



Psychology

Chair: Susan Scharoun

Professors: Batcho, Hevern

Associate Professors: DiTullio, Holmes, B. Kirby, Michaelson, Scharoun, Ward, White

Assistant Professors: Bryant, Sylvia

The major objective of the psychology department is to familiarize students with the basic methods and theories utilized to study the behavior of humans and animals. Through an offering of lecture, discussion, laboratory and field experiences, the department provides students with a comprehensive overview of the various approaches employed by psychologists while enabling individuals to pursue specific interests in greater depth.

Major Programs

The department offers three programs. One program leads to a bachelor of arts degree and is designed for students who wish to pursue a major in psychology that emphasizes general studies, or who wish to develop secondary concentrations, e.g., in one of the social sciences or in the business area. The second program leads to a bachelor of science degree and is designed for students who wish to pursue a major in psychology that emphasizes the natural sciences. This program is well-suited for those who want a dual major or minor in biology, chemistry or physics, or for those who intend to do graduate work in areas of psychology where a strong background in science is advantageous. The third program also leads to a Bachelor of Science degree and is designed for students who are seeking New York state teaching certification in Child Education (1-6). This degree program trains students to teach in both special education and regular education settings.

Psychology Major B.A.

Core Requirements	Hours
Philosophy	9
Religious Studies	6
Philosophy or Religious Studies Seminar	3
English	9
History	6
English or History Seminar	3
Social Science (fulfilled by major requirements)	
Natural Science (fulfilled by major support requirements)	

Major Requirements

PSY 101 Introductory Psychology	3
PSY 201 Introduction to Research Methods	4
Psychology Electives*	24

Major Support

MTH 110 or 111 and 112 Introduction to Statistics	6
BIO 103 , BIO 191 or PSY 340	3-4
Natural Science Elective	3
Language (Foreign or American Sign Language)**	6
Social Science***	9
Visual Arts	3
Free Electives	23-24

* At least 15 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.) At least one course must be chosen from the following group: PSY 401-449 or PSY 499.

**Must be taken in same language

***Sociology, anthropology, political science, economics, education; courses must be taken in at least two disciplines.

Psychology Major B.S.

Core Requirements	Hours
Philosophy	9
Religious Studies	6
Philosophy or Religious Studies Seminar	3
English	9
History	6
English or History Seminar	3
Social Science (fulfilled by major support requirements)	
Natural Science (fulfilled by major support requirements)	

Major Requirements

PSY 101 Introductory Psychology	3
PSY 201 Introduction to Research Methods	4
PSY 270 Learning or PSY 340* Brain and Behavior	3
Psychology Electives**	21

Major Support

BIO 103 , BIO 191 or PSY 340	3-4
MTH 110 or 111 and 112 Introduction to Statistics	6
Science Electives***	12
Math or Computer Science Electives	3
Language (Foreign or American Sign Language)+	6
Visual Arts	3
Free Electives	20-21

*Although students may take either PSY 270 or PSY 340, they are strongly advised to take both.

**At least 12 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.) At least one course must be chosen from the following group: PSY 401-449 or PSY 499.

***Science electives are restricted to courses offered by the biology, chemistry and physics departments. Courses offered by these departments that are designed for non-science majors cannot be taken as science electives. Science electives may be taken in only one discipline (e.g., they may all be in biology) or they may be taken in two or more disciplines (e.g., one in biology, one in chemistry and one in physics). The needs of each student will determine the exact distribution of science electives in the natural sciences.

+Must be taken in same language.

Psychology Minor

Minor Requirements	Hours
PSY 101 Introductory Psychology	3
PSY 201 Introduction to Research Methods	4
Psychology Electives	9

B.S. in Psychology with Teacher Certification (Concentration in Child Education)

Core Requirements	Hours
Philosophy	9
Religious Studies	6
Philosophy or Religious Studies Seminar	3
English	9
History	6
English or History Seminar	3
Major Requirements	
PSY 101 Introductory Psychology	3
PSY 201 Introduction to Research Methods	4
PSY 215 Child and Adolescent Psychology	3
PSY 250 Cognition or PSY 270 Learning ¹	3
PSY 301 Psychological Testing	3
PSY 315 Childhood Disorders	3
PSY 401-449, 499	3
Psychology Electives ²	9
MTH 110 or 111 and 112 Intro to Statistics	6
BIO 103 or 191 or PSY 340	4
Language (Foreign or American Sign Language) ³	6
EDU 105 Teaching in a Diverse Society	3
EDU 120 Child Abuse Prevention and Reporting and Violence Prevention ⁴	0
EDU 205 Childhood Learning & Special Needs	3
EDU 225 Assessment & Decision Making	3
EDU 305 Literacy Learning	3
EDU 315 Planning, Assessing, Managing ⁺	3
EDU 365 Adapting Literacy/Students Sp Needs ⁺	3
EDU 375 Strategies & Technology	6
EDU 405 Preservice Clinical Teaching ⁴	3
EDU 430 Supervised Teaching (Grades 1-6) ⁴	6
EDU 431 Supervised Teaching SPE (Grades 1-6) ⁴	6

1. Although students may take either PSY 250 or PSY 270, both are strongly encouraged.
 2. PSY 340 Brain and Behavior is strongly recommended.
 3. Must be taken in the same language. American Sign Language is an alternative to a foreign language.
 4. Coursework done during "Student Teaching" semester in the fall of senior year.
- + Must have junior status to take

Courses

No prerequisite(s) required unless noted.

PSY 101. Introductory Psychology (3).

A one semester broad overview of contemporary psychology—its diverse approaches to the understanding of behavior and the basic principles and research findings associated with each of these approaches. Specific areas of psychological inquiry discussed include physiological, cognitive and social psychology; learning, sensation and perception; emotion and motivation; personality and psychopathology. This course is a prerequisite for most psychology courses.

PSY 201. Introduction to Research Methods (4).

An introduction to major correlational and experimental methods employed by research psychologists in the study of behavior. Topics include methods of data collection, instrumentation, experimental designs and their corresponding statistical tests and research evaluation. Laboratory experience is also provided. Suitable for both majors and non-majors. Prerequisites: MTH 110 or MTH 111, PSY 101. Prerequisite or corequisite: MTH 112.

PSY 215. Child and Adolescent Psychology (3).

An examination of the emergence of basic competencies (e.g., language, cognitive abilities, interpersonal skills) from birth to adolescence, and the integration of these competencies in the person of the growing child at successive life-stages. Various theoretical and experimental approaches to the study of human development are investigated. The practical implications of developmental processes will be explored in selected areas. Prerequisite: PSY 101 or permission of the instructor.

PSY 220. Human Life Span Development (3).

This course is a general introduction to human development. The study of human development is a scientific analysis of patterns of change and growth across the entire lifespan from conception through very old age. The course will include the investigation of essential questions of human experience including inherited factors, attachment to caregivers, mastery of the human body and the environment, meaningful social relationships, achievement, occupational choice,

impact of societal expectations, the formulation of values and goals, the concept of generativity and death and dying. The course will analyze human development from a biopsychosocial perspective looking closely at basic patterns of normal

development. Prerequisite: PSY 101.

PSY 230. Motivation and Emotion (3).

A survey of the major theories concerned with the motivation of behavior. Individual and environmental determinants are examined. Emphasis is on the role of emotional and cognitive factors as motivational variables. Related research is presented and critically analyzed. Theories and research are applied to practical situations. Prerequisite: PSY 101 or permission of the instructor.

PSY 250. Cognition (3).

A study of contemporary issues in human behavior. Specific topics include attention, memory, concept attainment, problem solving, the interaction of language with these processes and the disorders experienced by those with deficiencies in these areas. Research on these topics and various theoretical models designed to explain human information processing are examined. Prerequisite: PSY 101 or permission of the instructor.

PSY 260. Social Psychology (3).

Introduction to the theoretical and empirical investigations of how interaction with others influences the thoughts, emotions and behavior of the individual. Topics include person perception (e.g., impression formation, liking and loving), attitude formation and change (e.g., persuasion, conformity), aggression, helping behavior and group process (e.g., leadership, group decision making). Prerequisite: PSY 101 or permission of the instructor.

PSY 270. Learning (3).

A general survey covering principles of animal and human learning, theories of learning and application of learning principles. Topics include the basic learning processes of classical and instructional conditioning, discrimination and generalization, and escape and avoidance learning, as well as more complex processes of verbal learning, retention and transfer. Applications of basic learning principals such as behavior modification, with emphasis on helping those with learning disabilities, are presented. Prerequisite: PSY 101 or permission of the instructor.

PSY 275 (GWS 275). The Psychology of Women (3).

This course explores empirical research and theory in areas of psychology relevant to women and sex roles. Topics include sex roles and sex-role stereotyping; biological and psychosocial origins of gender;

and gender differences in behavior personality and abilities. Readings and class discussions encourage application of concepts to a variety of settings, including female-male relationships, parenting, education, occupation, the media, et al. Students are expected to develop an in-depth topic of special interest for a term paper and/or class presentation. Prerequisite: PSY 101 or permission of the instructor.

PSY 280. Abnormal/Normal Psychology (3).

An introduction to the issues and problems associated with defining, understanding and relating to maladaptive behavior. Historical and philosophical perspectives on the subject covered briefly. The major schools of thought and systems of classifying abnormal behavior are presented and discussed. Questions related to diagnosis, treatment, and research are raised, and societal issues concerning maladaptive behavior are examined. Prerequisite: PSY 101 or permission of the instructor.

PSY 285. Abnormal/Normal Psychology for Health Professions (3).

An introduction to the issues and problems associated with defining, understanding, and relating to maladaptive behavior for individuals planning careers in one of the health professions. Historical and philosophical perspectives on the subject covered briefly. The major schools of thought and systems of classifying abnormal behavior are presented and discussed. Questions related to diagnosis, treatment, and research are raised with illustrative examples and discussion materials drawn primarily from clinical medical or psychological settings. Societal issues concerning maladaptive behavior are also examined. Prerequisite: PSY 101 or permission of the instructor.

PSY 295 (IRL 295). Environmental Psychology (3).

This course is an examination of the, often subtle, interrelationship between the built and natural environments and human behavior. Although we don't always realize it, our behavior is affected by the physical world in many ways. Environmental factors such as lighting, crowding, privacy invasion, weather, architecture and pollution can each play a role in determining our thoughts and actions. These thought and actions, in turn, help determine the positive and negative impact we make on the environment. Students will examine the theories, research methods and practical applications of this important field to develop a better understanding of how environmental psychology applies to their everyday lives. Prerequisite: PSY 101.

PSY 300. History and Systems of Psychology (3).

A historical survey of the evolution of particular schools of thought and systematic approaches in psychology. Theories and systems such as Gestalt, psycho dynamic and behavioristic psychology are examined in terms of their antecedents, the problems on which they focused and their contributions to contemporary psychology (e.g., James, Freud and Skinner) are studied within the context of the theories with which they are associated. Prerequisite: PSY 101 or permission of the instructor.

PSY 301. Psychological Testing (3).

This course surveys the major psychological tests used in schools, clinics, industry, government and psychological research. This course covers how such tests are constructed, administered, interpreted and validated, and outlines current issues and controversies of the field. Topics include the history and ethics of testing; tests of achievement, interests and special abilities; personality assessment; the use of these tests in identifying exceptionalism; and the controversy surrounding intelligence tests. Prerequisites: PSY 101 and MTH 110 or MTH 111 (or an equivalent semester of Statistics I) or permission of the instructor.

PSY 302. Personality (3).

Introduction to the theoretical and empirical investigations of the development, maintenance and modification of the unique thoughts, emotions and behaviors characteristic of the individual. Topics include theoretical perspectives based primarily upon the concepts of conflict (e.g., Freud, Jung), fulfillment (e.g., Rogers, Maslow), consistency (e.g., Kelley), trait (e.g., Allport, Cattell) and learning (e.g., Skinner, Bandura) and empirical investigations of self-esteem, anxiety and defense mechanisms. Prerequisite: PSY 101 or permission of the instructor.

PSY 303 (BIO 270). Animal Behavior (4).

See BIO 303 for description. Prerequisite: PSY 101 and eight hours of biology or permission of the instructor. Three lectures and two hours laboratory per week for one semester.

PSY 309 (CCM 409). Culture and Mental Disorder (3).

See course description for CCM 409.

PSY 315. Childhood Disorders (3).

This general introduction to the field of childhood psycho-pathology will consider basic issues in the etiology, diagnosis and treatment of common behavioral disorders and developmental deviations. Topics included are: childhood schizophrenia and autism, phobias and psychosomatic disorders, mental retardation and specific learning disabilities, hyperactivity and anti-social behavior. Prerequisites: PSY 101 and 215 or 280 or permission of the instructor.

PSY 320. Aging and Adult Development (3).

This course will examine the psychological development of young adults through late adulthood. The primary focus of this course will be on the development of intelligence, memory and dementia, personality, interpersonal relationships and sexuality in older adults. This course will challenge popular stereotypes of older adults and discuss how culture influences adult development. Students will be required to write a term paper on a topic related to psychology and adult development. Prerequisite/Corequisite: PSY 201 or permission of the instructor.

PSY 325. Sensation and Perception (3).

The study of the physical structures and psychological processes

involved in sensory systems. Topics include how people see, hear, smell, taste and touch, as well as methods for studying both the senses and the way that people make use of sensory information. Various theoretical and philosophical questions about sensation and perception are also addressed. Prerequisite: PSY 101 or permission of the instructor.

PSY 330 (PGS 330). Cross-Cultural Psychology (3).

Cross-cultural psychology is an approach emphasizing evaluation of psychological knowledge in the context of culture. Do the discoveries psychologists have made apply to all people from all cultures or only to some people, depending on culture? This course explores the impact of society and culture on human behavior, identity and personality development, social interaction norms, and even perceptual tendencies. We will examine what it means to say that humans are socio-cultural in nature. We will also examine those areas where humans differ, due to varied cultural experiences. Areas of interest will include education and development, views on intelligence, perceptual and cognitive processes, motivation, sex and gender and aggression. The examination of these issues will aid students in developing the ability to understand and interact with individuals and groups in other countries and in our own heterogeneous nation. Prerequisites or corequisites: PSY 101 (prerequisite), PSY 201 (corequisite), or equivalent social sciences research methods course.

PSY 335 (CJS 335). Psychology & the Law (3).

The legal system is a pervasive and important part of our lives. The goal of this course is to help students develop an understanding of the psychological aspects of the functioning of the system and the effects of the legal system on us. This course will address the social psychological aspects that impact and are impacted by the legal system. Students will develop an understanding of many issues, including how psychologists contribute to the law and the legal system, psychological theories of crime, psychological issues related to the selection and performance of police officers, the dynamics of eyewitness testimony, jury selection and performance and confessions. Prerequisite: PSY 101 or permission of instructor.

PSY 340. Brain and Behavior (3).

A study of the relationship of the brain and body to behavior. Emphasis is on the central nervous system. Topics include neuro-anatomy, neural cell processes, hemispheric functions, hormonal regulation of behavior, physiological mechanisms involved in attention, arousal and sleep, and the neural bases of emotions learning and memory and psychological disorders. Prerequisites: PSY 101 or permission of the instructor.

PSY 350. Health Psychology (3).

Health psychology is a survey course exploring the relationship between behavior and health.

All topics will be covered from a bio-psychosocial perspective,

illustrating the interaction among variables within an individual's environment. Topics discussed within the course include: psycho-neuroimmunology, anger/hostility and health, smoking cessation, weight control, health care systems, heart disease, cancer, AIDS, psychosomatic illness, gender and socio-cultural differences, stress, pain management and alternative treatments. Prerequisite: PSY 101.

PSY 360. Human Sexuality (3).

An examination of the behavioral, emotional and cognitive components of human sexuality. An emphasis will be placed on psychological, social, health and legal aspects of behavior that define our human sexuality. This course intends to help students clarify their attitude toward their own and others' sexuality. Areas to be investigated include sexual values, intimacy, sexual anatomy, gender identity, STDs and sexual variance. Prerequisite: PSY 101 or permission of the instructor.

PSY 370 (IRL 370). Organizational Psychology (3).

See course description for IRL 370.

PSY 380. Counseling and Psychotherapy (3).

An introduction to techniques and theories of counseling and psychotherapy. Components, which are believed to underlie effective counseling and therapy regardless of theoretical orientation and which are applicable to a variety of interpersonal situations, are studied in some detail. The major theoretical approaches to counseling are covered, and students are introduced to research on the process and effectiveness of psychotherapy. One area in which such skills are applied—the treatment of persons with emotional problems—will be examined. This course does not attempt to train professional counselors, but to provide a framework and a basis for understanding and evaluating the counseling process from which students can, after further training and experience, become effective counselors. Prerequisites: PSY 101 and 280 or 302 or permission of the instructor.

PSY 390-399. Independent Study.

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office. Three hours work per week for

each credit. Hours and credit to be determined by the instructor and student. Experiential course.

PSY 401. Advanced Research Methods (3).

Students carry out an independent research project on the topic of their choice with the advice and supervision of a faculty member. The course is designed to give the student an opportunity to use the skills acquired in Introduction to Research Methods (PSY-201) and to examine an area of interest through designing and conducting an experiment. Prerequisites: PSY 101, 201.

PSY 404. The Psychology of Decision Making (3).

Following a seminar format, this course explores theoretical approaches to the process of decision making and relates theory and data to applied situations. The course addresses issues relevant to decisions made on both an individual and a group level. Discussions cover a range of settings including business, medicine and matters of personal relevance. A variety of factors is considered, including cognitive, perceptual and subjective value judgments. Prerequisite: PSY 101.

PSY 440-449. Advanced Topics in Psychology (3).

Courses in this series offer an in-depth exploration of specific issues and topics within the various subspecialties of psychology. These courses are intended for students who wish to pursue their studies in a particular field beyond the basic course offered in areas such as clinical, cognitive, developmental and social psychology. Problems of academic and social significance are chosen for study. Topics will be changed each semester. Prerequisites: PSY 101 and either a basic course in psychology subspecialty in which an advanced topics course is being offered or permission of the instructor.

PSY 441 (CCM 402). Stages of Life & Health Care (3).

See course description for CCM 402.

PSY 442. Infancy (3).

A comprehensive overview of growth and development during the first three years of life. Topics covered will include how infants gather information from the world around them, what we know about infants' relationships with other people, and about the uniqueness of their personalities. A concerted effort will be made to achieve a balance between theory, research and practical information.

PSY 443 (PGS 443). Integrating Eastern and Western Approaches to Psychology (3).

The purpose of this course is to familiarize students with orientations from both Eastern and Western psychology. This includes focus on theory and research, along with experiential classroom exercises

in various healing approaches, such as Buddhism, Sufism, Morita therapy, psychoanalysis, behavior therapy and cognitive therapy, among others. Emphasis will be upon expanding one's thinking by integrating Eastern and Western approaches, toward enlarging the view of possibilities in understanding ourselves and others, and in promoting healing and growth. Prerequisite: PSY 101.

PSY 444. Story in Psychology: Narrative Perspectives on Human Behavior (3).

Employing a pro-seminar format, we explore how stories and story construction serve as an increasingly influential and integrating paradigm by which to understand human behavior. We will look at the historical and conceptual foundations of the narrative perspective and compare this approach with more traditional models of human psychological functioning. We will pay particular attention to autobiographical memory, self-narrative and identity development in the contemporary world as well as narrative approaches to psychotherapy and health care as examples of the perspective's scope. We will consider recent advances in narrative research methodologies, particularly those qualitative approaches which focus upon interview and other autobiographical sources of data. Students will be expected to prepare an individual presentation on a topic of their choosing and personal interest. Prerequisites: PSY 101, PSY 201 or equivalent and at least one major psychology subspecialty course at the 200-300-level. Limited to juniors and seniors.

PSY 445. The Psychology of Grief: Current Understandings and Interventions (3).

Psychology 445 will examine grief processes that take place within individuals and families as they experience loss. The course will focus on the nature and causes of grief as well as strategies for effective counseling interventions. There will be an emphasis on loss due to death, however, other types of psychosocial and physical losses will also be considered. Accordingly, we will explore a variety of factors that facilitate and/or impede the ability to function after loss. The course will initially trace the development of dominant models of grief and their historical and theoretical underpinnings. Considerable emphasis will be on examining the grief process as it is played out in the context of family. The family is seen as an interactive system, with a complex mix of actions, perceptions and expectations that influences relationships and the experience of grief among family members. This course will also consider a postmodern view of bereavement as a complex phenomenon embedded in a unique context involving social, cultural, philosophical and psychological factors.

PSY 446. Cognition and Aging (3).

This course will examine the normal cognitive changes that our growing senior population faces. We will discuss and distinguish between the types of cognition that remain stable with age and those that tend to decline with age. Specifically, this course will focus on

how attention, memory, language processing and problem solving change are affected by the aging process. The course will also question whether intelligence changes with age and will examine how creativity and wisdom contribute

to definitions of intelligence. Students will be required to write a term paper I APA style on a topic related to cognition and aging. Prerequisite or corequisite: Senior psychology major or permission of instructor.

PSY 447 (GWS 447). Psychology of Stereotype, Prejudice and Discrimination (3).

This course is designed to enhance the understanding of the development and persistence of stereotypes. The psychology of social cognition with regard to the accuracy and inaccuracy of those stereotypes will be addressed as well as how the inaccuracies may lead to prejudice and discrimination. We will explore how this affects our social interactions; specifically addressing the areas of race, class and gender. Students will read book chapters and journal articles and are expected to contribute to classroom discussions of these materials. Students will also complete a writing project. Prerequisites or corequisites: PSY 101 and PSY 201 or permission from instructor. SENIORS ONLY.

PSY 448. Clinical Neuropsychology (3).

Clinical neuropsychology studies human behavior following damage to or dysfunction of the nervous system. Such study seeks to establish both (a) the accurate assessment and remediation of damage or dysfunction and (b) a more complete understanding of the intact nervous system. Utilizing a proseminar format, this course is designed to introduce the advanced undergraduate student of psychology to the research findings and clinical applications of this developing subfield within psychology. Both case studies and laboratory-based research will be reviewed. Topics will include general principles of the brain-behavior relationship, basic and higher cognitive functions of the cerebral cortex, neuropsychological testing and assessment and processes of rehabilitation. Prerequisites: PSY 101 and BIO 103 or equivalent, or permission of the instructor.

PSY 449. The Psychology of Disability (3).

This course explores in-depth some of the major psychological issues relevant to the field of disabilities. Following a seminar format, topics to be discussed include: autism, cerebral palsy, mental retardation, deafness, blindness, dual diagnosis, housing alternatives, self advocacy, sibling relationships, the social meaning of disabled, deinstitutionalization and human relationships. The perspective of the person with a disability and/or their family and support systems will be considered. Prerequisites: PSY 101; PSY 315 recommended.

PSY 471. Projects in Psychology (1-3).

Under faculty supervision, students who are especially interested and qualified may assist faculty members in research. Requirements to be determined by the student and faculty member.

Prerequisite: permission of the instructor. Hours and credit to be determined by the instructor and student. Experiential course.

PSY 490-491. Field Experience in Psychology (3) and (3).

This course offers students an opportunity to synthesize and integrate their academic knowledge within a field setting in psychology. Students are placed in a mental health or other human service agency in which psychologists work or psychological concepts and principles significantly inform the goals and practices of the organization. Each student receives close supervision within the agency setting. Students also meet weekly in a group with the course instructor to discuss issues and problems related to their experience. Offered on a high pass/pass/fail basis only. Eight hours field experience and one hour classwork per week for two semesters. Only open to senior psychology majors with permission of the instructor or department chair. Must be taken for two semesters. Experiential course.

PSY 499. Research in Psychology.

An upper-class student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal, indicating the number of credits sought, must be approved by the research director, the department chair and the dean of arts and sciences. It will be kept on file, along with the research report, in the dean of arts and sciences' office. Three hours work per week for each credit. Hours and credit to be determined by the instructor and student. Experiential course.



Religious Studies

Chair: Jennifer Glancy

Professors: Glancy, Glennon, Kirby, MacDonald

Associate Professors: Maldari, Nash

Assistant Professors: Caterine, Makuja

Adjunct Faculty: Beall, Beritela, Jezer, Kobeisy, Krisher, Lawson, Snow

Emerita: Ring, Barnett

Le Moyne recognizes that the study of the religious dimension of the person is essential to a liberal education. The faculty of the Department of Religious Studies, therefore, proceeds on the principle that inquiry into the nature and function of religion will help students develop a richer understanding of men, women and the world in which they live and work.

To achieve this goal and to relate religious values and commitment to contemporary culture, each Le Moyne student is required to take two courses in religious studies as part of the core requirement of the College. In addition, seniors have the option to select either a philosophy or religious studies seminar. The first of these courses introduces students to the basic concepts and methods necessary for the study of religion and to basic modes of religious experience and expression as manifested in Judaism and Christianity as well as other world and local religions. Students may choose the second course from any of the five areas included in the program of religious studies: the interpretation of religious texts, religion and culture, religious ethics, the history of religions and religious thought. Students are also invited to select additional courses in religious studies beyond those taken to fulfill the core requirement. Finally, the department offers both major and minor programs of study.

Religion & Education Programs

The religious studies department in collaboration with the education department offers a major program for those who plan a career in teaching religion. The program consists of a major in religious studies with a minor in education. A student's program is designed after consultation with the respective chairs of both departments.

Students who plan a career in elementary education, special education or teaching english as a second language, may receive New York state certification with a major in religious studies and a minor in education.

Religious Studies Major

A student who majors in religious studies must take, in addition