K. (Ph.D., The Graduate Center, CUNY). Professor, Kingsborough Community. Earth and Environmental Sciences.
Weiss, Jeffrey (Ph.D., University of Wisconsin). Professor, Baruch. Economics.
Weiss, Mary Jane (Ph.D., Rutgers). Adjunct Associate Professor, McCarton School. Speech-Language-Hearing Sciences.
Weiss, Stewart N. (Ph.D., The Graduate Center, CUNY). Professor, Kingsborough Community. Earth and Environmental Sciences.
West, Valerie (Ph.D., New York University). Assistant Professor, John Jay. Criminal Justice.
Westelius, Niklas J. (Ph.D., Columbia University). Assistant Professor, Hunter. Economics.
Weston, Raymond (Ph.D., Rutgers University). Associate Professor, Brooklyn. Public Health.
Whalen, Douglas (Ph.D., Yale University). Distinguished Professor, Graduate Center. Linguistics, Speech-Language-Hearing Sciences.
Whatley, E. Gordon (Ph.D., Harvard University). Professor, Queens. English, Medieval Studies CP.
Whelan, Gary (Ph.D., New York University). Assistant Professor, Queens. Music.
Wilson, Donald Alan (Ph.D., McMaster University, Canada). Adjunct Professor, Nathan Kline Institute. Psychology.
Wilson, Siona (Ph.D., Columbia). Associate Professor, Staten Island. Art History.
Winslow, Margaret Anne (Ph.D., Columbia University). Professor, City. Earth and Environmental Sciences.
Wittig, Ann Elizabeth (Ph.D., University of Texas at Austin). Associate Professor, City. Engineering.
Wolf, Christian (Technical University of Munich). Associate Professor, City. Mathematics.
Wolin, Richard (Ph.D., York University, Canada). Distinguished Professor, Graduate Center. Comparative Literature, History, Political Science.
Wong, Puisan (Ph.D., The Graduate Center, CUNY). Adjunct Assistant Professor, Ohio State University. Speech-Language-Hearing Sciences.
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 (M.A., The City College, CUNY). Assistant Professor, Hunter. Audiology.
Wortzel, Adrienne (M.F.A., School of Visual Arts). Professor, NYC College of Technology. Interactive Technology and Pedagogy CP.
Wrigley, Julia C. (Ph.D., University of Wisconsin). Professor, Graduate Center. Sociology, Urban Education, Liberal Studies MA, Women’s Studies CP.
Wulach, James S. (J.D., University of Michigan). Professor, John Jay. Psychology.
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, Engineering
Xie, Lei (Ph.D., Rutgers University). Associate Professor, Hunter. Biochemistry, Biology, Computer Science.
Xie, Yujia (Ph.D., University of Connecticut). Associate Professor, Hunter. Biochemistry, Chemistry.
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, Engineering.
Xie, Lei (Ph.D., Rutgers University). Associate Professor, Hunter. Biochemistry, Biology, Computer Science.
Xu, Yujia (Ph.D., University of Connecticut). Associate Professor, Hunter. Biochemistry, Chemistry.
Yali, Ann Marie (Ph.D., State University of New York at Stony Brook). Associate Professor, City. Psychology.
Yang, Nan-Loh (Ph.D., Polytechnic Institute of Brooklyn). Professor, Staten Island. Chemistry.
Yang, Song-Hu (Ph.D., The Graduate Center, CUNY). Adjunct Professor, Head, Laboratory for Medical Chemistry, New York State Institute for Basic Research. Biology.
Yang, Xiaowei (Ph.D., University of California, Los Angeles). Associate Professor, Hunter. Public Health.
Yan, Philip T. (Ph.D., St. John’s University). Professor, John Jay. Psychology.
Yao, Rui (Ph.D., University of North Carolina). Associate Professor, Baruch. Business.
Ye, Jianming (Ph.D., Columbia University). Associate Professor, Baruch. Business.
Yeh, Ming-Chin (Ph.D., University of North Carolina at Chapel Hill). Associate Professor, Hunter. Public Health.
Yi, Chuxiang (Ph.D., Nanjing University, China). Assistant Professor, Queens. Earth and Environmental Sciences.
Yi, Yasha (Ph.D., Massachusetts Institute of Technology). Assistant Professor, Staten Island. Physics.
Yin, Na (Ph.D., SUNY Stony Brook). Assistant Professor, Baruch. Demography CP.
Yood, Jessica (Ph.D., SUNY Stony Brook). Associate Professor, Lehman College. English.
Young, Jason R. (Ph.D., University of Minnesota). Associate Professor, Hunter. Educational Psychology.
Young, Susan M. (Ph.D., University of Southern California). Associate Professor, Baruch. Business.
Young, Tom (Ph.D., Stanford University). Assistant Professor, Lehman. Biochemistry, Chemistry.
Young, William (Jock) (Ph.D., London School of Economics). Distinguished Professor, Graduate Center. Criminal Justice, Sociology.
Yousef, Nancy (Ph.D., Columbia University). Associate Professor, Baruch. English.
Yu, Honghui (Ph.D., Princeton University). Associate Professor, City. Engineering.
Yu, Wan-hua Amy (Ph.D., St. Louis University). Medical Professor, CUNY Medical School. Biology.
Yuan, Changhe (Ph.D., University of Pittsburgh). Associate Professor, Queens. Computer Science.
Yuce, Huseyin (Ph.D., Michigan State University). Assistant Professor, NYC College of Technology. Physics.

Zagheni, Emilio (Ph.D., University of California at Berkeley). Assistant Professor, Queens. Demography CP.
Zaiff, Candace E. (M.P.T., College of Staten Island, CUNY). Adjunct Lecturer, Staten Island. Physical Therapy.
Zajc, Barbara (Ph.D., Karolinen University of Ljubljana). Associate Professor, City. Chemistry.
Zaitsev, Saeed (Ph.D., SUNY Stonybrook). Associate Professor, Queens. Mathematics.
Zaitsev, Zahra F. (Ph.D., St. John’s University). Professor, Queens. Biochemistry, Biology.
Zapf, Patricia A. (Ph.D., Simon Fraser University). Associate Professor, John Jay. Criminal Justice, Psychology.
Zarnoch, Chester B. (Ph.D., The Graduate Center, CUNY). Assistant Professor, Baruch. Biology.
Zarnowski, Myra (Ed.D., University of Georgia). Professor, Queens. Urban Education.
Zavala, Oswaldo (Ph.D., University of Texas at Austin & Université de Paris III). Associate Professor, Staten Island. Hispanic and Luso-Brazilian Literatures and Languages.
Ziegler, H. Philip (Ph.D., University of Wisconsin). Distinguished Professor, Hunter. Biology, Psychology.
Zelikovitz, Sarah (Ph.D., Rutgers University). Associate Professor, Staten Island. Computer Science.
Zhang, Danyang (Ph.D., University of Alabama). Assistant Professor, York. Computer Science.
Zhang, Jiaying (Ph.D., University of Oklahoma). Assistant Professor, City. Computer Science.
Zhang, Pengfei (Ph.D., University of Utah). Professor, City. Chemistry, Earth and Environmental Sciences.
Zhang, Shuqin (Ph.D., University of Dayton). Associate Professor, Staten Island. Computer Science.
Zhang, Wei (Ph.D., Pennsylvania State University). Assistant Professor, State Island. Physical Therapy.
Zhang, Xiaowen (Ph.D., The Graduate Center, CUNY). Assistant Professor, Staten Island. Computer Science.
Zhang, Zhan Yang (Ph.D., The Graduate Center, CUNY). Associate Professor, Staten Island. Computer Science.
Zhou, Neng-fa (Ph.D., Kyushu University, Japan). Professor, Brooklyn. Computer Science.
Zhou, Shuqin (Ph.D., Chinese University of Hong Kong). Professor, Staten Island. Chemistry.
Ziai, M. Taschin (Ph.D., University of Rhode Island). Associate Professor, Baruch. Business.
Zolkower, Bethan Andrea (Ph.D., The Graduate Center, CUNY). Associate Professor, Brooklyn. Urban Education.
Zukin, Sharon (Ph.D., Columbia University). Professor, Brooklyn. Earth and Environmental Sciences, Sociology.
DOCTORAL FACULTY EMERITUS (as of August 2013)

A
Acrivos, Andreas (Ph.D., University of Minnesota). Albert Einstein Chair in Science Emeritus, Distinguished Professor Emeritus, City. Engineering.

Adams, Laurie Schneider (Ph.D., Columbia University). Professor Emerita, John Jay. Art History, Renaissance Studies CP.


Anderson, Bonnie S. (Ph.D., Columbia University). Professor Emerita, Brooklyn. Women’s Studies CP.


Arenal, Electa (Ph.D., Columbia University). Professor Emerita, Staten Island. Women’s Studies CP

Ascher, Abraham (Ph.D., Columbia University). Distinguished Professor Emeritus, Graduate Center. History.

Axelrad, George (Ph.D., University of Kansas). Professor Emeritus, New York University. Chemistry.


B

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.


Berkwitz, William F. (Ph.D., Massachusetts Institute of Technology). Professor Emeritus, Queens. Chemistry.


Beye, Charles Rowan (Ph.D., Harvard University). Distinguished Professor Emeritus, Lehman. Comparative Literature.

Bhattacharji, Somdev (Ph.D., University of Chicago). Professor Emeritus, Brooklyn. Earth and Environmental Sciences.


Blatter, Rosemarie Haag (Ph.D., Columbia University). Professor Emerita, Graduate Center. Art History.

Blum, Antoinette (Ph.D., Yale University). Professor Emerita, Lehman. French.

Boothroyd, Arthur (Ph.D., University of Manchester, UK). Distinguished Professor Emeritus, Graduate Center. Speech-Language-Hearing Sciences.


Bridenthal, Renate (Ph.D., Columbia University). Professor Emerita, Brooklyn. Women’s Studies CP.


Brueckner, Hannes E. (Ph.D., Yale University). Professor Emeritus, Queens. Earth and Environmental Sciences.


C


Chang-Rodríguez, Eugenio (Ph.D., University of Washington). Professor Emeritus, Queens. Hispanic and Luso-Brazilian Literatures and Languages.
Churchill, Lindsey (Ph.D., Harvard University). Associate Professor Emeritus, Graduate Center. Sociology.
Cox-Reearick, Janet (Ph.D., Harvard University). Distinguished Professor Emerita, Hunter. Art History.
Cross, William E., Jr. (Ph.D., Princeton University). Professor Emeritus, Graduate Center. Psychology, Urban Education.

Deaux, Kay (Ph.D., University of Texas at Austin). Distinguished Professor Emerita, Graduate Center. Psychology, Women’s Studies CP.
Denmark, Florence L. (Ph.D., University of Pennsylvania). Robert Scott Pace Distinguished Professor Emerita of Psychology at Pace University. Adjunct Professor Emerita, Graduate Center. Psychology, Women’s Studies CP.
Di Camillo, Ottavio (Ph.D., Yale University). Professor Emeritus, Graduate Center. Hispanic and Luso-Brazilian Literatures and Languages.
Dickman, Ronald (Ph.D., University of Texas). Professor Emeritus, Lehman. Chemistry, Physics.
Dickstein, Morris (Ph.D., Yale University). Distinguished Professor Emeritus, Graduate Center. English.
Dorel, Françoise E. (Ph.D., University of California at Los Angeles). Professor Emerita, City. French.

E
Edwards, Linda N. (Ph.D., Columbia University). Professor Emerita, Graduate Center. Economics, Women’s Studies CP.
Ellman, Steven J. (Ph.D., New York University). Professor Emeritus, City. Psychology.
Erickson, Raymond (Ph.D., Yale University). Professor Emeritus, Queens. Music.

F
Fava, Sylvia (Ph.D., Northwestern University). Professor Emerita, Brooklyn. Sociology.
Ferrari, Lawrence (Ph.D., Stevens Institute of Technology). Professor Emeritus, Queens. Physics.
Festa-Peyre, Diana (Ph.D., The Graduate Center, CUNY). Professor Emerita, Brooklyn. French.
Fletcher, Angus (Ph.D., Harvard University). Distinguished Professor Emeritus, Lehman. Comparative Literature, English.
Franklin, Anderson J. (Ph.D., University of Oregon). Professor Emeritus, City. Psychology.
Fried, Robert (Ph.D., Rutgers University). Professor Emeritus, Hunter. Psychology.
Friedman, Gerald M. (Ph.D., Columbia University). Distinguished Professor Emeritus, Brooklyn. Earth and Environmental Sciences.

Glen, Kristin Booth (LL.B., Columbia University School of Law). Professor Emerita, Dean Emerita, CUNY School of Law. Women's Studies CP.
Goldberg, Philip (Ph.D., Yeshiva University). Professor Emeritus, Staten Island. Physics.
Greenbaum, Joan (Ph.D., Union Graduate School). Professor Emerita, LaGuardia Community. Interactive Technology and Pedagogy CP.
Gross, Alan L. (Ph.D., Purdue University). Professor Emeritus, Graduate Center. Educational Psychology.
Gutwirth, Marcel Marc (Ph.D., Columbia University). Distinguished Professor Emeritus, Graduate Center. French.

Haberfield, Paul (Ph.D., University of California at Los Angeles). Professor Emeritus, Brooklyn. Chemistry.
Habib, Stanley (Ph.D., Polytechnic Institute of Brooklyn). Professor Emeritus, City. Computer Science.
Hall, N. John (Ph.D., New York University). Distinguished Professor Emeritus, Bronx Community. English.
Handel, Gerald (Ph.D., University of Chicago). Professor Emeritus, City. Sociology.
Hanning, Barbara (Ph.D., Yale University). Professor Emerita, City. Music.
Harbeson, John Willis (Ph.D., University of Wisconsin). Professor Emeritus, City. Political Science.
Harris, Katherine S. (Ph.D., Harvard University). Distinguished Professor Emerita, Graduate Center. Linguistics, Speech-Language-Hearing Sciences.


Harvey, Alexander L. (Ph.D., Polytechnic Institute of Brooklyn). Professor Emeritus, Queens. Physics.

Hatch, James V. (Ph.D., University of Iowa). Professor Emeritus, City. Theatre.


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 Studies CP.


Howe, Florence (A.M., Smith College). Director, The Feminist Press at CUNY. Professor Emerita, City. English, Women's Studies CP.


J


K

Kachuck, Beatrice (Ph.D., New York University). Professor Emerita, Brooklyn. Women's Studies CP.

Kadushin, Charles (Ph.D., Columbia University). Professor Emeritus, Graduate Center. Psychology, Sociology.

Kaplan, Fred (Ph.D., Columbia University). Distinguished Professor Emeritus, Queens. English.


Katz, Irwin (Ph.D., Stanford University). Professor Emeritus, Graduate Center. Psychology.

Kelner, Diane (Ph.D., Bryn Mawr College). Professor Emerita, Staten Island. Art History.

Kelvin, Norman (Ph.D., Columbia University). Distinguished Professor Emeritus, City. English.

Kleinbard, David (Ph.D., Yale University). Professor Emeritus, Queens. Comparative Literature.

Kopala, Mary (Ph.D., Pennsylvania State University). Professor Emerita, Hunter. Educational Psychology.


L


Lane, Frederick S. (Ph.D., Syracuse University). Professor Emeritus, Baruch. Political Science.


Lees, Susan H. (Ph.D., University of Michigan). Professor Emerita, Hunter. Anthropology, Women's Studies CP.

Leffkowitz, Joel (Ph.D., Case Western Reserve University). Professor Emeritus, Baruch. Business, Psychology.


Liebman, Stuart (Ph.D., New York University). Professor Emeritus, Queens. Art History, Theatre, Film Studies CP.


Lindenbaum, Shirley (M.A., University of Sydney, Australia). Professor Emerita, Graduate Center. Anthropology.

Locke, David C. (Ph.D., Kansas State University). Professor Emeritus, Queens. Chemistry.


Lorber, Judith (Ph.D., New York University). Professor Emerita, Brooklyn. Sociology, Women’s Studies CP.


Mainardi, Patricia (Ph.D., The Graduate Center, CUNY). Professor Emerita, Brooklyn. Art History.


McKenna, Catherine A. (Ph.D., Harvard University). Professor Emerita, Queens. English.

Mencher, Joan P. (Ph.D., Columbia University). Professor Emerita, Lehman. Anthropology, Women’s Studies CP.

Mikkelson, Elliott (Ph.D., Cornell University). Professor Emeritus, Queens. Philosophy.

Mennitt, P. Gary (Ph.D., Massachusetts Institute of Technology). Professor Emeritus, Brooklyn. Chemistry.


Mittleman, Marvin H. (Ph.D., Massachusetts Institute of Technology). Professor Emeritus, City. Physics.

Mlynarczyk, Rebecca Williams (Ph.D., New York University). Professor Emerita, Kingsborough Community. English.

Moskovitz, Martin (Ph.D., University of California at Berkeley). Professor Emeritus, Graduate Center. Mathematics.


Muller, Charlotte F. (Ph.D., Columbia University). Professor Emerita, Graduate Center. Economics, Sociology.


Nash, June C. (Ph.D., University of Chicago). Distinguished Professor Emerita, City. Anthropology, Women’s Studies CP.

Nelson, Katherine (Ph.D., University of California at Los Angeles). Distinguished Professor Emerita, Graduate Center. Psychology.


Ortolani, Benito (Ph.D., University of Vienna). Professor Emeritus, Brooklyn. Theatre.

Ouellette, Suzanne C. (Ph.D., University of Chicago). Professor Emerita, Graduate Center. Psychology.

Oyama, Susan (Ph.D., Harvard University). Professor Emerita, John Jay. Psychology.


Pasik, Pedro (M.D., University of Buenos Aires). Adjunct Professor Emeritus, Queens. Psychology.

Paster, Vera (Ph.D., New York University). Professor Emerita, City. Psychology.


Pei, Ming L. (Ph.D., Cornell University). Professor Emeritus, City. Engineering.


Pike, Burton (Ph.D., Harvard University). Professor Emeritus, Graduate Center. Comparative Literature, Germanic Languages and Literatures.

Pincus-Witten, Robert (Ph.D., University of Chicago). Professor Emeritus, Queens. Art History.


Pomeroy, Sarah B. (Ph.D., Columbia University). Distinguished Professor Emerita, Hunter. Classics, History, Women’s Studies CP.

Poulson, Claire L. (Ph.D., University of Kansas). Professor Emerita, Queens. Psychology.

Price, Barbara Raffel (Ph.D., The Pennsylvania State University). Professor Emerita, John Jay. Women’s Studies CP.


Reichman, Walter (Ph.D., Columbia University) Professor Emeritus, Baruch. Psychology.


Rivlin, Benjamin (Ph.D., Harvard University). Professor Emeritus, Graduate Center. Political Science.

Rivlin, Leanne (Ph.D., Columbia University). Professor Emerita, Graduate Center. Psychology.

Rizzo, Betty (Ph.D., The Graduate Center, CUNY). Professor Emerita, City. English, Women’s Studies CP.


Rosengarten, Frank (Ph.D., Columbia University). Professor Emeritus, Queens. Comparative Literature.

Saigh, Philip A. (Ph.D., University of Georgia). Professor Emeritus, Graduate Center. Educational Psychology.
Schissel, Lillian (Ph.D., Yale University). Professor Emerita, Brooklyn. Women’s Studies CP.
Schneider, Jane (Ph.D., University of Michigan). Professor Emerita, Graduate Center. Anthropology.

Shapiro, Sandra (Ph.D., Bryn Mawr College). Professor Emerita, Queens. Psychology.
Shaw, Frederick C. (Ph.D., Harvard University). Professor Emeritus, Graduate Center. Earth and Environmental Sciences.
Sheingorn, Mark (Ph.D., University of Wisconsin at Madison). Professor Emeritus, Baruch. Mathematics.
Silver, Catherine B. (Ph.D., Columbia University). Professor Emerita, Brooklyn. Sociology, Women’s Studies CP.
Silverman, Sydel (Ph.D., Columbia University). Professor Emerita, Graduate Center. Anthropology.
Siraisi, Nancy (Ph.D., The Graduate Center, CUNY). Distinguished Professor Emerita, Hunter. History.
Smith, Charles P. (Ph.D., University of Michigan). Professor Emeritus, Graduate Center. Psychology.
Sourian, Eve (Ph.D., University of Colorado). Professor Emerita, City. French.

Stern, Jacob (Ph.D., Columbia University). Professor Emeritus, Graduate Center. Classics.
Stone, Donald D. (Ph.D., Harvard University). Professor Emeritus, Queens. English.
Strange, Winifred (Ph.D., University of Minnesota). Professor, Graduate Center. Linguistics, Speech-Language-Hearing Sciences.
Struzynski, Raymond (Ph.D., Stevens Institute of Technology). Associate Professor Emeritus, Brooklyn. Physics.
Tamny, Martin (Ph.D., The Graduate Center, CUNY). Professor Emeritus, City. Philosophy.
Timko, Michael (Ph.D., University of Wisconsin). Professor Emeritus, Queens. English.
Tittle, Carol Kehr (Ph.D., University of Chicago). Professor Emerita, Graduate Center. Educational Psychology, Women’s Studies CP.
Tomasz, Maria (Ph.D., Columbia University). Distinguished Professor Emerita, Hunter. Biochemistry, Chemistry.
Trettler, Leo (Ph.D., Princeton University). Distinguished Professor Emeritus, Graduate Center. Music.


Waldinger, Renée (Ph.D., Columbia University). Professor Emerita, City. French.
Wasser, Henry (Ph.D., Columbia University). Professor Emeritus, Graduate Center. Sociology.
Webster, Sally (Ph.D., The Graduate Center, CUNY). Professor Emerita, Lehman. Art History.
Weinstein, Herbert (Ph.D., Case Institute of Technology). Professor Emeritus, City. Engineering.
Winkel, Gary H. (Ph.D., University of Washington). Professor Emeritus, Graduate Center. Psychology.
Wittreich, Joseph (Ph.D., Case Western Reserve University). Distinguished Professor Emeritus, Graduate Center. English, Renaissance Studies CP.
Wolfe, Maxine (Ph.D., The Graduate Center, CUNY). Professor Emerita, Graduate Center. Psychology, Women’s Studies CP.


Zimmerman, Barry J. (Ph.D., University of Arizona). Distinguished Professor Emeritus, Graduate Center. Educational Psychology.
POLICIES OF THE GRADUATE CENTER

This section of the bulletin provides information on University/Graduate Center policies pertaining to the following areas:

- Maintenance of Public Order
- Equal Opportunity, Non-Discrimination, and Against Sexual Harassment
- Pluralism and Diversity
- Pregnancy Non-Discrimination
- Disability Accommodations
- Sexual Assault, Stalking and Domestic and Intimate Partner Violence
- Campus and Workplace Violence Prevention
- 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 in addition to 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 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.

THE CITY UNIVERSITY OF NEW YORK POLICIES AND PROCEDURES ON EQUAL OPPORTUNITY, NON-DISCRIMINATION, AND AGAINST SEXUAL HARASSMENT
Policies adopted by CUNY Board of Trustees on November 26, 2012. These Policies supersede CUNY’s prior non-discrimination and sexual harassment policies and became effective upon adoption.

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 to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws.  

It is also the University’s Policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, 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, gender, national origin, or any of the other bases prohibited by this Policy.

**Harassment** is 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 verbal, written, visual, or physical.

**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.

**II. Policy Against Sexual Harassment**

Sexual harassment, a form of sex discrimination, is illegal under federal, state, and city laws, and will not be tolerated within the University. Members of the University community who believe they have been sexually harassed are strongly encouraged to report the allegations as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult to investigate the allegations.

**Sexual Harassment Defined**

Sexual harassment consists of unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;
- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
- such conduct 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.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (such as a student sexually harassing a faculty member).

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1. 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.
Examples of Sexual Harassment
Sexual harassment may take different forms. Using a person’s response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, favorable grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target finds, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse of a sexual nature;
- graphic or sexually suggestive comments about an individual’s attire or body;
- graphic or sexually suggestive gestures;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexual touching, brushing up against another in a sexual manner, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

Consensual, Intimate Relationships

1. 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.

2. 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 a consensual 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.

**Retaliation**

This Policy prohibits retaliation for reporting or opposing sexual harassment, or cooperating with an investigation of a sexual harassment complaint.

**III. Discrimination, Sexual Harassment and Retaliation Complaints**

The City University of New York is committed to addressing discrimination and sexual harassment complaints promptly, consistently and fairly. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

**IV. Academic Freedom**

These policies shall not be interpreted so as to constitute interference with academic freedom.

**V. 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 and Graduate School of Journalism will have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination, sexual harassment, or retaliation complaint.

To report discrimination, harassment, and/or retaliation, the University procedures provide as follows:

1. Reporting Discrimination, Harassment and/or Retaliation.

The University is committed to addressing discrimination, including harassment, and retaliation complaints promptly, consistently and objectively.

Members of the University community may promptly report any allegations of discrimination, including sexual harassment, or retaliation as specified below:

- Applicants, employees, and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.
- Applicants, employees, and students with sexual harassment complaints should raise their concerns with the Sexual Harassment Coordinator or Deputy Coordinator at their location.
- Students with complaints of sexual assault, stalking, domestic and intimate violence should follow the "Policy and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students."
- There are separate procedures under which applicants, employees, and students may appeal a decision concerning reasonable accommodations for a disability, which are set forth in CUNY’s “Procedures on Reasonable Accommodation.”

2. Depending on the campus or location, the Chief Diversity Officer often serves the additional roles of 504/ADA Coordinator, addressing disability reasonable accommodation concerns, Title IX Coordinator, addressing sex discrimination allegations of students, and Sexual Harassment Coordinator or Deputy Coordinator.
*The full Procedures Implementing The City University of New York’s Policies on Equal Opportunity, Non-Discrimination, and Against Sexual Harassment* are to be found following the “Policies” section at [http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrmpolicy121213.pdf](http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrmpolicy121213.pdf).

Current (2013) Graduate Center staff and faculty appointees for reporting complaints and concerns:

- **Chief Diversity Officer:** Ms. Edith Rivera, Room 7301; 1-212-817-7410
- **Sexual Harassment Coordinator:** Distinguished Professor Michelle Fine, Room 6304.09; 1-212-817-8710

  The following Graduate Center staff members are also available to answer questions and address concerns:

  - **504/ADA and Title IX 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.
  - **Assistant Vice President for Faculty and Staff Relations:** Yosette Jones-Johnson, Room 8403; 1-212-817-7700

Applicants, employees, and students with sexual harassment complaints should raise their concerns with the Sexual Harassment Coordinator or Deputy Coordinator at their location.

The Sexual Harassment Awareness and Intake Committee (SHAIC) members may explain the University complaint procedures and receive complaints and report them to the Sexual Harassment Coordinator or Deputy Coordinator but not conduct any investigation.

**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, Chief Diversity Officer, Room 7301; Telephone: 1-212-817-7410.

**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 Vice President for Student Affairs Matthew G. Schoengood. (Contact information for both resources: Room 7301; 212-817-7400; StudentAffairs@gc.cuny.edu).

3. These Procedures govern any complaint of discrimination, sexual harassment, and/or retaliation whether addressed by the Chief Diversity Officer, Title IX Coordinator, Sexual Harassment Coordinator or Deputy Coordinator, or 504/ADA Coordinator. Additionally, 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 Policies on Equal Opportunity, Non-discrimination, and Against Sexual Harassment. 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.
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 http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/reasonable-accommodation.html.

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 POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT, STALKING AND DOMESTIC AND INTIMATE PARTNER VIOLENCE AGAINST STUDENTS

I. Policy Statement
A copy of this policy is available online at http://www.cuny.edu/about/administration/offices/la/CUNYSexualAssaultPolicy.pdf. Hard copies are available from various Graduate Center offices, including Student Affairs, Public Safety, and the Wellness Center. Below is a summary description of provisions of the policy:

The City University of New York seeks to create and maintain a safe environment in which all members of the University community — students, faculty and staff — can learn and work free from the fear of sexual assault and other forms of violence. The University’s policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University’s Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence, and stalking committed against students on and off-campus.

CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate, and, where appropriate, to discipline and sanction the alleged perpetrator. CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible.

II. Procedures for Reporting Incidents of Sexual Assault and Other Forms of Violence
Obtaining assistance after a student is sexually assaulted, stalked or in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women’s/Men’s Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

Contact Law Enforcement Personnel Immediately
CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

Seek Immediate Medical Attention
It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evi-
Policies of the Graduate Center

dence of the attack (i.e., retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person’s system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are specially equipped to handle sexual assaults and are trained to gather minute evidence from such assaults. Rape crisis advocates at emergency rooms are also trained to handle domestic violence. EMS will be directed to bring victims to a SAFE hospital at their request. Medical attention is critical not only to treat internal and external injuries and to combat the possibilities of sexually transmitted infections and/or pregnancy, but also to collect evidence that can be used against the alleged perpetrator. It is also vital to ongoing safety and recovery that victims receive emotional support and professional counseling as soon as possible after the attack.

Seek On-Campus Assistance

CUNY encourages student victims to contact the Dean of Student Affairs/Student Development (At the Graduate Center, the Vice President for Student Affairs or any professional staff in the Student Affairs office) to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student’s academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the College against an alleged perpetrator who is a student or employee of the University with the Vice President of Student Affairs/Student Development and the Public Safety Office.

Obtaining an On-Campus Advocate

Student victims of a sexual assault, stalking or domestic or intimate partner violence shall be provided with on-campus support in the form of an advocate from the Women’s/Men’s Center (if there is one on campus) or an appropriately trained counselor to assist them in handling the various aspects of their ordeal, such as: 1) explaining to victims their options of whether or not to report the incident to campus or law enforcement authorities; 2) providing guidance if they require medical attention; 3) providing guidance in obtaining crisis intervention and/or ongoing counseling services (or a referral to obtain the necessary services if such services are not available on campus); and 4) assisting victims throughout the College’s disciplinary process if they choose to file a complaint against another student in connection with the incident.

Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus

The Colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.
Confidentiality
The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a “need to know” basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. Such notification, however, will generally be done without divulging the victim’s identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. This report does not, however, include any information identifying the individuals (including the victims) linked to these crimes.

[Part III details steps to be taken at the campuses to implement requirements for publication, education, and training regarding the policy.]

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 CAMPUSE CRIME STATISTICS, THE CAMPUSE SECURITY REPORT, AND INFORMATION ON REGISTERRED SEX OFFENDERS

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); and (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.


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, Director of Security and Public Safety (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 http://criminaljustice.state.ny.us/soor/ 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 life-times 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 INFECTIONOUS DISEASE NOTIFICATION (Revised: February 1, 2012)**

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 Executive 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 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 healthreporting@mail.cuny.edu. If the Health Services Director is unavailable, the Chief Student Affairs Administrator is responsible for cases involving students and the 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 http://www.gc.cuny.edu/About-the-GC/Resource-Services/Communications-Marketing/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), Research and Sponsored Programs (Room 8309), 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 DSC 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 DSC 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 DSC and its charter organizations must be made by email to the Office of Student Affairs (studentaffairs@gc.cuny.edu). All other applications for tabling should be made directly by email to Facilities (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). Every effort will be made to be ac-
commodating. 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 Students’ Council (the graduate student government), Room 5495; Telephone: 1-212-817-7888; Fax: 1-212-817-1592; email: dsc@gc.cuny.edu.

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 co-sponsors. 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.

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@gc.cuny.edu.

Space-Use Fees: Saturdays. Charges will be assessed for Saturday usage. Please contact the Room Reservations office at 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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