



of The City University of New York

School of Health and Behavioral Sciences

**Department of Behavioral Sciences:
Political Science and Psychology**

BA in Political Science – Hegis Code, 2207

BA in Psychology – Hegis Code 2001

Academic Program Review

Spring 2013

NARRATIVE AND EVALUATION

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NARRATIVE AND EVALUATION

I. Mission and Goals of the Department of Behavioral Sciences

The Department of Behavioral Sciences comprises two distinctive yet complementary disciplines: Political Science and Psychology. This pairing is historical and was originally created out of administrative necessity at the college. This structure works effectively with faculty members in each discipline maintaining primary responsibility for curriculum development and course offerings. The department functions as a cohesive administrative unit and frequently offers joint programs and cross-listed classes in areas of overlap between the disciplines. Each discipline is active in departmental governance. The disciplines see themselves as liberal arts areas preparing students for the work place and/or graduate study. The emphases for the latter are in the traditional fields of Political Science and Psychology but also newer professional areas where a degree in Political Science or Psychology serves as the foundation for professional development. We see it as our goal to provide students with a broad based education in the arts and sciences that prepares them for their future careers.

Psychology is the larger discipline in terms of majors, course offerings and faculty. Both disciplines serve our own majors and minors as well as provide courses to serve other programs throughout the college including Aviation, Business, Nursing, Occupational Therapy, Physician Assistant, Social Work and Teacher Education. Over the past five years, new courses were developed and added to our curricula to meet the needs of new programs in the college such as Aviation Management and Nursing. Recently, we added an affiliation with the army ROTC program and Military Science courses are now among the offerings in our department.¹ The department has grown steadily over the past five years and looks forward to continued growth.

Department Mission Statement

The mission of our department is to provide students with a strong academic foundation that will prepare them for the challenges of graduate study and careers. We strive to offer a flexible curriculum to meet the needs of our diverse student body and to foster personal and professional growth. Both disciplines combine academic excellence with a strong focus on community service. Students have the opportunity for community-based internships as well as independent research and study with individual faculty members.

Political Science Discipline Mission Statement

Acknowledging the diversity within our college community and the various directions in

1. Military Science will be discussed separately in Appendix A as the administration of this program is largely independent of the Department's governance structure.

which the study of Political Science can lead, the discipline seeks to assure a correspondingly flexible program of instruction. The faculty's overriding concern is to help students develop the capacity to evaluate critically their own and other political systems and to relate classroom experience effectively to urgent civic and social issues. In this context, the overall curriculum is designed to promote both a theoretical and practical understanding of the interplay among social classes, values, political power and conflict; the processes of decision making and the state; and factors that affect social justice and political adjustments to changing conditions globally as well as nationally. Political Science provides a spectrum of courses to give students a solid grounding across the discipline. Through our curriculum design, all students are exposed to American politics, comparative politics, international relations, political theory, political methodology, public policy, public administration, public law and political psychology. In addition to these concepts the faculty is committed to the reinforcement of skills such as critical thinking, writing and computer literacy.

Career Opportunities

The political science program prepares students for graduate study or law school, and for careers in local, state or national government, education, journalism, law, international affairs, campaign management and or staff work with political parties, interest groups, labor organizations, non-profit and research organizations. Political Science is also a liberal art and an appropriate major for students who are uncertain of their career interests.

Political Science Curriculum

In addition to courses in American government and politics, the program offers a broad array of courses in political theory, public administration, prelaw, comparative government, international relations and area studies. To major in political science, students must take a minimum of 30 credits in political science, of which 18 are required. For the remainder of the credits students are encouraged to consult with a faculty adviser to assist them in selecting a relevant concentration of elective courses that will advance their interests and career goals. Besides traditional classes, the department offers advanced work for juniors and seniors in a variety of formats including seminars and internships at the local, state and national levels.

Psychology Discipline Mission Statement

In creating course offerings, interdisciplinary minors, and programs of study in psychology, our mission is to provide comprehensive academic training that will prepare students for graduate training and/or careers in psychology while maintaining curricular flexibility to meet the needs of students with disparate interests and goals. The curriculum is designed to meet the needs of a diverse student body and it aims to foster personal and professional growth, competence in the psychological bases of scientific research, and community service. Emphasis is given to students' understanding of issues of gender, ethnicity, culture, and socioeconomic class in psychological theory, research, and practice. Students planning to major in psychology must register with the department by the beginning of the junior year. It is recommended that new majors see a faculty advisor in the department as early as possible in their college career to expedite program planning and course selection. Students are encouraged to select elective

courses in the major that reflect their interests and/or preparation for graduate and professional training.

Psychology Discipline Mission Statement: Proposed Revision²

The mission of the Psychology discipline is to encompass the knowledge, skills, and values that are necessary for students to acquire as undergraduates within the context of a liberal arts education while incorporating the broad theoretical and research bases of psychology using a variety of pedagogical models to prepare them for entrance into the workforce or acceptance into graduate or professional schools upon receipt of the baccalaureate degree. Students will reflect upon the importance of diversity and cross-cultural issues in the discipline. The Psychology major endorses six goals in which students are expected to become proficient by the time they complete the program:

1. **Knowledge Base of Psychology:** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. **Research Methods in Psychology/Quantitative Skills:** Students will understand and apply basic research methods and statistics in psychology, including research design, data analysis, and interpretation.
3. **Critical Thinking Skills in Psychology:** Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. **Values in Psychology:** Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
5. **Career Planning and Development:** Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
6. **Written and Oral Communication Skills:** Students learn to write well in a variety of formats and must master the use of APA format through a systematic Writing Plan that addresses needed skills at each level of the undergraduate curriculum. Students learn how to effectively communicate with others and understand sources of potential interpersonal conflict.

The primary goal as a department is to ensure that students graduate from our programs in a timely fashion, well prepared to pursue graduate education in their chosen field/s of study or to enter the job market with strong communication skills, including writing proficiency, and quantitative reasoning skills. To this end, the Political Science discipline has reviewed and evaluated its curriculum over the past year and plans to submitted revisions to the College Curriculum Committee in Spring 2013. Political Science has increased the number of lower level and upper level Writing Intensive courses and plans to increase the number further in future semesters. As the discipline begins to develop a Writing Plan, these elements will be revisited and we will develop ways to include appropriate practices into the curriculum.

2. The Psychology discipline's revised mission statement is based upon the American Psychological Association Guidelines for the Undergraduate Psychology Major.

The Psychology Discipline is in the process of assessing student performance in our upper division Writing Intensive course, Foundations of Research in Psychology, with the goal of making curricular adjustments to facilitate student success and readiness for graduate study in the field. This is in addition to evaluating the appropriate course sequencing in the Psychology major to make sure that students are adequately prepared to tackle upper division courses in the major. The Psychology discipline has revised its multi-level Writing Plan and this will be incorporated in all aspects of the major curriculum (see Appendix B). Faculty members continue to work closely with students through advisement to help them plan their course schedules keeping in mind academic success, timely graduation, and needed preparation for meeting their future goals. Both disciplines offer graduate school workshops every semester to prepare students for the application process and to guide them in choosing an academic program that will prepare them for further study. Students are encouraged to become actively involved in research, working closely with faculty mentors through independent study and as research assistants to faculty. The department needs continued support in the form of full time faculty, adequate office and lab space, as well as supplies for classes, activities and laboratories to help us meet these goals and fulfill our student-centered mission. There also needs to be access to funding for research assistants, research materials and support for travel to present research.

A. How the Department's Mission Parallels the Mission of the College

College Mission

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.

College Vision

York College's hallmark academic programs in liberal arts and sciences will be recognized as centers of excellence within CUNY, attracting and graduating some of the best and most highly motivated students from New York City and the greater New York area. We will be the first choice for prospective CUNY students interested in the health professions, allied health sciences, and business, including aviation management. York College will also establish itself as a model for enabling first generation college students to earn an undergraduate degree, and will fulfill students' individual academic goals while preparing them for graduate education and the competitive marketplace. Students are at the center of their own learning at York College. We offer multiple opportunities for student engagement, inquiry and research-based scholarship, and experiential learning. York maintains a vibrant campus where students actively participate in extra-curricular programs and collaborate with faculty and academic peers whose backgrounds are distinctly different from their own. The College has a dynamic student life with athletic and visual/performing arts programs, special interest clubs and social organizations where students develop enduring relationships and refine interpersonal skills.

The College will enable faculty and students to pursue their highest goals and foster their development as individuals and professionals. York College will be an attractive place to

work, which will draw highly qualified candidates for its academic, executive, professional and administrative positions. The multicultural nature of our sustainable academic and social environments enriches the collegiate experience for all students, faculty and staff. York College will be a magnetizing institution within the Queens community where students and graduates are mobilized as advocates/participants in continuous civic engagement. Our strong alumni network supports our programs, serves as ambassadors and donates time, talent and capital to advance our mission. Our Continuing and Professional Education function attracts students, graduates, individuals and professionals in pursuit of continued personal and professional development. Our business outreach activities engage the business community to strengthen our town-gown relationships.

The Department of Behavioral Sciences' Role in the College Mission

Our department's mission fits well with the mission and vision of the college. We are devoted to teaching and student guidance. We work to make sure that students receive a first-rate education that provides the competences needed for graduate study and careers. We offer students the opportunity to work closely with faculty mentors as they choose their academic program and prepare for further study or work. We encourage our students to engage in research with faculty mentors across a wide array of research interests. The college vision mentions several signature programs including programs in the health professions, business and aviation. Our department is vital to the success of these programs, as we offer courses required for these programs in both disciplines, and work closely with faculty in those programs to ensure student success.

How New Faculty Members and Students are Oriented to the Mission

Each faculty member understands the importance of excellent teaching and that this includes student advisement, service to the college and scholarly productivity. New faculty members work closely with a senior faculty member who serves as a mentor to guide them. New faculty members participate in the college's orientation program for new faculty, PROF 101, and are encouraged to attend workshops through the Center for Excellence in Teaching and Learning (CETL) program, as well as to take advantage of other faculty development opportunities offered by the college and university. The department meets monthly to discuss issues of importance to faculty and students. These meetings are an opportunity for faculty members to share concerns and seek input from colleagues. Our department has a listserv, allowing the Chair to send out regular, "bi-monthly reminders," alert faculty to important campus initiatives and share information quickly and effectively. Faculty members in the department use this listserv to share information, as well as pertinent articles, student advisement issues, upcoming research conferences and more.

Part time faculty members are oriented to the mission of the College and the department in several ways. One is through the course liaisons that have oversight of the instruction and instructional materials for major courses. A second is through the Classroom Observation process where a full time faculty member not only observes but also meets with the part time faculty member in the post observation conference. All new hires meet with the Chair, receive a "Helpful Faculty Information" guide about procedures at the

College and are kept informed through the Behavioral Sciences listserv. The department has, in the past, conducted professional development workshops for part time faculty members and, this past semester, the College ran several workshops dedicated to the concerns of part time colleagues. Part time faculty members are invited to attend programs and events so that they can feel integrated within the college community and better their skills as higher education professionals.

Students are likewise oriented to the mission of the college and the department in a variety of ways. Each student choosing to major or minor in either discipline receives a copy of the student handbook for the respective discipline (see Appendices C and D). These handbooks provide important information on major and minor requirements, course offerings, suggested academic plans, information on special programs such as field work, internships, and independent study, contact information for faculty members and listings of faculty research interests. Students utilize the department's website for important information on course requirements and offerings as well as information about faculty research (see Appendix E). The department holds an annual open house along with frequent workshops for students on graduate study, internships, and other special interests of the disciplines.

B. Governance Structure of the Department

The governance structure is made up of a Chair, a Deputy Chair, Discipline Coordinators, a five member Personnel and Budget Committee (P&B), one departmental representative to the College Curriculum Committee, one representative from each discipline to the College Senate, and course liaisons for our largest multi-section courses.

Department Chair

Dr. Donna Chirico, Professor
(three-year term, ends 6/30/15)

Deputy Chair: Our Deputy Chair, Dr. Michael Flynn, died suddenly in Fall 2012. A new Deputy Chair will be appointed June 1, 2013.

Personnel and Budget Committee (three-year term, ends 6/30/15)

Dr. Donna Chirico, Professor, Chair
Dr. William Ashton, Associate Professor
Dr. Conrad Dyer, Associate Professor
Dr. Deborah Majerovitz, Professor
Dr. Debra Swoboda, Associate Professor

Discipline, Program and Course Liaisons

Political Science Discipline Coordinator
Pre-Law Program
Psychology Discipline Coordinator
Psychology Advisement Coordinator

Dr. Robin Harper, Assistant Professor
Dr. Robin Harper, Assistant Professor
Dr. Francisco Villegas, Associate Professor
Dr. Susan Austin, Doctoral Lecturer

Course Liaisons

POL SCI 103
POL SCI Internships

Dr. Robin Harper, Assistant Professor
Dr. Ron Daniels, Distinguished Lecturer

PSY 102	Dr. Susan Austin, Doctoral Lecturer and Ms. Winsome Smickle, Lecturer
PSY 215/216	Dr. Deborah Majerovitz, Professor
PSY 313/319	Dr. Robert Duncan, Assistant Professor
PSY 321/362	Dr. Francisco Villegas, Associate Professor
PSY 326/401	Dr. Donna Chirico, Professor
PSY 330	Dr. Debra Swoboda, Associate Professor
PSY 332	Dr. William Ashton, Associate Professor
PSY 338	Dr. Kathariya Mokruue, Assistant Professor
Field Work	Dr. Kristin Davies, Assistant Professor

Department Representatives to College Committees

College Curriculum Committee	Dr. Lawrence Preiser, Assistant Professor
College Senate	Dr. William Ashton, Associate Professor (Psychology) Dr. Michael Sharpe, Assistant Professor (Political Science)

Department Committees

Department Curriculum Committee	Dr. Lawrence Preiser, Committee Chair
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Each discipline convenes its own curriculum committee for discipline-specific matters. All faculty members participate. The current governance structure works well to facilitate efficient administration of the department. Beginning in Fall 2012, reassigned time at the college was restructured permitting the Chair to allocate additional reassigned time for administrative tasks. This has been beneficial for the department, allowing the chair to delegate important responsibilities to faculty coordinators who take on significant responsibility. This academic year, the following coordinators received three hours reassigned time each: Dr. Robin Harper (Political Science Discipline Coordinator); Dr. Susan Austin (Advisement Coordinator); Dr. Deborah Majerovitz (Coordinator of the Academic Program Review).

C. Departmental Resources

The Department of Behavioral Sciences is located on the fourth and third floors of the Academic Core in the D and E corridors (offices) and F corridor (lab spaces), with the primary location of offices and laboratories on the fourth floor. The main office suite, 4D06, includes a conference room that is used for department meetings and informal seminar classes. Faculty can reserve the space for meetings or events. The conference room is a locked space internal to the main office. The reception area of the main office is configured as a large open space where our two administrative staff members, Ms. Carol Johnson and Ms. Andrea McLeod-Spruill, have desks. This open area contains faculty and staff mailboxes, the departmental copy machine/common printer, fax machine, files for all department records and a desk with a computer that is used by adjunct faculty members. The Scantron machine for grading multiple-choice tests is secured in the conference room.

The department chair has an office in the 4D06 suite (4D06B) with a conference table and chairs for smaller meetings, along with a large format poster printer that is shared by the department for creating conference and presentation posters. Eight other faculty members have office space within the central suite. There are two faculty offices on the 4E corridor and two on the 4D corridor. Four faculty members have office space on the 3rd floor in the 3E and 3F corridor. There is a shared two-room office space for adjunct faculty members on the 3D corridor (3D02). Full time faculty members have their own computers and most are networked to the common departmental printers. Several faculty members including the chair have their own printers, but these were allocated before networked systems were available in the college. The adjunct office has computers that are shared. See Table 1 for a listing of all faculty offices.

Table 1: Faculty and Staff Offices

Room Number	Faculty/Staff Member
4D-06	Ms. Carol Johnson (Administrative Assistant); Ms. Andrea McLeod-Spruill (College Assistant)
4D-06B	Prof. Donna Chirico, Department Chair
4D-06C	Prof. Deborah Majerovitz
4D-06D	Prof. Kristin Davies; Prof. Kathariya Mokrue
4D-06E	Prof. Debra Swoboda
4D-06F	Prof. Conrad Dyer
4D-06G	Prof. Ian Hansen; Prof. Robin Harper
4D-06H	Prof. Larry Preiser
4D-03	Prof. Robert Duncan
4D-04	Currently vacant (was used by Prof. Michael Flynn)
4E-05	Prof. Michael Sharpe
4E-06	Prof. Ron Daniels
4F-16	Ms. Karen Manifold, College Laboratory Technician
3E-05	Prof. William Ashton; Prof. Susan Austin; Prof. Winsome Smickle

3F-05	Prof. Francisco Villegas
3D-02	Shared adjunct office space

D. Instructional Space

Classrooms and Teaching Laboratory

The department has only one classroom, 4F02, dedicated to teaching courses that require proximate access to the lab spaces. This is mainly used for sections of Psychology of Learning Laboratory (PSY 321) as it is a teaching laboratory in the animal quarters. Other laboratory sections (PSY 250, PSY 319, PSY 313 and PSY 342) must meet in alternate space depending upon the laboratory tasks, sometimes moving to the computer center to complete projects. This creates a difficult situation since our demonstration materials and portable projection system are located in the department storage areas. When the elevators are inoperative, a frequent occurrence, moving equipment to other parts of the college or campus is a difficult task. The department does not have other dedicated classroom space. Some of our larger courses are scheduled for two smart classrooms on the 4D corridor: 4D01 and 4D02. This is particularly useful for larger sections of Psychology courses as the classrooms are near the department's main office suite and contain 'smart' technology. However, only two courses can be offered in these rooms at any one time and classes with fewer than 55 students are not assigned to these rooms. Faculty members are then assigned to teach on other floors or even in other buildings. The lack of 'smart' technology across the campus makes it difficult to utilize educational technology as part of the pedagogy for any given class. The department does have a dedicated cart with equipment for PowerPoint and presentation of online material, as well as two carts for showing films, but again it is sometimes difficult to move this material to other areas of the college. Equipping more classrooms utilized by the department for 'smart' technology would facilitate ease of access to technology for faculty and students.

Research Space and Resources

Department faculty members in both disciplines are actively involved in research covering a wide range of topics. New faculty members receive 24 hours of reassigned time within the first five years of appointment to establish their research programs. This is a contractual obligation that the college must meet. Tenured faculty members and those moving toward tenure but who have utilized their reassigned time continue, nonetheless, to engage in ongoing research programs despite large teaching loads and substantial service obligations. Faculty members include York College students as research assistants and active members of the research team. Many faculty researchers have brought students to professional conferences as coauthors of presentations and published papers with student co-authorship. Several of our faculty researchers in the Psychology discipline have some dedicated research space. Others must share space or have inadequate space to pursue their research programs. The college has provided some funding to purchase research equipment and computers, but not all faculty members actively engaged in research receive any funding for research equipment. All

our researchers need increased support for faculty research with regard to both space and resources.

Animal Quarters

The animal quarters, located on the 4F corridor of the Academic Core, is shared by the Departments of Biology and Behavioral Sciences. Prof. Francisco Villegas conducts animal research in behavioral neuroscience using rats in the Department's Behavioral Neuroscience Laboratory. The animal quarters serves our Psychology of Learning Laboratory (PSY 321) class, with a dedicated classroom (4F02) for the course along and experimental rooms in which students can conduct hands-on experiments with laboratory rats (4F03 D-J). The animals are overseen by Prof. Villegas with assistance from a full time College Lab Technician (CLT), Ms. Karen Manifold. The college-wide Institutional Animal Care and Use Committee (IACUC), chaired by Prof. Villegas, safeguards that our animal quarters meet all federal and state regulations for animal use and care. In addition to the animal quarters, Prof. Villegas conducts behavioral experiments using rats in his laboratory space on the 3F corridor of the Academic Core (3F04-3F05). See Table 2 (below) for a full listing of all animal quarters and general laboratory space used by the department. See Table 3 (below) for a full listing of laboratory equipment in the animal quarters, for student course use and in the Behavioral Neuroscience laboratories.

4F01/4F03 Suite

The Department has laboratory space adjacent to the animal quarters that is shared by six members of the Department of Behavioral Sciences (Profs. Ashton, Duncan, Hansen, Harper, Majerovitz and Mokrue) and one faculty member in Occupational Therapy. A Continuing Education program serving students working towards their General Equivalency Diploma (GED) also shares the space. One section of the space is divided into small interviewing cubicles that can only hold two people at any one time along with minimal furniture. There is a larger common area of the suite that the GED program uses exclusively. One consequence of this are periodic conflicts over space utilization and noise when the GED program is in session in the common room and faculty members need to use the laboratory space for interviewing or lab meetings.

The 4F01/4F03 suite also includes a second larger room that currently contains a conference table and chairs along with shelving for books. Books are donated by faculty members and are available for students and faculty in the department. Profs. Duncan, Mokrue, and Hansen frequently use this space for research and lab meetings. Other researchers can also reserve the conference space for laboratory meetings since the cubicles cannot accommodate more than two people at a time. However, this larger meeting space does not afford much quiet or privacy, particularly when the GED program is in session. The space is also used heavily during the Summer Research Program for C-SURP students and high school students alike. The space desperately needs working chairs; and it is particularly difficult to keep good chairs in the conference space because it is in close proximity to other departments and classrooms. Chairs have been salvaged from other areas of the campus, but even these are now broken or missing. See Table 2 (below) for laboratory spaces used by the department. The cubicles in 4F01 used by Drs. Mokrue, Majerovitz, and Ashton each have Dell Optiplex

300 Desktop computers. Dr. Mokrue has a Lexmark printer. Prof. Duncan has additional equipment that supports the interdisciplinary Transformative Games Initiative. This includes: 4 Apple MacBook Pro laptop computers, 4 Apple desktop computers, a Behringer EURORACK UB1202FX audio mixer, (2) M-audio BX8 Studio Monitors, a Gateway FHX2402L BID 24" LED Monitor, Samsung SCX-4500W Printer, and a LaCie dual Tb hard drive. Prof. Duncan will have access to state-of-the-art fMRI equipment, including a dedicated research scanner, to be shared with other CUNY faculty at the new Advanced Science Research Center at City College. Prof. Duncan currently conducts fMRI scanning sessions at New York University's Center for Brain Imaging.

Table 2: Laboratory Space used by Department of Behavioral Sciences, 4th Floor

Room #	Name	Faculty/Staff/ Department	Course	Time of Use
4F01 (entrance)	Common area used by faculty members	Dr. Duncan	PSY 490s	Continuous use
4F01A	Qualitative Interview Lab	Dr. Harper		Continuous use
4F01E	Cognitive Neuroscience Lab	Dr. Duncan		Continuous use
4F01F	Research Lab	Dr. Majerovitz		Continuous use
4F01G	Cognitive Neuroscience Lab	Dr. Duncan		Continuous use
4F01H	Cognitive Neuroscience Lab	Dr. Duncan		Continuous use
4F01J	Research Lab	Dr. Mokrue		Continuous use
4F01K	Social Interaction Lab	Dr. Ashton		Continuous use
4F02	Classroom		PSY 321	Various times when classes are in session
4F03A	Cognitive Neuroscience Lab	Dr. Duncan		
4F03B	Preparation Room for PSY 321 and the Behavioral Neuroscience Laboratory	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321 PSY 480s PSY 490s	Various times including evenings and weekends
4F03C	Social Discrimination Testing Room for the Behavioral Neuroscience Laboratory	Prof. Villegas	PSY 480s PSY 490s	Various times including evenings and weekends
4F03D	Experimental Room for Psychology of Learning Laboratory	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321	Various times when classes are in session
4F03 E	Experimental Room for Psychology of Learning Laboratory	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321	Various times when classes are in session
4F03F	Experimental Room for Psychology of Learning Laboratory	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321	Various times when classes are in session
4F03G	Experimental Room for Psychology of Learning Laboratory	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321	Various times when classes are in session
4F03J	Experimental Room for Psychology of Learning Laboratory	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321	Various times when classes are in session
4F03H	Data Collection/Entry Lab and Analyses Room	Dr. Hansen	PSY 490s	Continuous use
4F03K	Experimental Room for Psychology of Learning Laboratory	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321	Various times when classes are in session

4F03M	Data Collection and Analysis Center for Social Discrimination test for the Behavioral Neuroscience Lab	Dr. Villegas	PSY 480s PSY 490s	Continuous use
Animal Quarters used by the Behavioral Sciences and the Department of Biology				
4F05	Storage (of rodent food and bedding and other animal care related supplies)	Behavioral Sciences and Biology		Continuous use
4F06	Cage and Bottle Cleaning Room	Behavioral Sciences and Biology		Continuous use
4F07	Storage area for biohazard materials	Behavioral Sciences and Biology		Continuous use
4F08	Fish Vivarium	Biology		Continuous use
4F09	Housing for Research Mice	Dr. MacNeil (Biology)		Continuous use
4F10	Housing for Research Mice	Dr. Arsov (Biology)		Continuous use
4F11	Housing for Research Rats for the Behavioral Neuroscience Laboratory	Dr. Villegas	PSY 480s PSY 490s	Continuous use
4F12	Cell Culture for the Behavioral Neuroscience Laboratory	Dr. Villegas	PSY 480s PSY 490s	Continuous use
4F13	Housing for Learning Laboratory Rats	Dr. Villegas Prof. Seiser Prof. Smickle	PSY 321	Various times throughout the week when classes are in session
4F14	Small Animal Operating Room (Certified Lab as per NYC Bureau of Fire Prevention)	Dr. Villegas, Behavioral Neuroscience Laboratory; Biology	PSY 480s PSY 490s	Continuous use
4F15	Histology Room for the Behavioral Neuroscience Laboratory (Certified Lab as per NYC Bureau of Fire Prevention)	Dr. Villegas	PSY 480s PSY 490s	Continuous use
4F16	Office for College Laboratory Technician and Animal Lab Technician; Data Input Area for Research Pool	Karen Manifold		Continuous use
4F17	Storage Room	Biology		Continuous use
Laboratory Space used by Department of Behavioral Sciences, 3rd Floor				
3F04	Office and Microscope Room (Behavioral Neuroscience Laboratory)	Dr. Villegas	Research; PSY 480s PSY 490s	Continuous use
3F05	Behavioral Neuroscience Laboratory	Dr. Villegas	Research; PSY 480s PSY 490s	Continuous use

Table 3: Laboratory Equipment Inventory

ROOM #	Equipment	Supplies
4F03C	Social Discrimination Arena Set-Up (Open Field Arena) and video tracking camera	
4F03M	Data Acquisition and analysis Laboratory	
Rooms 4F03D, E, F, G, I, and J;	<u>Lab Rooms</u> : Six Operant Conditioning chambers for the Psychology of Learning Laboratory (PSY 321)	45 gm reinforcement food pellets
4F05 (in animal facility)	<u>Rodent Supplies Storage</u> : Open storage cabinets	Bedding (Beta chip wood); Rodent food; Sunflower Seeds (Bioserv); Lab coats; Napkins and plastic waste bags
4F06 (in animal facility)	<u>Cage Washer Room</u> : Cage washer and dish washer for bottles	Cleaning (Clout agent) detergent; Acid cleaning solution; Water bottles (rodent)
4F11 and 4F13	<u>Animal Rooms</u> : Rat cages and wire tops; Six animal cages	Two weighing scales; Rodent enrichment toys
4F12	<u>Cell Culture Room</u> : New Air CO ² Airjacketed Incubator; New Air Biosafety cabinet; Mettler Toledo Analytic Scale; Bokel giant oscillating water heater; Fisher scientific water heater; Maxi Mixer II; Automatic pipette; Eppendorf Centrifuge; Small size -20° C refrigerator; Large size -10° C refrigerator; Medium size 4° C refrigerator	50 ml Reagent reservoir; 15 ml conical tubes; Glass pipettes tips; Lint free wipes; Kimtech delicate task wipes; Biological grade sterile saline; 1 ml Cryonic vials; Filtration system (sterile); 24 well cell culture plates; Assortment of plastic pipettes (sterile); Assortment of Reagents used for cell culture; CO ² gas cylinder
4F14	<u>Small Animal - Surgery room</u> : Anesthesia Isoflurane system and gas Scavenger; Two Stereotaxic instruments and adapters; Two Micro-infusion Pumps; Precision operating drill; Dry Sterilizers (Germinator 500); Shaver (hair); Overhead Operating Lamp; Two dissecting Microscopes; Hot plate and hot plate stirrer	O ² and CO ² Gas cylinders; Operating instruments used for brain surgery on rodents Sterile gloves; Sterile sponges; Scalpels; Syringes (assorted sizes); Pre-operation solutions and antibiotics and analgesics; Anesthesia Machine and Gas Scavenger; Syringes (Precision); Four animal warming pads; Parafilm; Ceramic powder and liquid; Tape (assorted sizes)
4F14	<u>Small Animal Surgery Room</u> (outer room): Hood Small explosion proof refrigerator	Assortment of laboratory acids; Alcohol; Assortment of chemical glassware (beakers, flask, graduated cylinders, bottles, etc.); Isoflurane for anesthesia machine; Slide holder
4F15	<u>Histology Room</u> : Microwave (Laboratory); Thermo Scientific Cryostat; Slide Warmer; pH Meter (Ab 15 Accumet Basic); Six mechanical Eppendorf research pipettes; Scale (Adventurer Ohaus); Two Stirrer/Hotplate; Water Purification System (Millipore Direct QUV3); Incubators (small)	Chemical Reagents and Stains generally used for histology; Microscope slide and slide holders
3F04	<u>Microscope Room</u> : Motic inverted fluorescent microscope with a Prog Res C5 camera; Nikon eclipse fluorescent microscope with a spot insight QE camera; Meiji dissecting microscope; Micro pipette puller and pipette	

	beveler; Fiber optic light source; Computer interfaced with microscope cameras	
3F5	<u>Behavioral Neuroscience Laboratory</u> : “5-conditional serial reaction time task” system with six chambers; Morris Water Maze System with 200 gallon water tank and video tracking camera; Digital EEG machine (15 Neuro Data Amplifying System); large Sound Attenuated Chamber; Eight sound attenuated sleep rodent chambers with Electrical commutators; Four oscilloscopes (older); Safe for securing controlled drugs	Electrical leads; Four water pumps and four water heaters; Tempura paint

E. The Research Pool

In the Fall 2004 semester, the Psychology discipline initiated the formation of a Behavioral and Social Sciences Research Pool. Prof. William Ashton, who continues to administer the Research Pool with help from our CLT, Ms. Karen Manifold, started the Research Pool. The Research Pool remains an interdisciplinary program that includes faculty in the Department of Social Sciences. A committee made up of faculty members in the departments that use the Research Pool serves as a coordinating body for the program. Current members are: Dr. William Ashton, Dr. William Divale (Social Sciences), Dr. Deborah Majerovitz, and Dr. Beth Rosenthal (Social Sciences).

Every student taking Introductory Psychology (PSY 102) is required to participate in faculty research to earn points toward their Research Pool participation grade (the Sociology, Anthropology, and Social Work disciplines also require research pool participation in their introductory and research courses). Points are assigned to studies based upon the time commitment involved with in-person studies awarding more points than online surveys. Researchers may apply to the Research Pool coordinator at the beginning of each semester to recruit study participants. Access is allotted to researchers so that each one can recruit adequate participants for their research and students are assured a varied research experience during the semester. All studies must pass an ethics review by the CUNY Institutional Research Board (IRB) before they are approved for inclusion in the Research Pool. This program affords students the opportunity to experience social science research firsthand, enhancing their academic study of the scientific method within the course curriculum. Students who decline participation in a study for personal reasons or due to age limitations complete an alternate computer-based project designed to enrich their understanding of social science research. The program supports faculty research in the departments involved by providing a source of participants for research involving human subjects and opportunities for working with students pursuing independent study. The Research Pool is administered using the SONA software system. The license to use SONA is renewed annually through the Office of Information Technology.

In summary, research space and support for equipment and resources is a major unmet need for the department. The department currently has 12 full time faculty members with active research programs. Six of these researchers have no dedicated research space or

equipment and three others do not have enough space to accommodate their research. The allocation of research space to the department was initially generous when the Academic Core opened in 1986. However, over time spaces were taken away from the department to serve as labs spaces for other departments or spaces for other programs (such as undergraduate research). The hiring of eight new faculty members in the last five years with active research programs has created a space shortage and we now need space and resources to support our active and vibrant research program.

Some specific needs include a reconfiguration of the 4F01/03 suite. The space was designed for the research programs of former faculty to accommodate private interviewing. Current research programs would benefit from larger spaces to accommodate researchers and their research teams. For example, Prof. Duncan is active in the Transformative Games Initiative, in collaboration with faculty in Teacher Education, Educational Technology, and Performing and Fine Arts. As this research expands, there will be increased need for space and for software to support this state of the art program. In addition to space needs, there is a need for maintaining equipment and supplies as well as replacing aging equipment. Other faculty conducting social science research in both Political Science and Psychology require software beyond the licenses currently available to the College.

F. Department Administration

Administration of the department is carried out by the department chair, currently Prof. Donna Chirico (with reassigned time from teaching), with assistance from a full time Administrative Assistant, Ms. Carol Johnson, and a full time College Office Assistant, Ms. Andrea McLeod-Spruill. The role of Ms. Johnson in the administration of the department is essential. In addition to being one of the two people who serves as the initial point of contact in the office, Ms. Johnson handles all protocols related to budget, purchasing and personnel such as initial hiring, reappointment, and workload. In the last year administrative reassigned time was restructured at the College allowing the chair to take additional time as needed and provide reassigned time for critical administrative tasks. There are Discipline Coordinators, Prof. Robin Harper for Political Science and Prof. Francisco Villegas for Psychology. A full time College Laboratory Technician, Ms. Karen Manifold, oversees the animal quarters, other laboratory and research-related tasks.

Operating Budget

The department's Other Than Personnel Services (OTPS) budget for supplies needed for administration of the office, classroom needs and some lab maintenance has averaged around \$2500 a year (or less) for the last 6 years. This has barely met the minimum requirements for departmental supplies. Scantron sheets used for examinations in large sections of courses alone cost \$1,000 for the year. Although the department budget was increased substantially in theory for the current academic year, the department did not have access to the additional money during the Fall 2012 semester and it is unclear whether the increased funding will be available going forward. During this academic year, the college implemented a materials' fee for students taking selected laboratory courses. Students in the following courses paid the materials' fee:

PSY 313, PSY 319 and PSY 321. These fees paid for lab supplies in 313 and 321, course books in PSY 319, and lab manuals in 321.

The animal quarters has a separate budget that is used to buy rats and supplies for their care. These include rodent food, bedding, napkins, paper towels, rodent enrichment toys, sunflower seeds (Bioserv), and 45 gm reinforcement food pellets. The daily maintenance of the animal quarters is a challenge especially when vital equipment needs to be repaired. This past semester the cage washer broke down and the department was informed that there is no budget to buy a new one. While deciding what budget would cover the cost of repair, the lab staff had to wash the animal cages by hand. This is a time consuming process that cannot guarantee the same level of sterilization as using the cage washer.

Personnel

The Department includes 16 full-time faculty members. The Political Science Discipline has three full-time faculty members on professorial lines and one Distinguished Lecturer, Dr. Ron Daniels, who is now in the sixth year of a seven-year appointment. It is unknown whether the University will opt to renew this position. The Psychology Discipline has 10 full-time faculty members on professorial lines along with one Doctoral Lecturer and one Lecturer. There is one full-time CLT, Ms. Karen Manifold. Her primary responsibilities are the maintenance of the animal quarters, preparation for and assistance with the learning laboratory courses, and administration of the research pool. This fall, we lost our longtime colleague and faculty member in Psychology, Dr. Michael Flynn, after a brief illness.

There are two faculty members who are appointed in the Political Science discipline who do not contribute to the teaching and service needs of the department. The Provost and Vice President for Academic Affairs, Dr. Ivelaw Griffith, is a Professor of Political Science. Dr. Richard Boris is likewise a Professor of Political Science. Dr. Boris has been on leave from York to serve as the Director of the National Center for the Study of Collective Bargaining in Higher Education and the Professions based at Hunter College/CUNY. It is anticipated that Dr. Boris will return to the department in Spring 2014.

The Political Science discipline has 48 declared majors, three tenured or tenure-track full time faculty members, one Distinguished Lecturer and five adjunct faculty members. The resulting student to faculty ratio is 7:1. The Psychology discipline has 711 declared majors, 12 tenured or tenure/CCE track full time faculty members and 18 adjunct faculty members. The resulting student to faculty ratio is 36:1. This is substantially above the College student to faculty ratio of 19:1. Two faculty members, Profs. Austin and Smickle, were hired under a special CUNY program permitting colleges to convert long-time adjuncts into full time lecturers. Lecturers have a larger teaching workload (27 hours per year rather than 21 hours per year), but they are not obligated to engage in research so they are able to focus their talents on teaching. This allows the department to cover more classes with master teachers rather than relying on part time personnel. Clearly, there is a need for additional full time faculty in the Psychology discipline. The specificity of the need is described in the "Department Needs for Continued Success" section of this report.

An additional concern is the hiring and oversight of adjunct faculty members. Both disciplines have rigorous standards and have a preference for part time colleagues who have experience teaching at the undergraduate level and familiarity with the CUNY system or other public university systems. Sometimes hiring a part time person is a necessity when an area of specialty is needed. This is often the case for our service courses such as those in the Aviation Program. It is also the case that even when a full time faculty member has a particular specialization, that person may not be able to handle an additional course in a given semester. The sheer number of sections required to meet student needs goes well beyond the total faculty workload for the Psychology faculty.

It has been a practice in the department to hire York College graduates after they complete their graduate degree or complete the required number of graduate credits. This serves two purposes. One is to provide an opportunity for the student to take the next step in his/her career development. A second is to bring faculty members into the classroom at York who have an appreciation for what it means to be a student at a public, commuter college. This practice has been a success as the majority of graduates hired have proven to be outstanding in the classroom. Presently, there are two full time faculty members and eight part time faculty members who are York College graduates including the department Chair. Additionally, five faculty members were adjuncts at York before becoming full time members of the department.

II. Curricular and Co-Curricular Activities

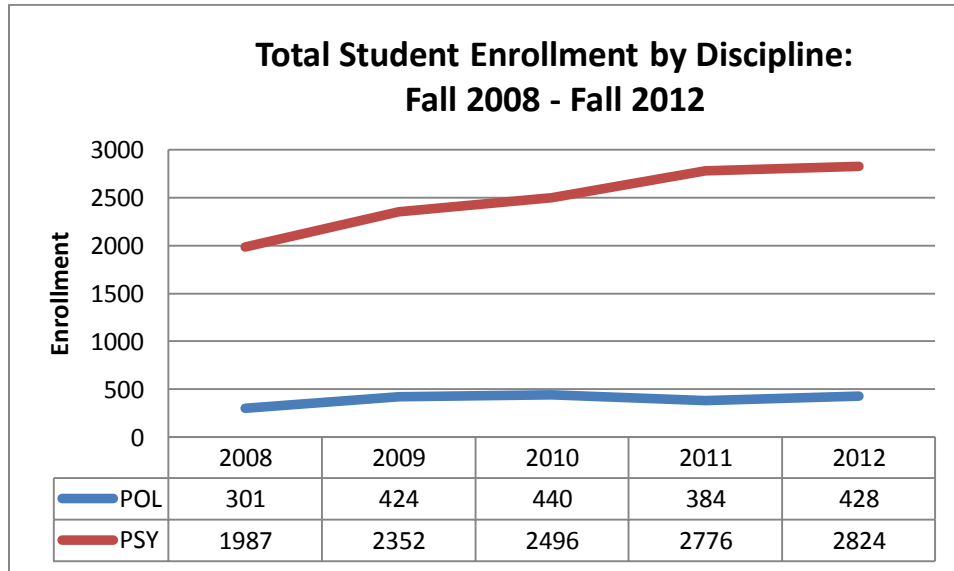
A. Department Majors and Minors: Enrollment Trends

The Department of Behavioral Sciences offers two majors, Political Science (BA) and Psychology (BA). The Department offers nine minors: Aviation Policy, Cognitive Neuroscience, International Relations, Labor Studies, Political Science/Cross-Cultural Studies in Psychology, Political Science, Pre-Law Studies, Psychology, and Public Administration. Appendix F provides a complete listing of course enrollments since 2007 broken down by General Education courses, major courses and courses that serve other programs at the College. The substantial growth in Psychology reflects the overall increase in enrollment at the College and the increase in the number of faculty members in the discipline. Since fall 2008, eight faculty members were hired allowing the discipline to offer a substantial number of additional course sections. Political Science hired two tenure track faculty members creating a modest increase in enrollment that has fluctuated somewhat as the result of faculty members' workload obligations. New tenure track faculty members receive "reassigned time" to establish research programs, therefore the number of course sections the discipline can offer is affected. This has not limited the enrollment in Psychology because there is a much larger faculty cohort and, as stated above, several of these colleagues hired are on lecturer lines.³ The overall growth at the College has created needs within the major programs, especially in Psychology, and for offering courses to serve the programs that require courses offered

3. One faculty member, Prof. Kristin Davies, was hired as a Doctoral Lecturer and then in Fall 2012 she was promoted to Assistant Professor. Her PSC-CUNY reassigned time began in Fall 2012.

in the department. Table 4 (below) provides a snapshot of the growth in enrollment in the department since fall 2008.

Table 4: Total Student Enrollment by Discipline, Fall 2008 through Fall 2012



B. Major and Minor Curricula

The Department of Behavioral Sciences distributes recommended four-year plans for each major to guide students in their course choices. We offer recommended two-year plans for transfer students. These plans are available in hard copy and on the website. Students are strongly encouraged to make an appointment with a faculty advisor in their chosen major as early as possible in their careers at the college and to work with an advisor, preferably the same person, each semester to make sure their academic plan is on track for timely graduation and post college life. Psychology is a popular major for students in the Teacher Education program. While the Psychology major is well suited to allowing students to work toward their certificate in Teacher Education, careful planning is required to make sure that all requirements for both programs are complete within eight semesters. Students are strongly encouraged to visit an advisor in the Teacher Education program as early as possible to make sure they are on track for certification. A Political Science major also allows students to work toward their Teacher Education certification and the same suggestion for early advisement in both programs and careful planning applies.

Political Science Major

The Political Science major is designed to allow students choices depending upon their areas of interest. Students are encouraged to work with a faculty advisor to help them choose courses that will prepare them best for their chosen career path, including Law School, graduate study in Political Science or related fields, Civil Service, Teaching, Management, or other areas of interest. The Political Science major requires 31 credits. Course requirements are grouped as follows:

Required courses for all students (6 credits):

POL 214 Racial and Ethnic Politics	3 credits
POL 285 Urban Government in the United States	3 credits

- One course chosen from the following (3 credits):

POL 202 Comparative Politics	3 credits
POL 241 Basic Factors in International Politics	3 credits

- One course chosen from the following (3 credits):

POL 267 Classical Political Theory I: Plato to Machiavelli	3 credits
POL 268 Political Theory II: Machiavelli to Marx	3 credits
POL 269 American Political Thought	3 credits

Area Studies:

- One course chosen from the following (3 credits):

POL 226 The U.S. Supreme Court	3 credits
POL 327 Congress and the Presidency	3 credits

- One course chosen from the following (3 credits):

POL 250 Latin American Politics	3 credits
POL 256 African Politics	3 credits
POL 257 Asian Politics	3 credits
POL 258 Middle East Politics	3 credits

Internship:

- One course chosen from the following (4 credits)

POL 393 Seminar-Internship in New York City Government and Community Development	4 credits
POL 394 Seminar-Internship in New York City Government and Community Development	4 credits

Elective Political Science Courses, Choose 3 9 credits

The Elective Political Science Courses must include at least one course at the 300 or 400 level.

The Political Science discipline offers minor programs of study (see Appendix G):

Political Science	For students in other majors who desire a background in government and politics.
Aviation Policy	This interdisciplinary program is appropriate for students in a variety of majors, including Political Science.
International Relations	This interdisciplinary program is appropriate for students in a variety of majors, including Political Science.

Labor Studies This interdisciplinary program is appropriate for students in a variety of majors, including Political Science.

Pre-Law This minor is appropriate for students of any major, including Political Science, who are interested in applying to law school.

Psychology Major

Once students have completed PSY 102, Introductory Psychology, we suggest that students take PSY 215, Human Development I: Birth through Middle Childhood. This course can be taken with only PSY 102 as a pre-requisite and will fulfill a requirement for the major. Students planning to major in Psychology need to be aware that PSY 326, Introduction to Statistical Methods, has specific prerequisites in mathematics (Math 111 or Math 121). Students are encouraged to choose one of these Math courses to fulfill their General Education Requirements so that they are ready to take PSY 326 in their third year at the College. All courses at the 300-level or above require English 125 (Composition) as a prerequisite and six credits in Psychology; some have other specific prerequisites. This helps to ensure adequate preparation for the rigor expected in advanced major courses. Under the new Pathways General Education requirement coming in fall 2013, students will be required to take six credits of English Composition within their first 45 credits at the College. It is anticipated that this will strengthen the student skills needed for advanced work in the Psychology program. The Psychology major requires 33-34 credits. Courses are divided into three groups as follows:

Group I: Required Psychology Courses (15 Credits)

PSY 215	Human Development I - Infancy/Childhood	3 credits
PSY 326	Statistical Methods in Psychology	3 credits
PSY 330	Foundations of Research in Psychology	3 credits
PSY 334	Personality	3 credits
PSY 401	History of Psychology	3 credits

Group II: Choose One Course in Area A, B, and C (9 Credits):

Area A: Choose one of the following:

PSY 319	Human Cognition Laboratory	3 credits
PSY 321	Psychology of Learning Laboratory	3 credits

Area B: Choose one of the following:

PSY 332	Social Psychology	3 credits
PSY 338	Abnormal Psychology	3 credits

Area C: Choose one of the following:

PSY 313	Sensation and Perception Laboratory	3 credits
PSY 362	Physiological Psychology	3 credits

Group III: Three additional Psychology courses (9-10 credits)

If students choose to take more than one of the courses listed in Area A, B, or C in Group II, the second course may be used to fulfill the requirement in Group III. Students planning to take the Psychology GRE and who want to attend graduate school are advised to take all courses in areas A, B and C as preparation.

The Psychology major focuses on six goals, part of the discipline's mission statement, in which students are expected to become proficient. Once again these are:

Goal 1: Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Research Methods in Psychology/Quantitative Skills: Students will understand and apply basic research methods and statistics in psychology, including research design, data analysis, and interpretation.

Goal 3: Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Values in Psychology: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Goal 5: Career Planning and Development: Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Goal 6: Written and Oral Communication Skills: Students learn to write well in a variety of formats and must master the use of APA format through a systematic Writing Plan that addresses needed skills at each level of the undergraduate curriculum. Students learn how to effectively communicate with others and understand sources of potential interpersonal conflict.

The Psychology discipline offers minor programs of study (see Appendix H):

Psychology

The Psychology Minor is designed to meet the needs of students who are majoring in other disciplines who want to deepen their education with additional knowledge about human thought and behavior. Students work with a faculty advisor in Psychology to design a program of study that fits their individual career goals and complements their major field of study.

Cognitive Neuroscience

The Cognitive Neuroscience Minor is appropriate for students in any major, including Psychology.

Political Psychology/
Cross Cultural Studies

This sequence of courses is designed to acquaint students with the application of psychological theory to understanding different cultures and subcultures, and to the way social, cultural, and political organizations and institutions shape human behavior. It is appropriate for students in any major, including Psychology.

Although the suggested graduation plans for Political Science and Psychology are provided in Appendix I together with the General Education requirements, it is critical to note that all requirements and plans will change beginning in fall 2013. Independent of any curricular actions taken by the disciplines, a new General Education structure is being imposed by the University. The Pathways to Degree Completion initiative and York's response to this requires revised advisement documents. These are being prepared to be ready for distribution in the spring 2013 semester prior to registration for continuing students. Continuing students will be able to opt in to the new plan or follow the existing requirements; students new to the college in fall 2013 must follow the Pathways General Education requirements. Therefore there will be a transition period when students following both General Education requirements will need to be advised accordingly. It is our experience that a transition period for a major curricular change can last as long as eight to ten years by the time all continuously enrolled students under the older program requirements graduate. Students who stop out and then return will follow the new plan.

C. Special Programs and Activities

The Political Science and Psychology disciplines sponsor student activities, programs and organizations geared toward specific interests within the disciplines. Each discipline offers opportunities for independent research, internships, and advisement for students interested in graduate study.

Pre-Law Program – Political Science

Prof. Robin Harper is the coordinator of the Pre-Law program in Political Science, open to all students at the college who have an interest in law school, whether or not they major in Political Science. The program sponsors a Pre-Law Club. Students in the program go to the pre-law open houses offered by the Law School Admissions Council, St. John's University Law School, and CUNY Law School. The Pre-Law program sponsors a variety of programs on campus including films about topics related to the law followed by discussions, periodic sessions with outside speakers on becoming a lawyer and on interesting topics in law. For example, one recent event was on the legal issues in the Trayvon Martin Case. Judge Bill Erlbaum, a long-time adjunct instructor in Political Science and former New York State Supreme Court Justice, came and spoke to the club. In another session, the students participated in a webinar with the National Women's Bar Association on the 40th Anniversary of the equal protection clause being used in cases of gender equity. The Club also participated in the Macon B. Allen Law Day at York last May.

Ronald H. Brown Summer Pre-Law Program at St. John's University.

Every summer, the Pre-Law Program sends York College students to an intensive summer program for pre-law students conducted at St. John's University Law School. This program provides our students with valuable preparation for law school admission, including preparation for the LSAT exam. Last summer, the department sent two talented young women to the program. Both won awards for their performance during the summer and both students plan to apply to attend again. Funding though has been a

problem. A dedicated funding stream would be extremely helpful to continue participating in this program. Prof. Emerita Shirley Ostholm is working with the York College Office of Development and Alumni Affairs to try to secure funds from alumni of the York College pre-law program to support future students attending this important program. External grants have also been sought.

Psi Chi Honor Society in Psychology

The Psychology discipline participates in Psi Chi, the International Honor Society in Psychology. Psi Chi was founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of Psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Eligibility includes: completion of at least 3 semesters of college courses; completion of at least 12 credits in Psychology; a minimum GPA of 3.0 in both Psychology classes and cumulative GPA. Membership applications are taken at the beginning of the Spring semester and the induction ceremony is held in late May. Prof. Preiser serves as faculty advisor to Psi Chi.

Pre-Graduate School Advisement

Each semester, each discipline offers group sessions for students interested in pursuing graduate study. Students meet with faculty members to learn about the varied graduate study opportunities available to students in the discipline, including academic and professional programs. Faculty share personal experiences with graduate study and encourage students to plan their programs to make sure that they are competitive in their graduate school applications. Students have the opportunity to ask faculty questions about the application process, the myriad programs available at the graduate level and the realities of attending graduate school.

Research Opportunities

Independent Study and Research

The Department of Behavioral Sciences strongly recommends that students interested in pursuing graduate or professional study work with an individual faculty member on an independent research project. Students are encouraged to work with faculty members whose research interests are of interest to them and to develop a project in collaboration with their faculty mentor. Faculty members in Political Science and in Psychology have active research programs and faculty members who are active in research include students as research assistants (see Appendix L for faculty CVs).

In Political Science, students can register for a three-credit course of independent study with an individual faculty member through POL 490-493. In Psychology, students can register for a three-credit course of independent study and research with an individual faculty member through the PSY 490-495 sequence. Multiple sections provide the opportunity to work with more than one faculty mentor on different projects or to pursue a research project beyond a single semester. Students interested in working in an animal laboratory can register for up to six credits of training in advanced laboratory techniques through PSY 480 and PSY 481. These students work in the Department's Behavioral

Neuroscience Animal Laboratory with Prof. Villegas. Each semester, students in each discipline present their research at the College-wide Undergraduate Research Day. Last year, eight department faculty members mentored 18 student projects for this event. Prof. Sharpe was given the Dean's Award for Enhancing Student Research for mentoring five students. Outcomes for student work in the 490 classes include papers and/or posters leading to presentations at York and beyond. Here are examples of recent independent study student research projects:

- Ahmad, H., Hassan, M., Ahmad, N., Castro, C. and A. Florentino, Intracranial Self-Stimulation and Neurogenesis in a Rat Model of Alzheimer's Disease (Prof. Villegas)
- Alsaidi, R., Arshad, D., and J. Medina, Arbitrary reinforcement and task difficulty in a game-like choice paradigm with multiple uncertain prospects (Prof. Duncan)
- Bissessar, B. Rat Model of Alzheimer's Disease with Measures in Sleep-Wake Alterations and Deficits in Short Term Memory (Prof. Villegas)
- Florentino, A., Persaud, A., Wiltshire, C., Ramandeep, K. Familial incarceration and college students. (Prof. Mokruue)
- Flores, H., Restitullo, E., De La Cruz, R., & S. Seenaraine, Using Video Games to Educate At-Risk College Students About Depression (Prof. Duncan)
- Heras, D. The Significance of Parent-Child Relationships (Prof. Chirico)
- Hernandez, A., Cook, P., Franco, E., Walthall, R. & C. Wiltshire, Cognitive Test in a Rat Model of Alzheimer's disease (Prof. Villegas)
- Kanteh, F. Election campaign posters and Islam in the Gambia (Harper)
- Persaud, A., Parham, L., & Tan, D. If Help is Offered, Will they Come? (Prof. Mokruue)
- Powlett, D. Private Contractors and the war in Iraq (Harper)
- Tang, L. Transgressor's Intentions on Perceptions of the Victim's Injury: Priming *Just World* Beliefs (Prof. Ashton)
- Torres, A. Development: Does it Rely on Who You Know? (Prof. Sharpe)
- Vasquez, V. The Contentious Iran: What Sustains the Iranian Regime? (Prof. Sharpe)

Internships and Field Work

Students in Political Science are required to complete a one-semester internship with a government agency or in the district office of an elected official. This is done through POL 393 or POL 394, Seminar Internship in New York City Government and Community Development, that offers students the opportunity to gain valuable experiences working in the offices of elected officials in the New York City Council, New York Public Advocate, New York State Assembly and Senate, Judges in Criminal and Civil Courts, Prosecutors as well as a variety of government agencies. Alternatively students may work for a non-governmental social service, labor, community development, public interest legal or advocacy organization, e.g., 1199 Service Employees International Union, Center for Constitutional Rights, Coalition for the Homeless, Neighborhood Housing Services of Jamaica, and the National Action Network. Prof. Daniels is the faculty member overseeing internships in Political Science.

Students in Psychology are encouraged to register for up to six credits of fieldwork in Psychology (PSY 290-PSY 295). Students choose an internship site based upon their career goals and interests in collaboration with a faculty fieldwork supervisor. Students may earn one credit for every three hours worked at the internship site each week. Examples of Field Work sites include Dress for Success, The Community Mediation Center (that works with the children of the incarcerated), local schools, day care centers and assisted living facilities. Prof. Davies is the faculty member overseeing field placements in Psychology.

D. Fostering Student Learning and Enrichment in the Department

As described above, students are encouraged to develop an independent research project in collaboration with a faculty researcher. The department has 12 faculty members with active research programs in their field of interest and each one includes students in his/her research (Drs. Ashton, Chirico, Davies, Duncan, Hansen, Harper, Majerovitz, Mokrue, Preiser, Sharpe, Swoboda, and Villegas).

Faculty members sponsor outside speakers, events and field trips in areas of interest or related to course curricula. These occur both in and out of the classroom. Prof. Swoboda co-taught an interdisciplinary Honors Course entitled *Food* in which students organized a campus festival displaying edible art works they created about their favorite foods. Profs. Harper and Sharpe have invited numerous speakers to come to their Political Sciences classes including Dr. Dilcia Granville, the Public Affairs Director of FDA who spoke on making food safety policy and Dutch Diplomat Arthur Kibbelaar who gave a lecture about the then upcoming dissolution of the Netherlands Antilles in the Caribbean. Many faculty members encourage students to take advantage of the numerous experiential and service learning opportunities in the New York City area, while others build in such experiences as part of course requirements. A multiplex cinema located near the campus allows faculty members to assign relevant films and even attend as a group during a class session. Faculty members bring students to conferences, talks and exhibits. Sites visited have included the United Nations, the Museum of Natural History, the Queens Hall of Science, Queens County Criminal Court, the Tenement Museum and the Rubin Museum of Tibetan Art. Seven York students attended State of the Black World Conference III at Howard University in Washington, D.C. with Prof. Daniels where they interfaced with their counter-parts from twenty-one colleges/universities and interacted with influential leaders of African descent. One faculty member, Prof. Chirico, managed to get her students invited to a Broadway performance of *Sunday in the Park with George* as the guests of composer Stephen Sondheim who then met with the class (PSY 313, Laboratory in Sensation and Perception) for Q&A.

The Department is fortunate to have a Distinguished Lecturer, Dr. Ron Daniels, as a member of the Political Science faculty. Dr. Daniels is active in the Black Male Initiative, and sponsors a program of speakers and workshops on current topics in politics and community activism. Prof. Swoboda directs the Center for Excellence in Teaching and Learning (CETL) that hosts weekly faculty development programs presented by York

College faculty as well as outside speakers. Several faculty members in the department have presented workshops for CETL (see Appendix J for a sample of recent programs by faculty members in the department).

In the past, Psychology students led a Psychology Club to encourage more active interest in the department among Psychology majors and minors. The discipline needs to recruit students interested in resuming and revitalizing this student organization. Since clubs at York are student-driven, it is difficult maintaining continuity of leadership as students graduate. Activities for students have been sponsored by Psi Chi, the International Honor Society in Psychology, but again continuity is difficult to maintain as students move on in their academic careers. The Political Science discipline has a Pre-Law Club and should consider forming a general Political Science club to foster greater student integration into department life.

E. Department of Behavioral Sciences Course Offerings

The Department of Behavioral Sciences offers courses for students fulfilling General Education Requirements, prerequisite courses for professional programs throughout the college, courses required for majors other than Political Science and Psychology and for major or minor programs in Political Science and Psychology. Current course offerings are listed below. Sample syllabi for selected courses can be found in Appendix M for Political Science and Appendix N for Psychology.

General Education Courses

As mentioned above, the College is in the process of revising the General Education requirements as part of the University's Pathways to Degree Completion initiative. Courses in both disciplines are represented in the proposed revision of the General Education curriculum that was recently approved by the College Curriculum Committee and the College Senate. The program was approved by the CUNY Board of Trustees in February 2013. Courses in Political Science and Psychology are included as choices in four of the five Flexible Core sections of the Pathways General Education curriculum that requires students to choose 18 credits from among each of five areas of study. These areas of study are driven by learning outcomes and specific skills sets.

The following courses are part of the College's Pathways curriculum:

- World Cultures and Global Issues:
 - POL 202 Comparative Politics
 - POL 241 Basic Factors in International Politics
- U.S. Experience in its Diversity:
 - POL 103 Politics and Government in the United States
- Individual and Society:
 - POL 267 Classical Political Theory I: Plato to Machiavelli
 - POL 268 Political Theory II: Machiavelli to Marx
- Scientific World:
 - PSY 102 Introductory Psychology

Departmental Courses Required by Professional Programs and Other Majors

A number of professional programs at the College require successful completion of courses in Political Science and/or Psychology as prerequisites for admission to their programs. Other programs include courses in Political Science and/or Psychology as part of their major requirements, or as elective choices within their major or minor requirements. Some courses in the disciplines are required while others are among several courses from which a student seeking to fulfill their requirements may choose. Table 5 provides a listing of the programs that include Political Science and/or Psychology as part of their recommended or required courses. For full course descriptions see Appendix K.

Table 5: Courses Required in Other Programs

School of Arts and Sciences	Behavioral Sciences Courses: Required	Behavioral Sciences Courses: Elective
Interdisciplinary Studies Major		POL267, POL268, POL269
Italian Studies Minor		POL 268
Journalism Major	POL 285	
Latin American Studies Minor	POL250	
Puerto Rican Studies Minor		POL250, POL251, POL 252
Women's Studies Minor		PSY 336
School of Business and Information Systems		
Aviation Management Major	POL 228, POL 233 and POL402	POL 241, POL 309 or POL392; PSY 219, PSY 328
Aviation Policy Minor	POL210 and POL 228	POL 280, POL 320, POL329, POL392, POL402
Business Administration Major		
o Human Resources Management Track	PSY 251, PSY252	PSY253, PSY255
o Entrepreneurship Track	PSY 252	
Marketing Major		PSY 251, PSY253
International Relations Minor	POL 241, POL 346, POL 453	POL 250, POL256, POL 257, POL 258
School of Health and Behavioral Sciences		
Community Health Education Major	TWO of the following courses: PSY 215, PSY216, PSY 283, PSY 332, PSY 338	

Gerontological Studies and Services Major	PSY 280, PSY 283	POL 273 PSY 381
Gerontology Minor		POL 273 PSY 280, PSY283
Nursing Major	PSY 214 is a support course and a requirement for screening and progression in the program.	PSY 102 is one of several courses a student can choose to fulfill GE for Nursing
Occupational Therapy Program (BS/MS)	Pre-course requirements: PSY 102 PSY214 or PSY 215/216, PSY 338	
Physician Assistant Major	PSY 102 is required for eligibility for screening into the program	
Social Work Major		Supportive courses: POL 103 PSY102, PSY 215/PSY 216, PSY 333

Political Science Courses

Introductory Course

Politics and Government in the United States, POL 103, is a course in general education and for Political Science majors and minors. This course provides an analysis of American politics and public policy in economic, social, and ideological contexts emphasizing the Presidency, Congress, the judiciary, the federal bureaucracy, political parties, and interest groups. Political Science majors are required to take six intermediate courses following the introductory course. Two of these courses are required for all majors and then students choose one course in each of three areas. Political Science majors also take three elective courses in the discipline. They can choose from the following intermediate level courses (area courses not selected can serve as electives):

POL210	Introduction to Political Economy
POL211	Intermediate Topics in Political Science
POL212	Intermediate Topics in Political Science
POL221	Research Methods in Political Science
POL228	Public Administration in the Political Setting
POL230	Correctional Administration (offered rarely)
POL231	The Electoral Process
POL233	Introduction to Aviation Safety and Security
POL251	Puerto Rican Politics (offered rarely)

POL252	Cuban Politics (offered rarely)
POL259	Modern Israel (offered rarely)
POL271	The Politics of Education
POL273	Politics of Aging
POL275	Introduction to Law
POL280	Transportation: Planning, Finance, and Policy
POL285	Urban Government in the United States

Advanced Courses

Political Science majors must take three elective courses in Political Science, at least one of which must be at the advanced level. Students may choose from among the following advanced courses in Political Science:

POL305	Selected Legal Topics
POL306	Selected Legal Topics
POL309	Aviation Law
POL310	Methods of Legal Research
POL311	Advanced Topics in Political Science
POL312	Advanced Topics in Political Science
POL320	Risk Management for Public Policy
POL322	The Courts and Public Policy
POL329	Public Administration: Management Processes
POL330	Public Policy Making
POL332	Public Opinion and Political Behavior
POL340	American Capitalism: Political and Social Aspects
POL346	American Foreign Policy
POL352	Russian Politics (offered rarely)

POL364	Protest Politics and the Novel (offered rarely)
POL366	Marxism (offered rarely)
POL367	Contemporary Political Theory
POL373	Politics of the Environment
POL375	Seminar-Internship in a Legal Office
POL385	New York City Government and Politics
POL386	Comparative Urban Government and Politics
POL387	Political Processes in the American States
POL392	Aviation Internship in the Private Sector
POL395	Seminar-Internship in Preventative Law for the Elderly
POL396	Full-Time Internship in State Governance
POL397	Full-Time Internship in National Governance
POL402	Aviation Policy Seminar
POL425	Seminar in Civil Liberties
POL444	Seminar in Comparative Foreign Policies
POL453	Seminar in Global Change
POL480	Seminar in Contemporary Urban Problems

Capstone Course

All Political Science majors take an internship and accompanying seminar at the upper division level. This experience gives students the opportunity to apply all that they have learned in the classroom to a real-life political setting. The seminar brings students together to discuss their experiences with faculty members and to explicitly link their internship experiences to the theory and information learned in prior classes.

Independent Study

As discussed above, students have the option of doing independent study working directly with a faculty mentor through the POL 490-493 series of courses.

Upcoming Curriculum Changes

The Political Science discipline has been working on a proposal for the College Curriculum Committee to revise the Political Science major and to add new courses.

Some changes were submitted Spring 2013 and they plan to submit additional changes next year. The proposed changes will focus on changing course prerequisites to reflect more current trends in the discipline. This will ensure that students have the correct foundation for each course they take and create a smoother path to graduation. The discipline wants to introduce new courses in non-western politics and add them to the area requirements in the major. This proposed change reflects modern shifts in global politics and will prepare students for graduate study and employment in government, public policy, and non-profit sectors. Another proposed addition to the major is a course in qualitative research methods, potentially cross-listed with Sociology/Anthropology, to expand students' research skills.

In addition to these proposed changes to the major, the Political Science discipline recently gained approval to have two courses (POL 241, International Relations and POL 373, Environmental Politics) permanently designated as Writing Intensive. This will help Political Science majors to fulfill their Writing Intensive course requirement; in the past the Writing Intensive course offerings changed each semester. This change will give majors the opportunity to develop skills in policy analysis writing, which is an important skill for graduate study and employment in the field.

Finally, the discipline is discussing the possibility of a cross-disciplinary minor in Criminal Justice in consultation with the Sociology discipline in the Department of Social Sciences. Many York College students are interested in this area and so it would be an exciting and welcome addition to the curriculum.

Psychology Courses

Introductory Psychology

Introductory Psychology, PSY 102, is the prerequisite for most courses within the Psychology discipline. This survey course introduces students to all the major topics within the field of Psychology and serves as the foundation for all of our advanced courses.

Intermediate Courses

All majors are required to take PSY 215, Human Development I: Birth through Middle Childhood. This survey course introduces students to the area of Developmental Psychology. Developmental Psychology is a key area of the discipline, providing a foundation for more advanced study in a number of major areas within the discipline including personality, physiological psychology and learning theory. The course provides a foundation in research methods, particularly cross-sectional and longitudinal methodologies essential to understanding the developmental process. This is a key applied area within the field and is also required by professional programs including Nursing, Occupational Therapy, and Social Work.

Students may choose from 18 courses as intermediate level electives. These classes give students the opportunity to explore the field of Psychology as they complete the coursework necessary to succeed in advanced level courses. These courses give students outside the major the opportunity to learn more about specialty areas within

Psychology without completing the more extensive prerequisites needed to succeed in advanced courses within the field. Elective courses at the 200-level are as follows:

PSY200	Intermediate Seminar
PSY214	Lifespan Development for Health Professions (not accepted for majors in Psychology)
PSY216	Human Development II: Adolescence/Maturity
PSY217	Psychology for Parents
PSY219	Psychology of Terrorism
PSY225	Psychology of Learning Disabilities
PSY236	The Psychology of Women
PSY250	Practicum in Interviewing
PSY251	Organizational Behavior
PSY252	Leadership, Motivation and Power
PSY253	Industrial/Organizational Psychology
PSY254	Conflict Resolution and Management
PSY255	Psychology of Advertising and Marketing Communications
PSY265	Introduction to Communication Disorders
PSY280	Psychology of Geriatrics
PSY282	Psychology of Vocational Rehabilitation
PSY283	The Psychology of Death and Dying
PSY289	Psychology of Addiction

Advanced Courses

Students are required to take six courses at the 300-level. Three of these are required of all majors: PSY 334 (Personality), PSY 326 (Statistical Methods in Psychology) and PSY 330 (Foundations of Research in Psychology, which also serves as the Writing Intensive course within the discipline). Additionally, students choose three courses at this level from among three groups of courses including laboratory courses.

Finally, students choose three electives from among all course offerings at the 200, 300, or 400-level. The following advanced courses can be chosen as electives:

PSY311	Psychology of the Religious Experience
PSY327	Advanced Statistical Methods
PSY328	Human Factors Psychology (offered rarely)
PSY333	Black Psychology
PSY335	Exceptional Child
PSY337	Child Abuse and Neglect (offered rarely)
PSY340	Clinical Health Psychology
PSY342	Practicum in Group Dynamics (offered rarely)
PSY352	Psychological Assessment
PSY353	Approaches to Psychotherapy
PSY370	Psychology of Consciousness (offered rarely)
PSY381	Psychological Consequences of Chronic Disability
PSY383	Behavior Modification (offered rarely)
PSY385	Practicum in Behavior Modification (offered rarely)
PSY387	Biofeedback (offered rarely)
PSY390	Community Psychology
PSY430	Experimental Methods (offered rarely)

Capstone Course

Students take PSY 401, History of Psychology, as the capstone course in the discipline. This course provides advanced students in the major with a depth of understanding and appreciation regarding the origins of the discipline of psychology, the influences of psychological research and ideas on broader historical and political developments, and the influences of history on the direction taken by psychological science. The course integrates work in philosophy, biology, and medicine together with the other social science disciplines to give a rich picture of the interaction between history and psychological theoretical and scientific developments. The course enables students to understand the place of Psychology in the modern day academic curriculum.

Independent Study

As discussed above, students have the option of completing independent study working directly with a faculty mentor through PSY 490-495.

Upcoming Curriculum Changes

The Psychology discipline will be using this Academic Program Review process to evaluate the current curriculum and to discuss proposed revisions to its programs. The current major design was implemented in 2002 and was based upon recommendations by the American Psychological Association for a Psychology curriculum that prepares undergraduate students for graduate study in the field. Once again the Psychology program will utilize the resources of the APA to make sure that its programs are consistent with programs nationally.

Profs. Chirico and Preiser conducted an evaluation study of the prerequisites for our PSY 330 (Foundations of Research in Psychology) course. This is a course that students find difficult, even when taken in their junior or senior year. The evaluation took place over the course of one year and included all students who took research methods in the spring semester. The study compared students who took research methods after taking PSY 326 (Statistical Methods in Psychology), those who took research together with statistics, and those who had not taken statistics. Their data indicate that the group of students who took and completed statistics prior to research methods earned the highest grades and those who took the two courses together earned higher grades than those who had not taken statistics prior to research methods. Revising the prerequisites and corequisites for PSY 330 to include PSY 326 is needed in light of this finding. In addition to the prerequisites and corequisites for PSY 330, the discipline is exploring other revisions to the major, once again using the recommendations of the APA as a guideline to ensure that our students are well prepared for current requirements of the GRE area exam, graduate study in Psychology, as well as entry level positions in related fields that our students may pursue. We expect to continue these discussions throughout the 2012/2013 academic year and to develop a proposal to the College Curriculum Committee for the Fall 2013 semester.

III. Faculty: Leadership, Scholarship and Instruction

A. Department Faculty Members

As stated, the department currently has 16 full time active faculty members. Thirteen are tenured or tenure-track professors (three in Political Science and ten in Psychology), two are lecturers in Psychology (one is a doctoral lecturer) and one is in the penultimate year of a Distinguished Lecturer appointment in Political Science. Although, Dr. Ivelaw Griffith, Provost and Senior Vice President for Academic Affairs, and Dr. Richard Boris have appointments as Full Professors in Political Science, neither has taught in the department for the last five years. Our faculty members have expertise in myriad subareas within their disciplines providing our students the opportunity to learn about the full range of topics within each discipline and to participate in research that covers

extensive interests. See Table 6 for a listing of all full time faculty members in both disciplines along with their areas of expertise.

Table 6: Full Time Faculty Roster

Faculty Member	Rank	Tenure CCE	Hire Date	Discipline	Areas of Expertise
William Ashton	Associate Professor	Yes	2003	PSY	Social Psychology, Industrial and Organizational Psychology, Community Psychology. Research on the stigma of mental illness and how people think about blame and responsibility in sexual assault situations.
Susan Austin	Doctoral Lecturer	No	2009	PSY	State certification in School Psychology, Research methodology, Child Development, Personality, and Abnormal Psychology
Donna Chirico	Professor	Yes	1994	PSY	Development of Transcendent Imagination, Educational Attainment Among Nontraditional College Students, Identity Formation, Statistics in Sports
Ron Daniels	Distinguished Lecturer	No	N/A	POL	Civil Rights/Civil Liberties, Electoral Politics/Campaigns, Haitian Politics and Public Policy
Kristin Davies	Assistant Professor	No	2010	PSY	Social and Health Psychology, Research on interpersonal and intergroup relations, particularly how close relationships with members of different social groups impact one's view of those groups
Robert Duncan	Assistant Professor	No	2008	PSY	The physiological mechanisms of visually guided behavior in healthy individuals; and, developing novel functional magnetic resonance imaging (fMRI) techniques to quantify neuronal, vascular, and metabolic contributions to neurodegenerative visual disorders. Secondary interests include human factors engineering and developing Serious Games for education
Conrad Dyer	Associate Professor	Yes	1996	POL	Social change and community development, Practice and scholarship of teaching
Ian Hansen	Assistant Professor	No	2010	PSY	Social psychology with specific interests in culture and cognition, political psychology and psychology of religion
Robin Harper	Assistant Professor	No	2008	PSY	Comparative public policy including examination of immigrant/immigration

					policies, citizenship policy, border politics and civic engagement especially in the US, Germany and Israel
Deborah Majerovitz	Professor	Yes	1998	PSY	Health psychology, Psychology of aging, Social and personality psychology, Health communication, Family caregiving, Social support, Long term care, Cross cultural issues in health behavior and caregiving
Kathariya Mokrue	Assistant Professor	No	2008	PSY	Licensed clinical psychologist, Cognitive behavioral interventions for underserved populations, mindfulness, unmet needs and barriers to effective interventions
Lawrence Preiser	Assistant Professor	Granted	2006	PSY	Development of children ages birth through 10, Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS); Early intervention retinoblastoma and its effects on early development
Michael Sharpe	Assistant Professor	No	2008	POL	Comparative politics and international relations; Looking comparatively at globalization, politics of migration, immigrant political incorporation, and political transnationalism in the Netherlands, Japan, the Dutch Caribbean, and around the world
Winsome Smickle	Lecturer	No	2009	PSY	State certification in Special Education; Learning and Behavior; Learning disabilities, academic intervention, and assessment
Debra Swoboda	Associate Professor	Yes	2003	PSY	Contested illnesses (i.e., environmental illnesses or multiple chemical sensitivities), Layperson understanding of genetic testing for risk of health problems, including psychiatric disorders, Impact of technologies of genetic enhancement on conceptions of disability, Constructivist pedagogies
Francisco Villegas	Associate Professor	Yes	1994	PSY	Behavioral neuroscience, Central mechanisms of reward and sleep; Research in the recovery of cognitive functions in a rat model of Alzheimer's disease; Intracranial self-stimulation, neurogenesis and recovery of cognitive function.

B. Faculty Leadership

The alignment of the department to the College mission and to the goals of CUNY is further evidenced by faculty participation at the College-wide and CUNY-wide levels. All colleagues serve on at least one College or School committee. This is other than those committees that mandate faculty participation. Beyond membership, numerous colleagues have taken on leadership roles past and present. Right now, colleagues are involved with Middle States accreditation where Prof. Chirico is co-chair of the Periodic Review Report process for Middle States; the Center for Excellence in Teaching and Learning (CETL) where Prof. Swoboda is the Director and attends the CUNY-wide CETL Committee, General Education Reform where Profs. Ashton, Chirico and Swoboda have served locally and/or on CUNY-wide Pathways committees; the John D. Calandra Institute for Italian American Studies, where Prof. Chirico is the Chair of the Italian American Faculty Staff Advisory Council and also serves as a Faculty Research Consultant to the Institute; the Graduate Center where Prof. Majerovitz is involved as a mentor to masters' students and Prof. Duncan has two appointments at the CUNY Grad Center – Cognitive Neuroscience in Psychology and Neuroscience in Biology – and as a visiting Scholar at the Center for Brain Imaging at NYU; and the Council of Psychology Discipline Chairs of which Prof. Chirico is the Chair.

C. Grants and Publications

Faculty members in Psychology and Political Science have active research programs leading to regular publication in refereed journals, edited books, and other media. Faculty members present their work regularly at national and international professional conferences, as well as locally at professional societies and within CUNY. Several faculty members have received grants over the past five years, primarily from sources within the University, such as the PSC-CUNY research grants (funding through the Professional Staff Congress, the faculty union), Title III funding to CETL and other sources. Over the past five years, eight department faculty members were awarded PSC-CUNY grants, some on multiple occasions. Three faculty members received funding from the Title III grant to CETL. Prof. Chirico received a grant from the John D. Calandra Institute for Italian American Studies (CUNY). Profs. Harper, Hansen, and Sharpe received funding from private foundations, and Prof. Duncan currently has two larger grants under review with the National Science Foundation (NSF) and the National Institutes of Health (NIH).

Over the coming years, the department will continue to utilize CUNY-based funding sources to support faculty research. A goal is to have more faculty members submit grants to major funders such as NSF and NIH. Several faculty members have participated in writing workshops for junior faculty. This will prove helpful as they seek funding from more competitive sources in the coming years. The highlights of individual scholarship in the form of publications and presentations for the last five years follows; complete faculty CVs are in Appendix L.

Publications, Presentations and Faculty Grants Fall 2008 - Spring 2013

• **William Ashton**

Publications

Ashton, W. (2013, May). Cosmic habituation. *ForteanTimes*, FT199, 52-53.

Ashton, W. A., Ashton, B., Eapen, R., & Mars, E. (2010). Ad tracking, brand equity research and ... your Honors Program? *Honors in Practice*, 6, 163-172.

Ashton, W. A. (2009). Honors needs diversity more than the diverse need honors. *Journal of the National Collegiate Honors Council*. 10(1), 65-68.

Ashton, W. A., & Ashton, B. (2009). Deception and detection: the Trickster Archetype in the film, *The Big Lebowski*, and its cult following," *Trickster's Way*, 5 (1), Article 5.

Presentations

Ashton, W., & Tang, L. *Transgressor's intentions on perceptions of the victim's injury: Priming Just World beliefs*. Poster presented at the meeting of the Eastern Psychological Association, New York, NY, March 2013.

Heightened intentions means heightened injury: Transgressor's Intentions on the victim's injury. Poster session presented at the Eastern Psychological Association, Pittsburgh, PA, March 2012.

Is the early elearner prepared for academic success? Symposium, W. Huang-Stolte, Chair, conducted at the meeting of the CUNY IT Conference, New York, NY, December 2011. *Using the open internet in two psychology courses*. Paper presented at the meeting of the CUNY IT Conference, New York, NY, December, 2011.

The Trickster in pop culture and politics. Provost Lecture Series, York College, Jamaica, NY, April 2011.

Transgressor's and victim's intentions on the victim's level of injury. Poster presented at the Eastern Psychological Association Conference, Brooklyn, NY, March 2010.

Developing and studying leadership in small college honors programs a community/strengths-based approach. Talk for the National Colligate Honors Council National Conference, San Antonio, TX, October 2008.

Ashton, W. A., Eapen, R., Mars, E. (*Ad tracking, brand equity research & ... your honors program?*) Talk presented at the National Colligate Honors Council National Conference, San Antonio, TX, October 2008.

Grants:

- York College student tech fee grant, online course development program, 2009, \$2,500 stipend and laptop.

- York College Student Tech Fee Grant, SONA Systems, 2007-present (repeating annually), \$1,000.

- **Donna Chirico**

- **Publications**

Chirico, D.M. (2012). "Being White, Feeling Black, Acting Out: Identity Development Among Italian American Youth" in D. Carielli, Ed., *Benessere Psicologico: Contemporary Thought on Italian American Mental Health*. In press.

Chirico, D.M. (2011). "Guido: A Generational Rebellion" in J. Sciorra and O. Cappelli, Eds., *Guido: An Italian American Youth Style*, Bordighera Press, 79-82.

Chirico, D.M. (2011). The Dog Catches His Tail: A Critical Reflection on the Value of an Italian American Identity in Personal Development, in P. Carravetta and J. Krase, Eds., *The Status of Interpretation in Italian American Studies*, Stony Brook, NY: Forum Italicum Publishing, 185-200.

- **Presentations**

Italian Identity in the 3rd Millennium. Part II. Invited expert panelist to participate in a constructive dialogue exploring the transformation of Italy and Italian culture today. Symposium sponsored by ILICA, the Italian Language Inter-Cultural Alliance, Rome, Italy, May 28, 2013.

Unity of Existence. Invited panelist, Vedanta Society of New York, Celebration of the 150th Birth Anniversary of Swami Vivekananda Conference, NYC, May 18, 2013.

Cohesive Diversity or Segmented Assimilation? A Case Study of the Italian American Experience at CUNY. CUNY Faculty Diversity and Inclusion Conference, NYC, March 8, 2013. (with Dean A. Tamburri).

What is an Italian identity? On a Different Shore, Defining Italians: Italian Identity in the 3rd Millennium. Part I. Invited expert panelist to participate in a constructive dialogue exploring the transformation of Italy and Italian culture today. Symposium sponsored by ILICA, the Italian Language Inter-Cultural Alliance, NYC, October 24-25, 2012.

How Ethnicity Trumps Race in the Struggle for Self-Identity. Conference paper presentation, *Reconfiguring White Ethnicity: Expressivity, Identity, Race* sponsored by the John D. Calandra Italian American Institute, NYC, April 22-24, 2012.

Putting the Cart before the Horse: Evaluating Prerequisites for Courses in Psychology Requiring Quantitative Reasoning Skills. Tensor Scholars Lecture Series, York College, March, 2012 (with L. Preiser).

The Importance of Self-Identification in a Multi-Ethnic Social Environment. Symposium paper presentation, *Italian American Mental Health: Research and Praxis*, NYC, October 14, 2011. Portions broadcast on *Italics*, CUNY-TV.

Ethnic and Gender Barriers to Educational Attainment. Keynote speaker, Annual Psi Chi Initiation and Dinner, St. Francis College, NYC, April 1, 2011.

Tsunami: Catastrophic & Horrific Disasters in Japan; The Psychological Impact of Disasters. York College, sponsored by the Earth and Physical Sciences Club, March 31, 2011.

Enhancement through General Education Reform. York College 4th Annual Leadership Retreat, January 11, 2011.

Being White, Feeling Black, Acting Out: Identity Development Among Italian American Youth. Conference paper presentation, *Italian American Mental Health and Wellness*, sponsored by the John D. Calandra Italian American Institute, NYC, October 7-9, 2010.

Italian Americans as an Affirmative Action Group in Higher Education. Presented on *Nota Bene*, the webcast division of CUNYTV's *Italics*, NYC, September 21, 2010.

Money and Fame are not Enough: Barriers to Education. Paper presented at the XIII Colloquium of the Modern Languages Department, BMCC, *Immigration and the Road to Success: A Multicultural Perspective*, NYC, April 19, 2010.

What to Know Before Getting a Doctoral Degree. Teachers College Columbia University, panel discussion, NYC, April 13, 2010.

Cultural and Generational Differences: Struggles in Education. Paper presented at the York College Women's Leadership Colloquium, April 7, 2010.

The Uses of Statistics in Sports. Radio Interview, *Beyond the Balls*, KRFC, Ft. Collins, Colorado, July 2009; Rebroadcast, December 2009 as one of the year's 10 best shows.

The Dog Catches his Tail: A Critical Reflection on the Value of an Italian American Identity in Personal Development. Invited paper presentation, *Forum for Italian American Criticism*, Stony Brook, NY, October 6, 2008.

Grants

- York College Auxiliary Board funding for "Italian Heritage and Culture Week," October, 2011; October 2012, \$600 each.
- John D. Calandra Institute for Italian American Studies, Faculty Research Consultant, Grant-in-Aid, 2011, \$9000.
- CUNY Diversity and Development Fund Grant, 2013, \$2000.

● **Ron Daniels**

Publications

Boyd, H., **Daniels, R.**, Karenga, M., & Madhubuti, H., Editors (2011). *By Any Means Necessary: Malcolm X, Real, Not Reinvented*. New York: Third World Press.

Presentations

A frequent guest on national and local media outlets, Dr. Daniels has appeared on *Hannity and Colmes*, *The O' Reilly Factor*, *The Edge* with Paula Zahn and *On the Record* with Greta Van Susteren. He has also appeared on the CBS, ABC and NBC nightly news, Court T.V., Pacifica Broadcasting Network News and Democracy Now, NPR's Talk of the Nation and numerous local talk shows and newscasts. Most recently Dr. Daniels, also known as "The Professor," produced and hosted *Vantage Point*, an issue oriented radio talk show and hosted *Afternoon Drive* on WWRL 1600 A.M in New York. He also hosted *Night Talk*, a weekly talk show on WBAI, 99.5 FM on the Pacifica Network in New York. Dr. Daniels continues to Guest Host the *Morning Show* on WWRL, *The Warren Ballentine Show*, *Keeping It Real with Rev. Al Sharpton* on the Radio One Network and, *Make It Plain with Mark Thompson* on SIRIUS/XM Satellite Radio.

Highlights for 2011-2012:

- Speaker/Panelist, Town Hall Meeting – FraserNet, Power Networking Conference.
- Resource Person, American Family Therapy Academy, Social Justice Committee – Briefing on Haiti Post-Earthquake.
- Organizer and Moderator, Declaring War on the War on Drugs – National Forum at the National Press Club, Washington, D.C. [Covered live by C-Span].
- Moderator, Congressional Black Caucus Annual Legislative Conference – Haiti Issues Forum. Washington, D.C.
- Moderator, Congressional Black Caucus Annual Legislative Conference – Judiciary Braintrust on Reparations, Washington, D.C..
- Facilitator, Congressional Black Caucus Annual Legislative Conference – IBW Black Family Summit Forum: Across Generations – Opposing the War on Drugs.
- Panelist, Congressional Black Caucus Author's Pavilion Forum – Release of *By Any Means Necessary: Malcolm X, Real, Not Reinvented*.
- Speaker/Panelist, York College Annual Men's Center Conference.
- Speaker, York College Campus/Community Lecture, The Crisis of Black Men in America's "Dark Ghettos".
- Speaker/Panelist, New New York Carib News Multi-Business Conference, Ocho Rio, Jamaica – Pursuing a Business Solution in Haiti: Entrepreneurial Opportunities.
- Panelist, Film Screening, "Sweet Mickey for Prezidan," Howard University.
- Organizer/Facilitator, Haiti Support Project Annual Pilgrimage to Haiti – on the occasion of the second anniversary of earthquake.
- Speaker, York College Black History Month Lecture – "Can We All Get Along: The Importance of Black History and Multicultural Studies in American Society."
- Presenter/Moderator, Haiti Two Years After the Earthquake – Annual Bridge Crossing Jubilee, Selma, Alabama.
- Speaker/Co-Moderator, Pre-Bridge Crossing Rally – Annual Bridge Crossing Jubilee, Selma, Alabama.
- Speaker, York College Men Center Conference – Crisis of the Black Male: From Learning to Leading.
- Moderator, Panel on Immigration Policy Reform – National Action Network, National Convention, Washington, D.C.

- **Kristin Davies**

Publications:

Davies, K., Wright, S.C., Aron, A. & Comeau, J. (2012). Intergroup contact through friendship: Intimacy and norms. In M. Hewstone and G. Hodson (Eds.), *Advances in Intergroup Contact*. (pp. 200-229). London, England: Psychology Press.

Davies, K., Tropp, L. R., Aron, A., Pettigrew, T. F., & Wright, S. C. (2011). Cross-group friendships and intergroup attitudes: A meta-analytic review. *Personality and Social Psychology Review*, 15, 332-351.

Davies, K. M., Wright, S. C. & Aron, A. (2011). Intergroup friendships: How interpersonal connections encourage positive intergroup attitudes. In L.R. Tropp and R. Mallett (Eds.), *Beyond Prejudice Reduction: Pathways to Positive Intergroup Relations*. (pp.119-138). Washington, DC: American Psychological Association.

Davies, K.M. (2010). Identifying key themes in cross-group friendship formation. *Dissertation Abstracts International*, 71, 2091-2207.

Aron, A. & **Davies, K.M.** (2009). Aristotle and Plato on relationships. In H. T. Reis and S. K. Sprecher (Eds.), *Encyclopedia of Human Relationships*. (pp. 108 – 110). Thousand Oaks, CA: Sage Publications.

Presentations:

An Exploration of Perceived Normative Support and Cross-group Friendship Formation. Poster given at conference of the Society for Personality and Social Psychology, San Diego, CA, January 2012.

Friendship and Intergroup Attitudes. Talk given at the SPSSI Meeting for Proactive Behavior Across Group Boundaries, Port Jefferson, NY, December 2012.

Identifying Key Themes in Cross-Group Friendship Formation. Poster given at conference of the Society for Personality and Social Psychology, Las Vegas, NV, January 2010.

Identifying Key Themes in Cross-Group Friendship Formation. Talk given to the Ingroup Relations and Social Justice Lab group, Burnaby, BC, Canada, April 2009.

Davies, K. M., Aron, A., Wright, S., Eberhardt, J. L. & Bergsieker, H. *Applications of Laboratory-Based Closeness Generating Procedures in Intergroup Relations Contexts*. Talk given at the convention of the Western Psychological Association, Portland, OR, April 2009.

Davies, K. M. & Aron, A. *Identifying Key Themes in Cross-Group Friendship Formation: Some Preliminary Findings*. Poster given at the Group Processes and Intergroup Relations Pre-Conference of the Society for Personality and Social Psychology, Tampa, FL, February 2009.

- **Robert Duncan**

Publications:

Duncan R.O., Sample, P.A., Bowd, C., Weinreb, R.N., & Zangwill, L.M. (2012). Arterial spin labeling fMRI measurements of decreased blood flow in primary visual cortex correlates with decreased visual function in human glaucoma. *Journal of Vis Res.* 60C: 51-60.

Bai, X., **Duncan, R.O.**, Horowitz, B., Glodstein, S., Graffeo, J., Lavin, J. (2012). The added value of 3D simulations in healthcare education. *International Journal of Nursing Education.*

Bai, X., Lavin, J., **Duncan, R.O.** (2012). Are we there yet? Lessons learned through promoting 3D learning in higher education. *The International Journal of Learning.* 18(6): 1-14.

Bai, X., Horowitz, B., **Duncan, R.O.**, Glodstein, S., Graffeo, J., Lavin, J. (2011) Designing Case Studies through 3D Simulations for the Health Professions. In T. Bastiaens & M. Ebner (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011* (pp. 907-910). Chesapeake, VA: AACE.

Lu K., Perthen, J.E., **Duncan, R.O.**, Zangwill, L.M., & Liu, T.T. (2008). Non-invasive Measurement of the Cerebral Blood Flow Response in Human Lateral Geniculate Nucleus with Arterial Spin Labeling fMRI. *Human Brain Mapping.* 29(10): 1207-14.

Duncan, R.O. (2010). "Imaging of Glaucomatous Neuronal Degeneration in the Central Nervous System." In Carl Erb (Ed.), *Search on Glaucoma*. Amsterdam: Excerpta Medica.

Presentations:

Horowitz, B., Bai, X., **Duncan, R.O.**, Glodstein, S., Graffeo, J., Lavin, J. *Infusing Gerontology across Academic Disciplines through Virtual and Service Learning Pedagogies*. Association for Gerontology in Higher Education's 38th Annual Meeting and Educational Leadership Conference, 2012.

Aminov, S., Smickle, W. & **Duncan, R.O.** *Spatial Navigation Tasks Facilitate the Encoding of Long-Term Memories*. Second Annual York College Summer Research Experience, 2011.

Kim, A., Loh, D., Mucha, N., Peters, M., & **Duncan, R.O.** *The effect of game mechanics on decision-making in high school students using a card game based on prospect theory*. Second Annual York College Summer Research Experience, 2011.

The Physiology of Human Glaucoma. Graduate orientation seminar for the Department of Biology at the CUNY Graduate Center, 2011.

Implementing Serious Games in the Classroom. Ed Tech Webinar on Game Based Learning, York College, 2011.

Using Serious Games to Develop Critical Thinking Skills in College Freshmen. Annual Day of Assessment for the Center for Excellence in Teaching and Learning, York College, 2011.

Early Detection of Eye Disease: We only see what we think we see. You see?" York College Summer Research Initiative, 2011.

Medina, J., Alsaidi, R., Arshad, D., & **Duncan, R.O.** *Evaluating the accuracy of multiple uncertain prospects in a game-like variation of the prospect theory paradigm.* Second Annual Undergraduate Research Conference at York College, 2011.

Arshad, D., Medina, J., Alsaidi, R., & **Duncan, R.O.** *Evaluating gender differences in a game-like choice paradigm with multiple uncertain prospects.* Second Annual Undergraduate Research Conference at York College, 2011.

Alsaidi, R., Arshad, D., Medina, J., & **Duncan, R.O.** *Arbitrary reinforcement and task difficulty in a game-like choice paradigm with multiple uncertain prospects.* Second Annual Undergraduate Research Conference at York College, 2011.

Arterial spin labeling fMRI measurements in primary visual cortex correlate with clinical measurements of visual function in glaucoma. Society for Neuroscience, 2010.

The Guile of Perception and the Insidiousness of Glaucoma. York College Summer Research Initiative, 2010.

Using MRI to Measure Individual Differences in Behavior and the Brain's Response to Injury. York College Provost Lecture Series, 2009.

Decreased Cerebral Blood Flow in Human Glaucoma. World Glaucoma Congress, 2009.

Using fMRI to Assess Neurodegeneration in Human Glaucoma. CUNY Neuropsychology Lecture Series at Queens College, 2009.

It's All in Your Head: Cortical Contributions to Visual Acuity and Glaucoma. Graduate Neuroscience Seminar Series, CUNY, City College, 2009.

Duncan, R.O., Sample, P.A., Bowd, C., Weinreb, R.N., & Zangwill, L.M. *Resting Cerebral Blood Flow in Human Glaucoma.* Investing in Ophthalmological Visual Science, 2008.

Grants received:

- CETL Title III Grant for Teaching Excellence Program, 2010-2011, \$3000.
- PSC-CUNY Research Grant, 2010, \$4375.77.

- **Ian Hansen**

Publications

Dar-Nimrod, I., **Hansen, I.G.**, Proulx, T., Lehman, D. R., Chapman, B.P., & Duberstein, P.R. Coolness: an empirical investigation. *Journal of Individual Differences*. (in press)

Ginges, J., **Hansen, I.G.** & Norenzayan, A. (2010). Religious belief, coalitional commitment, and support for suicide attacks. *Evolutionary Psychology*, 8, 346-349.

Ginges, J., **Hansen, I. G.** & Norenzayan, A. (2009). Religion and support for suicide attacks. *Psychological Science*, 20, 222-230.

Norenzayan, A., Dar Nimrod, I., **Hansen, I. G.**, & Proulx, T. (2009). Mortality salience and religion: Divergent effects on the defense of cultural values for the religious and the non-religious. *European Journal of Social Psychology*, 39, 101-113.

Norenzayan, A., **Hansen, I.G.** & Cady, J. (2008). An angry volcano? Reminders of death and anthropomorphizing in nature. *Social Cognition*, 26, 190-197.

Presentations

Hansen, I.G., Dickey, A., Callaghan, B., Partap, C., Pena, J., Rogers, R. & Borges, K. *The instability of ideology: How different framings of moral divides affect ideological construal*. Annual Conference of the Society for Personality and Social Psychology, New Orleans, LA, January 2013.

Callaghan, B. & **Hansen, I.G.** *Torture as a moral issue*. Poster presented at the Annual Conference of the Society for Personality and Social Psychology, New Orleans, LA, January 2013.

Dickey, A., Budhu, S. & **Hansen, I.G.** *The instability of political conservatism: Conservatives trade off religiosity and authoritarianism when imagining different societal divides*. Poster presented at the Annual Conference of the Society for Personality and Social Psychology, New Orleans, LA, January 2013.

Callaghan, B., **Hansen, I.G.** & Newitt, C. *Evidence for torture as a moral issue: Priming different moral orientations affects support for “enhanced interrogation” techniques*. Paper presented at the 24th Greater New York Conference on Behavioral Research, New York, NY, October 2012.

Dickey, A. & **Hansen, I.G.** *The instability of ideology: Relations between religiosity, authoritarianism and social dominance are not unidimensional*. Talk presented at the 24th Greater New York Conference on Behavioral Research, New York, NY, October 2012.

Dickey, A. & **Hansen, I.G.** *Unstable uni-dimensional correlations between personality traits associated with conservatism*. Poster presented at York College Summer Research Program, August 2012.

Duguid, A. & **Hansen, I.G.** *Is support for torture greater when thinking morally or politically?* Poster presented at York College Summer Research Program, August 2012.

Pena, J. & **Hansen, I.G.** *Does the meaning of “conservatism” change in different moral contexts?* Poster presented at York College Summer Research Program August 2012.

The ironic effect of considering oneself part of the 99%: Reduced support for activism and equality in a liberal student sample. Talk presented as part of the symposium, “The dynamics and challenges of activism in the Occupy movement” at the Psychologists for Social Responsibility Conference, Washington, DC, July 2012.

Callaghan, B. & **Hansen, I.G.** *The effect of moral priming on support for torture.* Talk presented as part of the symposium, “Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture” at the Psychologists for Social Responsibility Conference, Washington, DC, July 2012.

The malleability of ideological construal. Talk presented as part of the symposium, “Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture” at the Psychologists for Social Responsibility Conference, Washington, DC, July 2012.

Pena, J. & **Hansen, I.G.** *Does a moral frame of mind make utilitarian arguments for torture seem less plausible?* Talk presented as part of the symposium, “Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture” at the Psychologists for Social Responsibility Conference, Washington, DC, July 2012.

Rachard, R. & **Hansen, I.G.** *The effect of different framings of moral division on comfort with supporting torture.* Talk presented as part of the symposium, “Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture” at the Psychologists for Social Responsibility Conference, Washington, DC, July 2012.

Rachard, R., Jessenia, P., Partap, C., Borges, K. and **Hansen, I.G.** *Perceptions of societal divide and torture: what happens to support for torture when people think in moral vs. immoral terms?* Poster presented at Pace University Annual Psychology Conference, New York, May 2012.

Hansen, I. G., Partap, C., Pena, C., Rogers, R. and Borges, K. *Does the culture war divide make us more comfortable with supporting torture?* Annual Hunter College Psychology Convention, NY, April 2012.

Borges, K., Rogers, R., Partap, C., Pena, J. & **Hansen, I.G.** *Does the liberal-conservative divide make us more comfortable with supporting torture?* Poster presented at Annual York College Research Day, April 2012.

Partap, C., Pena, J., Rogers, R., Borges, K. & **Hansen, I.G.** *The relationship between religiosity and support for torture.* Poster presented at Annual York College Research Day, April 2012.

Pena, J., Borges, K., Partap, C., Rogers, R. and **Hansen, I.G.** *Punishment or information: What motivates torture?* Poster presented at Annual York College Research Day, April 2012.

What we talk about when we talk about conservatism. Talk presented at symposium "A Christian Nation facing the 21st century: How religion shapes modern America, and its role in a changing society", Annual Conference of the Society of Personality and Social Psychology, San Diego, CA, July 2011.

The efficiency of corporate corruption. Talk given at roundtable discussion on "The Psychology of Corporate Corruption", Psychologists for Social Responsibility Conference, Brookline, MA, July 2011.

Hansen, I. G. *How the culture war sustains real wars.* Talk given at roundtable discussion on "The Psychological and Structural Aspects of War", Psychologists for Social Responsibility Conference, Brookline, MA, July 2011.

Duguid, A., Callaghan, B., Recckia, K. & **Hansen, I.G.** *Selfishness and Support for Torture.* Poster session presented at Einsteins in the City, New York, NY, April 2011.

Does National Religiosity Sit Well or Badly with National Peace and Freedom? Talk presented at the Psychology of Religion Pre-Conference of the Annual Meeting of the Society of Personality and Social Psychology, San Antonio, TX, January 2011.

Hansen, I.G. & Callaghan, B. *Moral Reasoning and Opposition to Torture.* Poster presented at the Annual Meeting of the Society of Personality and Social Psychology, San Antonio, TX, January 2011.

Attitudes Towards Torture: Social Psychological Investigations, Chair. Symposium presented at the Biennial Conference of the Society for the Psychological Study of Social Issues, New Orleans, LA, June 2010.

Hansen, I.G., Jackson, V. & Cohen, A. *Religion, peace and freedom: Two multinational analyses.* Poster session presented at the Society for Personality and Social Psychology Psychology of Religion and Spirituality Pre-conference, Las Vegas, NV, January 2010.

The ironic trinity: liberalism-conservatism, tolerance-intolerance, and religion-nonreligion. Talk presented at the Society for the Scientific Study of Religion, Denver, CO, October 2009.

Grants:

- PSC-CUNY Research Grant, 2011, \$5,466.

- William Stewart Travel Award for National and International Conferences, CUNY, \$500.

- **Robin Harper**

Publications:

Harper, R.A. and H. Zubida. "The Israeli Triangle; (de)constructing the borders between Israeliness, Jewishness and Migrant Workers," in David Tal, ed., *Israel Identity: Between Orient and Occident*. Routledge (in press).

Harper, R.A. (2012). "Berlin: When Walls Disappear" in Lena Malm, ed. *Borderlands*. Helsinki: Jasilti, pp. 68-83.

Nakash, O., Nagar, M., Shoshani, A., Zubida, H., **Harper R.A.** (2012). The effect of acculturation and discrimination on mental health symptoms and risk behaviors and among adolescent migrants in Israel. *Cultural Diversity & Ethnic Minority Psychology*, 18, 228-238.

Harper, R.A. (2011). "Making Meaning of Naturalization, Citizenship and Beyond from the Perspective of Turkish Labor Migrants," *Jahrbuch türkisch-deutsche Studien*, December, pp. 17-36.

Harper, R.A. and H. Zubida. 2010. Making Room at the Table: Incorporation of Foreign Workers in Israel. *Policy and Society*. Vol. 29, pp. 371-383.

Harper, R.A. and H. Zubida. 2010. In or Out – Migrant Workers in Israel: Boundaries of Israeli Citizenship. *In-Spire Journal of Law, Politics and Societies*. Vol. 5(1), pp. 1-23.

Harper, R.A. "Americanization Programs and Immigrant Incorporation," in Elliott Barkan, ed., *Encyclopedia of US Immigration*: Santa Barbara, CA: ABC-CLIO.

Presentations:

Here One Moment... and Gone the Next?" Remittance as a Social Visibility.

ToolEastBordNet/COST Relocating Borders conference, Berlin, January 2013.

East or West? Israel's Migrant Worker Policy Caught Between Two Worlds.

EastBordNet/COST Relocating Borders conference, Berlin, January 2013 (with H. Zubida)

18 IUS SOLI. Invited panel discussion about birthright citizenship in Italy and beyond.

John D. Calandra Italian American Institute (CUNY), NY, October 2012.

Documents, Techniques and Technologies. Invited presentation and Technical Advice

as part of the EastBordNet/COST Working Group WS4, "Visualization in Berlin, Germany", Berlin, April 2012.

Money Family Construction and Borders" EastBordNet/COST Invited Workshop on Money, Riga, Latvia. November 2010. (with H. Zubida)

Social Borders, Israeli Migrant Workers and The Future of Israel as a Jewish State. Institute for Israel Studies Workshop at the University of Calgary, Canada. October 2010. (with H. Zubida)

Foreign Workers and Israeli-Jewishness Dilemma. York College, Provost Lecture Series, April 2012

Should They Stay or Should They Go? Israel as an Ethnic State and the Question of Accommodation or Exclusion for Non-Coethnics Who Decide to Join the Ethnic State. Association for the Study of Nationalities, Columbia University, April 2012

Guess Who's Coming for Dinner? How an Ethnic State Makes Sense of Non Co-Ethnic Migrants. WPSA Annual Meeting Portland, Oregon, March 2012

Who's In and Who's Out? Foreign Workers, Social Borders and the Israeliness-Jewishness Debate. Association for Israel Studies, Brandeis University, June 2011. (with H. Zubida)

Will a Child Lead Them? Foreign Worker Children and the Israeliness-Jewishness Debate. Western Political Science Association annual meeting, San Antonio, TX, April 2011. (with H. Zubida)

EastBordNet/COST Workshop on Borders, Berlin, Germany, April 2010. (with H. Zubida)

After the Oath: The Legacy of the Bush Administration on US Citizenship Policy. Poster presented at the APSA annual meeting, Toronto, Canada, 2009.

Interpreting Citizenship: What Does Citizenship Mean? Western Political Science Association Annual Meeting, Vancouver, Canada, 2009.

Generating Political Science Space in a MySpace World: Dealing with Differing Technologic Comfort. APSA Annual Teaching and Learning Conference, Baltimore, 2009.

Representing Citizenship: A German Case. Center for Citizenship Studies, Wayne State University, Detroit, 2009.

Where Have All the Women's Issues Gone? York College Panel, "Gender Dynamics in the 2008 Presidential Election," 2008. (with D. Majerovitz, M. Ballantyne and L. Fishman)

Harvesting the Power of Social Networking for the Political Science Classroom. APSA Teaching & Learning Conference Workshop, 2010. (with W. Johnston)

Grants:

- CETL Bridging the Gap, 2012-2013, \$500.
- Grant-in Aid, Schusterman Center for Israel Studies Summer Fellow, 2012, \$15,000.
- PSC-CUNY Research Grant, 2012, \$6000.

- PSC-CUNY Research Grant, 2011, \$6000.
- PSC-CUNY Research Grant, 2010, \$3867.
- Nippon Foundation – University Book Grant, 2009, \$4000.
- PSC-CUNY Research Grant, 2009, \$3750.
- Wellesley College, Mary A. Hildreth Fund, Faculty Research Grant, 2008, \$3000.

- **Deborah Majerovitz**

Publications

Majerovitz, S.D., Rudder, C., Mollott, R. (2009). We're on the same side: Improving communication between nursing home and family. *Health Communication, 24*, 12-20.

Presentations

Majerovitz, S.D. & Toussaint, D. *Weight, body image, and the cultural meaning of food*. Poster presentation at the Annual Meeting of the Eastern Psychological Association. New York, NY, March 2013.

Supporting family caregivers to nursing home residents: Social support as a key predictor of lower burden and depression. Presented at the Annual Meeting of the Gerontological Society of America. San Diego, CA, November 2012.

Toussaint, D., & **Majerovitz, D.** *Weight, body image, and the cultural meaning of food*. 3rd Annual Research Day at York College, April 2012.

Levine, G., **Majerovitz, D.**, Schnur, E., Robinson, C., & Soman, C. *Encouraging Healthy Lifestyle Choices Among At-Risk Youth: The Resolve Program*. Northeastern Educational Research Association Conference, University of Connecticut, 2009.

Levine, G., **Majerovitz, D.**, Schnur, E., Robinson, C., & Soman, C. *Improving the self-esteem of at-risk youth*. Northeastern Educational Research Association Conference, University of Connecticut, 2009.

Fatoulla, R., Eddy, R., **Majerovitz, S.D.**, Marchello, V., Villanella, A., Schaefer, R. *Love is a battlefield: How families deal with issues related to their aging loved ones*. Invited panel, Senior Umbrella Network of Brooklyn mini-conference. Brooklyn, NY, May 2009.

Supporting family caregivers in a multicultural society. Presented at York College Provost Lecture Series, September 2008.

Grants:

- PSC-CUNY Research Grant, 2011, \$2300

- **Kathariya Mokru**

Publications:

Mokru, K. & Acri, M. Feasibility and Effectiveness of a Brief Cognitive Behavioral Skills Group on an Ethnically Diverse Campus. *Journal of College Student Psychotherapy*. (in press)

Mokrue, K., Chen, Y., & Elias, M. (2012). The interaction between family structure and child gender on behavior problems among urban ethnic minority children. *International Journal of Behavioral Development*, 36(2), 130-136.

Mokrue, K., O'Neill, P., Weiden, P., Friedman, S., Cavaleri, M. (2011). Barriers to Mental Health Treatment among Trauma Survivors in an Inner-city Acute Trauma Service. *Journal of Aggression, Maltreatment and Neglect*, 20, 57-68.

Presentations:

Mokrue, K., Persaud, A., Parham, L., & Tan, D. If Help is Offered, Will they Come? Eastern Psychological Association, New York, March 2013.

Florentino, A., Persaud, A., Wiltshire, C., Ramandeep, K., & **Mokrue, K.** *Familial incarceration and college students.* 3rd Annual Research Day at York College, April 2012.

Coping and health behaviors as predictors of psychological distress among ethnic minority college students. 32nd Annual Anxiety Disorders Association of America, Arlington, VA, April 2012.

Persaud, A., Florentino, A., & **Mokrue, K.** *The relationship between prior counseling experience and attitudes toward seeking help among ethnic minority college students.* Pace University Psychology Conference, New York, NY, May 2011.

Feasibility and effectiveness of a modified cognitive behavioral intervention in urban college setting. World Congress of Behavioral and Cognitive Therapies, Boston, MA, June 2010.

Home-based Prolonged Exposure Treatment: A case example. Anxiety Disorders Association of America, Baltimore, MD, March 2010.

Gender Matters: Family structure and problem behaviors among low-income ethnic minority children. Eastern Psychological Association, Brooklyn, NY, March 2010.

Self-injurious behaviors among teens: Issues and treatment considerations. Relationship Abuse Prevention Program, Steps to End Family Violence, New York, November 2009.

Grants:

- PSC CUNY Research Grant, 2010, \$2800.
- PSC CUNY Research Grant, 2009, \$2400.

Lawrence Preiser

Publications:

Preiser, Lawrence M. (2012). Children In Action: A Hands-On Psychology Lesson. *Academic Exchange Quarterly*, 16, 30-36

Presentations:

Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS) And the New DSM-V. 20th Annual Pace University Psychology Conference. May 2012.

Putting the Cart before the Horse: Evaluating Prerequisites for Courses in Psychology Requiring Quantitative Reasoning Skills. Tensor Scholars Series, York College, March 2012. (with D. Chirico)

Invited Participant, Best Practices for Evaluating Bilingual Children. Adelphi University, March 2012.

Invited Participant, Evaluation Standards and Procedures for NYS Committee on Preschool Special Education Workshop. All About Kids, Mid-Island Therapy Associates, November, 2011.

Preiser, L., R. Eapen, S. Ruiz, and Mars, V. *The Current Status of Pervasive Developmental Disorder - Not Otherwise Specified in the Research Literature: Where to go from here?* 19th Annual Pace University Psychology Conference, May 2011.

Invited Participant, Evaluation Standards and Procedures for NYS Early Intervention Program Workshop. All About Kids - Mid-Island Therapy Associates, March 2011.

Invited Participant, Applied Behavioral Analysis Workshop. Early Intervention Providers, February 2011.

Preiser, L., R. Eapen, S. Ruiz, and Mars, V. *Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS): A Comprehensive Review and Analysis of the Literature.* 1st Student Research Day, York College, April 2011.

Children in Action: An Experiential Approach in a Psychology Gateway Course. Lilly-East Conference on College and University Teaching, University of Delaware, April 2009.

Grants:

- PSC-CUNY Research Grant, 2008, \$2,600.

Michael Sharpe

Publications:

Postcolonial Citizens and Ethnic Migration: the Netherlands and Japan in the Age of Globalization. (Book under contract with Palgrave Macmillan)

What Does Blood Membership Mean in Political Terms?: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan 1990-2004. *Japanese Journal of Political Science*, Volume 12, Issue 1, February, 2011, pp.113-142.

When Ethnic Returnees are Defacto Guestworkers: What does the introduction of Japanese Nikkeijin (Japanese descendants) (LAN) suggest for Japan's definition of

nationality, citizenship and immigration policy? in *Policy and Society* Volume 29, Issue 4, November, 2010, pp. 357-369.

Curaçaoan 1969 Uprising, in Ness, Immanuel. (ed.) *The International Encyclopedia of Revolution and Protest: 1500 to the Present*. Wiley-Blackwell. May, 2009.

Dutch Empire, in Juang, Richard and Noelle Morrisette. (eds.) 2008. *Africa and the Americas: Culture, Politics, and History*. Santa Barbara, California: ABC-CLIO, Inc.

Presentations:

What Does Post-Colonial Dutch Citizenship Mean in Political Terms?: The Political Incorporation of Dutch Antilleans and Arubans in the Netherlands 1990-2004.

International Studies Association Annual Convention, San Diego, CA, April 2, 2012.

Is Blood Thicker than Water: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan. Latin American Studies Co-sponsored with Political Science and Global Interdisciplinary Studies, Villanova University, September 29, 2011.

Interrogating Ethnic Migration in Japan: The 2009 Kikoku Shien Jigyo (Help Return Program) for Latin American Nikkeijin (Blood Descendants). International Studies Association Annual Convention, Montreal, Canada, March 19, 2011.

Death of a State: The Demise of the Netherlands Antilles in 2010: Shifting Political Authority of a Post-Colonial Dependent Territory in Dutch Liberal Democratic and Global Context. International Studies Association Annual Convention, Montreal, Canada, March 18, 2011.

Remittances, Immigration, and Labor Flows. Panel Chair, International Studies Association Annual Convention, Montreal, Canada, March 17, 2011.

Affirmative Action in Crisis in the US?: Affirmative Action History and Current State. Increasing Access to Higher Education: Barriers and Strategies, Teachers College/Columbia University, New York, NY, February 24, 2011.

Making Nations Within Dutch Sovereignty: Race, Color, and Nationalism in Aruban and Curaçaoan Political Identities. Africana Colloquium Series, African American Resource Center, York College, November 17, 2010.

Racial Discrimination in the US. Osaka Jogakuin College, Osaka, Japan, July 2, 2010.

The History of Black Economic Empowerment. US Attorney's Office, Newark, NJ, March 11, 2010.

Research in Japan. Japan Local Government Center (CLAIR), New York, NY, February 12, 2010.

The Limits of Political Transnationalism: A Look from the Netherlands and Japan. Paper presented at Research Workshop on Diaspora and Citizenship: European and Asian Perspectives, University of Manchester, United Kingdom, January 14-15, 2010.

Political Transnationalism in Question: What Limits the Political Transnationalism of “Transnational” Groups in Liberal Democracies? American Political Science Association Annual Meeting, Toronto, Canada, September 3, 2009.

Globalization and Comparative Research. Institute of Comparative Culture, Sophia University, Tokyo, Japan, July 23, 2009.

What Does Blood Membership Mean in Political Terms? – The Case of Latin American Nikkeijin (Japanese Descendants) in Japan. Thirteenth Annual Meeting of the Asian Studies Conference Japan (ASCJ) held at Sophia University, Tokyo, Japan, June 21, 2009.

Socialism Redux Panelist, York College, Jamaica, NY, May 5, 2009.

Calling the Nation Back Home But Not to Stay: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan. International Studies Association Annual Convention, New York, NY, February 17, 2009.

The State and Post-Colonial and Ethnic Migration: Does Globalization Produce Migrations?” International Studies Association Annual Convention, New York, NY, February 15, 2009.

Grants:

- PSC-CUNY Grant, 2012, \$6000
- ISA Travel Grant, 2012, \$250.
- PSC- CUNY Research Grant, 2011, \$5319.52.
- ISA Travel Grant, 2011, \$250.
- Stewart Travel Award (CUNY), 2010, \$500.
- PSC-CUNY Research Grant, 2010, 5821.
- PSC-CUNY Research Grant, 2009, \$4000.
- American Political Science Association Small Research Award, 2009, \$2000.
- Grant-in-Aid, Howard Samuels Center (CUNY Graduate Center), 2009, \$5,985.

Debra Swoboda

Publications:

Swoboda, D. (2012). Using the IF discussion process in a service-learning enhanced course: A study of student learning outcomes (28 pages). *Interactivity Foundation*. www.interactivityfoundation.org/resources-downloads/papers/

Swoboda, D., Davidson, E., Keiler, L., & Oglensky, B. (2011). Creating space for the scholarship of teaching and learning: Transforming the meaning of academic work. J. Summerfield & C. Smith (Eds.). *Making Teaching and Learning Matter: Transformative Spaces in Higher Education*, pp. 125-143. New York: Springer.

Swoboda, D. (Ed.). (2009-2011). *DisCover: The York College Journal of the Center for Excellence in Teaching and Learning, Volumes 1 - Volume 3*. York College.

Swoboda, D. (2008). Negotiating the diagnostic uncertainty of contested illnesses: Physician practices and paradigms. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness, and Medicine*, 12: 453-78.

Swoboda, D. (2008). Listening to the body: Women with chronic fatigue syndrome, fibromyalgia, and multiple chemical sensitivities talk about illness and the body. In D. Driedger & M. Owen (Eds.), *Dissonant Disabilities: Women with Chronic Illnesses Theorize their Lives*, pp. 87-97. Toronto: Women's Press/CSPI.

Presentations:

Bridging the gap between cognitive psychology research and instructional practice: A model for faculty development. Teaching of Psychology Conference, Tarrytown, NY, April 2013.

Expanding psychology's food studies: A model for teaching the undergraduate food seminar. Eastern Psychological Association Conference, New York, NY, March 2013.

Engaging faculty, students, and administrators in general education reform through faculty inquiry groups. Association of American Colleges and Universities General Education and Assessment Conference, Boston, MA, March 2013.

Discursive Construction of Reproductive Genetic Screening in U.S. Public Health Rhetoric. Paper presented at the 30th International Congress of Psychology. Cape Town, South Africa, July 2012.

Designing Learning Outcomes to Assess Thinking Processes in Psychology Courses. Poster presented at the 30th International Congress of Psychology. Cape Town, South Africa, July 2012.

Reproductive Genetic Screening and the Healthy Embryo: Master Narratives in Medical Practice Discourse. Paper presented as panel chair, 42nd annual conference of the Popular Culture/American Culture Association. Boston, MA, April 2012

Auryan, M., & **Swoboda, D.** (2012, January). *Increasing Research on Teaching and Learning to Provide Evidence of Effective Curriculum, Instruction and Assessment*. Workshop presented at The City University of New York Center for Teaching and Learning Directors Retreat. Bronx, NY, January 2012.

The Classroom Community is Our Lab: Building Small Group Discussion Skills. Workshop presented at the 30th annual International Lilly Conference on College Teaching and Learning. Oxford, OH, November 2010.

Threshold Concepts. Workshop presented at the Center for Excellence in Teaching and Learning. York College, September 2010.

Genetalk about Psychiatric Illness: Lay Understanding of the Genetics of Bipolar Disorder. Paper presented at the 8th annual conference of the COMET (Communication, Medicine, & Ethics) Society. Boston, MA, June 2010.

How do Contested Illnesses become Public Health Concerns?: Understanding Stakeholders and the Process of Transformation. Talk presented at the Provost Lecture Series, York College, November 2009.

Using 'Seminar' to Engage Students in Integrative Learning with Primary Source Texts. Workshop presented at the 39th annual conference of the International Society for Exploring Teaching and Learning. Philadelphia, PA, October 2009.

Immunophilosophy: Conceptions of the Immune System among Individuals with Multiple Chemical Sensitivities. Paper presented at the 21st annual conference of the Ethnography and Qualitative Research Association. Cedarville, OH, June 2009.

Swoboda, D., Ballantyne, M., & Moldovan, V. (2009, May). *Faculty Inquiry Groups: Laying the Foundation for General Education Reform.* Poster presented at CUNY General Education Conference. Bronx, NY, May 2009.

Grants:

- PSC-CUNY Grant, 2009, \$2800

• **Francisco Villegas**

Presentations:

Franco, E., Bissessar, D, & **Villegas, F.** Rat Model of Alzheimer's disease with Measures in Sleep-Wake EEG and Memory Deficits. Metropolitan Association of College and University Biologists. Adelphi University, Garden City, NY, November 2012.

Joseph, R., **Villegas, F.** & Powell, P. Measures of cognitive function in a rat model of Alzheimer's disease using the central administration of the neurotoxin thiorphan. Annual Biomedical Research Conference for Minority Students. Charlotte, NC, November 2010.

Powell, P., **Villegas, F.** & Joseph, R. Rat model of Alzheimer's disease and measures of attention based on the 5-choice serial reaction time task. Metropolitan Association of College and University Biologists. Molloy College, Rockville Center, NY, November 2010.

Murillo, N., **Villegas, F.**, Ejem, L., Joseph, R. & Payne, K. Rat model of Alzheimer's disease and measures in cognitive function a pilot study. Annual Biomedical Research Conference for Minority Students. Phoenix, AR, November 2009.

Joseph. R., Murillo, N., Ejem, L., Payne, K., Winsome, S. & **Villegas, F.** Measures in cognitive function in a rat model of Alzheimer's disease. Metropolitan Association of College and University Biologists. Kingsborough Community College, CUNY, Brooklyn, NY, November 2009.

Funding:

- 2012/13 - Intracranial Self-Stimulation and Neurogenesis in a Rat Model of Alzheimer's disease - New York State (GRTI/Round 16) - \$40,150
- 2011/12 - Cognitive and Physiological Measures in Amyloid β -peptide 25-35 Rat Models of Alzheimer's disease - New York State (GRTI/Round 15) - \$20,000
- 2010/11 - Cognitive and Physiological Measures in Amyloid β -peptide 25-35 Rat Models of Alzheimer's disease - New York State (GRTI/Round 14) - \$18,700
- 2009/10 - Transplantation of Neurospheres and Recovery of Cognitive Functions in a Rat Model of Alzheimer's disease - New York State (GRTI/Round 13) - \$15,800
- 2007/08 - Transplantation of Neurospheres and Recovery of Cognitive Functions in Combine 192 IgG-Saporin and 5, 7- Dihydroxytryptamine Lesioned Rats - New York State (GRTI/Round 11) - \$22,513

Summary of Faculty Publications, Presentations and Grants:

- Total number of publications in last five years: 41
- Total number of presentations in last five years: 152⁴
- Total number of CUNY-based grants in last five years: 31
- Total number of external grants in last five years: 6 (plus 2 large grants submitted)

C. Teaching Assignments

Faculty members in each discipline teach a combination of General Education courses, courses required in the respective major and upper level courses in their areas of expertise. Faculty members on professorial lines are contractually required to teach 21 contact hours per year. Faculty members on lecturer lines are contractually required to teach 27 contact hours per year. Newly hired faculty members on professorial lines receive 24 hours of reassigned time for establishing research programs within their first five years of employment. Several faculty members receive reassigned time for service commitments or research. Full time teaching assignments are summarized in Table 7 (see below). This illustrates the number and range of courses taught in addition to the number of faculty members who oversee students in field work or independent study and research (290s/490s).

What is not evident in this table is the breadth of teaching hours covered by faculty members. All faculty teach across at least a 3-day schedule and schedules that usually an evening or weekend course providing our students who can only attend evenings and weekends direct contact with full time faculty members. The Psychology discipline is unique at the College because a student can major in the discipline and graduate having only attended evening and weekend courses in the major.

4. This total does not include the dozens of presentations across a variety of media made by Distinguished Lecturer, Prof. Daniels.

Table 7: Full Time Faculty Teaching Assignments

Name	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
William Ashton	PSY251 PSY332	PSY330 PSY332 PSY332	PSY251 PSY330 PSY490	PSY330 PSY332	PSY251 PSY330 PSY332	PSY251 PSY330 PSY332	PSY251 PSY255 PSY330 PSY490	PSY251 PSY253 PSY332	PSY251 PSY255 PSY330 PSY332 PSY490
Susan Austin			PSY102 PSY102 PSY102 PSY102 PSY215 PSY330	PSY215 PSY215 PSY216 PSY330 PSY334	PSY102 PSY215 PSY330 PSY338	PSY102 PSY102 PSY215 PSY236 PSY330	PSY102 PSY102 PSY215 PSY215 PSY236	PSY102 PSY102 PSY215 PSY215	PSY102 PSY215 PSY215 PSY236
Donna Chirico	PSY326 PSY401	PSY326	PSY326 PSY490	PSY401	PSY326 PSY490	PSY490	PSY326 PSY490	PSY401 PSY490	PSY290 PSY326 PSY490
Ron Daniels	PO311 PO393 PO425	PO214 PO267 PO394	PO103 PO211 PO393	PO267 PO394	PO214 PO393	PO267 PO394	PO214 PO393	PO267 PO394	PO214 PO393
Kristin Davies					PSY102 PSY102 PSY330 PSY334	PSY102 PSY102 PSY102 PSY102 PSY330	PSY102 PSY102 PSY330 PSY330 PSY334	PSY102 PSY102 PSY330 PSY330 PSY490	PSY102 PSY102 PSY330 PSY490
Robert Duncan	PSY319 PSY330	PSY313 PSY319	PSY313 PSY319 PSY490	PSY313 PSY319 PSY490	PSY319 PSY362 PSY490	PSY313 PSY319 PSY490	PSY313 PSY319 PSY490	PSY313 PSY319 PSY490	PSY313 PSY319 PSY490
Conrad Dyer	PO103 PO103 PO269 PO490	PO103 PO103 PO285	PO103 PO103 PO227	PO103 PO103 PO285	CD201 PO103 PO103 PO269	CD201 PO103 PO103 PO285 PO490	PO103 PO103 PO327	PO103 PO103 PO285	PO103 PO103 PO269
Ian Hansen					PSY102 PSY102 PSY401	PSY330 PSY332 PSY401	PSY102 PSY332 PSY401 PSY490	PSY330 PSY401 PSY490	PSY102 PSY102 PSY401 PSY490
Robin Harper	PO103 PO275	PO103 PO103	PO103 PO103 PO226 PO490	PO103 PO103 PO275 PO490	PO103 PO103 PO490	PO103 PO490	PO103 PO103 PO275 PO490	PO226 PO228 PO490	PO103 PO112 PO228 PO490
Deborah Majerovitz	PSY216 PSY340	PSY330 PSY334	PSY216 PSY280 PSY330	PSY216 PSY330 PSY334	PSY280 PSY330 PSY334 PSY490	PSY216 PSY216 PSY334 PSY490	PSY216 PSY334 PSY381 PSY490	PSY216 PSY280	PSY216 PSY216 PSY280
Kathariya Mokrue	PSY102 PSY216 PSY338	PSY102 PSY102 PSY216 PSY338 PSY490	PSY283 PSY338 PSY490	PSY102 PSY338	PSY102 PSY216 PSY283 PSY490	PSY338 PSY490	PSY216 PSY283 PSY338 PSY490	PSY334 PSY338 PSY490	PSY283 PSY334 PSY338 PSY490 PSY493
Lawrence Preiser	PSY215 PSY326 PSY335 PSY362	PSY326 PSY326 PSY335	PSY215 PSY490	PSY215 PSY326 PSY335	PSY215 PSY326 PSY362	PSY215 PSY326 PSY335	PSY215 PSY326 PSY362	PSY215 PSY326 PSY335 PSY362	PSY102 PSY215 PSY326
Michael Sharpe	PO103 PO103 PO202	PO103 PO241	PO103 PO202	PO241	PO103 PO202 PO311	PO241	PO103 PO202 PO257	PO241 PO346 PO490	PO103 PO103 PO490
Winsome Smickle			PSY215 PSY319	PSY102 PSY321	PSY102 PSY289	PSY102 PSY102	ED283 ED284	PSY102 PSY102	PSY102 PSY289

			PSY321 PSY321	PSY321	PSY321 ED283	PSY321 PSY321	PSY289 PSY321	PSY321 ED283 ED284	PSY321 ED431 ED432
Debra Swoboda	PSY330 PSY381	PSY334	PSY330	PSY330 PSY390	PSY330 PSY401 PSY490 HU320	PSY401 PSY490	On Leave	On Leave	PSY330 PSY401
Francisco Villegas	PSY313 PSY321 PSY480	PSY480	PSY480 PSY481 PSY490	PSY362 PSY480	PSY321 PSY362 PSY480 PSY490	PSY289 PSY362 PSY480 PSY481 PSY490	PSY321 PSY362 PSY480 PSY490	PSY321 PSY362 PSY480 PSY490	PSY321 PSY362 PSY480 PSY490
Gilbert Escamilla (Resigned July 2011)	PO228 PO340	PO233 PO309 PO392 PO402	PO228 PO340 PO392 BUS236	PO233 PO309	PO228 BUS330	PO233 BUS330			
Michael Flynn (Died September 2012)	PSY217 PSY290 PSY291 PSY292 PSY293 PSY294 PSY295	PSY252 PSY283 PSY290 PSY291 PSY292 PSY293 PSY294 PSY295 PSY401	PSY290 PSY291 PSY292 PSY332	PSY217 PSY283 PSY290 PSY291 PSY292 PSY293 PSY294 PSY295 PSY401	PSY290 PSY291 PSY292 PSY293 PSY294 PSY295	PSY290 PSY291 PSY292	PSY290 PSY291 PSY292 PSY342 PSY401	PSY219 PSY290 PSY291 PSY292 PSY293 PSY401	

NB: Political Science and Psychology 490 refer to supervision of independent study students; Psychology 290-295 refers to supervision of field work.

D. Teaching/Learning Support

Opportunities for Faculty Development in Teaching and Learning

As the Department expands and both disciplines offer courses required by other majors within the college as well as General Education courses, it is important to ensure that students enrolled in multi-section courses are served equitably and that all learning objectives and outcomes are met regardless of the section in which the student is enrolled. As a result, the department has undertaken increased coordination among multi-section courses. The largest of these multi-section courses, PSY 102, has two course coordinators, Prof. Susan Austin and Prof. Winsome Smickle. They meet regularly throughout the academic year and communicate with faculty members teaching these courses as needed. The Department Curriculum Committees, in consultation with course instructors, agreed upon common textbooks to use in the following multi-section courses: POL 103, PSY 102, PSY 215, PSY 216, PSY 321, PSY 326 and PSY 330. The Chair is responsible for ordering all textbooks for these multi-section courses through the CUNY BookList and making sure that all instructors use these texts. In addition to providing consistent instruction across sections, this practice offers significant cost savings to students, who can purchase or rent used textbooks more easily. The Chair reviews all department syllabi to make sure that each instructor meets common learning objectives prior to sending these to the Office of Academic Affairs where syllabi are collected and evaluated across a number of criteria.

There are two decisive ways to evaluate the quality of instruction for faculty members. These are the Student Evaluation of Teaching Effectiveness (SETEs) surveys and the

Classroom Observation Report. SETEs are completed each semester for every course taught as long as that person is employed in the department. The Classroom Observation Report is a peer review evaluation done by another faculty member. The observations are conducted each semester for adjunct faculty in the first five years of employment with the department, as well as all untenured full-time faculty and tenured faculty members applying for promotion. The results of these evaluations are reviewed annually by the Chair with individual faculty members and are reported in the Memorandum of Evaluation (MOE) for full-time faculty that becomes part of the faculty member's employment record. The Departmental Personnel and Budget (P&B) Committee reviews the SETEs and Classroom Observation Reports prior to discussing each case of reappointment, tenure and promotion, and the Chair shares the P&B Committee's concerns and recommendations with the faculty member in a private meeting and in writing. (Note that promotions to Full Professor are not discussed at the department level, these requests go directly to the College President and are evaluated at the College P&B.)

Whenever problems are noted from the SETEs, Classroom Observations, or for other student input, the Chair works intensively with the faculty member to improve teaching effectiveness. The Chair will assign one or more faculty members to serve as teaching mentors to the faculty member experiencing difficulties in the classroom. The faculty member is encouraged to sit in on classes by these more experienced teachers and to discuss the lessons afterward. The teaching mentors also will conduct one or more informal teaching observations and make constructive recommendations to the faculty member.

All untenured faculty members are required by the Office of Academic Affairs to complete Professional Development Plans to indicate how they will proceed toward tenure taking into consideration teaching, service and scholarship. These reflections give each faculty member the opportunity to create a plan for success that includes a research agenda, mentoring relationships and a timeline of accomplishment. The Professional Development Plans are updated at the third and fifth year reappointments to assess progress toward tenure and re-evaluate what is needed attain to the level of competence needed to be awarded tenure and promotion.

Faculty members are encouraged to participate in programs sponsored by the University and the College to foster professional development. Four department faculty members (Profs. Hansen, Harper, Mokrue and Sharpe) have participated in CUNY's "Publication Program." This highly selective program helps faculty gain the skills needed to balance teaching and scholarship and to demonstrate their scholarly productivity in the form of peer-reviewed publications. Profs. Duncan, Harper and Mokrue won places in the Gender Equity Program for Untenured Faculty, an NSF and NIH-sponsored program designed and run by the Gender Equity Program at Hunter College to provide skills toward equity and excellence for natural and social scientists. Locally, the Center for Excellence in Teaching and Learning (CETL), directed by Psychology faculty member Prof. Swoboda, offers weekly activities including faculty panels and individual presentations by York faculty as well as outside experts on a wide range of topics related to pedagogy. Political Science and Psychology faculty members attend these programs

regularly and many faculty members in the department have led workshops or participated in panel presentations. A listing of faculty participation as CETL presenters over the past five years is in Appendix J.

The College began sponsoring a faculty development series designed especially for newly hired faculty called PROF 101. New faculty members participate in this program and benefit greatly. Over the course of a full academic year, faculty members meet key personnel from various college offices such as the Registrar and Bursar getting to hear first hand how these offices function with respect to student and faculty concerns. There are presentations from faculty colleagues regarding such issues as grant development, classroom management, developing class assignments and grading. In addition to serving as a source of information about teaching and an orientation to the College, this program serves to foster camaraderie among each cohort of new faculty and helps them develop collegial relationships across disciplines and departments leading to scholarly collaborations and friendships. A second program, PROF 201, is for mid-level faculty, that is, faculty with tenure, but who are at the assistant or associate rank to provide support as they prepare to assume leadership roles and move toward promotion. The PROF 201 series looks at some of the same issues as PROF 101 but with greater depth and from an advanced perspective. Substantial time is devoted to supporting the research programs of faculty members including grant opportunities; grant writing, procedures for submitting grants, general writing and publication skills. This forum provides a means of sharing experiences and success stories as well as creating a way to form new collaboration with colleagues who share research interests. Eleven members of the department have participated in one of these series and Prof. Chirico is the co-director of the PROF 201 series.

Application of Faculty Development through Innovative Pedagogies

As a result of active participation in faculty development efforts, faculty members in both disciplines are incorporating innovative pedagogies in their classrooms and in online learning. These include active learning through group work, innovative assignments, and creative use of the smart classroom technology available in several of the classrooms. Several faculty members are offering hybrid and fully online courses. The number and courses offered as completely online or as hybrids is summarized in Table 8. The department is committed to ongoing improvement of teaching and learning and continued innovation in the classroom. Since the fall 2008, some Political Science classes have been engaged in a Political Science social media experience with other colleges and universities around the country. (Partners have included University of the Redlands, University of Houston, Carroll College, University of Maryland – Baltimore and SUNY Queensland.) Much like Facebook, students set up a profile and meet online. They are required to engage in a discussion emerging from a posted discussion question of the week. Students meet in simultaneous chats online during national events, like debates or speeches as well on selected topics like Supreme Court cases.

Three full time and two part time faculty members of the department, Profs. Ashton, Duncan and Dyer (full time), Profs. Elfers-Wygand and Rafly (part time, participated in an Online-Hybrid Course Development Workshop at York College. All successfully

developed courses. Prof. Duncan developed a web-based version of the Laboratory in Human Cognition course (Psychology 319) and incorporated many practices from the workshop, including the use of flexible assignments, multimedia presentations, asynchronous group projects, individual lab projects that incorporate just-in-time learning, and weekly discussion questions that encourage asynchronous dialog between students and the professor. Two additional part time faculty members, Profs. Kiefer and Rodgers, were selected to participate in the Online-Hybrid Course Development Workshop for summer 2013.

It must be stated that the department has taken a measured pace in creating a hybrid and online curriculum. It was the initial stance of the department to “wait and see” whether or not this pedagogy would be beneficial to student learning. Our course offerings reflect the best practices as supported in current research.

Table 8 (see below) provides the data from hybrid and online courses offered in the department.

Table 8: Online and Hybrid Course Sections Offered

Type	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Online	1 PSY 330	0	2 PSY 319 PSY 330	0	2 PSY 319 PSY 330	2 PSY 319 PSY 330	5 PSY 251 PSY 319 PSY 330 PSY 401
Hybrid	0	1 PSY 251	1 PSY 251	1 PSY 251	1 PSY251	2 PSY 225 PSY 251	1 POL 285

IV. Students and Student Support Services

A. Student Demographics

Political Science Majors

The number of Political Science majors has been fairly stable over the past five years (see Table 9 below) with 49 majors in 2008 and 48 in 2012. However, the percentage of students attending full time increased over the past five years from 69.4% in 2008 to 81.3% in 2012. The majority of Political Science majors are women (68.8%). This is a slight increase from the percentage of women in 2008 (57.1%), but reflects the gender distribution of students at the College (66.3% female in Fall 2012). A majority of students in Political Science who reported ethnicity are African American, though the vast majority did not provide information on ethnicity (see Table 9 a below).

Table 9: Political Science Majors

Political Science	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
FIRST-TIME FRESHMAN	2	4.1	1	1.8	0	0	1	1.9	5	10.4
TRANSFER FROM CUNY CC WITH DEGREE	0	0.0	0	0.0	0	0	1	1.9	0	0
TRANSFER FROM CUNY CC WITHOUT DEGREE	0	0.0	1	1.8	2	3.2	4	7.4	0	0
TRANSFER FROM SUNY CC WITH DEGREE	0	0.0	0	0.0	0	0.0	1	1.9	0	0
TRANSFER FROM SUNY CC WITHOUT DEGREE	1	2.0	0	0	0	0	0	0	0	0
TRANSFER FROM NYS PRIVATE SC	1	2.0	0	0	0	0	0	0	0	0
TRANSFER FROM CUNY SC	0	0.0	0	0	0	0	0	0	1	2.1
TRANSFER FROM OUTSIDE NYS PUBLIC CC WITHOUT DEGREE	0	0.0	1	1.8	0	0	1	1.9	0	0
TRANSFER FROM OUTSIDE NYS PRIVATE SC	0	0.0	0	0.0	1	1.6	0	0	0	0
TRANSFER FROM OUTSIDE NYS PUBLIC SC	1	2.0	0	0	0	0	0	0	0	0
TRANSFER FROM OTHER SOURCES	1	2.0	1	1.8	0	0	0	0	1	2.1
UNDERGRADUATE READMIT	4	8.2	10	18.2	10	16.1	6	11.1	2	4.2
NONDEGREE READMIT	0	0.0	0	0.0	1	1.6	0	0	0	0
CONTINUING DEGREE	39	79.6	41	74.5	48	77.4	40	74.1	39	81.3
Total	49	100	55	100	62	100	54	100	48	100

Table 9 a: Political Science Majors by Ethnicity

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
MISSING/UNKNOWN	6	12.2	4	7.3	15	24.2	24	44.5	32	67.7
WHITE, NON-HISPANIC	3	6.1	3	5.5	4	6.5	0	0	0	0
BLACK, NON-HISPANIC	24	49.0	25	45.5	26	41.9	18	33.3	10	20.8
HISPANIC, OTHER	7	14.3	11	20.0	6	9.7	5	9.3	1	2.1
ASIAN OR PACIFIC ISLANDER	2	4.1	3	5.5	3	4.8	3	5.6	1	2.1
OTHER	7	14.3	8	14.5	6	9.7	4	7.4	2	4.2
CHOSE NOT TO ANSWER	0	0.0	1	1.8	2	3.2	0	0.0	2	4.2
Total	49	100	55	100	62	100	54	100	48	100

Psychology Majors

Over the past five years, there has been a steady increase in the number of Psychology majors, from 423 in 2008 to 711 in 2012 (see Table 10 below). This is an increase of 68%. During this same time period enrollment at the College increased 17.6%. We have seen a slight increase in the percentage of Psychology majors who attend school full time from 66.7% in 2008 to 74.1% in 2012. This is a higher percentage of full time

students than at the College which is 64.1% who attend school full time. Psychology students are predominantly female (83.3% in Fall, 2012). While women represent the majority of students at the college (66.3% in Fall, 2012), the gender distribution is more skewed in Psychology. This reflects national trends in the discipline according to data from the American Psychological Association. Like the rest of the college, Psychology majors are ethnically diverse (see Table 10 a below). The college attracts an ethnically diverse population reflecting the diversity of the surrounding Queens, New York community. In Fall 2012, 70.5% of York College students were born outside the United States. In Fall 2011, the last year for which this data is available, 46.4% of students reported that English was not their first language. The majority of students (82.9%) live in either Queens or Brooklyn. Students range in age from under 20 to over 50 years, with the majority (69.9%) under 25 years old.

Table 10: Psychology Majors

Psychology	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
TYPE OF ADMISSION										
FIRST-TIME FRESHMAN	14	3.3	9	1.9	7	1.2	10	1.6	20	2.8
TRANSFER FROM CUNY CC WITH DEGREE	3	.7	2	.4	2	.3	10	1.6	8	1.1
TRANSFER FROM CUNY CC WITHOUT DEGREE	2	.5	4	.8	7	1.2	16	2.5	6	.8
TRANSFER FROM SUNY CC WITH DEGREE	3	.7	0	0	0	0	2	.3	2	.3
TRANSFER FROM SUNY CC WITHOUT DEGREE	1	.2	3	.6	0	0	3	.5	1	.1
TRANSFER FROM NYS PRIVATE CC WITHOUT DEGREE	0	.0	0	.0	0	0	0	.0	1	.1
TRANSFER FROM OUTSIDE NYS PUBLIC CC WITHOUT DEGREE	0	.0	1	.2	1	.2	1	.2	2	.3
TRANSFER FROM CUNY SC	2	.5	3	.6	3	.5	7	1.1	7	1.0
TRANSFER FROM SUNY SC	0	.0	0	.0	0	.0	1	.2	1	.1
TRANSFER FROM NYS PRIVATE SC	0	.0	2	.4	0	0	2	.3	2	.3
TRANSFER FROM OUTSIDE NYS PUBLIC SC	1	.2	1	.2	1	.2	0	.0	1	.1
TRANSFER FROM OTHER SOURCES	1	.2	1	.2	3	.5	2	.3	5	.7
TRANSFER FROM UNKNOWN SOURCES	1	.2	0	.0	0	0	2	.3	1	.1
UNDERGRADUATE READMIT	38	9.0	43	8.9	43	7.5	59	9.2	54	7.6
NONDEGREE READMIT	2	.5	2	.4	2	.3	0	.0	0	0
CONTINUING NONDEGREE	1	.2	0	.0	1	.2	2	.3	0	0
CONTINUING DEGREE	354	83.7	414	85.4	502	87.8	524	81.7	600	84.4
Total	423	100	485	100	572	100	641	100	711	100

Table 10 a: Psychology Majors by Ethnicity

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
MISSING/UNKNOWN	28	6.6	43	8.8	117	20.4	230	35.8	397	55.8
WHITE, NON-HISPANIC	5	1.2	14	2.9	23	4.0	15	2.3	16	2.3
BLACK, NON-HISPANIC	234	55.3	234	48.2	219	38.3	197	30.7	163	22.9
PUERTO RICAN	1	.2	1	.2	0	0.0	0	0.0	0	0.0
HISPANIC, OTHER	81	19.1	96	19.8	108	18.9	95	14.8	63	8.9
ASIAN OR PACIFIC ISLANDER	18	4.3	25	5.2	29	5.1	39	6.1	24	3.4
AMERICAN INDIAN OR NATIVE ALASKAN	2	.5	4	.8	3	.5	4	.6	1	.1
OTHER	46	10.9	52	10.7	61	10.7	47	7.3	33	4.6
NOT ASKED	1	.2	0	0.0	0	0.0	0	0.0	0	0.0
CHOSE NOT TO ANSWER	7	1.7	16	3.3	12	2.1	14	2.2	14	2.0
Total	423	100	485	100	572	100	641	100	711	100

While a relatively small number of entering students declare their intention to major in Psychology,⁵ the large number of continuing degree students indicates that students come to choose a major in Psychology after spending some time at the College. Introductory courses in Psychology are required by a number of programs in the health professions and many students who enter the college intending to apply to one of those programs declare a major in Psychology after taking several courses. While some of these students choose Psychology after being rejected from their first choice of major, the majority become interested in Psychology after taking several classes and change their intended major. Students transferring to York from the two-year CUNY colleges and elsewhere represent nearly two thirds of Psychology majors. Some of these transfer students come to York for other programs and then change their field of study, but many started out in Psychology at the community college level. One factor that contributes to the success of transfer students is the existence of articulation agreements between York and the community colleges. A priority of the School Dean is to work with the community colleges to either revise existing agreements or create new ones (for both disciplines). Last year, when LaGuardia Community College created its first program in Psychology (as opposed to merely offering Psychology courses), an articulation between York and LaGuardia was created simultaneously. Such agreements contribute to the ease of transfer for students as they move from the two year to the four year colleges and help to ensure that students take relevant courses that will be accepted as part of the major at the receiving campus. Matters of articulation and other issues effecting ease of transfer are discussed at the CUNY Psychology Discipline Council. This group

5. Forty-two percent of students entering York come as transfer students, with most of these having earned a two-year degree at a CUNY community college. Approximately two-thirds of Psychology majors enter the program as transfer students.

provides an opportunity for department chairs to work across campuses to better serve both transfer and native students. As stated above, our department Chair is currently the Chair of the Psychology Discipline Council.

All Psychology majors are encouraged to seek advisement with Psychology faculty early in their college careers to help them design a program that is well suited to their academic and professional interests whether they want to pursue graduate study in Psychology or another health or social service profession, or seek employment directly upon graduation.

B. Student Support Services

Departmental Support Services

Faculty Office Hours

Faculty members post office hours as part of their schedule each semester. This information is available online and on the office doors of faculty (and on the main office door). Faculty members offer a minimum of one hour per week per course taught, though most faculty members list more than the minimum number of office hours. In addition, all faculty members are available to meet with students by appointment outside normal office hours as needed regarding coursework, academic or career planning, research interests and future plans.

Advisement

Every full time faculty member advises students during the designated advisement periods prior to registration each semester, as well as for the week prior to each new semester in August and in January. For advisement periods during the semester, each faculty member sets aside dedicated advisement appointments separate from office hours. Our secretarial staff create sign-up sheets and post listings of all advisement hours on a bulletin board located in the hallway of the D corridor. This allows students to sign up for a specific advisement appointment with the faculty member of their choice and lets them sign up at their convenience even if the department office is closed for the day. Advisement hours are available for day, evening and weekend students. The advisement period for the department starts two weeks before actual registration begins; this is one week before the rest of the college begins student advisement. During the advisement weeks in August and January, two advisors, one from each discipline, are assigned to each day of advisement. Students can see the advisor in the Atrium of the Academic Core without a specific appointment.

When students have advisement related questions outside of the advisement period, they can meet with a faculty member during regular office hours or make an appointment. During the Fall 2012 semester thanks to the restructuring of reassigned time for department administration, a designated Psychology advisor, Prof. Austin, was given reassigned time to advise students in addition to the hours usually provided. Given the number of Psychology majors, seeing students who simply walk-in for thorough advisement is impossible. Having a designated advisor allowed for hours

beyond the advisement period during which numerous students were seen who might not have been advised without this chance.

Pre-Law Program

Students from any major at the College who are interested in attending law school can meet with our Pre-Law Coordinator, Prof. Harper, for advisement concerning the law school application process. Prof. Harper also recruits students for an intensive pre-law summer program at St. John's University Law School and other pre-law programs.

Graduate School Advisement

Each semester, the department presents a faculty-led program on applying to graduate school. Profs. Mokrue and Davies coordinate the program with assistance from faculty members in both disciplines. These programs are well attended and well received by students from a variety of disciplines.

Publications

Each discipline produces a student handbook that provides students with information on major requirements, course offerings, faculty research interests, departmental procedures, along with information on careers and graduate study (see Appendix C). Each discipline maintains a website with current information for majors and minors including course offerings, faculty, and current programs of interest to students in the department (see Appendix D). Handbooks are available through the department website.

C. College Student Services

The Advisement Center and the Counseling Center, the latter under aegis of Student Development, provide academic advisement for students with fewer than 30 credits or who have yet to declare a major. Students placed on academic probation, whose GPA falls below 2.0, must meet with a counselor. The Counseling Center also holds regular workshops on topics of interest to students such as stress management, study skills, test-taking strategies, and time management. Counselors offer Student Development courses for credit that are open to all students. Individual counseling is offered to students as needed, along with referrals to low cost providers of mental health services. The college offers specialized counseling and services to students with disabilities and to military veterans. In the aftermath of several recent disasters, the Haitian earthquake and super storm Sandy, counseling teams were put together by Student Development to assist students dealing with these crises. Several members of the Psychology discipline serve on these crisis teams including Profs. Chirico, Davies, Mokrue and Swoboda. Prof. Mokrue has served on several search committees for the hiring of Student Development personnel.

The Career Services Center is open to all students for individualized assistance with career planning, resume preparation and interview skills. Each semester, Career Services sponsors a Job Fair with recruiters from local agencies and businesses. They also sponsor an annual Graduate School Fair.

D. Admission, Retention, Graduation

York College has been steadily raising admissions standards in the last five years. Students entering the college must meet University proficiency requirements (pass exams in reading, writing, and mathematics) or exemption by meeting the following criteria:

- Grade of C or higher on a 3-credit English and a 3-credit Math course from accredited institutions; or SAT scores of 480 verbal and 510 math; or ACT English score of 20 and Math score of 21; or English Regents score of 75 or higher; And,
- Math Regents: Seq. II, Seq. III, Math A, or Math B score of 75 or higher; or Integrated Algebra, Geometry, or Algebra 2 & Trigonometry score of 80 or higher and successful completion of Algebra 2 & Trigonometry or higher-level course.

Freshman accepted to the college in Fall 2012 had an average high school grade point average of 82.4 and a mean combined score on the critical reading and mathematics sections of the SAT of 904.

In academic year 2011-2012, 178 students graduated with a BA in Psychology and 8 graduated with a BA in Psychology and a certificate in Education. In academic year 2010-2011, the most recent year for which the data is available, the average GPA was 2.76 and students had earned an average of 124.67 credits (4.67 credits above the required 120 credits). Psychology majors represented 15.5% of the graduates that year. This reflects a slight but steady increase in Psychology graduates since the 2008-2009 academic year indicating the steady increase in enrollment at the college overall.

The Psychology major has had the highest percentage of graduates among the entire graduating class for the College over the last three years. In Fall 2012, 11 students graduated with a BA in Political Science (1.71% of graduates overall). In academic year 2010-2011, the most recent year for which the data is available, the average GPA was 2.93 and students had earned an average of 128.22 credits. This is an increase over the small number of graduates in the 2008-2009 academic year though the number has held more or less steady over the four year period (see Table 11 and the graph that follows).

It is encouraging that graduates in both programs were able to graduate without excess credits and with average GPAs consistent with the college wide average of 2.68 in Fall 2010. In addition, although Political Science and Psychology majors made up 8.09% of the college population in the Fall 2010, they represented 16.64% of graduates for that academic year (see Table 12). Over the four years for which data are available, the percentage of graduates from the Department of Behavioral Sciences represents at least twice their proportion of students in the college, indicating a strong graduation rate for our majors compared to the college data.

Table 11: Graduates in the Department of Behavioral Sciences

**Behavioral Sciences Graduates
Academic Year 2008-2009 through Academic Year 2011-2012**

	AY 2008-2009		AY 2009-2010		AY 2010-2011		AY 2011-2012	
	N	%	N	%	N	%	N	%
POLITICAL SCIENCE	19	2.4	14	1.8	16	1.7	11	1.1
PSYCH/CHILD ED	5	.6	3	.4	5	.5	8	.8
PSYCHOLOGY	122	15.4	130	16.7	140	15.3	178	17.8

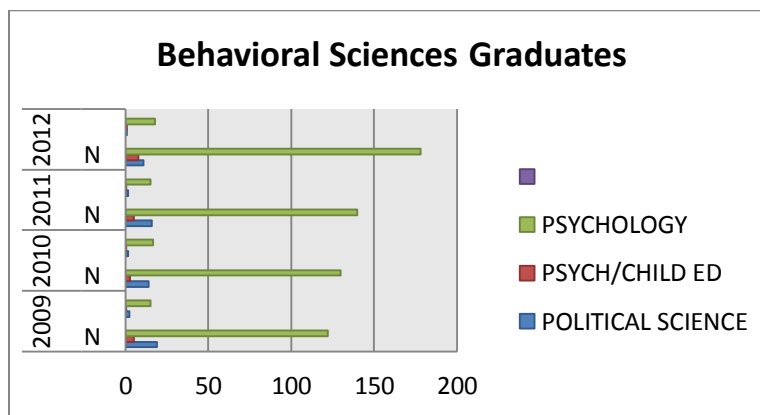


Table 12: Comparison of Enrollment Headcount and Graduation Rates

	2008/2009	2009/2010	2010/2011	2011/2012
PSY Fall Headcount	423 (5.91%)	485 (6.23%)	572 (7.31%)	641 (7.78%)
PSY Graduation	127 (15.70%)	133 (16.54%)	145 (15.47%)	N/A
POL Fall Headcount	49 (.68%)	55 (.70%)	62 (.79%)	54 (.66%)
POL Graduation	19 (2.35%)	14 (1.74%)	16 (1.71%)	N/A
Dept. Headcount	472 (6.59)	540 (6.93)	634 (8.10%)	695 (8.44%)
Dept Graduation	146 (18.05%)	147 (18.28%)	161 (17.18%)	N/A

V. Student Learning and Program Assessment

A. Assessment of Student Learning

As in most academic departments, the Department of Behavioral Sciences assesses student learning at the individual level within each course through a variety of measures including graded coursework, exams, term papers and projects. We assess student learning at the discipline level by monitoring grading practices and student achievement.

Department Practices

Syllabi: Students enrolled in Political Science and Psychology courses receive a detailed syllabus that conforms to standards set at the college level as informed by the Middle States Commission on Higher Education. Each syllabus provides basic information about the course including the course description and prerequisites. Learning objectives/outcomes for each course are provided so that students can be clear about what they can hope to learn in the course and what they will be expected to know by the end of the semester. These learning objectives are based upon the course content, the broader learning objectives of each discipline and the learning goals set by the national organizations that oversee the disciplines. Syllabi provide a detailed description of the grading practices for the course. See Appendix M for examples of recent course syllabi for Political Science and Psychology courses.

In-class Assessment: Faculty members use a variety of measures to assess student achievement based upon the individual course and learning objectives. In some courses, the primary modes of assessment are exams and quizzes, along with homework or in-class projects and writing assignments. In upper level and writing intensive courses, research papers and term projects or other in-depth written reports are used instead of, or in addition to, examinations as are presentations. These assignments entail a process of writing, feedback and revision that is needed for students to learn from the process involved in producing these types of assignments so that as they move on to graduate school or the workplace they will have the needed competencies to succeed. In laboratory courses in Psychology, lab reports and research reviews are required. It is important that all assessments are constructed carefully and reflect the course material accurately. It is essential to assess comprehension, application, and analysis along with factual knowledge. The Department Chair and the P&B committee review grading practices regularly to ensure that assessment is fair, yet maintains high standards so that all students are well prepared for success in upper level courses, graduate study and careers in their chosen field.

Student Feedback: Instructors provide feedback to our students in a variety of ways including grades on examinations and quizzes, written feedback on smaller in-class assignments and detailed feedback on larger projects. In Writing Intensive courses, instructors apply best practices and offer scaffolded assignments, in which students complete large writing projects in stages with feedback on each section and draft. This approach offers students the greatest opportunity for success.

Faculty members strive to return exams, quizzes, and written assignments as quickly as possible, though this time varies depending upon class size and the nature of the assignment. Instructors make sure to build in ample feedback to students prior to the withdrawal date each semester so that struggling students have time to improve their performance and adequate information with which to decide whether or not to continue in the course. Most faculty members use Blackboard's grade center so that students can see their grades even before assignments are returned during a class session. Most faculty members are available via email to respond to student questions and concerns outside of class time and office hours.

B. Program Assessment

Political Science Program Assessment for Academic Program Review

The Political Science Assessment process is a work in progress. Prof. Sharpe is the program representative to the School of Health and Behavioral Sciences Assessment Committee. Unlike the professional programs and disciplines represented in our school that have outside accreditation bodies, Political Science, a liberal arts discipline, does not have matrices set by its professional organization. Under the leadership of the School Dean, Dr. Lynne Clark, the discipline has streamlined its mission statement, major goals, and added assessment matrices and an assessment plan for 2012-2013. We have recently begun to collect data. The committee will continue to meet on an ongoing basis.

Revised Political Science Program Mission Statement

The Political Science program is aligned with the mission of the Department of Behavioral Sciences and York College in the following ways. We strive to provide students with the knowledge and skills that will prepare them for careers, as well as graduate and professional studies, and to contribute as active citizens in our ever-changing interdependent world. Our students will develop critical reading, writing and thinking skills to evaluate the structure and operation of politics and power, including their own and other political systems. The Political Science program encourages community service and social responsibility both through our course work and community-based internships. Students have an opportunity to do independent research to gain research experience and mentorship from individual faculty members. We offer a flexible program that serves the interests of our diverse and multicultural college community. The program will provide the foundation for students to become informed, active, socially responsible, and ethical citizens, professionals, and leaders.

Major Program Goals

Upon completion of the program in Political Science, students will meet the following learning outcomes:

- Demonstrate the ability to critically evaluate their own and other political systems.
- Understand where political power is, how it operates, whose interests it serves; who gets what, when, where, and how.
- Demonstrate a theoretical and practical understanding of the interplay among social classes, values, political power and conflict, processes of decision making and the state; and the factors that affect social justice and political adjustments to changing conditions globally as well as nationally.
- Apply analytical and critical thinking to their research and writing, oral communication competency, qualitative and quantitative skills, and computer literacy.
- Demonstrate knowledge and analytical skills necessary to evaluate political issues and to function effectively in a political environment
- Gain practical and applied knowledge through participation in an internship.
- Be prepared for careers in local, state, national government, civil or foreign service, education, international affairs, political parties, interest groups, nongovernmental

organizations, nonprofit and research organizations, as well as for law school and graduate study.

Table 13: Political Science Assessment Matrix

Major Student Goal	Class	Assessment Method	Faculty Member	Assessment Period
Critical evaluation	Pol 103 Pol 214 Pol 285	1,2,3,4	Daniels, Dyer, Harper, Sharpe	Level I
Demonstrate theoretical and practical understanding of the discipline	Pol 202 Pol 241 Pol 267 Pol 268 Pol 269	1,2,4, 5	Sharpe, Daniels	Level I
Demonstrate the skills needed for success in the discipline: Research and writing skills, oral communication competency, qualitative and quantitative skills, and computer literacy.	Pol 226 Pol 250 Pol 256 Pol 257 Pol 258 Pol 327 Pol 340 Pol 367 Pol 453	1,2,3,4,5,6,7 1,2,3,4	Daniels, Dyer, Harper, Sharpe	Level II
			Daniels	Level IV
Gain practical and applied knowledge through participation in an internship	Pol 393 Pol 394 Pol 228 Pol 230 Pol 275	3,4,8	Daniels	Level III
		1,2,3,4,5,6	Harper, Aceves	Level IV

Key to Assessment Measures: 1. Examinations
2. Quizzes
3. Assignments
4. Research Papers
5. Presentations
6. Simulations
7. Website Searches
8. Outside Evaluations

Level I are foundational courses, Level II institutional/contextual courses, Level III practicum, Level IV electives.

Political Science Assessment Plan 2013-2015

Prof. Sharpe will assess two courses that he teaches: one introductory level Politics and Government in the United States (Pol 103) in fall 2012 and one higher level course Basic Factors in International Politics (Pol 241) in spring 2013. He will randomly assign approximately half of the students from one course and approximately half of the students from the other course.

- Direct and Objective Assessment for Pol 103
There will be a direct and objective assessment involving student answers of a short answer question on the final exam to assess the student goal of critical evaluation. This is done in an effort to see whether the students are getting the skills they need to go to the next level.

- **Direct and Performance Assessment for Pol 241**
There will be a direct and performance assessment involving students completion of a research paper on a topic of their choosing (pending approval by the instructor) related to international politics to assess the student goal of demonstrating theoretical and practical understanding of the discipline. This is done in an effort to see whether the students are at the level they need to be at this point in their studies.
- **Outcomes on a 3 point rubric will be used: Surpasses Expectations, Meets Expectations, Does Not Meet Expectations**
- **Indirect Assessment – Focus Group**
Prof. Sharpe will conduct indirect assessment in the form of a focus group (as a “brown bag” lunch session), asking graduating seniors about what they have learned and which courses were most helpful in meeting the program’s goals for student learning.

Psychology Assessment for Academic Program Review

As is the case for the Political Science Assessment process, the Psychology Assessment process is a work in progress. Prof. Preiser is the program representative to the School of Health and Behavioral Sciences Assessment Committee. Again under the leadership of the School Dean, Dr. Lynne Clark, the discipline has streamlined its mission statement, major goals, and added assessment matrices and an assessment plan for 2012-2013. Psychology has completed its data collection and analysis for some aspects of the program especially regarding course sequencing in the major. Assessment is an ongoing challenge and the School committee will continue to meet and establish best practices for program assessment, analysis and evaluation.

Revised Psychology Program Mission Statement

To encompass the knowledge, skills, and values that are important for students to acquire in an undergraduate major in psychology within the context of a liberal education incorporating the broad theoretical and research bases of psychology using a variety of pedagogical models in order to prepare them for entrance into the workforce or acceptance into graduate or professional schools upon receipt of the baccalaureate degree. Students will reflect upon the importance of diversity and cross-cultural issues in the discipline.

Major Program Goals

Upon completion of the program in Psychology, students will meet the following learning outcomes:

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. (Knowledge Base of Psychology)
- Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. (Research Methods in Psychology/Quantitative Skills)
- Students will respect and use critical and creative thinking, skeptical inquiry, and,

when possible, the scientific approach to solve problems related to behavior and mental processes. (Critical Thinking Skills in Psychology)

- Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. (Values in Psychology)
- Students will learn to write well in a variety of formats and must master the use of APA format. Students will learn to effectively communicate with others and understand sources of potential interpersonal conflict. (Written and Oral Communication Skills)
- Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. (Career Planning and Development)

Table 14: Psychology Assessment Matrix

Major Student Goal	Classes that Highlight the Learning Objective	Assessment Method	Assessment Period
Knowledge Base	All	1-9	At all grade levels
Research Methods	PSY 102 PSY 321 PSY 215 PSY 326 PSY 313 PSY 330 PSY 319 PSY 362 and selected electives	1-8	Foundations created in lower division; Enhanced and met in upper division
Critical Thinking	PSY 326 PSY 362 PSY 330 PSY 401 PSY 338 and selected electives	1, 2, 3, 4, 9	Enhanced and met in upper division
Values	PSY 102 PSY 332 PSY 215 PSY 334 PSY 326 PSY 338 PSY 330 PSY 362 and selected electives	1-8	Foundations created in lower division; Enhanced and met in upper division
Written/Oral Communication	PSY 319 PSY 334 PSY 321 PSY 338 PSY 330 PSY 401 PSY 332 and selected electives	1, 2, 4, 5, 8, 9	Enhanced and met in upper division
Career Development	PSY 102 PSY 215 PSY 330 PSY 401	1, 2, 3, 4, 6, 7, 9	Foundations created in lower division; Enhanced and met in upper division

Key to Assessment Measures:

- | | |
|-------------------------|--------------------------------|
| 1. Examinations | 6. In Class Low Stakes Writing |
| 2. Quizzes | 7. Website Searches |
| 3. Homework Assignments | 8. Lab Reports |
| 4. Research Papers | 9. Capstone Thesis |
| 5. Presentations | |

Psychology Assessment Plan 2013-2015

In order to continue to monitor the success of our students and courses they are required to take within the major, we will continue to use the methods of assessments listed above supplemented by the following:

- Review of instructor syllabi in order to ensure that instructors are meeting the learning objectives set forth within the department.
- For those students moving on to graduate school and are required to take the GRE Subject Test in Psychology, the department will try to obtain results in order to analyze whether curriculum is leading to adequate preparation and success on this entrance examination.
- Further analysis of prerequisite courses and their leading to meeting learning objectives of courses they set-out to prepare students.
- Review/revision of examination formats that are administered to ensure questions are tapping into learning objectives.
- Review/revision of the newly developed Writing Plan to evaluate its effectiveness in the achievement of learning outcomes.

C. Assessment-Based Program Changes

The Department is engaged in ongoing efforts to improve teaching and learning. During our monthly department meetings, faculty members discuss a variety of issues related to teaching and learning in an effort to improve student outcomes. These discussions have included topics such as grading practices, standardization of syllabi, formulating learning outcomes and engaging students in the learning process, among other topics.

Each discipline meets separately several times a year to discuss more discipline-specific issues such as curriculum changes. The Political Science discipline has been meeting regularly over the past year in an effort to revise the curriculum. This effort began in response to the observation that the prerequisites in the course sequence no longer reflected current trends in the field of Political Science and often resulted in delays for student registration as students were required to obtain a waiver of an outdated prerequisite. A second impetus for making program changes was the desire to expand course offerings in response to globalization and a changing international political climate. These program changes were presented to the College Curriculum Committee in March. The Psychology discipline also has been meeting to discuss potential program changes. These meetings are in response to the observation that

Psychology majors seem to have particular difficulty in the Foundations of Research in Psychology (PSY 330) course that students take in their junior or senior year. This is a Writing Intensive course where students learn about the range of research methods used in the field of Psychology. Students learn how to read and evaluate a scholarly research-based article and how to prepare and write a research paper in American Psychological Association (APA) style. Students are required to have Junior status and to take the advanced Writing course, WRIT 303, as either a prerequisite or a corequisite for the research methods course.

As a first step to assessing possible causes of this problem, Profs. Chirico and Preiser tested the hypothesis that students may have inadequate quantitative preparation before taking PSY 330. In Spring 2012, they analyzed the grades of all students taking PSY 330 that semester (4 sections of the course, with 100 students participating). They divided the students into three groups: those who had already taken Statistical Methods in Psychology (PSY 326); those who were taking PSY 326 together with PSY 330; and those who had never taken PSY 326 (see Table 15 below). Based upon this data, it is clear that additional quantitative preparation may enhance student success in PSY 330.

Table 15: Analysis of Student Performance in Research Methods

Group	GPA
Never taken Statistical Methods	1.83
Taking Statistical Methods concurrently	2.27
Already completed Statistical Methods	2.83

As the next step in the process of revising the research methods course, a group of instructors who teach the course regularly met during the Fall 2012 semester to discuss their experiences and to consider possible revisions to the course curriculum and prerequisites. This process is ongoing and should result in changes to the curriculum and course prerequisites by the end of the academic year.

VI. Department Needs, Recommendations and Action Plan

A. Department Needs for Continued Success

The department needs continued support in the form of full time faculty, adequate office and lab space, as well as supplies for classes, activities and laboratories to help us meet these goals and fulfill our student-centered mission. There also needs to be access to funding for research assistants, research materials and support for travel to present research.

With regard to strategic planning, there are major goals for the disciplines that require the support of the College and the University. Several of these goals are further explained below.

1. To expand our full time faculty to meet the needs of the existing student body and offer a larger program of courses each semester to accommodate student as they move toward graduation.
2. To provide start up packages for new faculty members as soon as they arrive on campus so that they can best use their contractual reassigned time in creating research agenda on campus which, in turn, prepares them to apply for major grants at an earlier point in their careers at York.
3. To expand our CLT staff by hiring a dedicated lab technician assigned to assist faculty members in their research.
4. To create lab spaces equipped with state of the art instruments to support faculty members and student researchers; this includes having doctoral students working in the labs.
5. To support qualitative research endeavors, including purchasing/updating computer systems and those pursuing non-lab based research agendas.

Full Time Faculty

The need in the Department of Behavioral Sciences is in the Psychology discipline. As the College and Psychology program have grown, our ability to keep pace with the class demands is becoming increasingly difficult and sometimes impossible. Currently, we must rely on adjuncts to teach critical courses in the major and are struggling to find faculty to teach specialty courses for the disciplines for which we offer service courses. The following list represents our greatest needs at this juncture.

1. *Clinical Psychologist*: The death of Michael Flynn has created a gaping hole in our Department in many ways. Prof. Flynn was the Deputy Chair and he was one of only two clinical psychologists on our staff (Prof. Mokrue is the other). His absence means that all courses that touch upon clinical issues such as Group Dynamics and Approaches to Psychotherapy are either not being offered or are being taught by adjunct faculty. As a clinician rooted in theoretical expertise, Prof. Flynn was able to teach upper division required courses such as our capstone course, History of Psychology. This course requires a level of expertise in theory, philosophy and history that few can bring to the discipline.

2. *Industrial Organizational Psychologist*: Currently, there is one I/O psychologist on our staff (Prof. Ashton) who is unable to teach all of the courses needed for students majoring in Psychology who want to pursue an I/O track and for students in the Business programs that require our courses as part of their major programs. To serve our student population we need to offer a greater number of sections for certain courses each semester and we need to offer other courses more frequently. The situation has created a circumstance where students cannot graduate in a timely fashion because we cannot offer required courses with the regularity needed.

3. *Cognitive Neuroscience Psychologist*: As the fastest growing area in Psychology, the demand for courses in cognitive neuroscience is increasing at a rate with which we cannot keep pace. We have only two full time people trained in this area (Profs. Villegas and Duncan) who cannot staff the number of sections required. This leaves us with adjunct faculty teaching courses such as the Laboratory in Human Cognition. While we are satisfied with the teaching going on in these classes, it is a given that adjunct faculty cannot provide research experience as they do not have lab facilities on campus. This is a critical dimension for students who want to go on to graduate school. Next year, when Prof. Duncan has reassigned time to oversee the undergraduate research program, the burden will be even greater.

Office, Classroom and Laboratory Space

Space is a concern for the entire College community. As the student enrollment has surged and faculty hiring increased, classroom and office spaces are at a premium. In the department seven of the 16 full time faculty members share offices that were designed for a single person or for other purposes. This has created office spaces that lack privacy and are inefficient as work-stations. The 4D06 office complex is in need of redesign to better utilize the existing space, create more efficient work-stations, modernize facilities and create a more aesthetically pleasing environment for faculty members, staff and students. Initial conversations about beginning the process of remodeling the office suite and lab spaces were held in summer 2012, but the project is on hold as it is not a College priority.

Although faculty members are encouraged to increase the use of technology in the classroom, the number of Smart Rooms is limited causing faculty members to rely on the limited number of portable projection systems that must be transported to locations throughout the campus. In fall 2012 when the elevator to and from the 4th floor was out of service for an extended period of time, this posed unnecessary hardship on faculty members who rely on this equipment in the context of teaching their classes. It is a general problem that numerous classroom spaces at the College are in need of modernization. This includes the physical space as well as faculty/student desks, chairs, boards, lighting and power access for electronic devices.

It would be greatly beneficial to not only modernize, but reconceptualize the 4F01-3 laboratory wing. Several labs share a common space with regular classrooms and a Continuing Ed classroom. The 4F01 conference room would see greater use if the entire wing was dedicated to research. Profs. Mokrue and Ashton have used the space and it is clear that others will grow into the space in due time (e.g., Profs. Hansen and Davies). Additionally, as the interdisciplinary Transformative Games Initiative grows, faculty and students from multiple departments are going to need a space to convene. While the manager of the Continuing Ed classroom has expressed her wish not to move, she might find it more attractive if better facilities could be provided elsewhere. There are often 10 or more students crammed into a tight space with inappropriate seating. It would make sense to allocate that space for investigators who may need more space now or in the future. The 4F02 classroom poses less of a problem because it is used exclusively for Psychology classes, and

Psychology instructors have a key to the inner and outer doors. With the outer door locked, we could maintain control over the area to better serve the research faculty and the students who would benefit from a dedicated research space. Finally, adding a portable micro projector to the space would allow researchers to give informal presentations. There may also be a need to create office space for graduate students who wish to work in our department as prospective students from the CUNY Graduate Center have contacted Prof. Duncan about working in his lab. The Graduate Center will not send students if there is no research space provided, thus cutting off a connection for future growth by limiting the faculty who can teach at the Graduate Center and not providing the resources for developing master's programs locally. A final point is the lack of communal spaces for students. Since taking away lounge areas on the 4th floor (now used for other College program and services), students have no place to study, relax, eat, engage in heated philosophical discourse or just take a nap. This may seem a small inconvenience, but it creates an atmosphere that lacks hospitableness and discourages sociability. When students do not feel welcome, they are less likely to participate in College life.

Budget

Again a College-wide problem is the source of local difficulty. The greatest impact of the budget freeze at York is the inability to hire needed full time faculty. As budgets have been cut throughout the College, the ability to support faculty members and students has also decreased. The Other Than Personnel Services (OTPS) budget has increased on paper, but release of the funds and ease of access to the funds pose constant hardship. The department, for example, uses Scantron sheets for multiple-choice examinations. These sheets cost \$1000 per year. The department staff has to literally count out Scantron sheets for faculty members lest anyone take too many. There has been more than one occasion when the sheets ran out during finals resulting in faculty members having to hand grade multiple-choice examinations for classes with 50+ students. It is the case for the current academic year, that a majority of the funds were not released until March and there was an imposed deadline of March 29th to execute the purchase orders to spend these funds. It is unfortunate that such hurried deadlines are a regular occurrence especially since the paperwork requires multiple approval levels adding time to the process.

Maintaining the classroom and linked animal labs is a constant source of difficulty because we know that if vital equipment breaks down, getting it fixed is a challenge, getting it replaced is a fantasy. When the cage washer broke down last year, the laboratory staff had to hand wash the animal cages. On the faculty research side, the problem of fixing or replacing equipment exists and travel funds have been reduced limiting the ability of faculty members to present at conferences outside the metropolitan area. Faculty members receive \$500 for one trip per year. When traveling to national or international conferences, this may not even cover the cost of a plane ticket.

A major source of funding difficulty in the last several years has been for the Ron H. Brown Summer Institute at St. John's University Law School. It is difficult to recruit

students when their ability to participate is in question. The program costs York \$5500 per student per year for the two year program. Last year, four juniors and two sophomores met the rigorous standards for the program. The College was not able to fund these students, but two were able to participate because of a one-time grant from St. John's. Students are wary about applying for a program that is not funded. This reflects poorly on the pre-law program as a whole.

On a day-to-day level, one cannot plan for events when there is the constant worry about how funding will be obtained. This has led to faculty members and staff paying out of pocket for event refreshments and travel costs for invited speakers. (Or offering to drive invited speakers to campus.) The department recently took up a collection to cover the registration fee so that a student researcher could attend a local conference. The fact that this must be done for a mere \$25 is daunting and demoralizing.

B. Recommendations

The productivity and success of the department would benefit greatly in certain ways that are out of our direct control and require support from the College or from changes in College practices. It is understood that some of these recommendations are out of the College's direct control given that York is part of the CUNY system and dependent on it for budgetary support.

- Work with the Office of Academic Affairs and the School Dean to develop programs that facilitate undergraduate research and infuse the teaching of research practices into the core curriculum. Engage students in undergraduate research starting with their first entry into the department. Make meaningful connections between these programs and similar programs at the level of the College, university and national level.
- Create a way for graduate-level students to work with faculty members in their labs and in their research endeavors. This requires either the establishment of masters programs at York or participation of faculty members within the graduate programs at the CUNY Graduate Center.
- Develop agreements among departments to allow students to participate in interdisciplinary research for course credit. This includes providing faculty with course credit hours for advising students outside of their discipline.
- Enhance student advisement services by assigning incoming freshmen and transfer students to a faculty advisor who will meet with advisees throughout their undergraduate career.
- Create a Faculty Advisement Handbook.
- Encourage interdisciplinary collaboration in the classroom utilizing a team-teaching approach (e.g., a course on the Psychology of the Economy that would tap into the expertise of individuals from different disciplines).
- Provide opportunities and/or incentives to send colleagues to workshops to improve their grantsmanship.
- Create a better collaboration between the department and IT so that the department has better access to update its web pages and post information as

needed. This includes the ability to create faculty web pages that allow for interactivity between faculty members and students.

C. Action Plan

The department is committed to not only maintaining the excellence achieved; it is poised to realize new successes in areas where we are building strengths and in areas yet to be imagined. Our junior faculty members are engaged in vanguard research that they are applying to innovative classroom pedagogies; our senior faculty members are using their growing reputations in the community of scholars to enhance the reputation of the department. Apart from the University and College assistance needed to support these activities, the department will contribute to its own future by seeking to meet a set of goals that we know can lead us to future success. These goals are divided into immediate and mid-range action items. We have the resources to address the immediate goals and, in fact, some of the work to attain these action items is underway. The mid-range goals are two to three years away at best and will require assistance external to the department such as resources from the College or University and funding sources. These action plan items are in addition to the assessment plan initiatives stated above.

2013-2015

1. Change the Political Science major to include expanding student competence in reading and writing Political Science by including more exposure to primary sources, legislation, court documents, charts/tables/figures, maps, budget narratives and practice in such writing genres as policy analysis, legal briefs, side-by-side charts, etc.
2. Review and revise the Psychology Major and Minor programs; submit changes to College governance in Fall 2013 with implementation in Fall 2014.
3. Implement the Writing Plan for Psychology.
4. In an effort to boost enrollment, recruit students to create a Political Science Club so that Political Science majors and other students interested in the discipline get the needed exposure to the discipline and its mission.
5. Recruit students to reactivate the Psychology Club and work with Psi Chi, the International Honor Society in Psychology, to hold regular meetings and plan extracurricular activities.
6. Increase the number of grants submitted to major funders such as NSF and NIH as well as other funding sources external to CUNY.
7. Provide the resources and support for junior faculty members to achieve tenure/CCE and for the professorial lines, promotion to Associate Professor.
8. Provide the resources and support for mid-level faculty members to achieve promotion to Full Professor.

2015-2017

1. Review and analyze program assessment results; apply evidence-based procedural and programmatic changes.

2. Continue to work with the CUNY community colleges to create articulation agreements so that there is an ease of transfer for students as they continue their academic careers at York.
3. Plan and host a regional conference highlighting the work of the Transformative Gaming Initiative.
4. Increase the number of grant applications to include greater collaboration especially between Psychology and Biology as well as Psychology and Mathematics; and increase the dollar amounts of grants to cover needed equipment and graduate student interns.
5. Provide the resources and support for tenured faculty members to achieve promotion to Associate and Full Professor.
6. Begin planning for the next APR analysis.

Appendix A

Military Science: Program Overview

In fall 2012, the department began implementation of the Military Science program; York College is the first CUNY college to offer courses in Military Science and the first to offer ROTC at any CUNY college since 1960. Although the courses had to meet the standards of curriculum rigor at York, all courses are taught by military personnel. This program follows the four-year curriculum of the Army ROTC basic and advanced leadership Army officers' courses. Officers are prepared to be leaders, counselors, strategists and motivators able to lead other soldiers in all situations and adjust to ever changing environments. Military Science courses teach Army leadership and develop confident, competent, and adaptive leaders with a basic understanding of military decision-making. The program complements a student's major field of study and courses are counted as free elective credits toward graduation requirements. The 100 and 200 level courses of the Military Science program are open to all students; the 300 and 400 level courses in the program are reserved for those accepted and enrolled in the York ROTC program.

The Military Science program is the first-step of the Army's Basic Officer Leader Course (BOLC). The goal of BOLC is to develop competent and confident leaders imbued with a warrior ethos, grounded in field craft, skilled in leading soldiers, and training subordinates. BOLC is designed to ensure a tough, standardized, small-unit leadership experience that flows progressively from the pre-commissioning phase (BOLC I, one source of which is ROTC) through the initial entry field leadership phase (BOLC II) to the branch technical phase (BOLC III). This progressive sequence will produce officers with maturity and skills who share a common bond, regardless of their military specialty, and who are prepared to lead small units upon arrival at their first assignment.

The basis of the Military Science curriculum is the BOLC common core task list, which represents the foundation of competencies a second lieutenant needs upon arrival at his or her first unit assignment. Reserve Officer Training Corp (ROTC) cadets receive education and training in BOLC I common core tasks, as do officers produced by other commissioning sources (the United States Military Academy and Officer Candidate School). Then, in BOLC II and III, all second lieutenants, regardless of commissioning source, participate in more advanced, field and branch oriented education and training events that are also part of the BOLC common core task list.

Now that the Military Science courses are being offered, a proposal is being developed that includes a look to the future at the Military Science program so that a broader understanding of the framework in which the courses will be situated can be understood. A certificate program and a minor in Military Science are being developed. Both of these academic programs combine Military Science course work with other relevant disciplines to create a program of study that provides an interdisciplinary foundation for students interested in Military Science and Military History.

Since there is no major in Military Science, the certificate provides a way to indicate completion of the Military Science sequence on a student's transcript. The minor provides an opportunity for students to take and benefit from the introductory level Military Science courses without completing the Military Science curriculum. Although most students enter the ROTC program with the intention of contracting with the Army at the end of the second year, there are numerous reasons why this may not occur. The minor affords students a way to receive acknowledgment of their initial work in the field.

All students who complete the certificate program or the minor will have had the benefit of the academic preparation and training that will serve them as community leaders in whatever professional they enter.

ROTC

Freshman Year: The Role of the Army

- Introduction to Army Leadership
- Roles and Origins of the Army
- Army Customs and Traditions
- Branches of the Army
- Goal Setting and Accomplishment
- Health and Physical Fitness.
- Military Operations and Tactics

Junior Year: Small Unit Training

- Team Dynamics and Peer Leadership
- Command and Staff Functions
- Nuclear, Biochemical and Chemical Warfare
- Law of War
- Weapons
- Math Reasoning and Computer Science
- Advanced Military Operations and Tactics

Sophomore Year:

The Role of an Officer

- Applied Leadership Theory
- Role of the Officer and Noncommissioned Officer
- Communications
- Code of Conduct
- First Aid
- Principles of War
- Military Operations and Tactics

Senior Year: Transition to Becoming an Officer

- Training the Force and Personnel Management
- Cultural Awareness
- Ethical Decision Making and Military Justice
- Intelligence and Electronic Warfare
- Army Personnel Management
- Army Logistics
- Post and Installation Support
- Advanced Military Operations and Tactics

Military Science Certificate, Required Courses, 36 credits

This is a proposal for future consideration. It is being included here to provide the broader framework into which the Military Science courses will be situated.

Military Science (Army ROTC) Basic Course Sequence: Open to all students, no ROTC enrollment or military service commitment is required.

Course	Description	Crs
MSci-101	Introduction to Leadership 1	3
MSci-102	Introduction to Leadership 2	3
MSci-201	Foundations of Leadership 1	3
MSci-202	Foundations of Leadership 2	<u>3</u>
Subtotal		12

Military Science (Army ROTC) Advanced Course Sequence: ROTC enrollment required; see acceptance criteria for commissioning into the Senior-Level ROTC program below.

Course	Description	Crs
MSci-301	Adaptive Team Leadership 1	3
MSci-302	Adaptive Team Leadership 2	3
MSci-401	Adaptive Leadership 1	3
MSci-402	Adaptive Leadership 2	<u>3</u>
Subtotal		12

York College Military Science Course Requirement: Students must take an additional four courses (12 credits) from among the following:

- History 201/Beginnings of the American People, History 204/Contemporary America, History 313/The Civil War, History 315/American Diplomatic History, 1789-1914, History 3XX, US Military History since 1900 (under development)
- Mathematics 120/Pre-Calculus, Mathematics 121/Analytic Geometry and Calculus I
- Philosophy 103/Introduction to Philosophy, Philosophy 121/Beginning Deductive Logic
- Political Science 103/Politics and Government in the United, Political Science 241/Basic Factors in International Politics, Political Science 346/American Foreign Policy
- Psychology 219/Psychology of Terrorism, Psychology 252/Leadership, Motivation and Power, Psychology 254/Conflict Resolution and Management

Total credits required for the certificate in Military Science 36

Students are encouraged to speak with their academic advisor regarding electives to support their Military Science experience as they work toward graduation requirements in their respective major programs.

Physical fitness is considered an individual responsibility. MSci 300 and 400 level students are required to conduct Physical Training (PT) 4 times a week. A "Policy Letter Physical Fitness Training and Overweight program" is distributed to all students together with the course syllabus.

Acceptance into the Senior-Level ROTC program (MSci 300/400)

Military Science 300 and 400 are restricted to "contracted" ROTC cadets. Contracted cadets are effectively in the U.S. Army at the rank of cadet and will commission into the U.S. Army as 2nd Lieutenants upon graduation. Contracted Cadets are required to attend ROTC training events and physical training. Earning a contract is a competitive process.

The minimum standards to be considered for contracting are as follows:

- The student has a minimum GPA of 2.0 for nonfinancial aid -seeking cadet.
- The student has a minimum GPA of 2.5 for Army scholarship consideration.
- The student is able to pass the Army Physical Fitness Test within 30 days of contracting.
- The student is academically aligned to graduate on-time in 4 years. (30 credits by the end of freshman year, 60 credits by the end of sophomore year, 90 credits by the end of junior year).
- The student is a U.S. Citizen.
- The student is able to receive a "SECRET" clearance.
- The student has no felony convictions. (Waivers can be requested.)
- The student has completed 100 / 200 level Military Science courses or equivalent credit is granted by the ROTC Professor of Military Science for prior military experiences.
- The student is a member in good standing of York College.

Important note: The number of available contracts varies from year to year depending on the needs of the Army. It is a competitive process and meeting only the minimum standards above does not guarantee that a contract will be offered. The Professor of Military Science and Senior Military Instructor will interview and assess all candidates to select those best qualified for service.

Tentative Military Science minor, Required Courses, 18 credits

This is a proposal for future consideration. It is being included here to provide the broader framework into which the Military Science courses will be situated.

The minor is designed for those students who after completing the initial course sequence within the Military Science certificate program decide not to pursue commissioning into the Army, or who fail to meet the requirements for commissioning.

Military Science (Army ROTC) Basic Course Sequence: Open to all students, no ROTC enrollment or military service commitment is required.

Course	Description	Crs
MSci-101	Introduction to Leadership 1	3
MSci-102	Introduction to Leadership 2	3
MSci-201	Foundations of Leadership 1	3
MSci-202	Foundations of Leadership 2	<u>3</u>
Subtotal		12

York College Military Science Course Requirement: Students must take an additional two courses (6 credits) from among the following:

- History 201/Beginnings of the American People, History 204/Contemporary America, History 313/The Civil War, History 315/American Diplomatic History, 1789-1914, History 3XX, US Military History since 1900 (to be developed)
- Philosophy 102/Beginning Informal Logic, Philosophy 121/Beginning Deductive Logic
- Political Science 103/Politics and Government in the United, Political Science 241/Basic Factors in International Politics, Political Science 346/American Foreign Policy
- Psychology 219/Psychology of Terrorism, Psychology 252/Leadership, Motivation and Power, Psychology 254/Conflict Resolution and Management

Total credits required for the minor in Military Science

18 credits

Students are encouraged to speak with their academic advisor regarding electives to support their Military Science experience as they work toward graduation requirements in their respective major programs.

Appendix B
Writing Plan for the Psychology Major



Writing Plan for the Psychology Major

Being an educated person in today’s world means having communication skills – the ability to read and think critically, employ quantitative literacy, and use information technology. All of these skills are linked to the ability to write well. Not only do strong communication skills that include writing and oral presentation represent key hallmarks of a liberally educated person, they also comprise one of the American Psychological Association’s goals for the undergraduate major. Attention to writing skills also prepares students for the rigors of graduate school, professional examinations and the work place.

This document identifies how the development of students’ writing skills should be facilitated throughout the Psychology program curriculum – starting in introductory psychology, continuing as students move through major and elective courses, and culminating in upper division writing intensive and the capstone course. Identifying writing goals and determining the route (and course requirements) that will move students toward meeting these goals provides a literacy objective for psychology majors and allows the integration of these goals with other learning goals such as critical thinking skills and technological literacy.

The descriptions of writing assignments outlined in the Writing Plan include writing assignments in courses required to include ‘writing enhanced’ and ‘writing intensive’ activities, as well as recommended writing assignments that could be used to promote the successive development of essential writing skills across different levels of courses in the psychology major. Regardless of enrollment, each psychology course must include one or more writing assignments appropriate for the level and objectives of the course. Thus, examples of low stakes writing are provided for specific course listings together with middle and high stakes writing examples for other courses. Given the reality of excessive enrollments, the writing examples provided allow for flexibility in the time required for reading and marking.

The Writing Plan in Psychology

Writing, reading, and critical thinking skills cannot be learned in one or two courses. Skills must be developed over time and in different courses; and, can only be developed by being exercised. In the “spiral curriculum,” skills applied in later courses build on the skills developed in earlier courses: skills taught at one level are consciously and explicitly reinforced and extended in subsequent work. Psychology courses reinforce and further these curricular expectations at each tier of the baccalaureate program. The following plan outlines the way in which goals for writing in the Psychology discipline can be met. This plan is being implemented with the assumption

that basic writing and reading competencies, library skills, computer mastery and other needed proficiencies are being addressed simultaneously across the spiral curriculum, and that this plan cannot be met without a fully functioning Writing Center, adequate Academic Computing resources, sufficient Library holdings, and appropriate advisement.

Year 1: At the freshmen level, students take Introductory Psychology (PSY 102). Introductory Psychology is not only the foundation course for all subsequent Psychology courses, it is also a course that meets the “Scientific World” General Education requirement by emphasizing the scientific principles underlying matters of policy or public concern. As a General Education course choice, PSY 102 is a ‘writing enhanced’ course in which students should practice writing experiences commensurate with other introductory courses among the General Education requirements. A writing enhanced course is one that uses informal and semiformal writing activities aimed at engaging students in active learning and, at the same time, develops the overlapping competencies of critical reading, critical thinking, and fluent writing. Most students who take Psychology at this level will not major in the field. Therefore, the instructor of Introductory Psychology needs to engage students in writing assignments that develop general introductory level skills and that emphasize the essential importance of writing for learning using the Psychology curriculum as the mechanism for achieving this.

Writing enhanced courses emphasize “writing-to-learn”, informal writing activities intended to facilitate students' understanding and thinking. This writing can be graded or ungraded. Writing-to-learn activities are fundamental to helping students write/think in ways that contribute to good formal writing. In this context, writing-to-learn exercises can be adopted in different ways and at different levels of intensity. Low-stakes and middle-stakes writing are both forms of “response” writing, response to course content and activities, although low-stakes writing is typically done quickly in class whereas middle-stakes writing takes somewhat longer and is done outside of class.

Writing-to-learn assignments in PSY 102 should address the academic skills that students need in General Education and prepare students with the requisite writing and thinking skills to take further psychology courses. Writing assignments should increase student appreciation of how reading skills and the ability to think about the discipline of Psychology is enhanced through writing. Thus, writing assignments should engage students in college level reading, prepare students to write for examinations, and introduce how to use the library, web and other resources in an effort to enhance in-class performance. Writing assignments can be used to teach course content, evaluate arguments in the area, or distinguish between opinion and evidence. Assignments conducive to these goals might include: 1) reading the daily newspaper, popular magazines, or websites/blogs and keeping a personal journal; 2) completing in-class low stakes writing that involves responding on a personal level to a specific concept that has just been introduced; 3) answering a series of structured questions about an assigned reading; 4) completing an exercise that increases familiarity with library and Internet resources; or 5) participating in peer review of a written assignment. In addition, instructors could communicate with students via Blackboard, e-mail, instant messaging, and through their web pages. Students in Introductory Psychology participate in the College-wide Research Pool where they are exposed to faculty research endeavors. This presents another opportunity to create a writing assignment linked to this experience.

Year 2: At the sophomore level, students are taking Psychology courses in human development as well as elective courses on a range of topics. At this level of course work, students need to broaden their reading and writing skills to the specificity of the behavioral sciences. Regardless of the course topic, learning objectives should include understanding the scientific method, identifying significant theories, findings, and researchers in the field of psychology, and developing basic understanding and use of the language and style of scientific writing.

In 200 level courses, students should be introduced to the work of the theorists and researchers who have contributed to the growth of Psychology as a scientific discipline pertinent to the course topic, so that they are familiar with significant names and ideas in the discipline that will be reiterated in later courses. At least some minimal level of primary source reading material should be assigned beyond any textbook used, and this material should include at least one journal article so that students are introduced to the research and writing format in psychology.

Writing assignments at the sophomore level should require students to explore established resources in Psychology such as professional journals, databases, and websites and to practice basic written expression skills necessary for writing in psychology courses at the upper division level. Students should be asked to demonstrate what they are learning through writing and/or formal presentations that incorporate written material. Thus, writing assignments can include informal assignments but should also move beyond ungraded low-stakes writing assignments to graded writing assignments that build on students' introductory level skills and that are evaluated in a minimal, time-saving manner for content and written expression. Assignments conducive to these goals could include: 1) preparing reading responses to journal articles or other primary source material; 2) completing book reports; 4) analyzing case studies; 5) developing an oral presentation that utilizes PowerPoint slides; 6) contributing to Blackboard discussion; and 7) keeping journals which monitor personal attitudes toward health and science issues addressed in the course. In order to promote the development of writing skills, examinations in 200 level courses should include a minimal level of essay and critical thinking questions, not simply multiple choice or identification items.

Year 3: At the junior level, students majoring in psychology typically take Introduction to Statistical Methods (PSY 326), laboratory courses in Psychology, and courses in the various psychology specialty areas, all of which build on the knowledge and research and writing skills learned in previous Psychology courses. These courses introduce students to the breadth of Psychology but also make students aware of the current knowledge within each specialty area of the discipline in order to help them focus on an area of interest and prepare for professional work and graduate study. It is expected that students who are taking 300 level Psychology courses as requirements in another discipline (Occupational Therapy, Social Work, etc.) or as free electives in the liberal arts should also be exposed to the rigors of Psychology as a research-based science. At the junior level, students have completed their basic writing courses (English Composition and lower-division Writing Intensive courses) and are now prepared to write at an advanced level.

In 300 level Psychology courses, students should be reading primary source literature including professional journals, research studies, books, and historical material that prepares them for capstone courses, the senior level experimental methods course, independent study, and honors thesis work. At the end of their third year, students should be able to apply a variety of research

methodologies and statistical procedures as well as demonstrate an increased ability to evaluate theories, analyze study conclusions, use methodologies, and justify their conclusions.

To meet these goals, the writing done in 300 level Psychology courses should include formal, substantial writing assignments that introduce students to the kinds of professional writing in Psychology and require students to utilize American Psychological Association (APA) style. Writing assignments conducive to these objectives could include: 1) research proposals; 2) literature reviews; 3) posters; 4) laboratory reports; 5) field study reports; 6) program evaluations; 7) article reviews; 8) ePortfolios; 9) case studies; 10) book reviews; 11) letters to agencies; and 12) media responses.

Examinations in courses at the junior level should require students to write at an advanced level, and a significant portion of each examination should include essay questions and application problems that engage critical thinking skills rather than only multiple choice questions or identification items.

Year 4: At the senior level, most students are taking courses that will complete the requirements for the major as well as additional psychology courses in their area of interest. It is expected when the student takes Foundations of Research Methods (PSY 330), the Writing Intensive course in the major, and History of Psychology (PSY 401), the capstone course in the discipline, that the research and writing skills needed to successfully complete these courses have been mastered as the final challenge of writing a research paper is presented. In senior level courses, students should be creating research projects, papers, and presentations that demonstrate the ability to integrate the disciplinary knowledge and skills gained in previous courses. This work also can be included in students' professional portfolios and/or students can present this work at research events at the College and beyond. Thus, senior level writing assignments drawing upon research and writing skills could include: 1) experimental research projects; 2) elaborated research proposals; 3) work using presentational technologies; and 4) advanced library research papers. All of these assignments need to reflect breadth and depth of preparation.

Examinations in courses at the senior level should require students to write at an advanced level, and thus examinations should predominantly include essay questions that engage critical thinking skills rather than only multiple choice questions or identification items.

How the Writing Plan in Psychology is Supported in Specific Major Courses

Psychology 102, Introductory Psychology, Prerequisite: None

This is the introductory course in the discipline that is a prerequisite to sophomore level psychology courses. Students who are not majoring in Psychology may opt to take 102 to meet General Education requirements. The course is designed as a survey introduction to the field and as a result covers a wide range of psychological topics, methods, and theories and thus uses an Introductory Psychology textbook as the source of reading for the course.

- Minimum Required Writing Assignments:
 - As a General Education course, PSY102 is a writing enhanced course in which students should be completing low-stakes writing assignments that facilitate their

understanding of course material. Writing assignments should engage students in college level reading, prepare students to write for examinations, and introduce how to use the library, web and other resources in an effort to enhance in-class performance. Students should be asked to write about course topics in ways that engage critical thinking.

- Students in Introductory Psychology participate in the Research Pool and this presents another opportunity to create a writing assignment linked to this experience.

Psychology 215, Human Development I: Infancy/Childhood, Prerequisite: Psychology 102

This is a service course in addition to being the gateway to almost all other Psychology courses. Hence, enrollment tends to be high. Primary source reading material should be assigned beyond any textbook used, and this material should include at least one journal article with an accompanying writing assignment so that students are introduced to the research writing format.

- Minimum Required Writing Assignments:
 - Writing can include informal assignments that can be checked off as completed but not returned but should also move beyond ungraded low-stakes writing assignments to longer, graded writing assignments that build on students' introductory level skills and that are evaluated for content and written expression. At least one writing assignment (1-2 pages) should be collected that requires responding to an article from a professional journal. This assignment should be graded in a minimal, time-saving manner for content and written expression and returned to the student.
 - Similar to all sophomore level Psychology courses, this is a course in which at least one exam should include at least one brief essay question.

Psychology 326, Introduction to Statistical Methods, Prerequisite: Mathematics 111 or 121; 6 credits in Psychology

Students should have had quite a bit of writing experience by the time they reach this course, both within and outside of the major. Students should use APA style for all writing assignments.

- Minimum Required Writing Assignments:
 - Students should review at least one article from a professional journal and summarize the statistical presentations, including whether there was support for the hypothesis and if the descriptive and inferential statistics selected were appropriate for the methodology used.
 - Students should collect statistical presentations (graphs, tables, maps, scatterplots, histograms, etc.) from everyday sources (newspapers, websites, etc.) and summarize their findings in writing.
 - Similar to all junior level Psychology courses, this is a course in which a significant portion of each examination should include application problems that engage critical thinking skills.

Psychology 334, Personality, Prerequisite: English 125; 6 credits in Psychology

Similar to all junior level Psychology courses, this is a course where primary sources should be incorporated into reading and writing assignments. Students should be expected to write at an advanced level and use APA style for all writing assignments.

- Minimum Required Writing Assignments:
 - Students should complete an advanced level writing assignment that includes reading primary source literature in personality theory. The assignment could involve using presentational technologies, completing multiple shorter papers, or writing a term paper. Regardless of format, writing assignments should involve critical evaluation of theory, or familiarization with relevant research methodology, or identification of gaps in existing literature.
 - Similar to all junior level Psychology courses, this is a course in which a significant portion of each examination should include essay questions and application problems that engage critical thinking skills.

Psychology 330, Foundations in Research Methods, Prerequisite: 6 credits in Psychology

Most students take this course in their final year. PSY 330 is the discipline's upper division Writing Intensive course in the major and this is where the advanced writing and research skills needed in the discipline culminate. All written work must utilize APA style.

- Minimum Required Writing Assignments:
 - The high stakes assignment is a research proposal. Through a process of drafts and revisions, the goal is a final paper that includes an introduction section, methods section, and references page(s).
 - Leading to the high stakes assignment there should be a series of preparatory assignments specific to the goals of the paper that help students move toward this goal. The notion that writing is a process that requires revision, editing, and reworking needs to be encouraged as a model for all future professional writing.
 - Similar to all junior level Psychology courses, this is a course in which a significant portion of each examination should include essay questions and application problems that engage critical thinking skills.

Psychology 401, History of Psychology, Prerequisite: Writing 300 and 9 credits in Psychology (The intention is to remove Writing 300.)

A substantial degree of reading and writing are required for this course, given that it represents the capstone experience in the Psychology program. All written work must utilize APA style.

- Minimum Required Writing Assignments:
 - Students should complete written work that will serve as the centerpiece of their work in the major and which could be used as part of a graduate school portfolio and/or research presentation at York or beyond. This work could include a research-based thesis paper that is written in a scaffolded manner, oral presentations that involve advanced written work, or projects using presentational technologies. Completed work will synthesize

- what has been learned in the discipline and also add a depth of understanding to that knowledge, similar to the type of work expected at the graduate level.
- Similar to all senior level Psychology courses, this is a course in which examinations should predominantly include essay questions that engage critical thinking skills.

A Word or Two about Elective Courses

Writing assignments in elective courses in the Psychology major should be devised that reflect the expectations for courses at that level, taking into account course prerequisites and the requirements of other similar elective courses. For example, Psychology 283: The Psychology of Death and Dying is a sophomore level course and has no prerequisites and may attract a different level student from Psychology 352: Psychological Assessment, an upper division course where Psychology 326 is among the prerequisites. Nonetheless, writing assignments from other courses at the same level and/or with similar prerequisites can be re-fashioned for use in elective courses. In the case of upper division courses that include laboratories such as Psychology 319: Human Cognitive Laboratory, formal writing assignments that introduce students to professional writing and require students to utilize APA style can include lab reports.

Additional Considerations for Students in the Education Program

Students who are majoring in Psychology with the aim of teaching at the primary or secondary level must meet the requirements for State certification. Certification is granted upon completion of specific coursework and passing the appropriate examinations mandated by the State. It is therefore incumbent on all psychology instructors to address the proficiencies that will be required to gain certification and eventually licensure. The following is meant to serve as a reminder of the specific skills needed. Included are some examples of how students can gain these skills. Again, it is assumed that in the Teacher Education Program and in the General Education requirements, these skills are being presented and reinforced.

Basic Competencies

Language Usage

Sentence Form

Essay Writing:

Essay Form

Metalinguistic

Information Gathering

Technique

Professional Competencies

Communication

Lesson Development

Test Development

Theory and Research

Reflection

Inquiry

Examples

Knowledge of grammar, mechanics, and technical forms

Expression and style

Organization, coherence, sense of audience, and supporting ideas

Persuasion, creativity, comparison

Redrafting, restructuring, revising

Library use, Internet use

Citations, awareness of plagiarism

Examples

Student is able to write clear instructions and give feedback to students and is able to communicate effectively with parents

Student is able to write clear objectives and lesson plans

Student is able to write clear examinations and assignments in a variety of formats

Student is able to review, summarize, paraphrase and critique theory, data and research in an effort to translate this into practice; is able to summarize quantitative and qualitative data including tables and graphs; is able to conform to APA style when writing research papers

Student is able to form written reflective statements of personal teaching philosophy and practice, using observation notes and anecdotal records

Student is able to write letters of inquiry to various community agencies and funding sources as a precursor to writing grant proposals.

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York College Political Science Program Mission Statement

The Political Science program is aligned with the mission of the School of Health and Behavioral Sciences and the mission of York College in the following ways. We strive to provide students with the knowledge and skills that will prepare them for careers, graduate school and professional studies; and to contribute as active citizens in our ever-changing interdependent world. Our students will develop critical reading, writing and thinking skills to evaluate the structure and operation of politics and power about their own and other political systems. The Political Science program encourages community service and social responsibility both through our course work and community-based internships. Students will have an opportunity to do independent research to gain research experience and mentorship from individual faculty members. We offer a flexible program that serves the interests of our diverse college community. The program will provide the foundation for students to become informed, active, socially responsible, and ethical citizens, professionals, and leaders.

Major Program Goals

Upon completion of the program in Political Science, students will:

- Demonstrate the ability to critically evaluate their own and other political system;
- Understand where political power is, how it operates, whose interests it serves – who gets what, when, where, and how;
- Demonstrate a theoretical and practical understanding of the interplay among social classes, values, political power and conflict, processes of decision making and the state; and the factors that affect social justice and political adjustments to changing conditions globally as well as nationally;
- Apply analytical and critical thinking to their research and writing, oral communication competency, qualitative and quantitative skills, and computer literacy;
- Demonstrate knowledge and analytical skills necessary to evaluate political issues and to function effectively in a political environment;
- Gain practical and applied knowledge through participation in an internship;
- Be prepared for careers in local, state, national government, civil or foreign service, education, international affairs, political parties, interest groups, nongovernmental organizations, nonprofit and research organizations, as well as for law school or graduate study.

What is Political Science?

Political Science, in the words of Political Scientist, Harold Lasswell, is a study of the struggle of "who gets what, when and how." In short, it is a study of power. We explore how different actors in society interact and how those interactions lead to policy formation, stability and policy change. Political Science is a way of examining such issues as citizenship, constitutions, protest, development, interest groups, voting, elections, problem solving, reconciliation, resource allocation, law making, policy-making, implementation, leadership, followership, among other topics. Our areas of examination can be as small as the story of one individual in a legal case or as large as the entire world with respect to environmental policy, migration and international finance and public health. We examine war and peace and the factors that lead to both. Our discipline approaches problems using different methods to generate theory and to test theory about political behavior.

There are at least nine major subfields in political science:

- **American politics** examines political behavior and institutions in the US

- **Comparative politics** analyzes and compares political systems within and across other countries and geographic regions.
- **International relations** explores the relationships between nation states as well as between nation states and international organizations. It also covers the activities of international organizations such as the United Nations, the World Bank, and NATO, as well as international actors such as terrorists, international banking, nongovernmental organizations (NGOs), and multi-national corporations (MNCs).
- **Political theory** questions fundamental political concepts such as power, democracy and freedom as well as core questions about how the individual, the community and the state should relate to one another.
- **Political methodology** examines and develops theory about how political scientists should study political science.
- **Public policy** explores how governments make public decisions, how the policies governments make affect people and how people shape the public policy process.
- **Political Psychology** examines political behavior by applying psychological theories to political problems.
- **Public administration** studies how government policies are generated, implemented, evaluated and how people interact with their government.
- **Public Law** concerns the role of law and courts in the political process.

Political Science is More Than a Major

The faculty members in our discipline believe that Political Science students should have a comprehensive academic foundation, coupled with practice in the field and experiential learning. We require that students engage in an internship experience and encourage students to seek out opportunities while in school to complement their learning. We sponsor guest lecturers, films, trips to courts, museums and theaters and opportunities for students to present their own work. We encourage students to apply for opportunities beyond York. Students can apply to participate in semesters in Albany, Washington, DC and in study abroad programs. Recent past experiences have included in the New York State Model Senate, the CUNY Scholars program, the Black, Hispanic and Asian Caucus Fellowship, the Women's Caucus Fellowship, APSA Ralph Bunch Summer Institute, Ronald H. Brown summer pre-law program, State Department internship, Operations Crossroads Africa, internships at the New York State Supreme Court and so many more.

Is Political Science the Right Major for Me?

Do you find yourself always thinking about possible solutions to problems? Do you find yourself constantly analyzing issues? Do you find you are regularly seeking to understand why systems work the way they do or how to change them? Are you frequently wondering why the government does the things that it does? Political science develops broad analytical skills that are constantly in demand in private sector systems such as banks, corporations, foundations, labor unions, and of course all levels of government. Your major should help to prepare you for your career. This is why we stress the importance of internships and service learning in your Political Science curriculum. We want to encourage you to see what kinds of careers are available, practice what you learn in the classroom and get started on making your future today! See page 29 for information about what kinds of careers people usually pursue with a degree in political science. If those careers sound interesting to you, then Political Science might be a good major for you.

Is Political Science the Right Minor for Me?

Governments create markets. They generate the rules that shape how we understand the world around us. Are you interested in learning how to make policy or run programs? If so, a minor in Political Science may give you the tools you need to work on programs or making and implementing policy in social work or psychology, community health or biology, business or history or any other major.

I Need an Elective, Should I Take a Political Science Class?

All issues exist in context. If you are studying education or aging, community relations or child abuse, a historical period or business, and pretty much anything else, it all happens in a certain context. Political Science can help you understand the opportunities and constraints around your issue. Are you curious about the immigration system, environmental politics, the UN or the last election? Come take a class in Political Science! We promise to show you a new way of thinking about your world.

Requirements for the Major

Acknowledging the diversity within our college community and the various directions in which the study of Political Science can lead, the discipline seeks to assure a correspondingly flexible program of instruction. The faculty's overriding concern is to help students develop the capacity to evaluate critically their own and other political systems and to relate classroom experience effectively to urgent civic and social issues. In this context, the overall curriculum is designed to promote both a theoretical and practical understanding of the interplay among social classes, values, political power and conflict; the processes of decision making and the state; and factors that affect social justice and political adjustments to changing conditions globally as well as nationally. In addition to these concepts the faculty is committed to the reinforcement of skills such as critical thinking, writing and computer literacy.

Political Science Curriculum

The advantage of a small program such as ours, is that we can get to know our students and can help them develop their potential on an individual basis. The Political Science major at York is designed to give students the broadest exposure to the discipline. In addition to courses in American government and politics, the program offers a broad array of courses in political theory, public administration, pre-law, comparative government, international relations and area studies. To major in Political Science, students must take a minimum of 31 credits in Political Science, of which 18 are required. For the remainder of the credits students are encouraged to consult with a faculty advisor to assist them in selecting a relevant concentration of elective courses that will advance their interests and career goals. The department offers advanced work for juniors and seniors in a variety of formats including seminars and internships at the local, state and national levels. The political science program prepares students for graduate study or law school, and for careers in local, state or national government, education, journalism, law, international affairs, campaign management and for staff work with political parties, interest groups, labor organizations, non-profit and research organizations. Political Science is also a liberal art and provides students with skills in critical reading, writing and thinking and thus will serve students no matter their eventual career decisions.

Major Discipline Requirements (31 Credits)		
Required Courses		6
POL214	Racial and Ethnic Politics	3
POL285	Urban Government in the United States	3
One course chosen from the following		3
POL202	Comparative Politics	3
POL241	Basic Factors in International Politics	3
One course chosen from the following:		3
POL267	Classical Political Theory I: Plato to Machiavelli	3
POL268	Political Theory II: Machiavelli to Marx	3
POL269	American Political Thought	3
Area Studies, One course chosen from the following:		3
POL226	The U.S. Supreme Court	3
POL327	Congress and the Presidency	3
One course chosen from the following:		3
POL250	Latin American Politics	3
POL256	African Politics	3
POL257	Asian Politics	3
POL258	Middle East Politics	3
One course chosen from the following		4
POL393	Seminar-Internship in New York City Government and Community Development	4
POL394	Seminar-Internship in New York City Government and Community Development	4
Elective Political Science courses, 9 credits		9

Political Science Major Course Requirements Checklist (31 credits)

Level I Courses: Students majoring in Political Science must take the following courses (6 Credits). You must meet the prerequisite requirement for each course before you can register for a course. Many courses require Politics 103 as a prerequisite. Students planning to major in Political Science are urged to take Politics 103 as early as possible.

_____ Politics 214, Racial and Ethnic Politics

_____ Politics 285, Urban Government in the United States

As part of Level I students majoring in Political Science must also choose one course from Area A and Area B (6 credits). The prerequisite for these courses is English 125.

Area A

_____ Politics 202, Comparative Politics

or _____ Politics 241, Basic Factors in International Politics

Area B

_____ Politics 267, Classical Political Theory I: Plato to Machiavelli

or _____ Politics 268, Political Theory II: Machiavelli to Marx

or _____ Politics 269, American Political Thought

Level II Courses: Students majoring in Political Science must also choose one course from Area A and Area B (6 credits). The prerequisite for these courses is English 125.

Area A

_____ Politics 226, The U.S. Supreme Court

or _____ Politics 327, Congress and the Presidency

Area B

_____ Politics 250, Latin American Politics

or _____ Politics 256, African Politics

or _____ Politics 257, Asian Politics

or _____ Politics 258, Middle East Politics

Level III Courses: Students majoring in Political Science must participate in one of the Internship programs listed below (4 credits). Internships are valuable experiences and you are encouraged to participate in available opportunities, please note however that no more than 4 credits from internships can be used to satisfy the requirements for the major.

_____ Politics 393, Seminar-Internship in NYC Government and Community Development.

_____ Politics 394, Seminar-Internship in NYC Government and Community Development.

Level IV Courses: Additionally, students majoring in Political Science must take three elective courses in Political Science and must include a 300 or 400 level course (9 credits). The courses in Level I & II may be used as electives. If, for example, you take Politics 327 to fulfill Area A in Level II, you can use Politics 226 as an elective in Political Science. Be careful to check the prerequisites for each course you choose.

_____ Elective in Political Science

_____ Elective in Political Science

_____ Elective in Political Science

Note 1: For students pursuing careers in law, civil service, management, teaching etc., POL 228, 230, 275 are highly recommended as Electives.

Note 2: Students hoping to pursue doctoral or other graduate studies in Political Science are urged to take: POL 221 (or SOC 220), POL 453, and POL 340 or 367.

Note 3: Political Science majors should take POL 103 early to meet the prerequisites for upper level courses.

Graduating with a BA Degree in Political Science

There are four overall requirements to graduate with a BA degree in Political Science:

1. You must have an overall GPA of 2.0 or higher, and a GPA in Political Science of 2.0 or higher.
2. You must complete 120 credits, of which 90 credits must be liberal arts credits.
3. You must complete the General Education and graduation requirements.
4. You must complete the courses in the Political Science Major, of which 50% must be taken at York. See Below.

Your overall GPA and number of credits are requirements set by the New York State Department of Education. If you do not meet these requirements, you cannot obtain a BA degree from York College. The General Education Requirements are set by the College, and the major requirements are determined by the Political Science discipline.

The General Education and other College-Wide Graduation Requirements:

All students should use the Cardinal Check system (found on the York College website) to monitor their progress toward graduation, but be aware that this does not replace working with a faculty advisor in Political Science.

The courses needed to fulfill the General Education Requirements are listed on the next page. If you are a transfer student, use the evaluation of credits you received from Registrar's Office to determine what, if any, requirements remain.

ALL students (including transfers) must take Writing 301, 302, or 303. We recommend that you take Writing 301 or 303 as these courses cover APA style.

Students are required to take designated Writing Intensive (WI) courses. If you entered the College as a first year student, you must take three WI courses - two in the lower division and one in the Political Science major. If you entered the College as a transfer student with a two-year degree, you must take one WI course in the Political Science major. Political Science 269, 285, and 327 are regularly designated WI courses and are offered on a rotating basis. To learn more about the WI requirement, contact the Writing Across the Curriculum Program at (718) 262-2279, Rm. 2A-01.

**SUGGESTED Political Science Major Graduation Plan
4-year plan for First Year Students**

The following semester-by-semester guide is SUGGESTED. You must consult the York College Bulletin for a complete listing of courses, particularly for the liberal arts and graduation requirements. You should meet with Political Science faculty to plan your program.

Semester 1		(Credits 14)	Semester 2		Credits (15-16)
English	125	4	Political Science	103	3
Speech	101	3	Foreign Language or Free Elective		0-4
PE	150	2	English	200	3
SD	110	2	Cultural Diversity	101	3
Free Elective		3	Behavioral Science Elective		3

Semester 3		Credits (15-16)	Semester 4		Credits (16)
Political Science	214	3	Political Science 202 or 241		3
Foreign Language		0-4	Political Science	285	3
Philosophy		3	Cultural Diversity	201	3
Behavioral Science Elective		3	Mathematics		4
Free Electives		3-6	Free Elective		3

Semester 5		Credits (15-16)	Semester 6		Credits (15)
Political Science	267 /268 /269	3	Political Science	250/256/257/258	3
Political Science	226 or 327	3	Political Science	393 or 394	3
Natural Science		3-4	Political Science Elective		3
Fine and Performing Arts Elective		3	Natural Science		3
Writing 301 or 303		3	Free Elective		3

Semester 7		Credits (15)	Semester 8		Credits (15)
Political Science	221	3	Political Science Elective		3
Political Science Elective		3	Free Electives		6-9
Free Electives		6-9	Additional Political Science		
Additional Political Science		3-6	Electives, if desired		3-6
Electives, if desired					

(Total credits needed to graduate = 120)

**SUGGESTED Political Science Major Graduation Plan
2-year plan for transfer students**

The following semester-by-semester guide is SUGGESTED. You must consult the York College Bulletin for a complete listing of courses, particularly for the liberal arts and graduation requirements. You should meet with Political Science faculty to plan your program.

Semester 1		Credits (15)
Political Science	103	3
Political Science	202	3
Politics Science Elective		3
Free Electives		6

Semester 2		Credits (15)
Political Science	214	3
Political Science	285	3
Writing	303	3
Free Elective		6

Semester 3		Credits (15)
Political Science	267 /268 /269	3
Political Science	226	3
Political Science	Elective	3
Free Elective		6

Semester 4		Credits (15)
Political Science	250/ 256/ 257/ 258	3
Political Science	393 or 394	4
Political Science	Elective	3
Free Elective		3

(Total credits needed to graduate = 120)

Political Science Discipline Minors

Need Advice about Political Science, International Relations, Labor Studies, Pre-Law or Public Administration or Aviation?

For students in other majors who desire a background in government and politics the program offers six minors in political science. Students interested in any of these areas should consult with Political Science faculty to determine an appropriate minor and to learn about opportunities for internships and research. Any student selecting any of these minors is strongly urged to meet with a faculty member for guidance about course scheduling during the advisement period.

Minor in Political Science

Political Science		15
Required Courses (6 credits)		
POL103	Politics and Government in the United States *	3
POL202	Comparative Politics	3
Choose one: (3 credits)		
POL241	Basic Factors in International Politics	3
POL285	Urban Government in the United States	3
Choose one: (3 credits)		
POL267	Classical Political Theory I: Plato to Machiavelli	3
POL268	Political Theory II: Machiavelli to Marx	3
POL269	American Political Thought	3
Choose one: (3 credits)		
POL340	American Capitalism: Political and Social Aspects	3
POL367	Contemporary Political Theory	3

Minor in International Relations

This minor is especially suited for those students interested in exploring relationships between nations, the work of international organizations, and international development.

Required Courses* (15 Credits)		
Students must complete the following courses (9 credits)		
POL241	Basic Factors in International Politics	3
POL346	American Foreign Policy	3
POL453	Seminar in Global Change	3
Choose two courses from the following (6 credits)		
POL250	Latin American Politics	3
POL256	African Politics	3
POL257	Asian Politics	3

Minor in Public Administration

This minor is suited for students interested in the practice of governing, the politics of making public policy and learning about policy design, implementation and evaluation.

Required Courses (15 credits)		
POL103	Politics and Government in the United States *	3
POL228	Public Administration in the Political Setting	3
POL285	Urban Government in United States	3
POL329	Public Administration: Management Processes	3
POL330	Public Policy Making	3
POL453	Seminar in Global Change	3

Note - Students will be required to take five (5) of the six (6) courses listed for a minor in Public Administration.

Minor in Labor Studies within Political Science

This minor is for those interested in exploring the role of labor in political economy.

Required Courses (15 credits)		
Demography and Social Strata (Choose one)		
POL214	Racial and Ethnic Politics	3
SOC235	Ethnicity	3
HIST274	The American Ethnic Experience	3
AAS285	The Urbanization of the American Black	3
Socio-Political Context of the Work Place: Office and Factory (Choose one)		
POL214	Racial and Ethnic Politics	3
POL285	Urban Government in the United States	3
SOC238	Industrial Sociology	3
SOC239	Sociology of Work	3
AAS331	The Civil Rights Movement in America	3
HIST273	The American Worker	3
Theories of the Working Class and Trade Unionism (Choose one)		
POL340	American Capitalism: Political and Social Aspects	3
POL367	Contemporary Political Theory	3
ECON361	Economics of Trade Unions and Collective Bargaining in the US	3
HIST333	Nineteenth Century Europe	3
American Labor and American Business (Choose one)		
POL311	Advanced Topics in Pol Sci.	3
POL312	Advanced Topics in Pol Sci.	3
POL340	American Capitalism: Political And Social Aspects	3

POL367	Contemporary Political Theory	3
ECON360	Labor Economics	3
AAS354	The Role of Blacks in the American Economy	3

Minor in Pre-Law Studies in Political Science

For those students considering a career in law, whether as an attorney, a paralegal, or in the court system or looking for a foundation in legal studies to support their major, we offer a minor in Pre-Law Studies in Political Science. Students interested in continuing their education in law should consult the pre-law advisor, Professor Robin Harper, as early as possible in their academic career and should seek guidance for planning their schedule throughout their tenure at York.

Required Courses		15 - 16
POL226	U.S. Supreme Court	3
POL275	Introduction to Law	4
PHIL103	Introduction to Philosophy*	3
Choose one of the following		
POL305	Selected Legal Topics	3
POL306	Selected Legal Topics	3
Additional Required Course (choose one)		
PHIL121	Beginning Deductive Logic	3
PHIL356	Philosophy of Law	3
POL310	Legal Research	2
POL322	The Courts and Public Policy	3

Aviation Policy Minor

This minor is designed to provide a solid foundation for those students interested in pursuing a career in aviation, aviation policy, aviation management, and aviation facilities management. It includes both theoretical and practical training. Students interested in aviation studies should consult the Director of the Aviation Institute, Professor Robert Aceves, as early as possible in their academic career and should seek guidance for planning their schedule throughout their tenure at York.

Requirements for the Concentration		6
POL210	Introduction to Political Economy	3
POL228	Public Administration in the Political Setting	3
Elective Group 1		3
Choose one		
BUS230	Introduction to the Aviation Business	3
BUS235	Airport Planning and Management	3
BUS330	Aviation Operations	3
BUS335	Case Studies in Aviation Financial Management	3
MKT353	Aviation Marketing and Economics	3
POL280	Transportation: Planning, Finance & Policy	3
Elective Group 2		3
Choose one		
ECON310	Public Finance (Cross listed as Political Science 311)	3
POL320	Risk Management for Public Policy	3
POL329	Public Administration: Management Process	3
Elective Group 3		3
Choose one		
BUS392	Aviation Internship in the Private Sector	3
POL392	Aviation Internship in the Public Sector	3
POL402	Aviation Policy Seminar	3
Electives		9

Total credits Required for the Minor in Aviation Policy 15

* Students are required to complete Political Science 103 and Economics 102 as part of general education requirements

** Students should note that the aviation program is under revision.

Opportunities for Getting Involved

Study Abroad

Interested in Learning About How Other Countries Think About and Solve Problems? Study Abroad! For information about study abroad opportunities while studying at York, please contact Professor Hamid Bahri. Email: hbahri@york.cuny.edu or (718)262-2463.

Looking for a Scholarship?

For information about scholarships and fellowships, please see Scholarship Center in AC-4DA1 or online at <http://www.york.cuny.edu/centers-institutes/scholarships> or the Political Science webpage <http://www.york.cuny.edu/academics/departments/behavioral-sciences>.

Clubs

Do you want to meet other students who are also interested in pre-law or political science? Students may create clubs in their interests. Political Science faculty members serve as aculty advisors. Past clubs include a pre-law club which sponsored speakers, visited law schools, showed films and held discussions about timely issues in the law. We look forward to working with students in their clubs. For more information on starting or joining an existing political science, pre-law, international relations, labor studies, public administration, or aviation club, please see Student Activities in Room AC-1E01.

Summer Pre-Law Program

Every summer, the Pre-Law Program sends York College students to an intensive two summer program for pre-law students conducted at St. John's University Law School. This program provides our students with valuable preparation for law school admission, including a simulated law school experience, internships with judges, districts attorneys' offices and major law firms as well as preparation for the LSAT exam and law school applications.

Pre-Law Activities

The Pre-Law program in Political Science is open to all students at the college who have an interest in law school, whether or not they major in Political Science. The program sponsors a Pre-Law Club. Students in the program go to the pre-law open houses offered by the Law School Admissions Council, St. John's University Law School, and CUNY Law School. The Pre-Law program sponsors a variety of programs on campus including films about topics related to the sponsors a variety of programs on campus including films about topics related to the law followed by discussions, periodic sessions with outside speakers on becoming a lawyer and on interesting topics in law.

Constitution Day

Every year, colleges around the country create events to remember the Constitution under the Consolidated Appropriations Act of 2005, Public Law 108-447. Political Science coordinates with other departments at York to create such events as a campus-wide public art event to write what you would say to the framers of the constitution; a campus-wide ballot on a real US Congress proposal to amend the Constitution to restrict birthright citizenship; a campus-wide discussion on the Constitution, civil rights and the contemporary influence of Rufus King (framer of the Constitution). Students are eagerly invited to contact Dr. Harper (rharper@york.cuny.edu) about participating.

Internships

Internships are a wonderful opportunity to get out into the field and to learn what kinds of career options are available, practice what you have learned in the classroom, develop a professional network and get real job experience.

Students interested a variety of Internships with the State Legislature in Albany or with the U.S. Congress can find the descriptions and applications at: www.etrinternship.org.

The Best Kept Secret at York College! Start on the Road to Good References and a Career

Political Science 393 in the fall and 394 in the spring; Seminar-Internship in New York Government and Community Development - 4 credits

This course offers an extraordinary opportunity for students in Political Science and other disciplines to gain exciting and valuable experiences working in the offices of elected officials in the New City Council, New York State Assembly and Senate among other government agencies. Alternatively students may work for a non-governmental social service, labor, community development, public interest legal or advocacy organization, e.g., 1199 Service Employees International Union, Center for Constitutional Rights, Neighborhood Housing Services of Jamaica, National Action Network.

Internships look very good on your resume and also provide opportunities for networking and references that can definitely enhance your chances of securing employment after graduation!

Students intern at a government or non-governmental placement for up to 10 hours a week, attend a weekly seminar 2 hours a week and participate in three informative CUNY Forums at the CUNY Graduate Center.

Pre-requisites: 9 hours in Behavioral Sciences or Social Sciences, 2.75 GPA or permission of the Instructor. (These requirements are under consideration for change.)

What Students are saying about the Seminar-Internship in New York Government and Community Development:

I worked with Councilwoman Inez Dickens (D-Harlem) during Spring Semester, 2011. As a double major I found it an invaluable experience as it allowed me the opportunity to delve into a bit of everything from policy-making to attending City Council Caucus meetings. I can say I now truly understand the inner-workings and intricacies of urban government. In addition, I worked in the legislative office which served as an introduction to one of the cities' culturally rich neighborhoods. It was truly an experience that can't be reproduced."

– **Mehrunnisa Wani**, Senior, Journalism and Political Science Major

I had the great pleasure of interning at the Queens Supreme Court with Justice Pam Jackman-Brown in the spring of 2011. It was an amazing experience. The Judge is truly representative of the greatness of the CUNY system. She went from BMCC to John Jay College to become a Judge. It was very inspirational to see someone who went down

the same road you are embarking on serving in the place you want to get to. No matter what your major, this class is a must. The great professors and staff at York go above and beyond to make your internship placement not only educational but inspirational.

– **Kedene Newton**, Junior, Political Science major.

When I registered for Political Science 394, little did I know what a great experience and opportunity was waiting for me. I did my internship with the Neighborhood Housing Services of Jamaica, (NHSJ Inc. I acquired knowledge and insight of how the New York City, the New York State, and the Federal Government have various housing programs in place to help families in the city and state solve and meet their housing needs. The experience has spurred my interest in community service, which I have never thought of before. In fact I have been asked to serve on the Board of the Organization. I urge other students to register for this course (Political Science 393 or 394) because of the opportunity it may offer in securing employment after graduation.

-- **Hassan Bakare**, Spring Semester, 2010

Through the CUNY Caucus internship program I was assigned to work for the then New York State Senate Minority Leader, Malcolm A. Smith. Although I was only there for a few months my experience there was invaluable. My internship reminded me of the purpose of an elected official, which is to represent their constituents. The constituent liaisons in Malcolm Smith's district office worked tirelessly to help the senator's constituents. It was refreshing to witness an elected official still taking his job as a public servant seriously. I would highly recommend this program for students across all disciplines

-- **Robert Stevens**, York College Class of 2010.

In the past two semesters students have reported excellent experiences with Congresswoman Nadia Valasquez, Senator Malcolm Smith, Senator Shirley Huntley, Assemblywoman Barbara Clark, Assemblyman Darryl Town, Councilman Leroy Comrie, Councilman James Sanders, Judge Ronald Hollie, Project Hope of New Directions, Inc., and the Greater Jamaica Development Corporation among others. At least five interns were asked to continue with the prospect of securing permanent employment!

Don't Miss This Opportunity!

Contact: **Dr. Ron Daniels**, Political Science Discipline, 718.262.2679

Email: rdaniels@york.cuny.edu

Randy Punter, Career Services, 718. 262.2086 Email: punter@york.cuny.edu

Full Time Faculty in Political Science in the Department of Behavioral Sciences



Dyer, Conrad

Associate Professor of Political Science

B.S., City College of New York; M.A. CUNY Graduate Center; Ph.D. CUNY Graduate Center

Office Location: AC-4D06, Phone: 718-262-2986, Email: dyer@york.cuny.edu

Research interests: American Political Thought, Urban Politics and The Practice and Scholarship of Teaching.



Daniels, Ron

Distinguished Lecturer of Political Science

Ph.D. Union Graduate School

Office Location: AC-4E06, Phone: 718-262-2679, Email: rdaniels@york.cuny.edu

Research interests: Racial and Ethnic Politics, Social and Political Activism, Haitian Politics



Griffith, Ivelaw

Provost, Senior Vice President for Academic Affairs,

Professor of Political Science

Bachelor of Soc. Sciences, Distinction in Political Science, The University of Guyana;

Diploma in Communication, The University of Guyana; MA, Long Island University; M.Phil.,

CUNY Graduate Center; Ph.D., CUNY Graduate Center

Research interests: Caribbean security, international drug trafficking and international crime issues



Harper, Robin

Coordinator, Political Science Discipline

Pre-Law Advisor, Assistant Professor of Political Science

BA Smith College; MIA, George Washington University; MPA Columbia University; M.Phil.

CUNY Graduate Center; Ph.D., CUNY Graduate Center

Office Location: AC-4D06G, Phone: 718-262-2692, Email:

rharper@york.cuny.edu

Research interests: Comparative Public Policy exploring Citizenship, Immigration, immigrant Incorporation and Temporary Labor Migration Policies and Civic Engagement in the US, Israel and Germany.



Sharpe, Michael

Assistant Professor of Political Science

BA, Rutgers College/Rutgers University; Certificate, Institute of Social Studies (The

Netherlands); MIA, Columbia University; M.Phil., CUNY Graduate Center; Ph.D., CUNY Graduate Center

Office Location: AC-4E05, Phone: 718-262-2695, Email:

msharpe@york.cuny.edu

Research interests: Comparative politics and international relations; globalization, the politics of international migration, immigrant political incorporation, and political transnationalism especially among post-colonial citizen Dutch Caribbean immigrants in the Netherlands and Latin American Nikkeijin (Japanese descendant) immigrants in Japan.

The Political Science Discipline is pleased to have wonderful adjunct professors, sharing the highest caliber of teaching and professional expertise. Long term adjuncts include The Honorable William Erlbaum, NYS Supreme Court Justice (retired) who lectures on law, Court policy, legal theory and correctional policy.

Are You Interested in Learning How to do Research?

Do You Want Some Experience Doing Research?

Do You Have a Special Topic that You Would Like to Learn More About?

Political Science professors are working on a number of research projects and we would be delighted to talk to you about working with us on our research projects. There are a number of possibilities: you might work for us as a research assistant on our project or perhaps develop a project from one of our projects or pursue your own interests in an independent study.

Look at the research interests of each professor and let him or her know that you are interested in a certain topic and would like to work with him or her. Go and speak to a professor about your own research interests and develop an independent study research project.

The goal of these projects is to give you training in doing research in Political Science, International Relations, Labor Studies, Pre-Law or Public Administration. We will encourage you to work towards presentation and publication of your research.

Students have conducted independent study research projects on issues as diverse as:

- International development aid projects in the Caribbean
- Social media and the Arab Spring
- Election campaign posters and Islam in the Gambia
- Private contractors and the war in Iraq
- Democratic Transition in Portugal
- Immigrants and the meaning of 'home'
- Funding and questions of equality in US public schools

First time doing research? Don't worry. We'll help you gain the skills you will need to do research, just let us know that you are interested!

Graduate School Advice

Should you go to graduate school in Political Science?

Whether or not you go on to graduate studies in Political Science depends on your interests and career goals. If you really enjoyed your Political Science classes at York and did well in them, and your overall GPA is good (at least 3.0), you might think about it. It's essential for an academic/university career, and can also be a valuable preparation for careers in government, think tanks, advocacy, non-profit or non-governmental organizations, or teaching in high school or community college.

What's the best undergraduate preparation for political science graduate school?

Take a range of rigorous courses in Political Science and other social sciences and do well in them. If you can take a methods class, do so. If you can do a relevant internship or participate in the community, that's great too. If you're planning to specialize in international affairs, take a few courses in a foreign language; study abroad is also valuable.

What kind of graduate degree programs are there?

Most full-time Masters programs are two years. (Some programs are one year. Some programs allow for part-time study; many do not.) A Masters program will give you a broad skill set that you can use to work in a variety of applied settings that use political analysis. Besides an MA in Political Science, there are Masters programs in public policy (MPP) and public administration (MPA), as well as some that focus on international affairs or interdisciplinary area studies (e.g. Latin America, Africa, Middle East, etc.). A doctoral (Ph.D.) program is harder to get into and typically takes 5-7 years or longer to complete. It will give you a solid grounding in the theories of the discipline as well as specialized knowledge in your research field, and prepare you for an academic career of university teaching and research. Normally, people enroll in a doctoral program because they want to do research or teach at the college level.

What are the main areas of Political Science?

The major subfields in Political Science are American government, comparative politics, international relations, political theory, and public administration. Usually in a Ph.D. program you will choose two major subfields. You will spend the first 2-3 years or so taking courses and preparing to take comprehensive exams in your subfields. Once you pass those, you will submit a proposal using your proposed dissertation research and defend that before a committee of professors. Then you do the research, write the dissertation, defend it before a committee of professors, and graduate.

Is it expensive?

Yes. But, you may not have to pay for all of it. Graduate schools only accept a limited number of applicants (the typical size of an entering class in a Ph.D. program might be 5-40 students), so they will sometimes put together a financial package to make it financially possible. Many people get some combination of scholarships, fellowships (subsidized work as a teaching or research assistant), and loans. You may still have to work for some or all of the time and you may have loans to pay back. Students usually have to pay for Masters programs themselves. There are very few scholarships for Masters programs. Students interested in graduate should think carefully about the cost of graduate school and use that information to guide their choices.

What are the admission criteria and procedures?

Usually the main things an admissions committee will look at (in roughly equal proportions) are your GRE scores, GPA, and letters of recommendation from your undergraduate professors. Most applications also ask for a short (1-2 page) personal statement explaining your interest and motivation to go to grad school, and some also ask for a writing sample (such as a paper you wrote for one of your college courses).

How should you choose a graduate program?

First you should decide whether you want to apply to Masters or Ph.D. programs. If you want to go into university teaching and research, you will need a Ph.D. Next you should decide which subfield(s) you are most interested in. Then based on your GRE scores and GPA, start identifying the programs that are strongest in those areas and where you have a competitive chance of getting accepted. Then start looking at their websites (see links below) - you usually click on "People" and then "Faculty" and check out the areas of specialization of the faculty. (Are there some professors who share your interests? Have you read any of their work or have a sense that you might find their ideas stimulating?) By the time you get to grad school you will be specializing much more than you did as an undergraduate, so it is important to pick a program where there is a community of scholars who focus on your areas of interest. Most students apply to about a half dozen graduate programs. Remember to consider all issues like the research interests of professors, ability to participate in research, job placement after graduation programs, mentorship, location, cost, financial aid packages and so on. Once you get some acceptances, you can compare all of the factors to make a decision.

Useful resources:

- APSA, American Political Science Association, links to all Ph.D.-granting institutions in political science in the United States: http://apsanet.org/content_6947.cfm
- APSIA, Association of Professional Schools of International Affairs, links to main graduate programs in international affairs: <http://www.apsia.org/apsia/search/schoolSearch.php>
- Princeton Review, summary information on graduate programs in political science http://www.princetonreview.com/grad/research/programs/lists/political_science_and_government.asp
- APPAM, Association for Public Policy Analysis and Management, directory of public policy graduate programs: <http://www.appam.org/membership/institutional/search.asp>
- PPIA, Public Policy & International Affairs consortium, search engine for graduate programs: <http://www.ppiaprogram.org/consortium/>
- NASPAA, National Association of Schools of Public Affairs & Administration: <http://www.naspaa.org>

Graduate Programs for International Relations/ Diplomacy/Development

Check out the Association of Professional Schools of International Affairs for those interested in careers in international affairs. Their website is:

<http://www.apsia.org/apsia/aboutus/aboutUs.php>

Education at an APSIA school opens the door to careers in public service, private enterprise and nonprofit organizations worldwide. Graduates of APSIA schools hold executive and managerial positions throughout:

- federal, state and local governments
- international organizations
- multinational corporations
- international banking and financial institutions
- media organizations
- consulting firms
- professional associations
- colleges and universities
- policy research centers
- cultural and educational exchange organizations
- development assistance programs foundations

What Can You Do With a Political Science Degree?

People often think that students interested in political science want to run for office. That is certainly an option, but the field is very wide and there are many ways to put your Political Science degree to use.

Here are some likely career choices for people with political science degrees

- | | | |
|---|--|--|
| • Activist, Advocate/ Organizer | • Court Officer | • Journalist |
| • Administration, Corporate, Government, Non-Profit, etc. | • Customs Officer | • Juvenile Justice Specialist |
| • Archivist, Online Political Data | • Development specialist | • Labor Relations Specialist |
| • Budget Examiner or Analyst | • Editor, Online Political Journal | • Legislative Analyst / Coordinator |
| • Attorney | • Editor, Current Events or Political Magazines and Journals | • Lobbyist |
| • Banking Analyst or Executive | • Elementary School Teacher | • Management Analyst |
| • Campaign Operative | • Elementary School Social Studies Cluster Teacher | • Media Script Advisor for Political Shows |
| • Career Counselor | • Entrepreneur | • Mediator |
| • CIA Analyst or Agent | • Federal Government Analyst | • Plans and Review Officer, USIA |
| • City Planner | • Financial Consultant | • Police Officer |
| • City Housing Administrator | • Foreign Service Officer | • Policy Analyst |
| • Congressional Office/Committee Staffer | • Foundation President | • Political Commentator |
| • Coordinator of Federal or State Aid | • Free-lance writer | • Pollster |
| • Communications Director | • High School Government Teacher | • Public Affairs Research Analyst |
| • Corporate Analyst | • Immigration Officer | • Public Opinion Analyst |
| • Corporate Public Affairs Advisor | • Information Manager | • Publisher |
| • Corporate Economist | • Intelligence Officer | • Research Analyst |
| • Corporate Manager | • Intergovernmental Liaison | • Reporter, Politics Magazine |
| • Corporate Information Analyst | • International Agency Officer | • State Legislator |
| • Corporate Adviser for Governmental Relations | • International Aid Officer | • Survey Analyst |
| • Corporate Executive | • International Research Specialist | • Systems Analyst |
| • Corporation Legislative Issues Manager | • Issues Analyst, Corporate Social Policy Div. | • Teacher |
| | | • University Administrator |
| | | • University Professor |
| | | • Urban Policy Planner |
| | | • Web Content Editor |

Frequently Asked Questions

Q: How do I declare Political Science as my major or Political Science, International Relations, Labor Studies, Pre-Law or Public Administration as my minor?

A: Students declare their majors and minors at the Registrar's Office.

Q: When can I get help with registration and planning my schedule?

A: York College offers regular advisement during advisement periods, held in November and in April. This is the time to talk about scheduling for the next semester.

Q: Does Political Science assign advisors to students?

A: No. However, we encourage students to get to know the faculty and to try to find a faculty member you can meet with to learn more about the field, find out about opportunities for jobs, internships, research and scholarships. Any professor can be a faculty advisor.

Q: Do I have to have meet a faculty advisor to register?

A: No. However, we strongly urge you to meet regularly with your advisors. They know what you need to do to be successful in college and beyond. If you if you are majoring or minoring in Political Science, International Relations, Labor Studies, Pre-Law or Public Administration, it will helpful to talk to the faculty about your courses and helping you shape your schedule so you are prepared once your graduate for whatever career path you choose.

Q: When can I meet with a faculty advisor?

A: All professors at York hold regular office hours. You do not need an appointment to meet with a professor during that time. Look on the professor's webpage to see when his or her office hours are and just show up. If the scheduled office hours are not available, you can always try to contact the professor via email and request an appointment.

Q: What kind of academic issues can I talk to a faculty advisor about?

A: Classes, readings, careers, internships, research, scholarships

Q: How can I study something that is not available as a course at York?

A: Go to speak with your professors and see if he or she is available to do an independent study with you.

Q: I am interested in Political Science and in other academic areas. Can I double major?

A: Usually, but you should see advisors in both potential majors to see how to plan your schedule and if it is possible to graduate on time with two majors.

Q: I am interested in Aviation. Where do I find out about that?

A: The Aviation program at York provides an education and training in a full spectrum of aviation studies, including airport management. For more information, please contact the director of the program, Dr. Robert Aceves at raceves@york.cuny.edu.

DO YOU WANT TO MAJOR IN POLITICAL SCIENCE?

IS YOUR MAJOR TAKING YOU WHERE YOU REALLY WANT TO GO?

ARE YOU THINKING OF A NEW CAREER DIRECTION?

IS YOUR MAJOR UNDECIDED?

DID YOU JUST TRANSFER TO YORK?

OR, DO YOU JUST WANT TO EXPLORE OTHER OPTIONS?

PLEASE COME AND TALK TO US.

We're in Room 4D06, the Behavioral Sciences Office and we're happy to meet with you and talk about Political Science, International Relations, Public Administration, Law and Labor Studies. Let us tell you more about what Political Scientists do and how you can make a career using your Political Science degree.

Political Science is located in the Department of Behavioral Sciences Office
in AC-4D06
(718) 262-2680

Questions for My Advisor:

Name of Advisor:

Contact Information of Advisor:

Email:

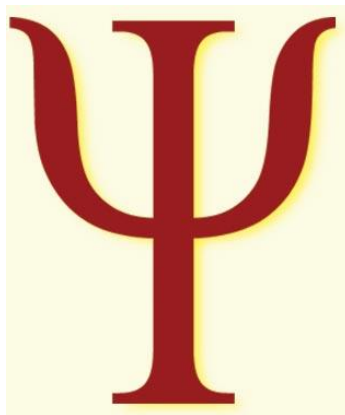
Telephone:

My questions:



School of Health and Behavioral Sciences
Department of Behavioral Sciences

Psychology Student Handbook



Academic Core, Room 4D06
Telephone: 718 262 2680
Facsimile: 718 262 2675

**York College of The City University of New York
Dr. Marcia Keizs, President**

To our students!

This handbook is the cumulative work of many dedicated faculty members.

It represents a tradition of student centeredness that has been at the heart of the Psychology discipline's mission from its inception. The first *Psychology Student Handbook* was completed in 1979 under the faculty leadership of Professors Uwe Gielen, Stuart Dick, Sidney Rosenberg, and Ed Stevenson. That edition, a unique endeavor at the time, was the subject of an article in the American Psychological Association's journal *Teaching of Psychology*.

Through the years, subsequent chairs in the department have been given the responsibility for oversight of revisions to the *Handbook* including Professors Jaqueline Ray and Deborah Majerovitz. This was done while always staying true to the aim of creating a vital source for assisting students.

All of us in the discipline strive to provide guidance and support to you, our students. It is our hope that this edition of the *Handbook* will help you to navigate the path as you pursue your quest toward a bachelor's degree in Psychology. We look forward to working with you in this endeavor and to that time when you join us as colleagues in the health professions.

Be well,

A handwritten signature in blue ink, appearing to read 'D. Chirico', with a long horizontal line extending to the right.

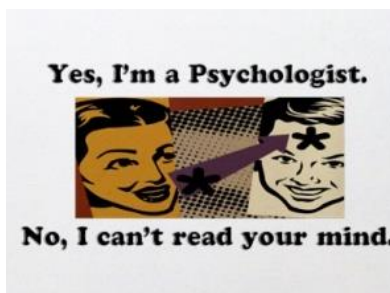
Professor Donna Chirico
Chair, Department of Behavioral Sciences

Welcome to the Study of Psychology!

In creating course offerings, interdisciplinary minors, and programs of study in Psychology, our mission is to provide comprehensive academic training that will prepare students for graduate training and/or careers in Psychology while maintaining curricula flexibility to meet the needs of students with disparate interests and goals. The curriculum is designed to meet the needs of a diverse student body and it aims to foster personal and professional growth, competence in the psychological basis of scientific research, and community service.

Emphasis is given to students' understanding of issues of gender, ethnicity, culture, and socioeconomic class in psychological theory, research, and practice.

It is recommended that new majors see a faculty advisor in the department as early as possible in their college career to expedite program planning and course selection. Students are encouraged to select elective courses in the major that reflect their interests and/or preparation for graduate and professional training.



[Definition of "Psychology" from the American Psychological Association](#)

Psychology is a diverse discipline, grounded in science, but with nearly boundless applications in everyday life. Some psychologists do basic research, developing theories and testing them through carefully honed research methods involving observation, experimentation and analysis. Other psychologists apply the discipline's scientific knowledge to help people, organizations and communities function better.

As psychological research yields new information, whether it's improved interventions to treat depression or how humans interact with machines, these findings become part of the discipline's body of knowledge and are applied in work with patients and clients, in schools, in corporate settings, within the judicial system, even in professional sports.

. . . Psychologists study both normal and abnormal functioning and treat patients with mental and emotional problems. They also study and encourage behaviors that build wellness and emotional resilience. Today, as the link between mind and body is well-recognized, more and more psychologists are teaming with other healthcare providers to provide whole-person healthcare for patients.

Graduating with a BA Degree in Psychology

There are four requirements every student must meet to graduate with a BA degree in Psychology:

1. You must have an overall **GPA of 2.0** or higher AND a GPA in Psychology of 2.0 or higher.
2. **You must complete 120 credits**, of which 90 credits must be liberal arts credits (this excludes professional program courses such as Accounting, Teacher Education, OT, and Social Work; check the *York Bulletin*).
3. You must complete the General Education and graduation requirements.
4. You must complete the courses in the Psychology Major, of which 50%, 16 to 17 credits of the Psychology Major course requirements, must be taken at York.

The General Education and other College-Wide Graduation Requirements:

- Meeting all graduation requirements is your responsibility.
- All students should use the Cardinal Check system (found on the York College website) to monitor their progress toward graduation.
- The courses needed to fulfill the General Education Requirements are listed on page 7 of this *Handbook*. If you are a transfer student, use Cardinal Check to find out whether or not you need to take additional General Education courses.
- ALL students (including transfers) must take Writing 301, 302, or 303. We recommend that you take Writing 301 or 303 as these courses cover APA style.
- Students are required to take designated Writing Intensive (WI) courses. If you entered the College as a first year student, you must take three WI courses – two in the lower division and one in the Psychology Major. If you entered the College as a transfer student with a two-year degree, you must take one WI course in the Psychology Major. Psychology 330 is a permanently designated WI course and others are offered on a rotating basis.

*If I have seen further it is by standing on
[the] shoulders of Giants.*

Sir Isaac Newton, Letter to Robert Hooke

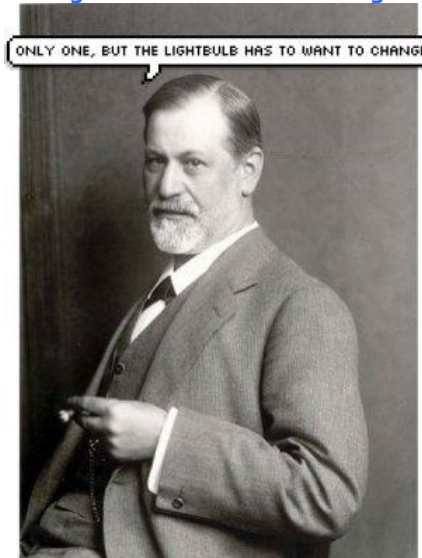
The Psychology Major Requirements:

- Meeting all graduation requirements is your responsibility. We urge you to choose an academic advisor from among the Psychology faculty as soon as possible and meet with your advisor at least once during the semester during the designated advisement periods.

PSYCHOLOGY FACULTY MEMBERS WILL NOT MEET WITH YOU FOR COURSE ADVISEMENT UNLESS YOU HAVE MADE AN APPOINTMENT FOR THIS PURPOSE.

- Psychology 102 does NOT count toward fulfillment of the Behavioral Science requirement within the General Education Requirements.
- The following courses will NOT count toward the three Psychology elective courses required for Psychology majors: Psychology 102, Field Work in Psychology (290, 291, 292, 293, 294, and 295).
- If you are pursuing a certificate program, such as in Teacher Education, or a minor in another discipline area, which is encouraged, you must also meet with an advisor in that discipline to evaluate your requirements for that program.
- Be aware that there are various College policies that will affect your progress toward a degree in Psychology. These policies, such as for Academic Integrity, are listed in the online York College Bulletin. You should familiarize yourself with these.

How many psychologists does it take to change a light bulb?



Psychology Major Course Requirements (33 to 34 credits)

Group I Courses: Students majoring in Psychology must take the following courses (15 credits). You must meet the prerequisite requirement/s for each course before you can register for a course.

- _____ Psychology 215, Human Development I: Infancy through Childhood
- _____ Psychology 326, Statistical Methods in Psychology
- _____ Psychology 330, Foundations of Research in Psychology
- _____ Psychology 334, Personality
- _____ Psychology 401, History of Psychology

Group II Courses: Students majoring in Psychology must also choose 1 course from Area A, B, and C (9 credits). **Only one course is required in each area.** The prerequisite for these courses is English 125 and 6 credits in Psychology.

Area A

- _____ Psychology 319: Human Cognition Laboratory
- or
- _____ Psychology 321: Psychology of Learning Laboratory

Area B

- _____ Psychology 332: Social Psychology
- or
- _____ Psychology 338: Abnormal Psychology

Area C

- _____ Psychology 313: Laboratory in Sensation and Perception
- or
- _____ Psychology 362: Physiological Psychology

Group III Courses: Additionally, students majoring in Psychology must take three elective courses in Psychology (9 to 10 credits). The courses in Group II may be used as electives. If, for example, you take Psychology 319 to fulfill Area A, you can use Psychology 321 as an elective in Psychology. Be careful to check the prerequisites for each elective course you choose.

1. _____ Elective in Psychology
2. _____ Elective in Psychology
3. _____ Elective in Psychology

*Students interested in Graduate School should take ALL six courses as preparation for the GRE:
Psychology 319, 321, 332, 338, 313, 362.*

Minors and Interdisciplinary Courses of Study

The minor in General Psychology is designed for students majoring in other fields. The three interdisciplinary courses of study, Human Resources, Cognitive Neuroscience and Political Psychology, can be taken by Psychology majors or as a minor by students majoring in other disciplines. All three courses of study should be designed in close consultation with a faculty advisor in Psychology.

Minor in General Psychology (15 Credits)

Psychology 102 Introduction to Psychology

4 additional courses in Psychology, at least 2 at the 300 level or above

Note: If your major program requires Psychology courses, these classes CANNOT be counted toward the Psychology Minor.

Cognitive Neuroscience Minor (15 Credits)

The sequence of courses is designed to teach students the theoretical and conceptual skills necessary to work in health care settings or to pursue graduate training in a variety of fields that require an understanding of central nervous system functioning.

Biology 334 Comparative Physiology
Philosophy 241 Philosophical Psychology
Psychology 362 Physiological Psychology

Psychology 319 Human Cognition Laboratory
OR
Psychology 370 Psychology of Consciousness

Psychology 490 Independent Study and Research

NOTE: If you are a Psychology Major, you must take Psychology 313 to fulfill the major AND Psychology 362 to fulfill the minor. The same course cannot be used to fulfill two separate requirements.

Political Psychology/Cross-Cultural Studies Minor (15 Credits)

This sequence of courses is designed to acquaint students with the application of psychological theory to understanding different cultures and subcultures, and to the way social, cultural, and political organizations and institutions shape human behavior.

Anthropology 442 Culture and Personality
Political Science 214 Racial and Ethnic Politics
Psychology 236 Psychology of Women
Psychology 332 Social Psychology
Psychology 333 Black Psychology

General Education Requirements

If you are a transfer student with an Associate's Degree from a CUNY or SUNY school, or have transferred in more than 45 credits in liberal arts and sciences, check with the Registrar. You may not need to take all of these classes. However, you will still be required to take Writing 301 or 303 and any courses listed as a prerequisite for a Psychology course that you did not take prior to coming to York. The "SUGGESTED Psychology Major Graduation Plan" on page 8 indicates specific courses that are required or recommended for the Psychology Major.

I. General Requirements (all are required) 18-26 credits

- English 125
- Writing 301, 302 or 303
- Cultural Diversity 101
- Cultural Diversity 201, 202, 203, or 210
- Physical Education 150
- Speech 101
- Foreign Language – Placement by Foreign Languages Dept. Room 3C-08

II. Mathematics (1 course) 4 credits

- Mathematics 111, 115, 121, 150, 184, or 190; only 111, 121, or 150 fulfill the prerequisite for Psychology 326.

III. Humanities (3 courses) 9 credits

- English 200
- History or Philosophy. Choose one (1): History 100, 108, 113, 201, 202, 204, 257, 275, 276 or Philosophy 102, 103, 121, 122, or 151.
- Fine and Performing Arts. Choose one (1): Fine Arts 104, 150, 153, 155, 264, 381, or Music 101, 110, 25, 250, 253 or Theater Arts 110, 114, 211, 215-219, or Speech 160.

IV. Behavioral Sciences (2 courses) 6 credits

Choose one course from each of 2 (two) different disciplines other than Psychology:

- African American Studies 101 or 172; Anthropology 101 or 103; Economics 101 or 102; Political Science 101 or 103; Sociology 101.

V. Natural Sciences (2 courses) 6 credits

Choose one course from each of 2 (two) different disciplines

- Astronomy 101, 102, 140; Biology 110, 120, 140, 201; Chemistry 105, 120, 121; Geology 110, 115, 120, 121, 130; Health Professions Environmental Health 110; Physics 140.

SUGGESTED Psychology Major Graduation Plan

4-year plan for 1st year students

The following semester-by-semester guide is SUGGESTED including some specific area choices. You must consult the *York College Bulletin* for a complete listing of courses and their prerequisites; and, plan your program in consultation with a Psychology advisor.

FRESHMAN – FALL	Credits 14	SPRING	Credits 15
English 125	4	Philosophy 102, 103 or 121 <i>(recommended)</i>	3
Speech 101	3	English 200	3
Physical Education 150	2	Cultural Diversity 101	3
Student Development 110 <i>(recommended)</i>	2	Behavioral Sciences	3
Psychology 102	3	Free Elective	3
SOPHOMORE – FALL	16	SPRING	14
Psychology 215	3	Psychology 334	3
Foreign Language	4	Cultural Diversity 210 <i>(recommended)</i>	3
Natural Science <i>(Bio 130 or 201 is recommended.)</i>	3-4	Mathematics 111 or 121	4
Behavioral Sciences	3	Foreign Language	4
Minor Course* or Free Elective	2-3		
JUNIOR – FALL	15	SPRING	15
Psychology 326	3	Psychology 330	3
Psychology 332 or 338	3	Psychology 313 or 362	3
Psychology Elective	3	Psychology 321 or 319	3
Writing 301 or 303	3	Natural Science	3
Fine & Performing Arts	3	Minor Course* or Free Elective	1-3
SENIOR – FALL	15	SPRING	16
Psychology 401	3	Minor Course* or Free Elective	10
Psychology Elective	3	Psychology Elective	3
Psychology 480-482 <i>(recommended)</i>	3	Psychology 490-495 <i>(recommended)</i>	3
Minor Course* or Free Elective**	6	Total	120

* Students are strongly encouraged to select a minor program of study in consultation with a faculty advisor.

**The number of free elective credits you will need overall depends on which Natural Sciences classes you select; 120 credits are needed to graduate.

SUGGESTED Psychology Major Graduation Plan

2-year plan for transfer students

The following semester-by-semester guide is SUGGESTED for students coming to York with an associates degree or full credit for the General Education requirements. You must consult the *York College Bulletin* for a complete listing of courses and their prerequisites, particularly for the liberal arts and graduation requirements; and, plan your program in consultation with a Psychology advisor.

Semester 1

Psychology	215	3
Psychology Elective		3 to 4
Math	111	4 (If not taken previous to coming to York.)
Minor Course** or Free Electives		3-9 (Depending on whether Math is required.)

Semester 2

Psychology	321 or 319	3
Psychology	334	3
Writing	301 or 303	3
Minor Course** or Free Electives		6

Semester 3

Psychology	362 or 313	3
Psychology	326	3
Psychology Electives		3 to 4
Minor Course** or Free Electives		6

Semester 4

Psychology	330	3
Psychology	332 or 338	3
Psychology	401	3
Psychology Elective		3 to 4
Minor Course** or Free Elective		3

**Students are strongly encouraged to select a minor program of study in consultation with a faculty advisor.*

Who looks outside, dreams; who looks inside, awakes.
Carl Jung, The Meaning of Psychology for Modern Man

Full Time Faculty

Faculty Research/Teaching Interests and Contact Information



William Ashton, B.A., Earlham College. M.A. & Ph.D., Miami (Ohio) University. Associate Professor. Research Interests: Responsibility attributions in sexual assault; Jungian Psychology and the Trickster archetype.

Office: 3E-05. 262-2699. e-mail: washton@york.cuny.edu



Susan M. Austin, B.A., M.A., Ph.D., School Psychologist Certification, Adelphi University. Doctoral Lecturer. Research interests: Envy; self-esteem and expressions of *schadenfreude*; teaching of Psychology.

Office: 3E-05. 262-5283. e-mail: saustin@york.cuny.edu



Donna Chirico, B.A., York College/City University of New York (CUNY); M.S., Fordham University; Ed.D., Teacher's College Columbia University. Professor, Department Chair. Research interests: Development of transcendent imagination; educational attainment among nontraditional college students; statistics in sports.

Office: 4D-06. 262-2687. e-mail: dchirico@york.cuny.edu



Kristin Davies, B.A., Pennsylvania State University; M.A., Ph.D., Stony Brook University. Doctoral Lecturer. Research interests: Intergroup relations and prejudice; attitudes; close relationships and friendship; health behaviors.

Office: 4D-06. 262-5392. e-mail: kdavies@york.cuny.edu



Robert O. Duncan, Ph.D., University of California at San Diego. Research interests include: Neuronal degeneration in eye disease; individual differences in functional brain topography; cortical contributions to visual and tactile spatial resolution; physiology of motion perception; educational technology and serious games.

Office: 4D-06. 262-2693. Email: rduncan@york.cuny.edu



Ian Hansen, B.A., Swarthmore College; M.A., University of Illinois, Urbana–Champaign; Ph.D., University of British Columbia. Assistant Professor. Research Interests: Social Psychology; cultural Psychology; Psychology of religion.

Office: 4D-06. 718-262-2680. Email: ihansen@york.cuny.edu



Deborah Majerovitz, B.A., Swarthmore College; MA, Ph.D. City University of New York Graduate Center. Professor. Research interests: Family caregiving in chronic illness and dementia; coping with chronic illness; communication in health care settings; health Psychology; Psychology of aging.

Office: 4D-06. 718-262-2694. Email: dmajerovitz@york.cuny.edu



Kathariya Mokru. B.A. Hunter College; M.S., Ph.D., Rutgers University. Assistant Professor. Research interests: Evidence-based treatments and anxiety disorders; cognitive behavioral interventions among underserved populations; barriers to mental health service use.

Office: 4D-06. 262-2691. Email: kmokru@york.cuny.edu.



Lawrence Preiser, B.A., SUNY Binghamton, M.A., Ph.D. Yeshiva University. Assistant Professor. Research Interests: Early Childhood Development. Early intervention and assessment of children birth through 5 years of age; autism and related social-communication disorders; visual impairment and its impact on development.

Office: 4D-06. 262-2311. Email: lpreiser@york.cuny.edu



Winsome Smickle, B.A., York College/City University of New York (CUNY); M.A., Adelphi University. Lecturer. Research interest: The assignment of labels and its impact on the developing child.

Office: 3E05; (718) 262-2618. Email: wsmickle@york.cuny.edu



Debra A. Swoboda, B.A., M.A., Ph.D., SUNY at Stony Brook. Associate Professor. Research interests: Medicalization of contested illnesses, public understanding of genetic explanations of health risks, use of constructivist pedagogies in higher education. Office: 4D-06. 262-2686. Email: dswoboda@york.cuny.edu.



Francisco Villegas, B.A., City College of The City University of New York; Ph.D., The Graduate School of The City University of New York. Associate Professor. Psychology Program Coordinator. Research interests: behavioral neuroscience, central mechanisms of reward and sleep.
Office: 3F-05. 262-2674. e-mail: fvillegas@york.cuny.edu.

College Laboratory Technician



Karen Manifold. AAS, Queensborough Community College, B.S., Brooklyn College. College Laboratory Technician.

Office: 4F-16. Phone: 262-2800. email: manifold@york.cuny.edu

Full Time Department Staff



Carol Johnson . CUNY Administrative Assistant.

Office: 4D-06. Phone: 262-2680.
email: cjohn@york.cuny.edu



Andrea McLeod-Spruill. CUNY Office Assistant.

Office: 4D-06. Phone: 262-2682.
email: amcleod@york.cuny.edu

*The less [we know] about the past and the present
the more insecure must prove our judgment for the future.
Sigmund Freud, *The Future of an Illusion**

Part Time Faculty

Our part time faculty members bring additional expertise to our department in their respective fields of specialty. The Psychology Program could not run without the enthusiasm and commitment of our part time staff. Several full time members in the discipline began their careers at York as part time colleagues.

Part time faculty members can be reached at the Department of Behavioral Sciences office, 4D-06, 718-262-2680. Also, check your syllabus for specific contact information and office hours.

Below is a list of recent part time faculty.

- Dr. Horace Batson
- Ms. Tracey Branch
- Ms. Jennifer Campbell
- Ms. Adair Dunlop
- Ms. Patricia Elfers-Wygand
- Dr. Gabe Feldmar
- Mr. Jack Giamanco
- Dr. Cezar Giosan
- Ms. Kathryn Higgins
- Ms. Sharmayne Jenkins
- Mr. John Kiefer
- Ms. Jeremy Novich
- Dr. Harry Pitsikalis
- Ms. Tina Reynolds
- Dr. Cathy Rodgers
- Dr. Peter Segal
- Mr. Richard Seiser
- Ms. Celeta Vanderppol



Judging the Junior Mathematics, Science and Humanities Symposium.
Pictured are Professors Austin, Smickle, Villegas, Chirico, Mokrue and Elfers-Wygand.

Special Programs in Psychology

Psi Chi – International Honor Society in Psychology

Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of Psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Eligibility for undergraduate students includes: completion of at least 3 semesters of college courses; completion of at least 12 credits in Psychology; a minimum GPA of 3.0 in both Psychology classes and cumulative GPA. Membership applications are taken at the beginning of the Spring semester and the induction ceremony is held in late May.

Faculty Advisor: Professor Larry Preiser, LPreiser@york.cuny.edu, 718-262-2311.



A recent Psi Chi initiation ceremony; pictured are Ajani Benjamin, Louise Emanuel, Kelly McFarlane (Psi Chi President), Lisa Marie Greaves, and Anette Wilson-Ottoy.

Field Work in Psychology (Psychology 290 – 295)

Students may choose to do up to nine credits in field work. This is an excellent opportunity for students to work in the field of Psychology and gain valuable work experience. For each credit in Field Work, the student must work at a site for three hours per week (to receive three credits, students must spend nine hours per week at their field placement). Professor Michael Flynn oversees field work placements. Please see him to make arrangements to get field work credit and in the selection of an appropriate field site. You can pick up instructions on field work requirements in the Department office, AC-4D06 or on the department web site. You may also drop by Faculty Advisor: Professor Michael Flynn, mflynn@york.cuny.edu, 718-262-2689.

Independent Study and Research in Psychology (Psychology 490 – 495)

Independent Study in Psychology is designed for students who are interested in a specific area of Psychology and would like to explore this topic in more depth. Students must find a faculty advisor who can supervise their project and help them develop an approved course of independent study. The advisor will provide permission for the student to register. Faculty research interests are listed on pages 11 and 12 in this *Handbook*. The 490 courses are listed in the Schedule of Classes under the name of the current chairperson, however, arrangements must be made with the individual faculty member with whom you want to work.



A rat participating in a water maze experiment in the lab of Professor Francisco Villegas.

Experimental Laboratory Techniques (Psychology 480 – 481)

These courses are designed to give students hands-on experience in the animal laboratories supervised by Professor Francisco Villegas. Each student develops an individualized program of supervised lab work and outside research as part of this 3-credit course.

Faculty Advisor: Professor Francisco Villegas, fvillegas@york.cuny.edu, 718-262-2674).

The Research Pool (Required in Psychology 102)

Psychology is a research-based field. The information you learn about in class was discovered through research. Participation in the Research Pool is required of all students in Psychology 102 to give each student first-hand experience with the research process. You will receive instructions on fulfilling this requirement from your instructor.

If you have questions about the research pool, contact Karen Manifold, 262 2800, kmanifold@york.cuny.edu. Room 4F-01/4F-03.

*It is interesting to note how many
of the great scientific discoveries begin as myths.*

Rollie May, *The Cry for Myth*

Course Descriptions – Required Courses

Group I Courses: Students majoring in Psychology must take the following courses (15 credits). You must meet the prerequisite requirement for each course before you can register for a course.

Psychology 102. Introductory Psychology. 3 hrs. ; 3 cr. *Prereq: None.*

Basic concepts and methods of contemporary Psychology emphasizing the biological basis of behavior, learning, cognition, consciousness, development, stress and personality, abnormal behavior, group behavior, and social interaction. One or more field trips may be required.

Psychology 215. Human Development I: Infancy/Childhood. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

Analysis and integration of theoretical conceptions and the empirical evidence for human development from pre-natal life through late childhood, examination of neurophysiological, cognitive, emotional, motivational and behavioral systems. The application of basic concepts to problems of school and clinic.

Psychology 326. Statistical Methods in Psychology. 4hrs.; 3cr. *Prereq: 6 credits in Psychology; English 125; Math 111 or 121 or 150.* Not open to students with credit in 205 or 206.

Descriptive and inferential statistics in psychological research.

Psychology 334. Personality. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

Conceptual and methodological problems in the study of human personality. Consideration of the major contributions of biological, psychodynamic, trait, cognitive, humanistic, and behavioral approaches. Methods of study and evaluation of personality; critical review of contemporary research.

Psychology 330. Foundations of Research in Psychology. 3hrs.; 3cr. *Prereq: 6 credits in Psychology; Coreq./Prereq: Writing 301, 302 or 303.* **This is a writing intensive course.**

An introduction to the theoretical and methodological foundations of research in Psychology. As part of this inquiry, students will explore the professional literature of the discipline by learning to access, read, summarize, and interpret published research. Through course projects students will gain familiarity with APA style, library resources as well as on-line resources such as PsychInfo and InfoTrac.

Psychology 401. History of Psychology. 3 hrs. ; 3 cr. *Prereq: 9 credits in Psychology; Writing 301 or 302 or 303.*

Development of contemporary Psychology as a science including such systemic approaches as structuralism, functionalism, behaviorism, Gestalt Psychology, psychoanalysis, and cognitive and evolutionary Psychology.

Education is our passport to the future,
for tomorrow belongs to the people who prepare for it today.

Malcolm X

Group II Courses: Students majoring in Psychology must also choose 1 course from Area A, B, and C. **Only one course is required in each area.** The prerequisite for these courses is English 125 and having completed 6 credits in Psychology.

AREA A

Psychology 319. Human Cognition Laboratory. 2 hrs. lecture, 2 hrs.lab.; 3 cr. Human Cognition Laboratory. *Prereq: 6 credits in Psychology; English 125.*

In-depth examination of human problem solving, concept formation, creativity, intelligence, perception, attention, memory and mnemonics, language, knowledge representation, and artificial intelligence.

OR

Psychology 321. Psychology of Learning Laboratory. 2 hrs lecture; 2 hrs. lab.; 3cr. *Prereq: 6 credits in Psychology, English 125.* Not open to students with credit in Psychology 221.

In-depth consideration of basic learning processes; Pavlovian conditioning, operant conditioning, the nature of reinforcement, discrimination, generalization, memory processes, motivation and human learning including verbal learning; related to current theory and application. Students will conduct weekly supervised laboratory exercises.

AREA B

Psychology 332. Social Psychology. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

Selected topics in person perception, socialization, the development of attitudes and values, leadership, group structure and processes, language and communication, intergroup relations, social change, and mass behavior. Field trips may be required.

OR

Psychology 338. Abnormal Psychology. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

Selected topics in psychopathology stressing the experimental approach: models of psychopathology; anxiety, dissociative, mood, and personality disorders; substance abuse and sexual disorders; schizophrenia; disorders of childhood and adolescence; and methods of treatment.

AREA C

Psychology 313. Psychology of Sensation and Perception. 2 hrs. lecture, 2 hrs. lab.; 3 cr. *Prereq: 6 credits in Psychology; English 125.* Not open to students with credit in 212 or 213.

Consideration of basic sensory and perceptual processes. Extensive experience with computerized and hands-on laboratory experiments. Students will conduct individual research projects. Field trips may be required.

OR

Psychology 362. Physiological Psychology. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

Selected topics in the biological bases of behavior: evolution and genetics, structure and function of the nervous system, and neural and endocrine processes that impact on cognition, emotion, learning, memory, motivation, and perception.

To understand yourself is the key to wisdom.

From the Analects of Confucius

Course Descriptions – Electives

Psychology 200. Intermediate Seminar. 3 hrs., 3 cr. *Prereq: Psychology 102.*

Selected topics in Psychology. Specific areas will be chosen and will reflect student interest.

Psychology 214. Lifespan Development for the Health Professions. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

Human development from birth through the end of life. Review of theories of human growth and development with emphasis on a lifespan developmental perspective. Topics include intellectual growth, personal and social development, the relationship between physical and mental development, and major developmental tasks at each stage of the life cycle. Application to clinical issues will be emphasized. *Psychology 214 is not open to students with credit in PSY 215, PSY 216, or PSY 271. This course may not be substituted for PSY 215 in the Psychology Major requirements.*

Psychology 216. Human Development II: Adolescence/Maturity. 3 hrs.; 3 cr. *Prereq: Psychology 215.*

A study of the life cycle from adolescence through maturity. Special attention to the problems of adolescence and early adulthood and the changing psychological needs of the mature adult. Love, marriage, careers, sex roles and stereotypes, partnership and parenthood. The application of basic concepts to problems of school and clinic.

Psychology 217. Psychology for Parents. 3 hrs. ; 3 cr. *Prereq: Psychology 102.*

Techniques and strategies that parents can use to more effectively deal with, and improve on, their interactions with their children. Particular emphasis will be given to age appropriate expectations, parenting styles, generational changes and family characteristics, cultural and gender differences, childhood development and learning, and day care.

Psychology 225. Psychology of Learning Disabilities. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

Scope and origins of learning disorders; current views, theories, and research concerned with the etiology and remediation of specific learning disorders. Field trips may be required.

Psychology 236. The Psychology of Women. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

The empirical and theoretical formulations regarding the Psychology of the human female, including sexuality, pregnancy, psychological functioning, achievement, life styles and the development of gender differences.

Psychology 250. Practicum in Interviewing. 2 hrs. lecture, 1 hr. recitation, 2 hrs. lab.; 4 cr. *Prereq: Psychology 102 and permission of department*

The principles, dynamics, and practice of interviewing; how to interview, the do's and don'ts of interviewing, the appraisal interview, the personnel interview, the structured interview, the open-ended interview, group interviews, the intake and counseling interview in Psychology and social work, the exit interview, the interview in social science research. Practice interviewing during the laboratory component.

Psychology 251. Organizational Behavior. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

This course will examine, from a psychological perspective, the interactions between individuals, groups, and organizations. Key to this examination will be the use of both traditional perspectives from Organizational Psychology (i.e. an academic/behavioral-science orientation) and emerging trends in the field of Organizational Psychology (i.e. an experiential approach). A significant proportion of class time will be spent in experiential activities regarding organizational behavior.

Psychology 252. Leadership, Motivation and Power. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

Theories of leadership; effect of leadership on individual and group motivation; special emphasis on the realities of power in management.

Psychology 253. Industrial and Organizational Psychology. *Prereq: Psychology 102.*

This course will examine the field of Industrial/Organizational Psychology, which is the application of the methods, research findings and principles of Psychology to people at work. In this course we will objectively examine the fit between the demands and resources of both people and their work environment. Specifically, we will examine the factors which affect the fit between people and the work environment, the results of good fit and bad fit, and attempts to modify both people and the work environment to improve fit.

Psychology 254. Conflict Resolution and Management. 3 hrs. ; 3 cr. *Prereq: Psychology 102.*

Analysis of emerging conflicts within organizations; attitudes towards such conflicts; exploration of varied approaches to conflict and resolution.

Psychology 255. Psychology of Advertising and Marketing Communications. 3 hrs. 3 cr. *Prereq: Psychology 102.*

Psychological analysis of messages communication through various media; the interplay between theories of motivation and the satisfaction and manipulation of human needs and desires.

Psychology 265. Introduction to Communication Disorders. 3 hrs. 3 cr. *Prereq: Psychology 102*

A survey of the diagnosis and treatment of speech, language and hearing disorders resulting from physical and sensory impairments in children and adults.

Psychology 280. Psychology of Geriatrics. 3 hrs. ; 3 cr. *Prereq: Psychology 102.*

Survey of views and research concerned with psychological issues of late adulthood: physiological changes, memory, intelligence and creativity, personality and mental health, and coping strategies in later life. Field trips to selected institutions concerned with geriatric care may be required.

Psychology 283. The Psychology of Death and Dying. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

The Psychology of death and dying; formation and development of concepts, attitudes and values about death; rational and irrational emotions associated with death; cross-cultural approaches to death and dying; suicide and euthanasia; grief and bereavement.

Psychology 289. Psychology of Addiction. 3 hrs.; 3 cr. *Prereq: Psychology 102.*

An overview of the theory, etiology, and treatment of various addictive disorders. Attention will be given to substance abuse, alcoholism, smoking, gambling, eating disorders, and compulsive anxiety and psychosexual disorders.

Psychology 290-295. Field Work. Hours arranged; 1 cr. each. *Prereq: Psychology 102 and permission of the Field Work Supervisor.*

Supervised experience in the field under the guidance of faculty advisor in Psychology. Psychology 290 to 295 may be taken concurrently.

Psychology 311. Psychology of the Religious Experience. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

A comprehensive overview of the psychological dimensions of religiosity and religious experience. Connections between Psychology and related disciplines and the tenets of selected religions will be discussed from the expanded psychological perspective.

Psychology 327. Advanced Statistical Methods. 2 hrs. lecture, 2 lab, 4 hrs.; 3 cr. *Prereq Psychology 326.*

An advanced consideration of the application of statistics and probability to behavioral data; linear regression analyses, one-way and two-way anova; factorial designs; selected advanced topics.

Psychology 328. Human Factors Psychology. 3 hrs.; 3 crs. *Prereq: English 125 and Psychology 326 or Economics 220.*

The discipline of human factors psychology considers the design of equipment and work and living environments from the perspective of the person who will use them. This course will take an applied cognitive psychology approach to human factors and study.

Psychology 335. Exceptional Child 3 hrs. 3 cr. *Prereq: English 125 and Psychology 215.*

Children requiring special consideration as a result of exceptional characteristics; high I.Q., special talents, mentally retarded, brain damaged, aphasic, emotionally disturbed, or culturally deprived.

Psychology 333. Black Psychology. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

Provides a critical review of accumulated psychological research concerning the description, explanation and interpretation of the behavior of Black Americans. The impact of various social, psychological, cultural, economic and political variables will be related to Black family organization, personality, language and intellectual development, physical and mental health, educational and occupational aspirations and achievements, and political behavior.

Psychology 340. Clinical Health Psychology. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

The application of psychological knowledge and methods to the understanding, treatment, and prevention of mental and physical disorders. Topics include stress and the immune system, chronic illnesses, preventive care, and the development of coping skills.

If you want truly to understand something, try to change it.

Kurt, Lewin, Field Theory in Social Science

Psychology 342. Group Dynamics. 1 hr. lecture; 1 hr. recitation, 3 hrs. lab.; 4 cr. *Prereq: 6 credits in Psychology; English 125.*

Observation and analysis of the small group as a social system in a miniature society created by the students. Theoretical examination of group cohesiveness, conformity, norms and standards, power and influence processes, leadership, performance of group functions, and structural properties of groups. Field trips may be required.

Psychology 352. Psychological Assessment. 3 hrs.; 3 cr. *Prereq: Psychology 326; English 125.*

Principles and methods of psychological assessment: test theory and construction, the measurement of intelligence and achievement, assessment of personality, neuropsychological evaluation, occupational tests, and review of current research in psychological assessment.

Psychology 353. Approaches to Psychotherapy. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

Cognitive, behavioral, humanistic, psychopharmacological, and psychodynamic approaches to human behavior change.

Psychology 370. Psychology of Consciousness. 3 hrs.; 3 cr. *Prereq: 6 credits in Psychology; English 125.*

Recent theory, research, and techniques in the study of human and animal consciousness, physiological correlates, models of consciousness, altered states, traditional and esoteric approaches, and contemporary developments.

Psychology 381. Psychological Consequences of Chronic Disability. 3 hrs.; 3 cr. *Prereq: Psychology 102, English 125, Junior status.*

Differing approaches to understanding, evaluating and treating the functional and psychological consequences of chronic disability. Behavior disorders, substance abuse, and neurological impairment are considered.

Psychology 390. Community Psychology 3 hrs.; 3 cr. *Prereq: English 125 and 6 credits in Psychology.*

An in-depth examination of the theoretical foundations of Community Psychology and the principles of action research. Topics covered will include social and environmental risk factors for mental health problems and prevention of mental disorders and social problems through outreach, community empowerment and social change. Applications to work in community-based settings with at risk populations will be discussed.

Psychology 430. Experimental Methods. 2 hrs. lecture, 4 hrs. lab.; 4 cr. *Prereq: Psychology 321, 326, and Senior status.* Not open to students with credit in Psychology 304, 305, and 306.

Application of the scientific method to experimental, correlational, observational, and survey design and the ethics of research. Students will conduct a literature review, formulate and design a research proposal, collect data and analyze results, and prepare a professional level research report in accordance with APA style.

Psychology 480-482. Advanced Seminar in Psychology. 3 hrs.; 3 cr. *Prereq: 9 credits in Psychology; Writing 301 or 302 or 303.*

Selected advanced topics in Psychology.

Psychology 490-495. Independent Study and Experimental Research. Hours arranged; 3 cr. each. *Prereq: 9 credits in Psychology; Writing 301 or 302 or 303, and permission of a Psychology advisor.*

Investigation of a Psychology problem, determined by the student in consultation with a member of the Psychology faculty. Field trips may be required.



The Psychology discipline faculty and staff members and Nylah.

*Common sense and a sense of humor
are the same thing, moving at different speeds.
A sense of humor is just common sense dancing.*

William James

Careers for Psychology Majors

Many of our majors graduate from York and seek jobs in the human service sector and business with their B.A. degrees. Others go on to seek graduate training in Master's degree or Ph.D. degree programs.

The M.A. allows you to enter different fields of specialty that often require additional training and licensing. Examples of these are the Masters in Mental Health Counseling, Masters in School Psychology, Masters in Marriage and Family Counseling, Masters in Art Therapy, Masters in School Counseling, Masters in Social Work, and Masters in Industrial/Organizational Psychology.

The Ph.D. degree prepares you for a career in research, teaching, and/or clinical work. The PsyD degree prepares you to do clinical work. There are a number of different areas of specialization for the Ph.D. The American Psychological Association website (www.apa.org) provides a complete overview of these options.

Preparing for Graduate School

Regardless of the graduate program, going to graduate school requires preparation. Here are some things to keep in mind:

- You need a GPA of 2.75 or higher to apply to graduate school, some areas want an even higher GPA. If you are not maintaining your GPA at that level, talk to an advisor right away to discuss strategies to bring it up.
- Research experience is a good way to prepare for graduate school. Speak to a faculty advisor about working with him/her on a research project – check out the Psychology 480 and 490 courses.
- There are many career options in Psychology. You should research your choices to be sure you are choosing the best program for you and your career goals. Talk to people in fields you are interested in and find out how they got there.

The timetable on page 24 provides a pathway for the application submission process. The process begins in the summer before you enter your final year at York. Certainly, you can accomplish some of these tasks sooner, but you must get your application materials ready by January for submission to start the following fall semester. Graduate schools usually have two separate deadlines: one for admission and one for financial aid. If you want to be considered for financial aid, then it is likely that the entire application is due much earlier than the program admission deadline.

**Live as if you were to die tomorrow.
Learn as if you were to live forever.
Mahatma Gandhi**

Timetable for Applying to Graduate School

Adapted from the article by [Tara Kuther, Ph.D.](#) in the About.com Guide

Summer (between Junior and Senior year)

- Gather graduate program brochures (which information you've collected over junior year and are working feverishly now to obtain from the school via the web or hard copy) and narrow your choices.

September/October

- Research sources of financial aid.
- Carefully examine each of the program applications. Note any questions or essay topics that will require your attention.
- Write a draft of your statement of purpose.
- Ask a faculty member or the career counselor at your school to read your essays and provide feedback. Take his or her advice!
- Ask faculty for letters of recommendation. Provide faculty with a copy of your transcript, each program's recommendation form, and your statement of purpose. It may also be helpful if you provide professors with sample recommendation letters. Ask him or her if there's anything else that you can provide to help them.
- Take the necessary standardized tests for admissions. This is likely to be the GRE and may include the subject test GRE for Psychology. (The GRE is given in October and December.)

November/December

- Arrange for your official transcript to be sent to each program to which you apply. Visit the Registrar's Office to request your transcript. Request that the Registrar hold your transcript until the Fall semester grades are in.
- Finalize your essays and statement of purpose. Get input from others.
- Apply for fellowships and other sources of financial aid, as applicable.
- Check and record the due date for each application – this may be as early as December 31st for some.
- If necessary retake the standardized tests for admissions.



Psychology students visiting the Rubin Museum of Art of the Himalayas.

December/January

- Complete the application forms for each program. Scan the form into your computer or use a typewriter for a neat and clean application form. Reread your essays and statement of purpose. Spell check!
- Mail your applications making sure to include all forms requested.
- Relax and breathe!
- Most schools send notice via email or postcard upon receipt of each application. Keep track of these. If you don't receive a notice, contact the admissions office by email or phone to ensure that your application has been received before the deadline.

February

- Start planning for the admissions interviews. What questions will you ask? Prepare answers to common questions.
- Fill out the Federal Student Aid (FAFSA) application. You'll need your tax forms to do this.

March/April

- Discuss acceptances and rejections with a faculty member or the career counselor at your school.
- Notify the program of your acceptance.
- Notify programs that you're declining.



Psychology students on Broadway with composer Stephen Sondheim after seeing a performance of "Sunday in the Park with George" as his guests.

Know thyself.

Inscription, Temple of Apollo at Delphi

Career Options

What follows is just a small sample of the career opportunities at the various levels of educational attainment. Check out the web site of the American Psychological Association (APA.org) or look at some resource books that describe careers in Psychology. If you want to “try on” a particular area, you can do this by taking Field Work (the Psychology 290 courses).

At the B.A. level . . .

- Mental Health Worker – mental health programs, agencies serving the elderly, small children, people with mental illness, developmental disabilities, chronic physical disabilities
- Case Manager – social service and government agencies
- Residential Program Supervisor – group homes, agencies serving people with mental illness and chronic disabilities
- Human Resources Specialist – businesses
- Research Assistant – research hospitals, colleges, public agencies, market research firms
- Any field in business or the public sector that requires someone with a liberal arts college degree.

At the M.A./M.S. level . . .

- Mental Health Counselor (licensed)
- School Psychologist (licensed)
- Social Worker (licensed)
- Drug and Alcohol Counselor (licensed)
- Marriage and Family Therapist (licensed)
- Art, Music, or Recreation Therapist (licensed)
- Rehabilitation Counselor (licensed)
- Director of Human Resources

At the Doctoral level (Ph.D., Psy.D, Ed.D.)

- Clinical Psychologist (Ph.D. in Clinical Psychology or PsyD and license)
- Psychotherapist or Counselor (Ph.D. in Counseling Psychology or related area and license)
- School Psychologist (Ph.D. in School Psychology or Developmental Psychology and license)
- Clinical Health Psychologist/Behavioral Health Counselor (Ph.D. in Health Psychology)
- College Professor (Ph.D. degree in any area of Psychology)
- Program or Clinic Director (Ph.D. in Clinical, Counseling, or Organizational Psychology: usually licensed)
- Mental Health Policy Analyst (Ph.D. in Clinical, Counseling, or Social Psychology)
- Market Researcher (Ph.D. in Industrial/Organizational Psychology)

Notes

York College of The City University of New York
Department of Behavioral Sciences
Academic Core, Room 4D06
94 20 Guy R. Brewer Boulevard
Jamaica, New York 11451
718 262 2680 (Office Telephone Number)
718 262 2675 (Facsimile Number)

Department Chair: Professor Donna M. Chirico
Psychology Program Coordinator: Professor Francisco Villegas

Administrative Staff:
Carol Johnson, Andrea McLeod-Spruill

College Laboratory Technician:
Karen Manifold

Psychology Faculty:
Professors William Ashton, Susan Austin, Donna M. Chirico,
Kristin Davies, Robert Duncan, Ian Hansen,
Deborah Majerovitz, Kathariya Mokruue, Lawrence Preiser,
Winsome Smickle, Debra Swoboda, Francisco Villegas

Appendix E Website Presence

Department of Behavioral Sciences, selected pages

The screenshot shows the homepage of the Department of Behavioral Sciences. At the top, there is a navigation bar with links for Home, Programs / Courses, Student Resources, and Faculty / Staff. Below the navigation bar, there is a main content area. On the left, there is an 'Announcements' section with a link to the 'Great Pre-Law Summer Program' and a detailed description of the 'Summer Pre-Law Prep Program at St. John's University Law School'. On the right, there is a 'Department of Behavioral Sciences' section with a mission statement and a paragraph about the department's focus on academic excellence and community service. At the bottom right of the main content area, there are links for 'Print this' and 'Send this', and a breadcrumb trail: 'Filed under: Department Description Behavioral Sciences School of Health and Behavioral Sciences'. Below the main content area, there is a 'Behavioral Science' section with contact information: 'AC-4D06 (718) 262-2680 Behavioral Science Directory'.

Figure 1. The Department of Behavioral Sciences web page home.

Political Science (BA)

Health and Behavioral Sciences

Behavioral Sciences

HEGIS Number: 2207

Acknowledging the diversity within our college community and the various directions in which the study of Political Science can lead, the discipline seeks to assure a correspondingly flexible program of instruction. The faculty's overriding concern is to help students develop the capacity to evaluate critically their own and other political systems and to relate classroom experience effectively to urgent civic and social issues. In this context, the overall curriculum is designed to promote both a theoretical and practical understanding of the interplay among social classes, values, political power and conflict; the processes of decision making and the state; and factors that affect social justice and political adjustments to changing conditions globally as well as nationally. In addition to these concepts the faculty is committed to the reinforcement of skills such as critical thinking, writing and computer literacy.

Career Opportunities

The political science program prepares students for graduate study or law school, and for careers in local, state or national government, education, journalism, law, international affairs, campaign management and for staff work with political parties, interest groups, labor organizations, non-profit and research organizations. Political Science is also a liberal art and an appropriate major for students who are uncertain of their career interests.

Political Science Curriculum

In addition to courses in American government and politics, the program offers a broad array of courses in political theory, public administration, prelaw, comparative government, international relations and area studies. To major in political science, students must take a minimum of 30 credits in political science, of which 18 are required. For the remainder of the credits students are encouraged to consult with a faculty adviser to assist them in selecting a relevant concentration of elective courses which will advance their interests and career goals. Besides traditional classes, the department offers advanced work for juniors and seniors in a variety of formats including seminars and internships at the local, state and national levels.

Figure 2. The Political Science web page home.

Psychology (BA)

Health and Behavioral Sciences

Behavioral Sciences

HEGIS Number: 2001

Course Offerings

In creating course offerings, interdisciplinary minors, and programs of study in psychology, our mission is to provide comprehensive academic training that will prepare students for graduate training and/or careers in psychology while maintaining curricula flexibility to meet the needs of students with disparate interests and goals. The curriculum is designed to meet the needs of a diverse student body and it aims to foster personal and professional growth, competence in the psychological bases of scientific research, and community service. Emphasis is given to students' understanding of issues of gender, ethnicity, culture, and socioeconomic class in psychological theory, research, and practice. Students planning to major in psychology must register with the department by the beginning of the junior year. It is recommended that new majors see a faculty advisor in the department as early as possible in their college career to expedite program planning and course selection. Students are encouraged to select elective courses in the major that reflect their interests and/or preparation for graduate and professional training.

Figure 3. The Psychology web page home.

Appendix F Course Enrollments
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**Enrollment and Seat Counts of Students Enrolled in Political Science and Psychology:
Fall and Spring 2007 through Fall and Spring 2012**

Prepared by: York College/CUNY Office of Institutional Research and Assessment

General Education

Political Science	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
103	199	199	220	274	179	245	1316

Psychology	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
102	533	553	740	794	669	711	4000

Political Science	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
103	231	156	283	261	222	295	1448

Psychology	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
102	778	752	880	801	782	808	4801

Service courses

Political Science	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
228	0	0	0	0	0	47	47
233	0	7	19	23	22	14	85
241	18	23	17	28	35	13	134
309	0	0	13	14	22	16	65
392	0	0	3	3	4	0	10
402	0	0	13	14	8	18	53
Total	18	30	65	82	91	108	394

Psychology	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
214	0	0	53	53	54	53	213
215	183	179	197	245	213	255	1272
216	139	170	165	218	214	217	1123
219	0	0	0	0	0	52	52
251	0	0	0	0	43	88	131
252	39	0	37	0	0	0	76
253	0	0	0	0	0	40	40
280	0	0	0	0	0	55	55
283	51	36	53	53	48	53	294
333	32	80	0	0	0	0	112
338	149	118	112	141	153	146	819
Total	593	583	617	710	725	959	4187

Political Science	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
228	0	20	20	41	0	13	94
233	0	0	0	0	6	9	15
Total	345	301	424	440	384	428	2322

Psychology	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
214	0	0	0	53	55	53	161
215	177	184	215	242	268	269	1355
216	156	159	163	202	215	201	1096
219	0	0	54	54	0	0	108
251	0	39	25	27	47	32	170
252	0	0	0	43	38	0	81
253	43	0	0	0	0	0	43
255	0	0	0	0	43	30	73
280	23	11	33	32	0	38	137
283	47	55	36	36	55	54	283
332	22	37	51	71	105	105	391
333	53	0	44	39	48	52	236
338	71	58	108	109	107	162	615
381	11	11	12	0	50	0	84
Total	603	554	741	908	1031	996	4833

**Major courses:
POLITICAL SCIENCE**

Political Science	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
202	27	0	0	0	0	0	27
226	0	0	0	0	0	18	18
241	18	23	17	28	35	13	134
258	0	21	0	19	0	0	40
267	0	21	15	17	32	31	116
268	17	0	0	0	0	0	17
285	24	27	25	26	28	26	156
393	0	1	0	0	0	0	1
394	7	3	2	6	7	11	36
Total	93	96	59	96	102	99	545

Major courses: PSYCHOLOGY

Psychology	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
215	183	179	197	245	213	255	1272
313	35	27	33	23	25	32	175
319	26	41	35	45	21	42	210
321	43	43	42	38	63	62	291
326	68	67	72	82	82	94	465
330	74	78	79	113	93	120	557
332	46	39	64	105	91	83	428
334	75	62	132	138	147	141	695
338	149	118	112	141	153	146	819
362	54	79	52	96	98	92	471
401	66	78	65	80	96	97	482
Total	819	811	883	1106	1082	1164	5865

**Major courses:
POLITICAL SCIENCE**

Political Science	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
202	0	31	36	25	35	21	148
214	7	0	0	14	17	14	52
226	20	0	18	0	0	0	38

269	0	15	0	19	0	19	53
327	19	0	11	0	15	0	45
393	7	5	9	9	8	10	48
Total	53	51	74	67	75	64	384

Major courses: PSYCHOLOGY

Psychology	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
215	177	184	215	242	268	269	1355
313	20	29	31	20	22	30	152
319	29	47	49	24	49	40	238
321	65	40	42	52	61	63	323
326	63	66	80	89	90	94	482
330	82	78	124	105	97	121	607
332	22	37	51	71	105	105	391
334	99	66	96	141	161	155	718
338	71	58	108	109	107	162	615
362	34	77	82	97	89	92	471
401	76	73	59	86	96	97	487
Total	738	755	937	1036	1145	1228	5839

Participation in Independent Study

Political Science	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
490	0	2	0	2	4	4	12
491	0	1	0	0	0	0	1
Total	0	3	0	2	4	4	13

Participation in Independent Study

Psychology	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
490	10	10	4	9	9	10	52
491	5	5	0	3	5	7	25
492	0	2	1	1	0	3	7
493	0	2	1	2	0	0	5
494	0	1	0	2	0	0	3
495	3	0	0	0	0	0	3
Total	18	20	6	17	14	20	95

Participation in Independent Study

Political Science	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
490	2	2	0	0	0	6	10
491	0	0	0	1	0	0	1
Total	2	2	0	1	0	6	11

Participation in Independent Study

Psychology	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
490	9	7	2	7	8	23	56
491	10	2	3	0	6	7	28
492	1	0	2	1	1	0	5
493	0	1	0	1	0	1	3
494	0	0	1	0	0	1	2
Total	20	10	8	9	15	32	94

All Courses

Political Science	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
103	199	199	220	274	179	245	1316
111	14	0	0	0	0	0	14
112	7	0	0	0	0	0	7
202	27	0	0	0	0	0	27
211	13	11	0	0	0	0	24
226	0	0	0	0	0	18	18
228	0	0	0	0	0	47	47
233	0	7	19	23	22	14	85
241	18	23	17	28	35	13	134
258	0	21	0	19	0	0	40
267	0	21	15	17	32	31	116
268	17	0	0	0	0	0	17
275	0	0	0	21	0	0	21
285	24	27	25	26	28	26	156
305	15	11	0	0	0	0	26
306	0	1	13	10	9	13	46
309	0	0	13	14	22	16	65

346	15	0	0	0	0	19	34
392	0	0	3	3	4	0	10
393	0	1	0	0	0	0	1
394	7	3	2	6	7	11	36
396	0	1	0	0	0	0	1
402	0	0	13	14	8	18	53
490	0	2	0	2	4	4	12
491	0	1	0	0	0	0	1
Total	356	329	340	457	350	475	2307

All Courses

Psychology	Spring Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
102	533	553	740	794	669	711	4000
200	36	41	0	14	64	37	192
214	0	0	53	53	54	53	213
215	183	179	197	245	213	255	1272
216	139	170	165	218	214	217	1123
217	0	56	0	56	32	0	144
219	0	0	0	0	0	52	52
236	56	55	0	29	50	0	190
251	0	0	0	0	43	88	131
252	39	0	37	0	0	0	76
253	0	0	0	0	0	40	40
254	0	0	0	0	49	38	87
280	0	0	0	0	0	55	55
283	51	36	53	53	48	53	294
289	0	0	55	0	49	0	104
290	3	7	3	6	10	9	38
291	3	4	3	5	10	9	34
292	3	3	3	3	9	9	30
293	3	2	1	5	0	1	12
294	1	2	1	4	0	0	8
295	1	2	0	4	0	0	7
313	35	27	33	23	25	32	175
319	26	41	35	45	21	42	210
321	43	43	42	38	63	62	291
326	68	67	72	82	82	94	465
330	74	78	79	113	93	120	557

332	46	39	64	105	91	83	428
333	32	80	0	0	0	0	112
334	75	62	132	138	147	141	695
335	0	0	55	54	55	55	219
338	149	118	112	141	153	146	819
340	0	0	0	0	30	0	30
353	0	0	0	0	52	0	52
362	54	79	52	96	98	92	471
390	0	0	0	34	0	0	34
401	66	78	65	80	96	97	482
480	15	10	6	10	13	11	65
481	13	4	5	9	10	2	43
490	10	10	4	9	9	10	52
491	5	5	0	3	5	7	25
492	0	2	1	1	0	3	7
493	0	2	1	2	0	0	5
494	0	1	0	2	0	0	3
495	3	0	0	0	0	0	3
Total	1765	1856	2069	2474	2557	2624	13345

All Courses

Political Science	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
103	231	156	283	261	222	295	1448
111	12	16	10	21	18	8	85
112	0	0	0	0	0	8	8
202	0	31	36	25	35	21	148
211	0	0	6	0	0	0	6
214	7	0	0	14	17	14	52
226	20	0	18	0	0	0	38
228	0	20	20	41	0	13	94
230	0	0	0	0	0	11	11
233	0	0	0	0	6	9	15
257	0	0	0	0	12	0	12
269	0	15	0	19	0	19	53
275	0	11	0	0	24	0	35
305	0	0	8	15	11	10	44
306	13	14	0	0	0	0	27
311	16	0	0	11	0	0	27

312	2	0	0	0	0	0	2
327	19	0	11	0	15	0	45
340	0	23	22	16	0	0	61
367	0	0	0	0	16	0	16
392	2	0	1	7	0	4	14
393	7	5	9	9	8	10	48
397	1	0	0	0	0	0	1
425	0	8	0	0	0	0	8
453	13	0	0	0	0	0	13
490	2	2	0	0	0	6	10
491	0	0	0	1	0	0	1
Total	345	301	424	440	384	428	2322

All Courses

Psychology	Fall Enrollment (Seats)						Total
	2007	2008	2009	2010	2011	2012	
102	778	752	880	801	782	808	4801
200	37	30	28	36	50	22	203
214	0	0	0	53	55	53	161
215	177	184	215	242	268	269	1355
216	156	159	163	202	215	201	1096
217	0	53	0	0	53	52	158
219	0	0	54	54	0	0	108
225	33	55	51	52	54	38	283
236	0	0	48	0	54	53	155
251	0	39	25	27	47	32	170
252	0	0	0	43	38	0	81
253	43	0	0	0	0	0	43
255	0	0	0	0	43	30	73
280	23	11	33	32	0	38	137
283	47	55	36	36	55	54	283
289	55	0	0	54	39	54	202
290	0	7	9	5	3	3	27
291	0	7	7	3	3	1	21
292	0	6	4	3	3	1	17
293	0	1	0	0	0	1	2
294	0	0	0	0	0	1	1
295	0	0	0	0	0	1	1
313	20	29	31	20	22	30	152

319	29	47	49	24	49	40	238
321	65	40	42	52	61	63	323
326	63	66	80	89	90	94	482
330	82	78	124	105	97	121	607
332	22	37	51	71	105	105	391
333	53	0	44	39	48	52	236
334	99	66	96	141	161	155	718
338	71	58	108	109	107	162	615
340	0	25	0	0	0	0	25
342	0	0	0	0	13	0	13
353	38	0	0	0	0	0	38
362	34	77	82	97	89	92	471
381	11	11	12	0	50	0	84
390	0	0	0	0	0	50	50
401	76	73	59	86	96	97	487
480	10	11	10	10	7	12	60
481	0	0	3	1	4	7	15
490	9	7	2	7	8	23	56
491	10	2	3	0	6	7	28
492	1	0	2	1	1	0	5
493	0	1	0	1	0	1	3
494	0	0	1	0	0	1	2
Total	2042	1987	2352	2496	2776	2824	14477

Appendix G Political Science Minors
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Political Science

Required Courses (15 credits):

POL 103	Politics and Government in the United States	3 credits
POL 202	Comparative Politics	3 credits

and

Choose one of the following (3 credits):

POL 241	Basic Factors in International Politics	3 credits
POL 285	Urban Government in the United States	3 credits

Choose one of the following (3 credits):

POL 267	Classical Political Theory I: Plato to Machiavelli	3 credits
POL 268	Political Theory II: Machiavelli to Marx	3 credits
POL 269	American Political Thought	3 credits

Choose one of the following (3 credits):

POL 340	American Capitalism, Political and Social Aspects	3 credits
POL 367	Contemporary Political Theory	3 credits

Aviation Policy Minor :_This interdisciplinary program is appropriate for students in a variety of majors, including Political Science. Students are required to complete Political Science 103 and Economics 102 as prerequisites for courses in this minor.

Required Courses (15 credits):

POL 210	Political Economy	3 credits
POL 228	Public Administration in the Political Setting	3 credits

and

Choose one of the following (3 credits):

BUS 230	Introduction to the Aviation Business	3 credits
BUS 235	Airport Planning and Management	3 credits
BUS 330	Aviation Operations	3 credits
BUS 335	Case Studies in Aviation Financial Management	3 credits
MKT 353	Aviation Marketing and Economics	3 credits
POL 280	Transportation Planning, Finance and Policy	3 credits

Choose one of the following (3 credits):

ECON 310/		
POL 311	Public Finance	3 credits
POL 320	Risk Management for Public Policy	3 credits
POL 329	Public Administration: Management Process	3 credits

Choose one of the following (3 credits):

BUS 392	Aviation Internship in the Private Sector	3 credits
POL 392	Aviation Internship in the Public Sector	3 credits
POL 402	Aviation Policy Seminar	3 credits

International Relations Minor: Students are required to take POL 103 as a prerequisite for these courses.

Required Courses (15 credits):

POL 241	Basic Factors in International Politics	3 credits
POL 346	American Foreign Policy	3 credits
POL 453	Seminar in Global Change	3 credits

and

Choose two courses from the following (6 credits):

POL 250	Latin American Politics	3 credits
POL 256	African Politics	3 credits
POL 257	Asian Politics	3 credits
POL 258	Middle East Politics	3 credits

Labor Studies Within Political Science Minor: This interdisciplinary minor is appropriate for students in any major including Political Science.

Required Courses (15 credits):

Demography and Social Strata (3 credits):

Choose one of the following:

POL 214	Racial and Ethnic Politics	3 credits
SOC 235	Ethnicity	3 credits
HIST 274	The American Ethnic Experience	3 credits
AAS 285	The Urbanization of the American Black	3 credits

Socio-Political Context of the Workplace: Office and Factory (3 credits):

Choose one of the following:

POL 214	Racial and Ethnic Politics	3 credits
POL 285	Urban Government in the United States	3 credits
SOC 238	Industrial Sociology	3 credits
SOC 239	Sociology of Work	3 credits
AAS 331	The Civil Rights Movement in America	3 credits
HIST 273	The American Worker	3 credits

Theories of the Working Class and Trade Unionism (3 credits):

Choose one of the following:

POL 340	American Capitalism: Political and Social Aspects	3 credits
POL 367	Contemporary Political Theory	3 credits
ECON 361	Economics of Trade Unions and Collective Bargaining in the U.S.	3 credits
HIST 333	Nineteenth Century Europe	3 credits

American Labor and American Business (3 credits):

Choose one of the following:

POL 311	Advanced Topics in Political Science	3 credits
POL 312	Advanced Topics in Political Science	3 credits
POL 340	American Capitalism: Political and Social Aspects	3 credits
POL 367	Contemporary Political Theory	3 credits

ECON 360	Labor Economics	3 credits
AAS 354	The Role of Blacks in the American Economy	3 credits

Pre-Law Studies Within Political Science: This minor is appropriate for students of any major, including Political Science, who are interested in applying to law school.

Required Courses (15-16 credits):

POL 226	U.S. Supreme Court	3 credits
POL 275	Introduction to Law	4 credits
PHIL 103	Introduction to Philosophy	3 credits
and		
Choose one of the following (3 credits):		
POL 305	Selected Legal Topics	3 credits
POL 306	Selected Legal Topics	3 credits

Additional Required Course (3 credits):

Choose one of the following:

PHIL 121	Beginning Deductive Logic	3 credits
PHIL 356	Philosophy of Law	3 credits
POL 310	Legal Research	2 credits
POL 322	The Courts and Public Policy	3 credits

Public Administration Minor

Required Courses (15 credits):

Choose five of the following (15 credits):

POL 103	Politics and Government in the U.S.	3 credits
POL 228	Public Administration in the Political Setting	3 credits
POL 285	Urban Government in the U.S.	3 credits
POL 329	Public Administration: Management Processes	3 credits
POL 330	Public Policy Making	3 credits
POL 453	Seminar in Global Change	3 credits

Appendix H Psychology Minors

Psychology Minor: The Psychology Minor is designed to meet the needs of students who are majoring in other disciplines who want to deepen their education with additional knowledge about human thought and behavior. Students work with a faculty advisor in Psychology to design a program of study that fits their individual career goals and complements their major field of study.

Required Courses (15 credits)

PSY 102	Introduction to Psychology	3 credits
Four additional courses in Psychology (12 credits)		3 credits each

At least two courses in the minor must be at the 300 or 400 level.

Cognitive Neuroscience Minor:

The Cognitive Neuroscience Minor is appropriate for students in any major, including Psychology. Students who are majoring in Psychology that also wish to pursue the minor in Cognitive Neuroscience should take PSY 313 to fulfill their Area C major requirement and PSY 362 to fulfill the minor requirement. The same course cannot be used to fulfill two separate requirements

Required Courses (16.5 credits):

BIO 334	Comparative Physiology	4.5 credits
PHIL 241	Philosophical Psychology	3 credits
PSY 362	Physiological Psychology	3 credits
PSY 319	Human Cognition Laboratory	3 credits
OR		
PSY 370	Psychology of Consciousness	3 credits
PSY 490	Independent Study And Experimental Research	3 credits

Political Psychology/Cross Cultural Studies For Psychology Minor:

This sequence of courses is designed to acquaint students with the application of psychological theory to understanding different cultures and subcultures, and to the way social, cultural, and political organizations and institutions shape human behavior. It is appropriate for students in any major, including Psychology. Psychology majors taking this minor must take Psychology 338 to fulfill their Area A major requirement and use Psychology 332 to fulfill the minor requirement. The same course cannot be used to fulfill two separate requirements.

Required Courses (15 credits):

ANTH 442	Culture and Personality	3 credits
POL 214	Racial and Ethnic Politics	3 credits
PSY 236	Psychology of Women	3 credits
PSY 332	Social Psychology	3 credits
PSY 333	Black Psychology	3 credits

Appendix I Suggested Graduation Plans For Political Science and Psychology

SUGGESTED Political Science Major Graduation Plan

FRESHMAN – FALL	Credits	SPRING	Credits
	14		15
English 125	4	History & Philosophy	3
Speech 101	3	English 200	3
Physical Education 150	2	Cultural Diversity101	3
Student Development 110 (recommended)	2	Behavioral Sciences	3
Political Science 103	3	Minor Course or Free Elective	3
 SOPHOMORE - FALL	 16	 SPRING	 17
Foreign Languages	4	Foreign Languages	4
Fine & Performing Arts	3	Cultural Diversity 200 level	3
Political Science 202 or 241	3	Mathematics 111 or 121	4
Minor Course or Free Elective	6	Political Science 214	3
 JUNIOR – FALL	 15	 SPRING	 13
Political Science 267, 268, or 269	3	Political Science 226 or 327	3
Political Science 250, 256, 257 or 258	3	Political Science 393 or 394	4
Major Elective	3	Natural Sciences	3
Natural Sciences	3	Minor Course or Free Elective	3
Writing 301	3		
 SENIOR – FALL	 15	 SPRING	 15
Major Electives	6	Political Science 453 (recommended)	3
Political Science 393 or 394 (recommended)	4	Minor Course or Free Elective	12
Minor Course or Free Elective	5		
		Total needed to graduate	120

Political Science Major Electives: Students interested in Graduate School should take POL SCI 220, 340 or 367, & 453.

Students are strongly encouraged to select a Minor program of study, in consultation with an academic advisor, especially those planning to attend graduate school. Free Electives would replace Minor Courses in the 4-year plan if a Declared Minor is not selected.

The goal of a Four Year Plan is to ensure that students graduate with no more than 120 credits and in four years. Students are encouraged to take Winter and Summer courses to facilitate their progress towards graduation.

SUGGESTED Psychology Major Graduation Plan

4--- year plan for entering Freshmen

The following semester-by-semester guide is SUGGESTED including some specific area choices. You must consult the *York College Bulletin* for a complete listing of courses and their prerequisites; and, plan your program in consultation with a Psychology advisor.

FRESHMAN – FALL	Credits 14	SPRING	Credits 15
English 125	4	Philosophy 102, 103 or 121 <i>(recommended)</i>	3
Speech 101	3	English 200	3
Physical Education 150	2	Cultural Diversity 101	3
Student Development 110 <i>(recommended)</i>	2	Behavioral Sciences	3
Psychology 102	3	Free Elective	3
SOPHOMORE – FALL	16	SPRING	14
Psychology 215	3	Psychology 334	3
Foreign Language	4	Cultural Diversity 210 <i>(recommended)</i>	3
Natural Sciences <i>(Bio 130 or 201 is recommended.)</i>	3-4	Mathematics 111 or 121	4
Behavioral Sciences	3	Foreign Language	4
Minor Course* or Free Elective	2-3		
JUNIOR – FALL	15	SPRING	15
Psychology 326	3	Psychology 330	3
Psychology 332 or 338	3	Psychology 313 or 362	3
Psychology Elective	3	Psychology 321 or 319	3
Writing 301 or 303	3	Natural Sciences <i>(Chemistry 105 is recommended.)</i>	3-5
Fine & Performing Arts	3	Minor Course* or Free Elective	1-3
SENIOR – FALL	15	SPRING	16
Psychology 401	3	Minor Course* or Free Elective	10
Psychology Elective	3	Psychology Elective	3
Psychology 480-482 <i>(recommended)</i>	3	Psychology 490-495 <i>(recommended)</i>	3
Minor Course* or Free Elective**	6		

Total 120

* Students are strongly encouraged to select a minor program of study in consultation with a faculty advisor.

**The number of free elective credits you will need overall depends on which Natural Sciences classes you select; 120 credits are needed to graduate.

SUGGESTED Psychology Major Graduation Plan

2--- year plan for transfer students

The following semester-by-semester guide is SUGGESTED for students coming to York with an associates degree or full credit for the General Education requirements. You must consult the *York College Bulletin* for a complete listing of courses and their prerequisites, particularly for the liberal arts and graduation requirements; and, plan your program in consultation with a Psychology advisor.

Semester 1

Psychology 215	3
Psychology Elective 3 to	4
Math 111 (If not taken previous to coming to York.)	4
Minor Course** or Free Electives (Depending on whether Math is required.)	3-9

Semester 2

Psychology 321 or 319	3
Psychology 334	3
Writing 301 or 303	3
Minor Course** or Free Electives	6

Semester 3

Psychology 362 or 313	3
Psychology 326	3
Psychology Electives	3 to 4
Minor Course** or Free Electives	6

Semester 4

Psychology 330	3
Psychology 332 or 338	3
Psychology 401	3
Psychology Elective	3 to 4
Minor Course** or Free Elective	3

**Students are strongly encouraged to select a minor program of study in consultation with a faculty advisor.*

General Education Requirements

Behavioral Sciences (Choose 6 credits from two disciplines outside of the major)

AAS 101 or 172

Anthropology 101, 103

Economics 102, 103 (101 is equivalent to 103)

Psychology 102

Sociology 101

Cultural Diversity 201, 202, 203, or 210 (Choose 1)

Fine and Performing Arts (Choose from the following)

Fine Arts 104, 150, 152, 155, 264, 381

Music 101, 110, 225, 250, 253

Speech Communication 160

Theater Arts 110, 114, 211, 215, 216, 217, 218, 219

Foreign Language

Placement by Foreign Language Department, Room 3C08. Students who are exempt from the Foreign Language requirement can take Minor Courses or Free Electives up to 8 credits.

History and Philosophy (Choose 1 from the following)

History 100, 108, 113, 201, 202, 204, 257, 275, 276

Philosophy 102, 103, 121

Mathematics (Choose 1 from the following:)

Mathematics 111 or 121; Mathematics 111 is the prerequisite for Psychology 326.

Natural Sciences (Choose 2 from different disciplines)

Astronomy 101, 102, 140

Biology 110, 120

Chemistry 120, 121

Geology 110, 115, 120, 121, 140

Health Prof & Environmental Health 110

Students must complete two WI (writing intensive) courses in the lower division of the curriculum (100 or 200 level), and one WI course within the major (300 level or above) in order to graduate. The WI courses in Political Science varies from semester to semester; in Psychology, Psychology 330 is the permanently designated WI course.

Students are strongly encouraged to select a Minor program of study, in consultation with an academic advisor, especially those planning to attend graduate school. Free Electives would replace Minor Courses in the 4-year plan if a declared minor is not selected.

For a BA, students must complete 90 credits of liberal arts.

Appendix J
CETL Presentations, Department of Behavioral Sciences Participation

March 27, 2008, Interdisciplinary Teaching and Learning

Discussion led by: Laura Fishman, History and Philosophy, **Deborah Majerovitz, Behavioral Sciences** and Margaret Ballantyne, Foreign Languages, ESL and Humanities

April 1, 2009, Critical Thinking in General Education: Models, Examples, Imperatives

Presenters: Jim Como, Fine Arts, **Conrad Dyer, Behavioral Sciences** and Veronica Shipp, Teacher Education

September 24, 2009, 2nd Annual CETL Scholarship of Teaching and Learning Poster Session, Presenters: 2008-09 Title III Faculty Grant Recipients (including **Larry Preiser, Behavioral Sciences**)

October 28, 2009, Everything You Ever Wanted to Know about the IRB, But Were Afraid to Ask, Presenter: **Deborah Majerovitz, Behavioral Sciences, & Vice-Chair of York College IRB**

September 30, 2010, Threshold Concepts, Facilitator: **Debra Swoboda, Behavioral Sciences**

October 28, 2010, Online Learning: More Interaction, Not Less, Presenters: Wenyng Huang-Stolte, Instructional Technology, **William Ashton, Behavioral Sciences**, Heather Robinson, English and Alan Winson, Writing Program

October 13, 2011, 4th Annual CETL Scholarship of Teaching and Learning Poster Session, Presenters: 2010-11 Title III Faculty Grant Recipients (including **Rob Duncan, Behavioral Sciences**)

October 18, 2011, Beyond Blackboard: Using Social Media In and Out of the 'Classroom', **Rob Duncan, Behavioral Sciences**, Nicholas Grosskopf, Health & Physical Education, Wenyng Huang-Stolte, Acad Comp/Educ Tech and Michael Smith, Performing & Fine Arts

Oct. 27, 2011, Reading Across Curriculum, Presenters: **Ian Hansen, Behavioral Sciences** and Howard Ruttenberg, History and Philosophy.

October 25, 2012, Implementing Student Independent Study and Research Programs, Presenters: **Kathariya Mokrue, Ian Hansen, Behavioral Sciences** and Anne Simon, Biology

Appendix K Course Descriptions – Political Science and Psychology
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Political Science Courses

POL101 (Liberal Arts) Introduction to Politics 3 hrs. 3 crs.

Survey of the basic concepts of politics through the study of contemporary issues and problems.

POL103 (Liberal Arts) Politics and Government in the United States 3 hrs. 3 crs.

Analysis of American politics and public policy in economic, social, and ideological contexts, emphasizing the Presidency, Congress, the judiciary, the federal bureaucracy, political parties, and interest groups.

POL111 (Liberal Arts) Introductory Topics in Political Science 3 hrs. 3 crs.

Analyzes selected, contemporary political issues of broad local, national, or international significance from both theoretical and practical perspective. Topics will vary and be announced during the previous semester.

POL112 (Liberal Arts) Introductory Topics in Political Science 3 hrs. 3 crs. Analyzes selected, contemporary political issues of broad local, national, or international significance from both theoretical and practical perspective. Topics will vary and be announced during the previous semester.

POL202 (Liberal Arts) Comparative Politics 3 hrs. 3 crs.

Introduction to theories and techniques of comparative analysis; comparative study of political processes and performance in selected industrial and developing countries. Preq: ENG 125.

POL210 (Liberal Arts) Introduction to Political Economy 3 hrs. 3 crs.

This course is an introduction to political economy philosophies and the economic principles that were developed in response to such philosophies. These principles will be used to promote understanding of how economic considerations constrain and influence political decisions and processes, resource allocation, and international relationships. Preq: POL 103 and ECON 102. Coreq: POL 103 and ECON 102.

POL211 (Liberal Arts) Intermediate Topics in Political Science 3 hrs. 3 crs. Analysis of selected contemporary issues of broad local, national and international significance. Preq: Three credits in Political Science.

POL212 (Liberal Arts) Intermediate Topics in Political Science 3 hrs. 3 crs.

Analysis of selected contemporary issues of broad local, national and international significance. Preq: Three credits in Political Science.

POL214 (Liberal Arts) Racial and Ethnic Politics 3 hrs. 3 crs.

A comparative analysis of the politics of racial and ethnic groups in American society; problems of assimilation and alienation. Preq: ENG 125, POL 103 or permission of instructor.

POL221 (Liberal Arts) Research Methods in Political Science 3 hrs. 3 crs.

This course emphasizes the use of qualitative methods of research in the field of political science and social science. Preq: POL 103, ENG 125

POL226 (Liberal Arts) The U.S. Supreme Court 3 hrs. 3 crs.

Structure and function of the federal judicial system, judicial behavior and administration; the relation of current trends and conflicts in the Supreme Court to the clash of fundamental ideas and values in American society. Preq: ENG 125, POL 103 or permission of instructor.

POL228 (Liberal Arts) Public Administration in the Political Setting 3 hrs. 3 crs.

Analysis of the structure and functions of local, state, and federal administrative agencies and their relationship to the broader political environment; the conflict between bureaucratic efficiency and democratic values. Preq: ENG 125, POL 103 or permission of instructor.

POL230 (Liberal Arts) Correctional Administration 4 hrs. 3 crs.

Survey and analysis of governmental correction institutions, halfway houses, probation and parole, including a study of problems in correctional administration, an overview of modern developments in correctional management and an analysis of the political impact on various correctional programs. Preq: POL 228 or permission of instructor. 2 hours lecture, 2 hours field work. Not offered on a regular basis. Availability to be determined by the department.

POL231 (Liberal Arts) The Electoral Process 3 hrs. 3 crs.

Analysis of the structure and function of political parties: organization and leadership, campaigns, public opinion, and electoral behavior. Preq: ENG 125, POL 103, or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL233 (Liberal Arts) Introduction to Aviation Safety and Security 3 hrs. 3 crs. Analysis of threats, security and protection within the aviation industry, emphasizing a political and public policy perspective. Impact of international terrorism, hijacking, sabotage, bombings, theft, smuggling, and terminal invasion. POL 103 and ENG 125 Hours to be arranged.

POL241 (Liberal Arts) Basic Factors in International Politics 3 hrs. 3 crs.

Survey of the international system; an assessment of main forces involved in conflict and resolution; major components in inter-nation bargaining. Preq: ENG 125. Offered at least once a year.

POL250 (Liberal Arts) Latin American Politics 3 hrs. 3 crs.

Survey of political trends, governmental leadership, political parties and interest groups in the major Latin American nations; emphasis on political change, revolution, and the interaction of social and political forces since the advent of Fidel Castro. Preq: POL 202.

POL251 (Liberal Arts) Puerto Rican Politics 3 hrs. 3 crs.

The process of political modernization with focus on mass participation, elite interaction, and urban-rural relationships; analyses of Puerto Rican political parties and interest groups, such as the Catholic Church, students, workers, the industrial elite, and United States foreign interests. Preq: POL 202. Not offered on a regular basis. Availability to be determined by the department.

POL252 (Liberal Arts) Cuban Politics 3 hrs. 3 crs.

The process and phases of the Cuban Revolution and its aftermath; the construction of Socialism, analysis of leadership, ideology, labor, race, women; inter-American, Cuban-Sino-Russian relations; Cuba and Third World. Preq: POL 202. Not offered on a regular basis. Availability to be determined by the department.

POL256 (Liberal Arts) African Politics 3 hrs. 3 crs.

African nationalism, the search for unity, and the internal developments of new nations; parties, the military, the bureaucracy, and the implications of the colonial experience. Preq: POL 202. Not offered on a regular basis. Availability to be determined by the department.

POL257 (Liberal Arts) Asian Politics 3 hrs. 3 crs.

Political development in selected Asian nations; emphasis on the independence movements, nationalism, political parties, and pressure groups. Preq: POL 202. Not offered on a regular basis. Availability to be determined by the department.

POL258 (Liberal Arts) Middle East Politics 3 hrs. 3 crs.

Politics of social change in the Middle East; basic trends in political, social, and international relationships; major social groups including the peasantry, urban workers, labor unions, political parties, and the new middle class in the context of a transforming society, the Arab Israeli conflict as it relates to external and internal developments in the area. Preq: POL 202. Not offered on a regular basis. Availability to be determined by the department.

POL259 (Liberal Arts) Modern Israel 3 hrs. 3 crs.

Israeli society from pre-statehood to the present; emphasis on group politics, ideology, government, and foreign policy. Preq: POL 202. Not offered on a regular basis. Availability to be determined by the department.

POL267 (Liberal Arts) Classical Political Theory I: Plato to Machiavelli 3 hrs. 3 crs.

The study of Greek, Roman, and Medieval political thought and their relationship to the societies from which they emerged. Preq: ENG 125

POL268 (Liberal Arts) Political Theory II: Machiavelli to Marx 3 hrs. 3 crs.

The study of Western political thought from the 16th through the 19th centuries and its relationship to the capitalist societies from which it emerged. Preq: ENG 125

POL269 (Liberal Arts) American Political Thought 3 hrs. 3 crs.

American political thought from colonial times through the contemporary period: its European-Liberal origins; its emergence as an independent and indigenous tradition;

analysis of mainstream as well as dissident political ideas. Preq: POL 103 Not offered on a regular basis. Availability to be determined by the department.

POL271 (Liberal Arts) The Politics of Education 3 hrs. 3 crs.

Educational decision-making in the political realm; the effect of community power structures, metropolitan organization, and state government on education policies. Preq: POL 101 or permission of instructor; no prerequisite for Education students. Not offered on a regular basis. Availability to be determined by the department.

POL273 (Liberal Arts) Politics of Aging 3 hrs. 3 crs.

American public policy responses to increasingly urgent needs of older populations are examined and compared with results in other developed nations; special attention is given to practical problems faced by public administrators, policy makers, and the aged themselves, in achieving more satisfactory outcomes. Not offered on a regular basis. Availability to be determined by the department.

POL275 (Liberal Arts) Introduction to Law 4 hrs. 4 crs.

Introduction to the legal system, and to the internal operation and procedures of the civil and criminal courts; role of the paralegal; familiarity with basic legal terminology. Preq: ENG 125, Junior status or permission of instructor.

POL280 (Liberal Arts) Transportation: Planning, Finance, and Policy 3 hrs. 3 crs. This course examines the field of transportation management in order to provide a basic understanding for students who wish to pursue careers in private or public transportation management. Course topics include: theory of transportation demand, transportation costs and investment planning, and current topics in transportation economics such as regulation-deregulation and social cost pricing. Preq: POL 103 and POL 210. Coreq: POL 103 and POL 210.

POL285 (Liberal Arts) Urban Government in the United States 3 hrs. 3 crs.

Analysis of the structure and decision-making patterns of urban political institutions and their relationship to changes in population, ethnicity, class and city-state-federal relationships. Preq: ENG 125.

POL305 (Liberal Arts) Selected Legal Topics 3 hrs. 3 crs. Indepth analysis of a single legal specialty in regard to substantive law and issues. Preq: ENG 125 and three credits in Political Science.

POL306 (Liberal Arts) Selected Legal Topics 3 hrs. 3 crs.

Indepth analysis of a single legal specialty in regard to substantive law and issues. Preq: ENG 125 and three credits in Political Science.

POL309 (Liberal Arts) Aviation Law 3 hrs. 3 crs.

An examination of governmental regulatory and legal functions unique to the aviation industry. The course includes an explication of manufacturing and operating regulations, aviators' certification, contracts, torts, insurance, and security. Additionally, Preq: POL 103.

POL310 (Liberal Arts) Methods of Legal Research 2 hrs. 2 crs.

Introduction to methodology and practice in legal research; familiarity with primary and secondary sources of the law, judicial reports, case finding tools, citators, legal periodicals and other research aids. Preq: POL 275, Junior status or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL311 (Liberal Arts) Advanced Topics in Political Science 3 hrs. 3 crs.

Analysis of selected contemporary issues of broad local, national and international significance. Preq: ENG 125 and twelve credits in Political Science.

POL312 (Liberal Arts) Advanced Topics in Political Science 3 hrs. 3 crs. Analysis of selected contemporary issues of broad local, national and international significance. Preq: ENG 125 and twelve credits in Political Science.

POL320 (Liberal Arts) Risk Management for Public Policy 3 hrs. 3 crs.

This course prepares the participant for an understanding of the entire risk management process in government decisionmaking. It takes a process view of the inputs to risk management, risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning, and risk monitoring and control. Preq: POL 103 and POL 210. Coreq: POL 103 and POL 210.

POL322 (Liberal Arts) The Courts and Public Policy 3 hrs. 3 crs.

Political analysis of the relations between the judicial system and welfare groups, consumer protection groups, anti-pollution groups, labor unions and other interested groups. Preq: POL 101, and POL 103 or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL327 (Liberal Arts) Congress and the Presidency 3 hrs. 3 crs.

Structure and functions of Congress and the Presidency in the formulation and execution of public policy; internal organization of Congress and the Presidency; bases of power, sources of conflict, patterns of decision-making. Preq: POL 101, and POL 103 or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL329 (Liberal Arts) Public Administration: Management Processes 3 hrs. 3 crs.

Analysis of administrative leadership in municipal, state, and federal government; evaluation of current tools for agency control, e.g., incentive plans, decentralization exchange theory, comprehensive productivity programming and cooptation. Preq: POL 228.

POL330 (Liberal Arts) Public Policy Making 3 hrs. 3 crs.

Analysis of public policy formation: role of political demands, bureaucracy, decision patterns, leadership and power; focuses upon processes of program authorization, budget making, planning and evaluation. Study of selected policy areas. Preq: POL 101, and POL 103 or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL332 (Liberal Arts) Public Opinion and Political Behavior 3 hrs. 3 crs.

Public opinion and political participation; political socialization, attitude formation and change, political ideology, and voting behavior; role of the mass media. Preq: POL 101, and POL 103 or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL340 (Liberal Arts) American Capitalism: Political and Social Aspects 3 hrs. 3 crs.

Capitalism beyond its economic consequences; the impact of monopoly capital on the contemporary American political process and social life; the relationship of capitalism to major domestic and foreign issues. Preq: POL 103 Offered at least once a year.

POL346 (Liberal Arts) American Foreign Policy 3 hrs. 3 crs.

American strategy in world politics; formulation, implementation, and effects of United States decision-making in the international arena. Preq: POL 101, and POL 103 or permission of instructor.

POL352 (Liberal Arts) Russian Politics 3 hrs. 3 crs.

Russian politics, culture, institutions and foreign policy; major focus on the changing role and composition of socio-economic and political forces in the contemporary Russian State. Preq: ENG 125 and POL 202. Not offered on a regular basis. Availability to be determined by the department.

POL364 (Liberal Arts) Protest Politics and the Novel 3 hrs. 3 crs.

The persistent struggle for freedom and justice under unresponsive governments as seen in the works of Stendhal, Camus, and Sartre; Dostoevsky and Solzhenitsyn; Brecht and Grass; Snow and Golding; Mailer and Miller; M. Fuentes and Cortazar. Preq: POL 101 or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL366 (Liberal Arts) Marxism 3 hrs. 3 crs.

Development of the political thought of Karl Marx from the 19th century through Leninism, Revisionism to the theories of modern Communism and Democratic Socialism. Preq: POL 101 or permission of instructor. Offered alternate spring semesters.

POL367 (Liberal Arts) Contemporary Political Theory 3 hrs. 3 crs.

Theories of social class, values and societal change; study of contemporary ideological approaches to the study of politics; assumptions and perspectives of systematic schools of political science. Preq: 6 credits in Political Science Offered at least once a year.

POL373 (Liberal Arts) Politics of the Environment 3 hrs. 3 crs.

Emergence of the environment as a salient political issue in American politics; federal environmental policies/state implementation; the national/global debate over environmental regulations. Preq: ENG 125 and POL 103. Not offered on a regular basis. Availability to be determined by the department.

POL375 (Liberal Arts) Seminar-Internship in a Legal Office 7 hrs. 4 crs.

A bi-weekly seminar on legal issues and a ten hour per week internship in legal office designed for students who have completed the Paralegal courses. Preq: POL 275, POL 310 and permission of instructor. 1 hour lecture, 6 hours field work. Not offered on a regular basis. Availability to be determined by the department.

POL385 (Liberal Arts) New York City Government and Politics 3 hrs. 3 crs.

Origins and operations of current governmental structures and political forces in New York City; governmental responses to changing ethnic and economic demands including reform proposals such as decentralization and regional government. Preq: POL 285.

POL386 (Liberal Arts) Comparative Urban Government and Politics 3 hrs. 3 crs.

Urban governmental institutions and reforms in selected industrial and developing areas and the relationship to changing environmental situations. Preq: POL 202, POL 285. Not offered on a regular basis. Availability to be determined by the department. Offered at least once a year.

POL387 (Liberal Arts) Political Processes in the American States 3 hrs. 3 crs.

Selected problems in the structure, function, and administrative process of American state governments; attention will be given to comparative public policies; special emphasis on New York State government and politics. Preq: POL 103 or permission of instructor. Not offered on a regular basis. Availability to be determined by the department.

POL392 (Liberal Arts) Aviation Internship in the Private Sector 0 hrs. 3 crs.

Supervised field experience in a corporate or other private sector setting in the aviation sector under the guidance of a faculty advisor in Political Science. Preq: POL 103, BUS 230, BUS 330 and permission of Department required Not open to students with credit in BUS 392. Hours to be arranged

POL393 (Liberal Arts) Seminar-Internship in New York City Government and Community Development 12 hrs. 4 crs.

Study of organizational dynamics and related NYC political issues coupled with structured field work in a public agency, office of an elected official, or community-based organization. Preq: 9 credits in the Behavioral Sciences; minimum 2.75 G.P.A., and permission of instructor. 2 hours lecture, 8-10 hours field placement. For students interested in city governance/community service.

POL394 (Liberal Arts) Seminar-Internship in New York City Government and Community Development 12 hrs. 4 crs.

Study of organizational dynamics and related NYC political issues coupled with structured field work in a public agency, office of an elected official, or community-based organization. Preq: 9 credits in the Behavioral Sciences; minimum 2.75 G.P.A., and permission of instructor. 2 hours lecture, 8-10 hours field placement. For students interested in city governance/community service.

POL395 (Not Liberal Arts) Seminar-Internship in Preventative Law for the Elderly 12 hrs. 4 crs.

Study of theoretical and practical aspects of elder law and case development coupled with structured field work in an agency or senior citizen center. Preq: credits in the Behavioral Sciences; minimum 2.75 G.P.A., and permission of instructor. For students interested in law school, social work, or community service.

POL396 (Not Liberal Arts) Full-Time Internship in State Governance 1 hrs. 15 crs.

Structured field work under CUNY auspices in Albany allows mature students to experience first hand and participate in law making, administrative, or public interest advocacy processes. Special placements in legislative, public agency, or non-profit organization settings are made and supervised by an on-site CUNY director. To reinforce and integrate field experiences, interns attend special courses, issue study forums, and mock legislative or policy making sessions given by resident social scientists. Preq: Junior status, 18 credits in the Behavioral Sciences (at least 9 credits above the 100 level), 2.90 minimum G.P.A., permission of instructor and admission by the appropriate Internship Selection Committee. Openings in each program are limited and filled on a competitive basis. All interns prepare a substantial research report under the direction of a designated York College Political Science Department mentor. Students chosen to participate reside in Albany during the internship and receive cost-of-living stipends. Certified for 7 Liberal Arts Credits.

POL397 (Not Liberal Arts) Full-Time Internship in National Governance 1 hrs. 6 crs.

Structured field work under CUNY auspices in Washington D.C. during the summer session allows mature students to experience first hand and participate in law making, administrative, or public interest advocacy processes. Carefully developed placement in legislative, public agency, or nonprofit organization settings are made and supervised by an on-site CUNY director. To reinforce and integrate field experiences, interns attend special courses, issue study forums, and mock legislative or policy making sessions given by resident social scientists. Preq: Junior status; 18 credits in Behavioral Sciences (at least 9 credits above the 100 level), 2.90 minimum G.P.A., permission of instructor, and admission by the appropriate Internship Selection Committee. All interns prepare a substantial research report under the direction of a designated York College Political Science Department mentor. Openings in each program are limited and filled on a competitive basis. Students chosen to participate reside in Washington D.C. for seven weeks and receive cost-of-living stipends. Certified for 3 Liberal Arts Credits.

POL402 (Liberal Arts) Aviation Policy Seminar 3 hrs. 3 crs.

The course focuses on the management analysis and decision-making process in the running of an aviation enterprise in the contemporary business environment. The course relies heavily on an airline simulation model wherein the student participants, acting Preq: ENG 125, POL 228 and BUS 335. This is the capstone course for the Aviation Management major.

POL425 (Liberal Arts) Seminar in Civil Liberties 3 hrs. 3 crs.

The major areas of concern with civil liberties: political conspiracy, national security, and individual rights; free speech and association; freedom of religion and association; criminal

procedure and defendant rights. Preq: 12 credits in Political Science or permission of instructor. Hours arranged. Not offered on a regular basis. Availability to be determined by the department.

POL444 (Liberal Arts) Seminar in Comparative Foreign Policies 3 hrs. 3 crs.

Scope, method, and theory of foreign policymaking; the foreign policies of major actors and blocs of actors in the international political system. Preq: POL 202 and 12 credits in Political Science or permission of instructor. Hours arranged. Not offered on a regular basis. Availability to be determined by the department.

POL453 (Liberal Arts) Seminar in Global Change 3 hrs. 3 crs.

Global capital development and its ramifications; the multinational corporation and the national state; the processes mobilization and democratization. Preq: ENG 125 and 12 credits in Political Science inclusive of POL 202. Hours arranged. Not offered on a regular basis. Availability to be determined by the department.

POL480 (Liberal Arts) Seminar in Contemporary Urban Problems 3 hrs. 3 crs.

Intra and cross-national analysis of selected urban phenomena; the nature and distribution of political demands; leadership and decision-making structure; areas of conflict and Problems. Preq: 12 credits in Political Science or permission of instructor. Hours arranged. Not offered on a regular basis. Availability to be determined by the department.

POL490-493 (Liberal Arts) Directed Reading and Research 3 hrs. 3 crs each.

The student and his or her faculty director will develop a mutually acceptable program of intensive readings in an area of special interest to the student. Preq: 12 credits in Political Science and permission of instructor. Hours arranged.

Psychology Courses

PSY102 (Liberal Arts) Introductory Psychology 3 hrs. 3 crs.

Basic concepts and methods of contemporary psychology emphasizing the biological basis of behavior, learning, cognition, consciousness, development, stress and personality, abnormal behavior, group behavior, and social interaction. One or more field trips may be required.

PSY200 (Liberal Arts) Intermediate Seminar 3 hrs. 3 crs.

Selected topics in Psychology. Preq: PSY 102. 1 hour lecture, 2 hours recitation. Specific areas will be chosen and will reflect student interest.

PSY214 (Liberal Arts) Lifespan Development for Health Professions 3 hrs. 3 crs.

Human development from birth through the end of life. Review of theories of human growth and development with emphasis on a lifespan developmental perspective. Topics include intellectual growth, personal and social development, the relationship between physical and mental development, and major developmental tasks at each stage of the life cycle. Application to clinical issues will be emphasized. Preq: PSY 102. Not open to students with credit in PSY 215, PSY 216, or PSY 271. This course may not be substituted for PSY 215 in the psychology major requirements. Students may be required to go on field trips.

PSY215 (Liberal Arts) Human Development I: Infancy/Childhood 3 hrs. 3 crs.

Analysis and integration of theoretical conceptions and the empirical evidence for human development from pre-natal life through late childhood, examination of neurophysiological, cognitive, emotional, motivational and behavioral systems. The application of basic concepts to problems of school and clinic. Preq: PSY 102

PSY216 (Liberal Arts) Human Development II: Adolescence/Maturity 3 hrs. 3 crs.

A study of the life cycle from adolescence through maturity. Special attention to the problems of adolescence and early adulthood and the changing psychological needs of the mature adult. Love, marriage, careers, sex roles and stereotypes, partnership and parenthood. The application of basic concepts to problems of school and clinic. Preq: PSY 215.

PSY217 (Liberal Arts) Psychology for Parents 3 hrs. 3 crs.

Techniques and strategies that parents can use to more effectively deal with, and improve on, their interactions with their children. Particular emphasis will be given to age appropriate expectations, parenting styles, generational changes and family characteristics, cultural and gender differences, childhood development and learning, and day care. Preq: PSY 102.

PSY219 (Liberal Arts) Psychology of Terrorism 3 hrs. 3 crs.

This course will consider the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism typologies. Various forms of political, religious, and cultural terrorism will be examined, as well as their causes. Preq: ENG 125 and PSY 102

PSY225 (Liberal Arts) Psychology of Learning Disabilities 3 hrs. 3 crs.

Scope and origins of learning disorders; current views, theories, and research concerned with the etiology and remediation of specific learning disorders. Preq: PSY 102. Field trips may be required.

PSY236 (Liberal Arts) The Psychology of Women 3 hrs. 3 crs.

The empirical and theoretical formulations regarding the psychology of the human female, including sexuality, pregnancy, psychological functioning, achievement, life styles and the development of gender differences. Offered alternate Spring semesters. Preq: PSY 102

PSY250 (Liberal Arts) Practicum in Interviewing 5 hrs. 4 crs.

The principles, dynamics, and practice of interviewing; how to interview, the do's and don'ts of interviewing, the appraisal interview, the personnel interview, the structured interview, the open-ended interview, group interviews, the intake and counseling interview in psychology and social work, the exit interview, the interview in social science research. Practice interviewing during the laboratory component. Preq: PSY 102 and permission of department. 2 hours lecture, 1 hour recitation, 2 hours laboratory.

PSY251 (Liberal Arts) Organizational Behavior 3 hrs. 3 crs.

This course will examine the interactions between individuals, groups and organizations. Key to this examination will be the use of both traditional perspectives from Organizational Psychology (i.e. an academic/behavioral-science orientation) and emerging trends in the field of Organizational Psychology (i.e. an experiential approach). A significant proportion of class time will be spent in experiential activities regarding organization behavior.

Preq: PSY 102

PSY252 (Liberal Arts) Leadership, Motivation and Power 3 hrs. 3 crs.

Theories of leadership; effect of leadership on individual and group motivation; special emphasis on the realities of power in management. Preq: PSY 102 Not open to students with credit in PSY 351. Not offered on a regular basis. Availability to be determined by the department.

PSY253 (Liberal Arts) Industrial/Organizational Psychology 3 hrs. 3 crs.

This course will examine the field of Industrial/ Organizational psychology, which is the application of the methods, research findings and principles of psychology to people at work. In this course we will objectively examine the fit between the demands and resources of both people and their work environment. Specifically, we will examine the factors which affect the fit between people and the work environment, the results of good fit and bad fit, and attempts to modify both people and the work environment to improve fit. Preq: PSY 102. Course sections may be offered as asynchronous online course.

PSY254 (Liberal Arts) Conflict Resolution and Management 3 hrs. 3 crs.

Analysis of emerging conflicts within organizations; attitudes towards such conflicts; exploration of varied approaches to conflict and resolution. Preq: PSY 102. Not offered on a regular basis. Availability to be determined by the department.

PSY255 (Liberal Arts) Psychology of Advertising and Marketing Communications 3 hrs. 3 crs.

Psychological analysis of messages communication through various media; the interplay between theories of motivation and the satisfaction and manipulation of human needs and desires. Preq: PSY 102. Not offered on a regular basis. Availability to be determined by the department.

PSY265 (Liberal Arts) Introduction to Communication Disorders 4 hrs. 4 crs.

A survey of the diagnosis and treatment of speech, language and hearing disorders resulting from physical and sensory impairments in children and adults. Preq: PSY 102.

PSY280 (Liberal Arts) Psychology of Geriatrics 3 hrs. 3 crs.

Survey of views and research concerned with psychological issues of late adulthood: physiological changes, memory, intelligence and creativity, personality and mental health, and coping strategies in later life. Preq: PSY 102. Field trips to selected institutions concerned with geriatric care may be required.

PSY282 (Liberal Arts) Psychology of Vocational Rehabilitation 3 hrs. 3 crs.

Basic concepts in the philosophy, historical development, principles, and practices of vocational rehabilitation. Preq: PSY 102. Not offered on a regular basis. Availability to be determined by the department.

PSY283 (Liberal Arts) The Psychology of Death and Dying 3 hrs. 3 crs.

The psychology of death and dying; formation and development of concepts, attitudes and values about death; rational and irrational emotions associated with death; cross-cultural approaches to death and dying; suicide and euthanasia; grief and bereavement. Preq: PSY 102.

PSY289 (Liberal Arts) Psychology of Addiction 3 hrs. 3 crs.

An overview of the theory, etiology, and treatment of various addictive disorders. Attention will be given to substance abuse, alcoholism, smoking, gambling, eating disorders, and compulsive anxiety and psychosexual disorders. Preq: PSY 102.

PSY290-295 (Not Liberal Arts) Field Work 1 hrs. 1 crs. each. Supervised experience in the field under the guidance of faculty advisor in Psychology. Preq: PSY 102 and permission of the field work supervisor. Hours arranged. PSY 290 to PSY 295 may be taken concurrently.

PSY300 (Liberal Arts) Interpersonal Skills for Community Service 1 hrs. 2 crs.

An introduction to the psychosocial and interpersonal principles and practices necessary to work effectively in a variety of community service agencies and educational settings. Emphasis will be placed on exploring attitudes towards people who are different from ourselves, as well as the role of Gender, Race, Ethnicity, Culture and Class. Preq: credits in Psychology; ENG 125. Coreq: PSY 301. 1 hour lecture, 2 hours laboratory.

PSY301-303 (Liberal Arts) Practicum in Community Service 4 hrs. 2 crs each.
Application of acquired skills in interpersonal and psychosocial communication in an applied setting under the supervision of a faculty advisor in Psychology. Preq: 6 credits in Psychology; ENG 125. Coreq: PSY 300. 4 hours field work.

PSY311 (Liberal Arts) Psychology of the Religious Experience 3 hrs. 3 crs.
A comprehensive overview of the psychological dimensions of religiosity and religious experience. Connections between psychology and related disciplines and the tenets of selected religions will be discussed from the expanded psychological perspective. Preq: 6 credits in Psychology; ENG 125.

PSY313 (Liberal Arts) Sensation & Perception 4 hrs. 3 crs.
Consideration of basic sensory and perceptual processes. Extensive experience with computerized and hands-on laboratory experiments. Students will conduct individual research projects. Preq: 6 credits in Psychology; ENG 125. Not open to students with credit in PSY 212 or PSY 213. 2 hours lecture, 2 hours laboratory. Field trips may be required.

PSY319 (Liberal Arts) Human Cognitive Laboratory 4 hrs. 3 crs.
In-depth examination of human problem solving, concept formation, creativity, intelligence, perception, attention, memory and mnemonics, language, knowledge representation, and artificial intelligence. This course may be offered as an online course Preq: 6 credits in Psychology; ENG 125. hours lecture, 2 hours laboratory.

PSY321 (Liberal Arts) Psychology of Learning Laboratory 4 hrs. 3 crs.
In-depth consideration of basic learning processes; Pavlovian conditioning, operant conditioning, the nature of reinforcement, discrimination, generalization, memory processes, motivation and human learning including verbal learning; related to current theory and application. Preq: 6 credits in Psychology, ENG 125. Not open to students with credit in PSY 221. Students will conduct weekly supervised laboratory exercises. 2 lecture hours, 2 laboratory hours.

PSY326 (Liberal Arts) Statistical Methods in Psychology 4 hrs. 3 crs.
Descriptive and inferential statistics in psychological research. Preq: 6 credits in Psychology; ENG 125, MATH 111 or MATH 121. Not open to students with credit in PSY 205 or PSY 206. 2 hours lecture, 2 hours laboratory.

PSY327 (Liberal Arts) Advanced Statistical Methods 4 hrs. 3 crs.
An advanced consideration of the application of statistics and probability to behavioral data; linear regression analyses, one-way and two-way anova; factorial designs; selected advanced topics. Preq: PSY 326. 2 hours lecture, 2 hours laboratory.

PSY328 (Liberal Arts) Human Factors Psychology 3 hrs. 3 crs.
The discipline of human factors psychology considers the design of equipment and work and living environments from the perspective of the person who will use them. This course will take an applied cognitive psychology approach to human factors and study. Preq: ENG 125, PSY 102 and PSY 326 or ECON 220

PSY330 (Liberal Arts) Foundations of Research Methods in Psychology 3 hrs. 3 crs.
An introduction to the theoretical and methodological foundations of research in psychology. As part of this inquiry, students will explore the professional literature of the discipline by learning to access, read, summarize, and interpret published research. Through course projects students will gain familiarity with APA style, library resources as well as on-line resources such as PsychInfo and InfoTrac. Preq: 6 credits in Psychology. ENG 125; Preq/Coreq: WRIT 301, WRIT 302 or WRIT 303 Course sections may be offered as asynchronous online courses. This is a Writing Intensive Course.

PSY332 (Liberal Arts) Social Psychology 3 hrs. 3 crs.
Selected topics in person perception, socialization, the development of attitudes and values, leadership, group structure and processes, language and communication, intergroup relations, social change, and mass behavior. Preq: 6 credits in Psychology; ENG 125. Field trips may be required.

PSY333 (Liberal Arts) Black Psychology 3 hrs. 3 crs.
Provides a critical review of accumulated psychological research concerning the description, explanation and interpretation of the behavior of Black Americans. The impact of various social, psychological, cultural, economic and political variables will be related to Black family organization, personality, language and intellectual development, physical and mental health, educational and occupational aspirations and achievements, and political behavior. Preq: 6 credits in Psychology; ENG 125.

PSY334 (Liberal Arts) Personality 3 hrs. 3 crs.
Conceptual and methodological problems in the study of human personality. Consideration of the major contributions of biological, psychodynamic, trait, cognitive, humanistic, and behavioral approaches. Methods of study and evaluation of personality; critical review of contemporary research. Preq: 6 credits in Psychology; ENG 125.

PSY335 (Liberal Arts) Exceptional Child 3 hrs. 3 crs.
Children requiring special consideration as a result of exceptional characteristics; high I.Q., special talents, mentally retarded, brain damaged, aphasic, emotionally disturbed, or culturally deprived. Preq: PSY 215 and ENG 125. Not offered on a regular basis. Availability to be determined by the department.

PSY337 (Liberal Arts) Child Abuse and Neglect 3 hrs. 1 crs.
Overview of child abuse/neglect. Topics include: historical review, definitions and classifications; problem identification and prevalence; laws; role of professionals/societal institutions; theories and dynamics; consequences; prevention and/or treatment. Preq: PSY 215 and ENG 125. 3 hours for 5 weeks. Not offered on a regular basis. Availability to be determined by the department.

PSY338 (Liberal Arts) Abnormal Psychology 3 hrs. 3 crs.
Selected topics in psychopathology stressing the experimental approach: models of psychopathology; anxiety, dissociative, mood, and personality disorders; substance abuse

and sexual disorders; schizophrenia; disorders of childhood and adolescence; and methods of treatment. Preq: 6 credits in Psychology; ENG 125.

PSY340 (Liberal Arts) Clinical Health Psychology 3 hrs. 3 crs.

The application of psychological knowledge and methods to the understanding, treatment, and prevention of mental and physical disorders. Topics include stress and the immune system, chronic illnesses, preventive care, and the development of coping skills. Preq: 6 credits in Psychology; ENG 125.

PSY342 (Liberal Arts) Practicum in Group Dynamics 5 hrs. 4 crs.

Observation and analysis of the small group as a social system in a miniature society created by the students. Theoretical examination of group cohesiveness, conformity, norms and standards, power and influence processes, leadership, performance of group functions, and structural properties of groups. Preq: 6 credits in Psychology; ENG 125. 1 hour lecture, 1 hour recitation, 3 hours laboratory. Field trips may be required.

PSY352 (Liberal Arts) Psychological Assessment 3 hrs. 3 crs.

Principles and methods of psychological assessment: test theory and construction, the measurement of intelligence and achievement, assessment of personality, neuropsychological evaluation, occupational tests, and review of current research in psychological assessment. Preq: PSY 326, ENG 125.

PSY353 (Liberal Arts) Approaches to Psychotherapy 3 hrs. 3 crs.

Cognitive, behavioral, humanistic, psychopharmacological, and psychodynamic approaches to human behavior change. Preq: 6 credits in Psychology; ENG 125.

PSY362 (Liberal Arts) Physiological Psychology 3 hrs. 3 crs.

Selected topics in the biological bases of behavior: evolution and genetics, structure and function of the nervous system, and neural and endocrine processes that impact on cognition, emotion, learning, memory, motivation, and perception. Preq: 6 credits in Psychology; ENG 125.

PSY370 (Liberal Arts) Psychology of Consciousness 3 hrs. 3 crs.

Recent theory, research, and techniques in the study of human and animal consciousness, physiological correlates, models of consciousness, altered states, traditional and esoteric approaches, and contemporary developments. Preq: 6 credits in Psychology; ENG 125.

PSY381 (Liberal Arts) Psychological Consequences of Chronic Disability 4 hrs. 3 crs.

Differing approaches to understanding, evaluating and treating the functional and psychological consequences of chronic disability. Behavior disorders, substance abuse, and neurological impairment are considered. Independent site visits to agencies serving individuals with disabilities are required, providing practical experience. Preq: PSY102, ENG 125, Junior status. 3 lecture hours, 1 laboratory hour.

PSY383 (Liberal Arts) Behavior Modification 3 hrs. 3 crs.

An introduction to behavior modification theory, practice and research including the applied analysis of human behavior techniques for behavioral intervention and change; topics include the examination of learning theory approaches to abnormal behavior, parenting, education, everyday social behavior (e.g. shyness, obesity, smoking, etc.), self-control, physical illness and social systems; special consideration of the ethics of behavior modification is included. Preq: 6 credits in Psychology; ENG 125. One or more field trips may be required. Not offered on a regular basis. Availability to be determined by the department.

PSY385 (Liberal Arts) Practicum in Behavior Modification 7 hrs. 4 crs.

Application of acquired behavior modification techniques within an applied setting (e.g., hospital, clinic, school, etc.) under the direct supervision of the instructor. Preq: PSY 383 Limited enrollment. 6 hours supervised field work, 1 hour recitation. Not offered on a regular basis. Availability to be determined by the department.

PSY387 (Liberal Arts) Biofeedback 3 hrs. 3 crs.

Theories, research and applications of biofeedback, the concept of self regulation; management of electromyographic (EMG), thermal, electrodermal (GSR, SPR) and electroencephalographic (EEG), responses and processes; implications of Biofeedback for clinical psychology, psychiatry, medicine, dentistry, rehabilitation, education and research; hands on experience with, and demonstration of, instrumentation and methods during laboratory component. Preq: 6 credits in Psychology, ENG 125.

PSY390 (Liberal Arts) Community Psychology 3 hrs. 3 crs.

An in-depth examination of the theoretical foundations of Community Psychology and the principles of action search. Topics covered will include social and environmental risk factors for mental health problems and prevention of mental disorders and social Preq: ENG 125 and 6 credits in Psychology.

PSY401 (Liberal Arts) History of Psychology 3 hrs. 3 crs.

Development of contemporary psychology as a science including such systemic approaches as structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis, and cognitive and evolutionary psychology. Preq: 9 credits in Psychology; WRIT 301 or WRIT 302 or WRIT 303.

PSY430 (Liberal Arts) Experimental Methods 6 hrs. 4 crs.

Application of the scientific method to experimental, correlational, observational, and survey design and the ethics of research. Students will conduct a literature review, formulate and design a research proposal, collect data and analyze results, and prepare a professional level research report in accordance with APA style. Preq: PSY 221, PSY 326, and Senior status. Not open to students with credit in PSY 304, PSY 305, and PSY 306. 2 hours lecture, 4 hours laboratory.

PSY454 (Liberal Arts) Seminar in Organizational Psychology 3 hrs. 3 crs.

The nature of organizations and organizational behavior; employer-employee relationships; personnel selection, training, motivation and measurement of job satisfaction; the individual

and the organization; role of the psychologist in industry. Preq: 9 credits in Psychology; WRIT 301 or WRIT 302 or WRIT 303. Not offered on a regular basis. Availability to be determined by the department. Field trips may be required.

PSY480-482 (Liberal Arts) Advanced Seminar in Psychology 3 hrs. 3 crs each. Selected advanced topics in psychology. Preq: 9 credits in Psychology; WRIT 301 or WRIT 302 or WRIT 303.

PSY490-495 (Liberal Arts) Independent Study and Experimental Research 3 hrs. 3 crs each. Investigation of a psychology problem, determined by the student in consultation with a member of the Psychology faculty. Preq: 9 credits in Psychology; WRIT 301 or WRIT 302 or WRIT 303, and permission of a Psychology advisor. Hours arranged. Field trips may be required.

Appendix L
Faculty Members Curriculum Vitae

WILLIAM AMES ASHTON, Ph.D.
(718) 262-2699 – telephone; washton@york.cuny.edu
<https://www.york.cuny.edu/Members/washton/>

E D U C A T I O N

Miami University, Oxford, Ohio

- Ph.D., Social Psychology, August 1991; Dissertation: *Gender Styles in Attitudes Toward Social Support*
- M.A., Social Psychology, December 1988; Thesis: *Effects of Sex and Sex-Role Identification of Participant and Type of Social Support Resource on Support Seeking*

Earlham College, Richmond, Indiana

- B.A., Psychology, June, 1984, Senior Project: *Effects of Articulatory Suppression on the Picture Superiority Effect*

E M P L O Y M E N T

York College, The City University of New York

Associate Professor of Psychology, Department of Behavioral Sciences, August, 2010-Present
Assistant Professor of Psychology, Department of Behavioral Sciences, August, 2003-August, 2010

Urbana University, Urbana, Ohio

Adjunct Instructor, Social Sciences Division, 2001-2003

Clark State Community College, Ohio

Adjunct Instructor, Social and Behavioral Sciences Program, 1994-2003

Antioch College, Yellow Springs, Ohio

Adjunct Instructor, Self, Society & Culture Program, 1995-2002

Family Service Agency, Springfield, Ohio

Associate Director of Community Programs, April, 2000-June, 2001
Interim Executive Director, February, 2001-April, 2001

Community Leadership Association of Clark County, Springfield, Ohio

Executive Director; December, 1996-April, 2000

Wright State University, Dayton, Ohio

Assistant Professor (*visiting*), Department of Psychology, September, 1994-June, 1996

The Paracollege, St Olaf College, Northfield, Minnesota

Paracollege Tutor (*visiting*), September, 1993-August, 1994

St Olaf College, Northfield, Minnesota

Assistant Professor (*visiting*), Department of Psychology, September, 1992-August, 1994

Wittenberg University, Springfield, Ohio

Visiting Instructor/Assistant Professor (*visiting*), Department of Psychology, September, 1990-August, 1992

PUBLICATIONS

- Ashton, W. (2013, May). Cosmic habituation. *Fortean Times*, FT199, 52-53.
- Miller, A. G., Ashton, W. A., & Mishal, M. (1990). Beliefs concerning the features of constrained behavior: The basis for the fundamental attribution error. *Journal of Personality and Social Psychology*, 50, 635-650.
- Miller, A. G., Ashton, W. A., McHoskey, J. W., & Gimbrel, J. (1990). What price attractiveness? Stereotype and risk factors in suntanning. *Journal of Applied Social Psychology*, 20, 1272-1300.
- Ashton, W. A., & Fuehrer, A. (1993). Effects of gender and gender-role identification of participant and type of social support resource on support seeking. *Sex Roles*, 28, 461-476
- Ashton, W. A. (2009). Honors needs diversity more than the diverse need honors. *Journal of the National Collegiate Honors Council*. 10(1), 65-68. Available at: <http://digitalcommons.unl.edu/nchcjournal/242/>
- Ashton, W. A., & Ashton, B. (2009) Deception and detection: the Trickster Archetype in the film, *The Big Lebowski*, and its cult following," *Trickster's Way*, 5 (1), Article 5. Available at: <http://digitalcommons.trinity.edu/trickstersway/vol5/iss1/5>
- Ashton, W. A., Ashton, B., Eapen, R., & Mars, E. (2010). Ad tracking, brand equity research and ... your Honors Program?." *Honors in Practice*, 6, 163-172. Available at: <http://digitalcommons.unl.edu/nchchip/105/>

REFEREED PRESENTATIONS

- Ashton, W., & Tang, L. (2013, March). Transgressor's intentions on perceptions of the victim's injury: Priming Just World beliefs. Poster presented at the meeting of the Eastern Psychological Association, New York, NY.
- Ashton, W. A. (2012, March). *Heightened intentions means heightened injury: Transgressor's Intentions on the victim's injury*. Poster session presented at the Eastern Psychological Association, Pittsburgh, PA.
- Ashton, W. A. (2011, December). In Huang-Stolte, W. (Chair), *Is the early elearner prepared for academic success?* Symposium conducted at the meeting of the CUNY IT Conference, New York, NY.
- Ashton, W. A. (2011, December). *Using the open internet in two psychology courses*. Paper presented at the meeting of the CUNY IT Conference, New York, NY.
- Ashton, W. A. (April, 2011). *The Trickster in pop culture and politics*. Provost Lecture Series, York College, Jamaica, NY.
- Sudartono, C. & W. A. Ashton. (April, 2010). *Transgressor's and victim's intentions on the victim's level of injury*. Poster presented at Student Research Day, York College, Jamaica, NY.
- Sudartono, C. & W. A. Ashton. (April, 2010). *Transgressor's and victim's intentions on the victim's level of injury*. Poster presented at Northeast Under/graduate Research Organization for Neuroscience, Hunter College, New York, NY.
- Ashton, W. A. (March, 2010). *Transgressor's and victim's intentions on the victim's level of injury*. Poster presented at the Eastern Psychological Association Conference, Brooklyn, NY.
- Ashton, W. A. (October, 2008). *Developing and studying leadership in small college honors programs a community/strengths-based approach*. Talk for the National Colligate Honors Council National Conference, San Antonio, TX.

- Ashton, W. A., Eapen, R., Mars, E. (October, 2008). *Ad tracking, brand equity research & ... your honors program?* Talk presented at the National Colligate Honors Council National Conference, San Antonio, TX.
- Ashton, W. A. Boney, M., & Watson, L. (May, 2006). *Do people think that depressed people are violent? Depressed target's behavior and label on perceptions of violence.* Poster for the Association for Psychological Science, New York, NY.
- Ashton, W. A., & Best, A. (March, 2006). *Victim intent to avoid injury on observers' perceptions of injury.* Poster for the Eastern Psychological Association Conference, Baltimore, MD.
- Ashton, W. A. (March, 2006). *Was the U.S. stingy? An analysis of tsunami relief donations from a Social Impact Theory perspective.* Paper presented at the Eastern Psychological Association Conference, Baltimore, MD.
- Ashton, W. A. (2004). *Community empowerment and the paradox of participation.* Poster for the Society for Community Research & Action subprogram; Eastern Psychological Association Conference, Washington, D.C.
- Ashton, W. A. (May, 2003). *Using the Psychic Blue Dot to teach about Science (and pseudoscience).* Poster for Council of Teachers of Undergraduate Psychology Poster Session, Midwestern Psychological Association, Chicago, Illinois.
- Ashton, W. A. (2001, May). *The seven deadly sins of program evaluation.* Workshop presented at the Ohio Drug and Alcohol Studies Institute, Ashland (Ohio) University.
- Ashton, W. A. (2001, May). *Recruiting the right board for the right job.* Workshop presented at Neighborhoods USA, Pittsburgh, Pennsylvania.
- Ashton, W. A. (2001, May). *Models of leadership.* Panel presented at Neighborhoods USA, Pittsburgh, Pennsylvania.
- Ashton, W. A., & Pakonen, K. (2001, May). *The defensive attributional bias and the intention-damage attributional bias in sexual assault attributions.* Midwestern Psychological Association, Chicago, Illinois.
- Ashton, W. A. (2001, December). *The seven deadly sins of program evaluation.* Workshop presented at the Ohio Prevention and Education Conference 2001, Columbus, Ohio.
- Ashton, W. A., & Parish, B. (2001, September). *Recruiting the right board for the right job.* Workshop presented at Alliance for Children and Families' National Conference, Denver, Colorado.
- Ashton, W. A., & Ausink, C. (2000, May). *Stigmatization of ex-mental patients: effects of perceiver stereotypes about the interaction's outcomes.* Paper presented at the Midwestern Psychological Association, Chicago, Illinois.
- Ashton, W. A. (1994, May). *Gender styles in social support seeking: A confirmatory factor analysis.* Paper presented at the Midwestern Psychological Association, Chicago, Illinois.
- Ashton, W. A., & Fuehrer, A. (1991, May). *Gender styles in attitudes towards social support seeking: Towards a clearer understanding of social support and gender.* Paper presented at the Midwestern Psychological Association, Chicago, Illinois.
- Ashton, W. A. (1991, May). *A confirmatory factor analysis of the Bem Sex-Role Inventory: Does the BSRI measure gender?* Paper presented at the Midwestern Psychological Association, Chicago, Illinois.
- Ashton, W. A., & Fuehrer, A. (1990, May). *Effects of sex and sex-role identification of participant and type of social support resource on support seeking.* Poster presented at the Midwestern Psychological Association, Chicago, Illinois.
- Ashton, W. A., Avellano, A., Miller, A. G., & Haefele, E. (1990, May). *Stigmatization and stereotyping of ex-mental patients: Effects of perceived dangerousness, labeling,*

behavior and target sex. Paper presented at the Midwestern Psychological Association, Chicago, Illinois.

Schilling, K. L., Ashton, W. A., Leiman, L., Flickinger, M. A., & Sekerka, R. (1990, April). *Student learning outcomes and critical thinking: A review of institutional assessment measures.* Paper presented at the American Education Researchers Association, Boston, Massachusetts.

I N V I T E D P R E S E N T A T I O N S

Ashton, W. A. (July, 2007). *Charitable pledging following the 2004 tsunami: Social impact theory - was America stingy?* Paper presented at the Hewitt Foundation/Woodrow Wilson School for Public and International Affairs Conference on Experimental Approaches to Charitable Giving, Princeton, NJ.

Ashton, W. A. (March, 2007). *Not just for technology's sake.* York College Faculty Forum on Digital Teaching Technologies, Jamaica, NY.

Ashton, W. A. (2001, January). *Applying community organizing principles to fastworks.* FAST Training of Trainers Conference, Alliance for Children and Families, Milwaukee, Wisconsin.

Ashton, W. A. (2001, October). *Making Sense of September 11, 2001.* Panel discussion member. Urbana University and the Urbana Daily Citizen, Urbana, Ohio.

Ashton, W. A. (1999, August). *Leadership skills for the twenty-first century.* Community Leadership Association Network Lunch, Springfield, Ohio.

Ashton, W. A. (1993, October). *The M & M game: Teaching the commons dilemma.* Demonstration presented at a Pew Consortium Workshop on Laboratories and Research Demonstrations for Use in Teaching Introductory and Mid-Level Psychology Courses, Minneapolis, Minnesota.

Ashton, W. A. (1992, May). *The social psychology of stereotyping.* Educational Support Staff Development Organization, Brown Bag Lunch, Wittenberg University, Springfield, Ohio.

Ashton, W. A. (1989, May). *Gender issues and social support.* Earlham College Psychology Department Colloquium, Richmond, Indiana.

G R A N T S R E C E I V E D

- York College student tech fee grant, online course development program, May, 2009, \$2,500 stipend & \$1,500 laptop.
- York College Student Tech Fee Grant, SONA Systems, 2007-present (repeating annually), \$1,000.
- PSC/CUNY Research Award Program, Victim and Harm-Doer Intent on Attributions of Physical Damage, May, 2004 – June, 2005, \$3,650.
- Springfield, Ohio, Community Development Block Grant, for Family Service Agency's middle school summer work program, 2001, \$15,000.
- Springfield (Ohio) City Schools, 21st Century Community Schools Program, for Family Service Agency's middle school summer work program, 2001, \$10,000.
- Springfield (Ohio) City Schools, 21st Century Community Schools Program, for Family Service Agency's Family Resource Center, 2001, \$15,000.
- Clark County (Ohio) Department of Jobs and Family Services, for the Family Service Agency's FAST program, 2001, \$100,000.
- Eastern Miami Valley (Ohio) Alcohol, Drug and Mental Health Board, for the Family Service Agency's FAST program, 2001, \$30,000.
- Ohio Department of Alcohol and Drug Addiction Services for the Family Service Agency's FAST program, 2001, \$50,000.

- Georgine E. Bates Memorial Fund, for Family Service Agency's Champaign County Counseling Program, 2000, \$700.
- The Della Selsor Trust, for general support for the Family Service Agency, 2000, \$3000.
- Forging Responsible Youth, for the Youth Leadership Academy, Community Leadership Association of Clark County, 1999, \$750.
- The Springfield Foundation, for the Youth Leadership Academy, Community Leadership Association of Clark County, 1999, \$3,000.
- Springfield, Ohio, Community Development Block Grant, for the Neighbor Advocate Project, 1998, \$25,721
- The Della Selsor Trust, for the Youth Leadership Academy, Community Leadership Association of Clark County, 1997, \$1,000.
- Springfield, Ohio, Community Development Block Grant, for the Neighbor Advocate Project, 1997, \$16,000.
- St Olaf College, research grant, to study the ethnocentrism of students studying abroad, 1993-1994, ~ \$600.
- Wittenberg University, faculty research grant, to create stimulus material for social perception of suntanning study, 1991-1992, ~ \$700.

P R O F E S S I O N A L S E R V I C E

- York College, Junior Science and Humanities Symposium planning committee. Fall, 2008 - present.
- *Journal of the National Colligate Honors Council*, review board. Spring, 2008 - present.
- York College, Dean's List Reception, planning committee. Spring, 2007 - present.
- York College, Research Pool committee, chair & pool coordinator. March, 2004 - present.
- York College, advising students regarding careers and graduate school. 2003 - present.
- York College, Foundations of Excellence, Improvement Sub-committee. Fall, 2012 - Spring, 2013.
- York College, School of Health & Behavioral Science, Research Committee. Fall, 2012 - Spring, 2013.
- Behavioral Sciences Department, Promotion & Budget Committee. Fall, 2012 - Spring, 2013.
- Faculty Senator. Fall, 2012 - Spring, 2013.
- Vice-Chair, Faculty Caucus. Fall, 2012- Spring, 2013.
- IRB Committee. Fall, 2012 - Spring, 2012.
- Pathways Sharepoint Liaison. August, 2012 - November, 2012.
- Chair, ad hoc committee to examine the Faculty Experience Survey. Fall, 2010 - Spring, 2011.
- Honors Program, director and chair of Honors Program steering committee. Fall, 2006 - Spring, 2010.
- Human Behavior, Faculty Inquiry Group (FIG). Fall, 2008 - Spring, 2010.
- York College, Behavioral Sciences department, alumni survey coordinator. Fall 2008 - 2010.
- American Library Association, *Choice: Current Reviews for Academic Libraries*; reviewer, 2004 - 2007.
- York College, Student Tech Fee committee. Spring 2005 - spring, 2007.

- York College, Faculty Advisory Committee on Information Technology. Spring 2005 – spring, 2007.
- *Sex Roles*; guest reviewer (referee). January, 2007.
- York College, Bulletin committee. February, 2004 – 2006.
- York College, Auxiliary Bookstore committee. April, 2004 – 2006.
- Hiring committee for the director of the Aviation Institute. Fall, 2006.
- York College IRB committee, alternative member. Spring, 2006.
- CUNY Non-Profit Certificate Program, development committee member. 2006.
- York College, Office of Institutional Research, hiring committee (research analyst position). August & September, 2005.
- York College, Writing across the Curriculum program, faculty development seminar. Spring semester, 2005.
- York College, Behavioral Sciences department. Updated syllabi for Psychology 251 and Psychology 253. 2005.
- York College, Learning Community instructor (Psy 102). Fall semester, 2004.
- York College, Search committee for vice-president for Institutional Advancement. May, 2004 – August, 2004.
- 2004 American Psychological Society conference; reviewer for the Social Psychological Study of Social Issues program.
- York College, Psychology discipline, accreditation self-study, Outcomes Assessment report co-author, spring Semester. 2004.

Susan M. Austin, Ph.D.

EDUCATION

Adelphi University, Garden City, NY 11530
2006 New York State Certification in School Psychology
Ph.D., 1998 Experimental Social Psychology
M. A., 1991 Experimental Psychology
B. A., 1984 Psychology, Magna cum Laude

PROFESSIONAL EXPERIENCE

York College of C.U.N.Y., Jamaica, NY 11451
Doctoral Lecturer Fall 2009-Present
Adjunct Assistant Professor Spring 2000-Summer 2009
Substitute Assistant Professor Spring 1998-Fall 1999
Adjunct Instructor Fall 1991-Fall 1997

Adelphi University, Garden City, NY 11530
Adjunct Assistant Professor Summer 1993-Present

Nassau Community College, Garden City, NY 11530
Adjunct Associate Professor Spring 2000-Present
Adjunct Instructor Winter 1993

Molloy College, Rockville Centre, NY 11571
Adjunct Assistant Professor Summer 2000-Fall 2002

Camp Avenue School, N. Merrick, NY 11566
School Psychology Intern September 2005-June 2006

H. Frank Carey High School, Floral Park, NY 11010
School Psychology Intern September 2005-June 2006

Adelphi University, Garden City, NY 11530
Teaching and Research Fellow Fall 1989-Spring 1996

PROFESSIONAL PUBLICATIONS

Austin, S., & Hoffman, N. (2005). Instructional consultation: A wave of the future. Nassau County Psychological Association Newsletter.
Wilson, W. C., Rosenthal, B. S., & Austin, S. (2005). Exposure to community violence and upper respiratory illness in older adolescents. *Journal of Adolescent Health, 36*, 313-319.

PROFESSIONAL PRESENTATIONS

Austin, S. Situational comparison processes and self-esteem: Fleeting effects of an enduring construct. Poster presented at the annual meeting of the Eastern Psychological Association, Providence, RI, April, 1999.
Austin, S. Envy, schadenfreude, and the notion of invidious comparison. Poster presented at the annual meeting of the Eastern Psychological Association, Providence, RI, April, 1999.

- Austin, S. Self-love, self-hate: Toward a new understanding of women and self-esteem. Paper presented at the York College Conference on the History of Women, York College, Jamaica, NY, March, 1999.
- Austin, S., & Hillman, J. Facial features: The effects of stimulus type and trait assignment. Poster presented at the annual meeting of the Eastern Psychological Association, Philadelphia, PA, March, 1996.
- Curtis, R., Austin, S., & Schultz, G. Anxiety and implicit and explicit recall of self-relevant information. Paper presented at the annual meeting of the Eastern Psychological Association, Providence, RI, April, 1994.
- Curtis, R., Velker, D., & Austin, S. Anxiety and punitiveness towards others. Poster presented at the annual meeting of the Eastern Psychological Association, Providence, RI, April, 1994.
- Curtis, R., Pacell, D., & Austin, S. Anxiety and stereotypical behavior. Paper presented at the Nags Head Conference on Social Cognition, Miami, FL, May, 1992.
- Szymanski, K., Austin, S., & Virgile, C. The effect of experimenter status on performance within the social loafing paradigm. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL, May, 1992.

YORK COLLEGE DEPARTMENT AND COLLEGE SERVICE

2009-2010

- Participated in Yorkfest in September
- Participated in York College Open House in November
- Served as a judge for the 2010 Humanities, Math and Science Expo in May
- Co-coordinator for the PSY 102 course
- Helped developed a questionnaire for faculty feedback on PSY 102
- Participated in the YC 101 Faculty workshops and CETL workshops
- Open House/Advisement
- Observation of Adjunct Faculty
- Department Search Committee
- College Integrity Committee
- Search Committee School of Business Dean
- Advisement for Psychology majors

2010-2011

- Participated in Yorkfest in September
- Participated in York College Open House in November
- Conducted APA Workshops for Research Pool students
- Served as a judge for the 2011 Junior Science and Humanities Symposium
- Served as a judge for the 2011 Humanities, Math and Science Expo in May
- Conducted Special Education Workshop for the Department of Teacher Education
- Collaborated in the revision of EDU 301 Introduction to Special Education course
- Assisting in the development of a curriculum in special education
- Co-coordinator for the PSY 102 course
- Participated in CETL workshops
- Open House/Advisement
- Observation of Adjunct Faculty
- Department Academic Integrity Committee

- Advisement for Psychology majors

2011-2012

- Participated in Yorkfest in September
- Discipline Representative, Fall Open House
- Conducted APA Workshops for Psychology 102 Research Pool students (two each semester)
- Co-coordinator for Psychology 102 course
- Organized and participated in the Behavioral Sciences-Biology “Mardi Gras” Open House highlighting faculty-student research opportunities and career possibilities
- Judge, 2012 Junior Science and Humanities Symposium
- Judge, 2012 Junior Science and Humanities Symposium Semi-finalists
- Judge, 2012 Humanities, Math and Science Expo
- Conducted Special Education Workshop for the Department of Teacher Education
- Participated in CETL workshops
- Participated in various departmental-level events (e.g., Psi Chi Induction, Dean’s List Reception, etc.)
- Department Academic Integrity Committee
- Advised students for academic progress, career development, and graduate school

PROFESSIONAL AWARDS

Recipient of the 1996 and 1994 Kurt Derner Travel Award
 Recipient of the 1994 Marvin A. Iverson Memorial Award

PROFESSIONAL MEMBERSHIPS

American Psychological Association
 Division 8: Social Psychology
 Division 2: Society for the Teaching of Psychology
 National Association of School Psychologists

COURSES TAUGHT

Abnormal Psychology	General Psychology
Advanced Experimental Psychology	Human Development I and II
Adolescent Development	Industrial and Organizational Psychology Business
Organization and Management	Management and Personnel Psychology
Child Development	Psychology of Women
Cognitive Psychology	Psychological Testing
Consultation in School Settings (Graduate)	Social Cognition
Developmental Theory (Graduate)	Social Psychology
Environmental Psychology	Social Psychology Laboratory
Experimental Psychology	Theories of Personality

ADDITIONAL PROFESSIONAL EXPERIENCE

Adelphi University, Garden City, NY 11530

Administrative Assistant August 1973-August 1989
 Oversaw the operation of an academic department.

Dr. Donna M. Chirico

Education

1979 York College of The City University of New York (CUNY)

B.A. in Psychology; minor equivalent in Anthropology

Honors and Awards: *Summa Cum Laude*; Department Honors in Psychology at Graduation; Foreign Language Certificate of Merit, French; *Psi Chi*, International Honor Society in Psychology

1980 Fordham University at Lincoln Center

M.S. in Counseling Psychology

Honors and Awards: Full Academic Scholarship/Assistantship
Phi Delta Kappa, National Honor Society in Education

2000 Teachers College Columbia University

**Ed.D. in Religion and Education - Department of Arts and Humanities
(formerly Department of Social Sciences)**

Dissertation: The Bond Between Nature and the Soul of Man: Transcendent Imagination in Psychological Development

• *Honors and Awards:* Teachers College General Academic Scholarship, *Kappa Delta Pi*, International Honor Society in Education, Teachers College Student Advisory Council

Professional Experience

2012- York College of The City University of New York

Professor of Psychology

2000-2012 York College of The City University of New York

Associate Professor of Psychology

1993- 2000 York College of the City University of New York

Lecturer in Psychology (Certificate of Continuous Employment granted)

Courses Taught in Psychology:

Experimental Methods

History of Psychology

Introductory Psychology

Laboratory in Sensation and Perception

Psychology of Personal Awareness

Human Development I - Infancy/Childhood

Human Development II - Adolescence/Maturity

Introduction to Statistical Methods; Advanced Statistical Methods

Personality Psychological Consequences of Chronic Disabilities

Practicum in Group Dynamics Psychology of Geriatrics

Psychology of Death and Dying

The Psychology of the Religious Experience

Social Psychology

Courses Taught in other disciplines:

College-wide Honor's Program Seminar: Creative Genius

Liberal Studies Senior Seminar

Introduction to Eastern Religions

The Italian Experience in the United States

Philosophical Psychology; Western Civilization

1980-1991 York College of The City University of New York
Adjunct and Substitute Lecturer in Psychology

1991-1993 Columbia University Jewish Office
Administrator

1989-1991 The City University of New York Law School at Queens College
Consulting Psychologist/Special Projects Coordinator

1987–1990 McGraw Hill Book Company/College Division
Editorial Consultant

1980-1984 Brooklyn Therapy and Counseling Service
Psychometrician

1980-1982 Institute for Behavioral Change of Long Island
Psychometrician

1980-1981 St. Nicholas of Tolentine Elementary School
Music Teacher

1979-1980 Fordham University at Lincoln Center
Graduate Research Assistant

1978-1979 York College of The City University of New York College
College Research Assistant

Professional Memberships

American Association of University Women
American Italian Historical Association
American Psychological Association: Division 52, International Psychology
Association for the Sociology of Religion
Mathematical Association of America
National Italian American Foundation
Society for the Scientific Study of Religion

Professional Honors

American Statistical Association, Member
American Statistical Association, Statistics in Sports Division, Member
Italian American Scholars and Professionals in Universities and Colleges: New York, New Jersey and Connecticut, John D. Calandra
Italian-American Institute at The City University of New York
John Templeton Foundation, Model Course in Religion and Science Program, finalist
Sigma Xi: The Scientific Research Society
Who's Who in America, 2007, 2008, 2009, 2010, 2011, 2012
Who's Who Among American Teachers, permanent listing
Who's Who Among Italian Americans, National Italian American Foundation
Who's Who in Theology and Science, John Templeton Foundation
The York College Honor Society for the Liberal Arts /Phi Beta Kappa (undergrad)
York College Student Government Award for Excellence in Teaching
York College Student Government Service Award
York College Student Government Annual Appreciation Award
York College Women's Center Citation, Recognition for Support of Women's Issues

**Professional
Activities and
Service**

Current

American Association of Colleges and Universities, Campus Representative
Book Reviewer, *Choice: Current Reviews for Academic Libraries*, 2005 – present
Editorial Board Member and Peer Reviewer, *Italian American Review*
Columnist, *il Bollettino*, Newsletter of the John D. Calandra Italian American
Institute
Judge and/or Chief Judge: Annual York College Science and Math Exposition
York College Junior Science and Humanities Symposium
Judge, Ursula Gielen Global Psychology Book Award, presented by Division 52 of
the American Psychological Association (International Psychology)
Mentor, Teachers College Columbia University Alumni Network
Mentor, Fordham University Alumni and Student Mentoring Program
Mentor, York College Summer Bridge to Science Program

CUNY-wide:

Italian American Faculty Staff Advisory Council of the John D. Calandra Italian
American Institute, member since 2006, Chairperson, 2008-current
Italian American Studies Committee of the John D. Calandra Italian
American Institute, 2010-
CUNYFirst, York College Faculty Chair Liaison, 2010-
Pathways, Psychology Committee, 2011-2012
Psychology Discipline Council, 2009-
Psychology Discipline Council, Chair, 2012-

College-wide at York:

Middle States Self Study – Periodic Program Review, Co-Chair, 2011-
Occupational Therapy Disciplinary Committee, 2005-
Occupational Therapy Masters Thesis, Reader, as requested
Prof 201, Co-Director, 2012-2013
York College Graduate Council, 2010-
York College Honor Society for the Liberal Arts, President, 2005-
York College Pathways to Degree Completion Committee, Chair, 2012-

Department of Behavioral Sciences:

Chairperson, 2009-2011, re-elected, 2012-

Prior to Fall 2012 outside York College:

Book Reviewer, *Journal for the Scientific Study of Religion*
Book Reviewer, *World Psychology*
Consultant, Learning in the Real World Project sponsored by the Center for
Ecoliteracy, University of California at Berkeley
Consultant, Statistical textbook development in Psychology for Wadsworth and
Prentice-Hall Publishers
Counselor, *pro bono*, Beth Israel Methadone Treatment Center
Editor, *The Legal Awareness Bulletin*
Educational Consultant (and farm worker!), Duryea Farm/Fellowship Community
Hospital Aide, Queens Hospital Center and Meadowpark Nursing Home,
received, United Hospital Fund Service Award
Mentor, CUNY Italian American Community Career Connection
Peer Reviewer, *World Psychology*
PSC-CUNY Grant Evaluator

Reading Teacher, Green Meadow Waldorf School
Rohm and Haas Invitational Science Fair
School Board Member, The International School of Parkway Village
St. Nicholas of Tolentine Community Theater and Choral Ensemble,
Youth Chorus Director
St. Paul Interparochial School Advisory Board

Prior to Fall 2012 at York College:

Academic Assistants Program, a peer counseling service, Coordinator (undergrad)
Advisory Council to the Women's Center
"Centennial Celebration of Psychology" Committee, Chairperson (undergrad)
Commencement Committee
Committee on Academic Standards
Committee on Instruction, Chairperson
Curriculum Committee, member; then served as Recording Secretary for two years;
Then served as Chairperson for three years
Executive Committee of the Senate
Faculty Senate, member and then served two years as Recording Secretary
Honor's Club, Faculty Advisor
Institutional Photographer
Middle States Self Study – Periodic Program Review;
Task Force on Curriculum Development (2003)
Middle States Self Study; Task Force on Outcomes:
Academic Support Services Subcommittee (1998)
Outcomes Assessment Committee, Chair
Program Coordinator for Psychology, 2000-2009
Psi Chi, International Honor Society in Psychology, Chapter Faculty Advisor
Psychology Club, Faculty Advisor
Psychology Club, President (undergrad)
The Psychology Student Handbook, student editor
Quantitative Reasoning Project, Co-Chair, 2010
Women's Center, Faculty Liaison
Women's Club, Faculty Advisor
Writing Across the Curriculum (WAC), Steering Committee
WAC Faculty Development Seminar, Facilitator
WAC Writing in the Disciplines Project, Coordinator
WAC Course Coordinating Committee, Chair
York College Women's Leadership Colloquium Committee

Grants Awarded

"The Preventive Law for the Elderly Program," IOLA (Interest on Lawyer's Accounts), Funded 1991.

New York Council for the Humanities Mini-Grant for "Breezes from Andalusia: Dance, Spain and the Jews" - Performed by the Avodah Dance Ensemble, Funded 1993.

New York Council for the Humanities Mini-Grant for "Writing Awareness Week," Special Guest Lecturer, Gloria Naylor, Funded 1994.

City University of New York Faculty Development Grant for a one day colloquium, "Voices in the Wilderness: The Role of Spiritual Development as part of the University's Mission," Funded 1994/95.

York College Auxiliary Board Award funding for "Slavery in the Modern World" with keynote speaker Jean-Robert Cadet, March, 2002.

York College Auxiliary Board funding for "The Healing Power of Music" with keynote speaker Milford Graves, February, 2006.

York College Auxiliary Board funding for "Italian Heritage and Culture Week," October, 2011, 2012.

CUNY Diversity Projects Development Fund Grant for "Songs to the Sea Workshop: The Diverse Music of the Mediterranean," April 2013, (with S. Ghelli)

Publications and Presentations

Peer Reviewed Publications:

Uwe P. Gielen, Stuart Dick, Sidney Rosenberg, Donna M. Chirico and Frank Chiafettelli, Naturalistic observation of sex and race differences in visual interaction. *International Journal of Group Tensions*, 1979, 1-4, 211-227.

Uwe P. Gielen and Donna Chirico-Rosenberg, Traditional Buddhist Ladakh and the Ethos of Peace, *International Journal of Group Tensions*, Volume 23, Number 1, 1993, 5-24.

Donna M. Chirico, Building on Shifting Sand: The Impact of Computer Use on Neural and Cognitive Development, *Waldorf Education Research Institute Bulletin*, Volume 2, Number 1, 1997, 13-19.

Donna M. Chirico, Where Lies the Wisdom to Distinguish One from the Other: The Question of Moral Creativity at 2000, *Psychohistory*, Volume 27, Number 2, 1999, 47-58.

Donna M. Chirico, Exoteric and Esoteric Imagination in Psychological Development, *Social Compass*, Volume 48, Number 4, 2001, 525-539.

Donna M. Chirico, Painting Psychology: Using Narrative Responses to Art as a Way to Assess Transcendent Imagination. Published proceedings of the School of Visual Arts 21st Annual Conference on Liberal Arts and the Education of Artists, *Art Education, Religion and the Spiritual*, Winter, 2007.

Donna M. Chirico, "Guido: A Generational Rebellion" in *Guido: An Italian American Youth Style*, J. Sciorra and O. Cappelli, editors, Bordighera Press, 2011, 79-82.

Donna M. Chirico, The Dog Catches His Tail: A Critical Reflection on the Value of an Italian American Identity in Personal Development, in *The Status of Interpretation in Italian American Studies*, Peter Carravetta and Jerome Kruse, editors, Stony Brook, NY: *Forum Italicum* Publishing, 2011, pp. 185-200.

Published work includes numerous book reviews for multiple publications, newsletter articles, and short articles for community newspapers. While these are not scholarly publications per se, they establish expertise in the field.

Peer Reviewed Presentations:

"Development of Socio-Moral and Religious Thinking in Buddhist Ladakh"
Presented at the Divisional Colloquium, Teacher's College - Columbia University, October 16th, 1982.

“Buddhist Ladakh: Psychological Portrait of a Nonviolent Culture”
Paper presented at the annual conference of the Society for Cross-Cultural Research, Washington, D.C., February 21st, 1983.

“A Journey to Ladakh: Signs and Symbols in Tibetan Buddhism”
Paper presented to the York College Faculty Forum, April 11th, 1988.

“Breaking the Rules: Italian Americans in Higher Education”
York College Faculty Forum, October 13, 1999

“Esoteric and Exoteric Imagination in Americans of Italian Decent”
Conference paper presented at the Annual Meeting of the Association for Sociology of Religion, August 11, 2000.

“Holding Moonbeams in your Hand: Measuring Esoteric and Exoteric Imagination”
Conference paper presented at the Annual Meeting of the Society for the Scientific Study of Religion, October 20, 2001.

“The Narrative Strength of Descriptive Statistics”
CUNY Writing Across the Curriculum Professional Development Workshop,
May 28, 2003.

“Using Aesthetic Narrative to Assess Transcendent Imagination”
Paper presented at the Annual Meeting of the Society for the Scientific Study of Religion, October 25, 2003.

“Where is the Wisdom: The Question of Moral Creativity”
Paper presented at the Annual Meeting of the Association for Sociology of Religion,
August 15, 2004.

“Creative Genius: Balanchine, Dali, Niebuhr”
Conference paper presented at the 18th Annual Conference on Behavioral Research, Symposium Session, papers also presented by Khionna Douglas and Kathia Lamour, York College undergraduates, November 10, 2006.

“Painting Psychology: Using Narrative Responses to Art as a Way to Assess Transcendent Imagination”
Paper presented at the School of Visual Arts 21st Annual Conference on Liberal Arts and the Education of Artists, *Art Education, Religion and the Spiritual*, October 19, 2007.

“Transcendent Imagination and the Struggle for Educational Attainment Among Italian-American Women”
Conference paper presentation, *Recent Scholarship on Contemporary Italian-American Youth*, sponsored by the John D. Calandra Italian American Institute, October 25, 2007.

“Transcendent Imagination as an Agent of Change Among Italian American Women.” Conference paper presentation, *Italian American Youth Culture. Recent Reappraisals*, sponsored by the Stony Brook University Center for Italian American Studies, March 11, 2008.

"The Dog Catches his Tail: A Critical Reflection on the Value of an Italian American Identity in Personal Development"
Invited paper presentation, *Forum for Italian American Criticism*, October 6, 2008.

"Money and Fame are not Enough: Barriers to Education"
Paper presented at the XIII Colloquium of the Modern Languages Department, BMCC, *Immigration and the Road to Success: A Multicultural Perspective*, April 19, 2010.

"Being White, Feeling Black, Acting Out: Identity Development Among Italian American Youth"
Conference paper presentation, *Italian American Mental Health and Wellness*, sponsored by the John D. Calandra Italian American Institute, October 7-9, 2010.

"The Importance of Self-Identification in a Multi-Ethnic Social Environment."
Symposium paper presentation, *Italian American Mental Health: Research and Praxis*, October 14, 2011. Portions broadcast on *Italics*, CUNY-TV.

"How Ethnicity Trumps Race in the Struggle for Self-Identity."
Conference paper presentation, *Reconfiguring White Ethnicity: Expressivity, Identity, Race* sponsored by the John D. Calandra Italian American Institute, April 22-24, 2012.

"Cohesive Diversity or Segmented Assimilation?: A Case Study of the Italian American Experience at CUNY"
CUNY Faculty Diversity and Inclusion Conference, March 8, 2013 (with Dean Anthony J. Tamburri)

Invited Presentations, Keynote Addresses, Radio/Television Presentations and Workshop Facilitation:

"The Big Apple: An Insider's View"
Presented at the Florence A. Smith School, Oceanside, NY, May 9th, 1980.

"Development of Socio-Moral Reasoning in Buddhist Ladakh"
Symposium presented at the C.U.N.Y. Graduate Center, March 4th, 1981.

"Cross-Cultural Aspects of Aging: Socio-Moral and Religious Thinking in Buddhist Ladakh"
Invited lecture presented at the Institute for Cross-Cultural and Cross-Ethnic Studies, Molloy College, March 20th, 1982.

"Jungian Perspectives in Buddhist Symbolism"
Invited lecture, Ethical Cultural Society of Queens, January 20th, 1985.

"Psychological Development in Later Adulthood"
Workshop conducted at the CUNY School of Law, October 25th, November 1, 1989.

"The Status of Women in Eastern Religions"
Presented as part of National Women's History Month festivities; sponsored by the Women's Center of York College, March 26th, 1991.

“Growing Together or Growing Apart: The Impact of Interdynamic Processes on Group Formation and Leadership”
Keynote Speaker, York College Student Government Summer Leadership Conference, July 17th, 1992.

“Reconciling Ethnically Chauvinistic Views of Women in the Egalitarian Classroom”
Third Annual Faculty/Staff Conference, *Making Connections: York College in the Nineties*, January 21st, 1994.

“Statistics: Alive!”
Invited presentation at St. Paul Interparochial School, September, 2006

“Applying to Doctoral Programs in Psychology”
Invited talk, Teachers College Columbia University, October 13, 2006.

“Caring for the Caregiver”
Workshop presented at the Church of the Presentation, Upper Saddle River, NJ, February 15, 2007.

“Classroom and Curricular Assessment”
York College Faculty Development Workshop, April 27, 2007.

“Cultural and Generational Differences: Struggles in Education”
Paper presented at the York College Women’s Leadership Colloquium, April 7, 2010.

“What to Know Before Getting a Doctoral Degree”
Teachers College Columbia University, panel discussion, April 13, 2010.

“The Uses of Statistics in Sports”
Radio Interview, *Beyond the Balls*, KRFC, July 2009;
Rebroadcast, December 2009 as one of the year’s 10 best shows.

“Department Management and Business Practices, Personnel Supervision, Scheduling, Faculty Assignments”
York College Department Chairs Workshop, Fall 2009.

“Preparing your Application and Portfolio”
New Faculty Orientation Workshop, presenter January 15, 2010

“Deportation Panic – Undocumented J’Cans Shun US Census”
Newspaper interview, *Jamaica Observer*, March 29, 2010

“Italian Americans as an Affirmative Action Group in Higher Education”
Presented on *Nota Bene*, the webcast division of CUNYTV’s *Italics*, September 21, 2010.

“Enhancement through General Education Reform”
York College 4th Annual Leadership Retreat, January 11, 2011.

“Tsunami: Catastrophic & Horrific Disasters in Japan; The Psychological Impact of Disasters”
York College, sponsored by the Earth and Physical Sciences Club, March 31, 2011.

“Ethnic and Gender Barriers to Educational Attainment”
Keynote speaker, Annual Psi Chi Initiation and Dinner, St. Francis College,
April 1, 2011.

“What is an Italian identity? On a Different Shore, Defining Italians: Italian Identity in the 3rd Millennium.” Part I, NYC, NY
Invited expert panelist to participate in a constructive dialogue exploring the transformation of Italy and Italian culture today. The symposium was sponsored by ILICA, the Italian Language Inter-Cultural Alliance, October 24-25, 2012.

Unity of Existence. Invited panelist, Vedanta Society of New York, Celebration of the 150th Birth Anniversary of Swami Vivekananda Conference, May 18, 2013.

“What is an Italian identity? On a Different Shore, Defining Italians: Italian Identity in the 3rd Millennium.” Part II, Rome, Italy
Invited expert panelist to participate in a constructive dialogue exploring the transformation of Italy and Italian culture today. The symposium was sponsored by ILICA, the Italian Language Inter-Cultural Alliance, May 26-27, 2013.

Session Chair, Discussant and Panel Moderator:

“Reauthorizing the Older Americans Act”
Panel Moderator, presented as part of the *Preventive Law Community Fair Day*, sponsored by the C.U.N.Y. School of Law, May 3rd, 1991.

“Italians in the Americas”
Conference sponsored by the John D. Calandra Italian American Institute,
Conference organizer and Sessions Chair: 1. Reflections in Psychology; 2. First Encounters, First Conflicts, April 24-26, 2008.

“The Land of our Return: Diasporic Encounters with Italy”
Conference sponsored by the John D. Calandra Italian American Institute,
Session Chair: Routes of Return, April 23-25, 2009.

“*Terre Promesse*: Excursions Towards Italian Topographies”
Conference sponsored by the John D. Calandra Italian American Institute,
Session Chair: Architecture Abandoned, Reclaimed, Reimagined, April 22-24, 2010.

Notable Skills of use in the Workplace

Complete proficiency in educational technology including PowerPoint, desktop publishing programs, and statistical programs. Proficiency with the establishment and implementation of writing across the curriculum and distance learning programs including podcasting. Expertise in the design of college-wide outcomes assessment plans. Gourmet cooking, custom tailoring, conflict management, interpersonal mediation, and a sense of humor.

Career Objective

It is always been my aim to teach across the disciplines of religion, philosophy, and psychology exploring the area of spiritual (or transcendent) development. I wish to continue to do research and curriculum development in these areas while working with students in their professional and personal development as it is informed by these areas. Eventually, I want to establish an institute for the exploration of transcendent development that brings together theory building and research. A central goal of this institute would be to encourage students of nontraditional backgrounds pursuing higher education to come to understand the importance of spiritual development within their overall psychological development and establishment of identity through direct participation.

CURRICULUM VITAE

Kristin M. Davies

kdavies@york.cuny.edu

Education

B.A., Psychology, May 2001, The Pennsylvania State University, University Park, PA

M.A., Psychology, May 2006, Stony Brook University, Stony Brook, NY

Ph.D., Social/Health Psychology, August 2009, Stony Brook University, Stony Brook, NY

Academic Honors

Deans List, University of Maryland, Baltimore County, 1998-1999, The Pennsylvania State University, 1999-2001

Graduation with Distinction, 3.76 GPA, The Pennsylvania State University, May 2001

Professional Awards and Grants

SPSSI Grants-in-Aid Award Recipient

Grant in the amount of \$1,000 awarded in Fall of 2008 by the Society for the Psychological Study of Social Issues for doctoral dissertation project: "Identifying Key Themes in Cross-Group Friendship Formation"

Travel Award Recipient

For participation in the "Real World Helping and Social Action" Pre-conference at the June 2006 convention of the Society for the Psychological Study of Social Issues, Long Beach, CA.

Travel Award Recipient

Grant awarded by the Social Sciences and Humanities Research Council of Canada (SSHRC) for travel to Simon Fraser University for a Research Internship in Fall of 2005.

Association Memberships

American Psychological Society

Society for the Psychological Study of Social Issues

Society for Personality and Social Psychology

Psi Chi, National Honor Society in Psychology

Golden Key, National Honor Society

Phi Kappa Phi, National Honor Society

Teaching Experience

York College, City University of New York; Department of Behavioral Sciences

Positions: Doctoral Lecturer, August 2010 – August 2012, Assistant Professor, August 2012 – present

Course Instructor:

Introductory Psychology

Research Methods

Personality

Course Instructor, York College Summer Excellence Program

Stony Brook University; Department of Psychology, Position: Graduate Student, January, 2005 – April, 2009

Course Instructor,

Introduction to Statistics

Laboratory Section Instructor,

Research and Writing in Psychology

Guest Lecturer,

Close Relationships

Teaching Assistant

Courses: Introductory Psychology, Theories of Personality, Statistical Methods in Psychology, Psychology of Women, Developmental Psychology, Advanced Research Methods in Social Psychology

Research Experience

York College, City University of New York; Department of Behavioral Sciences
Summer Research Program Mentor (Summer 2012)

Post-Doctoral

Research Fellow, Stony Brook University, Department of Psychology, September 2009 - August 2010.

Health Science Specialist

Department of Veterans Affairs New York Harbor Healthcare System, February 2010-August 2010.

Graduate Research Assistant

Stony Brook University, Department of Psychology, August 2002 - August 2009.

Mentor of Undergraduate Honors Theses

Stony Brook University, Department of Psychology, September 2004 – May 2005 & September 2006 – May 2007

Research Intern

Simon Fraser University, Department of Psychology, October 2005 – December 2005.

Lab Director

Stony Brook University, Department of Psychology, January–October 2005 & August 2006–May 2007.

Intergroup Relations Consortium Organizer

Stony Brook University, Department of Psychology, February 2007 – December 2007.

Research Interests

My research focuses on the intersection of intergroup and interpersonal relations. More specifically, I am interested in investigating how cross-group friendships begin and develop, and in identifying key factors and processes that contribute to the improvement of intergroup attitudes. It is also my strong desire to explore “real world” applications of this research, using behavioral intervention strategies that encourage friendly interpersonal interactions. In addition to improvements in intergroup attitudes, I seek to identify other positive outcomes that may result from these experiences, such as improvements in the self concept or reductions in social anxiety.

Current Research

Recently, I have collaborated closely with Dr. Arthur Aron (of Stony Brook University) and colleagues in the development and administration of a research project in which cross-group interaction partners participate in “Fast Friends,” a dyadic closeness generating exercise (Aron et al., 1997), along with other positive interpersonal activities; we have applied this design both in the context of race relations among students and police/community relations, and initial results suggest that these activities can improve attitudes about the group of one’s interaction partner.

In addition, my dissertation research was a longitudinal study of cross-race friendship development; a line of work I strongly wish to continue and expand upon. I also recently completed and published a meta-analysis of friendship and improved intergroup attitudes (i.e. reduced prejudice).

Publications and Papers

Davies, K., Wright, S.C., Aron, A. & Comeau, J. (Due September, 2012). Intergroup contact through friendship: Intimacy and norms. In M. Hewstone and G. Hodson (Eds.), *Advances in Intergroup Contact*. London, England: Psychology Press.

Davies, K., Tropp, L. R., Aron, A., Pettigrew, T. F., & Wright, S. C. (2011). Cross-group friendships and intergroup attitudes: A meta-analytic review. *Personality and Social Psychology Review*, 15, 332-351.

Davies, K. M., Wright, S. C. & Aron, A. (2011). Intergroup friendships: How interpersonal connections encourage positive intergroup attitudes. In L. R. Tropp and R. Mallett (Eds.), *Beyond Prejudice Reduction: Pathways to Positive Intergroup Relations*. (pp.119 – 138). Washington, DC: American Psychological Association.

Davies, K.M. (2010). Identifying key themes in cross-group friendship formation. *Dissertation Abstracts International*, 71, 2091-2207.

Davies, K. M. (2006). *Perceived Cross-Group Distinctiveness, Outgroup Contact, Inclusion of Other in Self Variables, and Outgroup Attitude: An Exploratory Investigation*. Unpublished master's thesis. Stony Brook University, Stony Brook, NY.

Aron, A. & Davies, K. M. (2009). Aristotle and Plato on relationships. In H. T. Reis and S. K. Sprecher (Eds.), *Encyclopedia of Human Relationships*. (pp. 108 – 110). Thousand Oaks, CA: Sage Publications.

Aron, E. N., Aron, A., & Davies, K. M. (2005). Adult shyness: the interaction of temperamental sensitivity and an adverse childhood environment. *Personality and Social Psychology Bulletin*, 31, 181-197.

Professional Presentations

Davies, K. M. (2012, January). An Exploration of Perceived Normative Support and Cross-group Friendship Formation. Poster given at conference of the Society for Personality and Social Psychology, San Diego, CA.

Davies, K. M. (2010, January). Identifying Key Themes in Cross-Group Friendship Formation. Poster given at conference of the Society for Personality and Social Psychology, Las Vegas, NV.

Davies, K. M. (2009, April). Identifying Key Themes in Cross-Group Friendship Formation. Talk given to the Intergroup Relations and Social Justice Lab group, Burnaby, BC, Canada.

Davies, K. M., Aron, A., Wright, S., Eberhardt, J. L. & Bergsieker, H. (2009, April). Applications of Laboratory-Based Closeness Generating Procedures in Intergroup Relations Contexts. Talk given at the convention of the Western Psychological Association, Portland, OR.

Davies, K. M. & Aron, A. (2009, February). Identifying Key Themes in Cross-Group Friendship Formation: Some Preliminary Findings, Poster given at the Group Processes and Intergroup Relations Pre-Conference of the Society for Personality and Social Psychology, Tampa, FL.

Davies, K. M., Aron, A., Tropp, L., Pettigrew, T. & Wright, S. (2008, January). Cross-group Close Relationships and Outgroup Attitudes: A Meta-Analytic Review, Poster given at the Group Processes and Intergroup Relations Pre-Conference of the Society for Personality and Social Psychology, Memphis, TN.

Davies, K. M., Aron, A., Wright, S., Eberhardt, J. L. & Bergsieker, H. (2007, June). The Fast Friends Project: Initial Results of an Intergroup Contact Intervention, Talk given at the convention of the Canadian Psychological Association, Ottawa, Ontario.

Davies, K. M., Aron, A., Wright, S., McLaughlin-Volpe, T. (2007, January). The Stony Brook Fast Friends Project: Some Initial Results, Poster presented at the conference of the Society for Personality and Social Psychology, Memphis, TN.

Davies, K. M., Aron, A., Wright, S., Eberhardt, J. L. & Bergsieker, H. (2006, June). Extended Contact and Direct Contact in “Real-World” Cross-group Settings, Talk given at the convention of the Society for the Psychological Study of Social Issues, Long Beach, CA.

Davies, K. M., Aron, A., Wright, S., Eberhardt, J. L. & Bergsieker, H. (2006, January). Applications of Laboratory Based Closeness Generating Procedures in College Adjustment and Intergroup Relations Contexts, Poster presented at the conference of the Society for Personality and Social Psychology, Palm Springs, CA.

Davies, K. M., Aron, A., Wright, S., McLaughlin-Volpe, T. (2005, October). The Stony Brook Fast Friends Project: Some Initial Results, Talk given to the Simon Fraser University Social Psychology Area, Burnaby, BC, Canada.

Davies, K. M. & Aron, A. (2005, January). Intergroup Friendship and Perceptions of African American Distinctiveness, Poster presented at the conference of the Society for Personality and Social Psychology, New Orleans, LA.

Davies, K. M. & Aron, A. (2003, February; 2004, July). Exploring Relationships Between Psychological Birth Order, Attachment and Relationship Satisfaction. Poster presented at the conference of the Society for Personality and Social Psychology, Los Angeles, CA; Later presented at the conference of the International Association for Relationship Research, Madison, WI.

Employment

Post-Doctoral Research Fellow

Stony Brook University, Department of Psychology, September 2009 - Summer, 2010. (See “Research Experience” above)

Teaching Assistant

Stony Brook University, Department of Psychology, January 2005- May 2009. (See “Teaching Experience” above)

Graduate Assistant for Commuter Student Services

Stony Brook University, Stony Brook NY, August 2003 – May 2004.

Intake-assessment Counselor

The Meadows Psychiatric Center, Centre Hall PA, October 2001- July 2002.

Youthful Offenders Program Instructor

Community Help Centre, State College PA, August 2001- May 2002.

Parent and Child Interviewer

FAST-Track Research Program, Pennsylvania State University, University Park, PA, Summer 2001 and 2002.

Friendship Group Leader

Psychology Department, Pennsylvania State University, University Park, PA, Fall 2000 and Spring 2001.

Community & Volunteer Work

“Fast-Friends” Intervention Organizer

Stony Brook University, Stony Brook, NY, Fall 2002- Current.

Youthful Offenders Program Instructor

Community Help Centre, State College PA, August 2001- May 2002.
(See “Employment” above)

Volunteer Crisis Counselor

Community Help Centre, State College PA, May 2000- May 2002.

ROBERT O. DUNCAN

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Department of Behavioral Sciences
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Jamaica, NY 11451, USA
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EDUCATION

Degree	Institution	Field	Dates
PhD	University of California, San Diego	Psychology	1999
MA	University of California, San Diego	Psychology	1994
BA	University of California, San Diego	Psychology / Music Humanities	1993

FULL-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
New York University	Visiting Scholar	Center for Brain Imaging	2011 to present
The City University of New York / Graduate Center	Assistant Professor	Psychology / Cognitive Neuroscience Subdivision	2010 to present
The City University of New York / Graduate Center	Assistant Professor	Biology / Neuroscience Subdivision	2009 to present
The City University of New York / York College	Assistant Professor	Psychology	2008 to present
University of California, San Diego	Assistant Project Scientist III	Ophthalmology	2006 to 2010
University of California, San Diego	Postdoctoral Fellow	Ophthalmology	2004 to 2006
The Salk Institute for Biological Studies	Postdoctoral Fellow	Systems Neurobiology Laboratory	2000 to 2004

PART-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
University of Phoenix, MA program	Faculty	Psychology	2007 to present
San Diego Mesa College	Adjunct Professor	Psychology	2006 to 2008
University of California, San Diego	Teaching Assistant	Psychology	1994 to 1997

PUBLICATIONS IN FIELD OF EXPERTISE

Articles:

1. **Duncan R.O.**, Sample, P.A., Bowd, C., Weinreb, R.N., & Zangwill, L.M. (2012). "Arterial spin labeling fMRI measurements of decreased blood flow in primary visual cortex correlates with decreased visual function in human glaucoma." *Journal of Vision Research*. 60: 51-60.
2. Bai, X., **Duncan, R.O.**, Horowitz, B., Glodstein, S., Graffeo, J., Lavin, J. (2012). "The added value of 3D simulations in healthcare education." *Journal of Nursing Education*. 4(2): 67-72.
3. Bai, X., Lavin, J., **Duncan, R.O.** (2012). "Are we there yet? Lessons learned through promoting 3D learning in higher education." *The International Journal of Learning*. 4(2): 67-72.
4. Bai, X., Horowitz, B., **Duncan, R.O.**, Glodstein, S., Graffeo, J., Lavin, J. (2011) "Designing Case Studies through 3D Simulations for the Health Professions." *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications*. AACE.

5. Lu K., Perthen, J.E., **Duncan, R.O.**, Zangwill, L.M., & Liu, T.T. (2008). "Non-invasive Measurement of the Cerebral Blood Flow Response in Human Lateral Geniculate Nucleus with Arterial Spin Labeling fMRI." *Human Brain Mapping*. 29(10): 1207-14.
6. **Duncan, R.O.** & Boynton, G.M. (2007). "Tactile Hyperacuity Thresholds Correlate with Finger Maps in Primary Somatosensory Cortex (S1)." *Cerebral Cortex*. 17(12): 2878-91.
7. **Duncan, R.O.**, Sample, P.A., Weinreb, R.N., Bowd, C., & Zangwill, L.M. (2007). "Retinotopic Organization of Primary Visual Cortex in Glaucoma: A Method for Comparing Cortical Function with Damage to the Optic Disk." *Invest Ophthalmol Vis Sci*. 48(2): 733-44.
8. **Duncan, R.O.**, Sample, P.A., Weinreb, R.N., Bowd, C., & Zangwill, L.M. (2007). "Retinotopic Organization of Primary Visual Cortex in Glaucoma: Comparing Cortical Function with Visual Field Loss." *Prog Retin Eye Res*. 26(1): 38-56. [INVITED PAPER]
9. **Duncan, R.O.** & Boynton, G.M. (2003). "Cortical Magnification within Human Primary Visual Cortex Correlates with Acuity Thresholds." *Neuron*. 38(4): 659-71.
10. **Duncan, R.O.**, Albright, T.D., & Stoner, G.R. (2000). "Occlusion and the interpretation of visual motion: Perceptual and neuronal effects of context." *Journal of Neuroscience*. 20(15): 5885-97.

Refereed Proceedings:

1. Bashir, B., Mokruue, K., & **Duncan, R.O.** (2013) "Using Game-Based Learning to Educate At-Risk Students About Anxiety Disorders." 2013 National Conference on Undergraduate Research.
2. Bai, X., **Duncan, R.O.**, Graffeo, J., Lavin, J., & Wright, R. (2012). "Developing 3D Simulations for Health Education." 11th Annual CUNY IT Conference.
3. Bisz, J., Crocco, F., Duncan, R.O., Offenholley, K., Potter, L., & Smale, M.A. (2012). "Gaming Across the Curriculum." 11th Annual CUNY IT Conference.
4. Horowitz, B., Bai, X., **Duncan, R.O.**, Glodstein, S., Graffeo, J., Lavin, J. (2012). "Infusing Gerontology across Academic Disciplines through Virtual and Service Learning Pedagogies." Association for Gerontology in Higher Education's 38th Annual Meeting and Educational Leadership Conference.
5. **Duncan, R.O.**, Sample, P.A., Bowd, C., Weinreb, R.N., & Zangwill, L.M. (2008). "Resting Cerebral Blood Flow in Human Glaucoma." *Invest Ophthalmol Vis Sci*.
6. **Duncan, R.O.**, Sample, P.A., Weinreb, R.N., Bowd, C., & Zangwill, L.M. (2007). "MRI Detection of Post-Retinal Neurodegeneration in Human Glaucoma: Association with Optic Disk Damage and Visual Field Loss." *Invest Ophthalmol Vis Sci*.
7. **Duncan, R.O.**, Sample, P.A., Weinreb, R.N., & Zangwill, L.M. (2006). "Retinotopic Organization of Human Primary Visual Cortex Correlates with the Pattern of Visual Field Thresholds." Annual meeting of the International Perimetric Society.
8. **Duncan, R.O.**, Sample, P.A., Weinreb, R.N., & Zangwill, L.M. (2006). "Retinotopic Organization of Primary Visual Cortex Correlates with Visual Function and Optic Nerve Head Structure in the Diagnostic Innovations in Glaucoma Study (DIGS)." *Invest Ophthalmol Vis Sci*.
9. Lu, K., Perthen, J., **Duncan, R.O.**, Zangwill, L.M., & Liu, T.T. (2006). "Detecting LGN Activation in Human Using Quantitative Perfusion-based fMRI: A Feasibility Study." ISMRM.
10. Lu, K., Perthen, J., **Duncan, R.O.**, Zangwill, L.M., & Liu, T.T. (2006). "Perfusion-based fMRI in human LGN and visual cortex reveals a regional difference in the coupling between blood flow and oxygen metabolism." ISMRM.
11. **Duncan, R.O.** (2006). "Measuring Glaucoma with fMRI." *Optometric Glaucoma Society Proceedings 2005: Review of Optometry Supplement*.
12. Lu, K., Zangwill, L.M., **Duncan, R.O.**, Wong, E.C., Wu, W.C., Restom, K., & Liu, T.T. (2005). "Functional Perfusion Imaging of Human Retina with Arterial Spin Labeling MRI." ISMRM.
13. **Duncan, R.O.**, Sample, P.A., Weinreb, R.N., & Zangwill, L.M. (2005). "Retinotopic Organization in Glaucoma Measured with fMRI in the Diagnostic Innovations in Glaucoma Study." *Invest Ophthalmol Vis Sci*.
14. Stoner, G.R., **Duncan, R.O.**, & Albright, T.D. (1998). "Area MT Responses to Contrast-Modulated Stimuli May Encode Depth-From-Dynamic Occlusion." *Invest Ophthalmol Vis Sci*.
15. Stoner, G.R. & **Duncan, R.O.** (1997). "Stereo-based terminator classification affects area MT responses." *Invest Ophthalmol Vis Sci*.

Non-Refereed Proceedings:

1. Lin, X., Chirico, L., Dhar, S., Gilman, S. & **Duncan, R.O.** (2012). "Using Game Mechanics to Improve Decision Making for Extreme Prospects in High School Students." Third Annual York College Summer Research Experience.
2. Gilman, S., Chirico, L., Dhar, S., Lin, X. & **Duncan, R.O.** (2012). "Exposing In-Group Biases for Ethnicity Using Educational Games." Third Annual York College Summer Research Experience.
3. Chirico, L., Dhar, S., Gilman, S., Lin, X., & **Duncan, R.O.** (2012). "Using A Game with a Linear Narrative to Teach Teens About Decision Making in Risky Situations." Third Annual York College Summer Research Experience.
4. Dhar, S., Chirico, L., Gilman, S., Lin, X., & **Duncan, R.O.** (2012). "Using A Board Game to Affect Attitudes About Multitasking." Third Annual York College Summer Research Experience.
5. Cook, P.M. and **Duncan, R.O.** (2012). "A Two-Pronged Approach to Making Games for Social Change." Third Annual York College Summer Research Experience.
6. Chouhan, V., Seenaraine, S., and **Duncan R.O.** (2012). "An Method for Drawing on 2D Surfaces in a 3D Game Engine." Third Annual York College Summer Research Experience.
7. Seenaraine, S., Cook, P., McIntosh, S., Chouhan, V. & **Duncan, R.O.** (2012) "Using Videogames to Change Attitudes About Time Management and Stress." Third Annual York College Summer Research Experience.
8. De La Cruz, R., Flores, H., Restitullo, E., Seenaraine, S., & **Duncan, R.O.** (2012). "An Assessment of Open-Source Technologies for the Development of Serious Games." Third Annual Undergraduate Research Conference at York College.
9. Restitullo, E., Flores, H., De La Cruz, R., Seenaraine, S., & **Duncan, R.O.** (2012). "Using Video Games to Teach Critical Thinking Skills in College Freshman." Third Annual Undergraduate Research Conference at York College.
10. Flores, H., Restitullo, E., De La Cruz, R., Seenaraine, S., & **Duncan, R.O.** (2012). "Using Video Games to Educate At-Risk College Students About Depression." Third Annual Undergraduate Research Conference at York College.
11. Aminov, S., Smickle, W. & **Duncan, R.O.** (2011). "Spatial Navigation Tasks Facilitate the Encoding of Long-Term Memories." Second Annual York College Summer Research Experience.
12. Kim, A., Loh, D., Mucha, N., Peters, M., & **Duncan, R.O.** (2011). "The effect of game mechanics on decision-making in high school students using a card game based on prospect theory." Second Annual York College Summer Research Experience.
13. **Duncan, R.O.** (2011). "The Physiology of Human Glaucoma." Graduate orientation seminar for the Department of Biology at the CUNY Graduate Center.
14. Medina, J., Alsaïdi, R., Arshad, D., & **Duncan, R.O.** (2011). "Evaluating the accuracy of multiple uncertain prospects in a game-like variation of the prospect theory paradigm." Second Annual Undergraduate Research Conference at York College.
15. Arshad, D., Medina, J., Alsaïdi, R., & **Duncan, R.O.** (2011). "Evaluating gender differences in a game-like choice paradigm with multiple uncertain prospects." Second Annual Undergraduate Research Conference at York College.
16. Alsaïdi, R., Arshad, D., Medina, J., & **Duncan, R.O.** (2011). "Arbitrary reinforcement and task difficulty in a game-like choice paradigm with multiple uncertain prospects." Second Annual Undergraduate Research Conference at York College.
17. **Duncan, R.O.** (2010). "Arterial spin labeling fMRI measurements in primary visual cortex correlate with clinical measurements of visual function in glaucoma." Soc Neurosci.
18. **Duncan, R.O.**, Sample, P.A., Weinreb, R.N., & Zangwill, L.M. (2005). "Retinotopic Organization of Human Primary Visual Cortex Reflects Damage to Retinal Nerve Fiber Layer in Glaucoma." Soc Neurosci.
19. **Duncan, R.O.** & Boynton, G.M. (2004). "Cortical Magnification within the Finger Map of Human Primary Somatosensory Cortex (SI) Correlates with Tactile Acuity Thresholds." Soc Neurosci.
20. **Duncan, R.O.** & Boynton, G.M. (2002). "Cortical magnification factor in human primary visual cortex correlates with Vernier acuity thresholds." Vis Sci Soc.
21. **Duncan, R.O.** & Boynton, G.M. (2002). "Areal cortical magnification factor in humans predicts Vernier acuity thresholds." Soc Neurosci.
22. Boynton, G.M. & **Duncan, R.O.** (2002). "Visual Acuity Correlates with Cortical Magnification Factors in Human V1." JOSA.

23. **Duncan, R.O.**, Albright, T.D., & Stoner, G.R. (1999). "Disparity-based surface segmentation influences perceived motion and oculomotor responses." *Soc Neurosci*.
24. **Duncan, R.O.** & Stoner, G.R. (1997). "The influence of stereo-based feature classification on motion processing in area MT." *Soc Neurosci*.
25. **Duncan, R.O.**, Stoner, G.R., & Albright, T.D. (1995). "Gating of perceptual motion coherence by foreground/background interpretation: Neural correlates in area MT." *Soc Neurosci*.
26. **Duncan, R.O.**, Stoner, G.R. & Albright, T.D. (1994). "Perceptual motion coherence and oculomotor responses to transparent plaids." *Soc Neurosci*.

Chapters in Books:

1. **Duncan, R.O.** (2010). "Imaging of Glaucomatous Neuronal Degeneration in the Central Nervous System." In Carl Erb (Ed.), *Search on Glaucoma*. Amsterdam: Excerpta Medica.
2. Albright, T.D., Croner, L.J., **Duncan, R.O.**, & Stoner, G.R. (2003). "Neuronal correlates of perceptual organization in the primate visual system." In R. Kimchi, M. Behrmann, & C. Olson (Eds.) *Perceptual Organization in Vision: Behavioral and Neural Perspectives*. Mahwah: Lawrence Erlbaum Associates.
3. Albright, T.D., Croner, L.J., **Duncan, R.O.**, & Stoner, G.R. (2003). "The influence of context on visual motion processing." In GT Buracas, O. Ruksenas, GM Boynton, & TD Albright (Eds.) *Modulation of neuronal responses: Implications for Active Vision*. Netherlands: IOP Press.

Other Publications:

1. Tadmor, M.D., **Duncan, R.O.**, Pe'er, D. (2012). "Code Breakers [Educational Software]." Science Expo 2012: The School at Columbia University.
2. **Duncan, R.O.** (2012). "Ask the Brains: What are the structural differences in the brain between animals that are self-aware and other vertebrates?" *Scientific American Mind*. March Issue.
3. Flores, H., Restitullo, E., De La Cruz, R., Seenaraine, S., & **Duncan, R.O.** (2012). "myBook: Depression [Educational Software]."
4. Restitullo, E., Flores, H., De La Cruz, R., Seenaraine, S., & **Duncan, R.O.** (2012). "myBook: Critical Thinking [Educational Software]."
5. **Duncan, R.O.** (2011). "myBook: Prospect Theory and Decision Making [Educational Software]."
6. **Duncan, R.O.** (2011). "Why can most people remember a color, but only a few people remember a pitch?" *Scientific American Mind*. April Issue.
7. **Duncan, R.O.** (2010). "Ask the Brains: How Do We 'See' with Our Eyes Closed When Dreaming?" *Scientific American Mind*. October Issue.
8. **Duncan, R.O.** (2009). "Ask the Brains: Why Do We Have Trouble Facing Our Credit Cards the "Right" Way?" *Scientific American Mind*. November Issue.
9. **Duncan, R.O.** & French, N. (2009). "Jazz Buddy (Version 1.0) [Educational Software]." [iTunes](#).
10. **Duncan, R.O.** (2009). "Provost Lecture: The Birth of York College." Academic Affairs Update.

INVITED PAPERS AND LECTURES

1. "Game Development Tools and Strategies for Education." (2013). CUNY School of Professional Studies.
2. "Helping Students Engage with Primary Literature: Motivation and Methods." (2013). York College CETL Workshop.
3. "Beyond Blackboard: Using Social Media In and Out the Classroom." (2012). York College CETL Workshop.
4. "Research by Design." (2012). York College Research Conversations Lecture Series.
5. "Implementing Serious Games in the Classroom." (2011). Ed Tech Webinar on Game Based Learning.
6. "Using Serious Games to Develop Critical Thinking Skills in College Freshmen." (2011). Annual Day of Assessment for the Center for Excellence in Teaching and Learning.
7. "Early Detection of Eye Disease: We only see what we think we see. You see?" (2011). York College Summer Research Initiative.
8. "The Guile of Perception and the Insidiousness of Glaucoma." (2010). York College Summer Research Initiative.
9. "It's All in Your Head: Cortical Contributions to Visual Acuity and Glaucoma." (2009). Graduate Neuroscience Seminar Series, City University of New York, City College.

10. "Using fMRI to Assess Neurodegeneration in Human Glaucoma." (2009). CUNY Neuropsychology Lecture Series at Queens College.
11. "Decreased Cerebral Blood Flow in Human Glaucoma." (2009). World Glaucoma Congress.
12. "Using MRI to Measure Individual Differences in Behavior and the Brain's Response to Injury." (2009). York College Provost Lecture Series.
13. "Functional Magnetic Resonance Imaging in Glaucoma Using Arterial Spin Labeling." (2007). The Glaucoma Foundation's Fourteenth Annual Think Tank.
14. "MRI Detection of Post-Retinal Neurodegeneration in Human Glaucoma: Association with Optic Disk Damage and Visual Field Loss." (2007). Association for Research in Vision and Ophthalmology.
15. "Measuring Glaucoma with fMRI." (2005). Optometric Glaucoma Society.
16. "Measuring the Cortical Representation of Visual Acuity with MRI." (2002). University of Texas at Austin.

WORKS IN PROGRESS

- **Duncan, R.O.** "Arterial spin labeling fMRI measurements of decreased blood flow in the lateral geniculate nucleus correlates with vision loss in human glaucoma."
- **Duncan, R.O.** "Arbitrary reinforcement and task difficulty in a game-like choice paradigm with multiple uncertain prospects."
- **Duncan, R.O.** "What education stands to learn from video games."

PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS

- Microsoft "Partners in Learning" / Daily Edventures – Global Hero in Education: 2013.
- Invited Talk – World Glaucoma Congress in Munich: 2011 [Declined]
- Invited Talk – World Glaucoma Congress in Paris: 2010 [Declined]
- York College Online-Hybrid Course Development Program: 2010.
- World Glaucoma Association – Travel Award: 2009.
- World Glaucoma Association – Future Impact Award: 2008.
- UCSD Health Sciences Subcommittee Award: 2008.
- UCSD Health Sciences Subcommittee Award: 2007.
- The Glaucoma Research Foundation: 2006.
- Heidelberg Engineering Young Investigator's Award: 2006.
- International Perimetric Association travel award: 2006.
- NEI travel award: 2005.
- NRSA Post-doctoral Fellowship: 1999.
- SAIN Training Grant: 1997.
- Cota Robles Research Fellowship: 1993.

GRANTS-IN-AID

- CETL Title III Grant for Teaching Excellence Program. 2010 to 2011: \$3000. Role: PI.
- PSC-CUNY 41 Research Award, Functional Magnetic Resonance Imaging of Glaucoma. 2010-2011: \$4375.77. Role: PI.
- UCSD Health Sciences Subcommittee on Research, Functional Magnetic Resonance Imaging in Glaucoma. 2007 to 2008: \$10,000. Role: PI.
- The Glaucoma Foundation, Functional magnetic resonance imaging (fMRI) of function-specific vision loss in glaucoma. 2006 to 2007: \$35,000. Role: PI.
- National Eye Institute, Effects of Spatial Attention in Visual Areas. 2000 to 2003: \$109,300. Role: PI.

INSTITUTIONAL SERVICE

Service to the Department:

- Online curriculum development for Psych 319: 2010 to present.

- Committee for MA and online teaching programs: 2010 to present.
- Coordinator for Cognitive Neuroscience Minor: 2010 to present.
- Course Coordinator for Psychology 319: 2009 to present.
- Website Liaison: 2009 to present.
- Advisement for Psychology Majors: 2008 to present.
- Faculty Teaching Evaluator: 2008 to present.
- Mentored 28 high school and undergraduate students: 2010 to present.
- Contributed to writing the department APR: 2013.
- Authored over 40 letters of recommendation: 2009 to 2012.
- Panelist for Getting into Graduate School: 2010.
- Search Committee, Lecturer in Psychology: 2010.
- Contributed support for student US Visa applications: 2009 to 2010.
- Representative at Open House: 2009.
- Representative at Yorkfest: 2008.

Service to the College/School:

- Co-representative at National College for Undergraduate Research Dialogs: 2013.
- Co-chair for Strategic Planning Working Group: Hybrid Learning Experiences: 2012-2013.
- Center for Interdisciplinary Health Practice: 2010 to present.
- 2nd Annual York College Undergraduate Research Day Planning Committee: 2010 to present.
- Advisory board for the Office of Undergraduate Research: 2010 to present.
- Judge for JSHS High School Science Fair: 2009 to present.
- Human Subjects Research Pool Committee: 2009 to present.
- Faculty Inquiry Group - Freshman Seminar: 2009 to 2010.
- 2nd Executive Search Committee (Vice President for Institutional Advancement): 2010.
- Participated in the President's Focus Group: 2010.
- Executive Search Committee (Vice President for Institutional Advancement): 2009.
- Faculty Inquiry Group - Information Literacy: 2008 to 2009.

Service to the Graduate Center:

- Reviewer for Doctoral Student Research Grant Applications: 2013.
- Generated questions for and graded PhD qualifying examinations: 2010 to 2011.
- Generated questions for and graded PhD qualifying examinations: 2009 to 2010.

Service to the University:

- Consultant on game-based learning for the CUNY School of Professional Studies and NYS Office of Children and Family Services: 2013.
- Reviewer for the C-SURP program: 2013.
- eGrade Tester: 2009.

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

- Educational Software Development - Audio Artillery: 2009 to present.
- Reuters Insight Consultants - Providing commentary and evaluation of scientific reports to be described in the popular press: 2008 to 2010.
- ScholarNexus - Consultant and moderator for MyNYScience.com, online social networking for New York scientists: 2007 to present.
- Ad hoc reviewer for Cerebral Cortex, Brain, Survey of Ophthalmology, Investigative Ophthalmology and Visual Science, Association for Research in Vision and Ophthalmology, Neuroscience and Investigative Health "Wellcome Trust," Nature Neuroscience, Vision Research, Journal of Neuroscience: 1994 to present.
- Professional society memberships: Association for Psychological Science, Association for Research in Vision and Ophthalmology, Society for Neuroscience, Vision Sciences Society, Human Factors

and Ergonomics Society, International Perimetric Society, BayCHI, International Game Developers Association, Game Audio Network Guild, NYC Game Developers Meetup: 1994 to present.

TEACHING ACTIVITIES AT THIS INSTITUTION

- PSYCH 490 Independent Study
- PSYCH 330 Foundations of Research Psychology
- PSYCH 319 Human Cognition Laboratory
- PSYCH 319 Human Cognition Laboratory - Online
- PSYCH 313 Sensation and Perception

OTHER TEACHING ACTIVITIES

- Introduction to Psychology
- Cognitive Psychology
- Sensation and Perception
- Physiological Psychology
- Advanced Statistics
- Research Methods
- Neuroscience Bootcamp

FACULTY DEVELOPMENT

- Online Teaching Incentive Workshop
- Center for Excellence in Teaching and Learning Seminars
- Attended the following conferences in 2010-2011: Games for Change, Society for Neuroscience.
- PSC-CUNY New Faculty Workshop
- Gender Equity Project Junior Faculty Workshop
- Participates in the CUNY Faculty Mentor Program
- Attended the following conferences in 2009-2010: Audio Engineering Society, Game Developers Conference, Games 4 Change, World Glaucoma Congress, Annual Meeting of the Association for Research in Vision and Ophthalmology.
- York College Provost Lecture series
- York College Prof 101 Workshop

CONRAD M. DYER

Comparative Politics, American Government, Urban Politics, Cultural Diversity,
Racial and Ethnic Politics

Teaching Experience

York College, City University of New York – CUNY, NY

1996-present Associate Professor of Political Science

1990-1996 Assistant Professor of Academic Development
Freshman Seminar – The College Experience, Cultural Diversity
Africa, Latin America and the Caribbean: A Cultural Survey
1985-1990 Lecturer, Department of Academic Development

John Jay College of Criminal Justice, CUNY, New York, NY

1992-1994 Adjunct Assistant Professor of African American Studies
The African American Experience

Governor's School on Public Issues at Monmouth University

1984-1986 Urban Issues in the Environment

Administrative Experience

York College, City University of New York, CUNY, NY

2000-2003 Chairperson, Department of Political Science and Psychology
1998-2000 Coordinator, Political Science Program

The Governor's School on the Environment, The Richard Stockton College of New Jersey.

Summer Position

1998- Director, Governor's School on the Environment
Curriculum development, manage \$250,000 budget, hire and supervise faculty and counselors.
1994-1997 Co-Director, Governor's School on the Environment
1993-1994 Assistant Director, Governor's School on the Environment

Presentations and Publications

2000 "Hill an' Gully Ride" Unpublished Manuscript Novel

Core 201 – *Teaching the African American Experience* A presentation at the Africa and the African
Diaspora conference – The Ties That Bind: Africa and the African Diaspora in the Americas.
York College – CUNY

1991 *The Search for Education Elevation and Knowledge (SEEK) male forum*. A presentation at the
Temple University conference on African-American Literature, Reading Writing and related issues
in the teaching of African-American Students.

1991 *The Search for Education Elevation and Knowledge (SEEK) male forum*. A presentation at the Medgar Evers College Conference on Positive Aspects of Black Male Development.

1990 *The African American Market* A consumer report published and marketed by Packaged Facts Inc.

1990 *Protest and the politics of open admissions: The impact of the Black and Puerto Rican student community of City College*. Unpublished dissertation, Graduate School and University Center, CUNY, May 1990.

Research Interests

Social Change and Community Development

Professional Memberships

Eastern Educators Research Association (EERA)

Ian Grant Hansen
Email: ihansen@york.cuny.edu

EDUCATION

- *Doctor of Philosophy (Psychology), University of British Columbia, Vancouver, Canada, 2007.*
- *Master of Arts (Psychology), University of Illinois-Urbana-Champaign, Illinois, U.S.A., 2002.*
- *Postgraduate Certificate (Psychology), Hong Kong University, Hong Kong, China, 2000.*
- *Bachelor of Arts (Philosophy), Phi Beta Kappa, Swarthmore College, Swarthmore, PA., U.S.A., 1996.*

PROFESSIONAL FOCUS

- My main research interest is social psychology, with specific interests in culture and cognition, political psychology and psychology of religion.

EMPLOYMENT-CURRENT AND RECENT POSITIONS

- Assistant Professor, Department of Behavioral Sciences, York College, City University of New York (August 2010 to present).
- *Adjunct Professor*, Department of Psychology, John Jay College of Criminal Justice, City University of New York (January 2010 to June 2010).
- *Substitute Assistant Professor*, Department of Psychology, John Jay College of Criminal Justice, City University of New York (August, 2008 to January, 2010).
- *Postdoctoral Fellow*, Center on Terrorism, John Jay College of Criminal Justice, City University of New York (August 2007-August 2008).
- *Visiting Scholar*, Department of Psychology, New School for Social Research (September 2007 – August 2008).

FELLOWSHIPS, HONORS, AND AWARDS

- *PSC-CUNY 43 Research Award*, York College, CUNY (\$5,466).
- *William Stewart Travel Award for National and International Conferences*, Department of Behavioral Sciences, York College, CUNY (\$500).
- *Izaak Walton Killam pre-doctoral fellowship*, Department of Psychology, University of British Columbia, 2004-2006 (\$25,000 per year for two years).
- *University graduate fellowship*, Department of Psychology, University of British Columbia, 2003 (\$16,000).
- *Graduate entrance scholarship*, Department of Psychology, University of British Columbia, 2002 (\$12,600).
- *Mark of distinction* for coursework in Psychology, University of Hong Kong, 1999.
- *Phi Beta Kappa*, Swarthmore College, 1996.
- *National Merit Scholar*, USA, 1992 (\$2,000).

LANGUAGES SPOKEN

- English (native)
- Mandarin Chinese (fluent)

- French (low intermediate)

PUBLICATIONS

Dar-Nimrod, I., **Hansen, I.**, Proulx, T., Lehman, D. R., Chapman, B. P., & Duberstein, P. R. (in press). Coolness: an empirical investigation. *Journal of Individual Differences*.

Ginges, J., **Hansen, I.** & Norenzayan, A. (2010). Religious belief, coalitional commitment, and support for suicide attacks. *Evolutionary Psychology*, *8*, 346-349.

Ginges, J., **Hansen, I. G.** & Norenzayan, A. (2009). [Religion and support for suicide attacks](#). *Psychological Science*, *20*, 222-230.

Norenzayan, A., Dar Nimrod, I., **Hansen, I. G.**, & Proulx, T. (2009). [Mortality salience and religion: Divergent effects on the defense of cultural values for the religious and the non-religious](#). *European Journal of Social Psychology*, *39*, 101-113.

Norenzayan, A., **Hansen, I. G.** & Cady, J. (2008). [An angry volcano? Reminders of death and anthropomorphizing nature](#). *Social Cognition*, *26*, 190-197.

Hansen, I. G. & Norenzayan, A. (2006). [Between yang and yin and heaven and hell: Untangling the complex relationship between religion and intolerance](#). In P. McNamara (Ed.), *Where God and Science Meet: How Brain and Evolutionary Studies Alter Our Understanding of Religion*. Vol. 3 (pp. 187-211). Westport, CT: Greenwood Press--Praeger Publishers.

Norenzayan, A. & **Hansen, I. G.** (2006). [Belief in supernatural agents in the face of death](#). *Personality and Social Psychology Bulletin*, *32*, 174-187.

Suedfeld, P. & **Hansen, I. G.** (2006). The many faces of international political psychology. In L. Shepherd (Ed.), *Political Psychology* (pp. 63-87). Berlin, Germany: International Political Science Association and Leske & Budrich.

Hong, Y., Liao, H., Chan, G., Wong, R., Chiu, C., Ip, G.W., Fu, H. & **Hansen, I. G.** (2006). Temporal causal links between outgroup attitudes and social categorization: The case of Hong Kong 1997 transition. *Group Processes and Intergroup Relations*, *9*, 265-288.

Hong, Y., Coleman, J., Chan, G., Wong, R. Y. M., Chiu, C., **Hansen, I. G.**, Lee, S., Tong, Y., & Fu, H. (2004). Predicting intergroup bias: The interactive effects of implicit theory and social identity. *Personality & Social Psychology Bulletin*, *30*, 1035-1047.

Hong, Y., Chan, G., Chiu, C., Wong, R. Y. M., **Hansen, I. G.**, Lee, S., Tong, Y. & Fu, H. (2003). How are social identities linked to self-conception and intergroup orientation? The moderating effect of implicit theories. *Journal of Personality & Social Psychology*, *85*, 1147-1160.

SYMPOSIA ORGANIZED

I. G. Hansen (Chair). *Attitudes Towards Torture: Social Psychological Investigations*. Symposium presented at the Biennial Conference of the Society for the Psychological Study of Social Issues, New Orleans, LA, June, 2010.

I. G. Hansen (Chair). *Cultural psychological approaches to religion*. Symposium conducted at the Annual Convention of the American Psychological Society; Los Angeles, CA, May, 2005.

I. G. Hansen (Chair). *The social benefits and hazards of religion*. Symposium conducted at the Annual Convention of the Western Psychological Society, Vancouver, BC, Canada, May, 2007.

CONFERENCE PRESENTATIONS

- Dickey, A. & Hansen, I. (2012, August). *Unstable uni-dimensional correlations between personality traits associated with conservatism*. Poster presented at York College Summer Research Program Poster Session, Jamaica, NY.
- Duguid, A. & Hansen, I. (2012, August). *Is support for torture greater when thinking morally or politically?* Poster presented at York College Summer Research Program Poster Session, Jamaica, NY.
- Pena, J. & Hansen, I. (2012, August). *Does the meaning of "conservatism" change in different moral contexts?* Poster presented at York College Summer Research Program Poster Session, Jamaica, NY.
- Hansen, I. (2012, July). *The ironic effect of considering oneself part of the 99%: Reduced support for activism and equality in a liberal student sample*. Talk presented as part of the symposium, "The dynamics and challenges of activism in the Occupy movement" at the Psychologists for Social Responsibility Conference, Washington, DC.
- Callaghan, B. (2012, July). *The effect of moral priming on support for torture*. Talk presented as part of the symposium, "Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture" at the Psychologists for Social Responsibility Conference, Washington, DC.
- Hansen, I. (2012, July). *The malleability of ideological construal*. Talk presented as part of the symposium, "Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture" at the Psychologists for Social Responsibility Conference, Washington, DC.
- Pena, J. (2012, July). *Does a moral frame of mind make utilitarian arguments for torture seem less plausible?* Talk presented as part of the symposium, "Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture" at the Psychologists for Social Responsibility Conference, Washington, DC.
- Rachard, R. (2012, July). *The effect of different framings of moral division on comfort with supporting torture*. Talk presented as part of the symposium, "Left and Right or Right and Wrong? A political psychological approach to understanding attitudes toward torture" at the Psychologists for Social Responsibility Conference, Washington, DC.

- Rachard, R., Jessenia, P., Partap, C., Borges, K. and Hansen, I. G. (2012, May). *Perceptions of societal divide and torture: what happens to support for torture when people think in moral vs. immoral terms?* Poster presented at Pace University Annual Psychology Conference, New York.
- Hansen, I. G., Partap, C., Pena, C., Rogers, R. and Borges, K. (2012, April). *Does the culture war divide make us more comfortable with supporting torture?* Talk given at Annual Hunter College Psychology Convention, New York, NY.
- Borges, K., Rogers, R., Partap, C., Pena, J. & Hansen, I. G. (2012, April). *Does the liberal-conservative divide make us more comfortable with supporting torture?* Poster presented at Annual York College Research Day, Jamaica, New York.
- Partap, C., Pena, J., Rogers, R., Borges, K. & Hansen, I. G. (2012, April). *The relationship between religiosity and support for torture.* Poster presented at Annual York College Research Day, Jamaica, New York.
- Pena, J., Borges, K., Partap, C., Rogers, R. and Hansen, I. G. (2012, April). *Punishment or information: What motivates torture?* Poster presented at Annual York College Research Day, Jamaica, New York.
- Hansen, I.G. (2011, July). *What we talk about when we talk about conservatism.* Paper presented at symposium "A Christian Nation facing the 21st century: How religion shapes modern America, and its role in a changing society", Annual Conference of the Society of Personality and Social Psychology, San Diego, CA.
- Hansen, I. G. *The efficiency of corporate corruption.* (2011, July). Talk given at roundtable discussion on "The Psychology of Corporate Corruption", Psychologists for Social Responsibility Conference, Brookline, MA.
- Hansen, I. G. *How the culture war sustains real wars.* (2011, July). Talk given at roundtable discussion on "The Psychological and Structural Aspects of War", Psychologists for Social Responsibility Conference, Brookline, MA.
- Duguid, A., Callaghan, B., Recckia, K. & Hansen, I. G. (2011, April). *Selfishness and Support for Torture.* Poster session presented at Einsteins in the City, New York, NY.
- Hansen, I. G. (2011, January). *Does National Religiosity Sit Well or Badly with National Peace and Freedom?* Paper presented at the Psychology of Religion Pre-Conference of the Annual Meeting of the Society of Personality and Social Psychology, San Antonio, Texas.
- Hansen, I. G. & Callaghan, B. (2011, January). *Moral Reasoning and Opposition to Torture.* Poster presented at the Annual Meeting of the Society of Personality and Social Psychology, San Antonio, Texas.
- Hansen, I. G., Jackson, V. & Cohen, A. (2010, January). *Religion, peace and freedom: Two multinational analyses.* Poster session presented at the Society for Personality and Social Psychology Psychology of Religion and Spirituality Pre-conference, Las Vegas, NV.
- Hansen, I. G. (2009, October). *The ironic trinity: liberalism-conservatism, tolerance-intolerance, and religion-nonreligion.* Paper presented at the Society for the Scientific Study of Religion, Denver, CO.
- Hansen, I. G. (2007, May). Religion as a paradoxical predictor of religious intolerance. In I. G. Hansen (Chair), *The social benefits and hazards of religion.* Symposium conducted at the Annual Convention of the Western Psychological Society, Vancouver, BC, Canada.

- Hansen, I. G. (2007, January). *Religious intolerance and support for violence: The role of implicit theories*. Poster session presented at the Annual Society for Personality and Social Psychology Conference; Memphis, TN.
- Hansen, I. G., Hamamura, T. & Norenzayan, A. (2007, January). *Chinese are both more open and more rigid than Westerners: The Confucian-Daoist paradox*. Poster session presented at the Annual Society for Personality and Social Psychology Conference; Memphis, TN.
- Hansen, I. G., Norenzayan, A., Ginges, J. & Dar-Nimrod, I. (2006, July). *Would the world be more peaceful without devotion to God?* Paper presented at the Annual Meeting for the International Society of Political Psychology, Barcelona, Spain.
- Hansen, I. G. (2006, July). *The ambivalent collective: Does collective mobilization help or harm freedom?* Paper presented at the Annual Meeting for the International Society of Political Psychology, Barcelona, Spain.
- Hansen, I. G. & Dar-Nimrod, I. (2006, July). *Democracy culture: Support for unions, voter enthusiasm, authoritarianism and freedom*. Poster session presented at the Annual Meeting for the International Society of Political Psychology, Barcelona, Spain.
- Hansen, I. G. (2006, June). *Coalitional religiosity, devotional religiosity and intolerance*. Paper presented at the Annual Meeting of the Human Behavior and Evolution Society, Philadelphia, PA.
- Hansen, I. G. (2006, May). *Religious intolerance and violence: The role of implicit theories*. Poster session presented at the Annual Meeting of the American Psychological Society, New York, NY.
- Hansen, I. G., Dar-Nimrod, I., Hamamura, T. & Suedfeld, P. (2006, January). *No surprise to Lech Walesa: The relationship between support for unions and support for democratic participation and liberty*. Poster Session presented at the Annual Society for Personality and Social Psychology Conference, Palm Springs, CA.
- Hansen, I. G. & Norenzayan, A. (2006, January). *Religion and war, religion and peace: Evidence for a nuanced relationship*. Poster Session presented at the Annual Society for Personality and Social Psychology Conference, Palm Springs, CA.
- Hansen, I. G. (2005, May). Religious devotion, religious culture and religious tolerance. In I. G. Hansen (Chair), *Cultural psychological approaches to religion*. Symposium conducted at the Annual Convention of the American Psychological Society, Los Angeles, CA.
- Hansen, I. G. & Norenzayan, A. (2005, January). *Mortality salience and belief in the supernatural: All-embracing worldview defense*. Poster session presented at the Annual Society for Personality and Social Psychology Conference, New Orleans, LA.
- Hansen, I. G. & Norenzayan, A. (2004, October). *Is Christianity an Asian value?* Paper presented at the Canadian Asian Studies Association 25th Anniversary Conference, Calgary, BC, Canada.
- Hansen, I. G., Suedfeld, P. & Hamamura, T. (2004, August). *Labor unions, authoritarianism and respect for democratic civility*. Paper presented at the International Congress of Psychology, Beijing, China.
- Hansen, I. G. & Norenzayan, A. (2004, August). *Is Christianity more Asian than Buddhism? How a "Western" religion can promote "Asian" values*. Paper presented at the International Congress for the International Association for Cross-Cultural Psychology, Xi'an, China.
- Hansen, I., Proulx, T., Dar-Nimrod, I., & Lehman, D. (July, 2004). *Individualist self-expression and collectivist survivalism through the lens of "coolness"*. Poster session presented at the Mind, Culture and Evolution Conference, University of British Columbia, Vancouver, Canada.

- Hansen, I. G. & Norenzayan, A. (2003, May). *Mortality salience and belief in God*. Poster session presented at the Annual Convention of the Western Psychological Association, Vancouver, British Columbia, Canada.
- Hansen, I. G. & Norenzayan, A. (2003, May). *Mortality salience and supernatural belief*. Poster session presented at the Annual Convention of the American Psychological Society, Atlanta, GA.
- Hansen, I. G. & Hong, Y. (2002, May). *Which side are you on: American and Chinese responses to novel polarized alternatives*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Kimel, S. Norenzayan, A. Hansen, I. G., & Brouillard, C. (2006, January). *Tightness-Looseness: Initial validation of a measure*. Poster session presented at the Annual Society for Personality and Social Psychology Conference; Palm Springs, CA.
- Vexelman, C., Hansen, I. G. & Norenzayan, A. (2005, January). *Existential anxiety and religious beliefs*. Poster session presented at the 6th Annual Society for Personality and Social Psychology Conference, New Orleans, LA.
- Dar-Nimrod, I., Proulx, T., Hansen, I. G. & Lehman, D. (2005, January). *The “essence of cool”: empirical investigation*. Poster session presented at the Annual Society for Personality and Social Psychology Conference, New Orleans, LA.
- Yuille, J., Cooper, B., Hervé, H. & Hansen, I. G. (2004, August). Perpetrators’ memories for violence: Perspectives from a biopsychosocial theory of eyewitness memory. Paper presented at the 28th International Congress of Psychology, Beijing, China.
- Choi, D-W., Norenzayan, A., Hansen, I. G., Chen, J., & Hengl, S. (2002, June). Overcoming the reference group effect: A revision of the Singelis (1994) Self-Construal Scale. Poster session presented at the 10th Ontario Symposium on Culture and Social Behaviour, London, Ontario, Canada.

PREVIOUS EMPLOYMENT-RESEARCH

- *Research Assistant*, Department of Psychology, University of British Columbia. (Spring, Summer and Fall Semester 2003, Fall Semester 2004, all year 2005, 2006, 2007).
- *Research Assistant*, Department of Psychology, University of Illinois-Urbana-Champaign. (Fall semester 2001).
- *Research Assistant*, Division of Social Science, Hong Kong University of Science and Technology (2000-2001).

PREVIOUS EMPLOYMENT-TEACHING

- *Adjunct Professor*, Eugene Lang, New School for Social Research (Spring, 2008).
- *Adjunct professor*, Adler School of Professional Psychology, Vancouver (October to November, 2006; March to April, 2007).
- *Lecturer*, Department of Psychology, University of British Columbia (Spring, 2005).
- *Teaching Assistant*, Department of Psychology, University of British Columbia. (Fall semester 2002, Summer and Fall Semester 2003, Spring semester & Summer, 2004, Fall semester, 2006; Spring semester, 2007)
- *Teaching Assistant*, Department of Psychology, University of Illinois-Urbana-Champaign. (Spring semester 2002).

- *Teacher of English as a Foreign Language*, Baojue Ch'an Temple, Taichung, Taiwan, ROC (1998); English Language Schools International, Taichung, Taiwan, ROC (1996-1997).
- *Teacher of philosophy and creative writing*, Baojue Ch'an Temple, Taichung, Taiwan, ROC (1998);

PREVIOUS EMPLOYMENT-OTHER

- *Paralegal*, Lovells (formerly Lovell White Durrant), Hong Kong. (1999-2000).
- *Assistant Director, study abroad program*, College of St. Benedict/St. John's University at Southwest China Normal University, Chongqing, PRC. (1997)

PROFESSIONAL MEMBERSHIPS

- Society for Personality and Social Psychology, Member.
- Psychologists for Social Responsibility, Member, Steering Committee.

ROBIN A. HARPER

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rharper@york.cuny.edu

EDUCATION

City University of New York, Graduate Center, NY, NY

Doctor of Philosophy in Political Science. (May 2007)

Masters of Philosophy in Political Science (May 2007)

Dissertation: *Does Citizenship Really Matter? An Exploration of the Role of Citizenship Plays in the Civic Incorporation of Permanent Residents and Naturalized Citizens in New York and Berlin.*

Columbia University, School of International & Public Affairs, NY, NY

Masters of Public Policy and Administration. Awarded May 1993.

George Washington University, Elliott School, Washington, DC.

Masters of International Affairs. Awarded May 1991.

Smith College, Northampton, MA

Bachelor of Arts, Modern European History / International Affairs. Awarded May 1988.

Université de Genève/Graduate School of International Studies (HEI), Geneva, Switzerland

non-degree study in History and International Relations, conducted in French 1986-87.

Summer Seminar on Immigrant Incorporation, at Humboldt University, Berlin, Germany

Seminars and research conducted in German and English. 2000.

TEACHING EXPERIENCE

Assistant Professor, York College (2008-present)

Visiting Assistant Professor, Wellesley College (2007-2008)

Adjunct Assistant Professor, Queens College (2007)

Adjunct Lecturer in Social Science, New York City Technical College (2003)

Graduate Fellow/ Adjunct Lecturer in Political Science, Brooklyn College (1999-2002)

Adjunct Instructor in English as a Second Language, Hostos Community College (1994-1998)

PUBLICATIONS

(Peer Reviewed Journals)

- Nakash, Ora; Maayan Nagar; Anat Shoshani; Hani Zubida; Robin A. Harper., "The effect of acculturation and discrimination on mental health symptoms and risk behaviors among adolescent migrants in Israel," *Cultural Diversity & Ethnic Minority Psychology*. (accepted for publication in *Cultural Diversity and Ethnic Minority Psychology*)
- Harper Robin A. 2011. "Making Meaning of Naturalization, Citizenship and Beyond from the Perspective of Turkish Labor Migrants," *Jahrbuch türkisch-deutsche Studien*. (Special Issue: 50 Jahre türkische Arbeitsmigration in Deutschland. (50 years of Turkish labor migration in Germany). December, pp 17-36.
- Harper, Robin A. and Hani Zubida. 2010. Making Room at the Table: Incorporation of Foreign Workers in Israel. *Policy and Society*. Vol. 29, pp. 371-383.

- Harper, Robin A. and Hani Zubida. 2010. In or Out – Migrant Workers in Israel: Boundaries of Israeli Citizenship. *In-Spire Journal of Law, Politics and Societies*. Vol. 5(1), pp. 1-23.

Chapters in Edited Books

- “Americanization Programs and Immigrant Incorporation,” in Elliott Barkan, ed., *Encyclopedia of US Immigration*: Santa Barbara, CA: ABC-CLIO, (a 9,000 word thematic essay, accepted for publication).
- “The New Germans: What’s New in the New German Citizenship Law” in Stefan Szwed, ed., 2005. *Building a New Transatlantic Generation*. Robert Bosch Stiftung: Stuttgart.
- “The Transformation of Inner and Outer Space: Reflections on Space and 9/11” in Yuri Kazepov (ed.) 2004. *Cities of Europe. Changing Contexts, Local Arrangements and the Challenge to Urban Cohesion*, Blackwell, Oxford.
- “New York” (data and edited photos on social exclusion and inclusion) in Yuri Kazepov (ed.) 2004. *Cities of Europe. Changing Contexts, Local Arrangements and the Challenge to Urban Cohesion*, Blackwell, Oxford.
- “Hear My Voice: Mechanisms for Community Participation for Citizens, Residents, and the Undocumented - New York Perspectives” in Lukas K. Sosoe, ed., 2003. *Diversite Humaine: Democratie, Multiculturalisme et Citoyenneté*. Montreal: Presse de L’universite Laval. (published in French and English)
- Karl, Jonathan, ed. *Freedom in the World 1993*. Freedom House; New York, 1993. (Chapters concerning democracy and human rights for minorities and refugees in Southwest Asia.)
- “Neutrality in Practice: Switzerland's Role in the Middle East.” European Studies Conference, Omaha, NE (1990) (published in conference proceedings)

Working Papers

- *Harper Robin and Hani Zubida. 2010. "In or Out – Migrant Workers in Israel: The Citizenship Dilemma". This paper was first presented at: COST Action IS0803, WG1 - Borders, Materiality, Signification. April 8-9 2010, Berlin.
- *Harper Robin and Hani Zubida. 2010. "Who's in Who's Out? Social Borders and Israeli Migrant Workers". This paper was first presented at: **Israel Studies Program International Workshop**. October 3-5, Calgary University.
- *Harper Robin and Hani Zubida. 2010. "Money Family Construction and Borders". This paper was first presented at: COST Action IS0803, **WS2 - Trusting the Neighbours: Debt, Credit, Coupons and Gifts Across Borders**. November 5-6 2010, Riga.

Encyclopedia Entries

- * “Private Prisons,” in David Schultz, ed. *Encyclopedia of American Law and Criminal Justice*. New York: Facts on File, Inc., 2012 (revised edition).
- * “Citizenship and Alienage,” in David Schultz, ed. *Encyclopedia of the United States Constitution*. New York: Facts on File, Inc., 2008.
- * “Loyalty Oaths” in David Schultz, ed. *Encyclopedia of the United States Constitution*. New York: Facts on File, Inc., 2008.

Books

- * ”Immigration and the Impact of Federal Welfare Reform on Immigrants in the Gateway States: California, Florida, New York and Texas,” 1997, in *The New York City Conference on Immigration: Resource Guide*. New York City Mayor’s Office, New York.

* Harper, Robin, ed. *Directory of Services to Immigrants: A Guide to Community-Based Organizations in New York City*. 1996. City of New York; New York.

Other Articles

- * "Coloring Our Houses: Populations, Civic Engagement and Historic Houses in New York City" (accepted for publication in the newsletter for the New York City Historic Houses Trust)
- * Robin A. Harper, "Skyping the Seder," 2011-2012. *Lilith*. vol 36, no 4, winter, p 28.
- * "Ubiquitous Bridgets," *New York City Historic Houses Trust Newsletter*, Fall 2010, pp 9-10.
- * Morse, Janice M., Lynda J. Dimitroff, Robin Harper, Amanda Koontz, Savita Kumra, Nancy Matthew-Maich, Paul Mihos and Christina Murphey. "You Say 'Five Tomatoes,' I Say 'A Few Tomatoes'": The Qualitative-Quantitative Language Divide" *Qualitative Health Research*. (accepted for publication)
- * "Where Have all the Women's Issues Gone?" National Mothers' Centers website Nov. 4, 2008. <http://yourwomaninwashington.blogspot.com/2008/11/where-have-all-womens-issues-gone.html>
- * "Postcards from Germany," *Lilith*. 2007, vol. 32, no. 3, fall. p 8.
- * "Limitations of Private Attending Pediatricians' Neonatal Intensive Care Unit Privileges in Level III Institutions Throughout the USA." *Pediatrics*. August 1994, vol. 94, no 2, pp 190-3. Harper, Rita, MD; Sia, C., MD; Spinazzola, R., MD; Wapnir, R., PhD, Harper, R., MPA.

Book Reviews

- Daniel Kanstroom's *Deportation Nation: Outsiders in American History*. Harvard University Press. (2007) *The New York Law Journal*, June 27, 2008: 2.
- Armando Navarro's *The Immigration Crisis: Nativism, Armed Vigilantism, and the Rise of a Countervailing Movement*. (2009). AltaMira, Choice (September 2009).
- Jennifer Brinkerhoff's *Digital Diasporas: Identity and Transnational Engagement*. (2009) Cambridge University Press, Choice (February 2010).
- Elizabeth Theiss-Morse's *Who Counts as an American?: The Boundaries of National Identity*. (2009) Cambridge University Press, Choice (May 2010).
- Niklaus Steiner's *International Migration and Citizenship Today* (2009) Routledge, Choice (July 2010).
- Daniel Benjamin, ed., *Europe 2030 Europe, Western Europe, Transatlantic Relations, European Union, Eastern Europe*. (2010) Brookings Institution Press. Choice. (December 2010)
- Alison Munioz's *Seeking Asylum: Human Smuggling and Bureaucracy at the Border*. University of Minnesota Press. (2010) Choice. (March 2011)
- Lucy William's *Global Marriage: Cross Border Marriage and Migration in a Global Context*. (2010) Palgrave MacMillan, Choice. (July 2011)
- Rogers Smith's, ed. *Citizenship, Borders and Human Needs* (2011) Choice. (November 2011)
- Anne McNevin's *Contesting Citizenship: Irregular Migrants and New Frontiers of the Political* (2011) Choice. (March 2012)
- Michael Edwards' ed., *Handbook of Civil Society*. Oxford University Press. (2011) Choice. (accepted for publication)
- Caroline B. Brettell and Deborah Reed-Danahay's. *Civic Engagements: The Citizenship Practices of Indian and Vietnamese Immigrants*. 2011. Stanford: Stanford University Press. Choice. (requested for review).

SELECTED PRESENTATIONS/CONFERENCE PAPERS

Migration

Invited Presentations

- * "Documents, Techniques and Technologies" Presentation and Technical Advice as part of the EastBordNet/COST Working Group WS4, "Visualization in Berlin, Germany", in Berlin, Germany, April 2012.
 - * "Money Family Construction and Borders" EastBordNet/COST Invited Workshop on Money, Riga, Latvia. November 2010. (with Hani Zubida)
 - * "Social Borders, Israeli Migrant Workers and The Future of Israel as a Jewish State" Institute for Israel Studies Workshop at the University of Calgary, Canada. October 2010. (with Hani Zubida)
- Presentations
- * "Foreign Workers and Israeli-Jewishness Dilemma" York College, Provost Lecture Series, April 2012
 - * "Should They Stay or Should They Go? Israel as an Ethnic State and the Question of Accommodation or Exclusion for Non-Coethnics Who Decide to Join the Ethnic State," Association for the Study of Nationalities, Columbia University April 2012
 - * "Guess Who's Coming for Dinner? How an Ethnic State Makes Sense of Non Co-Ethnic Migrants," WPSA Annual Meeting Portland, Oregon, March 2012
 - * "Wedding Bells: How does Construction of New Families in Host Countries Impact Remittances?" MPSA Annual Meeting – April 2012 (accepted for presentation)
 - * (given by Hani Zubida) "Where do we fit? Migrant workers between Jewishness and Israeliness – the Current Israeli citizenship debate." *The Israeli Law and Society Association Annual Conference 2011*, Bar-Ilan University, 28-29 December 2011.
 - * "Who's In and Who's Out? Foreign Workers, Social Borders and the Israeliness-Jewishness Debate" Association for Israel Studies annual conference, Brandeis University, June 2011 (with Hani Zubida)
 - * "Will a Child Lead Them? Foreign Worker Children and the Israeliness-Jewishness Debate" Western Political Science Association annual meeting, San Antonio, April 2011. (with Hani Zubida)
 - * (given by Hani Zubida) "Who is in and who is out? Social Borders and Migrant Workers in Israel" The Core of the Identity, the Heart of the Dispute: Who's an Israeli? Bar-Ilan University, February 2011.
 - * (given by Hani Zubida) "Public Policy, Labor Markets and the Israeli Palestinian Relationships" at *Gaza-Sderot: Moving from Crisis to Sustainability*, Sapir College, February 2011.
 - * (given by Hani Zubida) "Room at the Inn? – Accepting the Different and the Future of Migrant Workers in Israel" at Social Welfare in Israel: Research, Theory and Practice - EPSA Net Israel, The Annual conference of the Israeli Forum for Social Welfare, The Max Stern Academic College of Emek Yezreel, February 2011.
 - * (given by Hani Zubida) "In or Out- Migrant Workers in Israel: the Citizenship Dilemma" EastBordNet/COST Workshop on Borders, Berlin, Germany, April 2010, (joint paper - invited presentation for Hani Zubida)
 - * "Who We Are: Citizenship Manuals as Guides to Ourselves and Newcomers" Western Political Science Association Annual Meeting (accepted for presentation) San Francisco, 2010
 - * "After the Oath: The Legacy of the Bush Administration on US Citizenship Policy," APSA annual meeting (poster). Toronto (2009)
 - * "Interpreting Citizenship: What Does Citizenship Mean?" Western Political Science Association Annual Meeting, 2009.

- * “Representing Citizenship: A German Case” Center for Citizenship Studies, Wayne State University, 2009.
- * “*Non sum qualis eram: The Transformation from Permanent Resident into Citizen*” Graduate Student Workshop, Harvard University, Minda de Gunzburg Center, 2004.
- * “All in the Family: What Family Systems Theory Can Teach Us About Immigrant Incorporation” International Society of Political Psychology, Berlin, Germany, 2002.
- * “This Land is What? An Exploration of Political Affiliation, Attachment and Identity with New York City First and Second Generation Indian Immigrants,” International Society of Political Psychology, Berlin, Germany, 2002.
- * “Other Kinds of Potentates: a qualitative study examining the perception of the influence of US immigration policy on the private lives of Indian immigrants in New York City” International Political Science Association Quebec, Canada, 2000.
- * “Hear My Voice: Mechanisms for Community Participation - New York Perspectives.” Democracy, Citizenship & Pluralism, University of Montreal, Canada, 1996.
- * “German Integration Policies: Living in the Land of Illusion.” Robert Bosch Foundation (1994).
- * “Ethnic Tension, Youth and Revolution: Eastern Europe in Turmoil,” George Washington University, Washington, DC, 1991.

Statecraft

- * “Where Have All the Women’s Issues Gone?” York College Panel, “Gender Dynamics in the 2008 Presidential Election” 2008.
- * “The Myth and Kurdistan”. George Washington University, Washington, DC, 1991.
- * “Defense or Refugee Management: Role of the US Armed Forces.” Columbia University, NY, 1993.
- * “The European Community.” Naval Academy Foreign Affairs Conference, Annapolis, MD, 1988.
- * “Approaching Negotiations in Cases of Unconventional Warfare”, Capitol Area Peace Studies Conference, Washington, DC, 1990. (Published in conference proceedings)

Pedagogy

- * (with Wendy Johnston) “Harvesting the Power of Social Networking for the Political Science Classroom,” APSA Teaching & Learning Conference Workshop (2010)
- * "Generating Political Science Space in a MySpace World: Dealing with Differing Technologic Comfort" APSA Annual Teaching and Learning Conference (2009).
- * “When It’s All About the Grade: The Writing Process in a Grade-Focused World.” CUNY Graduate Center August Institute. New York. (2003).
- * “Genre and Writing Within the Discipline” CUNY Writing Fellows Conference. New York. (2004).

Professional Engagement

- Ad hoc Reviewer Qualitative Health Research (2010 - present)
- Ad hoc Reviewer for the Journal of Political Science Education (2010)
- APSA Migration & Citizenship Working Group (2009)
- APSA Immigration & US Politics Working Group (2009)

PUBLIC POLICY EMPLOYMENT

Supervising Analyst, New York City Office of Management & Budget, NY, NY (1996-1998)

Deputy Director, Mayor's Office of Immigrant Affairs & Language Services, NY, NY (1995-1996)

Policy Analyst. Commissioner for Foreigner Affairs, Berlin, Germany (1994)

Policy Analyst. Federal Ministry for Labor & Welfare: Integration Unit. Berlin, Germany (1993)

Project Supervisor, Afghanistan Vaccination & Immunization Center, Peshawar, Pakistan (1991 & 1992)

Researcher, Freedom House, New York, NY (1992-1993)

Assistant Editor, Defense & Diplomacy, McLean, VA (1988-1989)

Consultant, International Peace Academy, New York, NY (Summer 1988)

RESEARCH FELLOWSHIPS

Regional Training Network (RTN) Fellowship, European Union funded fellowship to study citizenship and social exclusion in Berlin. (2004-2005)

Minda de Gunzburg Center, Harvard University— funding for Graduate Student Workshop (2004)

Language Immersion Program Fellow: Designed and performed quantitative (survey) and qualitative (conducted interviews, focus groups, participant observation) research for decennial report examining factors for success for nonnative English university students. (2004-2005)

EUREX Fellowships, Research fellowship on social and spatial exclusion of migrants, including distance learning program, research conference and workshop in visual sociology. (2002 and 2003)

Research Assistanceships: City University of New York

2000 – Qualitative Data Analysis on Immigrant Second Generation in New York City Project Supervisor Professor John Mollenkopf

1999 – Quantitative Data Analysis on Women’s Movements and Violence Against Women Project Supervisor Professor Janet Gornick

PROFESSIONAL FELLOWSHIPS/GRANTS

Schusterman Center for Israel Studies Summer Fellow (\$15,000) (2012)

PSC-CUNY Research Grant (\$6000; project on foreign workers in Israel) (2012-2013)

Robert H. Smith Seminar for Fall 2011, "The Constitution: A Cosmopolitan Examination"

Sponsored by the Institute for Constitutional History at the New York Historical Society. (non-cash fellowship) (2011)

PSC-CUNY Research Grant (\$6000; project on foreign workers in Israel) (2011-2012)

PSC-CUNY Research Grant (\$3867; project on comparative analysis of classic immigration states) (2010-2011)

Faculty Fellowship Publication Program (\$3750; participation in a faculty publication workshop) (2010)

Center for Teaching & Learning (\$3000; Research grant for project on how millennial students learn political science through social networking technology) (2009)

Nippon Foundation – University Book Grant (100 books for York College library on contemporary Japan worth \$4000) (2009)

PSC-CUNY Research Grant (\$3750 project on comparative analysis of citizenship manuals) (2009-2010)

Wellesley College, Mary A. Hildreth Fund, faculty research grant (\$3000) (2008)

University Fellowship: City University of New York. Merit-based fellowship (1998-2003)

Robert Bosch Fellowship: One year full financial support (\$35,000 plus expenses) for professional development via placement in the German government and at political, economic, integration seminars in Europe (1993-1994)

American Field Service: Foreign Exchange Student to Israel (1984)

HONORS

Ivo Duchacek Award, CUNY award for best article published in an indexed book (2005):

Sigma Iota Rho, National International Affairs Honor Society (1991)

Five College International Relations Certificate (1988)

COMMITTEE/BOARD MEMBERSHIPS

York College:

Faculty Inquiry Group on US and World History (Chair Laura Fishman) (2009 - 2010)

Internship Program Working Group (Chair Ron Daniels) (2009- present)

Honors Program, Steering Committee (Chair William Ashton) (2009)

York College, Aviation Program Director Search Committee, committee member (2008-2009)

Appointments outside of York:

EastBordNet/COST Expert Advisor (Chair Sarah Green) (2010-present)

New York City Historic Houses Trust Director's Council (Chair Franny Eberhart) (2009-present)

Koerber Foundation/CDS International "IntegrationXchange" Selection Committee (2006-2007)

CUNY Child Development Center, Board of Directors (appointed 2002-2004)

CUNY Graduate Center Examination and Curriculum Committee (elected two terms 2003-2005)

CUNY Graduate Center Graduate Council (elected 2003-2004; reelected 2004-2006)

Robert Bosch Foundation Selection Committee (2000-2001)

Robert Bosch Foundation Alumni Association, Vice President (reelected 4 times), (1999-2003)

Ministerial Council for Immigrant Issues, Government of Quebec. Special appointment. (1996)

Expert Witness for Asylum Cases (pro bono work for Wilkie Farr & Gallagher clients 1992-1996)

SERVICE COMMITMENTS in York

Ongoing Commitments:

Coordinator, Political Science Discipline in the Department of Behavioral Science (2011-present)

Pre-Law Advisor (2008-present)

Representative to the Ronald H. Brown Summer Pre-Law Program (2008- present)

One Time Commitments:

York Open House 2010, 2011; Political Science Open House 2009, 2011

Yorkfest 2008, 2009, 2010, 2011

Graduate School Information Session 2010, 2011

Personal Statement for Law School Workshop 2011

S. DEBORAH MAJEROVITZ

EDUCATION

Graduate Center, City University of New York. New York, NY

Ph.D. in Social-Personality Psychology, concentration in Health Psychology, October, 1993

M.A., October, 1990.

Swarthmore College. Swarthmore, PA. B.A. in Psychology, 1982.

PROFESSIONAL EXPERIENCE

2007-present **Professor of Psychology.** York College, Jamaica, NY

2003-2009 **Chair, Department of Behavioral Sciences**

2002-2007 **Associate Professor of Psychology.**

1998-2002 **Assistant Professor of Psychology.**

Current research interests include family adjustment to nursing home placement and home based caregiving; patient and family adaptation to chronic illness; social service and mental health program evaluation; communication in the health care setting.

1997-1998 **Director of Research.** The Beacon of Hope House. New York, NY.

1995-1998 **Research Consultant.** Nursing Home Community Coalition of New York State, New York, NY.

1997 **Adjunct Assistant Professor.** Department of Psychology, Lehman College, Bronx, NY.

1996-1997 **Project Director.** Client Cohort Study. Psychiatry Research. Memorial Sloan-Kettering Cancer Center, New York, NY.

1995-1996 **Clinical Assistant Professor.** Department of Psychiatry, State University of New York at Stony Brook, School of Medicine.

1992-1996 **Research Investigator.** Division of Geriatrics, Winthrop-University Hospital, Mineola, NY.

1989-1992 **Project Director.** Patient and marital adaptation to rheumatic disease, City University of New York and the Hospital for Special Surgery.

1991 **Adjunct Lecturer in Psychology.** Kingsborough Community College, Brooklyn, NY.

1990 **Research Fellow.** An evaluation of the Bridge Expedited Home Care Discharge Program. The United Hospital Fund of New York.

1988-1989 **Research Assistant.** Psychosocial adaptation to rheumatoid arthritis, City University of New York and the Hospital For Special Surgery.

1985-1987 **Assistant Director of Therapeutic Recreation.** Neponsit Health Care Center, Neponsit, NY.

1984-1985 **Social Worker.** Surfside Nursing Home, Far Rockaway, NY.

1983-1984 **Case Manager.** Special People in the Northeast (Sheltered workshop for mentally retarded adults). Philadelphia, PA.

AWARDS AND FELLOWSHIPS

1992 American Psychological Association Dissertation Award

1990-1991 Belle Zeller Fellowship recipient, The Professional Staff Congress of the City University of New York

1990 Gerontological Society of America Predoctoral Fellow. The United Hospital Fund of New York

1988 Arthritis Foundation, New York Chapter. Summer Student Fellowship

GRANTS AWARDED

National Institute of Mental Health, B/START program. Adjustment to a demented spouse's nursing home placement. 2/95-2/96.

Professional Staff Congress, City University of New York. The experience of placing a spouse with dementia into a nursing home. 5/1/99-5/1/00.

National Institutes of Health, MBRS program. The impact of nursing home placement on the psychological adjustment of family caregivers. 6/1/00 – 5/31/03

Professional Staff Congress, City University of New York. The impact of caregiving responsibilities on academic performance. 7/1/00 – 6/30/01.

Professional Staff Congress, City University of New York. Kinship and family cohesion in the nursing home: A qualitative analysis. 7/1/02-6/30/04.

Professional Staff Congress, City University of New York. Validation of the Cultural Attitudes and Caregiving Scale. 7/1/05-6/30/06.

Professional Staff Congress, City University of New York. Cultural Attitudes and Caregiving. 7/1/07-6/30/08.

Professional Staff Congress, City University of New York. Weight, body image, and cultural attitudes toward food. 7/1/11-6/30/12.

PUBLICATIONS

Majerovitz, S.D., Rudder, C., Mollott, R. (2009). We're on the same side: Improving communication between nursing home and family. *Health Communication, 24*, 12-20.

Levine, G., Majerovitz, D., Schnur, E., Robinson, C., & Soman, C.. (2009) Encouraging Healthy Lifestyle Choices Among At-Risk Youth: The Resolve Program." *Northeastern Educational Research Association Conference Proceedings*. CT: University of Connecticut.

Levine, G., Majerovitz, D., Schnur, E., Robinson, C., & Soman, C. (2008). Improving the self-esteem of at-risk youth. *Northeastern Educational Research Association Conference Proceedings*. CT: University of Connecticut.

Majerovitz, S.D. (2007). Predictors of Burden and Depression Among Nursing Home Family Caregivers. *Aging and Mental Health, 11*, pp. 323-329.

Majerovitz, S.D. (2006). Physical Health and Illness. In J. Worell & C. Goodheart, Eds. *Handbook of Girls' and Women's Psychological Health*. Pp. 379-387. New York: Oxford University Press.

Berger, J.T. & Majerovitz, S.D. (2005). Patients' Interests in their Family Members' Well-Being: An Overlooked, Fundamental Consideration within Substituted Judgments, *The Journal of Clinical Ethics, 16*, 108-115.

Revenson, T.A., Abraído-Lanza, A.F., Majerovitz, S.D., & Jordan, C. (2005). Couples' coping with chronic illness: What's gender got to do with it? In T.A. Revenson, K. Kayser, & G. Bodenmann

(Eds.) *Emerging perspectives on couples' coping with stress*. Pp. 137-156. Washington DC: American Psychological Association.

Majerovitz, S.D. (2001). Formal and informal supports among spouse caregivers to individuals with dementia. *Journal of Mental Health and Aging*, 7, 413-423.

Foldi, N.S., Majerovitz, S.D., Sheikh, K., & Rodriguez, E. (1999). The Test for Severe Impairment: Validity with the Dementia Rating Scale and utility as a longitudinal measure. *The Clinical Neuropsychologist*, 13, 1-8.

Berger, J.T., & Majerovitz, S.D. (1998). Stability of preferences for treatment among nursing home residents. *The Gerontologist*, 38, 217-223.

Majerovitz, S.D., Greene, M.G., Adelman, R.D., Brody, G.M., Leber, K., & Healy, S.W. (1997). Older patients' understanding of medical information received in the emergency department. *Health Communication*, 9, 237-251.

Greene, M.G., Adelman, R.D., & Majerovitz, S.D. (1996). Physician and older patient support in the medical encounter. *Health Communication*, 8, 263-279.

Majerovitz, S.D. (1995). The role of family adaptability in the psychological adjustment of spouse caregivers to patients with dementia. *Psychology and Aging*, 10, 447-457.

Greene, M.G., Majerovitz, S.D., Adelman, R.D., & Rizzo, C. (1994). The effect of the presence of a third person on communication in the geriatric visit. *Journal of the American Geriatrics Society*, 42, 413-419.

Majerovitz, S.D., & Revenson, T.A. (1994). Sexuality and chronic illness: The significance of gender. *Arthritis Care and Research*, 7, 29-34.

Revenson, T.A., & Majerovitz, S.D. (1991). The effects of chronic illness on the spouse: Social resources as stress buffers. *Arthritis Care and Research*, 4, 63-72.

Revenson, T.A., Schiaffino, K.M., Majerovitz, S.D., & Gibofsky, A. (1991). Social support as a double-edged sword: The relation of positive and problematic support to depression among rheumatoid arthritis patients. *Social Science and Medicine*, 33, 807-813.

Revenson, T.A., & Majerovitz, S.D. (1990). Spouses' support provision to chronically ill patients. *Journal of Social and Personal Relationships*, 7, 575-586.

PRESENTATIONS

Majerovitz, S.D. (2012, November). Supporting family caregivers to nursing home residents: Social support as a key predictor of lower burden and depression. Presented at the Annual Meeting of the Gerontological Society of America. San Diego, CA.

Toussaint, D., & Majerovitz, D. (2012, April). Weight, body image, and the cultural meaning of

food. 3rd Annual Research Day at York College, Jamaica, NY.

Fatoulla, R., Eddy, R., Majerovitz, S.D., Marchello, V., Villanella, A., Schaefer, R. (2009, May). Love is a battlefield: How families deal with issues related to their aging loved ones. Invited panel presentation, Senior Umbrella Network of Brooklyn mini-conference. Brooklyn, NY.

Majerovitz, S.D. (2008, September). Supporting family caregivers in a multicultural society. Presented at York College Provost Lecture Series. Jamaica, NY.

Majerovitz, S.D., & Ajuluchukwu, D. (2007, November). Perceptions of elder care in an international college setting in New York City. Presented at the Annual Meeting of the Gerontological Society of America. San Francisco, CA.

Majerovitz, S.D., Rudder, C., & Mollott, R. (2006, November). Improving communication between nursing home and family. Presented at the Annual Meeting of the Gerontological Society of America. Dallas, TX.

Majerovitz, S.D. (2006, August). Raised to care for our own: Changing values and caregiving. Presented at the Annual Meeting of the American Psychological Association of America. New Orleans, LA.

Majerovitz, S.D. (2005, November). Predictors of burden among nursing home family caregivers. Paper presented at the Annual Meeting of the Gerontological Society of America. Orlando, FL.

Mollott, R., Rudder, C., & Majerovitz, S.D. (2005, November). How to improve nursing home working conditions? Staff know best. Presented at the Annual Meeting of the Gerontological Society of America. Orlando, FL.

Berger, J.T. & Majerovitz, S.D. (2004, November). Concern for family burden and preferences for dementia research. Annual Meeting of the Gerontological Society of America.

Majerovitz, S.D. (2003, November). The survey of caregiving attitudes: A new tool for understanding cultural differences in caregiving research. Presented at the Annual Meeting of the Gerontological Society of America. San Diego, CA.

Majerovitz, S.D., Steinmayer, K.M., Singh, G., & Abrams, N. (2002, November). The changed relationship: A comparison of spouses and other kin adjusting to nursing home placement. Presented at the Annual Meeting of the Gerontological Society of America. Boston, MA.

Fishman, L., Waldman, G., & Majerovitz, S.D. (2001, November). From American Indian women to Puerto Rican feminists to female students at York College: Fishman, Waldman, and Majerovitz on women and work. York College Faculty Forum. Jamaica, NY.

Majerovitz, S.D. (2001, March). Women's Health for the New Century. Invited address, York College

women's history month program. Jamaica, NY.

Majerovitz, S.D., Mentor-Portillo, M.G., and Basdeo, P. (2000, November). Only the place has changed: Maintaining a spousal role after nursing home admission. Presented at the Annual Meeting of the Gerontological Society of America. Washington, DC.

Majerovitz, S.D., Mentor-Portillo, M.G., & Basdeo, P. (2000, April). The nursing home placement experience for the spouse who remains at home: Developing a grounded theory of psychological adjustment. Paper presented at the annual meeting of the Northeastern Anthropological Association. Jamaica, NY.

Majerovitz, S.D. (2000, March). Mother bashing: Why psychologists blame women for everything. Invited address, York College women's history month program. Jamaica, NY. (also given at Clearview Self Help Senior Center, Queens, NY).

Mentor-Portillo, M., & Majerovitz, S.D. (1999, November). Correlates of psychological adjustment among spouses of newly admitted nursing home residents. Presented at the National Minority Research Symposium. Phoenix, AZ.

Majerovitz, S.D. (1999, March). Women in the middle: Changing roles and conflicting responsibilities of work and family care. Invited address, York College women's history month program. Jamaica, NY.

Foldi, N.S., Majerovitz, S.D., Sheikh, K., & Rodriguez, E. (1998, July). The Test for Severe Impairment: Validation against the Dementia Rating Scale. Presented at the 21st annual meeting of the International Neuropsychology Society. Budapest, Hungary.

Foldi, N.S., Majerovitz, S.D., Sheikh, K., & Rodriguez, E. (1997, May). Validity and reliability of The Test for Severe Impairment. Presented at the annual research conference of the State University of New York at Stony Brook Medical School, Department of Medicine.

Greene, M.G., Adelman, R.D., Rizzo, C., & Majerovitz, S.D. (1996, November). Communication in first and follow-up physician-older patient medical visits. Presented at the Annual Meeting of the Gerontological Society of America. Washington, DC.

Majerovitz, S.D., & Rodriguez, E.M. (1995, November). Caregiving voices: A qualitative analysis of positive and negative themes raised by spouse caregivers. Presented at the Annual Meeting of the Gerontological Society of America. Los Angeles, CA.

Greene, M.G., Adelman, R.D., Rizzo, C., & Majerovitz, S.D. (1995, November). A longitudinal study of the physician-elderly patient relationship. Presented at the Annual Meeting of the Gerontological Society of America. Los Angeles, CA.

Majerovitz, S.D. (1995, August). Formal versus informal support: Stress buffering among dementia caregivers. Presented at the Annual Meeting of the American Psychological Association. New York, NY.

Majerovitz, S.D. (1994, December). The role of family adaptability in psychological adjustment of spouse caregivers of dementia patients. Presented to the Basic Science Seminar Series, Winthrop-University Hospital, Mineola, NY.

Majerovitz, S.D. (1994, December). Coping with the stress of caring for a loved one with dementia: Predictors of psychological adjustment among family caregivers. Presented at the Research Seminar Series, United Presbyterian Residence, Syosset, NY.

Greene, M.G., Majerovitz, S.D., Adelman, R.D., Leber, K., Brody, G., & Healy, S. (1994, November). Interpersonal care of older patients in the emergency department. Presented at the Annual Meeting of the Gerontological Society of America. Atlanta, GA.

Greene, M.G., Majerovitz, S.D., Adelman, R.D., & Rizzo, C. (1994, May). The effect of the presence of a third person on communication in the geriatric visit. Presented to the Department of Medicine, Winthrop-University Hospital, Mineola, NY.

Majerovitz, S.D. (1993, November). Family adaptability and predictors of burden for spouse caregivers to dementia patients. Presented at the Annual Meeting of the Gerontological Society of America. New Orleans, LA.

Grogan, K., & Majerovitz, S.D. (1993, November). Reducing nosocomial clostridium difficile colitis: A test of the tympanic membrane thermometer. Presented at the Annual Meeting of the Gerontological Society of America. New Orleans, LA.

Majerovitz, S.D., & Revenson, T.A. (1993, August). Reciprocity of support among couples facing a chronic illness. Presented at the Annual Meeting of the American Psychological Association. Toronto, Ontario, Canada.

Majerovitz, S.D. (1993, November). Evaluating research articles. Invited address to Winthrop-University Hospital Nurse Specialist Group. Mineola, NY.

Majerovitz, S.D. (1992, December). Family adaptation and predictors of burden for spouse caregivers to dementia patients. Presented to the Department of Medicine, Winthrop-University Hospital, Mineola, NY.

Majerovitz, S.D., & Revenson, T.A. (1992, August). Sexual satisfaction and chronic illness: The relevance of gender. Presented at the Annual Meeting of the American Psychological Association. Washington, DC.

Majerovitz, S.D. (1992, April). Sexuality and rheumatic disease. Invited address to the Arthritis Health Professions Association, New York Chapter. New York, NY

Majerovitz, S.D., Schiaffino, K.M., & Revenson, T.A. (1991, August). Long-term provision of support: Stability and change in social networks. Presented at the Annual Meeting of the American Psychological Association. San Francisco, CA.

Majerovitz, S.D. (1990, November). An evaluation of the “Bridge” program: An expedited hospital discharge program for home care patients in New York City. Presented at the Annual Meeting of the Gerontological Society of America. Boston, MA.

Revenson, T.A., & Majerovitz, S.D. (1990, October). Social support as stress-buffer for spouses of rheumatoid arthritis patients. Presented at the National Scientific Meeting of the Arthritis Health Professions Association. Seattle, WA.

Majerovitz, S.D., & Revenson, T.A. (1990, August). Living with a chronically ill spouse: Network support as stress-buffer. Presented at the Annual Meeting of the American Psychological Association. Boston, MA.

Majerovitz, S.D. & Revenson, T.A. (1990, June). The impact of rheumatoid arthritis on the spouse. Presented at the Northeast Chapter Scientific Meeting of the Arthritis Health Professions Association. New York, NY.

Schiaffino, K.M., Revenson, T.A., & Majerovitz, S.D. (1989, August). The role of self-efficacy beliefs in adaptation to rheumatoid arthritis. Presented at the Annual Meeting of the American Psychological Association. New Orleans, LA.

Revenson, T.A., Majerovitz, S.D., & Schiaffino, K.M. (1989, March). Dimensions of social support among recently-diagnosed rheumatoid arthritis patients. Presented at the Annual Meeting of the Society of Behavioral Medicine, San Francisco, CA.

Revenson, T.A., Majerovitz, S.D., & Schiaffino, K.M. (1988, November). Social support among rheumatoid arthritis patients. Presented at the Annual Meeting of the Gerontological Society of America, San Francisco, CA.

Revenson, T.A., Schiaffino, K.M., & Majerovitz, S.D. (1988, August). Assessment of coping efficacy within the context of chronic illness. Presented at the Annual Meeting of the American Psychological Association, Atlanta, GA.

PROFESSIONAL ACTIVITIES AND ASSOCIATIONS (Current)

Human Subjects Research Review Committee Co-Chair, York College, CUNY. 1999-2012

Ad Hoc Reviewer. *Journal of Applied Gerontology, Journal of Applied Social Psychology, Health Psychology, Arthritis Care and Research, Psychology and Aging, Annals of Behavioral Medicine.* Gerontological Society of America Annual Meeting, Professional Staff Congress-City University of NY faculty research grants program. Dissertation committees and Master’s Thesis supervisor – CUNY Graduate Center and Queens College
Mentor – Stuyvesant High School, Intel Science Talent Search

Kathariya Mokrue, PhD

kmokrue@york.cuny.edu

EDUCATION

- September 2004 New York State License 016075-1
- 2003-2004 Postdoctoral Fellowship in Traumatic Stress Studies, SUNY Downstate Medical Center, Brooklyn, NY
- 2002-2003 Internship in Clinical Psychology. Montefiore Medical Center, Albert Einstein College of Medicine, Bronx, NY
- May 2003 Ph.D. in Clinical Psychology. Graduate Psychology, Rutgers University, Piscataway, NJ
- October 2000 M.S. in Psychology. Graduate Psychology, Rutgers University, Piscataway, NJ
- May 1997 B.A. with Departmental Honors and Summa Cum Laude, Hunter College of The City University of New York, New York, NY

TEACHING

- Fall 2012 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
Teach Abnormal Psychology, Personality, and Death/Dying
- Spring 2012 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
Taught Abnormal Psychology and Personality
- Fall 2011 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
Taught Abnormal Psychology, Death and Dying, and Human Development II
- Spring 2011 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
Taught Abnormal Psychology
- Fall 2010 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
Taught Intro to Psych, Death and Dying, and Human Development II
- Spring 2010 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
Taught Intro to Psych and Abnormal Psychology

Fall 2009 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
 Taught Intro to Psych, Death and Dying, and Abnormal Psychology

Fall 2008 *Assistant Professor, Department of Behavioral Sciences, York College, of CUNY, Jamaica, NY*
 Taught Intro to Psych, Human Development II, and Abnormal Psychology

Spring 2008 *Adjunct Assistant Professor, Introduction to Psychology, York College of CUNY, Jamaica, NY*

Adjunct Assistant Professor, Abnormal Psychology (Master's Level), Hunter College of CUNY, New York, NY

Fall 2007 *Adjunct Assistant Professor, Introduction to Psychology, York College of CUNY, Jamaica, NY*

Summer 2001 *Instructor, Abnormal Psychology, Rutgers University, Piscataway, NJ*

Fall 2001 *Instructor, General Psychology, Rutgers University, Piscataway, NJ*

March 2000 *Guest Lecturer, Cognitive Behavioral Therapy, Rutgers University, Piscataway, NJ*
Topic: Nature and Treatment of Anxiety Disorders

Summer 2000 *Instructor, Abnormal Psychology, Rutgers University, Piscataway, NJ*

Summer 1999 *Instructor, Abnormal Psychology, Rutgers University, Piscataway, NJ*

RESEARCH

Spring 2010 *PSC CUNY Grant Awarded--\$2800*
 Funding received to support the continuation of a pilot study examining the effectiveness of a modified cognitive behavioral intervention workshop in reducing anxiety/depressed symptoms in college students.

Spring 2009 *PSC CUNY Grant Awarded--\$2400*
 Funding received to support a pilot study examining the effectiveness of a modified cognitive behavioral intervention workshop in reducing anxiety/depressed symptoms in college students.

2003-2004 *Post-doctoral Fellow, Traumatic Stress Studies, SUNY Downstate Medical Center, Brooklyn, NY*
 Coordinate funded research involving assessment and treatment of psychiatric disorders such as Acute Stress Disorder and Post-traumatic stress disorder arising from major physical trauma, e.g., motor vehicle accidents, gunshot wounds, and stabbing injuries. Conduct patient screening, liaison with psychiatric and trauma surgery staff in coordinating patient care and assessments, and conduct follow-up patient interviews.

- Prepare and update IRB submissions and maintain participant records and database.
- 2001-2002 *Research Associate, Self-Management Therapy for Vulvodynia, University of Medicine and Dentistry of New Jersey, Piscataway, NJ*
Develop an original treatment manual consisting of cognitive, couples, and physical therapies for the treatment of vulvodynia with co-investigator. Manual is used in a controlled treatment outcome study sponsored by NIMH. Participate as a co-therapist for a group of vulvodynia -sufferers.
- 2001-2002 *Post-Traumatic Stress Disorder Clinic Coordinator, Rutgers University, Piscataway, NJ*
Coordinate administrative functions of the program. Submit monthly billing to state and federal VA offices. Maintain oversight over the VA files to assure compliance with posted regulations. Network with state, county and federal coordinators. Maintain PTSD library including journal articles and books, survey behavioral journals for new studies.
- 2000-2002 *Anxiety Disorders Clinic Coordinator, Rutgers University, Piscataway, NJ*
Develop and maintain database of clients seen at the clinic and relevant information. Coordinate phone screening of potential clients' schedules. Conducted phone screenings and brief assessments. Provide information and referrals. Maintain clinic waiting list.
- 1998-2002 *Project Coordinator, Plainfield Project, NJ*
Coordinate the implementation of a large elementary school-based social and emotional learning intervention. Duties include consultation with schools' administrators, teachers and other personnel. Recruit, train and supervise a 28-member research team with assessment, collecting, entering, managing and analyzing data. Implement an empirically validated social and emotional skills-building curriculum in the schools.
- SERVICE
- Fall 2011-Spring 2012 Mentor to Professor Kristin Davies
Co-organizer, Graduate School Workshop
Bulletin Liaison
Captain, CUNY Charitable Giving Campaign
Co-presenter, Accepted Student Reception
Judge, Junior Science and Humanities Symposia Program
Member, Office Practice Committee
Mentor, Independent Study students
Advisement of students
Observation of junior faculty/adjunct
- Fall 2010-Spring 2011 Search Committee Member: Academic/Personal Counselor, Student Development

Mentor to Professor Kristin Davies
 Co-Organizer, Graduate School Workshop
 Bulletin Liaison
 Captain, CUNY Charitable Giving Campaign
 Presenter, Accepted Student Reception
 Judge, Junior Science and Humanities Symposia Program
 Volunteer, Take Our Daughters and Sons to Work Day
 Member, Wellness Expo committee
 Member, Department Curriculum Committee
 Member, Office Practice Committee
 Mentor, CUNY Pipeline Student
 Supervisor, Stuyvesant High School Student's Research
 Supervisor, Independent Study Students
 Advisement of Students
 Observation of Adjunct Faculty

Fall 2009-Spring 2010 Search Committee Member: Assistant/Associate professor line
 Faculty Inquiry Group member: CAP Stone Experience Committee
 Wellness Expo committee
 Graduate School Workshop
 Bulletin Liaison
 Member, Department Curriculum Committee
 Member, Office Practice Committee
 Advisement of Students
 Observation of Adjunct Faculty

Fall 2008-Spring 2009 Captain, CUNY Campaign, Behavioral Sciences Department
 Member, Office Practice Committee
 Advisement of Students
 Observation of Adjunct Faculty

CLINICAL EXPERIENCES

2007-Present *Supervising Psychologist; Yeshiva University's Ferkauf Graduate School of Psychology
 Cognitive Behavioral Track*

2006-Present *Psychologist; Private Practice; New York, NY*

2004-2007 *Instructor in Clinical Psychology, School-based Clinic, New York Presbyterian Hospital, New York, NY*
 Provide psychological assessment, crisis intervention, individual, group, and family therapy to predominantly minority inner-city students in a Multi-disciplinary school-based primary care clinic setting.

2003-2004 *Therapist, Anxiety Disorder Clinic, SUNY Downstate Medical Center, Brooklyn, NY*

Provide thorough psychological assessment using structured interview questionnaires.
Provide short-term individual cognitive behavioral therapy to a diverse clientele with a variety of anxiety and mood disorders.

2002-2003 *Psychology Intern, Montefiore Medical Center, Bronx, NY*
Provide individual and group empirically-driven treatments such as cognitive behavioral therapy and dialectical behavior therapy to patients with a range of psychiatric diagnosis. Settings include the inpatient psychiatric unit, psychiatric emergency room, medical inpatient units, school-based mental health clinic, and the outpatient psychiatry clinic.

1999-2002 *Therapist, Anxiety Disorders Clinic, Rutgers University, Piscataway, NJ*
Conduct phone screening of potential clients. Provide a thorough psychological assessment using structured interview questionnaires. Provide empirically driven treatments for various anxiety disorders to children and adults. Facilitate biweekly support group for individuals and family members suffering from obsessive-compulsive disorder (OCD).

1999-2002 *Co-consultant/Trainer, Natural Setting Therapeutic Management, Rutgers University, Piscataway, NJ*
Provide training and consultation to families of children with developmental disabilities in their natural environment (home and school) using the multifactor behavioral approach. Conduct thorough assessment of different factors involve in the problem behavior, including assets and challenges. Develop guidelines to meet specific needs of each family. Provide families with training and guidance to carry out plans to promote behavior change.

1998-2002 *Therapist, GSAPP Psychological Clinic, Rutgers University, Piscataway, NJ*
Provide psychological assessment and treatment to a children, adolescents, and adult clients using individual counseling and family counseling.

LANGUAGES Fluency in Thai, Proficiency in Spanish

PROFESSIONAL MEMBERSHIP

Anxiety Disorders Association of America- Full Member
ABCT Full Member
Phi Beta Kappa
Psi Chi

AWARDS AND HONORS RECEIVED

Spring 2011 Fellow, Faculty Fellowship Publications Program, CUNY

2010 Selected for participation Gender Equity's Project, Workshop for Junior Faculty, CUNY

2005 Child and Adolescent Psychopathology Research Initiative (CAPRI) Award

2000 Rutgers Graduate Student Travel Award

1997 Graduated Summa Cum Laude
Graduated with Departmental Honor
Livingston Welch Award for Psychological Research and Scholarship

REVIEWER

2004-present Peer Reviewer, Journal of Behavioral Services and Research
Peer Reviewer, Journal of Traumatic Stress Studies
Peer Reviewer, Psychological Services

PAPERS

"Mokrue, K. & Acri, M. Feasibility and Effectiveness of a Brief Cognitive Behavioral Skills Group on an Ethnically Diverse Campus. *Journal of College Student Psychotherapy*. " (in press)

Mokrue, K. & Acri, M. (in submission). An examination of the relationship between health behaviors and mental health problems among ethnic minority college students.

Mokrue, K., Chen, Y., & Elias, M. (2012). The interaction between family structure and child gender on behavior problems among urban ethnic minority children. *International Journal of Behavioral Development, 36(2)*, 130-136.

Mokrue, K., O'Neill, P., Weiden, P., Friedman, S., Cavaleri, M. (2011). Barriers to Mental Health Treatment among Trauma Survivors in an Inner-city Acute Trauma Service. *Journal of Aggression, Maltreatment and Neglect, 20*, 57-68.

Mokrue, K., Elias, M., Bry, B. (2005). Implementation dosage and the efficacy of a social and emotional skills building curriculum. *Journal of Applied School Psychology, 21 (2)*.

Dilworth, J., **Mokrue, K.**, Elias, M. (2002). The efficacy of a video-based teamwork- building series with urban elementary school students: A pilot investigation. *Journal of School Psychology, 40(4)*, 329-346.

PRESENTATIONS

Mokrue, K., Persaud, A., Parham, L., & Tan, D. (2013, March). If Help is Offered, Will they Come? Eastern Psychological Association, New York.

Florentino, A., Persaud, A., Wiltshire, C., Ramandeep, K., & **Mokrue, K.** (2012, April). Familial incarceration and college students. 3rd Annual Research Day at York College, Jamaica, NY.

Mokrue, K. (2012, April). Coping and health behaviors as predictors of psychological distress among ethnic

minority college students. 32nd Annual Anxiety Disorders Association of America, Arlington, VA.

Persaud, A., Florentino, A., & **Mokrue, K.** (2011, May). *The relationship between prior counseling experience and attitudes toward seeking help among ethnic minority college students*. Pace University Psychology Conference, New York, NY.

Mokrue, K. (2010, June). *Feasibility and effectiveness of a modified cognitive behavioral intervention in urban college setting*. World Congress of Behavioral and Cognitive Therapies, Boston, MA.

Mokrue, K. (2010, March). *Home-based Prolonged Exposure Treatment: A case example*. Anxiety Disorders Association of America, Baltimore, MD.

Mokrue, K. (2010, March). *Gender Matters: Family structure and problem behaviors among low-income ethnic minority children*. Eastern Psychological Association, Brooklyn, NY.

Mokrue, K. (2009, November). *Self-injurious behaviors among teens: Issues and treatment considerations*. Relationship Abuse Prevention Program, Steps to End Family Violence, New York.

Mokrue, K. (2006, January). *Using Empirically-validated Treatments in School-based Clinics: Issues and Challenges*. Invited presentation at the Center for Community Health and Education Mental Health Staff Meeting, Columbia University, New York, NY.

Mokrue, K., Elias, M., & McKay, M. (2005). *Gender differences in the predictors of social competence and problem behaviors*. Poster presented at The American Academy Of Child and Adolescent Psychiatry (AACAP), Toronto, CA.

Mokrue, K., Friedman, S., Weiden, P. & O'Neill, P. (2004, November). *Issues and challenges in the engagement of traumatic injury survivors in an inner-city acute trauma service for clinical research*. Poster presented at The Association for Advancement of Behavior Therapy, New Orleans, LA.

Huselid, R. F. & **Mokrue, K.** (2003, May). *Ethnic Identity and Cultural Orientation among Asian Students: What's in a label?* Poster presented at the American Psychological Society.

Mokrue, K. (2000, November). *Family Environment and Self-Concept as Predictors of Social Competence among Urban Elementary School Children*. Poster presented at The Kansas Conference in Clinical Child Psychology, Lawrence, KS.

Dilworth, J.E., **Mokrue, K.,** Rabin, M., Bohl, K., and Cassessa, K. (2000, November). *The Efficacy of a Video-based Teamwork Building Series with Urban Elementary School Students*. Poster presented at The Kansas Conference in Clinical Child Psychology, Lawrence, KS.

Mokrue, K. (1997, May). *Acculturation and Intergenerational Relationship as predictors of psychological well-being among Asian immigrants*. Paper presented at the 25th Annual Hunter College psychology Convention, New York

Preiser, Lawrence

EDUCATION

Degree	Institution	Field	Dates
PhD	Yeshiva University - Ferkauf Graduate School of Psychology	Developmental	2003
MA	Yeshiva University - Ferkauf Graduate School of Psychology	Developmental	1996
BA	SUNY Binghamton	Psychology	1990

FULL-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
York College - The City University of New York	Assistant Professor	Psychology	2006 - Present

PART-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
York College - The City University of New York	Adjunct Assistant Professor	Psychology	2003 - 2006
York College - The City University of New York	Adjunct Lecturer	Psychology	1996 - 2003

NON ACADEMIC EXPERIENCE

Place of Employment	Title	Date
TheraCare of New York	Clinical Evaluation Supervisor	2002 - 2003
TheraCare of New York	Clinical Evaluation Coordinator	1999 - 2002
New York Presbyterian Hospital	Research Coordinator	1996 - 1999

EMPLOYMENT RECORD AT THIS INSTITUTION

Rank	Dates
Assistant Professor	2006 - Present
Adjunct Assistant Professor	2003 - 2006
Adjunct Lecturer	- 2003

PUBLICATIONS IN FIELD OF EXPERTISE

Papers in Professional Journals:

Articles:

Preiser, Lawrence M.. "Children In Action: A Hands-On Psychology Lesson." Academic Exchange Quarterly. 16 2012: 30-36.

Ross, G., Lipper, EG, Abramson,D., & Preiser, L.. "The Development of Young Children with Retinoblastoma." Archives of Pediatrics & Adolescent Medicine. 155(1) 2001: 80-3.

Lipper, EG, Preiser, Lawrence M., Ward, Mary Jo, Helmer, K., & Sugano,E.. "Development in a Population of Homeless Children: Age Related Delays." Pediatric Research. 45(4) 1999: 16A.

PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES

"Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS) And the New DSM-V" May, 2012: 20th Annual Pace University Psychology Conference.

"Putting the Cart before the Horse: Evaluating Prerequisites for Courses in Psychology Requiring Quantitative Reasoning Skills" March, 2012: York College Community.

"Invited Participant, Best Practices for Evaluating Bilingual Children" March, 2012: Adelphi University.

"Invited Participant, Evaluation Standards and Procedures for NYS Committee on Preschool Special Education Workshop" November, 2011: All About Kids - Mid-Island Therapy Associates.

"Participant, York College Curriculum Committee Orientation and Training" September, 2011: Faculty Members Serving on York College Curriculum Committee.

"The Current Status of Pervasive Developmental Disorder - Not Otherwise Specified in the Research Literature: Where to go from here?" May, 2011: 19th Annual Pace University Psychology Conference.

"Invited Participant, Evaluation Standards and Procedures for NYS Early Intervention Program Workshop" March, 2011: All About Kids - Mid-Island Therapy Associates.

"Invited Participant, Applied Behavioral Analysis Workshop" February, 2011: Early Intervention Providers.

"Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS): A Comprehensive Review and Analysis of the Literature" April, 2010: First Annual Student Research Day - York College.

"Children in Action: An Experiential Approach in a Psychology Gateway Course" April, 2009: Lilly-East Conference on College and University Teaching.

"The Development of Young Children with Retinoblastoma" May, 1999: The Annual Meeting of the Pediatric Society.

PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS:

Nominated for Robert S. Daniel Teaching Excellence Award, American Psychological Association: January, 2012.

Nominated for Robert S. Daniel Teaching Excellence Award, American Psychological Association: January, 2011.

Who's Who Among America's Teachers: 2012 - 2013.

Who's Who Among America's Teachers: 2011 - 2012.

Who's Who Among America's Teachers: 2010 - 2011.

Who's Who Among America's Teachers: 2005 - 2006.

Who's Who Among America's Teachers: 2004 - 2005.

GRANTS-IN-AID:

PSC-CUNY Research Grant, Building Quantitative Reasoning Skills in the Psychology Major. 2011 - 2012: \$3,050 (Declined).

Title III, Quantitative Reasoning Workgroup. Summer 2010: \$2,000.

Title III, Assessment of Math and Quantitative Reasoning Skills. 2008 - 2009: \$2,000.

PSC-CUNY Research Award Program, Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS): A Comprehensive Review and Analysis of the Literature. 2008 - 2009: \$2,600.

Title III, Children In Action: An Experiential Approach In A Psychology Gateway Course. 2007 - 2008: \$3,000.

New York Community Trust, The Development of Young Children with Retinoblastoma. 1996 - 1999: \$10,000.

Rudin Foundation, The Development of Young Children with Retinoblastoma. 1996 - 1999: \$5,000.

INSTITUTIONAL SERVICE

Service to the Department

Faculty Advisor for Psi Chi, the National Honor Society for Psychology students: September 2011 - Present.

Faculty Advisor for Psychology Club: January 2010 - Present.

Chair, Department Curriculum Committee: September 2009 - Present.

Co-Faculty Advisor for Psi Chi, the National Honor Society for Psychology students: September 2009 - August 2011.

Observations of adjunct faculty: Annually.

Service to the College

SHBS Committee: January 2012 - Present.

Curriculum Committee Manual Development: Summer 2011.

Outcomes/Assessment Committee: September 2009 - Present.

Committee on Academic Advising: September 2009 - Present.

Curriculum Committee: September 2009 - Present.

Member of Xchange Network: September 2009 - August 2010.

CPE Advisory Committee: February 2009 - August 2010.

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

Member of Society for the Teaching of Psychology, Division 2, American Psychological Association: January 2012 - Present.

Health and Wellness Expo – HEAL: April 2010.

Member of American Psychological Association: 2005 - Present.

TEACHING ACTIVITIES AT THIS INSTITUTION

Courses Taught (List)

PSY 102 Intro Psychology

PSY 215 Human Development I

PSY 321 Psy of Learning Lab

PSY 326 Statistical Methods

PSY 335 Exceptional Child

PSY 362 Physiological Psychology

PSY 490 Indep St & Exp Res

MICHAEL ORLANDO SHARPE

E-mail: msharpe@york.cuny.edu

EDUCATION

Graduate School and University Center of the City University of New York

Ph.D. in Political Science, September, 2008

Master of Philosophy, February, 2006

Dissertation Title: Globalization and Migration: A Comparative Study of the Political Incorporation of Dutch Caribbean Post-Colonial Immigrants in the Netherlands and Nikkeijin Ethnic Returnee Immigrants in Japan

Columbia University, School of International and Public Affairs, New York, New York

Master of International Affairs, February 2001

Institute of Social Studies, The Hague, The Netherlands

Graduate Diploma in International Law and Organization for Development, July 1997

Thesis: International Legal Resources in Combating Racial and Ethnic Conflict

Rutgers College, Rutgers University, New Brunswick, NJ

Bachelor of Arts, May 1990; Double Major: Political Science and Africana Studies

Honors and Awards

- Inaugural Dean's Award for Enhancing Student Research, York College/CUNY, April 19, 2012
- Visiting Fellow, Koninklijk Instituut voor Taal-, Land- en Volkenkunde (KITLV) (Royal Netherlands Institute of Southeast Asian and Caribbean Studies) Leiden, the Netherlands, January, 2012.
- CUNY Faculty Publication Fellow, spring 2010
- Visiting Fellow, Institute of Comparative Culture, Sophia University, Tokyo, Japan, Summer, 2009
- American Political Science Association Small Research Award, 2009-2010
- CUNY Professional Staff Congress - 40 Research Award, 2009-2010
- National Humanities Center, Some Institutes for Advanced Study (SIAS) Summer Institute on Citizenship and Migration Fellow 2007-2008, Wissenschaftskolleg zu Berlin, Germany and Stanford University, California
- *Dissertation Awards:* Athena Pollis Dissertation Year Fellowship in Human Rights; Ford Foundation Research Award; Marilyn and Irwin Gittell Fellowship; Tuition Fellowship (CUNY) University Fellowship; Dean K. Harrison Award (CUNY)
- Charles H. Winfield Academic Merit Scholar; Paul Robeson Africana Award; Highest Departmental Honors (Rutgers University)
- Ford Foundation Minority Summer Fellowship (Columbia University)

EXPERIENCE

York College of the City University of New York New York, New York

Assistant Professor of Political Science

September 2008 –

Department of Behavioral Sciences

Howard Samuels Center

Senior Research Associate

New York, New York

November 2002 – August 2008

Consulate General of Japan

Political Analyst

New York, New York

August 2001 – August 2002

International Movement Against All Forms of Discrimination and Racism (IMADR)
Project Coordinator Tokyo, Japan
October 1998 - December 1999

Super Classic TV
Assistant Producer Tokyo, Japan
June 1998 - October 1998

United Nations Development Programme
Graduate Student Intern New York, New York
October 1996 - December 1996

Modern Language Association
Research Assistant New York, New York
October 1994 - September 1995

Council on International Educational Exchange New York, New York
Program Coordinator December 1991 - December 1993

Operation Crossroads Africa, Inc.
Volunteer Kajiado, Kenya
June 1987 - August 1987

TEACHING EXPERIENCE

York College, City University of New York
Courses Taught
Politics and Government in the United States
Comparative Politics
Life and Debt: the Politics of the Caribbean
Course Under Development
Comparative Politics of Migration

Ramapo College
Adjunct Instructor Mahwah, New Jersey
Course: Modern Comparative Politics (Undergraduate Level)
Spring 2007 – Fall 2007

Masters of International Relations Program
City College, City University of New York
Adjunct Instructor New York, New York
Course: Research Methods (Graduate Level)
Fall 2006

PUBLICATIONS

Peer-Reviewed Journal Articles

"What Does Blood Membership Mean in Political Terms?: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan 1990-2004" *Japanese Journal of Political Science*, Volume 12, Issue 1, February, 2011, pp. 113-142.

"When Ethnic Returnees are Defacto Guestworkers: What does the introduction of Japanese Nikkeijin (Japanese descendants) (LAN) suggest for Japan's definition of nationality, citizenship and immigration policy?" in Guest Edited Issue of *Policy and Society* Volume 29, Issue 4, November, 2010, pp. 357-369.

"Globalization and Migration: Post-Colonial Dutch Antillean and Aruban Immigrant Political Incorporation

in the Netherlands," *Dialectical Anthropology*, Volume 29, Issue 3-4, September, 2005.

Encyclopedia Entries

"Curaçaoan 1969 Uprising," in Ness, Immanuel. (ed.) The International Encyclopedia of Revolution and Protest: 1500 to the Present. Wiley-Blackwell. May, 2009 (Peer-Reviewed)

"Dutch Empire," in Juang, Richard and Noelle Morrisette. (eds.) 2008. Africa and the Americas: Culture, Politics, and History. Santa Barbara, California: ABC-CLIO, Inc.

Book

"Postcolonial Citizens and Ethnic Migration: the Netherlands and Japan in the Age of Globalization" (Under contract with Palgrave Macmillan)

Book Reviews

"Marginalization of Japanese Peruvian Immigrants", A review of Dr. Robert Steven Moorhead's doctoral dissertation entitled, "You Can't Go Home Again: Japanese Peruvian Immigrants and the Struggle for Integration and Identity in the Japanese Homeland", *Dissertation Reviews*, published online, February 6, 2012.

"Towards A Casteless Society" a book review of Swapan K. Biswas' book by the same name in *Connect*, Volume 3, Number 2, April-June 1999.

Book Chapters

"Race, Color, and Nationalism in Aruban and Curaçaoan Political Identities" in Essed, Philomena and Isabel Hoving (eds.) in Dutch Racism. The Netherlands: Thamyris. (Completed 3rd Revision and Resubmitted June 2011) (Under Review)

"Calling the Nation Back Home and Contesting Membership: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan." in (eds.) Hollifield, Jim, Thomas Berger, M. Diana Helweg Newton, and Hiroki Takeuchi in Waiting for the Rising Sun: Nationalism in Contemporary Japan. Cambridge University Press. (Asked to Revised and Resubmit – no comments as yet)

Other Publications

Brief biographical entry listed in Who's Who in America 2011. October 2010. 65th Edition. Marquis Who's Who.

"The Politics of Affirmative Action: Access to Higher Education in the States" Report by Marilyn Gittell and Bill McKinney with Michael Sharpe, et al. Howard Samuels Center, January 2010.

"Affirmative Action in Crisis in the United States?" *Connect*. Volume 13, Number 1 April, 2009. (Product of research conducted with course buyout from Howard Samuels Center at the CUNY Graduate Center.)

"Hate Crimes in the United States," excerpt from IMADR report, A Brief Analysis of Hate Crime in the United States. *Connect*, Volume 4, Spring, 2000.

"One World Without Racism: Equality and Diversity, Third International Conference Against Racial

Discrimination and Racism: Towards a World Conference on Racism in 2001," in *Connect* Volume 3, Number 1, January-March 1999.

GRANT ACTIVITY

Wrote and Awarded PSC-CUNY Traditional B 43 grant in the amount of \$5999.52 in spring 2012 entitled "Inheriting the State?: The Political Incorporation of Latin American Nikkeijin (Blood Descendants) in Japan" to do research in Japan in summer 2012.

Applied and awarded an ISA Travel Grant in the amount of \$250 for participation in the International Studies Association Annual Convention, San Diego, CA, April 2, 2012.

Wrote and awarded PSC- CUNY Traditional B 42 grant in the amount of \$5319.52 in spring 2011 entitled "The Political Incorporation of Post Colonial Dutch Antillean and Aruban Dutch Citizens in The Netherlands" to do research in the Netherlands in summer 2011.

Applied and awarded an ISA Travel Grant in the amount of \$250 for participation in the International Studies Association Annual Convention, Montreal, Canada, March 17-19, 2011.

Applied for a grant from the Netherlands America Foundation in January 2011 in the amount of \$2500 entitled "The Political Incorporation of Post-Colonial Dutch Antillean and Aruban Dutch citizens in The Netherlands" support travel, accommodation, and research expenses for a research trip to the Netherlands. (Declined)

Applied and awarded a Stewart Travel Award in the amount of \$500 from the CUNY Academy for the Humanities and Sciences towards participation in the Research Workshop on Diaspora and Citizenship: European and Asian Perspectives, University of Manchester, United Kingdom, January 14-15, 2010.

Wrote and awarded PSC-CUNY 41 grant for \$5821 in spring 2010 entitled "Implied Membership: What Does Blood Membership Mean in Political Terms?" for follow up research on the political incorporation of Nikkeijin (Japanese Descendants) in Japan.

Wrote and awarded a \$4,000 PSC-CUNY 40 research award in spring 2009 to do research on a project entitled "The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan" in the summer of 2009.

Wrote and awarded a \$2,200 American Political Science Association Small Research Award in spring, 2009 to do research on a project entitled "The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan" in the summer of 2009. (Name, York College/CUNY affiliation and project title published in *PS: Political Science*, July 2009, Vol. 42, 3, p. 608.)

(Both of the above grants are for travel and additional data collection in Japan to expand on dissertation research in preparation of a book prospectus and manuscript for publication.)

Grant to Howard Samuels Center (HSC) at the CUNY Graduate Center. Ford Foundation Grant, \$300,000. HSC funded 3 hours of course release time for spring 2009 to write an analysis that will appear as a Ford Foundation report and has already resulted in aforementioned publication in *Connect* in 2009. (3 hours course release \$4,500, plus fringe benefits \$1,485), \$5,985.

FELLOWSHIPS

Visiting Fellow, Koninklijk Instituut voor Taal-, Land- en Volkenkunde (KITLV) (Royal Netherlands Institute of Southeast Asian and Caribbean Studies) Leiden, the Netherlands. (*In Kind* affiliation, library access, and PC account while doing research in the Netherlands.), January 2012.

CUNY Faculty Publication Fellow, spring 2010 (3 hours course release time and bimonthly meeting with other fellows to discuss works in progress towards publication.)

Visiting Fellow, Institute of Comparative Culture, Sophia University, Tokyo, Japan, June 22-August 13, 2009. (*In Kind* affiliation, use of space, library access, and PC account at Sophia University's Institute of Comparative Culture while doing research in Japan.)

Fellow, National Humanities Center, Some Institutes for Advanced Study (SIAS) Summer Institute on Citizenship and Migration Fellow 2007-2008, Wissenschaftskolleg zu Berlin, Germany and Stanford University, California (\$1000 approx. plus all travel, lodging, meals and accommodation)

Athena Pollis Dissertation Year Fellowship in Human Rights 2006-2007 (\$15,000)

Ford Foundation Research Award 2006-2007 (\$2,000)

CUNY Graduate Center Dean K. Harrison Fellowship 2006-2007 (\$1,420)

Marilyn and Irwin Gittell Fellowship 2006-2007 (\$1,500)

CUNY Tuition Fellowship 2006-2007 (\$710)

CUNY University Fellowship 2005-2006 (\$3,050)

CUNY Graduate Center Dean K. Harrison Fellowship 2005-2006 (\$2,500)

CUNY University Fellowship 2004-2005 (\$4,150)

CUNY Graduate Center Dean K. Harrison Fellowship 2002-2003 (\$7,600)

SERVICE

(Committees)

Member of Assessment Committee (School of Behavioral Sciences), Spring 2012

Member of York Faculty Caucus and College Senate, spring 2011-present.

Member of York College African American Resource Center Committee, spring, 2009-present.

Associate Editor of the scholarly peer reviewed journal *Wadabagei: A Journal of the Caribbean and its Diaspora*, fall, 2008-present.

Member Search Committee for a new assistant or associate professor in African American Studies and Anthropology. (spring 2010)

Member of York College FIG Committee working on interdisciplinary human behavior keystone course, spring 2009.

Member Alumni Awards Committee of the Department of Political Science at the CUNY Graduate Center, fall, 2008.

Member of the York College Working Group on Internships, spring 2009 (Wrote a concept paper on for a proposed CUNY Undergraduate Internship at Consulates and UN Missions in New York City Pilot Program.)

Peer Reviewer

Peer Reviewer for Palgrave Macmillan International Relations and Criminology Series. Reviewed Book Proposal, "On Hospitality and International Relations", spring, 2012.

Content Reviewer for Palgrave Macmillan International Relations and Criminology Series. Reviewed Book Proposal, "On Hospitality and International Relations", summer, 2012.

Events

Organized an event on April 5, 2012 entitled "Interested In Becoming A Diplomat? A Talk About Careers with the United States Department of State " with guest speaker Mr. Tom Armbruster, CUNY Diplomat in Residence, Career Foreign Service Officer, United States Department of State.

Organized an event on October 18, 2012, cosponsored by the Political Science program and the African American Resource Center in which Dr. François Pierre-Louis, Associate Professor of Political Science Queens College/CUNY gave a presentation on "Haiti, Elections, Cholera and the International Community" at the African American Resource Center.

Organized an event on October 3, 2011 cosponsored by the Political Science program and the African American Resource Center entitled "A Talk about Graduate School in International Affairs" with guest speaker Ms. Leigh Morris Sloane, Executive Director, Association of Professional Schools of International Affairs (APSIA).

Organized an event on May 9, 2011 cosponsored by the Political Science program and the African American Resource Center entitled "The Prison Industrial Complex" with distinguished guest speakers Professor Ruthie Gilmore, Professor of Earth and Environmental Sciences, CUNY Graduate Center, Dr. Divine Pryor, Executive Director of the Center for Nuleadership, Medgar Evers College/CUNY and Dr. Bill McKinney, Director of the Howard Samuels Center/CUNY Graduate Center.

Organized an event on March 14, 2011 entitled "Interested In Becoming A Diplomat? A Talk About Careers with the United States Department of State " with guest speaker Mr. Tom Armbruster, CUNY Diplomat in Residence, Career Foreign Service Officer, United States Department of State

Organized an event on November 17, 2010 entitled "Dependence, Independence, Statehood, Autonomy?: A Talk About the Political Relations Between Puerto Rico and the United States" with guest speaker Mr. Luis Balzac Regional Director of the Puerto Rico Federal Affairs Administration's New York Office.

Helped represent Political Science Program at Behavioral Sciences Department Graduate School Workshop Event , November 2, 2010.

Organized an event entitled "A Conversation About Careers" April 8, 2010 as part of Political Science Brown Bag Series with guest speakers Mr. Allan B.K. Urgent, Assistant United States Attorney, U.S. Attorney's Office, Newark, New Jersey and Mr. Phillip HoSang, Jr., Senior Associate at the law firm of Aaronson Rappaport Feinstein & Deutsch sponsored by the Political Science Program and cosponsored by the Pre-Law Program, Pre-Law/Political Science Club and African American Resource Center.

Organized an event entitled "A Talk on Immigrant Voting Rights" November 18, 2009 with guest speaker Dr. Ron Hayduk of the Borough of Manhattan Community College sponsored by the Political Science Program and the York College African American Resource Center Committee

Organized an event on April 22, 2009 in which guest speaker Dr. Reginald Hughes of Jamaica Hospital talked about volunteer activities in Africa with Operation Crossroads Africa. The event was sponsored by the York College African American Resource Center and the Political Science Program

CONFERENCES (PAPERS PRESENTED)

"Remigration Policies in Comparative Perspective: What Do Policies to Repatriate Guestworkers and their Descendants Tell Us About the Liberal Democratic State", American Political Science Association Annual Meeting, New Orleans, Louisiana, August 30, 2012. (*Paper accepted but meeting cancelled due to Hurricane Irene*).

"What Does Post-Colonial Dutch Citizenship Mean in Political Terms?: The Political Incorporation of Dutch Antilleans and Arubans in the Netherlands 1990-2004", International Studies Association Annual Convention, San Diego, CA, April 2, 2012.

"Interrogating Ethnic Migration in Japan: The 2009 *Kikoku Shien Jigyo* (Help Return Program) for Latin American Nikkeijin (Blood Descendants)", International Studies Association Annual Convention, Montreal, Canada, March 19, 2011.

"Death of a State: The Demise of the Netherlands Antilles in 2010: Shifting Political Authority of a Post-Colonial Dependent Territory in Dutch Liberal Democratic and Global Context", International Studies Association Annual Convention, Montreal, Canada, March 18, 2011.

Panel Chair "Remittances, Immigration, and Labor Flows", International Studies Association Annual Convention, Montreal, Canada, March 17, 2011.

Presented paper "The Limits of Political Transnationalism: A Look from the Netherlands and Japan" at Research Workshop on Diaspora and Citizenship: European and Asian Perspectives, University of Manchester, United Kingdom, January 14-15, 2010. (Accommodation Provided)

"Political Transnationalism in Question: What Limits the Political Transnationalism of "Transnational" Groups in Liberal Democracies?", American Political Science Association Annual Meeting, Toronto, Canada, September 3, 2009.

"What Does Blood Membership Mean in Political Terms?" – The Case of Latin American Nikkeijin (Japanese Descendants) in Japan", at the Thirteenth Annual Meeting of the Asian Studies Conference Japan (ASCJ) held at Sophia University, Tokyo, Japan, June 21, 2009.

"Calling the Nation Back Home But Not to Stay: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan" at the International Studies Association Annual Convention, New York, NY, February 17, 2009.

"The State and Post-Colonial and Ethnic Migration: Does Globalization Produce Migrations?" at the International Studies Association Annual Convention, New York, NY, February 15, 2009.

"Political Transnationalism in Question: What Limits the Political Transnationalism of "Transnational" Groups in Liberal Democracies?" as well as "Calling the Nation Back Home and Contesting Membership: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan" National Humanities Center, Some Institutes for Advanced Study (SIAS) Summer Institute on Citizenship and Migration, Stanford University, Palo Alto, California, June 23-July 4, 2008.

Invited Panelist- presented paper "Calling the Nation Back Home and Contesting Membership: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan", at the "Japan's New

Nationalism: How Japan's National Identity is Changing at Home and Abroad" Conference, Southern Methodist University, Dallas, Texas, January 31 - February 1, 2008. Proceedings under review by Cambridge University Press. (All expenses paid and honorarium provided.)

"Globalization and Migration: Post-Colonial Dutch Antillean and Aruban Immigrant Political Incorporation in the Netherlands," National Humanities Center, Some Institutes for Advanced Study (SIAS) Summer Institute on Citizenship and Migration, Wissenschaftskolleg zu Berlin, Germany, June 25-July 7, 2007.

Presented paper "Globalization and the State: A Comparative Study of the Symbolic Politics of Post-Colonial Citizen and Ethnic Returnee Migration", PhD Brain Lab, Institute for Migration and Ethnic Studies, Universiteit van Amsterdam, The Netherlands, January 12, 2007.

"Globalization and the State: A Comparative Study of the Politics of Post-Colonial Citizen and Ethnic Returnee Migration", "International Conference on Comparative Social Science: Probing the Frontiers of Comparative Inquiry", Sophia University, Tokyo, Japan, July 15-16, 2006.

"Globalization and Migration: A Comparative Study of the Politics of Post-Colonial Citizen and Ethnic Returnee Migration", "Fourth Annual Summer Institute on International Migration", Social Science Research Council and Center for Comparative Immigration Studies, University of California, San Diego, CA, June 19-23, 2006.

"A Preliminary Qualitative Study of the Political Incorporation of Dutch Caribbean Immigrants in the United States and the Netherlands", "Trading Cultures: Migration and Multiculturalism in Contemporary Europe", Graduate Student Conference, Rutgers University, December, 2004.

"Globalization and Migration: A Qualitative Study of the Political Incorporation of Dutch Caribbean Immigrants in the Netherlands and the United States" accepted for "Interrogating the African Diaspora", Florida International University, summer, 2004. (Declined)

"Globalization and Migration: The Political Incorporation of Immigrants in Japan", "Thirteenth Annual Graduate Student Conference on East Asia", Columbia University, February, 2004.

TALKS GIVEN

Served as *Discussant* for the paper of Ms. Keisha Weil, Adjunct Instructor, Anthropology, "Critical Discourse on the Ideology behind Papiamentu's Position within Education", May 2, 2012. Africana Colloquium Series, African American Resource Center, York College/CUNY, Jamaica, NY.

Invited Guest Speaker Presented Talk entitled "Is Blood Thicker than Water: The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) in Japan", September 29, 2011, Latin American Studies Co-sponsored with Political Science and Global Interdisciplinary Studies, Villanova University. (Accommodation and Honorarium Provided)

Served as *Discussant* for the paper of Dr. Ivelaw Lloyd Griffith, Provost and Senior Vice President, Academic Affairs, "Suriname: Political Acumen and Geopolitical Anxiety", March 9, 2011. Africana Colloquium Series, African American Resource Center, York College/CUNY, Jamaica, NY.

Invited Panelist Presented Talk on "Affirmative Action in Crisis in the US?: Affirmative Action History and Current State", February 24, 2011: Increasing Access to Higher Education: Barriers and Strategies, Teachers College/Columbia University, New York, NY.

Discussed my paper "Making Nations Within Dutch Sovereignty: Race, Color, and Nationalism in Aruban and Curaçaoan Political Identities", November 17, 2010. Africana Colloquium Series, African American Resource Center, York College/CUNY, Jamaica, NY.

Invited Guest Speaker Presented Talk on "Racial Discrimination in the US" to Undergraduate and Graduate Students, Osaka Jogakuin College, Osaka, Japan, July 2, 2010. (Honorarium provided)

Invited Panelist "The History of Black Economic Empowerment", U.S. Attorney's Office, Newark, New Jersey, March 11, 2010. (Presented with certificate of appreciation by the US Attorney's Office for participation in their 2010 Black History Month Celebration.)

Invited Guest Speaker Presented "Talk on Research in Japan", Japan Local Government Center (CLAIR), New York, New York, February 12, 2010. (Honorarium provided)

Invited Guest Speaker Presented Talk on Globalization and Comparative Research to Graduate Class / Institute of Comparative Culture, Sophia University, Tokyo, Japan, July 23, 2009.

Panelist "Socialism Redux" York College/CUNY, Jamaica, NY, May 5, 2009.

Interviewed by Judith Janssen on Radio Nederland Wereldomroep about dissertation research in the Netherlands, February 26, 2007.

Presented paper "Globalization and the Symbolic Politics of Post-Colonial Citizen and Ethnic Returnee Migration", Japan Study Group, CUNY Graduate Center, November 17, 2006.

LANGUAGES

English (native), Spanish (proficient), Dutch (intermediate), Japanese (basic), Swahili (basic)

COMPUTER SKILLS

Microsoft Word, Wordperfect, Excel, SPSS, Quark, Power Point, Internet

INTERESTS

International politics, languages, cultures, and travel as well as reading, world music, and chess

MEMBERSHIP(S)

American Political Science Association (APSA), APSA Working Group on Citizenship and Migration, New Political Science, National Conference of Black Political Scientists, (NCOBPS), International Studies Association, Member of Board of Directors, International Movement Against All Forms of Discrimination and Racism (IMADR)

CITIZENSHIP(S) Dual: United States and the Netherlands

EDUCATION & CERTIFICATION

Advance Certification in Special Education (2004)
Pace University, NY

Master of Arts (2002); Major: General Psychology
Adelphi University, Garden City, NY

Bachelor of Arts (1999); Major: Psychology
York College, Jamaica, NY

New York State Teaching Certification—Students with Disabilities (5-9), Generalist

Wilson Reading System (WRS) —` Level I Certification

PROFESSIONAL TEACHING EXPERIENCE

York College, City University of New York Lecturer	February 2009- Present
Substitute Lecturer	January 2008-January 2009
Adjunct Lecturer	September 2001-February 2008
College Of New Rochelle Adjunct Lecturer	September 2004- September 2009
New York City Board of Education Teacher/Dean	September 2001-February 2009

SERVICE TO THE COLLEGE

Child Care Teacher’s Screening Committee	2012 - present
Junior Science and Humanities Symposium Judge	2011- 2012
Retention and Graduation Task Group	2011- 2012
Assessment Committee	2011- present
Yorkfest	2011- 2011
Humanities, Math and Science Expo Judge	2010- present
Special Education Workshops	2010- 2012
Faculty Panel Discussion for Transfer Students	2008-2011
Summer of Excellence Program	2008- present

SERVICE TO THE DEPARTMENT

APA Workshops	2010 - present
Co-coordinator for Psy 102 Curriculum	2010 – present
Academic Advisor	2009 – present
Search Committee	2009-2009

COURSES TAUGHT AT YORK COLLEGE

PSY 102, Introduction to Psychology
PSY 215, Human Development
PSY 289, Psychology of Addiction
PSY 319, Cognitive Psychology
PSY 321, Psychology of Learning Laboratory
PSY 338, Abnormal Psychology
EDUC 280, Child and Adolescence Development
EDUC 281, Fieldwork in Education Environment
EDUC 283, Educational Psychology: Effective Teaching & Learning in Diverse and Inclusive Classrooms
EDUC 284, Field Experience in Teaching and Learning
EDUC 300, Supervised Student Teaching

COURSES TAUGHT AT THE COLLEGE OF NEW ROCHELLE

PSY 738, Forensic Psychology
PSY 403, Theories and Techniques of Counseling
PSY 730, Family Therapy and Counseling
PSY 311, Psychology of Human Sexuality
PSY 330, Experimental Psychology
PSY 120, Introduction to Psychology

PROFESSIONAL AFFILIATIONS

American Psychological Association
National Education Association

DEBRA A. SWOBODA
(718) 262-2686; dswoboda@york.cuny.edu

Education:

1992 Ph.D., Psychology
State University of New York at Stony Brook

1982 M.A., Social Psychology
State University of New York at Stony Brook

1979 B.A., Sociology
State University of New York at Stony Brook

Employment:

2008 - *Associate Professor of Psychology, Department of Behavioral Sciences and Director, Center for Excellence in Teaching and Learning. York College of The City University of New York. Jamaica, NY*

2003 - *Assistant Professor of Psychology, Department of Behavioral Sciences. York College of The City University of New York. Jamaica, NY*

1999 - 03 *Director, Center for Students with Disabilities. New York University. New York, NY*
Administered support services for students with disabilities. Provided compliance training. Supervised professional staff. Managed \$500,000 annual budget. Chaired 504/ADA Committee.

1994 - 98 *Coordinator, Student Disability Services and Lecturer, Department of Psychology. Oklahoma State University. Stillwater, OK*
Administered support services for students with disabilities. Provided compliance training.

1992 - 94 *Lecturer, Department of Psychology. St. Louis Community College. St. Louis, MO*

1991 - 94 *Counselor, Student Educational Services. Washington University. St. Louis, MO*
Provided academic advisement and assisted with summer immersion program. Co-principal Investigator of \$100,000 TRIO grant.

1989 - 91 *Internship Director and Undergraduate Research and Creative Activities (URECA) Director, Office of Undergraduate Studies. State University of New York at Stony Brook*
Administered regional, national, and government agency internship program.

1983 - 89 *Lecturer, Department of Psychology. St. Joseph's College. Brooklyn, NY*

Refereed Publications:

Swoboda, D. (2012). Using the IF discussion process in a service-learning enhanced course: A study of student learning outcomes (28 pages). *Interactivity Foundation*.
www.interactivityfoundation.org/resources-downloads/papers/

Swoboda, D., Davidson, E., Keiler, L., & Oglensky, B. (2011). Creating space for the scholarship of teaching and learning: Transforming the meaning of academic work. J. Summerfield & C. Smith (Eds.). *Making Teaching and Learning Matter: Transformative Spaces in Higher Education*, pp. 125-143. New York: Springer.

Swoboda, D. (2008). Negotiating the diagnostic uncertainty of contested illnesses: Physician practices and

paradigms. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness, and Medicine*, 12: 453-78.

Swoboda, D. (2008). Listening to the body: Women with chronic fatigue syndrome, fibromyalgia, and multiple chemical sensitivities talk about illness and the body. In D. Driedger & M. Owen (Eds.), *Dissonant Disabilities: Women with Chronic Illnesses Theorize their Lives*, pp. 87-97. Toronto: Women's Press/CSPI.

Swoboda, D. (2006). Embodiment and the search for illness legitimacy among women with contested illnesses. *Michigan Feminist Studies*, 19: 73-90.

Swoboda, D. (2006). The social construction of contested illness legitimacy: A grounded theory analysis. *Qualitative Research in Psychology*, 3: 233-51.

French, D., McBee, K., Harmon, M., & Swoboda, D. (2003). Digital and analog video equipment as assistive technology in dissection-intensive labs: Potential benefits to students with disabilities. *The American Biology Teacher*, 65, 634-641.

Swoboda, D. (1993). Notions of connectedness and community among political activists. In A. Dobrin (Ed.), *Being Good and Doing Right: Readings in Moral Development*, (pp.141-159). Lanham, MD: University Press of America.

Swoboda, D. (1992). Notions of connectedness and community among political activists. *Journal of Humanism and Ethical Religion*, 5, 28-49.

Swoboda, D., Eckstein, R., & Delaney, K. (1987). A theoretical exploration of white collar organizing: Graduate student employees and the future of unions in academia. *Humanity and Society*, 11, 165-174.

Swoboda, D. (1984). Social psychology for social change. *Journal of Curriculum Theorizing*, 6, 179-183.

Non-Refereed Publications:

Swoboda, D. (Ed.). (2011). *DisCover: The York College Journal of the Center for Excellence in Teaching and Learning, Volume 3*. York College/CUNY. www.york.cuny.edu/centers-institutes/cetl/programs/discover/

Swoboda, D. (Ed.). (2009). *DisCover: The York College Journal of the Center for Excellence in Teaching and Learning, Volume 2*. York College/CUNY. www.york.cuny.edu/centers-institutes/cetl/programs/discover/

Swoboda, D. (Ed.). (2008). *DisCover: The York College Journal of the Center for Excellence in Teaching and Learning, Volume 1*. York College/CUNY. www.york.cuny.edu/centers-institutes/cetl/programs/discover/

Swoboda, D. (2009-2011). *Education Blog Posts*. Interactivity Foundation. www.interactivityfoundation.org/author/dswoboda/

Refereed Presentations:

Swoboda, D. (2012, July). *Discursive Construction of Reproductive Genetic Screening in U.S. Public Health Rhetoric*. Paper presented at the 30th International Congress of Psychology. Cape Town, South Africa.

Swoboda, D. (2012, July). *Designing Learning Outcomes to Assess Thinking Processes in Psychology Courses*. Poster presented at the 30th International Congress of Psychology. Cape Town, South Africa.

Swoboda, D. (2012, April). *Reproductive Genetic Screening and the Healthy Embryo: Master Narratives in*

Medical Practice Discourse. Paper presented as panel chair at the 42nd annual conference of the Popular Culture/American Culture Association. Boston, MA

Swoboda, D. (2010, November). *The Classroom Community is Our Lab: Building Small Group Discussion Skills*. Workshop presented at the 30th annual International Lilly Conference on College Teaching and Learning. Oxford, OH

Swoboda, D. (2010, June). *Genetalk about Psychiatric Illness: Lay Understanding of the Genetics of Bipolar Disorder*. Paper presented at the 8th annual conference of the COMET (Communication, Medicine, & Ethics) Society. Boston, MA

Swoboda, D. (2009, October). *Using 'Seminaring' to Engage Students in Integrative Learning with Primary Source Texts*. Workshop presented at the 39th annual conference of the International Society for Exploring Teaching and Learning. Philadelphia, PA

Swoboda, D. (2009, June). *Immunophilosophy: Conceptions of the Immune System among Individuals with Multiple Chemical Sensitivities*. Paper presented at the 21st annual conference of the Ethnography and Qualitative Research Association. Cedarville, OH 3

Swoboda, D. (2008, June). *The Politics of Identity in MCS and Environmental Illness Cybercommunities*. Paper presented at the 21st annual conference of the Society for Disability Studies. New York, NY

Graham, S., & Swoboda, D. (2008, May). *A Cognitive Organization Approach to Learning Organic Chemistry: The See-Think-Predict Method*. Paper presented at the 7th annual conference of The International Society for the Scholarship of Teaching and Learning. London, UK

Swoboda, D. (2007, September). *Negotiating Contested Illness Diagnostic Uncertainty: Physician Practices and Paradigms*. Paper presented at the 39th annual conference of the British Medical Sociology Group. Liverpool, UK

Swoboda, D. (2007, May). *Deconstructing the Social Model: Epistemological and Practical Disagreements*. Paper presented at the 20th annual conference of the Society for Disability Studies. Seattle, WA

Swoboda, D. (2007, April). *Teaching Disciplinary Thinking in Gateway Courses*. Workshop presented at the Lilly East Conference on College and University Teaching. Newark, DE

Swoboda, D. (2006, June). *Physician Attitudes and Practices Concerning the Diagnosis of Contested Illnesses*. Paper presented at the 6th biennial conference of the Society for the Psychological Study of Social Issues. Long Beach, CA

Swoboda, D. (2006, June). *Using Kuhn to Advance Critical Thinking in a History and Systems Course*. Poster presented at the 18th annual convention of the American Psychological Society. New York, NY

Swoboda, D. (2006, May). *Conceptions of Illness Embodiment in Women with Contested Illnesses*. Paper presented at the 3rd annual conference of the Canadian Disability Studies Association. Toronto, Canada

Swoboda, D. (2005, October). *Evaluating the Teacher/Scholar Model*. Facilitated roundtable discussion at the annual conference of the New England Psychological Association. New Haven, CT

Swoboda, D. (2005, August). *Critical Events in the Social Construction of Contested Illnesses*. Poster presented at the 113th annual convention of the American Psychological Association. Washington, DC

Swoboda, D. (2005, August). *The Role of Illness Discourse in the Development of a Contested Illness Classification System: Analysis of Rhetorical Constructs*. Paper presented at the 60th annual conference of the Society for the Study of Social Problems. Philadelphia, PA

Swoboda, D. (2005, March). *The Role of Internet Discussion Sites in Establishing the Legitimacy of Contested Illnesses*. Poster presented at the annual meeting of the Eastern Psychological Association. Boston, MA

Swoboda, D. (2005, February). *Critical Events in the Social Construction of Contested Illnesses*. Paper presented at the annual conference of the American Association of Behavioral and Social Sciences. Las Vegas, NV

Swoboda, D. (2004, October). *Measure for Measure: Process-Oriented Techniques for Teaching Research Paper Writing Skills*. Paper presented at the 34th annual conference of the International Society for Exploring Teaching and Learning. Baltimore, MD

Swoboda, D. (1998, March). *Success Rates of Students with Disabilities at a Large Public University: A Ten Year Profile*. Paper presented at the annual conference of the Association on Higher Education and Disability. St. Louis, MO

Swoboda, D. (1998, November). *Preparing Students with Disabilities for Employment: A Training Program Demonstration*. Paper presented at the annual convention of the American College Personnel Association. St. Louis, MO

Swoboda, D. (1996, June). *Conceptions of Identity among Students with Learning Disabilities*. Paper presented at the 9th annual conference of the Society for Disability Studies. Washington, DC

Swoboda, D. (1994, February). *Teaching Students Critical Thinking Skills in an Introductory Social Science Course*. Paper presented at the annual conference of the National Social Science Association. Las Vegas, NV

Swoboda, D. (1993, March). *Notions of Social Responsibility and Commitment among Political Activists*. Paper presented at the annual conference of the Southern Society for Philosophy and Psychology. New Orleans, LA

Invited Presentations:

Auryan, M., & Swoboda, D. (2012, January). *Increasing Research on Teaching and Learning to Provide Evidence of Effective Curriculum, Instruction and Assessment*. Workshop presented at The City University of New York Center for Teaching and Learning Directors Retreat. Bronx, NY

Swoboda, D. (2010, September). *Threshold Concepts*. Workshop presented at the Center for Excellence in Teaching and Learning. York College/CUNY. Jamaica, NY

Swoboda, D. (2009, November). *How do Contested Illnesses become Public Health Concerns?: Understanding Stakeholders and the Process of Transformation*. Talk presented at the Provost Lecture Series, York College. Jamaica, NY. <http://www.youtube.com/watch?v=yraiPPwS5Ig>

Swoboda, D., Ballantyne, M., & Moldovan, V. (2009, May). *Faculty Inquiry Groups: Laying the Foundation for General Education Reform*. Poster presented at CUNY General Education Conference. Bronx, NY

Swoboda, D. (2007, May). *Improving Disciplinary Thinking (and Student Success) in Gateway Courses: Insights from the Trenches*. Paper presented at CUNY General Education Conference. Flushing, NY

Swoboda, D. (2006, May). *Promoting Competencies for Integrative Learning in General Education Courses*.

Paper presented at CUNY General Education Conference. Bayside, NY

Swoboda, D. (2001, April). *Dealing with Troubled Students: A Case-Study Approach*. Paper presented at the Sharing Our Resources in Student Affairs Conference. New York, NY

Swoboda, D. (2000, February). *College Students with Psychological Disabilities: Counseling and Advising Issues*. Paper presented at the Vocational and Rehabilitation Services Counselors Conference. New York, NY

Swoboda, D. (1995, July). *Postsecondary Transition for Students with Learning Disabilities*. Paper presented at the 2nd International Conference on Higher Education and Disability. Innsbruck, Austria

Swoboda, D. (1994, January). *Building Self-Advocacy and Mentor Relationships among Students with Disabilities*. Paper presented at the 18th annual conference on the First-Year Experience. Columbia, SC

Grants Awarded:

Professional Staff Congress. City University of New York. *Lay Perceptions of the New Genetics: Assessing Knowledge and Beliefs of Genetics Consumers*. 7/1/09 - 6/30/10

Professional Staff Congress. City University of New York. *Collective Identity in Contested Illness Cybercommunities: The Case of Multiple Chemical Sensitivity Online Discussion Groups*. 7/1/07 - 6/30/08

CUNY Faculty Development Program. *Understanding Disciplinary Differences and Commonalities in General Education Gateway Courses*. 9/1/06 - 6/30/07

Professional Staff Congress. City University of New York. *The Development of Diagnostic Criteria and Treatment Regimens for Individuals with Contested Illnesses*. 7/1/05 - 6/30/06

Professional Staff Congress, City University of New York. *The Social Construction of Illness Identity in Individuals with Contested Illnesses: A Qualitative Study*. 5/1/04 - 6/30/05

Fellowships:

Interactivity Foundation (IF) Summer Institute. (2009, August). Program designed to facilitate application of the IF discussion process for enhancing public thinking about public policy to student-centered classroom discussion. Madison, WI.

Professional Association Membership:

Eastern Psychological Association
New England Psychological Association
Society for Disability Studies
Society for the Psychological Study of Social Issues

Professional Activities:

2011 - Member of the Editorial Board of *Disability Studies Quarterly*
2012 - Reviewer for *Qualitative Health Research*
2009 - Reviewer for Wellcome Trust Grant Program
2005 - Member of Review Board of the *International Journal of Teaching and Learning in Higher Education*
1997 - 98 Member of Western Governor's University Distance Learning Advisory Committee
1995 - 98 Secretary for Oklahoma Association on Higher Education and Disability

University Service:

2011 Member of the Pathways to Degree Completion Task Force Working Committee
2007 - 10 Reviewer for the Professional Staff Congress/CUNY Grant Program
2005 - 09 Member of the CUNY General Education Committee

York College Service:

2007 - Director of the Center for Excellence in Teaching and Learning
2006 - 11 Chair/Co-chair of the General Education Committee/Task Force
2005 - 07 General Education Coordinator of the Writing Across the Curriculum Program
2003 - 07 Chair/Co-chair of 504/Americans with Disabilities Act Committee

Villegas, Francisco

EDUCATION

Degree	Institution	Field	Dates
PhD	City University of New York	Experimental Cognition	1997
BA	City College, City University of New York	Psychology	1979

FULL-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
York College	Associate Professor	Department of Behavioral Sciences	1994 – Present
Boricua College	Educational Facilitator		1990 - 1994
City College and LaGuardia Community College	Adjunct Lecturer	Department of Psychology	1980 – 1985

NON ACADEMIC EXPERIENCE

Place of Employment	Title	Date
Mount Sinai Medical Center	Research Coordinator, Human Sexuality Program, Department of Psychiatry	1987 - 1989
New York State Psychiatric Institute	Research Assistant, Clinical Analytical Psychopharmacology Department	1986 - 1988
Columbia Presbyterian Medical Center	Sleep EEG Technician, Sleep Disorders Center, Department of Psychiatry	1985 - 1986
New York State Psychiatry Institute	Research Technician	1985 - 1986

Articles:

Hungund, B. L., Goldstein, D. B., Villegas, F. & Cooper, T. B.. "Formation of fatty Acids ethyl esters during chronic ethanol treatment in mice." Biochemical Pharmacology. 37 1988: 3001-3004.

Villegas, F. "Effects of Ad Libitum Midbrain Intracranial Self-Stimulation on Rapid Eye Movement Sleep in Rats." Unpublished Doctoral Dissertation. 1997.

Abel, M. S., Villegas, F., Steiner, S. S., Beer, B. & Meyerson, L. R.. "The effect of rapid eye movement sleep deprivation on cortical β -adrenergic rapid eye movement sleep deprivation on cortical adrenergic receptors." Brain Research. 11 1983: 792-794.

PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES

"Rodriguez, B., Verdieu, Y. C., Anderson, M. & Villegas, F. 5-HT7 Agonist AS-19 and Antagonist SB-269970 on a Spatial Navigational Memory Task in Male Long-Evans Rats" 2007: Annual Biomedical Research Conference for Minority Students. Austin, TX..

"Parasram, Y. L., Rodriguez, I., Fiorucci, J., Liz, G., Castrillon, N., Gómez-Blum, L. & Villegas, F. Various Doses of Methylene Blue on Radial Maze Acquisition in Rats" 2005: Annual Meeting of Society for Neuroscience. Washington, DC..

"Hungund, B. L., Villegas, F. & Mahadik, S. P. Ganglioside reduces ethanol-induced sleep in mice" 1987:

American Society for Neurochemistry.

"Gimino, F., Villegas, F., Murphy, P., Ocheret, D., Bashir, T., Alvarez, R., Abreau, J., Steiner, S. S., & Ellman, S. J. Clonidine blocks the effect of morphine on intracranial self-stimulation rates from the medial forebrain bundle and the locus coeruleus" 1986: Annual Meeting of Society for Neuroscience. Washington, D.C..

"Villegas, F., Steiner, S. S., Abreau, J., Gimino, F., Beer, B. & Meyerson, L. R. Non correspondence of rapid eye movement sleep deprivation and cortical β -adrenergic receptor regulation" 1982: Annual Meeting of Society for Neuroscience. Minneapolis, MN..

"Villegas, F., Gimino, F., Alvarez, R., Abreau, J., Sano, M., Steiner, S. S. & Ellman, S. J. Morphine Differently affects ICSS interactions between the locus coeruleus and the medial forebrain bundle." 1981: Annual Meeting of the Society for Neuroscience, Los Angeles, CA..

"Villegas, F., Gimino, F., Abreau, J. & Steiner, S. S. Parametrics variations in ICSS: Constant current and isolations from ground" 1980: MBRS Conference.

"Halperin, R., Halperin, J., Villegas, F., Daren, S., Steiner, S. S. & Ellman, S. J. The effects of REM sleep deprivation on stimulus-bound eating thresholds" 1977: Annual Meeting of Society for Neuroscience. Anaheim, CA..

Service to the College

Chair of the York College IACUC committee: 1999 - Present.

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

American Association for the Advancement of Science

Eastern Psychological Association: .

Society for Neuroscience: .

U. S. Air force: 1968 – 1972.

Appendix M Selected Political Science Syllabi
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POLITICAL SCIENCE 103
Politics and Government in the United States

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
School of Health and Behavioral Sciences
Department of Behavioral Sciences

POLITICS AND GOVERNMENT IN THE UNITED STATES

Political Science 103V in room AC/4D01, Wednesdays 6-8:50 PM

Robin A. Harper, Ph.D., rharper@york.cuny.edu; Tel (718)262-2692

Office Hours: Thursdays from 12-1 PM and by appointment in Room 4D06G

Course Description: Analysis of American politics and public policy in economic, social, and ideological context, emphasizing the Presidency, Congress, the Judiciary, the federal bureaucracy, political parties, and interest groups. **Prerequisites:** None

Required Textbooks:

- 1) Tannahill, Neal. 2010. Think American Government. New York: Longman.
- 2) Serow, Ann G. and Everett C. Ladd (eds.). 2007. LRAP in the American Polity. Fourth Edition. Baltimore: Lanahan Publishers, Inc. (known as "LRAP")
- 3) Ricar, Sondra L. 2007. Scenarios in American Government. Novato, CA: Chandler Sharp Publishers, Inc.
- 4) Madison, James. *The Federalist #10, 51*, from *The Federalist Papers Online* at: <http://www.foundingfathers.info/federalistpapers/fedi.htm> (also in Serow and Ladd, above)

Course Objectives: By the end of the semester, each student shall be able to:

- Identify and explain the structure and meaning of core political institutions and values
- Analyze the role of political socialization and public opinion in politics
- Understand how groups outside of the government (parties, interest groups, voters, noncitizens, foreign governments and institutions, corporations) the American political process
- Evaluate evidence and arguments critically and analytically
- Develop competence in written and oral arguments
- Interpret basic quantitative materials like graphs, poll results and tables

Reading Assignments: We will read and examine many kinds of materials this semester - textbook, historical documents, newspaper articles, magazine articles, film, music, art, etc. – to help us to understand the foundations of American government and politics. Each week you will be assigned readings in a textbook and in a reader. Sometimes, articles are posted online. All readings are on reserve in the library.

Preparation: In the syllabus, each week, there are questions to help you organize your thoughts and help you understand what's important in the readings. As there are many new ideas, I would suggest keeping a summary of each reading. I will show you in class how to do this.

For each reading, think about and try to answer the following questions. You should be able to write a few sentences or thoughts in response to the following questions for each reading:

- 1) What are the major themes of the reading?
- 2) What clarifications do you need or questions do you have about the reading?
- 3) What criticisms of the author's arguments do you have?
- 4) (If possible) How does this argument compare with other others we have read?
- 5) What new information does the article provide to your understanding of the course?

You may find it helpful to test yourself each week using the questions in the syllabus and the quizzes located at the end of each chapter in the Think textbook.

Book Review: I have posted a list of popular books in political science on blackboard. The books are available in the public library and through online booksellers and most bookstores. They are not hard to find. For your assignment, you are to read any one (1) of the books and write a critical book review. The book review must reflect that you have read and thought about the book. The review should include a one page summary of the book and a one (1) page critical analysis of the book. The total length should not exceed two (2) pages. Use a one-inch margin, 12 point font (Times New Roman or Arial) and remember to proofread, staple and number the pages. This is individually graded. Questions to help you think about your book and shape your review are posted on Blackboard. The book review is to be uploaded to safe-assign BEFORE class on November 28th. Here is an explanation of how to upload your paper to safe-assign.

<http://www.york.cuny.edu/it/acet/blackboard/student/tutorial-on-safeassign/view>

Monday, November 28th: Book Review hard copy due. The review is due at 6 PM. Papers submitted after 6PM are considered late and will be penalized.

Class work: In class, you will be asked to respond to questions about the readings, take quizzes, write short writing assignments, make presentations, etc.

Online Project on American Government Fall 2012

As part this class, you are required to join the American Government Project 2012 on a social networking site <http://americanpoliticsprojectfall2012.ning.com/>. (It works kind of like Facebook only we are a community studying American Politics.) As the semester progresses, we will have the opportunity to observe and discuss politics and governance in the midst of an election. We will use this opportunity to think about the structures, policies and practices of American government and to discuss with other students of political scientists.

For this project to be successful you must:

- Join the **American Government Project** I will send you an invitation to join this networking site. When you receive this invitation you follow the directions in order to join.
- Once you have joined the American Politics Project you should send a message introducing yourself. This message should include your first name, what course and school you are from
- You will be required to participate in the ongoing online dialogue by
 - Posting a **minimum** of five posts for the semester, at least two posts before the midterm.
 - The posts must be in response to the question of the week.
 - You may also respond to other students' own discussion posts, thus creating a discussion.
 - Of course, you may participate as much as you like.
 - You may post pictures, comics, videos, etc. about American government on the site.
 - We will schedule chats with other colleges. I will inform you of the date and time and you will log on and join the chat.

Please note:

☒ **DO NOT** write posts using IM or text messaging language! Please use standard English only.

- ☒ Each post must contain a minimum of 100 words.
- ☒ Only post issues pertinent to the study of American government and politics.
- ☒ Politics often creates passionate beliefs and opinions; all posts must use language that is respectful of all points of view, even those you don't like.

Political Ad: This is a presidential election year and we will be inundated with political ads. We will break up into groups and make political ads. You will develop a message, write a script, perform it, film it and show it to your colleagues who will write a written evaluation. This is a group activity and you will be graded as a group. *Political Ads due in class at 6PM. **The ads must be sent to me via email BEFORE 5PM on October 31.** Any ads coming in after that time will be penalized.*

Examinations: There will be one (1) midterm exam on October 17th. There is also a final exam Wednesday, December 19th in AC/4D01 at 6PM. (The final is a two hour exam.) All students are required to take the midterm and the final examinations. There will be no makeup examinations.

Expectations: *You are students. Academic honesty is expected. I will report plagiarism or cheating to the dean.* For more information about academic honesty and expectations, please see CUNY Policy on Academic Integrity (York College Bulletin, 2006-2007, 338-341).

Availability: I will be in my office on Thursdays from 12-1 and by appointment. You do not need an appointment during office hours; just come by or call me to discuss the readings and any other issues you believe should be brought to my attention. If you cannot make my office hours, send me an email to set up an alternate appointment. (In an emergency, please send me a telephone number where I can reach you and I will try to get back to you within the day.) I try to respond to email every day. I would be happy to talk to you about majoring or minoring in political science, minoring in pre-law or careers in political science or law. I am the pre-law advisor and would be delighted to help you plan your studies leading to a career in law. I have worked in academia, government, nonprofit, international aid and think tanks.

Grading

Your grade will be determined based on your:

Final	20%
Midterm	20%
Political Ad	20%
Class work	20%
Online Participation	10%
Participation	10%

Religious Observances, Disability Accommodations and Other Accommodations

Students requesting accommodation should let me know at the beginning of the semester.

Wednesday August 29, Introduction: Government, Politics, and The Policymaking Process

Questions:

What is it to be an American?

Why do we have government? What does a government actually do?

What is democracy? Is it a good thing? If it is so good, why were the framers afraid of it?

The US is a country made up of many different states and regions, what holds us together?

What is politics and government? What makes a government democratic?

Readings:

Chapter 1 of Think American Government

Wednesday, September 5, American Constitution

Questions:

What is a constitution?

What are the main features and goals of our Constitution? Why did the framers want those structures?

Is our Constitution democratic? Why? Why not?

Does the Constitution meet our needs today or is it a relic of the past?

What mechanisms do we have to change it? Are they sufficient?

What is a faction and where do they come from?

Why were the framers afraid of factions?

What solution did they propose to deal with the evils of faction?

Readings:

Chapter 2 of Think American Government

James Madison, *The Federalist 10*, in The Lanahan Readings, pgs. 49-55. READ THIS CAREFULLY.

James Madison, *The Federalist 51*, in The Lanahan Readings, pgs.97-101. READ THIS CAREFULLY.

Wednesday September 12, The Federal System

Questions:

Why did the Framers want a separation of powers?

Why did the Framers want a federal system? (Think about Hamilton and the historical reasons as well as the social, economic and political reasons.)

Is our form of government effective? (Is that a good or a bad thing?)

What are the advantages and disadvantages of strong central government? Do we need one?

What is the importance of McCulloch vs. Maryland? (What is the story? What is the meaning?)

What are the advantages and disadvantages of a federal system? (Please come to class with a list.)

Readings:

Chapter 3 of Think American Government

James Madison, *The Federalist 39 and 46*, in The Lanahan Readings pgs. 117-121.

David Elazar, *Laboratories of Democracy*, in The Lanahan Readings, pgs. 126-135.

Chapter 2 of Scenarios in American Government

Wednesday, September 19, Civil Liberties and Policymaking

Questions:

What are civil liberties?

How do we know what civil liberties we have?

Does delineating our civil liberties reduce them?

What are some reasons for and against listing the civil liberties?

How can we expand civil liberties? When would you argue is it a good time to reduce rights or liberties?

Readings:

Chapter 15 of Think American Government

Miranda v. Arizona, in The Lanahan Readings, pgs. 326-331.

Donald Kettl, *System Under Stress* in The Lanahan Readings, pgs. 331-342.

Wednesday, September 26 No class (Yom Kippur)

Wednesday, October 3, Civil Rights and Policymaking

Questions:

What are civil rights?

How do we know what civil rights we have?

What's the difference between civil rights and civil liberties? Which is more important? Is there a conflict between the two?

Which do you think the Framers thought was more important, civil rights or civil liberties? Why?

How would you describe Lincoln's and King's approaches to change? Which position do you think is right, Lincoln's or King's? Why?

Why do you think the Constitution included the rights that it does? Is the list exhaustive?

Reading:

Chapter 16 of Think American Government

Anthony Lewis, *Gideon's Trumpet*, in The Lanahan Readings, pgs. 317-326.

Abraham Lincoln, "The Perpetuation of Our Political Institutions" (posted to Blackboard)

Martin Luther King, "Letters from a Birmingham Jail" (posted to Blackboard)

Richard Kluger, *Simple Justice*, in The Lanahan Readings, pgs. 342-349.

Charles Ogletree. *All Deliberate Speed*, in The Lanahan Readings, pgs. 350-358.

No Class Wednesday, October 10, {Classes follow a Monday Schedule so we don't meet}

Wednesday, October 17, Interest Groups

Questions to think about:

What do interest groups do?

Do interest groups provide a meaningful voice for minority groups? Why or why not?

What do we mean by the terms "mobilization of bias," "elite bias" and "iron triangle"?

What explains the idea of elite bias in interest group behavior?

In what way is interest group activity democratic? Undemocratic?

How do interest groups affect policy? How do they interact with the branches of government?

Readings:

Chapter 7 of Think American Government

Alexis De Tocqueville, *Democracy in America*, in The Lanahan Readings, pgs. 411-413.

C. Wright Mills, *The Power Elite*, in The Lanahan Reading, pgs. 71-78.

Robert T. Dahl, *Who Governs? A Preface to Democratic Theory*, in The Lanahan Readings, pgs. 88-94.

William Greider, *Who Will Tell the People*, (on blackboard and in Lanahan (4th edition) pgs 432-441.

Extra Credit Assignment (OPTIONAL): Please send to me via the internet a link to music and the lyrics of a song with a political message. If you do this assignment, please be prepared to play the song in class and talk about the music and the lyrics. You should think about the readings as you prepare your presentation. We will use this on October 31.

Wednesday October 24 – MIDTERM EXAMINATION

(This exam will cover all of the material we have covered on basics about government and politics, the US constitution, federalism, civil liberties and civil rights, interest groups, political parties and campaigns and elections and public opinion.)

After the exam, we will meet to talk about the media:

Wednesday October 24, Media

Questions:

*What role do the media play in our system? Is the media too strong? Too weak?
Do the media report the story or make the story? What does it mean for politics?
How do the media affect campaigns?
How have electoral campaigns used the media? What made it effective? Ineffective?*

Readings:

Graham, *Personal History*, in The Lanahan Readings pgs. 561-574.
Hall Jamieson, *Dirty Politics*, in The Lanahan Readings pgs. 480-487.

Wednesday October 31, Campaign and Elections

[We will continue working on political parties as we discuss campaigns and elections.]

Questions:

*How does the electoral college work? Does it work? Is it a good system?
Why did the Framers want the electoral college?
Why do we have regularly scheduled elections?
Why don't people vote? What would you propose to get more people to vote?
How are campaigns for congress like and different from presidential campaigns? Other state offices?
Who are the players in campaigns?
Is the current electoral system democratic? Why or why not? Does it matter?
What makes campaigns effective?*

Readings:

Chapter 9 of Think American Government
Frances Fox Piven/Richard Cloward, *Why Americans Still Don't Vote*, in Lanahan Readings pgs.500-507.
Wattenberg, *Where Have All the Voters Gone?*, in The Lanahan Readings, pgs. 592-598.
Stephen Ansolabehere/Shanto Iyengar, *Going Negative*, in The Lanahan Readings pgs. 487-494.

*Political Ads due in class at 6PM. **The ads must be sent to me via email BEFORE 5PM on October 31.** Any ads coming in after that time will be penalized.*

Wednesday November 7, Political Parties

Questions:

*What do political parties do? What don't political parties do? What should political parties do?
The Framers did not envision political parties. What were they afraid of? Were they right?
Why do parties gain or lose supporters? What can they do to get more? Do they always want to?
What's the difference between an interest group and a political party?*

Readings:

Chapter 8 of Think American Government

Walter Dean, Burnham, *Critical Elections and the Mainsprings of American Politics*, in The Lanahan Readings pgs. 511-516.

John Garcia, *Latino Politics in America*, in The Lanahan Readings, pgs. 535-540.

Assignment: If your last name begins with letters A-L, come to class with a list of why people DO vote. If your last name begins with letters M-Z, come to class with a list of why people DON'T vote.

Wednesday, November 13, Congress

Questions:

What is the role of the Congress?(What does it do?)

What kinds of problems (structural and informal) problems does Congress have?

Do all voices get heard? Why or why not?

Why do we discuss some ideas for legislation and not others?

What is pork? Is it good or bad?

How important is it to have a Congress that looks like America?

Readings:

Chapter 10 of Think American Government

David Mayhew, *Congress: The Electoral Connection*, in The Lanahan Readings pgs. 147-150.

Richard Fenno, *Home Style*, in The Lanahan Readings pgs. 150-156.

Sarah Binder, *Stalemate*, in The Lanahan Readings pgs.156-162

John Ellwood & Eric Patashnik, *In Praise of Pork*, in The Lanahan Readings pgs 183-185.

Wednesday November 21, The Presidency

Questions:

What role did the Framers envision for the president?

How is the current role of the president different from the president's former role?

Some have argued that the executive is too weak. Still others argue that the executive is growing into an imperial power. Which is it too weak or too strong?

Does the current system of picking the president get the best person? What is good and what is bad about the current system of electing the president?

Readings:

Chapter 11 of Think American Government

Arthur Schlesinger, *The Imperial Presidency*, in The Lanahan Readings pgs. 205-212.

Richard Neustadt, *Presidential Power and the Modern Presidents*, in The Lanahan Readings pgs.

(Be prepared to compare the two works in class.)

Wednesday, November 28, The Federal Courts

Questions:

What is judicial review and why is it important?

What is the main point of Marbury v Madison? (What's the story and what's the meaning?)

What role did the framers want the judiciary to play?

What is undemocratic about the judiciary? How can we make it more democratic?

How do justices pick their cases?

Readings:

Chapter 13 of Think American Government

Alexander Hamilton, *The Federalist 78*, in The Lanahan Readings pgs 283-287.

Eugene Rostow, *The Democratic Character of Judicial Review*, in The Lanahan Readings pgs. 287-291.
O'Brien, *The Storm Center*, in The Lanahan Readings pgs 291-296.

Wednesday, December 5, Getting Stuff Done: The Federal Bureaucracy

Questions:

Can government be run like a business? How are they the same? How are they different?

Why might it be good for government to be inefficient?

Can the bureaucracy be responsive, accountable AND efficient? Are these three ideas in conflict? What would you change to make the government function better?

In some countries, the bureaucracy is revered. Why do you think that isn't the case in the US? What would you change to make it more liked?

Readings:

Chapter 12 of Think American Government

Joel Aberbach and Bert Rockman, *In the Web of Politics*, in The Lanahan Readings pgs. 249-255.

James Q. Wilson, *Bureaucracy*, in The Lanahan Readings, pgs 274-279.

Suggested Reading:

(This is a great piece comparing how government works and how McDonald's works. You are not required to read it, but if you are interested in how government is and is not like a business and why government is not efficient and business is, this is a great example.)

James Q. Wilson, *Bureaucracy*. (Posted to Blackboard)

Wednesday, December 19, 6-8PM, Final Examination

(The final is cumulative. That is, it includes material from every lesson. The emphasis will be on the ending of the semester, as you have not been examined on that material. However, the final will ask you to think critically and to use what you have learned from the WHOLE semester.)

NOTE: The instructor reserves the right to make changes to the course outline to meet the needs of the class.

POLITICAL SCIENCE 241
Basic Factors in International Politics

York College
City University of New York

Basic Factors in International Politics (Politics 241) (WI)

Tuesdays 3:00-3:50 PM and Thursdays 3:00-4:50 pm
Room AC/4D02, Spring 2013

Michael O. Sharpe, M.I.A., M. Phil, Ph.D., Assistant Professor
Tel. (718) 262-2695 E Mail: msharpe@york.cuny.edu

Office Hours: Wednesdays from 1:00 pm – 2:00 pm and Thursdays from 2:00 pm – 3:00 pm and by appointment in 4E05

Course Description

Survey of the international system; an assessment of main forces involved in conflict and resolution; major components in international bargaining. *This is a Writing Intensive Course.*

Course Overview

This course aims to provide students with a basic understanding of international politics and to enable students with the knowledge and analytical tools to think systematically about international politics. In short, it is designed to introduce the student to the study and practice of international politics and the ways in which it impacts everyday lives. It covers the history of international politics, the main theoretical perspectives including realist, liberal, radical, and constructivist approaches, levels of analysis, and important concepts including anarchy, sovereignty, balance of power, and collective security. Topics addressed include international peace and security, international political economy, international organization, international law as well as globalization, human rights, poverty, international migration, terrorism, and genocide. Some key questions of focus throughout the course are: How do both states and non-state actors shape international politics? What are the causes of war? To what extent are relations among states characterized by conflict or cooperation? What conditions foster or impede bargaining or coercion? Why does war occur in some instances but not in others? What facilitates or hinders peace, cooperation, and prosperity in international politics? Activities planned for the course include our Fourth Annual Briefing at the US Mission to the United Nations in New York, NY, a visit from the CUNY Diplomat in Residence as well as from a diplomat from a foreign consulate/embassy.

Prerequisites: ENG 125

Political Science 241 WI: Basic Factors in International Politics

This course is a Writing Intensive (WI) course. All students who entered the College in Fall 2001 or later are required to take three WI courses before graduating. Two courses must be in the lower division of the curriculum (at the 100- or 200- level) and one must be in the upper division (at the 300- level or above) within the major design.

This designation does not change the structure of this course as it has been taught. Rather, it acknowledges that this course meets the standards of a WI course as specified by CUNY and has therefore earned this designation. The formal writing assignments for the course are described below. Additionally, there will be in-class writing exercises and discussions that are related to these assignments. This work is meant to enhance your understanding of writing as a process and writing for the discipline of Political Science.

The course fulfills the writing intensive requirement of developing students competence in “reading, critical thinking, and writing”. The includes a map quiz, a midterm and final exams that include written short answers and essays, a 20 page research paper that is developed over the course of the semester under the guidance of the instructor (please see below), and a research presentation of the findings and analysis. In accordance with the instructor, the class has the opportunity to ask questions and critique the work of their fellow students in an effort to sharpen critical thinking skills and enhance the value of the work. The research paper and presentation respectively constitute 30% and 10% percent of the final grade.

Required Textbooks

Mingst, Karen A. and Ivan M. Arreguín-Toft 2011. Essentials of International Relations. 5th Edition. New York: W. W. Norton & Company. ISBN: 0393935299

Mingst, Karen A. and Jack L. Snyder 2011. Essential Readings in World Politics. 4th Edition. New York: W. W. Norton & Company. ISBN: 0393935345

Course Objectives: By the end of the semester, each student shall be able to:

- Demonstrate basic knowledge of world geography
- Explain the main features of the international political system, levels of analysis, and the main theoretical approaches to the study of international politics
- Explain key concepts in international politics including anarchy, sovereignty, balance of power, causes of war, and collective security
- Identify and discuss key controversies in international politics including the determinants of international peace and security, bargaining and coercion, cooperation and conflict, and the causes of war
- Identify and discuss the role of state and non-state actors in international politics
- Identify and discuss the role of intergovernmental organizations including the United Nations, World Bank, International Monetary Fund, World Trade Organization, European Union, NATO etc. and nongovernmental organizations in international politics
- Compare and contrast international politics from various contending theoretical perspectives and synthesize these perspectives for analysis
- Discuss and analyze international politics in a systematic way
- Discuss and analyze topics such as international peace and security, international political economy, international organization, international law as well as globalization, human rights, poverty, international migration, terrorism, and genocide
- Identify key scholarly journals in international politics and political science such as *International Organization*, *International Security*, *American Political Science Review*, *European Journal of International Relations*, *World Politics*, *International Studies Quarterly*, *Journal of Peace Research*, *Cambridge Review of International Affairs*, *Journal of Conflict Resolution*, *Journal of Common Market Studies*, *International Politics*, *American Journal of International Law*, *Cooperation and Conflict Studies*

- Read the *New York Times*, *International Herald Tribune*, *Washington Post*, *Wall Street Journal*, *Financial Times*, *The Economist*, *Foreign Affairs*, etc. and view CNN, CNN International, BBC, as well as other reputable media sources and discuss contemporary international political events in an theoretically and analytically informed way
- Synthesize theory and concepts and apply them to write theoretically informed, clear, and concise analysis of international politics
- Interpret basic quantitative materials such as graphs and tables to understand the international political environment
- Use the Internet and World Wide Web as resources for research on all aspects of the course
- Use and cite bibliographies and other research tools appropriate to the discipline

Course Requirements

Attendance and other course policies

Attendance and class participation are extremely important. Punctual attendance and participation in all class meetings are essential and required. As such, 10% of your final grade will be based on your record of participation. ***Attendance will be taken at the beginning and end of every class. If you come to class late or leave early (without permission), you will be marked as absent.*** No written work can replace missed class time. Readings should be completed before the corresponding class meetings. This is essential for your participation. At a minimum, I expect you to be in class, having completed and carefully considered the assigned reading, and prepared to engage in a lively discussion. Attendance and participation in discussions will be used as an indicator of a student's effort and commitment to the class. Failure to take a quiz or exam or present on the assigned day will result in a failing grade for the missed quiz, exam, or non-presentation unless your absence is approved in advance by the instructor.

A research paper is one of the requirements of this class. The research paper must be handed in class to the instructor on May 16, 2013. Papers must be handed in to the instructor as well as uploaded to the Safe Assign folder on Blackboard. E Mailed papers will not be accepted. All late papers will go down one letter grade for every day missed after the deadline.

No Paper will be accepted after the final exam date (TBA).

Please note that no cell phone use or texting is allowed during class time. In case of an emergency or event when you must use your cell phone, please leave the classroom and return after you have completed your business. (Cell Phone use and/or Texting/ E Mailing in class will adversely impact your participation grade.)

Assignments

10% of your final grade will be based on your record of participation and remainder of your grade 90% will be based on your performance on a quiz, midterm and final exams, international politics presentation, and a research paper. ***(As part of your participation, each student will be responsible for summarizing one week of reading and presenting it the class.)*** You will also be expected to stay informed about current international political events by reading a newspaper such as *The New York Time*, *International Herald Tribune*, *Wall Street Journal*, *The Washington Post*, *Chicago Tribune*, *L.A. Times*, *London Times*, *Financial Times*, publications such as *The Economist*, *Foreign Affairs*, and/or viewing BBC, CNN, CNN International, Worldfocus on PBS as well as other reputable media sources. It is strongly suggested that you subscribe on line free to *The New York Times*. In addition to "International Relations in the News" available under "Course Materials" on our Blackboard site, here are some web sites where you have access to daily newspapers with good international coverage:

<http://www.nytimes.com/>;

<http://www.washingtonpost.com/>; <http://www.csmonitor.com/>; <http://www.iht.com/>;
<http://news.bbc.co.uk/>; <http://www.ft.com>.

You will find a weekly outline of reading assignments and due dates for written work on pages 6-14 of this course syllabus.

Map Quiz (In Class)

The study of international politics requires some basic knowledge of world geography. The map quiz is designed to promote this. The quiz will test basic knowledge of world geography by asking students to identify a specified number of blanked areas on a map of the world. Failure to take the quiz on the assigned day will result in a failing grade for the missed quiz unless your absence is approved in advance by the instructor. ***The Map Quiz will be held on February 7, 2013 during our regular class time.***

Midterm and Final Exams (In-Class)

In the exams, you are likely to be asked to identify and define key theories and concepts, answer multiple choice questions, provide short answers to questions, and write an essay. Failure to take an exam on your assigned day will result in a failing grade for the missed exam unless your absence is approved in advance by the instructor. ***The Midterm Exam will be held on March 14, 2013 during our regular class time. The Final Exam will be announced.***

International Politics Presentation (In-Class)

Each student will be responsible for an *in-class* presentation on an international politics topic pending approval by your instructor. (instructions to follow). ***Please inform your instructor of your international politics presentation topic by February 21, 2013.*** Grades will be based on the student's ability to make a clear argument and defend that argument with relevant scholarly evidence from books, articles, etc. Failure to present on your assigned day will result in a failing grade for your presentation unless your absence (or non-presentation) is approved in advance by the instructor. **All presenters must hand in a bibliography or works cited page for their presentation just before they present their work to the class.**

Research Paper (Writing Format)

You must write one research paper about 20 pages in length on a topic of relevance to international politics pending approval by your instructor. ***Please inform your instructor of your research paper topic by February 21, 2013.*** The research paper should be typed, double spaced in 12 Times New Roman Font and Justified with 1 inch margins. It must cite sources and can be done in APA, MLA, or any other credible and consistent style and be free of grammatical and spelling mistakes. For example, (author, date of publication, page number and for in class discussion (lecture topic, date of lecture). Guide books on APA and MLA styles are available at the library and/or the bookstore. Be sure to use scholarly books, journals, and articles from databases such as JSTOR or Academic Search Premier. **The research paper must have a bibliography or works cited section at the end. Do not hand in a paper with only internet websites as references or sources in your bibliography or works cited section. The instructor must be able to identify the sources. Be sure to cite the name of author and journal or book, date of publication, etc.** The York College Library website has the databases you need. ***Do Not Cite Wikipedia.*** A good research paper should be well written with a clear argument/thesis and well defended with scholarly research. Please see below for research paper and other assignment grading.

The research paper must be handed in class to the instructor on May 16, 2013. All late papers will go down one letter grade for every day missed after the deadline. No Paper will be accepted after the final exam date (TBA).

Research Paper and Other Assignment Grading:

- a) *Following Directions*- assignments that conform to my specifications in terms of due date, page length, margins, font, citation, bibliography or works cited section, etc. will score better than those which do not.
- b) *Clarity of Argument and Expression* – assignments that clearly express themselves with a clear statement of the argument or set of argument(s) will score better than assignments that are vague, confusing, or do not advance a specific argument(s).
- c) *Structure* – assignments which are well structured with introductions (that include a statement of your argument(s)), main bodies which develop the argument(s), and conclusions that restate and summarize the main argument(s) will score better than assignments which are poorly organized.
- d) *Depth, Specificity, and Sophistication of Argument* – assignments which demonstrate extensive thought will score better than assignments which appear to have been written in a rush. Assignments which make specific, original, innovative, complex, and/or insightful arguments will score much better than assignments which do not.
- e) *Tightness of Focus* – assignments that closely focus on a specific question or set of questions or will score better than those which do not.
- f) *Conciseness and Brevity* – avoid unnecessary repetition
- g) *Quality of Presentation* – assignments that are proofread, spell-checked, and well written will score better than assignments which are not.

(Inspired by the international politics syllabus of Dr. Scott Pegg, Department of Political Science, Indiana University-Purdue University Indianapolis (IUPUI)).

Grading

Class Participation	10%
Map Quiz	5%
International Politics Presentation	10%
Midterm Exam	20%
2 Drafts of Paper	5%
Research Paper	30%
Final Exam	20%

Grades

A+ 97.0-100	B+ 87.0-89.9	C+ 77.0-79.9	D+ 67.0-69.9
A 93.0-96.9	B 83.0-86.9	C 73.0-76.9	D 60.0-66.9
A- 90.0-92.9	B- 80.0-82.9	C- 70.0-72.9	F 00.0-59.9

Academic Integrity

Academic integrity and the rules against plagiarism as outlined by York College and the City University of New York are strictly enforced. Missing of deadlines must be approved in **advance** by the instructor to avoid a grade penalty.

CUNY Policy on Academic Integrity (excerpted from the York College Bulletin, 2006-2007, pp. 338-341)

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise. There are several types of Academic Dishonesty which carry these penalties. Cheating, Plagiarism, and Obtaining Unfair Advantage are explained below.

The following are some **examples of cheating**, but by no means is it an exhaustive list: • 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 other to research and write assigned papers or do assigned projects, including use of commercial term paper services. • Giving assistance to acts of academic misconduct/ dishonesty honesty. • Fabricating data (all or in part). • Submitting someone else's work as your own. • Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some **examples of plagiarism**, but by no means is it an exhaustive list: • Copying another person's actual words 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. • Using information that is not common knowledge without acknowledging the source. • Failing to acknowledge collaborators on homework and laboratory assignments. Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some **examples of obtaining an unfair advantage**, but by no means it is an exhaustive list: • 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.

Policy on ABS/INC Grades

As a rule, I do not give grades of ABS or Incomplete. I will do so only in extreme circumstances of documented illness or death provided the student is passing the course.

Accommodations for Students with Disabilities

Students with disabilities are encouraged to make use of the services of The Office of Services for Students with Disabilities, located in room AC-1G02. <http://york.cuny.edu/student-development/ossd>.

Student Support Resources On Campus

Students needing additional on campus resources are also encouraged to make use of the services of the Writing Center (1C18) <http://york.cuny.edu/student/writing-center?searchterm=writing+ce> as well as the Academic Advisement Center (2C01) which also offers a variety of services <http://york.cuny.edu/academics/advisement>.

Course Outline

Tuesday January 29 (First Day of Class) (3:00-3:50 pm)

Introduction

Readings: first class, no readings

- Film: "Life and Debt" (86 minutes)

Thursday January 31 (3:00-4:50 PM)

(View the remainder of Film: "Life and Debt" (86 minutes)

General Introduction to International Relations

International Relations from the Pre-Westphalian Era to 1914 / International Relations from 1914-2013

Readings: Mingst and Arreguín-Toft, Chapter 1, pp. 1-14; Chapter 2, pp. 15-64.

Tuesday February 5 (3:00-3:50 pm)

Chapter 2, pp. 15-64.

International Relations from 1914-2013

Readings: Mingst and Snyder, Francis Fukuyama "The End of History" **(Available on Blackboard on the York College Library website)**

Mingst and Snyder, George W. Bush "The National Security Strategy of the United States of America" **(Available on Blackboard from the York College Library website)**

Mingst and Snyder, Jack Snyder "One World Rival Theories", pp. 2-10.

Thursday February 7 (3:00-4:50 PM)

Introduction to International Relations Theory

Readings:

Mingst and Arreguín-Toft, Chapter 3 pp. 65-92.

*****Map Quiz*****

Tuesday February 12 (3:00-3:50 pm)

No Class Lincoln's Birthday

Thursday February 14 (3:00-4:50 PM) (Classes Follow a Tuesday Schedule)

Realist Approaches to International Relations Theory

Readings: Mingst and Snyder, Thucydides, Melian Dialogue", pp. 10-12.

Mingst and Snyder, George Kenan "X" "The Sources of Soviet Conduct", pp. 19-24.

Mingst and Snyder, Han Morgenthau "A Realist Theory of International Politics and Political Power", pp. 26-39.

Mingst and Snyder, John Mearsheimer "Anarchy and the Struggle for Power", pp. 31-50.

Tuesday February 19 (3:00-3:50 PM)

Liberal Approaches to International Relations Theory

Readings: Mingst and Snyder, Woodrow Wilson, The Fourteen Points" pp. 17-19.

Mingst and Snyder, Michael Doyle, "Liberalism and World Politics", pp. 50-64.

The Democratic Peace

Readings: Mingst and Snyder, Immanuel Kant "To Perpetual Peace", pp. 12-15.

Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, Vol. 97 #4 (November 2003):585-602 **(Available on Blackboard and on JSTOR from the York College Library website.)**

Thursday February 21 (3:00-4:50 PM)

Marxist-Inspired Approaches to International Relations Theory

Readings: Mingst and Snyder, V.I. Lenin "From Imperialism: The Highest State of Capitalism: A Popular Outline" **(Available on Blackboard on the York College Library website)**

Mingst and Snyder, Immanuel Wallerstein "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis" **(Available on Blackboard on the York College Library website)**

Andre Gunder Frank. "The Development of Underdevelopment," in ed. Charles K. Wilber. 1984. The Political Economy of Development and Underdevelopment. New York: Random House. **(Available on Blackboard on the York College Library website)**

Assignment Due: Please inform your instructor of your ideas for research paper/presentation topic with a one page topic proposal.

(Dr. Sharpe will get back to you with his Approval or Disapproval with comment.s)

Tuesday February 26 (3:00-3:50 pm)

Constructivist Approaches to International Relations Theory

Readings: Mingst and Snyder, Alexander Wendt, "Anarchy Is What States Make of It" *The Social Construction of Power Politics*, pp. 64-88.

Martha Finnemore, "International Organizations as Teachers of Norms: The United Nations Educational, Scientific, and Cultural Organization and Science Policy," *International Organization*, Vol. 47, No. 4 (Autumn, 1993), pp. 565-597 **(Available on Blackboard and on JSTOR from the York College Library website.)**

Feminist Approaches to International Relations Theory

Readings: Mingst and Snyder, J. Ann Tickner, "Man, State, and War: Gendered Perspectives on National Security", pp. 89-97.

Mingst and Snyder, Valentine M. Moghadam, "Female Labor, Regional Crises, and Feminist Responses" **(Available on Blackboard on the York College Library website.)**

Thursday February 28 (3:00-4:50 PM)

The International System

Readings: Mingst and Arreguín-Toft, Chapter 4, pp. 93-114.

Mingst and Snyder, Hans Morgenthau, "The Balance of Power, "Different Methods of the Balance of Power," and "Evaluation of the Balance of Power", pp. 99-104.

Mingst and Snyder, Hedley Bull "Does Order Exist in World Politics", pp. 105-109.

Mingst and Snyder, G. John Ikenberry, Michael Mastanduno, and William C. Wohlforth, "Unipolarity, State Behavior, and Systemic Consequences", pp. 110-129.

Assignment Due: (Hand in your revised proposals)

Tuesday March 5 (3:00-3:50 pm)

Culture and the International System

Readings: Mingst and Snyder, Samuel Huntington, "The Clash of Civilizations", pp. 159-166.

Mingst and Snyder, Mark Juergensmeyer, "From Global Rebellion: Religious Challenges to the Secular State, from Christian Militias to al Qaeda", pp. 166-190.

Mingst and Snyder, Sen, Amartya. "Universal Truths: Human Rights and the Westernizing Illusion", pp. 592-595.

Assignment Due: (Meet with York Librarian) Student will make an appointment and meet with York librarian about how to research her/his topic. Show proof to Dr. Sharpe that you met with a York librarian and discussed how to research your topic. (Hand in Proof of Meeting to Dr. Sharpe)

Thursday March 7 (3:00-4:50 PM)

How States Conduct International Relations

Readings: Mingst and Arreguín-Toft, Chapter 5, pp. 115-143.

- Film: "The Triumph of Evil " (60 minutes)

Brief Review for Midterm Exam

Tuesday March 12 (3:00-3:50 pm)

The State and its Challengers

Readings: Mingst and Arreguín-Toft, Chapter 5, pp. 144-154.

Mingst and Snyder, Stephen Krasner, "Sharing Sovereignty: New Institutions for Collapsed and Failing States", pp. 131-150.

Mingst and Snyder, Moisés Naím, "The Five Wars of Globalization, pp. 151-159.

Tuesday March 14 (3:00-4:50 PM)

Individuals and International Relations

Readings: Mingst and Arreguín-Toft, Chapter 6, pp. 155-180.

Mingst and Snyder, Robert Jervis, "Hypotheses on Misperception", pp. 192-205.

Mingst and Snyder, Elizabeth Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy", pp. 206-221.

Suggested - Scott Pegg, "Scholarship and Engagement: Building a Primary School in Rural Nigeria," *PS: Political Science and Politics*, Vol. XXXVI, No. 4 (October 2003): 751-753 (**Available on Blackboard and on JSTOR from the York College Library website.**)

*****Midterm Examination*****

Tuesday March 19 (3:00-3:50 pm)

International Organizations

Readings: Mingst and Arreguín-Toft, Chapter 7, pp. 181-210.

Mingst and Snyder, Robert Koehane, "From After Hegemony: Cooperation and Discord in the World Political Economy", pp. 292-307.

Mingst and Snyder, John Mearsheimer, "The False Promise of International Institutions", pp. 308-319.

Thursday March 21 (3:00-4:50 PM)

- **(Visit and Briefing with US Mission to the United Nations, Manhattan, New York) (Instructions to follow)**

Assignment Due: (Annotated Bibliography) (Hand in Annotated Bibliography (Scholarly Books and Articles)

Tuesday March 25 (3:00-5:50 pm) Spring Recess/ No Classes

Thursday March 28 (3:00-4:50 pm) Spring Recess / No Classes

Tuesday April 2 (3:00-3:50 pm) Spring Recess / No Classes

Thursday April 4 (3:00-4:50 PM)

Dr. Sharpe is presenting at the International Studies Association Convention in San Francisco, CA. In lieu of attending class that day, an assignment will be provided.

Tuesday April 9 (3:00-3:50 pm)

Nongovernmental Organizations and Transnational Civil Society

Readings: Mingst and Arreguín-Toft, Chapter 7, pp. 210-219.

Mingst and Snyder, Margaret E. Keck and Kathryn Sikkink, "Transnational Advocacy Networks in International Politics: Introduction and Human Rights Advocacy Networks in Latin America", pp. 253-264.

Suggested - Richard Price, "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization*, Vol. 52. No. 3 (Summer 1998): 613-644 (**Available on Blackboard and on JSTOR from the York College Library website.**)

Thursday April 11 (3:00-4:50 PM)

International Law

Readings: Mingst and Arreguín-Toft, Chapter 7, pp. 219-230.

Mingst and Snyder, Henry Kissinger, "The Pitfalls of Universal Jurisdiction," pp. 265-270.

Mingst and Snyder, Kenneth Roth, "The Case for Universal Jurisdiction", pp. 270-274.

Suggested - Thomas M. Franck, "The Power of Legitimacy and the Legitimacy of Power: International Law in an Age of Disequilibrium," *American Journal of International Law*, Vol. 100, No.1 (January 2006) pp. 88-106 (**Available on Blackboard and on JSTOR from the York College Library website.**)

Assignment Due: (1st Partial Draft of Research Paper Due) Hand in 1st Draft of Paper Due (**Must be uploaded to Safeassign.**)

Tuesday April 16 (3:00-3:50 pm)

War and International Relations

Readings: Mingst and Arreguín-Toft, Chapter 8, pp. 231-282.

Thursday April 18 (3:00-4:50 PM)

War and International Relations

Readings: Mingst and Arreguín-Toft, Chapter 8, pp. 231-282.

In Class Discussion on War-Related Readings

Readings: Mingst and Snyder, Claus Von Clausewitz, "War as an Instrument of Policy", pp.322-326.

Mingst and Snyder, Thomas C. Schelling, "The Diplomacy of Violence", pp. 326-334.

Mingst and Snyder, James Fearon, "Rationalist Explanations for War", pp. 349-374

Mingst and Snyder, Barry Posen, "A Nuclear-Armed Iran: A Difficult but Not Impossible Policy", pp. 375-390.

Tuesday April 23 (3:00-3:50 pm)

Terrorism and International Relations

Readings: Mingst and Snyder, Robert Pape, "The Strategic Logic of Suicide Terrorism" (available on Blackboard on the York College Library website)

Mingst and Snyder, Max Abrahms, "Why Terrorism Does Not Work" (**Available on Blackboard on the York College Library website**)

Suggested- Google Video: Conversations with History: The Strategic Logic of Suicide Terrorism, with Robert Pape, Professor of Political Science, University of Chicago. (59 Minutes)

<http://www.youtube.com/watch?v=mHXLdwuFi7Q>

Suggested - Google Video: Conversations with History: The Rise of Al Qaeda, with Steve Coll, Associate Editor, *Washington Post* (57 Minutes) <http://www.youtube.com/watch?v=6HBLK8LJfKM>

Genocide and International Relations

Readings: Mingst and Snyder, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen", pp. 233-253

Thursday April 25 (3:00-4:50 PM)

International Political Economy

Readings: Mingst and Arreguín-Toft, Chapter 9 pp. 283-324.

Mingst and Snyder, Robert Gilpin, "The Nature of Political Economy", pp. 485-492.

Mingst and Snyder, Helen Milner, "Globalization, Development and International Institutions: Normative and Positive Perspectives", pp. 493-515.

Suggested- A Case Study of Women and Development in Rwanda

- Film: Wide Angle, "Ladies First" (Approximately 60 minutes)

<http://www.pbs.org/wnet/wideangle/episodes/ladies-first/introduction/204/>

Tuesday April 30 (3:00-3:50 pm)

International Migration and International Relations (Choose any two readings)

Readings: Weiner, Myron. "On International Migration and International Relations," *Population and Development Review*, Vol. 11, No. 3 (Sep., 1985), pp. 441-455 **available on Blackboard and on JSTOR from the York College Library website.**

Shain, Yossi and Aharon Barth. "Diasporas and International Relations Theory," *International Organization*, 57, Summer 2003, pp. 449-479 **available on Blackboard and on JSTOR from the York College Library website.**

Adamson, Fiona. "Migration and National Security," *International Security*, Vol. 31, No. 1 (Summer 2006), pp. 165-199 **available on Blackboard and on Academic Search Premier from the York College Library website.**

Hollifield, James. "The Emerging Migration State," *International Migration Review*, Vol. 38, No. 3, Conceptual and Methodological Developments in the Study of International Migration (Fall, 2004), pp. 885-912 **available on Blackboard and on JSTOR from the York College Library website.**

Assignment Due: (2nd Draft of Research Paper) Take into consideration Dr. Sharpe's comments and hand in 2nd draft of paper to Dr. Sharpe (Dr. Sharpe will get comments on your paper back to you.) **Must be uploaded to Safeassign.**

Thursday May 2 (3:00-4:50 PM)

Transnational Issues

Readings: Mingst and Arreguín-Toft, Chapter 10, pp. 325-370.

Mingst and Snyder, Martin Wolf, "From Why Globalization Works," pp. 516-542.

Mingst and Snyder, Garrett Hardin, "The Tragedy of the Commons", pp. 616-626.

Tuesday May 7 (3:00-3:50 pm)

Presentations

Thursday May 9 (3:00-4:50 PM)

Presentations

Tuesday May 14 (3:00-3:50 pm)

Presentations

Thursday May 16 (3:00-4:50)

Presentations

Last Day of Class /Wrap Up and Review for Final Exam

Research Papers Due - May 16, 2013.

(Final Draft of Research Paper) The final research paper must be handed in to Dr. Sharpe on May 16, 2013.

All papers must be uploaded to Safeassign. E Mailed papers will not be accepted. All late papers will go

down one letter grade for every day missed after the deadline. No Paper will be accepted after the final exam date (TBA).

******Final Exam TBA******

Note: The instructor reserves the right to make changes to the course outline. This syllabus is inspired by the international politics syllabus of Dr. Scott Pegg, Department of Political Science, Indiana University-Purdue University Indianapolis (IUPUI).

Appendix N
Selected Psychology Course Syllabi

PSYCHOLOGY 102
Introductory Psychology

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

School of Health and Behavioral Sciences

Department of Behavioral Sciences

Fall 2012

Psychology 102 C: Introductory Psychology

M 10-11:50 and W 11-11:50 a.m., 4D02

Instructor: Dr. Sue Austin
Email: saustin@york.cuny.edu
Office Hours: MWF 9-10 a.m.,
T 4-5 p.m., & by appt.

Office: 3E05
Telephone: 718.262.5283
Behavioral Sciences Office: 4D06
Telephone: 718.262.2680

Required Text

Wood, S. E., Wood, E. G., & Boyd, D. (2011). *Mastering the world of psychology* (4th ed.). Boston, MA. Pearson Education.

Course Description, 3 hours, 3 credits; no prerequisite

Basic concepts and methods of contemporary psychology emphasizing the biological basis of behavior, learning, cognition, consciousness, development, stress and personality, abnormal behavior, group behavior, and social interaction.

Course Objectives

By the end of this course, students will be able to:

- identify the major fields of inquiry and theoretical perspectives within the discipline
- describe various forms of research methodology utilized within the discipline and understand the ways that psychological theories are used to describe, predict, and modify behavior
- gain insight into human behavior
- understand how psychological concepts can be applied in everyday life

Course Requirements

A. Exams: There will be four exams (**three** will count) and a (non-cumulative) mandatory final. Each exam is worth 20% of your grade. One missed exam will count as a dropped score; all others will count as a zero. **Exams begin promptly on the hour. If you arrive more than 10 minutes late, you will forfeit the opportunity to take the exam.** There are no make-up exams. Failure to take the final exam when scheduled will result in a score of zero.

B. Writing Exercises: These exercises will be diverse in nature and are designed to facilitate reflective thought and critical thinking based on topics discussed in class. These activities will not be announced ahead of time, so it is important that you attend class so you do not lose points for missed assignments. The best of five assignments will count. Individually these are low stakes tasks that collectively will be worth 10% of your grade. These exercises take no more than five minutes and are given at the beginning of class.

C. Research Participation - York College Research Pool

The research pool provides students in specified courses in Psychology, Social Work, Sociology and Anthropology an opportunity to take part in actual research studies in the disciplines by making participation a class requirement. Your participation in the research pool is mandatory and is worth **[10% for Psych or 5% for Social Sciences]** of your grade. Your participation has the potential to increase your course average or decrease it significantly.

More information is available on the website at <http://tinyurl.com/yorkresearchpool>

- Make sure you register for the correct course section! (PSY 102 C, Instructor: Austin)
- Each student is required to reach a goal for research credits in order to receive full class credit. This research credit goal varies each semester. The number for your current semester is listed on SONA.
- To receive your course credit you must meet this research credit goal. You will not be given partial credit for research credits below the goal nor will you receive extra credit for earning more than the goal.
- Earning research credits is described in the Student Instructions on the website.

Questions about research pool website may be directed to Ms. Karen Manifold at manifold@york.cuny.edu

Important Dates

- The research pool will open within the first 2 weeks of the semester.
- The last day for students to **create** an account is October 31st. If you have not created an account by this date, you will be unable to earn research credit!
- The last day for studies to be run is two weeks before the last day of classes.

Blackboard Technology

Blackboard technology will be in use for this class. This is an online system where the syllabus, special announcements, and other materials will be posted. If you need help accessing your account, please speak to someone at the Help Desk in Room 2E03E.

Policy on Attendance and Compartment

You are expected to attend all classes, to arrive **on time** and to stay for the entire class. **Attendance will be taken during the first 5 minutes of class.** If you arrive after attendance has been taken, you are considered late and you must sign in at the end of class. Arriving late three times will count as one absence. Leaving class early will count as an absence. This class meets twice a week; therefore, **two** absences are permitted (including classes missed due to late registration). Each additional absence will

lower your cumulative score by two points per absence. Because you are allowed two absences, there will be no distinction made between an “excused” and an “unexcused” absence, with the exception of extreme situations such as hospitalization (written documentation required). Please do not ask me if you “missed anything” in class. Obviously you did! It’s your responsibility to obtain notes from a classmate and to check if there were any additional assignments/handouts, or deadline changes. (Please note: I do not email materials that you missed due to absence. You will have to get them from me at the next class.) York College policy prohibits children in the classroom.

Kindly turn off all electronic devices (e.g., cell phones, beepers, etc.) and keep them off your desk. Inappropriate behavior (e.g., talking, texting, sleeping, etc.) will result in a three point deduction in your final grade! If necessary, I will take additional disciplinary action. (Yes, it is possible to survive without checking your messages every 10 minutes!!)

Policy on Cheating and Plagiarism

Cheating of **any sort** will constitute an automatic **course failure** (see CUNY Policy on Academic Integrity).

Policy on Incomplete Grades

An Incomplete (INC) grade is given only with my prior approval and under extraordinary circumstances (written documentation required). An Incomplete is **not** given because you are failing the course.

Withdrawing from Course

The last day to drop a course (without a “W” grade) is September 14, 2012. The last day to withdraw (with a “W” grade) is November 9, 2012. Nonattendance in a course does not constitute an official withdrawal. If you stop attending a course without having officially withdrawn, you will be issued an F.

Disability-Related Needs

If you are a student with a documented disability who needs reasonable academic accommodations, speak with me at the beginning of the semester. You can also contact the Disability Services Coordinator in the Office of Student Development (1G02) for assistance.

College Writing Center

The College has a Writing Center (1C18) that provides tutorial writing services. The Center is open Monday-Thursday 9 a.m.-9 p.m., and Friday and Saturday 9 a.m.-5 p.m.

Additional College Resources

There are support services available to students in the following offices:

Academic Achievement Center	Student Support Services	Library
Counseling Center	Office of Career Services	Testing Center
Office of Student Activities	Scholarship Center	

(see York College Bulletin for additional resources)

Grades

Grades will be based on the following scale established by the College:

A+ 97- 100	B+ 87-89	C+ 77-79	D+ 67-69
A 93- 96.9	B 83-86.9	C 73-76.9	D 60-66.9
A- 90- 92.9	B- 80-82.9	C- 70-72.9	F <59

**PLEASE NOTE: YOU ARE REQUIRED TO READ THE ASSIGNED CHAPTER
PRIOR TO COMING TO CLASS**

Week of	Lecture/Discussion*	Chapter
August 27	Introduction and Research	1
September 3 (M)	College Closed (Labor Day)	
10	Introduction (cont'd)	1
17 (M)	Biology and Behavior	2
24	No Class (Rosh Hashanah)	
26 (W)	Human Development	8
	Human Development (cont'd)	8
	No Class (Yom Kippur)	
October 1	States of Consciousness	4
3 (W)	EXAM #1	
8 (M)	College Closed (Columbus Day)	
10 (W)	Classes follow a Monday schedule	
	Learning	5
5	Learning (cont'd)	5
22	Memory	6
24 (W)	EXAM #2	
29	Cognition, Language, Intelligence	7
November 5	Personality Theory and Assessment	11
7 (W)	EXAM #3	
12	Psychological Disorders	12
19	Therapies	13
21 (W)	EXAM #4	
26	Social Psychology	14
December 3	Motivation, Emotion, Human Sexuality	9

10
12 (W)
17 (M)

Health and Stress
Last Day of Class – Review for Final
Final Examination 10-11:50 a.m. (in this room)

10

*I reserve the right to make schedule changes due to time constraints.

A FEW LAST WORDS:

- Participate! Ask questions! The only stupid questions are the ones that aren't asked.
- If you do not buy the book, you've made the decision that you and your education are not worth the investment. How sad.
- It is absolutely essential that you come to class having read the material. If you don't, you are setting yourself up for failure.
- Speak with me during office hours regarding any problems you may have.
- If you need to contact me via email, please identify yourself by your GIVEN NAME and the class (PSY 102 C) and not your screen name!!
- Remember: failure to plan on your part does not constitute an emergency on mine!
- I do not allow recording of lectures.
- Please do not ask me if you can write a paper for extra credit. The answer is NO! If you are having difficulty with the material, you should be focusing on it and not a paper.
- I do not discuss final grades via email. If you want to know your final exam grade, you can give me a self-addressed stamped envelope and I will mail your results to you.

To calculate your grade, pay attention to the weight that each assignment carries (substitute your scores for the ones that appear below). For example:

Exam #1 20%	A score of 83 (83 x .20)	= 16.60
Exam #2 20%	A score of 78 (78 x .20)	= 15.60
Exam #3 20%	A score of 74 (74 x .20)	= 14.80
Final 20%	A score of 80 (80 x .20)	= 16.00
In-class writing #1 2%	A score of 90 (90 x .02)	= 1.80
In-class writing #2 2%	A score of 95 (95 x .02)	= 1.90
In-class writing #3 2%	A score of 100 (100 x .02)	= 2.00
In-class writing #4 2%	A score of 75 (75 x .02)	= 1.50
In-class writing #5 2%	A score of 85 (85 x .02)	= 1.70
On-line research 10%	100 (100 x .10)	= 10.00*

TOTAL = 81.90
GRADE = B-

*See Course Requirements item C.

The future depends on
what we do in the present.
— Gandhi

PSYCHOLOGY 215
Human Development I: Birth through Middle Childhood

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
School of Health and Behavioral Sciences
Department of Behavioral Sciences

Fall 2012

Psychology 215 MN: Human Development I: Infancy/Childhood
TU 10-11:50 and TH 11-11:50 a.m.
4D02

Lawrence Preiser, Ph.D. – Assistant Professor, lpreiser@york.cuny.edu

Course Description: Analysis and integration of theoretical conceptions and the empirical evidence for human development from pre-natal life through late childhood, examination of neurophysiological, cognitive, emotional, motivational and behavioral systems. The application of basic concepts to problems of school and clinic. **Prerequisite:** Psychology 102

Required Textbook: Development Through the Lifespan (5th edition); Laura E. Berk (2010): Allyn & Bacon, Needham Heights, MA, ISBN: 9780205687930

Course/Learning Objectives:

Upon completion of this course, the student should be able to:

- think critically and analytically about issues in child development using course information
- demonstrate and understand the scientific methods used to learn about child development
- understand the basic physical changes in both the body and the brain during childhood
- understand the cognitive changes during childhood from Piaget's perspective and understand how these changes are measured and quantified

→ understand the social and emotional changes during childhood

Attendance: So that you can get the most out of the class punctual attendance and participation in all class meetings are essential. It is also important to interact in the classroom discussions; much of our learning comes from sharing our ideas. Exams to be taken on the date of an absence will only be accepted with the previous permission of the instructor.

Grading: Your final grade will be calculated as follows:
→ Three exams each worth 33.3%

Office Hours: My office is located in Room 4D06, which is the Behavioral Sciences Department, and my phone number is 262-2311. My office hours are Tuesday's and Thursday's from 12:00 – 1:30pm.

COURSE OUTLINE

Date of Class	Topic	Chapter
1/31 & 2/2	Understanding Developmental Psychology	1
2/7, 2/9, & 2/14	Prenatal Development	2
2/16	Movie: In the Womb	
2/23 & 2/28	Birth and the Newborn Child	3
3/1 & 3/6	Physical Development & Perceptual Development	4 5
3/8	EXAM # 1	
3/13 & 3/15	Cognitive Development I	6
3/20 & 3/22	Cognitive Development II	7
3/27 & 3/29	The Development of Language	8
4/3 & 4/5	Personality Development	9
4/17	EXAM # 2	
4/19 & 4/24	The Development of Social Relationships & The Child Within the Family System	11 13
4/26 & 5/1	Atypical Development	15
5/3 & 5/8		
5/10 & 5/15	Early Intervention	

Your final examination (third exam) will be announced when the final exam schedule becomes available.

York College Policies – Please refer to the Bulletin for more information

Grades

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A 93- 96.9	B 83-86.9	C 73-76.9	D 60-66.9
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Testing Center	Library
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(see the York College Bulletin for additional resources)

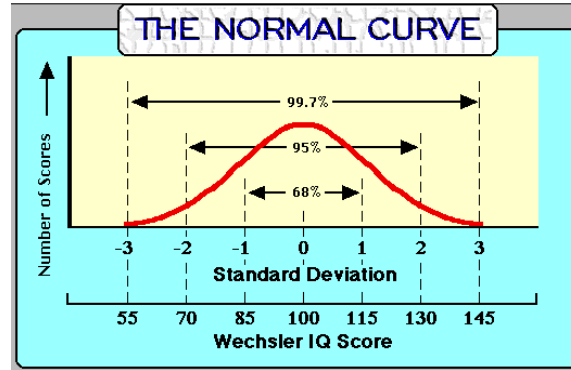
PSYCHOLOGY 326
Introduction to Statistical Methods

York College of The City University of New York
School of Health and Behavioral Sciences
Department of Behavioral Sciences

Spring 2013

Psychology 326 QR - Introduction to Statistical Methods
Dr. Donna M. Chirico





Psychology 326. (Liberal Arts) Statistical Methods in Psychology. 4hrs.; 3cr. *Prereq:* 6 credits in Psychology; English 125; Math 111 or 121 or 150. Not open to students with credit in 205 or 206. Descriptive and inferential statistics in psychological research.

Course Overview and Objectives

More than ninety percent of graduate programs in psychology expect that you will have completed a course in statistical methods before you enter graduate school. It is by far the most frequently demanded undergraduate course for Psychology Majors. This is the case because it is difficult, if not impossible, to understand the practice of psychology or read research generated within the field without a fundamental grasp of statistics. This course is meant to serve as an introduction to the theory and practice of basic statistical methods as they are used within the science of psychology and as these methods are applied across disciplines as well as in the professions. Although calculations are inevitably involved in the work you will be doing, the emphasis is on the reasons for doing the calculations. Much of the arithmetic will be familiar to you because it is covered in the mathematics course that is a prerequisite to this one. Now you will be applying these arithmetic principles to the concerns of the behavioral sciences. It should come as no surprise then that your examinations and assignments are as much concerned with the abstractions about statistical procedures and theories that accompany these methods as they are with the simple execution of provided formulas. Even if you do not intend to pursue graduate study or your life path moves you away from Psychology, after this term you will have the basic skills to be a good consumer of statistical materials that are ever present in the global marketplace.

The objectives for this course include that by the conclusion of the term, a student will be able to:

- Describe the basic ideas, language, and methods of statistics as used in the discipline of Psychology with the aim of gaining statistical literacy;
- Explain the area of descriptive statistics as related to Psychology including frequency distributions, measures of central tendency, measures of variability and standard scores as well as evaluating and applying these techniques;
- Understand why and how probability serves as both a means of calculation and a theory that is the basis of hypothesis testing in the scientific method;
- Explain the areas of inferential statistics as related to Psychology including the t test, correlation and Chi Square as well as applying these techniques; and,
- Apply basic statistics concepts to solve assigned problems and be able to generalize these issues in everyday experience.

Textbook and Supplies

The textbook for this course is *Statistical Methods in Psychology 4th Edition*, by Thorne and Giesen, 2003, McGraw Hill Primus Online. YOU MUST HAVE A TEXTBOOK. If you purchase this text, the price includes an online *Study Guide* as well as other online resources to assist you. You will also need a calculator (choose a really simple one), ruler or straight edge and a folder to store handouts.

Course Obligations

This is a demanding course and you should be prepared to devote the time and effort necessary to complete the work assigned. Remember, Psychology 326 is a four-hour, three credit course. This means you are expected to spend a good deal of time out of class on studying and preparing your assignments. There are four requirements to be met for successful course completion.

1. In-Class Assessment: There will be 2 examinations, a midterm and a final, and an introductory quiz. Your examination scores count toward 60% of your final grade. The introductory quiz will count toward 10% of your final grade. Each test will include the materials covered prior to it. The final examination is, therefore, not cumulative. The precise format and content of the quiz and examination will be gone over in class.
2. Statistical Reviews: You are expected to complete a term project applying the concepts learned during the semester. This paper will count toward 10% of your final grade. This assignment is described in detail on pages 6 and 7 of this syllabus. Your grade for this project will take into consideration having submitted a preliminary draft.
3. Reflection Paper: You have now taken several courses, including this one, that serve as an introduction to the technical material that lies at the heart of this discipline. This paper will be a synthesis of your experience as a Psychology Major and reflect upon what you have learned and where you are heading with this preparation. In other words, what do you think about being a Psychology Major? Has it met your expectations? How is what you are learning different from or similar to what you thought you would study in this discipline? What are the connections/disconnections among the required major courses? These are just examples of what you might choose to elaborate, but you are free to pursue this assignment in any way that helps you make sense out of your experience. Your paper will be worth 10% of your final grade. Your paper should not exceed five typed pages and must follow the Project Guidelines used for the Statistical Review assignment.
4. Homework Assignments: Chapter Exercises – Each chapter in the textbook has homework problems labeled “Exercises” at the end of each chapter. A list of the exact problems that are required in each chapter and the due dates for these exercises is on page 5 of this syllabus. Homework must be submitted at the beginning of the class period on the date it is due. Materials received after the due dates will be marked late and downgraded. Turn in your homework as soon as you complete them after a topic is covered so that they can be returned to you and used as study aids for your examinations. Blackboard – There is an increasing insistence that students and faculty members utilize the technology available on campus. Therefore, you will need to access Blackboard as part of the Homework Assignments for this course. Weekly, I expect you to log in to the Blackboard site. You do this from the CUNY portal the user name and password you created. On Blackboard you can read announcements I have posted, check your grades, and ask questions about the material presented. These assignments will count toward the remaining 10% of your final grade.

College and Classroom Policy

Be aware that other factors will also influence your final grade for the semester. Attendance is mandatory and being on time to class is essential. You will receive a second handout on *Classroom Policy* carefully summarizing what is required of you in the classroom this semester. There are also numerous college policies about which you should be aware. These are posted on Blackboard and you can read about them in the *York College Bulletin*.

- Policy on Academic Integrity

- Policy on ABS/INC grades
- Policy on accommodations for disabled students
- Student support resources on campus

Instructor Information

My office is located in 4D06 B. If you need to contact me, I prefer that you e-mail me at DChirico@york.cuny.edu. If you need to speak with me, my telephone number is 718 262 2687 and there is voice mail at this number so you can leave a message if I am not available. When you leave a message please leave a phone number or numbers and several different times when you can be reached. My office hours are for this course are 4:50 to 5:30 on Tuesdays and Thursdays or by appointment.

Syllabus:

Date	Topic	Reading Assignment
January 29, 31	“Re”introduction to Statistical Methods	Appendix 1
February 5, 7	Statistics and the Research Process	Chapters 1 and 2
12	Lincoln’s Birthday – The College is closed.	
14*		
19	INTRODUCTORY QUIZ	
	Descriptive Statistics	
21, 26 28	Frequency Distributions	Chapters 3 and 4
March 5, 7, 12	Measures of Central Tendency	Chapter 5
14, 19, 21	Measures of Variability	Chapter 6
26, 28	Spring break – No classes	
April 2	z Scores and Normal Curves	
4	MIDTERM EXAMINATION	
	Inferential Statistics	
9, 11, 16	Probability	Chapters 7 and 8
9	Statistical Review Draft is due	
18	Confidence Intervals	Chapter 9
23, 25	Hypothesis Testing	
30	One Sample t Test	
30	STATISTICAL REVIEWS are due at the beginning of class	
May 2		
	Describing Relationships	
7, 9	Correlation and Regression	Chapter 13

9 REFLECTION PAPERS are due at the beginning of class

14, 16

Chi Square

Chapter 14

21 FINAL EXAMINATION from 2:00 until 3:50**

* Note that this is a Thursday schedule, but our class is unaffected.

** Day and time to be confirmed.

Homework Assignment

Chapter 1 All

Due Date: February 19

Chapter 2 All

Chapter 3

1, 2, 3, 4, 5, 6, 7, 8, and 11.

In constructing your frequency tables you do not need to include the percentage (%age), cumulative f (Cum f), or the cumulative percentage (Cum %age).

Chapter 4

1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 16, 17, 18, 19, 20

Chapter 5

All

Chapter 6

5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16

Note: s = SD (Standard Deviation); s^2 = SD^2 (Variance)

Due Date: April 4

Chapter 7

1, 2, 3, 4, 5, 7, 9, 12, 13, 14

Chapter 8

None

Chapter 9

1, 2, 3, 4, 7, 9, 12, 13, 14, 15, 17

T Test

Homework problems will be distributed in class.

Chapter 13

1a, 2a, 3a and c, 5, 6, 7, 8

Chapter 14

All

Due Date: May 21 or by the start of the final examination time.



Statistical Reviews Assignment

As part of your coursework this semester, you are required to complete a *Statistical Reviews* project as one of your course obligations. The aim of this assignment is to give you an opportunity to apply what you are learning in the classroom to everyday experience and to the professional literature in Psychology. You might be surprised to discover that the purpose of studying statistics is not simply to torture psychology majors! There are some useful insights to be gained.

Newspapers and magazines regularly present statistical material to their readership. This material is typically presented in a tabular or inset format utilizing graphs, pie charts, histograms or some other graphic that will catch the reader's eye. Often, but not always, the graphic material is used to highlight part of an accompanying news story. You are to choose 4 such presentations from current newspapers or magazines. Additionally, you are to choose a graph from an article in a professional journal in Psychology. You must use an APA or affiliated journal; if you are not sure, check the APA website, apa.org/pubs/journals. You will submit a total of 5 statistical reviews.

For each of the graphs you must:

- list the source and date of the material at the beginning of each entry and, include the chart you have chosen to discuss; all charts and graphs must be current - from sources as of September 1, 2012; you may not use more than one web source (that is, a website that includes graphs); and you may not use graphs from a textbook.
- discuss the significance of this material - Why is it included in the newspaper or magazine or journal? What is this chart meant to illustrate? If there is an accompanying news story or article, what point or points does this graphic illustrate?
- give your analysis of the graph based on what you have learned about statistical methods: Does the graph make sense? What is the nature of the data? Does it seem to reflect the data accurately? Is the graph accurately constructed (based on what you have learned about frequency distributions)? Is it the correct

graph for the data? If the graph accompanies a news story, does the graph increase your appreciation of the topic?

You are strongly advised you to choose topical areas with which you have some familiarity. Stock reports may be very inviting because of the elaborate charts and graphs used, but if you do not understand how the stock market works you are likely to misinterpret this data.

Papers must adhere to the *Statistical Review Guidelines* on page 8.

One Statistical Reviews draft is due on **April 9th**
All final papers are due on **April 30th at the beginning of class.**
Reports turned in after the start of class on this date will be penalized.

Statistical Reviews Guidelines

1. A word-processed paper is expected.
2. For each review you need to include:
 - a. the graph,
 - b. the source and date of the materials, and,
 - c. your review.

Please include only the graph or chart.

3. Your paper should be in APA style: double-spaced with one-inch margins at the top, bottom and at both sides of the page. In any of the standard word-processing programs, the default margins will be fine. A font size of 12 is used. Please use a standard font that is not italicized (except where appropriate to indicate a title) or bolded. You will need to type the written part of the assignment before attaching the graph. And, use only one side of a sheet of paper.
4. If appropriate, include a bibliography (list of references) of the sources you used for your project (other than the graph source) and use footnotes where appropriate.
5. Carefully proofread your paper. This will avoid careless errors in spelling, grammar and typing which often interfere with your ideas. There is a reason for putting a spell checker and grammar checker into word processing application!
6. Whenever you turn in a paper, keep a copy of it for your own records and protection. This means keeping a back-up disk of any work done on the hard drive of your computer
7. Do not submit your paper in any kind of envelope, folder or plastic holder.
8. Following these guidelines is essential. Your paper will be downgraded if you are careless. The severity of the downgrading will depend on the extent of your carelessness.

If you are someone who experiences test terror or if you are someone who feels that classroom tests are not the best examples of what you can do, then the projects for this class that are done at home at your leisure can give some insight into your work in this course. Please keep in mind that assignments are meant to increase your appreciation of our work this semester. They are also meant to help you explore how statistics is used in everyday life as well as boost your grade.

PSYCHOLOGY 330

Foundations of Research in Psychology

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
School of Health and Behavioral Sciences
Department of Behavioral Sciences

Psychology 330D: Foundations of Research in Psychology

FALL 2012

Instructor: Dr. Kristin Davies
Class Time: Wed 10:00-10:50 AM
Fri 10:00-11:50 AM
Class Location: Room 3B01

Office: 4D06
Office Hours: Wed 11:00 AM -12:00 PM;
Fri 12:00 – 1:00 PM & by appointment
Contact: 718-262-5392; kdavies@york.cuny.edu

Course Description: 3 hours, 3 credits. Prerequisites are 6 credits in Psychology, and WRIT 301, WRIT 302 or WRIT 303. This is a writing intensive course; much of your grade will be determined by written assignments.

An introduction to the theoretical and methodological foundations of research in psychology. As part of this inquiry, students will explore the professional literature of the discipline by learning to access, read, summarize, and interpret published research. Through course projects students will gain familiarity with APA style, library resources as well as on-line resources such as PsycINFO.

Required Text

Goodwin, J.C. (2008). *Research in psychology* (6th Ed.). New York: Wiley.
(Note: the 5th edition of this book may also be used)

Recommended Text

American Psychological Association (2010). *Publication manual of the APA* (6th Ed.). APA: Washington, D.C.

Course Objectives & Student Learning Outcomes

Objective 1) Overview of the research methods most often used by psychologists

- *Outcome: Identify the research methods used in psychological studies.*

Objective 2) Discussion of hypothesis creation and study development

- *Outcome: Formulate empirical research questions and the appropriate research methods for their study.*

Objective 3) Introduction to strategies used for finding relevant references

- *Outcome: Demonstrate proficiency in using on-line databases to conduct a literature review.*

Objective 4) Introduction to empirical research paper and their sections

- *Outcome: Develop an 8-10 page “mock” research paper. You will write a paper as though you had previously conducted a research study on a particular topic, so that you will become familiar with communicating psychological research. You will select the topic of your paper.*
 - **Please note that you will not actually be conducting a study.** DO NOT COLLECT DATA – you are not permitted to gather data (surveys, for example), from any participant without prior authorization from the college!

Objective 5) Review of APA style

- *Outcome: Accurately apply APA style to written work.*

Course Structure

There are two main parts of this course:

- A) Lectures and activities concerning general research methods in psychology. These lectures will cover topics ranging from the history of research in psychology, how psychologists develop research ideas, issues relating to conducting research, various research designs and research ethics. You will take 4 exams that cover this material, and will also be given in-class assignments or activities to complete.
- B) Lectures and activities focused on the topic of creating a research paper in psychology. This portion of the class will assist you in developing your own research paper (or “lab report”). The lectures and activities will focus on developing your own research idea, identifying relevant references, and writing the sections of a research paper. You will write a mock research paper (lab report) for this course, meaning you will not actually be conducting any research, but your paper will be written as though you did run a study about your topic of interest. You will include methods that you would plan to use, report results that you would expect to find, and discuss the meaning of your anticipated results.

Grading Policy and Calculation of the Final Grade

Your final class grade will be out of **200 points total**. These points come from the following:

A) **Exams:**

- Each of 4 exams will be worth 25 points. The last exam of the class (the 4th) will be held during finals week however it will only cover the last few chapters of the course – it will NOT be cumulative.
- **Make-up exams will only be given under the following circumstances:**
 - You **contact me within 48 hours** of the test to make arrangements
 - **A valid, documented reason for absence is provided**, such as a doctor’s note stating you were not well enough to take a test at that date and time (I don’t want, nor do I need to know why you were at the doctor, just that you were physically unable to take the exam!), notice of death in the family, notice of jury duty etc.
 - **You are permitted ONLY ONE MAKE-UP EXAM.**
- Problems relating to transportation (e.g. traffic, subway and train delays), childcare, employment conflicts, weddings, family reunions, vacation plans etc. **are NOT considered valid excuses** for missing an exam. **Please be sure to prepare well in advance to be available and on time for all exams.**

B) Research Paper and Outlines:

- The “Part One” Outline is worth 5 points and is an outline (using bullet points for main ideas) of Research Paper Part One
- Research Paper Part One is worth 15 points and will contain the title page (2 pts), Introduction section (8 pts) and the reference section (5 points).
- The “Part Two” Outline is worth 5 points and is an outline (using bullet points for main ideas) of Research Paper Part Two
- Research Paper Part Two is worth 25 points and will contain the abstract (3 pts), methods section (8 pts), results section (6 pts), and discussion section (8 pts).
- The Final Draft is worth 10 points and you will be graded on how you’ve revised your paper based on my earlier comments/suggestions.
- If you are absent when I hand back papers, you may pick them up in the Behavioral Sciences Dept. office (4D06) in the filing cabinet to the right of the faculty mailboxes, in the drawer labeled “students” and in the folder labeled with my name.

C) Other Assignments:

- Additional take-home and in-class assignments will be given that make up 40 points in total. These will relate to both the textbook material as well as your research paper.
- In-class assignments will make up 20 points and will be unannounced. There will likely be about 10 assignments and most will related to the textbook material.
- Take-home assignments will include:
 - Coming up with five research ideas (5 points), determining a hypothesis (5 points), writing a review of a professional journal article (10 points).

Emailing Assignments, Late Assignments & SafeAssign

- **You may email an assignment to me by 11:59PM on the deadline and it will be counted as on time.** HOWEVER, you must also put a printed copy in my mailbox in 4D06 as soon as possible. I will count your assignment as being handed in when I receive the email, BUT I cannot grade your assignment until I’ve received a hardcopy from you.
- **If I am not in my office to physically accept a late paper (even right after class) from you in-person, EMAIL ME BEFORE PUTTING A LATE PAPER IN MY MAILBOX.** If you leave a paper in my mailbox, and you do not email the paper to me sometime that day (by midnight), I will count the paper as being turned in whenever I first see it in my mailbox. In other words, there is no way for me to know when the paper was actually handed in if you put it in my mailbox without giving it to me directly, and you also neglect to email me.
- Regarding late assignments, each day (Mon – Fri; 24 hour period using Eastern Standard Time- “midnight” is the start of a new “day”!) that an assignment is late **you will lose 1 point in addition to any other deductions made.**
- Please note that **some assignments may require you to turn the paper in via SafeAssign.** In this case I will count the paper as being turned in when you have uploaded it to SafeAssign (in Blackboard). I MAY ALSO REQUIRE A HARD COPY in addition to the SafeAssignment upload – I will let you know.

Final grades will be assigned based on the following scale established by the College

A+	97.0 - 100	B+	87.0 - 89.9	C+	77.0 - 79.9	D+	67.0 - 69.9
A	93.0 - 96.9	B	83.0 - 86.9	C	73.0 - 76.9	D	60.0 - 66.9
A-	90.0 - 92.9	B-	80.0 - 82.9	C-	70.0 - 72.9	F	0.00 – 59.9

Attendance Policy

- Students are required to attend all classes and to arrive on time.

- Attendance will be taken within the first 10 minutes each class meeting.
- **More than two unexcused absence (including absence due to late registration) or four latenesses will lower your course grade.** Your final grade (out of 100; see grading guidelines below for letter grades) will be lowered by 0.25% for each lateness, and 0.50% for each absence. So, for example, if you earned an 87% (B+) for your final grade but were late 6 times (the first 2 are excused, the remaining 4 are not), your grade would become an 86% (B).
- In case of absence, students should notify the instructor as soon as possible and provide documentation where appropriate.
- Documentation should concern a matter that the student cannot avoid or reschedule, such as an illness or funeral attendance. TRANSPORTATION PROBLEMS, CHILDCARE ISSUES, AND CONFLICTING EMPLOYMENT SCHEDULES ARE NOT EXAMPLES OF EVENTS THAT WILL EXCUSE AN ABSENCE – these are issues that should be planned for ahead of time.
- Students are expected to come to class prepared, listen to others while in class and respect.

Technology

Blackboard technology will be in use for this class. A copy of the syllabus, special announcements, handouts, etc. will be posted on Blackboard. I will also post samples of the sections you will be writing in your mock research paper here to use as references. If you need help accessing your account, please speak to someone at the Help Desk in Room 2E03E (Academic Core).

Lecture Slides Policy

- Copies of class lecture slides will be posted on Blackboard following the original date of the lecture. I do not post course notes ahead of the class period to encourage you to take your OWN notes while in class.
- It is crucial to note that the lecture slides do NOT contain ALL of the information I will discuss in class, and are therefore not a substitute for attending class!

Phone Use Policy

If I notice that you are paying more attention to your phone than you are to the class material during lecture or an activity, I will say something to you about it. If you do it too often, I may ask you to leave the class and/or deduct participation points.

Incomplete Policy

An “Incomplete” final grade will only be given at the discretion of the instructor to a student who has not completed all course work. Documentation is required for an incomplete final grade; and the student must complete the work by the date indicated by the instructor.

Withdrawing from Course

The last day to withdraw from a course (without a “W” grade) is 9/14. The last day to withdraw (with a W grade) is 11/9. Non-attendance in a course does not constitute an official withdrawal. If you stop attending a course without having officially withdrawn, you will be issued an F.

College Writing Center (Located in 1C18)

You may obtain assistance with your written assignments at the writing center. They can help with all aspects of the writing process, from generating ideas to perfecting a final draft. You can walk-in but they recommend making an appointment. Their hours are Mon-Thu from 9am to 9pm, and Fri & Sat from 9am to 5pm.

Additional College Resources

Numerous support services are available to students found in the following offices/centers:

Academic Achievement Center
 Student Support Services
 Counseling Center
 Library

Scholarship Center
 Office of Career Services
 Testing Center
 Office of Student Activities

College Policies

- Academic Integrity: Cheating of any sort will constitute an automatic failure. This includes plagiarism (i.e. reporting another person's ideas as your own, without citing them).
- Disability Statement: Reasonable accommodations will be provided for students with a documented disability. You must be registered with the Disability Office and have notified the instructor at the start of the semester
- Electronic Devices: Cellular phones, pagers, and all other electronic devices must be turned off during class and must be put away during examinations.

For additional information on resources and policies refer to the York College Bulletin.

Course Schedule*

<i>Class Date:</i>	<i>Lecture Topic (Writing topic in italics):</i>	<i>Read Chapter: 8/29 W</i>
<i>Course Overview</i>		
8/31 F	Scientific Thinking	1
9/5 W	Scientific Thinking	1
9/7 F	Scientific Thinking	1
	<i>Research Topics, Empirical Papers</i>	
9/12 W	Research Ethics & 5 potential topics DUE	2
9/14 F	Developing Research Ideas	3
9/19 W	Developing Research Ideas (cont)	3
9/21 F	EXAM 1 (Chapters 1, 2, 3) Literature Searching	
9/26 W	NO CLASS	
9/28 F	<i>The Introduction Section & Article Review DUE</i>	
	<i>Scientific Writing, APA Style; Title Page & References</i>	
10/3 W	Measurement, Sampling & Data Analysis & Hypothesis & 3 references DUE	4
10/5 F	Experimental Research Design	5
	<i>Research Proposal Overview</i>	Appendix A
10/10 W	NO CLASS	
10/12 F	Experimental Research Design & Part One Outline DUE	5
10/17 W	Control Problems in Experiments	6
10/19 F	Control Problems in Experiments (cont)	6
10/24 W	EXAM 2 (Chapters 4, 5, 6)	
10/26 F	<i>Writing the Methods</i>	
10/31 W	<i>Writing the Results Section</i>	
11/2 F	Writing the Abstract & Discussion Sections & FULL Part One Paper DUE on SafeAssign	
11/7 W	Single Factor Designs	7
11/9 F	Single Factor Designs	7
11/14 W	Factorial Designs & Part Two Outline DUE	8
11/16 F	Factorial Designs (cont)	8
11/21 W	Correlational Research	9
11/23	NO CLASS	
11/28 W	EXAM 3 (Chapters 7, 8, 9) & FULL Part Two Paper DUE on SafeAssign	

11/30 F	Quasi-experiments	10
12/5 W	Applied Research	10
12/7 F	Observational Research	12
12/12 W	Survey Research	12
	& Final Draft of Full Paper (both parts) DUE with revisions	
TBA	EXAM 4 during Finals Day (Chapters 10 & 12)	

***Note:** This class syllabus is tentative. I reserve the right to modify this schedule as needed.

Academic Program Review References

- American Psychological Association. (2007). *APA Guidelines for the Undergraduate Psychology Major*. American Psychological Association: Washington, DC.
- Dunn, D., McCarthy, M.A., Baker, S., Halonen, J.S. and G.W. Hill. (2007). Quality Benchmarks in Undergraduate. *American Psychologist*, Vol. 62, No. 7, 650–670.
- Halpern, D., Ed. (2010). *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline*. American Psychological Association: Washington, DC.
- National Council for Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. National Council for Social Studies: Silver Spring, MD.

Acknowledgments

This Academic Program Review report is a collaborative outcome among colleagues in the Department of Behavioral Sciences. Professor Debbie Majerovitz did the information gathering and first draft. Faculty members were then assigned sections by the Chair who coordinated the effort and incorporated the results.

Through further discussion, analysis and critique, the final iteration was prepared. Ms. Carol Johnson then proofed the document.

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YORK College



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