offered as RLS 366. Not for credit in addition to the former RLS 426.  
Prerequisite: any 200-level or higher RLS course 3 credits

RLS 367-J Meditation and Enlightenment  
A critical analysis of the traditions, practices, and literature of Zen and other traditions of Buddhism, with particular attention paid to the meaning of enlightenment and the practice of meditation. Previously offered as RLS 341, this course is now offered as both AAS 367 and RLS 367. Not for credit in addition to the former RLS 341.  
Prerequisite: AAS/RLS 102 or 260 3 credits

RLS 380-G Islamic Classics  
A study in depth of Islamic texts in translation. Selections may be made from the Qur'an, the Hadith, the Law, and from more of the major intellectual schools, such as Kalam (scholastic theology), Peripatetic philosophy, Illuminationist theosophy, Sufism, and the "transcendent theosophy" of the School of Isfahan. May be repeated as the topic changes. Previously offered as RLS 408, this course is now offered as both AAS 380 and RLS 380.  
Prerequisite: AAS/RLS 280 3 credits

RLS 382-G Japanese Buddhism  
An introduction to the teachings and practices of the three major schools of Japanese Buddhism: Esoteric Buddhism, Zen, and Pure Land. The course focuses on the writings of the founders of the important lineages within these schools. Formerly offered as RLS 306, this course is now offered as both AAS 382 and RLS 382. Not for credit in addition to the former RLS 406.  
Prerequisite: AAS/RLS 280 3 credits

RLS 390-G Special Topics  
Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.  
Prerequisite: U 3 or U4 standing  
Advisory Prerequisite: Completion of D.E.C. category B 3 credits

RLS 391-G Special Topics  
Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.  
Prerequisite: U 3 or U4 standing  
Advisory Prerequisite: Completion of D.E.C. category B 3 credits

RLS 400 Religious Studies Seminar  
A seminar for senior majors in religious studies, focusing on the problem of the relation between phenomenology, hermeneutics, and history of religions on the one hand, and the theological and philosophic interpretation on the other.  
Prerequisite: Permission of the director of undergraduate studies 3 credits

RLS 415-G Judaic Response to Catastrophe  
The response of Judaic thinkers, from the Bible to the Second World War, to the problem of historical disaster and the need to understand and respond to it. Particular attention is given to the question of long-term continuity and the appearance of innovation in such responses. This course is offered as both JHD 415 and RLS 415.  
Prerequisite: JDS/HIS 225 or 226 or JDH/RLS 230 3 credits

RLS 447 Readings in Religious Studies  
Directed readings with religious studies faculty, limited to religious studies majors or upper-division students working on advanced problems in religious studies. May be repeated.  
Prerequisite: Permission of program coordinator 1-6 credits

RLS 475 Undergraduate Teaching Practicum  
Students assist instructors in religious studies courses with large enrollments. Under the supervision of the course instructor, they are responsible for conducting discussion and review sections of the course and helping students with course readings and assignments such as research papers.  
Prerequisites: UT standing in religious studies major; permission of instructor and program director 3 credits, S/U grading

RLS 495-496 Senior Honors Project  
A two-semester project for RLS majors who are candidates for the degree with honors. Arranged with the program during the student's junior year, the project involves independent study and the writing of a paper under close supervision of an appropriate faculty member, on a topic chosen by the student. Students receive only one grade upon completion of the sequence.  
Prerequisite: Permission of instructor and program director 3 credits per course

RUS

Russian Language and Literature  

RUS 101 Intensive Elementary Russian  
An intensive course covering the elementary Russian program (RUS 111, 112) in one semester. RUS 101 is designed for students who have no prior knowledge of the language. A student who has had two or more years of Russian in high school (or who has otherwise acquired an equivalent proficiency) may not take this course without written permission from the supervisor of the course. May be taken for credit after any other course in Russian.  
6 credits

RUS 111, 112 Elementary Russian I, II  
An introduction to Russian. Class work is supplemented by practice in the language laboratory. The course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Russian in high school (or who has otherwise acquired an equivalent proficiency) may not take RUS 111 without written permission from the supervisor of the course.  
Prerequisite to RUS 112: RUS 111 3 credits per course

RUS 211, 212 Intermediate Russian I, II  
Intermediate courses in Russian stressing an active command of the language. May not be taken for credit in addition to RUS 213.  
Prerequisite to RUS 211: RUS 112  
Prerequisite to RUS 212: RUS 211 3 credits per course

RUS 213 Intermediate Russian for Students of Russian-Speaking Background  
A course intended for students who already speak Russian and who need training in writing, reading, and grammar. May not be taken for credit in addition to RUS 211 or 212. The course is not intended for students who have the equivalent of a Russian high school education.  
Prerequisite: Native-speaking proficiency in Russian 3 credits

RUS 311, 312 Russian Conversation and Composition  
A course in the active use of spoken and written Russian. Particular emphasis is placed on contemporary idiom.  
Prerequisites: RUS 212 or 213; permission of instructor required for students of Russian-speaking background 3 credits per course

RUS 323-G Russian Literary Texts  
A survey of representative texts chosen from various periods of Russian literature. Intended to improve the students' command of the literary language; readings and discussions are in Russian.  
Prerequisite: RUS 312 or equivalent proficiency in Russian 3 credits

RUS 439 Structure of Russian  
The study of Russian phonetics, phonology, and morphology, with a discussion of different theoretical approaches as well as practical application. This course is especially recommended for prospective teachers of Russian.  
Prerequisite: RUS 212 or equivalent proficiency in Russian 3 credits

RUS 447 Directed Readings in Russian  
A program of independent advanced study for qualified juniors and seniors under the supervision of a faculty member.  
Prerequisites: RUS 311, 312 or equivalent proficiency in Russian; a 300- or 400-level course in Russian literature; permission of instructor and department 1-3 credits

RUS 491 Special Author  
A detailed study of the works of a major 19th- or 20th-century author, such as Pushkin, Gogol, Turgenev, or Blok. Readings are in Russian, and classes are conducted largely in Russian. May be repeated as the topic changes.  
Prerequisites: HUR 141, 142; RUS 312 or equivalent proficiency in Russian 3 credits

RUS 492 Special Genre or Period  
A detailed study of a special genre such as the Russian novel or Russian drama, or period such as Soviet literature. Readings are in Russian, and classes are conducted largely in Russian. May be repeated as the topic changes.  
Prerequisites: HUR 141, 142; RUS 312 or equivalent proficiency in Russian 3 credits

RUS 495 Senior Honors Project in Russian  
A one-semester project for seniors. Arranged in consultation with the department, the project involves writing a paper, under the close supervision of an appropriate instructor, on a suitable topic. Students who are candidates for honors take this course.  
Prerequisite: Permission of department 3 credits

SBU

Stony Brook University  

SBU 101 Introduction to Stony Brook  
A course intended to integrate transfer students into the University community by providing information about Stony Brook and a forum for discussion of values, intellectual and social development, and personal as well as institutional expectations. Not for credit in addition to ACH 101, LDS 101, GLS 101, HDV 101, ITS 101, SSO 101, LHD 101, and LSE 101.  
Prerequisite: First-semester freshman or transfer student, according to section 1 credit, S/U grading

SBU 300 Global Issues  
Global issues involving international politics, sociology, and economics. The course addresses topics and regions that are currently of global importance, each class session focusing on a particular issue presented by an expert and coordinated by the instructor. Meeting times may be variable. May be repeated as the topic changes.  
1 credit, S/U grading
SCI 410 Pedagogy and Methods for Science Education I

Fundamental science teaching strategies, theories, and practices are introduced to students. Implementation of the New York State Math, Science, and Technology Standards and core science curricula is emphasized, in addition to the importance of inquiry based learning, laboratory activities, and laboratory safety. Students plan lessons and make several presentations. Students complete an action research project based on field observations made in conjunction with SCI 449.

Prerequisites: Acceptance to a Science Secondary Teacher Education program; minimum g.p.a. of 2.75
Corequisites: SCI 449
Note: Students must register for the same sections of SCI 410 and 449
3 credits

SCI 420 Pedagogy and Methods for Science Education II

Builds on the practical application of science pedagogy introduced in SCI 410. Advanced science teaching strategies are presented. Emphasis is placed on the integration of theory and practice, extension of scientific inquiry for diverse learners and assessment of student progress. Essential themes and critical issues in the science disciplines are explored in the context of teaching in secondary schools. Experiences in SCI 450 are incorporated into SCI 420. Note: you must register for equivalent sections of SCI 450. required minimum g.p.a. of 2.75
Corequisites: SCI 450
3 credits

SCI 447 Directed Readings in Science Education

Advanced study in science education under the supervision of a science education faculty member.

Prerequisites: Permission of the science education program
1-6 credits

SCI 449, 450 Field Experience, Grades 7-12

Students visit science classes in secondary schools and participate in selected school-based outreach programs for a total of 50 hours during the semester per course. The observations made during these visits serve as the basis for discussions that occur in class and in the research component of SCI 410, 420. Due to public school schedules, the majority of these experiences occur during morning hours.

Corequisites: SCI 450: C or higher in SCI 410. minimum g.p.a. of 2.75
1 credit per course, SU grading

SCI 451 Supervised Teaching-Science: Middle Level Grades 7-9

Prospective science teachers participate in full-time supervised student teaching in partnership schools, grades 7-9. Frequent consultation with the University supervisor helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Prerequisites: C or higher in SCI 420; SSE (formerly SSD) 327 and 350; 2.75 cumulative g.p.a.; completion of all graduation requirements; Permission of department
Corequisites: SCI 452 and 454; Note: students must register for equivalent sections of SCI 451, 452 and 454
6 credits, SU grading

SCI 452 Supervised Teaching-Science: High School Grades 10-12

Prospective science teachers participate in full-time supervised student teaching in partnership schools, grades 10-12. Frequent consultation with the University supervisor helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Prerequisites: C or higher in SCI 420; SSE (formerly SSD) 327 and 350; 2.75 cumulative g.p.a.; completion of all graduation requirements; Permission of department
Corequisites: SCI 451 and 454; Note: students must register for equivalent sections of SCI 451, 452 and 454
6 credits, SU grading

SCI 454 Science Student Teaching Seminar

Includes discussions of teaching techniques that are critical to success as a science teacher, such as classroom management and effective questioning techniques. Analysis of actual problems and issues encountered by the student in his or her student teaching experience are part of each seminar session.

Prerequisites: C or higher in SCI 420; SSE (formerly SSD) 327 and 350; 2.75 cumulative g.p.a.; completion of all graduation requirements; Permission of department
Corequisites: SCI 451 and 454; Note: students must register for equivalent sections of SCI 451, 452 and 454
6 credits, SU grading

SCI 475 Undergraduate Teaching Practicum

Study of the literature, resources, and teaching strategies in science education with a supervised clinical experience in undergraduate instruction.

Prerequisites: Permission of instructor and science education program
3 credits, SU grading

SCI 487 Applied Research

Repeatable to a maximum of 6 credits.

Prerequisites: Permission of science education program
0-3 credits

SKT 111, 112 Elementary Sanskrit I, II

An introduction to Sanskrit, the classical language of Indian religion and philosophy, including grammar, translation, and readings from selected texts of Hinduism and Buddhism.

Prerequisites: SKT 112: SKT 111
3 credits per course

SLN 111, 112 Elementary American Sign Language I, II

An introduction to American Sign Language, the visual-gestural language of the deaf. It incorporates nonverbal communication techniques, basic vocabulary, basic grammar principles, and basic conversational skills. This course is designed for students who have no prior knowledge of the language. A student who has acquired an equivalent proficiency may not take SLN 111 without written permission from the supervisor of the course.

Prerequisites: SLN 112: SLN 111
3 credits per course

SLN 475, 476 Undergraduate Teaching Practica I, II

Work with a faculty member as an assistant in one of the faculty member’s regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course. In SLN 476, students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice.

Prerequisites: SLN 475: U3 or U4 standing; permission of instructor
Prerequisites: SLN 476: SLN 475; permission of instructor
3 credits per course, SU grading

SOC 105-F Introduction to Sociology

A general introduction to the science of sociology, emphasizing sociological theory and methods. Students are taught what is unique about the way in which sociologists analyze human behavior and society. Differences between the sociological perspective and perspectives of other social sciences are emphasized.

There is also a heavy emphasis on the types of methods and data that sociologists use to test the validity of their ideas.

3 credits

SOC 106-F Introduction to Sociology: Honors

An enriched introduction to the sociological perspective with an emphasis on how sociologists develop and test their hypotheses about human behavior. This course requires more reading and covers more complex topics than SOC 105, providing an introduction to sociology in greater depth. May not be taken for credit in addition to SOC 105. Priority given to students in the university’s honors programs and sociology majors.

3 credits

SOC 150 Topics in Introductory Sociology

A supplementary seminar for students enrolled in SOC 105, providing a small-group setting to discuss key concepts and topics in introductory sociology.

Corequisites: SOC 105
1 credit

SOC 200 Medicine and Society

An examination of some traditional concerns of the humanities and social sciences as they occur in basic health care and its delivery. Practicing physicians or other health care professionals present clinical cases to emphasize such topics as allocation of scarce resources, issues of dying and refusing treatment,