

CATALOGUE



HOBART AND WILLIAM SMITH COLLEGES

HOBART AND WILLIAM SMITH COLLEGES

2010-2012 Catalogue

This *Catalogue* has been prepared for the benefit of students, faculty, and administrators of Hobart and William Smith Colleges, and others wishing to know more about the Colleges' programs and activities. This *Catalogue* is the primary reference for information about the curriculum, academic policies, majors and minors, and courses. Updated and supplemental information can be found in these additional publications:

- The *Handbook of Community Standards*: a full listing of institutional policies—academic, social, and residential. Available online and from the Deans Offices. Published annually.
- The Hobart and William Smith Colleges web site, www.hws.edu: the Colleges' presence on the World Wide Web, with a variety of information about the Colleges and their programs, particularly upcoming activities and events, and links to departments, programs, students, and faculty. Updated regularly.
- Crime statistics: Any crimes reported to campus authorities are also reported annually to the federal Department of Education and distributed to all faculty, students, and staff by Oct. 1 of each year. The report is maintained on the Hobart and William Smith Colleges' web site and can be viewed at http://www.hws.edu/studentlife/pdf/living_safely.pdf. (Filed, as required by Article 129-A of the New York State Education Law)

The information in this *Catalogue* is accurate as of the date of publication (October 2010) but this information is constantly being updated. For the most up-to-date information available, view the catalogue online at <http://www.hws.edu/catalogue>. The Colleges reserve the right to make additional changes at any time, with or without prior notice, including, but not limited to, changes in rates and fees, deadlines, program offerings, course offerings, and course and program descriptions and requirements.

Hobart and William Smith Colleges value diversity. They actively seek applications from underrepresented groups and do not discriminate on the grounds of race, color, religion, sex, marital status, national origin, age, disability, veteran status, or sexual orientation.

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ACADEMIC CALENDARS

THE 2010–2011 CALENDAR

FALL SEMESTER

August	27-29	New Student Orientation
	29	Campus residences open for returning students
	30	First day of classes
September	3	Last day to drop/add courses
	24-26	Homecoming and Family Weekend
October	9-12	Fall recess
November	1-5	Spring Sem. '11 Advising Week
	8-17	Spring Sem. '11 Registration
	24-28	Thanksgiving recess
December	10	Last day of classes
	11-13	Reading Days
	14-17	Final examinations
	17	Semester ends after last exam
	18	Residences close at noon

SPRING SEMESTER

January	18	Campus residences open
	19	First day of classes
	25	Last day to drop/add courses
February	22	HWS Day (classes will be held)
March	12-20	Spring break
	28-Apr. 1	Fall Sem. '11 Advising Week
April	4-11	Fall Sem. '11 Registration
	9	Charter Day
	29	Moving Up Day
May	3	Last day of classes
	4-6	Reading Days
	7-10	Final examinations
	10	Last day for senior grades
	11	Residences close at noon
	15	Commencement
	16	Senior residences close
June	3-5	Reunion

THE 2011–2012 CALENDAR

FALL SEMESTER

August	26-28	New Student Orientation
	28	Campus residences open for returning students
	29	First day of classes
September	2	Last day to drop/add courses
October	8-11	Fall recess
	21-23	Family Weekend
	31-Nov. 4	Spring Sem. '12 Advising Week
November	7-16	Spring Sem. '12 Registration
	23-27	Thanksgiving recess
December	9	Last day of classes
	10-12	Reading Days
	13-16	Final examinations
	16	Semester ends after last exam
	17	Residences close at noon

SPRING SEMESTER

January	17	Campus residences open
	18	First day of classes
	24	Last day to drop/add courses
February	28	HWS Day (classes will be held)
March	17-25	Spring break
April	2-6	Fall Sem. '12 Advising Week
	9-16	Fall Sem. '12 Registration
	21	Charter Day
	27	Moving Up Day
May	1	Last day of classes
	2-4	Reading Days
	5-8	Final examinations
	8	Last day for senior grades
	9	Residences close at noon
	13	Commencement
	14	Senior residences close
June	31-June 3	Reunion

HOBART AND WILLIAM SMITH COLLEGES

Overview

Since Hobart's founding in 1822 and William Smith's founding in 1908, Hobart and William Smith Colleges have stayed true to their mission of providing a student-centered, residential learning environment, globally focused, and grounded in the values of equity and service. Located on 195 acres on the shore of Seneca Lake in a setting of incomparable beauty, Hobart and William Smith Colleges enjoy a rich heritage based on a two-college system now unique in higher education.

As an institution of higher education, we are dedicated to educating young men and women to lead lives of consequence. In all our work, the Colleges are bolstered by the dedication and philanthropy of loyal alumni, alumnae, parents, faculty, staff, students and friends. Through a challenging interdisciplinary, liberal arts curriculum, the Colleges prepare students to think critically and make astute connections. In partnership with the Geneva and global communities and through robust programs in career development, study abroad, service, leadership and athletics, the Colleges foster an environment that values global citizenship, teamwork, ethics, inclusive excellence, social justice, and cultural competence.

The Colleges offer three degrees – Bachelor of Arts, Bachelor of Science and Master of Arts in Teaching. The Master of Arts is designed exclusively for HWS graduates enrolled in the Teacher Education Program. Our student body includes 2,025 undergraduate students and eight graduate students. We have 178 full-time faculty members and a student-faculty ratio of 11:1. The average class size is 17 students.

Nearly 60 percent of HWS students study abroad on six continents and we rank in the top 15 nationally among liberal arts colleges for the percentage of students participating in off-campus study. With nearly every student taking part in community service projects, the Colleges have been named in *Colleges with a Conscience: An Engaged Student's Guide to College*. In 2007, President Mark D. Gearan signed the American College & University Presidents Climate Commitment, making HWS a charter member of a national effort to reduce emissions of the gases responsible for global warming. The Colleges have nearly 20,000 alumni and alumnae with distinguished careers around the globe.

In recent years, our students have been awarded a Rhodes Scholarship, two Gates Cambridge Scholarships, 10 Fulbrights and two Morris K. Udall Scholarships. Recent graduates are teaching English in Japan, working for NGOs, and have accepted assignments in the Peace Corps and Teach for America. Others are working on Wall Street, Capitol Hill, or attending prestigious graduate and professional schools.

Through strategic planning initiatives instituted by President Gearan, the Colleges have benefited from a clear road map to achieve academic excellence, intensify student engagement, advance financial stability and expand access.

History

When John Henry Hobart, bishop of the Episcopal Diocese of New York, visited Geneva in 1818, he knew that the bustling lakeside village was the perfect place to build what he called an, "outpost for civilized and learned behavior." He founded Geneva College, and its first building, Geneva Hall, was completed in 1822.

Known as Geneva College until 1852 when it was renamed in memory of its most forceful advocate and founder, Hobart College offered a classical education, requiring that students pass courses in geometry, Latin grammar and Roman history. After 1834, students were also able to earn a medical education.

Notable 19th-century graduates included Albert James Myer, Class of 1847, a military officer who created the United States Weather Bureau; General E. S. Bragg of the Class of 1848, who was a commander in the Iron Brigade, served one term in Congress and later was ambassador to Mexico; two other 1848 graduates, Clarence Steward and Thomas M. Griffith, who were assistant secretary of state and builder of the first national railroad across the Mississippi River, respectively; and Charles J. Folger, Class of 1836, who was U. S. Secretary of the Treasury from 1881 to 1884.

Amid the many distinguished male graduates of the 19th century was one woman. In an era when the prevailing wisdom was that no woman could withstand the intellectual and emotional rigors of a medical education, Elizabeth Blackwell applied to and was rejected - or simply ignored - by 17 medical schools before being admitted to Geneva College in 1847.

The medical faculty, largely opposed to her admission but unwilling to take responsibility for the decision, decided to submit the matter to the students for a vote. The men of the College voted to admit her. She graduated two years later, on January 23, 1849, at the head of her class, the first woman doctor in the hemisphere.

Dr. Blackwell went on to found the New York Infirmary for Women and Children and had a role in the creation of its medical college. She then returned to her native England and helped found the National Health Society and taught at England's first college of medicine for women. She was a pioneer in preventive medicine and in the promotion of antisepsis and hygiene, and was responsible for creating the first chair of hygiene at a medical college.

A new chapter in the history of the Colleges opened with the dawn of the 20th century. As Geneva philanthropist and nurseryman William Smith was determining how to best transform his wealth into opportunity for others, he befriended a number of suffragettes and activists including Elizabeth Smith Miller and her daughter, Anne Fitzhugh Miller. The two had a deep impact on him, encouraging him to become a part of the women's movement. Through their involvement, Smith became committed to found a nondenominational, liberal arts institution dedicated to educating women broadly, not just vocationally.

On December 13, 1906, Smith formalized his intentions, and two years later, William Smith College enrolled its first class of 18 students, although there were 20 by the end of the year.

Despite sharing facilities and teachers, Hobart College and William Smith College remained quite separate. Classes were conducted in duplicate, and William Smith students were not allowed on the Hobart campus. The strict separation eroded gradually as it became increasingly impractical to enforce. In 1922, the first joint commencement was held, though baccalaureate services remained separate until 1942. By then, coeducational classes had become the norm, and the curriculum centered on the idea of an interdisciplinary education, encouraging students and faculty to consider their studies from multiple perspectives.

In 1943, during the administration of President John Milton Potter, William Smith College was elevated from its original status as a department of Hobart College to that of an independent college, on equal footing with Hobart. At President Potter's suggestion, the two colleges established a joint corporate identity, adopting a "family" name: The Colleges of the Seneca, which remains the legal name of the Colleges to this day.

As Hobart and William Smith matured and grew during the mid-20th century, students and faculty challenged the old rules and developed an increasingly innovative approach to education. To keep up with changing attitudes, the curriculum changed significantly during this time, moving from an intensive study of Western Civilization toward increasingly open-ended and goal-oriented requirements.

The focus on interdisciplinary education remained and strengthened, and HWS became one of the first colleges in the country to introduce a First-Year Seminar program. HWS saw the dawn of several other ground-breaking additions to the curriculum, including robust programs in Far Eastern Studies, Russian Studies, Black Studies, Women's Studies and Men's Studies. In fact, Hobart and William Smith were the first in the nation to offer a degree in men's studies.

It was also during this time that the international HWS campus was founded. In 1975, Professor of Art Elena Ciletti accompanied 30 students to Italy for the first HWS abroad program. Today, HWS students study on every continent except Antarctica.

When named president, Gearan was serving as director of the Peace Corps in Washington, D.C., a post he assumed in 1995. Under his leadership, the Peace Corps experienced a resurgence of interest. The Colleges have similarly progressed under his guidance.

Mission

Hobart and William Smith Colleges are a student-centered learning environment, globally focused, grounded in the values of equity and service, developing citizens who will lead in the 21st century.

The Colleges' commitment to these principles was solidified in 1999 when they appointed the then director of the Peace Corps as president of Hobart and William Smith. President Mark D. Gearan has since reinforced the Colleges' commitment to global understanding and study abroad opportunities, community service, and service learning, with the goal of providing these elements through contemporary facilities and state-of-the-art technology.

In maintaining this environment, the Colleges create opportunities to engage faculty and students with other languages and diverse cultures. The majority of students participate in a study-abroad experience during their four years here. These experiences enhance what takes place on campus in the academic and social lives of students while allowing the community to delve into the broader intellectual world.

The academic program at Hobart and William Smith Colleges keeps this highly interactive environment alive. Education takes place not only inside classes, but also outside in off-campus programs and service projects. The Colleges view civic responsibility, community engagement, and international education as integral components of a liberal arts education. This rigorous academic program challenges students' minds while expanding their horizons to new worlds.

Faculty

The number of permanent faculty has recently increased with the addition of 45 new faculty lines while subsequently maintaining a student-faculty's interdisciplinary graduate training, innovative pedagogical and technological skills, and interest in undergraduate research, service learning and other practices with great learning potential.

Accreditation

Hobart and William Smith Colleges are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools and by the Regents of the University of the State of New York. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Registered Programs

The following is Hobart and William Smith Colleges' inventory of registered programs approved by the New York State Education Department. The listing contains program title, degree awarded, and HEGIS code number.

Adolescent Education, M.A.T., 0803
Africana Studies, B.A., 0305
American Studies, B.A., 0313
Anthropology, B.A., 2202
Anthropology and Sociology, B.A., 2208
Architectural Studies, B.A., 4902
Art History, B.A., 1003
Arts and Education, B.A., 1099
Asian Languages and Culture, B.A., 0301
Biology, B.A., B.S., 0401
Biochemistry, B.S., 0499
Chemistry, B.A., B.S., 1905
Childhood Education, M.A.T., 0802
Classics, B.A., 1101
Comparative Literature, B.A., 1503
Computer Science, B.A., B.S., 0701
Critical Social Studies, B.A., 2299
Dance, B.A., 1008
Economics, B.A., 2204
English, B.A., 1501
Environmental Studies, B.A., B.S., 0420
European Studies, B.A., 0310
French and Francophone Studies, B.A., 1102
Geoscience, B.A., B.S., 1999
Greek, B.A., 1110
History, B.A., 2205
Individual Studies, B.A., B.S., 4901
International Relations, B.A., 2207
Latin, B.A., 1109
Latin American Studies, B.A., 0308
Lesbian, Gay and Bisexual Studies, B.A., 2299
Mathematics, B.A., B.S., 1701

Media and Society, B.A., 0699
Music, B.A., 1005
Philosophy, B.A., 1509
Physics, B.A., B.S., 1902
Political Science, B.A., 2207
Psychology, B.A., B.S., 2001
Public Policy Studies, B.A., 2102
Religious Studies, B.A., 1510
Russian Area Studies, B.A., 0307
Sociology, B.A., 2208
Spanish and Hispanic Studies, B.A., 1105
Special Education: Childhood, M.A.T., 0808
Studio Art, B.A., 1002
Urban Studies, B.A., 2214
Women's Studies, B.A., 4903
Writing and Rhetoric, B.A., 1599

The Colleges do not offer a major in education but rather a broad and innovative program that combines extensive classroom experience in local schools with a broad grounding in the study of education as a liberal art.

Students can be certified (initial) to teach grades 7-12 in the following areas:

Biology, B.A., B.S., 0401
Chemistry, B.A., B.S., 1905
Earth Science, B.A., B.S., 1999
English, B.A., 1501
French, B.A., 1102
Greek, B.A., 1110
Latin, B.A., 1109
Mathematics, B.A., B.S., 1701
Physics, B.A., B.S., 1902
Spanish, B.A., 1105

Students can also be certified (initial) in the areas listed below:

Art (P-12), B.A., 1002
Childhood (1-6)
Special Education: Childhood (1-6)*
Social Studies (7-12)

*Certification in special education is available only in conjunction with certification to teach in the elementary grades.

Graduation Rate

The graduation rate for Hobart students entering in the fall of 2003 and graduated by 2009 (six years later) was 77.1 percent. The graduation rate for William Smith students entering in the fall of 2003 and graduated by 2009 (six years later) was 80.1 percent. The overall graduation rate for both Colleges was 78.8 percent. Additional information on graduation rates and student retention is available from the Office of the Registrar.

THE CAMPUS

Hobart and William Smith's 195-acre campus is located on the western shore of Seneca Lake in the heart of the Finger Lakes Region. The campus and surrounding community provide an ideal setting for exploring ideas and establishing close and lasting partnerships with students, faculty and staff.

Campus facilities include more than 85 student residences, 48 classroom and administrative buildings, a library, one dining hall, two cafés, a pub, two gymnasias, a sport and recreation center, numerous athletics fields, several computer labs, a studio arts center, an intercultural center, a chapel, a career center, an infirmary, a theatre, a student activities center, a post office, a bookstore, a radio station, and a boathouse and docking facilities.

The Warren Hunting Smith Library was renovated in 2008 to include the addition of the Rosensweig Learning Commons which combines services as well as staff from the library, the Information Technology department and the Center for Teaching and Learning to create a cohesive environment that enables complex learning, deep exploration, and rigorous intellectual pursuit.

In addition to the availability of a large number of Mac and Windows computers, Smart Boards, LCD screens and study areas, nearly every piece of furniture on the first floor is wired for power and connectivity so that students can flexibly move from space to space with laptops.

The Scandling Campus Center is the focal point for student activity on campus, providing space for study needs, campus dining, meetings and other gatherings. Completely renovated and expanded in 2008 as part of Campaign for the Colleges, the Center houses a café, student activities center, recreation room, post office, and event space as well as lounge areas and an outdoor terrace. The Center is the hub of student life on campus as well as a pride point for Hobart and William Smith, showcasing athletics trophies, student honors, and other displays throughout the year.

The 83,000-square-foot Caird Center for Sport and Recreation, designed to meet the recreational needs of the entire campus community, coordinates intramural teams, houses an indoor track, several tennis and basketball courts, a weight room, racquetball courts, squash courts, a classroom, and a multi-purpose exercise room, as well as offices for the Outdoor Recreation Adventure and Wellness programs. The 1,500-seat state-of-the-art H. J. McCooey Memorial Field artificial turf stadium, completed during the fall of 2000, includes lights and a press box.

As noted in the campus master plan as part of Campaign for the Colleges and the HWS 2005 and HWS 2010 strategic plans, a number of facilities have been created and renovated over the past several years, including Stern Hall, a new classroom and office building for the social sciences, named in honor of lead donor Hon. Herbert J. Stern '58, LL.D. '74, P'03, which was completed in 2003. Also in 2003, the Bozzuto Boathouse and Dock, named in honor of the father of Trustee Thomas Bozzuto '68, was completed, providing a home to the nationally-ranked HWS sailing team and the Colleges' Outdoor Recreation Adventure Program.

In January 2004, renovations were completed on Trinity Hall, the second-oldest building on the HWS campus. Now known as the Salisbury Center at Trinity Hall, named in honor of lead donor and former Chair of the HWS Board of Trustees Charles H. Salisbury Jr. '63, P'94, L.H.D. '08, the completely renovated structure is home to the Salisbury Center for Career Services, the Center for Community Engagement and Service Learning and the Center for Global Education.

The Katherine D. Elliott Studio Arts Center, named after lead donor Katherine D. Elliott '66, L.H.D. '08, a member of the Board of Trustees since 1997, was completed in 2006, expanding the art and architecture programs with 14,600 square feet of classrooms, offices, wood and metal shops, and studios for painting, photography and printing.

Two new residence halls were completed in 2006, adding exercise rooms, a game area, a Starbucks café, and more than 175 student beds. The new spaces, named Caird and de Cordova in honor of lead donors James '56 and Cynthia Caird and Arthur de Cordova '56, were profiled in *The New York Times* at the start of the 2005-2006 academic year, and have garnered an award for the architect. Carr-McGuire residence hall, named for Trustee Carolyn Carr-McGuire '78 and her husband Terry McGuire '78, and the Abbe Center for Jewish Life, named in honor of Trustee Richard K. Abbe '92, were renovated in 2007, providing a kosher kitchen, conference space, and a guest suite for Professionals in Residence. Additionally, the primary first-year residence halls, Jackson, Potter and Rees Halls, were renovated in 2005 to include quad living spaces and open lounge spaces on every floor.

The Finger Lakes Institute, with newly renovated quarters at 601 S. Main St., opened in 2004. The renovations were made possible through a \$1 million grant from the State of New York. The Finger Lakes Institute functions as a center for research, outreach and education dedicated to the 11 Finger Lakes.

The Centennial Center for Leadership, in the recently renovated 603 South Main Street, serves as an umbrella for existing leadership initiatives across campus, guiding students in understanding the concept of leadership, creating opportunities for them to study with experienced and successful women leaders, and providing them with empirical leadership-building opportunities.

Financed in part by a \$ 1.25 million gift from the Sheldon and Ruth Goldstein Foundation, in honor of the couple's granddaughters, Sara Nargiso '07 and Rachel Nargiso '04. Originally constructed in 1913, the historic building's repointed brick façade and new roof preserve the charm of the Houghton House Estate. The renovated Carriage House includes a digital imaging lab and a photo studio with a dark room for black and white photography. The building fosters the artistic community of HWS art and architecture students with a studio to display and critique images.

The third floor of Houghton House hosts the Architectural Studies program, renovated in 2009 by a generous gift from Ridgway H. White '02. The expansive facilities include two architectural design studios; a computer lab outfitted with graphic and digital drafting software, a large scale plotter, scanners and color printers; a library for sustainable materials samples, design and urban planning periodicals, and reference books; a working gallery for the display of current student work; and a critique room for student presentations, space and equipment for professional studio photography sessions, and special events such as film screenings and architecture student society (American Institute of Architecture Students) meetings.

The decade of the 1990s brought many new and renovated facilities to campus. Rosenberg Hall is a 35,000-square-foot research and teaching building offering the latest in scientific facilities and equipment, and the adjacent Napier Classroom Center provides four modern classrooms available for use by all departments of the Colleges. Renovations were also made at Winn-Seeley Gymnasium, which houses facilities and offices for women's athletics. Portions of Bristol Gymnasium, the men's athletics headquarters, were also refurbished.

The L. Thomas Melly Academic Center doubles as both an expansion of the existing Warren Hunting Smith Library and a home for high-tech information-research resources at the Colleges. In addition to new space for stacks, studying, and lounges, the building houses a computer classroom for tutoring in online research, and various other computer clusters and computer-outfitted conference rooms. The Melly Center is named for a long-time Colleges' Trustee L. Thomas Melly '52, L.H.D. '02, who completed 10 years of board chairmanship as the building was being dedicated in 1998.

As Campaign for the Colleges comes to a close, new facilities will continue to be erected across campus. As part of the Performing Arts Center Initiative, plans have begun to create a modern facility designed to enable talented, dedicated students and faculty to achieve their full potential. Enhanced space for performance in music, theatre, and dance will underscore their importance and contribute to the sense of community on a campus where the arts are highly valued.

Technology Support

Since residential spaces are fully wired with high-speed access to networked resources, including Internet and e-mail applications, the vast majority of students at the Colleges bring a personal computer with them. The Colleges offer a computer purchasing program for students. This program has multiple offerings that are discounted per an education rate. Information regarding the HWS student computer purchasing program is available at www.hws.edu/computer. Students may contact the IT Services Support Center for more information, or with other technology-related questions, at ext. 4357 or by e-mail at helpdesk@hws.edu.

Complementary to the high-speed access to network resources in the residential halls, the Colleges maintain computer laboratories that provide students access to basic word processing, spreadsheet, and graphic capabilities as well as high end applications, such as geographic information systems. Nearly all residential common areas and academic areas now have wireless capability.

Macintosh Laboratory

A Macintosh microcomputer laboratory is in the lower level of Rosenberg Hall (Rosenberg 009). The laboratory contains 24 Apple iMac computers, which are completely networked and contain various software applications, and are connected to an HP printer. The lab is open to the Colleges' community during periods when classes are not scheduled. Evening hours vary and are posted on the door.

Mathematics and Computer Science Computer Laboratory

The Department of Mathematics and Computer Science operates a small computing laboratory with about 20 workstations running the Linux operating system. Any student registered in a computer science course has an account on this system, which can be used in the lab or accessed through the Colleges' campus network.

Visual Resources Collection

The Department of Art's Visual Resource Collection holds more than 156,000 slides covering the history of art from prehistory through the present. Artifact is the online image space of the Department of Art, containing more than 99,000 digital images available at vrc.hws.edu. In addition, Artifact allows the creation and viewing of image reviews and lecture presentations. The basis of the collection is Western European and American art and architecture, with strong holdings in African, Chinese, Islamic, Japanese and Native American arts. In addition, a small reference collection is available. The Visual Resources Collection is located in Houghton House, the center of the Colleges' arts facilities.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) provides a variety of programs and resources both to promote love of learning and encourage student engagement. CTL provides the academic services students need to succeed in college and beyond.

The Teaching Fellow Program offers specially trained Student Fellows to support specific courses and is currently active in nine departments: anthropology/sociology, biology, chemistry, economics, geoscience, philosophy, physics, psychology, and Spanish and Hispanic studies. Faculty in these departments work closely with the Fellows in directing instruction, while Fellows keep regular office hours in meeting space provided by the departments.

Students wishing to improve their academic performance in a specific academic area may meet with a CTL Tutor, either individually or in a small group, to enhance their understanding of course material and improve their performance on assignments and exams.

Those students who need more general guidance can also meet with Study Mentors for help with organization and study skills or with CTL specialists to develop oral communication skills, including public speaking, poster and PowerPoint presentations and graduate school and scholarship interviews.

CTL Writing Colleagues and writing specialists are available to meet with students who need extra help planning, organizing and writing papers. Colleagues are not tutors or editors; instead, they are there to help students become more confident, conscientious and effective writers.

The HWS Writes website, originated in the department of Writing and Rhetoric and available on the CTL site, is also a resource for writers. The pages offer strategies for formulating ideas, editing and revising, as well as avoiding plagiarism and tips on writing with others. The site also features ONE ESSAY, an anthology of exemplary student writing. Because ONE ESSAY features examples from a variety of academic disciplines and assignments, these models are helpful examples of college-level writing for first-year students.

Through CTL's Group Study Tables, established with the assistance of specific course faculty, students wishing to improve their performance in their course work may meet with a group leader, either individually or in small groups, over the course of the semester to enhance their understanding of course material. One-on-one Study Mentors are available to assist students who wish to excel academically and hone reading, writing, time management and general study skills.

If you have any questions about specific programs or services or would like to make an appointment or learn more about how you can take advantage of CTL resources, contact the Center for Teaching and Learning at ctl@hws.edu or (315) 781-3351. Students can make appointments using the TutorTrac program available on the CTL Blackboard site.

Henry W. Hanley Preserve

The Colleges' 108-acre wildlife refuge, located 20 miles from the Colleges' main campus, offers students an area for ecological studies. The preserve has 40 ponds, a hardwood forest, cultivated fields, old fields, swamps, and marshes. It is inhabited by waterfowl, deer, beaver, muskrats, coyotes, foxes, and many other small animals. The Richard Ryan Field Laboratory building was opened on the preserve in 1994, providing a location for lecture and laboratory activities.

The William Scandling

The William Scandling, a 65-foot, steel-hulled research vessel owned by the Colleges and operated on the Finger Lakes and Great Lakes, supports teaching as well as the research activities of students and faculty. Berthed on Seneca Lake, *The William Scandling* has access to Cayuga Lake and Lakes Erie and Ontario via the Seneca Barge Canal. Recently renovated, the vessel is fully equipped to support studies of sediments, water, and biota. Capabilities include sediment coring, grab sampling, sub-bottom seismic reflection profiling, recording current meter measurement, bathythermograph measurement, recording thermograph measurement, water and plankton sampling, and chemical testing. *The William Scandling's* positioning equipment includes radar and GPS satellite navigation systems. The vessel was named in honor of the late Trustee William F. Scandling '49, LL.D.' 67, one of the Colleges' most generous benefactors.

Warren Hunting Smith Library and Melly Academic Center

The Warren Hunting Smith Library is home to more than 250,000 volumes in all disciplines as well as personal and group study rooms and classrooms.

Professional reference librarians guide campus researchers to print and electronic resources and conduct a vigorous program of course-related research instruction in first-year through upper-level courses and for the Honors program throughout the year. Central to the program is not simply the use of research tools, but the development of the critical thinking skills necessary to be a life-long learner.

The online catalog provides access to the Colleges' print, video and electronic holdings as well as electronic reserve materials for classes. A wide range of web-based resources are available through the library's webpage, including electronic-text databases, websites and connections to other library catalogs. Through cooperative agreements with a network of local and national libraries students and faculty members, using inter-library loan services, also have access vast array of additional materials.

The library is also home to several special collections, including the Hobart and William Smith archives, which safeguards many primary research materials including the official Colleges archives and collections of rare books, manuscripts, photographs, local history materials and art works.

The College Store

The College Store, located in Sherrill Hall, is institutionally owned and proudly serves the students, faculty, and administrators of Hobart and William Smith Colleges as well as the local community. The College Store offers three floors of merchandise tailored to meet the needs of all students, faculty and staff.

The College Store offers a textbook program including competitively priced new and used textbooks as well as Copyrighted Custom Course Packs as required or recommended by faculty. Used book buybacks are offered at the end of each semester.

The College Store also features a general book department containing more than 15,000 titles specializing in computerized title searches, special orders, new releases, best sellers, reference materials, and books on tape. The College Store offers an impressive collection of local interest titles, children's books, and faculty/alumni/alumnae titles. Also available are daily newspapers, magazines, periodicals and complimentary *New York Times* reviews.

The College Store carries a wide range of imprinted and collegiate items in clothing, giftware and glassware as well as class rings and diploma frames, along with general stationery, greeting cards and convenience items. Also available is a vast assortment of school, office, computer, art and architecture supplies at affordable prices along with dorm room and decorating items as well as basic hardware supplies.

The College Store offers several services including student charge accounts, phone and web orders, film processing, laundry/dry cleaning service, check cashing, and special order balloon bouquets as well as special event offerings. Copying and fax service are available for a nominal fee. Gift certificates are also available, as are U.S. postage stamps and change for vending and laundry machines.

Visit The College Store in person or through their website, <http://collegestore.hws.edu>, where patrons will find current store information and an opportunity to purchase merchandise and insignia items.

The Fisher Center for the Study of Women and Men

The Fisher Center for the Study of Women and Men, located in Demarest Hall, supports curricular, programmatic and scholarly projects arising from the challenge of educating men and women for a future of gender equity and social justice. The Center, endowed with a gift from Emily Fisher P'93, L.H.D. '04 and the late Richard Fisher P'93, was founded to further the Colleges' ideal of coordinate education and commitment to equity, mutual respect, and common interest in relations between women and men, as among individuals of other difference, through our educational program, scholarship and presence in the larger community.

The Center sponsors a lecture series that brings to campus a variety of scholars, public intellectuals and activists on themes such as globalization and education, health and human rights, and memory and gender. In addition, the Center sponsors a morning seminar series with these speakers that offers students and others the opportunity for sustained conversation around central concerns of contemporary culture. Fisher Center Fellows are on campus as well, broadening students' access to the work of the Fisher Center.

The Fisher Center houses a library of work by Fisher Center speakers and fellows as well. On occasion, the Center offers interdisciplinary courses coordinated with its yearly theme. (See Courses of Instruction.)

The Center is led by a director, as well as a Steering Committee and a Resources Initiatives Committee, each composed of students, faculty, and staff from across the Colleges.

Student Services

Vice President of Student Affairs

In coordination with the deans offices, the Vice President of Student Affairs has direct responsibility for all aspects of the nonacademic student conduct system, which works to establish and maintain an environment in which all students can achieve academic and personal success. Residential Life, Student Life, WEOS, Intercultural Affairs and the Athletics Department all report to the Vice President of Student Affairs. In addition, the Vice President coordinates the efforts of the Colleges' emergency management and response system, and provides direction for the Office of Campus Safety.

Deans

Each college has its own deans office, which is responsible for the academic and personal development of its students and for creating an educational environment that helps prepare students for the challenges of living in the 21st century. The deans have committed themselves to providing individual attention in the context of a larger living and learning community and are there to guide students through their Hobart and William Smith experience. The deans also maintain academic and personal files on all enrolled students. Students' access to these files is governed by the Family Educational Rights and Privacy Act of 1975. Students who wish to challenge the contents of their files may appeal to the dean of their college and the Committee on Standards.

Faculty Advisers

Throughout the academic year, each student meets individually with a faculty adviser to discuss general questions concerning the Colleges, the academic course schedule, the student's academic preparation, academic goals, and issues of course placement. At the end of the first semester, there is a reevaluation of the student adviser relationship and different options are possible. The close relationship between student and adviser may continue until a major is declared and an adviser in that field is chosen. Student and adviser may also decide that a different adviser would better serve the student's interests and a new adviser is selected. Ultimately, the student and an adviser in the chosen major plan the student's program, which includes a detailed consideration of the senior year and often involves working with Career Services to plan beyond graduation for careers or graduate study.

Multicultural and Diversity Support Programs

Hobart and William Smith Colleges are committed to fostering an intellectual and engaged community that values and celebrates a wide spectrum of differences. We envision a community that goes beyond tolerance of difference to become one of inclusive excellence – one that is guided by the principles of equity, social justice, cultural competence and engaged citizenship. We are committed to making our campus a community which promotes a culture of inclusion in which all feel valued, respected and supported to perform to their full potential.

In working to create an intellectual environment that benefits students, faculty and staff, Hobart and William Smith are committed to an educational model that addresses the needs of a pluralistic and democratic society. To implement this model, it is critical to remember the importance of establishing a campus community that reflects the diverse society in which we live.

To that end, we are committed to recruiting and retaining a diverse population of students, faculty and staff and reflecting that diversity in our curriculum. We endorse programs and centers on campus that host speakers and visiting scholars of different races, ethnicities, religions, sexual orientations, abilities and political ideas.

Through the Office of Intercultural Affairs, we offer a wide range of programs and services designed to attract, support, and retain a diverse population of students, promoting an atmosphere of interactive pluralism throughout the Colleges.

The Office of the Higher Education Opportunity Programs (HEOP) administers a New York State program designed to improve the educational opportunities available to economically and educationally disadvantaged students who have demonstrated potential.

HEOP offers the Summer Institute, a pre-college program, to provide comprehensive academic and non-academic preparation for college study. Special academic and supportive services—such as counseling, tutoring and study-skills workshops—are supervised by the Director of Opportunity Programs. The staff is assisted by student peer counselors, including persons who can converse with non-English-speaking parents.

Both Intercultural Affairs and HEOP are housed in the Intercultural Center, a campus house and informal library/meeting space for campus groups.

The Salisbury Center for Career Services and Pre-professional Programs

The Salisbury Center for Career Services supports students, alumni, and alumnae with their career development. Services and resources are provided with a comprehensive developmental focus to facilitate an individual's exploration of career choices and opportunities. Career Services focuses on training individuals on lifelong skills relating to each phase of the career development process. This involves formulating career ideas, gaining career-related experience, and preparing to make the transition from Hobart and William Smith Colleges by conducting a job or graduate/professional school search.

Resources

Pathways is the signature program of the Salisbury Center for Career Services and Professional Development. It is comprised of four parts: Assessment, Discover, Experience and Connection. Through Pathways, students are assisted in developing clarity around their career goals. Additionally, they gain experience in their field(s) of interest through externships and internships and have the opportunity to network with alumni, alumnae, parents and friends of the Colleges through career programming.

Assessment

A user-friendly computerized career guidance system takes an individual through the career planning process. It contains self-assessment and decision-making inventories and current occupational information.

Discovery

Alumni, alumnae and parents who are willing to discuss career fields, entry-level positions, educational preparation and training, internship opportunities, job search strategies and geographic areas are available on the Career Network database and through the office's website.

Students also have access to HWS community members as part of the on-campus Professionals in Residence (PIR) series. Staying in the newly renovated guest suite in Carr McGuire House, alumni, alumnae, and parents take up

residence on campus, speaking with students about careers in a variety of fields, including health professions, banking, finance, human relations, the environment and hospitality.

In addition to a public lecture, each PIR offers a series of one-on-one appointments with interested students. An online resource, Experience, lists thousands of internships and entry-level positions appropriate for liberal arts graduates is available to HWS students and graduates.

The Salisbury Center for Career Services and Professional Development houses a comprehensive career resource library that offers current information about career exploration, occupations, internships, volunteer opportunities, position listings, graduate school information and job search methods. Staff also produce a weekly electronic newsletter that publicizes job and internship listings.

Experience

As part of their liberal arts education, students are encouraged to explore careers through internship, volunteer, and externship experiences. Career Services oversees the Collaborative Internship Program, which offers students the opportunity to gain experience in a field of interest directly related to their academic studies. These experiences give meaning to theories, concepts, and knowledge learned in the classroom while allowing students to think critically about their career field. Faculty and employers develop these credit-bearing internships to match academic needs with employer needs. These unique opportunities are currently being offered each semester in Geneva, N.Y. and the surrounding area. Students interested in a collaborative internship should visit Career Services for further details, applications, and project listings.

Students are encouraged to participate in externships as part of the career planning process. Through these opportunities students have the ability to shadow professionals in their fields of interest. These are available to students in the Geneva community as well as nationwide over winter, spring and summer breaks.

Connection

Representatives from a variety of organizations and geographic areas are invited to campus to conduct interviews with interested students or to hold information sessions. Through the use of Web-based technology, employers who cannot come to campus can arrange a résumé collection for interested students. Employers receive the résumés electronically for their review, and then invite candidates for interviews at their places of business or via telephone.

Interested seniors may submit their career field and geographic preferences when uploading their résumés to the Web-based recruitment system. Career Services then submits résumés on the students' behalf to employers who request this service. HWS sponsors and area colleges invite HWS students to participate in career, internship and graduate/professional school fairs. This is an opportunity for students to meet with a variety of employers and admissions representatives in one convenient location.

The Salisbury Center for Career Services and Professional Development coordinates programs and services with other colleges as well as with HWS alumni, alumnae and parents. Some events have included the Day on the Hill, where students were able to meet with alums and specialists in a variety of careers in Washington, D.C.; the HWS Sports Forum, where students were able to hear from alums at the top of their professional game; the Wall Street experience and a media and film program in LA. Students also have access to additional on- and off-campus alum panels, focusing on careers in politics, fashion, non-profits, media and finance.

Information about services and resources offered through the Salisbury Center for Career Services and Professional Development is available through the Web site: <http://www.hws.edu/career>.

Internship Funding

Hobart and William Smith Colleges offer endowed internship funds for which students can apply in order to supplement an unpaid summer internship and/or housing costs incurred while doing a summer internship. These awards include the Harry W. Bowman '65 Award for Leadership and Civic Engagement, the Charles H. Salisbury Jr. '63, P'94 Endowed Internship Fund, the John A. Ross '66 Endowed Internship Fund, the L. Thomas Melly '52 Endowed Internship Fund, The Parent Fund and the Ralph A. '56 and Jane '58 Pica Endowed Internship Fund. Students are welcome to apply to more than one qualifying fund with the understanding that if selected, they will only receive an award from one endowed fund.

In addition to the endowed internship funds, the Colleges also offer The Salisbury Summer International Internship Award for HWS students. This fund provides financial support of \$15,000 for each of the three students interested in pursuing an international internship experience in a location of the student's choice. By supplementing classroom education with internship experience, students gain a practical understanding of the demands and rewards of future careers. This award may provide a stipend for the internship, lodging, airfare, passport/visa expenses, meals, ground travel, traveler's insurance, and/or other expenses related to an international internship opportunity.

Health Professions

Hobart and William Smith Colleges have a long-standing reputation for sound preparation of students for graduate training in the health professions. Students are counseled regarding specific program requirements, the current application process, and required admission test preparation. This includes instruction preparing application materials, compiling faculty/non-faculty recommendations, and writing application essays. Additionally, students are assisted in identifying and securing both clinical and research opportunities.

Complete preparation for interviews is provided through written guides and mock interviews. The office schedules health-related presentations and maintains a file of internships, summer employment, and volunteer opportunities.

Career Services has a full-time staff member dedicated to serving health profession students and a robust library of health profession reference materials covering topics from summer programs to military scholarship information. The active, student-run Health Professions Club on campus sponsors multiple health professions related programs both on and off campus including an annual conference in which health care practitioners discuss careers and current events as well as innovative diagnostic, treatment and surgical techniques.

The Blackwell Medical Scholarship Program provides an unique opportunity for qualified high school seniors. Those who meet and maintain the standards of the program are guaranteed a seat in medical school at SUNY Upstate Medical University College of Medicine at Syracuse upon graduation from Hobart and William Smith Colleges.

The Early Assurance Program, offered by SUNY at Buffalo School of Medicine and SUNY Upstate Medical University College of Medicine (Syracuse), allows qualified students to apply and be accepted to medical school at the end of their sophomore year. Acceptance by either of these programs exempts the student from taking the Medical College Admission Test (MCAT) allowing more time for independent study honors work, extended internships, study abroad, etc.

The Health Profession Advisory Committee (HPAC), comprised of science faculty members, administrators, and the health professions counselor, advises students regarding all aspects of the application process and evaluates applicants' credentials for entrance to professional schools. A dossier of the student's faculty and health-related recommendations and a committee letter for recommended students is then sent to the health profession schools.

An opportunity to observe the delivery of healthcare and volunteer in the healthcare field is provided each semester for interested sophomores, juniors and seniors through a partnership with Finger Lakes Health located less than one mile from campus. Participants commit to 50 hours of shadowing/volunteer time in one or two hospital departments during the semester. Similar, though less formal, programs are available for those interested in other fields such as dentistry, veterinary medicine, physical therapy, etc., and are arranged on an individual basis.

Students contemplating a health-related profession should have a strong secondary school background in mathematics and science. Students are encouraged to major in any area that truly interests them, but must prove their excellence in selected science courses. Courses required for admission to medical and dental schools should be completed before the senior year, since the Medical or Dental College Admission Test (MCAT or DAT) is normally taken in the spring or summer preceding the final undergraduate year and includes material in the sciences. Students are counseled on how to prepare for the exam and when it is best for them to take it.

Law

The Colleges offer extensive counseling for pre-law students throughout their undergraduate years, and a significant number of Hobart and William Smith students enroll in law school upon graduation. Admission to the best law schools requires more than an impressive academic record. Students must also have internship or workplace experience and involvement in extracurricular activities.

Almost any major can provide the skills and knowledge to prepare a student for law school, as long it is supplemented with coursework in disciplines such as political science, economics, history, English, and philosophy. The best preparation for a career in law is not a pre-law track, but the acquisition of depth and breadth of knowledge provided by combining a major and a minor, one of which is interdisciplinary.

Interdisciplinary majors and minors in Public Policy and Law and Society offer courses of study that provide the relevant breadth in a coherent manner. Internship programs in Geneva, Washington, D.C., Switzerland, and New York City provide opportunities for educational experiences at worksites that include the U.S. Supreme Court, Congressional and Senatorial offices, human rights organizations, the Federal Trade Commission, lobbying organizations and public interest groups. A wide range of other internships and career counseling for pre-law students are also available in conjunction with the Salisbury Center for Career Services.

In addition to student governments, judicial boards, and other co-curricular opportunities, the Colleges also field a Debate Team that competes successfully against the best teams in the world.

Distinguished graduates play an active role in assisting students with their education and related internship experience. These include federal judges, legislators, U.S. attorneys for the Justice Department, as well as highly successful attorneys.

Virtually all graduates who apply to law school gain admission. In recent years, the best qualified have attended Yale, Harvard, N.Y.U., Chicago, Cornell, Columbia, the University of Pennsylvania, and U.C.-Berkeley.

Pathways

Pathways is an active four-year program dedicated to sustaining students' growth and success in the professional development process, surrounding students with a support network including Career Services staff, trained student mentors, alumni/ae, HWS faculty advisers and parents or guardians. This program motivates and keeps students on track in gaining knowledge and experience through such tools and opportunities as workshops, experiential learning, career counseling and on-the-job experiences (internships and student employment). Pathways encourages and motivates students to explore, execute and experience all of their academic, personal and career-related interests. The program features a support network dedicated to sustaining growth and success in the professional development process.

College is a time for exploration of new ideas, cultures and experiences. The HWS community believes that the professional path that starts in college should incorporate the very nature of college itself. To that end, Career Services offers a wide range of resources to help students explore their interests, passions and talents to determine what they love and what type of career that best suits their aspirations and personality. Career Services staff surround students with people dedicated to helping them learn, grow and succeed. This results in collaboration between students and members of the Colleges' extended community.

Health Services

Medical Services

Hubbs Health Center provides wellness counseling, health maintenance, acute care, and health education services to all students. The Health Center is open weekdays as well as one weekend afternoon during the academic year.

The medical services staff includes a part-time physician, board certified in internal medicine; a full-time board certified physician's assistant; a registered nurse who serves as coordinator of nursing services; several nurses both full and part-time; and a secretary/receptionist. The staff treats acute illnesses and injuries, and promotes health education on issues including fitness, wellness, and nutrition, smoking cessation, substance abuse, and sexually transmitted diseases. The staff works with the athletics department to provide sports medicine services to all intercollegiate teams. A full-service women's health care clinic is available by appointment. While visits to the health center are free, any specimens obtained such as a throat culture, blood tests ect, collected at the time of the visit to Hubbs are processed by the local hospital laboratory. The hospital lab will bill the student's insurance policy for the cost of processing the specimen.

Students are seen by appointment and can arrange such by calling the appointment line 315-781-4530. The health center has a formulary of commonly prescribed medications, for which the student incurs a nominal fee. Prescriptions are written for other medications as deemed necessary and appropriate. A health fee is required of all students, to provide basic accident and sickness insurance for students who have no coverage and supplemental insurance for all others.

It is important to know that if a student is 18 years old or older, Hubbs is legally bound to protect any information about the student's health and any details regarding any visits to Hubbs. This includes confirmation that the student was at Hubbs, the diagnosis, treatment plans etc. The student must sign a consent allowing the staff to speak to any other person about the student. This pertains to parents, family members, friends of the student, college administrators, faculty and other medical professionals.

Counseling Services

The Center for Counseling and Student Wellness (CCSW) is staffed by a team of trained counselors and doctoral-level psychologists. The services provided include group and individual counseling, psychological consultation, and psycho-educational outreach programs. Counseling staff also provide 24-hour mental health emergency services for our campus and are available for after hours crises through campus safety at 315-781-3333.

The staff at the Center for Counseling and Student Wellness is skilled in helping students address a wide range of concerns, including difficulties in adjusting to college life, concerns about relationships, sexual-identity issues, depression, anxiety, family problems, eating-related concerns, and more. Students concerned about the well-being of a friend are also welcome to consult with the staff. In addition, the counseling staff can assist students interested in securing psychiatric and long-term services to identify providers in surrounding communities.

All counseling services are free to enrolled students, and counseling services are protected under federal confidentiality guidelines. Students may secure services by calling or visiting the Center for Counseling and Student Wellness office to schedule an appointment.

Alcohol and Other Drug Programs

The Office of Alcohol and Other Drug Programs takes a proactive approach in providing a comprehensive evidence-based prevention and counseling program necessary for students to make responsible choices concerning alcohol and other drugs.

The office works from the premise that a wellness lifestyle is vital to achieving personal and academic success. The preventative approaches are grounded in the social ecological model of public health that recognizes and attempts to address a broad array of factors that influence individual health decisions and behaviors on the institutional, community, individual, and group levels.

Through the social norms approach, students receive current and accurate information regarding the norms at HWS. In addition, the office takes a harm reduction approach to reduce the negative consequences associated with substance misuse. These prevention strategies engage students by looking at behaviors along a continuum of healthy to unhealthy consequences. Students are encouraged to evaluate the choices they make and to examine their misperceptions regarding alcohol and other drug use among their peers.

A variety of educational outreach programs are provided to first-years, sophomores, and student athletes throughout the academic year. Through the use of peer education, the Peers Educating Peers (PEP) program established by the office complements the services offered by coordinating prevention outreach across campus and within the Geneva community. In addition, the office works closely with the students living in substance free house to provide alternative programming for all students.

Confidential counseling services provide support to students who are at risk of developing alcohol and other drug-related concerns, as well as, for those who are impacted by another person's abuse of substances. A motivational approach is utilized to engage students in a non-judgmental way.

Chaplain

The Religious Life Offices are located in St. John's Chapel. The Chaplain, an Episcopal priest who lives on campus, is available to all members of the College's community, regardless of religious background or affiliation. The part-time director of Hillel works primarily with the Jewish community on campus. For more information on programming and worship, see "Spiritual Life" in *Student Life*.

THE CURRICULUM

General Description

Hobart and William Smith Colleges educate students in the liberal arts. The faculty strives to provide students with a framework for the development of knowledge, skills and independence through a program of work that combines general study with in-depth study of two fields of knowledge and inquiry, one of which must be interdisciplinary.

The instructional program is presented in two semesters, and students take four courses each semester. All programs of study for the degree of Bachelor of Arts or Bachelor of Science are designed to be completed in four years. Most students graduate in the traditional four-year period, although individual programs allow for five years. The first year, either the second or third year, and the senior year must be spent in residence.

Hobart and William Smith Colleges offer an innovative Teacher Education Program embedded in the liberal arts. Through a series of seminars and field experiences that complement their regular academic schedules, students can earn New York State teacher certification. Normally, students apply towards the end of their first year, and if accepted, complete seminars and field experiences during their sophomore and junior years and finally student teach during one semester of their senior year.

The Ninth Semester Student-Teaching Option provides students increased flexibility in completing the Teacher Education Program. It permits students to apply as sophomores or can help students balance demanding academic schedules. If all other requirements are completed, students can complete their student teaching semester as a tuition-free ninth semester. Hobart and William Smith Colleges also offer a Master of Arts in Teaching program. Only students enrolled at HWS and who are in the Teacher Education Program can be considered for admission. In January of their junior year, these students may apply to continue in the fifth year MAT program. More information is available in Department of Education section.

Degree Requirements

The faculty of Hobart and William Smith Colleges has established the following requirements for the degrees of Bachelor of Arts and Bachelor of Science beginning with the Classes of 2000. To qualify for the degree, a candidate must have:

- 1) passed 32 academic courses or their equivalent with a minimum cumulative grade point average (GPA) of 2.0 (C). At least 28 of these courses must be passed with a grade of C- or higher;
- 2) spent three years in residence: the first year, the second or third year, and the senior year. Normally, the senior year is defined as one complete academic year taken in sequence (fall and spring semesters);
- 3) passed a First-Year Seminar with a grade of C- or higher;
- 4) completed the requirements for an academic major and an academic minor or second major. One of these must be based in a discipline. The other must be interdisciplinary in character (an established interdisciplinary major or minor);
- 5) completed any faculty-mandated writing requirement;
- 6) completed a course of study, designed in consultation with a faculty adviser, which addresses each of the following skills, areas of knowledge, and qualities of mind and character. These are referred to as the eight educational goals.

The Eight Goals

The eight goals and objectives can be addressed through formal course work in the context of many different programs of study. Students must work with a faculty adviser to design a program of study that both meets their interests and addresses the goals and objectives—this is a graduation requirement. Goals are addressed through formal academic work, *i.e.* courses. Only courses in which students received a passing grade can be considered as evidence for having addressed a goal. After finishing the course work necessary to address a goal, students must complete a Goal Certification form which must be signed by the adviser. (Note that no form is necessary for Goals 1 and 2.)

In petitioning for certification in a goal students must explain to the faculty adviser how they have addressed that goal. The eight goals and comments on the types of course work that may address them are described in greater detail below. Note that the goals can be divided into three groups.

- Goals 1 and 2 are foundational; they will be part of any major.
- Goals 3, 4, and 5 speak to specific types of experiences, and the necessity of a breadth of experiences.
- Goals 6, 7, and 8 are higher order goals involving the application of learning to important problems. These goals are more likely to be met in the context of an entire major or minor, or by a combination of courses.

Goal 1

The essential skills which serve as a foundation for effective communication. These include the ability to read and listen critically and the ability to speak and write effectively. Beginning with the First-Year Seminar and continuing through the completion of the major, effective communication is an important component of all course work at the Colleges. Academic work which supports this goal includes the reading of primary texts, sustained writing experiences, oral presentation of argument and extensive faculty feedback.

Goal 2

The essential skills which serve as a foundation for critical thinking and argumentation. These include the ability to articulate a question, to identify and gain access to appropriate information, to organize evidence, and to construct a complex written argument. Critical thinking, argumentation, and reflective reasoning are the skills that underlie most courses and all major programs at the Colleges. Work that supports this goal includes research-based papers, critical and explicative essays, evaluation of competing hypotheses, and experience in the use of bibliographic and other library resources to identify literature appropriate to a research problem or area of investigation. Special opportunities include the Colleges' Honors program and independent study.

Addressing Goals 1 and 2

Because these goals speak to foundational skills necessary for any major, completing a major (while meeting both course and minimum GPA requirements), addresses these goals.

Goal 3

The ability to reason quantitatively. Quantitative reasoning involves an understanding of magnitude and proportion, the ability to visualize those abstractions, and the ability to apply them to a problem. Courses in mathematics, the natural sciences, and the social sciences that require students to work with numbers; to recognize trends, patterns and relationships represented by those numbers; and to express conclusions drawn from such evidence, address this goal. Courses that have typically been used to address this goal include introductory courses in biology, chemistry, computer science, geoscience, mathematics and physics. Courses involving statistical analysis in economics, sociology and psychology have also been used in support of this goal.

Goal 4

The experience of scientific inquiry and an understanding of the nature of scientific knowledge. The understanding of scientific knowledge, in both its promise and limitations, is best achieved through the direct experience of experimental investigative, scientific inquiry. Such scientific inquiry involves the development and experimental testing of competing hypotheses. This normally means a lab-based course in biology, chemistry, geoscience, physics or psychology.

Goal 5

An understanding of artistic expression based in the experience of a fine or performing art. This goal exercises each individual's capacity for artistic expression through direct participation in a creative artistic endeavor. Courses that typically support this goal include studio art, music performance, dance, theatre and creative writing.

Addressing Goals 3, 4, and 5

Students must petition their adviser for certification in each of these three goals. This petition must spell out how the course work addresses the respective goal. Simply noting completion of a particular course is not sufficient.

Goal 6

An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class. An intellectually grounded foundation for the understanding of the differences and inequalities of gender, race and class can develop from courses that explore the historical development and social construction of difference, illuminate and allow the visualization of the experience of difference, and/or provide a framework for a critique of historical and or

contemporary differences of privilege and the experience of peoples of different genders, races and classes. Students generally address this goal through a combination of courses. Students should address each element of “race, class and gender” in one or more courses.

Goal 7

A critical knowledge of the multiplicity of world cultures as expressed, for example, in their languages, histories, literatures, philosophies, religious and cultural traditions, social and economic structures and modes of artistic expression. Courses in history, literature, language, the social sciences and the arts that study and explore the multiplicity of world cultures address this goal, as does the experience of a different culture in an off-campus program. “Critical knowledge” refers to a broad understanding that allows students to understand the global complexity of the world and their place in it; this can include but is not limited to a critique of cultures. Students generally address this goal through a combination of courses that examine at least two distinct cultures.

Goal 8

An intellectually grounded foundation for ethical judgment and action. An intellectually grounded foundation for ethical judgment and action derives from a deep, historically informed examination of the beliefs and values deeply embedded in our views and experience. Courses that examine values, ethics, social action, social policy, social justice and the responsibilities of citizens in contemporary society address this goal.

Addressing Goals 6, 7, and 8

Students must petition their advisers for certification in these goals explaining how the courses they identify meet the descriptions above. This petition must spell out how the course work addresses the respective goals; this may take the form of a discussion with the adviser or completion of a petition for certification form. Simply noting completion of a particular course is not sufficient. Combinations of courses, rather than single courses, may more effectively meet these goals.

The faculty’s intention in adopting this curricular plan is that students achieve breadth and coherence in their programs of study by working with faculty advisers to construct programs that simultaneously explore the student’s interests, while concretely addressing the Colleges’ educational goals and objectives through formal academic work. The requirement that this program include both disciplinarily based work and work that is interdisciplinary in character reflects the Colleges’ intention that students learn to see the world in its complexity, while at the same time acquiring the essential critical skills of a specific area of inquiry.

Writing Requirement

Students may be required to enroll in writing courses at two points in their studies. First-year students needing special attention for their writing skills may be required to enroll in and pass with a grade of C- or better WRRH 100 *Writer’s Seminar* during the fall semester. First-Year Seminar instructors may require a student enrolled in their seminar to take a supplemental writing class during the student’s first year. Courses that satisfy this requirement are any 100-level rhetoric course.

Major

The major provides the means by which students acquire knowledge in depth of a discipline, interdisciplinary program, or individually designed area of study.

The typical departmental major at the Colleges requires eight to 10 courses in the major department and additional courses from related departments. The total number and sequence of courses needed to complete the major are determined by the department or program. Students should consult departmental or program offerings in this catalogue or discuss requirements with the department chair or program coordinator. In the case of individual majors, the student should consult with his or her adviser and the Individual Majors Committee.

Students normally file a declaration of major by the end of the second semester of their second year, and must do so by the beginning of the first semester of their third year. In addition, students are responsible for seeing that prerequisites for the major are met as they plan their schedules. Some students choose to do two majors rather than a major and a minor, but this is not a requirement. Of the courses required for a major, six must be unique to that major (cannot be counted toward another major or minor).

Individual Major

A student whose interests involve several disciplines may create an individual major. Working with a faculty sponsor, the student plans a program and the specific courses to be taken. This program is then submitted to the Individual Majors Committee, which must approve the program. The committee and the faculty sponsor then oversee the student's program of study.

The committee's responsibilities include approving any changes in the program and certifying the student is sufficiently prepared in the individual major to enter the senior year. While most individual majors earn a B.A., it is possible to earn a B.S. This requires 16 courses in the division of natural sciences and the approval of the Individual Majors Committee. Courses to be counted toward an individual major must be passed with a grade of C- or better.

Two Disciplinary Majors and the Integrative Minor Option

A student choosing to declare two disciplinary majors must complete an interdisciplinary minor. This interdisciplinary minor can be either a) an established interdisciplinary minor, for which any uniqueness requirements are waived, or b) an integrative minor, which the student constructs with the help and consent of the two major advisers. The integrative minor must consist of a minimum of five mutually agreed-upon courses that address a single problem or area of inquiry from at least two identifiable disciplinary points of view.

Two Interdisciplinary Majors

A student choosing to declare two interdisciplinary majors must complete an established disciplinary minor listed in the catalogue. Any uniqueness requirements pertaining to this minor are waived.

Minor

A minor also allows students to focus on a particular area of study, though to a lesser extent than a major. Minors ordinarily consist of at least five courses. Students can file a declaration of minor at any time but should do so prior to the second semester of their third year. Declaration consists of completing a form that names the minor field, lists the courses that count toward the minor, and includes the signatures of the student and the department chair or program director of the minor department or field. Of the courses required for a minor, three must be unique to the minor (cannot be counted toward another major or minor).

Baccalaureate Plan

Late in their third year, all students meet with their faculty adviser to construct a baccalaureate plan. This plan records a student's progress in addressing the Colleges' educational goals and objectives and progress toward completing a major and minor or second major, and identifies work to be done in the senior or baccalaureate year to complete all requirements. Submission of this plan is a requirement for admission to the senior year.

Independent Study

Students who have demonstrated a capacity for individual work at an advanced level may, with permission of the department chair, register for independent study in place of one regular course. Each department sets its own qualifications for such advanced work.

Independent study may grow out of a regular course, or it may deal with problems or fields not otherwise covered in regular course offerings. It may take one or a combination of several forms:

- 1) extensive reading from a bibliography, ordinarily compiled in consultation with a faculty member, and a final examination;
- 2) an individual research topic approved by the department and culminating in a substantial course paper; or
- 3) a scientific experiment, a musical composition, an art project, a play, or some other individual work approved and supervised by the department.

In all cases, independent study is under the supervision of a faculty member, who guides the student in planning and carrying out the program.

Independent study is listed on the student's record and confers course credit.

Course Equivalents

Normally, a student takes four courses per semester. However, students may develop imaginative alternative programs that substitute other forms of academic activity for one or more courses. Course equivalents have been undertaken in the form of internships at Geneva General Hospital, Rochester General Hospital, the Geneva Historical Society, radio stations and newspapers, and community service organizations. Students have also received course equivalents for volunteer research, and assistantships in law offices.

Course equivalents require the approval of the student's faculty adviser and the Committee on Standards. Course equivalents, which are listed with their title on the student's transcript, may count toward the major with the approval of the appropriate department chair. Course equivalents are not graded; they may be taken as credit/no credit only.

Degree Programs

Hobart and William Smith Colleges award two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science. The Colleges award one graduate degree, the Master of Arts in Teaching (MAT). In addition, the Colleges participate in several joint degree programs leading to a Hobart or William Smith undergraduate degree and a specialized degree from another institution.

Bachelor Degrees

Graduating seniors in the humanities and social sciences are awarded the degree Bachelor of Arts. Students who major in biology, chemistry, geoscience, mathematics, physics or psychology may choose to receive the degree Bachelor of Science, provided they meet departmental requirements, and apply to receive approval from the chair of the major department. Individual Majors in scientific subjects may also receive the B.S. if their applications are approved by the Individual Majors Committee. At the discretion of each science department, certain courses not counted toward a normal major in that department may also not be counted toward the courses required for the B.S. Consultation with department chairs is advised.

Master of Arts in Teaching

Hobart and William Smith Colleges offer a Master of Arts in Teaching program. Only students enrolled at HWS can be considered for admission to the MAT program. Students apply in two stages. Late in their first year they join the teacher education program (through a competitive application procedure), and in their sophomore and junior years they complete the teacher education seminars and field experiences. In January of their junior year, these students may apply to continue in the fifth year MAT program.

Admission to the program is highly competitive. In order to be considered, students must have an outstanding academic record, an outstanding record of performance in the teacher education program, and strong faculty recommendations.

Those who are admitted take a research/thesis preparation seminar in the spring of their senior year. In the fall of their postgraduate year, they take a semester of teaching along with two education seminars: one to guide their reflection on student teaching, and the other to guide their thesis. In the spring semester they take four graduate courses. Three are courses in a department or departments of the students' choice, and one is a research seminar in the Department of Education that is thematically related to the other courses. Also in the spring the candidates complete a master's thesis in their area of concentration. For more information see the Department of Education section.

Joint Degree Programs

Engineering

The Colleges have joint degree programs in engineering with the School of Engineering and Applied Science at Columbia University, the Rensselaer Polytechnic Institute, and the Thayer School of Engineering at Dartmouth College.

In general, for these programs, students spend three years at Hobart and William Smith, and then two years at the other institution. At the end of five years the student receives a B.A. or B.S. from Hobart or William Smith and a B.S. in engineering from the cooperating university. In some cases, a student can arrange to receive the degree from Hobart or William Smith at the end of the fourth year, and the degree in engineering from the partner institution at the end of the fifth year.

The Dartmouth program is structured a little differently. Typically, a student spends the first two years at Hobart and William Smith, the third year at Dartmouth, the senior year in Geneva, followed by the fifth and final year at Dartmouth.

Upon completion, the student receives two degrees, one from Hobart or William Smith and one from Dartmouth. For more details on the joint degree programs in engineering, consult Professor Donald Spector, Department of Physics.

Business

The Colleges have agreements with both Clarkson University and the Rochester Institute of Technology (RIT) allowing students to complete the requirements for a Master of Business Administration (M.B.A.) degree in one year rather than the usual two or more.

Admission to the “4-1” programs at Clarkson and RIT is available to students who include foundation courses in their undergraduate programs and meet prescribed admissions standards.

For more details, consult Professor Patrick McGuire and/or Professor Alan Frishman of the Department of Economics.

Financial Aid for 3-2 Joint Degree Programs

Financial aid for the 3-2 joint degree programs (in which the student spends three years at HWS followed by two years at Columbia University or the Rensselaer Polytechnic Institute) is available during the first three years at Hobart and William Smith Colleges through the regular financial aid application process and deadlines. For the two years of study at the other institution, Hobart and William Smith will not process or award any sources of financial assistance. Students should contact the other institution directly to find out what, if any, sources of financial assistance are available.

Financial Aid for 2-1-1-1 Joint Degree Programs

Financial aid for the 2-1-1-1 program with Dartmouth is available for the first four years of study through Hobart and William Smith. Financial aid for the fifth year is processed through Dartmouth. Contact Dartmouth directly for application requirements and deadlines.

ACADEMIC POLICIES

Principle of Academic Integrity

The faculty of Hobart and William Smith Colleges, recognizing the responsibility of the individual student for his or her own education, assumes honesty and integrity in all academic work at the Colleges. This assumption is the foundation of all intellectual efforts and lies at the heart of this community. In matriculating at the Colleges, each student accepts the responsibility to carry out all academic work with complete honesty and integrity and supports the application of this principle to others.

Categories covered by this principle include, but are not limited to, the following:

- *Examinations:* Giving or receiving assistance during an examination or quiz violates this principle.
- *Papers:* The adoption or reproduction of ideas, words, or statements of another person as one's own, without due acknowledgment, is considered plagiarism and violates this principle.
- *Library Use:* Failure to sign for materials taken from the library and similar abuses of library privileges infringe upon the rights of other students to fair and equal access and violate this principle.
- *Reports and Laboratory Exercises:* Giving or receiving unauthorized assistance and the fabrication of data or research results violate this principle.
- *Computer Use:* Any deliberate attempt to prevent other users access to computer services, deprive them of resources, or degrade system performance violates this principle. The use of programs or files of another computer user or the use of another person's account number or password without permission also violates this principle.

Academic dishonesty is determined in every case by the evidence presented and not by intent. Questions of intent and circumstances under which an infraction occurred may be considered in determining a penalty.

General Academic Regulations

- 1) **Advanced Placement:** Admitted students who have achieved a score of four or five on an advanced placement test receive course credit toward graduation to a maximum of seven course units. In most programs, advanced placement examinations covering a semester's work receive one course credit; examinations covering a full year's work are given two course credits. Advanced placement scores of four or five are also considered for advanced placement by the appropriate department or program at Hobart and William Smith Colleges.
- 2) **Course Load:** The normal course load is four full credit courses per semester. Exceptions to this rule can be considered by submitting a petition to the Committee on Standards. Withdrawals from courses (see below) do not diminish the minimum requirement for the degree. A reduction in the course load carries no reduction in tuition; students taking six or more courses pay extra tuition.
- 3) **Full-Credit Requirement:** A minimum of 30 of the required 32 courses presented in satisfaction of the Colleges' graduation requirement must be in full-credit courses.
- 4) **Incompletes:** The incomplete, or "I," is a temporary grade indicating that a student has been granted permission by the instructor or the dean to complete work for a course after the end of the semester without penalty. A request for an incomplete must be supported with a credible account of the student's problem and with documents (a note from a physician, for example) wherever appropriate. An instructor may grant an incomplete for any part of the semester's work except the final examination; only a dean can excuse a student from a final examination. All outstanding work must be completed by the sixth week of the following semester (second week of the Fall semester for Spring semester incompletes), or the "I" becomes a grade of "F." An extension in time to complete the work may be granted if a petition is submitted to the appropriate dean's office on or before the deadline. An accepted petition is an agreement between the student and faculty member that the work will be completed and graded by a specific time, and allows the grade to be changed from "I" to the grade earned. Any student who takes more than two incompletes over three consecutive semesters is reviewed by the Committee on Standards.
- 5) **Course Withdrawals:** There are two kinds of course withdrawals. The voluntary course withdrawal (see "a" below) is available to students twice in their career. The first course withdrawal may be used during the first two years and the second during the second two years, and at the discretion of the student. The authorized course withdrawal (see

“b” below) is available to students only under exceptional circumstances beyond their control. Changes of grade once submitted are described in point 7 below:

a) Before the end of the 11th week of a semester, a student may petition his or her dean for withdrawal from one course during his or her first two years, and another course during his or her second two years. The appropriate Voluntary Course Withdrawal Form must be filed (including all required signatures) by the student at the dean’s office by noon on Friday of the 11th week of the semester. Approved voluntary withdrawals are communicated immediately to the student’s adviser and instructor.

b) With the exception of the one unchallenged voluntary withdrawal described above, withdrawal from any course after the first five days of class and prior to the due date for the semester’s grades is granted only for serious and compelling reasons beyond the student’s control. A student seeking to withdraw under such circumstances must petition the Committee on Standards. The Committee makes its recommendation to the dean in consultation with the student’s dean and others it deems appropriate. Medical or other appropriate documentation is normally required. Approved withdrawals are communicated immediately to the student’s adviser and instructor.

Withdrawals under this policy carry no penalty, but do not diminish the minimum requirement for the degree. A reduction in course load carries no reduction in tuition.

6) **Unauthorized Withdrawals:** A student who withdraws from a course without official permission receives the grade of “F” on his or her permanent transcript.

7) **Grades:** Students’ transcripts include a record of each course taken at the Colleges. Students must choose a letter grade or non letter grade (credit/no credit) option in each of the courses taken. This choice is indicated at registration for the course and may not be changed after the end of the eleventh week of the semester.

The following designates the numerical values of various grades used in calculating the student’s grade point average: A+ = 4.3; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = .7; F = 0.

Grades of D+, D, or D- are passing but unsatisfactory grades.

The purpose of the credit option is to allow students to take academic risks without grade worries. A grade of “Credit” on a student’s transcript indicates at least competent work (C- or better), but no inference can or should be made beyond this. The grade “NC” shall be equivalent to “D” or “F” and used by the Committee on Standards in applying guidelines for academic deficiency. Courses taken for credit/no credit are not calculated in the GPA.

8) **Grade Changes:** No student is permitted to submit any academic work, examination, or revision of previously submitted work with the intent of affecting a grade change after a final grade has been entered by the instructor with the Registrar’s Office. An instructor may change a grade only when a computational error exists. Such changes must be submitted to the Dean’s Office for approval.

9) **Academic Deficiency:** Students are expected to make normal progress toward the degree. A student whose cumulative grade point average (GPA) falls below 2.0 (C) at any point is reviewed.

a) *Academic Probation* is the likely outcome of a first review when a student’s cumulative grade point average is lower than 2.0 (C). Students placed on academic probation are expected to be in good standing (2.0 GPA) within two semesters.

b) *Continued Academic Probation* is the likely outcome of a review when a student previously on academic probation has been successful in removing part of the deficiency but not the entire deficiency. Students on continued academic probation are expected to be in good standing (2.0 GPA) by the end of their next semester.

c) *Required Withdrawal—Academic* is the likely result of a review when a student earns less than a 2.0 term average while on academic probation or continued academic probation. A student may also be required to withdraw when he or she fails to gain good standing (2.0 GPA) after being on continued academic probation, or if he or she has earned less than 1.0 for the semester, regardless of the student’s cumulative average.

d) A student who fails a First-Year Seminar for a second time is reviewed by the Committee on Standards, with the likely outcome that the student is permanently separated from the Colleges.

e) A student who has been required to withdraw or has been suspended may not make progress toward the degree.

10) **Permanent Separation:** This is the result of a second required withdrawal.

11) **Leaves of Absence:** Leaves of absence may be granted for personal growth or to participate in academic programs not sponsored by Hobart and William Smith Colleges. Approval of the student's dean is required. The Colleges are not obliged to accept toward the degree coursework for which prior tentative approval had not been procured.

12) **Senior Standing:** All students must have passed at least 23 courses to enter their senior year.

13) **Residency Restrictions:** All requirements for the degree must be met by the end of the 10th semester in residence.

14) **Transfer Credits:**

a) Hobart and William Smith Colleges do not transfer credit for courses sponsored by colleges or universities if they are taught by a high school instructor.

b) Hobart and William Smith Colleges do not transfer credit from college courses that have been used to meet requirements for high school graduation.

c) Students must complete a course with a grade of 'C' or higher for it to be eligible for transfer credit. Course credits may be transferred but grades for those classes are never entered on a Hobart and William Smith transcript and are not calculated into a student's GPA. Grades of transferred courses therefore have no impact on the student's GPA at the Colleges.

d) Only courses of three or more credit hours are eligible for transfer credit.

e) Courses must be taken at an accredited institution and must be considered by the faculty at Hobart & William Smith to be in the liberal arts.

f) Distance learning courses are not accepted for transfer.

g) The final decision for applying approved transfer credit toward a major or minor rests with the appropriate department or program at Hobart and William Smith Colleges.

h) For students transferring from another college or university, the maximum number of transfer credits is courses.

i) For students whose first college is Hobart or William Smith, up to four college courses can be transferred. Combined A.P. and transfer credits cannot exceed seven.

j) Final decision concerning transfer of credit rests with the dean of the student's college.

15) **Commencement Exercises:** Commencement exercises are held annually at the end of Spring semester. Students are recommended for a degree upon completion of requirements pertaining to their class. A student who has no more than two courses outstanding toward degree requirements may petition his or her dean in order to participate in Commencement exercises. If a student completes requirements prior to October 1, the student is considered a member of his or her graduating class.

16) **Transfer Students:** The requirements for the degree described above apply also to transfer students. One year of the residency requirement may be waived, provided the transfer student is capable of presenting the faculty with two years of acceptable coursework from another accredited institution of higher learning.

17) **Repeatable Courses:** Courses may be designated “repeatable” if they are fundamentally creative and/or experiential in nature, such that student performance is cumulative or held to a progressively higher standard of expectation across successive registrations and/or the content of student experience is substantially different with each offering of the course. Repeatable courses are identified as such in this *Catalogue*, subject to any published limit which may be established by the sponsoring department. Additionally, students may elect *Independent Study* (450) without limit. Each registration of such courses carries full credit and is calculated independently in a student’s grade point average.

18) **Special Topic Courses:** Courses designated as “Special Topics” registrations may vary in content by semester or by instructor. Each unique offering is considered an independent course and ordinarily carries a title extension indicating the topic in a given term. Each carries full credit and is calculated independently in a student’s grade point average.

19) **Course Repeat** (does not apply to “repeatable courses”): Students may only repeat courses in which they have earned a grade *below* a C-, unless the course is designated “repeatable.” The deans do not approve any exceptions. Both grades are recorded on the student’s permanent transcript. However, in computing the student’s grade point average, the second grade is substituted for the first grade, even if the second grade is lower. Courses repeated at other institutions and transferred to the Colleges are not included in the grade point average. Repeated courses count only once toward the 32 required courses for graduation.

Credit by Proficiency Examination

The Colleges participate in the college-level credit-by-examination program of the College Entrance Examination Board and in the College Proficiency Examination program, sponsored by the New York State Education Department in cooperation with colleges and universities throughout the state. These programs of examinations enable individuals to demonstrate college-level competencies attained outside formal classroom instruction. Detailed information about both programs can be obtained by writing to: College Proficiency Examination Program, State Education Department, Albany, NY 12224.

The Colleges allow credit whenever such examinations cover material given in the various courses leading to a degree, provided that the approval of the appropriate dean and department has been obtained and a grade of C or better is earned. Normally, such credit is granted only to students who meet the entrance requirements and who matriculate, or have previously matriculated, in a program of study in residence leading to a degree. A student may normally earn two course credits through proficiency examinations, although additional credit (up to a total of seven courses) may be granted to a student applying for admission with advanced standing. Further information may be obtained from the dean of each college or, in the case of an entering student, from the director of admissions.

Registration

All students are encouraged to register on days and times specified by the Registrar and published in the *Registration Handbook and Schedule of Courses*. However, class or scheduled laboratory time may not be used for the purposes of registration. No registration is accepted after the fifth day of classes, and students who have not registered are asked to leave campus. A fee is charged for late registration. Students who fail to meet their financial obligations to the Colleges may be denied registration or deregistered from classes.

(See “General Payment Schedule” in *Admissions, Expenses, Financial Aid*.)

All students are required to consult with their faculty advisers prior to registration. If a student registers for a course without meeting all prerequisites and without written approval of the adviser, his or her enrollment in the course may be canceled at any time by the instructor offering the course. Students declare their course selections via the Web-registration system or by submitting a registration form signed by their faculty adviser. Students are required to register for four full credit courses per semester. Any exceptions must be approved by the Committee on Standards and the Dean of the College in advance.

Hobart and William Smith Colleges reserve the right to cancel any course without prior notice should minimum enrollment not be reached, or staffing situations necessitate it.

Dropping and Adding Courses

Students may drop and add a course during the first five days of class via the Web-registration system. Students seeking to drop or add beyond this period require the approval of their adviser, dean, instructor, and the Committee on Standards, as described by the Colleges’ Authorized Withdrawal Policy. Registrations and student class schedules are

finalized at the end of the five-day drop/add period. Students are accountable for all courses for which they are enrolled from that point on, and those courses are reflected on the permanent academic transcript. If a student has attended a course in which he or she was not properly registered, no credit or grade is recorded. If a student stops attending a course but fails to drop or withdraw properly, a grade of "F" may be assigned by the instructor of the course and recorded on the permanent academic transcript.

Attendance

The faculty of Hobart and William Smith Colleges, recognizing the responsibility of the individual student for his or her own education, assumes class attendance to be crucial to academic success at the Colleges. This responsibility is three-fold:

I. **The Colleges:** No student shall be suspended or refused admission because he or she is unable to participate in any examination, study, or work requirement because of religious obligations and practices. The Colleges accept responsibility for making available accommodations for students who wish to observe their religious observations or participate in their religious practices. The course instructor will provide each student who is absent from class because of religious obligations and practices an equivalent opportunity to make up any examination, study, or work requirement missed because of such absence. It is the student's responsibility to communicate to the instructor, in a timely manner, his or her intention to observe. The student must consult with the instructor regarding an alternative time and place for an examination or other academic exercise. No fees shall be charged to students for costs incurred in providing special classes, examinations, or work requirements. The deans and provost will jointly mediate any difficulties between a student and a faculty member in implementing any appropriate accommodation.

In effecting these provisions, the Colleges' administration and faculty agree to exercise the fullest measure of good faith and agree that no adverse or prejudicial effects shall result to any student who avails himself or herself of the Colleges' policy on religious observances.

It is not institutional policy to provide medical excuses when a student has been absent from class.

Regarding incompletes and absences from final examinations, either a student's dean or the instructor may allow an incomplete based on coursework, but only a dean can excuse a student from a final examination. Incompletes and excuses from final exams are given normally only for reasons beyond the student's control. In this instance, the dean communicates with both the student and the instructor of the course.

II. **The Faculty:** Each faculty member is responsible at the beginning of the semester for announcing in writing his or her attendance policy and the effect that absences may or will have on a student's final standing and grade in the course. Each instructor respects the time allotted other academic and extracurricular exercises by not rescheduling academic exercises for which attendance is required. Rescheduling classes at times other than those published by the registrar causes conflict with other regularly scheduled classes and activities. Should it be necessary to meet at non-regularly established times, the instructor of the class provides an alternate opportunity for making up the rescheduled meeting if a student requests it. Faculty members may require additional activities, such as individual conferences with the professor, attending symposia, films, etc. Faculty members should include a schedule of such additional activities in the syllabus at the start of the semester.

III. **The Student:** Students are expected to attend all regularly scheduled classes, laboratory periods, and other academic exercises. Should an absence from regularly scheduled academic exercises be unavoidable (beyond a student's control), it is the student's responsibility to communicate with the professor, preferably beforehand, concerning the absence. Individual faculty members have the authority to drop students from a course for nonattendance on the first class day, unless the student has made prior arrangements with the dean or has extraordinary circumstances. The dean's offices conveys to the faculty information about personal emergencies, including medical illness, faced by students when students are unable to convey the information themselves. Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives.

When a conflict exists between the attendance policy of an instructor and the student's planned extracurricular activities, the student must decide where his or her priorities lie before enrolling in the course. By remaining in the course, the student agrees to accept the attendance policy set by the instructor.

OFF-CAMPUS STUDY

We live in an increasingly interdependent world. Economic problems that challenge the European Union affect investors on Wall Street; political tensions in the Middle East affect farmers in Iowa; and cultural events that rock Great Britain affect music retailers in Syracuse. With the quickening pace of historically significant events, as evidenced by the past few years in the former Soviet Union, Eastern Europe, the Middle East, and the Pacific Rim, we recognize that we can no longer be satisfied with an existence that is isolated from and unconcerned with events that occur in the world around us.

More than half of all Hobart and William Smith students engage in some kind of off-campus/international learning experience before they graduate. Whether the experience is teaching English as a second language in the Dominican Republic, interning with a business in London, or living with a family in the south of France, students at the Colleges understand the value of “breaking away” to discover something about themselves and others that cannot be as easily discovered in upstate New York.

Hobart and William Smith Colleges encourage students to look for an off-campus experience that is appropriate to their personal and academic interests. The Colleges sponsor a variety of programs in different academic disciplines at different sites, both abroad and within the United States.

Because the Hobart and William Smith curriculum seeks to prepare students to live as global citizens, the academic program in many departments has been structured to facilitate off-campus study.

HWS Programs

In recent years, the Colleges have offered off-campus programs on six continents, including such locations as: Amman, Jordan; Auckland, New Zealand; Madrid, Spain; Geneva, Switzerland; Galway, Ireland; Quito, Ecuador and Cuzco, Peru; London, England; Hanoi, Vietnam; Queensland, Australia; Washington, D.C.; Copenhagen, Denmark; Pietermaritzburg, South Africa; and São Paulo, Brazil. Hobart and William Smith professors, representing various disciplines, design courses utilizing the sites and resources of the host countries. A list of Colleges-sponsored off-campus programs is provided at the end of this section.

The Colleges are part of three consortia, one for North India, one for the Dominican Republic, and a third more broad ranging link with Union College. The North India group includes Colgate, Hamilton, and St. Lawrence; the Dominican Republic group includes Colgate, the University of Illinois at Chicago, LeMoyne, Wells and Syracuse. The Union College link includes several co-enrollment arrangements and jointly administered opportunities in various locations.

There are other opportunities for Hobart and William Smith students to gain international experience and awareness. With special permission, students in recent years have also studied in various locations through independent arrangements with foreign universities, other U.S. university programs, or special institutes.

Requirements

All off-campus study requires the appropriate dean's office disciplinary clearance. A minimum GPA of 2.5 is required for all programs, although some affiliate programs maintain a higher GPA requirement. Prior approval of courses to be counted toward the major at Hobart and William Smith must be obtained from the appropriate department chairs. Detailed information is available from the Center for Global Education. HWS course credit and program grades are awarded for all semester abroad programs which we administer. HWS off-campus programs generally conform to the current calendar, although some full immersion programs run on the host-country's calendar. The Colleges assist with travel arrangements and students reside in prearranged housing.

On return to campus, participants are expected to live in college housing unless written exemption is granted by the appropriate dean.

Students planning to study abroad should be aware that travel often involves increased risks and inconveniences. These include different standards of accommodations, sustenance, medical care, and—in cases of foreign travel—different systems of law and justice. The Colleges do not carry insurance protecting individual students against liability for personal acts. In the unlikely event that students traveling abroad encounter legal difficulties, there can be no assurance that they will receive the same treatment afforded them in this country. Therefore, each student planning to study off-campus should be prepared to accept the risks of travel.

Estimated Expenses

Expenses for the semester generally include tuition and room and board at the same rate as on campus, although in some cases students will pay for housing and/or meals directly depending upon individual program arrangements. In addition, there is a \$550 administrative fee charged to all students studying off-campus. Airfare and personal expenses vary from site to site and are normally the responsibility of the participant.

Financial Aid

Hobart and William Smith financial aid applies to HWS programs only. Students not currently receiving aid, but who can demonstrate need in meeting additional costs involved in off-campus study, may also apply for support. Students should consult the financial aid office to determine how their financial aid package fits with the total cost of off-campus study.

Selection of Applicants

Applicants are selected to participate in the programs based on a review of academic and disciplinary records, academic "fit", seniority, and the strength of personal statements indicating how participation in a program will help in meeting academic and personal goals. Students must note carefully any prerequisites, especially foreign language requirements, for programs of interest; these requirements are identified in program literature and at informational meetings, and students may be advised to take a particular course in order to qualify. Special consideration is given to those students who have demonstrated particular interest and background in the disciplines offered. Selection is made by a committee including faculty, representatives from the dean's offices, and staff of the Center for Global Education.

Application

Application forms may be obtained at informational meetings or from the Center for Global Education in Trinity Hall. Announcement of students invited to participate and status of alternates is normally made a few weeks after the application deadlines. These deadlines are early October for programs to be offered during the fall term of the following academic year and early March for programs to be offered during the spring term of the following academic year. A nonrefundable deposit of \$350 is due after acceptance to secure a place in the program which is credited toward the semester abroad tuition payment.

Orientation

Selected students are required to attend a series of orientation meetings and make other preparations as outlined for each program. For some programs there may be a required preparatory course in the semester prior to the semester off-campus.

Orientation meetings, scheduled soon after the selection committee has announced its decisions, cover such matters as airline reservations, roommate selection, course registration, book requirements, and other academic, cultural, and administrative issues.

Further information about these programs, as well as additional study abroad and student exchange opportunities, is available from the Center for Global Education or by consulting the HWS website. Students should consult the CGE Programs Passport for specific program details such as program dates, course work, accommodations, eligibility, approximate cost, and group excursions.

Off-Campus Programs

Following is a list of some of the off-campus study programs available to HWS students:

Aix-en-Provence, France

French language, art history, humanities and social sciences (*Every Semester*)

Aix-en-Provence, France (Marchutz School)

Studio art (*Every Semester*)

Amman, Jordan

Middle Eastern Studies, social sciences, and peace studies (*Every Spring*)

Avignon, France

French language immersion and internships (*Every Semester*)

Auckland, New Zealand

Education, school internships (*Fall, Odd Year*)

Bath, England

Humanities, social sciences, internships (*Every Semester*)

Beer-Sheva, Israel

Middle East studies, Israeli culture and society (*Currently Suspended*)

Beijing or Nanjing, China

Chinese language, literature, culture, society, social science (*Every Semester*)

Budapest, Hungary

Studio art, education, English literature, psychology, theatre, media, creative writing (*Every Fall*)

Carmarthen, Wales

Studio art, education, theater, media, creative writing, internships (*Every Semester*)

Copenhagen, Denmark

Humanities, social sciences, pre-architecture, biology, pre-health, psychology, education (*Every Semester*)

Galway, Ireland

Irish studies, humanities, social sciences (*Every Fall*)

Geneva, Switzerland

International relations, public policy, French language, internships (*Spring, Even Year*)

Hanoi, Vietnam

Asian studies, anthropology, sociology, Vietnamese language, internships (*Every Fall*)

Hikone, Japan

Japanese language and culture (*Every Fall*)

Hong Kong

Asian studies, economics, environmental studies, philosophy, media studies, political science, psychology, sociology (*Every Semester*)

Jaipur, India

Religious studies, social sciences, Hindi language (*Every Fall*)

Landau, Germany

German area studies, environmental studies, American studies (*Every Semester*)

Maastricht, Netherlands

Humanities and social sciences, philosophy, mathematics, sciences (*Every Semester*)

Mendoza, Argentina

Latin American Studies, humanities, social sciences (*Fall, Even Year*)

Norwich, England

All disciplines (*Every Semester*)

Perth, Australia

All disciplines (*Every Semester*)

Pietermaritzburg, South Africa

Africana studies, humanities, social and natural sciences (*Spring, Odd Year*)

Prague, Czech Republic

Humanities and social sciences (*Every Fall*)

Queensland, Australia

Biology, geology, environmental studies, field studies, Australian culture (*Every Fall*)

Quito, Ecuador/Cuzco, Peru

Economics, environmental studies, Spanish language, Latin American studies (*Spring, Odd Year*)

Rome, Italy

Studio art and art history, humanities, Italian language and culture (*Every Spring*)

Russia

Russian area studies, culture and society (*Every Semester*)

St. Louis, Senegal

Africana studies, French language, francophone studies, social sciences (*Spring, Even Year*)

Santiago de los Caballeros, Dominican Republic
Spanish language, Latin American and Caribbean
studies, women's studies (*Every Spring*)

São Paulo, Brazil
Latin American studies, Portuguese, gender studies
(*Fall, Odd Year*)

Seoul, Korea
All disciplines (*Every Semester*)

Seville, Spain
Spanish language, culture, and society (*Fall, Odd Year*)

Taipei, Taiwan
Chinese language, literature, culture, society,
economics (*Every Semester*)

Tokyo, Japan (Tanaka Memorial Fund)
Two-week program in Japanese culture (*Every June*)

Tuebingen, Germany
German language and literature, other disciplines
(*Every Semester*)

Washington, D.C.
Political science, economics, public policy
(*Fall, Even Year*)

HONORS AND AWARDS

Dean's List

The Committee on Standards has established the following standards for this distinction: Students must complete four full credit courses or their equivalent for the academic semester; at least three of the courses must be taken for grades, with no grades below C-; courses taken for CR/NC must receive a grade of CR; no incomplete initiated by the student for non-medical reason may be taken; and a grade point average of 3.5 must be attained.

The Dean's List is calculated each semester. A notation of this honor is made on the student's transcript.

Honors Program

The Honors Program is a distinctive feature of the Colleges, open to qualified students who wish to achieve a high level of excellence in their departmental or individual majors. Working closely with an Honors adviser for the equivalent of one course per semester for two semesters, the student designs a project that is a focused scholarly, experimental, or artistic activity within the Honors field. Its basic value is to afford the student an opportunity for sustained, sophisticated work and for growth in self-understanding as the project develops. Results of Honors work are incorporated in an Honors paper and/or an artistic, musical, or theatrical production. Honors students take a written and an oral Honors examination. The oral is conducted by their individual Honors committee, which consist of two faculty members from the Colleges and a specialist in the field, usually from another college or university. Successful candidates receive their degree with Honors, and that achievement is noted in the Commencement program, as well as on their permanent record. All Honors papers, including supplementary photographic materials and videotapes, are kept in a permanent collection in the Warren Hunting Smith Library. About eight percent of graduating seniors earn Honors.

Although "doing Honors" may assist students in pursuing their professional ambitions after graduation, such preparation is not the only objective of the program. During the more than 60 years that the Honors program has been in existence, it has responded to changing educational needs, often anticipating them. In addition to traditional Honors projects in which the Honors "field" more or less coincides with the student's departmental major, Honors work can be done in interdisciplinary subjects and in areas in which courses are not given. Purposeful off-campus activity, including study abroad, can become part of an Honors project and is encouraged.

2009-2010 Honors Projects

Roger D. Arnold, *Africana Studies*

Exhibiting Africa: Representations of African Visual Culture in United States Museums
James McCorkle, Adviser

Michael J. Austerlitz, *History*

The Latin American Drug Trade: U.S. Intervention in the 20th Century, the Drug Trade and Their Affects on Latin American Politics
Colby Ristow, Adviser

Travis R. Blum, *Chemistry*

Toward the Solid-Phase Synthesis of Cysteine-Containing Depsipeptidic Natural Products
Justin Miller, Adviser

Julie L. Boardman-Brann, *Political Science*

Libertarianism: The Ideology that can Save the Conservative Movement
Iva Deutchman, Adviser

Martyna M. Boruta, *Biology*

Hidden Colors: An Exploration of Ultraviolet Reflectance in North American Passerines
Mark Deutschlander, Adviser

Carly H. Cummings, *Studio Art*

Explorations in Painting and of the Self: Navigation between Abstraction and Realism in Portraiture
Nicholas Ruth, Adviser

Erin N. Cunningham, *Women's Studies*

Forbidden Couplings: *Battlestar Galactica, Evolution, and Radical Self-transformation*
Alison Redick, Adviser

Joshua A. Davis, *Computer Science*

MathOML: An XML Language for Visualization of Mathematical Objects
David Eck, Adviser

Molly S. DiStefano, *Africana Studies*

Feminist Identity and the Autobiographical Trilogy of Ken Bugul
Thelma Pinto, Adviser

Brittany J. Flaherty, *Environmental Studies*

Use and Management of Groundwater Resources in New York State: Contamination Threats, Surface Water Interactions, and Legislative Challenges
Beth Kinne, Adviser

Elizabeth E. Green, *Religious Studies*

Dynamic Theology and Comunidad: The Role of Theological Praxis in the Geneva Hispanic Church of God
Richard C. Salter, Adviser

Jessica G. Greger, *Chemistry*

The Preparation of 3,4-Diaryl-3-pyrrolin-2-ones and Precursors of Staurosporinone Through Pyrrole Weinreb Amide Intermediates
Erin Pelkey, Adviser

Jacob E. Harrington, *Economics and Architectural Studies*

An Inquiry into the Nature and Causes of the Wealth of Cities
Jo Beth Mertens/Pat McGuire, Advisers

Elisha B. Harris, *Geoscience*

A Mid-Cretaceous Angiosperm-Dominated Macroflora from the Cedar Mountain Formation of Utah: Implications for Diversity and Climate
Nan Arens, Adviser

Robert I. Hendry, *Computer Science*

COGS: A Comprehensive Compiler Generation System
Marc Corliss, Adviser

Morgan B. Hopkins, *Psychology*

The Impact of Hostile and Benevolent Sexist Attitudes on Acknowledgment of Male Privilege
Jonathan Iuzzini, Adviser

Julie B. Isaacson, *Sociology*

Imperfect Stranger: A Sociological Exploration of Immigration and Crime
Jack Harris, Adviser

Hannah A. Kallet, *Writing & Rhetoric*

The Impacts of Informal Means of Communication on Student Writing
Cheryl Forbes, Adviser

Emma H.N. Kelly, *Sociology*

To Shoot or to Study: The Implications of Social Science Research in War Zones
Dunbar Moodie/James Walsh, Advisers

Yeasmine Khalique, *Studio Art*

You are what you wear: Linking Consumerism and Waste through Recycled Fashion
Christine Chin, Adviser

Kelsey L. Lagana, *Political Science*

¿Los Nuevos Republicanos? An Analysis of the Latino Cohort and Their Relationship with the Republican Party
Cedric Johnson, Adviser

Cecelia M. Lefurgy, *English*

“But as a Wedge of Darkness”: Identity and Sociality in Virginia Woolf’s *To the Lighthouse*
Robin Sowards, Adviser

Elisabeth M. Losito, *Biology*

Determining the Cellular Location of PilJ in *Xylella fastidiosa*
Patricia Mowery, Adviser

Lisa A. Maticic, *Anthropology*

Linking Environment and Culture: Implications of Global Policies on Local Politics
Brenda Maiale, Adviser

Jenny A. O’Brien, *Biology*

Leukemic Stem Cells: The Development of a Literature Review and Novel Chemotherapeutic Drug Regimen Study Protocol
Thomas Glover, Adviser

Danielle B. Porter, *Religious Studies*

Burning Man: Modern Rituals of Transformation
Richard Salter, Adviser

Holly C. Rousell, *Art History*

The Evolution of ShanShui - The Role of the Land in Chinese Revolutionary and Contemporary Art
Patricia Mathews, Adviser

Benjamin S. Ryan, *Economics*

Building a Better Kyoto: A Hybrid Approach to Climate Change Policy
Thomas Drennen, Adviser

Emily N. Sarokin, *Art History*

Neither Gladiators Nor Gods: Theorizing the Consular Body in Late Antiquity
Michael Tinkler, Adviser

James R. Secor, *Studio Art*

Painting Paintings
Michael Bogin, Adviser

Shane P. Simon, *Political Science*

Political Realignment and Contemporary American Politics - Critical Elections, Partisanship, and Polarization in the United States
Iva Deutchman, Adviser

Regina L. Triplett, *Biology*

Mechanisms of Training-Induced Visual Recovery in Cortically Blind Humans: A Visual Evoked Potential Study
Mark Deutschlander, Adviser

Kimberly A. Westmoreland, *Lesbian, Gay, Bisexual Studies*

Woman, Masculinity, and Boy-Love: Male Homosexuality in the Eyes of Japanese Women Authors and Audiences
Brenda Maiale, Adviser
Marc Corliss, Adviser

Honor Societies

Phi Beta Kappa is represented at William Smith and Hobart by the Zeta Chapter of New York. Each spring, students from the junior and senior classes of both Colleges are chosen to become members. This is the highest academic honor an undergraduate can achieve and is based on their GPA and breadth of coursework across the divisions.

Other scholastic honor societies are Sigma Xi (scientific research society); Phi Lambda Upsilon (national honorary chemical society); Omicron Delta Epsilon (honorary economics society); Eta Sigma Phi (national honorary classics society); Pi Sigma Alpha (honorary political science society); and Lambda Pi Eta, Nu Omega Chapter (national honorary society in communications).

Hai Timiai is the senior honor society at William Smith. Its members are chosen each year for their outstanding achievements in scholarship, leadership, character, and service by the outgoing senior members.

The Laurel Society is the junior class honor society for William Smith women, which was founded in 1998 to honor the College's 90th anniversary. Women who are selected for membership have demonstrated a commitment to the community through their involvement on campus, which may include leadership ability, participation in clubs, organizations, or athletics, academic achievement, social awareness, and community service.

The Hobart Druid Society was formed in 1903 to bring together a group of senior leaders to further the ideals of the College: character, loyalty and leadership. According to legend, the Seneca brave Agayentah presented a Hobart student with his oar at Charter Day in the late 1800s as a reminder not to forget those who have come before. The passing of the oar at each subsequent Charter Day, therefore, symbolizes the link between generations of five to seven Hobart men, chosen by their peers, who epitomize those cardinal virtues.

Chimera is the junior honor society, founded also in 1903, to acknowledge those men at the College who, as sophomores, exemplify those same cardinal virtues which set apart those several students selected into the Druid Society. Like their Druid counterparts, Chimerans are inducted on Charter Day.

The Orange Key honor society entered Hobart history in 1923 to honor those rising sophomores who had distinguished themselves in their first year at the College. Nomination is by one's peers and election by the preceding members of Orange Key.

Endowed Funds and Scholarships

A considerable number of endowed scholarships and prizes are among the memorial and commemorative funds that have been established at the Colleges over the past 150 years. In addition to these endowed funds, grants in support of scholarship aid, prize awards, library support, and other special purposes are received annually from generous friends. A list of endowed funds and awards is listed under Directories.

STUDENT LIFE

Life at Hobart and William Smith Colleges is that of community. A select student enrollment, drawn from many areas and backgrounds, and a distinguished faculty produce an atmosphere conducive to individual effort and achievement. In cocurricular, as in academic matters, students play a major role in their own governance. From helping to enforce their own residence regulations and guidelines for student conduct, to overseeing many co-curricular programs, students are involved in shaping the campus lifestyle. Many campus committees encourage student membership, and two students—one senior from each college—are voting members of the Colleges' Board of Trustees.

Residential Education

Hobart and William Smith Colleges are residential colleges. The Colleges seek to provide students with a comfortable and attractive living environment, designed to support the Colleges' mission while fostering the development of interpersonal skills, moral reasoning, sense of self, well-being, and a strong commitment to the community.

Campus Housing

A variety of single-college and mixed college residences, including theme houses, cooperatives, townhouses and traditional residence halls, are available. Theme houses, of which there are more than a dozen, include a community service house, a leadership house for each College, a vegetarian house, a writers' house, a substance free house, a gender equity house, and more.

All students are required to live in college residences. Housing for first-year students is based on first-year seminar assignments. After the first year, students select their own housing assignments by participating in the housing process conducted during spring semester.

Fraternity Housing

Some upperclass Hobart students choose to live in one of five fraternity houses. There are no sororities at William Smith.

Off-Campus Housing

The limited number of seniors granted permission to live off-campus are responsible for locating their own living. The Colleges place an emphasis on citizenship and helping students gain an understanding of the responsibilities of residential community living. Students who abuse this responsibility may lose the privilege of their offcampus status.

Meal Plans

All students except co-op, fraternity and a few small house residents, are required to participate in a full meal plan, (Gold, Silver or Basic plan). The dining service offers a varied menu, selected to accommodate regular, vegetarian, and special diets. Participating students may take their meals in Saga Hall in the Scandling Center. Students in selected small houses have a choice of one of the full meal plans or the Partial plan (115 meals/semester). Students living in fraternities, at Odell's Pond or in off-campus housing have two additional board options: a 45 meal/semester plan, or a 90 meal/semester plan.

Student Governments

Hobart College and William Smith College have separate student governments, each with its own jurisdictions and powers. Together, they fund clubs and maintain several joint committees.

Every enrolled student is a member of student government (Hobart Student Government or William Smith Congress). Voting members are elected within residence halls. Students who live off campus elect representatives as well. The executive board is elected at large by the student body.

The governments have three major functions: coordinating the advisory roles performed by students on trustee, faculty, and administrative committees; legislating the uses of student activities monies; and representing and voicing the views of students about campus issues. Through their representatives to trustee, faculty, and administrative committees, the governments exert and shape student influence at nearly every level of decision-making within the institution. The governments are represented in several standing committees such as Academic Affairs, Room Selection, Social Affairs, and Finance.

Cultural Life

Art

The Davis Gallery, an art gallery at Houghton House, provides an excellent space for six or seven art exhibitions each year. These exhibitions include works by artists with international reputations as well as by young artists early in their careers. Studio classes regularly visit and discuss these exhibitions. Students enrolled in ART 440 The Art Museum organize an exhibition as a class project. At the end of every year, an exhibition of student art work is displayed.

A formal opening marks the start of each exhibition. Openings are generally held on a Friday night, and include a reception for the artist. These are important social and cultural occasions open to the campus and local community. Independent studio work is encouraged. Access to studios is available to students not enrolled in classes if permission is obtained from an art department faculty member. There is also a model scheduled one night a week at the Carriage House, in an informal program open to any member of the campus who wishes to pursue her or his own visual interests by drawing and painting directly from the human form.

Dance

Opportunities abound for students interested in studying dance technique, performing in student or faculty led ensembles, participating in guest artist master classes, or attending any of the faculty, student, or guest artist dance concert performances. The Dance Department offers a variety of courses in dance technique each semester, as well as dance theory courses such as dance composition, dance history, and improvisation. In addition to ballet, jazz, and modern dance technique courses, the department frequently sponsors master classes and courses by guest faculty members in African Dance, Argentine Tango, and Indian Dance. Students may elect to pursue a disciplinary Dance major or minor with a technique, performance and/or composition focus, or pursue an interdisciplinary major or minor within particular areas of concentration.

The Department of Dance has four full-time faculty members, additional adjunct faculty, an accompanist, and a technical director/lighting designer. The facilities include a spacious dance studio and a fully-equipped gymnasium-theatre in Winn Seeley. Dance Ensemble, the department's performance company, is showcased annually in the Spring Faculty Dance Concert in contemporary works choreographed by faculty and guest artists. Other performance events throughout the year include informal studio showcases, a Senior Choreographers Concert, and the student-run Koshare Dance Collective Concert. Koshare produces a dance concert each fall that includes many dance styles and techniques: it's not unusual to find hip-hop, Salsa, jazz, ballet, Broadway, modern, tap and world dance traditions represented at the Koshare concert.

Recent guest artist/visiting dance companies on campus have included Kate Weare Company from N.Y.; AXIS Dance Company from San Francisco, Calif., and master classes with Koresh Dance (Philadelphia, Pa.) and Ballet Jorgen (Toronto, Calif.). Annually the department selects students to participate in the American College Dance Festival Association Conference; at ACDF students have the opportunity to take classes and perform student and faculty choreography for national adjudicators.

In addition to the Dance Department's offerings above, dance at the Colleges can be found in student created clubs such as the Hipnotiques (hip-hop/step) and the Tango club. Interested students of all abilities are encouraged to discover dance in its myriad forms at Hobart and William Smith Colleges.

Music

Students have many opportunities to take private music lessons and to participate in musical ensembles. Private music lessons are available through the Department of Music for each of the following: (trumpet, horn, baritone/euphonium or tuba), drums (set or rudimentary), guitar (classical or jazz/rock), keyboard (piano, organ or jazz), strings (violin, viola, cello or double bass), voice and woodwinds (flute, oboe, clarinet, bassoon, saxophone, or jazz saxophone).

As of 2011-12 the per-semester fee for 14 half-hour weekly lessons is \$300. Students may take hour-long weekly lessons if they prefer, or half-hour lessons on two separate instruments. In such cases, the per-semester fee is \$600 (\$300 x 2).

Half-hour music lessons through the Department of Music earn 1/2 credit per semester (or a full credit for students taking for an hour). To register formally for private music instruction, both the student and teacher must fill out and sign the "private music lesson registration form" at the first lesson in the new semester. The private teachers have these forms (the Office of the Registrar does not).

It is recommended that students reserve early a lesson time slot with the appropriate teacher. Lesson sign-up sheets are located on the “private instruction” bulletin board in the Department of Music (Williams Hall, second floor).

Guitar students also have the option of taking guitar class at a per-semester cost of \$200 for 14 one-hour classes. The sign-up sheet for guitar class is also located on the “private instruction” bulletin board in the Music Department (Williams Hall, second floor).

For instrumentalists, participation in one or more of the following ensembles is possible: Brass Ensemble, Guitar Ensemble, Jazz Ensemble, String Ensemble, Woodwind Ensemble, Chorale and Community Chorus.

There is no fee for ensemble membership. Membership in each departmental ensemble is by audition. Participation in each departmental ensemble earns 1/2 credit per semester. To register formally for an ensemble, students must schedule an appointment with the appropriate director.

The Music Department also hosts a number of guest artist performances on campus each year. In addition, HWS students are admitted for free to all concerts in the local “Geneva Concerts” series at the nearby Smith Center for the Arts. The Syracuse Symphony and Rochester Philharmonic Orchestras, as well as a wide range of other guest artists, present concerts each year through this concert series. Finally, student clubs are encouraged to organize regional outings to performing arts events in Rochester, Ithaca and Syracuse.

Theatre

The active theatre program at the Colleges provides students with a solid foundation in the art, craft, and theory of theatre by offering students experiences which are both performance-oriented and theoretically based.

The core of the interdisciplinary academic program includes a basic curriculum in theatre skills and dramatic literature, as well as opportunities for students to take part in faculty-directed mainstage productions. Courses in acting and playwriting are complemented by courses on world drama and theatre history.

Recent productions, such as *Arabian Nights*, *The Phoenician Women*, and *The Empire Builders*, attest to the dual emphasis on the best in contemporary and classical drama. Courses offered by the program constitute a substantive basis for graduate study and professional training or an elective facet of the Colleges’ arts and humanities program.

The Phoenix Players, a student-managed organization, present a variety of work acted, designed, and directed by students. Recent productions include one-act plays by David Mamet, Christopher Hampton, and student playwrights. Both Phoenix Players’ and faculty-directed productions take place in the Blanchard Howard Bartlett Theatre located in Coxe Hall, as well as in other less formal venues around campus.

Visiting Speakers and Performers

Although academic departments and programs and administrative offices play an important role in providing a wide variety of cultural offerings, many campus events are initiated, funded, and organized by students. Many clubs and organizations sponsor a varied program of speakers and performers. Recent visitors to campus have included Wangari Maathai, Cornel West, Howard Dean, Rodney Jones, Cantor David S. Wisnia, Jim Hightower, David Gergen and Helen Thomas.

Co-Curricular Activities

Student Organizations

There are a variety of campus clubs and organizations financed by student activities fees through the Hobart Student Government and William Smith Congress. Club activities vary somewhat from year to year in response to student interests. Students with a shared interest may seek formal recognition and financial support for a new club or organization by petitioning their student governments.

Some of the current student organizations include:

Social

Campus Activities Board

Community Service

America Reads

Days of Service

First Book-Geneva

Geneva Heroes

Relay for Life

College Rotary

Educational

Architectural Society

Chemistry Club

Debate Team

EMS Club

Glassblowing Club

Health and Wellness Club

Hot Spot

HWS Investment Club

Math & Computer Science Club

The Circle (philosophy)

Arts

Anime Central

Artist Collective

Campus Greens

Cantori (voice)

Close Knit

Colleges Chorale

Hobartones (men's *a cappella*)

It Might Be Funny (improv group)

Jazz Ensemble

Libertango (dance)

Koshare (dance)

Perfect Third (co-ed *a cappella*)

Phoenix Players (theatre)

Three Miles Lost (women's *a cappella*)

Intercultural

Asian Student Union

Caribbean Student Association

Chinese Culture Club

International Students Club

Latin American Organization

Native American Student Association

Pride Alliance (Gay, Lesbian, Bisexual, and Friends Network)

Sankofa

South Asian Culture Club

Women's Collective

Religious

Bible Study

Campus Peer Ministry

Hillel

Intervarsity Christian Fellowship

Project Nur

Newman Community

Greek Life

Chi Phi

Delta Chi

Interfraternity Council

Kappa Alpha Society

Kappa Sigma

Phi Sigma Kappa

Theta Delta Chi

Advocacy Groups

Americans for Informed Democracy

Campus Greens

Club Project Eye-to-Eye

College Democrats

College Experience Outreach

College Republicans

Colleges Against Cancer

Habitat for Humanity

HIV/AIDS Awareness

Human Rights Coalition

NARAL Pro-Choice

Progressive Student Union

STAND

Media and Publications

Crux (literary magazine)

Echo and Pine (yearbook)

Film Appreciation

Kink (advertising club)

Martini (magazine)

Media & Society Club

The Herald (weekly newspaper)

TheI (literary magazine)

WHWS (radio)

Sport and Recreation

Alpine Ski Racing Team

Baseball (H)

Bodybuilding Club

Chess Club

Cycling Club

Equestrian Team

Fencing

Field Hockey (HWS)

Figure Skating

Fishing Club

Heron Society

Hip Notiqs Step Team

Ice Hockey (H)

Ice Hockey (WS)

Karate Club

Lacrosse Club (H)

Lacrosse Club (WS)

Nordic Ski Club (cross country)

Outdoor Rec Adventure Prog (ORAP)

Paintball (H)

Rugby Club (H)

Rugby Club (WS)

Seneca Flyers (ultimate Frisbee)

Soccer Club

Track and Field (HWS)

Leadership / Government

Chimera (Hobart junior honor society)

Hobart Student Government

Druid Society (Hobart senior honor society)

Hai Timiai (William Smith honor society)

Laurel Society (William Smith junior honor society)

Orange Key (Hobart sophomore honor society)

William Smith Congress

Spiritual Life

The Religious Life Office located in St. John's Chapel serves the campus as a center for spiritual life and pastoral care. St. John's Chapel offers weekly and special programs of hospitality, service, fellowship, education, reflection, study and worship.

The Chaplain and the director of the Abbe Center for Jewish Life serve as on-campus pastors, teachers, counselors, and resource persons. Students seek them out to talk over personal or family crises, relationship problems, questions of belief and practice, adjustment issues, faith and politics, sexuality and many other topics. They both offer Readers Colleges on various topics each semester. The Chaplain invites students into her home each week for Campus Peer Ministry training, Pasta Night, and the CloseKnit handwork club, in addition to planning off campus excursions to local farms and orchards.

Weekly worship and prayer services offered by campus groups may include Episcopal, Jewish, Roman Catholic, Evangelical Christian, Buddhist, Quaker and Muslim traditions.

St. John's Chapel and Hobart College have historic and continuing ties with the Episcopal Church. The Chaplain, who serves all members of the Colleges' community regardless of religious affiliation, is an Episcopal priest. The Bishop of the Episcopal Diocese of Rochester serves on the Board of Trustees. Episcopal Eucharist is offered weekly.

The clergy of the Roman Catholic Community of Geneva work in association with the Religious Life Office to serve the Roman Catholic students. In addition to saying weekly Masses in the Chapel, the clergy are available to meet with students.

The Religious Life Office provides students with information on programs and services offered at Geneva area houses of worship through their website.

Community Engagement

Hobart and William Smith Colleges are committed to the idea that civic engagement plays a central role in fostering students' personal and social development and is a vital component in a liberal arts education. Through public service, students' assumptions are challenged, their perspectives broadened, their voices strengthened, and they learn to become active, engaged citizens. The Center for Community Engagement and Service-Learning is at the heart of this enterprise. The Center stands for learning through service that produces students who are civically engaged and graduates who are active, global citizens. It does this by providing the opportunities that help students build the skills necessary for active citizenship. Staff from the Colleges were instrumental in the formation of the New York Campus Compact, an organization of college and university presidents committed to public service and civic engagement on their campuses. The Colleges' commitment to service was recognized with inclusion as one of 81 colleges in the *Princeton Review's* inaugural edition of "Colleges with a Conscience" and has been named to the President's Higher Education Community Service Honor Roll with Distinction in 2006, 2007 and 2010.

Through HWS Compass, students are encouraged to explore the many facets of service to society. A three-tiered program, Compass provides experiences in community service, civic engagement, and civic leadership that chart the course to a life of engaged citizenship. Students are connected with service and engagement opportunities on campus, in the area surrounding Geneva, outside the local region and even internationally. These experiences are meant to help students develop citizenship skills such as leadership, self-awareness, and recognizing societal needs while making a material change that will help meet identified community needs. A major component of these experiences is academic service-learning and community based research and co-curricular community service, linking the service activity to intentional reflection that clearly places the service in a larger context, whether that is with classroom content or experiencing firsthand the response to national disasters such as Hurricane Katrina.

Service-learning classes through departments including Sociology, Architecture, Public Policy, Education, Religious Studies, Psychology, Economics, and History offer students an experiential component within academic courses. Through meaningful reflection activity, students relate their service experience to the course content, thereby enriching their classroom learning. Incoming first-year students participate in a community service project as part of Orientation by going into the community to work with an agency.

In addition, the Center, located in Trinity Hall, works with students individually to identify opportunities for ongoing community involvement, including AmeriCorps and Peace Corps, and oversees the America Reads and America Counts programs which mobilize more than 100 HWS tutors each year to work in local elementary schools and after-school programs as part of their college work-study position. The Colleges also sponsor Alternative Spring Break trips each year. In previous years, students have spent a week working with children in a North Carolina school, helping with environmental projects at a state park in Virginia, and assisting residents of the New Orleans area in Hurricane Katrina recovery efforts.

Many groups on campus direct their efforts toward community engagement. Geneva Heroes, an 8-week community service and leadership corps for approximately 20 eighth graders, is created, staffed and run by HWS students. A campus chapter of Habitat for Humanity assists area affiliates with fundraising and home building. Students coordinate a variety of service projects on campus and at various community agencies. This includes the annual Holiday Gift Project that provides gifts to local families in need, usually more than 100 individuals benefit. Two months a year volunteers from the Colleges prepare and serve the Thursday meals at the local soup kitchen. HWS Votes! is the campus voter registration and education program.

In April 1994, a group of HWS students, faculty, and staff joined with many local community members to organize "Celebrate Service...Celebrate Geneva...Day of Service," a day of community service that mobilized more than 250 volunteers to provide community service at approximately 50 sites across Geneva. Now an event that occurs each semester, Day of Service continues to organize campus and community volunteers working at a number of agencies and includes a service component to Martin Luther King Jr. Day.

A number of these initiatives are coordinated by students in the Civic Leader program. These experienced students work for up to 10 hours a week to facilitate campus and community engagement activities., Residential Education, and fraternities, and a variety of service clubs work with the CCESL to support various local community and national agencies, including the Boys and Girls Clubs, United Way, YMCA, Big Brother/Big Sisters, Rotary Club programs and the Geneva Food Pantry, through ongoing partnerships and volunteer fundraising efforts. Students interested in living with others committed to service may apply to live in Community Service House, a theme house in which residents work weekly at various local agencies and develop larger, house-wide projects. Whatever major or career a student chooses to pursue the programs of the Center for Community Engagement and Service Learning, through its Compass program, can help to point them toward a life of engaged citizenship

Athletics, Physical Education and Recreation

Hobart

Hobart athletics seeks to afford experience in intercollegiate sports to as many men as possible. Annually, about one third of the Hobart student body participates in intercollegiate athletics. Many participate on more than one team. While student-athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their scholastic and athletic endeavors. The broad-based program receives excellent support in the areas of equipment, facilities, staff, and sports medicine.

Under the supervision of the Department of Athletics, Hobart fields intercollegiate teams in basketball, cross country, football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, and tennis. Hobart is a member of Division III of the National Collegiate Athletic Association and competes in this division in all sports except lacrosse. Since 1995, the Hobart lacrosse team has competed at the Division I level.

Since 1972, Hobart College has won 18 national championships, three Eastern College Athletic Conference regional titles, and 17 conference championships.

William Smith

The Department of Athletics, Physical Education and Recreation has as its foundation an educational philosophy that emphasizes the importance of the medium of movement as a learning vehicle for individual growth and development. William Smith is a member of the Liberty League, MAISA, NCAA, and ECAC.

Recognizing that students learn in a variety of ways and through a variety of experiences, the department provides a wide range of activity courses and a comprehensive intercollegiate athletics program. Certain activity courses are offered for credit, others are offered for no credit. Students may select from team sports, individual sports, fitness, wellness, and aquatics classes. Included in the offerings are soccer, lacrosse, tennis, skating, squash, skiing, swimming, scuba diving, weight training, conditioning, aerobics, and more.

Designated as a Division III institution, William Smith engages in varsity competition in the following sports: basketball, cross country, field hockey, golf, lacrosse, rowing, sailing, soccer, squash, swimming and diving, and tennis. Soccer provides opportunities at the junior varsity level as well.

Through their membership in the William Smith Athletic Advisory Council, student-athletes play a significant role in the operations of the athletics department. They select a board of team representatives who work closely with the athletics director, providing input in policy development.

Recreation and Intramurals

The Colleges provide an extensive recreation and intramural sports program for those who enjoy sports activities but don't necessarily wish to compete on the intercollegiate level. This enables each student to choose the activities that best satisfy his or her needs. Volleyball, touch football, basketball, volleyball, soccer, softball, and a host of other team and individual sports are available.

Physical Education Classes

The Colleges also offer a wide variety of physical education classes (some are credit-bearing courses) designed to develop skills in activities that can be performed throughout one's life. These classes, which range from scuba diving to ice skating, are instructed by staff members who have significant experience and expertise in that related activity.

Club Sports

Club sports include alpine skiing, baseball, basketball, bodybuilding, cycling, equestrian, fencing, field hockey, Frisbee, floor hockey, ice hockey, lacrosse, Nordic skiing, paintball, rugby, ski racing, track and field.

These sports are organized under the Office of Student Activities and do not carry varsity or intercollegiate status.

Outdoor Recreation Program (ORAP)

ORAP provides both structured and unstructured recreational opportunities for outdoor enthusiasts in the Hobart and William Smith Colleges community. In addition, a concerted effort is made to introduce novices to a variety of outdoor activities. This program sponsors a combination of courses, clinics, and outings throughout the school year. Examples of instructional courses and clinics which may be offered are: hiking and backpacking, kayaking, ice climbing, nordic skiing, spelunking, and ice skating.

Dates and times of programs are publicized and a fee is charged to cover equipment and administrative costs. A resource center and an equipment rental system also provide individuals with the means to coordinate their own outings.

The Wellness Program

As an extension of the physical education program, the wellness program emphasizes the interrelationships between nutrition, stress management, fitness, and mental and physical well-being. More information about the program can be obtained by contacting the director of the Sport and Recreation Center.

ADMISSIONS, EXPENSES & FINANCIAL AID

Admissions

Hobart and William Smith Colleges are users of the Common Application and the Universal College Application that are accessible from our website: www.hws.edu/admissions, or the websites www.commonapp.org and www.universalcollegeapp.com. A \$45 non-refundable fee must accompany an application before it can be processed. Please note: The application fee is waived for applications submitted electronically. Applications should be submitted to the Office of Admissions no later than February 1 of the senior year in high school, if the student is applying as a first-year student under the Regular Decision admission plan. Students applying for the Trustee Scholars, Blackwell Medical Scholars or Arts Scholars programs must submit their application materials by January 1 and should consult the Colleges' website for further information regarding requirements.

The Colleges offer two deadlines for Early Decision: November 15 and January 1. All candidates are urged to submit their application materials well in advance of the deadline. All applicants who wish to apply for financial aid must submit both the CSS Profile and the Free Application for Federal Student Aid (FAFSA). Candidates are encouraged to contact the Office of Financial Aid Services should they need assistance. For more information, refer to the Financial Aid section that follows or visit our website: www.hws.edu/admissions/fin_edu.aspx.

Academic Preparation

Candidates must offer a strong and well-balanced secondary school record. Candidates for admission are expected to complete a secondary school program with a minimum of four academic subjects each year, and that program should include four years of English, three or more years of mathematics, three or more years of social science, three or more years of science, and two or more years of a foreign language.

We recognize that school criteria vary and are willing to consider applications from students whose preparation for college differs from the suggested plan of study where there is clear evidence of continuity in the study of fundamental subjects and readiness for college.

Application Procedure

All candidates must submit the following materials to the Office of Admissions:

- 1) A completed Common Application or Universal College Application to Hobart and William Smith Colleges and the accompanying \$45 application fee.
- 2) A supplement to the application for admission that can be found on the HWS website or online at the Common Application website.
- 3) Secondary-school Report: All applicants are responsible for having their secondary-school transcript sent to the Office of Admissions. Forms for this purpose, as well as for reporting senior mid-year grades, are available with the Common Application or the Universal College application.
- 4) Standardized test scores: Beginning with the class entering the Colleges in the fall of 2007, standardized test scores are an optional part of the admission process. Students have the option to submit their scores if they believe the results present a fuller picture of their achievements and potential. Students who opt not to submit scores will be at no disadvantage in the admission evaluation process. Scores must be provided from either the College Board, American College Test, or the official high school transcript in order to be considered. If scores are not received by the application deadline, application review will proceed without the scores. Please note: Students applying for the Trustee and/or Blackwell Scholars program will be required to submit scores either from the SAT Reasoning test or the ACT test.
- 5) Recommendations: In addition to the high-school counselor's recommendation, Hobart and William Smith require a recommendation from an 11th or 12th grade teacher in one of the following subject areas: English, history/social sciences, mathematics, science or foreign language. Regular Decision Candidates are notified by April 1 of the action taken on their application. Financial aid applicants receive a response from the Office of Financial Aid shortly thereafter. Hobart and William Smith Colleges participate in the Candidates Reply Date Agreement of the College Entrance Examination Board. Under the terms of this agreement, successful

candidates for admission are expected to confirm their intention to attend the Colleges by May 1 and pay the non-refundable matriculation fee of \$500. Final acceptances are contingent upon successful completion of their last term in secondary school.

Campus Visit

A campus visit is highly recommended. Typically, the visit will include a presentation by an Admission staff member and a student-guided tour of campus. An interview is strongly recommended and is required for a student applying for the Trustee Scholars program. Alumni or alumnae interviews may be arranged in many areas of the country by contacting the Office of Admissions. The Admissions staff regularly offers interviews off-campus throughout the year.

During the academic year, the Office of Admissions is open from 8:30 a.m. until 5 p.m., Monday through Friday; and from 9 a.m. until 2 p.m. most Saturdays. During the summer, the office opens at 9 a.m. and closes at 4:30 p.m. and is open most Saturdays in July and August for campus tours and information sessions.

Appointments may be made by calling the Office of Admissions at 315-781-3622 or toll free at 800-852-2256. Prospective students are advised to arrange for their interviews well in advance of the time they wish to visit. High School seniors who wish to come for a day visit or stay overnight should request to do so two weeks ahead of their visit. Day and overnight visits can be arranged for high school seniors from mid-September through early December, and February through April.

Early Decision Plan

Students who have selected Hobart College or William Smith College as their first choice are encouraged to apply under the Early Decision plan. The Early Decision plan is a binding agreement. If a student is admitted under this plan they agree to enroll and withdraw all other applications. The Colleges offer two deadlines to those students who wish to exercise this option: November 15, with notification December 15; or January 1, with notification February 1. In addition, students who have applied under the Regular Decision option, and whose files are complete, may change their status to Early Decision until February 15 and will be notified within four weeks. The Early Decision Agreement form, available with the Common Application and Universal College Application, must be signed by the student, as well as by the college counselor or guidance counselor and a parent or guardian. The Early Decision form, and all related application materials, may be accessed on the Colleges' website, www.hws.edu/admissions. Senior grades (either first-quarter or first-trimester) must be sent as well.

Students admitted under the Early Decision plan are expected to forward the matriculation fee within two weeks of notification of admission and withdraw all applications to other colleges. Candidates who are not granted admission under the Early Decision plan may be deferred for consideration in March.

Students who seek financial assistance under the Early Decision plan should submit the College Scholarship Service (CSS) Financial Aid Profile Registration Form to CSS no later than December 1.

Early Admission

The Colleges offer an Early Admission Plan to particularly strong students who intend to complete their secondary-school preparation and graduate in three years.

In addition to following the procedures for admission outlined above, a personal interview is required for Early Admission candidates. Evidence of maturity and readiness to undertake the academic and social demands of a residential undergraduate institution are weighed by the Committee on Admissions. The recommendation of their principal or guidance counselor is carefully considered.

Deferred Admission

Students who have been accepted for admission and have paid the required matriculation fee may elect to delay the start of their academic career up to two years. These students must give notice to the Director of Admissions in writing and submit a brief description of what they hope to do in the interim.

HEOP (Higher Education Opportunity Program)

New York residents who meet the state-mandated guidelines may apply to Hobart and William Smith under the Higher Education Opportunity Program for economically and educationally disadvantaged students. For further information, contact the Director of Opportunity Programs at Hobart and William Smith.

Advanced Placement Program and International Baccalaureate

Enrolled students who have achieved scores of four or five on an Advanced Placement test receive course credit toward graduation. Scores of five, six, seven or higher on International Baccalaureate exams generally receive credit. The amount of credit is determined after an official copy of the results has been received by the Registrar's Office.

International Students

The Colleges welcome applications from international students. Applications are due February 1. Students whose native language is not English must present scores from one of the following: the Test of English as a Foreign Language (TOEFL), the English Language Proficiency Test (ELPT), the International English Language Testing System (IELTS), the SAT Reasoning test, or the ACT. Students should designate Hobart and William Smith Colleges as a recipient of these scores when they register to take these examinations. International students for whom English is their native language are not required to submit standardized test scores.

Transfer Students

The Colleges annually receive applications from qualified students who wish to transfer from either two-year or four-year institutions. Applications are reviewed and decisions made on a rolling basis upon receipt of all credentials. Transfer students may be admitted at the beginning of either the fall or spring semester. Students should offer at least one full year of undergraduate work. Exceptions may be made at the discretion of the Director of Admissions. The application deadline for fall admission is June 1 and is November 15 for spring admission.

In addition to a transfer application and a non-refundable application fee of \$45, candidates must forward to the Office of Admissions the following credentials: 1) an official transcript; 2) a final high school transcript; 3) a recommendation from the academic dean; and 4) a recommendation from a professor at their current institution.

Transfer candidates are encouraged to visit campus. An admissions interview provides the opportunity for the Colleges to assess the candidate's status as a transfer student. A visit to the Colleges allows the student an opportunity to consult with faculty members in his or her proposed field of study.

Hobart and William Smith Colleges accept a maximum of two years' work in transfer from other undergraduate institutions. Most transfer applicants possess at least a solid B grade average. Transfer credits are used to determine placement in the curriculum. Only courses in which a student has received a grade of at least C or its equivalent are considered for transfer credit. Transfer students must spend a minimum of two years in residence at the Colleges. Exceptions may be made at the discretion of the appropriate dean.

Lifelong Learners

This program provides an opportunity for adult learners to attend college, either full- or part-time, with services geared to their special needs. It is designed for students who have interrupted or delayed their college careers, for those in need of refresher courses prior to entering a new field, and for those pursuing further education. Students are incorporated into the regular academic program of the Colleges and take their courses for academic credit. An on-campus admissions interview is required for consideration. For more information, contact the Office of Admissions.

Graduate Attendee Program

Graduates of Hobart College or William Smith College who are five or more years beyond graduation are eligible to take one or two courses per semester tuition free. Most courses are open to graduate attendees, by permission of the instructor, except for the following: first-year seminars, bidisciplinary courses, the teacher certification program, applied music courses, self-instructional language programs, and off-campus programs. Courses are available on a space-available basis only, after regular undergraduates have preregistered for the next semester, inclusive of seats in introductory courses held for entering first-year students.

Interested alumnae and alumni should direct inquiries to the Provost's Office no later than six weeks prior to the intended first semester of registration.

Graduate attendees are fully registered students, subject to all policies governing students' academic conduct generally, including the Colleges' grading and withdrawal policies. Graduate attendees are responsible for all course work, including written work and examinations, attendance, and required out-of-class field trips, projects, etc. Courses must be taken for credit, and an official transcript of all work attempted is maintained by the registrar. Work so certified is generally treated by other institutions as fully transferable credit, subject to their own policies and procedures.

Visiting Students

The Colleges welcome students from other institutions who wish to spend part of their academic careers at Hobart and William Smith. Visiting students are admitted as space allows. Inquiries should be directed to the dean of Hobart College or the dean of William Smith College.

Special Students

Students who are not candidates for a degree are admitted to courses only with approval of the respective college's dean and permission from the instructor, who determines their qualifications to undertake the work. Financial aid is not available to special students, and they may not register until all matriculated students have selected their courses.

Special students who wish to work toward a degree must go through formal admissions procedures and matriculate when their dean indicates that it is necessary.

Expenses

The following table contains standard fees established in May 2010 for the 2010-2011 academic year. (The *Student Accounts Bulletin* provides policy and fee information for the current year.) Other fees and deposits may be established from time to time by action of the Board of Trustees. Books, personal expenses, travel, recreation, laundry, and incidentals vary with the individual. The average cost of such expenses, however, may be averaged at \$2,000. Charges of the Colleges are subject to adjustment, as authorized by the Board of Trustees. In such cases, due notice is given.

<i>Annual Standard Fees</i>	
Tuition	\$40,592
Room and board	10,458*
	<hr/>
	\$51,050

* A meal contract is mandatory for all students. Refer to the board plan bulletin for meal-plan options. The rate for the 15-meals/week plan is included in the above rates.

Student Activity Fee \$476

The student activity fee is assessed by the students upon themselves for the support of undergraduate activities. As a convenience to the Hobart Student Government and the William Smith Congress, this fee is billed and collected by the Colleges.

General Fees for Entering Students

Application Fee \$45

Payable at the time application for admission is filed, and not refundable.

Matriculation Fee \$500

Payable on the candidates reply date of May 1 and not refundable. Early decision candidates must pay this fee within two weeks of notification of admission. (Refer to the Early Decision Plan section.) Candidates accepted after that date must pay the fee within one week of acceptance. In both cases, it is credited to the institutional deposit.

General Payment Schedule

The charges for the fall semester are billed on June 15 and are due by August 1. The charges for the spring semester are billed on November 18 and are due by December 18. The student accounts office also sends out periodic billing statements during each semester reflecting additional incidental charges and other account activity.

Payments of fees, room and board charges, and deposits should be remitted in the envelope provided or, if paying in person, they should be made at the student accounts office. Checks, bank drafts, or money orders should be drawn to the order of Hobart and William Smith Colleges for the exact amount due.

The Colleges reserve the right at any time to amend or add to the policies governing payment of fees, rents, charges, and deposits and to make such changes applicable to students presently in the Colleges, as well as to new students.

Tuition and other charges that are not paid when due may be subject to a late-payment charge. The late charge is currently computed at a rate of 1.5 percent per month on any outstanding balance from the due date, until paid in full. This amounts to an annual rate of 18 percent. A minimum monthly penalty of \$50 is assessed. The late penalty charge rate is reviewed annually.

A student who fails to pay the fees and other charges, in accordance with the Colleges' payment terms, may be dropped from the Colleges' rolls and excluded from classes, laboratories, examinations, and occupancy of residence halls until payment is made. The student will be held accountable for all absences through the operation of this rule and, for continued delinquency, will be dropped permanently from the Colleges. Enforcement of this regulation does not relieve the student of the obligation to pay fees and other charges due. Until the outstanding accounts are settled, no transcripts or records will be issued by the Colleges. Should a student's unpaid balance remain outstanding 90 days after the due date, the Colleges reserve the right to transfer the account to a professional collection agency and pass any additional costs of collection to the student's account.

Tuition Stabilization Plan

The Colleges offer a plan for students who wish to prepay their entire college expense for tuition. Students pay at four times the current tuition rate.

Refund Policies

Notification of withdrawal or cancellation and requests for refunds must be made in writing and addressed to the appropriate dean with copies to the student accounts office. Verbal requests are not accepted. A 100-percent refund is given to students who withdraw after tuition, fees, room and board have been paid, but prior to registration and the first day of classes.

After the beginning of classes, refund of tuition, room, board, and off-campus program charges, and return of all federal and institutional financial aid and education loans and other sources of payments are prorated based on the percentage of the semester the student is enrolled. There is no refund of costs of attendance, and no financial aid or loans are returned to the grantors after the student is enrolled past 60 percent of the semester. The official withdrawal date used to determine the enrollment period is the date the student's written request for authorization of official withdrawal is received by the appropriate dean, or the last date the student attends classes, whichever is later. This policy applies only to charges processed by the Colleges on the student's account. Student activity fee, technology fees, health services fee and vehicle registrations are also excluded from refunds. Examples of the application of this policy may be obtained from either the financial aid (315) 781-3315, or student accounts offices (315) 781-3343.

Tuition Insurance

An insurance plan is offered by A.W.G. Dewar, Inc., to protect tuition and fees if a withdrawal is necessary due to personal illness or accident. A mailing describing this plan is sent each year. Coverage and application information is also available at www.collegerefund.com.

Fees

Health Services Fee \$476. The health services fee is required of all students. This fee provides for a broad range of general medical services including the on-campus Health Center. It also provides for basic accident and sickness insurance for students who have no other coverage and supplemental insurance for all others.

Technology Fee \$376. The technology fee is required of all students. This fee enables technology-related student services like help desk support, wireless networking, access to instructional technology tools and software, and training classes.

Transcript Fee \$5. Fee for each copy of an official academic transcript.

Returned Check Fee \$20. A fee charged for each check returned to the Colleges that was uncollectible when presented for payment. Note: Returned checks result in the loss of check cashing privileges.

Lock replacement fee \$50.

Replacement Identification Card \$15.

Car Registration Fees \$150/year or \$100/semester.

Special Students

Students not matriculating for a degree are classified as special students. The following fees and charges are applicable:

Application Fee \$50. Payable at the time application for admission is filed and not refundable.

Tuition \$5,074. Charge for each semester course, payable before registration or on the date specified in the semester bill.

Fraternity Housing

All college-managed fraternity housing must maintain 95 percent occupancy or the fraternity residents must meet a corresponding financial obligation. Occupancy levels will be determined each semester following the second week of that semester. If such a financial obligation arises additional room charges necessary to meet the 95 percent occupancy target will be charged to the appropriate students' accounts for that semester.

Monthly Payment Plans

A monthly payment plan is available through TuitionPay from Sallie Mae. A mailing describing this plan is sent to students each year. Additional information including enrollment materials are available on line at tuitionpay.salliemae.com/hws.

Financial Aid

Hobart and William Smith Colleges are committed to working with our students and families to ensure they are able to reach their educational goals. Students and their families assume primary responsibility for their educational costs; however, more than 80 percent of our students receive some form of financial aid.

The Office of Financial Aid Services reviews the qualifications of each accepted applicant's demonstrated financial need as calculated by the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) Profile to determine each student's financial aid package. The Colleges realize the limitation of standardized forms, and encourage parents and students to provide additional information unique to individual situations directly to the Office of Financial Aid Services.

Procedures

First year aid applicants must complete the CSS Profile and FAFSA online by the established deadlines listed on our website at www.hws.edu/admissions/fin_aid. The Profile is available online beginning each October at <https://profileonline.collegeboard.com> and the school code for Hobart and William Smith Colleges is 2294. The FAFSA is available online at www.fafsa.gov after January 1. Our school code for the FAFSA is 002731.

Accepted students are provided a financial aid package in writing within two weeks of their admission notification provided all required documentation has been received by our office. The enrollment deposit is required by May 1 and we will assume acceptance of all awards unless notified in writing to the Office of Financial Aid Services or finaid@hws.edu.

Returning student financial aid awards are generally renewed each year at the same level provided the student demonstrates continued eligibility both financially and academically. Awards may be adjusted if additional outside assistance is received or if the family's financial situation changes. Students must also maintain satisfactory academic progress. For first time aid applicants, the deadline for submitting the CSS Profile and FAFSA is February 15. The application deadline for returning students is April 15. Late applicants will be subject to a reduction in grant assistance. Renewal awards are distributed via e-mail beginning in May if all application deadlines are met. Effective for the 2011-2012 academic year required financial aid documents and application procedures will be changing. Further details will be posted on our website on or before November 15, 2010: <http://www.hws.edu/offices/finaid/>

Hobart and William Smith Colleges subscribe to the student self-help concept of financial aid. The student is expected to work during summers, contribute to expenses from savings and if necessary to borrow through low cost federal loan programs as part of a financial aid award. Students may also have an opportunity to work during the academic year through on campus employment.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for Financial Aid

Standards for Federal Financial Aid Recipients

To maintain eligibility for federal financial aid awards including grants and loans, students must meet minimum requirements for Satisfactory Academic Progress. These requirements are both qualitative (GPA) and quantitative (maximum time frame for program completion). Eligibility is reviewed prior to the start of each academic year using cumulative GPA and the percentage of courses completed in each academic year. Eligibility is also determined based on full-time enrollment. The following criteria must be met in order to renew eligibility for federal awards:

Qualitative Standard: Federal regulations specify that by the end of the second academic year (measured as a period of time, not by the student's grade level), the student must have a cumulative 2.0 GPA through the remainder of the undergraduate program.

Quantitative Standard: A student who is maintaining a high GPA by withdrawing from a significant number of courses that he/she attempts may meet the qualitative standard, but would not be progressing toward graduation. Therefore, the satisfactory academic progress policy includes a quantitative measure to determine the percentage of courses completed each academic year. The following demonstrates these requirements:

Semester Enrolled	Courses Completed	Minimum Cumulative GPA
1	Must successfully complete 10 courses by end of 4th semester	Must receive a GPA of 2.0 by end of 4th semester
2		
3		
4		
5	13	2.0
6	16	2.0
7	18	2.0
8	21	2.0
9	24	2.0
10	27	2.0
11	29	2.0
12	32	2.0

Loss of Eligibility: Students who do not meet either of the standards listed above forfeit eligibility for federal financial aid awards for each subsequent academic year until academic progress standards are met. Students will be notified about the loss of federal awards by the Office of Financial Aid, in writing, prior to the start of the academic year.

Standards for New York State Financial Aid Recipients

To maintain eligibility for NYS financial aid awards, students must meet minimum requirements for academic progress. To maintain good academic standing a student receiving a general or academic performance award must:

- 1) pursue the program of study in which he or she is enrolled, and
- 2) make satisfactory academic progress toward the completion of his or her program's requirements.

The two elements of program pursuit and satisfactory academic progress must be met for each term of study in which a State award is received. Eligibility is reviewed prior to the start of each semester. The following charts demonstrate these requirements as of the 2009-2010 academic year and are subject to change. Updates will be posted on our web site at http://www.hws.edu/offices/finaid/satisfactory_academic_progress.aspx.

TAP Payment Number	Total Number of Earned Courses**	Minimum Cumulative GPA
1	0	0
2	2	1.1
3	4	1.4
4	7	1.7
5	10	2.0
6	13	2.0
7	17	2.0
8	20	2.0
9*	24	2.0
10*	28	2.0

*Only students enrolled in the HEOP program are eligible for ten TAP payments. The maximum number of payments for all other students is eight.

** Incompletes cannot be included unless they are resolved to a passing or failing grade by the end of the following term. Failing grades are included in the number of courses completed per semester. Only passing grades are included in the number of courses successfully completed and earned towards your degree requirements.

Waivers

The satisfactory academic progress requirements for both federal and state aid may be waived for undue hardship based on: 1) the death of a relative or student; 2) the personal injury or illness of the student; 3) other extenuating circumstances. The waiver is intended only to accommodate extraordinary or unusual cases directly related to academic performance and the student's failure to meet the minimum requirements. Documentation must show the relationship of circumstances to the student's failure to achieve the requirements. The waiver will be granted only when there is a reasonable expectation that the student will meet future satisfactory academic progress requirements.

Note:

- A waiver of NYS requirements may be granted once for failure to accrue the required number of courses in a student's undergraduate career.
- Unlike the good academic standing waiver, it is possible, should circumstances warrant it, for a student to receive more than one C-average waiver.

Process for Obtaining a Waiver: The written notification sent to students who do not meet the minimum requirements for satisfactory academic progress outlines the process for obtaining a waiver. The student may write the appropriate dean to petition for a waiver if he or she believes he or she is eligible. The student's dean reviews the petition and official records to determine whether he/she meets the criteria for a waiver. The dean's office informs the student whether or not a waiver was granted, and notifies the Office of Financial Aid Services about the decision. For federal awards, approved waivers reinstate eligibility for the entire academic year. For NYS awards, approved waivers reinstate eligibility for a semester.

Appeals: A student can submit a letter of appeal to the appropriate dean after being denied a waiver. The letter must be received within five working days of notification of denial. The dean reviews the case and notifies the student and Office of Financial Aid Services of the decision.

Other Elements

Reinstatement of Eligibility: If a student does not meet the standards of satisfactory academic progress for either federal or NYS awards, he/she is not allowed to receive further federal or state aid, unless a waiver is granted, until the student is again meeting minimum standards. For federal awards, if minimum standards are met during the academic year, some aid may be reinstated for the remainder of the year and some may be reinstated for the entire year. Contact the Office of Financial Aid Services for details.

Grades of Incomplete: Grades of incomplete are only acceptable if changed to a standard passing or failing grade before completion of the next semester of study.

Grades of W (withdrawal): Grades of W do not constitute grades which indicate that the student passed, failed, or completed all work in a course and cannot be counted toward meeting either qualitative or quantitative standards of both the NYS and the federal policies.

Repeated Courses: Grades for repeated courses replace the previous grade and constitute a recalculated GPA. A repeated course in which a passing grade was previously earned cannot be used to meet the pursuit of program requirement (completing a certain percentage of the minimum full-time course load in each term an award is received) to maintain good academic standing for NYS awards. For example, a student who receives a passing grade in a course but wishes to repeat the course in the hopes of improving the grade and overall GPA cannot count the repeated course as part of the minimum course load.

COURSE CODES

CODE DEPARTMENT OR PROGRAM

AEP	Arts and Education
AFS	Africana Studies
AMST	American Studies
ANTH	Anthropology and Sociology
ARCH	Architectural Studies
ARTH	Art History
ARTS	Studio Art
ASN	Asian Studies
BIDS	Bidisciplinary Courses
BIOL	Biology
BCHM	BioChemistry
CESL	Community Engagement and Service Learning
CHEM	Chemistry
CHIN	Chinese
CLAS	Classics
CPSC	Computer Science
DAN	Dance
DAT	Dance (Technique)
ECON	Economics
EDUC	Education
ENG	English and Comparative Literature
ENV	Environmental Studies
EQIV	Course Equivalent
EUST	European Studies
FRE	French and Francophone Studies
FRNE	French and Francophone Studies (English)
FSCT	Fisher Center
FSEM	First-Year Seminar
GEO	Geoscience
GERE	German Area Studies (English)
GERM	German Area Studies
GRE	Greek

CODE DEPARTMENT OR PROGRAM

HIST	History
INRL	International Relations
INT	Internship (1/2 Credit)
ITAL	Italian
JPN	Japanese
LAT	Latin
LGBS	Lesbian, Gay, Bisexual Studies
LTAM	Latin American Studies
MATH	Mathematics
MDSC	Media and Society
MUS	Music
PCST	Peace Studies
PEC	Athletics and Physical Education (formal)
PEHR	Peer Education in Human Relations
PER	Athletics and Physical Education (informal)
PEW	Athletics and Physical Education (wellness)
PHIL	Philosophy
PHYS	Physics
POL	Political Science
PPOL	Public Policy Studies
PSY	Psychology
RCOL	Readers College
REL	Religious Studies
RUS	Russian Area Studies
RUSE	Russian Area Studies (English)
SILP	Self-Instructional Language Program
SOC	Anthropology and Sociology
SPAN	Spanish and Hispanic Studies
SPNE	Spanish and Hispanic Studies (English)
THTR	Theatre
URST	Urban Studies
WMST	Women's Studies
WRRH	Writing and Rhetoric

First-Year Seminars

Each fall every first-year student participates in a First-Year Seminar, offered by a faculty member in his or her field of expertise. The seminar topics offered each year vary, as do the faculty members teaching these courses. Examples of First-Year courses include the following:

002 Victorian Monsters: Literature, Science, and Society What do Frankenstein's monster, Dracula, and mad scientists like Dr. Jekyll and Dr. Moreau tell us about roles of science and imagination in Victorian society? When science meets literature, what controversial questions are raised about debates over women's roles, animal rights, foreign relations, and evolution? Through reading, discussing and writing about 19th-century science fiction alongside some key scientific texts, we will consider the ways in which various monsters reveal the fears and desires of the society in which they are invented. We will also investigate the ways in which literature presents science to the public, and how science became an authoritative means of addressing social problems. Typical Readings: Shelley, *Frankenstein*; Stoker, *Dracula*; Stevenson, *Dr. Jekyll and Mr. Hyde*; Wells, *The Time Machine* (Russo)

003 First Person Singular: How's It Going? What's up? What's happening? What's new? How you been? How you doing? We say these things every time we meet a friend—and we really want to know. Readers of memoirs ask these or similar questions, and memoirists give us the answers—beautifully. We're lucky that curious people have so many memoirs to choose from. And for the last several years we've had memoirs from all over the world, not just the United States. This First Year Seminar studies the contemporary memoir in a multicultural setting. Through the books we read, we travel to such places as Somalia, the Sudan, Egypt, and Cuba. Students write critical essays about the memoir in general and the books we read in particular. They also write their own short memoirs—vignettes from their life. And students do research on the day they were born and complete an oral presentation on the findings. The course ends with students writing a final essay on what they think constitutes a good memoir. Typical Readings: Sebald, *Lucky*; Beah, *A Long Way Gone*; Danticat, *Brother, I'm Dying*; Ojito, *Finding Mañana* (Forbes)

004 Puzzles and Paradoxes: Philosophy and the Labyrinths of the Mind This sentence (the one you're reading right now), is false (which means the sentence is true). Yet we will deduce that it cannot be true and yet it cannot be false. But it seems it must be one or the other. In essence this is the Paradox of the Liar. A good philosophical paradox (or puzzle) can reveal otherwise hidden assumptions and potential problems in the way we think about the nature of space, time, change, truth, language, and even reason itself. It can show us how to pull the rug out from under ourselves, how to cut through the shield of answers that separates us from mystery. This course will examine some of the great classic and contemporary philosophical puzzles and paradoxes, such as Zeno's paradoxes of motion, the paradox of the liar, Newcomb's paradox, and the prisoner's dilemma, and it will look at a variety of ways in which philosophers (and other thinkers) address these problems and assess their significance. Typical Readings: Sorensen, *A Brief History of Paradox*; Kolak and Martin, *Wisdom Without Answers*; Murray, *Write to Learn* (King)

005 Trust and Betrayal Trust between people makes life worth living, and yet trusting others makes us vulnerable to betrayal. This seminar explores the nature of trust and betrayal, as well as related questions of power, morality, and knowledge: How do I know whom to trust? What makes someone trustworthy? How does prejudice influence whom we trust and distrust? By examining situations in which trust was betrayed by doctors who experimented on humans, corporations who manipulated science to make a profit, and business professionals whose conflicts-of-interest undermined the national economy, students will study the role of social institutions and personal morality. We will also study a variety of vexing questions that we find in our daily lives and in television and film... What is a trusting romantic relationship? Does it make sense to trust a vampire or a gangster? Am I trustworthy? Typical Readings: Baier, *Moral Prejudices*; Potter, *How Can I Be Trusted?*; Hobbes, *Leviathan*; Gambetta and Hamill, *Streetwise: How Taxi Drivers Establish Their Customers' Trustworthiness*; McGarity and Wagner, *Bending Science: How Special Interests Corrupt Public Health Research* (Frost-Arnold)

006 America in the 60s: Talkin' 'Bout that Generation Large but (for most of us) vaguely-remembered events from that era still haunt our lives: Obama mentions how he couldn't have been elected without the earlier work of Martin Luther King and the Civil Rights Movement, while critics of the current wars in Iraq and Afghanistan compare them to Vietnam. In their current incarnations, the Feminist Movement, the Gay Rights Movement, and the Conservative Movement date from that decade. And most of us would recognize images and sounds of protests, hippies and classic rock music. But what really happened in that decade that so bitterly divided this country, and whose memory divides us still? What caused the multiple cultural upheavals that so changed the nation? And where is Vietnam, anyway? In

this course we will study the history of America in the 1960's, carefully examining its central events and looking at the lives of some of the major historical figures from that tumultuous decade. We will examine the cultural changes that occurred and the music, art and writing that grew out of them. And we will look at the ways the decade is both remembered and misremembered today, and what the multiple meanings of "the sixties" are in our contemporary culture. Typical readings include: Isserman & Kazin, *America Divided*; Moody, *Coming of Age in Mississippi*; O'Brien, *The Things They Carried*. Films: *Eyes on the Prize*; *Dr. Strangelove*. Music: songs by the Beatles, Bob Dylan, Jimi Hendrix. (Frug)

008 Epidemics & Promise of Biotechnology Scientists warn that we are long overdue for a worldwide epidemic that will probe more deadly than the influenza epidemic of 1918 and the current AIDS epidemic. The influenza epidemic of 1918 killed between 20 and 40 million people; half the American casualties during World War I were from the flu, not combat. Most viciously, the 1918 flu killed fast; there are many accounts of people dying within 24 hours of getting sick. By comparison, the recent outbreak of SARS was far more deadly. The 1918 flu has a mortality rate of 2.5 percent, while the mortality from SARS was between 7 and 20 percent. Certainly the persistent cases of bird flu in several Asian countries have doctors and scientists bracing for another deadly epidemic. But other scientists believe that we now have tools to combat epidemics and that it is likely that we would be able to contain another global outbreak. Biotechnology provides scientists with tremendous tool to combat diseases. But will biotechnology be enough to fight epidemics? This course explores the scientific, social, historical and moral issues surrounding control of epidemics. Typical readings: *Plague Time*, by Paul Ewald; *Flu*, by Gina Kolata; *The Mold in Dr. Florey's Coat*, by Eric Lax, and selected articles from *Discover*, *The New York Times*, and *Scientific American*. (Carle)

028 The Moral Animal Right and wrong are universal concepts found in all human cultures. But are they innate to human nature-part of our genetic make-up, as some scientists suggest? Or-as some social scientist suggest-do they have to be taught to and learned by each individual anew? Are they-as religions suggest-mandated by some higher authority? Or are they-as philosophy suggests-products of human inquiry? Do we make moral choices with a free will, or are they determined by genes and personal history, or fated by chance and other external forces? In this course, we will sample some of the most powerful and interesting attempts to deal with these questions at a variety of times and places. We will read selected religious, philosophical, and scientific texts that probe the issues. Additionally, we will examine a variety of of literary texts-memoirs, stories, and plays-that dramatically depict human beings caught up in the process of life, which is to say, confronting complex and difficult moral choices-choices often vexed beyond the personal by social factors of race, class, and gender. We will analyze the characters' decisions, motives, and actions, and we will ask what we would have done in their place. Typical Readings: *Promo Levi's Survival at Auschwitz*, Robert Wright's *The Moral Animal*, Samuel Beckett's *Waiting for Godot*, Kate Chopin's *The Awakening* and *Other Stories*, the anthology of philosophical writing's called *The Study of Human Nature*, the play *Dutchman* by LeRoi Jones (a.k.a. Amiri Baraka), and Kurt Vonnegut's *Welcome to the Monkey House*.

017 Multiple Reality: The Unconscious in Myth, Literature, and Art Death, dreams, desire and the workings of chance: in this course students explore the use of the aesthetic image to delve into these dimensions of reality usually out of reach to our waking consciousness. Against a theoretical background that draws from anthropological, psychoanalytic, linguistic and aesthetic sources, the journey begins with tales from antiquity, passes through the imagistic thinking of pre-scientific Renaissance physics and cosmology, and arrives at two main artistic movements of the 20th century: surrealism (its genesis in France and its development as an international movement) and magic realism (as developed mainly in Latin America in the last few decades). Students reflect on various images from these diverse sources and media (painting, literature, cinema) while analyzing their power to reveal multiple levels of experience. Along with a number of written assignments, the course requires a multimedia computer project. (Paiewonsky-Conde)

018 Genocide and the Modern Age The 20th century can aptly be described as the "Age of Genocide"—a century in which mass murder and mass death marked the convergence of modern organization, modern technology and human propensities for violence and indifference to violence. Students in this course examine the history of genocide and its impact on culture, politics and religion. (Salter, Dobkowski)

019 The Science of Consumerism: There's a Reason You Bought That Every day we, as consumers, make choices about what we buy. We may think that we make rational choices based on our own wants and desires, but in fact, our choices are strongly influenced by the companies that make and market the products we buy. We're all well aware of product placement, but new techniques enable a much deeper and more effective means of getting you to buy. In this course, we will delve into the science behind many of these techniques. We will discuss the use of functional magnetic resonance imaging (fMRI) to develop effective commercials and the manipulation of the content of foods by the food industry to encourage over-consuming. We'll also discuss some of the techniques stores use to get you

through the door in the first place, and then how they encourage you to buy things once you're there. We'll discuss the ethical implications of these practices and what we, as consumers, need to be aware of in order to regain some control over what we buy and what we eat. Typical Readings: Lindstrom, *Buyology*; Schor, *Born to Buy*; Kessler, *The End of Overeating*; Walker, *Buying In*; Underhill, *Why We Buy*; Sorensen, *Inside the Mind of the Shopper*. (van Giessen)

020 You Are Here: Geneva 101 Welcome to Geneva, N.Y., your place of residence for the next four years –the first four years of your adult life. This course sets up your Geneva home as a laboratory in which to seek to understand the complex interaction of forces that produce a “place.” We will consider the richness of place from four different angles: demographics, natural environment, built environment, and human activity. Each approach will reveal something different, yet each will overlap with and influence the others. We will read a wide range of texts, walk streets and land, consider work and play, and talk to people who live in and look at Geneva. In the end, we will examine how we come to know and understand any location, while coming to know *this* place, Geneva, in a personal and profound way. Typical readings: Lippard, *The Lure of the Local: Senses of Place in a Multicentered Society*; Brumberg, *The Making of an Upstate Community: Geneva, New York*; Morrow, *Wolves and Hone*; Smith, *An Elegant but Salubrious Village*; Grover, *Make a Way Somehow: African American Life in a Northern Community, 1790-1965*; Grover, *Geneva's Changing Waterfront, 1789-1989*; Le Faro-Fernandez, *Jade Visions*; Knight, *Blue-Eyed Devil*; Tall, *From Where We Stand*. (Creadick, Dunn, Ruth)

023 Monkeys, Morality & the Mind: Science Meets Philosophy What am I? What can I know? Are my choices free? Is there any reason to be an ethical person? These are traditionally considered questions for philosophy, yet many recent scientific findings may influence how we answer them. In this seminar, we will consider the impact of contemporary science on philosophy and ask: What, if anything, does evolution have to do with morality? What do psychological findings about humans' biases show about what (and how) we can know? Is the notion that humans have free will consistent with our current neuroscientific accounts of the brain? If human actions are highly dependent on situational/ contextual factors, as several recent psychological findings have shown, what does this reveal about my identity or personality—who I am? Typical Readings: Sommers, *A Very Bad Wizard: Morality Behind the Curtain*; Appiah, *Experiments in Ethics*; de Waal, *Primates and Philosophers: How Morality Evolved*; and selections from *Journal of Philosophy*, *Journal of Consciousness Studies*. (Frost-Arnold)

024 The Avian Persuasion If you've ever wished you could fly, join the club. If you've ever wondered why you wished you could fly, take this course. Humans have always been drawn to birds. We'll ask why as we try to understand human relationships with birds from the perspectives of writers, musicians, scientists, and back yard bird-watchers, among other types of thinkers—by getting in their shoes. In doing so, can we discover and develop individual relationships with birds that will enhance our connection to the natural world? Can such a heightened awareness change our ways of being, and help change the fate of a planet? Activities include: outdoor birding, scientific and literary readings, film viewings, field trips, a falconry presentation with live birds, guest speakers, critical and creative writing, discussion, individual field observation time, and personalized, species-specific final projects. Viewings come from films such as *Winged Migration*, *March of the Penguins* and *The Life of Birds*; book-based readings include excerpts from *Song of the Dodo*, *Wesley the Owl*, *Sibley's Birding Basics*, *The Goshawk*, *Winter World*, *The Birder's Conservation Handbook*, *Mind of the Raven*, and *Providence of a Sparrow*, as well as articles and literary works. The course will emphasize active synthesis of first-hand experience and outside/secondary sources. Each student will need a field guide to the birds of North America (Sibley or Peterson recommended) a field notebook, and binoculars (8x recommended). (Manring)

027 Politics and the State of Nature The popular television show *Lost* begins by following a group of marooned strangers as they attempt to survive on a mysterious island. From the outset, the group is faced with some fundamental political questions: Who will make decisions for the group? How will these decisions be made? Where will power and authority be vested? How do we avoid getting killed by the smoke-monster? This class will pair readings from political theorists such as Hobbes, Hegel and Kropotkin, all of whom have a great deal to say about the beginnings of political life, with both fictional and non-fictional accounts of individuals thrust suddenly into a state of nature. Readings and media of this kind will include accounts of marooned travelers, such as *Lord of the Flies* and *Lost*, post-apocalyptic tales such as Cormac McCarthy's *The Road* and George A. Romero's *Dawn of the Dead*, as well as historical accounts of the Puritans landing in Massachusetts Bay and the attempt to establish law and order in the 19th century American west. Pursuing the theme of politics and the state of nature, we will also examine recent studies of animal societies, considering the differences and similarities between animal and human political culture. By examining these micro-political spaces we should gain a more elemental understanding for the ways in which political communities are structured. The idea is to remove ourselves from the confusion and bureaucracy of mega-state politics, and focus on some simple, yet deeply profound political and ethical questions. (Weller)

029 Why Aren't All Countries Rich? Why are some countries rich but so many poor? The answer matters because 'rich' versus 'poor' translates into significant differences in the quality of life of the 'average' person in these countries. The history of the post-WWII period is littered with the corpses of 'big ideas' that purported to answer this question and thus provide the key to growth. Colonial exploitation, low investment rates, inadequate spending on education, insufficient financial liberalization, among others, all failed to answer the question by themselves and certainly didn't provide the magic elixir for growth. We will examine the merits and the failings of these big ideas and consider some newer proposals as well. We'll particularly look at the role of political, social and economic institutions and the incentives they create. There may be no single big idea that will work for every country, but we will identify some characteristics that clearly separate the 'poor' from the 'not so poor.' Typical Readings: Easterly, *The Elusive Quest for Growth*; O'Rourke, *Eat the Rich*; Bhagwati, *In Defense of Globalization*; Rivoli, *The Travels of a T-Shirt in the Global Economy*; Mortenson and Relin, *Three Cups of Tea*. (Tessendorf)

038 Class and Gender Through the Lens of Mozart's Da Ponte Operas As a genre, 18th-century Italian opera buffa depended for its dramatic effect on a reversal of the customary expectations of class and gender stereotypes held by members of the middle-class. Nowhere is this reversal clearer and more effectively used than in the three comic operas composed by Mozart for Vienna in the 1780s on texts supplied by the librettist Lorenzo da Ponte. Thus, study of these delightful works provides insight into attitudes about what was considered proper behavior for men and women among the three separate classes of Viennese society (landed aristocracy, professional middle class, and menial domestic servants). Many of those attitudes and expectations still may be found embedded in current European and American societies. This seminar uses the scenarios and the verbal and musical texts as a basis for considering issues of class and gender, then and now. This seminar requires basic reading skills in music notation. Taking Music 110 *Introduction to Music Theory* concurrently would cover the necessary notation before scores are used in class discussion. (Myers)

039 Feminism, Funk, Culture and Politics in the Seventies This course takes as its starting point the thesis that much of what we think of as characteristic of contemporary America, from technology to terrorism, finds its root in the decade of the 1970s. Drawing on contextual readings by a range of historians, students examine writing and cultural objects of the era to consider the validity of this thesis. Texts include novels, essays, political speeches, photographs, music, visual art and film. (Conroy-Goldman)

042 Face to Face: interrogating Race in the U.S. and South Africa This course examines the parallel structures of segregation in the U.S. and apartheid in South Africa. The basic premise is that through the lens of another culture we can come to examine our own culture and history. The causes and effects of segregation and apartheid on race relations are the central focus. How race affects gender, class, and social spaces is explored throughout the readings. Taught from the perspectives of professors from South Africa and the United States, the course provides unique insights into the histories of these two countries. (McCorkle, Moodie, Pinto, Joseph)

044 The Human Faces of Mathematics What is mathematics? Is it discovered or invented? What does it mean to understand mathematics? Why have women been discouraged from mathematics? In what ways is mathematics like poetry or art? Why is mathematics so useful in science? What do mathematicians actually do? Students pursue answers to these questions and others by reading biographies of mathematicians and their ideas. Students employ multiple disciplines including cognitive science, psychology, philosophy, history, and mathematics. Some of these inquiries generate insights into the teaching and learning of mathematics. The goal is a deeper and broader understanding of mathematics as an integral part of human culture and contemporary society. (Kehle)

045 Reflecting Science Science does not exist in a vacuum; it is central to our culture and our society. This seminar explores the role science plays in our world, and gives a new perspective on its impact and significance. Students first examine how scientists view themselves and their work, through memoirs and popular accounts. Then students look at the intersection of science and the arts, considering how writers and painters incorporate scientific ideas in their work. Finally, students consider the public role of science, examining its relevance to political and moral questions associated with terrorism and nuclear power. (Spector)

046 Taking Flight In this course, students explore the science, invention, history, and art of human flight. They see first-hand some of the inventions and contributions of famous aviators in history, and learn much about flight from local experts and enthusiasts. Students build their own flying contraptions—from simple paper creations that float freely through the air, to realistic model aircraft that fly under complete control. Students read and write about flying, and about building things that fly. Students help each other do all of this, and show others the excitement of taking flight. (Orr)

056 Bird Obsession: Beauty of the Beast Birds have captured the hearts and minds of people for centuries. Early texts from Chinese, Greek and other cultures discuss birds in the context of religion, the humanities, and science. Backyard bird feeding and bird watching are among the top hobbies. Conservationists advocate spending millions of dollars on saving and protecting birds from extinction. Why are we so obsessed with birds? Is it their amazing ability to fly, their almost implausible migrations, their vibrant colors, their curious personalities? In some religions, birds have been invoked as symbols of peace, power, trickery, gluttony, and intelligence. Do the lives of birds really embody these anthropomorphic characteristics? Do birds provide an avenue to connect us with our environments, the patterns of nature, and environmental issues? In this course, students examine the lives of birds, the people who are obsessed with birds, and their interactions from a variety of perspectives. They examine birds as models for conservation and science, as religious symbols, and as subjects of art and literature. Finally, students have an opportunity to connect with the environment of the Finger Lakes region by learning about and observing our local birds. (Deutschlander)

057 Facets of Islam Islam is important. Not all Moslems are religious or political extremists, yet the most immediately threatening challenges to Western modernity are emerging from radical Moslem groups. Furthermore, Moslem countries control most of the fuel on which our current lifestyle is based. For these reasons alone, Americans need to understand the Moslem world far better than we presently do. But the defensive dictum to “know your enemy” is only the most shallow reason for studying Islam, which is the fastest growing religion in the world today. Why is that? Students explore with critical but open minds the appeal of this religious tradition and way of life. “Facets of Islam” first constructs a basic but coherent narrative of Islam in history. Then students sample the splendors of Islamic civilization in architecture, science, gardens, and poetry. Students confront honestly some problematic and troubling issues which divide the Moslem worldview from our own. Finally, students remind themselves of the diversity of the Moslem world today in music, food, and festival. (McNally)

058 Tales of the Village Idiot: Russian and American Folklore In this course, students survey the wealth of Russian folk tales, epic songs, legends, riddles and other elements of the oral tradition as well as the later literature these genres inspired. Students examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless and Ilya Muromets, and read many types of folktales, including magical, animal and “idiot” tales. Materials include art and music arising from the Russian folk tradition. Students also consider the role of folklore in contemporary American life, and the ways in which some genres continue to produce new examples of folklore. The final course project will be the production of a short stop-motion animated film based on one of the Russian tales. Typical readings: Pushkin, *Russian and Liudmila*; Gogol, “Vii,” “Christmas Eve;” Tolstoy, “Three Hermits,” “How Much Land Does a Man Need;” Turgenev, “Bezhin Meadow”, selections from many different types of folklore, including tales, epic songs, legends, riddles, tongue twisters, charms, and chants. They will also read from Russian literature directly influenced by the folklore tradition. (Galloway)

066 Thinking Critically about God The concept of God has shaped how billions of people have lived their lives. Different religions have different ideas about God, but there are some common themes, and many of them raise serious questions: If God is all-powerful, can he create a rock so heavy he cannot lift it? If God is all good, then why is there evil in the world? If God is all-knowing (including the future), then how can I have free will? We will examine these and many other tough questions by reading classic and contemporary writings. Students will engage in at least two structured classroom debates and will also write frequently about many challenging topics. This course is a rational inquiry into these issues that is open to everyone, regardless of their belief system. Please note: There will be several required films outside of regularly scheduled class times. Typical readings: Various proofs of God’s existence by Aristotle, St. Anselm, St. Thomas, etc.; Hume, *Dialogues on Natural Religion*; Plato, *Euthyphro*; Mackie, *Evil and Omnipotence*; Russell, *Why I’m Not a Christian*; Rachels, *Does Morality Depend on Religion?*; Pascal, *The Wager*; Leibniz, *The Best of All Possible Worlds*; Lewis, *The Screwtape Letters*; Stoppard, *Arcadia and Jumpers*, selected films, including *Groundhog Day*, *Crimes & Misdemeanors*, and *A Clockwork Orange*. (Barnes)

072 Rock Music and American Masculinities Elvis, Dylan, Jerry Garcia, Bruce Springsteen, Kurt Cobain. They were central figures in the history of American rock music from 1950s rock and roll to 1990s grunge. But what kind of men were they? This seminar offers an interdisciplinary look at the life, times, and music of these hegemonic men of rock and their non-hegemonic counterparts through the lens of men’s studies; *i.e.*, through the history and theory of American masculinities. Through their study of the soundtrack of late 20th century America, students develop an appreciation for the role of gender, race, class, sexuality and region in shaping men’s identity and experience. (Capraro)

079 Haunting Memories: Revealing the Uncanny What do a diabolical alchemist, a mass-murdering spider, and a videotape that predicts your death have in common? They are all central elements of uncanny stories we will encounter in this seminar. The uncanny, as made famous by Sigmund Freud's article *The Uncanny* from 1919, is a feeling of fear and dread experienced by the reader or viewer of tales, in which past events return to disrupt seemingly stable and comfortable situations. Our tour of the uncanny will begin at the start of the 19th century and continue through the present day and will lead us through several countries, such as Germany, Russia, and the United States. Throughout the semester we will explore how uncanny tales are constructed and how various cultural and historical contexts inform these tales of angst and horror. Typical Readings: Sigmund Freud: "The Uncanny" (1919); Susan Bernstein: "It Walks: the Ambulatory Uncanny" (2003); ETA Hoffmann: *The Sandman* (1817); Edgar Allan Poe: *The Fall of the House of Usher* (1839); Henrik Ibsen: *Ghosts* (1881); *Vertigo* by Alfred Hitchcock (1958); *The Shining* by Stanley Kubrick (1980). (Klaus)

081 Seeing Whiteness Is "whiteness" an ethnic identity? How did certain U.S. immigrant populations "become" white? What is "white privilege"? What does the phrase "white trash" imply? As American Studies scholar George Lipsitz notes, whiteness, like all racial identities, is both a "scientific and cultural fiction" and "social fact [with] all-too-real consequences for the distribution of wealth, prestige, and opportunity" In this course, students discover how and why scholars have come to see "whiteness" as a subject. Students delve into the interdisciplinary scholarship that has emerged around the subject of whiteness on the last two decades - from history, literary studies, media and cultural studies, and gender/sexuality studies. Students also study the way whiteness has been represented in novels, plays, and memoirs as well as through film, television, and other visual or material culture texts. Typical readings: Oedigerm Black on White: Black Writers and What it means to Be White; Jacobson, Whiteness of a Different Color; Lipsitz, The Possessive Investment In Whiteness; Newitz & Wray, White trash: Race and Class in America; Morrison, Playing in the Dark: Whiteness and the Literacy Imagination; McIntosh, "What Privilege: Unpacking the Invisible Knapsack."

082 Peace? Peace Studies is an emerging field of inquiry that addresses what a person should know, be able to do, and feel in order to contribute to a peaceful society. In this seminar we will provide an introduction to peace studies by focusing on four topics: 1) a cultivation of the ability to work through the ethical issues connected to peace and war; 2) the development of skills in young people that promote peace - conflict resolution, team-building, and anti-bias education; and 3) the development of global perspective on peace issues - especially with regard to the Colleges' study-abroad program, how one might go about developing a productive sense of global citizenship. Course materials will include Barash, *Approaches to Peace: A Reader in Peace Studies*; Beah, *Long Way Gone*; Mortenson and Relan, *Three Cups of Tea*; readings from Lee, *Intervention, Terrorism, and Torture*; Contemporary Challenges to Just War Theory; Lantieri, *Waging Peace in Our Schools*; Fisher, *Getting to Yes*. (Temple)

085 Knowing Bodies How do you live in your body? What choices do you make every day? 'Knowing Bodies' is an introduction to claiming oneself through the education of the mind and body simultaneously. Students begin to explore the relationships between body and mind and how they project themselves to the world. Students learn to acknowledge their individuality while improving movement potential and self expression--oral, written, and movement-based. Students become keen observers while learning about the structure and movement potential of the human body through movement explorations and hands-on techniques. They develop skills for improving movement facility and begin to acknowledge and understand conscious and unconscious behaviors. Students demonstrate self identity and artistic expression through the creation of art collages and movement studies while becoming more effective communicators through journal writing, discussion, oral presentations and movement expression. Typical Readings: Olsen, *BodyStories*; Minton, *Body and Self*; Feldenkrais, *Awareness through Movement*. (Iklié)

090 Money in Literature Love makes the world go round; or is it money? This course examines literature in which money, credit, and debt play critical roles. The course will trace the changing roles of money over time, as economic and social relations, including love, become increasingly influenced by money. It also explores competing economic and non-economic theories of the roles and meanings of money as a representation of value. (Cooper)

091 Saying Yes, Saying No: Drugs, Relationships, & Education How do schools address such controversial topics as drugs, sex and relationships? How do we learn about drugs, both legal and illegal? Sex? Relationships? How does what and how we learn about these topics influence our choices? In this course we will address these questions, broadly defining drugs to include everything from caffeine and nicotine to alcohol, cocaine, ecstasy, Ritalin, steroids, so-called smart drugs, and any other substance, legal or banned, that has psychoactive properties. Working together to complete an in-depth ethnographic research study of the role of drugs on campus, we will also examine the research of various disciplines to conduct an in-depth literature review of the role of drugs in education systems historically through the present. The ultimate goal of the course is to write a group book prospectus and to have each student submit a chapter

for possible inclusion in the manuscript. Reading include; *Drugs and Society* by Hanson and Venturelli, 2005; *Learning Limits* by Williams (1998); sections of Bogdan and Biklen's (2008) *Qualitative Research Methods for Education* (on reserve in the library); and articles on blackboard such as Gazzangia (2005) *Smarter on Drugs?* from *Scientific American Mind*. (Williams)

092 Code Making & Code Breaking For thousands of years, people have gone to great lengths to keep secrets and others have gone to even greater lengths to discover those secrets. This course will survey 2500 years of cryptographic technology, from relatively simple classic ciphers to the pivotal breaking of the Enigma in World War II, to sophisticated modern techniques set against a backdrop of historical drama and intrigue. Issues of security and privacy in our increasingly online world will also be considered. Interest in puzzle solving is a must; studying code making and breaking means trying it yourself! Typical Readings: *The Code Book* by Simon Singh; *Cryptology* by Albrecht Beutelspacher; "The Gold-Bug" by Poe; "The Dancing Men" by Conan Doyle; *Crypto: How the Code Rebels Beat the Government, Saving Privacy in the Digital Age* by Steven Levy. (Bridgeman)

093 Playing God: Ethical Debates in Medicine How do we respond ethically to the problems posed by medical policies and practices? What ethical principles would we use? Should medical decisions take into account the patient's cultural and religious backgrounds? How do different cultures treat illnesses? This course is an interdisciplinary approach to the moral, philosophical, social, and legal dimensions of the theories, policies, and practices in medical ethics. We will examine a number of ethical theories such as Virtue Ethics, Utilitarianism, and Feminist Ethics to approach the topics in question. We will also approach the medical problems and practices from a range of perspectives, including Jewish, Christian, Feminist, Latino and African-American, with an emphasis on Asian and Islamic ones. Specific issues covered will include concepts relevant to ethical theories, religion and bio-ethics, human and animal rights, and health care systems. (Anwar)

094 The History of Everything Did you know that it was not until 300,000 years after the "big bang" that light occurred, or that in the year 2000, the tenth largest economic entity in the world was Microsoft (Australia was thirteenth, to put things in perspective)? David Christian's *Maps of Time* is an example of a recent form of historiography called "big history," because it attempts to locate human beings from the perspective of much larger contexts than the traditional historical periods. Christian's book begins nanoseconds after the "big bang," describes the development of the universe, the formation of our planet, the origins and evolution of life, including human life, and continues to trace human history through the origins of agriculture, the development of cities, states, and civilizations, the development of world religions, etc., up to globalization and the modern world, and then it peeks into future. What this course will do is to give us the opportunity to orient and seek to understand ourselves in relation to a variety of contexts from the cosmic to the global to the national and the local, contexts which, as Christian's book shows us, no matter how vast, or distant, or alien they may seem, create the patterns that play an intimate role in shaping our lives. Typical Readings: Christian, *Maps of Time*; *The New York Times* (Holly)

095 Drawn to Nature The natural world is filled with incredible beauty and amazing stories of adaptation and survival. Many of these stories remain untold despite centuries of exploration, natural history, and scientific discovery. Since Aristotle, naturalists have observed nature in an attempt to describe its beauty and complexity. Among them were scientists like Charles Darwin, artists like John James Audubon and writers like Henry David Thoreau. It is often said that curiosity about the world around us is the basis for all human learning. In this course we'll use your natural curiosity to explore the natural history of the Finger Lakes region using both scientific and artistic expression. We'll examine award-winning natural history writing, chronicle the contributions great naturalists have made to our understanding of the natural world, and we'll create our own illustrated natural history journals. Along the way, you'll develop the observational skills that will allow you to better describe the natural world in prose and art. Typical readings: *Naturalist's Guide to Observing Nature* by Kurt Rinehart; *The Best American Science and Nature Writing 2007* edited by Richard Preston; *Keeping a Nature Journal: Discover a Whole New Way of Seeing the World Around You* by Clare Walker Leslie and Charles E. Roth. (Ryan)

096 Envisioning the Vanquished: The Aztecs in History In 1843, more than four hundred years after the conquest of Mexico, American historian William H. Prescott reconstructed a detailed account of Aztec cannibalism, expressing shock not a mere act of cannibalism, but at the manner in which the Aztecs consumed the flesh of their victims: "prepared with art" in lavish banquets, "attended by both sexes, who...conducted themselves with all the decorum of civilized life." "Surely," he went on to write, "never were refinement and the extreme barbarism brought so closely into contact with each other!" Prescott's fascination was by no means unusual. Since their "discovery" by the Spanish in the sixteenth century, the Aztecs combination of the hallmarks of "civilization" with sensational aspects of "barbarism" has

drawn the gaze of scholars the world over. The stark contrast has also made the Aztecs a particularly versatile political symbol: where some have seen in the Aztec Empire the promise of an authentic Indian civilization, others have seen typical Indian brutality, superstition, and despotism. In either case, the historical memory of the Aztecs has impacted the way their living indigenous ancestors have been interpreted and treated by the outside world. In this course, we will look at five centuries of histories of the conquest of Mexico to examine how people have used the Aztec as a canvas upon which to project their own images of civilization. In so doing, we will interrogate the idea of “civilization” and the place of “Indian” and other non-Western cultures therein, and how they have both changed over time. (Ristow)

097 Going Home What does it mean for us to go home? As we change our ideas of home change, and so too do the circumstances from which we return. By Thanksgiving break, every first year student will face directly the question of “home.” Half of HWS will students face it after studying abroad. And in a time of multiple wars, it is a question that the current generation will wrestle with for the rest of its lives. We will start our exploration with the classic tale of return, The Odyssey. We will follow Homer with “re-takes” on the Odyssey by Nikos Kazantzakis (in *The Odyssey: a Modern Sequel*), Derek Walcott (in *Omeros*), and a “retelling” of the Odyssey from Penelope’s perspective in *The Penelopiad*. The course will end with a policy discussion regarding Veterans in the USA based on Jonathan Shay’s *Odysseus In America*, a psychoanalytic exploration of what it meant for Vietnam Veterans to return home after the war. (Salter)

098 Dictatorships & Resistance Can you imagine a whole country as a victim of injustice? In contemporary societies worldwide, dictatorships exist in different forms, even without a dictator. This course will explore the exercise of State power over bodies of the so-called undesirable part of its population (the poor, the leftist Idealist, woman, etc.) We will examine the struggle against the State power of Nazism in Europe; we will study dictatorships and post-dictatorships in Latin America and how power has transformed from State to market economy. This course will take a journey through various expressions of human resistance, in music, literature, and film to study the heroic opposition to dictatorship and the beauty of valiant human spirits. Thus, this course will examine ethics, social action, social policy, social justice, and the responsibilities of citizens in contemporary society, Selected readings: *The President* (El señor presidente) Asturias) *The Kiss of a Spider Women* (El beso de la mujer araña)(Puig) *Distant Star* (estrella distante) (Bolaño), *Little School* (La escuela)(Patnoy). (Choi)

099 Arts Smarts Art in the twentieth century was propelled by a series of movements and manifestoes, as one “-ism” succeeded another (realism, naturalism, symbolism, surrealism, impressionism, expressionism, modernism, postmodernism, and so on). This was true not only in the fine arts, but in the liberal arts as well: in fact, there was a rich give-and-take of ideas between critical theorists (who reflected on the arts) and artists themselves (who tested these theories in practice). In this class we’ll look closely at a wide range of twentieth-century artworks, from Picasso to T. S. Eliot to The Clash, stopping at all points in between. Our primary goal, however, will be to introduce you to the dozens of “-isms” that these artworks embody and that continue to provide the conceptual foundations for our work in the fine and liberal arts. Typical Readings: Selected poetry, novels, plays, paintings, films and music, including Beckett, *Waiting for Godot*; Coetzee, *Foe*; Wiene, *The Cabinet of Dr. Caligari*; The Magnetic Fields; 69 Love Songs (Carson)

100 As Good as the Book? Why is it that when we go to a movie based on a favorite book, we often come away disappointed? Why is it that a film based novel can often inspire us to read the novel? This course will explore these questions. Film today is in a position in our culture analogous to the position the novel once held in literary tradition. It is still; largely a medium that belongs to popular culture, yet its sense of emotional immediacy, the persuasive power of visual storytelling, and filmmakers’ ability to respond to current ideas and trends of thought often means that modern film is a useful window on the age in which the film was made. There is another focus here as well; we discuss important questions about how and by whom meaning is made in both novels and films and the role of the imagination in completing the picture. We will be reading and screening *The English Patient*, *All Quiet on the Western Front*, *Dangerous Liaisons*, and *Wuthering Heights*. (Minott-Ahl)

101 New Chemistry Meets Old Art Art and science sometimes seem incompatible. In this course, we challenge that perception. We begin with art history and the scientific discoveries that impacted painters, especially discoveries and inventions of new pigments. At the same time, we use art projects to reinforce fundamental scientific principles. We then explore prehistoric art in depth, especially the ancient cave art found in Europe, to illustrate how science helps us understand ancient art. Finally, we ask how human creativity has changed over the past 40,000 years. This question requires a thorough understanding of the similarities and differences between biological and cultural evolution. Typical Readings: Ball, *Bright Earth: Art and the Invention of Color*; Vialou, *Prehistoric Art and Civilization*; Delamare and Guineau, *Colors: The Story of Dyes and Pigments* (Bowyer)

102 Thinking and Creating This is a course about intelligence, creativity, and all the students in the class—how they think and create. While participants study the history of intelligence testing in Stephen Jay Gould's *Mismeasure of Man*, the *Bell Curve* debate, the theory of multiple intelligences by Howard Gardner, and many scholars' theories of creativity, the course explores each student's thinking patterns, problem-solving styles, and capacity for creativity. Focus is placed on thinking and creating as facets of learning through the arts in education. The last six weeks of the semester comprise a service-learning component in the Geneva Middle School, where Colleges students facilitate learning in the classroom. Integrated arts experiences are directed toward the development of non-conformist thinking and acceptance of self and others, toward a less-violent culture governed by compassion and reasoned responses in place of judgment and impulsivity. (Davenport)

FSEM 103 The Reality Effect (It Was Not A Dark and Stormy Night) Stories infuse our lives. In this course, we will examine real stories—perhaps urban legends like “Kentucky Fried Rat,” political or advertising storytelling, even identity narratives like college application essays—all kinds of stories that humans shape and that shape us in turn. Our core question is “How do we use narrative, and how does narrative use us?” We will aim to become more adept at analyzing real stories for craft, purpose and impact, but we will also aim to become more skilled at telling real stories by creating some of our own; expect much reading, writing, and revision. We may explore virtual reality narratives or the biological basis for narrative, or other choices based in part on student interest. Please note, this is *not* a fiction-writing course, although fiction writers may enjoy and benefit from it. Typical Readings: Le Guin, “It Was a Dark and Stormy Night”; Aristotle, *Poetics*; The 9/11 Commission Report; the Iraq War blogs of rebelcoyote; *New York Times* “Lives” columns; Lunsford, *The Everyday Writer*; Hjortshoj, *Transition to College Writing* (Hess)

FSEM 110 Education, Justice, and Happiness Worried about injustice and misery in a society that had executed his great teacher, Socrates, for “corrupting the youth,” Plato devoted one of the greatest books ever written to the question of how people can live in a way that leads to social justice and personal happiness. His concerns inspired him to investigate many topics that remain important today: education, the equality of the sexes, democracy and tyranny, psychological health, class divisions, censorship and the nature of art, and the nature of knowledge and reality. Plato's Republic remains one of the most interesting works about education, justice, and happiness. In this seminar, we read the Republic, cover to cover, along with modern works, and discuss the parallels between these important topics as they arose in ancient Athens and as they arise in the 21st century and in our own experience. (Barnes, Brophy, King, Lee, Oberbrunner)

123 Ancient Warfare: How Homer's Iliad Changed the World The “West's” first literary work in Homer's Iliad, a poem about war that made an indelible imprint on later European cultures. Every Greek and Roman author, and many later European authors, strove to emulate and respond to this one text. What does this mean for us? Is the Iliad ‘only literature’, or has its cultural impact been more pervasive? Why was ancient Greece's first literary act a martial one? What does it mean that our culture views Iliad as a foundational text defining who we are as “Westerners”? To what extent does Homer's Dark Age culture shape our own? To investigate these questions, we will first read Homer's Iliad. What are epic's origins? What is the Iliad's story? Next, we will discuss the text as an historical document: Are Homeric values and combat ‘authentic’? From here, we will discuss how later Greeks and Romans viewed the Iliad. Finally, we will assess how the Iliad might inform our own understanding of war, violence, justice, and injustice. As we explore these issues, we will read the poetry of Tyrtaios and Sappho, the histories of Herodotos and Thucydides, Arrian's account of Alexander, Catullus' c. 64, and Vergil's Aeneid. We will also consider the archaeological evidence for ancient military technology, and view relevant modern films, both those recounting ancient battles (e.g., Troy, or 300), and those which mark the Iliad as ‘ground zero’ for the “Western” tradition's alleged glorification of violence (e.g., Unforgiven). (Himmelhoch)

147 Africa: Myths and Realities Africa is the continent Americans probably understand the least. As a result, there are many myths and misconceptions about the people and the countries of this vast continent. This course examines the reality of Africa from many viewpoints: its geography, environment, demographics, and history; its social, economic, and political structures; and its art, music, and literature. Students also examine contemporary issues in South Africa, Nigeria, Senegal, Rwanda and elsewhere. Among the course's varied experiences are guest lectures, films, and readings. (Frishman, McCorkle)

160 Chemistry and Crime Are you as fascinated with forensic science as I am? If you are then this seminar is for you! In this seminar students will read samples from classic works of fiction by Arthur Conan Doyle as well as some of the more recent works by authors such as Patricia Cornwell. We will also look at case studies in forensic science and from these students will learn how unique chemical methods are used to gather criminal evidence and to what extent

these techniques better our lives by helping to fight crime. Laboratory investigations of such things as developing latent fingerprints, blood detection, cocaine detection (trace quantities), and the chemical content of your hair will be performed. The importance of each process and its results will be discussed in terms of the chemistry required to comprehend the finds. Furthermore, this seminar will examine how television portrays forensic science. We will compare early portrayals like Quincy to the fictional television shows of today that include CSI and Crossing Jordan. We will also look at a recent television show that deals with real case studies in forensic science. (de Denus)

FSEM 194 **Happiness** How does the way we think and feel affect our life experiences? Is everyone capable of enjoying life? Do we have control over our happiness even in the face of challenging, stressful, and/or oppressive environmental circumstances? In this course, students will explore core concepts of positive psychology with a particular focus on positive emotion, enjoyment, gratitude, forgiveness, resiliency and hardiness. Students will examine cultures and individuals who demonstrate some success in controlling their inner perspectives in ways that allow them to survive and prosper, even in the face of significant challenge. Students will be asked to consider how their existing personal approaches to life promote or obstruct the experience of their own happiness. Additionally, students will learn some specific skills intended to build resiliency and hardiness. Typical Readings: Csikszentmihalyi, *Flow: The Psychology of Optimal Experience*; Seligman, *Authentic Happiness Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*; Emmons, *Thanks!: How the New Science of Gratitude Can Make You Happier* (VanLone)

Bidisciplinary Courses

120 Russia and the Environment The Soviet Union left a devastating legacy of environmental misuse that Russia still grapples with today. Students consider whether the Soviet model of environmental change is distinctive by looking at the roles played by geography, history, Russian culture, and the Soviet economic and political system. They also consider how the attempted transition to a market-based democratic system has affected the Russian approach to environmental issues. Students look at such cases as the Chernobyl disaster, the desertification of the Aral Sea, the destruction of the Caspian caviar trade and the threat to Lake Baikal. (J. McKinney/Welsh, *Spring, offered alternate years*)

200 Introductory Dialogues in Critical Social Studies We use social and cultural theory in our everyday lives but rarely very consciously. This course investigates ways in which hegemonic “common sense(s)” are constructed and changed, both in society and the academy, and the purposes they serve. The aim is to heighten awareness of personal, practical, and policy implications of social theory, and develop critical responses to it. (Staff, *offered alternate years*)

210 The Curious Cook: the Science and Art of Cooking and Eating While cooking is an art, it is also a science. Every kitchen is a laboratory, and each dish is the result of a series of scientific experiments. To achieve great art in the kitchen, the cook must combine the fundamentals of food chemistry with a fluency in the scientific method. Students in this course learn to cook, appreciate, and describe great food as artists and scientists. Excellence in reading, writing, and oral communication is emphasized. Prerequisites: Permission of instructor; students must not have taken a college-level science course. (Forbes/Bowyer, *Fall, offered alternate years*)

211 Labor: Domestic and Global Labor is fundamental to the human condition, and it is also the class name of those who work. Exploring the challenges facing the working class today, and situating them in the history of the labor movement here and abroad, are the objectives of this course. Debating political strategies of the labor movement, different interpretations of how the economy works, and of how racism and sexism have divided both the workplace and labor movement are central to those objectives, as is gaining an understanding of world labor migration past and present. (Johnson/Gunn, *Fall, offered alternate years*)

229 Two Cities: NY and Toronto This course provides an in-depth examination of these two cities, the most powerful in their respective countries. Each city is examined historically with special consideration given to sociological and economic issues. The basic idea is to see the city as a living organism by using the case study method. By using films, literature, and most importantly, a required five-day field trip to each city, students come to understand the city as a human construction rather than as an abstract concept. Prerequisite: one of the following: BIDS 228, one of the core courses in urban studies, ANTH 247 *Urban Anthropology*, ECON 213 *Urban Economics*, HIST 264 *Modern European City*, or permission of one instructor. (*Spring, offered alternate years*)

234 Poeticizing Life: Romanticism in Britain & Germany This course is an exploration of the literary and cultural ties that connect and mutually enrich both German and British Romanticism in the late eighteenth and early nineteenth centuries. We'll examine the ways in which individual authors influenced each other's lives and work and set these relationships in the wider context of the fundamental changes taking place in the intellectual and political worlds of Western Europe, including the rise of nationalism, in the run-up to and aftermath of the events of the French Revolution. Among the literary figures whose works we will read, analyse, and discuss, we will also explore the writings of the philosophers and politicians who inspired and incensed them with a view to gaining a better understanding of the spirit of an age marked by its willingness to throw open once universal truths to rigorous inspection and criticism. (Klaus/Minott-Ahl)

245 Men and Masculinity This course offers a reinterpretation of men's lives from the perspectives of history and sociology, informed by pro-feminist men's studies. Students assert that masculinity is problematic—for men and for women—but also, subject to change, since it is socially constructed and historically variable. Students focus on men's lives in American society from the late 19th-century to the present, and explore the varieties of masculinities in the diversity of race, class, ethnicity and sexuality. This course allows men and women to come to a deeper understanding of men as men, and to re-think the male experience. The course syllabus includes small-group discussions, guest lecturers, and films. Course requirements typically include three bidisciplinary essays: a biography exploring the problematics of masculinity; an analytic of men in groups; and speculation on solutions and social change. (Harris/Capraro, *Spring*)

262 Architecture, Morality and Society John Ruskin, among the most influential writers and theorists of the 19th century (and curiously overlooked today), argued that the one art form that everyone had to encounter was architecture. We live in buildings, we work in them, we are influenced by them wherever we are; hence, their importance in each of our lives in social life can hardly be overemphasized. Using Ruskin's writings as the central axis, this course examines his central role in the development of art criticism, architecture theory and early modern art. In addition, it explores the relations between architecture and society by examining some of his sociological theories. Along the way, students study Gothic architecture, William Morris and his influence on the Arts and Crafts Movement, the Bauhaus, and such modern figures as Frank Lloyd Wright. (Spates/Mathews, *Fall*)

280 Women's Narratives of Wealth and Power This course examines two aspects of women and the economy. One is the role of women in the economic order and the other is the role women have played in offering alternative ways to understand the relationship between the economy and the formation of social, political and individual consciousness. Major economic theories have consistently not included gender as a category for economic analysis. This course begins with the assumption that women have nevertheless developed ways of conceptualizing the economy and its effects on the major institutions affecting women. These alternative visions have been expressed traditionally in women's novels and by non-traditional women economists. The course approaches the question of women's economic roles from the perspective of institutional economics, literary criticism, feminist criticism, and rhetorical analysis. No prior knowledge of economic theory is required to enroll. The course is a cognate course for the economics major and is crosslisted with the following program majors: Media and Society, Public Policy, and Women's Studies. (Waller/Robertson, *offered alternate years*)

286 Gender, Nation, and Literature in Latin America This course examines the relationship between gender and national cultures in Latin America, from Independence to World War II (c. 1825-1945). As Latin American nations broke from Spanish colonial rule, state-builders confronted the colonial past and set out to forger new national identities and cultures. Specifically, state-builders sought to construct social citizenship and fashion national cultures in societies still asymmetrically ordered on the basis of the exclusionary colonial criterion of gender, ethnicity, class, and geography. Popular works of literature frequently cast the desire to reconcile the colonial order and assert modern nationalist identities in gender terms. In particular, the critical problems of state formation in Latin America—the hope and anxiety associated with post-colonial instability; socioeconomic equality, ethnic unity, and spatial consolidation; the quest for modernity; and the assertion of sovereignty and authenticity—often took on erotic overtones. Unrequited love, sexual union, and marriage became central metaphors for understanding (and naturalizing) national consolidation, and establishing the new hegemonic order. By tracing out the “national romances” of Latin America, we can learn much about the role of gender (writ large) in Latin American State formation, and the position of women in the region's post-colonial order. As such, this course will offer students parallel histories of the changing role of women in Latin American culture and literature, and the role of gender in the Latin American political imagination. (Farnsworth/Ristow)

291 Middle Ages Art & Literature This course is part of a topics series. Each course concentrates on a single aspect, socio-cultural manifestation, geographical area and/or development of Medieval culture. The courses are based on the assumption that art and literature are mirrors that reflect, react against or imitate the social and historical conditions of a period. Topics include Dante and Vikings.

295 Alcohol Use and Abuse: Causes and Consequences Alcohol is the most widely used and abused drug in contemporary American society. While attractions, pleasures and possible benefits of alcohol consumption may be debated, there is little argument about the debilitating effect and enormous costs of heavy drinking and alcoholism on the health of individuals, families, and society in general. This course brings together natural science and social science contributions to the interdisciplinary study of this phenomenon by incorporating a variety of academic perspectives including biology, chemistry, social psychology, epidemiology, and sociology, and by making extensive use of multimedia resources. Students explore the effect of family, genetics, peers, ethnicity, and gender on drinking behavior along with the chemical properties and physiological effects of alcohol on the human body. Social patterns of drinking in various societal contexts also are examined. Educational programs are developed to share the course outcomes with the larger community. BIDS 295 can be applied for course credit in sociology and public policy majors and minors and is part of the American Commitments Program of the Association of American Colleges and Universities. It has been recognized nationally as a model for courses about substance use and abuse. (Perkins/Craig, *offered alternate years*)

298 The Ballets Russes: Modernism and the Arts In the history of 20th-century music and dance, no one company has had so profound and so far-reaching influence as The Ballets Russes. This course attempts to explore the artistic achievements of The Ballets Russes by studying the choreography, composition, and design of some of its major productions: *L'Après Midi d'un Faun*, *Petrushka*, *Firebird*, *Le Sacre du Printemps*, and *Les Noces*. It investigates the languages of music, dance, and the visual art as separate but connected expressions of cultural aesthetics through their similarities and their differences. Questions raised include What is the role and nature of the artist within his or her society—mirror of conscience or outcast rebel? What is the importance or function of art itself—a force for social change or an illustration of established values? What does modernism mean in music, dance and the visual arts?
(Myers/Williams, *Fall, offered alternate years*)

316 The Anglo Saxons This course provides an interdisciplinary approach to the civilization and social life of the Anglo Saxon and Celtic realms from the end of Roman Britain to the Norman Conquest—a formative period for later British self-conception and an exemplary instance of blending between Germanic, Celtic, and Mediterranean civilizations. Students work from the perspectives of written and visual evidence—literature, sermons, histories, buildings, manuscripts, and monuments. These materials demonstrate that what has been called a “Dark Age” was not so dark after all. The course benefits students studying English, comparative literature, art history, and European studies.
(Erussard/Tinkler, *Fall, offered occasionally*)

Aesthetics

Program Faculty

Carol Oberbrunner, Philosophy, Coordinator
Laurence Erussard, English and Comparative Literature
Donna Davenport, Dance
Mark Jones, Art

The aesthetics program seeks to help students gain insight into the nature and importance of artistic expression, the role of criticism in the arts, and the place of the arts in society. These are particularly significant issues in the current social climate in which the arts increasingly have been asked to justify themselves, as government funding for the arts and for public education in the arts has dwindled. The program offers an interdisciplinary minor consisting of five courses. To be credited to the minor, a course must be completed with a grade of C- or better.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

There is one required course: PHIL 230 Aesthetics. In addition, from the following list of six artistic disciplines (art, creative writing, film, dance, music, and theatre), the student must choose two artistic disciplines and take two courses in each one. The two courses in each artistic discipline must involve both studio and theory work, according to one of the following combinations: a) one studio course and one theory course; b) two combined studio-theory courses; c) one combined studio-theory course and either one studio course or one theory course. The following list specifies the courses within each of the six artistic disciplines that are studio courses, theory courses, and combined studio-theory courses. New courses, studio courses, or occasionally-offered studio courses may qualify for the minor with approval of the advisor.

ART COURSES

Studio Courses

ARTS	105	Color and Composition
ARTS	114	Introduction to Sculpture
ARTS	115	Three Dimensional Design
ARTS	125	Introduction to Drawing
ARTS	165	Introduction to Imaging
ARTS	203	Representational Painting
ARTS	204	Abstract Painting
ARTS	209	Watercolor
ARTS	214	Metal Sculpture
ARTS	215	Sculpture (Modeling)
ARTS	225	Life Drawing
ARTS	227	Advanced Drawing
ARTS	245	Photo Screen Printing
ARTS	246	Intaglio Printing
ARTS	248	Woodcut Printing
ARTS	265	Intermediate Imaging
ARTS	267	Digital Imaging
ARTS	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop Theory Courses
ARTH	100	Issues in Art
ARTH	110	Visual Culture
ARTH	201	AfricanAmerican Art
ARTH	210	Woman as Image Maker
ARTH	211	Feminism in the Arts
ARTH	255	French Roots of Modernism
ARTH	282	American Art of the 20thCentury
ARTH	306	Telling Tales: Narrative in Asian Art
ARTH	308	Roman Art and Politics
ARTH	333	Art Since 1960
ARTH	335	Femme Fatale and Film

CREATIVE WRITING COURSES

Studio Courses

ENG	260	Creative Writing
ENG	305	Poetry Workshop
ENG	309	Workshop: The Craft of Fiction
ENG	310	Creative Non-Fiction Workshop
ENG	315	Advanced Fiction Workshop II

Theory Courses

ENG	210	Modernist American Poetry
ENG	223	Environmental Literature
ENG	238	Flexing Sex
ENG	239	Popular Fiction
ENG	246	Globalism and Literature
ENG	264	Post World War II American Poetry
ENG	281	Literature of Sexual Minorities
ENG	291	Introduction to AfricanAmerican Literature I
ENG	300	Literary Theory Since Plato
ENG	302	PostStructuralist Literary Theory
ENG	304	Feminist Literary Theory
ENG	312	Psychoanalysis and Literature
ENG	318	Body, Memory, Representation
ENG	327	The Lyric
ENG	342	Readings in MultiEthnic Women's Literature
ENG	354	Forms of Memoir
ENG	381	Sexuality and American Literature
ENG	394	Story and History
WRRH	322	Adolescent Literature

DANCE COURSES

Studio Courses

DAN	140	Dance Ensemble
DAN	200	Dance Composition I
DAN	250	Dance Improvisation
DAN	300	Dance Composition II

DAT Any full-credit dance technique course or two half-credit technique courses.

Theory Courses

DAN	210	Dance History I
DAN	212	Dance History II
DAN	432	Dance Education Seminar

Combined Studio Theory Courses

DAN	105	Introduction to Dance: Theory and Practice
DAN	305	Somatics
DAN	325	Movement Analysis: Laban Studies

MUSIC COURSES

Studio Courses

MUS 900 Any two private instruction or ensemble courses (900 series) will count as one studio course. Consecutive study not required.

Theory Courses

MUS 110 Introduction to Music Theory
MUS 120 Tonal Theory and Aural Skills I
MUS 121 Tonal Theory and Aural Skills II
MUS 202 History of Western Art Music: Medieval and Renaissance (600-1600)
MUS 203 History of Western Art Music: Baroque and Classical (1600-1800)
MUS 204 History of Western Art Music: Romantic and Modern (1800-1950)
MUS 231 Tonal and Chromatic Theory
MUS 232 Advanced Chromatic Theory and Counterpoint
MUS 401 Form and Analysis

THEATRE COURSES

Studio Courses - Theatrical Production and Performance

THTR 178 Acting I
THTR 179 Introduction to Stagecraft
THTR 225 Introduction to Lighting and Design
THTR 275 Acting II
THTR 305 Advanced Acting Styles
THTR 307 Playwriting Workshop
THTR 386 Shakespearean Performance
THTR 900 Theater Production (half credit course)

Theory Courses – Dramatic Literature, History, and Theory

THTR 270 American Drama
THTR 278 Introduction to Dramatic Literature
THTR 328 European Drama from Lessing to Ibsen
THTR 380 Modern Drama
MUS 210 American Musical Theatre

FILM

Studio Courses

THTR 178 Acting I
THTR 275 Acting II
ENG 308 Screenwriting I
MDSC 305 Film Editing

Theory Courses

ARTH 212 Women Make Movies
ENG 176 Film Analysis
ENG 230 Film Analysis II
ENG 233 The Art of the Screenplay
ENG 287 Film Histories I
ENG 288 Film Histories II
ENG 289 Film Histories III
ENG 368 Film and Ideology
ENG 370 Hollywood on Hollywood
ENG 375 Science Fiction Film
ENG 376 New Waves
MDSC 315 Introduction to Social Documentary

Africana Studies

Coordinating Committee

Marilyn Jiménez, Africana Studies, Coordinator
Biman Basu, English
Elena Ciletti, Art
Kanate Dahouda, French and Francophone Studies
Richard G. Dillon, Anthropology
Kevin Dunn, Political Science
Alan Frishman, Economics
Catherine Gallouët, French and Francophone Studies
Jack Harris, Sociology
Cedric Johnson, Political Science
George Joseph, French and Francophone Studies
DeWayne Lucas, Political Science
James McCorkle, General Curriculum
Dunbar Moodie, Sociology
Thelma Pinto, Africana Studies

The Africana studies program enhances the educational development of students by offering courses that reflect the experience of Africa, AfricanAmericans, and the African Diaspora. The program offers an interdisciplinary major in Africana studies and interdisciplinary minors in African studies, Africana studies, and AfricanAmerican studies. All courses to be counted toward a major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

AFS 150 Foundations of Africana Studies or approved substitute, eight courses in one of three concentrations (African, AfricanAmerican, Africana) and a 400level seminar course or internship. Within the eight courses of the concentration, there must be at least one course exploring each of the following perspectives: historical (H), contemporary (CP), artistic/literary (AL), anthropological (A), and comparative or crosscultural (C). An independent study may substitute for the seminar if such a course is not offered.

REQUIREMENTS FOR THE MINOR IN AFRICAN STUDIES

interdisciplinary, 5 courses

An introductory course and four courses from the African concentration list. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or crosscultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program.

REQUIREMENT FOR THE MINOR IN AFRICAN-AMERICAN STUDIES

interdisciplinary, 5 courses

An introductory course and four courses from the AfricanAmerican concentration list. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or crosscultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program.

REQUIREMENTS FOR THE MINOR IN AFRICANA STUDIES

interdisciplinary, 5 courses

An introductory course and four courses from either the African or African American concentration lists. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program. Students are encouraged to take as many comparative or crosscultural courses as their program permits.

CROSSLISTED COURSES

Introductory Courses

AFS 150 Foundations of Africana Studies

African Concentration

AFS	201	South Africa: An Orientation
AFS	214	Senegal: An Orientation (AL)
AFS	216	African Literature II: National Literatures of Africa (AL)
AFS	240	African, Asian and Caribbean Women's Texts
AFS	303	Post-Apartheid Identities (AL)
AFS	309	Black Cinema (AL, C)
ANTH	230	Beyond Monogamy
ANTH	290	Pharaohs, Fellahin, and Fantasy (A)
ANTH	296	African Cultures (A)
ANTH	352	Builders and Seekers (A)
FRE	352	Advanced Francophone Topics: Maghreb Literature (AL)
HIST	283	South Africa in Transition (H)
HIST	284	Africa: From Colonialism to Neocolonialism (H)
HIST	285	The Middle East: Roots of Conflict (H)
HIST	364	Seminar: African History
HIST	461	Seminar: War and Peace in the Middle East
SOC	222	Social Change (C)

African American Concentration

AFS	200	Ghettoscapes (AL, C)
AFS	225	AfricanAmerican Culture (AL)
AFS	309	Black Cinema (AL, C)
AFS	460	Invisible Man and its Contexts (AL)
ARTH	201	AfricanAmerican Art (AL)
EDUC	337	Education and Racial Diversity in the U.S. (C)
ENG	290	African American Autobiography (AL)
ENG	291	Introduction to AfricanAmerican Literature I (AL)
ENG	318	Body, Memory, and Representation (AL)
ENG	342	Readings in MultiEthnic Women's Literature (AL)
FRNE	218	Island Voices: Caribbean Literature in French (AL)
HIST	227	AfricanAmerican History I (H)
HIST	228	AfricanAmerican History II: The Modern Era (H)
HIST	306	Civil War and Reconstruction: 1845-1877 (H)
POL	215	Minority Group Politics (C)
POL	270	AfricanAmerican Political Thought (C)
POL	333	Civil Rights (C)
POL	348	Racism and Hatreds (CP)
REL	238	Liberating Theology (C)
REL	241	Rastaman and Christ (C)
SOC	221	Sociology of Minorities (C)
WRRH	251	Black Talk/White Talk (C)

COURSE DESCRIPTIONS

150 Foundations of Africana Studies This course provides the foundations and context for Africana Studies from an historical and contemporary perspective. It defines the geographical parameters which include the study of Africans on the Continent and in the Diaspora (Europe, the Americas and the Caribbean). It also clarifies concepts and corrects false perceptions of Africa and Africans, with a focus on inclusiveness and diversity of both the traditional and the modern. This course is multi-disciplinary cross-cultural, taught from an African-centered perspective sensitive to race, gender, and class. Faculty members from the departments of anthropology, economics, French, history, political science and sociology participate as guest lecturers. (Pinto)

200 Ghettoscapes More than ever, the ghetto has come to dominate the American imagination. Mainstream media has portrayed the inner city as a place of fear and to be feared. In reaction to this view, many AfricanAmerican and Latino writers and filmmakers have forged powerful images of community and effort. This course focuses on films and literary texts that take up the imagery of the ghetto and its role in modern American society. In addition, students consider the role of the inner city as the crucible for hiphop culture, including its international manifestations. (Jiménez, *offered alternate years*)

201 South Africa: An Orientation This course provides an inter-disciplinary introduction to the people, land and culture of South Africa. It is a requirement for students planning to go on the South Africa program. It is taught from an African-centered and feminist perspective inclusive of the variety and diversity of peoples and cultures. It includes the historical, socio-political, literary and cultural aspects. The cultural component includes music and the arts. Issues of health and safety are central to the course. (Pinto, *Fall, offered alternate years*)

202 Women's Narratives in Post-Apartheid South Africa This course makes students aware of the importance of people in any culture having a voice in the events that influence their lives and examines the contributions of South African women to their history and culture. In the post-apartheid period (since 1994) women's narratives, autobiographies, novels, stories and plays have emerged as a rich source of information about the hidden and silenced majority. These narratives navigate between history and literature reconfiguring women's roles in South African history and culture. The literary texts can in this way contribute to the restoration of women's places and rewriting their history and contributions. No prerequisites. (Pinto, *Fall, offered alternate years*)

216 African Literature II: National Literatures of Africa This course is a continuation of African Literature I and focuses on a single national literature from Africa and the ways in which writers and bards work in the context of the postcolonial national society identity. (Pinto, Joseph)

225 AfricanAmerican Culture This course attempts to identify and analyze distinctive elements of AfricanAmerican culture. It focuses on literature, dance, and film, but also refers to music and visual arts. While it follows the development of AfricanAmerican culture chronologically, it often returns to key experiences and sees them in light of new experiences or different contexts. (Jiménez, *offered alternate years*)

240 African, Asian and Caribbean Women's Texts This course analyzes issues of special importance to Third World women through literary texts. The focus is on the "politics of the body," and includes discussion of such issues as reproduction, fertility and infertility, selfimage and racial identity, and aging. (Pinto, Jiménez, *offered alternate years*)

303 Post-Apartheid Identities This course will examine identity in the past-apartheid South Africa analyzing the influence of racism and sexism over a protracted period on the formation of personal and group identity. Political and ideological manipulation and the distortions created by the apartheid system over a long period will be examined in the context of the new democratic South Africa. The intersections and distortions will be examined in novels and other non-fictional works to determine how to gain integrated identities in post apartheid communities. (Pinto, *offered alternate years*)

309 Black Cinema This course examines films by African, African-American, and other African diaspora directors. It focuses on the attempt by different filmmakers to wrest an African/diasporic identity and aesthetic from a medium that has been defined predominantly by American and European models. Students analyze the implicit and explicit attempts to formulate a black aesthetic within film, as well as the general phenomenon of the representation of blacks in film. Directors considered include Haile Gerima, Ousmane Sembene, Souleymane Cisse, Charles Burnett, Camille Billops, Isaac Julien, Sara Maldoror, Julie Dash, Spike Lee and others. (Jiménez, *offered alternate years*)

310 Black Images/White Myths This course is designed to provide basic analytical tools for the study of racial and ethnic images in films, television, and other texts. The focus is on AfricanAmerican and Latino images in mainstream media as inflected through issues of race/ethnicity, gender, and class. (Jiménez, *offered alternate years*)

430 The Films of Spike Lee The work of Spike Lee encompasses many genres (drama, musicals, documentary, comedy, action films and commercials) and addresses some of the most controversial inter-racial and intra-racial issues of our time; for these reasons, he has become a defining cultural icon, and his films have sparked considerable academic interest. Moreover, Spike Lee's own writing about his films in their pre-production and post-production stages gives us the opportunity to look at the creative process in a unique way. In this course then, we shall study Spike Lee's work,

not only from the usual critical and academic perspective but also from Lee's perspective as an artist. Prerequisites: Africana Studies major. If there is room, non Africana Studies majors will be allowed in the course provided they have taken at least 2 MDSC courses above the 100 level. (Jimenez, *offered alternate years*).

460 Invisible Man and Its Contexts This course is a seminar focusing on a close reading and analysis of Ralph Ellison's *Invisible Man*. Ellison's novel is a pivotal work in the study of AfricanAmerican culture because it draws upon many aspects of the AfricanAmerican experience—history, music, politics, etc., and poses fundamental questions about identity and the nature of American democracy. It also has the distinction of coining one of the enduring tropes of racial discourse—invisibility. Prerequisite: AFS 225, HIST 227, HIST 228, or equivalent. (Jiménez)

461 Experience of Race In this seminar students explore all aspects of race as part of the human experience in an attempt to understand why racial categories are so pervasive and enduring in Western thought. How did racial categories arise? Was there a time when Western societies did not think in terms of race? Or is race a "natural" way of fixing differences? What is the difference between racialized thinking and racism? Has racism ended, as some social thinkers contend? Will we ever stop categorizing people in terms of race? In addition, students examine the differences in how race is experienced in the United States, Latin America and the English-speaking Caribbean. (Jiménez, Pinto)

American Studies

Program Faculty

DeWayne Lucas, Political Science, Chair
Jeffrey Anderson, Anthropology
Betty Bayer, Women's Studies
Kanate Dahouda, French and Francophone Studies
Iva Deutchman, Political Science
Laura Free, History
Christopher Gunn, Economics
Jack Harris, Sociology
William Harris, History
Clifton Hood, History
Khuram Hussain, Education
Jon Iuzzini, Psychology
Cedric Johnson, Political Science
Richard Mason, Sociology
Eric Patterson, English and American Studies
Alison Redick, Women's Studies
William Waller, Economics

The American Studies program interprets American culture from an interdisciplinary point of view that combines critical social science and humanities approaches. The program provides a basis for graduate study in a variety of fields, as well as an excellent background for law, journalism, and other professional careers. American Studies offers an interdisciplinary major and minor. To count toward the major or minor, all courses must be passed with a grade of C or better.

The American Studies curriculum is in the process of being revised. Please refer to the American Studies webpage <http://academic.hws.edu/american/index.asp> and the online catalogue <http://academic.hws.edu/catalogue/amer.aspx> for the most up to date information.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 12 courses

AMST 100, 101, and 201; two courses from the American studies introductory group; six courses from the American studies advanced group chosen to balance between the humanities and social sciences, five of which must focus on a studentdefined topic; and AMST 465.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

AMST 100 or 101, an introductory course from a field relevant to American Studies and four courses from the introductory or advanced groups, three of which center on a major issue or theme. These should include courses from two different divisions.

AMERICAN STUDIES COURSES

Introductory Courses

ANTH	110	Introduction to Cultural Anthropology
ECON	120	Contemporary Issues
ECON	122	Economics of Caring
ECON	135	Latin American Economics
HIST	105	Introduction to the American Experience
LGBS	101	Introduction to Lesbian, Gay, Bisexual Studies
MDSC	100	Introduction to Media and Society
POL	110	Introduction to American Politics
PPOL	101	Democracy and Public Policy
REL	108	Religion and Alienation
REL	109	Imagining American Religion(s)
SOC	100	Introduction to Sociology
WMST	100	Intro to Women's Studies

Advanced Courses

AMST	302	Culture of Empire
AMST	310	History of Sexual Minorities in America
ANTH	205	Race, Class and Ethnicity
ANTH	220	Sex Roles: A CrossCultural Perspective
ANTH	230	Beyond Monogamy
ANTH	282	North American Indians
ARCH	310	Early Modern Architecture
ARCH	311	History of Modern Architecture
ARTH	201	AfricanAmerican Art
ARTH	211	Women in 19th Century Art & Culture
ARTH	282	American Art of the 20thCentury
BIDS	211	Labor, Domestic and Global
BIDS	233	Race, Class and Gender
ECON	212	Environmental Economics
ECON	213	Urban Economics
ECON	232	U.S. Economy: A Critical Analysis
ECON	236	Introduction to Radical Political Economy
ECON	248	Poverty and Welfare
ECON	305	Political Economy
ECON	331	Institutional Economics
ECON	338	Economics of Nonprofit Sector
EDUC	337	Education and Racial Diversity in the U.S.
EDUC	343	Special Populations in Texts
EDUC	370	Multiculturalism
ENG	176	Film Analysis
ENG	204	Southern Fictions
ENG	207	American Literature to Melville
ENG	208	American Literature from Crane
ENG	210	Modernist American Poetry
ENG	216	Literature of the Gilded Age
ENG	230	Film Analysis
ENG	264	Post World War II American Poetry
ENG	281	Literature of Sexual Minorities
ENG	287	Film Histories I
ENG	288	Film Histories II
ENG	289	Film Histories III
ENG	291	Introduction to AfricanAmerican Literature I
ENG	296	Contemporary Native American Literature
ENG	375	Science Fiction Film
FRE	242	Introduction to Quebec Studies
FRNE	218	Culture and Identity in French Caribbean Literature and Society
HIST	204	History of American Society
HIST	205	Modern Mexican History
HIST	208	Women in American History
HIST	215	American Urban History
HIST	226	Latin American Colonial History
HIST	227	African American History I
HIST	228	African American History II: The Modern Era
HIST	231	Modern Latin American History
HIST	240	Immigration and Ethnicity in America
HIST	246	American Environmental History
HIST	300	American Colonial History
HIST	304	The Early National Republic: 17891840
HIST	306	Civil War and Reconstruction: 18451877
HIST	310	Rise of Industrial America
HIST	311	20th Century America: 19171941

HIST	312	The U.S. Since 1939
HIST	314	Aquarian Age: The United States in the 1960s
HIST	336	History of American Thought to 1865
HIST	337	History of American Thought Since 1865
HIST	340	Faulkner and Southern Historical Consciousness
HIST	352	Wealth, Power and Prestige
HIST	471	Civil War in American History
LTAM	210	Latin American Perspectives
MDSC	300	Making the News
MUS	207	Music and American Culture
MUS	210	American Musical Theatre
PEHR	212	Making Connections
PEHR	215	Teaching for Change
POL	203	Campaigns and Elections
POL	215	Racial and Ethnic Politics
POL	219	Sexual Minority Movements and Public Policy
POL	222	Political Parties
POL	225	American Presidency
POL	229	State and Local Government
POL	236	Urban Politics and Public Policy
POL	238	Sex and Power
POL	270	AfricanAmerican Political Thought
POL	290	American Foreign Policy
POL	320	Mass Media
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	363	Digital Networks
POL	366	Theories of American Democracy
POL	424	Consumers as Citizens
PPOL	219	Sexual Minority Movements
PPOL	328	Environmental Policy
PPOL	364	Community Activism
REL	272	The Sociology of the American Jew
REL	278	Jewish Life and Thought in Modern Times
SOC	221	Sociology of Minorities
SOC	223	Social Stratification
SOC	224	Social Deviance
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
SOC	241	Sociology of Sport
SOC	242	Sociology of Business Management
SOC	244	Religion in American Society
SOC	245	Sociology of Work
SOC	248	Medical Sociology
SOC	249	Technology and Society
SOC	251	Sociology of the City
SOC	257	Political Sociology
SOC	258	Social Problems
SOC	259	Social Movements
SOC	261	Sociology of Education
SOC	262	Criminology
SOC	263	Juvenile Delinquency
SOC	271	Sociology of Environmental Issues
SOC	281	Women, Religion and Culture
SOC	290	Sociology of Community
WMST	204	Politics of Health

WMST 309 Ecofeminism
WMST 323 Research in Social Psychology
WMST 357 Self in American Culture

There may be additional newer courses with substantial American content not listed here; students who wish to count such courses toward their American Studies major or minor are welcome to speak to Professor Patterson.

COURSE DESCRIPTIONS

100 History and Form of American Culture This course discusses the origins and development of the dominant cultural institutions of the United States, particularly the evolution and impact of the mass media and advertising and the way in which mass culture perpetuates systems of domination based on class, race, and gender. (Patterson, Fall, *offered annually*)

101 America: I, Eye, Aye This course focuses on American firstperson narratives in order to examine the ways in which a variety of American writers have advanced their moral and political views by conjoining conventions of autobiography, natural history, and social critique. It includes an analysis of the politics of self and national identity through close textual readings. (Hess, *offered annually*)

201 Methods of American Studies as Used in the Study of American Attitudes Toward Nature This course provides a continuation of the issues and ideas raised in AMST 100 and 101. It examines several ways in which theories of culture have been used to look at American attitudes toward the natural world and thus serves to introduce the student of American culture to methods of cultural analysis. It also provides a chronological overview of the evolution of American views of the natural world, touching on attitudes toward Native Americans, natural resources, gender and nature, human uses of animals, development of agribusiness, etc. (Patterson, *offered annually*)

254 American Masculinities: Cultural Construction and Gay Men Taught from a perspective affirming the rights of sexual minorities: course discusses the lives of gay men today, the various constructions of masculinity by gay men, their resistance to homophobic constructions of them, and the “gender insubordination” of some gay men who contest aspects of dominant constructions of masculinity. Examines the experience of gay men in school, sports, work, military service, religion, politics; their representation in the media; the HIV crisis; and differences based on region/race/ethnicity. The course uses analytical texts, fiction, memoir, film, visiting speakers. (Patterson, *Spring*)

302 The Culture of Empire This course traces the history of racist attitudes in the United States and their impact on Native Americans, African Americans, and the people of the Philippines, Japan, and Vietnam. This course requires active participation in classroom discussions and a substantial research paper. (Patterson, *offered alternate years*)

310 The History of Sexual Minorities in America This course traces the historical development of lesbian and gay communities in the United States, with particular emphasis on changing concepts and definitions of lesbian and gay identity, the growth of lesbian and gay social institutions, the development of political organizations devoted to the protection of the civil rights of lesbian and gay Americans, the problem of homophobia, and the political activism generated by the AIDS crisis. The course requires active participation in classroom discussions and a substantial research paper. (Patterson, *offered alternate years*)

465 Senior Seminar: Issues in American Studies (*Offered annually*)

Anthropology and Sociology

Jack Dash Harris, Professor, Department Chair
Jeffrey Anderson, Associate Professor
Sheila Bennett, Professor
Richard G. Dillon, Professor
Brenda Maiale, Assistant Professor
Richard Mason, Associate Professor
Renee Monson, Associate Professor
T. Dunbar Moodie, Professor
Ilene Nicholas, Associate Professor
H. Wesley Perkins, Professor
Devparna Roy, Assistant Professor
James L. Spates, Professor

Anthropology and sociology are closely related social science disciplines. They study the ways in which people live together under various social and cultural conditions. By exploring the multifaceted dimensions of human societies, they seek to understand human behavior, social interactions, and institutional structures in all their diversity.

The anthropology and sociology department offers disciplinary majors in anthropology, sociology, and anthropology sociology; the department offers minors in anthropology and in sociology. All courses to be credited toward any major or minor in the department must be passed with a grade of C- or better.

REQUIREMENTS for the ANTHROPOLOGY MAJOR (B.A.)

disciplinary, 10 courses

ANTH 273, ANTH 306, and a seminar (either a 400-level seminar or a 200- or 300-level seminar with an advanced component); an anthropology course focused on a geographic area; and six additional anthropology electives. Within the six electives, one must be a 300-level course or a 300 or 400-level seminar, and at least two must be outside the student's primary subfield of specialization (cultural anthropology, archaeology, linguistics, or physical anthropology). One 200-level or higher sociology course can substitute for a 200-level anthropology elective course.

REQUIREMENTS for the ANTHROPOLOGY MINOR

disciplinary, 5 courses

ANTH 110 and four additional courses in anthropology, of which at least three must be at the 200 level or above, and one must be a 300-level course or a 300 or 400-level seminar.

REQUIREMENTS for the SOCIOLOGY MAJOR (B.A.)

disciplinary, 10 courses

SOC 100; SOC 211; SOC 212; SOC 300; SOC 464 or SOC 465; and five additional sociology courses, at least one which must be at the 300 level. One 200-level or higher anthropology course can substitute for a 200-level sociology elective course.

REQUIREMENTS for the SOCIOLOGY MINOR

disciplinary, 6 courses

SOC 100; either SOC 211, SOC 212 or 300; and four additional sociology courses.

REQUIREMENTS for the ANTHROPOLOGY SOCIOLOGY MAJOR (B.A.)

disciplinary, 10 courses

ANTH 110; SOC 100; a combination of three courses from department core offerings (ANTH 273, ANTH 306, SOC 211, SOC 212, and SOC 300) that includes both anthropology and sociology as well as both theory and methods; a seminar in either anthropology or sociology; two electives in anthropology; and two electives in sociology.

ANTHROPOLOGY COURSE DESCRIPTIONS

102 Archaeological Myth and Reality: World Prehistory This course seeks to replace myths of "killer apes" and "ancient astronauts" with archaeological reality. A broad survey of archaeological knowledge of both New and Old World prehistory provides a framework for analysis of major transitions in cultural evolution and of selected archaeological puzzles, such as the enigmatic markings of the Peruvian desert near Nazca. This course is designed for non majors who

want a general understanding of what “happened” in prehistory. The course is also suitable for prospective majors who need an overview of the archaeological record against which to set more specialized courses in archaeology. No prerequisites. (Nicholas, *offered annually*)

110 Introduction to Cultural Anthropology This course explores the anthropological understanding of human society through ethnographic case studies of particular societies. In the holistic approach of anthropology, the interrelations of kinship, economics, politics, and religion are stressed. Special emphasis is also placed on anthropological theories of human behavior and the wide range of creative solutions to the problem of social living devised by various cultures of the world. (Dillon, Maiale, *offered each semester*)

115 Language and Culture This course introduces students to the study of language as a natural phenomenon and as a human creation. Different approaches to the analysis and study of language as a social and symbolic system are presented. Topics include the Sapir Whorf hypothesis (the idea that language determines how and what we think), the relationship between language and gender, how social forces alter the shape of language, and what language tells us about the structure of the human mind. (Anderson)

205 Race, Class, and Ethnicity This course explores race, class, and ethnicity through comparative study of the diverse experiences, histories, and life conditions of indigenous peoples, immigrant groups, diasporas, religious minorities, and oppressed classes in various local and global contexts. Analyzed and compared are the conscious and systemic social, cultural, economic, and political forces that have developed in history and function at present to maintain unequal access to wealth, power, and privilege according to differences of race, ethnicity, and class. Also examined are the various modes of thought and social action oppressed peoples have employed for political empowerment, economic justice, cultural survival, integrity of identity, and recognition of human rights. (Anderson)

206 Early Cities This course deals with the manner in which humankind first came to live in cities. Early urbanism is viewed within the context of the general origins of complex society in both the Old and New Worlds. Explanatory models, such as those emphasizing population pressure and trade as causal mechanisms for the growth of cities, are reviewed. This course provides the student with a knowledge of early urban forms in different parts of the world, as well as familiarity with the methods used by archaeologists to study such phenomena. ANTH 102 is helpful background but is not required. (Nicholas, *offered alternate years*)

208 Archaeology of Japan and China This course surveys the archaeology of East Asia from the Paleolithic through the era of classical civilizations. Special attention is given to the growth and development of cities in this region, but other aspects of the record are not neglected. Students study the “underground army” of the first emperor of China, the monumental mounded tombs of early Japan, the extraordinary pottery of the Jomon culture, and more. Students discuss the overall trajectories of China and Japan in a social evolutionary perspective. (Nicholas, *offered every two to three years*)

209 Women and Men in Prehistory Until recently, much of world prehistory has been written as if only men were participants in the evolution of culture. Women for the most part have been invisible to archaeology. In the last decade, however, archaeologists have begun to focus explicitly on the issue of gender in prehistory. This course examines some of the older male-centric models, as well as some of the innovative (and controversial) new work, endeavoring to build a picture of the past in which both men and women are seen to be actors. Cases are chosen from a mix of archaeological periods and settings but currently include the controversy over the gender of the occupant of Tomb 7 at Monte Alban, Oaxaca, Mexico. (Nicholas, *offered every two to three years*)

210 Prehistoric Ecology Karl Butzer has said that when we study human ecology, we look at the “dynamic interface between environment, technology, and society.” This course takes an ecological perspective to the prehistory of humankind, finding that many events in the past can be understood more clearly when ecological analyses are undertaken. Much of the course centers on the radical shift in human relationship to the environment that took place when hunting and gathering was replaced by domestication of plants and animals. Ecologically oriented research on the trajectories of the great ancient civilizations is also studied. (Nicholas, *offered alternate years*)

220 Sex Roles: A Cross Cultural Perspective This approach to the study of sex roles is cross cultural and multidisciplinary, oriented toward an understanding of the behavior of women and men in various societies including the United States. The course addresses such questions as: What are the biological bases of femaleness and maleness? Are there correlations between physical environments and the status of women and men? How do individuals learn

their sex roles? Do some social structures, religious ideologies, rituals, and values support or perpetuate inequality between the sexes? And, have sex roles changed with modernization, urbanization, and industrialization? (Maiale, *offered alternate years*)

221 Human Rights and Indigenous Peoples Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the colonizing and globalizing forces of nation-state power, racist ideologies, forced assimilation, and industrial resource extraction. To develop an informed, current, and critical understanding, the course will offer an overview of the concepts, documents, and organizations shaping the human rights of indigenous peoples at a global level, as well as in-depth studies of how particular indigenous peoples and organizations are addressing human rights violations in various local contexts. Indigenous rights will be studied in the complex web of relations among the United Nations, international courts, NGOs, nation-states, corporations, and indigenous political formations. To be examined are issues of rights to survival, land, health, natural resources, self-government, language, education, cultural property, socio-economic welfare, and religious freedom. (Anderson)

222 Native American Religions This course explores Native American sacred ways of speaking, acting, knowing, and creating in diverse historical and contemporary culture and contexts. Indigenous views and practices are studied as a groundwork for interpretative and theoretical formulations about the role of religion Native American history, culture, and language. Native American religious traditions are further comprehended as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination, past and present. Upon these understandings, indigenous, anthropological, and Euro- American domination perspectives on religion are brought into balanced dialogue and exchange. (Anderson)

227 Intercultural Communication To what extent is communication between members of different cultures really possible? This course uses an anthropological approach and examples from many cultures and ethnic groups to address this question. It explores the systematic blindness that all too often produces conflicts between members of different cultures, ethnic groups, and races, and considers the role of values and relativism in intercultural relations. The course welcomes foreign students, those planning study abroad, and students experiencing the challenges of “re-entry” to American culture. No prerequisites. ANTH 110 is helpful but not required. (Dillon, *offered annually*)

228 Physical Anthropology Physical anthropology studies humans as biological organisms (members of the Primate Order). This course provides an overview of the three major divisions of physical anthropology: anatomical and behavioral characteristics of living non-human primates; the fossil evidence for human evolution, including discussion of the origins of culture as a major adaptive characteristic of humankind; and examination of human variability today, including a discussion of race. (Nicholas, *offered alternate years*)

230 Beyond Monogamy: The Family and Kinship in Cross Cultural Perspective This course explores the intriguing question of whether it is possible, functional, and normal for people to live outside the structures of monogamous marriage and the nuclear family that have been so idealized recently in the West. Through in-depth case studies of several very different cultures, students seek a greater understanding of how and why some peoples have managed to organize their lives without emphasizing these two key institutions. Students also examine how the forces of social and economic change and colonial and post-colonial government policies have impacted diverse kinship systems around the world, as well as how various African, Asian, Caribbean, and Native American peoples have tried to cope with imposed changes and the challenging conditions that they face. No prerequisites. Anthropology 110 is helpful but not required. (Dillon, *offered alternate years*)

247 Urban Anthropology Urban anthropology treats the research problems and strategies of anthropologists in a wide variety of urban situations. The course corrects some popular myths and misconceptions about crowding, size, poverty, and class. It also treats issues such as rural/urban migration and interethnic relations. An analysis of crucial social, economic, and political relationships in Third World and Western contexts is provided. (Staff, *offered alternate years*)

271 Jobs, Power, and Capital: The Anthropology of Work This course is concerned with the theory and policy associated with the concept of work in traditional, transitional, industrial, and post industrial societies. Special attention is given to the changing role of family, kin, and gender in labor, and the impact of industrialization and the new international division of labor on the work experience, the workplace, and the labor process. Open to students in anthropology, sociology, urban studies, women’s studies, economics, Africana studies, and Latin American studies. Prerequisite: ANTH 110 or by permission of instructor. (Staff, *offered every three years*) Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 471 *Seminar: Jobs, Power, and Capital*.

273 Ethnographic Research and Methods This course considers the practice, problems, and analysis of field and library research in social and cultural anthropology. It examines the theoretical background and social and political role of ethnographers, and gains an understanding of the basic skills and qualitative methods of inquiry, including participant observation, interviewing, photography, life history, ethnohistory, and network and structural analysis. Students conduct research projects locally. Prerequisite: ANTH 110. (Maiale, *Spring, offered alternate years*)
Note: Majors should plan to take this alternate year only course at the earliest opportunity in order to complete their programs.

280 Environment and Culture: Cultural Ecology The subject of ecological studies in cultural anthropology is the study of the interaction between human populations and their environments. These populations—hunters, gatherers, farmers, herders, and city dwellers—are examined in diverse habitats or settings: tropical forests, flooded rice plains, highland pastures, deserts, and cities. Attention is focused on ecological concepts and human adaptations and implications of these for present dilemmas in our own troubled environments. What lessons are there to be learned about resource management from “primitive” people? (Maiale, *offered alternate years*)

282 North American Indians The course is a survey of the experiences and sociocultural systems of past and present indigenous American peoples north of Mexico. Examined are relationships between ecological factors, subsistence patterns, modes of social organization, language, architecture, art, gender relations, ways of knowing, and religious beliefs. Also studied are historical and contemporary issues of political-legal relations, survival strategies, social activism, economic development, cultural identity, language renewal, land rights, cultural vitality, resource rights, and artistic creativity. (Anderson)

285 Primate Behavior Because primates are humankind’s closest relatives, the study of primate behavior holds a special fascination for us. This course uses films and readings to examine the various behaviors of representative prosimians, New World monkeys, Old World monkeys, and apes. It looks primarily at studies of natural primate behavior in the wild but also reviews some examples of lab research. The focus is on locomotion, subsistence, social behavior, and intelligence within an evolutionary framework. The course concludes by considering the light which study of non human primates might shed on the evolutionary origins of our own species. (Nicholas, *offered alternate years*)

290 Pharaohs, Fellahin, Fantasy: Ancient Egypt Fires the Imagination This course examines Egypt of the Pharaohs: their forebears and their descendants to the present day. Just as the Nile links Africa, Egypt, and the Mediterranean, a stream of culture links the Egyptian past to the present, and as a great river meanders, carves new banks but still flows from source to sea, so too, Egyptian culture has changed through conquest and innovation but remains, at some level, recognizable. Students explore gender and economic relations, how we know what we know, and how to recognize occult or romantic fantasy. ANTH 102 or 206 are recommended but not required. (Nicholas, *offered every 2-3 years*)

296 African Cultures This course considers African societies and cultures from both the insider’s and the outsider’s points of view. Anthropological works and short stories by Africans are used in an attempt to understand the African cultural experience. The course explores the various world views and adaptations represented by traditional African cultures as well as the transformations that these cultures have undergone during the colonial and independent eras. No prerequisites. (Dillon, *offered alternate years*)

297 Peoples and Cultures of Latin America This course examines the development of diverse populations of Latin America from colonial times to the present, dealing especially with the effects of population growth, urbanization, industrialization, international politics, and rapid social change. Students will analyze approaches to ethnicity, diaspora, migrations, genocide, sexuality, neo-liberalism, human rights, and the commodification of life and labor. The course is structured to illuminate key ethnographic pieces through selected theoretical works and to situate them within a historical/conceptual development of the discipline in the region. Students will read selected anthropological material and view films produced on different geo-political regions of Latin America (Mesoamerica, the Andean region, Amazonia, and the Caribbean). (Maiale, *offered alternate years*)

298 Modern Japan Japan is a remarkable society. The only non-Western nation to repel colonization and industrialize independently, Japan now has the second largest economy in the world. This course looks at contemporary Japanese society from the perspective of cultural anthropology. In addition to considering anthropologists’ overall interpretations of Japanese culture, personality, and ways of thinking, it explores Japanese society through ethnographies or in depth case studies of changing Japanese families, schools, businesses, religious groups, villages, cities, and towns. No prerequisites. (Dillon, *offered alternate years*)

306 History of Anthropological Theory This course explores the range of anthropological theory by reviewing works identified with different theoretical perspectives: 19th century evolutionism, Boasian empiricism, British social anthropology, structural idealism, cultural ecology, neo-evolutionism, practice theory, and post modernism. The emphasis is on developing the student's own ability to evaluate and use theory. Prerequisites: Several anthropology courses or permission of instructor. This is ideally a junior year course for majors and students from related fields. (Dillon, *offered alternate years*)

Note: Students should plan to take this alternate year only course at the earliest opportunity in order to complete their major or minor programs.

326 Pattern and Process in Ancient Mesoamerican Urbanism This course surveys the broad outline of Mesoamerican archaeology, with a special focus on cities viewed in their ecological and cultural contexts. Cities studied include Monte Alban, Teotihuacan, Tikal, Tula, Chichen Itza, Mayapan, Tenochtitlan, and others. The course familiarizes students with various descriptive and theoretical models of ancient urbanism and discusses the relationship between these theoretical models and the data from Mesoamerica (as well as the relationship between theory and research design). No prerequisites, but ANTH 102 or ANTH 206 provide helpful background. (Nicholas, *offered alternate years*)

330/430 The Anthropology of Creativity Creativity flows continually through all human cultures and languages with spontaneity, novelty, and unfolding meaning. The course offers a survey of various anthropological perspectives on the power of individuality, interpretation, resistance, and imagination in the aesthetic process of creation. Considered are music, poetics, literature, and graphic arts in various historical and contemporary cultural contexts, with special attention to creolization and hybridization in the process of globalization. (Anderson)

341/441 Making Babies: Anthropology of Reproductive Technologies This course offers an exploration of the emerging field of the anthropology of reproduction. Because reproduction is so strongly associated with biology in our society, viewing it through a cultural lens poses significant challenges to some of our most basic beliefs. In this course we will examine the cross-cultural conceptions of fertility and conception, delve deeply into comparative ethnography of reproductive practices and meanings, and consider the cultural constructions of reproduction wrought by new reproductive technologies. This seminar will approach these issues from a critical cross-cultural perspective, pursuing two general themes: nature, culture and personhood; and the intersections between reproduction, politics, and power. (Maiale, *offered alternate years*)

342/442 Comparing Ancient World Systems This course focuses on how ancient cultures came into contact with one another to create larger systemic networks of information exchange, trade, political interaction, and warfare. The study is grounded in "comparative world-systems theory," which modifies Wallerstein's vision of a modern world-system and extends the concept to significantly earlier time periods. Students explore continuity and transformation in general world-system dynamics in antiquity, paying particular attention to effects on urbanism and warfare. The course is grounded in the study of archaeological/historical cases (for example, ancient Mesopotamia), and is discussion based; student research presentations are an integral part of the course. (Nicholas, *offered occasionally*)

352 Builders and Seekers Is egalitarian social life really possible? What factors encourage such a lifestyle or work against it, and what are the different ways of engineering "equality" within a community? In this course, examples of African and Australian hunting and gathering societies are used to explore these issues and to investigate how traditional egalitarian groups have been affected by the contemporary world system. Modern communes and utopias also are considered. Open to both anthropology students and others with relevant background and interest. (Dillon, *offered occasionally*)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 452 *Seminar: Builders and Seekers*.

354/454 Food, Meaning, Voice Everyone eats and the meanings attached to food are bountiful. Anthropologist Jack Goody notes that cuisine like music is not hampered by language and is able to easily cross cultural barriers. So food communicates within language and can also communicate like language. Food speaks. But what does food have to say? This course explores anthropological approaches to the study of food and cuisine. In our readings and writings, we will examine the way food is produced, prepared, exchanged and given meaning in cultures around the world. Food plays an important part in identity construction, religion, and socialization, and we will explore the communicative significance of foodways in past and present societies as expressed through symbols, rituals, everyday habits, and taboos. Course readings will investigate the way that cultural ideas about gender, ethnicity, national identity, class, and social value are communicated through activities such as cooking, consuming special diets, feasting, and fasting. (Maiale, *offered alternate years*)

362 Evolution and Culture Evolutionary models seek to understand the processes underlying changing successions of living organisms or cultural systems. This course examines the relevance of evolutionary approaches to the understanding of culture. It begins by examining the degree to which biological analogues are or are not appropriate in building models of cultural evolution, considering such topics as Darwinian gradualism, Lamarckianism, and punctuated equilibria. The approaches of the 19th century unilineal evolutionists in anthropology are then contrasted with the multilineal theories of the 20th century. The course concludes with student presentations of research projects on either the history of evolutionary concepts in anthropology or on modern applications thereof. Prerequisites: Students are recommended to complete several anthropology courses before taking this seminar. Students with a strong interest in the topic and backgrounds in related fields are encouraged to seek permission of the instructor. (Nicholas, *offered every three years*)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 462 *Seminar: Evolution and Culture*.

450 Independent Study Permission of the instructor.

495 Honors Permission of the instructor.

499 Internship in Anthropology A minimum of 150 hours of work or practice under the supervision of an anthropology faculty adviser. Students are expected to keep a reflective journal and to produce a paper that relates their experience to more general issues in anthropology. The length and scope of the paper shall be determined in consultation with the internship faculty adviser. Internship adviser permission is required to take this course, and prior departmental approval is required for any students who wish to repeat ANTH 499. Permission of the instructor.

Anthropology Courses Taught Occasionally

260 **Medical Anthropology**
370/470 **Life Histories**

SOCIOLOGY COURSE DESCRIPTIONS

100 Introduction to Sociology An introduction to the fundamental concepts of sociology, this course focuses on such central issues as the social nature of personality; the effects of social class, race, and gender on social life; the interactional basis of society; and the place of beliefs and values in social structure and social action. A fundamental concern is to analyze the reciprocal nature of social existence—to understand how society influences us and how we, in turn, construct it. Typically, the course applies the sociological perspective to an analysis of American society and other social systems. (Bennett, Harris, Monson, Moodie, Perkins, Roy, Spates, *offered every semester*) Note: All upper level sociology courses require SOC 100 as a prerequisite.

201 Sociology of International Development What is development? Who is the developed person? Participants study the creation of postcolonial nations and the emergence of academic study and institutional governance in the field of international development. Rather than assume that development and globalization are inevitable, students examine the social formation of development and explore what historical ideologies, inequalities, processes and relations produce contemporary experiences of the development and globalization. Students consider policy-makers' vision of development projects and explore their assumptions, promises, outcomes and expertise, as well as people's everyday experiences of the violence of development. This course is aimed at "de-centering" the presumption that development and progress are benevolent European ideals that define the making of the modern world. Prerequisite: SOC 100. (Roy, *offered occasionally*)

211 Research Methods This course is an introduction to the basic issues and fundamental trends of social research. The logic of inquiry, research design, sampling, validity, reliability of indicators in social data, and logistical and ethical problems in the collection and analysis of data form the central problems for consideration. Techniques of data collection, such as, participant observation, content analysis, experimental design, unobtrusive measures, and survey research are discussed. The course is intended to prepare students for original research efforts and also to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Monson, Bennett, *offered annually*)

212 Data Analysis This course provides an introduction to the organization and analysis of data in the process of social research. Presentation of data in tabular and graphic forms, the use of elementary descriptive and inferential statistics, and the use of bivariate and multivariate analytic procedures in the analysis of data are examined. This course includes

a laboratory experience in the use of computing software to display data and test hypotheses. The course is ultimately intended to prepare students for original research efforts and to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Perkins, *offered annually*)

220 Social Psychology In this seminar course, major theoretical perspectives and classic empirical studies in social psychology are introduced. The emphasis is on exposure to a variety of viewpoints in the literature. Theoretical orientations, such as learning theory, exchange theory, role theory, symbolic interaction, attribution theory, and cognitive balance models are surveyed during the term. Furthermore, studies in substantive areas, such as social norms and behavioral conformity, attitude change, interpersonal attraction, group dynamics, conflict and cooperation, and leadership are examined in light of these major perspectives. The course gives attention to the congruencies and disparities among psychological and sociological perspectives within the interdisciplinary field of social psychology. Prerequisite: SOC 100. (Perkins, *offered alternate years*)

221 Race and Ethnic Relations In this course, students analyze minority group relations including inter-group and intra-group dynamics, sources of prejudice and discrimination, social processes of conflict, segregation, assimilation, and accommodation. Minority-majority relations are viewed as a source of conflict and change, and the problems of a multi-group society are analyzed. Emphasis is placed on racial, ethnic and sexual minorities, and cases center on relations in the United States. Prerequisite: SOC 100. (Staff, *offered occasionally*)

222 Social Change and the Individual We live different lives than our parents and grandparents lived, as do contemporary Turkish women, Andean peasants, Chinese entrepreneurs, and African farmers. What drives change in the ways individuals live their lives, work, believe, behave—technology, political or economic transformations, religious beliefs, wars and famine, natural forces, “globalization”? This course takes a macro-sociological approach to the study of significant changes in human societies from the perspective of the individual’s life experience. Major theories of social change are reviewed in the context of the emergence of capitalism and post-industrial social, political, and economic systems. Prerequisite: SOC 100. (Moodie, *offered alternate years*)

223 Inequalities This course is designed to examine various theories of social stratification including Marxist theory, Weber’s three-dimensional approach, and the functional viewpoint. After a review of varied forms of stratification in human societies, the discussion centers on the issues of inequality in American society and the collective effort to resolve the conflict between value, ideal, and social practice. Readings include a number of recently published paperbacks. Prerequisite: SOC 100. (Staff, *offered occasionally*)

224 Social Deviance This course explores the social etiology of deviant behavior, the functions of deviance, and societal reactions to deviance. An interdisciplinary approach is taken to the internalization of norms, guilt, shame, punishment, and conformity as they relate to deviance. Various theoretical approaches are examined. Social deviance is considered as a regular aspect of societies, and this course is directed toward a normative theory of culture, addressed to the problems of order, conflict, and change. Prerequisite: SOC 100. (Harris, *offered alternate years*)

225 Sociology of Family What is “the family?” Are two-parent, single-parent, or extended families more common historically and cross-culturally? What social forces contribute to the rise in divorce? How have cultural norms concerning motherhood and fatherhood changed over time? The family is analyzed as a social institution embedded in particular historical contexts and which reflects broad economic change, cultural shifts, and political movements, including industrialization, de-industrialization, and feminism. Particular attention is paid to ways in which various axes of social inequality (gender, class, race, and sexuality) shape how family life is experienced at the individual level, and how various family forms are evaluated, penalized, and/or supported at the societal level. Prerequisite: SOC 100. (Monson, *offered annually*)

226 Sociology of Sex and Gender What is the connection between biological sex and our identities as men and women? How is the variation over time and across cultures in gendered behavior explained? What are the sources and consequences of differences between women and men? How are these differences linked to inequalities of race and class as well as gender? This course provides an introduction to sociological perspectives on gender relations as a social structure. Several theoretical frameworks for understanding the sources and persistence of gender differences and inequality are considered, including liberal feminism, radical feminism, multicultural feminism, and men’s feminism. Students examine a range of social institutions and ideological constructs shaping the social structure of gender, such as family, employment, sexuality, reproduction, and beauty. Prerequisite: SOC 100. (Monson, *offered annually*)

228 Social Conflict This course starts with the assumption that movements for social change arise through social conflicts and give rise to further conflicts. However, not all conflicts lead to collective action. The course examines the complexity of overlapping race and gender identities and conflicts in two countries—the United States and South Africa—in an effort to specify both the historical conditions under which conflict leads to effective collective action and those conditions under which it fails to do so. Prerequisite: SOC 100. (Moodie, *offered alternate years*)

230 The Sociology of Everyday Life Through talking to one another and doing things together, both at work and at play, we unthinkingly weave the fabric of our social worlds. At a deeper level, however, common norms and everyday practices may conceal more or less hidden struggles around race, class, gender, or other differences in power and identity. This course examines everyday life in typical American settings such as schools, families, workplaces, and public spaces in order to understand the social forces that constitute both normal life and struggles against conventional norms. Prerequisite: SOC 100. (Moodie, *offered annually*)

233 Women and Political Mobilization in the Third World The primary aim of this course is to understand the role of class, gender, race, and ethnicity in shaping women's political mobilizations in selected Third World countries and women of color in the U.S. Students study how, when, and why women in Third World countries have organized around certain issues (*e.g.*, national liberation vs. violence against women) and the forms of their political mobilizations, such as revolutions, cooperatives, etc. The secondary aim of the course is to analyze the continuities and discontinuities in women's mobilizations and feminism in the Third World and the First World. Prerequisites: SOC 100, as well as an introductory sociology or women's studies course or permission of instructor. (Staff, *offered occasionally*)

240 Gender and Development What is the relationship between how we think about "gender" and how we think about "development," "tradition," and "modernity"? Many years of feminist intervention in social processes have provided important insights into this question. We now know that patriarchy is not limited to underdeveloped areas of the world. Women are not the only ones who are affected by it, nor is its effects limited to the home. Patriarchy is not a static tradition but an evolving concept and reality. This course pushes students to see the dialectical relationship between visions of progress and the future and the making of gender relations. Students study how gender relations were formed as a product of the powerful 20th century ideas, policies, and practices of development. They juxtapose women's place in the development project in relation to (academic, activist, and daily) feminist interventions and their distinctive understandings of social transformation, progress, and justice. Prerequisite: SOC 100. (Staff, *offered alternate years*)

242 The Sociology of Business and Management This course provides an "applied" sociological analysis of the major trends shaping business in the United States and worldwide. Students explore the nature of business organization and management, at the micro level in its institutional forms and the business and management environment, at the macro level as it operates within economic and cultural systems, and within global contexts. The issues of demographic effects, ethical concerns, technological innovation, the role of producers and consumers, and the changing role of government are considered. Prerequisite: SOC 100. (Harris, *offered alternate years*)

244 Religion in American Society This course focuses upon religion in American society from the post World War II era to the present, using sociological theory and empirical research to form the basic analytical perspective. A survey of the major religious traditions is provided along with an introduction to contemporary cults, sects, and new religious movements. Topics such as civil religion, processes of secularization and revival, social and demographic influences on belief and practice, organizational structures, church and state relations, and political activism of religious groups are examined. Discussion concerning the theological, ethical, and political implications of sociological claims about religion is also encouraged. Prerequisite: SOC 100. (Perkins, *offered alternate years*)

245 Sociology of Work The study of capitalist and pre-capitalist forms of human labor, and the changes in social organization that accompany changes in the mode of production are covered in this class. Students consider non-wage as well as wage labor in contemporary industrial America. Prerequisite: SOC 100. (Mason, Moodie, *offered occasionally*)

249 Technology and Society This course is designed to explore the impact that technologies have on human beings and their societies. It examines the history of technological development, and particularly the industrial revolution and the current cybernetic revolution. A broad range of topics are covered, including such issues as family relations, work patterns, energy and the environment, domestic and international social stratification, and social organization. The course also concentrates on the empirical effects that such inventions as moveable type, compasses, steam engines, automobiles, washers and dryers, telephones, radio, television, rockets, transformers, and computers (to name several) have had on human beings. Prerequisite: SOC 100. (Mason, *offered alternate years*)

251 Sociology of the City More than 80 percent of Americans and 50 percent of the world's peoples now live in urban areas. Such figures show that the city has become one of the most important and powerful social phenomena of modern times. As a result, it is imperative that we understand the city's influence on our lives. This course provides a basic introduction to urban life and culture by examining the development of the city in Western history. Classic and modern theories are examined in an attempt to grasp what the city is and what it could be. Prerequisite: SOC 100. (Spates, *offered alternate years*)

253 World Cities Everywhere, in numbers unheard of before, people are flocking to the world's cities, in many cases, regardless of the fact that when they arrive there, they find living conditions awful or even worse. Why? What do people want from cities? This course attempts to provide an answer to these questions, first, by considering some of the most important theoretical material on the nature of cities and, second, by analyzing extensive interview data collected in four world cities: San Francisco (USA), Toronto (Canada), Cairo (Egypt), and Kandy (Sri Lanka). The objective, in the end, is to develop a viable general theory of the city, its reason for being, its purpose in human affairs. Prerequisite: SOC 100. (Spates, *offered alternate years*)

256 Power and Powerlessness This course develops an analysis of power and subordination within civil society: whether or not such power is institutionalized in state structures, whether it confirms state institutions or contradicts them. The distribution of power in society tends to be taken for granted by political scientists, politicians, and state officials, even activists. This course is to develop a theory of power in civil society and to understand how it relates to state rule. Of particular interest are the imperatives of government and what happens to social movements when they achieve state power. Examples are drawn from fragile new democracies in Eastern Europe, Latin America, and South Africa, as well as the United States. Prerequisite: SOC 100. (Moodie, *offered alternate years*)

258 Social Problems The focus of this course is the examination of fundamental social problems confronting contemporary American society. How social problems have emerged or have been perpetuated in recent years, and how social problems are defined and perceived by particular social groups are important issues for this course, as is the analysis of possible solutions to these problems. Poverty, racism, care of the aged, alcohol and substance abuse, the AIDS epidemic, pornography, juvenile delinquency, prostitution, family violence, abortion, children's rights, church and state conflicts, gun control, and capital punishment are some examples of topics for this course. Prerequisite: SOC 100. (Mason, *offered annually*)

259 Fight for Your Rights! The Sociology of Social Movements Many features of today's society that we take for granted—for example, voting rights for all—have their origins in the struggles of social movement participants in the past. Social movements, typically conceptualized as non-institutional political activity, are an important source of social, cultural, economic and political change in society. The study of social movements is central to the sociological study of social change. The purpose of this course is to introduce students to the causes, characteristics, and consequences of social movements. In answering several questions about social movements, we will look at a broad range of cases, including the U.S. civil rights movement, the women's liberation movement, the environmental movement, and the anti-globalization movement. Prerequisite: SOC 100. (Roy, *offered alternate years*)

260 Sociology of Human Nature Does human nature exist? Given the incredible variation in human societies around the world, are there any characteristics that can be said to be universal attributes of our species? If so, what are these characteristics and how do they "determine" our social existence? Over the centuries, claims have been made for various traits being built in parts of human nature, among them aggression, territoriality, sociability, and nurturance. In this course, selected materials from biology, physical anthropology, psychology, sociobiology, and sociology are considered in an attempt to answer the above questions and provide evidence for or against a general theory of human nature. Prerequisite: SOC 100. (Spates, *offered every three years*)

261 Sociology of Education This course is an examination of the interplay between the formal ideal and informal personal aspects of education and other social processes. Topics of discussion include the potential of critical experience as contrasted to institutional certification; the assessment of personal career choices; educational experience as a life long aspect of the legitimation and stratification processes; friendships and voluntary association as resources for the resolution of stress; and education as a selective recruitment and promotion process involved with evolving social trends. Participants are expected to work from a critical, introspective sociological perspective. Prerequisite: SOC 100. (Mason, *offered annually*)

271 Sociology of Environmental Issues This course examines the development and future implications of environmental issues from a sociological perspective. Topics of discussion include: technological fix and social value definitions of environmental issues; how occupational and residence patterns are involved with the perception of and response to environmental issues; urban policies as aspects of environmental issues (*e.g.*, zoning, public transport, etc.); stress involved with current life styles and occupations; and the personal, group, and social responses to resolve environmental problems. Topics of interest to students are discussed as they develop during the course. Prerequisite: SOC 100. (Mason, Roy, *offered annually*)

279 South African Apartheid: Before and After This course is designed to introduce students to the policy of apartheid, its origins and its effects on contemporary South African society. Apartheid sought to impose rigid racial and geographical segregation in South Africa while claiming that its aim was to protect cultural differences. The course examines apartheid's origins, its social and economic organization and its ideological justification. In light of this analysis, the course considers the prospects for on-going democracy in 21st century South Africa. (Moodie, *offered occasionally*)

290 Sociology of Community This course first examines the use of the concept of community as it has been applied to kinship groups, neighborhoods, and rural and urban settlements. It seeks to sharpen analytic and conceptual abilities and then focuses investigation on historical and contemporary utopian and intentional communities. Students take several field trips, meet with guest lecturers, and participate in a group project toward creating community. Prerequisite: SOC 100. (Harris, *offered alternate years*)

291 Society in India In this course, students explore the present complexity of Indian society: class, caste, and gender relations in the particular form they take in India. They do this through the study of the ideology and practice of key social relations and imaginaries that characterize India: such as development, nationalism, caste, patriarchy, and communalism. Paying preliminary attention to pre-colonial and colonial India, students focus primarily on postcolonial India to understand the social formation of its public and political culture. The task in this course is to understand multiple histories and representations of what it means to be an Indian citizen in the present. No prerequisites. (Roy, *offered alternate years*)

295 Alcohol Use and Abuse Alcohol is consumed as beverage by most adults in contemporary American society. Alcohol is also the most widely used and abused drug. On the one hand, attractions, pleasures, and possible benefits of alcohol consumption can be identified as motivations for widespread use. On the other hand, the debilitating effect and costs of heavy drinking and alcoholism on the health of individuals, families, and society in general are enormous. This course examines the causes and consequences of alcohol use and misuse both in terms of its biochemical and social construction. This sociology course brings together natural science and social science contributions to the interdisciplinary study of this phenomenon by incorporating a variety of academic perspectives including biology, chemistry, psychology, epidemiology, and sociology and by making extensive use of multimedia resources. We explore the effect of family, genetics, peers, ethnicity, and gender on drinking behavior along with the physiological effects of alcohol on the human body. Social patterns of drinking in various societal contexts will also be examined. Discussion of controversial issues concerning alcohol consumption will include concepts of abuse, theories of addiction, effective treatment approaches, blood alcohol limits for driving, minimum drinking age limits, treatment and punishment of DWI offenders, alcohol testing in work and sports contexts, and restrictions on advertising. (Perkins, *offered alternate years*).

299 The Sociology of Vietnam: Conflict, Colonialism, and Catharsis This course explores the social world of Vietnam. Students study Vietnamese history, culture, and social relations. Through this study of their institutions (religion, economy, politics), arts, and artifacts, students find themselves immersed in the life of Vietnam, and are likely to achieve a fuller appreciation of the modes and meanings of what it means to be Vietnamese, as well as what it means to be American. The course examines the many forces that impinge on Vietnamese social life, and explores how the Vietnamese are seeking to reconcile and resolve the contradictions of socialist and capitalist theory and practice, as they seek to improve the lives of their people and position themselves as a significant Southeast Asian political and economic force. Prerequisites: SOC 100 or an introductory course in anthropology, political science, history, Asian studies, or religious studies. (Harris, *offered alternate years*)

300 Classical Sociological Theory The founders of sociology were deeply concerned about problems that continue to be of vital importance for contemporary sociological inquiry. Questions such as the nature of society and its relationship to individuals, the relation between sociological theory and social practice, whether sociology is a science and, if not, what it is, and so on, are all absolutely central to the sociological enterprise, and yet often become lost. This course returns

to the classics in an effort to uncover the questions sociologists need constantly to ask themselves if they wish to reflect cogently upon their role in the contemporary world. Required of all sociology majors. Prerequisite: SOC 100. (Harris, Moodie, Spates, *offered annually*)

301 Modern Sociological Theory This course examines the nature of theory and the problems of theory construction. The course surveys current theories representative of major intellectual orientations. These varieties of contemporary sociological theory are analyzed and the problems encountered within each explored. Theoretical orientations examined include social behaviorism, structural functionalism, conflict theory, symbolic interactionism, and the psychoanalytic. Prerequisite: SOC 100. (Mason, *offered alternate years*)

310 Generations This course explores issues of grandparent/parent/child relations, youth and aging, and the value patterns of different generations in contemporary American society. These issues are examined both in terms of developmental stages of the life course and the distinct experiences of historical age cohorts. A major focus of the course is on relationships among succeeding generations and, in particular, on what continuities and discontinuities exist between age groups. In this context the political and moral orientations and parental philosophies of various generations are explored. The course is conducted as an advanced level seminar. Prerequisite: SOC 100. (Perkins, *offered occasionally*)

325 Moral Sociology and Good Society Is it possible for sociology, as a science, to offer evaluative statements about social life, to say that some ways of organizing society are beneficial to human life and that other ways are harmful? Or must sociology, as Max Weber suggested, forever restrict itself to descriptions of society, leaving all judgment to one's role as a "private citizen?" Using sociological analysis of the dilemmas currently being faced by American society as the starting point, this course explores these questions in detail and, in so doing, considers the possibility for developing a scientifically grounded theory of "the good society." Prerequisite: SOC 100. (Spates, *offered alternate years*)

331 Sociology of Art and Culture Most people have had some interaction with cultural artifacts (a painting or a CD), or engaged in cultural practices (singing, writing a poem, or playing a musical instrument). This course uses the seminar format and student-led discussions to explore the production and reception of these cultural artifacts and cultural practices of "high" culture and "popular" culture as a way of asking the central question of what counts as art or culture. Students combine analysis of cultural practices—films, music, art—with the study of the production and reception of meaning in the social world (cultural sociology). Prerequisite: SOC 100. (Staff, *offered alternate years*)

340 Sex and the State: Feminist Social Theory This course examines American and European feminist modes of theorizing about sexual difference and gender relations. It analyzes the existential and philosophical assumptions underlying feminist thought, the significance of the female experience, and the specificity of the feminist standpoint. It evaluates the adequacy of feminist theories to explain such phenomena as the constitution of the female subject, power, the reproduction of gender inequality, and difference between women of various cultural and racial groups. Prerequisite: SOC 100. (Monson, *offered alternate years*)

370 Theories of Religion: Religion, Power, and Social Transformation Sociological theory has long debated the role of religion in the maintenance and transformation of society. Does religion essentially maintain the social patterns and power structure of society or does it make a crucial contribution to movements producing social change? Furthermore, has religion become a less important element of society in the modern world through growing secularization or is it continually transformed and renewed in society? These questions about the effects and prevalence of sacred beliefs and institutions are examined through the views of both classic and contemporary sociologists. The course also examines variation in the social significance of religion by looking at how Christian belief and practice as a dominant religion in several modern societies has manifested itself differently in political and social movements in various contexts. Prerequisite: SOC 100. (Perkins, Moodie, *offered alternate years*)

375 Social Policy This course focuses on U.S. income support policies designed to address poverty due to old age, unemployment, and single parenthood, using case studies of other Western welfare states for comparative purposes. The course traces the historical development and restructuring of the U.S. welfare state, from the "poor laws" in the colonial era, through the New Deal of the 1930s, the War on Poverty in the 1960s and 1970s, and the "end of welfare as we know it" at the turn of the 21st century. Central questions considered include how families, labor markets, and states intersect, and whether welfare states' policies ameliorate or reinforce inequalities of gender, race, and class. Prerequisite: SOC 100. (Monson, *offered alternate years*)

450 **Independent Study** Permission of the instructor required. (*Offered annually*)

465 **Senior Seminar** (Staff, *offered annually*)

495 **Honors** Permission of instructor required. (*Offered annually*)

499 **Internship in Sociology** A minimum of 150 hours of work or practice under the supervision of a sociology faculty adviser. Students are expected to keep a reflective journal and to produce a paper that relates their experience to more general issues in sociology. The length and scope of the paper shall be determined in consultation with the internship faculty adviser. Internship adviser permission is required to take this course, and prior departmental approval is required for any students who wish to repeat SOC 499. Permission of instructor.

Sociology Courses Taught Occasionally

231	Sociology of Art and Culture
241	Sociology of Sport
243	Religion, State, and Society in Modern Britain
248	Medical Sociology
250	Population Crisis in the Third World
257	Political Sociology
262	Criminology
263	Juvenile Delinquency
298	Sociology of Mass Communications
312	Advanced Quantitative Methods
330	Symbolic Interaction
350	Sociology of Knowledge
380	Totalitarian Society

Note: A number of regularly offered bidisciplinary courses and interdisciplinary program courses carry credit for the sociology major. Examples include BIDS 229 **Two Cities: New York and Toronto**, BIDS 245 **Men and Masculinity**, BIDS 295 **Alcohol Use and Abuse**, BIDS 365 **Dramatic Worlds of South Asia**, ASN 202 **Ottoman World**, and ASN 213 **Contemporary Tibet**. Students are encouraged to see the Bidisciplinary and Program offerings and to check with department faculty about such offerings.

Art and Architecture

Michael Tinkler, Associate Professor, Department Chair
A.E. Ted Aub, Professor
Lara C.W. Blanchard, Henry Luce Assistant Professor
Michael Bogin, Professor
Elena Ciletti, Professor
Christine Chin, Assistant Professor
Mark Jones, Associate Professor
Kirin Makker, Assistant Professor
Patricia Mathews, Professor
Stanley Mathews, Associate Professor
Nicholas H. Ruth, Associate Professor
Kathryn Vaughn, Assistant Professor, Director of Visual Resource Library
Phyllia Changhi Yi, Professor

The Department of Art and Architecture offers three independent but strongly integrated areas of study: studio art, art history, and architectural studies. Studio art and art history offer majors and minors; architectural studies offers a major only.

The department provides students with the opportunity to delve deeply into visual culture and the built environment. Broadly speaking, students study the role of art and architecture in shaping, embodying, and interpreting cultures from the dawn of human history to the present. More specifically, students study the creative means of discovery and self-expression, and have the opportunity to explore perceptual and conceptual problem solving. Students also learn research methods within an interdisciplinary approach to understanding historical context. Students are encouraged to take advantage of opportunities to study art, art history, and architecture on semester abroad programs, to do internships in the field, and to do independent work at an advanced level. All three areas of study are designed to prepare students for continued education at the graduate school level.

In art history, students choose from an array of courses covering all periods of the art and architecture of America, Europe, Asia, the African diaspora, and the Islamic world. Advanced courses focus more intensively on specific disciplinary and interdisciplinary issues: the life of a major artist, the history of an important movement, gender in art, texts and images, contemporary art and theory, and even exhibit planning and design.

In studio art, students take a rigorous set of foundations courses at the 100 level, and quickly move on to highly focused courses in painting, drawing, printmaking, sculpture, photography, and digital imaging. These are designed to help each student to explore a broad range of concepts, methods, and materials while developing individual ideas and a personal voice.

In architectural studies, students pursue a rigorous multi-disciplinary, holistic approach to design education embracing a liberal arts philosophy, based on the belief that roundly educated individuals make the best architects. Interdisciplinary coursework informs students about the complex relationship between environmental sustainability and human habitation. Students become visual communicators, creative problem solvers, non-linear thinkers, and collaborative learners. The architectural studies major prepares graduates to enter a number of different fields in design, including architecture, landscape architecture, product design, urban design and interior design. Our students minor and double major in a range of areas across the college to complement their career choices in programs such as environmental studies, urban studies, art history, philosophy and a host of other areas.

Students are encouraged to pursue study abroad opportunities for one or two semesters during their junior or senior years. Courses offered on these programs can supplement or be substituted for program requirements. Professors from the department frequently lead semesters abroad in Rome, Italy, and Vietnam. Majors are also encouraged to study in Aix-en-Provence, France; Carmarthen, Wales; Bath and Norwich, England; and India. Architectural studies majors can pursue design studio-based programs in Copenhagen, Denmark and Lingnan, Hong Kong.

Students in all areas have the opportunity to finish their undergraduate careers with a highly rewarding honors program. The honors program consists of a yearlong course of study, which is developed and pursued, in close collaboration with a faculty mentor.

REQUIREMENTS for the ART HISTORY MAJOR (B.A.)*disciplinary, 12 courses*

Two courses from ARTH 101, ARTH 102, ARTH 103, or ARTH 110; one course in ancient or medieval art, one course in Asian art, one course in Renaissance or Baroque art, one course in American or modern art, a seminar (which may be ARTH 440), three additional art history, and two studio art courses.

REQUIREMENTS for the ART HISTORY MINOR*disciplinary, 6 courses*

ARTH 101, ARTH 102, ARTH 103, or ARTH 110; one 100-level studio art course; and four additional art history courses.

REQUIREMENTS for the STUDIO ART MAJOR (B.A.)*disciplinary, 12 courses*

Three courses from the following 100-level courses: ARTS 105, ARTS 114 or 115, ARTS 125, ARTS 165; four 200-level studio art courses; two 300-level studio art courses; and three art history courses.

REQUIREMENTS for the STUDIO ART MINOR*disciplinary, 6 courses*

Two courses from the following 100-level courses: ARTS 105, ARTS 114 or 115, ARTS 125, ARTS 165; two 200- or 300-level studio art courses; one art history course; and one additional studio art course.

REQUIREMENTS for the ARCHITECTURAL STUDIES MAJOR (no minor offered)*interdisciplinary, 14 courses*

Two studio art courses, three architecture history and theory courses, two architecture design studios, one environmental design and sustainability course, one history course, one urban and social science studies course, and four electives selected in consultation with an adviser in the program.

COURSE CONCENTRATIONS

Art History

ARTH	100	Issues in Art
ARTH	101	Introduction to Art: Ancient and Medieval
ARTH	102	Introduction to Western Art: Renaissance through Modern
ARTH	103	East Asian Art Survey
ARTH	110	Visual Culture
ARTH	201	AfricanAmerican Art
ARTH	202	Art Collection Internship
ARTH	208	Greek Art and Architecture
ARTH	210	Woman as Image and ImageMaker
ARTH	211	Women and the Visual Arts in 19th Century Europe
ARTH	218	Age of Chivalry
ARTH	220	Arts of China
ARTH	221	Early Italian Renaissance Painting
ARTH	222	Women in Renaissance Art and Life
ARTH	223	The Poetry of Color: Painting in Venice 14701600
ARTH	226	Northern Renaissance Art
ARTH	229	Women and Art in the Middle Ages
ARTH	230	The Age of Michelangelo
ARTH	232	Rococo Art and Architecture
ARTH	233	Renaissance Architecture
ARTH	235	Art and Architecture of Baroque Rome
ARTH	240	European Painting in the 19th Century
ARTH	249	Islamic Art and Architecture
ARTH	250	Modern Art 1900-1960
ARTH	252	Japanese Art and Culture
ARTH	253	Buddhist Art and Architecture
ARTH	255	French Roots of Modernism

ARTH	259	Chinese Painting, Tang to Yuan Dynasties
ARTH	270	1st Christian Millennium
ARTH	272	Chinese Pictures, Ming Dynasty to Modern
ARTH	282	20th Century American Art
ARTH	300	Michelangelo, Caravaggio and Bernini
ARTH	302	Arts of the Landscape and the Garden in China and Japan
ARTH	306/506	Telling Tales: Narrative in Asian Art
ARTH	307	Cultural Theory and Art History
ARTH	308	Roman Imperial Art and Politics
ARTH	333	Art Since 1960
ARTH	335	Femme Fatale and Film
ARTH	340	American Architecture to 1900
ARTH	389	Rococo to Revolution: Painting in France 1760-1800
ARTH	401	Seminar: Art Historiography – the History of Art History
ARTH	402	Seminar: Design After Modernism
ARTH	403	Seminar: Gender and Painting in China
ARTH	410	The Genre of the Female Nude in 19C European Art
ARTH	440	The Art Museum: Its History, Philosophy and Practice
ARTH	450	Independent Study
ARTH	467	Seminar: Artemisia Gentileschi
ARTH	472	Seminar: The Enigma of Caravaggio
ARTH	480	Seminar: Art of the Pilgrimage Roads
ARTH	495	Honors

Studio Art

ARTS	105	Color and Composition
ARTS	114	Introduction to Sculpture
ARTS	115	ThreeDimensional Design
ARTS	125	Introduction to Drawing
ARTS	165	Introduction to Imaging
ARTS	203	Representational Painting
ARTS	204	Abstract Painting
ARTS	209	Watercolor
ARTS	214	Metal Sculpture
ARTS	215	Sculpture Modeling
ARTS	225	Life Drawing
ARTS	227	Advanced Drawing
ARTS	245	Photo Silkscreen Printing
ARTS	246	Intaglio Printing
ARTS	248	Woodcut Printing
ARTS	265	Intermediate Imaging
ARTS	266	Time in Art
ARTS	268	Time in Art II
ARTS	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop
ARTS	450	Independent Study
ARTS	495	Honors

Architectural Studies

ARCH	110	Introduction to architecture
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Architecture history/theory elective choices

ARCH	310	Early Modern Architecture
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARCH	305	Environmental Design, Planning and Preservation

Architecture studio elective choices

ARCH	301	Architecture and the Immediate Environment
ARCH	302	Architecture and the Wider Environment
ARCH	303	Visual Notes and Analysis: Designer's Sketchbook
ARCH	400	Geneva Studio
ARCH	405	Senior Seminar: Arch Portfolio Design

Art history elective choices

ARTH	208	Greek Art and Architecture
ARTH	218	Age of Chivalry
ARTH	230	The Age of Michelangelo
ARTH	232	Rococo Art and Architecture
ARTH	233	Renaissance Architecture
ARTH	235	Art and Architecture of Baroque Rome
ARTH	249	Islamic Art and Architecture
ARTH	253	Buddhist Art and Architecture
ARTH	252	Japanese Art and Culture
ARTH	270	First Christian Millennium
ARTH	302	Landscapes and Gardens
ARTH	308	Art and Architecture of Ancient Rome

Art studio elective choices

ARTS	105	Color and Composition
ARTS	114	Introduction to Sculpture
ARTS	115	ThreeDimensional Design
ARTS	125	Introduction to Drawing
ARTS	165	Introduction to Imaging
ARTS	203	Representational Painting
ARTS	204	Abstract Painting
ARTS	209	Watercolor
ARTS	214	Metal Sculpture
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ARTS	225	Life Drawing
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ARTS	246	Intaglio Printing
ARTS	248	Woodcut Printing
ARTS	265	Intermediate Imaging
ARTS	266	Time in Art
ARTS	268	Time in Art II
ARTS	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop

Environmental design and sustainability elective choices

ARCH	305	Environmental Design, Planning and Preservation
AMST	201	American Attitudes Toward Nature
ENV	110	Topics in Environmental Studies
ECON	212	Environmental Economics
ENV	205	Introduction to Environmental Law
SOC	271	Sociology of Environmental Issues (Soc 100)
HIST	246	American Environmental History
PHIL	154	Environmental Ethics
REL	226	Religion and Nature
ENV	140	Environmental Geology
ENV	160	The Fluid Earth
GEO	170	The Solid Earth
GEO	160	Weather and Climate

Urban and social science elective choices

ANTH	206	Early Cities
ANTH	247	Urban Anthropology
ANTH	326	Meso-American Urbanism
BIDS	229	Two Cities: New York and Toronto (Soc 100)
BIDS	298	The Ballets Russes
HIST	215	American Urban History
HIST	264	Modern European City
SOC	251	Sociology of the City (Soc 100)
SOC	253	World Cities (Soc 100)
ANTH	352	Builders and Seekers
ECON	213	Urban Economics (Econ 160)
ECON	344	Economic Planning Development (Econ 300)
SOC	271	Sociology of Environmental Issues (Soc 100)
SOC	290	Sociology of Community (Soc 100)
SOC	249	Technology and Society
SOC	251	Sociology of the City
POL	236	Urban Politics and Public Policy

History elective choices

ENG	303	Cultural Theory
HIST	102	Making of the Modern World
HIST	103	Revolutionary Europe
HIST	105	Introduction to the American Experience
HIST	151	Food Systems in History
HIST	199	Meditations on Time and Memory
HIST	283	South Africa in Transition
HIST	284	Africa: From Colonialism to Neocolonialism
HIST	285	The Middle East: Roots of Conflict
HIST	364	African History
HIST	461	War and Peace in the Middle East
HIST	462	Africa Through the Novel
HIST	204	History of American Society
HIST	208	Women in American History
HIST	215	American Urban History
HIST	226	Colonial Latin America
HIST	227	African American History I: The Early Era
HIST	228	African American History II: The Modern Era
HIST	231	Modern Latin America
HIST	240	Immigration and Ethnicity in America
HIST	246	American Environmental History
HIST	291	Late Imperial China
HIST	292	Japan Before 1868
HIST	101	Foundations of European Society
HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
HIST	250	Medieval Popular Culture
HIST	253	Renaissance and Reformation
HIST	256	Technology and Society in Europe
HIST	260	Modernity in Russia
HIST	261	20th Century Russia
HIST	264	Modern European City
HIST	269	Modern Germany: 1764-1996
HIST	272	Nazi Germany
HIST	276	The Age of Dictator
HIST	337	History of American Thought Since 1865

COURSE DESCRIPTIONS – ART HISTORY

ARTH 100 Issues in Art This course takes a broad view of the visual arts, discussing them not in isolation but in the context of the contemporary thought and culture of which they form a part. The course focuses on the social, political, and economic issues raised by the art of our time. Issues discussed include: race, gender, class, censorship, patronage, ecology, activism, etc. Students look at a selection of works from the field of fine art—that is, the practices of painting, sculpture, drawing, photography, installation, performance, video and other mixed media as a basis for a discussion of the issues raised by contemporary art. Open to first-year students only. (P. Mathews)

ARTH 101 Introduction to Art: Ancient and Medieval This course offers a chronological study of principal monuments and developments in paintings, sculpture, and architectures from prehistoric to medieval times in Europe, the Mediterranean, and the Islamic world. (Tinkler, *offered annually*)

ARTH 102 Introduction to Western Art: Renaissance through Modern This course is a chronological study of principal monuments and developments in painting, sculpture, and architecture from Renaissance Italy to contemporary America. (Ciletti, Tinkler, *offered annually*)

ARTH 103 East Asian Art Survey This course presents a chronological study, beginning in the Neolithic period and continuing through the nineteenth century, of the arts and architecture of China, Japan, and (to a lesser extent) Korea, with some comparisons to the arts of India, central Asia, and Europe. Students examine principal monuments and developments in a variety of media, including painting, sculpture, ceramics, prints, garden design, and architecture. There are no prerequisites, and no previous exposure to the arts of East Asia is necessary. (Blanchard, *Spring, offered annually*)

ARTH 110 Visual Culture This course is an introduction to the history and concepts of art, architecture and visual culture. This course is offered in several sections by different art history professors with different areas of specialization, ranging from modern and contemporary, to Renaissance, medieval, non-Western or architectural. (P. Mathews, *offered annually*)

ARTH 201 AfricanAmerican Art This course offers an exploration of the contributions of Black artists to American art, from the transplanting of African artisan traditions in the early 19th century to the fight for academic acceptance after the Civil War, from the evolution of a Black aesthetic in the 1920s to the molding of modernism into an expressive vehicle for the civil rights and Black pride movement of recent decades. Special attention paid to the Harlem Renaissance. Artists include Edmonia Lewis, Henry Tanner, Aaron Douglas, Jacob Lawrence, Faith Ringgold. (Ciletti, *offered alternate years*)

ARTH 202 Art Collection Internship This internship involves researching pieces in the Colleges' permanent collection of art and developing registration records and research components necessary for adequate exhibition and publication of those art works. Interns will be involved in cataloguing and researching several works of art over the course of a term. The intern will document the work in digital form by taking a digital photograph and arranging to have the work professionally photographed for future uses. The result of the internship would be museum collection training for the student. This is a half credit course. (Vaughn, P. Matthews, *offered every term*)

ARTH 208 Greek Art and Architecture This course surveys the art of the Greeks and Romans from the historical origins to the middle imperial period (ca. A.D. 200). Students examine the Greek pursuit of naturalism and their turn to emotion in art. Students contrast Greek use of ideal human form with the Roman interest in the depiction of individuals. In architecture, students study the classic expressions of Greco-Roman architecture in their stylistic unity and variety, especially in the way the buildings serve different functions with a limited language of building parts. Prerequisite: previous art history or classics course or permission of instructor. (Tinkler, *Fall, offered alternate years*)

ARTH 210 Woman as Image and ImageMaker An investigation of women artists from the 16th to 19th centuries, with a brief nod to the 20th century, this course is concerned with the social and art historical settings, with placing both the situations and styles of women painters too long ignored. At the same time, it takes up some of the major female themes in Western art—Madonna, Venus, heroine, *femme fatale*—and places them in context. Special attention is given to Artemisia Gentileschi. This course may count toward a women's studies major. Prerequisite: one course in either women's studies or art history, or permission of the instructor. (Ciletti, *offered alternate years*)

ARTH 211 Women and the Visual Arts in 19th Century Europe A study of the particular contributions of mostly European women artists of the modern period from about 1750 to 1900, and an investigation of the historical, cultural and social circumstances and representations that helped to form their work and its reception. Issues of gender, race and class will be central to this course. The representation of women in art works by male colleagues will be studied alongside the work of women artists. (P. Mathews, *offered alternate years*)

ARTH 218 Age of Chivalry The course is organized chronologically around the rapid development and diffusion of Gothic forms from the centers of power in France to the whole of Europe. Of primary concern for architecture is the interaction between use and design, typified by the elaboration of liturgical space. Special attention will be paid to the importance of cult images and their role in society in comparison to images of powerful people, men and women. We will pay close attention to secular art and make some effort to understand from material culture what everyday life was like in the Middle Ages. (Tinkler, *offered occasionally*)

ARTH 220 Arts of China This course will take an interdisciplinary approach to the arts of China from the Neolithic period through the 20th century. We will consider examples of different media (including painting, calligraphy, woodblock prints, bronze vessels, lacquer ware, sculpture, ceramics, architecture and garden design) in the context of Chinese literature, politics, philosophies, and religions, with some attention to dialogues with other cultures. Broader topics will include notions of artists' places within specific social groups, intellectual theories of the arts, and questions of patronage. When appropriate, students will read and analyze Chinese primary sources in translation. (Blanchard, Fall, *offered occasionally*)

ARTH 221 Early Italian Renaissance Painting This course is an exploration of the extraordinary flowering of the arts in 14th and 15th century Florence. Artists include Giotto, Masaccio, Fra Angelico, Botticelli, and Leonardo. The course considers the development of individual styles, the functions of art, the culture of humanism, and the dynamics of patronage. (Ciletti, *offered occasionally*)

ARTH 222 Women in Renaissance Art and Life It was once assumed that men and women enjoyed perfect equality in the Renaissance and that the beautiful representations of Venus and the Virgin Mary in Renaissance art signaled the esteem in which women were held. Recent research suggests otherwise, finding instead increasing subordination of women. This course explores this question by considering the interrelationships between images of women in Renaissance painting, social realities of women's actual lives, the phenomenon of successful women artists, church dogma about women, and the period's literature by, for, and about women. It focuses primarily, but not exclusively, on Italy in the 15th and 16th centuries. Prerequisite: one course in either art history or women's studies or permission of the instructor. (Ciletti, *offered alternate years*)

ARTH 223 The Poetry of Color: Painting in Venice 1470-1600 This course explores the development of the sensuous styles of Venetian painting, from its first flowering in the late 15th century through its Golden Age in the 16th, in the work of such artists as Bellini, Titian, Veronese, and Tintoretto. It considers the impact on the arts of a variety of phenomena: the invention of oil paint, the rise and fall of Venice's economic and political fortunes, its gender arrangements, the unique social organization of the city, and its organs of patronage. (Ciletti, *offered alternate years*)

ARTH 226 Northern Renaissance Art This course is a study of art in Northern Europe from the 14th to 16th centuries. The primary concern is the emergence of a distinctively Northern pictorial tradition, as seen in Franco-Flemish manuscript illuminations and Flemish and German paintings and prints. The course traces the contribution of such 15th century artists as Campin, van Eyck, and Bosch in transforming the character of late medieval art, and the role of Dürer, Holbein, and Bruegel in creating a humanistic, Renaissance style during the 16th century. (Bennett, *offered occasionally*)

ARTH 229 Women and Art in the Middle Ages This course ranges broadly in chronology and approach to consider women and art in the middle ages in three ways: woman as art maker, woman as art buyer, and woman as art subject. Students study the changes in the relationships, which are active throughout the middle ages. To understand medieval society the course uses two histories—a modern secondary history of the period, and a collection of primary sources. Prerequisite: previous art history or women's studies course or permission of the instructor. (Tinkler, *offered occasionally*)

ARTH 230 The Age of Michelangelo This course is dedicated to the art of the High Renaissance and Mannerism in Florence, Rome, and a few North Italian cities. Students explore the evolution of the two styles in the work of painters and sculptors, such as Raphael, Pontormo, Correggio, Cellini, and Anguissola, with special emphasis on Michelangelo. Attention is also given to the new ideologies of art as Art and to the cult of genius, as well as the propagandistic aesthetics of the court of Cosimo I de' Medici in Florence. (Staff, *offered every three years*)

ARTH 232 Rococo Art and Architecture This course traces the evolution of Rococo style from Parisian salons to Bavarian churches, looking to its rejection of the grandeur of Louis XIV, its freedom, and its expression of both aristocratic hedonism and peasant faith. Attention is paid to the French Royal Academy, the rise of art criticism in Paris, and the intersection of aesthetic and social values. (Ciletti, *offered alternate years*)

ARTH 233 Renaissance Architecture This is a survey of Renaissance architecture in Italy from 1250 to 1550, covering work by known architects as well as generic building types. Although the presentation is chronological, its focus is thematic in terms of both culture and aesthetics. Themes include architecture's relationship to sculpture and painting; city planning and the problem of walled cities; the city as a stage for festivals, processions and the theater; changing ecclesiastical demands for architecture; private commissions and palaces; the political meaning of architecture; contemporary theories; the practice and business of architecture as seen through Michelangelo vs. accounts books, etc. (Bennett)

ARTH 235 Art and Architecture of Baroque Rome An investigation of the grandiose developments in Italian art in the 17th century, in the work of Caravaggio, Gentileschi, Bernini, Borromini, and other artists in Rome, this course explores such topics as papal patronage, the Counter Reformation, and the need for art as religious propaganda and illusionism. (Ciletti, *offered every three years*)

ARTH 240 European Painting in the 19th Century An examination of the art and ideas of major European artists and movements that were responsible for creating and sustaining a revolution in art, from the Enlightenment to the end of Impressionism, 1750-1880. The course focuses on the relationships between the history and art of this period of revolutions and reactionary politics, and issue pertinent to the development of Modernism such as changing value structures, the rise of consumerism, the new role of the artist, new ways of looking, and the shifting nature of gender, race and class. (P. Mathews, *offered alternate years*)

ARTH 249 Islamic Art and Architecture Students examine Islamic art and architecture from its beginnings in classical Mediterranean media and forms to the expression of autonomous stylistic developments and the impact of colonialism and post colonialism. They consider the myth that Islam prohibits imagery and examine the use of the abstract decorative technique often dismissed in western criticism as the "arabesque." The western colonialist response to the Islamic world, the subsequent Islamic response to western art styles, and the contemporary search for an authentic Islamic style in art and architecture conclude the course. (Tinkler, *Spring, offered alternate years*)

ARTH 250 Modern Art 1900-1960 A study of the avant-garde movements in art from the beginning of the 20th century through 1960. The artistic movements during this period occur in Italy, Germany, France, Holland, Russia, and the USA. We will first define the avant-garde as an attempt to affect social change, and then look at its various manifestations including Fauvism, Dada, Cubism, German Expressionism, Russia Constructivism, Abstraction, Surrealism, New Realism, and American Abstract Expressionism. All of these avant-gardes express and define Modernism in art. We will therefore also define Modernism. Finally, we will study the potential ability of each movement to make social change. (P Mathews, *offered alternate years*)

ARTH 252 Japanese Art and Culture This course will take an interdisciplinary approach to the arts and culture of Japan from the Neolithic period through the 20th century. We will consider examples of visual media in the context of Japanese literature, history, society and religions. Topics will include Shinto architecture, Buddhist art (including Pure Land and Zen), narrative picture scrolls, traditional and western-style paintings, *shoin* architecture, gardens, tea ceremony ceramics and ukiyo-e prints ("pictures of the floating world"). Students will read primary sources in translation, including Shinto myths, Buddhist texts and selections from literature. (Blanchard, *Spring, offered alternate years*)

ARTH 253 Buddhist Art and Architecture This course will examine Buddhist architecture, painting, and sculpture from South Asia, Southeast Asia, the Silk Road, and East Asia. We will consider five important movements in Buddhist practice: Theravāda, Mahāyāna, Esoteric, Pure Land, and Zen. Topics will include images of the life of the historic

Buddha and tales of his previous lives; the role of the stūpa in Buddhist worship; the expansion of the Buddhist pantheon; associations between art and patronage; representations of multiple realms of existence; the development of the mandala; and the role of meditation in artistic practice. When appropriate, students will read Buddhist texts in translation. (Blanchard, Spring, *offered alternate years*)

ARTH 255 French Roots of Modernism Through a critical examination of the works of late 19th century artists in France, from Toulouse-Lautrec to Cezanne, Van Gogh, Gauguin, Suzanne Valadon, Camille Claudel, Seurat, and others, we will study the roots of the modernist avant-garde from the perspective of the developing principles of modernism. We will also analyze the way in which these principles interact with cultural constructions such as race, class and gender. (P. Mathews, *offered alternate years*)

ARTH 259 Chinese Painting, Tang to Yuan Dynasties This course will explore painting practice from the beginnings of China's "Golden Age" in 618 through the end of Mongol conquest and rule in 1368. Painting is regarded as one of the premier art forms in the earliest Chinese histories of art, second only to calligraphy. Material will be presented chronologically, but broader topics will include popular subject matter in early painting, including figural topics and landscapes; early theories on painting and the development of art criticism; notions of artist's places within specific social classes; questions of patronage and collecting; and relationships between painting, calligraphy and poetry. (Blanchard, Fall, *offered alternate years*)

ARTH 270 1st Christian Millennium This course covers the beginnings of Christian art and architecture in the cities of Rome and Constantinople and follows the diffusion of forms into the fringes of the Mediterranean world. The course is organized chronologically around the adaptation of classical forms for new purposes and the invention of new forms for the new religion. Of primary concern for architecture is the interaction between use and design, typified by the development of liturgy. Special attention is paid to the importance of the icon, its role in society, the subsequent politically driven destruction of holy images during iconoclasm, and the final restoration of the cult of the image. Prerequisite: previous art history course or permission of the instructor. (Tinkler, *offered alternate years*)

ARTH 272 Chinese Pictures, Ming Dynasty to Modern This course will explore pictorial practice from 1368 through the end of the 20th century, focusing on painting and printmaking. Painting is regarded as high art in the earliest Chinese histories of art, second only to calligraphy, while prints are a much more "common" art form. Material will be presented chronologically, but broader topics will include popular subject matter in later pictures, including figural topics and landscapes; pictures as social or political commentary; art criticism and later theories on painting; notions of artist's places within specific social classes; questions of patronage and collecting; and Chinese responses to international art movements. (Blanchard, Fall, *offered alternate years*)

ARTH 282 20th Century American Art This course is a study of American art from the turn of the century to its ascendancy as the center of international art. (P. Mathews, *offered alternate years*)

ARTH 300 Michelangelo, Caravaggio and Bernini This course studies the work of Michelangelo, Caravaggio and Bernini, the dominant masters of the Roman Renaissance and Baroque periods on site in Rome. Painting, sculpture and architecture are considered. Students look to the nature of the works, the patrons and commissions which brought them into being, and the stylistic interrelationships among the three artists. Side trips to Florence and other cities supplement the Roman works. (Ciletti, *offered occasionally*)

ARTH 302 Arts of the Landscape and the Garden in China and Japan In China and Japan, the natural landscape becomes a primary theme of artistic expression, and the cultivated garden is perceived as a related entity. This course will examine East Asian traditions of landscape painting, pictorial representations of gardens, and the historic gardens (often understood as microcosmic landscapes) of Suzhou and Kyoto. We will explore how these diverse works of art play upon the dichotomy between nature and artifice and consider their social, political and religious implications. Students will read landscape and garden texts from both cultures in translation, as well as selections from the secondary literature dealing with these themes. Prerequisites: previous coursework in art, Architectural Studies, Asian Studies, Environmental Studies, or permission of the instructor. (Blanchard, Fall, *offered occasionally*)

ARTH 306/506 Telling Tales: Narrative in Asian Art The relationship between text and image assumes primary significance in the arts of Asia. Of special import is the use of visual narrative, or the art of storytelling. This course traces the role of narrative in the architecture, sculptures and paintings of India, Central Asia, China and Japan. The course is designed as a series of case studies, through which we will examine both the special visual formats developed

in Asia to facilitate the telling of tales as well as the specific religious, political and cultural contexts in which narrative is deployed. Prerequisites: previous coursework in art, Asian Studies, Women's Studies, or permission of the instructor. (Blanchard, Spring, *offered occasionally*)

ARTH 307 Cultural Theory and Art History Over the past 30 years, art historians have appropriated a number of methodologies from outside the discipline to understand art, from semiotics to discourse theory, representation theory, deconstruction, and psychoanalytic theory. We will explore the relationship of these theories to the interpretation of art. Prerequisites: At least one 200 level course in art history. (P. Mathews, Fall, *offered alternate years*)

ARTH 308 Roman Imperial Art and Politics In this course, students consider the use Roman politicians made of art and architecture to shape public understanding of Roman imperial ideologies—to make Romans of the whole Mediterranean world. The course concentrates on three periods—the time of Augustus, the adoptive Antonine dynasty, and the Late Empire—and three art types—the imperial portrait (including the portraits of imperial family members), commemorative monuments (triumphal arches, columns and temples), and the Roman colony cities throughout the Empire. Prerequisite: permission of instructor. (Tinkler, *offered alternate years*)

ARTH 333 Art Since 1960 This course focuses on the art of the 1960s to the present day. The course includes movements such as Conceptual Art, Minimalism, Pop Art, Color Field Painting, New Image Painting, NeoExpressionism, and PostModernism. The approach is topical and thematic, drawing upon works of art in various media including: video, film, performance, earthworks, sitespecific sculpture, installation, etc. Individual works of art are discussed in the context of the theoretical writing informing their production. (P. Mathews, *offered occasionally*)

ARTH 335 Femme Fatale and Film A feminist look at female roles in various 20th century (mostly) Hollywood films. The reading for the class will include writings ranging from discourse theory to Lacanian and French feminist psychoanalytic theory, film theory and feminist art history. (P. Mathews, *offered occasionally*)

ARTH 340 American Architecture to 1900 A survey of American architecture from its Colonial beginnings until the late 19th century, this course studies the major historical styles of this period—Georgian, Federal, Greek Revival, Queen Anne, etc.—by investigating key architectural monuments in their social and functional contexts. Of equal concern is the expression of these styles in the design of everyday houses and public buildings. Local field trips are an integral part of the course. Prerequisite: ARTS 102. (Staff, *offered alternate years*)

ARTH 389 Rococo to Revolution: Painting in France 1760-1800 This course explores the tumultuous transformations in French art in the decades leading up to the upheavals of 1789 and during the revolutionary period. Stylistically, this means the overthrow of the rococo style (designated aristocratic and feminine) by the reputedly bourgeois, masculine idiom of neoclassicism. It considers the collisions of shifting ideologies of art, politics, class, and gender and their consequences for painters such as Fragonard, Greuze, VigeeLebrun, and J.L. David. Attention is given to the theoretical programs and gender restrictions of the Royal Academy, to philosophers/critics, such as Rousseau and Diderot, to evolving taste at Versailles, and to visual propaganda during the French Revolution. Prerequisite: ARTS 102 or permission of the instructor. (Ciletti, *offered occasionally*)

ARTH 401 Seminar: Art Historiography – the History of Art History In this course, students study the history of art history, from its beginnings in artists' biographies to postmodernism and the New Art History, by reading a variety of art historical works. Each student chooses a particular artist, architect, or stylistic movement and follows the traces of art historians through time as they agree and disagree on what is to be said about art. Prerequisites: permission of the instructor. (Tinkler, Spring, *offered occasionally*)

ARTH 402 Seminar: Design After Modernism This course examines critical theories of art, architecture, and design since the 1950s. Students explore the relation of structuralist and post-structuralist theories to architecture. In addition, students examine how these ideas and issues resonate within the whole of modern society, including such fields as art, music, literature, film politics, economics, science, and philosophy. Prerequisites: permission of the instructor. (S. Mathews, Spring, *offered occasionally*)

ARTH 403 Seminar: Gender and Painting in China How are the feminine and masculine represented in art? This course will consider the role of gender in Chinese painting, focusing on the Song and Yuan dynasties (spanning the 10th to 14th centuries). Topics will include the setting of figure paintings in gendered space, the coding of landscapes and bird-and-flower paintings as masculine or feminine, and ways that images of women (an often marginalized genre of Chinese

art) help to construct ideas of both femininity and masculinity. Throughout, we will examine the differing roles of men and women as patrons, collectors, and painters. Prerequisites: permission of the instructor. (Blanchard, Spring, *offered occasionally*)

ARTH 410 - The Genre of the Female Nude in 19th Century European Art This course examines representations of the female nude in painting of the late 19th-century European Symbolist period from a feminist perspective. Our discussion will focus on the nudes of Auguste Renoir, Paul Gauguin, Suzanne Valadon, Paula Modersohn-Becker, and Franz Von Stuck among others, as well as Symbolist images of the femme fatale. Areas to be investigated include the gaze, psychoanalytic understandings of female sexuality, social constructions of gender, the role of prostitution in the construction of the female body, and the way in which art itself produces meanings. Prerequisites: At least one 200 level course in art history, or permission of the professor. (P Mathews, Spring, *offered occasionally*)

ARTH 440 The Art Museum: Its History, Philosophy and Practice This course provides an overview of the origin and history of the art museum, its various philosophies, and its contemporary operation. Current issues and controversies surrounding the museum are discussed. Field trips to local museums are an integral part of the course. The course culminates in the class selection, planning, and installation of a small didactic art exhibition in the Houghton House gallery. Enrollment is limited to upperclass art majors. Note: Since some field trips require an extended class meeting, students should not enroll in any class scheduled for the preceding class period. Prerequisite: permission of the instructor. (Staff, *occasionally*)

ARTH 450 Independent Study

ARTH 467 Seminar: Artemisia Gentileschi Artemisia Gentileschi was one of the most striking painters of the Italian Baroque style. Her powerful art and unconventional life were controversial, since both violated prevailing late Renaissance expectations about women and their capacities. This examination of Gentileschi addresses such issues as the unfolding of her style and its roots in the work of Caravaggio, the situations of women artists in the 17th century, the iconography of female heroism she pioneered, and Gentileschi's influence upon her contemporaries. Prerequisite: permission of instructor. (Ciletti, Spring, *offered occasionally*)

ARTH 472 Seminar: The Enigma of Caravaggio However considered, this greatest of Italian painters since the Renaissance is a puzzle. His brief life was violent, rebellious, haunted, yet his art reached heights (and depths) of religious truth shared only, perhaps, by Rembrandt. His dark, menacing paintings created a revolution in our understanding of light. His humble, proletarian style was constructed on rigorous, classical principles. The painter of dirty peasants was championed by cultivated prelates and princes. And so it goes. This seminar is dedicated to the luxury of studying Caravaggio's elusive art slowly, in as much depth as possible. Prerequisite: permission of the instructor. (Ciletti, Spring, *offered occasionally*)

ARTH 480 Seminar: Art of the Pilgrimage Roads This seminar explores the art and architecture surrounding one of the most important medieval journeys: the pilgrimage. Theories of pilgrimage are discussed, as well as the physical journey which medieval pilgrims took to Santiago de Compostela, Rome and Jerusalem. The bulk of the course focuses on the reliquary arts, architecture, and sculpture which the pilgrim experienced on his/her journey to these sacred places. (Tinkler, Spring, *offered occasionally*)

ARTH 495 Honors

COURSE DESCRIPTIONS – STUDIO ART

ARTS 105 Color and Composition A perceptual approach to problems of color interaction and compositional dynamics, students work through a carefully structured series of problems designed to reveal empirically the nature of color interaction and relatedness and the fundamentals of good visual composition. Projects range from narrowly focused color problems to ambitious, expressive compositional inventions. Required for studio art major and minors. (Bogin, Ruth, *offered each semester*)

ARTS 114 Introduction to Sculpture A broad introduction to sculptural processes and principles. Traditional and experimental approaches to creative artistic expression in a variety of media are investigated including carving, clay modeling, casting and construction. Materials may include plaster, wood, clay, metal, and mixed media. The history of modern sculpture is incorporated into the course through readings and discussion, as well as slide and video presentations. Required for studio art majors: either ARTS 114 or ARTS 115. (Aub, *offered annually*)

ARTS 115 Three-Dimensional Design An introduction to three-dimensional concepts, methods, and materials with an emphasis on design. Project assignments involve investigations of organization, structure, and creative problem solving. Materials generally used in the course include cardboard, wood, metals, fabric, and plexiglas. Required for studio art majors: either ARTS 114 or ARTS 115. ARTS 115 is a required course for architectural studies majors. (Aub, Staff, *offered each semester*)

ARTS 125 Introduction to Drawing A basic course in visual organization and visual expression, students focus on the relational use of the visual elements to create compositional coherence, clear spatial dynamics, and visually articulate expression. Students experiment with a range of drawing materials and subject matter. Required for studio art majors and minors. (Aub, Bogin, Yi, Ruth, *offered each semester*)

ARTS 165 Introduction to Imaging An introduction to the methods, materials, and history of camera based image making. Lectures involve camera usage, lighting, darkroom technique, imaging software, digital printing, and pictorial composition. Weekly lectures on the history of photographically based imaging from 1839 to the present will illuminate the profound influence such methods have on the way we perceive reality. A 35mm, film SLR type camera or digital SRL type camera. (Jones, Chin, *offered every semester*)

ARTS 203 Representational Painting A sequel to ARTS 105, this course focuses on the problems of painting from a source, including still life, figure, and landscape. Students work to reconcile the insistent presence of objects with the need to create pictorial lights, space and compositional and expressive coherence. Prerequisite ARTS 105 (Bogin, Ruth, *offered alternate years*)

ARTS 204 Abstract Painting A sequel to ARTS 105, this course focuses on the generation of an abstract pictorial vocabulary and on the investigation of a range of compositional and expressive possibilities for the pictorial use of that vocabulary. Prerequisite: ARTS 105. (Bogin, *offered alternate years*)

ARTS 209 Watercolor An exploration of the fundamentals of painting with translucent color media. Western and Eastern traditions, as well as more experimental approaches, are investigated. Use of Gouache (opaque watercolor) may also be explored. Subject matter involves still life, figure, and landscape with excursions to rural and urban settings. (Yi, *offered alternate years*)

ARTS 214 Metal Sculpture This course explores metal as a creative sculptural medium. Processes and techniques of direct and indirect working methods will be taught which includes fabrication and casting. During the fabrication portion of the course, the formal aspects of design will be investigated along with its execution in stock metal (rods, sheet, plate) and "found" (recycled) metal. In the process of working with these materials, the class will discuss assemblage possibilities, Constructivism, and the broader context of metal as a product of industry and war as it applies Modernist and Postmodernist concerns. By contrast, in the bronze casting portion of the course, we will explore the age old process of the "lost - wax" method as it has been practiced continuously from the ancients to contemporary times. Prerequisite: ARTS 114 or ARTS 115 or permission of instructor. (Aub, *offered alternate years*)

ARTS 215 Sculpture Modeling An investigation of sculptural tradition and personal expression through figure and head studies observed from life. Projects are modeled in clay and cast into plaster. This course takes an interdisciplinary approach that melds science with sociology and art as we seek understanding of the human form ranging from the physical embodiment to cultural perceptions. In addition to a vigorous investigation of anatomy through lectures, readings, and drawing, students will also explore art historical context, the politics of body image, and the psychology of portraiture. Prerequisite: ARTS 114 or ARTS 115. (Aub, *offered annually*)

ARTS 225 Life Drawing A study of the formal dynamics and the expressive potential of figure drawing. Students explore a variety of wet and dry media. Prerequisite: a 100-level studio art course or permission of instructor. (Aub, Bogin, Ruth, *offered annually*)

ARTS 227 Advanced Drawing Drawing projects in this class will focus on the process of visual invention using both representational subjects and abstraction. We will start with the idea that every drawing, even the most meticulously representational, is an invented assemblage of marks and forms. We will explore ways of generating visual forms and visual relationships with an emphasis on imaginative use of materials. Collage in various guises will be a regular part of the processes of invention in this course. (Bogin, *offered annually*)

ARTS 245 Photo Silkscreen Printing An introduction to the basic technology of photoscreenprinting, which can use both photographic and drawn images. Equal attention is given to issues of color and composition. Prerequisite: ARTS 105 or ARTS 125. (Yi, *offered alternate years*)

246 Intaglio Printing An exploration of the basic techniques of intaglio printing, including drypoint, etching, and aquatint. Equal attention is given to composition and the effective use of visual form. Prerequisite: ARTS125. (Yi, Bogin, *offered alternate years*)

ARTS 248 Woodcut Printing An introduction to the fundamental processes of woodcut printmaking. Traditional and experimental techniques are investigated. Formal dynamics and visual expression are the most important emphases of this course. Prerequisite: ARTS 125. (Yi, *offered alternate years*)

ARTS 265 Intermediate Imaging This course expands on themes introduced in ARTS 165 with additional emphasis on Photoshop digital imaging techniques. Attention will be given to refining technical skills while expanding the student's artistic horizons to produce images with powerful content. The critique process is an important part of the course structure. Classes are geared to the creation of an open, yet critical environment that fosters each student's emerging visual sensibility. (Jones, Chin, *offered annually*)

ARTS 266 Time in Art This course is an introduction to the creation of time-based art. Areas covered include stop-motion animation, sound art, and video art. Projects will emphasize non-narrative forms and explore the relationship between visual and conceptual elements. Students will create original works of art that will be challenged and enriched by the critique process. In addition, students will consider the history of sound and video art and consider contemporary examples of these art forms. Prerequisite: Any 100 level studio art course. (Chin, *offered annually*)

ARTS 268 Time in Art II: Video and Installation Building off of Time in Art, this course will continue an exploration of time-based art, with emphasis on further exploration of digital video and the possibilities of time-based media in space (installation). Additional tools used may include sound, performance, electronics, and photography. Emphasis will be placed on creating conceptual works that engage artists and audience in a deeper understanding of current issues and human experience. Students will create original works of art that will be challenged and enriched by the critique process. In addition, students will consider the history of video, installation, and interactive art, as well as other issues in contemporary art. Prerequisite: ARTS 266 (Chin, *offered alternate years*)

ARTS 305 Painting Workshop For advanced students, the focus of this workshop is on the generation and development of individual painting ideas. Emphasis is on the creation of a process of painting that draws on a multitude of sources, inspirations, influences, and ideas and the way that work emerges from this matrix of pictorial possibilities. Prerequisite: ARTS 203, ARTS 204 or permission of the instructor. (Bogin, Ruth, *offered annually*)

ARTS 315 Sculpture Workshop An open studio for a small, independent group, this course includes individual problems and criticism as well as group discussions. All media and processes may be investigated, including modeling, carving, welding, and plaster or bronze casting. Prerequisite: ARTS 215. (Aub, *offered annually*)

ARTS 345 Printmaking Workshop This workshop is for students who have taken either ARTS 245, ARTS 246, or ARTS 248. It is designed to enable students to do more advanced work in a chosen area of printmaking as well as explore new related areas of printmaking. (Yi, *offered alternate years*)

ARTS 365 Imaging Workshop This is a concept based course in which the student is encouraged to employ a variety of imaging media to fully explore their creative potential in a workshop environment. Projects using image capture are required, either with film or digital still cameras or time-based capture tools such as sound recorders or video cameras. Students will be encouraged to explore the visual and conceptual foundations of their work through the critique process. (Jones, Chin, *offered alternate years*)

ARTS 450 Independent Study

ARTS 495 Honors

COURSE DESCRIPTIONS – ARCHITECTURAL STUDIES

ARCH 110 Introduction to Architecture An introduction to architecture and design culture, this course introduces students to the aims, methods, and issues of the design and planning disciplines with architecture at the core of our studies. This course also encourages students to think, look, and read critically about designed objects, places, and spaces through drawing, although no prior experience with sketching is expected. With these tools, the student will have a basic understanding of design, and will be prepared to undertake more specialized study. The course will vary between giving students a survey of world architectural history and/or providing them with an awareness of issues facing designers at the dawn of the twenty-first century including sustainability, social responsibility, and the democratization of design.

ARCH 200 Introduction to Architectural Design I: Spatial Concepts + Precepts This course is an introduction to architectural composition emphasizing conceptual thinking. The design projects stress concept development and rigorous design process in order to create rich and evocative experiences and architectural elements. We will explore the artistic, conceptual, poetic, and experiential side of architecture as a way of developing a rigorous process of architectural form-making. This studio is about object-making at both small and large scales (book-sized to furniture-sized to house-sized) without reference to a specific site or context. This course emphasizes free-hand drawing in both pen and pencil, working in watercolor and colored pencil, and building models with clipboard and foam core. Students will learn how to sketch ideas as two dimensional diagrams and as three dimensional perspectives. Readings and other materials: Ching, Frank, *Architecture: Form, Space, Order*; Frederick, *101 Things I Learned in Architecture School*. Prerequisites: ARCH 110 and ARTS 115 and ARTS 125. (Makker, *offered every term*)

ARCH 201 Intro Arch Design II: Material Craft + Poetics This course is an introduction to architectural composition emphasizing FORM making that is aesthetic, imaginative and suitable for everyday use by humans. The design projects stress craft and attention to detail, appropriateness within an architectural context, and fluidity of design concept at multiple scales (for example, a decision about texture affects decisions about massing affects decisions about sitting). We will explore the material, technical, structural, and crafted qualities of architectural elements. This studio is about object-making at both small and large scales (book-sized to furniture-sized to room-sized) with reference to a specific site or context. This course emphasizes drafting drawing in both pen and pencil, working in watercolor and colored pencil, and building models with chipboard and wood. Students will learn how to draw plans, sections, elevations, and three dimensional perspective representations. (Makker, *offered every term*)

301 Design Studio II: Architecture and the Immediate Environment Through a series of theoretical and applied problems used in this course, students explore the complexities of integrating architectonic relationships of form and space with the realities of program needs, construction systems, materials, structure and environmental factors. Individual and group problems address built form and its immediate surroundings. Emphasis is on deepening intuitive and logical understanding of architectural forms, systems, influences, and expressive potential. Prerequisite: ARCH 200. (Staff, *offered occasionally*)

302 Design Studio III: Architecture and the Wider Environment

Through a series of theoretical and applied problems in this course, students explore the integration of architecture with the larger formal, social, political, economic, movement, and environmental issues of urban and regional planning. Individual and group problems emphasize the development of both intuitive and logical understanding of architectural forms, systems, influences, and expressive potential within the larger context of human design on the land. The City of Geneva and its environs may serve as a locus for class projects. Prerequisite: ARCH 200. (Staff, *offered occasionally*)

ARCH 303 Visual Notes and Analysis: The Designer's Sketchbook

A necessary part of design education is learning to observe, to document and to analyze our perceptions of architectural form and space through drawing diagrammatically rather than purely illustratively. Like a writer interprets and analyzes what they learn when they read or are lectured to, a designer uses diagrams to dissect the built works of architecture, interiors, and landscape and urban design they see in order to better understand the underlying principles that govern the physical disposition of elements, spaces, and their use. Learning to see involves both abstraction and generalization; learning to record involves understanding a conventional drawing vocabulary; learning to analyze involves understanding design principles and paradigms. We will work on location in the area, recording our visual observations only using the eye and our foot pace to measure and record spaces. No mechanical means (tape measure, ruler, camera) will be used. This course will introduce students to the habit of keeping a designer's sketchbook and to the skills used for documenting and analyzing the built environment through diagrammatic drawing in contrast to the

fine arts tradition of illustrative drawing. Readings and other materials: Ching, Frank, *Architecture: Form, Space, Order*; Ching, Frank, *Design Drawing*; Cooper, *Drawing and Perceiving*. Prerequisites: ARCH 110 and ARTS 115 and ARTS 125 and one of the following: ARCH 200 or ARCH 201. (Makker, *offered alternate years*)

ARCH 305 Environmental Design, Planning and Preservation A survey of the interrelated histories of the architecture, landscape architecture, planning, natural resource conservation and historic preservation in the United States during the 20th century and up through today. This course will cover early park and city planning, the impact of the 1960s environmental movement and reaction to modernist projects on the design professions, the historic preservation movement, and recent multidisciplinary design practice emphasizing ecological sensitivity. Prerequisites: ARCH 110, ARCH 200 or 201. (Makker, *offered alternate years*)

310 Early Modern Architecture This course traces the major tendencies of European and American architecture from the Enlightenment to World War I. In this course, we examine the roots of modern architecture in relation to culture and society. In particular, we will look at how developments in architecture relates to developments in other disciplines such as art, science, philosophy and politics. (S. Mathews, *offered annually*)

311 History of Modern Architecture Modern architecture evolved less than a century ago in response to changing social and technological conditions. This course seeks to convey the underlying causes, social milieu, technological innovations, and individual geniuses that helped bring about the revolution and subsequent evolution of modernism. Through informative lectures, explorative projects, and interactive discussions, the class examines the personalities, the rhetoric, and the seminal works of the modern era. (S. Mathews, *offered annually*)

312 Theories of Modern Architecture and Urbanism This course investigates the role that ideas can play in the making and interpretation of the built environment. Lectures, readings, discussions, and handson projects combine to cover a broad range of topics from basic definitions of terms and concepts to an overview of the significant theoretical positions that have been used to lend authority to form making. Emphasis is placed on buildings and ideas that are crucial to the important theoretical debates of the 20th century. The course specifically aims to present the material in a manner that aids students in clarifying their own values and intentions. (S. Mathews, *offered annually*)

400 Geneva Studio: Architecture in the Urban Realm The City of Geneva serves as an interactive studio environment in which students practice urban spatial design—the art of giving form to the public realm through the shape of streets, squares, blocks, and parks, and articulating their human uses. “Urbanism” is encouraged as an essential attitude in urban design that favors a spatially connected public realm over the “master planning” of mere objects in the urban landscape. Students combine the three-dimensional aspects of site specific proposals with a coherent and well-formulated attitude toward land use and programming. Prerequisites: ARCH 200, plus ARCH 301 or ARCH 302, or permission of the instructor. (Spring, *offered occasionally*)

ARCH 405 Senior Seminar: Architectural Portfolio The Architectural Portfolio course provides senior Architecture Studies majors with capstone experience. At the end of this course, each student will have a professional quality graphic record of their design work at the Colleges in the form of a graphic narrative of their creative process. Students learn the special techniques of photographing architectural drawings and models, how to use Adobe Photoshop and how to manipulate, edit, and correct digital images. The course then explores graphic design and how to present a graphic narrative of design. Finally, students will learn the fine points of professional printing and binding. By the end of the course, students will have a high-quality portfolio, essential for admission to any graduate architecture program. Prerequisites: Must be a senior Architectural Studies Major. (S. Mathews, *offered annually*)

450 Independent Study

495 Honors

Arts and Education

Program Faculty

Patrick Collins, Education, Coordinator
Cadence Whittier, Dance, Coordinator
A.E. Ted Aub, Art and Architecture
Cerri Banks, Education
Joseph M. Berta, Music
Lisa Black, Theatre
Lara Blanchard, Art and Architecture
Michael Bogin, Art and Architecture
Christine Chin, Art and Architecture
Elena Ciletti, Art and Architecture
Robert Cowles, Music
Donna Davenport, Dance
Cheryl Forbes, Writing and Rhetoric
Robert Gross, Theatre
Grant Holly, English
Michelle Ikle, Dance
Marilyn Jiménez, Africana/Latino Studies
Mark Jones, Art and Architecture
Mary Kelly, Education
Elisabeth Lyon, English
Stanley Mathews, Art and Architecture
Patricia Myers, Music
Nicholas H. Ruth, Art and Architecture
Charles Temple, Education
Michael Tinkler, Art and Architecture
David Weiss, English
Cynthia J. Williams, Dance
Phillia Changhi Yi, Art and Architecture

Note: Several faculty in other departments and interdisciplinary programs offer courses that address the arts, culture, and society. Collins and Whittier act as advisers for the major and minor.

The Arts and Education Program provides students with an opportunity to examine the role of the arts in fostering personal and cultural development. The objective of the program is to enable students to form and articulate their own critical perspectives based upon an understanding of four fundamental aspects of arts education: 1) the nature of human development, 2) the nature of art and artistic expression, 3) the theory and practice of education, and 4) the experience of artistic expression. This program is not intended to prepare students to teach in the arts; it is designed for students who wish to deepen their understanding of both art and education, while critically exploring the relationship between these two kinds of human experience. The arts and education program offers an interdisciplinary major and minor.

REQUIREMENTS for the MAJOR (B.A.)

interdisciplinary, 12 courses

AEP 335; two courses from among DAN 325 *Movement Analysis: Laban Studies*, EDUC 301 *Drama in a Development Context*, PHIL 230 *Aesthetics*, or an equivalent theory-based arts course; one course from among EDUC 202 *Human Growth and Development*, PSY 203 *Introduction to Child Psychology and Human Development*, PSY 205 *Adolescent Psychology*; at least four studio electives, three of which must be in one artistic discipline (art, creative writing, dance, music, or theater); two additional education courses from one of the program core or elective groups; and two additional courses on art, culture, and society. Only three 100level courses may count toward the major. All courses must be completed with a grade of C or better.

REQUIREMENTS for the MINOR

interdisciplinary, 6 courses

AEP 335; one course from among DAN 325 *Movement Analysis: Laban Studies*, EDUC 301 *Drama in a Developmental Context*, PHIL 230 *Aesthetics*, or an equivalent theory-based arts course; one course from among EDUC 202 *Human Growth and Development*, PSY 203 *Introduction to Child Psychology and Human Development*, PSY 205 *Adolescent Psychology*, three studio electives in one discipline (art, creative writing, dance, music, or theater).

CORE COURSES

AEP 335 Arts and Human Development
DAN 325 Movement Analysis: Laban Studies
EDUC 301 Drama in a Developmental Context
PHIL 230 Aesthetics

STUDIO ELECTIVES (sample)

Art

ARTS	105	Color and Composition
ARTS	114	Introduction to Sculpture
ARTS	115	Three Dimensional Design
ARTS	125	Introduction to Drawing
ARTS	126	Figure Drawing
ARTS	130	Photography and Culture
ARTS	135	Introduction to Photography
ARTS	165	Introduction to Imaging
ARTS	203	Representational Painting
ARTS	204	Abstract Painting
ARTS	209	Watercolor
ARTS	214	Metal Sculpture
ARTS	215	Sculpture (Modeling)
ARTS	225	Life Drawing
ARTS	227	Advanced Drawing
ARTS	245	Photo Silkscreen Printing
ARTS	246	Intaglio Printing
ARTS	248	Woodcut Printing
ARTS	265	Intermediate Imaging
ARTS	266	Time in Art
ARTS	267	Digital Imaging
ARTS	268	Time in Art II
ARTS	301	Imaging Workshop
ARTS	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop

Dance

DAN	105	Introduction to Dance: Theory and Practice
DAN	140	Dance Ensemble
DAN	200	Dance Composition I
DAN	250	Dance Improvisation
DAN	300	Dance Composition II
DAN	305	Somatics

Any full-credit dance technique course

English

ENG	260	Creative Writing
ENG	305	Poetry Workshop
ENG	308	Screenwriting I
ENG	309	Fiction Workshop

ENG	310	Creative NonFiction Workshop
ENG	315	Advanced Fiction Workshop II
ENG	326	Performance/Slam Poetry

Music

MUS	120	Tonal Theory and Aural Skills I
MUS	121	Tonal Theory and Aural Skills II
MUS	202	History of Western Art Music: Medieval and Renaissance
MUS	203	History of Western Art Music: Baroque and Classical
MUS	204	History of Western Art Music: Romantic and Modern
MUS	206	Opera as Drama
BIDS	298	The Ballets Russes: Modernism and the Arts

Two semesters of any 900-level course

Theatre

THTR	178	Acting I
THTR	179	Introduction to Stage Craft
THTR	225	Introduction to Lighting Design
THTR	275	Acting II
THTR	305	Advanced Acting Styles
THTR	307	Playwriting Workshop

Two semesters of THTR 490 Theatre Production

Education Electives

EDUC	200	Philosophy of Education
EDUC	201	History of Education
EDUC	203	Children with Disabilities
EDUC	208	Teaching, Learning and Popular Culture
EDUC	220	Storytelling and the Oral Tradition
EDUC	221	Understanding Autism
EDUC	302	Disability in China
EDUC	304	Representations, Inferences, and Meanings
EDUC	320	Children's Literature
EDUC	332	Disability, Family, and Society
EDUC	333	Literacy
EDUC	346	Technology in Education
EDUC	350	Constructivism and Teaching
EDUC	370	Social Foundations of Multiculturalism
EDUC	396	Technology for Children with Disabilities

Art, Culture and Society Electives

Courses chosen from the following departments and programs with permission of an AEP Program Coordinator: Africana Studies, Art History, Asian Languages and Cultures, Dance, English, European Studies, French and Francophone Studies, German Area Studies, Latin American Studies, Music, Media and Society, Philosophy, Russian Area Studies, Spanish and Hispanic Studies, Theatre, Women's Studies, and Writing and Rhetoric.

COURSE DESCRIPTION

335 The Arts and Human Development The primary purpose of this course is to explore the ways in which the arts serve human development. Students examine the relationship between the arts and various dimensions of development such as cognitive, cultural, and emotional growth. This course is interdisciplinary in nature and addresses some of the following questions: What is art? Do different forms of art serve different functions? What do the arts teach children that other traditional subjects do not teach? What is the role of creativity in art? Students are encouraged to explore connections between the arts and education while also reflecting upon the significance of the arts in their own lives. (Collins/Davenport/Whittier, *Spring, offered annually*)

Asian Languages and Cultures

Sheila Bennett, West Asia and the Middle East, Tibet
James-Henry Holland, Japanese Language and Culture
Chi-chiang Huang, Chinese Language and Culture, Chair
Tenzin Yingyen, Tibetan Buddhism and Culture
Jinghao Zhou, Chinese Language and Culture

Participating Faculty

Etin Anwar, Religious Studies
Lara C.W. Blanchard, Art History
Anthony Cerulli, Religious Studies
Richard G. Dillon, Anthropology
Marie-France Etienne, French and Francophone Studies
Jack D. Harris, Sociology
Shalahudin Kafrawi, Religious Studies
Feisal Khan, Economics
John Krummel, Religious Studies
Darrin Magee, Environmental Studies
Helen McCabe, Education
Susanne McNally, History
Dia Mohan, Sociology
Lisa Yoshikawa, History
Patricia A. Myers, Music
Ilene Nicholas, Anthropology
David Ost, Political Science
Richard Salter, Religious Studies
James L. Spates, Sociology
Stacey Philbrick Yadav, Political Science
Vikash Yadav, Political Science

Working closely with other academic departments at Hobart and William Smith, the Department of Asian Languages and Cultures offers a wide variety of courses that are designed to acquaint its majors and minors with the history, institutions, religions, cultures, and languages of Asia and to provide a firm foundation for further study. Majors and minors in the department are strongly encouraged to participate in the Colleges' off-campus programs in Japan, Korea, Taiwan, China, Vietnam, and India. All courses designated ASN are taught in English.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses

At least two years of one Asian language (normally four courses). Students may be exempted from this requirement by passing a proficiency test permitting them to enter the third year or above of an Asian language. Students who take advantage of this exemption still must complete at least 12 courses in Asian studies for the major: the departmental introductory course: ASN 101 *Foundations of Asian Civilizations*; at least two social science courses on Asia; at least two humanities courses on Asia; at least two courses on Asia at the 300 or 400 level.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

At least one year of an Asian language (normally two courses). Students may be exempted from this requirement by passing a proficiency test permitting them to enter the second year or above of an Asian language. Students who take advantage of this exemption still must complete at least seven courses in Asian studies for the minor: the departmental introductory course: ASN 101 *Foundations of Asian Civilization*; at least one social science course on Asia; at least one humanities course on Asia; at least one course on Asia at the 300 or 400 level.

CROSSLISTED COURSES

Social Sciences

ANTH	206	Early Cities
ANTH	227	Intercultural Communication
ANTH	230	Beyond Monogamy: The Family in Cross-Cultural Perspective
ANTH	298	Modern Japan
ANTH	342/442	Ancient World Systems
ECON	233	Comparative Economic Systems
EDUC	302	State, Society, and Disability in China
POL	246	Politics of East Asia
POL	257	Russia and China Unraveled
SOC	240	Gender and Development
SOC	253	World Cities
SOC	291	Society in India
SOC	299	Sociology of Vietnam

Humanities

ARTH	103	East Asian Art Survey
ARTH	220	Arts of China
ARTH	249	Islamic Art and Architecture
ARTH	252	Japanese Art and Culture
ARTH	253	Buddhist Art and Architecture
ARTH	259	Early Chinese Painting
ARTH	302	Landscapes and Gardens
ARTH	306	Telling Tales: Narrative in Asian Art
BIDS	365	The Dramatic Worlds of South Asia
FRNE	213	Vietnamese Literature in Translation
HIST	285	The Middle East: Roots of Conflict
HIST	291	Late Imperial China
HIST	292	Japan Before 1868
HIST	297	The History of Modern Japan
HIST	390	The Modern Transformations of China and Japan
HIST	394	Russia and Central Asia
HIST	396	History and the Fate of Socialism: Russia and China
HIST	461	War and Peace in the Middle East
HIST	492	Seminar in Chinese History
HIST	493	Seminar in Japanese History
MUS	216	Music of Asia
REL	210	Hinduism
REL	211	Buddhism
REL	219	Introduction to the Islamic Tradition
REL	226	Religion and Nature
REL	236	Gender and Islam
REL	242	Islamic Mysticism
REL	243	Suffering and Salvation
REL	318	Postcolonial Theologies

Departmental Language Courses

For course descriptions, see Chinese and Japanese

CHIN	101	Beginning Chinese I
CHIN	102	Beginning Chinese II
CHIN	201	Intermediate Chinese I
CHIN	202	Intermediate Chinese II
CHIN	301	Advanced Chinese I
CHIN	302	Advanced Chinese II
CHIN	450	Independent Study
JPN	101	Beginning Japanese I

JPN	102	Beginning Japanese II
JPN	201	Intermediate Japanese I
JPN	202	Intermediate Japanese II
JPN	301	Advanced Japanese I
JPN	302	Advanced Japanese II
JPN	450	Independent Study

COURSE DESCRIPTIONS

101 Foundations of Asian Civilizations Definitions and boundaries of 'Asia' abound, just as descriptions about what constitutes the 'West' are many. In this course, we have selected three 'Asian' cultures; Indian, Chinese, and Japanese. We will first address some of the fundamental concepts of these cultures and then trace how these important traditions interacted with the 'West' especially in the 18th to the 20th centuries. We will see that the interactions between the Western powers and these 'Asian' cultures were often turbulent and antagonistic. These interactions challenged the 'Asian' countries to reassess their views of their places in the world and their fundamental social, philosophical, and religious ideals. (Yoshikawa and Cerulli, *offered annually*)

202 The Ottoman World: Islam and the West At its peak, Ottoman domains encompassed what we know today as the Balkans, Greece, Turkey, and the "Middle East"- the successor states to the great empire of Byzantium in the west and the Arab conquests in the east. And of the great cities of the world, Istanbul sat at its heart. This course examines the nature of empire in the Ottoman experience, the emergence of nationalism and capitalist economies, and the legacy of Ottoman rule today through the achievements- and failures - of Ottoman society, culture, and statecraft, and the microcosm of Ottoman society that was, and is, Istanbul. (Bennett, *offered annually*)

209 The Golden Age of Chinese Culture Although China is known for its long history, it is best known for its golden age during the Tang and Song dynasties (618-1279). These two dynasties witnessed a rapid growth in thought, government structures, literature, art and many aspects of culture. The people of this period, from emperor/empress and aristocratic elite to storytellers and courtesans, contributed to the formation of an urban culture that was the richest in the world. While Europe was still in its dark age, China's golden age established the foundations of much of Asian culture. This course explores Tang and Song contributions to the Chinese cultural heritage. (Huang, *offered annually*)

210 Buddhism and Taoism through Chinese Literature Buddhism and Taoism have long been two important constituent elements of Chinese culture. Their influences on Chinese elite culture, social ethics, and popular values have inspired the use of such phrases as "The Age of Neo-Taoism" and "The Buddhist Age" to characterize some periods of Chinese history. Though many Chinese intellectuals were suspicious of and even hostile towards these two religions and sometimes labeled them as "heterodox," they could not deny the fact that the two teachings had become an integral part of Chinese elite and popular culture. This course is an introduction to the major ideas of Chinese Buddhism and Taoism as they were represented and interpreted in various texts and narratives. (Huang, *offered annually*)

211 Buddhism (Same as REL 211) This course covers the rise and historical development of Buddhism in South Asia and its spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Cerulli, *offered annually*)

212 Women in Contemporary Chinese Culture Are Chinese women still submissive, powerless, and silent as commonly perceived? What roles are Chinese women playing in the present-day China and international societies? These are among the oft-asked questions this course attempts to answer. By contextualizing Chinese women in pre-modern China, nationalist China, and communist China, this course attempts to show their different characteristics in different periods. Special attention, however, is given to women in social and cultural settings in contemporary China. A variety of works, including history, fiction, and films are used to acquaint students with dramatic changes, multifaceted images, gender problems of Chinese women in the post-Mao era. (Zhou, *offered alternate years*)

213 Tibet Incarnate: Understanding Contemporary Tibet How are we to think of Tibet today-- as the hapless victim of Chinese aggression; a poster child for human rights? Or as a people with a long and complex history of political and cultural associations, east and west; a people with its own imperial past? This course explores the context of today's "Tibetan Question" in Tibet's history, culture, and geographic position on the frontiers of trade and empires across millennia. This course is conducted in seminar format and participants are responsible for researching and presenting sources materials. Prerequisite: ASN 101 or ASN 225 or permission of the instructor. (Bennett, *offered annually*)

214 Hinduism (same as REL 210) In this course students learn about many of the ritual, devotional, and philosophical traditions that make up the religion known as Hinduism. We begin our enquiry in the ancient world, with a survey of the Indus Valley Civilization and then explore important holy sites, religious movements, and religious reformers in classical, medieval, and modern Hinduism. Although this course is primarily concerned with Hinduism in South Asia, the ways in which Hinduism has taken root in North America (including upstate New York) are also considered through field visits to a local Hindu temple. Our investigation of Hinduism combines historical, literary, and anthropological methodologies, and weekly meetings involve close readings of important Hindu literature (e.g., Rg Veda, Upanisads, Bhagavadgita, and Ramayana) and contemporary fiction, films, and minor fieldwork. No prior knowledge of Hinduism is required. (Cerulli, *offered annually*)

215 Environment and Development in East Asia Rapid development in East Asia has brought prosperity to many but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to "sustainable development." Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Magee, *offered Spring*)

220 Male and Female in East Asian Societies Gender, sex roles, and domestic relations are among the basic building blocks of culture and society. This course is designed to examine the historical legacy of East Asian countries, contemporary Eastern Asian cultures, and basic values from the perspective of sex and gender, and to explore a variety of cultural contexts and social venues, including marriage, the family, the relations between husband and wife, generation gaps, private life and public life, and tradition and its changes. The course focuses on China and views it as one of the great sources of Eastern Asian civilization, especially Japan, Korea, and Vietnam. Particular attention is paid to the representation of male and female in contemporary Asian cultures. Films are used to supplement the readings. (Staff, *offered occasionally*)

225 Tibetan Buddhism This course is an introduction to Tibetan belief and practice. What is life from a Buddhist perspective? What did the Buddha teach? What is the law of karma? These and many other questions are addressed. The course looks at Tibetan Buddhist practice from the Four Noble Truths to the highest Yoga tantra with special emphasis on the practice of love, kindness, and compassion. A monk's life in the monastery is also studied. Prerequisite: Any religious studies course or permission of the instructor. (Yignyen, *offered annually*)

231 Tibetan Mandala Painting The purpose of this course is to introduce students to the wonders of Tibetan culture. This is accomplished through the study of traditional Tibetan Buddhist painting and mandala construction. The world of Tibetan Buddhist art is introduced through the emersion in historic background and current utilization. Students learn the accurate methods for drawing the geometric outlines of the mandala. Each student completes a painted version of the Chenrezig mandala (which is most often used in Tibetan Buddhist meditation practice). This includes the formation of the accurate symbols of the five Buddha families. Students become familiarized with these and other emblems and learn their meanings. Using colored sand, students learn how to make a sand painting with authentic Tibetan metal funnels and wooden scrapers. Finally, students participate in the joy of a group class project of sand mandala painting and dismantling ceremony. (Yignyen, *offered annually*)

236 Society, Culture, and the State in Contemporary China This course addresses the momentous social and cultural changes that have occurred in China in recent years. In exploring this subject, Chinese culture is systematically examined from different aspects, including but not limited to Chinese cultural roots, economy, ideology, politics, religion, and education. Some of China's hottest issues, with which Western societies have been concerned in recent years, are discussed, such as the reform movement, the Tiananmen Square Incident of 1989, human rights, the anti-Falun Gong campaign, peasants' protest, HIV, China's ascension, China-U.S-Taiwan relations, and China's future. Films are used to supplement the readings. (Zhou, *offered alternate years*)

244 Christianity in East Asia Christianity has typically been considered a Western religion, yet it has a long and detailed history throughout East Asia and East Asia is one of the areas in the world experiencing the greatest growth of Christianity. This course will explore, compare and contrast various histories and traditions of Christianity in China, Korea, Japan, the Philippines and Vietnam. Among other things, we will consider questions such as, What is the future of Christianity in East Asia? How does the growth of Christianity relate to other political and social changes in this part of the world? Is Christianity culturally compatible with these national cultures? How has Christianity been inculturated in these countries?

304 Courtesan Culture in China and Japan Look up the word “courtesan” in a dictionary, say Merriam-Webster’s 10th edition, and one finds the following definition: “a prostitute with a courtly, wealthy, or upper-class clientele.” Historically, however, the courtesans of China or Japan have been women whose appeal lay primarily in their surpassing musical and literary cultivation, not their sexual services. This multidisciplinary course uses the textual sources and visual representations that record or celebrate courtesan culture to examine the demimonde of the elite Chinese “singing girl” or the Japanese geisha across the centuries, with some attention to Western conceptions or misconceptions of their roles and relationships. (Blanchard, *offered occasionally*)

312 Literary and Historical Memory in China: Text, Contexts, and Historical Facts For centuries many educated Chinese have read traditional literary works with greater interest than they have read historical works. Their appreciation for the “memory” in these literary works helped popularize a variety of novels, short stories, poetry, and plays, as well as immortalize some historical personages and fictional characters. In its idealizing or stigmatizing men and women in history, literary work also historicizes its stories and is commonly accepted as a valuable historical text. This course compares the often disparate memory of China’s past in literary and historical texts, focusing substantially on their representation of the image of cultural heroes and heroines, of gender and class inequities, as well as of moral and ethical values. (Huang, *offered occasionally*)

342 Chinese Cinema: Gender, Politics, and Social Change in Contemporary China This course is designed to examine the development of Chinese cinema. It introduces the fifth and sixth generation of Chinese filmmakers, as well as recent Chinese films produced in Mainland China, Taiwan, Hong Kong, and the United States. It is hoped to help students develop their ability to analyze visual images from both Chinese and multicultural perspectives. Through the lens of Chinese films used in this course, students are expected to better understand issues such as gender, family, tradition, custom, and politics in China today. In the meantime, they are expected to become familiar with some new trend of cultural and social movement in China and overseas Chinese communities. (Zhou, *offered annually*)

393 The Pacific Century A seminar course designed for, and limited to, students returning to campus from study abroad programs in Asia, this course explores the extraordinary economic, social, political, and cultural changes that have occurred in that region over the past 150 years. Students enrolled in the course conduct extensive research on a topic related to modern Asia, make several oral presentations on that research, and complete a substantial term paper. Prerequisite: A term abroad in Asia. (Staff, *offered occasionally*)

Athletics, Physical Education and Recreation

Program Faculty

HOBART ATHLETICS

Mike Hanna '68, Director of Athletics
Mike Alton, Head Rowing Coach
Mike Cragg, Head Football Coach
Ron Fleury, Head Cross Country Coach
Shawn Griffin, Head Soccer Coach
Scott Iklé '84, Head Sailing Coach
T.W. Johnson, Head Lacrosse Coach
John LaCrosse, Head Golf Coach
Ian Lockwood, Head Strength and Conditioning Coach
Izzi Metz '98, Head Basketball Coach
Mark Taylor, Head Hockey Coach
Carol Weymuller, Head Squash and Tennis Coach

WILLIAM SMITH ATHLETICS

Deb Steward, Director of Athletics
Sandra Chu, Head Rowing Coach
Lindsay Drury, Head Basketball and Golf Coach
Chip Fishback, Head Squash and Tennis Coach
Pat Genovese, Head Lacrosse Coach, Associate Director of Athletics
Scott Iklé '84, Head Sailing Coach
Kelly Kisner, Head Swimming & Diving Coach
Ian Lockwood, Head Strength and Conditioning Coach
Sally Scatton, Head Field Hockey Coach, Assistant Director of Athletics
Jack Warner, Head Cross Country Coach
Aliceann Wilber, Head Soccer Coach

Hobart

Hobart athletics seeks to afford experience in intercollegiate sports to as many men as possible. Annually, about one third of the Hobart student body participates in intercollegiate athletics. Many participate on more than one team. While student-athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their scholastic and athletic endeavors. The broad-based program receives excellent support in the areas of equipment, facilities, staff, and sports medicine.

Under the supervision of the Department of Athletics, Hobart fields intercollegiate teams in basketball, cross country, football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, and tennis. Hobart is a member of Division III of the National Collegiate Athletic Association and competes in this division in all sports except lacrosse. Since 1995, the Hobart lacrosse team has competed at the Division I level.

Since 1972, Hobart College has won 18 national championships, three Eastern College Athletic Conference regional titles, and 17 conference championships.

William Smith

The Department of Athletics, Physical Education and Recreation has as its foundation an educational philosophy that emphasizes the importance of the medium of movement as a learning vehicle for individual growth and development.

Recognizing that students learn in a variety of ways and through a variety of experiences, the department provides a wide range of activity courses and a comprehensive intercollegiate athletics program. Certain activity courses are offered for credit, others are offered for no credit. Students may select from team sports, individual sports, fitness, wellness, and aquatics classes. Included in the offerings are soccer, lacrosse, tennis, skating, squash, skiing, swimming, scuba diving, weight training, conditioning, aerobics, and more.

Designated as a Division III institution, William Smith engages in varsity competition in the following sports: basketball, cross country, field hockey, golf, lacrosse, rowing, sailing, soccer, squash, swimming and diving, and tennis. Soccer provides opportunities at the junior varsity level as well.

William Smith is a member of the Liberty League, MAISA, NCAA, and ECAC. Through their membership in the William Smith Athletic Advisory Council, student-athletes play a significant role in the operations of the athletics department. They select a board of team representatives who work closely with the athletics director, providing input in policy development.

Recreation and Intramurals

The Colleges provide an extensive recreation and intramural sports program for those who enjoy sports activities but don't necessarily wish to compete on the intercollegiate level. This enables each student to choose the activities that best satisfy his or her needs. Walleyball, touch football, basketball, volleyball, soccer, softball, and a host of other team and individual sports are available.

Physical Education Classes

The Colleges also offer a wide variety of physical education classes (some are credit-bearing courses) designed to develop skills in activities that can be performed throughout one's life. These classes, which range from scuba diving to ice skating, are instructed by staff members who have significant experience and expertise in that related activity.

Club Sports

Club sports include alpine skiing, baseball, basketball, bodybuilding, cycling, equestrian, fencing, field hockey, Frisbee, floor hockey, ice hockey, lacrosse, Nordic skiing, paintball, rugby, ski racing, track and field, These sports are organized under the Office of Student Activities and do not carry varsity or intercollegiate status.

Outdoor Recreation Program (ORAP)

ORAP provides both structured and unstructured recreational opportunities for outdoor enthusiasts in the Hobart and William Smith Colleges community. In addition, a concerted effort is made to introduce novices to a variety of outdoor activities.

This program sponsors a combination of courses, clinics, and outings throughout the school year. Examples of instructional courses and clinics which may be offered are: hiking and backpacking, kayaking, ice climbing, nordic skiing, spelunking, and ice skating.

Dates and times of programs are publicized and a fee is charged to cover equipment and administrative costs. A resource center and an equipment rental system also provide individuals with the means to coordinate their own outings.

The Wellness Program

As an extension of the physical education program, the wellness program emphasizes the interrelationships between nutrition, stress management, fitness, and mental and physical well-being. More information about the program can be obtained by contacting the director of the Sport and Recreation Center.

COURSE DESCRIPTIONS

Aquatics

915 Lifeguard Training This course is given for those desiring American Red Cross certification. Swimming stroke improvement, conditioning, practicing, and practical use of all phases of inthewater lifeguarding and outofwater preventionsupervision methods. Some first aid and artificial respiration methods are included. Prerequisite: swimming test. Fee. *(Spring, offered annually)*

916 Water Safety Instructor This course includes perfection and practice of all recognized swimming strokes and lifesaving techniques plus some first aid and artificial respiration methods. Prerequisite: PEC 915 *Lifeguard Training*. Fee. *(Spring, offered annually)*

921 Swimming I In this course, novice and beginning swimmers are given adjustment techniques and instruction in basic strokes. The class is divided into nonswimmers and those who desire stroke improvement and endurance development. *(Fall, offered annually)*

930 Scuba Diving I This course includes all techniques of the sport. Certification is given for satisfactory completion. Fee. *(Offered each semester)*

932 **Scuba Diving II** This course is a Specialty Diver program designed to teach advanced diving skills in the areas of: Underwater Navigation, Night / Low Visibility Diving, and Diver Stress & Rescue. Completion of classroom, pool, and open water work will lead to an internationally recognized Specialty Diver certification. Divers will be able to complete reciprocal and triangular navigation runs, make dives to depths greater than 60' (as limited by Level 1 training) and to dive in low light diving conditions. Divers will be able to identify and help relieve stresses in themselves and their buddy. Buddy Rescue and self-help skills are mastered.

Lifetime Services, Individual, and Dual Activities

980 **Athletic Training** The objectives of this course are to acquaint and afford opportunity for concentrated study by means of participation, observation, discussion, instruction, and research in the latest techniques, practices, problems, and theories pertaining to athletic training. (Reeland, *Spring, offered annually*)

989 **Essentials of Personal Training** This course introduces and explores, to a limited degree, the essential components associated with the "personal training" profession. Some of the components covered include exercise programming, facility management, medical screening, safety/liability issues and marketing strategies. While theory/content is traditionally addressed in the classroom, the practical application of some of these components extends into the fitness center and group exercise room. (Hess, *Fall, offered annually*)

Recreational Clinics

919 **Ice Skating** This course enables students to learn the basics of ice skating at the Geneva Ice Rink. Skate rental available. Fee. (Wilber, *Fall, offered annually*)

921 **Basic Sailing** In this course, students are instructed in basic sailing skills and the fundamentals of sailing theory. Classes are held at the HWS dock off South Main Street. (Iklé, *Fall, offered annually*)

929 **Field Hockey Clinic** (Scatton, *Spring, offered annually*)

935 **Fitness** Basic theories of physical fitness and conditioning are taught with instruction in a variety of fitness activities.

937 **Power/Strength Training for Women** (01 section meets Mondays and Wednesdays, 02 section meets Tuesdays and Thursdays)

955 **CrossCountry Skiing Clinic** This is a course in which basic crosscountry skiing techniques are taught and perfected. Transportation is furnished to practice slopes. (Wilber, *Fall, offered annually*)

972 **Indoor Soccer Clinic** This course is coeducational and is held in the Sport and Recreation Center. (Wilber, *offered each semester*)

989 **Essentials of Personal Training** This course introduces and explores, to a limited degree, the essential components associated with being a personal trainer. Some of the components covered include exercise programming, facility management, medical screening, safety/liability issues, and marketing strategies. While theory/content are traditionally addressed in the classroom, the practical application of some of these components extends into the fitness center and the group exercise room. (Hess, *Fall, offered annually*)

Biology

Meghan Brown, Assistant Professor
Sigrid A. Carle, Professor
Susan Cushman, Assistant Professor
Mark E. Deutschlander, Associate Professor, Department Chair
David C. Droney, Professor
Thomas J. Glover, Professor
Kristy L. Kenyon, Assistant Professor
Patricia Mowery, Assistant Professor
Luciana Parent-Cursino, Assistant Professor
Elizabeth A. Newell, Professor
James M. Ryan, Professor

The Biology Department offers majors a solid foundation in modern biology and the opportunity for advanced and independent investigation within the framework of a liberal arts curriculum. Because biology is a diverse discipline united by common principles, completion of certain core courses is required for all majors (see course lists below). The required core courses include BIOL 167 Introductory Topics, BIOL 212 Biostatistics, BIOL 220 Genetics, BIOL 236 Evolution, and BIOL 460 Senior Seminar. Students are advised to begin BIOL 167 in their first semester but this course may be completed in the second semester of the first year. BIOL 212 must be completed by the end of the sophomore year and is required for entry into all 300-level biology courses. [Note that some 200-level biology courses also require a BIOL 212 prerequisite, but several 200-level courses are open to anyone who has successfully completed BIOL 167]. BIOL 220 Genetics must be completed by the end of the sophomore year and taken before, or concurrently with, BIOL 236 Evolution, which we highly recommend be taken by the end of the junior year. BIOL 460 Senior Seminar is intended as a capstone course, integrating information presented in the first three years, and is normally completed during the senior year. Biology offers two disciplinary majors, a B.A. and a B.S., and a disciplinary minor. Only courses completed with a grade of C- or better, both departmental and cognate, may count toward the major or minor. Bidisciplinary courses do not typically count toward a biology major.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

Nine biology courses, seven of which must be taken at HWS. Biology courses must include BIOL 167, BIOL 212, BIOL 220, BIOL 236, BIOL 460, and at least two 300-level biology courses. BIOL 450 (independent study) may substitute for one 300-level biology course. Completion of BIOL 495 Honors may substitute for BIOL 460. Other required courses are MATH 130, CHEM 240 plus one other chemistry course.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. major, plus one additional course from biology, and three more courses from chemistry, computer science, geoscience, mathematics, physics or psychology.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

BIOL 167, BIOL 212, BIOL 220, BIOL 236 and two additional biology courses.

COURSE DESCRIPTIONS

167 Topics in Introductory Biology: These courses, while focused on a range of topics, are designed to help you (1) distinguish between scientific inquiry and other modes of inquiry; (2) articulate central concepts of biology, including the process of evolution through natural selection, the central role of DNA, RNA, and proteins in living organisms, and the inheritance of genetic information; (3) ask relevant biological questions, develop scientific hypotheses, and design experiments to test hypotheses; and (4) explain the relevance of biological knowledge to society. Each course includes laboratory sessions. Prerequisites: none. (*offered every semester*)

Sample topic introductory courses:

- **Alien Invaders: Biology of Exotic Species:** The introduction of exotic or non-native species into environments poses a major risk to native species, especially in the United States. For example, Wilcove et al. (1998) report that of the almost 2,000 species threatened with extinction in the U.S., 49 percent are in this predicament as a result of the introduction of exotic species. This course explores the biology and ecology of invasive, exotic species in order to better understand how they are able to successfully invade, what affects they have on native species, and what might be done to control these species which pose such a significant threat to other species around the globe. As these are complex questions, students touch on a range of major concepts important in the study of biology and biological systems, including evolution, taxonomy, physiology, structural-functional relationships, and ecology. Prerequisites: none. (Brown)
- **Animal Minds:** The nature and nurture of animal behavior The “mind” of an animal is known to humans only by the behaviors we are able observe, and questions about animal behavior can be asked only by methods of scientific inquiry. Behavior is not simply a matter of the “brain” that produces it, rather an animal’s behavior, and the brain itself, is the result of evolutionary forces and complex interactions among ecological, genetic, developmental, and physiological processes. This course explores various biological perspectives that attempt to understand the forces that shape individual and group behavior in animals. Topics may include communication, sexual behavior and mating, predator-prey interactions, migration and navigation, biological clocks, and animal intelligence. Prerequisites: none. (Deutschlander)
- **The Biology of Sex:** This course examines the important themes in biology through the lens of reproduction; a defining characteristic of all life. This course uses an evolutionary-based approach to understand the cost and benefits of asexual versus sexual reproduction. We will study why sex evolved, discover some of the fantastic strategies plants and animals use to mix their genes, explore the evolution of sex, learn how genetic information is passed from generation to generation, and visit such topics as mating strategies, sperm competition, female mate choice.
- **A Biotech World: Origins and Implications of Recombinant DNA Technology:** With increasing knowledge of DNA structure and function, scientists have acquired powerful tools for tinkering with the genetic makeup of living organisms. To date, our ability to manipulate DNA has had a significant impact in areas such as agriculture, human health and the environment. This course introduces the basic scientific principles behind recombinant DNA technology and its potential applications. Students also address the environmental, ethical, and social issues that surround the use of this technology in our changing world. Prerequisites: none. (Kenyon)
- **Conservation Biology:** We are living in a period of unprecedented loss of diversity due to habitat fragmentation and destruction, invasive species, pollution, climate change, and overexploitation. It has taken millions of years for species around the world to evolve and yet millions of unique populations are predicted to go extinct in the next 20-30 years. Why are some species more susceptible to loss than others? How can we protect species from further decline? Conservation biology integrates both science and society to understand and slow this loss of biodiversity. Topics covered in this course include the ecology, genetics, evolution, biodiversity, management, and policy of small populations in both terrestrial and aquatic ecosystems. Prerequisites: none. (Cushman)
- **Dangerous Diseases: Black death, the Spanish Flu, AIDS —** Is the greatest threat to humanity likely to come from a new deadly disease that causes worldwide havoc? This course explores the cell biology, molecular biology and physiology behind some of humanities’ most tenacious infectious diseases such as SARS, Ebola, Hantaan virus, and HIV. Understanding the ecology and evolution of infectious diseases allows assessment of the possibility that a deadly infection could cause another deadly global outbreak. Finally, students explore how scientists combat infectious diseases and whether or not the human genome project and the ability to sequence the genomes of disease causing organisms offer a new mechanism to fight deadly diseases. Prerequisites: none. (Carle)

- **HIV and related topics:** According to the World Health Organization, there are more than 33 million people currently living with HIV. We will examine HIV from various angles including how it enters cells, how it integrates into the human genome, how it changes, and methods to detect it and prevent its infection. Through these topics we will explore concepts such as molecular and cellular components of cells, genetics and evolution, and immunology and viruses. Prerequisites: none. (Mowery)
- **Populations and their Environment:** The environment plays a large role in shaping population dynamics, community interactions, and the diversity of life. How does a natural, pristine environment differ from a disturbed environment? How have we as a species impacted the natural world and how has it responded? Whether abiotic or biotic, the environment impacts cellular properties, life history, symbiotic interactions, biogeography, and evolutionary processes in all living organisms. Students in this course will draw upon the core concepts of ecology, diversity, evolution, to understand the role of the environment in shaping terrestrial and aquatic life. Prerequisites: none. (Cushman)
- **Tropical Biology:** While tropical forests account for only 7 percent of earth's land surface, they support at least half of all of the world's species. Why are the tropics so much more diverse than other regions of the world? How did this incredible diversity evolve? What led to the seemingly bizarre appearances and behaviors we observe in many tropical organisms? These are just some of the questions students explore in this course. Throughout the semester students draw upon many important concepts in the fields of ecology, evolution, genetics, botany, zoology, and physiology. Prerequisites: none. (Newell)

212 Biostatistics This course is required for the major. The treatments presented in this class are applied in nature and require, as background, only an elementary knowledge of algebra and the desire to learn. Subjects discussed include probability as a mathematical system, various probability distributions and their parameters, combinatorics, parameter estimation, confidence intervals, t-tests, various chi-square applications, one- and two-way analysis of variance, correlation, and simple linear regression. The laboratory component of the course includes an introduction to statistical computing on Macintosh computers utilizing statistical packages. Prerequisite: BIOL 167 or permission of instructor. (Glover, Droney, *offered each semester*)

220 General Genetics This course serves as an introduction to both traditional transmission genetics and modern molecular genetics. The major topics considered are the structure of genetic material, its replication, its transmission, and its expression. Special emphasis is placed on classical principles of transmission genetics, and on the central features of gene action, i.e., transcription and translation. The course, involving lectures and laboratory experience with both animal and plant systems, is required for all biology majors. With laboratory. Prerequisite: BIOL 212 or permission of instructor. (Glover, Kenyon, Carle, *offered each semester*)

222 Microbiology This course provides a broad introduction to microorganisms. Students are given an opportunity to both examine microbes from the traditional vantage of microscopes and colonies, and enter the current conversation on and techniques using microorganisms. Students will learn how scientists harvest the power of microbes from creating medicines to cleaning the environment. Microbiology is a multi-disciplinary field and this course will allow students to explore genetics, molecular biology, bioinformatics, evolution, environmental science, biochemistry, and immunology. With laboratory. Prerequisites: BIOL 167. (Mowery, *offered annually*)

224 Functional Vertebrate Anatomy This course introduces students to the vertebrate body plan and the comparative anatomy of the skeletal, muscular, circulatory, respiratory, and nervous systems of various vertebrates. There is an enormous diversity in vertebrate structure, and the emphasis is toward understanding how anatomical structures function. Attention is also given to the evolution and development of these structures. With laboratory. Prerequisites: BIOL 167. (Ryan, *offered annually*)

225 Ecology This course is an introduction to ecological theories as they apply to individuals, populations, communities, and ecosystems. Topics covered include physiological ecology, population dynamics, competition, predation, community structure, diversity, and the movement of materials and energy through ecosystems. The laboratory is designed to provide experience with sampling techniques and an introduction to the methods of experimental ecology. With laboratory. Prerequisite: BIOL 167. Corequisite: BIOL 212. (Newell, *offered annually*)

228 The Biology of Plants The diversity of plants is enormous, ranging from microscopic phytoplankton to trees more than 300 feet tall. Using an evolutionary approach, students study this great diversity and follow the development of plants from the earliest photosynthetic single-celled organisms to complex flowering plants. Plant structure and function are discussed in relation to the environment in which plants live. Studies of plant anatomy, physiology, and ecology focus on flowering plants. Throughout the course, human uses of plants and plant products are highlighted. The laboratory provides hands-on experience with the plant groups discussed in lecture and an opportunity to experimentally test many of the concepts presented. With laboratory. Prerequisites: BIOL 167. (Newell, *offered annually*)

232 Cell Biology An introduction to the fundamental principles that guide the functions of cells and organelles. The major topics covered are transcription and translation, cell communication and signal transduction, cellular metabolism (respiration and photosynthesis), and cell motility. These topics are studied in the context of cancer and other human diseases. With laboratory. Prerequisite: BIOL 167. (Carle, *offered annually*)

233 General Physiology An introduction to the major physiological processes of animals, from the level of cells and tissues to the whole organism. A comparative examination of animals emphasizes basic physiological processes and demonstrates how animals with different selective pressures “solve problems” related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. Prerequisites: BIOL 167, BIOL 212. (Deutschlander, *offered annually*)

234 Vertebrate Biology Vertebrates are among the most abundant and conspicuous animals in the natural world. Topics covered include an exploration of the diversity of vertebrates, the characteristics that define each vertebrate group, and how those characteristics relate to each group’s evolution. In addition, the course covers principles of systematic biology, methods used by study vertebrates, behavior, reproduction, life history and physiology of vertebrates. The laboratory combines experiments with field trips. With laboratory. Prerequisite: BIOL 167 (Ryan, *offered annually*)

236 Evolution Evolution is often referred to as the great unifying principle of all the biological sciences. In this course, both micro-evolutionary process and macro-evolutionary patterns are discussed. Micro-evolution involves studying current evolutionary processes (such as natural selection, sexual selection, and genetic drift) using techniques from population, quantitative, and molecular genetics. Additional topics include levels of selection, adaptation, and ecological factors important for evolutionary change. Evolutionary processes also are central to the understanding of past events and, therefore, topics such as biological diversity, speciation, phylogeny, and extinction are also discussed. With laboratory. Prerequisite: BIOL 212; Corequisite: BIOL 220. (Droney, *offered annually*)

238 Aquatic Biology Aquatic Biology provides a working knowledge of the general biology and ecology of aquatic systems and of the organisms that make up aquatic communities. Study in the classroom and field focuses on lake systems, but also includes streams and rivers, wetlands, and ponds. Students use field and laboratory techniques to study water quality issues, community composition, and ecological interactions among aquatic organisms. With laboratory. Prerequisites: BIOL 160-level course. (Brown, *offered annually*)

302 Immunology Immunology is a complex, multi-discipline and evolving field of study. We will explore cellular immunology, molecular immunology and the immune system in diseases. A wide range of topics will be covered including the cells and organs of the immune system, innate and acquired immunity, the structure and function of the major molecular players in the immune response, vaccines, immunity to microorganisms, immunodeficiency, transplantation and cancer. The laboratory portion will explore the molecular immunological techniques relevant to the medical and research fields. Prerequisites: BIOL 212, BIOL 220. (Mowery, *offered alternate years*)

315 Advanced Topics in Biology An in-depth study of topics of current research interest. Examples of courses include: Recent examples include Restoration Ecology, Field Biology, Behavioral Neurobiology. Prerequisites: BIOL 212, BIOL 220. (Staff, *offered alternate years*)

316 Conservation Biology Conservation Biology is a relatively new discipline in biology which addresses the alarming loss of biological diversity around the globe. The basic goals of the discipline are to understand the causes and consequences of this loss while also developing practical approaches to prevent extinction and preserve biodiversity on a global basis. The discipline combines a variety of other disciplines including population ecology and genetics, community and ecosystem ecology, and other non-biological disciplines including economics, and resource and land

management. The course combines lecture and laboratory and a considerable amount of class time is dedicated to the discussion of current literature in the field. Prerequisites: BIOL 212, BIOL 220. (Brown, *offered alternate years*)

327 Behavioral Ecology The specific behaviors employed by organisms to solve the “problems” associated with survival and reproduction have been shaped through time by evolutionary forces. Thus, to understand why individuals behave as they do, we must understand the nature of the complex interactions between individual and the environment, including social interactions with other individuals of the same species, in the past and present. This evolutionary approach to understanding behavior is the focus of the discipline of behavioral ecology. Emphasis is placed on why organisms within populations of species vary in behavior, in addition to the more traditional approach of relating ecology and behavior across species. Topics may include social behavior and mate choice, animal and plant signaling, foraging tactics, and the genetics of behavior. Prerequisites: BIOL 212, BIOL 220. (Droney, *offered alternate years*)

335 Molecular Biology This course is designed to provide a broad understanding of molecular biology while focusing on current research within the field. Topics covered include eukaryotic genome structure and organization, biotechnology, and control of gene expression using examples from both plant and animal systems. Laboratory exercises emphasize current molecular biology techniques focusing on one experimental system. With laboratory. Prerequisite: BIOL 212, BIOL 220. (Carle, *offered alternate years*)

339 Physiological Ecology Physiological ecology is the study of interactions between organisms and their environment, with an emphasis on the physiological attributes of organisms that influence their performance in a given environment. It is also concerned with the evolution of physiological, anatomical, and biochemical characteristics of organisms, and examines the relationship of these characteristics to fitness. This course focuses on the physiological ecology of plants and provides an introduction to current research questions and methods. Prerequisite: BIOL 212, BIOL 220. (Newell, *offered alternate years*)

340 Neurobiology In this course, students examine concepts and experimental models in cellular and systems neurobiology in order to gain a better understanding of how the nervous system is integrated to produce simple and complex behaviors. After a consideration of how individual neurons function, students examine (1) how parts of the nervous system are specialized to sense and perceive the environment, (2) how commands are initiated and modified to produce smooth, well-controlled movements, (3) how more complex functions of the nervous system (such as emotions, language, etc.) are produced by neural networks, and (4) how neural plasticity and learning allow nervous systems to be modified by experience. Because neurobiology is an inherently comparative field, students examine neural processes that demonstrate basic concepts inherent to neurological systems both in invertebrates and vertebrates (including humans). Laboratories include some computer simulations of neuronal physiology and “wet lab” experiments designed to introduce students to techniques for investigation of the neural basis of behavior. Prerequisites: BIOL 212, BIOL 220. (Deutschlander, *offered alternate years*)

341 Developmental Biology This course presents a comprehensive view of the principles that govern how a single fertilized egg develops into a complex organism. Developmental biology is an integrative discipline that includes other fields of biology such as molecular and cell biology, genetics, biochemistry, evolution, neurobiology and physiology. Through lectures and laboratory exercises, students learn the experimental approaches used by scientists to study developmental processes. Prerequisites: BIOL 212, BIOL 220. (Kenyon, *offered alternate years*)

450 Independent Study Attendance at all biology seminars, generally held on alternate Friday afternoons, is required of all students conducting independent study. Prerequisite: permission of the instructor.

460 Biology Seminar The biology seminar is intended as a capstone experience that integrates knowledge learned in previous biology courses. Seminar topics are selected by the faculty and announced in advance in the registration handbook. Past topics have included Sex, Evolution and Behavior; Genomics; Biology of Cancer. Seminars are a detailed exploration of a current topic in biology. Prerequisite: open only to senior biology majors, except with permission of the instructor. (*Offered each semester*)

495 Honors Attendance at all biology seminars held throughout the semester is required of all students doing Honors. Prerequisite: permission of the instructor.

Chemistry

Walter J. Bowyer, Professor

David W. Craig, Professor

Christine R. de Denus, Associate Professor, Department Chair

Justin S. Miller, Assistant Professor

Erin T. Pelkey, Associate Professor

Alan van Giessen, Assistant Professor

The chemistry curriculum is designed for students with a wide variety of interests and needs and is approved by the Committee on Professional Training of the American Chemical Society (ACS). The curriculum is designed such that students may take courses for personal interest, to earn a degree that has prepared them for immediate employment as a chemist, or to earn a degree that has prepared them for admission to a graduate/professional school.

For students who are planning graduate work in chemistry, chemical engineering, biochemistry, or for those pursuing a career as a practicing industrial chemist, the ACS-certified major in chemistry is highly recommended. Students interested in this program should plan their programs with the department chair as early as possible. Students who are planning to enter medical or dental schools are advised to take the following courses in chemistry: 110, 240, 241, 280, 448.

The Chemistry Department currently offers majors at the B.A. and B.S. degree levels, and a minor in chemistry. In order to be credited toward the minor or major, all departmental and cognate courses must be completed with a grade of C- or better. Credit/no credit options cannot be used for departmental or cognate courses.

The chemistry department places a strong emphasis on faculty-student research and encourages all students to work with a professor. Opportunities to do so arise from paid summer internships or independent research and honors projects.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (B.A.)

disciplinary, 12 courses

CHEM 110, 218, 240, 241, 280, 310, 320 or 322; one additional 300- or 400-level chemistry course not to include CHEM 450, 490, or 495; MATH 130 Calculus I; MATH 131 Calculus II; PHYS 150 Introductory Physics I and PHYS 160 Introductory Physics II.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (B.S.)

disciplinary, 16 courses

CHEM 110, 218, 240, 241, 280, 310, 320 or 322, 448, two additional 300- or 400-level chemistry courses not to include CHEM 450, 490, or 495; one additional course in the natural sciences (200 level or above); and one additional course in the natural sciences; MATH 130 Calculus I; MATH 131 Calculus II; PHYS 150 Introductory Physics I; PHYS 160 Introductory Physics II.

REQUIREMENTS FOR THE MINOR IN CHEMISTRY

disciplinary, 6 courses

CHEM 110, 240, 241, 280, 320; one additional chemistry course from the 300-400 levels, not to include CHEM 450, 460, 490, or 495.

COURSE DESCRIPTIONS

110 Introductory General Chemistry This course presents a survey of chemical concepts in the context of understanding technology that impacts our lives. Fundamental chemistry is illustrated by applications to air pollution (including global warming and ozone depletion), water pollution, energy production, nutrition, and drug design. Laboratory exercises study water chemistry of Seneca Lake, local acid rain, analysis of food, and computer visualization of drug interactions in the body. Field trips include cruises on *The William Scandling* research vessel. This course prepares students for CHEM 240. No prerequisites. (*Fall, offered annually*)

218 Inorganic Chemistry A systematic survey of the principal reactions and properties associated with various groups and periods in the periodic table. A generally qualitative approach to preparation and properties of various classes of inorganic compounds such as: acids and bases, oxidation and reduction systems, complex ions, amphoteric oxides, and ionic compounds, and the quantitative manipulations of these systems. Laboratory. Prerequisite CHEM 110. (de Denus, *offered annually*)

240 Organic Chemistry I This course, normally taken following CHEM 110, is an introduction to the study of organic molecules, and includes structure, mechanism, reactions, synthesis, and practical methods for structure determination. The laboratory emphasizes learning modern techniques and the identification of compounds using spectroscopic methods. Prerequisite: CHEM 110 (Pelkey, Miller, Spring, *offered annually*)

241 Organic Chemistry II This course is a continuation of CHEM 240 with an increased emphasis on mechanism and synthetic strategies. The main focus of this course is carbonyl chemistry, which is the foundation for a great many biochemical processes including protein, DNA, RNA, and carbohydrate biosynthesis and metabolism. Other topics include conjugation, aromaticity, and pericyclic reactions. The laboratory incorporates new synthetic techniques and analytical instrumentation, and includes formal reports upon the structure determination of unknown compounds. Prerequisite: CHEM 240. (Pelkey, Miller, Fall, *offered annually*)

260 Environmental Chemistry This course explores all aspects of the chemistry of the environment, but emphasizes human impact on the atmosphere. For example, the ozone hole, acid rain, and global climate change will be studied in detail. Aerosols, colloids, and the importance of surfaces will also be explored. Pollution in water and soil, especially when impacted by the chemistry of the atmosphere, is introduced. Throughout the course, chemical processes are explained emphasizing kinetic and equilibrium models. Prerequisite: CHEM 110 and 280. (*Offered occasionally*)

280 Intermediate General Chemistry A close look at qualitative and quantitative aspects of chemical reactivity. Questions concerning whether a reaction will occur and at what rate are explored. Does the reaction require heat or liberate heat? To what extent will the reaction proceed? Laboratory exercises illustrate these quantitative principles with various types of reactions. Three lectures and one laboratory per week. Prerequisite: CHEM 110. (Spring, *offered annually*)

302 Forensic Science This course describes basic scientific concepts and technologies that are used in solving crimes. Students are introduced to a number of techniques such as mass spectrometry, gas chromatography, ultraviolet-visible spectroscopy, Fourier transform infrared spectroscopy, X-ray diffraction, high performance liquid chromatography and electrophoresis. Descriptions of how these methods of analysis are used in many facets of forensic science such as drug analysis, toxicology, hair, fiber, and paint analyses, and fingerprinting are summarized. Students also spend a few weeks of this course putting theory into practice by conducting hands-on experiments in the laboratory. Prerequisite: CHEM 240 or permission of instructor. (de Denus, *offered occasionally*)

310 Quantitative Chemical Analysis The first part of the course investigates aqueous and nonaqueous solution equilibria including theory and application of acid-base, complexation, oxidation-reduction reactions, and potentiometric methods of analysis. The second part of the course includes an introduction to absorption spectroscopy, analytical separations, and the application of statistics to the evaluation of analytical data. Laboratory work emphasizes proper quantitative technique. Normally taken in the junior year. Prerequisite: CHEM 280 (Bowyer, *offered annually*)

320 Physical Chemistry I This course offers a fundamental and comprehensive introduction to kinetics and thermodynamics. Thermodynamics is one of the most powerful tools of science as it is a systematic method for understanding the flow of energy and heat between macroscopic bodies. Thermodynamics focuses on understanding systems at equilibrium and is concerned only with the initial and final state of a system. Kinetics, on the other hand, deals with the time dependence of the molecular system and how quickly or slowly the reaction proceeds. This course also provides a review of various mathematic tools that are widely used in chemistry. With laboratory. Prerequisite: CHEM 280, MATH 131, and PHYS 160 or permission of instructor. (van Giessen, Fall, *offered annually*)

322 Physical Chemistry II This course explores the realm of the electron, focusing on electron behavior at its most fundamental level. The course focuses on understanding quantum mechanics and how the interaction of radiation and matter gives rise to the spectroscopic instruments so crucially important in modern chemistry. Subjects discussed include wave mechanics, the harmonic oscillator and rigid rotator as models for vibration and rotation, chemical bonding and structure, approximation methods that allow quantum mechanics to be applied to large macromolecular systems, and various types of emission and adsorption spectroscopies. This course also reviews the mathematical tools necessary for understanding physical systems at the atomic and molecular level. With laboratory. Prerequisite: CHEM 280, MATH 131, and PHYS 160 or permission of instructor. (van Giessen, Spring, *offered annually*)

436 Advanced Inorganic Chemistry The descriptive chemistry of a wide variety of inorganic and organometallic compounds is unified with structure, bonding, and reaction mechanism concepts. Topics such as group theory, metal catalysis, ligand and molecular orbital theory, and bioinorganic chemistry are introduced. Laboratory work provides the opportunity to learn advanced techniques such as inert atmosphere synthesis, NMR, and electrochemistry. Prerequisite: CHEM 218, and either 320 or 322, or permission of instructor. (de Denus, *offered occasionally*)

437 Instrumental Analysis Analysis is an important part of any chemical investigation. This course examines the theory and practice of typical modern instrumental methods of analysis with emphasis on electrochemical, spectroscopic, and chromatographic techniques. With laboratory. Prerequisites: CHEM 310 and 320. (Bowyer, *offered occasionally*)

447 Advanced Organic Chemistry This course offers an advanced treatment of a selected group of topics in organic chemistry which could include: asymmetric synthesis, synthetic organometallic chemistry, combinatorial chemistry, solid-phase chemistry, heterocycles, carbohydrate chemistry, pericyclic reactions/frontier molecular orbitals, advanced spectroscopy, and/or natural products total synthesis. The emphasis of the course is to further understanding of fundamental concepts in organic chemistry including mechanism, structure, and/or synthesis. Prerequisite: CHEM 241 (Pelkey, Miller, *offered occasionally*)

448 Biochemistry I The first part of this course involves the study of the structure, function, and physical properties of biological macromolecules. These include proteins, carbohydrates, and lipids, with particular emphasis on the kinetics and mechanisms of enzyme catalysis. The second part of the course deals with carbohydrate metabolic pathways, principles of bioenergetics, electron transport, and oxidative phosphorylation. With laboratory. Prerequisites: CHEM 241, or permission of the instructor. CHEM 320 is highly recommended. (Craig, *offered annually*)

449 Biochemistry II A continuation of CHEM 448, the first half of this course covers integrated intermediary metabolism of lipids, amino acids, and nucleic acids. The second half deals with chemical mechanisms of DNA replication, transcription, and translation. Special topics such as muscle contraction, mechanisms of hormone action, recombinant DNA, and neurochemistry are discussed. With laboratory. Prerequisite: CHEM 448. (Craig, *offered annually*)

450 Independent Study (*Offered each semester*)

490 Industrial Internship The internship offers students the opportunity to work on research and development in industrial settings in the Finger Lakes region. Students may elect to take one to three credits in a term. An effort is made to match each student with an industry corresponding to his/her interest. Student work is supervised both by a faculty member and by an industrial supervisor. Prerequisite: Permission of instructor. (*Offered each semester*)

495 Honors (*Offered each semester*)

Child Advocacy

Coordinating Committee

Cerri Banks, Education, Dean of William Smith

Mary Kelly, Education

Julie Kingery, Psychology

Helen McCabe, Education

Lillian Sherman, Education, Coordinator

The child advocacy minor engages students in the study of issues important to children, especially the problems children face regarding physical and emotional health, material support, social relationships, and educational needs. It explores three components of child advocacy: 1) child development, 2) the family and other social contexts affecting children, and 3) social, educational and legal strategies for advocacy on children's behalf.

Requirements for the MINOR

interdisciplinary, 5 courses

The minor consists of five courses, from at least two divisions, with no more than three courses from any one department. The five courses must include one Development core course, one Family or other Social context core course, and one Strategies for Child Advocacy core course. The remaining two courses may be selected from other core course options or from the electives. The five courses selected for the minor must reflect a cohesive theme. Examples of possible themes are Children at Risk, Children in Poverty, or Urban Education. Three of the five courses must be unique to the minor.

CORE COURSES

Development

EDUC	202	Human Growth and Development
EDUC	203	Children with Disabilities
EDUC	336	Special Topics: Disability & Transition: Life after High School
PSY	203	Introduction to Child Psychology
PSY	205	Adolescent Psychology
PSY	370	Topics in Developmental Psychology

Family and Other Social Contexts

ANTH	230	Beyond Monogamy
ANTH	341/441	Making Babies
ECON	310	Economics and Gender
EDUC	201	Schooling and Social Equality
EDUC	302	Disability in China
EDUC	332	Disability, Family, and Society
EDUC	338	Inclusive Schooling
SOC	225	Sociology of the Family
SOC	263	Juvenile Delinquency
WRRH	206	Immigrant Experiences: Voices and Discourses

Strategies for Child Advocacy

AFS	200	Ghettoscapes
ECON	122	Economics of Caring
ECON	248	Poverty and Welfare
EDUC	306	Technology and Children with Disabilities
EDUC	307	Civil Rights Education
EDUC	333	Literacy
EDUC	336	Special Topics: Self Determination in Education
SOC	290	Sociology of Community

Service-learning courses, individually designed course equivalents or the Boston and Geneva Collaborative Internships may count toward the advocacy core with permission of the child advocacy minor advisor.

ELECTIVES

EDUC	222	Understanding Autism
EDUC	370	Multiculturalism
HIST	208	Women in American History
PEHR	215	Teaching for Change
POL	236	Urban Politics and Public Policy
POL	333	Civil Rights
POL	375	Feminist Legal Theory
PPOL	364	Social Policy and Community Activism
SOC	258	Social Problems

Other liberal arts courses or one independent study course (with appropriate departmental prefix) may count as electives with permission of the child advocacy minor advisor.

Chinese

Program Faculty

Chi-chiang Huang, Chinese Language and Culture, Coordinator

Jinghao Zhou, Chinese Language and Culture

The Chinese program offers a variety of courses in language, literature, history, religion, and culture. Faculty members are trained language teachers and scholars who are specialized in one of the major fields of Chinese studies. They teach modern Mandarin Chinese spoken in China, Taiwan, and other Chinese communities. Classical Chinese is taught as independent study on demand. The Chinese program is a member of the Council for International Education Exchange (CIEE) Chinese Language Consortium. Students who have finished CHIN 202 in good standing can be recommended to participate in the CIEE program in Beijing, Nanjing, or Taipei. Qualified students can be arranged to study at the Mandarin Training Center or other language institutes in Taiwan. Heritage learners may request to enroll in Overseas Chinese Youth Tour, a summer Chinese language camp sponsored by the Ministry of Education, the Government of Taiwan. The Chinese program does not offer a separate major or minor in Chinese at this point, but all courses in the Chinese program are cross-listed with the Asian Languages and Cultures department and may count toward requirements for the major or minor in Asian Languages and Cultures. See the Asian Languages and Cultures section of this Catalogue for related information.

CROSSLISTED COURSES

ASN	209	The Golden Age of Chinese Culture
ASN	210	Buddhism and Taoism through Chinese Literature
ASN	212	Women in Contemporary Chinese Culture
ASN	220	Male and Female in East Asian Society and Culture
ASN	236	Society and Culture in China
ASN	312	Literary and Historical Memory in China
ASN	342	Chinese Cinema: Gender, Politics, and Social Change in Contemporary China

COURSE DESCRIPTIONS

101 Beginning Chinese I An introduction to modern Mandarin Chinese, the course teaches four skills, *i.e.*, listening, speaking, reading, and writing. Students acquire solid training and knowledge in pronunciation, writing, grammar, usage of words, and other fundamentals of general communication skills. The principal text is *Integrated Chinese, Part 1-1, Traditional Character Edition*, which introduces *Pinyin* Romanization System. Online learning programs, a CD, and a DVD accompanying the text are used to help students learn to read, write, and use approximately 250 traditional characters, their simplified variants, as well as common polysyllabic compounds. They also acquire skills in Chinese word-processing and are able to use Chinese character input system to type characters and sentences. Instruction consists of three class contact hours and two lab sessions per week. (Zhou, *Fall, offered annually*)

102 Beginning Chinese II A continuation of CHIN 101, this course introduces an additional 300 traditional characters, new sentence patterns, and new grammatical rules. Students learn to make effective use of their language skills, acquiring ability to conduct simple but meaningful dialogues, write simple notes, and read authentic materials such as signs and newspaper headlines. They enhance their skills in Chinese word processing and electronic communication. The principal text is *Integrated Chinese, Level 1-1, Traditional Character Edition*. Online learning programs along with a CD and a DVD accompanying the text are used. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 101 or the equivalent. (Zhou, *Spring, offered annually*)

201 Intermediate Chinese I This course continues CHIN 102, but approximately 60 percent of instruction is conducted in Chinese. Students learn an additional 400 characters on top of the 550 characters they learned at the beginning level. They speak and write frequently in class and after class, acquiring a higher level of language proficiency in all four skills. They are expected to do Chinese word-processing and electronic communication with ease. The principal text is *Integrated Chinese, Level 1-2, Traditional Character Edition*, which is used along with online learning programs as well as a CD and DVD accompanying the text. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 102 or the equivalent. (Huang, *Fall, offered annually*)

202 Intermediate Chinese II This course continues CHIN 201 and is conducted primarily in Chinese. An additional 450-500 characters and phrases in both traditional and simplified forms are introduced. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 1-2, Traditional Character Edition*. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 201 or the equivalent. (Huang, *Spring, offered annually*)

301 Advanced Chinese I This course continues CHIN 202 and is conducted exclusively in Chinese. An additional 500-550 characters and phrases are introduced. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 2, Traditional or Simplified Character* edition. Prerequisite: CHIN 202 or the equivalent. (Staff, *Fall, offered occasionally*)

302 Advanced Chinese II This course continues CHIN 301 and is conducted exclusively in Chinese. Approximately 600-700 new characters and phrases are added to the vocabulary repository each individual student has built up. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 2, Traditional or Simplified Character* edition. Prerequisite: CHIN 301 or the equivalent. (Staff, *Spring, offered occasionally*)

340 Chinese Literature in Translation This course introduces Chinese literature in both classical and modern literary traditions. Selected readings consist of translated works that encompass different genres, including prose, poetry, fiction, drama, vernacular story/novel, free verse, and so forth. Foci are on the explanation of change and evolution of major literary genres and the discussion of how scholars and writers reflected on social and cultural issues in literary works. No prerequisite. Open to all students, but upper class students are encouraged. (Staff, *Spring, offered occasionally*)

450 Independent Study Special arrangements are made for individual students to study a specific subject related to traditional or modern Chinese literature and culture. (Staff, *offered annually*)

Classics

Michael Armstrong, Ph.D.; Associate Professor, Department Chair

James Capreedy, Ph.D.; Assistant Professor

Leah Himmelhoch, Ph.D.; Associate Professor

Offerings in the Department of Classics explore all aspects of the languages and cultures of ancient Greece and Rome, the context of their interaction with the rest of the Mediterranean world, and their subsequent influence on our own day. The study of the classics, therefore, reveals important aspects of ancient cultures, raising new and fresh questions and insights both about antiquity and about the world in which we live. The department's faculty is also committed to understanding, both historically and theoretically, issues of gender, class and race.

Courses in the Department of Classics invite students to discover the literatures and cultures of ancient Greece and Rome. Courses in Greek and Latin focus on important texts in the original languages; these courses aim to develop a facility in reading Greek and Latin and to sharpen skills in literary criticism. Courses in classical civilization use materials exclusively in English translation and require no prerequisites; they offer students from the entire Colleges' community an opportunity to study classical literature and institutions in conjunction with a major, minor, or interdisciplinary work in the humanities.

The department offers disciplinary majors and minors in Classics, Latin and Greek. The department also coordinates both a disciplinary and interdisciplinary minor in Classical Studies. The Classical Studies minors approach the study of ancient Greek and Roman civilization from various directions, with various modes of inquiry. They are a less linguistically oriented alternative, offered to those who are interested in antiquity but not primarily interested in the ancient languages themselves.

All courses toward any of the majors or minors offered by Classics must be completed with a grade of C- or higher.

REQUIREMENTS for the CLASSICS MAJOR (B.A.)

disciplinary, 12 courses

Four courses in Greek and four in Latin, including at least one 300-level course in each language. Four additional classics courses or courses approved by the department. No more than two 100-level language courses may count towards the major.

REQUIREMENTS for the CLASSICS MINOR

disciplinary, 5 courses

Three Greek and two Latin courses or two Greek and three Latin. No more than three 100-level language courses may count towards the minor.

REQUIREMENTS for the CLASSICAL STUDIES MINOR

disciplinary, 5 courses

Two courses in either Latin or Greek language; three courses, including two courses from one of the classical studies groups and one course from a second group or one from each of three different groups.

REQUIREMENTS for the CLASSICAL STUDIES MINOR

interdisciplinary, 5 courses

Same as for the disciplinary minor, but selection of courses must include at least one course from the classical studies group in a division outside of the humanities.

REQUIREMENTS for the GREEK MAJOR (B.A.)

disciplinary, 12 courses

Seven courses in Greek language, at least four of which are at the 200-level and one of which is at the 300-level; five additional courses selected from classics or other courses with appropriate content approved by the adviser.

REQUIREMENTS for the GREEK MINOR

disciplinary, 5 courses

Five courses in the Greek language, at least three of which are at the 200-level or above.

REQUIREMENTS for the LATIN MAJOR (B.A.)*disciplinary, 12 courses*

Seven courses in the Latin language, at least four of which must be at the 200-level and one at the 300-level, and five additional courses from classics or other courses with appropriate content approved by the adviser.

REQUIREMENTS for the LATIN MINOR*disciplinary, 5 courses*

Five courses in Latin language, of which at least three must be at the 200-level or above.

CLASSICAL STUDIES COURSES**History and Anthropology**

ANTH	102	World Prehistory
ANTH	206	Early Cities
ANTH	210	Prehistoric Ecology
CLAS	202	Athens in the Age of Pericles
CLAS	209	Alexander the Great and His Legacy
CLAS	230	Gender and Sexuality in Antiquity
CLAS	251	The Romans: Republic to Empire
CLAS	275	Special Topics: Greek and Roman Archaeology
CLAS	275	Special Topics: Ancient Sparta

Literature

CLAS	108	Greek Tragedy
CLAS	112	Classical Myths
CLAS	213	Ancient Comedy and Satire
CLAS	228	Classical Epic
WRRH	312	Power and Persuasion

Religion and Philosophy

CLAS	125	Greek and Roman Religion
PHIL	370	Ancient Philosophy
REL	254	The Question of God/Goddess
REL	258	The Qu'ran and the Bible

Art

ARTH	101	Ancient and Medieval Art
ARTH	116	World Architecture
ARTH	208	Greek Art and Architecture
ARTH	303	Roman Art and Politics

CLASSICAL CIVILIZATION COURSE DESCRIPTIONS

Courses requiring no knowledge of Greek or Latin, with no prerequisites, and suitable for first through fourth year students.

108 Greek Tragedy This course is a reading in English translation of selected plays of Aeschylus, Sophocles, and Euripides—the earliest examples of one of the most pervasive genres of Western literature. Each play is considered both in its own right and in relation to larger issues, such as the tragic treatment of myth, relevance to contemporary Athenian problems, and the understanding of the world that these plays might be said to imply. Through attention to matters of production, an attempt is made to imagine the effect of the plays in performance in the Athenian theatre. The course considers, in addition, possible definitions of tragedy, with the aid both of other writers' views and of experiences of the texts themselves. *(Offered every three years)*

112 Classical Myths In this course, students study ancient creation myths, the mythology of the Olympian gods, and Greek heroic and epic saga. Particular attention is paid to ancient authors' exploration of universal human themes and conflicts, mythology as an embodiment and criticism of ancient religious beliefs and practices, and the treatment of mythological themes in the ancient and modern visual arts. *(Offered every three years)*

125 Greek and Roman Religion This course is an introduction to Greek and Roman religious thought and practice: the pre-Greek “goddess worship” of Minoan Crete, the Greek Olympians and the “mystery religions,” the impersonal agricultural deities of the early Romans, the Greek and Roman philosophical schools, Christianity’s conquest of the Empire and the Empire’s regimentation of Christianity. Attention is paid to the practice of animal sacrifice, the Greek and Roman religious festivals, the contrast between public and private cult, the tolerance of religious diversity under paganism vs. the intolerance of monotheism, and pagan ideas of personal salvation. The course’s approach is historical. *(Offered every three years)*

202 Athens in the Age of Pericles The great age of Athenian democracy, so fertile in its influence on our own culture, is the focus of this course, with particular attention paid to the social and political history, the intellectual life, the art, and the literature of the period. Issues such as imperialism and the exclusion of certain categories of people from full participation in the democracy are emphasized. The course traces Periclean Athens’ antecedents in the archaic period and its end under the effects of the Peloponnesian War. *(Offered every three years)*

209 Alexander the Great and his Legacy In 336 BCE Alexander acquired the throne of Macedonia but 13 years later died in Babylon. In that time, Alexander had conquered the Persian Empire, been declared the son of the God Amun of Egypt, travelled past the Indus River, and had become involved in the acculturation of ancient cultures. Although Alexander had achieved a great deal his legacy achieved even more. In this course, we will study the man Alexander and the legacy he left behind. Alexander and his achievements offer many problems and scholars and enthusiasts have presented a multitude of interpretations. Consequently, and thankfully, a history of Alexander the Great is a wonderful entry into the world of historiography. In this course, we will examine topics such as his military genius, his administration of empire, and the mysteries surrounding his death. As the eminent Macedonian scholar Eugene Borza wrote, “it was Alexander’s lot that to act as a human being was to move on a vast stage, affecting the lives of countless persons in his own day and capturing the fancies of those who lived after.” *(Offered every three years)*

213 Ancient Comedy and Satire In the fourth century BCE the Athenian philosopher Aristotle included comedy among the forms of poetry that provided audiences with an experience that went beyond entertainment. For Greeks and Romans this genre allowed people to escape present time and circumstances. In this course we will examine the comedies and satires of the classical world and try to understand the appeal and value of the comedies to the ancient audience. We will examine the historical context of the comedies, their connection to ritual, politics, and cultural changes and the differences between the artists and periods. We will also compare the ancient comedies to modern comedies and discuss comedy as an evolving genre. Theoretical works will be consulted as we consider the presence in comedy and satire of sexuality and aggression. And lastly, we will have some fun reading the comedies. Dedicated and thoughtful participation is required as we laugh--or don’t--at works by Aristophanes, Plautus, Terence, Horace, and Juvenal. *(Offered every three years)*

228 Classical Epic In this course, we will read epic texts from Ancient Greece and Rome, not only to acquaint ourselves with some of the most informative traditions in the history of Europe and America, but also, to discuss Epic poetry’s defining features, as well as its significance to the various groups that have created, transmitted, and received it. We will also discuss the strengths and weaknesses of the different methodological approaches applied to Epic texts. Are Epics just stories, or are they something more? How reliable are Epics as historical sources? Why has Epic poetry gripped the imaginations of so many individuals for so long? Why do Epic heroes (and heroines) seem so — for lack of a better modern description — unheroic? *(Offered every three years)*

230 Gender and Sexuality in Antiquity Ancient Greek and Roman literature were powerful forces in shaping attitudes toward and expectations for men and women that have continued into the 20th century. Through readings (in English translation) of Greek and Roman literature from what were very patriarchal societies, students explore the attitudes of these ancient peoples toward issues of sex and gender. Students examine from both traditional and feminist perspectives material written by both men and women from different classes and cultures, with a view to assessing how ancient attitudes towards sex and gender have informed our own. *(Offered every three years)*

251 The Romans: Republic to Empire This course surveys the “Roman Revolution,” from 140 B.C. to A.D. 70: the destruction of the Republic by Julius Caesar and Augustus’ founding of the Empire. Students trace the political evolution of Rome through these two centuries and read several central works by ancient authors of this period. The course also considers the “everyday life” of the Romans—the conditions of the rich, poor, and slave, the changing status of women, and religious and philosophical pluralism within the Empire. The course thus aims to be an introduction to Roman history and culture during its central era. *(Offered every three years)*

450 **Independent Study** (*By arrangement*)

495 **Honors** (*By arrangement*)

Classics Courses Offered Occasionally

175	Special Topics
221	Rise of the Polis
275	Special Topics
283	Aristotle
290	Classical Law and Morality

GREEK COURSE DESCRIPTIONS

101 **Beginning Greek I** "There is one criterion, and one only, by which a course for the learners of a language no longer spoken should be judged: the efficiency and speed with which it brings them to the stage of reading texts in the original language with precision, understanding, and enjoyment." This statement by Sir Kenneth Dover characterizes the approach to learning Greek pursued in the beginning sequence (GRE 101, GRE 102). The aim of this sequence is to provide students with the vocabulary and grammatical skills necessary to read ancient Greek authors as quickly as possible. This language study also offers an interesting and effective approach to the culture and thought of the Greeks. No prerequisites. (*Fall, offered annually*)

102 **Beginning Greek II** A continuation of GRE 101, this course continues and completes the presentation of basic Greek grammar and vocabulary and increases students' facility in reading Greek. Prerequisite: GRE 101 or the equivalent. (*Spring, offered annually*)

205 **The Greek New Testament** In this course, students read one of the canonical gospels in the original Greek and the other three in English translation. Class work emphasizes the grammatical differences between *koine* Greek and Classical Greek. The course considers the numerous noncanonical gospels and investigates the formation of the New Testament canon. Students examine textual variants in the biblical manuscripts and discuss the principles that lead textual critics to prefer one reading over another. The theory that Matthew and Luke are based on Mark and a hypothetical document "Q" is critically investigated. The course also introduces students to modern approaches to New Testament study: form, redaction, rhetorical, and postmodern criticisms. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

213 **Plato** In this course, a Platonic dialogue such as the *Symposium*, the *Apology*, or the *Crito* is read in Greek, with attention directed to the character and philosophy of Socrates as they are represented by Plato. It includes a review of Greek grammar. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

223 **Homer** This course is a reading in Greek and discussion of some of either Homer's *Iliad* or *Odyssey*, with the entire poem read in English. Some attention is given to the cultural and historical setting and to the nature of Homeric language, but the course aims at an appreciation, through readings in the original, of the *Iliad* or *Odyssey* as a poetic masterpiece. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

250 **Ancient Greek Historians** In this course, students read selections from Herodotus, Xenophon, or Thucydides, examining both the authors' prose styles and the historical contexts in which they wrote. The course aims to develop the ability to read the original Greek text of an ancient historian with attention given to vocabulary, grammar and style. In addition, students will also examine the ways in which Greek historians recorded their history in a way that was both aesthetically pleasing and useful. (*Offered every three years*)

263 **Sophocles** This course includes a careful reading in Greek of one of the plays of Sophocles, such as *Oedipus the King* or *Antigone*, with close attention to the language of tragedy, as well as to plot construction, dramatic technique, and the issues raised by the mythic story. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

264 **Euripides** In this course, a complete tragedy of Euripides, such as *Alcestis*, *Bacchae*, *Hippolytus*, or *Medea*, is studied in Greek, with close attention to language and style as a way of appreciating the play's broader concerns and Euripides' dramatic artistry. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

265 Aristophanes In this course, one of the comedies of Aristophanes, such as *Lysistrata* or *Clouds*, is read closely in Greek. In addition to discussing its universal human themes, the course explores its relevance to its Athenian historical period and discusses the particular nature of Aristophanic comedy. Prerequisite: GRE 102 or equivalent. (*Offered every three years*)

301 Advanced Readings in Greek Literature This course is offered to students who have mastered the fundamentals of Greek and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Prerequisites: two semesters of 200-level Greek or permission of the instructor. (*Fall, offered annually*)
Typical readings: prose—Plato, Xenophon, Herodotus, Thucydides, Lysias, Demosthenes; poetry—Sophocles, Euripides, Aristophanes

302 Advanced Readings in Greek Literature This course is parallel to GRE 301. (*Spring, offered annually*)

400 Senior Seminar This seminar is designed to provide an integrative capstone experience for Greek, Latin, and classics majors. Team-taught by members of the department, the structure and content of the course varies to meet the individual needs and desires of the senior majors. Possible content may include: intensive reading of Latin/Greek authors, Latin/Greek composition, surveys of Latin/Greek literature, introduction to research tools for graduate study, developing bibliographies, and designing materials in preparation for teaching. (*Spring, offered occasionally*)

450 Independent Study (By arrangement)

495 Honors (By arrangement)

LATIN COURSE DESCRIPTIONS

101 Beginning Latin I This course is an introduction to the fundamentals of Latin grammar, accompanied by some practice in reading the language. The aim is to equip students to read the major Roman authors. No prerequisite. (*Fall, offered annually*)

102 Beginning Latin II This course continues and completes the study of basic grammar and introduces representative samples of Latin prose (*e.g.*, Cicero, Caesar) and poetry (*e.g.*, Catullus, Ovid). By consolidating their knowledge of grammar and building their vocabulary, students are able to read Latin with increased ease and pleasure and to deepen their understanding of ancient Roman culture. Prerequisite: LAT 101 or the equivalent. (*Spring, offered annually*)

223 Medieval Latin At the end of the Roman Empire, as “classical” Latin grew more formal and artificial, “vulgar” Latin—the language of the “common people” and the parent of the Romance languages—emerged as a sophisticated literary instrument. Throughout the Middle Ages, an enormous literature was produced in this living Latin: works sacred and profane, serious and flippant. In this course, students read selections, in the original Latin, from works in theology, history, biography, fiction, and poetry. Attention is given to the differences between Medieval and “classical” Latin, but the course emphasizes the creativity of the medieval authors as artists in a living language. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

224 Plautus One of Plautus’s comedies, such as the *Casina* or the *Miles Gloriosus*, will be read in Latin. Attention will be given to Plautus’s archaic Latin and its differences from the classical norm, the complex meters of the play, the adaptation of a Greek New Comedy to the Latin language and to Roman mores, and the presence of sex and violence in entertainment. (*Offered occasionally*)

238 Latin Epic (Vergil or Ovid) This course is a careful reading in Latin of some of the *Aeneid* or the *Metamorphoses*, with the entire poem read in English, to enable students to appreciate the poetry and Vergil’s or Ovid’s presentation of Augustan Rome against the background of its historical and literary heritage. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

248 The Writings of Cicero or Pliny This course includes readings in the original Latin of works by eyewitnesses to the profound changes that Rome experienced during the late republic and early empire. It gives considerable attention to the literary intentions of the author and to the light those intentions throw on contemporary political feelings and postures. Prerequisite: LAT 102 or equivalent. (*Offered every three years*)

255 Latin Historians: Tacitus or Livy This course includes readings from Tacitus' *Annales* or Livy's *Ab Urbe Condita*, examining the authors' prose styles and the historical contexts in which they wrote. Students explore the authors' use of historiography as ostensible support or covert attack on political regimes. Attention is given to the ancient view that history must be aesthetically pleasing and ethically useful and to ancient historians' lapses in objectivity and accuracy. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

262 Latin Erotic Poetry In this course, selections from Catullus, Propertius, Sulpicia, Tibullus, and Ovid help to survey the language, themes, and structures of Augustan elegiac poetry. Considerable attention is paid to the Roman authors' views of women and of the relations between the sexes. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

264 Petronius or Seneca In this course, selections from the *Satyricon*, read in Latin, highlight Petronius' wit, his depiction of contemporary society, and the *Satyricon* as an example of ancient prose narrative. Alternatively, selections from Seneca's *Moral Epistles* portray the Stoic philosopher's ethical concerns in a time of tyranny, or one of his blood-and-thunder tragedies illustrates the spirit of the age of Nero, in which evil becomes a fine art. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

301 Advanced Readings in Latin Literature This course is offered to students who have mastered the fundamentals of Latin and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Prerequisites: Two terms of 200-level Latin or permission of the instructor. (*Fall, offered annually*) Typical readings: prose—Cicero, Seneca, Tacitus, Livy; poetry—Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil.

302 Advanced Readings in Latin Literature This course is parallel to LAT 301. (*Spring, offered annually*)

400 Senior Seminar This seminar is designed to provide an integrative capstone experience for Greek, Latin, and classics majors. Team-taught by members of the department, the structure and content of the course varies to meet the individual needs and desires of the senior majors. Possible content includes: intensive reading of Latin/Greek authors, Latin/Greek composition, surveys of Latin/Greek literature, introduction to research tools for graduate study, developing bibliographies, designing materials in preparation for teaching. (*Spring, offered occasionally*)

450 Independent Study (By arrangement)

495 Honors (By arrangement)

Cognition, Logic, and Language

Program Faculty

David Eck, Mathematics and Computer Science, Coordinator

Eugen Baer, Philosophy

Scott Brophy, Philosophy

Carol Critchlow, Mathematics and Computer Science

Gregory Frost-Arnold, Philosophy

Paul Kehle, Education

Rodman King, Philosophy

Michelle Rizzella, Psychology

Cognition refers to the process of thinking. It is a major topic in psychology, but it is closely allied with several other fields including the physiology of the brain, the acquisition and use of natural languages, the structure of the formal languages used in mathematical logic and computer science, and the philosophy of knowledge and mind. The cognition, logic, and language program allows a student to pursue the multiple aspects of this highly interdisciplinary subject.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Six courses chosen from the following lists; no more than three of the six courses may be in any single division (natural sciences, social sciences, and humanities); at least three of the six courses must be at the 200 level or above. One course in any modern or ancient language may be counted toward the minor. Other relevant courses not listed may be acceptable, with the permission of the coordinator.

CROSSLISTED COURSES

Natural Sciences

BIOL	340	Neurobiology
CPSC	124	Introduction to Programming
CPSC	229	Foundations of Computation
CPSC	336	Robotics
CPSC	453	Artificial Intelligence
MATH	110	Discovering in Math
MATH	135	First Steps Into Advanced Mathematics
MATH	380	Mathematical Logic
PSY	100	Introduction to Psychology
PSY	101	Advanced Introductory Psychology
PSY	230	Biopsychology
PSY	231	Cognitive Psychology
PSY	299	Sensation and Perception
PSY	310	Research in Perception and Sensory Processes
PSY	311	Research in Behavioral Neuroscience
PSY	331	Research in Cognition
PSY	375	Topics in Cognitive Psychology

Social Sciences

ANTH	115	Language and Culture
ANTH	227	Intercultural Communication
ANTH	285	Primate Behavior

Humanities

EDUC	202	Human Growth and Development
EDUC	221	Understanding Autism
EDUC	222	Teaching, Learning, Schools, and Mathematics
EDUC	304	Representations, Inferences, and Meanings
ENG	221	The Language of Literature
ENG	260	Creative Writing
MUS	120	Tonal Theory and Aural Skills I

MUS	121	Tonal Theory and Aural Skills II
PHIL	120	Critical Thinking and Argumentative Writing
PHIL	220	Semiotics
PHIL	238	Philosophy of Natural Science
PHIL	240	Symbolic Logic
PHIL	242	Experiencing and Knowing
PHIL	260	Mind and Language
PHIL	350	Theories of Reality: Minds, Matter, Free Will, Meaning
PHIL	390	Contemporary Philosophy
WRRH	200	Writer's Seminar II
WRRH	201	Grammar and Style
WRRH	250	Talk and Text: An Introduction to Discourse Analysis
WRRH	251	Black Talk, White Talk

Comparative Literature

Program Faculty

Grant Holly, English and Comparative Literature, Coordinator
Eugen Baer, Philosophy
Biman Basu, English and Comparative Literature
Betty Bayer, Women's Studies
Eric Bulson, English and Comparative Literature
Rob Carson, English and Comparative Literature
Michael Dobkowski, Religious Studies
Laurence Erussard, English and Comparative Literature
Marie-France Etienne, French and Francophone Studies
May Farnsworth, Spanish
Catherine Gallouët, French and Francophone Studies
Robert Gross, Theatre
Marilyn Jiménez, Africana Studies
George Joseph, French and Francophone Studies
Elisabeth Lyon, English and Comparative Literature
Patricia Myers, Music
Edgar Paiewonsky-Conde, Spanish and Hispanic Studies
Thelma Pinto, Africana Studies
Colby Ristow, History
Caroline Travalia, Spanish
David Weiss, English and Comparative Literature

Students in Comparative Literature pursue a broad literary education that is informed by critical theory and knowledge of comparative methodologies. The study of comparative literature is flexible and interdisciplinary. It may involve art, music, politics, philosophy, history, anthropology and other fields. The program also engages the student with at least one culture and language other than English. The program rests on three principles: foreign language training, individual curricular planning, and comparative methodology. All students in the program must demonstrate foreign language competence, normally defined as passing two courses at the literature level in that language. (In special cases, the comparative literature committee may arrange for the fulfillment of this requirement by examination.) The student must satisfy the prerequisite of ENG 101 and an upperlevel course comparable to a seminar in comparative literature. This course is selected in consultation with the student's adviser during the second year. The comparative literature program offers a disciplinary and an interdisciplinary major and minor. Students interested in majoring in comparative literature should meet with an adviser in the program to plan out a program of study which addresses their particular interests. The courses listed below serve as examples of the types of courses that might be included in such a program.

REQUIREMENTS FOR THE DISCIPLINARY MAJOR (B.A.)

disciplinary, 12 courses

ENG 101, a course designated as a comparative literature seminar, and 10 courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must provide a coherent and indepth exploration of the field. The number of nonliterary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

REQUIREMENTS FOR THE DISCIPLINARY MINOR

disciplinary, 7 courses

ENG 101, a course designated as a comparative literature seminar, and five courses in literature or an allied field that form a coherent and indepth exploration of the field. Students minoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (those may be in different languages).

REQUIREMENTS FOR THE INTERDISCIPLINARY MAJOR (B.A.)*interdisciplinary, 12 courses*

ENG 101, a course designated as a comparative literature seminar, and 10 courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must include work in at least two different departments and include materials and approaches other than literary. The number of nonliterary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR*interdisciplinary, 7 courses*

ENG 101, a course designated as a comparative literature seminar, and five courses in literature or an allied field from at least two different departments which include materials and approaches other than literary. Students minoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

EXAMPLES OF CROSSLISTED COURSES**Critical Theory Courses**

ENG	302	PostStructuralist Literary Theory
ENG	304	Feminist Literary Theory

Elective Courses

CLAS	230	Gender in Antiquity
ENG	236	PostApocalyptic Literature
ENG	312	Psychoanalysis and Literature
ENG	356	Nabokov, Borges, Calvino
ENG	360	20th Century Central European Fiction
ENG	372	20th Century Latin American Literature
LTAM	308	Latin American/Latino Cinema
MUS	206	Opera As Drama
PSY	247	Psychology of Women
REL	254	The Question of God/Goddess
REL	256	Tales of Love, Tales of Horror
REL	257	What's Love Got to Do With It?

Computer Science

in the Department of Mathematics and Computer Science

Program Faculty

David Eck, Professor, Department Chair

Jaime Barrera, Assistant Professor

David Belding, Associate Professor

Stina Bridgeman, Associate Professor

Marc Corliss, Assistant Professor

Carol Critchlow, Associate Professor

Jonathan Forde, Assistant Professor

Erika King, Associate Professor

Kevin Mitchell, Professor

Scotty Orr, Technical Specialist, Instructor

John Vaughn, Associate Professor

Computers are an increasingly integral part of today's society, and understanding how to effectively use the power of computing is increasingly important. The study of computer science also promotes rigorous thinking and problem-solving ability – beneath the technical knowledge necessary for working with computers, computer science is, at its core, very much the study of how to solve problems. Many students who major in computer science go on to graduate school or to work in related professions. For other students, computer science is popular as a second major or as a minor in combination with another major from any of the Colleges' academic divisions. Regardless of field, students often find that the skills they have gained studying computer science are highly sought-after by employers. To meet the challenges, opportunities, and responsibilities encountered after graduation, computer science majors are encouraged to obtain a broad but firm foundation in the discipline. In a rapidly growing and changing field, the department offers a range of courses that enable majors to use modern technology, to understand its applications across a broad range of disciplines, and to understand the fundamental and enduring principles underlying those applications. The Department of Mathematics and Computer Science offers two disciplinary majors in computer science (B.A. and B.S.) and a disciplinary minor in computer science. In addition to the specific courses listed below, other courses may be approved by the department for credit toward a major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; the department strongly recommends courses be taken on a graded, rather than a credit/no credit, basis.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two additional 300- or 400-level CPSC courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science or mathematics (MATH 130 or above) courses.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two 400-level computer science courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science courses; and five additional courses from the Natural Science division that count towards the major in their respective departments, chosen in consultation with the advisor. (MATH 130 can be included in the last category.)

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

CPSC 124, CPSC 225, and three additional computer science courses chosen in consultation with the advisor.

COURSE DESCRIPTIONS

120 Principles of Computer Science Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing. Lectures and hands-on assignments cover a wide variety of topics such as hardware organization, the Internet, computer programming, limits of computing, and graphics. No prerequisites. This course counts toward the major and minor in computer science but cannot be taken after completion of CPSC 124. (Offered every fall, every second spring)

124 Introduction to Programming An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development within the object-oriented paradigm. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development. Currently, Java is the programming language used in the course. This course has a required lab component, and is required for the major and minor in computer science. No prerequisites. (Offered every semester)

220 Introduction to Computer Architecture A broad introduction to computer architecture, this course shows students how computers really work and how millions of transistors come together to form a complete computing system. Topics covered include transistors, logic gates, basic processor components, memory, input/output devices, and low-level machine instructions. This course has a required lab component, and is required for the major in computer science. Prerequisite: CPSC 124. (Offered annually)

225 Intermediate Programming This course builds on CPSC 124, covering some of the more advanced fundamentals of programming including basic data structures (such as lists, stacks and queues, binary trees, and hash tables), recursion, common algorithms (such as searching and sorting), and generic programming. This course also looks more deeply at object-oriented programming, including the use of class hierarchies. Currently, the course is taught using the Java programming language. This course has a required lab component and is required for the major and minor in computer science. Prerequisite: CPSC 124. (Offered annually)

226 Embedded Computing Small, inexpensive, powerful, and pervasive computers have fostered a revolution in our daily lives. This course makes this revolution tangible through basic electronics theory, building electronic circuits, implementing logic gates and combinatorial circuits, and ultimately designing systems employing microprocessors and peripherals. Practical projects are emphasized, such as designing, building, and programming a microprocessor-controlled mobile robot. Prerequisites: CPSC 225 or permission of the instructor. (Offered alternate years)

229 Fundamentals of Computation This course introduces students to some of the mathematical and theoretical foundations of computer science, and to their practical applications to computing. Topics include propositional and predicate logic, sets and functions, formal languages, finite automata, regular expressions, grammars, and Turing machines. CPSC 229 is a required course for the major in computer science. Prerequisite: CPSC 124. (Offered annually)

271 Topics in Computer Science Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. The topic is covered at a level that is appropriate for any student who has successfully completed an introductory programming course. Possible topics include web programming, human-computer interaction, and Linux system and server administration. This course may be repeated for credit by permission of the department. Prerequisite: CPSC 124 or permission of the instructor. (Offered alternate years)

327 Data Structures and Algorithms This course continues the study of data structures and algorithms, focusing on algorithm design and analysis and the relationships between data representation, algorithm design, and program efficiency. Topics include advanced data structures, key algorithm design techniques, analysis of the time and space requirements of algorithms, and characterizing the difficulty of solving a problem. Concrete examples will be drawn from a variety of domains, such as algorithms for graphs and networks, cryptography, data compression, strings, geometric problems, indexing and search, numerical problems, and parallel computation. This course is required for the major in computer science. Prerequisites: CPSC 225; CPSC 229 is recommended. (Offered annually)

329 Software Development This course continues the study of programming by focusing on software design, development, and verification - the skills beyond fluency in a particular language which are necessary for developing large, reliable programs. Topics include object-oriented design, the use of APIs, and testing and verification. Techniques common in modern software development will also be studied. Specific techniques may include GUIs and event-driven programming, multi-threading, client-server networking, fault-tolerant computing, stream programming, and security. This course is required for the major in computer science. It includes a required lab component. Prerequisite: CPSC 225. (Offered annually)

336 Robotics An advanced study of the electronics, mechanics, sensors, and programming of robots. Emphasis is placed on programming robots which investigate, analyze, and interact with the environment. Topics may include mobile robots, legged robots, computer vision, and various approaches to robot intelligence. Prerequisite: CPSC 226 or permission of the instructor. (Offered alternate years)

343 Database Theory and Practice Computer databases are used to store, organize, and retrieve large collections of information. This course introduces the theory and practice of relational databases and relational database management systems (RDBMS). Topics include data modeling and database design, the relational algebra and relational calculus, SQL, and elements of RDBMS implementation such as file structure and data storage, indexing, and query evaluation. Additional topics may include Web-based access to databases, transaction management, reliability, security, and object-oriented databases. Prerequisites: CPSC 225 and CPSC 229. (Offered alternate years)

371 Advanced Topics in Computer Science Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. CPSC 371 addresses topics at a more advanced level than CPSC 271. Possible topics include combinatorics, functional and logic programming, and data visualization and data mining. This course may be repeated for credit by permission of the department. Prerequisites: CPSC 225 or permission of the instructor. (Offered occasionally)

424 Fundamentals of Computer Graphics This course studies the principles underlying the generation and display of 3D computer graphics. Topics include geometric modeling, 3D viewing and projection, lighting and shading, color, and the use of one or more technologies and packages such as X3D, OpenGL, and Blender. Advanced topics might include ray tracing, radiosity, texture- and bump-mapping, the mathematics of curves and surfaces, volumetric rendering, and animation. This course includes a required lab component. Prerequisite: CPSC 327 or CPSC 329. (Offered alternate years)

431 Operating Systems An operating system such as Windows, Linux, or Mac OS X is a fundamental part of any computing system. It is responsible for managing all the running processes as well as allowing the processes to safely share system resources such as the hard drive and network. This course is a general introduction to the design and implementation of modern operating systems. The subjects to be covered include historical development of operating systems, concurrency, synchronization, scheduling, paging, virtual memory, input/output devices, files, and security. Prerequisite: CPSC 225. (Offered alternate years)

433 Compilers This course explores the implementation of modern programming languages by looking at compiler design and construction. The course focuses mainly on object-oriented programming languages, although it will also look briefly at compiling for languages from other programming paradigms. Major topics in compilation are covered, including scanning, parsing, semantic analysis, and code-generation. Time permitting, the course will also cover some advanced topics, including garbage collection and optimization. This course has a required lab component. Prerequisites: CPSC 225 and CPSC 229. (Offered alternate years)

441 Networking One of the most important recent developments in computing is the explosive growth in the use of computer networks, which allow computers to communicate and work together. This course is an introduction to the theory and practice of computer networks, the software protocols that allow them to operate, and the applications that make use of them. Topics covered include direct-link networks, packet switching, internetworking, end-to-end protocols, network applications, and network security. Prerequisite: CPSC 225. (Offered occasionally)

444 Artificial Intelligence This course serves as an introduction to some of the major problems and techniques in the field of artificial intelligence. Artificial intelligence generally deals with problems that are too large, complex, or poorly-specified to have exact algorithmic solutions. Topics to be covered might include knowledge representation, natural language processing, machine learning, neural nets, case-based reasoning, intelligent agents, and artificial life. Prerequisite: CPSC 327 or 329. (Offered occasionally)

450 Independent Study

495 Honors

499 Computer Science Internship

Critical Social Studies

Program Faculty

Christopher Gunn, Economics, Coordinator
T. Dunbar Moodie, Sociology, Coordinator
Eugen Baer, Philosophy
Betty Bayer, Women's Studies
Anna Credick, English
Jodi Dean, Political Science
Marilyn Jiménez, Africana Studies
Cedric Johnson, Political Science
Richard Mason, Sociology
Renee Monson, Sociology
David Ost, Political Science
Paul Passavant, Political Science
Linda Robertson, Media and Society
Devparna Roy, Sociology
William Waller Jr., Economics

The critical social studies program is about theory, emphasizing social and cultural theories and their interrelationships. Though we hold differing interpretations of what theory is, we share an understanding of its rootedness in the lived practice of everyday lives. This program involves us in a common project of studying, criticizing, and, indeed, making theory, engaging faculty and students in increasingly demanding theoretical dialogues with three aims: First, to reflect on the "common-sense" assumptions, practices, and identities that inform everyday life; to reflect on the practices, assumptions, and representations that constitute the common sense of academic disciplines; and to reflect on the consequences and implications of these. Second, to deal critically and historically, in social, political, and economic context, with those "common-sense" attitudes that constitute everyday and academic life. Third, to encourage reflection on the personal, practical, and policy implications of such critical activity, that is, to consider what might be done for public policy and for social action, and its sought and unsought personal consequences. The critical social studies program offers an interdisciplinary major and minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

BIDS 200, four intermediate and six advanced-level courses from the critical social studies electives chosen in consultation with the adviser to form a coherent program. Of the 10 elective courses, no more than four may be in one department and no more than seven in one division.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

BIDS 200, two intermediate level and three advanced level electives chosen in consultation with the adviser to form a coherent program. No more than three courses may be from any one department or division.

CROSSLISTED COURSES

Intermediate Electives

AFS	200	Ghettoscapes
AFS	225	African-American Culture
ANTH	209	Gender in Prehistory
ANTH	220	Sex Roles: A Cross-Cultural Perspective
ANTH	230	Beyond Monogamy
ANTH	271	Jobs, Power and Capital
ANTH	280	Environment and Culture: Cultural Ecology
ASN	101	Intellectual and Religious Foundations of Asian Civilization
BIDS	211	Labor: Domestic and Global
BIDS	235	Third World Experience
BIDS	245	Men and Masculinity
ECON	206	Community Development Economics and Finance
ECON	232	U.S. Economy: A Critical Analysis

ECON	236	Introduction to Radical Political Economy
ECON	248	Poverty and Welfare
EDUC	200	Philosophy of Education
EDUC	202	Human Growth and Development
ENG	223	Environmental Literature
ENG	257	Dickens and His World
ENG	258	19th-Century English Novel
ENG	281	Literature of Sexual Minorities
ENG	291	Introduction to African-American Literature I
HIST	256	Technology and Society in Europe
MDSC	223	War, Words and War Imagery
PHIL	120	Critical Thinking and Argumentative Writing
PHIL	130	Moral Dilemmas: Limiting Liberty
PHIL	150	Issues: Justice and Equality
PHIL	151	Issues: Crime and Punishment
PHIL	152	Issues: Philosophy and Feminism
PHIL	154	Issues: Environmental Ethics
PHIL	155	Issues: Morality and War
PHIL	220	Semiotics
PHIL	232	Liberty and Community
PHIL	235	Morality and Self Interest
POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
POL	238	Sex and Power
POL	245	Politics of the New Europe
POL	264	Legal Theory
POL	265	Modern Political Theory
POL	270	African-American Political Thought
REL	108	Religion and Alienation
REL	263	Religion and Social Theory
REL	271	The Holocaust
SOC	221	Sociology of Minorities
SOC	222	Social Change
SOC	223	Social Stratification
SOC	224	Social Deviance
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
SOC	228	Social Conflict
SOC	230	The Sociology of Everyday Life
SOC	233	Women in the Third World
SOC	240	Gender and Development
SOC	258	Social Problems
SOC	259	New Social Futures
SOC	261	Sociology of Education
SOC	271	Sociology of Environmental Issues
WRRH	250	Talk and Text: Introduction to Discourse Analysis

Advanced Electives

AEP	335	The Arts and Human Development
AFS	240	African, Asian and Caribbean Women's Texts
AFS	310	Black Images/White Myths
AMST	302	Culture of Empire
ANTH	306	History of Anthropological Theory
ANTH	370	Life Histories
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ART	333	Contemporary Art

ECON	300	Macroeconomic Theory and Policy
ECON	301	Microeconomic Theory and Policy
ECON	305	Political Economy
ECON	310	Economics and Gender
ECON	316	Labor Market Analysis
ECON	331	Institutional Economics
ECON	468	Seminar: Veblen
ECON	474	Seminar: Globalization
EDUC	321	Language, Experience and Schooling
EDUC	343	Special Populations in Texts
ENG	255	Victorian Literature
ENG	302	Post-Structuralist Literary Theory
ENG	312	Psychoanalysis and Literature
ENG	318	Body, Memory, and Representation
ENG	337	James Joyce's Ulysses
ENG	368	Film and Ideology
ENG	370	Hollywood on Hollywood
ENG	375	Science Fiction Film
ENG	376	New Waves
ENG	381	Sexuality and American Literature
ENG	388	Writing on the Body
FRE	251	Eros and Thanatos
FRE	252	Que Sais-Je?
FRE	380	Advanced Francophone Topics: Images de Femmes
HIST	325	Medicine and Public Health in Modern Europe
HIST	337	History of American Thought Since 1865
HIST	340	Faulkner and Southern Historical Consciousness
HIST	371	Life-Cycles: The Family in History
HIST	375	Seminar: Western Civilization and Its Discontents
MATH	278	Number Theory
PHIL	370	Ancient Philosophy
PHIL	372	Early Modern Philosophy
PHIL	373	Kant
PHIL	380	Experience and Consciousness
PHIL	381	Existentialism
PHIL	390	Analytic Philosophy
POL	335	Law and Society
POL	348	Racism and Hatreds
POL	365	Democratic Theory
POL	375	Feminist Legal Theory
POL	379	Radical Thought, Left and Right
REL	237	Lived Christianities
REL	260	Religion as a Philosophical Act
REL	267	Psychologies of Religion
REL	269	Therapy, Myth and Ritual
REL	273	Foundations of Jewish Thought
REL	281	Unspoken Worlds
REL	283	Que(e)rying Religious Studies
REL	365	Loss of Certainty
REL	370	Jewish Mysticism and Hasidism
REL	382	Toward Inclusive Theology
REL	401	Literary and Theological Responses to the Holocaust
REL	402	Conflict of Interpretations
REL	410	Sacred Space
REL	461	Seminar: Towards a Theory of Religious Studies
REL	464	Seminar: God, Gender and the Unconscious
SOC	300	Classical Sociological Theory

SOC	301	Modern Sociological Theory
SOC	325	Moral Sociology and the Good Society
SOC	331	Sociology of Art and Culture
SOC	340	Feminist Sociological Theory
SOC	356	Power and Powerlessness
SOC	370	Theories of Religion
SOC	464	Senior Seminar
SPAN	316	Voces de Mujeres
SPAN	317	Arte y Revolución
WMST	300	Feminist Theory
WMST	323	Research in Social Psychology
WMST	357	Self in American Culture
WMST	372	Topics: Social Psychology

COURSE DESCRIPTION

200 Introductory Dialogues in Critical Social Studies

We use social and cultural theory in our everyday lives but rarely very consciously. This course investigates ways in which hegemonic “common sense(s)” are constructed and changed, both in society and the academy, and the purposes they serve. The aim is to heighten awareness of personal, practical, and policy implications of social theory, and develop critical responses to it. (Waller/Capraro, *Spring*)

Dance

Cadence Whittier, Associate Professor, Chair
Donna Davenport, Professor
Cynthia J. Williams, Professor
Michelle Iklé, Assistant Professor

The Department of Dance offers a wide range of courses in dance technique for the beginning, intermediate, and advanced dancer, as well as dance theory courses such as dance history, composition, human anatomy and kinesiology, and teaching methods. The dance major consists of a series of core courses in dance technique and theory. Students are encouraged to tailor their major to their specific interests within the discipline (dance performance, choreography, teaching, or dance studies) through their choice of electives and cognates; students may elect to broaden their understanding of the interdisciplinary nature of the field by an additional focus on related disciplines such as art, education, music, philosophy, psychology, and/or theatre. The dance major and minor may be either disciplinary or interdisciplinary depending upon the courses selected. All courses toward a dance major or minor must be completed with a grade of C- or higher.

Note: The Dance Department is in the process of revising its major/minor requirements. Reference the Dance Department web page <http://www.hws.edu/academics/dance/> for the most current information.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

DAN 200 or DAN 250; DAN 225; DAN 300; DAN 325 or DAN 305; DAN 210 or 212; DAN 460; two full-credit dance technique (DAN) courses at the intermediate or advanced level; a dance ensemble course (DAN 140); and three dance electives in consultation with the adviser two of which must be at the 200-level or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses

DAN 105; DAN 225 or DAN 325; DAN 210 and 212, or DAN 212 and 214; one other 200-level DAN elective; two full-credit dance technique (DAN) courses at the intermediate or advanced level; AEP 335 *The Arts and Human Development*, EDUC 301 *Drama in a Developmental Context*, or an arts-related bidisciplinary (BIDS) course; DAN 460; and three courses outside the department approved by the major adviser.

REQUIREMENTS FOR THE MINOR

disciplinary, 7 courses

DAN 105; DAN 210 or 212; DAN 200 or 300; two full-credit dance technique (DAN) courses at the intermediate or advanced level; and two additional dance (DAN) courses.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

DAN 105, DAN 210 or 212; DAN 225 or 325; two full-credit dance technique (DAN) courses at an intermediate or advanced level; and two additional dance (DAN) courses or courses outside the department approved by the adviser.

COURSE DESCRIPTIONS

DAN 105 Introduction to Dance: Theory and Practice This course introduces students to the technique and theory of dance as an art form. Novice and experienced movers alike are introduced to dance theory in a lecture setting, and then explore those movement theories in the dance studio. Students gain both theoretical and practical knowledge of dance and self through readings, research assignments, journal writing, film observation, live concert dance, movement experiences, discussion, and faculty lecture. Study topics include an overview of dance styles, multicultural definitions of dance, and an introduction to dance criticism, dance history, aesthetics, dance sciences, and movement analysis. *(Fall, offered annually)*

DAN 140 Dance Ensemble: Practicum in Repertory and Performance This course follows the creation and performance of dance choreography from audition through final performance. Enrollment is by audition only; auditions are typically held in the fall prior to spring term registration. Students cast in *Dance Ensemble* learn new or repertory choreography created by dance faculty or guest artists and are frequently active participants in the choreographic process. In addition to developing performance skills, students are introduced to technical theatrical design concepts and are expected to complete pre- and post-production assignments. Concurrent registration in a dance technique course is required. *(Spring, offered annually)*

DAN 200 Dance Composition I This is an introductory course in the art and craft of creating dances. Techniques to nurture the individual creative process are explored, including movement improvisation, visual art imagery, chance procedures, musical influences, poetic imagery, and prop and costume studies. The course culminates in each student's presentation of a substantial composition. This course has a multi-disciplinary focus and is open to all students interested in the arts and creative process. (Davenport/Williams, *Fall, offered alternate years*)

DAN 210 Dance History I This course is designed to present the history of social and theatrical dance from early human history through the flowering of ballet in the 19th century. A strong emphasis is placed on recognizing how social, political, economic, and religious conditions and attitudes influence and are influenced by dance and other artistic expressions. The course format consists of faculty lecture, student presentations, film and videos, and studio workshops. (Williams, *Fall, offered alternate years*)

DAN 212 Dance History II This course examines the development of theatrical dance from the late 1800s through the mid-20th century. A special focus of the course is the rise of modern dance and the women who were its creators—Loie Fuller, Isadora Duncan, and Ruth St. Denis, and the women pioneers who followed: Martha Graham, Doris Humphrey, Mary Wigman, and Hanya Holm. This singularly American art form was greatly influenced by feminist reform movements, and continues to be associated with political, social, and economic conditions and reforms. The course traces the development of modern dance through the tumultuous 1960s. (Williams, *Spring, offered alternate years*)

DAN 214 Dance History III: 1960s to Present As in the other arts, dance in the 1960s underwent tremendous changes and witnessed the breaking apart of traditional forms and aesthetic assumptions. Iconoclastic choreographers said no to the techniques and presentations of their predecessors, changing the aesthetics of dance permanently. This course starts with the revolutions in culture and dance of the 1960s and traces the growth and development of today's "postmodern" dance. Issues of body, gender, race, sexuality and cultural heritage form the lens through which contemporary dance and its choreographers are discussed. (Williams, *Fall, offered alternate years*)

DAN 225 Anatomy and Kinesiology This course presents specific knowledge of human skeletal anatomy and muscular anatomy and its relationship to movement skills and postural alignment. Once the basic skeletal and muscular anatomy is understood, the course focuses on analysis of action, with particular attention on the action of gravity and its effect on posture and muscular function. Additionally, the course focuses on principles of alignment, conditioning, and injury prevention. Although dance-based, the course material is relevant to students interested in the areas of physical therapy, physical education, athletic training, human biology, and other movement sciences. (*Fall, offered alternate years*)

DAN 250 Dance Improvisation Improvisation in dance--like its counterparts in music and theatre--relies on the technical skills of the performer, a profound mental commitment and focus, the ability to respond to multiple sensory stimuli, and the development of a body-mind synthesis that allows for action and reflection. The ability to improvise frees the performer from technical and choreographic ruts and gives one the opportunity to create and understand movement from an intensely personal perspective. Students participate in a variety of structured improvisations throughout the semester that are designed to improve their sensitivity to group dynamics, individual movement creativity, and recognition of the expressive capacities for movement expression. While movement is the media, prior dance training is not required. (Williams, Davenport, *Spring, offered alternate years*)

DAN 300 Dance Composition II This course explores further the art and craft of making dances with a focus on group choreography. Composition II covers such aspects of choreography as developing a unique movement vocabulary, group compositions, site-specific work, and choreographic process and documentation. Collaborations with musicians, actors, poets, and visual artists are encouraged. Prerequisite: DAN 200 or permission of instructor. (Davenport/Williams, *Fall, offered alternate years*)

DAN 305 Somatics Somatics is a term used to describe a broad range of practices and theoretical frameworks having to do with integrating the body and the mind, usually with a focus on physical/psychological wellness. In this course we will investigate specific body/mind modalities and theories such as Alexander Technique, Bartenieff Fundamentals, Body/Mind Centering, Feldenkrais Method and Pilates, as well as studying the hands-on techniques of therapeutic modalities such as Cranio-Sacral Manipulation, Experiential Anatomy, and Rolfing. Students are expected to gain an increased awareness of their body structure, an understanding of individual patterns of movement behavior, and to develop somatic self-awareness. Course format includes movement exploration sessions, reading and reflective writing assignments, and hands-on application of material. (Iklé, *Spring, offered alternate years*)

DAN 325 Movement Analysis: Laban Studies This course is an introduction to the theory and application of Laban Movement Analysis, which includes effort/shape, space harmony, and the Bartenieff Fundamentals™. These theories apply directly to all physical actions of the human body, nonverbal communication, cultural differences, choreography, body wellness and health, live performance, therapeutic practices, and teaching methodology. The course focuses on the personal relevance of Laban theories to the individual student, as well as to the related disciplines such as movement studies/science, theatre, dance, anthropology, psychology, and education. Students are taught how to observe, record, describe, and notate subtle qualities in the movement around them and how to understand their own movement patterns and the potential for enhanced expression, muscular efficiency, and wellness. (Whittier, *Spring, offered alternate years*)

DAN 432 Dance Education Seminar This course is designed to introduce the student to the practices and principles of teaching dance. In addition to the traditional pedagogical areas of study—construction of lesson plans, formation of curriculum, and semester unit plans—the course explores the specific concerns of the dance classroom—injury prevention, use of imagery to elicit physical response, and composition of movement material to cognitively as well as physically challenge students. Prerequisites: Successful completion of DAN 105, DAN 225, DAN 305, and/or DAN 325 strongly recommended. (Davenport/Williams/Whittier, *Spring, offered alternate years*)

DAN 450 Independent Study In this course students are encouraged to pursue explorations of choreography, performance, historical research, teaching, improvisation, arts management and production, or body-mind synthesis within an approved and academically challenging independent study. Permission of instructor required.

DAN 460 Seminar: Advanced Topics in Dance This seminar provides an opportunity for faculty-guided research of a particular area of interest to senior or junior dance majors. (Dance minors admitted with permission of instructor.) Qualified students may work toward the development of choreographic and performance material, or pursue independent studies of career-related topics such as dance science, somatics, dance anthropology, dance criticism, K-12 dance education, dance administration or other areas of interest. The focus of the course is on the development of a professional portfolio and a project, paper, or performance that demonstrates the student's intellectual grasp of the field. (Iklé/Davenport, *Spring, offered annually*)

DAN 495 Honors A course to be completed in partial fulfillment of the requirements for Honors work in dance. Permission of the Honors adviser required.

DAN 499 Dance Internship This internship offers an option for the student who wishes to pursue workplace experience in dance education, arts administration, technical production, and/or professional venues. Specific course content varies with each individual situation, but in general students are expected to spend a minimum of 10 hours a week at their placement under the supervision of a workplace professional. Academic credit is for credit/no credit only, with appropriate mid-term and end of semester assessment agreed upon in advance in consultation with the professor. (*Offered each semester*)

DANCE TECHNIQUE COURSES (DAN/DAT)

Dance technique courses may be taken as a one-half credit activity course (DAT) for credit/no credit *or* as a full credit DAN course. Students electing the full credit DAN technique course are expected to complete the academic components of the course, including weekly reading and writing assignments, concert reviews, and research projects, in addition to participation in the studio-based technique class. Students enrolling in the half-credit DAT course *must* register for credit/no credit only.

DAT 140 Dance Ensemble: Practicum in Repertory and Performance Students may elect to take the department's *Dance Ensemble* course as a studio-based half-credit activity. The course material is identical to that described above, and requires the same audition process. Students electing DAT 140 must register for the course credit/no credit and are not expected to complete the additional academic components of the course, but are required to enroll in a concurrent dance technique course. (*Spring, offered annually*)

DAN/DAT 900 Beginning Dance—Jazz/Ballet/Modern This course is an introduction to jazz, ballet, and modern dance technique for the beginning dance student. Students explore the basic principles of dance technique: strength, alignment, coordination, spatial and rhythmic awareness, and performance skills within the context of the unique vocabulary and aesthetic of each dance technique. (*Fall, offered annually*)

DAN/DAT 905 **Beginning Technique: Body and Self** Body and Self is a course designed to integrate dance and movement, self knowledge, and knowledge of the body into dynamic balance. Releasing unwanted tension patterns, developing efficient alignment and movement patterns, and discovering a wider range of movement capabilities is both the focus and the intended outcome of the semester's material. Modern dance-based exercises and sequences form the basic vocabulary of movement, but explorations include improvisation and self-designed movement sequences, as well. An underlying area of focus is on increased kinesthetic awareness, including exploration of body-mind connections and the ability to express that awareness in movement and writing. *(Fall, offered alternate years)*

DAN/DAT 910 **Beginning Ballet I** This course is an introduction to the techniques and principles of classical ballet, including balance, coordination, flexibility, strength, and technical terminology. The class structure follows the basic ballet format of barre work, center barre, adagio, petite allegro, and grande allegro. The course is designed for the beginning student of ballet; no prior experience necessary. *(Spring, offered alternate years)*

DAN/DAT 915 **Beginning Modern Dance I** Designed for students with little or no previous dance experience, this course includes familiarization with basic dance vocabulary and simple improvisational movement structures. Much time is spent on placement and basic body awareness exercises. *(Spring, offered alternate years)*

DAN/DAT 920 **Intermediate Ballet I** This course focuses on the performance of the classical movement vocabulary with accuracy and precision, and the development of strength and flexibility. *(Fall, offered annually)*

DAN/DAT 922 **Intermediate Contemporary Ballet II** Further study of intermediate-level ballet technique emphasizing correct muscular control and petite allegro movements. Students are encouraged to further develop their kinesthetic awareness of classical movement. *(Spring, offered alternate years)*

DAN/DAT 925 **Intermediate Modern Dance I** This course focuses on alignment, muscular strength, technical endurance, and the development of phrasing skills in complex movement combinations, and continues work with improvisational movement and performance skills. *(Fall, offered annually)*

DAN/DAT 927 **Intermediate Modern Dance II** The focus of this course is on stationary and dynamic placement in complex movement phrases. Additional areas of emphasis include rhythmic accuracy, development of individual movement style, and increased work on dynamic phrasing. *(Spring, offered alternate years)*

DAN/DAT 930 **Advanced Ballet I** This course covers advanced technique with emphasis on integrating dynamic placement, musical phrasing, and complex turns, jumps, and balances. Emphasis is on continued technical execution while exploring stylistic nuances of dance expression. *(Fall, offered annually)*

DAN/DAT 930-11 **Pointe I** This lab is linked to the advanced ballet class. It is designed for dancers who have reached a level of technical proficiency and strength that enables them to work on pointe. The class is structured with barre and center floor combinations to teach the principles essential for pointe work and to develop strength and placement. Prerequisite: Concurrent enrollment in DAN/DAT 930 and permission of instructor required. *(Fall, offered annually)*

DAN/DAT 932 **Advanced Ballet II** This course is a continuation of Advanced Ballet I involving intricate movement patterns, batterie, and presentation of classical styles. *(Spring, offered annually)*

DAN/DAT 932-11 **Pointe II** This lab is linked to the advanced ballet class. It is a continuation of the fundamentals of pointe work emphasizing strength, control, fluidity, and turning movements. Prerequisite: Concurrent enrollment in DAN/DAT 932 and permission of instructor required. *(Spring, offered annually)*

DAN/DAT 935 **Advanced Modern Dance I** This course is designed for dancers who have developed strong kinesthetic sensing as well as an awareness of their body-mind connection. Class work includes advanced levels of technical movement and the opportunity to work with improvisational structures. *(Spring, offered annually)*

DAN/DAT 937 **Advanced Modern Dance II** This course is a continuation of advanced level I with further study of concepts of space, time, force in relation to movement combinations, and individual performance of classroom phrases. *(Spring, offered alternate years)*

DAN/DAT 940 **Beginning Jazz** This is an introductory level jazz technique course designed for the beginning dancer. No prior dance experience is necessary. Students learn to perform basic jazz dance vocabulary through short movement sequences and longer jazz combinations, while developing flexibility, strength, and awareness of rhythmical phrasing, and an understanding of jazz as a system of movement. Emphasis is placed on the exploration and discipline of dance as an art form. *(Spring, offered alternate years)*

DAN/DAT 945 **Intermediate Jazz** This is an intermediate level jazz technique course designed for the student with at least four years of formal dance training. Students review basic jazz vocabulary and learn to perform exercises and movement sequences of increasing complexity. Development of technical accuracy, strength, flexibility, and rhythmic sensibility are goals within the classroom. Both composition and improvisation in the jazz idiom are explored. Prerequisite: Intermediate technique level proficiency in either modern dance or jazz, or permission of instructor. *(Spring, offered alternate years)*

DAN/DAT 950 **World Dance** The style of dance offered -- Afro-Caribbean, Latino, Flamenco, West African, Indian, or others -- will depend on the instructor's expertise. In addition to dance studio movement experiences, this course will include a theoretical component with reading and writing assignments. This will provide students with a cultural and historical context for the dances and techniques studied. No prior dance experience or training is required.

Development Studies

Program Faculty

Alan Frishman, Economics, Coordinator
Richard Dillon, Anthropology
Kevin Dunn, Political Science
Jack Harris, Sociology
Feisal Khan, Economics
Scott McKinney, Economics
Stacey Philbrick Yadav, Political Science
Charles Temple, Education
Vikash Yadav, Political Science

The minor in development studies explores different, and often conflicting, perspectives on what “development” might mean and how to achieve it, addressing global questions but focusing particularly on the less developed countries of Latin America, Africa, the Middle East, and East/South Asia. Drawing on the social sciences and the humanities, the minor addresses historical, political and sociological dimensions of development, economic theories of development, cultural and political tensions regarding developed countries’ economic strategies, anthropological studies of local level change, and “alternative” and indigenous development strategies. Through this study, students become acquainted with both the theoretical controversies surrounding development and the real-world challenges that confront those engaged in development work.

REQUIREMENTS for the MINOR

interdisciplinary, 6 courses

Four core courses in four different disciplines: at least one course from the Core Theory list; three additional courses, from either the Core Theory or Core list; and two additional courses from either the Core or Elective lists. At least two of the six courses must be from a department or program outside the social sciences (*e.g.*, Africana Studies, Latin American Studies, English, French, History, Spanish).

DEVELOPMENT STUDIES COURSES

Core Theory Courses

ECON	344	Economic Development and Planning
POL	248	Politics of Development
SOC	201	Sociology of International Development
SOC	240	Gender and Development

Core Courses

AFS	240	African, Asian and Caribbean Women’s Texts
AFS	310	Black Images/White Myths
ANTH	205	Race, Class and Ethnicity
ANTH	221	Human Rights and Indigenous People
ANTH	271	Jobs, Power and Capital
ANTH	280	Environment and Culture: Cultural Ecology
ANTH	296	African Cultures
ANTH	352	Builders and Seekers
ANTH	354	Food, Meaning, Voice
BIDS	210	Perspectives on Latin America
ECON	135	Latin American Economies
ECON	212	Environmental Economics
ECON	240	International Trade
ECON	435	Political Economy of Latin America
ENV	110	Topics in Environmental Studies
HIST	283	South Africa in Transition
HIST	284	Africa: From Colonialism to Neocolonialism
HIST	285	The Middle East: Roots of Conflict
HIST	396	History and the Fate of Socialism
HIST	465	Seminar: Revolution in the Third World

POL	140	Introductions to Comparative Politics
POL	255	Politics of Latin American Development
POL	259	African Politics
POL	387	States and Markets
SOC	233	Women and Political Mobilization in the Third World
SOC	291	Society in India

Elective Courses

Additional courses may be proposed.

ANTH	110	Introduction to Cultural Anthropology
ANTH	297	Peoples and Cultures of Latin America
ANTH	298	Modern Japan
ASN	220	Male and Female in East Asian Societies
ECON	146	Russian Economy: From Plan to Market
ECON	221	Population and Society
ECON	466	Seminar on Population Issues
ECON	480	Economic Globalization
ENG/ASN	215	Environment and Development in East Asia
ENG	317	Hearts of Darkness
FRE	243	<i>Actuelles</i> III: Topics in Francophone Cultures
FRE	351	Advanced Francophone Topics: Francophone African Fiction
FRE	352	Advanced Francophone Topics: Maghreb Literature
HIST	190	History of East Asia
HIST	202	Japan Since 1868
HIST	205	Modern Mexican History
HIST	226	Colonial Latin America
HIST	231	Modern Latin America
HIST	261	20th Century Russia
HIST	298	Exploring Modern China
HIST	364	The African Predicament
HIST	380	History of North Africa
HIST	390	The Modern Transformations of China and Japan
HIST	394	Russia and Central Asia
HIST	472	Seminar: Africa through the Novel
LTAM	210	Perspectives on Latin America
POL	202	Politics of Afghanistan
POL	254	Globalization
POL	257	Russia/China Unraveled
POL	258	Comparative Politics of the Middle East
POL	281	Politics of South Asia
POL	285	International Politics of the Middle East
POL	289	Political Economy of Development in Egypt
POL	312	Democratization in the Middle East
POL	387	States and Markets
SOC	259	People Creating Social Change
SOC	279	South African Apartheid: Before and After
SOC	291	Society in India
SOC	299	Sociology of Vietnam
SPAN	317	<i>Arte y Revolución</i>
SPAN	346	Latin American Women's Narratives
SPAN	420	Contemporary Latin American Novel

Economics

Jo Beth Mertens, Associate Professor, Department Chair

Teresa Amott, Professor

Brian Cooper, Assistant Professor

Thomas Drennen, Professor

Alan I. Frishman, Professor

Geoffrey N. Gilbert, Professor

Christopher Gunn, Professor

Warren Hamilton; Instructor

Feisal Khan, Assistant Professor

Patrick A. McGuire, Professor

Judith McKinney, Associate Professor

Scott G. McKinney, Professor

Elizabeth A. Ramey, Instructor

Felipe Rezende, Instructor

Jennifer Tessoroff, Instructor

William Waller, Jr., Professor

The Economics Department provides students with a broad education in economic theory and analytic methods. It uses multiple approaches to the discipline to enable students to understand, analyze, research, and evaluate economic phenomena, processes and issues. We believe this creates a sound foundation for the further critical study of economic matters necessary to be active citizens and successful professionals.

Course offerings in the Economics Department are designed both to meet the needs of students who wish a better understanding of the economic issues that affect their lives and to meet the needs of students who have an interest in an extended, in-depth study of economics. The department offers introductory and advanced courses that examine important issues using the analytical tools of the discipline in addition to courses that examine major economic theories.

Courses at the 100-level are open to all. Prerequisites for 200-level, 300-level, and 400-level courses are indicated. Economics offers a disciplinary B.A. major and minor. All departmental courses must be completed with a grade of C- or better in order to be credited towards the major or minor.

Students who want to pursue a graduate degree in economics should take, in addition to the economics courses required for the major, several courses in mathematics, including: Calculus I and II (Math 130 and 131), Multivariable Calculus (Math 232), Linear Algebra and Applied Linear Algebra (Math 204 and 214), and Differential Equations (Math 237).

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

ECON 160; two topics/issues courses at the 100 or 200 level; ECON 202; the four core courses (ECON 300, ECON 301, ECON 304, ECON 305); and three additional upper-level courses.

Students are encouraged to take at least one of the upper-level courses at the 400 level. Only one 450 course (Independent study) can count towards the major.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

ECON 160; two topics/issues courses; ECON 300; ECON 301; and one additional course at the 300 or 400 level.

COURSE CONCENTRATIONS

Introductory Course

ECON 160 Principles of Economics

Topics/Issues Courses

ECON 120 Contemporary Issues

ECON 122 Economics of Caring

ECON 135 Latin American Economies

ECON 146 The Russian Economy

ECON	198	Business Law
ECON	200	Principles of Accounting
ECON	203	Collective Bargaining
ECON	206	Community Development Economics and Finance
ECON	212	Environmental Economics
ECON	213	Urban Economics
ECON	218	Introduction to Investments
ECON	221	Population and Society
ECON	230	History of Economic Thought
ECON	232	U.S. Economy: A Critical Analysis
ECON	233	Comparative Economics
ECON	236	Introduction to Radical Political Economy
ECON	240	International Trade
ECON	243	Political Economy of Race
ECON	248	Poverty and Welfare

Core Theory Courses

ECON	300	Macroeconomic Theory and Policy
ECON	301	Microeconomic Theory and Policy
ECON	305	Political Economy

Quantitative Reasoning Courses

ECON	202	Statistics
ECON	304	Econometrics

Upper-Level Courses

ECON	306	Industrial Organization
ECON	307	Mathematical Economics
ECON	308	Corporation Finance
ECON	309	Portfolio Analysis
ECON	310	Economics and Gender
ECON	311	Economics of Immigration
ECON	312	British Economic History
ECON	315	Managerial Economics
ECON	316	Labor Market Analysis
ECON	317	Economics of Sports
ECON	320	Economics of the Media
ECON	324	Money and Financial Markets
ECON	326	Public Finance
ECON	327	Economic Policy for the New Economy
ECON	331	Institutional Economics
ECON	338	Economics of the Non-Profit Sector
ECON	344	Economic Development
ECON	348	Natural Resources and Energy Economics
ECON	372	Keynes, Keynesians, and Post-Keynesians
ECON	425	Seminar: Public Macroeconomics
ECON	435	Seminar: Political Economy of Latin America
ECON	461	Seminar: Environmental Economics
ECON	466	Seminar: Population Issues
ECON	468	Seminar: Veblen
ECON	474	Seminar: Current Issues in Political Economy
ECON	480	Seminar: Current Issues in Macroeconomics

POLICY ON TRANSFER COURSES AND AP CREDIT

Students taking courses in an off-campus program not led by HWS faculty may count up to 2 courses toward the major. To qualify as an upper level elective course, the course must require either intermediate macroeconomic theory or intermediate microeconomic theory (or its equivalent) and the student must have completed these prerequisites prior to taking the course in the off-campus program.

Currently enrolled HWS students may transfer core courses taken at other accredited institutions, subject to the rules of the Colleges. Students should obtain prior approval from the department chair to transfer the course, using the appropriate form from the Hobart or Williams Smith Dean's office. (http://www.hws.edu/offices/pdf/HOBDean_request_for_approval.pdf) The department does not count AP credit toward the major.

COURSE DESCRIPTIONS

120 Contemporary Issues in Economics Introduction to economics through the application of different analytical tools and perspectives to a variety of contemporary policy issues, such as inflation, unemployment, the environment, regulation, urban problems, economic development, and the role of women and minority groups in the economy. (*Offered annually*)

122 The Economics of Caring There is more to economics than the wealth of nations. A good society is more than its wealth; it has the capacity and is willing to care for those who cannot completely provide for themselves. In this course students explore, analyze, and assess how our society cares for those who cannot provide all of the necessities of life for themselves, including children, the infirm, and the elderly. They examine public policies and debates concerning poverty, health care, education, child protection, and adoption. (*Waller, offered annually*)

135 The Latin American Economies This course looks at the Latin American economies, their troubled history, their boom-and-bust tendencies, the economic policies that have been tried, and the painful consequences in terms of poverty, inflation, and debt. (*S. McKinney, Fall, offered annually*)

146 The Russian Economy With the formal dissolution of the Soviet Union in December 1991, many hailed the triumph of capitalism and democracy over central planning and single-party control. Today, many question how much Russia has really changed. This course explores the accomplishments and failures of the Soviet economic system, the transition period and the current situation, with special attention to the question of development in areas such as Siberia, the Far North and the Far East, given their vast mineral wealth combined with severe climate and great distance from the Russian heartland. (*J. McKinney, Fall, offered alternate years*)

160 Principles of Economics This course is a general introduction to economics. Microeconomic topics include supply and demand, comparative advantage, consumer choice, the theory of the firm under competition and monopolies, and market failure. Macroeconomic topics include national income accounting, the determinants of national income, employment and inflation, the monetary system and the Fed, and fiscal policy. This course is required for all majors and minors in economics. (*Offered each semester*)

198 Business Law This course is the study of the basic law of contracts with emphasis on agency, negotiable instruments, property, etc. The system of courts is also studied. Prerequisite: ECON 160. (*Offered alternate years*)

200 Accounting This course explores the theory and application of accounting principles in recording and interpreting the financial facts of business enterprise. The course covers such topics as the measurement of income, capital evaluation, cost accounting, budgeting, and financial analysis. Prerequisite: ECON 160. (*Hamilton, offered annually*)

202 Statistics This course offers an introduction to the methods of descriptive and inferential statistics that are most important in the study of economics. The intent of the course is to help students understand these tools and when they can usefully be applied to data. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, hypothesis testing, correlation analysis, and regression analysis. Students construct surveys and use the data collected via the surveys as the basis for their semester project. The project gives students a chance to demonstrate basic competency in the application of the tools taught in the course, their ability to use computer programs to analyze data, and their ability to explain the statistical results in plain English. Prerequisite: ECON 160 or 120. (*Offered each semester*)

203 Collective Bargaining In this course, students examine the labor movement in the U.S. and other countries and learn about labor-management disputes and their resolutions. The goal of the course is to inform students about the economic and non-economic issues involved in labor agreements. Students learn about the art of negotiation and arbitration. Topics covered include: the labor movement in the U.S., labor and employment law, unions and collective bargaining, grievance procedures, arbitration and techniques of dispute resolution, unions in the public sector, and an international comparison of labor relations. Prerequisite: ECON 160. (*Offered alternate years*)

206 Community Development Economics and Finance Resources for development are generally scarce in poor urban and rural areas. This course investigates how new economic and financial resources can be generated for and attracted to these areas, and how they can interact with human, organizational, and technical resources to encourage development. The spatial focus ranges from neighborhoods to regions. The course provides an introduction to financial instruments, institutions, and analysis across public, private, and third (non-profit) sectors. Prerequisite: ECON 120 or 160. (*Gunn, offered alternate years*)

212 Environmental Economics The primary goal of this course is to apply basic micro-economic principles to understanding environmental issues and possible solutions. The course is structured around four basic questions: How much pollution is too much? Is government up to the job? How can we do better? How do we resolve global issues? Throughout the course, students move back and forth between theory and practice, learning how basic principles from economic theory can be applied to environmental questions and then looking at how these principles have been used to implement policy nationally and internationally. Prerequisite: ECON 120, ECON 160, or ENV 110(Energy). (*Drennen, offered annually*)

213 Urban Economics As an introduction to the economy of urban areas in the United States, this course analyzes the historic growth of cities, the location of industries, the formation of market areas, and residential location decisions. It then examines the economic issues concerned with urban housing, poverty, education, transportation, and finances. It has a policy orientation and usually has a service component to be done in Geneva. Prerequisite: ECON 160, or permission of the instructor. (*Frishman, offered alternate years*)

218 Introduction to Investments This course is meant as a broad introduction to US financial markets (equity and capital) and instruments (stocks, bonds, etc) and the related major financial theories (efficient markets, modern portfolio theory, behavioral finance) and models (capital asset pricing, dividend discount). Much of finance is highly quantitative and extremely abstract but the main focus of this course will be on understanding and then applying financial theory rather than on numerical calculations. Prerequisite: ECON 160. (*Hamilton, offered alternate years*)

221 Population and Society This course looks at population in a broad and systematic way, starting with basic concepts of fertility and mortality; moving on to issues of age structure, family demography, and the projection of future population; and concluding with policy issues involving immigration, the environment, famines, and population policy. Prerequisite: ECON 120 or 160. (*Gilbert, offered annually*)

230 History of Economic Thought The course covers writings on economics from classical Greece to the present day. The course will focus particularly on the rise of political economy in Great Britain during the nineteenth century, and recent developments in mainstream and heterodox economic theory. Topics include: theories on value; population and the standard of living; institutions and economic performance; and debates over the proper role of government in the economy. Primary documents include selections from Adam Smith, T.R. Malthus, Maria Edgeworth, Karl Marx, J. M. Keynes and others. Prerequisite: ECON 120 or 160 (*Cooper, offered alternate years*)

232 The U.S. Economy: A Critical Analysis This course investigates the U.S. economy while developing an introduction to radical political economy. Changing patterns of growth and stagnation in economic activity are analyzed using the concept of social structures of accumulation: the combination of economic, political, and social factors that serve to hasten or retard capital accumulation. Macroeconomic and social changes are explored, as is their impact on the lives of workers, women, and people of color. The power of capital, workers, and other groups to effect change in different periods is an important theme of the course. Prerequisite: ECON 120 or 160. (*Cooper, offered alternate years*)

233 Comparative Economics This course looks at how different contemporary societies and cultures have chosen to organize themselves economically, how their key economic institutions function and how well they have performed over time. We will move away from the traditional 'capitalist versus socialist' or 'command versus market' split within comparative economics to also look at how different religious traditions have attempted to answer the age old questions of 'what,' 'how,' and for 'whom' to produce as well as how increasing economic and financial integration (i.e., 'globalization') has impacted different economic systems worldwide. Prerequisite: ECON 120 or 160. (*Khan, offered alternate years*)

236 Introduction to Radical Political Economy This course provides an introduction to the economic thought of Karl Marx, to contemporary radical political economy, and to current debates in radical political economy. Topics include the theory of value, surplus value and exploitation, capital and its accumulation, and capital and crisis. Recent debates in socialist-feminist thought, the political economy of race, and ecofeminism are addressed.

Prerequisite: ECON 120 or 160. (Gunn, *Fall, offered alternate years*)

240 International Trade This course provides an introduction to the theory of gains from trade, comparative advantage and international monetary relations. It uses this theory to examine such issues as protectionism, economic integration (e.g., NAFTA and the European Union), and international investment, with an emphasis on how economic and financial relations among countries have very different consequences for different groups of people.

Prerequisite: ECON 160. (J. McKinney, *Spring, offered annually*)

243 Political Economy of Race Persistent racial inequalities in income and wealth remain a fact of life in the U.S. and throughout the Americas. In this course, we explore the interaction between race, gender, and ethnicity in labor and product markets, and we consider the theory and evidence for present-day debates over discrimination and policies such as affirmative action. Finally, we examine how different understandings of “race” color economic theories that seek to explain differences in economic outcomes. Prerequisite: ECON 160. (Cooper, *offered annually*)

248 Poverty and Welfare Poverty amidst wealth is a troubling feature of the modern American economy. Economists and other social scientists have offered various explanations for it. This course looks into the nature and extent of U.S. poverty, its measurement, theories of its causes, and the full range of public policies that have been adopted with the aim of easing or ending poverty. Prerequisite: ECON 120 or 160. (Gilbert, *offered annually*)

300 Macroeconomic Theory and Policy This course examines in detail the major elements of aggregate economic analysis. The major focus is on the development of theoretical economic models that examine the interrelationships within the economic system. Once these models have been developed, they are used extensively to examine the current macroeconomic problems in the economic system, e.g., inflation, unemployment, economic growth, international balance of payments, the business cycle, and others. The course concludes with an examination of the various policies that each theory prescribes. Prerequisite: ECON 160, and one 200-level topics/issues course.

(*Offered each semester*)

301 Microeconomic Theory and Policy A study of pricing and resource-allocating processes in the private economy, this course examines the theories of demand and production, and the determination of prices for commodities and factors of production in competitive and non competitive markets. The concept of economic efficiency is central to the course.

Prerequisites: ECON 160, and one 200-level topics/issues course. (*Offered each semester*)

304 Econometrics The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects. Prerequisites: ECON 202 and ECON 300 or ECON 301.

(*Offered each semester*)

305 Political Economy This course analyzes alternative ways of understanding economics and political economy. It investigates debates on economic theory and discourse within a broad context of critical issues in the foundations and development of the social sciences. Theoretical foundations of major schools of economic thought (e.g., neoclassical, Keynesian, Marxist) are explored, as well as questions of ideology and method in economic thought. Feminist economics is introduced. Prerequisites: ECON 300 and ECON 301, or permission of the instructor.

(*Offered each semester*)

306 Industrial Organization The course is intended to demonstrate how microeconomic theory applies to industrial markets. An examination and evaluation of the theoretical predictions of price theory is considered in a real world context, with surveys of recent empirical evidence. Such areas as theories of motivation of the firm, identification and measurement of monopoly power, economies of firm size, concentration (definition, measurement, and effects), and oligopolistic behavior are examined. Prerequisite: ECON 301. (Waller, *offered occasionally*)

307 Mathematical Economics This course has two objectives. First, to acquaint the student with the various mathematical tools widely used in theoretical economics today. These tools include simple linear algebra, matrix algebra, and differential calculus. Second, to utilize these tools to demonstrate and examine fundamental concepts in microeconomic and macroeconomic theory. Prerequisites: ECON 300 and ECON 301 and MATH 130 or equivalent.

(Frishman, *offered alternate years*)

308 Corporation Finance This course deals with the strategic decision-making process relative to three main areas: capital budgeting; capital structure; and working capital management. One important role a financial manager plays is to create value for the shareholder within legal and ethical constraints in a rapidly changing enterprise environment. Topics include the time value of money, risk and return, security valuation, capital budgeting, cash and liquidity management, management of current liabilities, dividend policy, cost of capital, capital structure policy and the evaluation of alternative methods of financing. Prerequisites: ECON 196, ECON 301 (Hamilton, *offered annually*)

309 Portfolio Analysis This course addresses the principles and practice of managing investment portfolios. It presumes an understanding of the main forms of financial instruments and markets, as well as a familiarity with basic financial models and mathematics. Prerequisites: ECON 218 and ECON 301, or permission of instructor. (Hamilton, *offered alternate years*)

310 Economics and Gender This course focuses on attempts to integrate gender into economic analysis. The course includes discussion of the economics of the family, household production and the allocation of time, gender and the labor supply, and gender differences in occupation and earnings. A discussion of gender in economic methodology and the history of economic thought provides the context for these issues. Prerequisite: ECON 301 or ECON 305. (Ramey, *offered alternate years*)

311 Economics of Immigration The immigration issue is such a hot political topic that it is often hard to think about it analytically, but such an approach is essential if we are to adopt wise and appropriate policies. In this course, we examine the international movement of people using the tools of economic analysis. We consider both the causes and the consequences of international migration, focusing on contemporary U.S. but using both historical experiences and those of other countries to help inform our understanding. Prerequisite: ECON 301. (J. McKinney, *Fall, offered alternate years*)

312 British Economic History This course examines the processes responsible for the Industrial Revolution, and British world economic supremacy and later decline in the nineteenth century. We apply economic theories and concepts to understand these issues in the context of phenomena such as the demographic transition, sectoral and technological change, the expansion of international trade, including the slave trade, and the growth of international finance. We read contemporary accounts that record observers' impressions of the changes they saw taking place in Britain from the late seventeenth century to WWII. Prerequisites: Econ 300 and 301 or permission of the instructor. (Cooper, *offered alternate years*)

315 Managerial Economics This course provides students with an applied competence in utilizing basic microeconomic principles, methodologies, and techniques to solve managerial problems relating to costs, prices, revenues, profits and competitive strategies. Using managerial economic techniques, four basic areas of finance are addressed : risk analysis, production analysis, pricing analysis and capital budgeting. This course further explores how economic and financial forces affect a firm's organizational architecture relative to both its internal and external environment, as well as within a global context. Prerequisite: Econ 301. (Hamilton, *offered alternate years*)

316 Labor Market Analysis This course focuses on the application of microeconomics, macroeconomics, and Marxist theories to the study of labor markets, income distribution, occupational structure, returns to education, etc. It also examines the impact of unions on wages, labor's share, inflation, discrimination, and other labor economics questions. Prerequisite: ECON 301. (ECON 300 and ECON 305 are also recommended). (*offered occasionally*)

317 The Economics of Sports Sports has become a multi-billion dollar industry in the U.S., worthy of its own economic analysis. This course applies the techniques of microeconomic theory to the sports industry and examines the following issues: the financing of sports teams and sports facilities; the effects of sports franchises on local economic development; racial and gender discrimination in sports and the effects of Title IX; the role of labor unions in professional sports; and how colleges and professional sports teams profit from the "amateur" athlete. Prerequisite: ECON 301. (Mertens, *offered alternate years*)

320 Media Economics This course uses economic concepts from the field of industrial organization and applies these tools to media industries. The structure-conduct-performance framework of industry studies is employed to facilitate the study of major public policy issues including competition policy, government regulation of business, the consequences of media concentration. Additionally the topics of media finance and media globalization will be explored. Students will prepare and present industry studies, policy briefs, or research projects on selected topics. Prerequisite: ECON 301. (Waller, *Offered annually*)

324 Money and Financial Markets This is a basic 'money-and-banking' course that integrates macroeconomic theory and monetary theory, with special emphasis on how interest rates are determined and their role in the overall economy, the changing structure and function of financial markets, the role of the Federal Reserve System, the relationship between the domestic and international monetary system, and how and why financial crises develop and their impact upon the economy. Prerequisites: ECON 300. (*Offered annually*)

326 Public Finance This course uses microeconomic analysis to study the major public sector issues. The course begins with a discussion of various economic theories of the government's place in a market economy; considers the evaluation and impacts of government programs such as Social Security; studies the theory of taxation and of tax legislation, such as, the U.S. tax reform of 1986; and, finally, takes a look at state and local government issues, such as how best to provide education. Prerequisite: ECON 301. (*Mertens, offered occasionally*)

331 Institutional Economics This course explores the contributions to economic thought by Institutional Economists. The course introduces the interdisciplinary approach of institutional economists. This approach emphasizes the cultural components of economic behavior and the evolution of economic provisioning processes. The course also explores the institutionalists' critique of neoclassical economic theory. The readings for the course include classic and contemporary texts from both original institutional economics and the new institutional economics. Prerequisite: ECON 305 or permission of instructor. (*Waller, offered annually*)

338 Economics of the Non-Profit Sector This course investigates economic institutions that are given little attention in the normal approaches to microeconomics and macroeconomics, but that are significant to the economy of the U.S. Not-for-profit organizations such as colleges and universities, hospitals, and philanthropic organizations; cooperatives and collectives; and public/private partnerships are investigated. Their role in the U.S. economy is assessed, as are the wide variety of nongovernmental organizations (NGOs) in other economies of the world. Prerequisites: ECON 300, ECON 301 or permission of instructor. (*Gunn, Fall, offered alternate years*)

344 Economic Development and Planning This course examines both the theory and practice of Less Developed Countries in their attempts to modernize and industrialize. Some topics that are discussed include: the roles of agricultural and industrial development, investment, urbanization, infrastructure, foreign trade, foreign aid and debt, and government planning. The course evaluates the importance of the distribution of income, education, the transfer of technology, population control, and neo-colonialism. Countries from Africa, Asia, and Latin America are used frequently and extensively as examples. Prerequisite: ECON 300. (*Fall, offered annually*)

348 Natural Resource and Energy Economics Designing winning solutions to the complicated issues affecting the environment requires a strong interdisciplinary approach. The course covers the basic theoretical models of natural resource use as well as the implications of these models for policy decisions. Topics include opposing views of natural resource use and depletion; basic criteria and methods for decision analysis; property rights and externalities; the linkage between population growth, resource use, and environmental degradation; energy options; successes and limitations of recycling; resource scarcity; economic growth and resource use; and sustainable development. Students construct simple simulation models to explore the basic relationships discussed in this course. Prerequisite: ECON 301. (*Drennen, offered alternate years*)

372 Keynes, Keynesians, and Post-Keynesians This course considers the economic writings of John Maynard Keynes and the interpretations that have been offered of both his theories of the macroeconomy and the importance of his contributions. The course includes examination of Keynes' early writings as well as a careful reading of *The General Theory*, his most important work. Following these discussions, students examine the evolution of Keynesian theory within the orthodox economic tradition, considering both what was added to Keynes, and what was taken away. They also address the "revolutionary" nature of Keynes's contributions. Finally, they explore the development of Keynes's ideas by the post-Keynesian economists in the U.S. and Great Britain to see how this interpretation of Keynes differs from the standard approach to his work. Prerequisites: ECON 300 and ECON 305. (*Offered alternate years*)

425 Seminar: Public Macroeconomics This course looks at the role government plays in stabilizing and destabilizing the macroeconomy by means of its expenditures and taxes, its monetary policy, and its exchange rate policy. The course focuses on the experience of Latin America, where mismanagement, heterodox policy, shock treatment, and the "Chicago Boys" have brought the consequences of government policy into sharp relief. Prerequisites: ECON 202 and ECON 300. (*S. McKinney, offered alternate years*)

435 Political Economy of Latin America This course studies the interaction of domestic economic structure, political processes, and international pressures in Latin America by means of case studies of specific periods in Mexico, Central America, the Andean region, and Brazil. Prerequisite: ECON 135 or ECON 305. (S. McKinney, *offered alternate years*)

450 Independent Study An upper-level elective by arrangement with faculty members.

461 Seminar: Environmental Economics This seminar focuses on one or two key environmental issues. Readings are from both economic and environmental literature. Past class topics have included international energy strategies, Western water issues, negotiation of major international environmental agreements (climate change, ozone depletion, and biodiversity), and free trade and the environment. Students are expected to complete a major term paper and class presentation. (Drennen, *offered occasionally*)

466 Seminar: Population Issues This course examines in depth the political economy of population issues. It explores the origins of population theory, the history of world population, demographic projections for the 21st century, social and environmental impacts, and population policy. A substantial research paper is a course requirement. Prerequisite: ECON 305 or permission of instructor. (Gilbert, *offered annually*)

468 Seminar: Veblen This seminar focuses its attention on the contributions of Thorstein Veblen to economic thought. In particular, Veblen's contributions in the areas of economic methodology, consumption theory, production theory, and economic development are examined. In addition, Veblen's critique of the accepted economic theory of his day and his critique of Marxian economics are examined. Prerequisites: ECON 301 and ECON 305, or permission of instructor. (Waller, *offered occasionally*)

474 Seminar: Current Issues in Political Economy This course focuses on different topics each year, such as the changing nature of work, and globalization. Prerequisite: ECON 305, or permission of instructor. (Gunn, Fall, *offered alternate years*)

480 Seminar: Current Issues in Macroeconomics In this seminar, students consider a variety of current macroeconomic and global issues. Examples are: the federal budget, deficit and debt, the Fed and monetary policy, future prospects of the U.S. economy, and the economic position of the U.S. in the world economy, and the global economic system. Students are expected to be active participants, write a substantial paper, and make a presentation to the seminar. (*Offered alternate years*)

495 Honors The Honors program usually consists of one course per term for two or three terms. These courses can be used by student majors to fulfill an upper-level core requirement and the department's senior seminar requirement.

Education

James MaKinster, Associate Professor, Department Chair
Cerri Banks, Assistant Professor and Dean of William Smith College
Pat Collins, Professor
Sherry Gibbon, Assistant Professor
Khuram Hussain, Assistant Professor
Lois Judson, Teacher Certification and Student Placement Director
Paul Kehle, Associate Professor
Mary Kelly, Assistant Professor
Helen McCabe, Associate Professor
Susan Pliner, Assistant Professor, Associate Dean for Teaching, Learning, and Assessment
Lilian Sherman, Assistant Professor, Coordinator of Field Supervisors
Charles Temple, Professor

The Department of Education offers courses within the Colleges' liberal arts curriculum and programs that prepare students to become certified teachers. Courses are open to all students and address areas such as the psychology, philosophy, and history of education; multicultural education; the dynamics of learning language, mathematics, sciences, social sciences, and the arts; and issues regarding people with special needs. In addition to its several teacher preparation programs, the education department offers both a disciplinary and interdisciplinary minor and a Master of Arts in Teaching.

UNDERGRADUATE TEACHER CERTIFICATION PROGRAMS

The department offers programs leading to New York State initial certification in childhood education (grades 1-6), childhood and students with disabilities (1-6), visual art (p-12), and several disciplines in adolescent education (7-12). New York State certification is recognized in many other states.

In all Hobart and William Smith certification programs, students learn to teach by teaching, and devote the majority of their course concentrations to academic study outside of the department. Students in teacher certification programs may major in almost any discipline or program offered by the Colleges, with the proviso that those seeking adolescent certification or certification to teach art must major in the subject area in which they wish to be certified (e.g., mathematics, chemistry, art, English,).

Students typically apply for admission to the undergraduate certification programs in the spring of their first year. Those admitted begin in their sophomore year. Students who are willing to complete student teaching during a ninth semester may apply as sophomores. Students who transfer into the Colleges are admitted on a rolling basis. Admission to the program is competitive and is based on good academic standing, demonstrated interest in teaching, and personal traits such as initiative, punctuality and responsibility.

All students admitted to a certification program are required to complete four semesters of fieldwork (education practica) in local classrooms. Students must spend at least 40 hours per semester working in a classroom in which they are placed by the department. Tutors (sophomores) are expected to observe their cooperating teachers, work with individuals and small groups, and occasionally teach a whole class. Assistant teachers (juniors) take on increased responsibilities and regularly teach whole classes. Students are supervised as they teach and are offered personal guidance and encouragement to develop their own best teaching styles. In addition, all students must complete at least six teacher seminars that run concurrently with the fieldwork. Teacher seminars generally meet once a week and address issues of pedagogy.

One semester in the senior year is devoted to full-time student teaching. Four course credits are granted for student teaching and an accompanying seminar. Student teaching is the only part of the certification program that is awarded course credit. Tutoring, assistant teaching, and the teacher seminars are all undertaken outside of the normal curriculum and are carried in addition to a full course load in other subjects. However, students may elect to take courses offered by the department leading toward a minor. All candidates for teacher certification in New York State must also pass the appropriate New York State Teacher Certification Examinations and be fingerprinted at their own expense.

Distribution Requirements for Certification

In addition to completing the education practica and teacher seminars as noted above, all students pursuing certification must fulfill the following distribution requirements: one natural science course (biology, chemistry, geoscience or physics, lab recommended), one social science or history course (two recommended), one fine arts course (art history is acceptable), one literature course (e.g., English, French, Spanish, German or classics) and two courses in a language other than English (or placement at or above the second year level in a language). Note: Distribution requirements are subject to change as New York State publishes new rules for certification. A list of acceptable courses are included within the Teacher Education Program Handbook.

Childhood (1-6) Teacher Certification

Students may prepare to teach at the childhood level (grades 1-6) by completing the childhood teacher certification program. Education practica in this program are completed in a variety of public and private elementary school settings in the Geneva area. Student teaching must be completed in the first through sixth grades. In addition to the distribution requirements noted above, students pursuing childhood certification must also complete a college-level course in mathematics (or receive placement into MATH 130 on the Colleges' Math Placement exam). Students may pursue most majors offered at the Colleges.

Childhood and Students with Disabilities (1-6) Teacher Certification

Certification in special education along with childhood education is available by completing the program in childhood and students with disabilities (grades 1-6). In addition to completing all of the requirements described above for childhood certification, students pursuing special education certification must take at least four courses in special education offered by the education, psychology, and sociology departments, and must complete two additional teacher seminars in special education. Student teaching is carried out in both general elementary classrooms and in special education settings. The special education program at the Colleges is intended to prepare students to work in a variety of school settings with children with and without disabilities.

Adolescent (7-12) Teacher Certification

Students may prepare to teach at the secondary level (grades 7-12) by completing the adolescent teacher certification program. The fieldwork in this program is conducted in the subject area in which students are preparing to teach. The department is licensed to prepare teachers of English, social studies, biology, chemistry, physics, earth science, general science, French, Spanish, Latin, and mathematics. Adolescent certification candidates must meet certain requirements regarding their areas of concentration and must student teach at the seventh-grade level or higher in the subject area in which they seek certification.

Teacher Certification in Art (P-12)

Students may prepare to teach art in preschool through grade 12. Students pursuing certification in art complete their fieldwork in art classrooms in kindergarten through high school and student teaching is carried out at both the elementary and secondary levels. In addition to the distribution requirements noted above, students pursuing certification in art must also complete a 12-course major in studio art as described elsewhere in the Colleges' Catalogue with the proviso that the major include either four art history courses, or three art history courses and a course in aesthetics (PHIL 230); and that the art history courses address at least two historical periods or cultures.

REQUIRED TEACHER SEMINARS

The following teacher seminars are professional seminars that generally meet weekly. In order to register for any of these seminars, students must be enrolled in a teacher certification program. Teacher seminars carry no academic credit, but do appear on transcripts and are counted toward teacher certification by New York State.

Tutor Seminars

072-01	Teaching Students with Special Needs (Childhood and Students with Disabilities)
081-01	Teaching for Equity
082-01	Teaching Reading and Writing—Elementary
083-02	Teaching Secondary Science
083-03	Teaching Secondary Social Studies
083-04	Teaching Secondary English
083-05	Teaching Secondary Foreign Language
083-06	Teaching Secondary Math
083-07	Teaching the Arts

Assistant Teacher Seminars

082-02	Teaching Reading and Writing—Secondary
083-08	Teaching Elementary School Mathematics
083-09	Teaching Elementary School Science
084	Curriculum and Instruction
085	Protecting Children: Policies and Practices

TEACHER SEMINARS IN SPECIAL EDUCATION

In addition to the required teacher seminars listed above, students pursuing certification in special education must complete the following seminars:

Assistant Teacher Seminars

073	Assessments and IEPs
074	Collaboration and Management

EDUCATION PRACTICA

The following education practica must be completed by all students planning to complete a teacher certification program. Students must be enrolled in a teacher certification program in order to register for any of these practica. Education practica carry no academic credit, but do appear on transcripts and are counted toward teacher certification by New York State. Students in these practica are required to spend at least 40 hours a semester working in local classrooms.

Tutor Practica

091	Tutor Practicum I
092	Tutor Practicum II

Tutor practica are completed by students during their first two semesters in a teacher certification program. Students are required to spend at least 40 hours a semester in a local classroom. In addition to observing master teachers at work, tutors are expected to help individual students with academic work, monitor the completion of guided practice by students, and plan and teach lessons to small groups of students. These practica run concurrently with teacher seminars, and provide the field component for those seminars.

Assistant Teacher Practica

093	Assistant Teacher Practicum I
094	Assistant Teacher Practicum II

Assistant teacher practica are completed by students during their third and fourth semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours a semester working as assistant teachers in local classrooms. Assistant teachers are expected to teach lessons to small groups of students and to help individuals as needed. While taking on further responsibility for the entire classroom, they are expected to teach an increasing number of large group lessons. These practica run concurrently with teacher seminars, and provide the field component for those seminars.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Six courses, at least two, but not more than three, in education. Courses in this minor must contribute to a theme grounded in education courses; courses outside education must be conceptually related to the education courses. At least four of the six courses must be at the 300 level or above. Only one independent study may be counted toward the minor. At least three courses must be unique to the minor. Any course used in meeting requirements for the minor must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Any five education courses with at least two courses at the 200 level, and at least two at the 300-400 level. Only one independent study may count toward the minor. SOC 261 *Sociology of Education* may substitute for one of the 200-level education courses; WRRH 322 *Adolescent Literature*, and AEP 335 *Arts and Human Development* may substitute for 300 or above education courses. At least three courses must be unique to the minor. Students majoring in arts and education may not minor in education. Any course used in meeting requirements for the minor must be passed with a grade of C- or better.

THE MASTER OF ARTS IN TEACHING PROGRAM

The MAT program is open on a competitive basis to students who are enrolled in the childhood, childhood and students with disabilities, art, or adolescent undergraduate Teacher Education Programs at Hobart and William Smith Colleges. The program is designed to be completed in one academic year, during which students continue their liberal arts studies at the same time as they prepare for teaching certification.

Students in the MAT program pursue graduate-level study in a discipline or program of their choice. They apply that study to teaching by completing a graduate-level education course, by student teaching, and by producing a master's project or thesis. At the conclusion of the program students are eligible for a temporary New York State teaching certificate, which may be raised to the professional level after two years of full-time teaching.

Requirements of the MAT Program

The MAT program consists of nine graduate course credits. Candidates must pass all of the courses in the graduate program with a grade of B- or better and maintain a 3.0 GPA during the graduate year. In the spring semester of the senior year, students take EDUC 420 *Research in Education*. During that semester, they identify a graduate adviser, propose a graduate course of study, and prepare a proposal for a master's project or thesis. In the fall semester of the graduate year, students carry out their student teaching, and take an accompanying seminar. They also register to begin their master's project or thesis. In the spring of the graduate year, students continue to work on the master's project or thesis, and take EDUC 820 *Graduate Seminar in Education Research*, along with three other graduate courses in liberal arts disciplines or programs. Toward the end of the spring semester students complete their master's project or thesis and defend it before their graduate committee.

MAT Schedule

Spring Semester Undergraduate Senior Year: Students take EDUC 420 *Research in Education*. This course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. Students are expected to carry out field-based investigations during the course and prepare a master's project or thesis proposal.

Fall Semester Graduate Year: Students pursuing teacher certification at the Childhood level (grades 1-6) take EDUC 604 *Analysis of Teaching in Elementary and Special Education*, Graduate Level (one graduate course credit), EDUC 605 and 606 *Graduate Practicum in Elementary School Teaching* (two graduate course credits) and EDUC 800 *Master's Project* or 802 *Master's Thesis* (one graduate course credit).

Students pursuing dual certification in Childhood and Students with Disabilities (grades 1-6) take EDUC 604 *Analysis of Teaching in Elementary and Special Education*, Graduate Level (one graduate course credit), EDUC 605 *Graduate Practicum in Elementary School Teaching* (one graduate course credit), EDUC 607 *Graduate Practicum in Special Education* (one graduate course credit) and EDUC 800 *Master's Project* or 802 *Master's Thesis* (one graduate course credit).

Students pursuing teacher certification at the Adolescent level (grades 7-12) take EDUC 601 *Analysis of Teaching in the Secondary School*, Graduate Level (one graduate course credit) and EDUC 602 and 603 *Graduate Practicum in Secondary School Teaching* (two graduate course credits) and EDUC 800 *Master's Project* or 802 *Master's Thesis* (one graduate course credit).

Spring Semester Graduate Year: Students take EDUC 820 *Graduate Seminar in Education Research* (one graduate course credit). They also take three upper level (300- or 400-level) liberal arts courses that are thematically related. At least one of these courses is taken in a department other than Education. All three courses are taken at the graduate level (three graduate course credits). Students also take EDUC 801 *Master's Project* or 803 *Master's Thesis* (one graduate course credit).

Eligibility for Admission

The MAT program at Hobart and William Smith Colleges combines with the work students complete during their undergraduate years in the Colleges' Teacher Education program to convey all of the credits and experiences needed for teaching certification in New York State. Admission is therefore limited to students who will have entered the Teacher Education program at Hobart and William Smith Colleges during their undergraduate years, and will normally have completed all of the requirements for that program by the end of their junior year, with the exception of student teaching and the student teaching seminar.

Application Procedure

Students apply for admission to the MAT program in the fall of their junior year. Acceptance into the graduate program is selective and is based on the following:

- Completion of the application for admission to the MAT program.
- An analytical essay in which the applicant reflects on teaching, drawing on experience acquired in the teacher education program.
- Demonstrated success in teacher seminars and practica completed to date.
- A superior academic record, especially in the major subject, and a cumulative grade point average of at least 3.0.
- A written recommendation from the student's major adviser.
- A written recommendation from a professor in the Education Department.
- To remain in good standing, students must meet the following requirements by the end of the senior year.
- A grade of B- or better in EDUC 420 Research in Education.
- Completion of an appropriate B.A. or B.S. degree from Hobart College or William Smith College.
- Completion of all undergraduate teacher education seminars and practica.

COURSE DESCRIPTIONS

Note: Courses numbered 071 to 094 (teaching seminars and education practica) may be taken only by students who have been admitted to a teacher certification program. They carry no academic credit but are recorded on the student's official transcript.

091 **Tutor Practicum I** (Offered annually)

092 **Tutor Practicum II** (Offered annually)

093 **Assistant Teacher Practicum I** (Offered annually)

094 **Assistant Teacher Practicum II** (Offered annually)

072 Teaching Students With Special Needs In this seminar students examine a variety of ways that teachers understand learners and design instruction in response to those learners. Students explore a range of strategies used by teachers to accommodate the needs of all students and discuss ways to evaluate student learning strengths and needs. (McCabe, Fall, offered annually)

073 Assessments and IEPs This seminar focuses on the appropriate uses and limitations of some of the assessment tools used in special education. Alternate and adaptive assessment approaches are considered. Students are also introduced to the process of developing an educational plan. (Kelly, Spring, offered annually)

074 Collaboration and Management This seminar investigates a variety of collaborative and management approaches effective teachers utilize. Students first explore the special education teacher's participation as a member of school district and building level interdisciplinary teams and as a team collaborator with general education teaching colleagues. Students then carefully consider the special education teacher's role as an advocate for students with special needs and their families. Finally, students examine classroom management strategies that promote a positive teaching-learning environment that supports all students. (Staff, Fall and Spring, offered annually)

081 Teaching for Equity This seminar establishes the foundations for effective teaching. As students develop keen observation skills they examine human development processes as manifested in classrooms. They explore the teacher's complex role as well as the social context of schools. They are introduced to learning processes as they relate to motivation, lesson planning, and classroom management, and they study student diversity issues to insure that the needs of all students are met. In addition, the seminar outlines a framework for special education, IDEA, and curricular and instructional adaptation. (Banks, Sherman, *Fall, offered annually*)

082-01 Teaching Reading and Writing—Elementary This seminar, in conjunction with the accompanying field placement, shows students contemporary approaches for assessing and teaching reading and writing in elementary schools. Topics include emergent literacy and beginning reading, as well as encouraging reading for pleasure and promoting reading and writing to learn. Attention is given to issues of vocabulary, phonological awareness, phonics, word recognition, fluency, and comprehension as encouraged by New York State Learning Standards. (Temple, *Spring, offered annually*)

082-02 Teaching Reading and Writing—Secondary This seminar shows students how to use reading and writing to learn in secondary classrooms, including English as well as other disciplines. By taking the seminar and trying out the techniques in their accompanying field placement, students consider how to teach study skills, how to teach reading for meaning and for application, and how to promote writing in a range of genres, including as an aid to learning content subjects. (Temple, *Fall, offered annually*)

083-02 Teaching Secondary Science This seminar focuses on inquiry teaching and learning approaches to science. Students engage in a variety of science activities designed to model different teaching strategies. They analyze their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. Students are encouraged to be reflective about their practice. Local, state and national resources are addressed with an emphasis on New York State Learning Standards. (MaKinster, *Spring, offered annually*)

083-03 Teaching Secondary Social Studies The purpose of this seminar is to acquaint students with social studies teacher certification requirements, the literature and professional organizations that serve as resources in social studies instruction, the process and substance of curriculum (with emphasis on New York State Learning Standards), and issues that are central to social studies instruction in the United States. Included in the course are the use of instructional technology in teaching, evaluative techniques, and integrating the social dimension into geographic concepts. Readings include the New York State Resource Guide, Drake and Nelson's *Engagement in Teaching History*, selected literature for young people and selected articles from social studies journals. (Gibbon, *Spring, offered annually*)

083-04 Teaching Secondary English This seminar examines the theoretical and practical dimensions of effective teaching and learning in secondary English classrooms. Students reflect on their field-based experiences in secondary school settings and make connections to the reading and writing processes. They design, assess and analyze lessons that incorporate the New York State Learning Standards, adapting the curriculum to meet the needs of all students when appropriate. They review the journals and organizations that support the profession and develop an understanding of educational technology and its function in the English classroom. (Staff, *Spring, offered annually*)

083-05 Teaching Secondary Foreign Language This seminar addresses teaching, learning, and curriculum for students pursuing adolescent certification to teach a foreign language. After studying second language acquisition, students explore methods and techniques of teaching a language other than English as well as ways of developing cross-cultural understanding among adolescents. In addition to becoming familiar with New York State Learning Standards for teaching foreign language and other resources for teaching language, students explore ways to utilize technology and discuss means of assessing student achievement. (Staff, *Spring, offered annually*)

083-06 Teaching Secondary Math This seminar focuses on mathematics pedagogy that emphasizes problem solving, connections between mathematics and other disciplines, student-centered discourse, and authentic assessment in the contexts of New York State and national standards. Students develop and analyze lessons that incorporate appropriate technology to meet the needs of diverse student populations. Students reflect on their experiences in the concurrent field placement. (Kehle, *Spring, offered annually*)

083-07 Teaching the Arts (P-12) This seminar addresses the theory and practice of teaching the arts. After examining the artistic development of students in preschool through high school, students concentrate on developing methods of teaching the arts at all grade levels. Students design and critique arts lessons which meet the New York State Learning

Standards for the Arts. Students also examine methods and techniques for assessing student performance in the arts, discuss ways of adapting arts activities to meet the needs of all students, and explore means of teaching the arts across the curriculum. (Staff, *Spring, offered annually*)

083-08 Teaching Elementary School Mathematics This seminar focuses on how children construct mathematical understanding and on pedagogy that facilitates the learning of mathematics. The emphasis is on designing and using child-centered explorations supported by multiple representations and by balanced attention to developing both procedural fluency and conceptual understanding. Students learn how to develop mathematical curiosity and appreciation, and how to help all children become confident mathematical problem solvers. The seminar is informed by National and New York State Learning Standards and is driven by the goal of becoming a reflective teacher of mathematics. (Kehle, *Fall, offered annually*)

083-09 Teaching Elementary School Science This seminar focuses on inquiry teaching methods to teach and learn science. Students engage in a variety of science activities designed to model different strategies. They analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available, with an emphasis on the New York State Learning Standards. (MaKinster, *Fall, offered annually*)

084 Curriculum and Instruction In this seminar, students examine long-term curriculum development. After discussing curriculum theory students choose a theme in an area of the curriculum which they wish to explore and develop a "curriculum project" (short course or teaching unit) which could be used to teach their specific theme over a period of several weeks. Attention is given to aligning curricula with New York State Learning Standards and developing integrated curricula as well as adapting curricula for students with special needs. Students also examine a number of models of teaching. Groups of students are assigned different models of teaching, design lesson plans illustrating those models, and present those lessons for analysis. Assessment is also discussed in terms of the curriculum projects which students develop. (Gibbon, Sherman, *Spring, offered annually*)

085 Protecting Children: Policies and Practices This seminar focuses on three main areas of special need: substance abuse, identification and reporting of child abuse and maltreatment, and families in conflict. Students are informed about alcohol and other drugs, the physical and behavioral indicators of substance abuse, and mandated reporting procedures. The seminar provides an array of options for teachers who are confronted by problems raised by substance abuse. Students are given alternative means for creating safe and nurturing learning environments for all students, including instruction in fire and arson prevention, preventing child abduction, and providing safety education. Family dynamics, factors in the home, and the development of a sense of community and mutual respect are given special consideration. (Staff, *Fall and Spring, offered annually*)

200 Philosophy of Education This course is designed to help students articulate and critically examine their own philosophical notions of education. It addresses questions such as: What is education? What are the aims of education? What does it mean to be educated? What are the processes of education? What should be the relationship between education and society? Throughout the course, an emphasis is placed upon conceptual analysis of the problems of education in terms of contemporary educational practice. (Staff, *Fall, offered alternate years*)

201 Schooling and Social Equality This course traces a social and political history of American schooling. Beginning with the meteoric rise of formal schooling in the 19th century, the course examines how the common schooling movement radically transformed the economic and political significance of education in America. Next the course follows the schooling experiences of groups systemically targeted by policy makers: European immigrant, working class, Indigenous, Chicano/a, Black new immigrant and women of each group. We shall seek to understand the significance of schooling for various communities as well as the reforms produced from resistance and contestation. (Hussain, *Fall, offered alternate years*).

202 Human Growth and Development This is a survey of the major theories of human development. Topics include the progression and determinants of the development of personality, intelligence, language, social competence, literacy, and artistic and music ability. Readings are taken from works by Freud, Erikson, Piaget, Gardner, Gilligan, and others. (Staff, *offered annually*)

203 Children with Disabilities The intent of this course is for students to develop a thorough understanding of and sensitivity to children and youth who experience disabilities. The course examines the following questions: How does society determine who has disability? What impact does labeling have on children's lives? How special is special education? What are the various disabilities children may experience? How do children with disabilities fit in the mainstream of American life? Disabilities will be explored from a variety of perspectives (family, social, legal, education, etc.) There is a service learning component to this course. (Kelly, Fall, offered annually)

208 Teaching, Learning and Popular Culture This course examines the spaces where school, youth, and popular culture intersect. It looks at the ways popular culture and education oppose each other and investigates reasons why. Since young people are often at the center of this disconnect, students explore how they shape and reflect popular culture, how the meaning of youth shifts over time, how they use popular culture to learn, and how they negotiate disconnects between their lived experiences outside of school and what goes on in school. This course also looks at the multiple ways youth and teachers are constructed in various pop culture forms. Students examine how markers of identity like, race, class, gender, ability, age and sexuality are represented and what this means for educational practice and policy. (Banks, Fall, offered alternate years)

220 Storytelling and the Oral Tradition Storytelling is the oldest form of teaching; knowing how to marshal words, voice, gestures and sense to steer an audience's collective imagination is still a useful part of any communicator's competence. The scholarship concerning story and the oral tradition is hefty and interesting. In this course students develop and refine their skill as storytellers, as they consider dozens of stories from many traditions, and read scholarly analyses of the oral tradition. Students perform several stories in the course of the semester, both in class and for out-of-class audiences. The course is intended to fulfill a performing arts goal. Typical readings: Campbell, *The Hero With 1,000 Faces*; Hearne, *Beauties and Beasts*; Luthi, *The European Folktale*; MacDonald, *Storyteller's Start-Up Book*; Bettelheim, *The Uses of Enchantment*; Rodari, *The Grammar of Fantasy*; Zipes, *The Brothers Grimm*; Yolen, *Favorite Folktales From Around the World*. (Temple, offered occasionally)

221 Understanding Autism This course provides an introduction to the complexities and controversies surrounding Autism Spectrum Disorders. The course begins with an examination of behavioral, social, language, and cognitive characteristics of Autism, Aspergers, and other conditions referred to under the umbrella of Pervasive Developmental Disorders. The controversy surrounding possible causes of autism is discussed. The course also involves an in-depth study of research regarding current educational and behavioral intervention strategies for Autism, including the controversies surrounding various treatment approaches. (McCabe, Fall, offered alternate years)

222 Learning, Teaching, Schools, and Mathematics Contemporary society—through the sciences, many jobs, industries, health issues, economic theories, and technologies—depends upon mathematics and quantitative literacy. Mathematical knowledge has also been part of human culture since the earliest civilizations. Being more informed about mathematics education helps students be more responsive to contemporary educational issues. Student interest determines topics selected from: effective pedagogy, the cognitive nature of mathematical problem solving, the roles of mathematics in education and society, state and federal standards, comparative education, curriculum, assessment, and equity. Crosslisted with Cognition, Logic and Language. (Kehle, Spring, offered alternate years)

252 History of Disability This course is an overview of historical perspectives of disability and special education using a social justice paradigm for analysis. This course has a larger goal of deconstructing concepts of normalcy and deviance as social and educational mechanisms. In addition, this course focuses on the historical significance of: the evolution of the specific terms and labels in the special education and special service fields as related to religious, social/cultural, medical, psychological and educational fields; past and present philosophies related to educational definitions, labeling issues and identification of individuals with disabilities; past and current factors that influence the overrepresentation of culturally and linguistically diverse individuals in special education programs; historical legal treatment of individuals with disabilities; current legal mandates and policies that influence special education programs; social movements and their influence on perspectives toward deviancy within our society; special education and its impact on the field of education. (Pliner, Spring, offered annually)

270 Social Class, Consumption and Education This course explores multiple theoretical spaces that surround the concept of social class in the U.S. It examines the many ways histories, biographies, and societies intersect to inform economic relationships and institutions like schools. This course investigates social class in a variety of contexts and as lived experience. It differentiates between systemic and individual responsibility, recognizing that each stance is

represented in social and political discourse. Students pay close attention to how identity markers like race, ability, sexuality, and gender intersect with social class to form complex layers that infiltrate policy and pedagogy at all levels of schooling. (Banks, Fall, *offered alternate years*)

301 Drama in a Developmental Context Students in this course study the relationship between dramatic experience and human development with an eye toward examining the educational potential of drama. In addition to exploring various perspectives on drama in education, students complete readings that analyze the functions of drama in human development. The course runs as a workshop/seminar in which students experience and analyze various methods of using drama for educational purposes. Students also develop a drama project which they teach to a group of local children. (Collins, Fall)

302 Disability in China This course uses the lens of state and society reform to examine disability in mainland China. The course begins with an introduction to limited services for individuals with disabilities before 1949 (establishment of the People's Republic of China), and then examines reforms in society that impacted this population since 1949. A significant portion of this course is spent studying disability and society in China after 1978, the beginning of the reform period. While the course focuses on disability, readings include more broadly focused works to introduce students to the context of China in which persons with disabilities live. (McCabe, Fall, *offered alternate years*)

304 Representations, Inferences, and Meanings Learning, teaching, research, artistic expression, and everyday life all involve making sense of aspects of the world around us. In these activities, and across diverse disciplines, humans employ the same fundamental cognitive mechanisms and processes but generate very different results: mathematical proofs, poetry, scientific or historical explanations, paintings, etc. Students use cognitive science frameworks to trace the roles played by different ways of representing and connecting thoughts, and to explore how they simultaneously enable and constrain understanding. Students analyze episodes of sense-making and become more aware of their own cognition and better able to help others construct meaning. Crosslisted with Cognition, Logic and Language (Kehle, Spring, *offered alternate years*)

306 Technology for Children with Disabilities This course will actively explore the ways in which assistive technology (AT) and universal design for learning (UDL) can assist children with disabilities to increase their participation in education, community, and home environments, and will include social, legal, ethical, and ecological factors relating to children with disabilities and the use of AT and UDL. Participants will explore various technologies from non-electronic 'low-tech' to 'high tech' devices, as well as AT that enhances learning, communication, mobility and access. Participants will learn strategies to assess AT and the strengths and needs of children with disabilities, and will examine issues of independent living and self-determination. Participants will have hands-on opportunities to use a wide variety of AT. There is a service learning component to the class. (Kelly, Spring, *offered alternate years*)

307 Civil Rights Education

Educational opportunity has been a cornerstone in ongoing struggles for civil rights in America. This course will trace the stories and struggles of historical actors that aimed to achieve educational opportunity and redefined the relationship between education and civil rights along the way. Throughout the highly interactive course students will employ an historical framework to critically assess the significance of school reform efforts as they relate to social justice. Students will also undertake a critical and personal exploration of human agency in struggles for reform, especially with respect to school reform. (Hussain, Spring, *offered annually*)

320 Children's Literature This course considers contemporary works that represent the main forms of literature for children: tales and poems from the oral tradition; picture books; "easy readers"; chapter books; and novels for young audiences. We will look at works for children from a number of critical approaches, and try our hand at writing for children, and at storytelling. (Temple, Spring, *offered alternate years*)

332 Disability, Family, and Society In this course, students examine the experiences of individuals with disabilities and their families. Students learn about issues of family and disability at the individual, school, and societal level, including an introduction to multicultural and international perspectives on these issues. Students learn about different ways to understand families that incorporate environmental and social influences. Both the challenges and unique positive impacts of having a family member with a disability will be discussed. Family experiences are explored through readings that include research reports, family accounts, and first-person narratives. (McCabe, Spring, *offered annually*)

333 Literacy The teaching of reading and writing is explored from the perspective of those who are preparing to be educators, but also for those who wish to study literacy as a social issue. 800 million adults in the world are functionally illiterate. Sixty million of them live in the U.S. Why does literacy or the lack of it matter, both to individuals and societies? Why is promoting literacy such a challenge? What are some approaches to promoting literacy, on the level of the tutor or classroom teacher, the local community, and the international level? While we consider these larger issues, students in the course will learn methods of teaching reading and writing. (Temple, *Fall, offered annually*)

336 Special Topics in Education The purpose of this series of courses is to investigate a variety of specific, salient social issues in the field of education. Current topics include Self-Determination in Special Education & Transition and Disability: Life after High School. Prerequisite: faculty recommendation. (Repeatable) (Staff)

338 Inclusive Schooling This course focuses on children with special needs within the larger context of general education and public school. Students discuss and debate the following issues: Who are schools for? How has society historically perceived children with disabilities? In what ways has the creation of special education impacted the field of education? Are inclusionary schools too idealistic to work? Is the merger of general and special education beneficial for all students? The class examines models of inclusive classrooms and schools with teachers, parents, students, and administrators who presently work in inclusive settings. Site visits are included. (Staff, *offered occasionally*)

346 Technology in Education: From the Chalkboard to Online Communities This course explores the relationship between the evolution of educational technology and the pedagogical purposes that technology serves. Beginning with an examination of educational technology throughout the 20th century (radio, television, film, etc.) students explore ways in which computers and online communities are currently used, and might be used, to create opportunities for meaningful learning. Some of the topics explored are historical patterns of technology use, identity in online environments, communities of practice, the digital divide, apprenticeship, geospatial technologies, and Web 2.0 technology. (MaKinster, *Spring, offered alternate years*)

348 Our National Parks The U.S. National Park Service functions to preserve unique and invaluable cultural resources throughout the country. At the same time, our parks serve a number of more personal purposes. They renew our spirits, provide endless formal and informal educational opportunities and are diverse settings for recreational activities. Students explore our National Park system from educational, historical, sociological, cultural, scientific, political and economic perspectives. Controversies abound when one examines the history and current state of our parks. At the same time, contemporary threats to our parks include financial troubles, overuse by the public, pollution, industry pressures and political agendas. The complexity of these situations creates a series of educational challenges in terms of helping visitors, regional citizens and politicians make well-informed personal and political decisions. This course requires at least two weekend field trips. (MaKinster, *Fall, offered alternate years*)

349 The Nature of Science and Scientific Inquiry in Schools Teaching science effectively requires teachers to understand how to engage students in scientific inquiry and create meaningful contexts for learning. Students will explore the nature of science and scientific knowledge and examine the similarities and differences between the lives of professional scientists and what K-12 students can do in classroom settings. Topics include identifying reliable curriculum resources, supporting students in learning, assessment, creating real-world contexts, how social and cultural aspects manifest themselves in science classrooms, and how to make science engaging and enjoyable. (MaKinster, *Fall, alternate years*)

360 Teaching for a Sustainable Environment Teaching to help solve environmental problems must occur across all segments of society: homes, schools, places of work, business and industry, laboratories, political arenas, and recreational venues. Teaching is defined very broadly as any action directed at people or institutions to promote a sustainable environment. Students examine the roles of ethical reasoning and critical pedagogy in helping address educational challenges posed by conflicting value systems. Students design projects to meet related environmental education needs on campus or in the surrounding community. Prerequisites: At least one course in environmental studies. Crosslisted with Environmental Studies. (Kehle, *Fall, offered alternate years*)

370 Social Foundations of Multiculturalism This course examines the institution of schooling, broadly conceived, as it is positioned in a multicultural and diverse society. It looks at historical and contemporary debates surrounding the concept of multiculturalism and explores how the ideas are played out in U.S. education systems and in our everyday, public and private social experiences. Students examine the relationship of schooling to other societal institutions in order to understand the academic, political, and social effects on students and society. Throughout the course students

tackle topics with an eye for meaningful incorporation of personal and systemic dimensions of diversity and broaden their knowledge about being responsible citizens of the world. (Banks, *Spring*, offered annually)

401 Analysis of Teaching in Secondary School This course is open only to adolescent teacher certification participants engaged as full-time student teachers. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Gibbon, *offered each semester*)

402-403 Practicum in Secondary School Teaching This is full-time student teaching. Students plan and direct instructional and ancillary activity, in a middle or high school classroom (in their area of certification), for a full semester. It is expected that the student take on all responsibilities normally accepted by secondary school teachers. These include supervision of students, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, and participation in professional conferences or in-service training sessions. Students are guided by their cooperating teacher and are observed weekly by a college supervisor. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Gibbon, offered each semester)

404 Analysis of Teaching in Elementary and Special Education This course is open only to elementary and special education teacher certification program participants engaged as full-time student teachers. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus on becoming reflective practitioners and on developing and implementing curriculum to meet the needs of diverse student populations. Emphasis is placed on application of the above to the teaching of reading. Recent research pertaining to education is discussed. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Sherman, offered each semester)

405-406 Practicum in Elementary School Teaching This is full-time student teaching. Students plan and direct instructional and ancillary activities in an elementary school classroom setting for a full semester. It is expected that the student take on all responsibility normally accepted by elementary school teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, and participation in professional conferences or in-service training sessions. Students are guided by their cooperating teacher and are observed weekly by a College supervisor. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Sherman, offered each semester)

407 Practicum in Teaching Children with Special Needs This is full-time student teaching, taken in tandem with Education 405 during the second seven weeks of the semester. Students complete student teaching (as described in Educ 405 above) in elementary special education settings. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Kelly, McCabe, offered each semester)

410 Analysis of Teaching in the Disciplines This professional field-based seminar focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with his or her student-teaching college supervisor, the student will develop a more advanced understanding of how content knowledge combines with pedagogical content knowledge in effective teaching. Weekly observations of the student teacher by the supervisor and readings selected from educational journals and books will support these conversations. Occasional group meetings may be held.

412 Analysis of Teaching the Arts This course is open only to students pursuing certification in art who are engaged in full-time student teaching. It provides a structure within which students critically examine their classroom experiences of teaching, learning, and curriculum development within the arts, with an eye towards helping students become reflective practitioners. Emphasis is placed upon helping students meet the developmental needs of all students (p-12) while also exploring means of helping all learners meet the New York State Learning Standards in the Arts. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Staff, offered each semester)

420 Research in Education Open only to students enrolled in the Master of Arts in Teaching Program, this course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. The course is intended to support students as they prepare and present a proposal for a master's thesis. Typical readings: Bogdan and Biklen, *Qualitative Research for Education*; Wolcott, *Writing Up Qualitative Research* Prerequisite: Admission to the MAT Program. (Staff, Spring, offered annually)

450 Independent Study

460 Baccalaureate Seminar: Moral and Ethical Issues in Education The course focuses on ethical and moral issues central to the process of education and the experience of schooling. Participants are expected to develop a position paper in which a point of view pertaining to a specific issue is articulated. (Staff, Spring, offered alternate years)

495 Honors

601 Analysis of Teaching in Secondary School, Graduate Level This course is open only to graduate students engaged as full-time student teachers in the adolescent teacher certification program. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. Students must pass this course with a grade of B- or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Gibbon, offered each semester)

602-603 Graduate Practicum in Secondary School Teaching These courses are open only to graduate students engaged as full-time student teachers in the adolescent teacher certification program. This is full-time student teaching. Students plan and direct instructional and ancillary activities, in a middle or high school classroom (in their area of certification), for a full semester. It is expected that the student take on all responsibilities normally accepted by secondary school teachers. These include supervision of students, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, and participation in professional conferences or in-service training sessions. Students are guided by their cooperating teacher and are observed weekly by a College supervisor. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Gibbon, offered each semester)

604 Analysis of Teaching in Elementary and Special Education, Graduate Level This course is open only to graduate students engaged as full-time student teachers in the childhood or childhood and students with disabilities teacher certification programs. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus on becoming reflective practitioners and on developing and implementing curriculum to meet the needs of diverse student populations. Emphasis is placed on application of the above to the teaching of reading. Recent research pertaining to education is discussed. Students must pass this course with a grade of B- or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Sherman, offered each semester)

605-606 Graduate Practicum in Elementary School Teaching These courses are open only to graduate students engaged as full-time student teachers in the childhood or childhood and students with disabilities teacher certification programs. This is full-time student teaching. Students plan and direct instructional and ancillary activities in an elementary school classroom setting for a full semester. It is expected that the student take on all responsibility normally accepted by elementary school teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, and participation in professional conferences or in-service training sessions. Students are guided by their cooperating teacher and are observed weekly by a College supervisor. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Sherman, offered each semester)

607 Graduate Practicum in Teaching Children with Special Needs This course is open only to graduate students engaged as full-time student teachers in the childhood and students with disabilities teacher certification program. This is full-time student teaching, taken in tandem with Education 605 during the second seven weeks of the semester. Students complete student teaching (as described in Educ 605 above) in elementary special education settings. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Kelly, McCabe, offered each semester)

800 **Master's Thesis** (Fall)

801 **Master's Project** (Fall)

802 **Master's Thesis** (Spring)

803 **Master's Project** (Spring)

820 **Graduate Seminar in Education Research** In this seminar, which is limited to the students enrolled in the MAT program, students continue their study of research paradigms and procedures that can be used in preparing, organizing and presenting a master's thesis. Topics for reading and discussion also include salient educational issues, as well as topics drawn from the research interests of students as identified in their master's theses. Readings are typically drawn from educational journals, research textbooks, and topical education books and other resources. Prerequisite: EDUC 420 (Kelly, Spring, offered annually)

English

Melanie Conroy-Goldman, Associate Professor, Department Chair

Biman Basu, Associate Professor

Eric Bulson, Assistant Professor

Rob Carson, Assistant Professor

Anna Creadick, Associate Professor

Laurence Erussard, Associate Professor

Grant I. Holly, Professor

Elisabeth Lyon, Associate Professor

Nicola Minott-Ahl, Assistant Professor

Karl Parker, Assistant Professor

Eric Patterson, Associate Professor

Sarah Russo, Assistant Professor

David Weiss, Professor

The Department of English offers a wide variety of courses including some without pre-requisites that are open to non-majors. The department offers majors and minors in both English and comparative literature.

REQUIREMENTS FOR THE MAJOR IN ENGLISH (B.A.)

disciplinary, 11 courses

Classes of 2014 and earlier:

ENG 101; six English core courses, at least one of which must focus on a period before 1800; and four additional English courses numbered 175 or above. Up to two literature courses taught outside the department may count toward the major with the consent of the department chair. In consultation with an advisor, students will develop a plan of study which includes a three-course concentration.

Concentrations may be defined by literary history, genre or field of study. A genre concentration could, for example, include three courses on poetry, while a literary history concentration might provide an overview of literary history, or focus on one particular era. Field of study concentrations in creative writing, film studies or theory are options for students with particular interest in those areas.

Classes of 2015 and later:

The English major is currently under revision. Please consult the department website and online catalogue for updated information.

REQUIREMENTS FOR THE MINOR IN ENGLISH

disciplinary, 5 courses

Classes of 2014 and earlier:

ENG 101, and at least two core courses numbered 175 or above. ENG 101 should be taken before the others, preferably in the first or second year. One literature course taught outside the department may count toward the minor with the consent of the department chair.

Classes of 2015 and later:

The English minor is currently under revision. Please consult the department website and online catalogue for updated information.

REQUIREMENTS FOR THE MAJOR IN COMPARATIVE LITERATURE (B.A.)

The Comparative Literature major, which can be either disciplinary or interdisciplinary, allows students to compare literatures of different languages in the context of other artistic and cultural productions. This major is housed in the English Department and taught by faculty from English and a wide variety of other departments. A fuller description of the Comparative Literature Major appears in this *Catalogue* listed under "Comparative Literature."

Introductory Course

ENG 101 Introduction to Literary Studies

Note: This course is a required introduction to both the English major and minor and may not be exempted. Students who receive a 4 or 5 on the English AP exam or who have transferred credit for an introductory course from another college may apply their credit toward a non-core elective course.

Creative Writing Courses

Creative writing courses do not count as core courses, but as many as four may be taken to fulfill requirements for the English major and as many as two for the minor; since creative writing courses count as “additional courses at the 175 level or above” taking more than two creative writing classes will limit your ability to take courses for major credit outside the department. ENG 260 **Creative Writing**; ENG 305 **Poetry Workshop**; ENG 308 **Screenwriting**; ENG 309 **The Craft of Fiction**; ENG 310 **Creative Non-Fiction Workshop**; other courses, occasionally offered.

Core Courses

Students must take six core courses for the major and two for the minor. Most courses in the English department qualify as core courses. The exceptions are generally courses in creative writing. Please consult with your advisor to ensure that you will take enough courses which qualify.

Core Film Courses Film courses which qualify as core courses include: ENG 176 **Film Analysis I**; ENG 229 **Television Histories, Television Narratives**; ENG 230 **Film Analysis II**; ENG 233 **The Art of the Screenplay**; ENG 287 **Film Histories I**; ENG 288 **Film Histories II**; ENG 289 **Film Histories III**; ENG 368 **Film and Ideology**; ENG 370 **Hollywood on Hollywood**; ENG 375 **Science Fiction Film**; ENG 376 **New Waves**

Literary Courses Outside the Department

The following list is a representative sample of courses which may be approved to fulfill the requirements of the English major and minor. They will not count as core courses, and a student may take a maximum of two courses outside the department for major credit. AMST 100 **History and Forms of American Culture**; AMST 101 **American I, Eye, Aye**; AMST 201 **American Attitudes toward Nature**; ASN 210 **Buddhism and Taoism through Chinese Literature**; ASN 342 **Chinese Cinema: Gender, Politics, and Social Change in Contemporary China**; CLAS 108 **Greek Tragedy**; CLAS 112 **Classical Myths**; CLAS 213 **Ancient Comedy and Satire**; FRNE 341 *Boulevard Saint-Germain*; RUSE 350 **Survey of 19th Century Russian Literature**; RUSE 351 **Other Voices in 20th Century Russian Literature: Women Writers**; WRRH 250 **Talk and Text: Introduction to Discourse Analysis**; WRRH 310 **Power and Persuasion: Readings in Rhetoric, Ancient to Medieval**; WRRH 312 **Power and Persuasion: Readings in Rhetoric, Renaissance to Modern**; WRRH 322 **Adolescent Literature**; WRRH 420 **Writers Guild**.

COURSE DESCRIPTIONS

101 Introduction to Literary Studies An introduction to the study of literature and narrative form, this course is devoted to detailed readings of a variety of literary works from diverse cultures, periods, and genres. The course investigates questions of framing, point of view and narrative form, and the relationship of rhetorical forms, prosody, tropes, and figures of speech to their historical and cultural contexts.

176 Film Analysis I This course focuses on specific aspects of the filmic system and how they work. Attention is paid to detailed analyses of images and sounds and their dynamic relation to the film’s narrative. The goal of the course is a keener understanding not only of the world of film, but of the increasingly visual world in which we live. The primary emphasis is on what is called the Classical Hollywood Model, the dominant (culturally, economically, ideologically) mode of filmmaking in the world today (although not the only mode). As such it is crucial for students of film and, arguably, for us all to be actively aware of its structures and assumptions. Open to first-year students only. (Lyon)

200 Jacobean Revolutions The Jacobean era (1603-1625) brought a great many revolutions to England- in science, in philosophy, in medicine, in religion, in cosmology, in economics, and in politics. The new world of the seventeenth century offered staggering new possibilities, and renaissance minds boggled to make sense of it all. In this course, we will explore how poets, essayists, and dramatists from this era acted as midwives for the birth of modernity. Readings will include poetry, prose, and drama by Donne, Jonson, Herbert, Herrick, Montaigne, Bacon, Burton, Cary, Beaumont, Middleton, Webster, and Ford. (Carson)

201 Jane Austen in Film This course asks a number of questions: What is the goal of film adaptation? What is the nature of the relationship between the adaptation and the source text? What is lost and what is gained when a written narrative is presented as a visual and spoken one? Because Jane Austen’s novels are essentially her own, written creations and films based on them are collaborative and characterized by sound, motion, and visual detail, the two media approach narrative in fundamentally different ways. We will consider to what extent a film version of a Jane Austen novel is an entirely new work that is artistically independent of the original. We will also examine the consequences of viewing such films as translations of Austen’s novels both for the filmmakers who approach their projects this way and for critics who read the films from this perspective. While we will certainly take into account

the techniques employed by directors and screenwriters to create a coherent and effective narrative that captures the original story—according to their notions of what this means—as they strive to keep the finished film within a reasonable running time, it is important to note that this is not a film course. The focus here is on the interplay between two methods of storytelling that results when novels written by an author who deliberately avoids description are made into films. (Minott-Ahl)

204 Southern Fictions An introduction to fiction from the American South as well as to fictions of the American South from the mid-19th century to the present. We will analyze works by major southern authors to uncover what if anything they have in common. We will also look at “The South” itself as a kind of fiction – constructed through literature, film and popular culture. Our readings will cluster around subgenres of southern fiction and contemporary so-called “K-mart realism” and “grit lit” movements. We will work to unpack the tensions around sex, race, class and religion that have haunted southern fiction from its beginnings. (Creadick)

205 The History of the English Language Why isn't knight spelled nayt? Why did people stop saying thee and thou? Why did they start? Why is children the plural of child or feet the plural of foot? If drove is the past tense of drive, why isn't televose the past tense of televise? And where did English come from anyway? This course will pursue these among many other questions about the nature and origins of the English language, from its beginnings in continental Old West German dialects through Old English, Middle English, Early Modern English and the various versions of English today. This course will also provide an introduction to the concepts and methods of historical linguistics and phonology. Students will become acquainted with the main currents, theories, and standing disputes in these disciplines; they will learn to recognize, understand and analyze linguistics change; and they will also make a few anecdotal discoveries, such as the reasons why the brothers Grimm ever had the idea of recording folktales. The coursework will include regular reading assignments as well as exercises, quizzes and exams. (Erussard)

207 American Literature to Melville A study of the major American transcendentalists, this course considers literary works in terms of their textual qualities and in terms of the social contexts that produced them. Not open to first-year students. (Patterson)

208 American Literature from Crane This course surveys American literature written from the turn of the century through the first three decades of the 20th century. It examines the works as responses to America's movement toward modernization and focuses on how gender, class, ethnicity, and race inform these novels. Not open to first-year students. (Creadick)

210 Modernist American Poetry This course is a study of selected major early 20th century figures, including Mina Loy, T.S. Eliot, Hilda Doolittle, Wallace Stevens, and William Carlos Williams. (Staff)

216 Literature of the Gilded Age This course examines American novels, short stories, and poetry from the period between the Civil War and first World War, looking particularly at responses to industrialization, social class, and gender and race relations. (Patterson)

217 Chaucer: Topics Chaucer composed his poetry in the historical context of peasant risings, religious heresy, English imperialism, and the aftermath of the Black Death and in the literary context of both the Alliterative Renaissance and the influence of the French and Italian traditions. A first topic focuses on a careful reading of *The Canterbury Tales* and the second concentrates on a comparative study of *Troilus and Criseyde* and its main source, Boccaccio's *Il Filostrato*. Both courses investigate issues surrounding the authorship, language, audience, and ideologies of Chaucer's work within the larger cultural, social, and political context of late medieval England. (Erussard)

223 Environmental Literature In this course students read essays and poems by contemporary American nature writers who concern themselves with the human experience of and relation to nature. These writers lovingly evoke the American landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Cross-listed with environmental studies. (Staff)

225 Shakespearean Comedy An introduction to Shakespeare, focusing in particular on seven of his best-known comedies. We will adopt a myriad-minded approach to our readings: in some classes we will read the plays historically, paying particular attention to the ways in which these works offer us insight into the early modern English culture that produced them (and vice versa); at other times we will focus on them theatrically, exploring their dramaturgical choices,

or else poetically, examining their literary aesthetics; and in other classes still we will attend to their politics, especially with respect to their handling of questions of gender, class, race, and sexuality. (Carson)

226 Shakespearean Tragedy An introduction to Shakespeare through his five best-known tragedies: *Romeo and Juliet*, *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. As with ENG 225, we will approach these plays from a wide variety of critical angles, in the hope that the course will provide not only a survey of Shakespeare's plays but also a practical survey of contemporary critical methodologies. (Carson)

228 Comparative Medieval Literature This course surveys some of the major forms of medieval literature—the epic, the romance, and the fable—and attempts to relate these works to the earlier classical tradition. In addition, it attempts to make both cross-cultural connections and connections with the social, historical, and philosophical levels of medieval culture. (Erussard)

229 Television Histories, Television Narratives This course is a short history of television narrative: the development of family dramas and their relation to post-war shifts in the domestic space of the family; the relation between programs and advertising; daytime vs. primetime programming; and the appeal to or avoidance of issues of sexual difference, class, and race. (Lyon)

230 Film Analysis II This course focuses on specific aspects of the filmic system and how they work. Attention is paid to detailed analyses of images and sounds and their dynamic relation to the film's narrative. The goal of the course is a keener understanding not only of the world of film, but of the increasingly visual world in which we live. The primary emphasis is on what is called the Classical Hollywood Model, the dominant (culturally, economically, ideologically) mode of filmmaking in the world today (although not the only mode). As such it is crucial for students of film and, arguably, for us all to be actively aware of its structures and assumptions. (Lyon)

231 Graphic Novels "Relax, it's just lines of paper folks" is what the rebel cartoonist Robert Crumb had to say about comics when they were banned, burned, and boycotted in the 1950s. A lot has changed since then, and we are currently witnessing the golden age of graphic forms. This course is an introduction to a medium that has been developing for thousands of years. We will concentrate particularly on advances within the 20th century and examine how comic strips, "histoires en estampes", collage and wordless novels, manga, graphic histories, comic journalism and memoirs have been adapted to tell stories about life, love, death, and sometimes, happiness. (Bulson)

233 The Art of the Screenplay Screenplays are the blueprints of movies. In this course students read screenplays and study the films that have been made from them. Special attention is paid to such elements as story, structure, character development, and to the figurative techniques for turning written text into moving image. Prerequisites: ENG 101 (Holly)

238 Flexing Sex: Crossing the Gender Divide in Contemporary Literature The question of whether an author's gender defines his or her voice continues to be a hotly contested debate in contemporary letters. Computer programs exist which claim to be able to identify an author's sex based on his or her writing style. Writers are lauded—or challenged—based on their abilities to write from the perspective of another sex. In this course, students explore this issue through a series of theoretical and literary readings by authors who challenge prevailing notions of gendered authorship. Texts may include works by authors such as Jonathan Franzen, Wally Lamb, Ann Carson, Jeffrey Eugenides, Rose Tremain and Jane Smiley. Students complete a series of analytical and creative writing assignments which respond to these works. (Conroy-Goldman)

239 Popular Fiction: The Fifties This course addresses popular fiction, popular culture, and popular memory of post-World War II America. In popular memory, The Fifties are often cast either as the "golden age" of nuclear families, domestic bliss and affluence, or as the "dark ages" of sexual and political repression, conformity and hyper-consumerism before the "enlightenment" of the Sixties. Students read popular fiction of the era, including WWII novels, noir/detective novels, romance novels, and gay and lesbian "pulp" fiction. The course incorporates the fiction with a range of primary and secondary postwar texts in order to illuminate postwar anxieties around war/violence, gender/sexuality, class/conformity, and race/ethnicity. (Creadick)

240 Style and Structure in 18th Century Literature and Art This course offers a topology of desire in the 18th century as it manifests itself in literary, architectural, and graphic productions. This course pays special attention to fantasies of power; architectural fantasies and imaginary landscapes; the oppositions of Gothicism and Classicism; the garden and the city; the sublime and the beautiful; and the relationship of the teleology of desire to narrative form. (Holly)

246 Globalism and Literature Globalism as a contemporary phenomenon has been in the ascendancy. It is, among other things, an economic, cultural, technological, and demographic phenomenon. Students examine globalism and its related metaphors of hybridity, cosmopolitanism, migrancy, exile, and so on against nationalism and its privileged metaphors of rootedness and identity. If the production of a national subject is no longer the purpose of “discipline,” what does it mean to produce a transnational subject? These are some of the concerns of the fiction students read for this course. (Basu)

249 The 18th Century Novel This course is designed to be a survey of significant themes and techniques in the novels of the period, with some attention paid to continental influences and development and metamorphoses of 18th century themes in the novels of the 19th and 20th centuries. Special attention is given to novels by and about women. (Holly)

250 English Romantic Poets This course is a comprehensive look at Romanticism and its proponents, its aesthetic context and the charged political environment in which it developed and thrived. The poets of this movement saw themselves thinkers and as agents of important change in the world. The poems they wrote were like the words of a magic spell, meant to unleash the power of imagination and speak new political and intellectual realities into being. In addition to reading the works of well known Romantics, such as Wordsworth and Byron, the course examines the provocative writings of abolitionists, visionaries, and poets whose support of Revolution in France made them distrusted at home in England. (Staff)

251 Medieval Drama This course offers a panorama of Medieval dramatic genres. It surveys works from the 10th to the 15th centuries. The stylistic diversity includes the sadomasochistic plays of the Saxon canoness Hrotsvit of Gandersheim, the proto-opera form of Hildegard of Bingen, some English mystery plays from different cycles and a selection of French sexual farce. The study is based on both historicist and formalist critical analysis and on occasional classroom performance. (Erussard)

255 Victorian Literature This course investigates origins of the modern world view as anticipated and expressed in 19th century English literature: the breakdown of traditional religious beliefs; the alienation and isolation of the individual; changing attitudes toward nature; the loss of communication; the role of education; and the affirmation of art. (Staff)

256 The Gothic Novel This course will explore the Gothic novel from the mid-18th century to the end of the 19th, when Bram Stoker’s *Dracula* first appeared. Disparaged as sensational reading likely to corrupt young women and as something that distracted men from more important things, Gothic novels were extremely popular from the moment Horace Walpole’s *Castle of Otranto* found its way into booksellers’ shops. It achieved this success against a backdrop of tightening social strictures on the conduct of women of the upper and newly emerging middle classes. Alongside exciting, often titillating stories of abducted maidens, vampires, and demonic monks were numerous treatises enjoining young women to act sensibly, be virtuous, and eschew novel reading. We will explore how some 18th century Gothic novels actually reinforce the values and social mores they are accused of undermining, while others subvert those values they profess to uphold. We will also explore the ways in which the definition of what is horrible or terrifying changed in response to social and historical realities, i.e. after the revolutions—political, industrial, and scientific—of the 18th and 19th centuries. (Minott-Ahl)

257 Dickens and His World Some of the bitterest struggles of the Victorian era were between personal sensibilities and mass production, between the dreamer and artist and the pragmatist, between aesthete as revolutionary and the common consumer. Such figures as Charles Dickens, John Ruskin, Robert Browning, William Morris, and Oscar Wilde are studied, for each was concerned with the cost to human beings of a dehumanizing education in dehumanizing environments, yet each met the issues in a different way. (Minott-Ahl)

258 The 19th Century Novel Students read and discuss selected British examples from this second great century of the novel in English. A major focus of the course is women, both as key contributors to the novel’s evolution and as central characters in the texts. (Minott-Ahl)

260 Creative Writing This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Some exercises are assigned, some individual invention is expected. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: ENG 101. (Conroy-Goldman)

261 The Literature of Decadence This course offers an exploration of the phenomenon of decadence in its literary aspect: the pursuit of heightened experience, sensory or imaginative, in the face of social and ethical constraints. (Staff)

262 Introduction to Narrative What are stories made of? How does their structure and design influence what they can mean and how they are told? This course is an introduction to critical thinkers who have attempted to answer these questions: Roland Barthes, Tzvetan Todorov, Walter Benjamin, Gerard Genette, Peter Brooks, and Viktor Shklovsky. In addition to working through their theories about narrative (what it is and how it works), we will also apply what we've learned to some representative texts, including the fairy tales of Charles Perrault, a film by Michelangelo Antonioni, and a graphic novel by David B. Students will come away knowing how point-of-view, temporality, character representation, fictionality, and closure are not only critical to the way stories are told: they radically determine what these stories mean and how we interpret them. (Bulson)

264 Post WWII American Poetry An introduction to contemporary American poetry, this course emphasizes both the close reading of poems and the placing of recent American poetry within its social and literary contexts. Prerequisite: ENG 101 or permission of the instructor. Cross-listed with Women's Studies. (Staff)

280 Elizabethan Anxieties The English literary renaissance began in the latter half of the reign of Elizabeth I (1558-1603), an age marked by tremendous anxieties -anxieties about religion, about politics, about gender, about class, about race, about history, and about the future. This course will explore how these various anxieties were negotiated by the remarkable literary culture that blossomed during the period. Readings will include poetry, prose, and drama by Wyatt, Surrey, Sidney, Daniel, Spenser, Shakespeare, Wroth, Nashe, Lyly, Kyd, and Marlowe. (Carson)

281 Literature of Sexual Minorities In a homophobic society that discourages the political organization of sexual minorities by subjecting them to discrimination and violence, one of the few ways in which lesbian and gay people have been able to articulate a consciousness of their identity has been through the publication of works of fiction, although until the 1940s even this mode of expression often was legally suppressed. In this course students read and discuss eight novels that played pivotal roles in the development of a sense of identity and political purpose among gay and lesbian people and which thus helped to define the lesbian and gay communities and movements of today. (Patterson)

287, 288, 289 Film Histories I, II, III This series of courses is conceived as a modular film histories group aimed at giving students a background in a specific historical period and/or preparation for more specialized work in a specific area of film history. Each year one module is offered, usually during the fall semester. Since it is not possible to cover all of world cinema during any of these historical periods in a single term, a selection is made to emphasize specific themes or historical events. The historical periods break down approximately as follows:

(287) Film Histories I (1895-1935) The development of film style from the origins of cinema through the early years of the transition to sound technology. (Lyon)

(288) Film Histories II (1930-1950) May include a study of the Hollywood studio system, European and American pre-World War II and wartime cinemas (including French films of the Occupation and Italian neo-realism) and postwar European and American cinemas. (Lyon)

(289) Film Histories III (1944-1980) A selection of films and topics from the post-World War II era through 1980. This course frequently examines postwar American film genres and their relation to the social, cultural, economic, ideological and technological context in which they were produced. (Lyon)

290 African-American Autobiography This course examines the place and importance of autobiography in African-American writing. Students read actual and fictional autobiographies and consider the history of autobiography (post-slave narratives) and the purposes to which it has been put to use. (Part of a series on African literature.) (Basu)

291 Introduction to African American Literature This course concentrates on African American narratives of the 20th century, from the Harlem Renaissance through the "protest" novel and black nationalism to black women writers. Students focus on a central concern of the African American traditions, the tension between the political and the aesthetic. Students pay attention to both the aesthetic properties of the literary text and to its political dimensions. In addition to the concerns with race, class, gender, and sexuality, students examine the intricate set of intertextual relations between different writers which constitute the tradition of African American writing. (Basu)

300 Literary Theory Since Plato This course offers a survey and analysis of major trends in the understanding of literature from Plato to the present. (Holly)

301 Modernism and Postmodernism The beginning of a new century, the 21st, marks a broad-scale shift in our conception of the written word, in literary and paraliterary texts. The traditional literary categories—Realism, Naturalism, etc.—have fallen into disrepute, to be replaced by postmodern concepts such as pastiche, quotation and appropriation. The line between literary and non-literary texts has been erased. This course investigates the influence of these new cultural conditions on the practice of producing what used to be called “literature.” (Bulson)

302 Post-Structuralist Literary Theory An examination of the techniques and significance of contemporary movements in criticism and literary theory, this course attempts to discover the world view implicit in these approaches by addressing such issues as the philosophical, political, and moral implications of contemporary theories of the text. The class chooses a target text (or texts) for practical criticism. (Holly)

303 Cultural Theory This course introduces three major strands of contemporary theory which have reshaped the way we think and write about literature: critical cultural studies, historicism, and reader-response theory. Together, these approaches have expanded understandings of literary meaning to include not just the text itself but the production and reception of those texts as well as their ideological content and consequences. Students will read theoretical essays as well as examples of scholars applying these ideas to the study of literature and other cultural forms. Students will then become the critics, applying these theories to the contemporary literary, material or popular culture “texts” that surround them — stories, poems, film, photographs, toys, fashion, sports and music. (Creadick)

304 Feminist Literary Theory This course is an introduction to feminist literary theories and critical practices. It focuses on such issues as female sexualization, representations of violence and madness, and subjectivity. Students are expected to apply feminist analyses to a variety of texts. (Staff)

305 Poetry Workshop For students highly motivated to write poetry, this course offers the opportunity to write both independently and in response to technical issues raised in class. Class time is divided between discussions of modern poetry (using an anthology and a collection of essays by contemporary poets) and workshops on student writing. Close reading and the revision process are emphasized. There are individual conferences, one critical paper, and, as a final project, a small collection of poems. Prerequisites: permission of the instructor is required based on a writing sample. ENG 260 is generally required. (Staff)

308 Screenwriting This course offers a workshop in the fundamentals of writing the motion picture. Weekly writing assignments move students through a process of script development—from brainstorming and the movie in a paragraph to the treatment/outline, beat sheet, the creation of a scene, and the first act. Students share work and engage in a variety of exercises designed to help each tell his or her stories. Prerequisites: ENG 230 and/or ENG 233. (Holly)

309 Fiction Workshop An intensive workshop devoted to the creation and critiquing of student fiction, this course is suitable for students strongly committed to fiction writing. Students are expected to produce a portfolio of polished stories. Prerequisite: Permission of instructor, based on writing sample. ENG 260 is generally required. (Conroy-Goldman)

310 Creative Nonfiction Workshop This is a writing course in creative nonfiction designed for English majors or others seriously interested in working to develop their own voices in the medium of the personal essay. Students read and discuss essays by major contemporary American essayists. They also read and discuss each others’ essays in a workshop with an eye toward revision. Participants should be prepared to write one essay a week. Prerequisite: permission of instructor, based on a writing sample. (Staff)

312 Psychoanalysis and Literature Aside from its aspirations to being medicine or a science, psychoanalysis constitutes a powerful theory of reading, which, in its emergence at the beginning of the 20th century, corresponds to the revolution in interpretation which continues into our own time. The aim of this course is to study this theory of reading in order to show how it is the foundation of such interpretive concepts and procedures as close reading, text, and the intentional fallacy, as well as being both the source and critique of the modern handling of such interpretational elements as image, myth, and meaning. (Holly)

315 Fiction Workshop II Writers represent a loose theoretical camp which addresses issues like the creative process, experimental writing, and the relationship between art and politics, in a way that other areas of literacy criticism do not. In this course, we will use writing and readings in theory and cutting edge experimental fiction in order to explore some of these issues. This course is suitable for students strongly committed to fiction writing. Fiction I and Fiction II may be taken in either order. Prerequisite: Permission of the instructor, based on writing sample. ENG 260 is generally required. (Conroy-Goldman)

317 Hearts of Darkness This course explores the European encounter with the non-Western world; in the encounter with that which is alien, an exploration of Western culture and the Western psyche takes place. Conrad's "*Heart of Darkness*" is the archetype of this encounter. In the 100 years since it was written, Western and non-Western writers have constructed versions and counter-versions of it. Colonialism, identity, love, religion, freedom, justice, the nature of the self, and the complex character of western civilization itself are all subjects. Students read each fiction by the light of its own structure and intent as well as in dialogue with Conrad. (Weiss)

318 Body, Memory, Representation Black women writers have initiated an important line of inquiry that is perhaps best represented by the publication of several reconstructions of slavery in fiction. In these texts, black women writers represent the desires of slaves, and, at a fundamental level, the course examines the relationship between power and desire and the suggestion that desire itself cannot be evacuated of power relations. Taking slave desires of the other, the course compares these desires to contemporary gendered and sexual normativity. (Staff)

320 History of American Independent Film The history of American independent film runs parallel to the origin, development and consolidation of the Hollywood studio system in the 1920s and 1930s through to the contemporary "independent" production wings of major studios, such as Miramax. This course traces this history beginning with the marginalized cinema of the 1930s B-movie studios and the "race cinema" of Oscar Micheaux. In the 1950s and 1960s, independent film was a powerful challenge to the calcified studio system of the postwar period, a prelude to the recent transformation in studio production resulting from the development of contemporary independent cinema, showcases such as the Sundance Film Festival, and the availability of digital technology. (Lyon)

327 The Lyric This course is about ways of defining, analyzing, thinking about, and understanding one of the highest and most concentrated forms of verbal—indeed, of any—art. Students study a number of poetic types, as well as great individual works, emphasizing forms, themes, and traditions. (Weiss)

338 Poe, Dickinson, Frost This course is a study of three American originals, eccentrics who, though wildly different from one another, reflect in common some central aspects of the American psyche. (Weiss)

339 American Tale A study of selected short fiction by some of the major authors of 19th century America, this course uses Northrop Frye's distinction between the short realistic form he calls "story" and the short romance form he calls "tale" to illuminate readings of short fictions by Poe, Hawthorne, Stowe, Chopin, Wharton, James, and others. (Staff)

342 Reading in Multi-Ethnic Women's Literature In this course, students read literature by women who are often classified as part of "minority" groups. They examine these visual and literary texts as they engage the problematics of exile, sexuality, language, place, and memory. They read texts by Asian, Black, Chicana, Indian, lesbian, bisexual, and heterosexual women writers. (Basu)

343 After Huck Finn: The Literature of Initiation This course focuses on literature that deals with coming of age and the getting of—if not wisdom—then at least a bracing dose of self-knowledge. (*Offered occasionally*)

345 Shakespeare's Problems An exploration of the three odd works usually classified by critics as "Shakespeare's Problem Plays," alongside a comedy, a tragedy, and a romance that might be seen to have some serious problems of their own. What makes these plays so problematic? How weird can Shakespeare get? (Carson)

346 Iconoclastic Women in the Middle Ages Since the last third of the 20th century, feminist literary criticism has paid attention to the realm of medieval women which, for diverse reasons, had "previously been an empty space" (Showalter, 1976.) This course looks at a variety of unconventional female lives in hagiography, fiction, history and legend from Perpetua, the 3rd century saint, to Joan of Arc, the 15th century warrior. Though this is not an historical survey, we will respect the chronology in order to recognize evolutions and evaluate influences as we read the story of Silence and the writings of Hrotsvit, Hildegard, Marie de France, Eloise, Margery Kempe, Christine de Pizan and others.

Most texts will focus on medieval Europe, but we will also explore the point of views of some Asian female writers. This will allow us to compare and contrast the views of educated, court women in different parts of the world, during the same historical period. (Erussard)

347 Roman Thoughts: Shakespeare and Roman History An in-depth study of Shakespeare and the Roman history play. Beginning with his long narrative poem, *The Rape of Lucrece*, we proceed to explore the four major tragedies that Shakespeare set in Rome, paying particular attention to the ways in which these plays engage with questions of political theory, of class, and of gender. We will look in some depth at the ways other Elizabethan and Jacobean writers (especially Jonson) incorporated ideas of Rome into their work in an attempt to make sense of what was really at stake for Shakespeare's original audiences. Depending on class interest, we may well add some screenings to the syllabus, since these plays have served as the foundations for a handful of fascinating films, each of which preserves a complex negotiation between the contemporary, the Renaissance, and the classical worlds. (Carson)

352 Shakespeare and the Play of History We begin by reading three history plays that Shakespeare used for source material and inspiration, and then move on to consider his five most important English history plays, arguably the most impressive work from the first half of his career. We will read the plays with a great deal of attention to their relationship to early modern political theory, to early modern historiography, and also to the remarkable dramaturgy Shakespeare employs to extract such compelling stories from the raw fabric of history. These plays have fared better on screen than most of Shakespeare's plays, and so depending on class interest, we may well schedule regular screenings to accompany our readings. (Carson)

354 Forms of Memoir This course in 20th century autobiographical prose explores both novelistic and factual memoirs. It compares the forms that literary memoir takes in several different cultures. The question of fiction vs. nonfiction is addressed, as well as the relationship of the author to the speaker of her/his book, and the ways in which the linear time of a lived life is transformed into literature. Students have the opportunity to write some memoiristic prose themselves in addition to critical papers. Cross-listed with Women's Studies. (Staff)

356 Nabokov, Borges, Calvino In this close examination of the works of these three most important modern writers, special attention is paid to parallels between their works and movements in the visual arts, and to the implications of self-conscious narrative. (Holly)

360 20th Century Central European Fiction: from Kafka to Kundera This course explores the modernist reinvention of the novel that occurred in those countries of Europe that until recently were part of the Soviet Bloc: Poland, Hungary, East Germany, Romania, Yugoslavia, and Czechoslovakia. The course begins with Franz Kafka and his harrowing dreams of the modern world, and the place of the individual in it, which anticipate many experiences of this century. The works read register the historical experiences of the first and second World Wars and of the totalitarian states that emerged after 1945. (Weiss)

368 Film and Ideology The subject of this course is a selection of mainstream studio and independent films which respond in some way to contemporary debates around political and social issues such as national identity, war, racism, sexism, class divisions, sexual identity, masculinity and femininity. Students study each film in narrative and visual detail in order to see how the film system can work not only to mask and naturalize ideological positions and assumptions but to dismantle them and make them visible. (Lyon)

370 Hollywood on Hollywood This course examines the various ways in which the Hollywood film industry reflects on and represents its own conditions of existence. Students view a variety of films from different genres and historical moments, each of which reflects in its own way on the aesthetic, ideological and economic aspects of film production, the star system and the relation between spectator and spectacle. (Lyon)

375 Science Fiction Film This course is a selective study of science fiction film, emphasizing American postwar science fiction and its complex and shifting relation to the cultural and historical context which produced it. Students consider individual films in visual and narrative detail as well as broader issues inherent in the genre of science fiction. Central to the study will be the ways in which the films visualize difference—sexual, racial, human/alien. Students also look at how science fiction films are shaped by the relation between technology and capitalism, not only on a thematic and narrative level but in the literal production of the images and effects that fascinate us. (Lyon)

376 **New Waves** The events of the late 1950s and '60s produced significant changes in film production and viewing around the world. Reacting against American imperialism and the economic and cultural control that the Hollywood film industry held over post-war film markets, many countries, including France, Japan, Germany, and Brazil, redefined their national cinemas in the direction of a politics of cinema where both film making and film viewing were conceived as radical political tools. (Lyon)

377 **Modernist Experiments** Poems with footnotes, portraits in prose, characters in search of authors, manifestoes praising plastic surgery and the demolition of museums, translations from the Chinese (redacted by editors who don't know the Chinese language): these are some of things modernism is known for. In the first half of the 20th century writers working in a variety of genres, visual artists, and musicians were convinced that the available forms of artistic expression were outmoded. Our focus: the ways they experimented with language and literary form to represent a distinctly "modern" experience, one that needed to accommodate the realities of world war, the "discovery" of the unconscious, advances in transport and communication technologies, mass production and consumption, and the rise (and fall) of empires. (Bulson)

381 **Sexuality and American Literature** This course focuses on the literary production of sexuality and subjectivity in America. It considers the works in light of Michel Foucault's theory of the deployment of sexuality and feminist discussions on the politics of sexuality, and looks at the relationships between sexuality, power, and resistance both within novels and within their respective cultural contexts. Cross-listed with Women's Studies and American Studies. (Creadick)

382 **India and the Global** The course typically begins with two novels by famous English writers, E. M. Forster's "A Passage to India" (1924) and George Orwell's "Burmese Days" (1934). We then move to several highly acclaimed award-winning recent novels by Indian writers which are set in the United States, England, and India. Among them are "The Namesake" (2003; Pulitzer Prize; also a film), "The God of Small Things" (1997; Booker Prize), "Transmission" (2004), and "The White Tiger" (2008; Booker Prize). These primary readings will be supplemented by articles and essays which will help to contextualize the primary texts in a study of diaspora. We situate the earlier novels in the context of colonialism and the more recent ones in that of postcolonialism and globalization. We will begin by speculating about the place of "India" in the global imagination. India has many names: Bharat, Hindustan, India, British India, the Subcontinent, the Jewel in the Crown, South Asia. Many places and peoples other than India(ns) are named after India: the East Indies, the West Indies, and of course, American Indians. Indians now inhabit Asia, Africa, Europe, America. What and who are India(ns)? (Basu)

385 **History and Memory** Using non-fiction and fiction films, this course examines the way different film and video practices reflect on and refract the film maker's relation to history and culture. Of particular interest is the role of the film or video diary, essay, memoir or autobiography in the representation of historical and cultural subjects, the intersections of history and memory, and the importance of subjectivity in non-fiction film. Students examine a range of film and video practices, from the early experimental or subjective documentaries produced by the Soviet and European avant garde of the 1920s, through the development and availability of new image technologies (digital cameras, the Internet) and the resulting transformation of global production and reception and emergence of "new documentary" modes. (Lyon)

387 **Power, Desire, Literature** This course examines the relationship between power and desire as it is represented in literature. While the course will introduce some more recent writers, it will use Nietzschean, Freudian, and Marxist theories to frame our analysis of some classic literary texts by Sade and Masoch. The course questions some of the most deeply entrenched binary oppositions in Western culture such as those between subject and object, activity and passivity, domination and submission. (Basu)

394 **Story and History** Fiction writers have long been enchanted with the writing of historians, at times imitating, at times stealing, and even at times attempting to pass their inventions off as legitimate history. Since the 1960s, historians have also considered the role of fiction in their work. To what extent is history fiction? This course examines the evolution of the relationship between history writing and fiction, moments of cross-over such as falsified documents and hoaxes, and the way contemporary writers wrestle with the murky territory between the two. (Conroy-Goldman)

396 **Joyce** Joyce wrote about nothing but Ireland for his entire life, but he did it living in European cities of Trieste (1904-15; 1919-20), Zurich (1915-1919; 1940-41), and Paris (1920-40). This course situates Joyce's life and works in the culture, history, language, and political contexts of these cities: Dubliners in Dublin, A Portrait of the Artist as a Young Man in

Trieste, Ulysses in Zurich, and Finnegans Wake in Paris. We will examine how these adopted European environments played a formative role in the way that Joyce imagined and represented Ireland in his fiction. We will complement our analysis of the individual works with history of his critical reception. In particular, we will focus on the ways that critics over decades have cast him as European cosmopolitan humanist or the politically engaged, provincial Irishman. It will be our task to figure out what can be gained from seeing Joyce as an “Irishman” or a “European” and consider whether or not these positions can, or should, be reconciled. (Bulson)

399 **Milton** Central to this course is Milton’s major poem, the epic “*Paradise Lost*.” Milton is studied in relation to the whole of the 17th century, so that the course introduces the student to the theological, political, and aesthetic issues of the period. Students discuss epic and form, ideas about freedom, nature, human and natural; and history, biblical and temporal. (Staff)

401 **Senior Seminar** An intensive seminar in a special topic or single author, offered for senior majors.

450 **Independent Study**

495 **Honors**

Environmental Studies

Environmental Studies Faculty

Thomas Drennen, Economics
Eugenio Arima, Environmental Studies
John Halfman, Environmental Studies and Geoscience
Beth Kinne, Environmental Studies and Department Chair
Darrin Magee, Environmental Studies

Coordinating Committee

Nan Crystal Arens, Geoscience
Meghan Brown, Biology
Walter Bowyer, Chemistry
Scott Brophy, Philosophy
Sigrid Carle, Chemistry
Anthony Cerulli, Religious Studies
Tara Curtin, Geoscience
Christine de Denus, Chemistry
Mark Deutchlander, Biology
Christopher Gunn, Economics
Clifton Hood, History
Mark Jones, Art and Architecture
Paul Kehle, Education
Kristy Kenyon, Biology
Rodmon King, Philosophy
Neil Laird, Geoscience
Steven Lee, Philosophy
Brenda Maiale, Anthropology
James MaKinster, Science Education
Kirin Makker, Art and Architecture
Richard Mason, Sociology
Stanley Mathews, Architecture
Brooks McKinney, Geoscience
Susanne McNally, History
Kevin Mitchell, Mathematics and Computer Science
Elizabeth Newell, Biology
Ilene Nicholas, Anthropology/Sociology
Carol Oberbrunner, Philosophy
Eric Patterson, English/American Studies
Erin Pelkey, Chemistry
Alison Redick, Women's Studies
Craig Rimmerman, Public Policy
Devparna Roy, Anthropology/Sociology
James Ryan, Biology

Earth's environment is maintained through complex feedback mechanisms which, over geologic time, have operated to keep that environment within a range appropriate for life. Humans have always affected the environment, but since industrialization the nature and scope of their impact has increased dramatically.

Our current use of natural resources is spiraling due to exponential population growth. Due largely to the destruction of the tropical rain forests, we appear to be losing species at a rate that equals or exceeds anything in the earth's history. Human activities create smog, cause acid rain, introduce poisonous substances to the hydrosphere, and change the composition of the atmosphere in ways that are of great concern. Poverty and racism, in their environmental dimension, threaten global survival and a sustainable future.

Environmental concerns will be with us for generations as we work toward a sustainable way of life. The environmental studies program structures a liberal arts education around these concerns and prepares students for entry level positions in environmental fields as well as for graduate programs in environmental areas.

Environmental Studies is a multidisciplinary field, thus the program offers an interdisciplinary major and an interdisciplinary minor. The natural sciences offer an understanding of how the environment works and how human activities affect it. The social sciences consider the social and political implications of environmental policy and the economic tradeoffs involved. The humanities offer an understanding of the concepts and values involved in our perception of, and interaction with, the environment. These approaches are combined explicitly in our introductory integrative course and the senior integrative experience. Program faculty and graduates of the program also highly recommend two majors, a major in environmental studies along with a major in a discipline to benefit from the breath of environmental studies and the focus of a discipline. All courses counting toward an environmental studies major or minor must be passed with a grade of C- or higher.

Environmental Studies Program Majors and Minors

Environmental Studies is an interdisciplinary program. Careful selection of core and elective courses is key to developing a coherent area of concentration within the student's program of study.

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MAJOR (B.A.)

interdisciplinary, 12 courses

ENV 110; ENV 300 or ENV 301; two "ES Core" courses from different departments in each division, and four "ES Elective" courses from the ES Core and/or ES Elective course lists. Three of the ES Electives must be at the 200 level or above. Students are asked to carefully select ES Core and Elective courses to define a focus, such as environmental science, public policy, aquatic studies, social ecology, or natural resource use.

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MINOR

interdisciplinary, 6 courses

ENV 110 or substitute one additional ES Core course; one ES Core course from each division; and two ES Elective courses from the ES Core and/or ES Elective course lists at the 200 level or above.

Environmental Studies Core Courses

Humanities Core

AMST	201	American Attitudes Towards Nature
ENG	223	Environmental Literature
HIST	151	Food Systems in History
HIST	215	American Urban History
HIST	246	American Environmental History
HIST	286	Plants and Empire
HIST	326	African Environments
PHIL	154	Environmental Ethics
REL	226	Religion and Nature
WMST	309	Ecofeminism

Natural Sciences Core

BIOL	167	Introductory Topics in Biology
CHEM	110	Molecules that Matter
ENV	191	Introductory Environmental Science
ENV	170	The Fluid Earth
GEO	140	Environmental Geology
GEO	160	Weather & Climate
GEO	170	Environmental Geoscience

Social Sciences Core

ANTH	210	Prehistoric Ecology
ANTH	280	Environment and Culture
ECON	212	Environmental Economics
EDUC	360	Teaching for Sustainable Environment
ENV	120	Human Geography
ENV	203	Fundamentals to GIS
ENV	204	The Geography of Garbage
ENV	205	Intro to Environmental Law

ENV	215	Development and Environment in East Asia
ENV	310	Advanced GIS
PPOL	101	Democracy and Public Policy
PPOL	328	Environmental Policy
SOC	202	Agriculture, Food, and Society
SOC	249	Technology and Society
SOC	271	Sociology of Environmental Issues

Environmental Studies Courses

ENV	110	Topics in Environmental Studies Biodiversity, Energy, Global Climate Change, Water
ENV	120	Human Geography
ENV	170	Fluid Earth
ENV	191	Intro to Environmental Science
ENV	203	Fundamentals to GIS
ENV	204	The Geography of Garbage
ENV	205	Intro to Environmental Law
ENV	215	Development and Environment in East Asia
ENV	280	Environmental Problem Solving
ENV	300	Individual Senior Integrative Experience (SIE)
ENV	301	Group Senior Integrative Experience (SIE)
ENV	310	Advanced GIS

Crosslisted Courses

AMST	101	American I, Eye, Aye
ANTH	206	Early Cities
ANTH	228	Physical Anthropology
ANTH	247	Urban Anthropology
ANTH	285	Primate Behavior
ANTH	296	African Cultures
ANTH	297	Peoples and Cultures of Latin America
ANTH	298	Modern Japan
ANTH	326	Patterns and Processes in Ancient Mesoamerican Urbanism
ANTH	354/454	Food, Meaning, Voice
ARCH	301	Design II: The Immediate Environment
ARCH	302	Design III: The Wider Environment
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARTH	102	Renaissance to Modern Art
ARTH	116	World Architecture
ARTH	302	Landscapes and Gardens
ARTS	165	Introduction to Imaging
ARTS	301	Photography Workshop
BIDS	120	Russia and the Environment
BIDS	219	Math Models and Biological Systems
BIOL	212	Biostatistics
BIOL	220	Genetics
BIOL	222	Microbiology
BIOL	225	Ecology
BIOL	228	The Biology of Plants
BIOL	238	Aquatic Biology
BIOL	233	General Physiology
BIOL	236	Evolution
BIOL	315	Advanced Topics
BIOL	316	Conservation Biology
BIOL	327	Behavioral Ecology
BIOL	339	Physiological Ecology

CHEM	120	Chemical Reactivity
CHEM	210	Quantitative Chemical Analysis
CHEM	240	Introduction to Organic Chemistry
CHEM	241	Intermediate Organic Chemistry
CHEM	260	Environmental Chemistry
CHEM	448	Biochemistry I
CPSC	124	Introduction to Programming
ECON	202	Statistics
ECON	213	Urban Economics
ECON	221	Population and Society
ECON	232	U.S. Economy: A Critical Analysis
ECON	301	Microeconomic Theory and Policy
ECON	316	Labor Market Analysis
ECON	348	Natural Resources and Energy Economics
ECON	461	Seminar: Environmental Economics
EDUC	339	Nature of Science and Scientific Inquiry
EDUC	348	Our National Parks
ENG	207	American Literature to Melville
ENG	250	English Romantic Poets
ENG	257	Dickens and His World
ENG	338	Poe, Dickinson, Frost
GEO	210	Environmental Hydrology
GEO	230	Problems in Earth History
GEO	240	Mineralogy
GEO	250	Physical Oceanography
GEO	260	Meteorology
GEO	270	Paleoclimatology
GEO	280	Hydrogeology and Geochemistry
GEO	320	Sediments and Sedimentary Rocks
GEO	330	Limnology
GEO	360	Applied Climatology
HIST	204	History of American Society
HIST	208	Women in American History
HIST	234	Medieval History
HIST	253	Renaissance and Reformation
HIST	256	Technology and Society in Europe
HIST	264	Modern European City
HIST	310	Rise of Industrial America
HIST	311	20th Century America: 1917 1941
HIST	313	Darwin and the Darwinian Revolution
HIST	397	Seminar: Environmental History
MATH	130	Calculus I
MATH	131	Calculus II
MATH	214	Applied Linear Algebra
MATH	232	Multivariable Calculus
MATH	237	Differential Equations
MATH	350	Probability
MATH	353	Mathematical Models
PHIL	232	Liberty and Community
PHIL	234	What Should I Do?
PHIL	235	Morality and Self Interest
PHIL	236	Philosophy of Law
PHIL	238	Philosophy of Natural Science
PHIL	372	Early Modern Philosophy
PHYS	150	Introduction to Physics I
PHYS	160	Introduction to Physics II
PHYS	270	Modern Physics

PHYS	285	Mathematical Methods
POL	215	Minority Group Politics
POL	236	Urban Politics
POL	320	Mass Media
PPOL	219	Sexual Minority Movements and Public Policy
PSY	305	Psychological Test Development
SOC	221	Race and Ethnic Relations
SOC	222	Social Change
SOC	223	Inequities
SOC	225	Sociology of Family
SOC	244	Religion in American Society
SOC	251	Sociology of the City
SOC	258	Social Problems
SOC	259	Fight For Your Right!
SOC	275	Social Policy
SOC	290	Sociology of Community
SOC	300	Classical Sociological Theory
SOC	325	Moral Sociology and the Good Society
WMST	372	Peace

COURSE DESCRIPTIONS

110 Topics in Environmental Studies Our introductory requirement emphasizes the interdisciplinary nature of selected pressing environmental issues. Each semester a variety of sections of this introductory requirement is available, each with its own environmental topic. The current topics include: Biodiversity, Energy, Water, and Global Climate Change. Their individual descriptions are found below. ENV 110 is not open to juniors and seniors. Juniors and seniors who have not taken this course are required to replace this required course with any other ES Core course. (ES Faculty, *offered each semester*)

- **Biodiversity** Biologists estimate that Earth is populated by between 10 million and 100 million species. Each is unique and these differences constitute biodiversity. In this course students explore the origins and history of all that diversity, including Earth's history of extinctions, as a context in which to consider today's world. How bad is today's biodiversity "crisis"? How does it compare with past events? What are its causes? Are there solutions? How do we as individuals fit into the picture, making ethical, social and scientific decisions about biodiversity? Students explore these questions through reading, discussion, writing and original research. (Arens, *offered occasionally*)

- **Energy** Life cannot exist without energy. Life on earth harnesses energy from the sun and other plants and animals. Society harnesses energy from fossil and modern organic matter, from atoms, the sun, wind, and tides, and from the earth's interior. Each energy source harnessed by society has a set of environmental, technologic, geologic, economic, social, and moral advantages and disadvantages. Which source of energy is better? What does "better" mean? Which source of energy is, over the long term, sufficient, environmentally safe, and adaptable to many applications? In this course, students examine various aspects of the energy question to arrive at answers to these and other questions. (Halfman/Drennen, *Spring, offered annually*)

- **Water** This course examines water as a critical, renewable resource using several different perspectives. Initially, students seek a scientific understanding of how water moves and the aquatic ecosystems it supports. Then students look at water use and development in the arid western U.S. as a case history of water scarcity and the policies that help address such problems. Finally, students apply both the scientific and historical perspectives to current water issues, both regional and global. Note that this course includes a mandatory laboratory period which is used for field trips and special class activities. (Magee, Kinne, *offered annually*)

- **Global Climate Change** This class addresses numerous questions and perspectives regarding global change. What is global change? What causes it? What are the consequences? Is there natural variability in global climate and, if so, how much? What influence do/can/have humans have (had) on global climate? How do we know the difference between short- and long-term climate trends? Does the Earth have the ability to moderate climate regardless of the cause? What are our responsibilities, as an individual, a nation, to the Earth? How does population growth, industrialization, economic status, social, ethical, and political beliefs affect an individual's/country's perspective or role in experiencing/dealing with the consequences of global climate change? A number of out-of-classroom activities are required, involving field trips and supporting the local community on issues related to global change. (Curtin, Arima *offered annually*)

120 Human Geography and Global Economy This course introduces students to the systematic examination of patterns and processes that shape the spatial organization of activities on a global scale, including agriculture, industries, international trade, population growth and migration, resource and environmental degradation, and development and underdevelopment. Students learn where and why various human activities are located on the Earth, why those activities are moving from one place to another, and the theories developed to explain changes in the landscape. The course addresses current issues of national and international importance such as globalization of culture and the economy, underdevelopment, pollution and environmental degradation, population growth and conflicts. (Arima, Magee, *offered annually*)

170 The Fluid Earth This course is an introduction to hydrology and explores water in the atmosphere, lakes, oceans, and associated with land masses. Discussion of the role of water in natural systems results in an exploration of (1) atmospheric moisture and storm systems, such as hurricanes, mid-latitude cyclones, and tornadoes, (2) floods and stream processes, (3) the physical, chemical, and ecological characteristics of lakes and oceans, (4) aquifers and groundwater processes, and (5) wetlands. In this course students use scientific quantitative reasoning to examine the characteristics and importance of water across environmental and geophysical sciences. (Halfman, *Spring, offered annually*)

191 Introduction to Environmental Science This is an introductory course focusing on environmental issues from the scientific perspective. Students learn about the scientific nature and the complex interrelationships of environmental issues like ecosystems, populations, genetic manipulation, mineral resources, land-use planning, agriculture and soil resources, water resources and pollution, global warming, acid rain, and solid, liquid and hazardous waste disposal. (Halfman, *offered occasionally*)

203 Fundamentals of Geographic Information Systems Geographic Information Systems (GIS) has been used in a multitude of environmental applications because it aids in the collection, storage, analysis, and visualization of spatial information and it helps users to make informed decisions regarding the use, management, and protection of the environment. This course will cover the theory of GIS with hands-on-experience in a multitude of environmental applications including: geographical data entry and acquisition, database query and site selection, vector and raster modeling, and integration with global positioning system (GPS). (Arima, Magee, *offered annually*)

204 Geography of Garbage You probably know where your T-shirt or computer was made, but do you know where they go when you throw them "away"? Each night, trucks bring tons of New York City waste to processing and storage facilities near Geneva. Meanwhile, boatloads of computers "recycled" in North America sail for Asia and Africa to be dismantled in dangerous conditions so that small amounts of valuable metals may be recovered. This course will introduce students to the global geography of garbage (garbography?) with a particular focus on environmental, human health, and human rights implications. (Magee)

205 Introduction to Environmental Law Since the 1970s, environmental law in the United States has become increasingly integrated into natural resource management, municipal land use decisions and corporate development strategies. This course will provide students with an overview of major federal environmental laws including the Clean Air Act, Clean Water Act, CERCLA (Superfund Act) and the National Environmental Policy Act. In addition, we will cover some basics of property law and the Administrative Procedure Act, which provide the foundation for environmental law theory and enforcement. In addition, there is a significant writing component to the course. The course is appropriate for upper level students considering a career in law, environmental studies, municipal planning or land use, or who have a general interest in law. (Kinne)

215 Environment and Development in East Asia Rapid development in East Asia has brought prosperity to many but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to "sustainable development." Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Magee)

250 Human Impact on South American Environments This course explores the impact human cultures have had on environments in Ecuador and Peru. In prehistory, intensive agriculture was practiced widely, not only to change the environment but also to take advantage of natural variations in the environment. More recently, deforestation and

modern agricultural practices have been extremely destructive to rainforests and other environments. In addition to considering the environmental problems, students consider solutions and reasons for optimism. The course can be considered to cover three different areas, although all are interrelated: deforestation, agriculture, and ecotourism. (Bowyer, *Ecuador Program*)

251 Geological and Environmental Issues of South America The different geological and environmental issues that affect South America are numerous. The coastline of western South America lies on a convergent plate margin, resulting in the Andes Mountains, volcanoes, and earthquakes. The Galapagos Islands are hotspots, formed by the movement of the Earth's plates. Thus, the basics behind plate tectonics, earthquakes, volcanoes, and hotspots, as well as the environmental effects, are discussed and examples are visited firsthand. Other important environmental issues such as microclimates, El Niño, farming practices/sustainability (previous and current) and the effects of/on ancient civilizations in the area as well as the ongoing rainforest destruction are also covered. (*Ecuador Program*)

ENV 255 **Latin America, and Ecuador and Peru** in particular, is one of the most biologically and culturally diverse places in the world. In a transect of a few hundred miles, the landscape can change from desert to tropical rainforest, topography jumps from zero to 15,000 feet, and the spoken language from Spanish to Quechua. In this course, we will examine emerging environmental issues that might fundamentally alter the cultural and biological landscape of the region. Topics include the melting of Andean glaciers and changes in El Niño (ENSO) temporal pattern as a result of climate change, infrastructure development across Amazonian forests, rapid urban growth, and ecotourism, among others. We will discuss the evidences of changes, the socio-economic impacts that will inevitably result from those changes and discuss the effectiveness and fairness of policies that try to combine economic development with biodiversity conservation. Field trips to glaciers, Amazon forest, Galapagos Islands, and peri-urban settlements, will provide contextual information and will stimulate discussions about each topic. (Arima, *Ecuador Program*)

300 Senior Integrative Experience The senior integrative experience (SIE) involves a multidisciplinary project or seminar, independent study, or an off-campus internship. Ideally an internship should have both an academic and an experiential component. Students must register for ENV 300 during their senior year even if they are fulfilling this requirement by completing an independent study. A student should discuss the SIE project with his or her adviser, as well as with the faculty member supervising the work if other than the student's adviser. Completion of the senior integrative experience requires preparation of a substantial paper demonstrating integration of all three perspectives of study, and a public presentation at a brown bag seminar. (Staff, *offered each semester*)

301 Group Senior Integrative Experience The group senior integrative experience (SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student's project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation at a brown bag seminar. (Staff, *Fall, offered annually*)

310 Advanced Geographic Information Systems Geographic Information Systems (GIS) modeling capabilities have been used to inform and support decision making in the management of watersheds and parks, in the design of emergency evacuation plans, among others. Advanced GIS will cover a wide range of modeling applications using rasters, including watershed drainage analysis, ecological corridors and least cost path analysis. Students will also be introduced to analytical tools such as spatial data interpolation techniques, point pattern and density analysis, and error assessment. Hands-on experience will be provided through weekly labs and final project. (Arima, *offered annually*)

European Studies

Program Faculty

Catherine Gallouët, French and Francophone Studies, Coordinator
Michael Tinkler, Art, Coordinator
Eugen Baer, Philosophy
Scott Brophy, Philosophy
James Capreedy, Classics
Rob Carson, Classics
Elena Ciletti, Art
Jodi Dean, Political Science
Marie-France Etienne, French and Francophone Studies
Laurence Erussard, English
Maureen Flynn, History
David Galloway, Russian Area Studies
Grant Holly, English
George Joseph, French and Francophone Studies
Matthew Kadane, History
Eric Klaus, German Area Studies
Judith McKinney, Economics
Susanne McNally, History
Cristina Müller, Spanish and Hispanic Studies
Patricia Myers, Music
Carol Oberbrunner, Philosophy
David Ost, Political Science
James Spates, Sociology
David Weiss, English
Kristen Welsh, Russian Area Studies

European Studies provides students with a systematic introduction to European culture, a critique of European mythology and origins from several perspectives, and coherent concentrations at the major and minor level. It is an appropriate field for those interested in international politics, global economies, and the fine and performing arts. Study in Europe is recommended for all European Studies students. Many courses, in consultation with a program adviser, can be counted for the major or minor. Students are encouraged to make connections between this program and courses offered in other departments.

Global Education Programs in Europe

Aix-en-Provence/Avignon, France
Bath, England
Central Europe (Germany, Romania and Hungary)
Copenhagen, Denmark
Galway, Ireland
Geneva, Switzerland
London, England
Maastricht, Netherlands
Madrid, Spain
Norwich, England
Rome, Italy
Tuebingen, Germany

REQUIREMENTS for the MAJOR (B.A.)

interdisciplinary, 11 courses

EUST 101 and 102 (HIST 101 and 105 may be substituted in consultation with an adviser); one European Studies theory course; one European Studies fine or performing arts course; two semesters of a European language at a level appropriate to the student; and five additional courses focused on a single theme in European Studies.

REQUIREMENTS for the MINOR

interdisciplinary, 7 courses

EUST 101 or 102 (HIST 101 or 105 may be substituted in consultation with an adviser); one European Studies theory course; one European Studies fine or performing arts course; one semester of a European language at a level appropriate to the student; three additional courses focused on a single theme in European Studies.

European Studies Courses

In general, courses from any department that focus on European history, literature, art, politics, society, or institutions may count toward European Studies requirements. Thus, for instance, courses on the British novel, on ancient Greek philosophy, or on the Russian economy could count for European Studies, as could courses that analyze trans-European phenomena such as the Renaissance, the Enlightenment, or the European Union. A European Studies adviser may be consulted on whether a particular course counts or not.

Theory Courses

The following is a non-exhaustive, representative list of courses that meet the requirement for a European Studies theory course.

ANTH	205	Race, Class and Ethnicity
ANTH	271	Jobs, Power and Capital
ART	211	Feminism in the Arts
BIDS	200	Dialogues in Critical Social Studies
ECON	212	Environmental Economics
ECON	230	History of Economic Thought
ECON	236	Introduction to Radical Political Economy
ECON	305	Political Economy
ECON	310	Economics and Gender
HIST	102	Modern World
HIST	375	Seminar: Western Civilization and Its Discontents
POL	160	Introduction to Political Theory
POL	265	Modern Political Theory
POL	379	Radical Thought, Left and Right
REL	402	Conflict of Interpretations
SOC	340	Feminist Sociological Theory

Fine and Performing Arts

The following is a non-exhaustive, representative list of courses that meet the requirement for a European studies course in fine and performing arts.

ART	210	Woman as Image and Image Maker
ART	223	The Poetry of Color: Painting in Venice (1470-1600)
ART	226	Northern Renaissance Art
ART	230	The Age of Michelangelo
ART	232	Rococo Art and Architecture
ART	240	European Painting in the 19th Century
ART	250	20th-Century European Art: Reality Remade
ART	256	Art of Russian Revolution
ART	270	First Christian Millennium
ART	303	Roman Art and Politics
ART	333	Contemporary Art
BIDS	298	The Ballets Russes
DAN	210	Dance History I
DAN	212	Dance History II
MUS	130	Beethoven: The Man and His Music
MUS	150	In a Russian Voice
MUS	160	The Symphony
MUS	202	History of Western Art Music: Medieval/Renaissance
MUS	203	History of Western Art Music: Baroque Classical
MUS	204	History of Western Art Music: Romantic Modern
MUS	206	Opera As Drama
RUSE	204	Russian Film

Concentration Requirements in European Studies

Five courses must be organized around a particular theme that should be chosen in consultation with a European Studies adviser. Students are encouraged to pursue genuinely transnational studies, or studies of European institutions and ideas across time. But if a student wishes to concentrate on a particular European society, or a particular period in European history, such concentrations can be accommodated. Concentrations ought to be as multi-disciplinary as possible. Within the five courses that make up the concentration, students are required to select courses from at least three different departments.

Sample Concentrations

The following are examples of the kinds of concentrations students might pursue:

Political Culture in Modern Europe

ART	389	Rococo to Revolution
FRNE	395	Society and Culture of the <i>Ancien Régime</i>
POL	245	Politics of the New Europe
POL	265	Modern Political Theory
WRRH	312	Power and Persuasion: Readings in Rhetoric, Renaissance to Modern

Medieval Europe

ART	270	First Millenium of Christian Art
BIDS	316	The Anglo-Saxons
ENG	228	Comparative Medieval Literature
HIST	234	Medieval History
HIST	250	Medieval Popular Culture

A Case Study in Comparative Development—Russia and France

ECON	146	Russian Economy: From Plan to Market
FRNE	395	Society and Culture of the <i>Ancien Régime</i>
HIST	223	Modern France
HIST	237	Europe Since the War
HIST	260	Peter the Great to 1917

COURSE DESCRIPTIONS

101 Foundations of European Studies I: Antiquity to Renaissance Arising from the conjunction, over time, of ancient Mediterranean peoples with other indigenous groups, the set of cultures known as “European” continues to influence us. Drawing on art, history, literature, music, and philosophy from Greco Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures.

102 Foundations of European Studies II: Early Modern to Postmodern Europe The course explores the structural transformations Europe has undergone since the sixteenth century while assessing critical European engagement with those transformations. Some of the topics covered are: the rise and transformation of the European state system; the Reformation; the development of capitalism and a class society; the origins of democratic liberalism; scientific and technological revolution; the Enlightenment; imperialism and colonization; the development of the modern subject; and Europe in the age of globalization.

Fisher Center

Cedric Johnson, Political Science, Director

The Fisher Center for the Study of Women and Men provides interdisciplinary courses to bring students together to pursue in-depth study of gender issues through the Center's yearly theme. Courses are coordinated with the series' evening lectures and morning roundtables in order to offer students and others the opportunity for sustained conversation around central concerns for contemporary culture. Yearly themes have included globalization, health care, labor, religion and politics. The 2009-2010 theme was Engendering Crisis.

COURSE DESCRIPTIONS

FSCT 200-level **Fisher Center Thematic Courses** Each semester this interdisciplinary course is offered, students and faculty gather to read and reflect on topics associated with the current Fisher Center theme under the direction of the Fisher Center Fellow. Readings are selected from amongst those written by visiting speakers, as well as critical reflection on those writings from alternative perspectives. The course requires attendance at the Fisher Center lecture series as well as the morning seminars. (*Offered occasionally*)

FSCT 300-level **Fisher Center Topics** This interdisciplinary course pursues the Fisher Center yearly theme through the expertise of the Fisher Center Fellow. The course focuses on an aspect of the theme in-depth, offering a thorough understanding of the topics through extensive reading and writing. Courses are cross-listed with other departments or programs as approved on an annual basis.

French and Francophone Studies

Kanate Dahouda, Associate Professor, Chair

Marie-France Etienne, Professor

Catherine Gallouët, Professor

George Joseph, Professor

Thierry Toréa, Instructor

French is one of the most influential languages in the world. It is spoken on five continents. It is one of the two official languages of the European Union, the second language of the United Nations, one of the national languages of Canada and the official language of many African countries. French is also enjoying a renaissance in Francophone areas of the United States. Because of the diversity of French-speaking cultures throughout the world, the French and Francophone Studies department offers integrated courses in language, culture, and literature that reflect this rich diversity.

Departmental instruction is in French (FRE); except for courses offered in English (FRNE). All students studying French are strongly advised to study one semester abroad. The French and Francophone Studies department sponsors language and culture programs in Aix-en-Provence and Avignon in France (every semester) and Saint-Louis in Sénégal (alternate years). Students in these programs receive as many as four departmental credits for courses taken while abroad. These credits can be applied toward a major or a minor in French and Francophone Studies. Students in French and Francophone Studies may also use credits from programs in Geneva, Switzerland; and Hanoi, Vietnam, upon consultation with the chair of French and Francophone Studies. Arrangements for off campus programs are made through the Center for Global Education.

The French and Francophone Studies faculty members contribute courses to many programs including Africana studies, American Studies, Asian studies, comparative literature, European studies, international relations, Media and Society, and Women's Studies. The department faculty members participate in First-Year Seminars, and collaborate with their colleagues in bidisciplinary courses.

The French and Francophone Studies program offers a disciplinary major and a disciplinary minor, an interdisciplinary major and two interdisciplinary minors. The disciplinary major and minor consist entirely of courses from the department. The interdisciplinary concentration in French minor is for students enrolled in language classes at any level and who participate in the French program abroad by making the semester abroad the main multidisciplinary curricular core component.

The interdisciplinary Francophone Studies minor will interest students majoring in such fields as anthropology, archaeology, studio art, art history, history, economics, environmental studies, political science, psychology, education, and women's studies.

REQUIREMENTS FOR THE DISCIPLINARY FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.)

disciplinary, 10 courses

All French courses numbered 226 or above count toward the major. No more than one French/Francophone literature or culture course taken in English may count toward the major. Courses must include: Two FRE 240-level courses (or equivalent); two FRE 250-level courses before the senior year; two FRE 300-level courses, one in the senior year; and three additional French or Francophone language, culture, or literature courses selected in consultation with the adviser. Upon declaring the major, the student may select a French or Francophone area of concentration. When declaring a disciplinary, students will begin a portfolio that they will formally present spring semester of their senior year. This major includes two possible tracks.

REQUIREMENTS FOR THE *TRADITIONS FRANÇAISES* TRACK FOR THE MAJOR (B.A.)

disciplinary, 10 courses

FRE 241, FRE 244, FRE 251, and FRE 252, before the senior year; one Francophone course at the 200- or 300-level; two FRE 300-level French literature courses taught in French, one in the senior year; and three additional FRE electives selected in consultation with the adviser. French majors pursuing this track are strongly encouraged to pursue off-campus study in France.

REQUIREMENTS FOR THE *PARCOURS MUTICULTURELS* TRACK FOR THE MAJOR (B.A.)

disciplinary, 10 courses

FRE 242, FRE 243, FRE 251 or FRE 252, and FRE 253, before the senior year; one French 200- or 300-level course; two departmental 300-level Francophone courses, one in the senior year; and three French and Francophone electives, selected in consultation with the adviser. French majors pursuing this track are strongly encouraged to pursue off-campus study in Sénégal.

REQUIREMENTS FOR THE INTERDISCIPLINARY FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.)

interdisciplinary, 14 courses

The sequence of courses consists of 1) eight departmental courses including two FRE 240-level courses; two FRE 250-level courses to be taken before the senior year; a minimum of two FRE 300-level courses, two French and Francophone electives selected in consultation with the advisor, and 2) six courses from other disciplines chosen in consultation with the advisor. No more than one French/ Francophone literature and culture course taken in English may count toward the major. When declaring an interdisciplinary major, students will begin a portfolio that they will formally present spring semester of their senior year.

REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES MINOR

disciplinary, 6 courses

One FRE 240-level course; one Francophone course at the 200 or 300 level; and one 200 or 300- level French course. At least one of the FRE 200-level courses must be a FRE 250-level course taken before the senior year. Three additional FRE courses in consultation with the adviser. No more than one French/Francophone culture or literature course taught in English may count toward the minor.

REQUIREMENTS FOR THE CONCENTRATION IN FRENCH MINOR

interdisciplinary, 6 courses

This minor combines a semester abroad with courses taken before and after that semester in an uninterrupted sequence. Requirements include one or two courses in French preceding the semester abroad, a semester abroad and four courses in Aix-en-Provence or Saint Louis du Sénégal, or another French department program abroad, and one or two courses upon returning from abroad. The minor may begin at any level of language acquisition, including the 100 level.

REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES MINOR

interdisciplinary, 6 courses

Six courses selected in consultation with the adviser. These courses will include one course at the French 240 level, one course at the French 250 level, the latter to be taken before the senior year; two courses in other disciplines approved by the adviser; and two additional FRE courses approved by the adviser. A semester abroad in Aix en Provence or Avignon, France; Saint-Louis, Sénégal; Geneva, Switzerland; or Hanoi, Vietnam, is strongly recommended.

COURSES IN ENGLISH

FRNE	111	Them and Us: Diversity in Modern France
FRNE	211	Black African Literature: The Quest for Identity
FRNE	213	Vietnamese Literature in Translation
FRNE	215	Existentialist Journeys
FRNE	218	Memory, Culture and Identity in French Caribbean Literatures
FRNE	219	Beyond Colonialism: North African Cinema and Literatures
FRNE	255	Modern French Theater
FRNE	311	Feudal Women in France, Vietnam and Japan
FRNE	341	<i>Boulevard Saint-Germain: Beauvoir, Sartre, and Camus</i>
FRNE	395	Race, Society and Culture in the <i>Ancien Régime</i>

COURSES IN FRENCH

Language Acquisition

Level I: Fundamentals Language Skills

FRE	101	Beginning French I
FRE	105	Beginning French II

Level II: Advanced Language Skills

FRE	226	French in Review I: <i>Parler et comprendre</i>
FRE	227	French in Review II: <i>Lire et écrire</i>

Culture and Literature**Level III: Introduction to Culture and Literature**

FRE	230	Senegal: An Orientation
FRE	241	<i>Prises de Vues</i> : Introduction to Contemporary France
FRE	242	Introduction to Québec Studies
FRE	243	Introduction to Francophone Cultures
FRE	244	Le Midi de la France
FRE	251	Introduction to Literature I: <i>Mystics, Friends, and Lovers</i>
FRE	252	Introduction to Literature II: <i>Que sais-je?</i>
FRE	253	Introduction to Literature III: <i>Paris-Outre-mer</i>

Level IV: Advanced

FRE	351	Francophone African Fiction
FRE	352	North African Literature: Narrative of Dissent and the Search for Identity
FRE	353	Vietnamese Voices: Language of Exile
FRE	355	Francophone Caribbean Literatures
FRE	364	<i>Voix Lyriques</i> : from Baudelaire to Surrealism
FRE	380	<i>Images de Femmes</i>
FRE	382	French Theater
FRE	383	Topics in Middle-Ages and XVIth century
FRE	384	Topics in XVIIth and XVIIIth century
FRE	385	Topics in XIXth and XXth century

CROSSLISTED COURSES (INTERDISCIPLINARY MAJOR AND MINOR)

AFS	309	Black Cinema
AFS	310	Black Images/White Myths
AFS	461	Experience of Race
ANTH	110	Introduction to Cultural Anthropology
ARTH	110	Visual Culture
ARCH	310	Early Modern Architecture
ARCH	311	Modern Architecture
ARTH	232	Rococo Art and Architecture
ARTH	255	French Roots of Modernism
ARTH	389	Rococo to Revolution
BIDS	291	Medieval Art and Literature
BIDS	298	The Ballets Russes: Modernism and the Arts
DAN	210	Dance History I
ECON	233	Comparative Economics
ECON	311	Economics of Immigration
ENG	217	Chaucer
ENG	228	Medieval Comparative Literature
ENG	246	Globalism and Literature
ENG	249	The 18th-Century Novel
ENG	302	Post-Structuralist Literary Theory
ENG	318	Body, Memory, and Representation
ENG	330	Male Heroism in the Middle Ages
HIST	103	Revolutionary Europe
HIST	223	Modern France
HIST	234	Medieval History
HIST	237	Europe since the War
HIST	264	Modern European City
HIST	325	Medicine and Public Health in Modern Europe
HIST	250	Medieval Popular Culture

HIST	253	Renaissance and Reformation
HIST	301	The Enlightenment
HIST	318	Making of the Individualist Self
HIST	375	Seminar: Western Civilization and its Discontents
LTAM	222	Caribbean Literature and Politics
MUS	203	Baroque and Classical Music
MUS	204	Romantic and Modern
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	372	Early Modern Philosophy
POL	140	Introduction to Comparative World Politics
POL	245	Politics of the New Europe
POL	248	Politics of Development
POL	249	Protest Politics in Comparative Perspective
POL	258	Middle East Politics
POL	297	America and Europe
REL	257	What's Love Got to Do with It?
REL	313	Religious Language
REL	318	Postcolonial Theologies
REL	271	The History and Impact of the Holocaust
SOC	221	Sociology of Minorities
SOC	233	Women in the Third World
WMST	100	Introduction to Women's Studies

COURSES TAUGHT IN ENGLISH (FRNE)

111 Them and Us: Diversity in Modern France This course is an introduction to the problematic of the Other in contemporary France. The principles on which this civil society is organized are analyzed, particularly those based on the 1789 *Declaration of the rights of men*. The course seeks to analyze what becomes of these principles today in the face of growing resentment against immigration and a crisis of national identity. The course begins with a short introduction to the 1789 revolution, which established the basic principles of the modern French state. Reflections on the French colonial experience in Algeria and its legacy in contemporary France serve as an introduction to the immigration question today. (Gallouët, *Spring, offered occasionally*) Typical readings: Ben Jelloun, Cardinal, Cohen, Charref, Memmi, Sebbar

211 Black African Literature: The Quest for Identity An introduction to both oral and written forms of expressions from Black Africa. This course considers how writers and bards seek to create an identity for their societies and themselves in face of pressures not only from foreign cultures, but also from within their own societies. (Joseph, *offered occasionally*) Typical readings: Sundiata, Wolof oral poetry, Camara Laye, Ousmane Sembène, Chinua Achebe, Ngugi, Emecheta, Gordimer, Wickham, Head

213 Vietnamese Literature In this course students listen to the voices of dissidence and read texts as an expression of a culture in which politics and literature are intertwined, reading texts from Vietnamese writers living in Vietnam, or in exile in America and Australia. Prerequisite: open to all, but recommended for sophomores, and beyond. (Etienne, *offered occasionally*) Typical readings: Duong, Thu Huong, Nguyen Du, Nguyen Huy Thiep, Thich Nhat Hanh, Ho Xuan Huong

215 Existentialist Journeys Modern Francophone African films and fictions, inspired by existentialist literature of political commitment, portray individuals in quest for identity, but the endpoint of their journeys remains elusive and problematic as they wrestle with the alienating effects of colonialism and post-colonialism. Do Francophone African writers and filmmakers renew European forms of the novel and film? What remains for Existentialist writers to learn from such journeys? Are existentialist portrayals of Africans truly free of the very racist and Eurocentric stereotypes that the existentialists themselves decry? (Joseph, *offered occasionally*)

218 Memory, Culture and Identity In French Caribbean Literatures This course offers students windows into Francophone Caribbean culture and society as a literary construction. We analyze the dynamic of identity and memory through a study of Caribbean literary movements, from the colonial period to the post-colonial time. Topics include violence and exile and identity; the search for Africa and metaphors of origin; gender, race, memory, and the practice of Diaspora. (Dahouda, *offered occasionally*) Typical readings: Césaire, Damas, Fanon, Condé, Ollivier, Zobel, Danticat

219 Beyond Colonialism: North African Cinema and Literature Between North and South, Mediterranean and continental Africa, with a rich 2,000-year history, Francophone North Africa (Algeria, Morocco, and Tunisia), faces many challenges: national, tribal, linguistic, gender and personal identities, the various faces of Islam, tradition and modernity. Students are introduced to the North African Maghreb, its cultural landscape, its history, its people, through various cultural productions. These will include contemporary North African cinema, with particular emphasis on Tunisian films by women, fiction by Algerian and Moroccan authors such as Djébar, Bey, Kadra, Chraïbi, Ben Jelloun, among others. Prerequisite: open to all, but recommended for sophomores and beyond. This course is cross-listed with Africana Studies, and Media and Society; it should be of interest to students of Comparative Literature, History, and Political Science. (Gallouët, *offered alternate years*)

255 Modern French Theater This course introduces students to Modern French Theatre and to the new dramatic forms that appear in the course of the 20th century. The focus is on the revolution that takes place in the performing and visual arts and gives birth to Modern French Theatre. Students learn to analyze the dramatic text and the performance onstage and investigate the relationships between culture, society and theatre. (Etienne, *offered occasionally*) Typical readings: Ionesco, Beckett, Genet, Anouilh, Sartre

311 Feudal Woman in France, Vietnam and Japan This course focuses on the role played by women in the shaping of tradition and culture in medieval France, Vietnam and Japan. Prerequisite: Open to all, but recommended for sophomores and beyond. For French majors: FRE 251 and FRE 252, or permission of the instructor. (Etienne, *offered occasionally*) Typical readings: Countess of Dia, Lady Musaraki, Sei Shonagon, Nguyen Du, Ho Xuan Huong

341 Boulevard Saint-Germain: Beauvoir, Sartre and Camus The Western imagination of the 20th century has evolved in response to, and in spite of, the major traumas of two world wars and their aftermath. This course examines how the particular conceptions of the universe, deriving from the stark realities of a war-torn continent, were formulated in the fictional writing of de Beauvoir, Sartre and Camus, the three voices that resonated with the deepest chords of a wounded nation, continent, world. (Joseph, *offered occasionally*)

351 Francophone African Fiction A study of the origins of Francophone African fiction in both French European and African oral traditions. It includes fragmentation of traditional models of identity in both men and women and the call for both master and slave to embrace a new freedom. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Joseph, *offered occasionally*) Typical readings: Soundjata, Diop, Kane, Kourouma, Laye, Oyono, Sembène

395 Race, Society and Culture of the Ancien Régime The goal of the course is to become familiarized with various cultural productions of XVIIIth century pre-revolutionary France, to acquire understanding how the representation of race evolved in a cultural context reflecting society's political and economical agendas, and to appreciate the impact of race representation on society. Special attention is given to the construction of race in visual representations from travel narratives, illustrations, and paintings, as well as textual representations in fiction and in the writings of the Philosophes. This course is cross-listed with Africana Studies, and Media and Society; it should be of interest to students of Art, Comparative Literature, History, and Political Science. Prerequisite: open to all, but recommended for sophomores and beyond. (Gallouët, *offered alternate years*)

COURSES TAUGHT IN FRENCH (FRE)

101 Beginning French I *For students with no French experience.* This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. It is open only to students with no prior experience in French, or students who have been placed in FRE 101, or students who have permission of the instructor. (*Offered every semester*)

105 Beginning French II *For students who had French I in 12th grade.* This course offers qualified students the opportunity to review and complete the elementary sequence of language acquisition. Students learn the fundamentals of the French language (speaking, listening, writing, and reading). Instruction and practice rely heavily on technological tools such as CDs, computerized drilling exercises, and interactive Web activities. Weekly laboratory is mandatory. First-year students are placed in the class after examination of their high school records; other students may enroll with permission of the instructor. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 101 or equivalent. (*Offered every semester*)

120 Intermediate French I *For students who had FRE III in 11th grade or FRE II in 12th grade.* This course offers qualified students the opportunity to review all the fundamentals of the French language (speaking, listening, writing, and reading). The course will also explore French and Francophone culture, art and literature through short readings. First-year students are placed in the class after examination of their high-school records; other students can enroll if they meet the requirements, or with permission of the instructor. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 101 and 105 or equivalent. (*Offered every semester*)

130 Intermediate French II *For students who had FRE IV in 11th grade or FRE III in 12th grade.* This course offers qualified students the opportunity to reinforce all the fundamentals of the French language. Students work with the interactive DVD *Jules et Jim* to practice oral/aural skills as well as review fundamentals of French grammar. *Jules et Jim* also gives students a unique window on French culture including art, history, literature, and cinema. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 120 or equivalent, or permission of the instructor. (*Offered every semester*)

226 French in Review I: Parler et Comprendre *For students who had FRE IV in 12th grade.* This course offers a complete grammar review while emphasizing aural and speaking skills to prepare students for advanced courses. All grammatical concepts are reviewed to form a firm foundation for all advanced French classes. The course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 130 or the equivalent. (*Offered every semester*)

227 French in Review II: Lire et écrire. *For students who had FRE V (or more) in 12th grade.* This is an advanced language course in which students learn nuances of French grammar and stylistics through reading, and various writing exercises. This course continues to review the fundamentals of grammar while emphasizing the skills of reading and writing. The course will guide the students through cultural and literary texts of increasing difficulty and help them develop strategies for reading texts in French. These strategies will lead to understanding of vocabulary through the use of lexical resources (dictionaries and web materials), understanding of grammatical syntax, and ability to identify writing strategies in written texts using stylistic analysis. Class includes two mandatory labs per week. Prerequisite: FRE 226 or permission of instructor. (*Offered every semester*)

230 Sénégal: An Orientation This course provides an introduction to the people, land, and culture of Sénégal for students planning to go on the Sénégal program. It includes an introduction to Sénégalese history, religion, economics, manners and customs, arts and crafts, food, sports, geography, wildlife, and vegetation. Students touch on issues of health and safe traveling. There is extensive viewing of slides and videotapes. Prerequisite French 125 (Joseph)

241 Prises de vues: Introduction to Contemporary France This course seeks to analyze contemporary French culture through its representation in films and the media. Major trends examined include youth, education, immigration, women in society, and the political system. Students pursue a research topic of their choice and submit a portfolio at the end of the semester. The course includes a required laboratory to screen a film every Tuesday night. Students improve their language skills through readings discussions, written weekly film reviews and papers on relevant topics, and oral presentations on relevant topics. This course is highly recommended for students planning a term in France. This course is cross-listed with Media and Society. Prerequisites: FRE 227 or equivalent or permission of the instructor. (Gallouet) Typical readings: Edminton, *la France contemporaine*, and weekly films such as Kassowitz's *La Haine*, Chatiliez's *La vie est un long fleuve tranquille*, Jeunet's *Le fabuleux destin d'Amélie Poulain*, Cantet's *Entre les murs* and Kechich's *La graine et le mullet*.

242 Introduction to Québec Studies This course seeks to examine various aspects of the French Canadian culture of the Province of Quebec in its social, literary, and ideological expressions, as well as in its political and historical contexts. It offers students an understanding of contemporary issues, such as colonialism, post-modernity, the Quiet Revolution, language and politics, feminist movements, the dynamics of identity, immigration, and the new nationalism. Students will also consider Québec's relations with France and the USA in the context of globalization. While exploring a new socio-cultural space, students will improve their French language skills through readings, discussions, film reviews, and papers on relevant topics. Prerequisite: FRE 227 or permission of the instructor. (Dahouda) Typical readings: Lacombe, Roy, Miron, Gagnon, Ollivier, Vallières, Nepveu, Bouchard.

243 Introduction to Francophone Cultures This course seeks to introduce the variations of French and the variety of cultures in the Francophone to the world. Students are introduced to the concept of *francophonie*, its ideological and political meaning as well as its cultural and literary expressions. Students discover the unity and the diversity of French-speaking countries. They explore contemporary issues in these countries, and discuss the relations of the Francophone world with France and the U.S. in the context of globalization. The goal of this course is not simply to acquaint students with issues and realities around the Francophone world, but to provide them with a broader cultural and intercultural perspective. Students improve their French through readings, discussions, weekly film reviews, and papers on relevant topics. Prerequisite: FRE 227 or equivalent or permission of the instructor. (Dahouda, *offered alternate years*) Typical readings: selections from journal articles, newspapers, books and Web materials dealing with current events related themes examined in class.

244 Le Midi de la France In this course, we concentrate on Provence with incursions into the wider Occitanie region. The historian Fernand Braudel writes that “France is diversity... it is not only an appearance, a way of speaking, but a concrete reality, the triumph of plurality, heterogeneity, of something never really seen elsewhere...of something always different...” Similarly throughout its history, Provence has been shaped by a constant flux of immigrants. Its luminous landscape reflects this diversity from rugged and dry terrains (the garrigues) to mountains and the Mediterranean coast. Provence has been the site of many political and religious upheavals which are embedded in its cities and landscapes. It is difficult to look at Provence without “seeing” its history unfold. Since medieval times, poets, writers and artists have been inspired by its landscapes. We will look at the history, language, literature, and arts of Provence by following different itineraries marked by cities such as Arles, Marseilles, Avignon, Aix-en-Provence. We will study its rich folklore and traditions, and taste its fragrant cuisine...Prerequisites: FRE 227 or equivalent or permission of the instructor. (Etienne, *offered alternate years*) Typical readings: *History of Provence*, Troubadours, Daudet, Mistral, Giono, Pagnol, Mauron. Films: *La Gloire de mon pere*, *Jean de Florette*, *Marius et Jeanette*.

251 Introduction to Literature I: Mystics, Friends and Lovers The conventions governing erotic love and passion in Europe were first formulated by the troubadours in Southern France. This course traces the evolution of passionate love from the Middle Ages to the Present, and analyzes its connections with mystical love. We will also study other traditions of love such as marital love and friendship. Prerequisite: Any of 241, 242, 243, 244 or permission of the instructor. (Etienne)

252 Introduction to Literature II: Que sais je? This course is an introduction to literary discourse and a study of essays by significant authors who have shaped French thought from the Renaissance to the present. The question ‘Que sais-je?’ is an epistemological question, that is, a question about knowledge. What we know, or think we know, shapes our vision of the world, and who we are. The subject determines the object of knowledge. We pay particular attention to the subject, the “je” of the question. We consider the subject’s position before the unknown, and the other. Our journey, beginning with Montaigne’s question about identity will lead naturally to analysis of contemporary Western attitude toward others. Prerequisite: Any one of FRE 241, 242, 243, 244 or permission of the instructor. (Gallouët) Typical readings: selections from Montaigne, Descartes, Voltaire, Rousseau, Camus, de Beauvoir, 1789 *Déclaration des droits de l’homme et du citoyen*.

253 Introduction to Literature III: Paris-outr-mer Depending on the instructor, this course follows various trajectories between Paris and Francophone countries and regions around the world. Students listen to voices in French from outside France. Paris is considered a starting point, rather than the center of Francophone cultures. Special attention is given to the ambiguous love-hate relations between France and other Francophone countries. This course teaches *explication de texte*, the French approach to reading literary and other cultural texts. Prerequisite: Any one of FRE 241, 242, 243, 244 or permission of the instructor. (Joseph) Typical readings: selections from Camus, Cesaire, Djébar, Pham Duy Khiem, Montaigne, Montesquieu, Duras, Senghor, Kourouma, Maalouf.

351 Francophone African Fictions A study of the origins of Francophone African fiction in both French European and African traditions. It includes fragmentation of traditional models of identity in both men and women and the call for both master and slave to embrace a new freedom. Prerequisite: FRE 253 and one of the FRE 251, FRE 252, or permission of the instructor. (Joseph) Typical readings: Soundjata, Diop, Kourouma, Laye, Sembene, Bâ.

352 North African Literature: Narratives of Dissent and the Search for Identity This course introduces narrative fiction from North Africa written in French. Students study the rise of Francophone narratives against colonialism and analyze their development into the national literatures of Morocco, Tunisia, and Algeria. Paying particular attention to issues of gender, language, and religion, students analyze how these narratives of dissent evolve into fiction constructing

individual and national identities. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Gallouët) Typical readings: Fanon, Jelloun, Chraïbi, Djébar, Mimouni, Yacine, Bey, Khadra.

353 Vietnamese Voices: Language of Exile This course concentrates on Vietnamese writers who chose to write in the language of the oppressor during the colonial occupation, and on contemporary writers living in France. In both cases, language (French) becomes the location of exile and the literary text is the site of alienation. Students also read texts about Indochina written by French writers in Vietnam. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Étienne) Typical readings: Pham, Van Ky, Pham Duy Khiem, Van Tung, Le, Loti, Claudel.

355 Francophone Caribbean Identities This course deals with ways in which Francophone Caribbean writers represent their society in a context of deep alienations, and how they try to reinvent themselves and their community through the diversity of their unique culture and humanity. Students improve their cultural and language skills by discussing these major topics: memory, diaspora, and the quest for identity; race, gender and assimilation; language, aesthetics, and ideology. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Dahouda) Typical readings: Césaire, Fanon, Dépestre, Zobel, Condé, Danticat ; Glissant, Schwartz-Bart, Chamoiseau.

364 Voix Lyriques In this course, students participate in the metamorphoses of the world through in depth analysis of poems. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne) Typical readings: Baudelaire, Rimbaud, Mallarmé, Valéry, Breton, Eluard, Apollinaire.

380 Images de Femmes Mother or lover, sorceress or goddess, redeemer or temptress—she often is a path toward the divine and often brings total destruction. This course studies recurrent literary images of the feminine and explores the mythical and mystical dimensions of these images. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne) Typical readings: *Malleus Maleficarum* et Nerval, Gautier, Baudelaire, Cocteau.

382 Advanced Topics in French Literature: French Theater In this course, students read and analyze plays from Molière to the present time. A play must be spoken, heard, and visualized—so an important part of the course is devoted to the creative interpretation of selected scenes that are presented on stage toward the end of the term. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne) Typical readings: Molière, Marivaux, Hugo, Sartre, Beckett, Racine.

383 Topics in Middle Ages and XVth Renaissance Topics include Medieval epic and romance, Medieval and Renaissance lyric poetry, Montaigne, Rabelais, the Pléiade, Women in the French Renaissance. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Joseph)

384 Topics in XVIIth and XVIIIth century Topics include From d'Artagnan to the Sun King: Power and Culture in the XVIIth century; Epistolary Narratives; Representations of the Other in the *Ancien Régime*; *The French Enlightenment and Diderot's Encyclopédie*, Marivaux. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Gallouët)

385 Topics in XIXth and XXth century Topics might include an analysis of gender, class and race in short stories, and novels by Stendahl, Flaubert, Zola, women's writings of the XXth century, as well as a study of poets such as Nerval, Claudel, Bonnefoy and Saint -John Perse and Victor Segalen. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne)

450 Independent Study

495 Honors

Geoscience

Nan Crystal Arens, Ph.D.; Associate Professor

Tara Curtin, Ph.D.; Associate Professor

John D. Halfman, Ph.D.; Professor, Department Chair

David C. Kendrick, Ph.D.; Adjunct Assistant Professor

Neil F. Laird, Ph.D.; Assistant Professor

D. Brooks McKinney, Ph.D.; Professor

Geoscience is the study of our planet, its rocks, oceans and atmosphere. Many people find a deep personal satisfaction in better understanding our planet and its history, but there are also important practical applications. Geoscientists use their expertise to monitor changes in the environment, to predict and evaluate how human activities may contribute to environmental change, and to manage Earth's resources. The study of geoscience provides strong preparation for a variety of careers in government, industry and academia, including environmental consulting, natural resource management, environmental law, petroleum exploration, science teaching, science journalism, and research in geology, oceanography, climatology and meteorology.

The geoscience department offers courses in geology, Earth history, geochemistry, oceanography, meteorology, environmental geology, hydrology and paleontology. In addition to taking formal courses, most geoscience students undertake undergraduate research during their junior and/or senior year. Our instruction and research are strongly augmented by field data, some of which are acquired on the Colleges' 65-foot research vessel, *The William Scandling*.

The department offers two disciplinary majors, a B.A. and B.S., and a disciplinary minor. Courses in other departments designed for non-majors that do not count toward a major in that department cannot normally be counted toward a geoscience degree. Only those courses in which a student has obtained a grade of C- or better will be credited toward a geoscience major or minor. Only two courses transferred from another institution may count toward the major unless the student has previously been matriculated at another institution. Credit/no credit options cannot be used for departmental or cognate courses counted for the major or minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

GEO 170 and ENV 170; two courses from the "Fluid Earth" courses, two courses from the "Solid Earth" courses; two additional geoscience courses; CHEM 110; MATH 130; and two additional courses in geoscience, biology, chemistry, computer science, mathematics or physics. Only two 100-level geoscience courses can count toward the B.A.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

GEO 170 and ENV 170; two courses from the "Fluid Earth" courses, two courses from the "Solid Earth" courses; three additional geoscience courses; CHEM 110; CHEM 280; MATH 130; MATH 131; PHYS 140 or PHYS 150; and one additional course in geoscience, biology, chemistry, computer science, mathematics or physics. Only two 100-level geoscience courses can count toward the B.S.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Four geoscience courses where ENV 170 may substitute for a geoscience course; and one additional course in geoscience, biology, chemistry, computer science, mathematics or physics. Only two 100-level geoscience courses can count toward the minor.

Fluid Earth Courses

GEO	210	Environmental Hydrology
GEO	260	Meteorology
GEO	270	Paleoclimatology
GEO	280	Aqueous and Environmental Geochemistry
GEO	330	Limnology
GEO	360	Applied Climatology

Solid Earth Courses

GEO	220	Geomorphology
GEO	230	Problems in Earth History
GEO	240	Mineralogy
GEO	290	Paleontology
GEO	320	Sediments and Sedimentary Rocks
GEO	340	Petrology
GEO	370	Structural Geology

Crosslisted Courses

ENV	170	The Fluid Earth
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COURSE DESCRIPTIONS

140 Intro to Environmental Geology Understanding the risks associated with natural hazards such as earthquakes, volcanoes, landslides, droughts and floods, and conversely sustainably managing important resources such as energy, minerals, wetlands, coastal areas and fresh water supplies demands an understanding of fundamental geologic principles, materials and processes.

150 Geoscience Topics These courses introduce the Earth sciences through in-depth exploration of a particular scientific question or geoscience related issue. In-class laboratory exercises and mandatory field trips and/or occasional labs outside of regular class meetings provide exposure to scientific inquiry and methodology. These courses allow students with a general interest in science or science students early in their careers to experience scientific inquiry.

- **Geology of Mars** For centuries Mars has fascinated astronomers, writers, artists, philosophers and geologists. More than most others, this solar system neighbor seems somehow familiar, but very different at the same time. We will use Earth as a model to explore these similarities and differences. In particular, we will compare internal structure, tectonics, rock cycle, hydrologic cycle, sedimentary processes, glacial processes, atmospheric evolution, history and potential for life, past and present. We will explore these issues through reading and writing in the primary scientific literature, hands-on projects, individual research, presentations and a group project that will design the science pack for a hypothetical robotic rover mission. (*Arens, offered occasionally*)

- **Geology of New York** Titanic collisions shoulder up jagged mountains while volcanoes pour ash into the sky. Warm, tropical seas lap against colorful reefs. Dinosaurs lope by, leaving footprints on the lakeshore. Mile-thick glaciers grind across the landscape. The rocks in New York record all these events – for those who know how to look. This course explores the billion-year history of New York State through a combination of lecture, reading the primary scientific literature, group projects, and intensive writing practice. Mandatory weekend field trips are a critical component of this course. (*Kendrick, offered occasionally*)

160 Weather and Climate The influence of weather and climate affect our daily activities, our leisure hours, transportation, commerce, agriculture, and nearly every aspect of our lives. This course will introduce many of the fundamental aspects of the atmosphere needed to understand severe weather and factors influencing climate, such as the thermal and moisture properties of the atmosphere, the Jet stream, large-scale pressure systems and fronts. Using these fundamentals, students will then explore a variety of severe weather types such as hurricanes, tornadoes, snowstorms, ice storms, and floods, to develop an understanding of the elements of weather and climate that are most important to society. (*Laird, annually*)

170 The Solid Earth This course explores the form and function of the solid Earth, using plate tectonics as its central theme. From this framework, students explore rocks and minerals, volcanoes, earthquakes, the rise and fall of mountains, the origin and fate of sediments, the structure of our landscape, and geologic time. Students discuss geological resources such as minerals, petroleum and energy. The course emphasizes how humans interact with Earth processes and, in some cases, alter them. Approximately one third of the laboratory work is in the field and one mandatory weekend field trip may be required. No prerequisites; however, this course is a prerequisite for many geoscience courses. (*Arens, Kendrick or McKinney, offered each semester*)

210 Environmental Hydrology “All the rivers run into the ocean; yet the sea is not full; unto the place from whence the rivers come, thither they return again” (Ecclesiastes 1:7-8). Hydrology is the study of water at or near the surface of the Earth. Modern society’s demand for water from surface and groundwater sources to feed industrial, agricultural, municipal, recreational and other uses typically outstrips the supply, which has become increasingly scarce due to the environmental degradation of existing water resources by the disposal of wastes. Thus no other discipline in the geological sciences has experienced such an explosion of interest and growth in recent years. This course investigates the physical properties of water, the hydrologic cycle, surface and groundwater processes, water quality issues, and other environmental concerns focusing on the quantitative aspects of hydrology. Project-based laboratories are mostly done in the field and analyzing/modeling data in the lab. Prerequisites: CHEM 280, GEO 170 and ENV 170, or permission of instructor. (Staff, *Spring, offered occasionally*)

220 Geomorphology We live on the thin surface of the earth, which is the interface between the lithosphere, biosphere, hydrosphere, and atmosphere. Geomorphology is the study of how these “spheres” interact and form the landscapes we see around us. Through both descriptive and quantitative analysis, we will assess the scales and rates at which surface processes occur. Exploring the connection between modern processes and modern deposits is essential to deciphering the geologic record. We will explore the link between process, landform and deposit. We will evaluate fluvial, glacial, slope, eolian, weathering, and karst processes and the landforms that they produce and the deposits that are left behind. An understanding of surficial processes is critical to understanding the interaction of humans and their environment. Weekend field trips will be required. Prerequisites: Geo 170 & Env 170. (Curtin, *Fall, offered alternate years*)

230 Problems in Earth History This course develops the methods by which the Earth’s history is deciphered. It looks at tectonics, sedimentary rocks and their structures, fossils and the fossil record, organic evolution, climate evolution, and various ways of delineating geologic time, using careful analysis of key moments from Earth’s past. Laboratory work is centered on analysis of maps, structures, facies, and stratigraphy. Students will read and write extensively in the primary scientific literature. Mandatory weekend field trips are required. Prerequisite: GEO 170 or permission of the instructor. (Arens, *Fall, offered annually*)

240 Mineralogy Mineralogy is the study of the structure, chemistry, and origin of minerals. Since minerals are the basic components of all rocks and sediments and are commonly in chemical equilibrium with natural waters, an understanding of minerals is crucial to many fields in geoscience. This course introduces students to the chemical and physical properties of minerals, their occurrence in rocks, and their economic uses. It also familiarizes students with some of the most important minerals and the techniques used in their identification and characterization. Techniques covered include crystallographic, X-ray, spectroscopic, and optical microscopy. Laboratory. Prerequisites: GEO 170 and CHEM 110 (or concurrent enrollment). (McKinney, *offered annually*)

260 Meteorology This course examines the fundamental processes responsible for the characteristics and development of weather systems. Students explore the characteristics and circulations of the atmosphere by examining topics such as atmospheric radiation and physics, thermodynamics, and dynamics. Additional topics covered in the course include the use of radar and satellite systems and several aspects of weather forecasting. Prerequisite: GEO 160, MATH 130, and PHYS 140 or PHYS 150; or permission of instructor. (Laird, *offered annually*)

270 Paleoclimatology Paleoclimatology is the study of climate prior to the period of instrumentation. Understanding how and why climate changes is important for interpreting the geologic record and evaluating contemporary climate change. After an overview of Earth’s modern ocean-atmosphere system and energy balance is presented, dating methods and techniques for reconstructing past climates are discussed. Field and lab projects may include working with existing paleoclimate datasets in addition to collecting and interpreting archives of climate change such as tree rings, bog and lake cores, and speleothems from the local area. Note: There are required weekend field trips. Prerequisites GEO 170 and ENV 170; or permission of instructor. (Curtin, *offered annually*)

280 Aqueous and Environmental Geochemistry Aqueous fluids are the agents of geologic change. They initiate and control many geologic processes because they are ubiquitous, mobile and chemically reactive. Chemical interaction between fluids and rock, soil, or aerosols have a direct bearing on topics such as acid deposition, drinking water quality, acid mine drainage, and the chemical evolution of the hydrologic cycle. Students examine the chemical and geological processes that govern the concentration levels of dissolved substances in aqueous systems. Projects completed during lecture and lab will emphasize the collection and analysis of surface or near surface waters and the interpretation and presentation of data. Note: There will be required weekend field trips. Prerequisites: GEO 170 and ENV 170, CHEM 280 or by permission of the instructor. (Curtin, *Spring, offered alternate years*)

290 Paleontology This course examines the fossil record from the perspective of the questions that can be asked of it. How do fossils contribute to understanding patterns of evolution? What large-scale patterns of biological diversity are seen only from the vantage point of fossils? How does form give clues to function? What can be learned about Earth's past climates and environments from fossils? How do fossils tell time in the geologic record? The class answers these questions through a detailed study of the fossils themselves. (Arens or Kendrick, *offered alternate years*)

320 Sediments and Sedimentary Rocks Sediments and sedimentary rocks are the most common of the geologic materials on the Earth's surface. Found in them are many of the raw materials used in our industrial society, the record of life in the past and the record of ancient environmental change. Laboratories involve the description, classification, correlation, and interpretation of sediments and sedimentary rocks. Weekend field trips required. Prerequisite: GEO 170. (Curtin, *offered alternate years*)

330 Limnology Limnology is the study of lakes from a chemical, biological, physical, and geological perspective. Topics include the thermal structure of lakes, lake optics, dissolved gases, biological nutrients, trace elements, plankton populations, food-chain dynamics, estuaries, and the origin and nature of lake basins. Freshwater and marine systems are contrasted, with Seneca Lake serving as an example of the former. The roles of planktonic life, input from rivers, and thermal stratification on the chemistry of Seneca Lake are explored. Special emphasis is placed on biological nutrient dynamics and environmental concerns. Weekly laboratories and a few weekend day-trips are conducted on Seneca Lake aboard *The William Scandling*, and selected Finger Lakes aboard the *JB Snow*. Prerequisites: CHEM 280, GEO 170 and ENV 170, or permission of instructor (Halfman, *Fall, offered annually*)

340 Petrology Petrology deals with the description, classification, and origin of rocks. Although the subject encompasses all classes of rocks, this course focuses principally on igneous and metamorphic rocks. Topics include the mineralogical and chemical makeup of the common rock types, crystal growth, and equilibrium in magmatic and metamorphic environments, the application of experimental studies to the interpretation of igneous and metamorphic rocks, and the origin of magmas. Laboratory work emphasizes the systematic description of rocks in hand specimen and thin section, and the interpretation of origin from mineralogy and texture. Laboratory and one extended field trip. Prerequisite: GEO 240. CHEM 280 is also recommended. (McKinney, *offered alternate years*)

360 Applied Climatology Climatology is the study of the modern variations in climate and the parameters important for this variability. Understanding the modern climate is critically linked to all areas of Geoscience and provides an important bridge between the study of weather (Meteorology) and past climates (Paleoclimatology). This course examines the physical characteristics, processes and controlling mechanisms of Earth's climate system and the patterns of its change across both space and time. Fundamentals of Earth's atmosphere will be covered with a focus on global climate, and regional climates. Students will develop and strengthen analytical skills through building or enhancing a foundation in statistics; analyze and interpret climate data; and examine the relationship of climatic conditions to physical, biological, and human environments. Prerequisite: GEO 160 (Severe Weather) or ENV 170 (Laird, *Fall, offered alternate years*)

370 Structural Geology Structural geology is the study of the deformed rocks that mark areas of present or past crustal movement, chiefly the Earth's mountain belts. Its basic tasks are the recognition, representation, and genetic interpretation of a variety of rock structures. These structures range from microscopically deformed mineral grains to entire mountain belts. Major goals of the course include the visualization of rock geometries and structures from maps and cross sections, and the interpretation of these structures in terms of rock deformation processes. Field observations and mapping of deformed rocks constitute an important part of the course. Laboratory with two extended field trips. Prerequisite: GEO 170. (McKinney, *offered alternate years*)

450 Independent Study

495 Honors

German Area Studies

Program Faculty

Eric Klaus, German, Coordinator
Mihaela Pretrescu, German
Eugen Baer, Philosophy
Jodi Dean, Political Science
Derek Linton, History
Patricia Ann Myers, Music

The demands of the 21st century require future leaders to cultivate an awareness and appreciation of cultural differences and the ability to negotiate those differences in successful and productive ways. To this end, the German Area Studies Program focuses on training learners in translinguistic and transcultural competence. The skills leading to this competence include: to function as informed and capable interlocutors with educated native speakers in the target language; to reflect on the world and themselves through the lens of another language and culture; to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans – as members of a specific culture; to learn to relate to other members of their own society who speak another language other than English. Instruction at all levels fosters the following skill sets: functional language abilities, critical language awareness, interpretation and translation, historical and political consciousness, social sensibility and aesthetic perception.

With translinguistic and transcultural competence as guiding principles, the program offers both a disciplinary and interdisciplinary minor. The minor requirements stress both thorough linguistic and cultural instruction to ensure that students develop the competency and skill sets described above.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

The disciplinary minor in German area studies is comprised of six courses originating from the German curriculum. Students wishing to complete a disciplinary minor in German area studies must take three semesters of German language beyond GERM 102 and three courses in German literature and culture. One of these culture courses may be a GERE course (German culture taught in English), while the other culture courses must be upper-level German courses. Appropriate classes for this second requirement include GERM 340, GERM 341, GERM 370, or GERM 371.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

The interdisciplinary minor in German area studies is made up of six courses: three required courses and three electives. The required courses would originate from the German curriculum. Students choosing an interdisciplinary minor in German area studies must take at least two semesters of German language beyond GERM 102. Moreover, students are required to take Introduction to German Area Studies I. Beyond these courses, students are expected to take three electives. These electives should reflect the three areas of inquiry, namely cultural legacies, historical heritages, and intellectual traditions. Students can take a GERE course to satisfy the cultural legacy requirement. When choosing electives, students must select at least one course from each area. The electives should be chosen from the cross-listed courses.

CROSS LISTED COURSES

Cultural Legacies

ART	226	Northern Renaissance Art
ART	250	20th-Century European Art: Reality Remade
ENG	287	Film Histories I (1895–1935)
ENG	368	Film and Ideology
ENG	376	New Waves
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MUS	130	Beethoven: The Man and His Music
MUS	160	The Symphony
MUS	203	History of Western Art: Baroque and Classical (1600–1800)
MUS	204	History of Western Art: Romantic and Modern (1800–1950)
REL	401	Literary and Theological Responses to the Holocaust

Historical Heritages

HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
HIST	269	Modern Germany 1764–1996
HIST	272	Nazi Germany
HIST	276	The Age of Dictators
HIST	325	Medicine and Public Health in Modern Europe
POL	243	Europe after Communism
POL	245	Politics of New Europe
REL	270	Modern Jewish History
REL	271	History and Impact of the Holocaust

Intellectual Traditions

HIST	253	Renaissance and Reformation
HIST	256	Technology and Society in Europe
HIST	301	The Enlightenment
PHIL	373	Kant
POL	265	Modern Political Philosophy

COURSES TAUGHT IN GERMAN (GERM)

101 Beginning German I German instruction endeavors to foster cross-cultural competence by infusing historical knowledge, cultural artifacts, and social structures into the very first lesson. *Auf geht's!*, the instructional materials for both German 101 and 102, sets as its goals intercultural understanding and intercultural communicative competence. While the former goal refers to the ability to analyze and think critically about the effects that culture, language and worldview have on each other, the latter describes the ability to interact with people from another country and culture in a foreign language in a way that is satisfactory to themselves and the other and that shows an awareness of the specific meanings, connotation, and the historical and social context of the target language. (*Offered annually*)

102 Beginning German II This course is a continuation of GERM 101 and continues to pursue the goals established above. Prerequisite: GERM 101 or the equivalent. (*Offered annually*)

201 Intermediate German I Instruction at the 200-level continues along the same lines as that on the 100-level in that translinguistic and transcultural competency is the overriding goal. The material of instruction is *Weiter geht's!*, the second year companion to *Auf geht's!* and instruction focuses on training learners translinguistic and transcultural awareness. (*Offered annually*)

202 Intermediate German II This course is a continuation of GERM 201 and continues to pursue the goals established above. Prerequisite: GERM 201 or the equivalent. (*Offered annually*)

301 Introduction to German Area Studies I This course represents students' first exposure to the field of German Area Studies. In addition to stimulating the growth of the students' ability to express their thoughts clearly, concisely, and correctly in spoken and written German, the class will introduce students to core issues of the field, i.e. the culture of German-speaking Europe takes many forms and expressions. Besides learning about canonical texts and figures, students will also explore film, music, politics, and pop-culture as contributors to the bright palate that constitutes the culture of central Europe. Prerequisite: GERM 202 or its equivalent, or permission of instructor. (*Offered annually*)

302 Introduction to German Area Studies II This class continues the work begun in GERM 301, in that it investigates the seminal issues of German Area Studies. Topics covered will vary from instructor to instructor, but the goal will remain the same: to acquaint students with central questions of the field, yet will do so with more depth and rigor than in GERM 301. Ultimately, this class will include a brief study tour in Central Europe that integrates the topics covered over the course of the semester. Prerequisite: GERM 301 or its equivalent, or permission of instructor. (*Offered annually*)

340 Introduction to German Literature and Culture I Germany, a country that forms the crossroads of Europe, has always been forced to define itself by the influences that have come outside, from other surrounding cultures. A study of the social, religious, and economic influences, as seen in the literature and other historical documents of Germany, this course introduces students to the rich and varied background of the nation from the period of the *Völkerwanderungen* to the Middle Ages to the Reformation to the beginning of *Aufklärung*. Prerequisite: GERM 301 or permission of instructor. (*Offered every three years*)

341 Introduction to German Literature and Culture II Beginning with the Aufklärung, this survey course treats epochs and major developments in the area of German literature and culture from the 18th century to the present. Individual representative texts (including plays, paintings, and films) are studied and discussed in terms of their literary significance and their relation to the historical, cultural, and social contexts. The course develops critical and analytical skills through an intensive introduction to the study of German literature, culture, and political history. Prerequisite: GERM 301 or permission of instructor. (*Offered every three years*)

370, 371 Special Topics The topic of these courses will be determined by the instructor. Possible topics include Immigrantenliteratur, Kafka, Romanticism, and the Image of America in German Culture. Prerequisite: German 301 or permission of instructor. May be repeated for credit. (*Offered annually*)

450 Independent Study

495 Honors

COURSES TAUGHT IN ENGLISH (GERE)

205 Identity as Image: the Bildungsroman The Bildungsroman, or novel of formation, traces the development and maturation of an individual. These texts, however, do more than just tell a story. This genre illustrates the ever-shifting attempts to define identity in the intellectual tradition of German-Speaking Europe. Central questions concerning this class include: What constitutes identity? What does it mean to be German? (*Klaus, Spring, offered every three years*)

206 Madness in Modernity The first decades of the 20th century constituted a period of great uncertainty that was felt across Europe. At this time, artists experimented with novel ways of articulating the uneasiness and angst that they themselves experienced and that they witnessed in their surroundings. The course focuses on the German-speaking countries of Europe and investigates the ways in which the art of that period registers potentially devastating shifts in the social, cultural, and epistemological tenets that define modern life. Students also integrate texts, paintings, and film into their inquiry. (*Klaus, Spring, offered every three years*)

208 Guilt and Punishment in German Culture Whether the crime is theft, incest, or murder, transgression and the resulting guilt and punishment have factored prominently in German-language novellas over the last two centuries. What are these crimes and what repercussions arise from them? What do these transgressions reveal about German-speaking Europe? Does this particular genre lend itself to tales of sin and despair? These and other questions guide this tour of these truly remarkable texts. (*Klaus, Spring, offered every three years*)

Health Professions

Advisers

Theodore Allen, Physics

David Belding, Mathematics

Mark Deutschlander, Biology and HP Committee Chair

Kristy Kenyon, Biology

Justin Miller, Chemistry

Erin Pelkey, Chemistry

Hobart and William Smith Colleges have a long-standing reputation for sound preparation of students for graduate training in the health professions. Students are counseled regarding specific program requirements, the current application process, and required admission test preparation. This includes instruction preparing application materials, compiling faculty/non-faculty recommendations, and writing application essays. Additionally, students are assisted in identifying and securing both clinical and research opportunities.

The active, student-run **Health Professions Club** on campus sponsors multiple health professions related programs both on and off campus including an annual conference in which health care practitioners discuss careers, current events, and innovative diagnostic, treatment and surgical techniques.

Our Internship Program. An opportunity to observe the delivery of healthcare and volunteer in the healthcare field is provided each semester for interested sophomores, juniors and seniors through a partnership with Finger Lakes Health located less than one mile from campus. Participants commit to 50 hours of shadowing/volunteer time in one or two hospital departments during the semester. Similar programs are available for those interested in other fields such as dentistry, veterinary medicine, physical therapy, etc., and are arranged on an individual basis.

The Blackwell Medical Scholarship Program provides a unique opportunity for qualified high school seniors. Those who meet and maintain the standards of the program are guaranteed a seat in medical school at SUNY Upstate Medical University College of Medicine at Syracuse upon their graduation from Hobart and William Smith Colleges.

The Early Assurance Program, offered by SUNY at Buffalo School of Medicine and SUNY Upstate Medical University College of Medicine (Syracuse), allows qualified students to apply and be accepted to medical school at the end of their sophomore year. Acceptance by either of these programs exempts the student from taking the Medical College Admission Test (MCAT) allowing more time for independent study honors work, extended internships, study abroad, etc.

The Health Profession Advisory Committee (HPAC), comprised of science faculty members, administrators, and the health professions counselor, advises students regarding all aspects of the application process and evaluates applicants' credentials for entrance to professional schools. A dossier of the student's faculty and health-related recommendations and a committee letter for recommended students is then sent to the health profession schools.

Complete preparation for interviews is provided through written guides and mock interviews. The office schedules health-related presentations and maintains a file of internships, summer employment, and volunteer opportunities. Career Services has a full time staff member dedicated to serving health profession students and a robust library of health profession reference materials covering topics from summer programs to military scholarship information.

An overview of the academic requirements for premedical (and veterinary and dental schools is provide below) as well as information about coursework for our minor in Health Care and Professions. For much more information about Health Professions advising and opportunities, please visit our website: /www.hws.edu/academics/healthprof/

THE PROGRAM

Majors and Minors

Although the required courses must be successfully completed prior to applying to medical, dental or veterinary schools, students can and should major in disciplines that they are most passionate about while they are at HWS.

While many of the pre-health students select majors in the sciences, this is not required. In some cases, majors outside the sciences are welcome by professional schools attempting to diversify the academic backgrounds of their entering classes. Regardless of their selected major, students need to do well in the required sciences courses.

Similarly, although we have a minor in Health Care at HWS, students can and should also minor in a discipline that they are passionate about. Disciplines like foreign languages, public policy, women's or men's studies, International relations, child advocacy, or a host of other minors could serve pre-health students well.

Whatever students choose to major and minor in at HWS, what is most important is that they can convey their passion for these subjects to the admissions officers at the schools they eventually apply to. These schools want genuine, caring and compassionate applicants, not students who just check off the boxes on a list of requirements.

Required Pre-medical course work

All schools require at least two semesters of biology; four semesters of chemistry, including organic chemistry; two semesters of mathematics, which should be calculus or other more advanced courses; and two semesters of physics, which must be calculus-based and require a year of calculus as prerequisites. The courses must include laboratories and should not be designated for "non-science" majors.

Many health profession schools require two semesters of English, which should be courses that emphasize writing and composition. At HWS, many of the courses in Writing and Rhetoric can also fulfill this English requirement.

These basic sciences courses are what professional schools refer to as BCPM (Biology, Chemistry, Physics and Mathematics). Schools will assess an applicant's BCPM GPA, in addition to the applicant's overall GPA, when determining admittance. The Health Professions Advisory Committee strongly advises students to complete these BCPM courses BEFORE they take the entrance exams for medical or dental school.

The following courses can help fulfill the BCPM requirements:

Biology Courses

BIOL 167 Introductory Topics in Biology - will provide access to other courses in biology and will be counted as one semester of biology by professional schools.

For pre-med, pre-vet or pre-dent students who are not majoring in Biology, we recommend two other lab courses in biology at the 200-level (listed below) in order to best prepare for entrance exams such as the MCAT.

BIOL 232 Cell Biology

BIOL 220 Genetics

BIOL 233 General Physiology

BIOL 220 and 233 both require completion of BIOL 212 - *Biostatistics*, or a similar statistics course in Economics or Psychology.

If non-biology majors choose to take BIOL 212 - *Biostatistics*, this course will help HWS students satisfy their quantitative goal (Goal #3).

Chemistry Courses

To satisfy the four semester requirement for medical schools, students should take:

CHEM 110 Molecules that Matter

CHEM 240 Organic Chemistry I

CHEM 241 Organic Chemistry II

CHEM 280 Chemical Reactivity

We recommend that students who have been sufficiently prepared in the sciences during high school begin chemistry during their first year, especially if they plan to major in chemistry or biology.

Physics Courses

Students preparing for health professional schools or graduate schools in the sciences should take:

PHYS 150 Introductory Physics I

PHYS 160 Introductory Physics II

PHYS 100, 112, and 140 **do not** help fulfill the physics requirement, as they are not calculus-based courses.

Math Courses

Also pre-requisites for PHYS 150 and PHYS 160, good choices to satisfy the mathematics requirements for professional programs in the health sciences are:

MATH 130 Calculus I

MATH 131 Calculus II

Students who do not score high enough on the math placement exam to place into Calculus I or II will need to complete a pre-calculus course, MATH 100 (offered only in the fall), before enrolling in calculus.

Pre-calculus courses, like MATH 100, are not sufficient for medical schools; students who take MATH 100 will still need to take two semesters of calculus.

Additional Courses

Many professional schools have additional required or recommended sciences courses that vary depending on the school.

For example, Biochemistry or Microbiology courses are sometimes required or recommended by some medical or veterinary schools. Students should consider the schools they might want to attend and check their individual requirements as early as possible.

In addition, several alums in medical, dental or veterinary school have commented on the value of undergraduate courses in Biochemistry, Microbiology, Physiology, Cell Biology, Anatomy and Neuroscience in preparing them for their professional coursework. These disciplines are covered quickly in the first few years of professional school and undergraduate preparation in at least some of these areas can ease the stress of mastering the material in professional school.

AP or IB Credit

If previous experience exempts a student from a course at HWS (such as AP or IB credit), the student should take advanced courses to ensure that they have college-level courses to fulfill all the requirements for medical, dental or veterinary schools.

For example, if a student obtained AP credit for Calculus I, they should take Calculus II and a more advanced course in Mathematics, such as MATH 135 or 204, to obtain credit for two college level math courses. **AP and IB credit are not considered college-level by medical schools.**

Timing of Courses

We strongly recommend completion of all of the required science courses **BEFORE** students take entrance exams, such as the MCAT. The material in these courses is covered on the exam, so completion of the courses prior to the exam will best prepare you for success.

Medical and Preprofessional Programs

Admission tests must be taken almost a year before entry into professional school. For students intending to take one or more gap years between HWS and entrance into medical school, completion of the premedical course requirements can be spread out over their four years at HWS. However, these required courses should be taken by the end of the spring semester of the junior year for those students planning to apply to medical school before their senior year at HWS (which requires taking the Medical College Admission Test the summer between the junior and senior year).

The MCAT, a standardized test of verbal reasoning, biological sciences, physical sciences and writing, is used by virtually every medical school as an important part of the admission evaluation process. Similar tests are administered for other health professions, i.e. dental (DAT) and optometry (OAT). Veterinary schools require the Graduate Record Exam (GRE).

THE HEALTH PROFESSIONS MINOR

This is an interdisciplinary minor for students preparing for professional or graduate training in a health care specialty. The minor is particularly suited for students majoring in a natural science (such as Biology, Chemistry, Mathematics, Physics, or Psychology) who wish to take a suite of interdisciplinary courses that will provide them with perspectives from the social sciences and humanities on health care and related topics. In addition, students can take some courses for the minor that will provide them with useful skills or experiences for practicing medicine in a professional setting.

Faculty members of the Health Professions Advisory Committee oversee the minor program, advise students, and approve declaration and audit forms for individual students. The Health Professions Advisory Committee Chair acts as the program coordinator and approves all minor declarations and audits.

The Goals of the minor:

- Expose the participants to important issues of health care in America and other countries.
- Allow the participants to gain auxiliary skills vital to health professionals in the 21st century.
- Allow the participants to gain communication skills and to consider ethical foundations essential for health professionals.

The minor consists of a minimum of six of the following courses or internships or certifications, all of which should be unique to the minor. Special attention should be paid to completing some of the formal coursework in both the humanities and social sciences; the minor should be diverse with courses from several different disciplines. No more than three 100-level courses should be used to satisfy the minor.

Tier 1: At least three courses should come from the following list:

ANTH	260	Medical Anthropology
ANTH	341/441	Making Babies
BIDS (SOC)	295	Alcohol Use and Abuse
DAN	305	Somatics
ENG	372	Cultures of Medicine
HIST	321	The Evolution of Human Emotion
HIST	325	Medicine in Modern Europe
HIST	371	Life-Cycles in History
MDSC	307	Medicine and Society
PHIL	156	Biomedical Ethics
PSY	203	Introduction to Child Psychology & Human Development
PSY	205	Adolescent Psychology
PSY	206	Sport and Exercise Psychology
PSY	275	Human Sexuality
PSY	221	Introduction to Psychopathology
REL	213	Death & Dying
SOC	248	Medical Sociology
WMST	204	Politics of Health
WMST	304	Medical Historiography

An HWS-sponsored Hospital Internship (50-60 hours) **OR** EMT Certification

Selected courses abroad (approved by HPAC) in: Galway, Ireland, Copenhagen, Denmark

An appropriate Independent Study approved by HPAC

Tier 2: Additional courses for the minor may come from this list:

AFS	200	Ghettoscapes
AFS	225	African American Culture
ANTH	110	Introduction to Cultural Anthropology
ANTH	205	Race, Class, Ethnicity
ANTH	220	Sex Roles: A Cross Cultural Perspective
DAN	225	Anatomy and Kinesiology
HIST	151	Food Systems in History
ECON	122	Economics of Caring
ECON	160	Principles of Economics
PEHR	212	Making Connections
PHIL	130	Moral Dilemmas
PHIL	234	What Should I Do? Possible Answers
PHIL	235	Morality & Self-Interest
PPOL	120*	Debate and Policy Analysis
PSY	100	Introduction to Psychology
REL	260	Religion and Philosophy from a Global Perspective
SOC	100	Introduction to Sociology

SOC	221	Race and Ethnic Relations
SOC	224	Social Deviance
SOC	225	Sociology of Family
SOC	226	Sociology of Sex and Gender
SOC	241	Sociology of Sport
WMST	243	Gender, Sex and Science
WRRH	351	The Science Beat
WRRH	352	Writing in the Professional Workplace

We encourage students to take 2 courses in Spanish Language (e.g., SPAN 101, 102, 121, 122, 203, 204). Two courses would give the participant a foundation to communicate with the increasing number of Americans for whom Spanish is their first language. If your career plans in health care would make another language desirable, two courses in a language other than Spanish can be incorporated into the minor with permission of your minor adviser and the Health Professions Advisory Committee Chair. You should get permission **BEFORE** you embark on any language other than Spanish.

* (1/2 credit, must be taken twice to count towards the minor)

Examples of coursework for a Health Care Minor

Example 1- Spanish 121, Spanish 122, Media & Society 307, Economics 241, Philosophy 156, GGH Internship

Example 2- Economics 160, Sociology 248, History 325, Writing & Rhetoric 352,

In Copenhagen: Human Health and Disease, Philosophy 156

If your major is not in the sciences, you should strongly consider taking a few science courses related to health care (such as biology or chemistry) in addition to the requirements of the minor. Your minor adviser can help you select science courses that are appropriate for your career goals. You should be careful to make sure you fulfill the science requirements for any post-graduate work you wish to pursue.

History

Derek Linton, Professor, Department Chair

Maureen Flynn, Professor

Laura Free, Assistant Professor

William Harris, Instructor

Clifton Hood, Professor

Matthew Kadane, Assistant Professor

Susanne E. McNally, Professor

Colby Ristow, Assistant Professor

Daniel J. Singal, Professor

Lisa Yoshikawa, Assistant Professor

COURSE DESCRIPTIONS

ASN 101 Foundations of Asian Civilizations Definitions about the boundaries of “Asia” abound, just as descriptions about what constitutes the “West” are many. In this course, we have selected three “Asian” cultures; Indian, Chinese, and Japanese. We will first address some of the fundamental concepts of these cultures and then trace how these important traditions interacted with the “West,” especially in the 18th to the 20th centuries. We will see that the interactions between the Western powers and these “Asian” cultures were often turbulent and antagonistic. These interactions challenged the “Asian” countries to reassess their views of their places in the world and their fundamental social, philosophical, and religious ideals. (Yoshikawa and Cerulli, *offered annually*)

EUST 101 Foundations of European Society With the decline of the Roman Empire, Europe’s cultural heritage faced unprecedented challenges and opportunities. The “Dark Ages” were a time of recovery and synthesis, with Germanic and Pagan customs mixing with Roman and Christian culture to form a unique blend of religion, family life, politics, and economy. Through literature, this course discusses the origins of the Western ascetic spirit and the beginning of romantic love and the cult of chivalry. Through visual sources, it explores the construction and defense of castles and manors and traces the embryonic development of agriculture and technology. (Flynn, *offered alternate years*)

102 The Making of the Modern World This course examines a global system linked by commodities, ideas, and microbes and sustained by relations of military and political power between the 15th and 18th centuries. The mining and plantation economies of the Americas and the development of direct trading relations between Europe and Asia are treated as interactive processes involving European explorers and merchants, the labor and crafts of African slaves, the fur trapping of Amerindian tribes, and the policy making of the Chinese Empire. Religious confrontation, the improvement of cartography, and nautical instruments are examined. (Linton and Yoshikawa, *not currently offered*)

103 Early Modern Europe This course explores a phase in Europe’s history marked by religious conflict, intellectual crisis, social and cultural change, territorial expansion, economic and technological development, and political upheavals: the period from the mid-16th century to the fall of Napoleon. We will give special attention to the various forces and consequences of change and continuity; what makes this era “early modern”; what both seals it off in a state of otherness and recognizably ties it to the present; and what has led historians to conceptualize and characterize it as exceptionally revolutionary. (Kadane, *Fall*)

105 Introduction to the American Experience This course introduces students to American history in two ways. First, it surveys the development of America from initial European-Indian contact to the Civil War. With an emphasis on political and social history, we will explore critical events in American history such as the settlement of the British colonies in North America; the emergence of distinctive regional social and economic systems in the 17th and 18th centuries; the rise of slavery and the shaping of American perceptions of race; the American Revolution; the evolution of American political ideas and institutions during the late 18th and early 19th centuries; the advent of a national market economy; and the Civil War. Second, this course is an introduction to the discipline of history. It seeks to involve students in the practice of history by investigating how historians acquire, test, and revise their understandings of the American past. (*Offered each semester*)

151 Food Systems in History This course traces the historical emergence of the contemporary world food system. Students briefly examine the transition from hunter-gathering to Neolithic village agriculture, the differentiation between steppe agriculture and steppe nomadism in ancient Eurasia and the medieval agricultural systems of East Europe and Asia. In the second half, students examine the development of the present-day global food system since 1500. An important course goal is to understand the meaning of changes in the food systems for individual lives. (McNally, *offered alternate years*)

190 History in East Asia This course is directed toward two goals: 1) to introduce the student to East Asian civilization, both centrally to the wellspring culture of China, and tangentially to a ripe derivative culture at the moment of deepest contact and influence – Japan in the T'ang period (Seventh to Tenth Centuries); and 2) to teach the different ways that history (as the past and as an academic discipline) functioned in traditional civilization. The student will not only become acquainted with the culture of China and Japan but also gain a better understanding of the discipline of history, of what it is and what it can be. For the Chinese, for example, history can be an organizing axis both for high-level intellectual activities and for the day-to-day conduct of ethics, politics, and society. (Yoshikawa, *not currently offered*)

201 Tudor-Stuart Britain This course examines the most turbulent period in the history of the British Isles (1485-1714) at the end of which a new nation – Great Britain – emerged as the world's first global superpower. Vivid primary sources and contentious historiography will take us through the Tudor reformations, the Stuart revolutions, the rise and rationalization of Protestantism, social polarization, and the economic and cultural shifts that set the stage for Britain's industrialization and empire. (Kadane, *offered annually*)

202 Japan Since 1868 This course surveys the formation and development of Japanese state and society, from the proclamation of the Meiji state to the present. It deals with Japan's domestic continuities and changes in their regional and global context, and pays particular attention to its pre-1945 imperialism and colonialism in Asia. The course also examines Japan's postwar development and postcolonial relationship with its neighboring nations that were formerly under its imperialist aggression. (Yoshikawa, *offered alternate years*)

205 Modern Mexican History This course examines the construction of Mexican national culture through the formation of the modern Mexican state, from 1810 to the present. Mexico emerged as a nation-state as part of a larger, transnational process of democratic-nationalist revolutions, steeped in the languages and ideologies of nationalism, liberalism, and democracy. In applying these new models of society, however, elite state-builders continued to bar large sectors of the population from access to social citizenship based on ethnic, class, and gender exclusionary criteria. This contradiction has continued to haunt Mexico throughout history. This course is a historical examination of how social citizenship and "Mexicanness" have been understood and disputed across racial, class, gender, and regional lines, beginning with the nation's foundational contradiction. (Ristow, *offered annually*)

208 Women in American History This class surveys four centuries of American women's experiences, focusing on how women's status was determined, maintained, and contested. It examines themes of patriarchy, power, autonomy, dependence, and agency, and considers how issues of class, race, and sexuality have shaped women's interactions with each other and with men. It also explores the changing social rules that define gender roles, and investigates the way that women and men have dealt with those rules and expectations over time. (Free, *offered annually*)

210 Perspectives on Latin America An interdisciplinary introduction to the region, also serving as the introductory course in Latin American studies. This course first examines structural characteristics of Latin America such as geography, the interaction of indigenous and European cultures, the economics of mining, and agricultural exports. Second, the course focuses on artistic, literary, economic, and political responses to these characteristics. (Ristow, *offered annually*)

215 American Urban History This course examines the urbanization of American society from the colonial period to the present, with emphasis on the development of the physical city. It explores the establishment and growth of colonial cities; the impact of technological innovations such as mass transit and the automobile on urban spatial form; the changing responses to urban problems such as water, fire, pollution, housing, crime and disorder; the advent of city planning; the relationship between ethnic and racial conflicts and urban form, especially suburbanization; and the rise of the contemporary decentralized city. (Hood, *offered alternate years*)

226 Colonial Latin America This course is a survey of the forces and events that shaped Spanish America, from pre-contact societies in the Americas and Europe, to the American independence movements of the nineteenth-century. Chronologically, this course will focus on five periods: pre-Columbian societies in the Americas and Europe; the violent conquest of the "New World" by Spanish *conquistadores*; the immediate aftermath of conquest and the consolidation of Spanish authority (c. 1530-1600); the establishment of stability and Spanish colonial rule (c. 1600-1800); and the fall of the Spanish Empire (c. 1730s-1810). The two key geographical areas of examination will be Central Mexico, and the Central Andes. Conceptually, this course will focus on the interrelated concepts of conquest and colonialism, paying close attention to the delicate balance of coercion and persuasion in the construction of the Spanish colonial regime. (Ristow, *offered annually*)

227 African American History I: The Early Era This course traces the history of Africans and their descendants in America from the 17th century through the Civil War. Topics include the slave trade from Africa to the English colonies in North America; establishment of the slave system and slave laws in the 17th century; the evolution of slavery and slave culture in the 18th century; transformations in African American life during the Revolutionary age; the experience of free blacks in the North and South; black society in the Old South; black abolitionism; the Civil War; and Emancipation. (*Harris, offered annually*)

228 African American History II: The Modern Era This course examines the varied experiences of African Americans from Reconstruction to the present, focusing on class and gender differences within African American society as well as on the fight for social and political equality in America. Major topics include Reconstruction in the South; African American intellectuals; the Great Migration; the Civil Rights movement; black power; and contemporary problems. (*Harris, offered annually*)

231 Modern Latin America This course will trace out the historical construction of national and regional identities in Latin America through an examination of paradigms of modernity and marginality. It will focus on: the continuities and ruptures from Spanish colonialism to nation-state rule; the imposition of stability in Latin America, and the ideological foundations of the dominant, transnational paradigm of progress; identity politics and the rejection of European paradigms of progress; the coming and process of the global paradigm of Cold War, and its new models of anxiety, hope, and marginality in Latin America; the survival and even prosperity of Latin America's indigenous populations in the era of neoliberalism. In so doing, we will examine the possibilities for the most marginal of populations to represent themselves, and the limitations of such self-representation. (*Ristow, offered annually*)

237 Europe Since the War This course examines the remarkable revival and reconstruction of Europe in the post World War II era, exploring the division of Europe into two blocs, economic recovery, the formation of welfare states, decolonization, and supra national associations—the Common Market (EEC), NATO, and the Warsaw Pact. Special emphasis is placed on European relations with the U.S. and the former U.S.S.R. Students explore consequences of the end of the Cold War, including attempts to construct democracies and market economies in Eastern Europe, political turmoil, and the resurgence of nationalism in Western Europe. (*Linton, offered alternate years*)

238 The World Wars in Global Perspective The American century; the formation of Communist states; genocides, including the Armenian massacres and the destruction of European Jewry; the ongoing crisis in the Middle East; and the relative decline of Europe and decolonization were all closely linked to the two world wars. This course explores these two cataclysmic wars—their origins, conduct, and consequences. In addition to such traditional approaches as military, political, and diplomatic history, students use literary, artistic, and cinematic representations to view these wars through personal experiences. (*Linton, Fall*)

240 Immigration and Ethnicity in America What is an American? This course examines this question by analyzing the sources of mass immigration to the United States, the encounters among various immigrant groups and natives, and the changing conceptions of ethnicity. The course covers the period from the 1840s to the present. It starts with the Irish and Germans who emigrated in the early 19th century, then consider the Russian Jews, Italians, and others who began arriving in the 1890s, and then investigates the post-1965 emigration from Asia, the Americas, and India that is remaking the country today. Reference is also made to the internal migrations of African-Americans. (*Hood, offered alternate years*)

246 American Environmental History In this course, historical place in the natural landscape is described through the methods of “environmental history,” embracing three concerns: ecological relationships between humans and nature, political and economic influences on the environment, and cultural conceptions of the natural world. Drawing on methods from the natural and social sciences, and the humanities, students will survey 500 years of American environmental history, from the ecological conflicts of Indians and settlers to recent debates over endangered species and hazardous wastes. Topics range from urban pollution and suburban sprawl to agricultural practices and wilderness protection. (*Hood, offered alternate years*)

250 Medieval Popular Culture What is the relationship between “high” and “low” culture? How do “oral” cultures think, and how have literacy and electronic media transformed human consciousness in more recent times? Close exploration of the material conditions of peasant life, of the psychological workings of folklore, magic, witchcraft, and play in culture help students come to terms with these issues. We assess the historical consequences of oppression within the

political structure of the “three estates” and evaluate the efficacy of various techniques of popular resistance. In the end, we assess the value of play in sustaining social cohesion, emotional stability and personal freedom in our historical heritage. (Flynn, *offered annually*)

253 Renaissance and Reformation This course explores the major intellectual, artistic, political, and religious events making up the “Renaissance” and the “Reformation” – two of the most energetic and creative moments in western history. Students read the works of several principal architects of these movements, along with contemporary historians’ attempts to explain the convergence of individual genius and collective cooperation that took place between 1300 and 1600. The period shattered medieval understanding of the nature of reality, the shape of the cosmos, and the relation between man and god. It was in this period that modern notions of individualism, freedom of conscience and national sovereignty began to shape the modern world. (Flynn, *offered alternate years*)

256 Technology and Society in Europe The coming of modern machinery has fundamentally altered the nature of work, and has thoroughly transformed communications, warfare, international relations, leisure time, and the arts. This course examines the impact of machinery on social relations and human relations to nature. It explores the promotion and institutionalization of technical innovation in the last two centuries in Europe. Finally, it views the conflicting intellectual and social responses to technological change, ranging from fantasies of technocratic utopias to machine smashing and dark visions of humanity displaced and dominated by mechanized systems. (Linton, *Fall, offered alternate years*)

260 Modernity in Russia This course attempts a balanced survey of the century leading to the Russian Revolution. Russia is both a participant in European civilization and one of the first countries to respond intentionally to the challenge of Western European modernity. In 19th century Russia, policy makers, social critics, and artists explored brilliantly many problems and dilemmas that still preoccupy thoughtful world citizens: the problem of economic development, the relation between individuals and groups, and the role of culture in human communities. (McNally, *offered alternate years*)

261 20th-Century Russia This course examines the 20th century history of Russia, the Soviet Union, and the Commonwealth of Independent States as developments profoundly shaped by Russia’s Eurasian character. Problems of cultural diversity, of economic prosperity, and of political integration are seen as leading to the collapse of both the Tsarist Empire in 1917 and the Soviet Union in 1991. (McNally, *offered alternate years*)

264 Modern European City This course examines the emergence and development of new industrial cities, such as Manchester and Bochum, and the transformation of older administrative and cultural centers such as Paris and Vienna. The course emphasizes the ways in which contrasting visions of the city—source of crime and pathology or fount of economic dynamism and democratic sociability—were expressed and embodied in city planning, reform movements, and the arts. In exploring the modern city, students use perspectives derived from European and American social and political thought and employ literary, statistical, and visual source materials. (Linton, *offered alternate years*)

272 Nazi Germany Nazi Germany and the Hitler Regime remain epitomes of political evil. This course explores the formation, ideology, and dynamic of the Third Reich, concentrating on politics, economics, social policy, and cultural policies of the regime. Students examine the combination of terror and everyday life, utopian promise, and the extermination of Jews and other minorities that lay at the heart of Hitler’s regime. They also consider the ways in which the regime has been interpreted by historians and political scientists and the way the Nazi regime has been represented since its defeat in 1945. (Linton, *offered alternate years*)

276 The Age of Dictators European one-party dictatorships that used state organs to mobilize mass support and unleash unprecedented levels of coercion and terror directed at their own populations still haunt our memory and understanding of the 20th century. This course examines and compares the origins and dynamics of Stalin’s Soviet Union, Mussolini’s Italy, and Hitler’s Germany, and their ways of securing popular support and eliminating opposition. The class critically explores theories and concepts used to classify and categorize these regimes: “totalitarianism,” “fascism,” “bonapartist dictatorships.” (Linton, *offered alternate years*)

283 South Africa in Transition After a long period of colonialist domination, exploitation, racial humiliation, and destructive wars, southern Africa is emerging as a land of renewed hope for peace, stability and prosperity. This transition is explored in this course from the late 19th century to the rise of Nelson Mandela. By placing greater emphasis on South Africa, the course investigates such themes as the rise and demise of apartheid, wars of national

liberation, economic development, demographic and environmental concerns, and democratization and the construction of pluralist societies. (*Not currently offered*)

284 Africa: From Colonialism to Neocolonialism Genocide in Rwanda, famine in Somalia, civil war in Liberia, executions in Nigeria, and more. What explains these images of a continent in change? Is there more to the African experience? These questions are examined in this survey of African history since World War II. Major topics of interest potentially include the contradictory effects of colonialism, cultural and intellectual origins of African nationalism, the limits and possibilities of political independence, the conflict between developmental needs and environmental concerns, the changing relations between state and society, and prospects for democratization. (*Not currently offered*)

285 The Middle East: Roots of Conflict The Middle East has been particularly prone to conflict and violence since the dissolution of the Ottoman Empire at the end of World War I and the subsequent rise of national states. This course examines the historical, social, and ideological roots of conflict and the prospects for a durable peace and sustained development in the region. It does so by devoting special attention to the complex and changing relations among Arabs and between Arabs and Israelis, and by exploring the Egyptian and Iranian revolutions, Lebanese sectarianism, Kurdish quest for statehood, the politics of oil and water, secularism, and the challenges of religious fundamentalism. (*Not currently offered*)

286 Plants and Empire After the 15th century, European empires dramatically transformed the geographical distribution of plants with enormous social, economic, cultural and biological consequences. The plantation system was a new form of economic enterprise dedicated to the production of a single cash crop usually brought from elsewhere such as sugar, tobacco, or cotton grown for distant markets. European administrators and merchants developed international trade in stimulants such as coffee and tea, medicinal plants such as cinchona bark (quinine), dye plants such as indigo, narcotics such as opium, food crops such as wheat and garden plants such as tulips and tree peonies. Students trace the globalization of traffic in plants and its consequences from Columbus to contemporary debates over genetically modified crops and bioprospecting. (Linton)

292 Japan Before 1868 This course explores the Japanese past since the Paleolithic age to the late nineteenth century. It examines the lives of early settlers on the archipelago, the establishment of the Yamato court, and aristocratic and warrior rule, the sixteenth century 'unification of Japan,' and the pacification of the realm under the Tokugawa government. We will explore various aspects of Japanese state and society, such as politics, economy, ideology, as well as their interaction with the environment and cultures around them. (Yoshikawa, *Offered alternate years*)

298 Exploring Modern China This course explores "modern China" and what it means to study it as history. Topics under examination include the fate of the "Chinese" imperial system as foreign elements penetrated the Sino-centric world order and "Chinese" efforts to establish a viable "modern" nation state following the Qing demise. Throughout the semester, we will pay particular attention to the notions of "modern" and "Chinese," and whether these two terms are useful in understanding the historical experiences of the people of what we know as "China" today. (Yoshikawa, *offered alternate years*)

300 American Colonial History This course examines the transplantation of Europeans to the colonies, and the development of ideas and institutions in the New World. It takes a close look at local communities in the colonies, and the interplay of religion, politics, economics, and family life. It also deals with the factors that led to the Revolution. (*Offered occasionally*)

301 The Enlightenment Many people in the West no longer believe in the divine rights of monarchs or the literal meanings of ancient religious texts, but find meaning in civil society, material life, and science, and uphold the sanctity of human equality, which they experience through relatively unrestrained access to various news media, conversations held in accessible social spaces, and schooling premised on the belief that education and experience shape the human mind. How responsible is the 18th-century movement of rigorous criticism and cultural renewal known as "the Enlightenment"? Students examine its coherence as a movement, its major themes and proponents, its meaning for ordinary people, its varied interpretations, its spread throughout Europe and beyond, and the more sinister cultural institutions and projects that many Enlightenment figures were reluctant to interrogate. (Kadane, *offered annually*)

304 The Early National Republic: 1789-1840 This class examines the remarkable first six decades of American life after the creation of the Constitution. To explore this critical period, we will focus on how the idea of democracy was developed, expanded, maintained, and contested. To trace the evolution of American democracy, we will examine

the creation of political parties, the development of social reform movements, the rise of religious revivalism, the development of capitalism, and the treatment of women, immigrants, African-Americans, and Native Americans. Through this examination we will consider how an American political culture developed that defined some people as legitimate democratic participants and others as political and social “outsiders.” (Free, *offered alternate years*)

306 The Civil War and Reconstruction, 1840-1877 This course examines America’s pivotal middle period, a period of rising sectional tensions, bloody civil war, and protracted debate about the promise and limits of equality in the United States. Paying close attention to the nation’s political structures, economic systems, and social hierarchies, as well as to the lived experience of Americans in the period, our goals will be to understand how and why the Civil War began, what changes it wrought, whether or not its fundamental conflicts were solved by Reconstruction, and finally, why it continues to have such a profound impact on America’s vision of itself even today. (Free, *offered alternate years*)

307 The American Revolution This course explores the origins and major events of the American Revolution, from the French and Indian War through the ratification of the Constitution. Special attention is given to the development of Revolutionary ideology, the social and economic changes of the Revolutionary period, the role women and African Americans played in the struggle, and competing interpretations of the Revolution by scholars. (*Offered occasionally*)

310 The Rise of Industrial America The main theme of this course is the multiple meanings for diverse Americans of the triumph of an urban/industrial society in the late 19th and early 20th centuries. The nature of industrial leadership, immigration and urbanization, and analyses of major political and social reform movements are among the topics to be covered. (Hood, *offered alternate years*)

311 20th-Century America: 1917-1941 This course is a continuation of HIST 310. World War I and its aftermath, economic and social changes in the 1920s, interaction between politics and urbanization, the Depression, Franklin D. Roosevelt, and the New Deal are among the topics to be covered. (Hood, *offered alternate years*)

312 The United States Since 1939 This course surveys American history from the start of World War II to the presidency of Jimmy Carter (1977-1981), covering foreign and domestic affairs. Subjects include origins of the Cold War, diplomacy in the nuclear age, McCarthyism, the Korean War, the affluent society, the civil rights and black power movements, the Vietnam War and its consequences, youth culture in the 1960s, the women’s movement, the Watergate crisis, and the dilemmas of the postwar American economy. Special attention is paid to the state of politics and the problems of studying recent historical events. (Singal, *offered annually*)

313 Darwin and the Darwinian Revolution This course first examines the life and work of Charles Darwin focusing on the genesis of his theory of evolution and then explores the ramifications of the Darwinian revolution both for the natural and human sciences and for broader religious, cultural, and political life. The course investigates what the Darwinian revolution tells about scientific revolutions and about the use and abuse of science in the modern world. The emphasis will be on Darwinian revolution in Europe, but attention will be paid to Darwin’s fate in the Americas and Asia. (Linton, *offered alternate years*)

314 Aquarian Age: The 1960s The era known as the “sixties” was a time of relentless change in which all facets of American life seemed to undergo a vast transformation. This course examines the sources and nature of that change, paying particular attention to the realms of culture, personal identity, and politics. Students study the earlier part of the 20th century to locate the forces that gave rise to the Aquarian impulses of the 1960s and the reaction that developed against them, and decide whether or not the legacy left behind by the 1960s should be considered beneficial. (Singal, *offered alternate years*)

317 Women’s Rights Movements in the U.S. This course examines the creation and development of women’s rights movements in the United States in the 19th and 20th centuries – two centuries that witnessed the explosion of movements for women’s emancipation. Students explore the social, legal, political and economic conditions of women at different historical moments along with the efforts of women (and men) to change those conditions. Women often differed about what the most important issues facing their sex were. Consequently, this course examines not only the issues that have united women, but also the issues that have divided them. (Free, *offered alternate years*)

318 Making of the Individualist Self Self-consciousness may be one of the few human attributes that has existed outside of history and regardless of culture. But the self itself, the subject and object of self-consciousness, has been

understood with enormous variation through time and across the globe. This seminar explores a very influential conception of selfhood: the “individualist self,” the self driven by belief in its coherence and its own goals, set in contrast to other selves and other structures, and indebted for its origins to the major shifts that took place in western Europe in the 16th, 17th and 18th centuries. Attention is given to the Protestant Reformation, encounters with new and ancient worlds, and the spread of experimental science, representative government, and capitalism. Students also examine historical sources most intimately connected with this phenomenon: the written forms—diaries, autobiographies, and other self-examination exercises—through which people documented their existence and came to constitute and reflect a new mode of self-understanding and engagement with the world.

(Kadane, *offered every three years*)

319 Puritanism: 1560-2000 Puritanism has been blamed, or credited, for having led white settlers to New England while driving those who stayed behind to behead their king and reform their government; it arguably gave us the capitalist spirit, experimental science, the novel, the individual, not to mention radical politics (in the 17th century), American conservatism (more recently), prohibition, feminism, and breakfast cereal. This senior seminar takes a long view of British and, to a lesser extent, American history in the early modern period in order to get a better sense of what “Puritanism” means, who the Puritans were, what they believed, where they came from, and what they caused.

(Kadane, *offered every other semester*)

320 History and Memory in the Asia-Pacific War This course attempts to survey the multiple memories and histories of the Asia-Pacific Wars among the people of East Asia and the United States. We will examine changes and continuities in these views in the framework of regional politics and economy since 1945, focusing on such controversial issues as the Nanjing massacre, “comfort women,” Pearl Harbor, war and racism, Hiroshima and Nagasaki, the Smithsonian Enola Gay exhibit, and history textbooks. In the broadest context, the course explores the history of imperialism and colonialism in Asia-Pacific since the late nineteenth century and the importance of “history” and “memory” in understanding its consequences. (Yoshikawa, *offered alternate years*)

321 The Evolution of Human Emotion This course explores how we have become the emotional creatures that we are. It traces the evolutionary and cultural turns that have formed us into sensitive beings with unprecedented capacities to laugh and smile, to shed tears of both sorrow and joy, to fall in love, to sense betrayal, and to experience mourning. Our wide and expressive range of feelings is examined through the lens of anthropology, history, child psychology, genetics and neurobiology. Through a sustained engagement of historical events with reflective literature and analytical reporting, we learn how deeply our sentimental lives have depended on long-term temporal interactions with our environment. Students take on the momentous project of employing their special power of conscious awareness, itself a product of sentient evolution, to read and articulate the subtleties of individual feelings.

(Flynn, *offered alternate years*)

325 Medicine and Public Health in Modern Europe This course examines the “medicalization” of Europe—the conquest of infectious disease and consequently increasing life spans, the triumph of the medical profession legitimated by scientific credentials, the development and growth of medical institutions including the clinic, hospital, and research institute, and the transformation of health care into a central public policy issue. It explores the impact of medicalization on European culture and mentality by examining literary and artistic representations of disease and medicine. (Linton, *offered alternate years*)

336 History of American Thought to 1865 This course traces the development of major ideas in a broad array of fields, including politics, religion, psychology, and history, through the Civil War era. While it focuses chiefly on formal thought, it also pays attention to trends in popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Singal)

337 History of American Thought Since 1865 This course covers the history of American thought and culture from the late Victorian period to the present, examining forces that led Americans to rebel against the Victorian world view and which were responsible for the rise of Modernism. Social and political thought are emphasized, but the rise of the social sciences, new philosophical movements, theology and aesthetics, American identity, the emergence of the university as a major cultural institution, and the role of the intellectual in modern America are also discussed. There is no prerequisite, but HIST 336 is recommended. (Singal)

340 Seminar: Faulkner and History This seminar style course examines the relationship between William Faulkner's literary works and his consciousness of his region's past. It includes intensive reading of four or five of his major novels to determine the ways in which Southern history shaped Faulkner's thought, paying special attention to the technique and structure of his art as a prime source of evidence. Particular attention is paid to such topics as the heroic myth of the Southern aristocracy; his treatment of race; his attitudes toward nature and the wilderness; and his depiction of Southern women. (Singal)

352 Seminar: Wealth, Power & Prestige. The Upper Class in American History Exercising power that is entirely disproportionate to their small numbers, elites have shaped American society by making political and economic decisions and by influencing cultural values. This seminar explores the history, social composition, and power of elites in American history by asking questions such as: What groups should be considered elites? Who belongs to elites, who doesn't, and why? How have the makeup and authority of elites changed in U.S. history? How do elites use power and understand themselves and their roles? How do elites seek to legitimate themselves in a society that prizes democracy and that, since the mid-20th century, has increasingly valued egalitarianism? What is the importance of elites for social inequality, economic growth, and race, ethnicity, and gender? How are changing understandings of rank, class, wealth, and equality reflected in the cultural realm, especially in the "self-help" literature? How is opposition to elites expressed politically and culturally? (Hood, *offered alternate years*)

364 The African Predicament The seminar examines the nature and scope of the contemporary African predicament. Few observers would contest that the African continent is faced with a serious and multifaceted crisis that adversely affects the lives of ordinary people; but there is no agreement on the fundamental causes—nor on the possible solutions. Whereas some locate the roots in the colonial systems and other exogenous factors, others blame the postcolonial governments. This class assesses both perspectives in light of the historical evidence. (*Not currently offered*)

371 Life Cycles in History Historical transformations in child-birthing techniques, child-rearing patterns, and puberty rituals are juxtaposed with emerging notions of "childhood" and "adulthood" in order to elucidate cultural perceptions of the aging process. Marriage patterns and wedding rituals reveal ways in which sexuality and biological reproduction have been structured and controlled in various historical contexts. Multicultural approaches to dying investigate both the philosophy of death and social practices in the care (and neglect) of the dying. Our study of life's final phases will take us into local nursing homes and hospices where the dying have been relegated, for better or worse, in modern times. (Flynn, Fall, *offered alternate years*)

394 Russia and Central Asia This course traces the converging stories of two culturally distinct culture areas: Russia and Central Asia. Students start with geography, trace the rise of Orthodox and Moslem states and then examine their interactions through the Mongol Conquests, the expansion of the Russian/Soviet Empires and the implications for Russia and Central Asia of the Soviet collapse. (McNally, *offered alternate years*)

396 History and the Fate of Socialism: Russia and China This course studies Marxian Socialism as a product of history, as a lens through which to view past, present and future history and as a shaper of history. After introduction to the fundamentals (only) of Marx's thought, students examine how those ideas played out during the great 20th century revolutions in Russia and China. Finally, students spend a few weeks thinking about uses of socialism today in a possibly Post-Marxian world. (McNally, *offered alternate years*)

409 Seminar: Enterprise & Society: Business in American History This course analyzes the changing place that business has had in American life and Americans' imaginations. It is not a conventional business history class – we will not be exploring the institutional or macroeconomic history of business. Instead, our goal will be to come to grips with Americans' understandings of and responses to profit-making enterprises. Accordingly, we will ask how, and why, entrepreneurialism has become a primary source of American identity; what the sources of support for and opposition to business have been over time; how, and why, conceptions of individual success have changed; and how Americans have reacted to different sectors of the economy, different kinds of businesses, and different types of capitalism. We'll pay particularly close attention to the meanings that have been attached to Wall Street, the modern corporation, and advertising. Most of our materials will consist of historical monographs but we will also use novels and films. Prerequisites: HIST 105 or permission of the instructor for Seniors and Juniors; Permission of the instructor for First-Years and Sophomores. (Hood, *offered alternate years*)

461 Seminar: War and Peace in the Middle East Many wars, small and big, have been fought in the Middle East since World War II. This seminar examines some of the major wars, paying attention to their causes and consequences both on the region and worldwide. (*Not currently offered*)

463 Topics in American History (*Offered occasionally*)

471 Seminar: Bugles, Belles, and Bloated Bodies: Civil War in American Memory Since the end of the Civil War Americans have sought to better understand the brutal struggle that divided families, neighbors and regions. Through the veterans' parades and public statues of the late 1800s, the films and novels of the early 1900s, the intensely impassioned debates about the Confederate battle flag of the 1990s, and the battle reenactments today, Americans have "remembered" the Civil War in varied ways, thereby assigning meanings to the conflict. This class explores these diverse meanings, interrogates why this particular moment in American history continues to fascinate and enrage Americans, and examines the complicated relationship between American history, memory, and culture. (*Free, Offered alternate years*)

473 Britain in the Age of Industry and Empire The British revolutions at the end of the seventeenth century led directly to the ascendancy of Parliament, the creation of a modern financial system, and a measure of religious toleration, at least in England. In the longer term, the two centuries after 1688 saw industrialization irrevocably transform the physical, social and cultural landscape of the British Isles; political unions transform the Isles into Great Britain and then the United Kingdom; and the expansion of the empire transform the metropole and much of the rest of the world. The purpose of this course is to understand how these momentous changes happened, where their reach could be felt, what they meant to contemporaries, and what they ushered in and left behind. (Kadane)

476 Seminar: Western Civilization and Its Discontents Eight of the Western world's most searing critiques of the "civilizing process" form the basis of discussions concerning the disturbances and the promises of modern existence. (Flynn, *Spring, offered alternate years*)

492 Seminar: Chinese History Intended for advanced students of Chinese history and society; the contents of this course change with the interests of the students and the instructor. Prerequisite: Previous course in Asian Studies or History, or permission of the instructor. (Yoshikawa, *not currently offered*)

493 Seminar: Japanese History Intended for advanced students of Japanese history and society, the contents of this course change with the interests of the students and the instructor Prerequisite: Previous course in Asian Studies or History, or permission of the instructor. (Yoshikawa, *offered alternate years*)

Holocaust Studies

Program Faculty

Michael Dobkowski, Religious Studies, Coordinator

Scott Brophy, Philosophy

Derek Linton, History

The Holocaust, 1933-1945, was a human disaster of unprecedented proportions. Mass murder by “lawful” decree reached extraordinary proportions when a faceless and mindless bureaucracy combined with passionate hatred to lay waste European Jewish culture and millions of its practitioners. As a result, concepts of civilization were undermined, cherished ideas such as rationalism and progress as the basis for societal conduct were challenged, and the power of the churches and their teachings were called into question. Intellect and goodwill accounted for little in the Nazi era.

The Holocaust Studies minor provides an opportunity to study the Holocaust and its impact on society. This enterprise must go beyond history and religion, because the Holocaust cannot be understood without knowledge of the dynamics of prejudice, of propaganda, of political and social organization, of social and psychological deviance, or of the history of Judaism and the Jewish people. Holocaust study is by its very nature interdisciplinary.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Two courses from Core Group 1, one course from either Core Group 1 or 2, and three other courses from either of the Core Groups or the electives. At least two of the courses must be from the social sciences and at least two from the humanities; no more than three of the courses may be from any one department.

COURSES

Core Group 1

REL	271	History of the Holocaust
REL	401	Literary and Theological Responses to the Holocaust
HIST	269	Modern Germany: 1764-1996
HIST	271	Nazi Germany
HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective

Core Group 2

REL	270	Modern Jewish History
REL	273	The Foundations of Jewish Thought
REL	276	History of Eastern European Jewry, 1648-1945
REL	278	Jewish Life and Thought in Modern Times
SOC	221	Sociology of Minorities
SOC	222	Social Change
PHIL	130	Moral Dilemmas: Limiting Liberty
POL	180	Introduction to International Relations
POL	348	Racism and Other Hatreds
HIST	276	The Age of Dictators

Social Sciences Electives

ANTH	205	Race, Class, Ethnicity
POL	150	Introduction to Comparative Politics
POL	215	Minority Group Politics
POL	348	Racism and Hatreds
POL	283	Terrorism
SOC	224	Social Deviance
SOC	228	Social Conflict
SOC	256	Power and Powerlessness
SOC	258	Social Problems
SOC	279	South African Apartheid
SOC	325	Moral Sociology and the Good Society

Humanities Electives

EDUC	202	Human Growth and Development
ENG	236	Post Apocalyptic Literature
ENG	360	20th-Century Central European Fiction
HIST	238	World Wars in Global Perspectives
HIST	269	Modern Germany: 1764-1996
HIST	272	Nazi Germany
HIST	276	Age of Dictators
PHIL	150	Philosophy and Contemporary Issues: Justice and Equality
PHIL	151	Philosophy and Contemporary Issues: Crime and Punishment
PHIL	155	Philosophy and Contemporary Issues: The Morality of War...
PHIL	235	Morality and Self Interest in 20th Century Culture
PHIL	236	Philosophy of Law
REL	108	Religion and Alienation in 20th-Century Culture

Individual Major

A student whose interests involve several disciplines may create an individual major. Working with a faculty sponsor, the student plans a program and the specific courses to be taken. This program is then submitted to the Individual Majors Committee, which must approve the program. The committee and the faculty sponsor then oversee the student's program of study.

The committee's responsibilities include approving any changes in the program and certifying the student as sufficiently prepared in the individual major to enter the senior year. While most individual majors earn a B.A., it is possible to earn a B.S. This requires 16 courses in the division of natural sciences and the approval of the Individual Majors Committee.

Courses to be counted toward an individual major must be passed with a grade of C- or better. Because a student taking a course credit/no credit receives credit only for work of C- quality or higher, and because students with individual majors often are taking courses from a wide array of disciplines, the committee will accept courses for which the student has received "Credit."

International Relations

Program Faculty

Kevin Dunn, Political Science, Coordinator
Jack Harris, Sociology
Matthew Kadane, History
Judith McKinney, Economics
Scott McKinney, Economics
David Ost, Political Science
Thelma Pinto, Africana Studies
Colby Ristow, History
Richard Salter, Religious Studies
Stacey Philbrick Yadav, Political Science
Vikash Yadav, Political Science

The program in international relations examines questions of power, order, cooperation, and conflict that emerge as national and international actors relate across state boundaries. Such actors include states as well as international organizations like the United Nations, transnational advocacy groups (such as environmental and human rights networks), multinational corporations, ethnic and racial groups, and individuals. Patterns include diplomacy and war, exchanges of commodities and ideas, ethnic conflict, transnational networking, and the flow of people and problems across borders.

The program also includes theoretical studies of why these actors do as they do—from the pursuit of national self-interest, to the promotion of universal standards of justice, to personal or group gain. The major in particular encourages students to explore how aspects of the international system, such as security and trade regimes, are fluid and ever-changing, how they have emerged over time, and how they are presently being “re-imagined” and re-constructed by an increasingly diverse range of actors.

For its core curriculum, the international relations program rests on the extensive body of theory and literature already developed within international relations as an established subfield of political science. This core is complemented by an interdisciplinary approach that encourages students to recognize that the collective “imagining” of international affairs is also expressed through a variety of perspectives, including literature, art, and music. As a result, the program is flexible in its design, and adaptable to students’ interests regarding relevant themes, world regions, and disciplinary perspectives.

Note that where a language course is listed under area studies or one of the concentrations, it can both satisfy the area studies or concentration requirement and count toward language competency.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

Seven core courses; three courses in a thematic track, at least one from the list of keystone courses, with two courses at the 200-level or higher; and a capstone seminar course. IR majors must take at least three courses in a region outside of the United States (these can include courses taken in the thematic track and the capstone seminar course). In addition, IR majors must demonstrate competency in a foreign language equivalent to four semesters of language study.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

POL 180; two other core courses; two courses in a thematic track, at least one taken from the list of keystone courses; and at least one course in a region outside of the United States (this can include courses taken in the thematic track).

CORE COURSES

Students will take each of these seven courses. Please note that some courses may require a prerequisite.

POL	180	Introduction to International Relations
POL	140	Introduction to Comparative World Politics
ECON	160	Principles of Economics
ECON	240	International Trade
HIST	any 100 or 200 level course	

ANTH 110 Introduction to Cultural Anthropology or SOC 201 Sociology of International Development or AFS 150 Foundations of Africana Studies or any REL 100 or 200 level course dealing with global religions
A METHODS course (ANTH 273, SOC 211, SOC 212, ECON 202, POL 261, POL 263, or POL 380)

THEMATIC TRACKS

Students will take three courses in one of the thematic tracks. At least one must be drawn from the keystone courses listed below, while the other two are chosen in consultation with the adviser. The three courses must come from more than one discipline, and at least two of the courses in the thematic track should be at the 200-level or higher. Students also have the option of developing a self-designed theme in close consultation with their adviser and the approval of the Committee.

Global Security and Diplomacy

Keystone Courses:

HIST	238	The World Wars in Global Perspective
MDSC	223	War, Words, and War Imagery
PHIL	155	The Morality of War and Nuclear Weapons
POL	283	Terrorism
POL	290	American Foreign Policy

Political Economy and Development

Keystone Courses:

ECON	233	Comparative Economics
ECON	344	Economic Development
POL	248	Politics of Development
POL	387	States and Markets
POL	254	Globalization
SOC	240	Gender and Development

Politics, Culture and Identity

Keystone Courses:

AFS	240	African, Asian and Caribbean Women's Texts
ANTH	205	Race, Class and Ethnicity
BIDS	235	Third World Experience
POL	297	Europe and America
SOC	221	Sociology of Minorities
SOC	233	Women and Political Mobilization in the Third World

Transnational Issues and Cooperation

Keystone Courses:

ANTH	227	Intercultural Communication
ENV	120	Human Geography
ENV	191	Environmental Science
PHIL	159	Global Justice
POL	249	Protests and Movements in Comparative Perspective
POL	254	Globalization

CAPSTONE COURSE

Any of the approved seminars (list updated each year based on curriculum offerings) or an Honors project. The Capstone Course must be taken after completion of the methods core course.

LANGUAGE REQUIREMENT

The demonstration of competency in a foreign language equivalent to four semesters of language study.

REGIONAL FOCUS

Students are required to take at least three courses in one region outside of the United States. These courses may - but need not - include courses taken in a Thematic Track and as a Capstone Course.

Joint Degree Programs

Engineering

The Colleges have joint degree programs in engineering with the School of Engineering and Applied Science at Columbia University and the Thayer School of Engineering at Dartmouth College.

For the Columbia program, students spend three years at Hobart and William Smith, and then two years at Columbia. At the end of five years the student receives a B.A. or B.S. from Hobart or William Smith and a B.S. in engineering from Columbia. In some cases, a student can arrange to receive the degree from Hobart or William Smith at the end of the fourth year, and the degree in engineering from Columbia at the end of the fifth year.

The Dartmouth program is structured a little differently. Typically, a student spends the first two years at Hobart and William Smith, the third year at Dartmouth, the senior year in Geneva, followed by the fifth and final year at Dartmouth. Upon completion, the student receives two degrees, one from Hobart or William Smith and one from Dartmouth. For more details on the joint degree programs in engineering, consult Professor Donald Spector, Department of Physics.

Business

The Colleges have agreements with The Simon School of Business at The University of Rochester; The Whitman School of Management at Syracuse University; Clarkson University; and the Saunders School of Business at the Rochester Institute of Technology (RIT) allowing students to complete the requirements for a Master of Business Administration (M.B.A.) degree in one year rather than the usual two or more. Admission to the "4 + 1" programs at Simon, Clarkson, and RIT is available to students who include foundation courses in their undergraduate programs while at HWS and meet prescribed admissions standards. There is also a Master's in Accounting and a Master's in Finance program at the Whitman School available to students wishing to pursue a traditional graduate program. For more details, consult Pre-Business Advisor Warren Hamilton, Assistant Professor of Economics.

Financial Aid for 3-2 Joint Degree Programs

Financial aid for the 3-2 joint degree programs (in which the student spends three years at HWS followed by two years at Columbia University or the Rensselaer Polytechnic Institute) is available during the first three years at Hobart and William Smith Colleges through the regular financial aid application process and deadlines. For the two years of study at the other institution, Hobart and William Smith will not process or award any sources of financial assistance. Students should contact the other institution directly to find out what, if any, sources of financial assistance are available.

Financial Aid for 2-1-1-1 Joint Degree Programs

Financial aid for the 2-1-1-1 program with Dartmouth is available for the first four years of study through Hobart and William Smith. Financial aid for the fifth year is processed through Dartmouth. Contact Dartmouth directly for application requirements and deadlines.

Latin American Studies

Program Faculty

Scott McKinney, Economics, Coordinator
Michael Bogin, Art
Colby Ristow, History
Marilyn Jiménez, Africana Studies
Juan Liébana, Spanish and Hispanic Studies
Brenda Maiale, Anthropology
Cristina Müller, Spanish and Hispanic Studies
May Farnsworth, Spanish and Hispanic Studies
Caroline Travalía, Spanish and Hispanic Studies
Edgar Paiewonsky-Conde, Spanish and Hispanic Studies
Beth Newell, Biology
Richard Salter, Religious Studies
Neeta Bhasin, Writing and Rhetoric

The Latin American studies program provides students with an understanding of the many facets of Latin America: its art, literature and history, its culture, economics, politics and its environment, including the Latino experience in the United States. The Latin American studies program offers an interdisciplinary major and minor. The crosslisted courses and many courses taken abroad on the programs in Ecuador/Peru, Brazil, Argentina, and the Dominican Republic count for the major and minor. All courses must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

LTAM 210 *Latin American Perspectives*; at least one Spanish language course at the 122 level or higher; at least three courses in a primary concentration of a) humanities, b) history and social sciences, or c) environmental studies, and at least three courses outside the primary concentration; a senior year independent study; and a methods course (*e.g.*, a social science research methods course, a translation course, etc.). At least two of the 10 courses in the major must be from the advanced Latin American studies group.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

At least two courses in a primary concentration of a) humanities, b) history and social sciences, or c) environmental studies, at least two courses outside the primary concentration; and at least one Spanish language course at the 102 level or above.

CROSSLISTED COURSES

Humanities

AFS	240	African, Asian and Caribbean Women's Texts
MUS	217	Folk and Traditional Music of Africa and the Americas
REL	205	Tongues of Fire
REL	238	Liberating Theology
REL	241	Rastaman and Christ
SPAN	308	Culture and Identity in Latin America
SPAN	316	Voces de Mujeres
SPAN	317	Arte y Revolución
SPAN	321	Cuentos de América Latina
SPAN	345	Latin American Literary Frontiers
SPNE	305	Crossing Borders: Language and Latino Communities
SPNE	308	Latin American Cinema
SPNE	311	The Latino Experience
SPNE	322	Theater and Social Change in Latin America
SPNE	330	Latina Writing in the United States

Advanced Humanities

SPAN	355	Contemporary Theater: Innovations in Hispanic Drama
SPAN	365	Literature and Music of the Hispanic Caribbean
SPAN	392	Latin American Women's Writings
SPAN	420	Contemporary Latin American Novel
SPNE	345	The Paradoxes of Fiction
SPNE	355	Garcia Márquez: The Major Works

History and Social Science

ANTH	297	Peoples and Cultures of Latin America
ANTH	326	Patterns and Processes in Ancient Mesoamerica Urbanism
ECON	135	Latin American Economies
HIST	205	Modern Mexican History
HIST	226	Colonial Latin America
HIST	231	Modern Latin America
POL	248	Politics of Development
POL	255	Politics of Latin American Development

Advanced History and Social Science

ECON	425	Seminar: Public Macroeconomics
ECON	435	Political Economy of Latin America
HIST	327	Central America and the US

Methods

ANTH	273	Ethnographic Research and Methods
ECON	202	Statistics
POL	263	Philosophy of Political Science
SOC	211	Research Methods
SOC	212	Data Analysis
SPAN	231	The Art of Translation

Other

LTAM	210	Latin American Perspectives
LTAM	450	Senior Independent Study

COURSE DESCRIPTIONS

210 Latin American Perspectives An introduction to Latin America through histories and novels, commentaries, analyses and movies, from the perspective of those within Latin America and those outside of it. The organization of the course is chronological, starting with accomplishments of the indigenous Americans before major European settlement and ending with the crises and issues of the early 21st century. (S. McKinney, *Fall, offered annually*)

222 Caribbean Literature and Politics This survey course offers an interdisciplinary study of Caribbean literature focusing on the political history of the region from 1898 to the present. Besides the literary texts, films and substantive readings contribute to an examination of five main topics: legacies of colonialism; race and ethnicity; constructed identities; U.S. dominance and interventionism; and the Caribbean Diaspora.

232 The Latina Experience Through the use of life stories (testimonies) and documentaries, students in this course will examine the experience of Latinas in the context of the United States and the Geneva community. We will be exploring issues such as migration and immigration; biculturalism and bilingualism; labor and education, cultural production and social activism through the collection and analysis of testimonial texts, as well as the analysis and production of documentaries.

450 Senior Independent Study The capstone course for the major. Students choose a topic having to do with Latin America or Latinos in the United States and, working with the faculty adviser, research the topic and write a substantial final paper that is shared with the faculty and students of the program.

Law and Society

Program Faculty

Steven Lee, Philosophy, Coordinator
Eric Barnes, Philosophy
Scott Brophy, Philosophy
Laura Free, History
Paul Passavant, Political Science

The law permeates our lives, shaping both our behavior and our sense of right and wrong, often in ways in which we are not aware. But, as law has a great impact on society, so too does society have a great impact on law. As law has an internal logic, represented by the reasoning of judicial opinions, so does it have an external logic, as it is affected by social and historical forces. The purpose of the law and society program is to provide an opportunity for students to study the impact of law on society and of society on law. We have come to understand in recent decades how law is a truly interdisciplinary area of study. A number of disciplines have something to contribute to our understanding of law. The law and society program seeks to provide an avenue to an understanding of law in this broader sense. The law and society program offers an interdisciplinary minor; it does not offer a major. All courses toward the minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Three core courses, at least one in each category, and three electives. Of the six courses in the minor, at least two must be from the social sciences, two must be from the humanities, and no more than three may be in any one department. Courses in any of the core categories may also be taken as electives.

CROSSLISTED COURSES

Political Perspective Core Courses

POL	207	Governing Through Crime
POL	264	Legal Theory
POL	296	International Law
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society

Philosophical Perspectives Core Courses

PHIL	130	Limiting Liberty
PHIL	150	Justice and Equality
PHIL	151	Crime and Punishment
PHIL	156	Biomedical Ethics
PHIL	158	Debating Public Policy
PHIL	236	Philosophy of Law

Humanities Electives

HIST	215	American Urban History
HIST	300	American Colonial History
HIST	304	Early American Republic
HIST	306	Civil War and Reconstruction
HIST	311	20th Century America: 1917 1941
HIST	312	The U.S. Since 1939
HIST	336	History of American Thought to 1865
PHIL	232	Liberty and Community
PHIL	235	Morality and Self-Interest

Social Sciences Electives

ANTH	247	Urban Anthropology
ECON	198	Business Law

ECON	212	Environmental Economics
ECON	319	Forensic Economics
POL	215	Minority Group Politics
POL	225	American Presidency
POL	229	State and Local Government
POL	236	Urban Politics and Public Policy
POL	375	Feminist Legal Theory
PPOL	328	Environmental Policy
SOC	222	Social Change
SOC	228	Social Conflict
SOC	258	Social Problems
SOC	262	Criminology
SOC	325	Moral Sociology and the Good Society

Lesbian, Gay and Bisexual Studies

Program Faculty

Leah Himmelhoch, Classics, Co-Coodinator
Susan Henking, Religious Studies, Co-Coodinator
James-Henry Holland II, Asian Studies, Co-Coodinator
Michael Armstrong, Classics
Betty Bayer, Women's Studies
Sigrid Carle, Biology
Christine de Denus, Chemistry
Juan Liébana, Modern Languages
DeWayne Lucas, Political Science
Eric Patterson, English
Alison Redick, Women's Studies
Craig Rimmerman, Public Policy

The program in lesbian, gay, and bisexual studies seeks to understand the historical and cultural construction of sexuality. This interdisciplinary program is antihomophobic in intent, offering courses that attend seriously to the experience of gay, lesbian, bisexual and transgendered people; to the theoretical controversies surrounding sexual identities; and to the variety of scholarship in this area. As a multidisciplinary enterprise drawing on a variety of methodological approaches, theoretical orientations and substantive foci, the program examines subjectivity and identity, social and economic roles, religious practice, political praxis, literary productions, and science. In so doing, the program enhances educational development through crossdivisional courses that explore how social change and transformation might follow from a comprehensive understanding of the cultural and historical diversity of sexual practice.

The program offers both a major and a minor, each of which may be either disciplinary or interdisciplinary, depending upon a student's selection of courses. No more than two course equivalents may be counted toward the major. Core courses deal directly and extensively with LGBT issues. Elective courses are not necessarily focused on LGBT issues, yet include these issues as a recurrent theme, constituting a considerable portion of the readings and discussions. Perspectives courses may not deal with LGBT issues directly, but provide important theoretical and/or methodological tools for their analysis. Additional courses may also count toward the major or minor with the approval of faculty adviser and program coordinator(s).

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

Two core courses; two perspective courses; five additional courses selected either from the core group or the electives; and a capstone course, which can only be undertaken after completing at least eight courses toward the major. The capstone course should involve close work with a faculty adviser to create an internship, independent study, or Honors project that serves to integrate material from throughout the major. The courses in a major program must include at least one course from each division and at least three courses in one division.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

All of the requirements for the disciplinary major, but, included within the 10 courses, there must be work from at least two departments and at least three courses in each of two or more divisions (humanities, social sciences, natural sciences, and fine and performing arts).

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Two core courses; one perspective course; and two additional courses selected from either the core group or the electives.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

All of the requirements for the disciplinary minor, but the five courses of the minor must include courses in at least two departments and at least two courses in each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts).

Crosslisted Courses

Core Courses

AMST	201	American Masculinities
AMST	310	Sexual Minorities in America
CLAS	230	Gender in Antiquity
ENG	281	Literature of Sexual Minorities
LGBT	100	Introduction to Lesbian and Gay Studies
PPOL	219	Sexual Minority Movements and Public Policy
REL	283	Que(e)rying Religious Studies

Elective Courses

AFS	200	Ghettoscapes
AFS	240	African, Asian and Caribbean Women's Texts
ANTH	220	Sex Roles
ENG	239	Popular Fiction: The '50s
ENG	304	Feminist Literary Theory
ENG	381	Sexuality and American Literature
LTAM	308	Latin American Cinema
POL	236	Urban Politics and Public Policy
POL	375	Feminist Legal Theory
PSY	275	Human Sexuality
REL	381	Reading Feminism in Religious Studies
SOC	221	Sociology of Minorities
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
SPNE	314	Spanish Cinema: Buñuel to Almodóvar
WMST	204	Politics of Health
WMST	300	Feminist Theory
WMST	304	Medical Historiography
WMST	357	Self in American Culture

Perspectives Courses

ANTH	110	Introduction to Cultural Anthropology
ANTH	230	Beyond Monogamy
BIDS	245	Men and Masculinity
DAN	214	Dance History III
ENG	291	Introduction to African-American Literature I
ENG	327	The Lyric
ENG	342	Readings in Multi-Ethnic Women's Literature
ENG	346	Iconoclastic Women
HIST	269	Modern Germany: 1764-1996
HIST	325	Medicine and Public Health in Modern Europe
HIST	371	Life-Cycles: The Family in History
MDSC	100	Introduction to Media and Society
PEHR	212	Making Connections
PEHR	215	Teaching for Change
PEHR	312	Making Connections: Teaching Colleagues
PEHR	315	Teaching for Change: Teaching Colleagues
PSY	230	Biopsychology
POL	175	Introduction to Feminist Theory
REL	109	Imagining American Religion(s)
SOC	230	The Sociology of Everyday Life
SOC	258	Social Problems
SOC	259	Social Movements
WMST	100	Introduction to Women's Studies
WMST	247	Psychology of Women

COURSE DESCRIPTION

100 Introduction to Lesbian and Gay Studies This class will introduce students to the field of lesbian and gay studies, exploring the breadth of the field, and posing questions about the future of this academic discipline. We will begin by situating LGBT studies within the broader context of gay and lesbian history, closely examining the question of when modern homosexual identities emerged. Next, we will read a series of watershed theoretical essays, focusing on issues of authorship and audience. Transgenderism will be situated within the context of gay and lesbian history, and read through a series of primary sources and critical essays. As we move into the 21st century, emphasis will be placed upon global and transnational gay and lesbian identities, and upon the discipline of anthropology as it has traditionally been used to interpret gay and lesbian behavior in contexts outside of the West. Finally, we will look at several contemporary issues, such as the “gay gene” and gay marriage, in order to consider how partisan politics create peculiar divides in contemporary gay and lesbian activism.

Mathematics

In the Department of Mathematics and Computer Science

David Eck, Professor, Department Chair
Jaime Barrera, Assistant Professor
David Belding, Associate Professor
Stina Bridgeman, Associate Professor
Marc Corliss, Assistant Professor
Carol Critchlow, Associate Professor
Jonathan Forde, Assistant Professor
Erika King, Associate Professor
Kevin Mitchell, Professor
Scotty Orr, Technical Specialist, Instructor
John Vaughn, Associate Professor

Mathematics has always been one of the core subjects of a liberal arts education because it promotes rigorous thinking and problem-solving ability. Many students who major in mathematics go on to graduate school or to work in related professions. For other students, mathematics is popular as a second major or as a minor in combination with another major from any of the Colleges' academic divisions.

To meet the challenges, opportunities, and responsibilities encountered after graduation, mathematics majors are encouraged to obtain a broad but firm foundation in the discipline. Majors acquire skill in the use of mathematical methods for dealing with problems from a variety of disciplines, and complement these tools with some training in computer science.

The Department of Mathematics and Computer Science offers two disciplinary majors in mathematics (B.A. and B.S.) and a disciplinary minor in mathematics. In addition to the specific courses listed below, other courses may be approved by the department for credit toward a major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; the department strongly recommends courses be taken on a graded, rather than a credit/no credit, basis.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

MATH 135, MATH 204, and MATH 232; CPSC 124; either MATH 331 or MATH 375; two additional Mathematics courses at the 200 level or above; two additional Mathematics courses at the 300 level or above; and two additional courses chosen from Mathematics (MATH 131 and above) and Computer Science (CPSC 220 and above).

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

MATH 135, MATH 204, MATH 232, MATH 331, and MATH 375; CPSC 124; three additional Mathematics courses at the 200 level or above; two additional Mathematics courses at the 300 level or above; one additional Computer Science course (CPSC 220 and above); and three additional courses in the Natural Science division that count towards the major in their respective departments.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

MATH 135 and four additional MATH courses at the 130 level or above.

COURSE DESCRIPTIONS

100 Precalculus: Elementary Functions Intended for students who plan to continue in the calculus sequence, this course involves the study of basic functions: polynomial, rational, exponential, logarithmic, and trigonometric. Topics include a review of the real number system, equations and inequalities, graphing techniques, and applications of functions. Includes problem-solving laboratory sessions. Permission of instructor is required. This course does not count toward the major or minor in mathematics. (*Offered annually*)

110 Discovering in Mathematics A study of selected topics dealing with the nature of mathematics, this course has an emphasis on the origins of mathematics, and a focus on mathematics as a creative endeavor. This course does not count toward the major or minor in mathematics. (*Offered each semester*)

130 Calculus I This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is included as an integral part of the course. This course does not count towards the major in mathematics. (*Offered each semester*)

131 Calculus II This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (*Offered each semester*)

135 First Steps into Advanced Mathematics This course emphasizes the process of mathematical reasoning, discovery, and argument. It aims to acquaint students with the nature of mathematics as a creative endeavor, demonstrates the methods and structure of mathematical proof, and focuses on the development of problem-solving skills. Specific topics covered vary from year to year. MATH 135 is required for the major and minor in mathematics. Prerequisite: MATH 131 or permission of the instructor. (*Offered each semester*)

204 Linear Algebra This course is an introduction to the concepts and methods of linear algebra. Among the most important topics are general vector spaces and their subspaces, linear independence, spanning and basis sets, solution space for systems of linear equations, linear transformations and their matrix representations, and inner products. It is designed to develop an appreciation for the process of mathematical abstraction and the creation of a mathematical theory. Prerequisite: MATH 131, and MATH 135 strongly suggested, or permission of the instructor. Required for the major in mathematics. (*Offered annually*)

214 Applied Linear Algebra A continuation of linear algebra with an emphasis on applications. Among the important topics are eigenvalues and eigenvectors, diagonalization, and linear programming theory. The course explores how the concepts of linear algebra are applied in various areas, such as, graph theory, game theory, differential equations, Markov chains, and least squares approximation. Prerequisite: MATH 204. (*Offered every third year*)

232 Multivariable Calculus A study of the concepts and techniques of the calculus of functions of several variables, this course is required for the major in mathematics. Prerequisite: MATH 131. (*Offered annually*)

237 Differential Equations This course offers an introduction to the theory, solution techniques, and applications of ordinary differential equations. Models illustrating applications in the physical and social sciences are investigated. The mathematical theory of linear differential equations is explored in depth. Prerequisites: MATH 131 and 204, or permission of the instructor. MATH 204 may be taken concurrently. (*Offered annually*)

278 Number Theory This course couples reason and imagination to consider a number of theoretic problems, some solved and some unsolved. Topics include divisibility, primes, congruences, number theoretic functions, primitive roots, quadratic residues, and quadratic reciprocity, with additional topics selected from perfect numbers, Fermat's Theorem, sums of squares, and Fibonacci numbers. Prerequisites: MATH 135 and MATH 204 or permission of the instructor. (*Offered every third year*)

331 Foundations of Analysis I This course offers a careful treatment of the definitions and major theorems regarding limits, continuity, differentiability, integrability, sequences, and series for functions of a single variable. Prerequisites: MATH 135 and MATH 204. (*Offered annually*)

350 Probability This is an introductory course in probability with an emphasis on the development of the student's ability to solve problems and build models. Topics include discrete and continuous probability, random variables, density functions, distributions, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: MATH 232 or permission of instructor. (*Offered alternate years*)

351 Mathematical Statistics This is a course in the basic mathematical theory of statistics. It includes the theory of estimation, hypothesis testing, and linear models, and, if time permits, a brief introduction to one or more further topics in statistics (e.g., nonparametric statistics, decision theory, experimental design). In conjunction with an

investigation of the mathematical theory, attention is paid to the intuitive understanding of the use and limitations of statistical procedures in applied problems. Students are encouraged to investigate a topic of their own choosing in statistics. Prerequisite: MATH 350. (*Offered alternate years*)

353 Mathematical Models Drawing on linear algebra and differential equations, this course investigates a variety of mathematical models from the biological and social sciences. In the course of studying these models, such mathematical topics as difference equations, eigenvalues, dynamic systems, and stability are developed. This course emphasizes the involvement of students through the construction and investigation of models on their own. Prerequisites: MATH 204 and MATH 237 or permission of the instructor. (*Offered alternate years*)

360 Foundations of Geometry An introduction to the axiomatic method as illustrated by neutral, Euclidean, and non-Euclidean geometries. Careful attention is given to proofs and definitions. The historical aspects of the rise of non-Euclidean geometry are explored. This course is highly recommended for students interested in secondary school teaching. Prerequisite: MATH 331 or MATH 375, or permission of the instructor. (*Offered every third year*)

371 Topics in Mathematics Each time this course is offered, it covers a topic in mathematics that is not usually offered as a regular course. This course may be repeated for grade or credit. Recent topics include combinatorics, graph theory, and wavelets. Prerequisite: MATH 135 and MATH 204 or permission of instructor. (*Offered alternate years*)

375 Abstract Algebra I This course studies abstract algebraic systems such as groups, examples of which are abundant throughout mathematics. It attempts to understand the process of mathematical abstraction, the formulation of algebraic axiom systems, and the development of an abstract theory from these axiom systems. An important objective of the course is mastery of the reasoning characteristic of abstract mathematics. Prerequisites: MATH 135 and MATH 204 or permission of the instructor. (*Offered annually*)

380 Mathematical Logic First order logic is developed as a basis for understanding the nature of mathematical proofs and constructions and to gain skills in dealing with formal languages. Topics covered include propositional and sentential logic, logical proofs, and models of theories. Examples are drawn mainly from mathematics, but the ability to deal with abstract concepts and their formalizations is beneficial. Prerequisite: MATH 204, PHIL 240, or permission of the instructor. (*Offered every third year*)

448 Introduction to Complex Analysis An introduction to the theory of functions of a complex variable. Topics include the geometry of the complex plane, analytic functions, series expansions, complex integration, and residue theory. When time allows, harmonic functions and boundary value problems are discussed. Prerequisite: MATH 331 or permission of the instructor. (*Offered every third year*)

450 Independent Study

495 Honors

Courses offered occasionally or as demand warrants:

332 Foundations of Analysis II

376 Abstract Algebra II

436 Topology

446 Real Analysis

Media and Society

Program Faculty

Lester Friedman, Media and Society, Program Director

Christine Chin, Art

Catherine Gallouët, French and Francophone Studies

Grant Holly, English

Marilyn Jiménez, Africana Studies

Liz Lyon, English

Patricia Mathews, Art

Nicola Minnott-Ahl, English

Linda Robertson, Media and Society

Nick Ruth, Art

William Waller, Economics

Kristen Welsh, Russian Studies

HWS are among the first liberal arts colleges in the country to offer a major in media studies. From its inception in 1996, the focus of the Media and Society Program has been to foster a critical analysis of the media's pervasive influence on society and the individual. As such, it has had two fundamental goals:

- To engage students in the critical analysis of the influence of the mass media on society, from both the socio-political and cultural/artistic perspectives.
- To stimulate students to use their creative imaginations through self-expression in writing, videography and editing, the visual and plastic arts.

“Media studies” refers to the examination of visual, aural, and otherwise textual information and entertainment as they are transmitted to mass audiences using complex and changing technologies. An inherently interdisciplinary field, Media Studies draws upon cultural studies, psychology, art and literary theory, sociology, information and propaganda theory, and economics. In addition to the study of mass media entertainment, the Media and Society program emphasizes a concern with advertising, the presentation of news, the dissemination of information, the critical and historical analysis of literature, and the role of the arts in mass culture.

The aim of the combined elements is the critical study of both mass media and the arts. Such interrogations include an analysis of the role of the artist, not only reflecting the dominant mythologies of the culture, but in reshaping them, of holding them up to scrutiny, of compelling a revision of the human potential. For this reason, students are expected to engage in self-expression by exploring their creative capacities in at least one of the visual and plastic arts, writing, dance, or music. The requirement for “hands on” experience is met through courses in documentary filmmaking, scriptwriting, digital editing, photography, digital design, and journalism, as well as through the requirement that each student complete an internship related to his or her area of academic interest.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses, plus language competency.

The Media and Society Program offers an interdisciplinary major and minor. Media and Society majors explore four core areas before deciding on a concentration. All majors are required to take at least one course in the creative arts and to complete either an internship related to the study of the role of the media in society. Majors are required to complete cognate courses in American history or social consciousness and social theory. The major culminates with a Senior Seminar. To remain in good standing as a MDSC major, all courses must be completed with a C- or better. The Senior Seminar must be passed with a C to count toward completing the major. The internship is graded credit/no credit.

The complete list of requirements for the major are:

- MDSC 100 (Introduction to Media and Society);
- MDSC 400 (Senior Seminar);
- four additional MDSC classes (or their equivalents);
- one course in each of four core competencies (none of the core competency courses can be used to fulfill the concentration requirements);
- four courses to comprise a concentration

- a credit-bearing internship in the area of communications, artistic production, or journalism;
- two cognate courses. A cognate course is one that supports the study in the major, but is not a course in the mass media or the arts. One cognate course must be in American history and social consciousness (listed below). The second cognate course must be a social theory course (listed below).

Media and Society majors are also required to complete one college-level course in a foreign language. Students who have studied a foreign language in secondary school may have met this requirement; students for whom English is a second language may have met this requirement; students with a certified statement from a counselor or physician that a learning disability prevents them from learning a foreign language may petition for a waiver. *Students should consult with their adviser about this requirement.*

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses (three of which must be MDSC classes or the equivalents)

MDSC 100; one course in the study of the mass media; one course in the theory of representation, or historical criticism of the arts, or creative arts. Three additional courses drawn from approved electives, one of which must be in the creative arts if not already included. Minors are not required to develop a concentration in a specific area of Media and Society.

Approved Courses

The Media and Society Program draws upon courses offered in a number of different departments. Some of the courses listed below may be withdrawn by contributing departments for various reasons and new courses offered in departments may be accepted for the Media and Society major. Listed below are the types of courses acceptable to fulfill the requirements, but students should consult their advisers to discuss other suitable courses.

Core Competencies

Majors are required to take one course in each of four core areas. Minors are required to take three courses chosen from different core areas. The same course may be listed under more than one competency; but one course cannot be used to satisfy more than one of the core competencies numbered 1 to 4 below. None of the core competency courses can be used to fulfill the concentration requirements.

Core Competency 1. Techniques of Performance and Creativity

(majors choose one):

ARTS		<i>Any studio art course</i>
ENG		<i>Any creative writing course</i>
ENG	308	Screenwriting
ENG	178	Acting I
MUS		<i>Private Instruction and Ensembles</i> <i>(1/2 credit per semester; two semesters required)</i>
MUS	210	American Musical Theater
MUS	400	Orchestration
DAN/T		<i>Any combination of dance classes for a total of 2.5 credits or one of the following:</i> <i>DAN 200 Dance Composition I or DAN 300 Dance Composition II</i>

Core Competency 2. Use of Imaging Technologies

(majors choose one):

MDSC	305	Film Editing
MDSC	308	Film Editing II
MDSC	315	Introduction to Social Documentary
MDSC	415	Advanced Social Documentary

Core Competency 3. Critical Analysis or Media Theory

(majors choose one):

AFS	200	Ghettoscapes
AFS	226	Screen Latinos
AFS	309	Black Cinema
AFS	310	Black Images/White Myths
ARTH	212	Woman As Image-Maker

ASN	342	Chinese Cinema
ENG	176	Film Analysis I
ENG	201	Jane Austen in Film
ENG	229	Television Histories, Television Narratives
ENG	230	Film Analysis II
ENG	233	Art of the Screenplay
ENG	368	Film and Ideology
ENG	375	Science Fiction
ENG	376	New Waves
FRE	241	<i>Que sais-je?</i>
FRNE	252	Beyond Colonialism: Maghreb Cultures and Literatures
FRNE	395	Society and Culture in the <i>Ancient Régime</i> : Representation of Race
MDSC	204	Imagining the West
MDSC	205	America in the Seventies
MDSC	304	Media and Theory
MDSC	307	Medicine and Society
MDSC	310	Covenant with Death
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MDSC	303	Social Documentary
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	260	Mind and Language
POL	320	Mass Media
POL	363	Cyber Politics/Cyber Culture
WRRH	205	Rhetorical Bytes
WRRH	250	Talk and Text: Introduction to Discourse Analysis

Core Competency 4: Cultural History of the Fine Arts or Mass Media

(majors choose one):

AFS	310	Black Images/White Myths
AFS	200	Ghettoscapes
ARTH	101	Ancient to Medieval
ARTH	102	Renaissance to Modern
ARTH	103	East Asian Art Survey
ARTH	110	Visual Culture
ARTH	201	African-American Art
ARTH	208	Greek Art and Architecture
ARTH	210	Woman as Image and Image-Maker
ARTH	211	Feminism in the Arts
ARTH	221	Early Italian Renaissance Art
ARTH	222	Women in Renaissance Art and Life
ARTH	226	Northern Renaissance Art
ARTH	230	Age of Michaelangelo
ARTH	240	European Art and Architecture
ARTH	249	Islamic Art and Architecture
ARTH	252	Japanese Art and Culture
ARTH	256	Art of the Russian Revolution
DAN	210	Dance History I
DAN	212	Dance History II
DAN	214	Dance History III
ENG	287	Film Histories I
ENG	288	Film Histories II
ENG	289	Film Histories III
ENG	370	Hollywood on Hollywood
ENG	229	Television History, Television Narratives
ENG	264	Globalism and Literature

EUST	101	Foundations of European Studies I
EUST	102	Foundations of European Studies II
MDSC	203	History of Television
MDSC	205	America in the Seventies
MDSC	307	Medicine and Society
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MDSC	315	Introduction to Social Documentary
MUS	135	Music in the Americas: 1750 - 2000
MUS	202	History of Western Art and Music: Medieval and Renaissance
MUS	203	History of Western Art and Music: Baroque and Classical
MUS	204	History of Western Art and Music: Romantic and Modern
MUS	207	Music in American Culture: Jazz and Popular
MUS	210	American Musical Theater
MUS	216	Music of Asia
MUS	217	Folk and Traditional Music of Africa and the Americas

Concentrations

A concentration for the major consists of four courses from any *one* of the clusters below. None of the core competency courses can be used to fulfill the concentration requirements. At least one must be an MDSC course unless otherwise indicated; consult the courses listed under each concentration. A minor chooses any three courses from the following as electives:

Concentration in Studies in Mass Media and Politics

AFS	200	Ghettoscapes
AFS	309	Black Cinema
AFS	310	Black Images/White Myths
MDSC	205	America in the Seventies
MDSC	307	Medicine and Society
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MDSC	303	Social Documentary
POL	320	Mass Media
POL	363	Cyber Politics/Cyber Culture

Concentration in Studies in Film, Television, and New Media

AFS	200	Ghettoscapes
AFS	226	Screen Latinos
AFS	309	Black Cinema
AFS	310	Black Images/White Myths
ARTH	212	Woman As Image-Maker
ASN	342	Chinese Cinema
ENG	176	Film Analysis I
ENG	201	Jane Austen in Film
ENG	229	Television Histories, Television Narratives
ENG	230	Film Analysis II
ENG	233	Art of the Screenplay
ENG	368	Film and Ideology
ENG	375	Science Fiction
ENG	376	New Waves
FRE	241	<i>Que sais-je?</i>
MDSC	205	America in the Seventies
MDSC	307	Medicine and Society
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MDSC	300	Social Documentary
POL	363	Cyber Politics/Cyber Culture

Studies in Critical Method and Mass Media Theory

ARTH	110	Visual Culture
ENG	368	Film and Ideology
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	260	Mind and Language
POL	363	Digital Networks
WRRH	250	Talk and Text

Concentration in Studies in Cultural Production: Composition and Technology

ARTS	165	Introduction to Imaging
ARTS	265	Intermediate Imaging
ARTS	245	Photosilkscreen Printing
ARTS	266	Time in Art
ARTS	268	Time in Art II
ARTS	365	Imaging Workshop
DAN	200	Dance Composition I
DAN	300	Dance Composition II
EDUC	295	Theater and the Child
ENG		Any creative writing course
ENG	307	Playwriting Workshop
ENG	308	Screenwriting
MDSC	315	Introduction to Social Documentary
MDSC	305	Film Editing
MDSC	308	Film Editing II
MDSC	415	Advanced Social Documentary
MUS	400	Orchestration
WRRH	300	Journalism
WRRH	302	Op-Ed: Writing Political and Cultural Commentary

Cognate Courses**Social Theory**

(majors choose one; none of these courses can be counted for the minor)

BIDS	200	Critical Social Theory
POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
SOC	221	Sociology of Minorities
SOC	222	Social Change
SOC	226	Sociology of Sex and Gender
SOC	228	Social Conflicts
SOC	249	Technology and Society
SOC	260	Sociology of Human Nature
SOC	256	Power and Powerlessness
SOC	257	Political Sociology
SOC	259	Theory of Social Movements
SOC	275	Social Policy

American History and Social Consciousness

(majors choose one; none of these courses can be counted for the minor)

AMST	100	History and Forms of American Culture
HIST	204	History of American Society
HIST	208	Women of American History
HIST	215	American Urban History
HIST	227	African-American History I: The Early Era
HIST	228	African-American History II: The Modern Era
HIST	240	History of Immigration and Ethnicity in America
HIST	246	American Environmental History

HIST	250	Medieval Popular Culture
HIST	258	Transformation of Rural America
HIST	306	Civil War and Reconstruction: 1845-1877
HIST	310	Rise of Industrial America
HIST	311	20th -Century America: 1917-1941
HIST	312	The U.S. Since 1939
HIST	314	Aquarian Age: The 1960s
HIST	337	History of American Thought Since 1865
HIST	340	Faulkner and Southern Historical Consciousness
POL	215	Minority Group Politics
POL	270	African-American Political Thought

COURSE DESCRIPTIONS

100 Introduction to Media and Society The course considers the cultural meanings conveyed in popular entertainment, children’s television, and advertising; the political economy of mass media ownership; and how the press mediates the public’s sense of political and social realities. Students examine serious issues raised by the pervasive influence of mass media, including the concentration of ownership over public communications, the commodification of culture, and how the media affects the process of political persuasion. This course is intended for students interested in gaining a better understanding of how we are influenced by public communications. (Staff, *offered each semester*)

203 History of Television An in-depth look at television history, from TV’s theoretical beginnings to its current incarnation as a turbulent mirror for “reality,” this course critically examines television texts and criticism of the medium as entertainment and as a contested force in social and cultural practices. Students consider significant technical and aesthetic shifts in programming, and arguments about the negotiation of race, ethnicity, class, and gender in TV. While some attention is paid to other national industries, the chief focus of the course is on television in the United States and western hemisphere. (Staff)

204 Imagining the West: The Myth and The Media The image of the West in American culture is both real and imagined, historical and mythic. The so-called “frontier experience” has defined significant aspects of cultural life and continues to exert a hold on the imagination of Americans—and those beyond our shores. This class examines the West as an ideological construct formed by both facts and legends, but most importantly, communicated and sustained by the mass media. Indeed, television and film productions have made the West a vital part of American history and a continuing facet of our everyday lives, and that is the focus of the class. (Friedman, *Fall*)

205 America in the '70s It is easy to make fun of the '70s with its big hair, bad music, and blighted fashions. Many historians see the first half of the decade as a pounding hangover from the radical '60s and the second half as a counterbalancing prelude to the conservative '80s, denying the '70s any identity of its own. But beneath the glittering disco globes, a fundamental shift in the culture, society and ideology that defined American life—one reflected and refracted in the era’s mass media and popular arts—took place from 1970 to 1979. This class explores the '70s from the perspective of its cultural productions, paying particular attention to the critical intersections where the arts both influence and mediate the major historical events and intellectual currents of this decade. (Friedman, *offered annually*)

224 Age of Propaganda I: 1914-1945

225 Age of Propaganda II: 1945-2001 The advent of modern or mechanized warfare brought awareness that propaganda directed at the home front, the enemy, and neutrals was as essential to victory as effective deployment of resources, weapons, and soldiers. Propaganda techniques developed during World War I have had significant influence over the later emergence of public relations and advertising. This course examines the history and influence of war propaganda especially but not exclusively of the United States during the twentieth century, the Age of Propaganda. (Robertson, *Spring, each offered alternate years*)

304 Media and Theory This course provides an in-depth study of media forms and their modes, methods, and themes. We will explore the role of media in shaping social consciousness, material culture, and the experience of modern life. We will survey key theoretical works in media studies and cultural studies by reading them along with primary documents such as film texts, radio broadcasts, television programs, magazine and newspaper articles, soundtracks, digital environments, and more. Consumer attitudes, narrative forms, artistic practices, and modes of production will be investigated for their ideological underpinnings.

MDSC 305 Film Editing I This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using either Final Cut Pro or Avid. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. Finally, students study the relationship of a novel, its screen adaptation and the film in order to understand the relationship of editing to narrative.
(Jiménez, *offered annually*)

MDSC 315 Introduction to Social Documentary This course is an introduction to the power of the visual social documentary as a force for social change. Students will study the history of social documentary photography and film and learn how to research, develop, shoot, edit, and critique social documentary videos using introductory level cameras and editing software. Considerable time must be spent working independently and collaboratively outside of regular class time. (Robertson, *Spring, offered alternate years*)

MDSC 400 Senior Seminar This course is required of all Media and Society majors. Normally, seniors will enroll in this course; however, juniors may also enroll with the recommendation of their advisers. This seminar, which is a capstone course for the major, will focus on a topic determined by the instructor. This is a research-intensive course.
(Staff, *Spring, offered annually*)

MDSC 450 Independent Study

MDSC 495 Honors

Men's Studies

Coordinating Committee

Jack Harris, Sociology, Coordinator
Etin Anwar, Religious Studies
Rocco Capraro, History
Iva Deutchman, Political Science
Susan Henking, Religious Studies
Renee Monson, Sociology
T. Dunbar Moodie, Sociology
Craig Rimmerman, Political Science
William Waller, Economics

The men's studies program offers an intellectually rigorous and coherent explanation of men's lives, focusing on theories of masculinity, the history and sociology of men's experience, gender and sexuality as organizing categories of men's identity and experience, and ways of knowing and teaching about these matters.

REQUIREMENTS for the MINOR

interdisciplinary, 5 courses

An introductory course: either FSEM 196 **Theories of Masculinity** or another course approved by the coordinator; BIDS 245 **Men and Masculinity**; one theory course; one course on sexual minorities; and one course on gender. The five courses of the minor must include two courses from each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts).

CROSSLISTED COURSES

Theory Courses

ARTH	211	Feminism in the Arts
ECON	310	Economics and Gender
ENG	304	Feminist Literary Theory
SOC	220	Sociology of Everyday Life
SOC	340	Feminist Sociological Theory
WMST	300	Feminist Theory

Sexual Minorities Courses

AMST	310	Sexual Minorities in America
ENG	281	Literature of Sexual Minorities
PPOL	219	Sexual Minority Movements and Public Policy
REL	283	Que(e)rying Religious Studies

Gender Courses

ANTH	220	Sex Roles: A CrossCultural Perspective
ASN	220	Male and Female in East Asian Societies
CLAS	230	Gender and Sexuality in Antiquity
ENG	330	Male Heroism In The Middle Ages
PHIL	152	Issues: Philosophy and Feminism
POL	238	Sex and Power
PSY	223	Social Psychology
REL	236	Gender and Islam
REL	347	Gender and Globalization in the Muslim World
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
WRRH	221	He Says, She Says: Language and Gender

Music

Robert Cowles, Professor, Department Chair
Joseph M. Berta, Professor
Patricia Ann Myers, Professor
Robert Barbuto, Applied Instructor (Jazz Piano), Director of Colleges Jazz Ensemble
Gregg Christiansen, Applied Instructor (Piano)
Steve Curry, Applied Instructor (Drums)
Meg Cognetta Heaton, Applied Instructor (Piano)
Greg Wachala, Applied Instructor (Guitar)
MaryAnn Hamilton, Applied Instructor (Organ)
Alan Mandel, Applied Instructor (Jazz Saxophone)
Kenneth Meyer, Applied Instructor (Guitar), Director of Colleges Guitar Ensemble
Suzanne Murphy, Applied Instructor (Voice)
John Oberbrunner, Applied Instructor (Flute), Director of Colleges Woodwind Ensemble
Jeananne Ralston, Applied Instructor (Piano)
Troy Slocum, Applied Instructor (Piano)
Jeffrey Stempien, Applied Instructor (Brass)
James Trowbridge, Director of Colleges Brass Ensemble
Wendra Trowbridge, Applied Instructor (Voice)
Jennifer Sisbarro, Applied Instructor (Voice)
Jacqueline Wogick, Applied Instructor (Cello)
Andrew Zaplatynsky, Applied Instructor (Violin/Viola), Director of Colleges String Ensemble

The music department seeks to develop the musical understanding of students who desire to broaden their cultural perspective through study of the arts, as well as to prepare students wishing to pursue a professional career in music. Music courses are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. Admission to choral and instrumental ensembles is by audition only. As of 2011-2012, private instruction in applied music is available to all students for a fee of \$300 per semester for a total of 14 half-hour sessions. The music department offers a disciplinary major and both a disciplinary and interdisciplinary minor. To be counted toward the major or minor, all course work must be passed with a grade of C or better.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

MUS 120, 121, 202, 203, 204, 231, 232, 401, 460; one additional course from MUS 130 or above; and two course credits earned through participation in a major choral or instrumental ensemble for four semesters, or by taking private instruction for four semesters, or by taking two semesters of ensemble and two of private instruction.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

MUS 120, 121; two courses from the group MUS 202, 203, or 204; one additional course from MUS 130 or above; and one course credit earned through participation in a major choral or instrumental ensemble for two semesters, or by private applied instruction for two semesters.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

MUS 120, 121; two from the group MUS 202, 203 and 204; one nonmusic elective course from art, history, education, philosophy, religious studies, anthropology, languages, dance, or another department, chosen in consultation with the adviser; two course credits earned through participation in a major choral or instrumental ensemble, or by private applied instruction, for four semesters.

COURSE DESCRIPTIONS

100 Introduction to Music Literature This course is intended to deepen the meaning of experiencing music as a living language from listening to Beethoven's Fifth Symphony performed in the concert hall to hearing the soulful strains of blues in a Chicago club, or the "exotic" timbres and tunings of a Balinese gamelan. Each repertory is unique in its materials and methods of organization; each elicits a unique set of values and feelings in response. Each is described and assigned meaning through the cultural filters of our own individual backgrounds. Music utilized in the American tradition based on European models is surveyed, as are representative models from contrasting cultures. (Berta, Staff, offered each semester)

110 Introduction to Music Theory Fundamentals and basic principles of Western music theory and their application are presented in this course. Specific areas include the study of clefs, major minor scales, key signatures, intervals, and triads. Music notation and terminology are discussed. The final half of the course covers an introduction to four-part harmonic writing, use of chords in root position, and inversions. Basic ear training techniques are employed. (Staff, *offered each semester*)

120 Tonal Theory and Aural Skills I This course strives to produce a listener/performer who can perceive sound in meaningful patterns—developing a hearing mind from the Western classical tradition, including diatonic scales; intervals; keys and triads; introduction to principles of voice leading; Roman numeral analysis; functional harmony; and non-chordal melodic elements. The approach is an integrated one, providing both the theoretical knowledge necessary for analysis and composition and the aural skills necessary for perception and performance. Prerequisite: MUS 110 or permission of the instructor. (Cowles, *offered annually*)

121 Tonal Theory and Aural Skills II This course continues goals outlined for MUS 120. It explores further techniques of part writing, including tonicization and modulation to closely related keys, and the use of seventh chords. (Cowles, *offered annually*)

130 Beethoven: The Man and His Music This course deals specifically with the music of Beethoven. Among the compositions carefully examined and listened to are his nine symphonies; his opera *Fidelio*; concertos such as *The Emperor*; piano sonatas such as *The Pathétique*, *Appassionata*, and *Moonlight*; selected string quartets; and his *Missa Solemnis*. Beethoven's place in history, his personality, his leading the way to individualism and subjective feeling in music, and his vision of human freedom and dignity are also explored. (Berta, *offered alternate years*)

135 Music in America: 1750-2000 Investigating the panorama of American Music to reveal its infinite variety and vitality, origins of American music are traced from the Native Americans, to the psalm singing colonials, to the African slaves. Eighteenth century works by Billings and Mason are examined. Emphasis is placed on 19th- and 20th-century music. Compositions include works by Ives, Copland, Gershwin, Crumb, Antheil, and Bernstein. (Berta, *offered alternate years*)

150 In a Russian Voice: Music from Glinka to Stravinsky Borodin, Balakirev, Cui, Mussorgsky, and Rimsky Korsakov—who inherited a passion for creating “Russian” works from Glinka and Dargomizhsky and passed this passion on in elements of melody, harmony, and rhythm to Stravinsky—consciously and successfully incorporated folk and traditional elements into the traditional genres of art music. This course considers these composers and their “Russianness” to discover what is “Russian” about their music and what impact Russian Orthodox Church music and folk song and dance have had in the development of musical language and style in the 20th century. (Myers, *offered alternate years*)

160 The Symphony The concert symphony is the type of music most performed by orchestras today. Students in this course study the evolution and ever-changing nuances of symphony. They explore the various periods and work their way through the classical period, the romantic period, and the 20th century. (Berta, *offered alternate years*)

202 History of Western Art Music: Medieval and Renaissance (600-1600) From Gregorian chant and the songs of the troubadours, the beginnings of polyphony, the “new secular style” of the 14th century, and the “sweet” harmonies of the 15th century Burgundian school, through the humanistic currents of the late 15th and 16th centuries, composers created new styles, techniques, and forms, responding to the demand for greater expressivity and more variety. The course surveys tradition and change in music from 600 to 1600 and is based on selected readings, recordings, and scores. (Myers, *offered every third semester*)

203 History of Western Art Music: Baroque and Classical (1600-1800) From the early operas of Monteverdi to the oratorios of Handel and the cantatas of Bach, the Baroque composer aimed to “affect” his listener through powerful musical contrasts and rhetorical passions. Haydn, Mozart, and the young Beethoven, on the other hand, were more interested in projecting formal logic and proportional design in their sonatas, string quartets, symphonies, and other instrumental works. The course surveys tradition and change in Baroque and classical music and is based on selected readings, recordings, and scores. (Berta, *offered every third semester*)

204 History of Western Art Music: Romantic and Modern (1800-1950) Most 19th century composers pushed the expressive power of chromatic harmony and thematic unity to the musical extreme. By 1910, most of the musical avant garde no longer found it possible to work within the constraints of the three century old tonal system. New systems and

searches for novel sonorities led to the use of natural and electronically generated sounds. Chance happenings were advocated by composers who objected to older music's predictability. The course surveys tradition and change in romantic and modern music and is based on selected readings, recordings, and scores. (Myers, *offered every third semester*)

206 Opera as Drama "That opera is properly a musical form of drama, with its own individual dignity and force," informs the content and structure of this course. The central issue of the relationship of words to music and form to meaning and their continuing reinterpretations is examined with respect to solutions offered by Monteverdi, Pergolesi, Gluck, Mozart, Verdi, Wagner, and Berg. Music moves the psyche on several levels simultaneously; it is more holistic than the linearity of verbal syntax can ever be. The ability to follow a score in a rudimentary manner is desirable. (Myers, *offered alternate years*)

207 Music in American Culture: Jazz and Popular This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (Staff, *offered annually*)

210 American Musical Theater A survey of the development, as an art form, of American musical theater from the European forms in early America to the present Broadway musical, including minstrels, vaudeville, burlesque, revue, comic opera, operetta, and blacks in the theatre. The course culminates with a class production of a musical in concert form. (Staff, *offered periodically*)

216 Musics of Asia Interest in the performing arts of Asian cultures—music, theatre, and dance—on the part of Europeans can be traced back to 18th century notions of enlightenment and universality and to increased contacts with Asia through trade and colonization. The Exhibition of 1889 introduced European audiences to Indonesian percussion orchestras, melodic intricacies of Indian raga, and the stylized movement of "Siamese" dance. Asian performing arts have unique, valid approaches to the organization of sound and time. Among the repertoires studied are the classical music and dance of India, Indonesian gamelan, Chinese Opera, and the theatrical traditions of Japan. (Myers, *offered alternate years*)

217 Folk and Traditional Music of Africa and the Americas The ethnic, folk, and traditional musics of the Western continents fall into two groups: music found in cultures and regions having an urban, professional, cultivated "art" tradition, or music of non literate, "primitive" peoples affected marginally by literate cultures. The first helped develop popular styles in the 20th century. The second provides richness in understanding the role music and the other performing arts play in shaping a culture's view of itself and the surrounding world. Among the repertoires studied are Navajo ceremonial music, ritual music from the Guinea Coastal area of Africa, Afro American blues and work songs, ballad traditions of Appalachia, Andean music, Caribbean Carnival, and Afro Brazilian dances. (Myers, *offered alternate years*)

231 Tonal and Chromatic Theory This course focuses on chromatic harmony of 19th century Western art music, including modulation to chromatically related and non diatonic keys and altered chords. There is a strong emphasis on all aspects of part writing, and on aural comprehension of theoretical concepts and the performance of more complex melodic, rhythmic, and harmonic materials. Prerequisite: MUS 121 or permission of the instructor. (Staff, *offered annually*)

232 Advanced Chromatic Theory and Counterpoint This course focuses on chromatic harmony of 19th century Western art music, including modulation to chromatically related and non diatonic keys and altered chords. There is continued emphasis on aural comprehension of theoretical concepts, part writing, and the performance of more complex melodic, rhythmic, and harmonic materials, including counterpoint of the 18th and 19th centuries. Prerequisite: MUS 231, or permission of the instructor. (Staff, *offered annually*)

400 Orchestration In this study of the ranges and timbres of orchestral instruments with reference to symphonic scoring, students arrange for small ensembles and full orchestra. Prerequisite: permission of instructor. (Staff, *offered periodically*)

401 Form and Analysis This course offers a survey of selected methods of musical analysis, including the traditional approaches to studying form developed by Leon Stein and Douglas Greene, La Rue's style analysis, Schenker's system for tracing the underlying tonal structure of pieces, and Perle's handling of serial procedures and atonality. Each of the analytical systems is applied to representative works drawn from the six major style periods of Western art music. Prerequisite: MUS 231 or permission of the instructor. (Myers, *offered alternate years*)

450 Independent Study

460 Seminar in Music History This seminar provides in depth study of selected areas within the history of Western music. Subjects vary from year to year. Topics may focus on the works of a single composer (*i.e.*, Mozart's operas, Stravinsky's ballets, Bach's cantatas) or specific themes (*i.e.*, text/music relationships). Stylistic and formal analysis of music is integrated with European social and cultural history. Requirements include active participation in discussion and research projects. Students are expected to write two substantive papers. Prerequisite: permission of instructor. (*Myers, offered alternate years*)

495 Honors

Course Offered as Needed:

BIDS 298 The Ballet Russes: Modernism and the Arts

PRIVATE INSTRUCTION COURSES

MUS	907	Jazz Saxophone (Mandel)
MUS	908	Violin/Viola (Zaplatynsky)
MUS	909	Flute (Oberbrunner)
MUS	910	Piano (Christiansen, Heaton, Ralston, or Slocum)
MUS	911	Voice (Calabrese, Murphy, or W. Trowbridge)
MUS	912	Double Bass (Staff)
MUS	913	Brass (Stempien)
MUS	914	Woodwinds (Berta)
MUS	916	Organ (Hamilton)
MUS	917	Guitar (Meyer or Wachala)
MUS	918	Drums (Curry)
MUS	919	Jazz Piano (Barbuto)

ENSEMBLES

MUS	920	Colleges Jazz Ensemble (Barbuto)
MUS	922	Colleges Guitar Ensemble (Meyer)
MUS	926	Colleges Woodwind Ensemble (Oberbrunner)
MUS	930	Colleges Chorale* (Cowles)
MUS	935	Colleges Community Chorus (Staff)
MUS	940	Colleges Brass Ensemble (J. Trowbridge)
MUS	945	Colleges String Ensemble (Zaplatynsky)

*Members of the Colleges Chorale may be considered for membership additionally in the Colleges *Cantori*, a chamber vocal ensemble. *Cantori* is a not-for-credit ensemble.

Note: Students who take private lessons receive one-half course credit per semester. Likewise, students who participate in the Colleges Chorale, Colleges Community Chorus, or Guitar, String, Woodwind, Brass, and Jazz Ensembles receive one-half course credit per semester.

Peace Studies

Program Faculty

Steven Lee, Philosophy, Director
Lesley Adams, Chaplain
Betty Bayer, Women's Studies
Sheila Bennett, Sociology and Asian Languages and Literature
Michael Dobkowski, Religious Studies
Shalahudin Kafrawi, Religious Studies
Alejandra Molina, Spanish and Hispanic Studies
Carol Oberbrunner, Philosophy
Richard Salter, Religious Studies
Charles Temple, Education

Peace Studies at Hobart and William Smith Colleges is an interdisciplinary inquiry into the conditions that promote social justice and the non-violent resolution of conflict in relations among individuals, groups, and societies. It combines philosophical inquiry, historical knowledge, critical analysis of contemporary social conditions, experiential learning, and a deep commitment to educating and empowering students for citizenship in a world of greater peace, equity, and social justice. Our objective for the minor in Peace Studies is to prepare students to speak and act in their lives out of deep commitment to creating conditions of social equity and respect for others.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

- One foundation course: PCST 201 Teaching Peace or WMST 372 Peace.
- Two core courses: one from Group A and one from Group B. Group A courses provide a theoretical foundation for the study of peace, justice, and conflict. Group B courses provide close observation and experiential learning relevant to the peace-maker role and/or meaningfully incorporate a substantial community service requirement. In the case of the latter, the program faculty adviser must approve the content of the community service component as appropriate to the minor.
- Two electives from Group 1 or 2: Courses in Group 1 provide a substantive foundation in the study of peace and justice; courses in Group 2 provide a substantive foundation in the study of peace and conflict.
- Two one-half unit supervised community service practica or 1 supervised full credit internship (PCST 399): ordinarily a full credit practicum represents a minimum of 150 hours (75 hours for one-half credit) of community service, internship placement, or other experiential learning, approved by the student's program adviser and documented by a weekly reflective journal and final report.
- Senior Independent Project (PCST 450): Enacting Peace: A self-initiated project that enacts in some way a peacemaker role under the supervision of a Peace Studies Program faculty adviser. Projects may include creative works and performance and include summer projects judged of equivalent sustained commitment by the student's Senior Practicum adviser. Note: Additional information regarding program requirements is available from program faculty.

Core Group A: Theoretical Foundations for the Study of Peace, Justice, and Conflict

ASN	225	Tibetan Buddhism
ECON	236	Radical Political Economy
PHIL	152	Philosophy and Feminism
PHIL	155	Morality and War
PHIL	157	Ethical Inquiry: A Multicultural Approach
PHIL	159	Global Justice
PHIL	232	Liberty and Community
POL	180	Introduction to International Relations
POL	249	Protest Politics in Comparative Perspective
POL	380	Theories of International Relations
PPOL	101	Democracy and Public Policy
REL	228	Religion and Resistance

SOC	300	Classical Sociological Theory
SOC	325	Moral Sociology and the Good Society
SOC	356	Power and Powerlessness
SOC	370	Theories of Religion: Religion, Power, and Social Transformation
WMST	372	Peace [if not elected to meet the foundation course requirement]

Core Group B: Theory in Action

PCST	201	Teaching Peace [if not elected to meet the foundation course requirement]
PEHR	212	Making Connections
PEHR	215	Teaching for Change
PHIL	235	Morality and Self-Interest
POL	212	The Sixties in American Politics
POL	215	Racial and Ethnic Politics
PPOL	364	Social Policy and Community Action
SOC	290	Sociology of Community

Elective Group 1: Peace and Justice

AFS	201	South Africa: An Orientation
AFS	202	South African Women's Narratives
AFS	240	African, Asian and Caribbean Women's Texts
ASN	225	Tibetan Buddhism
BIDS	211	Labor: Domestic and Global
ECON	236	Radical Political Economy
PHIL	157	Ethical Inquiry: A Multicultural Approach
PHIL	159	Global Justice
PPOL	101	Democracy and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Action
REL	108	Religion and Alienation in 20th Century Culture
REL	228	Religion and Resistance
REL	238	Liberating Theology
REL	318	Post-Colonial Theologies
SOC	259	New Social Futures
SOC	290	Sociology of Community Peace
SOC	325	Moral Sociology and the Good Society
SOC	370	Theories of Religion: Religion, Power, and Social Transformation
WMST	372	Peace [if not elected to meet the foundation course requirement]

Elective Group 2: Peace and Conflict

AMST	100	History and Form of American Culture
AMST	302	The Culture of Empire
ENG	101	The Experience of War in Literature
ENG	317	Hearts of Darkness
ENG	399	Milton
HIST	103	Revolutionary Europe
HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
HIST	272	Nazi Germany
HIST	284	Africa: From Colonialism to Neocolonialism
HIST	285	The Middle East: Roots of Conflict
HIST	301	The Enlightenment
HIST	461	Seminar: War and Peace in the Middle East
MDSC	224	The Age of Propaganda I
MDSC	225	The Age of Propaganda II
POL	212	The Sixties and American Politics
POL	215	Racial and Ethnic Politics
POL	249	Protest Politics in Comparative Perspective

POL	254	Globalization
POL	283	Terrorism
POL	290	American Foreign Policy
PPOL	328	Environmental Policy
REL	271	The History and Impact of the Holocaust
REL	274	Zionism, the State of Israel, and the Middle East Conflict
REL	401	Literary and Theological Responses to the Holocaust
SOC	356	Power and Powerlessness
SPAN	317	Arte y Revolución
SPNE	355	Gabriel Garcia Marquez (in English)

COURSE DESCRIPTIONS

201 Teaching Peace Students consider some definitions of peace that include not just “the absence of war,” as the English word implies, but also “wholeness, welfare, and safety,” as the Hebrew shalom and the Arabic salaam do; and justice, too, as in H.L. Mencken’s famous suggestion, “If you want peace, work for justice.” Then students consider the work of activists in peace work, through their writings, in interviews, and to the extent possible, by working alongside of them. Peace workers practice negotiation, arbitration, and conflict transformation, but as Professor David Ost reminds us, they also recognize the legitimacy of anger. And as Charles McCormach, president of the Save the Children Foundation observes, they do some of their best work upstream from conflict, helping those who would otherwise contribute to violence to find productive ways to live in their communities. This is a service learning course: in addition to participating in class discussions, students undertake service jobs related to peace-building in the Geneva community. (Fall, *offered alternate years*)

Peer Education in Human Relations

E.W. Quimbaya-Winship, Director

The issues of privilege and oppression, diversity and social justice, in our public and private institutions, as well as in our personal lives, are issues of importance and will continue to be so into the 21st century. Each of us feels the impact of white privilege/racism, male privilege/sexism, classism, heterosexism/homophobia, religious oppression, anti-Semitism, and more. The Peer Education in Human Relations program (PEHR) works with students to explore our relationships to these issues, linking analysis to action using a peer-to-peer education model. This experiential program is one step in addressing privilege and oppression, allying work and empowerment.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

PEHR 212, three additional PEHR courses approved by an adviser in the program, and two approved elective courses.

ELECTIVES

AFS	200	Ghettoscapes
AFS	309	Black Cinema
AFS	216	African Literature II: National Literatures of Africa
AMST	310	Sexual Minorities in America
ANTH	205	Race, Class and Ethnicity
ARTH	201	African American Art
ARTH	210	Woman as Image-Maker
ASN	220	Male and Female in East Asian Societies
BIDS	245	Men and Masculinity
ECON	122	Economics of Caring
ECON	248	Poverty and Welfare
EDUC	203	Children with Disabilities
EDUC	332	Disability, Family and Society
EDUC	337	Education and Racial Diversity in the U.S.
EDUC	338	Inclusive Schooling
EDUC	345	Women, Nature and Science
ENG	281	Literature of Sexual Minorities
ENG	291	Introduction to African American Literature I
ENG	304	Feminist Literary Theory
ENG	318	Body, Memory, and Representation
ENG	342	Readings in Multi Ethnic Women's Literature
ENG	381	Sexuality and American Literature
FRNE	213	Vietnamese Literature in Translation
FRNE	218	French Caribbean
LTAM	308	Latin American/Latino Cinema
LTAM	310	The Latino Experience
MDSC	100	Introduction to Media and Society
PHIL	152	Issues: Philosophy and Feminism
POL	215	Minority Group Politics
POL	238	Sex and Power
POL	334	Civil Liberties
POL	348	Racism and Hatreds
PPOL	219	Sexual Minority Movements and Public Policy
PSY	247	Psychology of Women
REL	100	Religions in the World
REL	271	The Holocaust
REL	272	The Sociology of the American Jew
REL	273	Foundations of Jewish Thought
REL	281	Unspoken Worlds
REL	283	Que(e)rying Religious Studies
SOC	221	Sociology of Minorities

SOC	226	Sociology of Sex and Gender
SOC	244	Religion in American Society
SOC	258	Social Problems
SOC	340	Feminist Sociological Theory
WMST	100	Introduction to Women's Studies
WMST	300	Feminist Theory

COURSE DESCRIPTIONS

212 Making Connections This course introduces participants to the following 'isms,' including white privilege/racism, male privilege/sexism, classism, heterosexism/homophobia, religious oppression, anti-Semitism, and more. Making Connections gives students an invaluable opportunity to connect and discuss issues of importance; to address issues of privilege and oppression; and to begin to redefine the meaning of community at Hobart and William Smith Colleges. The course challenges participants with a variety of traditional and innovative teaching and learning methods and challenges the notion of hierarchical knowledge by putting students in the role of teachers and facilitators. Prerequisite: by application. (Quimbaya-Winship, Spring, *offered annually*)

215 Teaching for Change In this course, students are introduced to the basics of the course pedagogy, skills, and competencies. Students explore and share their experiences of those identities that confer or deny privilege and access to resources on several levels: personal, interpersonal, group, and intergroup. Students are given opportunities to practice and enhance their skills and knowledge while receiving skills training and advanced-level course work on anti oppression pedagogy in preparation to serve as student peer educators in PEHR 212 *Making Connections*. Prerequisite: PEHR 212. (Quimbaya-Winship, Fall, *offered annually*)

312 Making Connections Practicum In this course, students serve as facilitators for PEHR 212 *Making Connections*. (Quimbaya-Winship, Spring, *offered annually*)

315 Teaching for Change Practicum In this course, students serve as co-teachers for PEHR 215 *Teaching for Change*. (Quimbaya-Winship, Fall, *offered annually*)

450 Independent Study

Philosophy

Scott Brophy, Professor, Department Chair

Eugen Baer, Professor

Eric Barnes, Assistant Professor

Greg Frost-Arnold, Assistant Professor

Karen Frost-Arnold, Assistant Professor

Rodmon King, Instructor

Steven Lee, Professor

Carol Oberbrunner, Assistant Professor

Courses in the philosophy department are designed to provide students with a background in the history of philosophy and to assist them in developing competence in the analysis and evaluation of philosophical problems and arguments that arise in making choices about their own lives and in participating in the decisions on the future of our society. Philosophy is concerned with the most fundamental questions that human beings can ask. What is the ultimate nature of the world? When are our beliefs justified? What can we know? Which actions are right and which are wrong? What is the best form of government? What is the good life? Is mind reducible to body? In addition, philosophy seeks to understand the bases of other areas of study, for example in philosophy of science, philosophy of language, philosophy of law, and philosophy of art.

The philosophy department welcomes both those who have an interest in continuing in philosophy and those who wish to use their philosophical training as a basis for other life pursuits. The study of philosophy has both intrinsic and instrumental value. The intrinsic value is the sense of satisfaction and self discovery that comes from dealing in a careful and systematic way with basic questions. The instrumental value lies in the skill that the study of philosophy provides in critical thinking, a skill that helps a person to better communicate and to adapt more effectively to changing circumstances. All courses toward a philosophy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

At least 6 courses must be unique to the major.

No more than 3 100-level courses may be counted toward the major.

The following 3 courses:

PHIL 370: Ancient Philosophy

PHIL 372: Early Modern Philosophy

PHIL 460: Senior Seminar

At least 2 area courses: (at least one of which must be at the 300-level)

One of the following courses about knowledge/reality:

220, 237, 238, 260, 342, 345, 350, 373, 374, 380, 390

One of the following courses about values/normative theory:

230, 232, 234, 235, 236, 250, 310, 315

Any 5 additional philosophy courses, at least two of which must be at the 200-level or higher.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

One of the following courses about knowledge/reality:

220, 237, 238, 260, 342, 345, 350, 373, 374, 380, 390

One of the following courses about values/normative theory:

230, 232, 234, 235, 236, 250, 310, 315

One of the following historical courses:

370, 372, 373, 374, 390

Any 2 additional philosophy courses

COURSE DESCRIPTIONS

100 Introduction to Philosophy This course seeks to provide an understanding of what philosophy is by discussing some of the main problems that philosophers examine and by developing skills in the methods used in philosophy. Among the kinds of problems considered in this course are: Is it always wrong to break the law? Can we prove God's existence? What is personal identity? What distinguishes knowledge from mere belief? (Staff, *offered annually*)

120 Critical Thinking and Argument Analysis This course is designed to improve a person's ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (G. Frost-Arnold, *Offered alternate years*)

140 Introduction to Value Theory Values are embodied in our interpretations, in personal and collective perspectival stances we take on issues of everyday life. They become manifest in actions and words, when we state our opinion on, say, U.S. foreign policy, the role of parenting, the role of women in religion, the value of higher education etc. Values are generally acted out, most of them unconsciously. But some of them can be raised into our awareness and can be talked and written about. Although this process of consciousness raising is not without its problems, this is precisely what this course tries to undertake. This course is an occasion for students to examine their personal beliefs surrounding the meaning or lack of meaning they encounter in major issues around the globe, both past and contemporary. Students begin by studying and writing about values in the form of aphorisms, anecdotes, and short paragraphs. Then they aim at larger texts such as parables, fables, myths, manifestos, poems, and entire books. Students have as their main project to arrive at an overall narrative embodying some of their values. All writing in the course is oriented toward that final project. (Baer, *offered occasionally*)

151 Philosophy and Contemporary Issues: Crime and Punishment This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for his or her actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for his or her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are morally justifiable responses to which forms of social deviance? (Brophy, *offered annually*)

152 Philosophy and Contemporary Issues: Philosophy and Feminism This course examines both the ways in which philosophical concepts and methodologies have influenced contemporary thinking about gender and the ways in which feminist viewpoints have challenged many traditional philosophical ideas. Among the topics discussed are marriage, sexuality, prostitution, human trafficking, affirmative action, and the connections between feminism and other liberation movements. (K. Frost-Arnold, *offered alternate years*)

153 Philosophy and Contemporary Issues: Economic Justice This course explores the question of distributive justice: How should social wealth be divided among the members of society? Since our world is one of scarcity, people often will not get everything they want, and some may not get everything they need. What should determine who gets what? What role should the market play in the achievement of distributive justice? Should the North feast while the South survives on crumbs? This course explores the question of economic or distributive justice as it arises both among the members of our own society and members of the global community. (Lee, *offered occasionally*)

154 Philosophy and Contemporary Issues: Environmental Ethics This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment—issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/benefit analysis adequate criteria for assessing our relation to the environment? (King, *offered annually*)

155 Philosophy and Contemporary Issues: Morality and War This course explores the phenomenon of war from a moral point of view. Among the questions considered are: When, if ever, is it morally justified to fight a war? What, if any, are the moral limits on how one may fight a war? What difference have nuclear weapons made in our moral understanding of war? Among the topics considered are just war theory, pacifism, realism, Hiroshima, and nuclear deterrence. (Lee, *offered annually*)

156 Biomedical Ethics This course examines ethical issues that arise in the practice of medicine, in the delivery of health care, and in biomedical research. Ethical issues arise in all areas of human activity, but they arise in medicine with special urgency. Some reasons for this are the special nature of the physician/patient relationship, the importance of the matters of life and death involved, the difficulty in distributing health care in a just manner, and the many recent technological advances in medical treatment that exacerbate all of these problems. Among the issues considered are informed consent, patient autonomy, confidentiality and privacy, genetic intervention, medical experimentation, reproductive control, allocation of scarce medical resources, and justice in health care delivery. (Staff, *offered alternate years*)

157 Ethical Inquiry: A Multicultural Approach This course considers some specific ethical issues from global and multicultural perspectives. Topics include issues such as human rights, gender roles and morality, world hunger and poverty, euthanasia, and racial and ethnic discrimination. In addition to examining these issues using a variety of Western philosophical traditions, students consider approaches that come from Chinese, African, Indian, Native American, feminist, Buddhist, and other non-Western perspectives. (Oberbrunner, *offered annually*)

158 Debating Public Policy Effectively advocating for one's plan of action, when it's opposed, is what makes the difference between just a cool idea and an implemented policy. However, respectfully and persuasively selling one's ideas requires knowledge and skills that most people lack. This course develops students' theoretical knowledge of policy analysis tools and their practical skills (especially oral communication skills) to improve their advocacy. Students work in teams to develop public policy positions on current political, moral, and legal issues—domestic and international. Teams then formally debate these positions while other students vote on them. Strong emphasis is placed on anticipating problems with one's own public policy positions. Students learn about the general structure and tools of advocacy and opposition, as well as particular issues of current concern. The primary goal of this course is not to teach you how to debate. Debate is just the primary medium of the assignments about public policy analysis. (Barnes, *offered annually*)

159 Philosophy and Contemporary Issues: Global Justice This course examines a set of ethical issues arising from the relations among nations and their peoples in the light of increasing global interdependence. What does global justice require of us? What is the moral significance of national borders? Are we justified in treating our compatriots as more important morally than those in other lands? What are the obligations of those of us in wealthy nations to the hundreds of millions on our planet in extreme poverty, especially when some of this poverty is the result of our own activities? Are our obligations to those in other lands negative only (not to harm), or are they also positive (to provide needed help)? In seeking to answer these questions, the course examines realist, statist, and cosmopolitan normative theories of international relations. (Lee, *offered occasionally*)

170 Philosophy of Human Nature All our social, legal, and political institutions depend on assumptions about human nature, as does each of us in everyday life. This course examines these assumptions. Are we purely material entities conditioned by our environment? Can we change human nature? Might we be the sole authors of our own identity? Are we basically good? Should society take precedence over the individual? Did Freud understand humans correctly? Did Marx? Do feminists? Students begin with readings from the world's great wisdom traditions from India and China, then our culture's Judeo-Christian foundations, followed by influential thinkers from Western philosophy and science. (Oberbrunner, *offered alternate years*)

190 Facts and Values This course examines a variety of issues relevant to an understanding of facts and values. What is the difference between a factual claim and a value claim? Does it make sense to think of facts as objective, and therefore the same for everyone, and values as subjective, and therefore relative to individuals, families, races, genders, classes, and cultures? What is the relationship between values and religion? How are values related to emotions? Is it possible, or even desirable, to put aside value preferences when we seek knowledge? In what ways can knowledge-seeking inquiries be biased? (*Offered occasionally*)

195 The Good Life What does it mean to be good? Is it worthwhile to lead a good life? Does being a good, moral person guarantee happiness? This course will focus on ancient Greek ethical theories, their approach to leading a good life, and their relevance to our present lives. We will start with selections from Homer, then examine the Sophistical challenge to the traditional Greek view, the rise of Socratic values, and Plato's own vision of a good life. The second half of the semester we will study Aristotle and the Hellenistic philosophers. We will use a contemporary novel and contemporary proponents of these Greek views to connect the theories with our present lives. (Staff, *offered occasionally*)

220 Semiotics This is an introductory course to semiotics, the doctrine of sign in all forms and shapes. Signs are processes of interpretation. Anything (object, idea, feeling, action) can become a sign by being interpreted. But interpretation is itself a sign in need of being interpreted, and so semiotics quickly becomes a labyrinth in which the concept of the sign becomes more, rather than less, problematic, as the inquiry into its nature proceeds. A wide variety of approaches to semiotics are presented, and applications to literature, art, architecture, dance, history, anthropology, film studies, women studies, photography, sociology, psychology, and biology are encouraged. (Baer, *offered annually*)

230 Aesthetics This course addresses a variety of philosophical issues relating to the arts, focusing on questions such as these: What is the nature of artistic creativity? What is the purpose of the arts? Is there a way for us to determine aesthetic value? Is there truth in art? How are emotions related to the arts? What role should art critics play? How are interpretations and evaluations of art influenced by factors such as culture, time period, race, gender, and class? What role do the arts have in non-Western cultures? Are there aesthetic experiences outside of the arts? The course concludes by examining specific art forms chosen according to student interests. (Oberbrunner, *offered annually*)

232 Liberty and Community This is a basic course in political philosophy. The focus is on striking a balance in a political order between the freedom of the individual and the demands of community. The central question is whether the state is merely instrumental to the fostering of individuality or instead is valuable because of the community it represents. A related question is whether social relations are best understood as created by contract among persons or as constitutive of personhood. What is at issue is the adequacy of liberalism. (Lee, *offered alternate years*)

234 Theories of Right & Wrong "What should I do?" We'll examine the three dominant theoretical approaches to answering this fundamental practical question. In the process, we'll also investigate questions like; What make someone a good person? What makes something immoral? What is the relationship between rights and obligations? What makes the world a better place? (Barnes, *offered alternate years*)

235 Morality and Self Interest How should we act? Morality and individual self interest are often thought to give conflicting answers to this question. This course examines basic issues in moral theory by focusing on the question of whether acting in one's own interests is incompatible with acting as morality requires, as it often appears to be. The course is a service-learning course with a community service component. (Lee, *offered alternate years*)

236 Philosophy of Law Study of the law raises many problems for which philosophy may provide solutions. At the same time, the law provides valuable source material bearing on many traditional issues in philosophy. This course studies these problems and issues by examining both philosophical writings on the law and legal opinions. Tort and contract law are examined, as well as criminal and constitutional law. Some of the questions to be considered are: What is law? What is the relation between law and morality? To what extent is the state justified in interfering with a person's liberty? When are persons responsible for their actions? What is justice? When is a person liable for harm caused to others? When is it morally justified to punish a person? (Lee, *offered alternate years*)

237 Philosophy of Religion After reviewing some world religions, this course examines philosophically a variety of fundamental questions about religion. Can we honor both the global diversity of religions and our common humanity? Can rational thought help us? The Western tradition, both classical and contemporary, includes a fascinating set of arguments to prove God's existence. Are they successful? Students address the Problem of Evil, a perennial question about why there is so much human suffering. Is religion patriarchal? What are some different ways of understanding the nature of divinity? Can we understand personal immortality? What is the relationship between religion and science? Students look at several perspectives on religious truth and ways of knowing it. (Oberbrunner, *offered alternate years*)

238 Philosophy of Natural Science: A Contemporary Introduction We take up several questions central to the philosophy of science: What distinguishes science from non-science? What is inductive reasoning? When is data evidence for a theory? What is a law of nature? How does a scientific community modify theories or reject one theory and replace it with another? What role, if any, do values play in the scientific enterprise? (G. Frost-Arnold, *offered annually*)

240 Symbolic Logic This course is an introduction to the techniques and theories of formal logic. Topics include translation between English and artificial languages; formal techniques and procedures (natural deduction and truth tables); the concepts of validity, soundness, completeness, and consistency. Along the way, we will discuss philosophical questions about logical truth and logical knowledge. (G. Frost-Arnold, *offered alternate years*)

250 Feminism: Ethics and Knowledge This course examines various feminist critiques of traditional approaches to ethics and to knowledge. The first half of the course addresses moral issues. Are traditional moral theories adequate for addressing the problems that women face? Do women tend to think about morality differently than men do? What is “feminist ethics?” What moral obligations does it assign to individuals? What are its implications for governments and social policy? The second half of the course discusses issues in science and epistemology (i.e., theory of knowledge). Historically, how has science contributed to the subordination of women? Are social and political considerations relevant to science? Is it possible for science to be “objective?” What can be done to make science less biased? (K. Frost-Arnold, *Offered alternate years*)

260 Mind and Language One fascinating feature of language and mind is that both are able to carry information: sentences and beliefs have content or meaning. In other words, sentences and beliefs are about something. This course investigates several questions involving linguistic and mental content. How do words and mental states acquire their content? What is the meaning of a word or sentence?—e.g., is the meaning of a proper name (e.g. ‘Thomas Jefferson’) simply the entity bearing that name, or must its meaning be more complex? What is the relationship between mental content and linguistic expressions: that is, do features of the language we speak determine which thoughts we can have, or vice versa? (G. Frost-Arnold, *offered occasionally*)

310 Cooperation, Competition and Justice In the second half of the 20th century, game theory emerged as a powerful tool in economic theory. It helps us understand how people trust, threaten, and come to cooperative agreements. We will use mathematically simple game theory to understand how morality might be seen as an agreement by a diverse group of people and what such a morality might demand of us and our government. Central issues will include self-interest, fairness, rationality, redistribution of wealth, rights, and morality. We will begin with some classic texts by Hobbes and Mill, then quickly move into how contemporary economic thinking (esp. game theory) has influenced recent developments in utilitarian and contractarian theory. Upper level students from philosophy, economics, political science and public policy are encouraged to take this course (Barnes, *offered occasionally*)

315 Social Justice Justice is demanded by people and for people all around us. Many claim that they or others are being treated unjustly, but to recognize which of these demands we should acknowledge, we need to understand what justice is. Our focus will be on social justice, the justice of how individuals are treated by society, rather than how we treat each other as private persons. One of the main aspects of social justice we will consider is distributive justice. The first part of the seminar will be taken up by a discussion of the work of John Rawls, probably the most significant English-language political philosopher of the 20th century. Then we will consider other theoretical approaches to justice, such as strict egalitarianism, libertarianism, resource and welfare-based approaches, feminist and capabilities approaches, and desert approaches. We will also consider social justice on a global scale. (Lee, *offered annually*)

342 Experiencing and Knowing Why should we believe what others tell us? How do we know the external world exists? How reliable are the inductive methods of science? How can we tell when we have achieved knowledge? What is the scope of human knowledge? What are its limits? This course examines some 20th century discussions of these and similar questions that have long intrigued thinkers wishing to understand the capacities of the human mind. (K. Frost-Arnold, *Offered alternate years*)

345 Power, Privilege, and Knowledge How is power used to shape the knowledge produced in a society? How does my race or gender influence my knowledge and ignorance? These are key questions in social epistemology, which is the study of the social dynamics of knowledge. In this course, students explore the historical beginnings of social epistemology in the work of Marx, Foucault and Goldman. Drawing on this history, students conduct a sophisticated study of contemporary work by feminists and philosophers of race. Among the topics discussed are the corporatization of science, knowledge of the female orgasm, white ignorance, and strategies for becoming a responsible knower in a world of power and privilege. (K. Frost-Arnold, *Offered alternate years*)

350 Theories of Reality: Mind, Matter, Free Will, Meaning This course will focus on questions such as the following: What is real? Is the material world the only reality? Are properties, like being round, or being rational, as real as things? Is mind, awareness, consciousness, a different sort of reality? Are people simply complex machines? Are human beings free to create their own futures? With respect to physical reality, we will consider issues such as causality, space, time, and substance. For persons, we will examine the relationship between mind and body, the idea of personal identity, and the nature of human free will and responsibility. Both classical and contemporary perspectives will be considered. (Oberbrunner, *offered annually*)

370 Ancient Philosophy This course is a survey of the Origins of Western philosophy. The course focuses on ancient Greek views of the nature of reality, morality, and knowledge. The great philosophers of the Classical period are studied in detail. The emphasis throughout this course is on understanding, analyzing, and evaluating the arguments and theories of these philosophers. Typical readings include Plato, Euthyphro, Meno, Symposium, and Republic; Aristotle, Categories, Nichomachean Ethics, and Politics. . (King, *offered annually*)

372 Early Modern Philosophy This course is an introduction to the principal works and central theories of the early modern period (1600-1750). The philosophical thought of this period was closely tied to the newly developing sciences and also to profound changes in religion, politics, and morality. Accompanying the transformation of thinking in all of these areas was a renewed interest in skeptical theories from ancient sources, and what emerged was the beginning of uniquely modern approaches to philosophy. Each year this course focuses on a handful of texts from this period, to be selected from the works of Montaigne, Bacon, Galileo, Descartes, Hobbes, Arnauld, Gassendi, Mersenne, Leibniz, Spinoza, Boyle, Butler, Malebranche, Pascal, Newton, Locke, Berkeley, and Hume. (Brophy, *offered annually*)

373 Kant Kant's critical and transcendental investigations of the limits of the ability of the human mind to resolve issues of what we can know and how we should act have been enormously influential for all subsequent philosophical inquiry. This course is devoted to understanding the problems Kant faced, the answers he advanced, and the difficult and intriguing arguments he provided to support his views. Because understanding Kant's empirical realism and transcendental idealism is incomplete without critical scrutiny of his argument, objections are introduced and discussed. (Baer, *offered annually*)

390 Contemporary Philosophy This course traces the development of contemporary philosophy in the analytic tradition from G. E. Moore, Frege, and Bertrand Russell through Wittgenstein, Quine, and beyond. Recurring questions include: What is the relationship between language and the world? What is the role of logic and mathematics in our knowledge of the natural world? At the end, an important recent book in analytic philosophy is studied. (G. Frost-Arnold, *offered alternate years*)

450 Independent Study

460 Senior Seminar This course has variable content. Each year a central philosophical issue or the work of an important philosophical figure is examined. (*Offered annually*)

495 Honors

Courses Offered Occasionally:*

125	Oral Argumentation and Debate
150	Philosophy and Contemporary Issues: Justice and Equality
160	Philosophy of Medicine
205	Ideas of Self
225	Versions of Verity
271	Medieval Philosophy
374	German Idealism
380	Experience and Consciousness: Introduction to Phenomenology
381	Existentialism

*Frequency as determined by student demand and faculty availability

Physics

Theodore Allen, Associate Professor, Department Chair

Pasad Kulatunga, Assistant Professor

Steven Penn, Assistant Professor

Donald Spector, Professor, Philip J. Moorad '28 and Margaret N. Moorad Professor of Science

Historically, the discipline of physics is identified as the branch of science that seeks to discover, unify, and apply the most basic laws of nature. Our curriculum introduces students to its principal subfields—electromagnetism, mechanics, thermal physics, optics, and quantum mechanics—and provides the most extensive training in mathematical and analytical methods of any of the sciences. Since this is the foundation upon which all other sciences and engineering are based, the study of physics provides a strong background for students who plan careers in areas such as physics, astrophysics, astronomy, geophysics, oceanography, meteorology, engineering, operations research, teaching, medicine, and law. Because physics is interested in first causes, it has a strong connection to philosophy as well.

Increasingly in the modern era, physicists have turned their attention to areas in which their analytical and experimental skills are particularly demanded, exploring such things as nanotechnology, controlled nuclear fusion, the evolution of stars and galaxies, the origins of the universe, the properties of matter at ultra-low temperatures, the creation and characterization of new materials for laser and electronics technologies, biophysics and biomedical engineering, and even the world of finance.

PHYS 150 and 160 have a calculus co-requisite and are intended for students majoring in the natural sciences or other students with a strong interest in science. Courses with numbers lower than 150 are particularly suitable for students not majoring in a physical science. Prerequisites for any course may be waived at the discretion of the instructor. Grades in courses comprising the major or the minor must average C- or better.

BINARY ENGINEERING PLAN

A joint-degree engineering program is offered with Columbia University and The Thayer School of Engineering at Dartmouth. Upon completion of three years at Hobart and William Smith Colleges and two years at an engineering school, a student will receive a B.S. in engineering from the engineering school and either a B.A. or a B.S. from Hobart or William Smith. Majoring in physics here provides the best preparation for further work in most engineering fields. See “Joint Degree Programs” elsewhere in the *Catalogue* for details.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 383, MATH 130 *Calculus I*, MATH 131 *Calculus II*, and five additional courses in physics at the 200 or 300 level. A course at the 200 or 300 level from another science division department may be substituted for a physics course with the approval of the department chair.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. physics major, plus four additional courses in the sciences. Only those courses which count toward the major in the departments that offer them satisfy this requirement.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

PHYS 150, PHYS 160, PHYS 270, and three additional physics courses.

COURSE DESCRIPTIONS

110 “**Beam Me Up, Einstein**”: **Physics Through *Star Trek*** Can you really learn physics watching *Star Trek*? This course says “yes.” Students consider such *Star Trek* staples as warp drive, cloaking devices, holodecks, and time travel and learn what the principles of physics tell us about these possibilities—and what these possibilities would mean for the principles of physics. Anyone who has ever enjoyed a science fiction book or movie will find that using *Star Trek* offers an excellent context for learning about a variety of topics in physics, including black holes, antimatter, lasers, and other exotic phenomena. (*Offered annually*)

112 Introduction to Astronomy This course offers a survey of the celestial universe, including planets, stars, galaxies, and assorted other celestial objects which are not yet well understood. The Big Bang cosmological model is thoroughly explored, as are the various observational techniques employed to collect astronomical data. *(Offered annually)*

140 Principles of Physics This is a one-semester survey course in physics with laboratory, which makes use of algebra and trigonometry, but not calculus. It is designed particularly for architectural studies students, for whom it is a required course. It also provides a serious, problem-solving introduction to physics for students not wishing to learn calculus. The following topics are included: mechanics (particularly statics, stress, and strain), sound, and heat. This course satisfies the physics prerequisite for PHYS 160. *(Offered annually)*

150 Introductory Physics I This is a calculus-based first course in mechanics and waves with laboratory. Prerequisite: MATH 130 *Calculus I* (may be taken concurrently). *(Offered annually)*

160 Introductory Physics II This course offers a calculus-based first course in electromagnetism and optics with laboratory. Prerequisites: PHYS 150 and MATH 131 *Calculus II* (may be taken concurrently). *(Offered annually)*

240 Electronics This course offers a brief introduction to AC circuit theory, followed by consideration of diode and transistor characteristics, simple amplifier and oscillator circuits, operational amplifiers, and IC digital electronics. With laboratory. Prerequisite: PHYS 160. *(Offered alternate years)*

262 Applied Photonics This course surveys new optical technologies widely used to control light with an emphasis on generation, detection, and imaging. These include new techniques in microscopy relevant to biological applications and nanotechnology, applications of lasers in micromanipulation, optical trapping, quantum-dots, and fluorescence imaging of cells and single molecules. Prerequisites: PHYS 160 and MATH 131 *Calculus II* or permission of the instructor. *(Offered alternate years)*

270 Modern Physics This course, which includes a laboratory component, provides a comprehensive introduction to 20th-century physics. Topics are drawn from the following: special relativity, early quantum views of matter and light, the Schrödinger wave equation and its applications, atomic physics, masers and lasers, radioactivity and nuclear physics, the band theory of solids, and elementary particles. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. *(Offered annually)*

285 Math Methods This course covers a number of mathematical topics that are widely used by students of science and engineering. It is intended particularly to prepare physics majors for the mathematical demands of 300-level physics courses. Math and chemistry majors also find this course quite helpful. Techniques that are useful in physical science problems are stressed. Topics are generally drawn from power series, complex variables, matrices and eigenvalues, multiple integrals, Fourier series, Laplace transforms, differential equations and boundary value problems, and vector calculus. Prerequisite: MATH 131 *Calculus II*. *(Offered annually)*

287 Computational Methods in Physics This course covers the theory and methodology of the most common computational methods used in modern physics. Topics typically include the statistics of data analysis, techniques of linear and nonlinear fitting, discrete Fourier analysis, eigenvalues and linear systems, signal processing, numerical solutions of differential equations, numerical integration, and symbolic computing. Additional topics may include complex analysis, finite element modeling, and control theory. Students learn to solve problems with software such as MatLab and Maple. Prerequisite: PHYS 285. *(Offered annually)*

351 Mechanics Particle dynamics and energy, potential functions, oscillations, central forces, dynamics of systems and conservation laws, rigid bodies, rotating coordinate systems, Lagrangian and Hamiltonian methods are explored in this course. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. *(Offered alternate years)*

352 Quantum Mechanics This course develops quantum mechanics, primarily in the Schrödinger picture. Topics include the solutions of the Schrödinger equation for simple potentials, measurement theory and operator methods, angular momentum, quantum statistics, perturbation theory and other approximate methods. Applications to such systems as atoms, molecules, nuclei, and solids are considered. Prerequisite: PHYS 270. *(Offered alternate years)*

355 Classical and Quantum Information and Computing This course covers the intersection of physics with the study of information. There are two broad areas to this subject. One is the area of overlap with classical physics and the appearance of entropy in the study of computation. The other is the area of overlap with quantum physics, reflected in the explosive growth of the potentially revolutionary area of quantum computing. Topics will be drawn from Shannon's theory of information; entropy, statistical physics, and Maxwell's demon; reversible and irreversible classical computation; the no-cloning theorem; EPR states and entanglement; Shor's algorithm and other quantum algorithms; entropy and density matrices in quantum mechanics; quantum encryption; theoretical aspects of quantum computing; and physical models for quantum computing. Prerequisite: Two 300-level courses in one of Physics, Mathematics, or Computer Science. (*Offered alternate years*)

361 Electricity and Magnetism In this course, students examine the vector calculus treatment of electric and magnetic fields in both free space and in dielectric and magnetic materials. Scalar and vector potentials, Laplace's equation, and Maxwell's equations are treated. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (*Offered alternate years*)

362 Optics A survey of optics that includes geometrical optics, the usual topics of physical optics such as interference and diffraction, and lasers. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (*Offered alternate years*)

370 Relativity, Spacetime, and Gravity This course covers the ideas and some of the consequences of Einstein's special and general theories of relativity. Topics include postulates of special relativity, paradoxes in special relativity, geometry of Minkowski space, geometry of curved spacetime, geodesics, exact solutions of the field equations, tests of general relativity, gravitational waves, black holes, and cosmology. Prerequisites: PHYS 270 and PHYS 285. (*Offered alternate years*)

375 Thermal Physics This course reviews the laws of thermodynamics, their basis in statistical mechanics, and their application to systems of physical interest. Typical applications include magnetism, ideal gases, blackbody radiation, Bose-Einstein condensation, chemical and nuclear reactions, neutron stars, blackholes, and phase transitions. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (*Offered alternate years*)

380 Contemporary Inquiries in Physics This course examines current major lines of development in the understanding of physics. Typical examples include neutrino astronomy, superconductivity, superstrings and other attempts at unification, phase transitions, the early universe, and chaotic dynamics. Prerequisites: PHYS 270 and two 300 level physics courses or permission of the instructor. (*Offered alternate years*)

381 Topics in Laboratory Physics I This laboratory course offers a series of experiments for students in 200 or 300 level physics courses. Whenever possible, the experiments assigned are related to the field of physics being studied in the corresponding 200 or 300 level courses. PHYS 381 and PHYS 382 together may be substituted for PHYS 383. (*0.5 credit; offered occasionally*)

382 Topics in Laboratory Physics II This laboratory course offers a series of experiments for students in 200 or 300 level physics courses similar to PHYS 381 but at a higher level. PHYS 381 and PHYS 382 together may be substituted for PHYS 383. (*0.5 credit; offered occasionally*)

383 Advanced Physics Laboratory This laboratory course meets once a week and offers a series of experiments for students in 200 or 300 level physics courses. Whenever possible, the experiments assigned are related to the field of physics being studied in the corresponding 200 or 300 level courses. PHYS 383 is required of all physics majors. (*Offered annually*)

450 Independent Study

495 Honors

Political Science

Jodi Dean, Professor
Iva E. Deutchman, Professor
Kevin Dunn, Associate Professor, Department Chair
Cedric Johnson, Associate Professor
DeWayne Lucas, Associate Professor
David Ost, Professor
Paul A. Passavant, Associate Professor
Stacey Philbrick Yadav, Assistant Professor
Vikash Yadav, Assistant Professor

Political Science offers courses in four subfields: American politics (AMER), comparative politics (COMP), political philosophy and theory (TH), and international relations (IR). Each subfield has a 100-level introductory course. The 100-level courses can be taken in any order. The 200- and 300-level courses are of equivalent difficulty, although the 300-level courses tend to focus on more specialized topics. The 400-level courses are seminars and are limited to junior and senior political science majors. Political Science offers a disciplinary major and minor. All courses must be completed with a grade of C- or better in order to be credited toward the major.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

Two introductory courses from among POL 110, POL 140, POL 160, and POL 180; one course in each of the four subfields (the introductory courses count); a seminar in the junior and senior years; and a group of four courses, one of which may be outside the department, that define a theme or focus and are approved by the adviser. Except for seminars, no more than four courses in any one subfield count toward the major.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Five political science courses in at least three separate subfields (American politics, comparative politics, international relations, political theory), three of which must be at the 200 level or higher.

COURSE CONCENTRATIONS

Note: Some courses serve more than one subfield. Seminars do not count toward subfields.

American Politics Subfield

POL	110	Introduction to American Politics
POL	204	Modern American Conservatism
POL	207	Governing through Crime
POL	212	The Sixties
POL	215	Racial and Ethnic Politics
POL	221	Voting and Elections
POL	222	Political Parties
POL	224	American Congress
POL	225	American Presidency
POL	229	State and Local Government
POL	236	Urban Politics and Public Policy
POL	238	Sex and Power
POL	249	Protests, Movements, Revolutions
POL	270	African-American Political Thought
POL	320	Mass Media
POL	328	Environmental Policy
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society

Comparative Politics Subfield

POL	140	Introduction to Comparative Politics
POL	202	Politics of Afghanistan
POL	243	Europe after Communism
POL	245	Politics of the New Europe
POL	248	Politics of Development
POL	249	Protests, Movements, Revolutions
POL	254	Globalization
POL	255	Politics of Latin American Development
POL	257	Russia/China Unraveled
POL	258	Comparative Politics of the Middle East
POL	259	African Politics
POL	281	Politics of South Asia
POL	312	Political Reform in the Middle East
POL	348	Racism and Hatreds

International Relations Subfield

POL	180	Introduction to International Relations
POL	202	Politics of Afghanistan
POL	248	Politics of Development
POL	254	Globalization
POL	280	Contemporary International Relations
POL	281	Politics of South Asia
POL	283	Terrorism
POL	285	International Politics of the Middle East
POL	290	American Foreign Policy
POL	296	International Law
POL	312	Political Reform in the Middle East
POL	380	Theories of International Relations
POL	387	States and Markets
POL	394	Identity and International Relations

Political Theory Subfield

POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
POL	261	Quantitative Research Methods in Political Science
POL	263	Problems and Methods in the Study of Politics
POL	264	Legal Theory
POL	265	Modern Political Theory
POL	266	Contemporary Political Theory
POL	267	Twentieth Century Political Theory
POL	270	African-American Political Thought
POL	279	Radical Thought from Karl Marx to George Bush
POL	310	Feminist Legal Theory
POL	363	Digital Networks
POL	366	Theories of American Democracy
POL	375	Feminist Legal Theory
POL	379	Radical Thought, Left and Right

CROSSLISTED COURSES

PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Activism

COURSE DESCRIPTIONS

110 Introduction to American Politics This course examines the capability of the American political system to respond to the needs of all its citizens. It looks at historical origins, basic institutions, distribution of power, popular influence, political parties, social movements, the relationship of capitalism to democracy, and inequalities based on class, race, and gender. (Deutchman, Johnson, Lucas, Passavant, *offered each semester; subfield: AMER*)

140 Introduction to Comparative World Politics An ambitious introductory course aimed at teaching students both basic political concepts—such as individualism and communitarianism, tradition and modernity, right and left, fascism and communism, democracy and capitalism—as well as the fundamentals of various political systems throughout the world. Students look at the impact of westernization, modernization, nationalism, racism, class conflicts, foreign intervention, and globalization and anti-globalization as they try to figure out just why it is that the world's political systems are organized the way they are. (Ost, Philbrick Yadav, *offered each semester; subfield: COMP*)

160 Introduction to Political Theory This course reads classical political theory from the Ancient Greeks through the early modern period in England. The class introduces students to some of the major themes through which politics and political life have been understood. Beginning with Thucydides, it examines the virtues and values of the ancient world with attention to the dilemma between justice and expediency. Continuing with Plato and Aristotle, it considers justice, reason, and the good in the context of life in the polis. The course ends with the challenges Machiavelli's and Hobbes' notions of power present for the presumption of an original human sociality, for the emergence of liberal ideals of individual autonomy and national sovereignty. (Dean, *offered annually; subfield: TH*)

175 Introduction to Feminist Theory This course introduces students to key ideas in American feminist thought. Juxtaposing the concerns motivating first, second, and third wave feminists, the course highlights changes in the politics of bodies, gender, and identities. How is it, for example, that some second wave feminists sought to politicize housework while contemporary feminists are more likely to concern themselves with complex articulations of sexuality, pleasure, and autonomy? The course situates these changes within their social, economic, and historical contexts. Course materials include films, popular culture, memoirs, and novels as well as important texts in feminist theory. (Dean, *offered occasionally; subfield: TH*)

180 Introduction to International Relations As a broad introduction to the study of international relations (IR), this course is designed to give students an understanding of the basic concepts of world politics, an appreciation of the evolution of the current state system, and a sampling of various approaches and theories of IR. Readings come from primary documents as well as a standard text. The course is grounded in an awareness of current events. Students examine how the lens used to view the world shapes understanding of the world, its problems, and possible solutions. (Dunn, Yadav, *offered every semester; subfield: IR*)

202 Politics of Afghanistan This course examines the history and politics of Afghanistan from the emergence of the modern state to the present. The course will illuminate the complex interrelationship between a range of contending and complementary social identities, institutions, ideologies, personalities, and social movements in the Afghan polity. Students will gain an understanding of the domestic, regional, and structural causes and consequences of Afghanistan's revolutions and conflicts since 1973. (Yadav, *offered alternative years; subfields: COMP, IR*)

204 Modern American Conservatism One of the most significant factors in American politics over the last 40 years has been the rise of the Right in the United States. Although there has long been a tradition of an active Right in the U.S., it was for the most part politically marginalized. Over the last 25 years it has been increasingly successful and influential. This is especially true for the Religious Right or Christian Right. What happens to the post-William Buckley, post-Ronald Reagan Right will be a major focus of this course. (Deutchman, *offered annually; subfield: AMER*)

207 Governing Through Crime Over the last thirty years, the United States has experienced an exponential rise in both the numbers of people incarcerated and the rate of incarceration. Some analysts are beginning to see comparisons between the U.S. and the Soviet gulag or apartheid South Africa in terms of the percent of the population imprisoned. Until the 1970s, criminal justice policy was seen as the domain of policy experts, while courts increasingly sought to protect the due process rights of those accused of crimes. At the end of this era, the administration of the death penalty was declared unconstitutional and considered to be anachronistic, if not "barbaric." Then something changed. Today, it is said, we are a society that governs through crime. (Passavant, *offered alternate years; subfield: AMER*)

212 The Sixties “The Sixties” is commonly memorialized as a period of radical social, political and cultural change in the United States. This course examines the origins of the various social movements—civil rights, black power, anti-war, women’s liberation—which characterized the decade and assesses their impact on the late 20th century American political landscape. By engaging primary materials, sociological studies and autobiography, students are asked to offer critical analysis of the era’s many leaders, organizations and ideas. Additionally, this course addresses the character of conservative responses to the egalitarian overtures of Sixties oppositional movements and public policy changes. (Johnson, *offered alternate years; subfield: AMER*)

215 Racial and Ethnic Politics This course examines the historical and contemporary relationship between ethnic minority and majority groups in the American political system. The course looks at the use and effectiveness of political and social power in shaping American race relations and the ability of alternative methods to change those relations. The focus of the course is largely on the relationship between U.S. society and African-Americans, but Asian-Americans, Hispanic-Americans, and Native Americans are also covered. (Johnson, *offered annually; subfield: AMER*)

221 Voting and Elections This course studies both the operation of elections and the role of public opinion in shaping the government of the United States. It examines historical and contemporary patterns of voting and explores the expansion and limitation of suffrage in the political process. (Lucas, *offered alternate years, subfield: AMER*)

222 Political Parties Despite early skepticism and modern contempt, political parties have become integral components of the American political process. This course examines the historical and contemporary functions of American political parties in comparison to other democratic nations. It outlines the operational, functional, and electoral factors that shape the American party system. The course further examines the role and challenges of third parties in the U.S. (Lucas, *offered annually, subfield: AMER*)

224 The American Congress This course examines Congress as a major institution within the American political system. It studies the constitutional, theoretical, and practical behavior of members of the legislative branch in relation to American public policy, other political institutions, and the American public at large. Particular attention is devoted to influences on congressional behavior. (Lucas, *offered annually, subfield: AMER*)

225 The American Presidency This course examines presidential powers from both historical and contemporary perspectives. It places the presidency within the broader analytical context of James MacGregor Burns’ notion of “the deadlock of democracy,” and assesses whether the office of the presidency has the power needed to translate presidential objectives into public policy during a time of resource scarcity. Finally, it assesses proposed policy recommendations for constitutional and procedural reform. (Staff, *offered alternate years; subfield: AMER*)

229 State and Local Government This course is concerned with the structures, functions, and politics of state governments. It highlights the similarities and differences that characterize the 50 states. It examines the historical and constitutional roles of the states, the role of the states in the federal system, and variations among the states in regard to economic characteristics, citizen attitudes, voter participation, political parties, and public policy. (Staff, *offered occasionally; subfield: AMER*)

236 Urban Politics and Public Policy This is one of the core courses in the urban studies program. Among the topics examined are the structure of urban governments, urban service delivery, the concentration of power in urban settings, the urban fiscal crisis, and relations between city, state, and national governments. (Johnson, *offered annually; subfield: AMER*)

238 Sex and Power The overwhelmingly male bias in the American political system raises fundamental questions about equity, justice, and the representation of all interests. The feminist movement, in an attempt to answer some of these questions, has in effect redefined politics itself, fundamentally altering the terms of the debate. This course uses the framework that “the personal is political” to critique the American political system from a variety of feminist perspectives. Specifically, the course focuses on the issues of the sexual revolution, rape and pornography, and the sexuality debates within the feminist community. (Deutchman, *offered annually; subfield: AMER*)

243 Eastern Europe in Transition An old Chinese curse says “May you live in interesting times!” East Europeans have, living through all the great (and awful) “isms” of the last century up to postcommunist global capitalism today. Because of all these changes, studying Eastern Europe is the perfect laboratory for understanding political change in general. The course begins with the region’s status as the peripheral part of Europe, and then explores independence,

nationalism, and the appeal of communism. We explore why communism fell, focusing on the Solidarity experience in Poland, and then look at the revolutions of 1989, the dilemmas of democratization, the wars in Yugoslavia, economic privatization, the evolution of civil society, and entry into the European Union. Is Eastern Europe still different from the west? Will the new unity survive? We end with a consideration of the growing importance of the east to Europe as a whole. (Ost, *offered occasionally; subfield: COMP*)

245 Politics of the New Europe This course studies the evolution of postwar Europe—from radicalism to globalism, the welfare state to Blairist Thatcherism, Stalinism to the fall of the Berlin wall, American domination to the rise of the European Union. The focus of the course is the rise and fall of class politics. It explores what capitalism and socialism have meant to Europe and contrasts European with U.S. politics. Topics include the crisis of prewar Europe, Keynesianism and communism, the meaning of 1968, radicalism, populism, the new right, and the New Europe. (Ost, *offered alternate years; subfield: COMP*)

248 Politics of Development This course examines contending historical and contemporary explanations for the phenomenon of entrenched global poverty and critically assesses proposed policy solutions to ending absolute poverty in our time. The courses contrast micro-level approaches, which seek to build an “inclusive capitalism” through the extension of property rights and the enhancement of individual capacity, with macro-level approaches that seek to restructure the international regime on debt relief and international development organizations. (Yadav, *offered alternate years; subfields: IR, COMP*)

249 Protest Politics in Comparative Perspective This is a course in “unconventional” politics around the globe. In recent years, movements have become an inexorable part of the current political system. What are movements? How and why do they come about? What are their aims and purposes? How have movements changed over the past century? Why and when do movements become revolutions? Topics include the Russian Revolution, the lure of communism, the civil rights movement in the U.S., the struggle against communism in Eastern Europe, transnational social movements, and the “alternative globalization” movement. The course also includes theoretical social science readings on the causes, nature, and consequences of protests and movements. (Ost, *offered alternate years; subfields: AMER, COMP*)

254 Globalization This course looks at five themes: global economics, global migration, global civil society, global human rights, and global institutions. Students examine how international mobility of both capital and labor transforms both lives and politics, and in different ways in different places. Questions include: Why do jobs and people go abroad? Who does it help and who does it hurt? What are the politics of the Caribbean nanny in the middle-class New York home? How does globalization weaken the state and why is that so dangerous for democracy? Can transnational civil activism make things better? Can the UN or World Bank do a better job? Do “global human rights” exist? Should they? (Ost, Yadav, *offered alternate years; subfields: COMP, IR*)

255 The Politics of Latin American Development This course examines how politics in Latin American countries have been shaped by their differing historical role in supplying raw materials for First World consumption, tracing how the production of various crops (coffee, bananas, wheat) or goods (tin, beef) have led countries to develop different social structures and corresponding political systems. It also considers how recent efforts by social groups (women, indigenous people) to gain a greater voice in government have been both inspired and impeded by neoliberal reforms. (Staff, *offered alternate years; subfield: COMP*)

257 Russia/China From Communism to Capitalism This course explores the evolution and transformation of these two great powers over the last century. Students begin with trying to understand communism through a close look at Soviet practices for building the “new society.” Students follow Russia’s trajectory from superpower to beleaguered nation, then turn to parallel developments in China and the reverse evolution from struggling nation to potential world power today. Why has China evolved so differently than Russia? What do the differences mean for the people who live there? What do these experiences tell about the nature of communism? What do they tell about America with its historic fears of communism? (Ost, *offered alternative years*)

258 Comparative Politics of the Middle East This course explores the complex and shifting relationships between state and society in the late colonial and postcolonial Middle East. Paying particular attention to questions of state-building and development, it explores the ways in which state legitimacy is variously supported and challenged by alternative sites of authority in society. Course topics will address a variety of secular and religious movements, the role of state and anti-state violence, and the impact of economic and cultural globalization, among others. (Philbrick Yadav, *offered annually, subfield: COMP*)

259 African Politics The course traces the evolution of the African state from its colonial creation to its modern day “crisis” through an examination of how political, economic and social considerations have shaped and transformed African politics. The first section of the course examines the historical creation of contemporary African politics from the era of European colonization. In the second section, attention is paid to the creative solutions that African societies have employed as a response to both unique and universal problems of governance. (Dunn, *offered alternate years; subfield: COMP*)

261 Quantitative Research Methods in Political Science This course focuses on the application of empirical, quantitative methodology to political analysis. The goal is to acquaint students with the analytical and statistical tools used to understand the political process, to evaluate various theories of politics, and to assess the cause-effect relationships within the political system. This course is designed to introduce undergraduate students to the basic principles of research design and analysis, and to provide them with the tools to do their own empirical research. (Lucas, *offered occasionally; subfield: TH*)

263 Problems and Methods in the Study of Politics What is politics? Is there a science of politics? Ought we strive towards a science of politics? This course looks at how social scientists have come to understand the world of politics. How and why is it that the questions we ask shape the answers we find? We look at empirical theories, linguistic theories, philosophy of science, phenomenology, critical theory, and other approaches to the study of politics. The goal is to enable students to become more sophisticated and critical in their understanding of politics. (Philbrick Yadav, *offered alternative years; subfield: TH*)

264 Legal Theory This course addresses the relationship between liberalism and democracy, as well as the question of law’s relation to justice. The course engages in a critical inquiry into the values and weaknesses of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for independent law to serve as a neutral ground for resolving conflict? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Should we aspire to tolerance and diversity? What is democracy and does liberalism assist or hinder it? Should we assist or hinder democracy? Should we seek to escape the limits of law in order to do justice? (Passavant, *offered alternate years; subfield: TH*).

265 Modern Political Theory Reading texts from Locke through Nietzsche, this course considers the relation between freedom and slavery in modern European and American political theory. It interrogates the notion of the autonomous subject and the idea of instrumental reason that animates it. Additionally, it reads the selfcriticism that is always part of the Enlightenment tradition for alternative conceptions of equality, interconnection, and human flourishing. (Dean, *offered annually; subfield: TH*)

266 Contemporary Political Theory Concentrating on late 20th century and early 21st century texts, this course grapples with the ways politics and the political have been configured and reconfigured under contemporary conditions of globally networked technoculture and communicative capitalism. How does a given conceptualization of the sites of politics link up with the designation of a matter as political? Although the texts vary from year to year, an emphasis on critical and poststructuralist theory, as well as an attunement to cultural studies, can be expected. (Dean, *offered alternate years; subfield: TH*)

267 Twentieth Century Political Theory This course focuses on key problems in 20th century political theory. The 20th century was marked by extreme violence—two world wars, the use of atomic weapons, genocide on a mass scale—as well as grand experiments in participatory government, extensions of basic rights, and developments in technology and science. As the century ended, some theorists claimed that ideology had ended as well; they argued that one version of human flourishing, one based in economic markets, had clearly triumphed. Other theorists were deeply critical of the claim for the end of ideology, as well as of the association of markets and flourishing, not to mention of the suppositions that technologies were unambiguously beneficial and that rights were the best ways to secure freedom. Readings will vary by term but will be chosen from key texts from European and American political theorists and their critics; for example, Freud, Lenin, Gramsci, Simone de Beauvoir, Habermas, and Hardt and Negri. (Dean, *offered annually; subfield: TH*)

270 African-American Political Thought This course examines the political, economic, and social statuses of African-Americans in American society, as depicted in the speeches and writings of distinguished African-American thinkers, scholars and artists, from slavery to the present. It explores some fundamental tensions in African-American thought that are manifest in diverse and seemingly contradictory solutions, such as accommodation vs. protest, emigration vs. assimilation, and separatism vs. integration. (Johnson, *offered alternate years; subfields: TH, AMER*)

279 Radical Thought from Karl Marx to George Bush This course examines left and right radical thought of the past 150 years. Students read the left radicals Marx and Lenin and anti-Soviet leftists such as the Frankfurt School and Sartre, as well as the anomalous approach of the anarchists and Freud, who influenced both left and right thinkers. Students then examine right-wing radicalism, reading the work of influential fascists, followed by postwar American radical thought. On the left, that means Herbert Marcuse's New Left classic *One Dimensional Man*, Fanon and "Third Worldism," and the re-embrace of liberalism with the discovery of "civil society." On the right, that means the rise of the neoconservatives, from Allen Bloom to William Kristol, both important influences on George Bush and his entourage. Finally, students look at left responses to neo-conservatism, from Russell Jacoby to Zizek. (Ost, *offered alternate years; subfield: TH*)

280 Contemporary International Relations This course examines contemporary issues within world politics, usually by developing a case specific focus. Such topics may include the Middle East conflict, political transitions in central Asia, or other current issues of the day. (Staff, *offered occasionally; subfield: IR*)

281 Politics of South Asia This course provides an introduction to the major contemporary political issues and trends in the region of South Asia (i.e. Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka). The first half of the course examines topics of concern in the largest South Asian country, India. The second half of the course is organized thematically to address issues of nuclear and conventional security, state failure and civil war, terrorism, poverty and development, trade and investment, human security and gender discrimination, regional integration, and environmental concerns. (Yadav, *offered alternate years; subfield: COMP, IR*)

283 Terrorism Conflict has been a central issue in the relations among states since the advent of the modern nation-state system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chosen to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethnonationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, *offered alternate years; subfield: IR*)

285 International Politics of the Middle East This course examines international politics in the Middle East in the late colonial and post-colonial periods, focusing on the relationships between states, societies, and markets. Placing particular emphasis on the many ways in which the "high politics" of states shape the lived experiences of different communities in the region, it works within existing theoretical frameworks in International Relations that envision politics as influenced by shifting constellations of interests, ideas, and institutions. Case studies will vary, but are likely to include the Israeli-Palestinian conflict, post-Revolutionary Iran, and contemporary politics in Lebanon and Iraq. (Philbrick Yadav, *offered annually; subfield: IR*)

290 American Foreign Policy This course is an introduction to the study of American foreign policy. The first section provides an historical overview of American foreign policy since World War II, highlighting the important events, themes, and trends that have shaped—and continue to shape—the making and practice of American foreign policy. The second section explores the process of foreign policy making within the American political context. This section examines the "nuts-and-bolts" of how decisions are made and implemented. The third and final section presents key foreign policy issues facing the United States today. (Dunn, *offered annually; subfield: IR*)

296 International Law This course focuses on public international law. Subject matter includes human rights, issues relating to the environment, the use of force, the relationship between international law and domestic law, international dispute resolution, and questions of sovereignty and self determination. (Passavant, *offered occasionally; subfield: IR*)

297 Europe and America Is this historic alliance coming to an end? With the recent rise of serious rifts, particularly due to the US in Iraq, this course takes a close look at the evolution of US-Europe relations and at similarities and differences in policies and sensibilities. We begin with a discussion of historical imagination, looking at attitudes of Americans and Europeans to each other from the time of the Revolution, and then explore what happens when America became a world power. We read about the "cultural cold war" and explore long-lasting divisions over styles of politics on issues such as consumerism, military power, and international law. We read key primary texts of the debate leading up to the invasion of Iraq, and look at the implications of the burgeoning European Union. Will the relationship survive? Should it? Many of our readings touch on France and America's eternal mutual love/hate affair. (Ost, *offered alternate years; subfields: COMP or IR*)

312 Political Reform in the Middle East This course explores the theoretical and practical questions raised by recent democracy-promotion initiatives in the Middle East. Organized around five case studies, we will explore the interrelationship between international and domestic politics and the ways in which international organizations and bilateral agreements are helping and hindering local promoters of political reform. In addition, this course will explore the history and development of local practices and institutions that serve as powerful sources of democratic (if not liberal) practice and relate them to current strategies of democracy promotion. (Philbrick Yadav, *offered alternate years; subfields: COMP, IR*)

320 Mass Media We live in a world of mediated political realities. Like Plato's prisoners in the cave, we see only shadows, not realities. Yet these shadows have become our reality through the power of the mass media. This, of course, raises a fundamental question about our ability to be self-governing when our understanding of politics is determined not by the events themselves, but by those who create and report them. (Deutschman, *offered annually; subfield: AMER*)

332 American Constitutional Law This course is concerned with the nature and development of the U.S. constitutional structure. Emphasis is placed on judicial review, the powers of national and state governments, limits on those powers, and the separation of powers. It addresses such issues as the regulation of private property, the constitutional powers of Congress and the Presidency, and the law and politics of impeachment. (Passavant, *offered annually; subfield: AMER*)

333 Civil Rights This course addresses the constitutional and statutory protection of civil rights in America. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles which inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, affirmative action, and the problems involved with proving discrimination that violates the Constitution. (Passavant, *offered annually; subfield: AMER*)

334 Civil Liberties This course analyzes key constitutional liberties like freedom of religion, the "wall of separation" between church and state, and freedoms of speech and press. It also addresses the USA PATRIOT Act's implications for civil liberties. It studies how governments are obliged to act and the constitutional limits placed on the way governments may act. (Passavant, *offered annually; subfield: AMER*)

335 Law and Society This course addresses the relationship of "law" and "society" -does law stand above society and adjudicate disputes in a neutral manner, or do law and society bleed into each other such that law is corrupted by social interests and therefore invariably "political" in the way that it is used to address disputes? Additionally, how does law frame our perception of such issues as ownership and value? How does law affect "who gets what"? What are the implications of these findings for America's belief in liberalism and the value of liberalism's individual rights? Substantive areas of focus may include the problems of objectivity in interpretation, whether legal rights matter, conflicts between rights to free speech and private property in the area of Intellectual Property law, the consequences for law and freedom posed by "gated communities," or other topical issues. (Passavant, *offered alternate years; subfield: AMER*)

348 Racism and Other Hatreds What is the role of conflicts and hatreds in politics? This course looks at various politicized hatreds around the world, based on race, nation, and religion. Students explore hatreds in a variety of contexts: anti-Chinese and anti-Black racism in the U.S.A; anti-Semitism in Europe; ethnic hatreds in Africa; and look at topics such as the role of science; the relationship between race and class; and the nature of nationalism. The aim of the course is to understand how social conflicts can best be organized to create a more democratic society. (Ost, *offered alternate years; subfield: COMP*)

363 Digital Networks That globally networked communications media are radically changing the world is widely accepted. What these changes mean, however, is widely debated. This course focuses on these debates, asking whether networked media enhance democratic practices or facilitate new forms of political control and economic exclusion. It takes up issues of privacy, surveillance, virtual communities, speed, and the differing logics of networks. (Dean, *offered alternate years; subfield: TH*)

366 Theories of American Democracy This survey of American democratic theory covers a variety of competing ideas about politics, political identities, and political institutions. The class examines not only such issues as the roles of states and markets, but also how to balance collective goods with individual freedoms, obligations to citizenship and charity, and how particular narratives and myths have structured an American national identity. Readings span American history

from the Puritans to the “New Right,” from Benjamin Franklin to Malcolm X, and come in a variety of forms – e.g., manifestos, essays, speeches, memoirs, novels, Supreme Court decisions, and movies.
(Staff, *offered alternate years; subfield: TH*)

375 Feminist Legal Theory This course examines the gender(s) of law. Students prepare court cases and feminist legal analyses to investigate the relationship between power and law as it establishes the boundaries separating public from private, straight from gay, qualified from unqualified, madonna from whore. Topics include workplace discrimination, sexual harassment, prostitution, pornography, abortion, rape, and child custody.
(Dean, *offered alternate years; subfield: TH*)

380 Theories of International Relations Theories of international relations are plentiful and debatable. This course examines a number of theory traditions in the study of international relations and involves the student in efforts to further develop the theory and/or to test some of its claims empirically. The theories selected vary from semester to semester, but come from such areas as structural realism, liberal internationalism, globalism, constructivism, and world systems. (Dunn, *offered every year; subfield: IR*)

387 States and Markets This course investigates and problematizes the role of the state in promoting rapid economic growth and development. Specifically, students will focus on understanding and critiquing the fierce debate between developmental state theorists, neo-liberal economists, and the market-enhancing synthesizers. The course will deal alternately with different specific cases and countries, including the Tiger Economies and the Big Emerging Asian Markets, comparative European economies, and the emerging Russian developmentalist state. (Yadav, Ost, *offered alternate years; subfield: IR, COMP*)

394 Identity Politics in International Relations This course examines how concepts of identity form and matter in the international system. Students consider how national, ethnic, and other identities are shaped by international incentives and constraints such as trade interests, security, cultural flows, media, communication networks, and international norms like human rights or environmental protection. Examining a range of topics varying with the latest world events, students also develop a theoretical basis for understanding the significance of identity politics in world affairs. (Staff, Dunn, *offered alternate years; subfield: IR*)

SEMINAR DESCRIPTIONS

POL 401 Junior-Senior Research Topics Seminar

Majors in Political Science must enroll in a seminar their junior year and a seminar their senior year. The seminars address a range of topics, often in accordance with the current scholarly interests of the Political Science faculty. Therefore, the topics do vary as they address timely issues of research in the field. What unites the seminars is their pedagogy. There is a focus on student participation, and the workload is substantial. Typically, students will read a book a week (or the equivalent in articles). The main assignment is a “seminar length” research paper on a topic of the student’s choosing. The purpose of the seminar is to give students an opportunity to do some of their best work at Hobart and William Smith Colleges. It is intended to provide something of a “capstone experience” in the study of Political Science for our majors. For some, seminar research becomes a first step towards an honors project. Additionally, the seminars give students a taste of what graduate school might be like as they are concluding their undergraduate careers—to give students a taste of, and preparation for, the next academic level. Seminars are generally limited to Political Science majors, unless there is available space and the professor signs in a non-major.

Seminar Topics Include:

- **Varieties of Capitalism**

There has been a lot of discussion lately about whether a “different kind of system” is possible. This seminar will explore differences in the political economy of capitalist systems already out there in the world today. Ideally suited for students who have done work in comparative politics/ political economy, this seminar will explore the historical and institutional evolution of different capitalist systems, as well as compare and assess the ways they operate today. This is not an economics course, so the focus will be on the rules by which different capitalist systems are governed, with a particular focus on business-labor interaction, industrial relations, and comparative welfare states. While there will be a regional focus on European capitalisms, as well as on differences between America and Europe, the course will also explore varieties outside the capitalist “core.” What exactly do Asian capitalisms do differently? What are some new models in India and Latin America? Does social democracy have a chance in the Third World? Finally, while many observers have come to doubt the importance of labor movements in shaping the political system, we read one recent

account that looks at the changing role of labor in global society over the last century. Readings include Hall & Soskice, *Varieties of Capitalism*; Thelen, *The Political Economy of Skills in Germany, Britain, the United States and Japan*; Hacker, *The Great Risk Shift*; Sandbrook et. al., *Social Democracy in the Global Periphery*; Pierson & Castles, *The Welfare State Reader*; Silver, *Workers Movements and Globalization Since 1870*. (Ost)

- **Emergency!**

This seminar deals with a major challenge faced by liberal democracies and republics: what to do in the case of an emergency? Should constitutions explicitly provide for states of emergency where the latter will be used to suspend the laws and rights that govern under normal conditions? This course will examine how constitutional theory and public law scholarship have treated the question of “states of exception” or “emergencies.” The course will also examine how the United States constitutional system and its political tradition have treated states of emergency. The course will examine not only political or military emergencies, but other emergencies—such as economic emergencies—as well. Finally, the course will examine U.S. law and politics post-September 11 both in light of twentieth century institutional development and in light of the public law concept of “emergency.” Throughout, we will want to bear in mind certain questions, such as: Is a state of emergency a necessary provision for the security of the republic or liberal democracy? Is it possible to resort to states of emergency to meet temporary exigencies without producing a gradual slide towards tyrannical government? Do contemporary conditions require that emergency provisions become permanent? Is the concept of “emergency” descriptively useful for contemporary politics, or does “emergency” denote an alternative state or legal formation struggling to emerge against a previously established state or legal formation? Illustrative readings include John Locke, *Second Treatise*; Clinton Rossiter, *Constitutional Dictatorship*; Carl Schmitt, *Concept of the Political*; William Scheuerman, *Liberal Democracy and the Social Acceleration of Time*; Amy Zegart, *Flawed by Design: The Evolution of the CIA, JCS, and NSC*; Henry Giroux, *Stormy Weather: Hurricane Katrina and the Politics of Disposability*. (Passavant)

- **The Coming Insurrection? Italian Political Thought Today**

In the face of Italian political repression in the late 1970s, a movement for “autonomy” was born: autonomy from law, the state, and from the capitalist appropriation of labor’s value. Opposed to centralized command and division, the movement for autonomy tried to imagine inclusive cooperation and how to update Marxism to account for postmodern conditions. Today, there is a proliferation of political theory being produced by Italian intellectuals that has been recently translated into English. These works indicate how influential the autonomy movement has been on a generation of thinkers, Marxist and non-Marxist, in Italy. With the 1998 translation of Giorgio Agamben’s *Homo Sacer: Sovereign Power and Bare Life*, and the 2000 publication of the academic blockbuster by Michael Hardt and Antonio Negri, *Empire*, Italian political thought is having a major impact on both academic theory in the United States (and elsewhere), and political activism as well. This seminar will introduce students to the major concepts and theorists writing in what is quickly becoming a significant genre of contemporary theory. Illustrative readings may include Sylvère Lotringer and Christian Marazzi, eds. *Autonomia: Post-Political Writings*; Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life*; Michael Hardt and Antonio Negri, *Empire*; Paolo Virno, *A Grammar of the Multitude*; Roberto Esposito, *Bios: Biopolitics and Philosophy*; *The Invisible Committee, The Coming Insurrection*. (Passavant)

- **Ideological Media**

This seminar is focused on politics and the media, particularly questions of so-called media bias. Many analysts argue that the traditional functions of the media in a democratic society include informing us to give us the kind of information which will allow us to make well reasoned and logical political and social decisions. Without the media as an objective conveyer of information, we are trapped by politicians who will often slant a story to support their political position (don’t we all do this?). In a democratic society we depend upon the “objective” or “mainstream” media to supply us with facts.

Many people on both the political left and the political right argue that the media are not objective and do not inform us well. Over the past 10 years, the political right in particular has been arguing that the so-called mainstream media are really left of center. From another perspective, some analysts (not all on the left) have pointed out that the owners of the media (both of them!) are quite conservative, as is the case with most extremely high end profiteers (exceptions noted). Thus, the notion of a “left-wing” mainstream media simply makes no sense. Why would the very rich subsidize a media which was aiming to destroy the parent company?

Finally, of course, other people raise very important questions about the extent to which an objective media can even exist (just the facts, ma'am, just the facts). First of all, the media consist of humans studying humans. Given that we as human beings are a product of our race, class, gender, sexuality, upbringing, genes, etc., etc., how can we put all of that aside when we analyze a political phenomenon? Some would say we cannot, and thus the media can never really be objective, because all the people doing the analysis bring to their job their race, their gender, their background, etc. and that influences what they see. It has to. (Deutchman)

- **Iconic Books of Modern American Conservatism**

This seminar focuses on the great or iconic books which have helped to define the modern American conservative movement (post World War II). As modern conservatism has hit electoral brick walls in the post-Bush II era, many self-described conservatives are asking: what do conservatives really believe? What does it mean to be a conservative? Are there core beliefs which every conservative shares or should share? Ronald Reagan was largely associated with what has been called Big Tent conservatism, where the conservative movement was seen as large enough to comfortably accommodate conservatives of different stripes. Has this type of conservatism disappeared? What will take its place? In order to understand the possible future(s) of conservatism, we begin by understanding its past. We look at a number of great books by great writers (Friedman, Hayek, Goldwater, etc.) which have traditionally helped to define conservatism. We do so in order to understand what it has meant to be a conservative as the movement developed, and to thus gain some insight into what it might mean in the future. (Deutchman)

- **Popular Music, Globalization and Political Critique**

What are the complex process of cultural transmission and trans-culturation at play within the spread of popular music, particularly within the global-local intersection? How are popular musical forms related to the processes of globalization? Is there a possibility of political critique, or even resistance, to be found in popular musical forms and their related subcultures? What are limitations of popular music as a form of political critique and resistance? This seminar seeks to investigate these and other questions concerning Western popular musical forms and their concomitant subcultures. (Dunn)

- **Feminism in International Relations**

Across the globe, men tend to define and direct the various elements of International Relations. Men predominate in international security apparatuses and in the conduct of war, the global economy continues to be based on a relatively rigid gender division of labor, and despite recently becoming accepted as citizens, women continue to be underrepresented in the corridors of political power. For many, gender is a constitutive force enabling security practices, global capitalism, and power politics. In other words, gender makes possible current international political and economic practices. Despite the importance of gender, the field of International Relations has only recently begun to take it seriously. This seminar introduces students to contemporary feminist interventions into the field of International Relations. Students will engage with some of the major theoretical strands of feminist thinking and survey contemporary literature in the sub-fields of political economy, global governance, and security studies. It seeks to enable students to look at International Relations through a feminist lens, and seeks to help them explore what it means to do feminist work within International Relations. (Dunn)

- **International Travel**

In most academic disciplines, travel has often been regarded as a trivial activity, not worthy of serious intellectual interest. This has been especially true for the study of international relations. Yet, travel is undoubtedly foundational to both the practice and theorizing of world politics. The act of travel is fundamentally about encountering difference and traversing borders and boundaries. The history of international relations is, arguably, about encounters with the Other, displacement, and movement. At the very least, it is important to recognize that international tourism has become one of the world's largest industries – transforming the places in which we live, from major cities to the seemingly remotest regions of the globe. Travel at its core brings together people of different backgrounds into close but also invariably transient relationships. This course is designed to explore the multiple and varied ways that travel is related to international relations. As such, the topics explored during this semester cover, but are not limited to, imperialism and (neo)colonialism, international political economy and development, refugees and migration, ideology and nationalism, and diplomacy and security. In so doing, this course attempts to illustrate the centrality of travel to the study of international relations in the 21st century. (Dunn)

- **Political Crises in Africa's Great Lakes Region**

The African Great Lakes region (made up of Uganda, Rwanda, Burundi, Tanzania, and the Democratic Republic of the Congo (formerly Zaire)) is the proverbial "Heart of Darkness," the trope that has shaped Western perceptions about Central Africa for over a century. Western understandings of the African Great Lakes region, even in the 21st century, rely heavily upon earlier, colonial representations. This has led to an interesting paradox: while Westerners are generally uninformed about the region's history and politics, they feel they know it well because of the powerful images of it encountered everyday. As historian David Newbury notes, it "is a region not well known in the West, but one nonetheless enveloped in a century of powerful imagery -- ranging from the 'Heart of Darkness' to the 'Noble Savage.'" The images that shape Western understandings of the region are numerous and come from such sources as Heart of Darkness, Tarzan, National Geographic, media reports on the Ebola virus, AIDS, famine or continuing "tribal" violence, and countless cinematic and fictional portrayals of the region and its inhabitants. In the past decade, the 1994 Rwandan Genocide and the regional war in the Congo have helped make the region an even more powerful trope for the problems of post-colonial Africa. Unfortunately, most of the region's political, social, and economic problems are framed in the West through the lens of primitivism, backwardness, and irrationality. This seminar examines the historical evolution of the political crises in the African Great Lakes region with the goal of providing students with a deeper, more nuanced understand of the dynamics involved than typically available to most Western observers. (Dunn)

- **Partisanship in the 21st Century**

This seminar explores the nature of American loyalty to their political party. It addresses how party attachments among the public have evolved in the late 21st century and the reasons behind shifting voting alignments and behaviors in the U.S. It examines the role of political, social, and economic factors in shaping contemporary political patterns. (Lucas)

- **America Voted? Patterns and Assessments of Voting**

The goal of this seminar is to examine the significance and importance of voting to the American identity and the reasons that help to explain why Americans vote--don't. The course examines systematic, institutional, ideological/opinion, and sociological factors that influence the decision to vote or not in the United States. (Lucas)

- **Islamic Political Thought**

The objective of this course is to introduce students to some of the major continuities and shifts in themes addressed by political theorists working within the Islamic tradition. The course will cover material from the medieval, early modern, and contemporary periods, principally through a reading of primary sources available in translation. Texts will include work by thinkers in the Arab Middle East, South and Southeast Asia, and Europe and North America, and we will examine debates in Islamic political thought under conditions of political autonomy, colonialism, and post-colonial global integration and disintegration. Substantive themes will include the development of a just political order, the struggle to reconcile reason and revelation (particularly in the perceived struggle between tradition and modernity), and topical debates over issues like human rights, equality, heresy and apostasy, war, and democracy. While this course is open to any Junior or Senior major in Political Science, a prior course in the Islamic religious tradition, Muslim history or politics, or political theory is strongly recommended before taking this course. Supplementary readings will be made available for students without prior preparatory coursework. (Philbrick Yadav)

- **Yemen: Politics of the Periphery**

At once on the periphery of the Arab Middle East and at the crossroads of Africa and the Indian subcontinent, Yemen serves as a crucible for evaluating some of the most basic concepts in comparative politics. This course will explore the shifting terrain of politics in Southern Arabia from the 19th to 21st centuries as a means of exploring issues of sovereignty, legitimacy, and variations in the relationship between state, society, and market. Throughout the course, we will identify the conditions that have produced both demand for and challenges to Yemeni unity, expressed by a series of dual regimes in North and South Yemen (from Imamate and British protectorate, to "tribal state" and Marxist republic) and their eventual unification under a democratic constitution. The course will conclude with an examination of post-unification challenges, ranging from the insurgency in the North and secessionist movement in the South, to impending water and refugee crises, and the implications of Yemen's role as the newest front in the Global War on Terror. Illustrative texts include: Sheila Carapico, *Civil Society in Yemen: A Political Economy of Activism in Southern Arabia*; Steven Caton, *Yemen Chronicle: An Anthropology of War and Mediation*; Paul Dresch, *Tribes, Government, and History in Yemen*; Sarah Philips, *Yemen's Democracy Experiment in Regional Perspective: Patronage and Pluralized Authoritarianism*; Jillian Schwedler, *Faith in Moderation: Islamist Parties in Jordan and Yemen*; Gabriele vom Bruck, *Islam, Memory, and Morality in Yemen*; Lisa Wedeen, *Peripheral Visions: Publics, Performance, and Politics in Yemen*. (Philbrick Yadav)

- **Taliban**

This junior-senior seminar examines the history and politics of the Taliban movement/government and the “Neo-Taliban” insurgency in Afghanistan and Pakistan. We will explore the Taliban’s Deobandi intellectual roots and tribal structure, as well as the anti-traditional ethos of this group which has articulated a radical vision of an alternate modernity. The Taliban movement and insurgency will be placed in the context of broader regional and global struggles for power and influence in South Asia and Central Asia. (Yadav)

- **Sovereign and Subaltern**

This seminar examines the relationship between the sovereign state and the subaltern, i.e. those who occupy a space of difference and lack a voice in the public sphere. The course will focus particularly, but not exclusively, on the South Asian region from the British colonial period to the present. The course will seek to 1) re-provincialize the universal claims of imperial political thought, 2) understand struggles against domination and subordination by the non-elite in the colonial period, and 3) explore anti-hegemonic strategies of identity formation in the post-colonial period. We will explore and critique the works of several of the most prominent thinkers associated with the Subaltern Studies Group. (Yadav)

- **The Discourse of Failed States**

This junior-senior seminar examines the discourse of state failure that has emerged since the collapse of the bi-polar international order. The discourse is pivotal for a range of power relations that shape state-society struggles within developing countries and order the hierarchy between formally sovereign states. In particular, the concept of state failure is critical to justify neo-imperial strategies of diplomatic, military, anti-narcotic, and humanitarian intervention in weak and incapacitated states. The discourse is also useful for incumbents and dissidents in the periphery seeking to acquire foreign financial, technical, social, and military assistance. The seminar will critique the endeavor to create a predictive science of state failure as well as the attempt to institutionalize unilateral and multilateral mechanisms for state resurrection (e.g. “trusteeships”). The course will conduct two detailed case studies of (purportedly) failed and failing states in South Asia, a region in which all but two states are considered to be failing or failed. Students will be invited to assess and critique media and official accounts of state failure in the light of more sober and systematic studies of state (in)capacity and (in)efficacy. (Yadav)

- **China and India - Emerging Giants**

After a long hiatus, China and India are returning to the center of the international system. These two giants are already amongst the five largest economies in the world despite the presence of widespread poverty. Moreover, both states are nuclear powers with growing military capabilities and regional/global leadership ambitions. This seminar will trace the history of the Sino-Indian rivalry from the Cold War to the present, evaluate the current status of structural economic reforms that are powering their transformations, assess the potential for a “peaceful rise” within the international hierarchy of states, and examine the prospect for sustained bi-lateral economic and security cooperation. (Yadav)

- **I Got a Feeling: Affect and Emotion in Politics**

The sense of the majority, the mood of the nation, the feeling of the party...the politics of everyday life often points to a complex array of senses that underlie political actions and judgments, yet often elude political understanding. This seminar focuses on recent attempts to explore and theorize affect and emotions in politics. Readings will likely include empirical accounts of emotion in social movements (Passionate Politics), the geopolitics of fear (The Geopolitics of Emotion), and the “animal spirits” set loose in financial bubbles and crises (Animal Spirits). The majority of readings, however, will be from contemporary political theorists such as Alain Badiou (The Meaning of Sarkozy), Jane Bennett (Vibrant Matter), Teresa Brennan (The Transmission of Affect), William Connolly (Neuropolitics), and Brian Massumi (Parables of the Virtual). (Dean)

- **Seminar on American Nationalism**

This class will begin by examining the concept of the nation, and then contrasting it with Hobbes’ liberal conception of the state. It will then consider how American national identity in particular was constructed in the early period of the American republic. The class will go on to examine some classic evaluations of American national identity through such authors as Tocqueville, Myrdal and Hartz. Once we get a relatively stable sense of what American national identity appears to be, we will explore a variety of texts that destabilize these formulations. The last section of the course will be devoted to considering what is both necessary and potentially harmful about American nationalism in a contemporary context. (Weller)

450 Independent Study

495 Honors

Psychology

Michelle Rizzella, Associate Professor, Department Chair

Jamie S. Bodenlos, Assistant Professor
Portia C. Dyrenforth, Assistant Professor

Jeffrey M. Greenspon, Professor

Julie Kingery, Assistant Professor

Uta Wolfe, Assistant Professor

Psychology provides students with a broad introduction to the study of behavior and its underlying processes with emphasis on psychology as an experimental science. Students are eligible to receive academic credit toward their psychology major for a maximum of two courses taken at institutions elsewhere. Students pursuing the psychology minor may transfer a maximum of one course. A grade of C- or higher must be earned for all transfer courses. Prior to enrolling in courses at another institution, it is strongly recommended that students desiring to transfer courses consult with and secure approval from the current Psychology Chair. The number of transfer courses awarded is negotiable for students who have matriculated at another institution prior to their attendance at Hobart and William Smith Colleges. The Psychology Department Chair determines the number of transfer courses that can count toward the Psychology major or minor.

The Department offers a disciplinary major and minor. To count toward the major or minor, courses must be passed with a grade of C- or better. In order for courses to count toward the psychology major or minor, the following prerequisites must be met: 200-level courses require PSY 100 or PSY 101 as a prerequisite; 300-level non-lab courses require PSY 100 and at least one 200-level course, which might be specified; 300-level lab courses require PSY 100, PSY 210, and at least one other 200-level course, which might be specified. Refer to individual course descriptions for specific 200-level prerequisites.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

PSY 100 or PSY 101 and PSY 210; one course from laboratory group A; one course from laboratory group B; two 300-level non-lab courses; four additional psychology courses, only one of which may be at the 400-level, one of which must be the prerequisite for a 300-level group A lab course, and one of which must be the prerequisite for the 300-level group B lab course; and one course from outside the department that provides another perspective on behavior.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. in psychology, plus five additional courses in the natural sciences, approved by the adviser, assuming the course that provides a perspective on behavior from a discipline other than psychology is in the natural sciences. Otherwise, six additional natural science courses are needed.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

PSY 100 or PSY 101 and PSY 210; one psychology laboratory course (either group); and three additional elective psychology courses, only one of which may be at the 400 level. One of the electives must be a prerequisite for either a group A or B laboratory course.

200-LEVEL ELECTIVE COURSES

PSY	203	Introduction to Child Psychology and Human Development
PSY	205	Adolescent Psychology
PSY	220	Introduction to Personality Psychology
PSY	221	Introduction to Psychopathology
PSY	227	Introduction to Social Psychology
PSY	230	Biopsychology
PSY	231	Cognitive Psychology
PSY	245	Introduction to Cross-Cultural Psychology
PSY	275	Human Sexuality
PSY	299	Sensation and Perception
WMST	223	Social Psychology
WMST	247	Psychology of Women

300-LEVEL LABORATORY COURSE GROUPS

Group A

PSY	305	Psychological Test Development and Validation*
PSY	310	Research in Perception and Sensory Processes
PSY	311	Research in Behavioral Neuroscience
PSY	331	Research in Cognition

Group B

PSY	305	Psychological Test Development and Validation*
PSY	321	Research in Developmental Psychology
PSY	322	Research in Personality Psychology
PSY	327	Research in Experimental Social Psychology
PSY	347	Research in Cross-Cultural Psychology
PSY	350	Research in Clinical Psychology
WMST	323	Research in Social Psychology

*PSY 305 cannot be counted as an A lab if PSY 322 is taken to satisfy the B lab requirement.

300-LEVEL NON-LABORATORY COURSES

PSY	307	History and Systems of Psychology
PSY	309	Topics in Sensory Perception
PSY	344	Topics in Personality Psychology
PSY	346	Topics in Cross-Cultural Psychology
PSY	352	Topics in Clinical Psychology
PSY	359	Topics in Behavioral Neuroscience
PSY	370	Topics in Developmental Psychology
PSY	373	Topics in Social Psychology
PSY	375	Topics in Cognitive Psychology
WMST	357	Self in American Culture
WMST	372	Topics in Social Psychology

COURSE DESCRIPTIONS

100 Introduction to Psychology This course offers a comprehensive survey of the methodology and content of present day psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. (*Fall and Spring, offered annually*)

101 Advanced Introductory Psychology This course is an advanced introductory course designed for likely majors or for students with exceptional interest and commitment to the study of psychology. The course offers an in-depth survey of psychological topics and emphasizes active student involvement. Students read primary sources in addition to a standard text book, and an active learning project (such as designing and conducting a research study or behavioral intervention or participating in community-based service-learning activities) is required. Oral and written communication of students' work and ideas is also emphasized. (*Offered annually*)

203 Introduction to Child Psychology This course provides an overview of theories and research methodologies in child development. The focus is on normative development, including the progression of physical, cognitive, social, and emotional changes that take place from conception through late childhood. Emphasis is placed on contextual influences on development, such as parenting, family environments, peer relationships, the media, and schools. The development of identity and self-esteem, moral development, and gender roles are also discussed. Prerequisite: PSY 100. (*Kingery, offered alternating years*)

205 Adolescent Psychology This course examines the developmental processes and social forces that contribute to adolescence as a distinct part of the life span. Emphasis is placed on major theories, research findings, and the biological, cognitive, and social changes that occur during adolescence. This course also focuses on contextual influences (i.e., the family, peers, schools, neighborhoods, the media) on development and issues such as intimacy, identity, sexuality, autonomy, and psychological problems (e.g., eating disorders, depression, antisocial behavior). Prerequisite: PSY 100. (*Kingery, offered alternating years*)

210 Statistics and Research Methods A survey of basic procedures for the analysis of psychological data, topics in this course include basic univariate and bivariate descriptive statistics, hypothesis testing, and a variety of analyses to use with single group, between group, within group, and factorial designs. A study of experimental methods is also conducted with laboratory. Prerequisite: PSY 100. (Rizzella, Greenspon, *offered each semester*)

220 Introduction to Personality Major theoretical approaches and contemporary research are evaluated to assess the current state of knowledge about intrapsychic, dispositional, biological, cognitive, and sociocultural domains of personality functioning. The personal, historical, and cultural contexts of theory development are emphasized. Application of personality concepts to individual lives is encouraged to enhance understanding of self and others. Prerequisite: PSY 100. (Dyrenforth, *offered annually*)

221 Introduction to Psychopathology This course primarily focuses on the theoretical models, diagnosis and assessment of adult psychological disorders. Childhood disorders, relevant controversies and prevention are also covered, time permitting. Typical readings assigned beyond the primary text include case studies and autobiographical accounts of mental illness. Prerequisite: PSY 100. (Bodenlos, *offered annually*)

227 Introduction to Social Psychology This course introduces students to theory and research in social psychology, the study of the nature and causes of individual and group behavior in social contexts. Emphases are placed on understanding social psychological theories through studying classic and current research and on applying social psychological theories to better understand phenomena such as person perception, attitude change, prejudice and discrimination, interpersonal attraction, romantic relationships, conformity, aggression, and intergroup relations. Prerequisite: PSY 100. (*offered annually*)

230 Biopsychology This course examines relationships between biology and behavior. Lectures are designed to concentrate on those aspects of biopsychology that are interesting and important to a broad audience. A topical format is employed focusing on contemporary areas. Prerequisite: PSY 100. (Greenspon, *offered annually*)

231 Cognitive Psychology This course is designed to provide a general understanding of the principles of cognitive psychology. Cognitive psychology is the scientific approach to understanding the human mind and its relationship to behavior. The course introduces students to classic and contemporary empirical research in both theoretical and practical aspects of a variety of cognitive issues. Topics included are pattern recognition, attention, mental representation, memory, language, problem solving and decision making. Prerequisite: PSY 100. (Rizzella, *offered annually*)

243 Organizational Psychology This course provides an introduction to organizational theory and behavior. Issues relating to effectiveness, communication, and motivation within organizations are considered from the point of view of the individual. Some selected topics include leadership, management-employee relations, the impact of technology and the environment on organizations, and organizational survival and change. Prerequisite: PSY 100. (*Offered occasionally*)

245 Introduction to Cross-Cultural Psychology Cross-cultural psychology is the systematic, comparative study of human behavior in different sociocultural contexts. This course examines theory and research that pertain to cross-cultural similarities and differences in human experience and functioning. The cultural antecedents of behavior are emphasized. Course readings focus on the diversity of human experience in domains such as cognition and intelligence, emotion and motivation, socialization and development, social perception and interaction, and mental health and disorder. Prerequisite: PSY 100. (*Offered occasionally*)

275 Human Sexuality The primary aim of this course is to explore contemporary issues of the human sexualities. Emphasis is given to psychosocial and cross-cultural research of the 20th century and the sequelae of institutional forces designed to pathologize sexual expression. Topics include variations of sexual behavior, sexual response, sexual deviance, and sexual dysfunction and treatment. Prerequisite: PSY 100. (*Offered annually*)

299 Sensation and Perception Perception of the world through the senses is one of the most sophisticated yet least appreciated accomplishments of the human mind. This course explores how people experience and understand the world through the senses, using frequent classroom demonstrations of the perceptual phenomena under discussion. The course introduces the major facts and theories of sensory functioning and examines the psychological processes involved in interpreting sensory input. The primary emphasis is on vision, though other senses are considered as well. Prerequisite: PSY 100. (Wolfe, *offered annually*)

305 Psychological Test Development and Validation Psychological tests are used in a variety of settings for purposes such as educational placement, public polling, market research, diagnosis, scientific inquiry, and self-understanding. How do we determine if a test measures what it's supposed to, and how do we construct such a test? This course emphasizes practical, theoretical, and statistical considerations and approaches to test development and validation. Students develop measures of psychological concepts (*e.g.*, attitudes, personality characteristics, cognitive abilities, perceptual and motor skills, etc.) and design and carry out research to evaluate test properties and refine the measures. Prerequisites: PSY 100, PSY 210, and two additional 200-level PSY courses; or permission of instructor. (*Offered occasionally*)

307 History and Systems of Psychology This course examines the history of psychology and its antecedents, both classical and modern. Surveyed in detail are the processes by which the diverse roots of modern psychology fostered the development of principal areas of psychological inquiry, including those that guide much of the research and practice of psychology today. This course places into historical perspective major concepts, philosophical assumptions and theories of psychology. Prerequisites: PSY 100 and two PSY courses other than PSY 210. (*Offered occasionally*)

309 Topics in Sensory Perception This course provides an in-depth exploration of a specific topic in sensory perception using advanced readings from the primary literature. The topics covered vary from semester to semester but might include study of a particular sensory system (*e.g.*, hearing or touch), study of a particular sensory ability (*e.g.*, color vision), or study of a particular issue in perception (*e.g.*, perceptual development or brain mechanisms of perception). Prerequisites: PSY 100 and PSY 299 or permission of the instructor. (*Wolfe, offered occasionally*)

310 Research in Perception and Sensory Processes An introduction to conducting research on the senses (with laboratory), students explore contemporary issues in sensation and perception through classroom discussion and "hands on" research experience. Working closely with the instructor, students develop, conduct, analyze, and present research projects on specific topics in the field. Prerequisites: PSY 100, PSY 210 and PSY 299. (*Wolfe, offered annually*)

311 Research in Behavioral Neuroscience This course exposes students to basic concepts of psychological research in the area of neuroscience. Emphasis is placed on theoretical and methodological issues surrounding the study of brain-behavior relationships. Specifically, the history of questions to which theory and method have been applied, the logic implicit to answer certain kinds of questions, and the strengths and limitations of specific answers for providing insights into the nature of the brain-behavior relationship are examined. The development of conceptual and theoretical skills is emphasized. Prerequisites: PSY 100, PSY 210 and PSY 230, or permission of instructor. (*Greenspon, offered annually*)

321 Research in Developmental Psychology This course provides an overview of the research designs and methods used by developmental psychologists. Attention is given to ethical issues involved in human research, critical evaluation of published developmental research, and interpretation of research findings. Students gain direct experience with research methods such as questionnaires, parent and/or child interviews, behavioral observations, and other laboratory tasks that assess children's development. Research is conducted in both lab and community settings. Students design and conduct a research study or develop their own research proposal during this course. Prerequisites: PSY 100, PSY 210, and PSY 203 or PSY 205. (*Kingery, offered annually*)

322 Research in Personality Psychology This course provides an introduction to a variety of methods employed in the service of three complementary objectives of personality research: 1) holistic understanding of the unique organization of processes within individuals, 2) explanation of individual differences and similarities, and 3) discovery of universal principles that characterize human personality functioning. Practical, ethical, and theoretical considerations for assessing and studying personality characteristics and processes are emphasized, as are interpretation and critical analysis of published research. Students design, carry out, and report original research. Prerequisites: PSY 100, PSY 210 and PSY 220. (*Dyrenforth, offered annually*)

327 Research in Experimental Social Psychology This course is designed to acquaint students with experimental research approaches in social psychology. Through examination of classic and contemporary studies and innovative as well as traditional methods in the discipline, the practical and ethical challenges of designing, conducting, and interpreting social psychological research are explored. Students design and carry out original research. Prerequisites: PSY 100, PSY 210 and PSY 227 or WMST 223. (*offered annually*)

331 Research in Cognition An in-depth examination of experimental methodology in the field of cognitive psychology is covered in this course. The use of reaction time and accuracy measures is emphasized. Students conduct a study in a cognitive area of their choice and present it during a classroom poster session. Prerequisites: PSY 100, PSY 210 and PSY 231. (*Rizzella, offered annually*)

344 Topics in Personality This course explores classic and current theory and research pertaining to fundamental and often controversial issues in personality psychology. The course follows a seminar format that emphasizes critical analysis and articulation of ideas, both in discussion and in writing. Topics are announced in advance. Possible topics include personality and culture; personality development; self and identity; personality and interpersonal relationships, ethnic identity, personality and emotion. Prerequisites: PSY 100 and PSY 220, or permission of instructor. (*Dyrenforth, offered annually*)

346 Topics in Cross-Cultural Psychology This course provides an in-depth examination of a contemporary topic in cross-cultural psychology. Topics may include: culture and cognition; cultural contexts of emotional experience; culture and communication; culture, mental health, and psychopathology; social perception across cultures; cultural influences on social behavior; diversity and intercultural training; prejudice and discrimination; or ethnic identity. Course activities draw upon extensive readings in the primary literature of the selected topic. (*Offered occasionally*)

347 Research in Cross-Cultural Psychology This course concentrates on the study of human behavior and experience as they occur in different cultural contexts and/or are influenced by cultural factors. Special attention is devoted to cross-cultural research methodology. Claims about the generality or universality of psychological laws and theories are evaluated. Students use knowledge gained in this course to design and carry out a research project. Prerequisites: PSY 100, PSY 210, and PSY 227 or PSY 245. (*Offered occasionally*)

350 Research in Clinical Psychology This course provides an introduction to the scientist-practitioner model of clinical psychology. Students examine a variety of theoretical models of psychotherapy and research regarding the effectiveness of therapeutic interventions. Contemporary treatment issues and ethics are also considered. Students are introduced to clinical research methods and design a research proposal in an area of clinical psychology. The laboratory component provides an opportunity for students to develop research skills by developing and carrying out a research study. Prerequisites: PSY 100, PSY 210 and PSY 221. (*Bodenlos, offered annually*)

352 Topics in Clinical Psychology This course provides an in-depth analysis into specific topics in health psychology and behavioral medicine. These topics are reviewed from a clinical perspective, including the review of evidence-based treatments and clinical case studies. Topics that may be explored in-depth in this course include stress and illness, stress reduction techniques, substance use disorders and treatment, obesity, physical activity, HIV/AIDS, cardiovascular disease, and emotional eating. Prerequisites: PSY 100 and PSY 221. (*Bodenlos, offered annually*)

359 Topics in Behavioral Neuroscience This course surveys literature and theory representative of an important contemporary conceptual issue in behavioral neuroscience. Each year, topics for the course are announced in advance. The course is designed to include a nonspecialized group of students having a varied distribution of psychology courses and interested in developing conceptual relationships among different subdivisions within psychology. Prerequisites: PSY 100 and at least one other psychology course. (*Greenspon, offered occasionally*)

370 Topics in Developmental Psychology This course surveys the theoretical and empirical literature associated with a contemporary issue in child and/or adolescent development. Topics are announced in advance. Possible topics include developmental psychopathology, peer relationships and friendship, and developmental transitions. Across topics, emphasis is placed on risk factors, the protective factors that contribute to positive adjustment, and the development of resilience. Prerequisites: PSY 100 and PSY 203 or PSY 205. (*Kingery, offered occasionally*)

373 Topics in Social Psychology This course surveys the empirical and theoretical literature associated with a significant contemporary issue in social psychology. Topics are announced in advance. Possible topics include stereotyping, prejudice and discrimination, political psychology, interpersonal relationships, persuasion and social influence, altruism and prosocial behavior. Prerequisites: PSY 100 and PSY 227 or WMST 223. (*offered annually*)

375 Topics in Cognitive Psychology In this seminar, students read primary research articles and study current theories and empirical findings in an area of cognition. Students are required to make substantial contributions to the course through classroom discussion. Topics vary from year to year; topics covered in the past include mental representation, accuracy of memories, creation of false memories, and flashbulb memories. Two substantial term papers are required. Prerequisites: PSY 100 and PSY 231. (Rizzella, *offered occasionally*)

450 Independent Study (Staff)

495 Honors (Staff)

Public Policy Studies

Program Faculty

Craig A. Rimmerman, Public Policy, Coordinator
Cerri Banks, Education
Eric Barnes, Philosophy
Scott Brophy, Philosophy
David Craig, Chemistry
Richard Dillon, Anthropology
Kristy Kenyon, Biology
Steven Lee, Philosophy
Patrick McGuire, Economics
Jo Beth Mertens, Economics
Renee Monson, Sociology
H. Wesley Perkins, Sociology
Alison Redick, Women's Studies
Lillian Sherman, Education

The public policy program connects classroom learning to efforts through public policy to solve problems in the larger society, teaching analytic skills within an interdisciplinary, liberal arts context. Its goal is that graduates think and act critically in public affairs. Students explore the methodological, analytical, empirical, and ethical issues of policy formulation and implementation. Public Policy is designed to prepare students for careers in government, human services, social work, urban affairs, city planning, law, community organizing, business, communications, or academia.

The public policy program offers an interdisciplinary major and minor. Students majoring or minoring in public policy must develop a concentration. Some examples of concentrations are:

- Children and Families
- Education
- Environmental Policy
- Development Policy
- Foreign Policy
- Health Care
- Law
- National Policy Process
- Sexuality
- Technology
- Welfare

All courses applied toward a public policy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

One course in each of the three public policy core groups (humanities, social sciences, natural sciences); two credits in skills courses, at least one credit of which must be in statistics; at least four 200-level or above courses forming a concentration in an area chosen by the student (see examples below); and a capstone course that requires writing a policy brief. No more than four courses may be taken from any one department or program (PPOL 499 excepted). The capstone course should be completed in the senior year, but it may be completed in the junior year if circumstances require this. Each semester, there are a variety of courses offered in which students may elect to write a policy brief (often in addition to the regular course work) and which thus can count as the student's capstone course.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Two public policy core courses from two different divisions (humanities, social sciences, natural sciences); one credit in skills courses; and three courses forming a concentration in an area chosen by the student (see examples below). No more than three courses may be taken from any one department or program (PPOL 499 excepted).

EXAMPLES OF POLICY BRIEF COURSES

ECON	203	Collective Bargaining
ECON	317	Economics of Sports
ECON	326	Public Microeconomics
EDUC	370	Social Foundations of Multiculturalism
PHIL	232	Liberty and Community
PHIL	236	Philosophy of Law
PSY	227	Intro. to Social Psychology
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Activism
PPOL	425	Seminar in National Decision-Making
SOC	225	Sociology of Family
SOC	375	Social Policy

CORE COURSES

Humanities

HIST	311	20th-Century America: 1917-1941
HIST	312	The United States Since 1939
PHIL	150	Issues: Justice and Equality
PHIL	151	Issues: Crime and Punishment
PHIL	152	Issues: Philosophy and Feminism
PHIL	154	Issues: Environmental Ethics
PHIL	155	Issues: Morality of War
PHIL	158	Issues: Debating Public Policy
PHIL	159	Issues: Global Justice

Social Sciences

ANTH	110	Introduction to Cultural Anthropology
ECON	122	Economics of Caring
ECON	160	Principles of Economics
POL	110	Introduction to American Politics
PPOL	101	Democracy and Public Policy
SOC	100	Introduction to Sociology

Natural Sciences

BIOL	167	Topics in Introductory Biology
CHEM	110	Molecules That Matter
ENV	170	The Fluid Earth
ENV	191	Environmental Science
FSEM	041	Science and Public Policy
GEO	140	Environmental Geology
GEO	170	The Solid Earth
PHYS	140	Principles of Physics
PHYS	150	Introductory Physics I

SKILLS COURSES

Statistics

BIO	212	Biostatistics
ECON	202	Statistics
ECON	304	Econometrics
POL	261	Introduction to Quantitative Research Methods in Political Science
PSY	210	Statistics and Research Methods
PSY	305	Psychological Test Development and Validation
SOC	212	Data Analysis

Research Methods

ANTH	227	Intercultural Communication
ANTH	273	Ethnographic Research and Methods
POL	263	Problems and Methods in the Study of Politics
SOC	211	Research Methods

Argumentation

PHIL	120	Critical Thinking and Argumentative Writing
PPOL	120	Debate and Policy Analysis

CONCENTRATIONS

Many concentration courses have one or more prerequisites. Students are advised to check the prerequisites for any concentration course they plan to take for their major or minor. A student may petition for permission to count a course not listed here by submitting the following materials to the Public Policy Studies Coordinator: a written rationale spelling out how that course, in combination with the other courses in the student's concentration, substantively addresses public policy issues in that concentration; the course syllabus; and any relevant course assignments. The Coordinator will circulate the student's petition to the Public Policy Studies faculty who teach courses in that concentration for their decision.

Children and Families

AFS	200	Ghettoscapes
ANTH	230	Beyond Monogamy
ANTH	298	Modern Japan
ECON	248	Poverty and Welfare
ECON	310	Economics and Gender
EDUC	203	Children with Disabilities
EDUC	221	Understanding Autism: Complexity and Controversy
EDUC	252	The History of Disability
EDUC	270	Social Class, Consumption, and Education
EDUC	302	State, Society, and Disability in China
EDUC	306	Technology and Children with Disabilities
EDUC	332	Disability, Family, and Society
EDUC	370	Multiculturalism
POL	333	Civil Rights
POL	375	Feminist Legal Theory
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	364	Social Policy and Community Activism
PSY	203	Child Psychology and Human Development or
PSY	205	Adolescent Psychology
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
SOC	258	Social Problems
SOC	375	Social Policy
WMST	247	Psychology of Women

Education

ANTH	298	Modern Japan
BIDS	233	Race, Class, and Gender
ECON	248	Poverty and Welfare
EDUC	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	204	Policy and Politics in American Education
EDUC	221	Understanding Autism: Complexity and Controversy
EDUC	252	The History of Disability
EDUC	270	Social Class, Consumption, and Education
EDUC	306	Technology and Children with Disabilities
EDUC	307	Civil Rights Education

EDUC	333	Literacy
EDUC	370	Multiculturalism
POL	333	Civil Rights
PPOL	364	Social Policy and Community Activism
PSY	203	Child Psychology and Human Development <i>or</i>
PSY	205	Adolescent Psychology
SOC	261	Sociology of Education

Environmental Policy

ANTH	280	Environment and Culture: Cultural Ecology
ARCH	301	Design II: The Immediate Environment
ARCH	302	Design III: The Wider Environment
ECON	212	Environmental Economics
ECON	348	Natural Resources and Energy Economics
HIST	246	American Environmental History
HIST	397	Environmental History Seminar
PPOL	328	Environmental Policy
SOC	249	Technology and Society
SOC	259	Fight for Your Right! The Sociology of Social Movements
SOC	271	Sociology of Environmental Issues

Development

ANTH	280	Environment and Culture: Cultural Ecology
ANTH	296	African Cultures
ANTH	297	Peoples and Cultures of Latin America
ECON	206	Community Development Economics and Finance
ECON	212	Environmental Economics
ECON	213	Urban Economics
ECON	311	Economics of Immigration
ECON	344	Economic Development
HIST	231	Modern Latin America
HIST	352	Wealth, Power, and Prestige: The Upper Class in American History
POL	248	Politics of Development
POL	312	Democratization in the Middle East
POL	401	Junior-Senior Research Topics Seminar
REL	347	Gender and Globalization in the Muslim World
SOC	201	The Sociology of International Development
SOC	233	Women in the Third World
SOC	240	Gender and Development
SOC	259	Fight for Your Right! The Sociology of Social Movements
SOC	291	Sociology of India
SOC	299	Sociology of Vietnam

Foreign Policy

ECON	233	Comparative Economics
ECON	240	International Trade
ECON	311	Economics of Immigration
ECON	344	Economic Development
ECON	435	Political Economy of Latin America
ECON	466	Population Issues
HIST	237	Europe since the War
HIST	238	The World Wars in Global Perspective
HIST	312	U.S. Since 1939
HIST	394	Russia and Eurasia
POL	248	Politics of Development
POL	283	Terrorism
POL	290	American Foreign Policy

POL	296	International Law
POL	312	Democratization in the Middle East
POL	380	Theories of International Relations
REL	248	Islamic Ethics and Politics
REL	347	Gender and Globalization in the Muslim World

Health Care

ANTH	260	Medical Anthropology
BIDS	295	Alcohol Use and Abuse
ECON	248	Poverty and Welfare
ECON	338	Third Sector Economics
EDUC	203	Children with Disabilities
EDUC	252	The History of Disability
EDUC	302	State, Society, and Disability in China
EDUC	332	Disability, Family, and Society
HIST	325	Medicine and Public Health in Modern Europe
PHIL	156	Issues: Biomedical Ethics
POL	346	The President, Congress, and Public Policy
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	364	Social Policy and Community Activism
SOC	248	Medical Sociology
WMST	204	The Politics of Health

Law

BIDS	233	Race, Class, and Gender
CHEM	302	Forensic Science
ECON	198	Business Law
ECON	203	Collective Bargaining
PHIL	232	Liberty and Community
PHIL	235	Morality and Self Interest
PHIL	236	Philosophy of Law
POL	207	Governing Through Crime
POL	296	International Law
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society
POL	375	Feminist Legal Theory
POL	486	Islamic Political Thought
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
SOC	224	Social Deviance
SOC	375	Social Policy

National Policy Process

ECON	327	The Economic Policy for the "New" Economy
ECON	480	Seminar: Current Issues in Macroeconomics
HIST	311	20th Century America: 1917-1941
HIST	312	The United States Since 1939
POL	204	Modern American Conservatism
POL	224	American Congress
POL	236	Urban Politics and Public Policy
POL	290	American Foreign Policy
POL	346	The President, Congress, and Public Policy
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Activism
PPOL	425	Seminar in National Decision Making

Sexuality Concentration

AMST	310	Sexual Minorities in America
BIDS	233	Race, Class, and Gender
BIDS	245	Men and Masculinity
POL	238	Sex and Power
POL	333	Civil Rights
POL	334	Civil Liberties
POL	375	Feminist Legal Theory
PPOL	219	Sexual Minority Movements and Public Policy
SOC	225	Sociology of Family
SOC	226	Sociology of Sex and Gender
SOC	340	Sex and the State: Feminist Social Theory
WRRH	301	Discourses of Rape in Contemporary Culture

Technology

AMST	201	American Attitudes toward Nature
ECON	230	History of Economic Thought
ECON	305	Political Economy
ECON	344	Economic Development
EDUC	306	Technology and Children with Disabilities
HIST	215	American Urban History
HIST	256	Technology and Society in Europe
HIST	310	Rise of Industrial America
HIST	325	Medicine and Public Health in Modern Europe
PHYS	270	Modern Physics
PPOL	328	Environmental Policy
PPOL	363	Politics and the Internet
SOC	249	Technology and Society
SOC	251	Sociology of the City

Welfare Concentration

ECON	248	Poverty and Welfare
ECON	311	Economics of Immigration
POL	204	Modern American Conservatism
POL	236	Urban Politics and Public Policy
PPOL	364	Social Policy and Community Activism
SOC	356	Power and Powerlessness
SOC	375	Social Policy

COURSE DESCRIPTIONS

101 Democracy and Public Policy This course examines the American policy process by interrogating a number of domestic policy issues—affirmative action, poverty and welfare, HIV/AIDS, health care, labor/workplace, education, community development, and environmental concerns. Students examine all of these issues from various perspectives, including the modern conservative, modern liberal, and radical/democratic socialist, with particular attention to the role of the federal government in the policy process. Students have the opportunity to confront their own roles within the American policy process from a critical perspective. Students discuss too the role of the policy analyst in a democratic society and consider the interdisciplinary nature of public policy analysis. (Rimmerman, *offered annually*)

219 Sexual Minority Movements and Public Policy This course explores the rise of the lesbian, gay, bisexual, and transgendered movements from both contemporary and historical perspectives. The course addresses the sources of these movements, the barriers that they have faced, and how they have mobilized to overcome these barriers. Students devote considerable attention to the response of the Christian Right to the policy issues that are a focus of this course—HIV/AIDS, same-sex marriage, integration of the military, education in the schools, and workplace discrimination. Finally, students address how the media and popular culture represent the many issues growing out of this course (Rimmerman, *offered alternate years*)

328 Environmental Policy This course assesses the capability of the American policy process to respond to energy and environmental concerns in both the short and long term. It examines the nature of the problem in light of recent research on global warming, pollution and acid rain, solid waste management, and deforestation. Students interrogate the values of a liberal capitalist society as they pertain to our environmental problematic from a number of perspectives: modern conservative, modern liberal, democratic socialist/radical, ecofeminist, and doomsday perspectives. Students evaluate which perspective or combination of perspectives offers the most coherent and rigorous response to the policy and moral and ethical issues growing out of this course. Students assess the development and accomplishments of the environmental movement over time. The goal is to evaluate how the American policy process works in light of one of the most significant public policy issues of our time. (Rimmerman, *offered alternate years*)

364 Social Policy and Community Activism This is a course about social policy and community participation and activism; it is also a course about democracy, community, education, and difference. All students are required to be fully engaged in a semester-long community activism/service project. Students have an opportunity to reflect upon how their participation in the community influences their own lives, their perspectives on democracy, and their understanding of democratic citizenship. In addition, students examine contemporary social policy issues—HIV/AIDS, health care, affirmative action, welfare, and education policies from a number of ideological perspectives and from the perspective of how these issues are played out on our campus and in the Geneva, N.Y. communities. (Rimmerman, *offered alternate years*)

385 The Workshop in Public Policy This course has a public policy research emphasis. The specific issue is chosen at the start of each semester and students spend the semester studying the topic, analyzing the policy implications and designing alternative solutions or recommendations for public policy action. The course is designed for public policy majors/minors and it serves to satisfy the program requirements for a capstone course and practicum. See instructor for a list of potential topics. Prerequisites: Public Policy major or minor or permission of instructor. (McGuire, *offered occasionally*)

499 Internship in Public Policy Studies The public policy internship is designed to provide students with an opportunity to connect their classroom study of public policy to the real world of policy making. In doing so, students draw upon the analytical, methodological, and substantive training that they have received in the public policy process. To receive course credit for an internship, students must make arrangements with a public policy faculty sponsor before beginning the work. A practicum requires, in addition to registering for PPOL 499, an internship of at least 150 hours taken under the direction of a public policy faculty sponsor, the submission of internship journal entries on a weekly basis, and the writing of an extensive research paper on a public policy issue related to the internship. (Staff, *offered annually*)

Public Service

Program Faculty

Jack Harris, Sociology, Coordinator

Steven Lee, Philosophy

Craig Rimmerman, Political Science

Charles Temple, Education

The liberal arts and education through public service share the goal of developing the basis for effective democratic citizenship. In the public service program, service learning—the integration of community service into an academic course—may be used in the teaching of many different subject areas. The service experience can allow the student to achieve an understanding of human community as well as of our particular society in a way which is more complex and effective than readings and class discussions alone. In addition, the community involvement fostered by the service experience can lead the student to a better understanding of the self.

The public service program offers an interdisciplinary minor built upon courses that include a service learning component. These courses change yearly. American Commitments, a group involved in community service, coordinates service learning courses and can provide updated information. All courses toward a public service minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

One introductory course, one course from the list of public service humanities electives, one course from the list of public service social sciences electives, two additional public service electives, and a seminar. The minor must include at least two courses in each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts). For the seminar, a senior group independent study is recommended.

RECENT PUBLIC SERVICE COURSES

Introductory Courses

AFS	200	Ghettoscapes
SOC	290	Sociology of Community

Humanities Electives

EDUC	295	Theatre and the Child
EDUC	320	Children's Literature
EDUC	333	Literacy
PHIL	235	Morality and Self Interest
REL	271	The Holocaust
WRRH	220	Breadwinners and Losers: The Rhetoric of Work
WRRH	322	Adolescent Literature

Social Sciences Electives

ECON	122	Economics of Caring
POL	110	Introduction to American Politics
SOC	100	Introduction to Sociology

Natural Sciences Electives

BIDS	295	Alcohol Use and Abuse
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Religious Studies

Richard Salter, Associate Professor, Chair

Etin Anwar, Assistant Professor

Anthony Cerulli, Assistant Professor

Michael Dobkowski, Professor

Susan E. Henking, Professor

Salahudin Kafrawi, Assistant Professor

John Krummel, Assistant Professor

The Department of Religious Studies brings a variety of perspectives to bear on the study of a significant aspect of human existence: religion. But what is “religion?” Our definitions of the term and our approaches to its study vary. Collectively, we bring historical, theological, philosophical, sociological, ethnographic, political, ethical, literary, feminist, and psychological perspectives to this enterprise. Our courses explore both the phenomenon of religion in general and specific religious traditions from around the world. Though our definitions of religion and our methods for studying it vary, we are united in the understanding that each of these perspectives provides a different way of interpreting religious phenomena and that no single approach is adequate to, let alone exhaustive of, the work of religious studies. This means that the study of religion, as we engage it, is intrinsically interdisciplinary and multicultural.

Religious Studies offers a disciplinary major and minor. It is strongly recommended that students take one of the introductory courses (100 through 110) prior to any other course in the department. Students wishing to enter an upper level course without having taken an introductory course should consult the instructor. All courses toward a religious studies major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

One introductory religious studies course; two courses each from two concentrations—one in each concentration should be at the 200 level and the other at the 300 level or higher (one of these concentrations must be in a specific religious tradition); REL 461 *Senior Seminar*; three additional religious studies courses, at least two of which are outside the student’s areas of concentration; and two approved cognate courses from other departments or two other courses in the department. Cognate courses may be chosen from an accepted list or by petition to the adviser.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

One introductory religious studies course; a 200level course and a 300level or higher course in one of the religious studies concentrations; REL 461 *Senior Seminar*; and one additional religious studies course.

COURSE CONCENTRATIONS

Introductory Courses

REL	103	Journeys and Stories
REL	108	Religion and Alienation
REL	109	Imagining American Religion(s)

Judaic Studies Courses

REL	270	Modern Jewish History
REL	271	The Holocaust
REL	272	The Sociology of the American Jew
REL	273	Foundations of Jewish Thought
REL	274	Zionism, Israel and the Middle East Conflict
REL	276	History of East European Jewry
REL	278	Jewish Life and Thought in Modern Times
REL	279	Torah and Testament
REL	370	Jewish Mysticism and Hasidism
REL	401	Literary and Theological Responses to the Holocaust

Christian Traditions Courses

REL	228	Religion and Resistance
REL	232	Rethinking Jesus
REL	237	Christianity and Culture
REL	238	Liberating Theology
REL	240	What Is Christianity?
REL	241	Rastaman and Christ
REL	244	Christianity in East Asia
REL	279	Torah and Testament
REL	305	Tongues of Fire: Pentecostalism Worldwide
REL	345	Tradition Transformers: Systematic Theology
REL	470	Nationalism

Islamic Studies Courses

REL	219	Introduction to Islamic Tradition
REL	228	Religion and Resistance
REL	236	Gender and Islam
REL	242	Islamic Mysticism: The Inward Dance
REL	248	Islamic Ethics and Politics
REL	265	The West and the Qur'an
REL	280	Negotiating Islam
REL	284	Contesting Gods in Multicultural America
REL	321	Muslim Women in Literature
REL	335	Jihad
REL	347	Gender and Globalization in the Muslim World

History of Religions Courses

REL	210	Hinduism
REL	211	Buddhism
REL	246	Iran Before Islam
REL	264	South Asian Religions
REL	306	The Perfectible Body
REL	311	Mahabharata
REL	315	Japanese Religions

Philosophy of Religions Courses

REL	213	Death and Dying
REL	239	Nihilism East and West
REL	243	Suffering and Salvation
REL	254	Conceptions of God, Goddess, Absolute
REL	260	Religion & Philosophy from a Global Perspective
REL	304	Buddhist Philosophy

Religion, Gender and Sexuality Courses

REL	236	Gender and Islam
REL	281	Unspoken Worlds
REL	283	Que(e)rying Religious Studies
REL	321	Muslim Women in Literature
REL	382	Toward Inclusive Theology
REL	464	God, Gender and the Unconscious

Psychological and Social Scientific Approaches Courses

REL	263	Religion and Social Theory
REL	267	Psychologies of Religion
REL	269	Therapy, Myth and Ritual
REL	360	Sem: Reading Theory in Religious Studies
REL	365	Loss of Certainty

REL 381 Reading Feminism in Religious Studies
REL 464 God, Gender and the Unconscious

CROSSLISTED COURSE

ASN 101 Intellectual and Religious Foundations of Asian Civilization

COURSE DESCRIPTIONS

103 Journeys and Stories What does it mean to live a myth or story with one's life or to go on a pilgrimage? How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals, in light of the rise of secularism and the technological age, can live the old stories, or must they become non-religious, or religious in a new manner? (*Staff, offered occasionally*)

108 Religion and Alienation in 20th-Century Culture What is religion and how is it part of human experience? What shapes have religious ideas and institutions taken in confrontation with the contemporary world? How has the phenomenon of alienation contributed to the development of religion and religious responses? How have specific groups that have suffered alienation—Jews, Blacks, American Indians, Rastafarians and women—coped with their situations through the appropriation and modification of religious tradition? This course explores these issues as well as religious, social, and existential interpretations of alienation set out by 20th-century thinkers in the West. (Dobowski, *offered alternate years*)

109 Imagining American Religion(s) What does it mean to imagine an American religion? This course explores that question in two ways. One way is to work towards a definition of the terms in the title of this course: what is an "American"? What is "religion"? What does it mean to "imagine" these things? The other way we explore the question of American religion is to examine various attempts to make meaning in the United States. How do different social groups "imagine American religion"? Does that change and, if so, why and how? Why does it matter how people imagine American religion? (Salter, Henking, *offered annually*)

210 Hinduism In this course, students learn about many of the ritual, devotional, and philosophical traditions that make up the religion known as Hinduism. We begin our enquiry in the ancient world with a survey of the Indus Valley Civilization, and then explore important holy sites, religious movements, and religious reformers in classical, medieval, and modern Hinduism. Although this course is primarily concerned with Hinduism in South Asia, the ways in which Hinduism has taken root in North America (including upstate New York) are also considered through field visits to a local Hindu temple. Our investigation of Hinduism combines historical, literary, and anthropological methodologies, and weekly meetings involve close readings of important Hindu literature (e.g., Rg Veda, Upanisads, Bhagavadgita, and Ramayana) and contemporary fiction, films, and minor fieldwork. No prior knowledge of Hinduism is required. (Cerulli, *offered alternate years*)

211 Buddhism This course covers the rise and historical development of Buddhism in South Asia and its spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Cerulli, *offered alternate years.*)

213 Death and Dying This course examines the inevitable fact of death and the meaning of life this might entail. From the very moment that we are born we are faced with the possibility of death. Death then forms a real and essential component of our existence, our lives. We shall examine this topic through a variety of spectacles, including psychology, philosophy, literature/fiction (including both short stories and poetry), and religion. We will look at the various attitudes and postures towards death, how different people from different backgrounds, cultures, and fields have coped with this fact, the different interpretations of the meaningfulness of life people extract from it, and possible speculations and interpretations people have provided as to why we must die and where if anywhere it may possibly lead. (Krummel, *offered annually.*)

219 Introduction to Islamic Religious Traditions This course is an historical study of the rise of Islam from seventh-century Arabia to the current global context. It examines basic beliefs, major figures, sacred scriptures, and rituals of this religious tradition. The course emphasis is on modern developments in Islam, including the Muslim presence in Southeast Asia. (Anwar, *offered annually*)

228 Religion and Resistance In this course, students explore the ways in which religion and resistance are related. Among other questions, students ask how the religious imagination helps us to see alternate realities and permits us to call into question our current realities. Students also explore the role of religion in legitimizing the status quo and oppression. They ask how religious communities identify and combat oppression. In combating oppression, the class also turns to questions of practice. Is it enough to talk about liberation? Is religion a “call to action?” If so, what is meant by “action?” (Salter, Staff, *offered occasionally*)

232 Rethinking Jesus Who is Jesus? The question is not as simple to answer as it might seem. This course explores central ways the founding figure of Christianity has been conceived and rethought, especially in the last 100 years. Though students start with an inquiry into “the historical Jesus,” they move on to rethink Jesus from theological, cultural, and literary perspectives. (Salter, *offered alternate years*)

236 Gender and Islam Westernization has brought sweeping changes and challenges to Islamic cultures and religious practices. As a result, political developments, social patterns, and codes of dress have undergone metamorphosis as secular ideologies conflict with traditional religious beliefs. The role of women continues to undergo transformation. How will these changes effect Muslim identity in the 21st century? (Anwar, *offered annually*)

237 Christianity and Culture What is the relationship between what Christian groups do and how they understand themselves? This course uses case studies of a wide variety of Christian communities, from a Native American community in the contemporary U.S. to the Christian communities of the Apostle Paul, to examine the relationship between theory and practice in Christianity. Special emphasis is placed on the questions of whether or how Christian communities can produce significant social change. (Salter, *offered alternate years*)

238 Liberating Theology In the popular imagination we often associate Christianity with the elites, colonizers, or oppressors in history. But what happens when we rethink Christianity from the perspective of those marginalized from mainstream society? This course does that with the help of major 20th-century theologians who might in some way be considered part of the Liberation Theology movement. Key perspectives covered include Latin American liberation theology, feminist theology, black theology, and others. (Salter, *offered alternate years*)

239 Nihilism East and West This course examines the global manifestations of nihilism in the past two centuries, and responses to them, in philosophy, literature, religion, and art. Nihilism is the sense that there is no inherent value, purpose, or meaning in life or the world. Many intellectuals and artists during the nineteenth and twentieth centuries, not only in the West but in non-Western industrial nations such as Japan, found themselves facing a looming nothingness, the nihility of nihilism, despite modern scientific and technological progress. How does one respond when faced with the utter meaninglessness of existence? Is there any answer to nihilism? How does one recover sense when nothing seems to make sense? We explore this topic while looking at the various depictions of, and responses to, nihilism through a variety of media, including philosophical essays, novels, and films. The primary focus of our reading will be on Dostoevsky’s darkest novel, *Demons (Possessed)*; Mishima Yukio’s final tetralogical work, *Sea of Fertility*; and Nietzsche’s writings on nihilism. To this we shall add other writings on, or relating to, nihilism (including but not limited by Turgenev, Camus, Beckett, Celine, Heidegger, Nishitani, Abe, etc.). In addition we will see a selection of films by international directors (Allen, Fellini, Bergman, Kurosawa, etc.) that depict nihilism. (Krummel, *offered alternate years*)

240 What is Christianity? This course is an introduction to Christianity designed both for students with no familiarity at all with Christianity and for students who have been raised in Christian traditions, but who are not familiar with the critical study of religion or the breadth of Christian traditions. Students explore Christianity using primary readings from Christian scriptures, historical readings on the development of various Christian traditions, and theological readings about the various interpretations of key Christian symbols in different Christian traditions. (Salter, *offered alternate years*)

241 Rastaman and Christ: Encounters in Diaspora What happens when religions collide? This course explores this question in the specific context of the “New World,” where religions from various traditions collided under the rubrics of colonial conquest, slavery and, more recently, rapid social changes like migration, communications advances, and tourism. This course primarily explores the collision of West African religions with Christianity. Thus, students focus on understanding the emergence of religions like Rastafari, Vodou, Santeria, Shango, and other New World religions. (Salter, *offered alternate years*)

242 Islamic Mysticism: The Inward Dance One of the most enigmatic and enamoring aspects of Islam is Islamic mysticism or Sufism. What is Sufism and how has it come to be such a pervasive presence in Islamic civilization? The Sufi’s goal is often defined as the unveiling of the Divine light leading to union or annihilation. Sufi theoreticians have often used simple imagery, symbolism, and storytelling for expression. This course addresses the classical Sufi thought through theoretical expressions and texts, current orders, and its presence in the West. Comparative references to other mystical traditions such as Christian mystical thought, Hasidism, and Yoga are also made. (Anwar, *offered annually*)

243 Suffering and Salvation Human existence entails suffering. Why must we suffer? How can we escape suffering? And if suffering is inevitable, what is its meaning? Is it always fair or deserved? The major religions of the world were established and developed partially in response to such questions about the human predicament. Each religion provides a variety of responses to this inevitable fact of human life. What is the picture of the meaning of life implied in such a response? In this course we shall investigate the major religious traditions from across the globe, East and West - Judaism, Christianity, Islam, Hinduism, Buddhism, and the Chinese religions - and look at their various attempts to answer that question of suffering and respond to it, including their prescription for salvation. At the same time, the course aims to raise awareness concerning responsible ways of comparing religions, using “soteriology” (the study of salvation) as a comparative category. The course also raises the crucial question of whether it is possible to remain faithful to one’s own religious path while maintaining self-critique and openness to the claims of other traditions, a question that is of crucial importance with the increasing globalization of the world. (Krummel, *offered Fall annually*)

244 Christianity in East Asia Christianity has typically been considered a Western religion, yet it has a long and detailed history throughout East Asia. East Asia is one of the areas in the world experiencing the greatest growth of Christianity. This course will explore, compare and contrast various histories and traditions of Christianity in China, Korea, Japan, the Philippines and Vietnam. Among other things, we will consider questions such as, What is the future of Christianity in East Asia? How does the growth of Christianity relate to other political and social changes in this part of the world? Is Christianity culturally compatible with these national cultures? How has Christianity been inculturated in these countries? (Salter, Zhou, *offered occasionally*)

246 Iran Before Islam This course explores the history and historical representation of religions in Iran before the arrival and subsequent establishment of Islam as the principal religion of the country circa mid-seventeenth century C.E. Through readings in both primary and secondary sources, students in “Iran Before Islam” will study the dynastic eras of pre-Islamic and their associated religious traditions. Of distinct import to the history of religions in Iran, beginning at least with the Achaemenian Empire (sixth-fourth centuries B.C.E.), are Zoroastrianism, the prophet Zarathustra, and his “hymns” the Gathas, in the Zoroastrian scripture, the Avesta. Other religious traditions will also receive ample historical and textual exploration in their specific Iranian (and, more generally, central Asian) contexts, including Mithraism, Manichaeism, Christianity, and Buddhism. (Cerulli, *offered occasionally*)

248 Islamic Ethics and Politics The course explores the ethics and politics of Islam and its theoretical and practical implication in the historical and contemporary contexts. Among the questions addressed in the course are whether Islam’s perennial message is ethical or political and/or a combination of both? What form of Islam would it be if Islam is ethics without politics or, vice versa, is it politics without ethics? What are the major components of ethics and politics in Islam? How does one live a moral and political life in the contemporary world? Is Islam compatible with modernity? What forms of ethical and political manifestations of Islam would that entail? The course will begin with the explorations of the foundations of ethics and politics in the Qur’an and the hadith. It will then survey the legal, mystical, theological and philosophical debates and theories of what constitutes the ethical and political thought and behavior in the Islamic intellectual traditions. Special attention will be given to such Islamism, civil society and human rights, feminism and democracy. (Anwar, *offered alternate years*)

254 Conceptions of God, Goddess, Absolute In an age when formal language has become more technical, the question of God is often given over to those who do not want to be bothered with the complexity of the question. In an attempt to “overhear” some of the issues that are left out of specialized knowledge, this course examines Greek plays with special attention to the ways in which these texts raise the question of God. It also familiarizes students with representative ways of formulating the question of God in classical and contemporary thought. Students dramatize one contemporary play to show the transformation of images and issues. (Krummel, *offered alternate years*)

260 Religion & Philosophy from a Global Perspective What is religion? What is philosophy? Do their paths ever cross? Where do they meet? This course explores philosophically what it means to be religious. Can one be religious and at the same time also be rational and critical? It is possible to examine philosophically the origins of the religious consciousness or way of being? And what do we mean by “religion” anyway? How can we make sense out of the plurality of, and disagreements amongst, religions? The course engages in a cross-cultural exploration of the meaning of religion. It does so by looking at texts of philosophy, religious thought, and theory, expressing both religious and non-religious perspectives and from variety of traditions. (Krummel, *offered alternate years*)

263 Religion and Social Theory Is society God? Is religion the opiate of the people? What does religion do? This course examines a variety of classic (Freud, Marx, Weber, Durkheim, Malinowski) and contemporary (Berger, Luckmann, Douglas, Geertz) theories of religion that emphasize social and cultural aspects of religion, including the origins and functions of symbol, myth and ritual. (Henking, *offered alternate years*)

264 South Asian Religions In this course we explore five of the religious traditions of South Asia (an area that includes India, Sri Lanka, Pakistan, Bangladesh, Nepal, Bhutan, and the Maldives). Through readings, slides, and films we will learn about and discuss Hinduism, Christianity, Jainism, Islam, and Zoroastrianism in their specific South Asian contexts. This course is not a sweeping, general survey of these five South Asian religions. Although we will discuss some of the more salient aspects of each tradition’s history, texts, and people, we will not be primarily concerned with history and doctrinal particularities. Instead, we will be keenly attentive to a particular methodology in the field of religious studies – the anthropology of religion – and a particular theoretical framework for studying South Asian religions – postcolonial theory. To this end, we will restrict our enquiries to particular anthropological micro-studies of each tradition in the context of South Asia’s colonial and postcolonial history. (Cerulli, *offered alternate years*)

265 The West and the Qur’an The course examines the historical and contemporary Western perception and treatment of the Qur’an and its impact on the Western portrayal of Islam. It explores the discourses about the Qur’an in the media, academic, and public settings. It also compares and contrasts the values and ideals of the Qur’an vis-a-vis those of the West. It especially addresses the question of compatibility between the Qur’an and the West. Topics include Western perception of the origin of the Qur’an, Western scholarship on the Qur’an, Western portrayal of the Qur’an in the media, Western’s Qur’anic view of women, Western interpretation of the Qur’an, and Muslims in the West and their view of the Qur’an. (Kafrawi, *offered alternate years*)

267 Psychologies of Religion This course examines the variety of modern psychological perspectives that have been used to understand religion, including depth psychologies, social psychology, and empirical and behavioral approaches. In doing so, it explores psychological theories that attempt to answer such questions as, Why are people religious? Where do religious experiences and images come from? What does it mean to be religious? (Henking, *offered alternate years*)

269 Therapy, Myth, and Ritual How are religion and psychology connected? Does psychology operate as a religion today? Are psychotherapists the new clergy? Has modern Western religion become psychologized? This course explores such issues by examining the historical connections of religion and psychology in the West and the interaction of religion and psychology in modern Western culture. (Henking, *offered alternate years*)

270 Modern Jewish History This course examines Jewish intellectual, political, and socioeconomic history from the period of the French Revolution until the mid20th century. The specific focus of the course is on the manner in which Jews accommodated themselves and related to changes in their status which were caused by external and internal events. A major area of concern are the movements—intellectual, political, and religious, such as Reform Judaism, the Haskalah, Zionism, Jewish radicalism, Hasidism—which arose within the Jewish communities in question as reactions to Emancipation and Enlightenment. (Dobkowski, *offered alternate years*)

271 The History and Impact of the Holocaust This course analyzes the background and history of the Holocaust; its impact on the Jewish community in Europe and worldwide; theological reactions as reflected in the works of Buber,

Fackenheim, and Rubenstein; the question of resistance; the problem of survival; the Elie Wiesel syndrome; and collective guilt leading to the creation of the State of Israel. It also examines the nature of the human, society, religion, and politics postAuschwitz. (Dobkowski, *offered annually*)

272 The Sociology of the American Jew This course examines the sociological, religious, and historical complexion of the American Jewish community. It attempts to deal with such issues as immigration, religious trends, anti-Semitism, assimilation, adjustment, identity, and survival, and it attempts to understand the nature of the American Jewish community. It analyzes this experience by utilizing sociological and historical insights, as well as by looking at immigrant literature in its cultural and historical context. (Dobkowski, *offered alternate years*)

273 The Foundations of Jewish Thought This course traces the foundations of Jewish religious and philosophical thought from the Bible, Rabbinic literature, Talmudic Judaism, the Kabbalah, medieval philosophy, and mysticism to contemporary Jewish thought. It is an attempt to understand the “essence” of Judaism and to trace how it has developed over time and been influenced by other traditions. It also examines the impact of Judaism on Islamic and Western European thought. (Dobkowski, *offered alternate years*)

274 Zionism, the State of Israel, and the Middle East Conflict This course provides an examination of the roots of Zionism—a complicated religious, ideological, and political movement. Such external factors as the Holocaust and the acute problems of the surviving refugees, the conflict between Jews and Arabs in Palestine, the breakdown of the British Mandate and the mutual rivalries of the Western powers in the Middle East, and the EastWest conflict in the global scene are some of the historical forces which accelerated the creation of the Jewish state that are examined. But attention is also given to the internal intellectual and spiritual forces in Jewish life, which were at least as important and which constitute the ultimately decisive factor. (Dobkowski, *offered occasionally*)

276 History of East European Jewry, 1648-1945 This course examines the social, political, cultural, and religious history of the Jews in Eastern Europe. Since Eastern Europe was home to a majority of world Jewry until the Holocaust, it is important to analyze what was distinctive about the East European Jewish experience and what impact it had on contemporary Jewish life. Topics covered include Hasidism, the Haskalah, Yiddish literature and language, PolishJewish politics, anti-Semitism, the world of the Yeshiva, Zionism and Socialism, and the Russian Revolution and the creation of Soviet Jewry. (Dobkowski, *offered every three years*)

278 Jewish Life and Thought in Modern Times This course examines Jewish life, thought, and cultural development from 1760 to the present. Among the topics discussed are the rise of Hasidism and reaction to it, the Enlightenment and modern varieties of Judaism, Zionist thought, and revolution and Jewish emancipation. The course also focuses on major Jewish thinkers and actors who have had a profound impact on shaping, defining, and transforming Jewish thought and praxis. This includes thinkers like the Baal Shem Tov, Martin Buber, Abraham Joshua Heschel, Mordecai Kaplan, and Blu Greenberg. (Dobkowski, *offered alternate years*)

279 Torah and Testament How do we read sacred texts? How can they say anything to us today? This course introduces students to central texts of the Jewish and Christian traditions and key methods of reading/interpreting those texts. Through close readings of selected representative texts, we cover themes that may range from origins and cosmologies to liberation, freedom, law and morality. (Dobkowski, Salter, *offered alternate years*)

280 Negotiating Islam This course offers a survey on the development of Islamic thought since its inception in sixteenth-century Arabia to our contemporary world. It explores how Islam’s becoming as expressed in its belief system, intellectual tradition, and praxis and how cultural particularities dialectically shape Islam’s becoming as expressed in its universal principals and values. Among the issues discussed are the principle of common good and their relative implementations. The course addresses what seems contradictory, such as the Qur’an as God’s Word and as a text, reason, and revolution, justice and polygamy, peace and jihad, freedom and predestination, human rights and duties, global Islam and nationalism, communal and individual well-being, fundamentalist and progressive Islam, revolution and assimilation, independent reasoning and heretic innovation, and Islam and the Other. (Kafrawi, *offered alternate years*)

281 Unspoken Worlds: Women, Religion, and Culture When theorists describe the lives of religious people and the meaning of religion, they often speak of *homo religious*, religious man. What happens when we move beyond a focus upon men to examine the religious lives of women? This course focuses exclusively upon women, located within and enacting a variety of cultures and religions. In doing so, it considers women’s agency and oppression, the significance of female (or feminine) religious imagery, and the interweaving of women’s religious lives with such imagery. (Henking, *offered alternate years*)

283 Que(e)rying Religious Studies What do religion and sexuality have to do with each other? This course considers a variety of religious traditions with a focus on same-sex eroticism. In the process, students are introduced to the fundamental concerns of the academic study of religion and lesbian/gay/queer studies. Among the topics considered are the place of ritual and performance in religion and sexuality, the construction of religious and sexual ideals, and the role of religious formulations in enforcing compulsory heterosexuality. Prerequisites: Any 100-level religious studies course or permission of instructor. (Henking, *offered alternate years*)

284 Contesting Gods in Multicultural America This course is a conversation about common, scriptural, theological, and cultural grounds, methods, and programs for interfaith dialogues in the multicultural America. As religious traditions often use the same concepts and moral idioms, this course discusses the shared foundations, values, ideals, and concerns of diverse religious traditions and how they get embodied in the everyday discourses, actions and interactions of religious believers. This course particularly addresses the use and abuse of the concept of God in enhancing or vilifying human relations to others respectively as manifested in the believers' responses to religious truth claims. Among the topics explored in this course include human need for faiths and interfaith dialogues, God as a common denominator of faiths and as a source of conflicts, tolerance and coexistence, the myth of God's superiority, and exclusives and pluralism. (Kafrawi, *offered alternate years*)

304 Buddhist Philosophy In this course we will examine the philosophy behind Buddhism, and doctrines that developed and evolved through its long history of 2,500 years and that gave to a variety of schools of thought. We will begin with the ideas of the founder, Guatama the Buddha himself, recorded in the Nikayas, and then proceed with schools and thinkers from India to China and finally to Japan. Readings will be drawn from Indian Abhidharma thought; the Madhyamika school of Nagarjuna; the Yogacara school of Asanga and Vasubandhu; Tibetan interpretations of Madhyamaka and Yogacara; the great Chinese schools of T'ien-tai (Tiantai), Hua-yen (Hwayan), and Chan (Zen); the Japanese thinkers, Kukai of Shingon Buddhism, Shinran of True Pure Land Buddhism, and Dogen of Soto Zen; and the modern Buddhist-inspired philosophers, Nishida Kitaro, Nishitani Keiji, and Abe Masao. Through the process of looking at their ideas, we shall be asking the perennial philosophical questions of What is real?, What is knowledge?, Who or what am I?, What is the point or purpose of life?, and How do I realize it? While exploring these questions, students will thus be introduced to a variety of approaches that have appeared within the history of Buddhist traditions spanning South, Central, and East Asia. Prerequisites: Having taken a course either in philosophy and/or Asian religions, preferably with Buddhism included (if a 300-level course). (Krummel, *offered Spring alternate years*)

305 Tongues of Fire: Pentecostalism Worldwide The Pentecostal movement is characterized by the "descent of the Spirit" and manifested through such practices as speaking in tongues, spontaneous healing, and spontaneous prayer. This movement has been one of the fastest growing forms of Christianity worldwide over the past three decades; two Pentecostal denominations were recently ranked as the first and second fastest growing religious denominations in the U.S. What is this movement and how do we make sense of it? Why has it spread so rapidly? To whom does it appeal? And what has been its effect where it spreads? (Salter, *offered every three years*)

306 The Perfectible Body: Religion, Medicine, and Politics The idea that the human body is perfectible in one way or another has been discussed for centuries and in many cultures. What does it mean to call a body "perfectible"? At the very least, it means the following two things: the body in question needs improvements and the body is capable of becoming perfect. In this course we will look at different examples on which the body has been treated as a perfectible unit. The question of homology and micro-macrocosmic thinking will be central to our investigation. Hence, we will consider a number of causes from history and literature, from the East and the West, which suggest that humans have attempted to work on their own bodies -- in effect, to perfect their bodies -- in an effort to create homological models in miniature of notions of greater bodily perfection, such as God, the nation, or the cosmos. Prerequisites: REL 100-level course, permission of the instructor. (Cerulli, *offered alternate years*)

311 Mahabharata The Mahabharata: Religion, Literature, and Ideology offers a comprehensive study of the Mahabharata, the longer of the two Sanskrit epics and arguably the most foundational work of Indian civilization in terms of its exhaustive commentaries on religion, psychology, and social construction. Every one we read will be in translation, starting with a lengthy precis of the main story, followed by detailed excerpts from portions of the epic's eighteen books. Throughout the semester, students will read a selection of recent scholarship on the epic that discusses the epic's historical background, religious significance, and mythological innovations. A major aim of this course, furthermore, will be to understand and explore the Mahabharata as a highly fluid, geographically and linguistically polyvalent work that has been, and continues to be, recast and reinterpreted in India (and elsewhere) in a variety of media. To this end, we will watch portions of the televised Mahabharata, Peter Brook's larger-than-life stage version of the epic, and selection from Hindi cinema. Prerequisites: REL 210 / ASN 210 or REL 264 / ANS 264. (Cerulli, *offered Spring alternate years*)

315 Japanese Religions Japan provides a wonderful opportunity to apply the discipline of the history of religions. This field of study traces the rise, development, and changes of religious traditions over time, as well as comparing types of religions. Japanese history begins with the indigenous shamanistic Shinto tradition, which interacts with a number of Buddhist traditions, filtered before their arrival through India, Tibet, and China. This mix is then challenged by Christianity and most recently has been transformed by the growth of “new” religions in sublime and terrifying forms. This course uses a range of sources in the study of Japanese religions and culture. Selections of poetry, drama, novels, and biographies, as well as rituals and art, provide glimpses of the richness of Japan. Prerequisites: An introductory course in religious studies or permission of instructor. (Krummel, *offered occasionally*)

321 Muslim Women in Literature The question of what is intrinsically Islamic with respect to ideas about women and gender is important for understanding the position of women in Islam, and for distinguishing the religious element from socio-economic and political factors. The course sets in perspective the diversity of cultural manifestations which contribute to the complexity of Islam, through a selective exploration of literary works by both women and men. The writings contain political, social, and religious themes and reflect debates regarding the nature of society and the status of women, written primarily in the last 50 years. Readings include fiction, poetry, and non-fiction. (Anwar, *offered annually*)

335 Jihad This course discusses exegetical, theological, historical, and contemporary roots of jihad in Islamic and Western scholarship. It particularly explores the meaning and significance of jihad as exemplified in the history of Islamic civilization extending from the time of Muhammad to our contemporary contexts. In addition to exploring various forms of jihad, it examines the view that jihad is waging war against “the other,” including non-believers, polytheists, apostates, followers of other religions and the West. This course also traces Western encounters with jihad and its impact on the clashes and dialogues between the West and the Muslim world. Among the questions discussed are: What is jihad? Does jihad mean the same thing to all Muslims? Does the Qur’an support jihad? Did Muhammad demand Muslims to do jihad? How do Muslims of various schools interpret the notion of jihad? Is jihad the same thing as waging war against the West? Does jihad connote wars against unbelievers, apostates, and followers of other religions? If so, what justifies Muslims to engage in jihad as physical struggle against the other? Does jihad pose danger to humanity? Does Al-Qaeda’s terrorism count as jihad? Does Osama bin Laden’s fatwa to retaliate against the West substantiate jihad? If so, how do we respond to jihad? (Kafrawi, *offered Fall, alternate years*)

345 Tradition Transformers: Systematic Theology This course focuses on key Christian theologians/figures who have shaped Christian thought. The work of these thinkers has been fundamental to the development of and changes in Western thought and society. The emphasis of the course is on close readings of selections from the primary texts (in translation) and biographical/historical readings which contextualize each author. (Salter, *offered alternate years*)

360 Sem: Reading Theory in Religious Studies Religious Studies has been shaped and reshaped by major figures in psychology and the social sciences who ask such questions as: Where does religion come from? Why are people religious? What are its consequences? Is it social glue? The source of violence? A product of repression? An illusion? This course will examine the work of a single thinker seeking to situate her or his work in the history of Religious Studies. Exemplary figures might include Emile Durkheim, Max Weber, Sigmund Freud, Peter Berger, or Robert Bellah. (Henking, *offered alternate years*)

347 Gender and Globalization in the Muslim World This course explores the extent to which globalization has affected the identities of Muslim women and their gender constructs in the Muslim world. While globalization has provided Muslim women with the newly found freedom to explore choices outside their constructed traditional roles, it has to a different degree trapped women into the cultures of materialism, consumerism, and liberation. Among the questions addressed in this course are whether globalization is a blessing or blight? What has been the impact of globalization in the Muslim world? Does it affect men and women differently? Does globalization reinforce the inequality of men and women in the Muslim societies? To what extent does globalization affect the gendered divisions of private and public, resources, sexual division of labor, male-female power and authority and the production of identity in the context of globalization? How do feminists, womanists, and islamists restructure gender awareness, power relations and opportunities in the public space? What kind of religious or indigenous resistance challenges the impact of globalizations on gender issues in the Muslim world? (Anwar, *offered alternate years*)

365 Loss of Certainty Religious experience has been described as a purely individual phenomenon. Yet, religion has also been a powerful institutional and cultural force. The loss of faith has been depicted in similarly contradictory ways—both as the product of individual decision and as a large scale historical process called secularization. This course explores this tension by reading novels and biographies as well as theoretical work which examines the relation of religion to historical and psychological processes. (Henking, *offered alternate years*)

370 Jewish Mysticism and Hasidism This course attempts to trace and describe the developments in Jewish mysticism culminating in the Hasidic movements of the 18th and 19th centuries and neoHasidic trends in the 20th. These movements are viewed as religious and spiritual, as well as social and economic manifestations. The course operates from the premise that there is a continuing dialectic between an exoteric and subterranean tradition. The true history of a religion lies beneath the surface and often contradicts, energizes, and finally transforms the assumptions of the normative tradition. The course argues the central importance of the Kabbalistic mystical tradition, not as a footnote of Jewish history, but as a motivating force. (Dobkowski, *offered every three years*)

381 Sem: Reading Feminism in Religious Studies Feminisms have transformed religion. Feminisms emerge from religion. Feminisms criticize- or reject - religion. Which is it? Why? In what ways are feminisms situated-are they western? White? Womanist? Global? This course will examine one significant feminist within religious studies, seeking to situate her work within the history and debates characterizing both feminism and religion. By focusing on a single figure, students will develop in depth understanding of the development and scope of an individual's contribution across a life's work. Exemplary figures might include Mary Daly, Matilda Joselyn Gage, Rosemary Ruether, Judith Plaskow. (Henking, *offered alternate years*)

401 Literary and Theological Responses to the Holocaust It is increasingly obvious that the Holocaust is a watershed event, a phenomenon that changes our perceptions of human nature, religion, morality, and the way we view reality. All that came before must be re-examined and all that follows is shaped by it. Yet, precisely because of its dimensions, the meaning of the Holocaust is impenetrable. Language is inadequate to express the inexpressible. But the moral imperative demands an encounter. This course examines some of the more meaningful "encounters" with the Holocaust found in literature, films, and in theology. It is through the creative and theological mediums that postHolocaust human beings have attempted most sensitively and seriously to come to terms with the universal implications of the Holocaust. (Dobkowski, *offered every three years*)

450 Independent Study

461 Senior Seminar: Toward Theory in Religious Studies Religious studies is an endeavor to understand phenomena referred to in the general categories "religion" and "religious." What does it mean to be religious in U.S. culture? In other cultures? What is religion? What are some major religious questions? What are ways people have responded to these questions? What is theory? What is experience? How are theory and experience related? In this course, students discuss diverse theoretical perspectives on religion, differentiate among kinds of theories, evaluate them, and apply them to particular examples. The course offers a context for recognizing the contribution of prior work in religious studies and provides a capstone for the major. (Staff, Fall, *offered annually*)

464 God, Gender, and the Unconscious The unconscious and God have both been depicted as inaccessible to ordinary conscious reflection. Likewise, depth psychologists like Freud have depicted women as mysterious objects of desire or, like Jung, as representative of the depths which call men toward wholeness. What is the relation of the enigmas of God, woman, and the unconscious? This course examines depth psychology with particular reference to connections between religion and gender. In doing so, students read the work of Freud and Jung, consider the positions of selected followers who have discussed religion and/or gender, and examine the perspectives of various feminists who have used and/or critiqued Freud and Jung. (Henking, *offered alternate years*)

470 Nationalism Is nationalism a form of religion? How do we evaluate it? Is it a form of idolatry? This course will explore ideas of American nationalism through the lens of theory in Religious Studies. It will explore central myths of American exceptionalism, the notion of civil religion, and rituals of nationalism. The course will use both descriptive and evaluative methods to explore nationalism. (Salter, *offered occasionally*)

495 Honors

Russian Area Studies

Program Faculty

Judith McKinney, Economics, Coordinator
David Galloway, Russian
Derek Linton, History
Susanne McNally, History
Patricia Myers, Music
David Ost, Political Science
Kristen Welsh, Russian

The Russian Area Studies Major and Minor

The Russian Area Studies program is designed to give students knowledge of the Russian language, to help students better understand Russian culture and the situation in the former Soviet Union, and to prepare students for continued study at the graduate level. The geopolitical location and vast size of this area ensure that it will continue to play a critically important role in the world.

Russia is a natural subject for a multidisciplinary approach. The struggle to improve conditions of life in that country has constituted a common project engaging social, political, economic, and religious thinkers, historians, philosophers, writers, and artists. No one area, approach, or way of knowing has developed in isolation from the others.

The Russian area studies program offers two tracks for a major (one disciplinary and one interdisciplinary), and two tracks for a minor (one disciplinary and one interdisciplinary). The interdisciplinary track involves a concentration in **Russian History and Society**, while the disciplinary track involves a concentration in **Russian Language** for the minor and **Russian Language and Culture** for the major. (Note that a student may not satisfy the graduation requirements for both disciplinary and interdisciplinarity within the field of Russian Area Studies.) Only courses for which the student has received a grade of C- or better will be counted toward either of the majors or minors. A term abroad in one of the Colleges' programs is strongly recommended for either major. Indeed, registration in Russian language courses after RUS 202 generally requires students to have completed an intensive language study program, defined as a summer or semester-long program in the U.S. or Russia. (If in the U.S., this must be a program explicitly designed to offer an intensive language experience, typically incorporating a language pledge and regular interaction with native speakers and other learners in the target language outside of formal classes.)

Russian History & Society Major

Interdisciplinary, 11 courses

RUSE 112 (Introduction to Russian Literature)
HIST 263 (The Russian Land)

Three (3) Russian language courses, starting with RUS 102.

Two (2) courses from the Russian area studies humanities electives

Three (3) courses from the Russian area studies social science electives

One (1) additional course either in Russian language or from the Russian area studies electives.

Restrictions: At least two courses must be at the 300-level or above. No more than one course can come from the contextual courses category. Students are encouraged to take at least three years of language study.

Russian Language and Culture Major

disciplinary, 11 courses

RUSE 112 (Introduction to Russian Literature)
HIST 263 (The Russian Land)

Seven (7) Russian language courses, starting with RUS 102.

Two (2) non-language courses from the Russian Area Studies offerings, one of which must be from the Humanities and one of which must be from the Social Sciences.

Restrictions: No course from the list of "Contextual Courses" will count towards the major. Students pursuing the disciplinary major should plan to spend at least one semester studying abroad in Russia.

Russian Language Minor

disciplinary, 6 courses

Six (6) Russian language courses starting with RUS 102.

Russian Area Studies

Interdisciplinary, 6 courses

RUSE 112 (Introduction to Russian Literature)

HIST 263 (The Russian Land)

Four (4) courses from the Russian area studies electives selected in consultation with an advisor.

Restrictions: Two courses must be in the social sciences. No courses from the list of contextual courses may count toward the minor.

CROSS-LISTED COURSES

Humanities Electives

BIDS	298	The Ballets Russes (offered alternate years)
ENG	360	20th-Century Central European Fiction
HIST	263	The Russian Land: 1000 to 2000
HIST	367	Women and the Russian State (offered occasionally)
RUSE	112	Introduction to Russian Literature—the 20th Century
RUSE	137	Vampires: From Vlad to Buffy
RUSE	203	Russian Prison Literature
RUSE	204	Russian Film
RUSE	237	Russian Folklore
RUSE	238	Spies, Reds, & Poets
RUSE	350	Survey of 19th-Century Russian Literature
RUSE	351	Survey of 20th-Century Russian Literature
MUS	150	In a Russian Voice (offered occasionally)

Social Sciences Electives

BIDS	120	Russia and the Environment
ECON	146	The Russian Economy
HIST	260	19th-Century Russian Modernity through Literature
HIST	261	20th-Century Eurasia
HIST	394	Russia and Central Asia
HIST	396	History and the Fate of Socialism
POL	257	Russia and China Unraveled

Contextual Courses

Cannot count for either of the minors or for the Language and Culture major; maximum of one can count for the History and Society major.

ECON	233	Comparative Economic Systems and Institutions
ECON	236	Introduction to Radical Political Economy
ECON	240	International Trade
ECON	344	Economic Development and Planning
HIST	238	World Wars in Global Perspective
HIST	276	The Age of Dictators
POL	140	Introduction to Comparative Politics
POL	245	Europe East and West
POL	379	Radical Thought Left and Right
SOC	300	Classical Sociological Theory

COURSES TAUGHT IN RUSSIAN (RUS)

101, 102 **Introductory Russian I and II** An introduction to the Russian language designed particularly to develop listening, speaking, reading and writing. Students work with dialogues and grammatical patterns, using audio/video tapes and computers.

105 Beginning Russian in Review This course offers qualified students the opportunity to complete the elementary sequence of language acquisition in one semester rather than two. Students learn the fundamentals of the Russian language (speaking, listening, writing, and reading). Instruction and practice rely heavily on technological tools such as CD-ROMs, computerized drilling exercises, and interactive Web activities. Weekly laboratory is mandatory.

201, 202 Intermediate Russian I and II The aim of these courses is to develop further the basic language skills acquired in the introductory courses. An intensive study of grammatical structures with a continued emphasis on oral and written skills, they include supplementary reading with vocabulary useful for everyday situations and creative writing based on course material. Audio/video tapes and computers are used.

310, 311 Selected Topics: Russian Literature and Culture Advanced Russian language and culture courses for students who have completed at least two full years of language study and are preparing to study abroad in Russia. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers and incorporate written and oral reports, grammar review, and weekly journals. These courses are designed for students who have performed exceptionally well in RUS 202 or the equivalent, such as an intensive summer program. Meets concurrently with RUS 410/411. Permission only.

410, 411 Selected Topics: Russian Literature and Culture Highly advanced Russian language and culture courses for students who have already achieved the fourth level of language study. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers. These courses incorporate written and oral reports and weekly journals.

450 Independent Study

495 Honors

COURSES TAUGHT IN ENGLISH (RUSE)

137 Vampires: From Vlad to Buffy This course examines the vampire from its historical roots in the legend of Vlad Tepes to the American commercialization and popularization of the vampire in media such as “Buffy the Vampire Slayer.” Students discuss the qualities of the folkloric vampire and its role in traditional culture, how the folkloric vampire has evolved over time and across cultural borders, and why the vampire is such a pervasive cultural icon. The approach is interdisciplinary, using folktales, short stories, legends, novels, films, television shows, and analytical studies. All materials are read in English. (Galloway, *offered annually*)

203 Russian Prison Literature The Soviet system of prisons and labor camps operated for much of the 20th century. Under dictator Josef Stalin, millions of the country’s own citizens were imprisoned on false charges for years, worked to death in Siberian mines, or executed outright. The perpetrators of these crimes have never been brought to justice. In this course students read from the literature that arose in response to this tragedy: works by Aleksandr Solzhenitsyn, Varlam Shalamov, Lidia Ginzburg, and Georgii Vladimov. The course is open to all students regardless of level, and all readings will be in English translation. (Galloway, *Spring*)

204 Russian Film This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Due to the rich heritage of Russian cinema, this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking. (Welsh, *Spring*)

237 Russian Folklore In this course, students survey the wealth of Russian and Slavic folk tales, epic songs, legends, riddles and other elements of the oral tradition, as well as the later literatures these genres inspired. Students examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless, and Ilya Muromets. Materials are not restricted to the printed word and include art and music arising from the Russian folk tradition. There are no prerequisites and no knowledge of Russian language or culture is presumed. (Galloway, *Spring, alternate years*)

238 Spies, Reds, and Poets Throughout their history, Russians have left their homeland because of war, political and religious persecution, and unbearable censorship. In the 20th century, this problem intensified to create three distinct “waves” of Russian émigrés, many of whom settled in the United States. Students will analyze stereotypes such as

the gangster, the capitalist, the spy, and the femme fatale while considering the more subtle representations created by writers who have experienced the other culture first-hand. The course is open to all students, regardless of level. (Welsh, Fall)

350 Survey of 19th Century Russian Literature (In translation) Nineteenth-century Russian writers recorded “the ‘body and pressure of time’” and mapped the human heart, exploring relationships between men and women, sexuality, issues of good and evil, and the alienated individual’s search for meaning in the modern world. In brilliant, yet deliberately accessible work, prose writers recorded the conflict and struggle of their distinctively Russian cultural tradition, with its own understanding of ideas about religion, freedom, and the self, and its own attitudes toward culture, historical, and social order. Open to students of all levels. (*Offered occasionally*)

351 Survey of 20th Century Russian Literature (In translation) In the 20th century, Russia’s “other voices” continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost and perestroika. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist-realist propaganda dictated by the Soviet government. Open to students of all levels. (*Offered alternate years*)

Spanish and Hispanic Studies

Edgar Paiewonsky-Conde, Associate Professor, Department Chair

Cecelia Choi, Assistant Professor

May Farnsworth, Assistant Professor

Juan Liébana, Associate Professor

Cristina Müller, Assistant Professor
Caroline Travalia, Assistant Professor

The Spanish and Hispanic Studies department meets the demands and expectations of students as they confront the global situation of the third millennium in which the language and cultures of the Hispanic world play a crucial role. The program is built on the premise that language and culture are inseparable: every step in the process of becoming proficient in language must be rooted in culture and, conversely, language proficiency is the necessary foundation for all true understanding of culture. We promote the intellectual and moral expansion that must typify a liberal arts education, making students more conscious of the linguistic dimension that is the essence of human society and deepening their understanding of how identity is both product and producer of the fabric of culture.

Delving into the ethnically diverse and conflictive genesis of both imperial Spain and colonial Latin America, our program traces some of the main features and events of the Hispanic world, as it has evolved and continues to evolve, on both sides of the Atlantic. Covering the multifaceted cultural topography of Spain and Latin America, as well as the more recent manifestations of Hispanic culture in the U.S., the Spanish and Hispanic Studies department offers, by definition, a profoundly multicultural academic experience, one firmly grounded in bilingualism and intended for students of diverse backgrounds. Recent innovations include the integration of the latest multimedia technology in order to create a fully interactive learning experience that encompasses the cultural richness of the Hispanic world.

All Spanish and Hispanic Studies students are strongly advised to study one semester abroad. The department sponsors two off-campus programs: one in Madrid, Spain, and one in Santiago, Dominican Republic. In these programs students live with families, take all courses in the target language, and speak only in Spanish. The Colleges also have programs in Ecuador/Perú and Argentina and some course credits from these programs may, with approval of the department, be counted toward a major or minor. A maximum of four course credits from off-campus study may be applied to the major, two to the minor. For Spain and the Dominican Republic the language requirement is five semesters of Spanish (at least one course at level II).

Spanish and Hispanic Studies courses are organized into four sequential levels: I, II, III, and IV. Courses at level I (100s) focus on *fundamental language skills* and must be taken in sequence. Courses at level II (200s) develop *advanced language skills*. Courses at level III (300-349) are an *introduction to Hispanic culture and literature*, and courses at level IV (350 and above) offer an *advanced* exploration of *Hispanic culture and literature*.

The Spanish and Hispanic Studies department offers a *disciplinary* major and a *disciplinary* minor in Spanish and Hispanic Studies, an *interdisciplinary* minor in Hispanic Studies, and a *disciplinary* minor in Latino Culture. Only courses completed with a grade of C- or better may count toward the major or minor.

REQUIREMENTS FOR THE MAJOR IN SPANISH AND HISPANIC STUDIES (B.A.)

disciplinary, 11 courses

Eleven Spanish and Hispanic Studies courses, including 3 SPAN courses from level II (200s), 3 SPAN courses from level III (300 to 349), 3 SPAN courses from level IV (350 and above), and two more courses which can be either SPAN courses at level IV or SPNE courses (taught in English with a Hispanic content). Students may apply up to four courses in department-sponsored programs in Spain and the Dominican Republic towards this major. Courses in non-departmental programs must be pre-approved by the SHS Dept. With the Department's approval a course at a higher level can replace a course at a lower level.

REQUIREMENTS FOR THE MINOR IN SPANISH AND HISPANIC STUDIES

disciplinary, 6 courses

Six Spanish and Hispanic studies courses, including 3 courses from level II, and 3 courses from level III, only one of which can be an SPNE course (taught in English with a Hispanic content). Students may apply two courses in department-sponsored programs in Spain and the Dominican Republic towards this minor. Courses in non-departmental programs must be pre-approved by the SHS Dept. With the Department's approval a course at a higher level can replace a course at a lower level.

REQUIREMENTS FOR THE MINOR IN HISPANIC STUDIES

interdisciplinary, 6 courses

Six courses selected in consultation with an adviser in the SHS Department and including two SPAN courses at level II, two at level III or above, and two courses in other disciplines (see suggested list of non-departmental courses below). Only one of the courses at level III or above can be an SPNE course (taught in English with Hispanic content) or an equivalent course offered abroad. Students may apply two courses in department-sponsored programs in Spain and the Dominican Republic towards this minor. Courses in non-departmental programs abroad must be pre-approved by the Spanish and Hispanic Studies Department. With the Department's approval a course at a higher level can replace a course at a lower level. Suggested non-departmental courses: AFS 200, ANTH 115, ANTH 205, ANTH 227, ANTH 297, BIDS 235, ECON 135, ECON 240, ECON 344, ECON 435, EDUC 370, HIST 226, HIST 231, HIST 240, LTAM 210, MUS 217, POL 255, POL 348, POL 416, REL 238, SOC 221, SOC 233.

REQUIREMENTS FOR THE MINOR IN LATINO CULTURE

disciplinary, 6 courses:

Six courses selected in consultation with an adviser in the program and including:

Two courses from the Language cluster:

SPAN	204	Spanish for Heritage Speakers
SPAN	221	Cinema for Spanish Conversation
SPAN	225	Hispanic Media: Contemporary Issues
SPAN	231	The Art of Translation
SPAN	260	Advanced Grammar and Composition

Two courses from the Culture, Literature, and Linguistics cluster:

SPNE	226	Screen Latinos
SPNE	305	Crossing Borders: Language and Latino Communities
SPNE	308	Latin American/Latino Cinema
SPNE	311	The Latino Experience
SPNE	330	Latina Writing in the United States
SPAN	332	<i>Literatura infantil</i>
SPAN	355	Contemporary Theater: Innovations in Hispanic Drama
SPAN	365	Literature and Music of the Hispanic Caribbean
SPAN	385	Sounds of Spanish

Two more courses from either group or from the following list of selected courses: AFS 200 GhettoScapes; LTAM 232 The Latina Experience; *Intro. al Folklore Dominicano* (Dominican Republic); *Historia del Caribe* (Dominican Republic); *Cultura Afrocaribeña* (Dominican Republic); *Cultura y Sociedad del Caribe Hispánico* (Dominican Republic). With departmental permission, other courses from the program in the Dominican Republic, and/or courses on Latino issues, may count towards a minor in Latino Culture.

Note: The requirements for the minor are being revised; students should check the online catalog at <http://www.hws.edu/catalogue/span.aspx> and the department web page for the most up-to-date information.

COURSE LEVELS

Level I: Fundamental Language Skills

SPAN	101	Beginning Spanish I
SPAN	102	Beginning Spanish II
SPAN	110	Elementary Spanish in Review
SPAN	121	Intermediate Spanish I
SPAN	122	Intermediate Spanish II

Level II: Advanced Language Skills

SPAN	203	Advanced Grammar and Conversation
SPAN	204	Spanish for Heritage Speakers
SPAN	221	Cinema for Spanish Conversation
SPAN	225	Hispanic Media: Contemporary Issues
SPAN	231	The Art of Translation
SPAN	260	Advanced Grammar and Composition

Level III: Introduction to Culture and Literature

SPAN	308	Culture and Identity in Spanish America
SPAN	316	<i>Voces de Mujeres</i>
SPAN	317	<i>Arte y Revolución</i>
SPAN	321	<i>Cuentos de América Latina</i>
SPAN	332	<i>Literatura infantil</i>
SPAN	336	Spain: The Making of a Nation
SPAN	344	<i>Rutas literarias de España</i>
SPAN	345	Latin American Literary Frontiers

Level IV: Advanced Culture and Literature

SPAN	355	Contemporary Theater: Innovations in Hispanic Drama
SPAN	360	Special Topics: Hispanic Studies
SPAN	361	Masterpieces of Spanish Literature
SPAN	362	Two Wars, Two Generations
SPAN	365	Literature and Music of the Hispanic Caribbean
SPAN	372	Contemporary Spanish Novel
SPAN	373	Dark Heroes: Melancholia in Western Culture
SPAN	374	In the Shadow of Dulcinea
SPAN	385	Sounds of Spanish
SPAN	392	Latin American Women's Writings
SPAN	410	Spanish Golden Age: Renaissance and Baroque
SPAN	420	Contemporary Latin American Novel
SPAN	450	Independent Study
SPAN	490	Cervantes: Don Quixote
SPAN	495	Honors

SPNE: Courses Taught in English with Hispanic Content

SPNE	226	Screen Latinos
SPNE	305	Crossing Borders: Language and Latino Communities
SPNE	308	Latin American/Latino Cinema
SPNE	311	The Latino Experience
SPNE	314	Spanish Cinema
SPNE	322	Theater and Social Change in Latin America
SPNE	325	Special Topics: Hispanic Studies
SPNE	330	Latina Writing in the United States
SPNE	345	The Paradoxes of Fiction: Latin American Contemporary Narrative
SPNE	355	García Márquez: The Major Works
SPNE	404	Dark Love, Gay Power: Lorca and Almodóvar
SPNE	450	Independent Study
SPNE	463	Don Quixote in Translation

COURSES TAUGHT IN SPANISH (SPAN)

101 Beginning Spanish I Designed for students who have not taken Spanish before, this course develops the basic skills in understanding, speaking, reading, and writing the language, and introduces the student to a variety of cultural aspects of the Spanish-speaking world. Beginning Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice with the multimedia materials accompanying the text. This course is the first part of the beginning sequence; students who take SPAN 101 in the Fall are highly advised to take SPAN 102 in the Spring of the same academic year. Students who complete the beginning sequence, or its equivalent, will meet the language criteria to apply for off-campus study in some of the programs offered by the institution in Latin America. (*Fall*)

102 Beginning Spanish II The second part of the beginning sequence, this course increases the level of proficiency in the areas of comprehension, speaking, reading and writing, and it provides students with more ample knowledge of the multiple cultural aspects of the Spanish-speaking world. Beginning Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice with the multimedia materials accompanying the text. Students who complete

the beginning sequence, or its equivalent, will meet the language criteria to apply for off-campus study in some of the programs offered by the institution in Latin America. Completion of the beginning sequence or its equivalent is necessary for students who wish to advance to the intermediate level. Prerequisite: Span 101 or equivalent. (*Every semester*)

121 Intermediate Spanish I This course is designed for students who have been placed in SPAN 121, or students who have completed SPAN 102, or SPAN 110. The course further develops the basic language skills acquired in the beginning sequence through the intensive study of grammatical structures, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Cultural awareness is emphasized through an exposure to authentic materials from the diverse cultures of the Spanish-speaking world. Intermediate Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice with the multimedia materials accompanying the text. This course is the first part of the intermediate sequence; students who take Span 121 are highly advised to take Span 122 the following semester. Students who complete the intermediate sequence plus a minimum of one course at the 200-level, or its equivalent, will meet the language criteria to apply for any of the off-campus programs offered by the institution in Spain and the Dominican Republic. Prerequisite: Placement in SPAN 121, or SPAN 110, or SPAN 102. (*Every semester*)

122 Intermediate Spanish II The second part of the intermediate sequence, this course introduces the student to the more complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of authentic materials, situation dialogues, and the writing of short essays. Reading materials increase the students' ability to make connections between their own environment and the cultures of the Spanish-speaking world. Intermediate Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice with the multimedia materials accompanying the text. Students who complete the intermediate sequence plus a minimum of one course at the 200-level, or its equivalent, will meet the language criteria to apply for any of the off-campus programs offered by the institution in Spain and the Dominican Republic. Prerequisite: SPAN 21 or the equivalent. (*Every semester*)

203 Advanced Spanish: Grammar and Conversation This course focuses on the Spanish grammar acquisition process with a particular focus on listening comprehension and speaking. In addition to traditional grammar learning, students will refine their Spanish language skills by practicing oral expression. Aural comprehension, idiomatic usage, fluency, and language use in everyday situations will be emphasized. Prerequisite: Completion of SPAN 122 or the equivalent. (*Staff, offered annually*)

204 Spanish for Heritage Speakers This course is a comprehensive review of the Spanish language that addresses the unique linguistic experience of heritage speakers. We will examine the different varieties of Spanish in the United States, comparing grammar and vocabulary that characterize these forms of the language with those of "normative" Spanish. Other factors affecting Spanish in the United States such as history, community building and cultural identity will be addressed. Importance will be given to improving oral competence and written expression. Prerequisite: Permission of instructor. (*Staff, offered alternate years*)

221 Cinema for Spanish Conversation This course is designed to enhance oral communication in Spanish while increasing familiarity with Hispanic cultures through cinema. Spanish, Latin American and Latino films are used to refine the student's language skills beyond the intermediate level, with particular attention to vocabulary and advanced grammatical structures. Cultural readings will explore the connections between film, society, history and a variety of cross-cultural issues, such as race, class, gender and sexuality, among other topics. Film scripts and film reviews will be used to hone creative writing skills, focusing on story-telling, description and dialogue. Students taking this course will be required to view a number of films outside of class. Prerequisite: Completion of SPAN 122 or the equivalent. (*Liébana, offered alternate years*)

225 Hispanic Media: Contemporary Issues This course will develop students' cultural awareness through a series of written assignments organized around major journalistic and academic genres. We will investigate contemporary issues as presented in the media of Spain, Latin America and U.S. Latino communities. More specifically, the course will explore such topics as immigration and multiculturalism, gender and sexuality, linguistic variety of the Spanish language, and issues of cultural identity among others. The internet, printed, audio and visual media material will provide the foundation for class discussions, oral presentations, cultural projects and other activities. Critical readings

will complement the material and provide a broader understanding of contemporary cultural realities on both sides of the Atlantic. Prerequisite: Completion of SPAN 122 or the equivalent. (Müller, *offered alternate years*)

231 The Art of Translation A situational approach to translation, this course focuses on Spanish in everyday situations. Class activities include role-playing, skits, writing assignments, and translations. Students explore the use of Spanish in fields such as business, health care, social services and education. Emphasis is placed on vocabulary and contrastive analysis of English and Spanish grammar. This course is recommended for bilingual students, students who intend to teach Spanish to English-speakers or English to Spanish-speakers, as well as students who intend to use Spanish in a professional field. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, *offered annually*)

260 Advanced Grammar and Composition This course focuses on Spanish grammar and writing. Class activities will examine challenging aspects of Spanish while emphasizing the importance of context. Students will refine their language skills writing different types of compositions, including academic, administrative, journalistic and literary. Reading comprehension and use of idiomatic language are also important aspects of the course. Prerequisite: Completion of SPAN 122 or the equivalent. (Staff, *offered annually*)

308 Culture and Identity in Spanish America This course is a panoramic introduction to the cultures of Mexico, Central and South America, and the Spanish-speaking Caribbean. We will investigate the ways in which communities and collective identities have been formed and maintained in Latin America from the time of independence from Spain to the present day. We will also look at the ways in which individuals form their own sense of self within the group context. Topics of discussion will include race, religion, gender, and politics. Course materials will come from current events, historical documents, popular culture, and artwork. Particular attention will be paid to Latin American cinema. Prerequisite: two courses from level II or equivalent. (Choi, *offered alternate years*)

316 Voces de mujeres Voces de mujeres explores the strategies used by modern female writers and artists to express themselves, comment on the condition of women, and foster feminist social change in Spain and Latin America. Class discussions will include issues of race, class, gender, and nation building. Additionally, the course will consider the ways in which female authors challenge traditional literary criticism and re-define terms like “woman,” “gender,” and “feminist.” Prerequisite: two courses from level II or equivalent. (Farnsworth, *offered alternate years*)

317 Arte y Revolución This course offers an introduction to literary discourse through the exploration of literary genres, and the particular vocabularies, strategies and devices they employ. A number of critical approaches are brought to bear on a variety of representative contemporary Latin American texts. Comparisons are drawn between literary works and the forms of other artistic media, such as films, paintings, and songs. Students sharpen their critical and communicative skills through oral and written responses to texts. Prerequisite: two courses from level II or equivalent. (Paiewonsky-Conde, *offered alternate years*)

321 Cuentos de América Latina Against a background of contemporary theory on the genre, the course examines this ancestral drive to tell a story in its multifaceted manifestation in Latin America. Moving from the forms of the oral tradition (anécdota, chiste, cuento popular) to the popularly rooted stories of Bosch, Rulfo and Allende, to the metaphysical games of Borges and Cortázar, and from the Amazon to the urban centers, from the Andes to the Caribbean, the course ends with an examination of the multi functionality of feminine voices in the present generation of women storytellers. Students sharpen their receptivity as listeners and readers as well as exercise their skills as inventors and narrators. Prerequisite: two courses from level II or equivalent. (Paiewonsky-Conde, *offered alternate years*)

332 Literatura infantil This course is an introduction to the rich tradition of children’s literature in Spanish. Students will examine literary works from various Spanish-speaking countries, including Latino writers from the US, and time periods, paying particular attention to the colloquial language and cultural elements of each text. Consideration will be given to the young characters’ view of the world and how issues like class, gender and identity influence that view. In addition to analyzing literary works, students will have the opportunity to write their own children’s story in Spanish or otherwise contribute to the creative process (by editing, drawing illustrations, etc). Additionally, students will work on literary projects that engage the Spanish-speaking community in Geneva, especially the youth. This course is highly recommended for students interested in bilingual education, community outreach, and/or creative writing. Prerequisite: two courses from level III or equivalent. (Travalia, *offered alternate years*)

336 Spain: the Making of a Nation This course takes an approach to the development of contemporary Spain and Spanish national identities in the context of Western civilization. It studies and discusses historical background,

economic and political patterns, literary and artistic development (Cervantes, Velázquez, Goya, Picasso), as well as cultural traditions and folklore. Some of the issues the course addresses are: Jews, Muslims, and Christians, imperial Spain and the psychology of conquest, the myth of Don Juan, and the Gypsy paradox. Prerequisite: two courses from level II or equivalent. (Liébana, *offered alternate years*)

344 Rutas literarias de España This course focuses on key moments in the development of Spanish Peninsular Literature from the Middle Ages to the (post) modern period. Through the analysis of poems, short stories, essays and other historical and experimental genres, this class seeks to explain and exemplify essential themes of the Spanish literary tradition: race and ethnicity, nation, Empire, and foreign influence, cultural customs and the appraisal of modernity, gender issues and the reflection on literature, individuality and artistic language. Prerequisite: two courses from level II or equivalent. (Müller, *offered alternate years*)

345 Latin American Literary Frontiers This is a survey of Latin American literature from the conquest to the twentieth century. The course covers a broad range of literary developments in Latin America including ancient indigenous literature and colonial chronicles, texts from the era of independence and romanticism, modernist and avant-garde poetry, and contemporary theatre and narrative. Class discussions examine the general characteristics of major literary movements as well as the particular cultural, social, and political messages of each text. Prerequisite: two courses from level II or equivalent. (Farnsworth, *offered occasionally*)

355 Contemporary Theater: Innovations in Hispanic Drama This class will examine theater from Latin America, Spain, and the Latino population in the US. We will study the diverse methods that playwrights in these regions have developed to reflect and to critique the political and social climates in which they live; we will also discuss the role that theater plays in community-building, identity politics, and political activism. Dramatic practices such as metatheater, theater of cruelty, Brechtian techniques, and feminist drama will be discussed throughout the semester. Prerequisites: Prerequisite: two courses from level III or the equivalent. (Farnsworth, *offered occasionally*)

360 Special Topics: Hispanic Studies

361 Masterpieces of Spanish Literature A chronological study of selected masterpieces of the Peninsula from their genesis in the Middle Ages to the present with an emphasis on the historical, political, and sociological factors that have shaped Spanish culture and society. An appreciation of the essential features of different literary periods (e.g., Renaissance, Baroque, Romanticism) and of correspondences to other artistic media. Prerequisites: Two courses from level III or the equivalent. (Liébana, *offered occasionally*)

362 Two Wars, Two Generations From the Spanish American War (1898) to the Spanish Civil War (1936-1939) there was a period of extraordinary literary and artistic production, often recognized as a second Golden Age in Spanish cultural history. Literature and philosophy, art and cinema, gave Spain some of its most prominent international figures, such as Unamuno, Baroja, García Lorca, Buñuel and Dalí. This course will examine the socio historical conditions that gave birth to the Generations of 1898 and 1927 with particular emphasis on the experimental literary and artistic movements of the time, such as symbolism, impressionism and surrealism. Prerequisite: two courses from level III or the equivalent. (Liébana, *offered alternate years*)

365 Literature and Music of the Hispanic Caribbean This course is an introduction to the cultural history of Cuba, Dominican Republic, and Puerto Rico through the analysis of some of the main features of the literature and music of the region. Students investigate how these two expressive modalities delve into issues of gender roles, racial relations, identity (insularity, hybridity), economic dependence, religious syncretism, and a characteristic sense of humor. The study shows literature has self-consciously drawn on the oral traditions while music spontaneously draws on the written word, imitating and complementing life and each other. Prerequisite: two courses from level III or the equivalent. (Paiewonsky-Conde, *offered alternate years*)

372 Contemporary Spanish Novel A study of the novel after the Spanish Civil War, the course focuses on some of the major novelists writing during the Franco regime (1939-1975), and the new generation of authors of the post-Franco period. Such topics as the trauma of the Civil War, censorship and creative freedom, the New Wave novelists, and female voices in Spanish fiction are addressed. Movies based on contemporary Spanish novels are part of the course. Prerequisites: Two courses from level III or the equivalent. (Liébana, *offered occasionally*)

373 Dark Heroes: Melancholia in Western Culture This course examines the Spanish contribution to the historical development of the notion of melancholia within Western culture and thought. Starting with a question that is more than two thousand years old, “Why are all great people melancholy?”, this course investigates the interrelation between sadness, anxiety and creativity on the literary and philosophical level, while taking into account the heterogeneous historical, cultural and political background of this nexus. A reading list combining historical, theoretical and critical texts will supply an introduction to the complex development of the notion of melancholia from a Spanish perspective. Prerequisite: two courses from level III or the equivalent. (Müller, *offered occasionally*)

374 In the Shadow of Dulcinea This course examines the complex social, literary and philosophical aspects that underlie the ideology of love developed in Spanish literature during the Late Middle Ages and Early Modernity. Through intensive textual readings students approach conventional as well as subversive models of love and lovers, along with issues in gender identity, female literacy, and politics of sexuality. The analysis of gender relationships uncovers the taboos and the repressed aspects of the Early Modern culture and the self. Prerequisite: two courses from level III or the equivalent. (Müller, *offered alternate years*)

385 Sounds of Spanish This course takes students one step further in their study of the Spanish language with an introduction to the mechanics of native sound production. Non-native speakers will work with native speakers toward achieving a native-like pronunciation. Both groups of students will develop an awareness of the phonetic variation that exists in the Spanish-speaking world today. Emphasis will be placed on historical factors involved in the development of different phonetic variants, as well as the social advantages and disadvantages that characterize them. Other differences between varieties of Spanish will also be examined, such as morfosyntactical, semantic and pragmatic aspects. Prerequisite: two SPAN courses from level II or the equivalent. (Travalia, *offered alternate years*)

392 Latin American Women’s Writings This course encompasses one or more topics concerning female experience as represented in texts written by women in Latin America. Class themes and discussions center on issues such as women as writers, the female body and violence, women and power, women as agents of history, or female voice/female silence. Prerequisite: two courses from level III or the equivalent. (Farnsworth, *offered occasionally*)

410 Spanish Golden Age: Renaissance and Baroque This course analyzes major works of Spain’s most influential literary and cultural period (1492-1700). It focuses on topics that have become foundational to modernity such as the relation of author and authority, self fashioning and orthodoxy, perspectivism and ethnocentrism, religious thought and secular power. This class will examine the literary texts in the larger context of Renaissance culture, and explore their interrelations with history, philosophy and art, and their preceding Italian and contemporary Elizabethan counterparts. Prerequisite: two courses from level III or the equivalent. (Müller, *offered alternate years*)

420 Contemporary Latin American Novel This course focuses on reading and discussion of major works by the generation of Latin-American writers known as the Latin American “boom” and important precursors. Consideration will be given to the political factors that inform the ideological premises of these writers. Prerequisite: two courses from level III or the equivalent. (Paiewonsky-Conde, *offered every three years*)

450 Independent Study

490 Cervantes: Don Quixote This course offers careful analysis of the style, characterization, theme, and structure of Spain’s greatest literary masterpiece, and study of the work’s relationship to major social and intellectual currents of the 16th and 17th centuries. Prerequisite: Two courses from level III or the equivalent. (Paiewonsky-Conde, *offered occasionally*)

495 Honors

COURSES TAUGHT IN ENGLISH (SPNE)

226 Screen Latinos In this course, students learn to identify Latino stereotypes in the media (primarily film and television), trace the history of such stereotypes and show how these stereotypes have been repackaged for contemporary audiences. More important, students examine how Latinos have used media, including New Media, to counteract the stereotypes and fashion images that spring from their specific identities as Puerto Ricans, Mexicans, Dominicans, Cubans, etc., and yet acknowledge their shared culture as “Latinos.” To this end, students encounter a variety of “media objects,” including literature, film, television, murals, new media (Web installations) and performance art (groups such as Culture Clash). (Jimenez, *offered alternate years*)

305 Crossing Borders: Language and Latino Communities Immigrants from Mexico, Central America, the Caribbean and many other parts of Latin America make up an ever-growing percentage of the US population. This course examines the Latino experience from a sociolinguistic point of view. We will explore the different varieties of Spanglish spoken in the US, as well as how the bilingual condition influences questions of identity and acceptance in American society. Bilingual education in the US will be addressed. We will also consider challenges faced by different generations of Latinos with varying levels of fluency in Spanish. Materials from literature, film, music and the media will be used to illustrate issues related to this community. Prerequisites: Open to all. (Staff, *offered occasionally*)

308 LatinAmerican/Latino Cinema This course focuses on the major Latin American and Latino Filmmakers in an attempt to understand the historical development and political role of film in the Latin American context. The developing major film centers in Latin America are reviewed, including Argentina, Chile, Mexico, Brazil, Cuba; the developing cinema of Puerto Rico, Chicano and other Latino groups in the United States is also considered. Directors include Sanjinés, Alea, Littin, Gomez, Rocha. (Staff, *offered occasionally*)

311 The Latino Experience This course offers an overview of the experience of Latinos in the United States through selected literary texts and films. Topics to be covered in selected works include: from the barrio to Atzlan, place and origin in Latino consciousness; bilingualism, its promise and betrayal; hustling and the American dream, modes of economic survival; the Latina experience, outgrowing martyrdom; Latino myth-ecology, nature and the supernatural. (Jiménez, *offered alternate years*)

314 Spanish Cinema In this course, students examine the production of the major Spanish filmmakers from Buñuel to Almodóvar. Through screenings of films, class discussions, and readings on film theory and film history, students trace the evolution of Spanish cinema through Franco's military dictatorship and under the new democratic system. Themes of exile and censorship, gender and sexuality, religion and sin, among others, are explored in the context of Spanish society and in relation to other artistic manifestations of Spanish culture. Students taking this course will be required to view a number of films outside of class. Prerequisite: Open to all; recommended for sophomores and above. (Liébana, *offered alternate years*)

322 Theater and Social Change in Latin America This course will study the relationship between political movements, social justice and theater in Latin America. We will discuss the ways in which Latin American dramatists have used the stage to rehearse revolutionary ideas, criticize political corruption, and rally support for political movements. Topics of discussion will include revolutionary uprisings, the search for the disappeared, feminism, racial and cultural inclusion, liberation theology, and the rights of sexual minorities. Students may take part in theatre sketches during the semester. Prerequisites: Open to all. (Farnsworth, *offered alternate years*)

325 Special Topics: Hispanic Studies

330 Latina Writing in the United States This course examines works by women writers of Hispanic descent in the United States. It explores the dynamics of gender, race, and sexuality as it affects the writers' identities as Latinas. The works analyzed are placed in critical dialogue with the changing U.S. cultural and political attitudes towards an ever-growing Latino population. Prerequisite: Open to all; recommended for sophomores and above. (Farnsworth, *offered alternate years*)

345 The Paradoxes of Fiction: Latin American Contemporary Narrative This course examines some of the most representative works by the generation of Latin American literary giants known as the "Boom." This is a fiction that lays bare the paradoxes at the very core of fiction: exposing the double-sidedness of boundaries, turning life inside out and death outside in, dismantling the construction of subjectivity, and constantly assaulting and reconstructing the reader's own identity. And yet for all this, the reader is always caught in the very dense web of sociohistorical conditions (and at times gruesome political reality) of Latin America. It is, therefore, a literature responsive to the whole of human experience. Prerequisite: Open to all; recommended for sophomores and above. (PaiewonskyConde, *offered alternate years*)

355 García Márquez: The Major Works One of the most distinguished figures of the Latin American literary landscape and of 20th century global literature, García Márquez's work cuts across socio-historic, psychological, metaphysical and aesthetic dimensions to give the reader a true compendium of reality. Against a background of theoretical readings on magical realism, we will examine his masterpiece, *One Hundred Years of Solitude*, widely considered as the most influential Latin American novel. The context of ideological controversy, in an area where culture is highly charged

politically, will be examined. We will also focus on particular problems of translation, highlighting significant differences between the two languages. We will consider the network of popular culture (folkloric tales, “ballenato” music) of the Caribbean coast of Colombia, which is at the root of Márquez’s writing. Other readings include: Chronicle of a Death Foretold, The Autumn of the Patriarch, Love in the Time of Cholera, Of Love and Other Demons, and the biographical-critical interviews conducted by Apuleyo Mendoza in The Smell of Guava. Prerequisites: Open to all; recommended for sophomores or above. (Paiewonsky-Conde, *offered alternate years*)

404 Dark Love, Gay Power: Lorca and Almodóvar From the dark days of the Spanish Inquisition to the enlightened sexual politics of the present, Spain has undergone a major socio-political transformation in its treatment of homosexuality. Lorca, murdered by fascist forces in 1936, is still buried in a nameless grave; symbolically, the first authorized edition of his “Sonnets of Dark Love” did not appear until 1984. Almodóvar, whose “Law of Desire” made him an international icon of gay cinema, continues to reach new heights in Spanish filmmaking history, and is hailed by most as the leader of his generation. This course will examine Lorca’s theater and poetry alongside Almodóvar’s work. Class discussions will trace the thematic connections between the two authors (freedom and oppression, gender and sexuality, love and desire, among other themes) in the larger context of the human condition. Students in this course will have the opportunity to hone their critical skills through academic writing and to explore their own creative impulses through creative writing, performance and filmmaking. Prerequisite: Open to seniors. (Liébana, *offered alternate years*)

450 Independent Study

463 Don Quixote in Translation This course will consist of an in-depth study and interpretation of Cervantes’s Don Quixote, a masterpiece of world literature and one of the most printed, translated and imitated books. We will explore the cultural and historical context of the novel, as well as its main literary and artistic aspects, through the study of such topics as identity and change, truth and fiction, narrative genres and the birth of the modern novel. Cultural themes such as love and marriage, and the representation of gender, race and class will also be emphasized. While we will make use of the critical insights of Cervantes scholars, students will be encouraged in this course to develop their own reading of the text. Additional features of the class will include a recent film version of Don Quixote, visual representations of the author, characters and the book throughout the centuries and exercises in creative writing and theater performance. We will use Tom Lathrop’s translation of Don Quixote. Open to all. (Müller, *offered occasionally*)

The Sacred in Cross-Cultural Perspective

Program Faculty

H. Wesley Perkins, Sociology, Coordinator
Lowell Bloss, Religious Studies
Richard Dillon, Anthropology
Michael Dobkowski, Religious Studies
Susan Henking, Religious Studies
T. Dunbar Moodie, Sociology
Ilene Nicholas, Anthropology
Richard Salter, Religious Studies

This program provides an opportunity to study expressions and representations of the sacred across several eras from the prehistoric to the modern, and in several cultures. Topics include the following: religious artifacts and sites; behaviors, relationships, roles and institutions associated with the sacred; sacred thought worlds of peoples in their own terms; religious expressions; and religious and ritual systems in socio-cultural context and as they change through innovation, revitalization, resistance, and myriad other processes. The focus is on the sacred in different cultures from religious studies, anthropological, and sociological perspectives. One objective is to show that the sacred is necessarily constituted socially and culturally, on the one hand, and that the meanings of any particular expressions of the sacred are not necessarily exhausted by social cultural analysis, on the other. The sacred in cross cultural perspective program offers an interdisciplinary minor; the program does not offer a major.

REQUIREMENTS for the MINOR

interdisciplinary, 6 courses

One course in religious studies and one course in anthropology or sociology at each of three levels: 100, 200, and 300 to 400 level from the following lists.

CROSSLISTED COURSES

Religious Studies Courses

REL *Any 100-level course*
REL 210 Hinduism
REL 211 Buddhism
REL 217 Gurus, Saints, Priests and Prophets
REL 219 Introduction to Islamic Tradition
REL 228 Religion and Resistance
REL 232 Rethinking Jesus
REL 236 Gender and Islam
REL 237 Lived Christianity
REL 238 Liberating Theologies
REL 241 Rastaman and Christ
REL 243 Theology of World Religions
REL 254 The Question of God/Goddess
REL 258 The Qu'ran and the Bible
REL 263 Religion and Social Theory
REL 272 The Sociology of the American Jew
REL 273 Foundations of Jewish Thought
REL 281 Unspoken Worlds
REL 283 Que(e)rying Religious Studies
REL 305 Tongues of Fire: Pentecostalism Worldwide
REL 312 New Heavens, New Earths
REL 313 Religious Language
REL 315 Japanese Religions
REL 336 Islam and the West
REL 365 Loss of Certainty
REL 402 Conflict of Interpretations
REL 410 Sacred Space

Anthropology Courses

ANTH	102	World Prehistory
ANTH	110	Introduction to Cultural Anthropology
ANTH	206	Early Cities
ANTH	208	Archaeology of Japan and China
ANTH	220	Sex Roles: A Cross Cultural Perspective
ANTH	227	Intercultural Communication
ANTH	290	Pharaohs, Fellahin, Fantasy
ANTH	296	African Cultures
ANTH	297	Peoples and Cultures of Latin America
ANTH	306	History of Anthropological Theory
ANTH	326	Patterns and Processes in Ancient Mesoamerican Urbanism
ANTH	352	Builders and Seekers

Sociology Courses

SOC	243	Religion, State, and Society in Modern Britain
SOC	244	Religion in American Society
SOC	370	Theories of Religion: Religion, Power, and Social Transformation

Theatre

Program Coordinating Committee

Robert Gross, Professor of Theatre, Coordinator

Bill Burd, Technical Director, Theatre

Pat Collins, Education

Laurence Erussard, English

Susan Henking, Religious Studies

Michelle Ikle, Dance

The Theatre Program offers opportunities for participation in the performance and production of faculty-directed productions in the Bartlett Theatre in addition to a variety of courses in theatrical production, performance, theory, history and literature.

The Theatre Program offers both disciplinary and interdisciplinary minors.

REQUIREMENTS FOR THE DISCIPLINARY MINOR

5.5 courses

At least 5.5 courses including THTR 178, THTR 278, one semester (0.5 credit) of THTR 900, and three elective courses in theatre selected from the two groups of courses below. At least one of the electives must be from the *Dramatic Literature, History, and Theory Group* and at least one must be from the *Theatre Production and Performance Group*. The additional elective may be taken from either group. Two additional semesters of THTR 900 may be used as the third elective. At least four courses must be at the 200-level or above and at least three courses must be unique to the minor. The minor may include no more than one independent study in theatre. All courses must be completed with a C- or better.

Dramatic Literature, History, and Theory

THTR	242	American Experimental Theatre
THTR	270	American Drama
THTR	328	European Drama from Lessing to Ibsen
THTR	379	Modern European Drama
THTR	380	Modern Drama
THTR	423	Theatre for Social Change
THTR	424	Writing about Performance

Theatrical Production and Performance

THTR	179	Introduction to Stage Craft
THTR	225	Introduction to Lighting Design
THTR	275	Acting II
THTR	305	Advanced Acting Styles (may be repeated)
THTR	307	Playwriting Workshop
THTR	386	Shakespearean Performance
THTR	900	Theatre Production

REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR

5.5 courses

At least 5.5 courses including THTR 178, THTR 278, one semester (0.5 credits) of THTR 900, and three elective courses selected from the two groups of courses listed below. Two of the elective courses must be outside of Theatre, at least one of the electives must be from the *Dramatic Literature, History, and Theory Group* and at least one must be from the *Theatre Production and Performance Group*. The additional elective may be taken from either group. THTR 900 may not be used as an elective. At least four courses must be at the 200-level or above and at least three courses must be unique to the minor. The minor may include no more than one independent study in theatre. All courses must be completed with a C- or better.

Dramatic Literature, History, and Theory

CLAS 108 Greek Tragedy
CLAS 213 Ancient Comedy and Satire
ENG 225 Shakespeare: Histories and Comedies
ENG 226 Shakespeare: Tragedies
ENG 251 Medieval Drama
FREN 255 Modern French Theatre
MUS 206 Opera as Drama
SPNE 322 Theatre and Social Change in Latin America
SPN 355 Contemporary Theater: Innovations in Hispanic Drama
THTR 242 American Experimental Theatre
THTR 270 American Drama
THTR 328 European Drama from Lessing to Ibsen
THTR 379 Modern European Drama
THTR 380 Modern Drama
THTR 423 Theatre for Social Change
THTR 424 Writing about Performance

Theatrical Production and Performance

EDUC 301 Drama in Developmental Context
THTR 179 Introduction to Stage Craft
THTR 225 Introduction to Lighting Design
THTR 275 Acting II
THTR 305 Advanced Acting Styles (may be repeated)
THTR 307 Playwriting Workshop
THTR 386 Shakespearean Performance

Course Descriptions (THTR)

178 Acting I This course is designed to introduce the beginning student to the craft of acting through the use of improvisation, theatre games, and acting exercises. Actor training focuses on and makes use of individual and group exercises that challenge both the mind and the body. Emphasis is placed on developing concentration and focus, the use of the imagination, sensory awareness, and verbal and physical improvisational skills. Exercises are designed to encourage the acting student to listen to his or her impulses and to respond to them within the context of an imaginary circumstance. Students also learn to work off of a partner in order to discover their own true and authentic responses to another person. This course is a prerequisite for Acting II. (Gross, Staff, *offered each semester*)

179 Introduction to Stage Craft This is a lecture/laboratory course which will provide students with a practical overview of the fundamentals of design and stagecraft for the theater. Students will explore the relationships between production values and stagecraft via weekly readings and lecture/discussions. In addition, they will complete a weekly lab (and two weekend labs) in which they will work in Bartlett Theatre and in the Theatre shop working on current faculty-directed productions. Students will receive hands-on experience with set construction and will learn how to safely and effectively manipulate all theatrical production systems (lighting, rigging, audio, etc.) in an expressive manner. (*offered alternate years*)

225 Introduction to Lighting Design This is a lecture/laboratory course in lighting for the stage. We will study elements of design, approaches to script and dance analysis, graphic notation and electrical practice. Students will produce portfolio projects and mount a final project for a performance on campus. Prerequisite: THTR 179. (*offered alternate years*)

270 American Drama This course studies the history of dramatic literature and theatrical performance from the early 20th century, with the plays of Rachel Crothers, Eugene O'Neill and Susan Glaspell, to the present, with the theatrical experiments of the Ontological-Hysteric Theatre and the Wooster Group. The course traces the development of dramatic forms, theatrical organizations, and changing styles in directing, acting and design. Prerequisite: THTR 278. (Gross, *offered every three years*)

275 Acting II A continuation of the skills discovered in Acting I, this course is designed to deepen the student's understanding of the craft of acting through the use of structured improvisations, acting exercises, and scene work. Actor training focuses on and makes use of individual and group exercises that can be applied to the use of a text. The acting student goes further into his or her explorations of the emotional life, learns how to create a basic who/what/where scene using a text, learns about the importance of cause and effect sequencing, and works on mastering the skill of working off of a partner as well as listening and responding truthfully. The acting student also learns about the basic function of rehearsal and how to research a role. Prerequisite: THTR 178. (Staff, *Spring*)

278 Introduction to Dramatic Literature How is reading a play different from reading other forms of literature? How do the realities of theatrical production challenge us to think about reading and interpretation differently? We will look at playtexts from the perspective of the designer, actor, and director. Readings will range widely, from Asian to European, "classic" to contemporary. (Gross, *Fall, offered alternate years*)

305 Advanced Acting Styles In Advanced Acting Styles, students will continue to master the skills of the performer developed in Acting I & II: physical action, full expressivity of body/voice/imagination, listening/responding, creation of ensemble, memorization, and rehearsal discipline. Students will memorize and perform scenes and monologues, and they will document in writing both the craft and creativity of the rehearsal process. Each time the course is offered, a different era, genre, or style of acting will be studied in-depth (for example, 20th century Absurdist, Shakespeare, Brecht's Theater of Alienation). This course can be repeated for full credit three times with a different focus each time. Prerequisite: THTR 275 or permission of instructor. (Gross, *Spring, offered alternate years*)

307 Playwriting Workshop This course is designed to further the understanding of the craft of playwriting as it is first discovered in the playwriting process workshop. Students are encouraged to nurture the development of their skills through daily writing exercises, to develop a personal and consistent process for writing, to shake up any preconceived notions about playwriting, to explore a personal point of view or voice for their writing, to develop and sharpen their skills in analysis and critique, to test the flexibility of creative thought necessary for the crafting of dramatic literature, and to complete a short one-act play by the end of the semester. Prerequisite: THTR 178 or 278. (Gross, *Spring, offered alternate years*)

386 Shakespearean Performance A performance-oriented approach to Shakespeare. Starting with the sonnets, actors will learn to consider meter, rhythm, rhetoric, and imagery as they inform characterization and dramatic action. During a weekly laboratory, we will view and analyze recorded and videotaped performances of Shakespeare's plays. (Gross)

424 Writing about Performance Looking at a variety of theatrical performances—live and recorded, spoken and sung, on campus and in regional theatres—we will try to capture the theatrical experience in writing. The challenges of description, interpretation, and evaluation will be engaged, and we will look at a variety of reviews and critical writings to sharpen our awareness of the problems involved. Prerequisite: THTR 178 or 278. (Gross, *Spring, offered alternate years*)

450 Independent Study Consent of instructor required (Staff, *offered each semester*)

900 Theatre Production This course is a studio-based course on the art and craft of producing theatre. It is open to all students who are cast in, or are part of the production team (which may include actors, designers, stage managers, production crew, etc.) for a faculty directed production. Students will acquire first-hand experience with the process of mounting a play on stage. Students will be involved, as appropriate, given their part in the play, in any and all aspects of the production process, including auditions, rehearsals, production meetings, set construction, and performances. This is a half-credit course which may be taken only once a semester but which may be repeated up to four times. This course must be taken credit/no credit. Prerequisite: consent of instructor. (Gross, Collins, *offered each semester*)

Urban Studies

Program Faculty

Patrick McGuire, Economics, Coordinator

James Spates, Sociology, Coordinator

Ted Aub, Art

Alan Frishman, Economics

Christopher Gunn, Economics

Clifton Hood, History

Cedric Johnson, Political Science

Derek Linton, History

Stanley Mathews, Art

Scott McKinney, Economics

Jo Beth Mertens, Economics

Nicola Minott-Ahl, English

Ilene Nicholas, Anthropology

Urbanization and globalization are proceeding at an incredible rate. The field of urban studies examines the living environment of most Americans and of a rapidly growing proportion of the world's population. In this context, urban studies is a valuable major.

The program is multidisciplinary, using a variety of analytical methods to study the life and problems of cities. The primary subject areas for the major are anthropology/sociology, economics, history, and political science. However, courses in art, English, classics, and American studies are also relevant and give the student additional perspectives on urbanization beyond those offered in the three basic departments. Urban studies offers an interdisciplinary major and minor. All courses toward an urban studies major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

BIDS 229 Two Cities: New York and Toronto; four core courses from at least four disciplines; one methods course; and four additional elective courses (from the core or elective list) approved by an adviser in the program. One upper level (300 or higher) course should be included. The BIDS course is offered every other year. Those students who cannot take the BIDS course as part of the Major may request a substitute for the requirement. The substitute request will require other urban studies courses or courses outside the major. The request for a substitute for the BIDS 229 must be approved by the Urban Studies Program coordinators.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

BIDS 229 Two Cities: New York and Toronto; three courses from three different disciplines; and one upperlevel (300 or higher) course or independent study approved by an adviser in the program.

CROSSLISTED COURSES

Introductory Courses

BIDS 229 Two Cities: New York and Toronto

Core Courses

ANTH	206	Early Cities
ANTH	247	Urban Anthropology
ECON	213	Urban Economics
HIST	215	American Urban History
HIST	264	Modern European City
POL	236	Urban Politics
SOC	251	Sociology of the City

Methods Courses

ANTH	273	Ethnographic Research and Methods
ECON	202	Statistics
SOC	211	Research Methods

Electives

AFS	200	Ghettoscapes
ANTH	205	Race, Class and Ethnicity
ANTH	271	Jobs, Power and Capital
ANTH	297	Peoples and Cultures of Latin America
ANTH	298	Modern Japan
ANTH	326	Patterns and Processes in Ancient Mesoamerica Urbanism
ARCH	200	Design I: Basic Architectural Principles
ARCH	302	Design II: The Wider Environment
ARCH	310	Early Modern Architecture
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARCH	400	Geneva Studio
ART	101	Ancient to Medieval Art
ART	102	Renaissance to Modern Art
ART	115	Three Dimensional Design
ART	116	World Architecture
ART	232	Rococo Art and Architecture
ART	233	Renaissance Architecture
ART	235	Art and Architecture of Baroque Rome
ART	249	Islamic Art and Architecture
ART	340	American Architecture to 1900
BIDS	265	Architecture, Morality, and Society
CLAS	202	Athens in the Age of Pericles
CLAS	251	The Romans: Republic to Empire
ECON	122	Economics of Caring
ECON	135	Latin American Economics
ECON	206	Community Development
ECON	221	Population and Society
ECON	227	Women and Economic Development
ECON	243	The Political Economy of Race
ECON	248	Poverty and Welfare
ECON	344	Economic Development
ENG	257	Dickens and His World
ENG	258	19thCentury English Novel
HIST	237	Europe Since the War
HIST	240	Immigration and Ethnicity in America
HIST	246	American Environmental History
HIST	256	Technology and Society in Europe
HIST	300	American Colonial History
HIST	310	Rise of Industrial America
HIST	311	20thCentury America: 19171941
HIST	316	Metropolis
HIST	352	Who Wants to be a Millionaire?
HIST	469	Seminar: Global Cities
MDSC	303	Social Documentary
POL	215	Racial and Ethnic Politics
POL	222	Political Parties
POL	227	Interest Group Politics
POL	229	State and Local Government
POL	254	Globalization
POL	320	Mass Media

PPOL	101	Democracy and Public Policy
PPOL	328	Environmental Policy
POL	364	Social Policy and Community Action
SOC	221	Race and Ethnic Relations
SOC	223	Inequalities
SOC	245	Sociology of Work
SOC	253	World Cities
SOC	262	Criminology
SOC	290	Sociology of Community

Women's Studies

Program Faculty

Betty Bayer, Women's Studies, Coordinator
Etin Anwar, Religious Studies
Cerri Banks, Education
Biman Basu, English
Sheila Bennett, Sociology
Lara Blanchard, Art
Rocco Capraro, History
Elena Ciletti, Art
Melanie Conroy-Goldman, English
Anna Creadick, English
Donna Davenport, Dance
Jodi Dean, Political Science
Iva Deutchman, Political Science
Richard Dillon, Anthropology
Laurence J. Erussard, English
Marie-France Etienne, French and Francophone Studies
May Farnsworth, Spanish and Hispanic Studies
Maureen Flynn, History
Laura Free, History
Catherine Gallouet, French and Francophone Studies
Christopher Gunn, Economics
Jack Harris, Sociology
Susan Henking, Religious Studies
Leah R. Himmelhoch, Classics
Marilyn Jiménez, Africana Studies
Cedric Johnson, Political Science
George Joseph, French and Francophone Studies
Elisabeth Lyon, English
Susanne McNally, History
Brenda Maiale, Anthropology
Patricia Mathews, Art
Alejandra Molina, Spanish and Hispanic Studies
Renee Monson, Sociology
Paul Passavant, Political Science
Eric Patterson, English and American Studies
Thelma Pinto, Africana Studies
Alison Redick, Women's Studies
Craig Rimmerman, Public Policy
Cobly Ristow, History
Mary Salibrici, Writing and Rhetoric
Richard Salter, Religious Studies
Michael Tinkler, Art
William Waller, Economics
Cadence Whittier, Dance
Cynthia Williams, Dance
Lisa Yoshikawa, History
Jinghao Zhou, Asian Languages and Cultures

Women's Studies has been taught at the Colleges since 1969 and was among the first programs to offer a major in the country. As a field, Women's Studies is recognized as interdisciplinary in its own right and as it relates to and exists within historically defined and newly emerging disciplines. Its emergent goals were to question critically foundational tenets of knowledge. It asks what counts as knowledge and whose knowledge counts. As such, the field concerns itself with rethinking and redefining core assumptions about women, gender, race, class and sexuality in ways that identify and redress social, historical, economic, political and cultural inequities. The field directs itself to developing critical

knowledge and implementing world-building practices of justice and equality in national and transnational contexts. Majors and minors in Women's Studies thus engage in innovative and scholarly history, theory, research and activism across a broad band of academic study toward what is proposed as feminism's broader project of creating new kinds of questions, forms of expression, representation, knowledge and epistemology.

To be credited to the major or minor, a course must be completed with a grade of C or better.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

WMST 100, WMST 300, WMST 401, a feminist research and methodology course (WMST 323, WMST 304 or WMST 301 or other as approved by the program), and six additional women's studies elective courses that create an area of concentration and include courses from at least two divisions and at least four departments or programs.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

WMST 100, a 300-level feminist theory course (WMST 300, ENG 304, POL 375, or SOC 340), and four additional women's studies elective courses from at least two divisions and at least two departments or programs.

ELECTIVES

Humanities

AFS	240	African, Asian and Caribbean Women's Texts
AMST	201	American Attitudes Toward Nature/Methodologies of American Studies
AMST	254	American Masculinities
AMST	310	Sexual Minorities in America
ARTH	210	Woman as Image-Maker
ARTH	211	Women in 19th Century Art and Culture
ARTH	222	Women in Renaissance
ARTH	229	Women and Art in the Middle Ages
ARTH	256	Art of Russian Revolution
ARTH	306	Telling Tales: Narrative in Asian Art
ARTH	312	Women Make Movies
ARTH	335	The Femme Fatale in Film
ARTH	403	Gender and Painting in China
ARTH	467	Seminar: Artemesia Gentileschi
ASN	212	Women in Contemporary Chinese Culture
ASN	220	Male and Female in East Asian Societies
ASN	304	Courtesan Culture
ASN	342	Chinese Cinema: Gender, Politics and Social Change in Contemporary China
BIDS	286	Gender, Nationality, & Literature in Latin America
BIDS	365	Dramatic Worlds of South Asia
CLAS	230	Gender in Antiquity
DAN	212	Dance History II
DAN	214	Dance History III 1960s to Present
EDUC	208	Teaching, Learning, and Popular Culture
EDUC	370	Social Foundations of Multiculturalism
ENG	229	Popular Fiction: The Fifties
ENG	238	Flexing Sex
ENG	264	Post-World War II American Poetry
ENG	281	Literature of Sexual Minorities
ENG	304	Feminist Literary Theory
ENG	318	Body, Memory, and Representation
ENG	342	Readings in Multi-Ethnic Women's Literature
ENG	346	Iconoclastic Women in the Middle Ages
ENG	354	Forms of Memoir
ENG	381	Sexuality and American Literature
FRE	251	Eros and Thanatos
FRE	380	Advanced Francophone Topics: Images de Femmes

FRE	389	Women in the French Renaissance
FRNE	311	Feudal Women in France, Vietnam and Japan
HIST	208	Women in American History
HIST	234	Medieval Europe
HIST	241	The Politics of Gender and the Family in Europe, 1700-1850
HIST	253	Renaissance and Reformation
HIST	279	Body Politics: Women and Health in America
HIST	317	Women's Rights Movements in the U.S.
HIST	367	Women and the State: Russia
HIST	371	Life-Cycles: The Family in History
HIST	375	Western Civilization and Its Discontents
MDSC	203	History of Television
MUS	206	Opera As Drama
PHIL	152	Issues: Philosophy and Feminism
PHIL	250	Feminism: Ethics and Knowledge
REL	236	Gender and Islam
REL	237	Christianity and Culture
REL	254	Conceptions of God, Goddess, Absolute
REL	281	Unspoken Worlds
REL	283	Que(e)rying Religious Studies
REL	321	Muslim Women and Literature
REL	345	Tradition Transformers
REL	464	God, Gender and the Unconscious
RUSE	351	Other Voices in 20th-Century Russian Literature: Women Writers
SPAN	316	Voces de Mujeres
SPAN	346	Latin American Women's Narratives
SPNE	330	Latina Writing in the U.S.
WMST	204	Politics of Health
WMST	243	Gender, Sex and Science
WMST	304	Medical Historiography
WRRH	221	He Says, She Says: Language and Gender
WRRH	250	Talk and Text: Introduction to Discourse Analysis
WRRH	252	An Anatomy of American Class: Realities, Myths, Rhetorics
WRRH	301	Discourse of Rape
WRRH	304	Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse

Please note: *DAN 900-level courses require prior dance department approval to count as WMST credits*

Social Sciences

ANTH	209	Gender in Prehistory
ANTH	220	Sex Roles: A Cross-Cultural Perspective
ANTH	230	Beyond Monogamy
ANTH	296	African Cultures
ANTH	341	Making Babies: Anthropology of Reproductive Technologies
BIDS	211	Labor: Domestic and Global
BIDS	245	Men and Masculinity
BIDS	280	Women's Narratives of Wealth and Power
BIDS	307	Contexts for Children
ECON	227	Women and International Development
ECON	310	Economics and Gender
ECON	316	Labor Market Issues
POL	175	Introduction to Feminist Theory
POL	212	The Sixties
POL	219	Sexual Minority Movements and Public Policy
POL	238	Sex and Power
POL	333	Civil Rights
POL	375	Feminist Legal Theory
PPOL	364	Social Policy and Community Activism

SOC	221	Sociology of Minorities
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
SOC	233	Women in the Third World
SOC	240	Gender and Development
SOC	340	Feminist Sociological Theory
WMST	204	Politics of Health
WMST	243	Gender, Sex and Science
WMST	304	Medical Historiography

Natural Sciences

WMST	223	Social Psychology
WMST	247	Psychology of Women
WMST	309	Stormy Weather: Ecofeminism
WMST	323	Research in Social Psychology
WMST	357	Self in American Culture
WMST	372	Topics in Social Psychology

COURSE DESCRIPTIONS

100 Introduction to Women's Studies This course introduces the vast, complex, changing field of women's studies. Students will be asked to become conversant with the history of feminism and women's movements (nationally and transnationally), to understand and theorize women and gender as categories of analysis, to think through differences that divide and unite, to reflect and move beyond individual experience and to connect feminism to everyday life. Students will be encouraged to raise their own questions about women, gender, feminism (s), modes of women's organizing, and the production of knowledge. While it is impossible to cover all pertinent topics in one semester, this course introduces various specific issues and histories that, taken together, highlight the complexity of Women's Studies as both scholarly endeavor and activist field. (*Offered each semester*)

204 The Politics of Health This course introduces students to the historical context of critical studies of health, especially health and the politics of race, gender, and sexuality. Beginning with conceptions of sex and sexuality from the Greeks and Freud, students consider the invention of new systems of classification for race and gender within the medical sciences. The course examines hormone research in the 20th century and its relationship to the American Eugenics Movement, the history of childbirth, and the changing context of reproductive rights in the early 20th century. Students explore how gender affects health treatment, the history of the reproductive rights movement, the origins of birth control and the politics of sterilization and safer sex education, the Women's Health Movement, and AIDS activism since 1980. Prerequisite: WMST 100 or permission of instructor. (Redick)

215 Between Feminism and Psychoanalysis Sigmund Freud has been reviled by many feminists for his notions of penis envy and his puzzled query "What do women want?" And yet, Freud and such subsequent psychoanalytic theorists as Horney, Klein, Winnicott, and Lacan also have been sources of significant analyses of female subordination, sexuality, and desire. This course examines relations between psychoanalysis and feminism by focusing on ways in which psychoanalytic theory has understood gender, as well as the ways in which feminists have critiqued and/or appropriated such depictions of female experience. (Henking, *offered occasionally*)

223 Social Psychology With the emergence of the discipline of social psychology in late 19th century came new ways of thinking about the gender, race, and class of individuals, groups, and nations. These new conceptualizations brought with them new ways of seeing the social psychological nature of "Man" and by extension "Woman," and the psychological terms of modernity and postmodernity. Drawing on influential European and North American social psychologists, students in this course ask: Was social psychological nature to be understood in more symbolic interactionist, behaviorist, psychodynamic, cognitive or cybernetic terms? Students learn how ideas on social psychological life carried commitments to uncovering the "social laws of life" (Dewey); or social psychology's efforts to engage with women and men as historicized subjects within social, political, and cultural contexts (Wilkinson, Sampson). This course also can count toward the major in psychology. (Bayer)

243 Gender, Sex and Science This course explores the historical and scientific context for feminist interventions into scientific practice and study. Students are asked to consider a series of questions, including the following: How did feminist science studies develop? Is feminism relevant to the study of science? How does scientific inquiry become gendered through a variety of cultural and historical contexts? What are some specific intersections of race, gender and sexuality in the study of feminism and science? Do students think that feminism has transformed science studies within a specifically feminist context? Using the work of feminist scholars and scientists, students examine the history of genetics, sociobiology, prenatal testing, and the 1990s cultural science wars from a feminist standpoint. Prerequisite: WMST 100 or permission of the instructor. (Redick)

247 Psychology of Women To Freud's question of "What do women want?" psychology has brought description, analysis, categorization and diagnosis in its effort to plumb the depths of woman's purported enigmatic nature. Parallel to psychology's mainstream versions on the psychology of women are feminist writings exploring alternative views of psychological issues and life events of concern to women. This course examines these distinct paths from early case studies of hysteria through to mid-century depictions of the "problem with no name" (Friedan) and to late 20th-century renderings of PMS, bodily dissatisfactions and eating disorders. The course uses history, theory and research in psychology to examine these issues and events as well as to appreciate psychology's changing views, treatment and study of women's lives in all of their diversity. This course also can count toward the major in psychology. (Bayer)

300 Feminist Theory This seminar surveys several strands of feminist theorizing and their histories. By critically engaging the underlying assumptions and stakes of a range of theories, students become more aware of their own assumptions and stakes and sharpen their abilities to productively apply feminist analyses in their own work. Prerequisite: WMST 100 or permission of instructor. (Fall)

301 Feminist Oral History Feminist oral history considers how women communicate and conceptualize their life stories, putting into practice a feminist commitment to recording women's life stories. This seminar operates as a workshop, investigating the theory underlying feminist oral history while putting the methodology to work through a class interviewing project. Through critical reading and practical experience, students research oral history questions and conduct interviews that are recorded using audio and video equipment. Furthermore, they develop the critical tools and analytical judgment needed to analyze the role of gender in oral history interviewing and prepare interviews to be deposited in an archive.

304 Medical Historiography This upper-level seminar introduces students to the history of medicine as a field of study, focusing on research methods. Students explore the history of medicine broadly, beginning with the origins of Western medicine in both Greece and the Renaissance. Students also explore transnational medical practices, and consider how Western medical practices have come to be historically valorized. Students read key texts in medical sociology and gain an understanding of how the history of medicine and physiology came to be a disciplinary subspecialty in the early to mid-20th century. Students perform a research project that makes use of methods in medical history. This could include archival research, oral histories, or interview methods. Prerequisite: WMST 100 or any 200 level WMST course. (Redick)

309 Stormy Weather: Ecofeminism What is our relation with the earth? With animals, plants, water, technology, and air? With each other? With the wider universe? This course delves into the field of ecofeminism, a word first coined in 1974 by Francois d'Eaubonne to signal the joining of two movements – environmentalism and feminism. Early feminists asked: Is the oppression of women linked to the oppression of earth – Mother Nature? How do concepts of nature, gender and sexuality fashion our ways of living jointly, as "companion species?" Beginning with signature 1960s texts such as Rachel Carson's *Silent Spring*, this seminar tracks the stormy debates on environmentalism and feminism, including questions of oppression, environmental degradation, weather, and technologies of war as it seeks to chart new ways out of our current environmental conundrum. The seminar thus follows the affairs and entanglements of nature, science, and feminism in theory, research, film, literature, and everyday life. (Bayer)

323 Research in Social Psychology How lives are studied in social context is the question at the heart of social psychological research and feminist epistemology. Brought together, these approaches have reawakened concerns about the place of language, cultural discourses and relations of power in social psychological life. This course asks students to think through the philosophical and theoretical underpinnings to different research paradigms as they learn how to put different research methods into practice. Students design and conduct a research project, for which one component will be discourse analysis of women's and men's forms of language and the subtle ways in which these forms act on perceptions. Prerequisites: WMST 223 or WMST 247 or permission of the instructor. (Bayer)

357 Self in American Culture Twentieth century U.S. life is distinguished by an increasing tendency to see everyday life in psychological terms. How and when did it become so chic to see and conceive of ourselves as essentially psychological? What happens when these forms of self recede and newer ones, such as the consumer self, the narcissistic self, or the saturated self begin to signify the psychology of a decade and who we are as humans? This course draws on a feminist approach to examine the place of social psychology in the cultural history of American individualism and notions of the self. This course also can count toward the major in psychology. (Bayer)

372 Topics in Social Psychology This course focuses on a topic of current interest. Topics are announced in advance and are addressed through history and theory in feminist social psychology. One topic is peace: students examine practices for peace and social justice through movements, writing, art, and film in the larger social and psychological context of humanity and quests for life lived in harmony and equality. Other topics include cyberpsychology, Cold War America and Cold War psychology, the psychology of the Women's movement, and history of psychology. This course also may count toward the major in psychology. (Bayer)

401 Senior Seminar Women's studies seniors produce a culminating project as they apply feminist theories and research methods, integrating their experiences as women's studies majors. Prerequisites: WMST 100 and WMST 300. (Spring, *offered annually*)

450 Independent Study/Practicum This course provides the opportunity for students to engage in practical involvements in topics/issues in women's studies as well as pursuing independent research under faculty supervision.

Writing and Rhetoric

Program Faculty

Cheryl Forbes, Professor, Chair

Neeta Bhasin, Assistant Professor

Susan Hess, Writing Specialist

Gary L. Matassarini, Writing Specialist

rhetoric. n. 1. The study of the elements, as structure or style, used in writing and speaking. 2. The art of effective expression and the persuasive use of language.

—American Heritage Dictionary

The primary purpose of the Writing and Rhetoric Program is to offer rigorous courses at all levels that integrate the study of writing and the study of rhetoric. The courses support students who enter the Colleges knowing that they need and want to strengthen their ability to express themselves effectively in written discourse. They help students meet the challenges of the community curriculum, which puts effective written discourse at its center. Writing is both a way to learn course content and a result of learning: the mark of a liberally educated person.

Writing courses are divided into three categories:

- **Introductory** (WRRH 100): emphasizes the importance of voice, focus, cohesion, and organization to good writing. Requires approximately 25 pages of polished writing.
- **Intermediate** (WRRH 200 and any other 200-level course): emphasizes academic argument and research. Requires approximately 25-30 pages of polished writing.
- **Advanced** (any WRRH 300-level course and WRRH 420): emphasizes independent projects and more complex approaches to rhetorical analysis and argument. Advanced studies in various forms of professional writing are available. Requires approximately 30-35 pages of polished writing.

Writing across the curriculum is also a central component of program offerings through the Writing Colleagues Program, which prepares student mentors to help with the teaching of writing and reading through the program's work in first-year seminars and bidisciplinary courses and through the program's support of faculty members' use of writing in their courses.

Finally, for students interested in a concentrated study of writing and rhetoric, the program offers a disciplinary major. The major requires students to complete foundational courses in grammar and style, discourse analysis and introductory rhetoric. In addition, students take elective courses to build on and further challenge the work of the foundational courses, a set of courses geared to post-graduate writing, and a capstone seminar.

REQUIREMENTS FOR THE MAJOR

disciplinary 12 courses

Foundational Courses, 3 required

Emphasis on the study and application of writing as grammatical, discursive, rhetorical, and social.

WRRH 201 Grammar and Style

WRRH 250 Talk and Text: Introduction to Discourse Analysis

WRRH 312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern

Elective Courses, 6 required

Emphasis on critical reading and writing as integrated activities whether focused on academic research, critical analysis, and/or creative nonfiction projects.

WRRH 200 Writer's Seminar II

WRRH 202 Going Places: Travel Writing

WRRH 205 Rhetorical Bytes: Digital Rhetorics & Writing with New Technology

WRRH 206 Immigrant Experiences: Voices and Discourses

WRRH 220 Breadwinners and Losers: The Rhetoric of Work

WRRH 221 He Says, She Says: Language and Gender

WRRH 224 Writing and the Culture of Reading

WRRH 251 Black Talk, White Talk

WRRH 252 An Anatomy of American Class: Realities, Myths, Rhetorics

WRRH	301	Discourses of Rape in Contemporary Culture
WRRH	304	Hidden Writing: Journals, Notebooks, and Diaries as Creative Discourse
WRRH	309	Talk and Text II: Language in Action
WRRH	322	Adolescent Literature

Career Focus Courses, 2 required

Emphasis on the study and practical application of genres representing specific professional domains.

WRRH	300	Writers World of Discourse: Issues and Practice of American Journalism
WRRH	303	The Art and the Business of Ideas: An Introduction to Publishing
WRRH	305	The Writing Colleagues Seminar
WRRH	308	Reporting Online
WRRH	351	The Science Beat
WRRH	352	Writing in the Professional Workplace

Capstone Seminar, 1 required

Emphasis on the production of a publishable-quality text and the integration of knowledge of writing as grammatical, discursive, rhetorical, and social.

WRRH	420	Writers' Guild
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REQUIREMENTS FOR THE MINOR

disciplinary, 7 courses

Two foundational courses (WRRH 201 and WRRH 312), one Professional Writing course, electives, and one capstone seminar (WRRH 420).

COURSE DESCRIPTION

100 Writer's Seminar This course is for students who wish to improve their ability to express their own ideas, positions, and interpretations. It emphasizes developing the writer's "voice" because much of what one is asked to write in college requires the writer to express his or her own ideas in a convincing, credible manner. The course considers what it means to be a writer—what habits of mind and work lead to an effective essay—and stresses focus, cohesion, and organization. Course times and themes vary with instructor. (Repeatable) (*Offered each semester*)

200 Writer's Seminar II This intermediate writing course offers students the chance to develop writing and research skills through reading and writing processes introduced in WRRH 100, with an emphasis on increased responsibility for engaging in critical analysis and argument and for developing research projects. Students become more familiar with academic standards and conventions, particularly with the ever-widening variety of research tools available to them. Invention strategies, multiple drafts and revision, peer responses, and editing are stressed. Texts are variable depending on faculty preference. (*Fall and Spring, offered annually*)

201 Grammar and Style Understanding grammar is important for writers because grammatical choices affect style; stylistic choices have grammatical implications. Yet grammar is often given last place in writing classes or made a mere matter of mechanics—correcting a comma splice, changing a relative pronoun. This course is designed for all writers and would be writers who want to understand the rhetorical power of grammar. It is designed for anyone who wants to understand what stylistic choices writers have available. It is not, therefore, a course in grammar or a course in style, but a course on the relationship between them. Students improve their grammar through working on style; they improve their style by working on grammar, sentence diagramming, weekly grammatical excursions, required weekly quizzes, and a final project. (Forbes, *offered fall alternate years*)

202 Going Places: Travel Writing "Journeys," writes Susan Orlean, "are the essential text of the human experience." That experience is at the heart of this course. As Orlean says, though, a journey need not be to an exotic place, though she has been to many such places. But a piece about a journey—a piece of travel writing—can come from somewhere just around the corner, down the street, up a flight of stairs, any "there-and-back-again" that you might take. The only requirement is that the writer—the traveler first, then the writer—pay attention. Students read exemplary travel writers, write their own travel pieces, keep a reading journal and observation notes to prepare for their formal essays. A field trip and a fee are required. (Forbes, *offered spring alternate years*)

205 Rhetorical Bytes: Digital Rhetorics & Writing with New Technology Digital Rhetorics addresses the rhetorical aspects of a variety of new media forms, from Facebook, to mp3 players, to wikis, to online videos. While instructions on how to use digital technologies are important aspects of some classes, we focus on the kinds of arguments made on and by these technologies. We study the impact of different interfaces on writing and persuasion, and create compositions using a variety of media. Students have the opportunity to develop skills in analyzing new technology, composing in a variety of media, understanding writing about digital technologies, and considering the broader cultural impact of digital rhetorics. Along with writing skills, students work on design strategies, visual compositions, and audio compositions for a variety of audiences. Students analyze and write for both expert and non expert audiences. Average writing requirement: 4-6 pages per week, plus design and other visual composition work. (Newcomb, taught every other year)

206 Immigrant Experiences: Voices and Discourses This intermediate writing course studies immigrant experiences in their local, national, and global contexts with a particular focus on discourses surrounding immigrant lives. The course examines the historical, political and linguistic aspects of immigration, such as ethnicity, culture, and cross-cultural divides. Students will complete rhetorical and linguistic analyses of immigration policies, immigrant discourses, and produce their own writing.

220 Breadwinners and Losers: The Rhetoric of Work How do we talk about work in our society? How do we decide what work to do? How does work affect identity and what life means? Is work valuable in and of itself, or is work only a means to an end? What are the rhetorical requirements of various workplaces? What issues of gender, class, and equity are raised by workplace rhetoric? This course seeks to address these and other questions about a fundamental aspect of every person's life. It explores the issue of work in school and after school through readings and discussions. Topics vary. (Repeatable) (Staff, *offered alternate years*)

221 He Says, She Says: Language and Gender Relations Awareness of gender difference often constitutes a significant barrier both to effective self expression and interpersonal communication, becoming for both men and women a source of either self censorship or an (often unconscious) silencing of others. Is there a value to having a sense of otherness based upon one's gender roles? Are there ways to bridge the gender gap in order to communicate effectively and without diminishing one's sense of self? If one takes the problem as an opportunity for serious study, one is confronted with fundamental questions about how language links individual identity with socially defined gender roles. Students encounter the potential for discovering new opportunities for personal expression and communication with others. (Bhasin, *offered alternate years*)

224 Writing and the Culture of Reading Academic, intellectual culture is a culture of the word, of reading and writing, of print. This course explores the dynamics of this culture through a close interrogation of the writing and reading practices of intellectuals, ourselves included. Through the course of the semester students keep a reading journal, write several critical essays, and complete a final project. (Forbes, *offered alternate years*)

250 Talk and Text: An Introduction to Discourse Analysis This course investigates one of the fundamental theoretical ways language is studied today. Students study the theories of discourse analysis and practice those theories by analyzing spoken and written texts. Analysis of the various kinds of texts in our culture—from billboards to novels, from political speeches and academic lectures to radio and TV talk shows—leads into discussions of conversational style, gender, linguistic stereotypes, and problems in intracultural communication. (Bhasin, *offered fall alternate years*)

251 Black Talk, White Talk What is BEV or Ebonics? Is it a language or a dialect? This course studies Black English Vernacular, also called Ebonics or Black street speech or Black talk (depending on the linguist): its sounds, structure, semantics, and history. It investigates the differences between black and white spoken discourse styles, which lead to tension and misunderstanding. It looks at written texts for the ways in which they reveal particular styles of spoken discourse. And it investigates the educational public policy issues surrounding Black English Vernacular. (Forbes, Bhasin, *offered alternate years*)

252 An Anatomy of American Class: Realities, Myths, Rhetorics Visit any American high school and find most students dressed in trendy sneakers and jeans, a good representation of the hidden discourse of class since these same students originate from different social and economic backgrounds. This course interrogates American class—how is it defined? Who gets to define it? How is it represented in written and spoken discourse? What are its costs and hidden injuries? How does class shape and predict? What is the connection between race, ethnicity, and class? What is the language of class? Students think, read, and write analytically about their own experiences as well as develop critical interpretations about the cultural discourse of class. (Staff, *offered alternate years*)

300 Writers World of Discourse: Issues and Practice of American Journalism This course introduces print journalism. It focuses on the basics of reporting and feature writing (business, sports, local government, and the law). Participants should expect to produce several pages of accurate, detailed, and well-written copy a week and be prepared for extensive and numerous revisions. Students also work on typography and layout. As the major project for the semester, students in teams write, edit, design, and typeset a newspaper. There is a fee for this course. (Forbes, *offered alternate years*)

301 Writers World of Discourse: The Discourses of Rape in Contemporary Culture An examination of the many ways our culture talks about rape, from political rape to date rape; the changing definitions of rape; rape as metaphor; and the social, political, and ethical implications of such discourses. How does the news media cover rape? How does the entertainment industry portray rape? Issues of power and powerlessness, victims and victimization, and privacy and the public good emerge. (Forbes, *offered alternate years*)

303 The Art and the Business of Ideas: Introduction to Publishing This course focuses on the principles and practices of magazine and book publishing. It explores the way rhetoric functions in publishing and how “gatekeeping” functions in this industry of ideas and cultural influence: who decides what and who gets heard. The issues of gender, race, and class are central. Students study general interest and special interest magazine publishing; general trade book, academic or special interest book publishing; and the history of American publishing from the colonial era. Participants keep a reading journal; write several critical essays about the major issues in magazine and book publishing today; and complete a major semester-long project, individually or in teams (for instance, editing a book-length manuscript or producing a magazine). Two fieldtrips are planned: a local trip to visit a printer; a trip to New York City to visit a book and a magazine publisher. There is a fee for this course. (Forbes, *offered alternate years*)

304 Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse Creative ideas for writers often begin with jottings that remain out of sight when final artistic creations are unveiled. Journals, diaries, and notebooks are usually private but normally pivotal to the creative process. This course explores the connection between private and public texts and the value of private writing as a creative activity. How does the language of privacy prefigure or help shape public creations? Can private writing be considered an art form? Students investigate such questions while examining private writings of published authors. They also engage in their own hidden writing, making connections between their experiences, authors studied, and the discourse of hidden writing. (Staff, *offered alternate years*)

305 Writing Colleagues Seminar: The Teaching of Writing and Reading This intensive course is designed for students who would like to work in the Writing Colleagues program, or study the current theories of the teaching of writing and reading at the college level. Students investigate the theories of writing as a process and the ways that reading is a critical and interdependent part of that process; engage in frequent critical reading, writing, and discussion; and, under the supervision of the instructor, work with at least one student during a five-week practicum to help her or him improve critical reading and writing abilities. In addition, students solidify and hone their grammatical skills. Prerequisites: Must be completing sophomore year although exceptional first-years are accepted; submission of portfolio; interview; and faculty recommendation. (Forbes, Staff, *offered each semester*)

308 Reporting Online This course is designed as a stand-alone or a follow-up to WRRH 300, the introduction to print journalism. Students read two online newspapers daily, The New York Times and The Wall Street Journal, write and rewrite at least one story a week, learn the principles of writing for an internet audience, and design and publish their own blogs and online newspapers. There is a fee for this course. (Forbes, *offered alternate years*)

309 Talk and Text II: Language in Action This course seeks to develop an understanding of what language can do socially and communicatively, and how writing helps us make such negotiations as performing actions, asserting, persuading, telling stories, expressing individual identities and social affiliations by choosing among various ways of talking. This course engages students with the multiple concepts of linguistic practice, to explore the connections between human language and human life through readings, lectures, films, and discussions.

312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern In this course, students read and respond to texts of rhetorical theory, practice the art of detailed rhetorical analysis, and apply rhetorical theory to their own persuasive texts. They also focus on political rhetoric as exemplified in representative great 20th-century speeches. Students study and give traditional kinds of speeches, including deliberative, judicial, and ceremonial. (Forbes, Staff, *offered alternate years*)

322 Adolescent Literature This course, run as a workshop and compliment to EDUC 320 Children’s Literature, considers contemporary works that represent the main forms of literature for early and late adolescence: science fiction, fantasy, realistic and “problems” novels, and historical novels. Students write young adult fiction, as well as read and discuss young adult novels—their rhetoric, style, and issues. Participants form reading partnerships with local middle and high school students to discuss the books they are reading and the stories they are writing. There is a lab with this course. (Forbes, Staff, *offered alternate years*)

351 The Science Beat This course is designed for students interested in writing about science, in science journalism, or in strengthening their research and writing skills. Students produce weekly articles, read and discuss articles by major science writers, and read and discuss each other’s articles in a workshop. (Forbes, *offered alternate years*)

352 Writing in the Professional Workplace Preparing students for the principles and practices of professional writing in nonacademic settings is the focus of this course. It explores the way rhetoric functions in professional cultures and, more broadly, within a high-tech “information society.” Issues of gender relations and multiculturalism in the workplace are also addressed. Students investigate, read, and write about professional writing, as well as practice its numerous forms, including (but not limited to) job application materials, letters and memos, reports and proposals, oral presentations, and electronic communications. (Staff, *offered alternate years*)

360 Writing Colleagues Field Placement

420 The Writer’s Guild The goal of the course is to write a collection of essays. This capstone workshop for Writing and Rhetoric majors or serious writers meets once a week in extended session during which students read and critique each other’s work. Students should be prepared to write an essay a week, with extensive revisions, read professional examples on the theme for the semester, which varies from year to year, submit an essay for publication, and give a public reading as the final examination. Prerequisite: permission of the instructor based on a writing sample. (Repeatable) (Forbes, Staff, *offered alternate years*)

450 Independent Study

495 Honors

Writing Colleagues Program

Cheryl Forbes, Director

The Writing Colleagues program combines practical experience working with students to improve their reading and writing, not as a tutor but as a trained reader, with intellectual inquiry into the social, cultural, psychological, and cognitive processes of language. A student first applies to the Writing Colleagues program by contacting the program director. Once accepted as a candidate colleague, the student enrolls in the Writing Colleagues seminar and, by earning a B or better, becomes a Writing Colleague. The colleague is then qualified to work with professors in a series of field placements, associated with courses the professor is teaching. Completion of the Writing Colleagues program is valuable preparation for work in teaching, law, journalism, public policy, advertising/marketing, public relations, and publishing. The Writing Colleagues program offers both a disciplinary and an interdisciplinary minor. Students who major in Writing and Rhetoric and minor in the Writing Colleagues program must have a second minor.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

WRRH 305 Writing Colleagues Seminar; two field placements, one of which must be a first-year seminar; three courses from the Writing Colleagues core or approved electives.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

WRRH 305 Writing Colleagues Seminar; two field placements, one of which must be a first-year seminar; one approved course from the social sciences or natural sciences; two additional courses from the Writing Colleagues core courses or approved electives.

CORE COURSES

WRRH	201	Grammar and Style
WRRH	202	Going Places
WRRH	205	Rhetorical Bytes: Digital Rhetorics & Writing with New Technology
WRRH	220	Breadwinners and Losers: The Rhetoric of Work
WRRH	221	He Says, She Says: Language and Gender
WRRH	224	Writing and the Culture of Reading
WRRH	250	Talk and Text: Introduction to Discourse Analysis
WRRH	252	An Anatomy of Class
WRRH	251	Black Talk/White Talk
WRRH	300	Writers World of Discourse: Journalism
WRRH	301	Discourse of Rape
WRRH	302	Secrets and Security
WRRH	303	World of Publishing
WRRH	304	Hidden Writing
WRRH	305	Writing Colleagues Seminar
WRRH	312	Power and Persuasion: Readings in Rhetoric, Ancient to Modern
WRRH	322	Adolescent Literature
WRRH	352	Writing in the Professional Workplace
WRRH	351	Writing in the Natural and Social Sciences
WRRH	420	Writers Guild

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Robert Murphy, Vice President for Enrollment/Dean of Admissions (2009); Director of Salisbury Center for Career Services (2004); B.S., Norwich, 1971; M.Ed., Springfield, 1976; C.A.G., Springfield, 2004

Robert O'Connor, Vice President of Institutional Advancement (2007); Chief of Staff/Secretary for the Board of Trustees (2003); Executive Assistant to the President (2000); Sr. Associate Director of Annual Giving/Director of Reunion Giving (1999); B.A., Gettysburg, 1991; M.S., Michigan State, 1997

Peter Polinak, Vice President for Finance and Treasurer (2003); Budget Director (1997); B.S., Bloomsburg, 1974; M.B.A., Rensselaer Polytechnic, 1979

Cathy Williams, Director of Communications (2007); B.A., Syracuse University, 1992; M.A., Syracuse University, 1994

Students: Geographical Distribution

Fall Semester, 2010

U.S. Residence

	Hobart	William Smith
<i>New England</i>		
Connecticut	95	96
Maine	22	27
Massachusetts	130	159
New Hampshire	18	18
Rhode Island	14	18
Vermont	18	37
<i>Middle Atlantic</i>		
Delaware	2	1
Maryland	17	24
New Jersey	74	62
New York	388	539
Pennsylvania	47	58
<i>East North Central</i>		
Illinois	11	6
Indiana	2	1
Michigan	7	5
Ohio	17	12
Wisconsin	0	2
<i>West North Central</i>		
Kansas	1	1
Minnesota	7	1
<i>East South Central</i>		
Kentucky	2	1
Missouri	2	0
Tennessee	2	1
<i>West South Central</i>		
Louisiana	1	1
Texas	3	5
<i>Mountain</i>		
Arizona	3	2
Colorado	3	8
Idaho	0	1
Montana	1	1
New Mexico	2	1
Wyoming	1	0
<i>Pacific</i>		
California	11	20
Hawaii	0	1
Nevada	0	1
Oregon	0	4
Washington	3	2

South Atlantic

Alabama	1	0
D.C.	3	2
Florida	7	7
Georgia	2	2
Maryland	17	19
North Carolina	5	3
South Carolina	1	1
Virginia	3	7
West Virginia	0	2

Foreign Residence

	Hobart	William Smith
<i>Country</i>		
Bahamas	0	1
Bolivia	0	1
Bulgaria	0	1
Canada	11	2
China	19	32
Colombia	1	0
Denmark	1	0
Germany	1	0
Greece	0	1
India	0	1
Italy	1	0
Japan	0	1
Kenya	0	1
Pakistan	2	1
Sweden	2	0
Switzerland	0	1
Tunisia	1	0
Turkey	1	0
United Kingdom	1	0
Vietnam	2	1

Endowed Funds and Awards

The following are among the endowed scholarships and annual grants available to students.

HOBART AND WILLIAM SMITH COLLEGES

"A" Fund (1992) Income generated each year by the "A" Fund shall be used to provide scholarship assistance to a Hobart or William Smith student who is entering their third year of study who plans to major in architecture. The "A" stands for Alexander (A is what his family and friends called him), Architecture, and Archeology (two of Alexander's greatest interests). The student shall be in good academic standing and have demonstrated financial need. The recipient shall continue to receive this scholarship as long as they continue to meet the criteria.

Richard Abbe '92 and Michael Gantcher '92 Scholarship (1998) Established by Richard Abbe '92 and Michael Gantcher '92. The income is used for general scholarship aid.

Accordino Family Scholarship (2005) Established by Daniel and Cindy Accordino. Given to academically qualified and financially deserving Hobart and/or William Smith students.

Eleanor Goller Adcock '44 Scholarship (1984) Established by Willis A. Adcock '44 in memory of his wife Eleanor. The income is used for general scholarship aid.

George I. Alden Trust (1984) Established by the Trust. The income is used for general scholarship purposes.

Charles '01 and Charles '32 Allison Endowed Scholarship Fund (2006) Awarded to academically qualified and financially deserving Hobart or William Smith Student.

Carl M. Anderson Memorial Scholarship (1995) Established by Eric Hall Anderson '59 in memory of his father, Carl M. Anderson. Awarded annually to one Hobart student and one William Smith student who otherwise would not be able to attend college. Recipients must be from New York City public schools and meet the family income criteria for the New York City scholarships.

Ida Johnson Anderson Memorial Scholarship (1997) Established by Eric Hall Anderson '59 in memory of his mother, Ida Johnson Anderson. Awarded annually to one Hobart and one William Smith student who would otherwise not be able to attend college. Recipients must be from New York City schools and meet the criteria for the New York City scholarships.

Anonymous Revolving Scholarship (1962) Established by an anonymous member of the Board of Trustees. The income is used for scholarship aid granted on the basis of character, academic ability, and need (in that order).

Anonymous Scholarship (1960) Established by friends who wish to remain anonymous. The income is used for scholarships for undergraduates of the Colleges.

Dr. Darrick E. Antell '73 Scholarship (1997) Established by Dr. Antell in honor of his parents, Dr. and Mrs. James Antell, whose commitment to community service inspired their son. Income will be awarded to students who are interested in pursuing medicine, and who, as good citizens, make contributions to the Colleges' community. Preference is given to students from the Cleveland,

Ohio, area in recognition of Dr. Antell's regard for University School, where he received his secondary education.

Arkell Hall Foundation Scholarship (1987) Established by a gift from the Foundation. The income is used for scholarship aid to either a Hobart or William Smith student, with primary consideration to students from western Montgomery County (NYS), then eastern Montgomery County (Amsterdam area), and the Canajoharie, New York, area.

Lois Bampton Scholarship Fund (1977) Established by James Bampton '32, LL.D. '68, trustee for 20 years, honorary trustee of Hobart and William Smith Colleges, in memory of his wife. The income thereof "to be used either to provide loans or outright financial grants (or a combination thereof)...to needy students attending Hobart College or William Smith College as full-time undergraduate students."

Charles G. Barton Endowed Scholarship Fund (2006) Established by Joy H. Glaser '62 in memory of Professor Charles G. Barton. This scholarship is to be awarded to a student majoring in chemistry.

Julius G. Blocker '53 Endowed Scholarship Fund (2007) Established to support an academically qualified financially deserving Hobart or William Smith student attending the Colleges.

Thomas S. Bozzuto '68 Endowed Scholarship (2009) This important scholarship was established by Barbara M. Bozzuto in honor of her husband and their 40th wedding anniversary to celebrate his dedication and commitment to Hobart and William Smith Colleges. Recipients shall be academically qualified and financially deserving students attending Hobart and William Smith Colleges. And like the scholarship's namesake, recipients shall also demonstrate leadership qualities through their involvement in the life of the Colleges.

Dr. Harold C. '56 and Mrs. Donna C. Britt Endowed Scholarship in Physics (2005) This scholarship will be awarded to an academically promising and financially deserving Hobart or William Smith student who plans to major in physics. The scholarship will be awarded to a student in his or her third year of study. The Britt Physics Scholar will receive this important scholarship as long as he or she remains qualified both academically and financially.

Broadhurst Endowed Scholarship Fund (2009) Established by a bequest in honor of Albert Broadhurst (1905), Elmore Broadhurst '36 and Albert Broadhurst, Jr. '38. The purpose of the fund is to assist deserving students in study at the Colleges. Each scholarship recipient will continue to receive annual awards as long as he/she meets the requirements and is otherwise in good standing at the Colleges.

Gladys Brooks Arts Scholars Endowment Fund (2001) Established by the Gladys Brooks Foundation to supplement the current Arts Scholars Program at the Colleges. Students are to be known as the Gladys Brooks Arts Scholars.

Leon Q. Brooks Scholarship (1976) Established by a bequest from Leon Brooks '11. The income is used for general scholarship purposes.

Samuel G. Bryan Family Fund (1979) Established by a bequest from Annie May Bryan in memory of her father. The income is used for scholarship aid to "worthy" men and women, with graduates of Salamanca High School to be given preference.

Buck Family Endowed Scholarship in Honor of Professor Eric Patterson (2010) Established by the Buck Family in honor of Professor Eric Patterson and awarded to a student(s) attending Hobart and/or William Smith College majoring in American Studies. The recipient shall have demonstrated leadership qualities as shown by his and/or her involvement in the classroom and in community and/or public service. The recipient should also have demonstrated academic achievement and financial need and will receive this scholarship as long as he and/or she continues to meet the above criteria.

Oliver Bronson Capen Scholarship (1956) Established by gifts from Mrs. Capen and an anonymous friend in grateful recognition of the life-long devotion of Oliver Capen 1902 to Hobart and William Smith Colleges. Mr. Capen was a member of the Board of Trustees for 24 years and chair for two. The income is used to provide a scholarship or scholarships for worthy students at these Colleges.

Ellen '85 and Andrew '87 Celli Scholarship (1997) Established by Ellen and Andrew Celli, the income is for financial aid to students from New York City public schools whose family income meets the criteria for the New York City scholarships.

Class of '89 Scholarship Fund (2005) This important scholarship will be awarded to academically qualified and financially deserving Hobart and William Smith students.

Rev. Fergus Cochran '59 Endowed Scholarship (2004) Established by Fergus Cochran '55 to provide scholarship assistance to academically qualified and financially deserving Hobart and/or William Smith student(s).

Nat King Cole Memorial (1969) Established by an anonymous gift in memory of Nat King Cole. The income is used for general scholarship purposes.

College Women's Association Scholarship Established by the College Women's Association, a group of women associated with the Colleges as employees or spouses of employees. The income is used for general scholarship purposes.

Thomas C. Connor '81 Endowed Scholarship (2007) Established by Thomas C. Connor '81 and awarded to a student attending either Hobart or William Smith College. The recipient shall have demonstrated leadership qualities as shown by his or her involvement in the classroom and in community and/or public service. The recipient also should have demonstrated academic achievement and financial need and will receive this scholarship as long as he or she continues to meet the above criteria.

Kathryn D. Cook Scholarship (1992) Established by alumni, alumnae, and friends in honor of Kathryn D. Cook, who was a professor of English at Hobart and William Smith from 1943 to 1984. The award is given to a rising senior majoring in English literature and doing Honors in English literature.

Cornell-Busch Scholarship Fund (1980) Established by a grant from the Peter C. Cornell Trust of Buffalo, New York, to honor the memory of Hobart Trustee S. Douglas Cornell, 1860; Peter C. Cornell, Trustee and founder of the Peter C. Cornell Trust; and Addison F. Busch '30, Trustee of the Peter C. Cornell Trust. The income is awarded to a student of Hobart or William Smith who demonstrates exceptional promise of mastery in writing or speaking the English language or in professional fields such as journalism and the theatre.

John H. Cozzens, Jr. '41 Endowed Scholarship Fund (2001) Established by a bequest from John Cozzens '41. The income is to be used to provide general scholarship aid.

Denzler Charitable Trust Scholarship (2006) Established by Andrew '88 and Mary Ann Shafter. The income is used for general scholarship purposes.

Max W. Dobish '83 Memorial Scholarship (1986) Established by family and friends in memory of Max '83, who was killed in an automobile accident in Spain while serving with the U.S. Navy. The income is given for financial aid, airfare, room and board, or whatever is needed by a Hobart or William Smith student studying a foreign language in a foreign country.

Doran/Cooney Endowed Scholarship (2003) Established through gifts from Helen Doran Cooney '31. The fund is to be used to provide scholarship assistance to a Hobart or William Smith student who has demonstrated academic achievement and is financially deserving at the Colleges.

Durfee Family Scholarship (1989) Established by a gift from Elizabeth R. Durfee '17, former registrar at Hobart and William Smith. Her father, William Pitt Durfee, was the first Dean of Hobart or any American college. Her brother, Walter H. Durfee 1908, was a former professor, President of the Colleges, and Dean of Hobart. The income is used for scholarship aid to students at the Colleges.

Elon Howard Eaton Scholarship (1984) Established by a life income gift in memory of Elon Howard Eaton, professor of biology and ornithology, by Florence C. Shepard and Stanley Shepard Jr. '27. The income is to be used for general scholarship aid.

Lewis H. Elliott (1965) Established by William Elliott, former Trustee and honorary Trustee, in memory of his father, Lewis. The income is used for scholarship aid to a student or students whose scholastic standing, character, and need combine to qualify him/her or them for such scholarship aid.

Fred L. Emerson Foundation Scholarship (1961) Established by gifts from the Foundation. The income is used for general scholarship purposes.

Robert R. Freeman Endowed Scholarship (2006) Established by Stuart Piltch. This scholarship will be awarded to a student in his or her third year of study who did not show success by traditional academic standards before enrolling at Hobart and William Smith, but through the opportunity to enroll at the Colleges, has demonstrated significant growth intellectually and personally. This individual shows promise of not only accessing opportunities in life that otherwise might not have been afforded him or her, but also of having an impact on his or her chosen career and the world beyond. In addition to promising academic achievement, this individual demonstrates good citizenship and enthusiasm for public service by being actively involved in campus life and local communities.

Robert R. Freeman Endowed GSA Scholarship (2008) Established by Stuart S. Piltch and Sari Feldman in honor of Robert R. Freeman and is awarded annually to financially deserving and academically-minded incoming first-year students from Geneva High School and/or DeSales High School. The student(s) receive this award each year for the four years they attend Hobart or William Smith, provided they continue to meet the criteria.

Edward A. Froelich '55 and Joanne I. Froelich Endowed Scholarship (2005) Established by Edward A. Froelich '55 and Joanne I. Froelich. The fund is to be awarded to an academically qualified and financially deserving Hobart or William Smith student. In addition to financial need and academic performance, personal character, integrity and participation in co-curricular activities are important considerations. Renewal of aid is contingent upon the recipient's continuing adherence to these standards.

Gantcher Family Scholarship (1990) Established by Nathan and Alice Gantcher, parents of Michael '92. The income is used for financial aid to a Hobart or William Smith student.

Mark D. and Mary Herlihy Gearan GSA Endowed Scholarship (2010) Endowed for the Gearan's Life of Service at the Colleges. This important scholarship will be awarded to a financially deserving and academically-minded incoming first-year student from the greater Geneva area. The student will receive the Gearan scholarship each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria: demonstrate strong qualities of character, motivation, and responsibility; have and continue to demonstrate a high degree of recognition by their contemporaries; have and continue to demonstrate a natural talent for leadership; have and continue to demonstrate a competent academic performance; financial need, and; reside on campus, as it is viewed as important to the total college experience.

General Electric College Bowl Team Scholarship (1961) Established with the winnings accrued by the undefeated Hobart and William Smith G.E. College Bowl Team. The income is used for general scholarship purposes.

General Memorial Scholarship Established by gifts in memory of numerous individuals associated with the Colleges. The income is used for general scholarship purposes.

Geneva Scholarship Associates (1968) The GSA scholarship will be awarded to financially deserving and academically-minded incoming first-years from the greater Geneva area. The student(s) will receive the GSA scholarship each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria: demonstrate strong qualities of character, motivation, and responsibility; have and continue to demonstrate a high degree of recognition by their contemporaries; have and continue to demonstrate a natural talent for leadership; have and continue to demonstrate a competent academic performance, financial need, and reside on campus, as it is viewed as important to the total college experience.

Louise Boldt Goodridge Memorial Scholarship (1993) Established by Malcolm Goodridge III '61 and Louise B. Goodridge in memory of their mother. It is awarded to a Hobart or William Smith student who is a well-rounded, proven achiever and who exhibits economic need.

William and Diane Green P'83,'87 Endowed Scholarship Fund (2007) This endowed scholarship will assist a graduating high school senior with preference first given to candidates from East Aurora High School, secondarily to candidates from Batavia High School, and, finally to candidates who reside in the vicinity or region. The scholarship will be awarded to first-year Hobart

or William Smith student(s). The selection of the scholarship recipient(s) is made by the Director of Admissions of Hobart and William Smith Colleges with input from the Office of Financial Aid and the appropriate high school administrators. The Green Family Scholar will be awarded to first-year student(s) that has/have achieved a high degree of academic scholarship and demonstrated significant leadership qualities. The Green Family Scholar will also possess personal character, integrity, and commitment to his or her school and community.

George Partridge Greenhalgh Memorial (1960) Established by a gift from Mrs. Greenhalgh in memory of her husband. The income is used for general scholarship purposes.

L.M. Fillingham Griffith Scholarship (1944) Established by a bequest from Amy F. Griffith in memory of Fillingham Griffith '23. The income is used for any deserving student in the science department.

Theodore C. and Irene Overs Griffiths Scholarships (1984) Established by Theodore '26 and Irene '27 Griffiths. The income is used for general scholarship aid.

Alvin S. Haag Endowed Scholarship (2002) Established by a bequest from Alvin Haag '27. It is to be awarded as scholarship support according to the policies and procedures of the Financial Aid Office.

Francis and Jacquelyn Harrington Foundation Scholarship (1995) Established by the Harrington Foundation, at the suggestion of James H. Harrington '62, to aid students from New York City public schools whose family income meets the criteria for the New York City scholarships.

Mildred Barnes Hart Scholarship (1990) Established by Douglas B. Hart '85 in memory of his grandmother. The income is used for financial aid to a rising junior at either Hobart or William Smith who has exhibited a strong concern for the environment and general public health.

Dr. Barton Ferris Hauenstein '10 Scholarship (2001) Established by a bequest from Helen W. Conner in memory of her husband Dr. Barton Ferris Hauenstein 1910. The income is to be used to provide general scholarship aid.

Rev. Canon A. Rees Hay '41 Scholarship (1994) Established by Hugo W. Matson '51 and Joan Weber Matson '52 in honor of The Rev. Canon A. Rees Hay '41. The income is used for financial aid.

Hellstrom Family Scholarship (1997) Established by Linda and J. Paul Hellstrom Jr. '64 to aid students from New York City public schools whose family income meets the criteria for the New York City scholarships.

Richard H. Hersh Trustee Scholarship (1999) Established by members of the Board of Trustees in honor of Richard H. Hersh, President of the Colleges, 1991-99.

Melvin Hill Scholarship (1973) Established in memory of Melvin Hill, a professor at the Colleges, by friends, colleagues, alumni, and alumnae. The income is used for general scholarship purposes.

Jack Houston GSA Endowed Scholarship Fund (2008) The Jack Houston scholarship will be awarded to a financially deserving

and academically-minded incoming freshman from the greater Geneva area. The student will receive the Jack Houston scholarship each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria: demonstrate strong qualities of character, motivation, and responsibility; have and continue to demonstrate a high degree of recognition by their contemporaries; have and continue to demonstrate a natural talent for leadership; have and continue to demonstrate a competent academic performance; financial need, and; reside on campus, as it is viewed as important to the total college experience.

Robert A. Huff Scholarship (1995) Established by Philip P. Young '66 in honor of professor of history emeritus Robert A. Huff. The income is used for students from New York City public schools whose family income meets the criteria for the New York City scholarships.

Mary C. and Joseph C. Humbert '32 Memorial Scholarship (1995) Established by Rebecca Humbert Heck and Emilie Humbert Mules in memory of their parents. The income is used for scholarship aid to pre-med students who demonstrate financial need.

Robert K. Jermain '82 Endowed Scholarship (1997) Established by Robert K. Jermain '82 to support students from New York City public schools who have demonstrated academic achievement and are financially deserving at the Colleges.

A. Knapton-W. Robertson Scholarship The income to be used for scholarship aid.

Elias Koch '98 Memorial Scholarship in History and Study Abroad (2003) Established in loving memory of Elias by his parents, Noel and June Koch, family, and friends. The scholarship will be awarded to students who are majoring in history, planning to study abroad in the year he/she receives the scholarship, and who have demonstrated high academic achievement.

Ralph E. Konduct '30 Scholarship Fund (1996) Established by bequest. Selection is based on student's need, personal character, and academic achievement.

June W. Kuryla Scholarship (2003) Established by Stuart S. Piltch '82 in honor of Ms. Kuryla, former administrative assistant in the Colleges' Department of Financial Aid, who retired in 1995. The fund was established by Mr. Piltch in grateful recognition of Ms. Kuryla's friendship and support. The scholarship is awarded to academically qualified and financially deserving Hobart or William Smith students who, while attending the Colleges, experience a personal/family misfortune which creates financial need.

June W. Kuryla Endowed GSA Scholarship (2008) Established by Stuart S. Piltch and Sari Feldman in honor of June W. Kuryla and is awarded annually to financially deserving and academically-minded incoming first-year student from Geneva High School and/or DeSales High School. The student(s) receive this award each year for the four years they attend Hobart and William Smith, provided they continue to meet the criteria.

Cebern Lee Memorial (1972) Established in memory of Cebern Lowell Lee '27, Trustee of Hobart and William Smith Colleges, and generous benefactor of the Colleges. The income is used for general scholarship purposes.

Cebern and Muriel Lee Scholarship (1984) Established in memory of Cebern L. Lee '27, LL.D '65, and Muriel V. Lee, L.H.D. '82, generous benefactors and former trustees of the Colleges, by a bequest from them. The income is used for general scholarship purposes.

Edith and Herbert Lehman Scholarship (1963) Established by a gift from the Edith and Herbert Lehman Foundation through The Honorable Herbert Lehman, LL.D. '48. The income is used for general scholarship purposes.

David Lenihan '72 Endowed Scholarship Fund (2007) Established by David Lenihan and awarded to a student attending either Hobart or William Smith College. The scholarship shall be awarded to an academically qualified student who during his/her time at the Colleges has experienced a significant financial hardship that compromises his/her education. This important scholarship fund will be used to supplement the financial support necessary, thereby providing the opportunity for the recipient to complete an undergraduate degree from the Colleges. Continued funding is contingent upon maintaining the eligibility requirements listed above.

Patricia A. Lussow Memorial Scholarship (1992) Established by a bequest from Patricia A. Lussow '55. The income is used for general scholarship aid for four consecutive years to a Hobart or William Smith student in need of financial aid. Preference to be given to a student from Avon, New York.

John Lydenberg Scholarship Fund (1986) Created by his students, colleagues, and family to honor Professor of English and American Studies (1946-1980) John Lydenberg, this scholarship is awarded to a bright and promising student who pursues the study of humanities with relentless inquiry, a sense of intellectual discipline, and a keen analytical mind.

Laurens MacLure Memorial Scholarship (2007) This scholarship was established to support Hobart and William Smith students studying for the Episcopal ministry or for students who are children of Episcopal ministers.

Robert Malley '79 Scholarship (2005) Established by Robert L. Malley '79. Awarded to Hobart or William Smith students who have financial need and have shown evidence of leadership skills and academic excellence.

John A. Manley '64, P'93 Endowed Scholarship Fund for International Students (2006) This permanent endowed scholarship fund is established with a gift from Mr. John A. Manley '64, P'93. The purpose of this fund is to aid international students by narrowing the gap between any need-based assistance and the cost of tuition at either Hobart or William Smith. The scholarship will be awarded to deserving international students in their sophomore, junior and senior years and renewed annually, the recipients must demonstrate financial need, academic scholarship, and personal character.

Margiloff Foundation Endowed Scholarship Fund (2008) The fund is to be awarded to an academically qualified and financially deserving Hobart or William Smith student. In addition to financial need and academic performance, it is important that the recipient be an active and involved member in the life of the campus and larger Geneva community. Involvement and participation in co-curricular activities are also important considerations. Renewal of aid is contingent upon the recipient's continuing adherence to these standards.

Carolyn Carr McGuire '78 Endowed Scholarship (2006) Established by Carolyn Carr McGuire, Class of 1978. Income from this fund is used for general scholarship assistance. The Carolyn McGuire scholarship is awarded to Hobart or William Smith students with financial need who have demonstrated leadership ability while maintaining academic excellence.

L. Thomas and Alice P. Melly Scholarship (1994) Established by President H. Hersh and his wife, Judith C. Meyers, in honor of L. Thomas Melly '52 and his wife, Alice. The income is used for general scholarship aid.

L. Thomas Melly '52 Trustee Scholarship (1998) Established by members of the Board of Trustees, staff, family, and friends in gratitude for his service as Board Chair (1987-98). The income is used for a student or students selected as a Trustee Scholar at either Hobart or William Smith.

Alexander Mercer Scholarship Established by a bequest from Alexander Mercer. The income is used for scholarship aid to needy students.

Inez Tallet Morris-Richard William Morris, Sr. Scholarship (1985) Established by Richard W. Morris Jr. '47 in memory of his parents, Inez and Richard Morris. The income is to be used for scholarship aid to students at Hobart and William Smith. Recipients of this scholarship will be chosen on the basis of character, need, and scholarship.

Allison Morrow '76 Scholarship (1998) Established by gifts in honor of the marriage of Allison B. Morrow '76 to Jonathan L. Cohen on November 21, 1998. The income is to be awarded to either a Hobart or William Smith student with exceptional academic ability.

William '57 and Jane Napier Scholarship (1985) Established by the Napiers. The income is used for general scholarship aid.

Navy V-12 Scholarship (1994) Established by the men of the Hobart Navy V-12 Program in honor of former HWS President John Milton Potter. The income is awarded to rising junior or senior students based upon their academic performance, personal character and integrity, and non-classroom activity.

New York City Scholarships (1995) Established anonymously to provide financial assistance to students from the five boroughs of New York City who meet certain criteria.

Mara '66 and Frank O'Laughlin Scholarship (1996) The Mara '66 and Frank O'Laughlin Endowed Scholarship Fund is to be awarded to two incoming first-year students who have demonstrated financial need. One recipient shall attend Hobart College and the other William Smith College. These recipients shall retain this important scholarship for the full four years they attend the College. Recipients shall be chosen based on their outstanding academic achievement during their four years of high school and should demonstrate potential for future scholarly excellence. They also shall have demonstrated a passion for the Humanities (history, English, art, philosophy or religious studies) and have the intention to pursue one or more of these areas while they attend the Colleges. Recipients shall be chosen by the Hobart and William Smith Colleges Admissions Office.

Leo C. O'Neill '62 Scholarship (2000) Established by Leo C. O'Neill '62 to aid students from NYC public schools whose families meet the criteria for the New York City Scholarships.

Opell Family Scholarship (1999) Established by Michael L. Opell '59 and Ellen Levine Opell '60 in honor of ambition, perseverance, and intellectual curiosity. The income is awarded to two students, rising juniors or seniors from Hobart and William Smith Colleges with financial need. It is given to students who have demonstrated an attempt to work their way through college.

Dr. John and Margaret Owen Endowed Scholarship (2005) Awarded to Hobart or William Smith students with preference given to a student enrolled in the Colleges pre-medical or pre-dental program.

Parents Association Scholarship (1955) Established by gifts from Mr. Hyman Rich and other parents. The income is used, without restriction, for scholarship aid.

Graduate Parents Scholarship Established by parents of students who have graduated from the Colleges. The income is used for scholarship aid.

George E. Paulsen '49 Endowed Scholarship in the Natural Sciences (1998) The Dr. George E. Paulsen '49 Endowed Scholarship Fund in the Natural Sciences was established by George Paulsen '49. This important endowed fund will support a student majoring in physics, biology or chemistry. When awarding this endowed fund preference should be given to a student who is pursuing an honors project in the sciences. It is Mr. Paulsen's desire to assist students who are accomplishing exceptional work.

Rose Bampton Pelletier Scholarship (1983) Established in 1983 with a life income gift by James W. Bampton '31 in honor of his sister Rose, who received an honorary degree, Doctor of Humane Letters, in 1978. The income is used for scholarship aid to a Hobart or William Smith student.

Piltch Family Centennial Scholarship (2007) Established through the generosity of Deborah Piltch to celebrate the William Smith Centennial. The scholarship shall be awarded to academically promising and financially deserving students in their third or fourth year of study who demonstrate strong leadership qualities.

Patricia Boswell Prince Endowed Scholarship (2010) This important scholarship will be awarded to financially deserving Hobart and/or William Smith students.

Dietch F. Rasetzki '36 Memorial Scholarship (1992) Established by a bequest from Nicholas A. Rasetzki '35 in memory of his brother who died while serving in World War II. The income is used for scholarship aid to students at the Colleges.

Reader's Digest Endowed Scholarship Fund (1953) Established by gifts from the Reader's Digest Association. The scholarships are known as the Reader's Digest Association Scholarships, and the income is used to aid Hobart and/or William Smith students who otherwise would not be able to continue their college education. Preference is given to students who are doing what they can to work their way through college.

Jean W. Reeves '34 Arts Scholars Endowed Fund (2001) Established by a bequest from Jean W. Reeves '34. The income from this fund is to be used to provide merit-based scholarships to talented students in the fine and performing arts. These scholars shall be known as the Jean W. Reeves '34 Arts Scholars.

Resnick Family Endowed Scholarship (2007) This scholarship will be awarded to students with significant financial need who otherwise would not be able to attend Hobart and William Smith Colleges.

George F. Rickey '45 Endowed Scholarship Fund in Chemistry (2006) The Brenda and Dave Rickey Foundation has established this fund in honor of George F. Rickey '45. Awarded to a student majoring in chemistry by recommendation of the Chemistry Department based on academic achievement and financial need.

Robert B. Rigoulot '69 Endowed Scholarship (2008) Established by Barbara Hayler in memory of her late husband, Robert Rigoulot '69. This important scholarship shall be awarded to a financially deserving Hobart or William Smith student who has demonstrated a strong record of academic excellence. First preference shall be given to a student whose activities and scholarship indicate a special talent for or interest in history or the Humanities (e.g. history, classics, religion, languages, literature, arts, philosophy). The recipient shall continue to receive this important scholarship as long as they continue to meet the above criteria.

Rulle Family Endowed Scholarship (2007) The Rulle Family Endowed Scholarship will be awarded to academically qualified and financially deserving student(s) attending Hobart and William Smith Colleges.

Drs. Lynn '20 and James '51 Rumbold Memorial Scholarship (1979) Established in 1979 by Dr. Lynn Rumbold '20, former trustee, in memory of his son, Dr. James Rumbold '51, and continued since 1982 by Mrs. Lynn Rumbold after her husband's death, in memory of him and their son. The income is used for scholarship aid to a pre-med student from either Hobart or William Smith. If possible, the recipient is to be from the Rochester area.

The Right Reverend Robert Claflin Rusack '47 Scholarship (2000) Established by a gift from Alison Wrigley and Geoffrey Claflin Rusack in honor and memory of Geoffrey's father, the Rt. Rev. Robert Claflin Rusack, Hobart Class of 1947. The income from the fund will provide scholarship support to students who have financial need and who, like Bishop Rusack, demonstrate commitment to public service by reaching out to help others.

William Akira Sakow Scholarship (1983) Established by a gift from William A. Sakow, LL.D. '83, president of St. Margaret's Junior College, Tokyo, Japan. The income is used for scholarship aid for a Japanese or Asian student.

Glenn J. Satty '70 Scholarship Fund (1996) Given by Glenn J. Satty '70 to help attract people of action and to inspire people to action. Awarded to a rising junior who, through courageous or creative action, has demonstrated noteworthy independence of thought.

William '49 and Yvette Scandling Scholarship (1996) Established by friends and family of William '49 and Yvette Scandling in

honor of their wedding. The income is to be used to provide general scholarship aid.

Schantz Family Scholarship (1985) Established by Melvin R. Schantz '52. The scholarship is to be used to provide scholarship aid to Hobart and William Smith students who demonstrate financial need, are born and raised in Lewis County or the great north country, and who have participated in co-curricular activities at his/her high school.

Henry Rudolph Shepherd Memorial (1972) Established in memory of H. Rudolph Shepherd '22, by a bequest from his wife, Pauline Taylor Shepherd '23. The income is used for scholarship aid to deserving students.

R. Chapin Siebert '75 Memorial Scholarship Fund in Economics (2003) Established by Margaret Boucher and Barbara Siebert in memory of their brother "Chape" Siebert '75. The scholarship will be awarded to academically qualified and financially deserving Hobart or William Smith students who are majoring in economics.

Harry A. '22 and Gladys Miller '22 Snyder Scholarship (1965) Established by gifts from Gladys Snyder '22, in memory of her husband, Harry '22. The income is used for general scholarship purposes.

Somerset Endowed Scholarship Fund (2007) Used to support scholarships at Hobart and William Smith for deserving students.

David J. Spears '40 Endowed Scholarship Fund (2004) Established through a trust by David Spears. The scholarship is awarded to academically qualified and financially deserving Hobart and William Smith students.

Elizabeth B. and David J. Spears Scholarship (1980) Established by gifts from Elizabeth and David '40 Spears. Spears is a former trustee of the Colleges. Given to a Hobart or William Smith student in need of financial aid who will use it as an incentive to make a thoughtful, scholarly contribution within his/her academic discipline.

Spence Family Endowed Scholarship for International Students (2004) Established by William Spence. The scholarship will be awarded to an academically qualified and financially deserving Hobart or William Smith student whose place of birth is West Africa or Africa. If, in any given year, the Colleges do not have a student who meets these preferences, the scholarship will be awarded to a financially deserving and academically qualified international student.

Spitzer Family Scholarship (1999) Established by three brothers who graduated from Hobart College, Dr. S. Richard Spitzer '54, Dr. Kenneth H. Spitzer '55, and Dr. Robert M. Spitzer '61, in honor of their teachers, mentors, and parents. Income is used for Hobart and William Smith students from western New York in need of financial aid. The award is used to encourage scholastic achievement. Preference is given to prospective students who intend to study the physical and/or medical sciences and who have demonstrated high academic achievement and commitment to well rounded lives and to thoughtful, constructive community involvement.

Henry Stanziani Memorial Scholarship (1971) Established by Joseph Stanziani '52 in memory of his father to provide scholarship aid to needy students.

Craig M. Stevens '85 Scholarship Fund (2003) Established in 2003 to be awarded to a Hobart and/or William Smith student who demonstrates a dedication to maintaining a positive attitude and has true leadership potential. The students who receive this award should see the "glass completely full" and through their positive outlook change their surroundings. The recipient enjoys being involved in a wide range of activities academic, physical, and social. The scholarship gives preference to those students who, through their interest in being physically active, have demonstrated an understanding of teamwork both as leaders and as "role players."

Craig R. Stine '81 Endowed Scholarship in Economics (2009) This important fund was established by Craig R. Stine '81 and will be awarded to a Hobart or William Smith student in their third year of study who has a GPA of 3.5 or better and who is majoring in Economics. Demonstrated financial need shall also be a major factor when choosing the recipient. The recipient shall continue to receive this scholarship into their fourth year of study as long as he/she continue to meet the above academic criteria.

C. H. Stuart Foundation Scholarship (formerly the Arcadia Foundation) (1960) Established for scholarship aid to sons and/or daughters of the clergy.

Surdna Foundation Scholarship (1975) Established by a gift from the Surdna Foundation. The income is used "for endowment support of student financial aid." Students receiving this aid are known as Surdna Scholars.

Robert Nathaniel Tannen '87 Memorial (1985) Established in memory of Robert Tannen '87 by his family and friends. Bob was killed in an automobile accident on July 28, 1984. Preference is given to a rising sophomore from Hobart who demonstrates financial need and who has been involved in community service both before and during his attendance at Hobart. If a student with the established criteria is not available among rising sophomores, the award may be given to a student from another class. If there is no Hobart student who meets the criteria, the award may be given to a student at William Smith College.

Parish of Trinity Church Scholarship Established by Trinity Church, N.Y.C. The income is used for scholarship aid.

David A. Tufts '67 Endowed Scholarship Fund (2007) Awarded to an academically qualified and financially deserving student attending Hobart and William Smith Colleges.

Dr. Gordon E. Van Hooft '38 and Anita D. Van Hooft '40 Endowed Scholarship (2001) Established by Gordon E. Van Hooft '38 in memory of his wife Anita Van Hooft '40. The income from this scholarship is to provide scholarship aid to students with academic promise in need of financial assistance. Preference is to be given to students from Midlakes High School.

Vielé Scholarship (1994) Established by Robert Stuart Vielé Platten '68 and the Platten family (father and uncles) in honor of Rob's grandmother, Katherine Vielé Platten, his great-grandfather, Maurice Vielé (Hobart 1884), and his great-great-grandfather, Augustus Vielé (Hobart 1864). The scholarship is provided to help legacies who wish to attend Hobart or William Smith.

John K. Walker 1896 LL.D. Endowed Scholarship (2001) Established through life income gifts of Charles W. Walker '35 in memory of his father. John K. Walker served as a Trustee of the Colleges from 1903-1950. The income is to provide scholarship aid to Hobart men and William Smith women in their sophomore, junior, and senior years who exhibit the leadership traits we would honor for "distinguished service" at the Colleges.

Waters Family Scholarship (1996) Established by Richard Waters '50, June Dorer Waters '49 and Gertrude Peterson Waters in memory of Sherman and Viola Waters, Karl Waters '74, and other members of the Waters family.

Drs. Abraham B. and Lenore K. Weinstein Scholarship (1991) Established by Will K. Weinstein '60 in memory of his parents. The income is used for scholarship aid to a Hobart and/or William Smith student majoring in psychology.

Lenore K. Weinstein Social Services Award (1983) Established by Will K. Weinstein '60 in memory of his mother. The income is given to a rising senior at Hobart or William Smith, with preference given to a student majoring in psychology who has a need for financial aid and intends to go to graduate school.

Wheeler Society Scholarship Fund (2008) This important scholarship is funded by undesignated bequests over \$5,000 but less than \$100,000. It should be awarded to Hobart and William Smith students who have a demonstrated need.

Cornelius Ayer and Muriel Prindle Wood Scholarship (1982) Established by a bequest from the Cornelius A. Wood Charitable Trust. The scholarships were established for the purpose of aiding students at Hobart and William Smith, and are offered to candidates for admission who show great promise of outstanding achievement at the Colleges.

Francis A. Young '29 Memorial Scholarship (1996) Established by family and friends in memory of Francis A. Young '29. Awarded to a student who is planning a career in education or who exemplifies the promotion of understanding among peoples of the world.

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Dr. Dillon F. Acker Scholarship (1971) Established by a bequest from Helen Acker in memory of her father. The income is used to provide scholarships for worthy and financially needy students residing in Oswego County and Central New York who are premedical students at Hobart College.

Harry W. Anderson Scholarship Fund (1973) Established by Harry W. Anderson '49. The income is used for scholarship aid for students from the Corning area.

Ayrault Scholarship (1860) Established by Allen Ayrault, former Trustee of Hobart College, by gift and bequest. The income is used for seven scholarships, in aid of young men studying for the Episcopal ministry.

Joseph P. Barker, Jr. Memorial Scholarship Fund (2006) Established by a bequest from Louis P. Barker. The scholarship should be awarded each year to a first year Hobart student from the William Penn Charter School in Philadelphia. If no such student is available, the scholarship is to be awarded to a first year Hobart student from any school in Pennsylvania from the following counties: Philadelphia, Montgomery, Bucks, Delaware and Chester.

James Latta Barton Scholarship (1895) Established by Agnes Demarest of Buffalo. The income is used to cover the tuition of students in Hobart College, “who should render such service in the library, as the faculty might find compatible with their college duties.” In addition, to students “who are to be men of need and desert.”

Rev. and Mrs. Chester T. Baxter Scholarship Established in honor of the Baxters. The income is used for scholarship aid.

Daniel Magee Beach Scholarship (1949) Established by Marion L. Beach and Daniel M. Beach Jr., for an Episcopal student at Hobart College based upon his character, leadership, citizenship, scholastic attainments, and financial need.

Benjamin F. Beckwith Scholarship (1905) Established by the bequest of Miss Anna E. Beckwith in memory of her father. The income is awarded to students at Hobart College majoring in the sciences.

Sanford D. Beecher Scholarship (1969) Established by a gift from Maurice Heckscher in memory of his law partner, Sanford D. Beecher '25. The income is used for scholarship purposes.

Bollettieri Family Memorial Scholarship (1986) Established by Helen D. Bollettieri in memory of her husband, Joseph G. Bollettieri '35, and by Joseph F. Bollettieri '68 in memory of his father. The income is used for scholarship aid to a rising junior or senior majoring in science. Preference is given to a pre-dentistry student, or alternatively, to a premedical student. Since Helen Bollettieri's death in 1999, this scholarship also honors her memory.

James Porter Bowman Scholarship (1932) Established by a bequest from John P. Bowman, 1882. The income is awarded to students, “who prior to their admission to Hobart College, have shown proficiency in their studies and who have established a reputation for character and ability, but who shall in no case intend to enter the ministry.”

William Allen Braverman Memorial (1953) Established in memory of William Allen Braverman '56, by gifts from his friends and a bequest from his father. The income is used for a deserving Hobart College student from Rochester, New York.

Gardner Williams Burbank Scholarship (1934) Established by a bequest from Mrs. Josie E. Burbank for a permanent scholarship in memory of her son, Gardner. The income is used for some “deserving but needy student, preference given to Geneva boys.”

Charles C. Burns Scholarship (1933) Established by a bequest from Jessie H. Hare of Troy, New York, in memory of Charles C. Burns, an alumnus of Hobart College, for the general endowment fund.

Alice E. Burton Scholarship (1965) Established by a bequest from Alice E. Burton. The income is used to “defray the expenses of some worthy young man taking his college course at Hobart College, preference being always given to a worthy young man fitting himself for the ministry in the Protestant Episcopal Church.”

Dean Clarence Butler Endowed Scholarship Fund (2007) Established through the generosity of Stuart S. Piltch '82 and his wife Sari Feldman in honor of Hobart Dean Clarence Butler on the occasion of his retirement. Butler, who came to work at the Colleges in 1979, served as Dean of Hobart College from 1998 to 2006. During his tenure, he was a valued professor of German, a distinguished administrator and an eloquent advocate of the goals of higher education. Above all, he was a wise counselor, friend and confidant to generations of students. Dean Butler was vigilant in his concern for others, whether or not they lived and worked on campus. His actions followed his belief that a community devoid of benevolence cultivates its demise. The recipient of the Dean Clarence E. Butler Endowed Scholarship Fund shall represent the same values and commitment to the Colleges and community as Dean Butler has held. The recipient shall be a Hobart student in his third year of study; have demonstrated financial need; be an active participant in the life of the Colleges; and lead by example. These qualifications may be determined by active participation, for example, in the classroom, on the sports field, or in clubs and intramurals.

Morgan Butler Scholarship (1893) Established by gifts from Marianne Howard Butler. The income is used for scholarship purposes with preference given to a student in good standing from the Diocese of Central New York.

James F. '56 and Cynthia L. Caird Endowed Scholarship Fund (2006) Funds will support an academically qualified and financially deserving Hobart student from the Capital Region of Albany, N.Y., with preference given to an Albany Academy graduate. In addition to demonstrated financial need and academic performance, this fund represents the Cairds' commitment and dedication to the education of Hobart College students. Renewal of aid is contingent upon the recipient's continuing adherence to these standards.

Roderick C. Cannatella Endowed Scholarship Fund (2002) Established through a bequest from Harold M. Wagy in memory of the late Dr. Roderick C. Cannatella, who graduated from Hobart College in 1948. The scholarship was designated to provide scholarship assistance to deserving students attending Hobart College.

Marcus M. Cass Memorial (1968) Established by a bequest from Lotita M. Cass in memory of her husband, Marcus '22. The income is used for general scholarship purposes.

Beverly Chew Memorial Scholarship (1972) Established by a bequest from Beverly Chew, Sc.D. '52, of Geneva, and by gifts in his memory from his wife, Edith Chew. The income is used annually to provide scholarship aid for students attending Hobart College.

Chorley Scholarship (1993) Established by a bequest from Jean Chorley and Kenneth Chorley, L.H.D. '57. The income is used for scholarship aid to one or more Hobart students each year.

P. Schuyler Church Memorial (1958) Established in memory of P. Schuyler Church '12, member of the Board of Trustees, by his friends. The income is used for general scholarship purposes.

Arthur Murray Cobb Memorial (1955) Established in memory of Arthur Murray Cobb '26, by an anonymous donor. The income is used for one or more worthy students of Hobart College.

John Cornwall Scholarship (1965) Established by a gift in trust by Mrs. Alice E. Burton in memory of John Cornwall. The income is used to "defray the expense of a worthy young man, preference being always given to one fitting himself for the ministry in the Protestant Episcopal Church."

Margaret Cornwall Scholarship (1965) Established by a gift in trust by Mrs. Alice E. Burton in memory of Margaret Cornwall. The income is used to "defray the expense of a worthy young man, preference being always given to one fitting himself for the ministry in the Protestant Episcopal Church."

Edward Donaldson Cowman Scholarship (1913) Established by Susan M. Carter in memory of her brother, Edward Donaldson Cowman, 1866. The beneficiaries of said scholarship "to be named by the President of Hobart College upon such terms and conditions as the Board of Trustees determine."

Demarest Scholarship (1893) Established by Agnes Demarest of Buffalo, New York. The income is used for scholarship aid to a student nominated by the rector of Trinity Church, Buffalo, New York, and/or the president of Hobart. Preference given first to the sons of clergymen, and secondly to other students as shall be approved by the above.

Myron J. Dybich Scholarship (1991) Established by a bequest from Myron J. Dybich, M.D. '25. The income is used for scholarship aid to financially deserving students at Hobart.

Condit Nelson Eddy Scholarship (1964) Established by gifts received from individuals and the Business and Professional Women's Group of Christ Church, Binghamton, New York, in memory of The Rev. Eddy. Preference given to sons of clergymen.

Victor T. Ehre Scholarship (1980) Established by a gift from Victor T. Ehre, former trustee of the Colleges.

James and Marie Antoinette Evans Scholarship (1917) Established by Powell Evans, 1888, in memory of his parents. The income is used by a student from South Carolina, the nomination to be made with concurrence of the Bishop of South Carolina and the president of Hobart College.

Foundation for Episcopal Colleges Scholarship Established by the Foundation, designated for the sons of ministers, Episcopal and otherwise.

Dr. Joseph N. Frost '16 Scholarship (1990) Established by Dr. Joseph N. Frost '16. The income is used for financial assistance to a needy, but promising, student pursuing a premedical course of study. If there is no such potential recipient in a particular year, the aid may then go to a needy student who plans to attend some other professional or graduate-level educational program.

Warren J. Geiger and Charles Scheid Memorial Scholarship (2006) To be awarded to academically qualified and financially deserving students attending Hobart College.

Gulick-Vogt Scholarship (1978) Established in memory of Merle Gulick '30, former chairman of the Board of Trustees, and Paul Vogt '27, former member of the Board of Trustees, by their friends.

Caroline Hancock Scholarship (1938) Established by a bequest from Caroline Hancock. The income is used in assisting students who are studying for the ministry.

Henry C. Hawley Scholarship (1985) This scholarship was established by Arthur Gilman '34 to honor Professor of Economics Henry C. Hawley. Professor Hawley served as the Arthur Gould Yates Professor of Economics while Gilman attended Hobart. The scholarship is given to two juniors for their senior years. Both are to be economics majors with good leadership traits. The selections are to be made by the chair of the Department of Economics.

Edward Hall Hazen Scholarship (1902) Established by Mrs. John Cunningham Hazen in memory of her son, Edward. The income is used to help "pay the regular college charges of some deserving student in need of aid."

Hobart Class of 1928 Scholarship (1928) Established by the Class of 1928. The income is used for scholarship aid.

Hobart Class of 1950 Endowed Scholarship (1999) Established by the Classes of 1950 in honor of their reunion gift. The income is to be used for hard-working, deserving Hobart student(s) who, without such funds, would find it difficult to continue their education.

Hobart Class of 1953 Undergraduate Scholarship (1953) Established by the Class of 1953. The income is used for scholarship aid.

Hobart Class of 1965 Scholarship (1965) Established by the Class of 1965. The income is used for scholarship aid.

Hobart Alumni Association Scholarship (1965) Established by the Association. The income is used for scholarship aid.

Honorary Alumni Scholarship Established by honorary alumni. The income is used for scholarship aid.

William L. Howe Memorial (1987) Established in memory of William L. Howe '50, by his business associates, family, and friends. Three generations of the Howe family have attended Hobart and William Smith Colleges. The income is awarded to a rising sophomore and may be held for three years providing the recipient has continuing financial needs and is in good academic standing.

Thomas M. Johnson Scholarship (1971) Established by friends in memory of Thomas Johnson '13, World War I war correspondent. The income is used for worthy and capable undergraduate students of Hobart College and members of the Hobart Chapter of Kappa Alpha Society.

Kappa Alpha Society Endowed Scholarship in Memory of William H. Billings (2007) Established by members of the Kappa Alpha Society in memory of William H. Billings '44. The scholarship is awarded to an outstanding Hobart student(s). Recipient(s) should demonstrate high standards of achievement, qualities of character, and be active in the life of the Colleges and his community. Preference should be given, but not limited, to active member(s) of the Society who meet the criteria.

Rev. Donald S. Labigan Scholarship Established in memory of Father Labigan, Professor of Foreign Languages at the Colleges. The income is used for scholarship aid.

Henry Laight Scholarship (1854) Established by Mrs. Elizabeth Watts Laight of New York. The income is given for scholarship purposes to an undergraduate of Hobart College and communicant of the Protestant Episcopal Church in good standing, appointed by the Bishop of the diocese in which Hobart College is situated (Rochester).

Harold Harriman Lane Scholarship (1963) Established by a bequest from Harold F. Lane of Geneva in memory of his son, Harold '49. The income is used for scholarship aid to a worthy student.

Keith Lawrence Scholarship (1954) Established by Selected Brands, Inc., and their president, Keith Lawrence '13. The income is used for scholarship purposes.

Martin David Levine Memorial (1967) Established by Mr. and Mrs. Joseph Levine in memory of their son Martin '69. The scholarship is awarded to a rising junior for his last two years at Hobart. The candidate must be an excellent student demonstrating financial need.

Stanley H. Long Memorial Established by a bequest from Montford C. Holley in memory of his grandson, Stanley H. Long '52. The income is used for general scholarship purposes.

Daniel E. Maher '35 (1994) Established by Dr. Willis A. Adcock '44 and by family and friends of Daniel E. Maher in his honor. Maher was Dr. Adcock's high school principal and served 41 years as educator and administrator in Champlain, New York.

Henry May Memorial (1895) Established by Jane A. and Mary W. May in memory of Henry, "a beloved pupil whom we have loved and lost a while" per E. N. Potter, President. The income is used for scholarship aid for deserving students.

John T. McCarthy Scholarship Fund (2010) Established by a bequest from Michael J. McCarthy in honor of his father, John T. McCarthy. This important scholarship shall be awarded to a Hobart College student beyond his freshman year in accordance with the eligibility criteria established by the College.

John R.O. McKean Endowed Scholarship Fund (2007) This important scholarship fund is to be awarded to an academically qualified and financially deserving Hobart College student.

Robert W. '39 and Melva D. McClelland Scholarship Fund (2000) This scholarship is awarded to young men from LeRoy, New York, who wish to study at Hobart College.

Robert W. McNulty Memorial (1972) Established by a gift from Mrs. Alice M. Vieweg and other friends in memory of Robert W. McNulty '23, former trustee of the Colleges. The income is used for scholarship purposes.

J. and S. Medbery Scholarship (1899) Established by Catherine M. Tuttle in memory of her uncles, Joseph and Sylvester. The income "shall be awarded to worthy and needy students without any preference or partiality on the ground of ecclesiastical connection or intended pursuit after graduation."

Clarke Merchant Scholarship (1917) Established by Mrs. Powell Evans, wife of Powell Evans, 1888, in memory of her father. The income is used for scholarship aid for one student from Philadelphia or vicinity. The nomination is made with the concurrence of the Bishop of Philadelphia and the President of Hobart College.

Gary L. Miller '61 Endowed Scholarship in Economics (2009) Established by a bequest from Gary L. Miller '61 to endow a scholarship for Hobart students in Economics.

Mary C. Miller Scholarship (1964) Established by a bequest from Mary C. Miller. The income is used for general scholarship purposes.

Joseph L. Morse Memorial (1971) Established by Mrs. Claudia S. Morse in memory of her husband, Joseph, a generous benefactor of Hobart College. The income is used for scholarship purposes.

Joseph J. Myler Scholarship (1967) Established by a gift from Mrs. Joseph J. Myler in memory of her husband, Joseph '19, chairman of the Board of Trustees, 1948-52. The income is used for general scholarship purposes.

Mathew O'Neill Endowment (1903) Established by a bequest from Mathew O'Neill of Buffalo, New York. The income is used and expended in the education of young men for the ministry in the Protestant Episcopal Church. Preference in all cases is given to needy Buffalo students.

Peachey Memorial (1961) In memory of Clarence Peachey, M.D., '19. Established by gifts from friends and a bequest from his wife, Eunice Peachey. The income is used for scholarship aid.

Phi Phi Delta Scholarship (2002) Established by members of Phi Phi Delta. The scholarship is awarded to one outstanding Hobart student in their third year of study. The student selected should demonstrate high standards of achievement and quality of character.

William C. Pierrepont Scholarship (1862) Established by William C. Pierrepont, Trustee of Hobart College. The income is used to aid "young men ... contemplating the ministry of Our Church" (the Episcopal Church). They are to be communicants of the church appointed by the Bishop of the Diocese of Rochester. In 1884, Pierrepont amended the requirements to include any student(s) whose scholarship and moral character shall meet the approbation of the faculty.

Homer A. Piper Scholarship (1976) Established by a gift from Mrs. Homer (Annabel) Piper in memory of her husband. The income is to be awarded to students attending Hobart College.

Evelyn M. Randall Scholarship (1964) Established by a bequest from The Rev. Edwin J. Randall, 1893, in memory of Evelyn. The income is used to aid a student expecting to study for the ministry of the Episcopal Church.

Rankine Memorial (1953) Established by a bequest from Harold Sturges Rankine, 1892, in memory of his father, the Rev. James Rankine, D.D., S.T.D. The income is used for scholarship aid to deserving students and such students as may "be preparing for Holy Orders in the Ministry of the Protestant Episcopal Church."

N. Landon Ray '34 Scholarship (1987) Established by Dr. Ray to aid academically qualified students at Hobart College who require financial assistance.

John R. H. and Gerald H. Richmond Memorial (1959) Established by a bequest from Lillian Rudderow Richmond in memory of her brothers, John, 1894, and Gerald, 1899. The income is used for general scholarship purposes. "The Bishop of the Protestant Episcopal Diocese of Western New York shall determine the number and amount of such scholarships and nominate the students to whom such scholarships are to be awarded."

William David Ripley II Scholarship (1942) Established by Mr. and Mrs. William D. Ripley in memory of their son William '43, who drowned in Seneca Lake. The income is offered to an upperclassman, appointed by the president and chaplain, who is preparing himself for the priesthood of the Church. "He must be a person of proven intellectual ability and moral integrity, have shown evidence of his worthiness and capacity to undertake the work he proposes, be a postulant in good standing, and maintain a high scholastic standard."

Edwin and Mary Dornberger Ross Scholarship (1975) Established by Roderic Ross '52, trustee and former chairman of the Board of Trustees, in honor of his parents. The income is to be awarded to students attending Hobart College.

James Savage Scholarship (1959) Established by a bequest from James Savage of Buffalo, New York. The income is used for "scholarships or loans, or other financial aid to students."

Calvin O. Schofield, Sr. '26 Scholarship (1986) Established by a life income gift from Mr. Schofield. The income is used for scholarship aid to Hobart students.

Richard A. Scudamore '55 Endowed Scholarship Fund (2004) Established by Richard Scudamore '55. The scholarship is awarded to a Hobart student who maintains a 3.0 grade point average and a high level of extra-curricular activities and who is financially deserving.

Clarence A. Seward Scholarship (1898) Established by a gift from Caroline D. Seward of New York. The income is used for scholarship purposes. The beneficiary is selected by the President and faculty of the College.

Melvin Jay Shapero Memorial (1968) Established by Mr. and Mrs. Julius D. Shapero in memory of their son Melvin Jay '69. The scholarship is awarded to a rising junior for his last two years at Hobart. The candidate must be of exemplary character with excellence of scholarship in premedical studies, preferably, and he must demonstrate financial need.

Frank P. Smith '36 Endowed Scholarship (2003) Established through a bequest of Frank Smith. The scholarship is awarded to academically qualified and financially deserving Hobart students.

T. Schuyler Smith Scholarship (1968) Established by Helen Sholes Smith in memory of her husband, Schuyler '16. Smith was a great-nephew of William Smith, founder of William Smith College. The income is used for scholarship aid to deserving students.

Harry Augustus Snyder '22 Memorial Scholarship (1965) Established by gifts from friends and Gladys "Pinky" Snyder '22 in memory of her husband, Harry '22. The income is used for

general scholarship aid to Hobart students.

Swanson Scholarship (1982) Established by a bequest from Mildred W. Swanson in memory of her husband, Harry R. Swanson '19, and her son, H. Robert Swanson '46. The income is used for two scholarships.

Mary Adella Swanson Scholarship Established by Mary Swanson. The income is "not to be limited to the assistance of the scholar, but more particularly for the average student showing promise of developing into a citizen who will be a stabilizing influence among his fellowmen in the society which we cherish."

Ray Thomas Scholarship (1959) Established by William Kepler Whiteford, LL.D. '58. The income of the fund is used for the purpose of awarding scholarships to deserving persons either enrolled or about to enroll at the institution.

Rev. John Visger Van Ingen Scholarship (1927) Established by a bequest from the Rev. George Williamson Smith, LL.D. Hobart Class of 1857, in memory of his friend, the Rev. Dr. John Visger Van Ingen, Union College, 1826, D.D., Hobart, 1846. During the 1940s the scholarship fund was added to in memory of John Van Ingen, grandson of John Visger Van Ingen. Additional gifts were received in 1987 in memory of Jane C. Van Ingen, granddaughter of John Visger Van Ingen and a head resident at William Smith College for many years. The income is used for the benefit of such deserving students of the College as the President of the institution shall appoint.

Gilbert Verney Scholarship (1965) Established by a gift from the Gilbert Verney Foundation through its trustee, Gilbert Verney. The income is used for general scholarship purposes.

Barent L. Visscher Scholarship (1966) Established by a bequest from Barent Visscher '07, LL.D. '61, former trustee of the Colleges. The income is used for general scholarship purposes.

Lewis E. and H. Ernestine Ward Scholarship (1968) Established by a bequest from the Rev. Lewis E. Ward '12, D.D. '35, and his wife Ernestine. The income is used for scholarship purposes.

Frank H. Warren Scholarship (1947) Established by a bequest from Frank Warren, 1896; M.A., 1899; Litt.D., '27. The income is used "toward and for the support, maintenance, and education of such worthy and capable undergraduate students of Hobart College and members of the Hobart Chapter of Kappa Alpha Society, as shall be selected by such members of the K.A. Society as may be on the Board of Trustees of Hobart College." If the K.A. Chapter should dissolve, "and if there be no such students of Hobart College who are members of the Hobart Chapter of K.A.; then said net income shall be used, applied, and appropriated toward and for the support, maintenance, and education of such worthy undergraduate students of Hobart College as shall be selected by the president of Hobart College."

John Watts Scholarship (1850) Established by Elizabeth Watts Laight of New York in memory of her father. The income is used for scholarship purposes. Given to an undergraduate in good standing and a communicant in good standing of the Protestant Episcopal Church.

DeWitt Chapin Weed Scholarship (1941) Established by a bequest from George T. Weed in memory of his father. The income is used for general scholarship purposes.

Herbert J. Welker '41 Memorial Scholarship (1986) Established by Colonel Jack E. Henry, Ret. '38 in memory of Herbert J. Welker '41, and by friends of Welker. Welker was vice president of his class for four years, co-captain of the basketball team, All-American lacrosse player, and a member of the Chimera and Druids honor societies and Kappa Alpha fraternity. A Naval aviator, he was killed in action in the Pacific in 1944. The income from the scholarship is awarded annually to a rising senior. Preference is given to a scholar who is an outstanding citizen with characteristics similar to Mr. Welker's.

Hobart Williams Scholarship (1899) Established by a bequest from Mrs. Augusta M. Williams of Boston, Massachusetts, in memory of her husband, the Rev. Hobart Williams, a graduate of Hobart College. The income is used for general scholarship purposes.

Harold C.P. Wilmerding '92 Memorial Scholarship (1995) Established by his family and friends. The income provides scholarship aid, including off-campus study, for a Hobart student, preferably from the United States or Great Britain, whose character, academic standing, community involvement, and need make him deserving of such aid.

Thomas Wilson Revolving Scholarship (1958) Established by a bequest from Thomas Wilson 1901. The income is used "to establish a revolving scholarship fund to assist needy students."

Donald E. Wood Memorial Scholarship (1989) Established by a bequest from Donald E. Wood '30. The income to be used for financial aid to students from Erie County, New York.

George Worthington Scholarship (1911) Established by a bequest from George Worthington. The income is used to aid sons of clergymen in the expense of their college course, and the nomination to this scholarship is by the Bishop of Nebraska.

WILLIAM SMITH COLLEGE

Eric Hall Anderson '59 Endowed Centennial Scholarship (2007) Established by Eric Hall Anderson '59 to assist an academically qualified William Smith student, who would otherwise not be able to attend college, in her first year of study. Preference will be given to a William Smith student who is a member of the first generation of her family to attend college. She shall continue to receive the scholarship for all four years of study at William Smith College.

Helen Millerd Baer Scholarship (1978) Established in honor of Helen Millerd Baer '18 by John Wiley Jones, a former high school chemistry student of Mrs. Baer, and added to by her family. The income is used for scholarship aid to a deserving science or chemistry student.

Ella J. Barnard Memorial (1931) Established by a bequest from Ella J. Barnard. "The income is used in and for the education of worthy young women."

Julia B. Bissell Scholarship (1984) Established by a bequest from Julia B. Bissell, longtime resident of Geneva. The income is used for scholarship aid to a student at William Smith College.

Emily Collins '04 and Rachel Nargiso '04 Memorial Scholarship Fund (2002) Established in loving memory of Emily and Rachel by their parents Mr. and Mrs. Robert B. Collins, Rita Ashton, family, friends, and classmates. The scholarship is awarded to academically

qualified and financially deserving William Smith students. *Collins Family Scholarship* (1992) Established by Maureen Collins Zupan '72, Jean Collins Van Etten '74, Joan Collins Dosky '84, Frances J. Collins Rogers '90, and their father, John F. Collins. The income is used for general scholarship purposes.

Isabel Crawford Scholarship (1968) Established by a bequest from Alice E. Crawford in memory of Isabel. The income is used to provide a scholarship or scholarships for one or more women "preferably but not necessarily a communicant of Trinity Episcopal Church, Seneca Falls, New York, or resident of Seneca County" going to William Smith College. If at any time there be no qualified applicants, then the scholarship(s) may be awarded to a Hobart College student.

Jane Brown Daniels '25 Memorial Scholarship (1985) Established in memory of Jane Brown Daniels '25 by her husband Wellman '25, and her family and friends. The income is used for scholarship aid to a William Smith student.

Dorothy C. Davis Scholarship (1961) Established by a bequest from Dorothy Davis Oswald '24. The income is used for general scholarship purposes.

Martha and Rev. Eversley S. Ferris '23 Scholarship (1993) Established by Richard and Lorrie Ferris in memory of his parents. The income is used for scholarship aid to William Smith students, with preference given to those associated with the Episcopal Church.

Ellen Freeman Scholarship in Biological Sciences (1991) Established by a bequest from Richard L. Freeman, a friend of the College, in memory of his wife, Ellen S. Freeman. The income is used to help support a William Smith student who is interested in following a career in biological sciences.

Catherine Greene Scholarship (1964) Established in memory of Catherine Hedrick Greene '19, former director of admissions at William Smith College, by her friends. The income is used for general scholarship purposes.

Hazel Nettleship Hardy Scholarship (1977) Established in memory of Hazel Nettleship Hardy '65, by her friends and family. The income is used for scholarship aid to a William Smith student personifying Hazel's outstanding attributes and leadership qualities.

Virginia M. Hennenberry '73 Endowed Scholarship Fund (2001) Established by gifts from Virginia M. Hennenberry '73, the income is to be used to provide scholarship aid to a deserving William Smith student.

Alice Fitch Houck Scholarship (1961) Established by a bequest from Dr. Robert C. Houck in memory of his wife, Alice '20. The income is used for general scholarship purposes.

Mary Garni Hubbs Memorial Scholarship (1989) Established by H. Newton Hubbs '40, in memory of his wife, along with gifts from classmates and friends. The income is used for financial aid to a student who is working to help put herself through college.

Mildred Welker Hufstader Scholarship (1964) Established by a bequest from Mildred Hufstader '15. The income is used for general scholarship purposes, with preference given to seniors.

Doris A. Lund Scholarship Fund (2006) This endowed fund was established through a bequest of Doris A. Lund. It is to be awarded to academically qualified and financially deserving William Smith students.

Barbara McDowell Memorial (1968) Established by gifts from her mother and friends. Barbara McDowell '64 died in a plane crash in Calcutta. The income is used for general scholarship purposes.

Gertrude A. Menge Scholarship (1963) Established by a bequest from Aileen K. Menge in memory of her daughter Gertrude '33. The income is used for scholarship purposes, with preference given to a student selected by the Buffalo Chapter of the William Smith Alumnae Association.

Elizabeth Smith Miller Scholarship (1909) Established by Anne Fitzhugh Miller of Geneva in memory of her mother. The income is used for scholarship aid to a graduate of Geneva High School and is held by that student during her four years at William Smith. If she leaves before that time, another appointment is made.

Jane S. Ritter '48 Endowed Centennial Scholarship Fund (2008) Established by Honorary Trustee, Jane Shepard Ritter to provide financial assistance to academically qualified and financially deserving William Smith students. Recipients shall remain eligible as long as she continues to meet the criteria.

Harriet Robertson Memorial (1970) Established by a bequest from Harriet Robertson, resident of Geneva and friend of the College. The income is used for general scholarship purposes.

M. J. Shuttleworth Scholarship (1967) Established by a bequest from Margaret Shuttleworth Kinney '15. The income is used for general scholarship purposes.

Henry '51 and Doris Sigourney Endowed Scholarship Fund (2008) Established by a gift from Henry '51 and Doris Sigourney. The income shall be paid for a financially deserving first-year William Smith student to continue through that student's four years at William Smith, if she remains eligible.

Ellen A. Sill Scholarship (1950) Established by a bequest from Anna G. Sill in memory of her daughter, Ellen '27. The income is used for scholarship aid for deserving students.

Harriet Janet Smith Scholarship (1976) Established by a bequest from Caroline R. Smith '17, in memory of her sister, Harriet '13. The income is used for scholarship aid to William Smith students from Geneva.

Irene Russell Stahl Memorial Scholarship (2006) Established by Beatrice Stahl Biggs. This scholarship provides support to a William Smith student who demonstrates strong academic achievement and financial need.

Lisa Steinberg '91 Memorial Scholarship (1992) Established in her memory by her parents, classmates and friends. Awarded in memory of Lisa to a student who exemplifies Lisa's generous ethic of service and profound commitment to making the world a better place.

Clara H. Stewardson Scholarship (1927) Established by a bequest from Langdon Cheves Stewardson, the first president of William Smith College, in memory of his wife. The income is used to

assist in the education of a capable and worthy student.
Marion E. Thomas Scholarship (1956) Established in memory of Marion E. Thomas by a bequest from same. The income is used for general scholarship purposes.

Michele Tote '70 Memorial Scholarship (1985) Established by the family of Michele Tote Pagano '70 who was killed in an airplane crash in 1985. The income is used for scholarship aid to a William Smith student, preferably one majoring in mathematics or languages.

Grace Galloway Vandervort Scholarship (1998) Established by Janet Vandervort Cable '45 in memory of her mother who was a native of Westfield, N.Y. Preference is given to a student majoring in history.

Robert E. Wagenfeld '56 Memorial Scholarship (1997) Established by Sandra G. Wagenfeld, family, and friends in memory of Bob Wagenfeld '56. The scholarship is awarded to a first year William Smith student from New York City for four years if she remains eligible. This fund provides financial support to the student to reduce the need for additional loans to be taken out while attending William Smith.

Carol Hayden Warren '60 Scholarship (1998) Established by Robert A. Warren '61 in honor of Carol Hayden Warren '60. The income is used for scholarship aid to a William Smith student.

Willcox Award (1983) Established by a bequest from Nell T. Willcox, in memory of her daughter, Sister Winifred Agnes, C.T. '32. The income is given for scholarship aid to the daughter of an Episcopal priest in her senior year or, if there are none then attending, to an outstanding mathematics student.

William Smith Senior Class Scholarship (1931) Established by the Class of 1931. The income is used for general scholarship purposes.

William Smith Class of 1915 Scholarship (1915) Established by gifts from the members of the Class of 1915. The income is used for scholarship purposes.

William Smith Alumnae Association Scholarship (1965) Established by the William Smith Alumnae Association. The income is used to assist an outstanding student at William Smith.

Marian Costello Witmer '32 and Sylvia Witmer Bissell '68 Scholarship (1997) Established in memory of Sylvia Witmer Bissell '68 and in honor of her mother Marian Costello Witmer '32, by family and friends.

Ermine and Ruth Yerkes Scholarship Fund (2005) Scholarship Aid for a William Smith student.

SCHOLARSHIPS FUNDED ANNUALLY

Chain Scholarship (1990) Established by Paul Paalborg '45. Awarded to Hobart students with obvious need during their junior and senior years who have demonstrated high personal integrity, are significant achievers academically, and who are constructive participants in the life of the College.

Coover Science Annual Fund Scholarship (2010) Established by a gift from Dr. H.W. Coover '41 and awarded to an academically qualified and financially deserving student who is majoring in the sciences.

Margrethe E.B. Flanders Annual Fund Scholarship (2010) Established by a gift from Birgitte '68 and Alden '67 Flanders and used for general scholarship aid.

Herman Goldman Foundation Scholarship (1999) The Herman Goldman Foundation Scholarship is an annual award for scholarship support to one Hobart and one William Smith student. Recipients are known as Herman Goldman Scholars. This scholarship is made possible through a grant from the Herman Goldman Foundation, New York, NY. The Foundation is notified when the students are selected.

Robert Hess Annual Fund Scholarship (2010) Established by an anonymous donor and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Harold E. Klue '27 Scholarship (1995) Established through a bequest from Harold Klue '27 to students who could not otherwise attend the Colleges. It was Mr. Klue's intention that students be given that opportunity, as he himself was helped during his lifetime by many others.

Mary McCormick Scott-Craig Scholarship Fund (2001) Funded annually with royalties received from the copyright of *A Guide to Pronunciation of Biblical Names* which was written by Thomas Scott-Craig, husband of Mary Scott-Craig, Dean of William Smith College during the Depression. To be awarded to a William Smith student "with limited financial means to pursue their educational goals.

Sandra McGuire Annual Fund Scholarship (2010) Established by a gift from Robert Reynolds '78 and used for general scholarship aid for an academically qualified and financially deserving Hobart or William Smith student.

Julia '84 and Brooke '84 Parish Annual Scholarship Fund (2010) Established by a gift from Brooke S. '84 and Julia Craugh '84 Parish. Preference shall be given to an academically qualified and financially deserving first-year student who is from the New York Metropolitan area. The recipient shall continue to receive this scholarship for four consecutive years while they are attending either Hobart or William Smith College.

Patterson Family Scholarship (1992) Established by Rosie and Dr. Todd A. Patterson '72. Dr. Patterson's mother, Janet Baird Patterson, was a 1947 graduate of William Smith; uncle Joseph Patterson was Hobart '48; and Fred W. Patterson, Todd's father, was Hobart '49.

Sandra G. Wagenfeld Annual Scholarship. Established by Sandra Wagenfeld. This annual scholarship provides financial support to one talented William Smith student from the New York City area who is financially deserving.

PRIZES

George M. Ashmun '41 Memorial Prize (2005) Established in honor of George M. Ashmun '41, a U.S. Marine Corps aviator who lost his life in aerial combat in 1944 while serving as a fighter pilot in the South-West Pacific during World War II. While a student at Hobart, he was described as "highly respected by his fellow classmates because of his habits, character, courtesy and utter lack of selfishness." This endowed prize will be awarded annually to a Hobart student in his senior year who has excelled in pre-medical or environmental studies and whose academic work best reflects a commitment to helping others

and a respect for the world in which we live and its people. *Aten Physical Chemistry Prize* (1998) Established in honor of Carl F. Aten, professor of chemistry emeritus (1962-1997), to recognize an outstanding student in physical chemistry.

Dean Benjamin P. Atkinson Award (1987) Awarded each year, at the discretion of the Department of Music, to a student at Hobart or William Smith who has excelled in music.

Robert L. Beinert Prize (1963) For excellence in mathematics. In memory of Robert Beinert, professor of mathematics at the Colleges. Awarded to a Hobart and/or William Smith senior before Commencement.

Irving O. Bentsen Prize (1991) Established in honor of Irving O. Bentsen '53, retired professor of mathematics and computer science. Awarded to a Hobart sophomore with the best record in mathematics and/or computer science.

Lauren Bessette '86 Memorial Prize (1999) Established in honor of Lauren by her friends. This annual academic award is given to an outstanding William Smith student in economics.

Elizabeth Blackwell Award (1974) Established through the sale of the Elizabeth Blackwell stamp by the First Presbyterian Church in Geneva in memory of Dr. Elizabeth Blackwell, who graduated in 1849 from the Medical Institution of Geneva College, now Hobart College, thus becoming the first woman to graduate from a medical school. Given to a William Smith junior or senior premedical student.

Foster P. Boswell Award (1975) Established by a bequest from Elizabeth C. Boswell in memory of her husband, Foster P. Boswell 1901, longtime professor of philosophy at the Colleges. Given to a student from Hobart or William Smith either for general excellence in philosophy or for a specific essay or thesis on the subject of philosophy.

Ralph Hadley Bullard Chemistry Prize (1963) Established in memory of Ralph H. Bullard, longtime professor of chemistry at Hobart and William Smith Colleges. Given to the outstanding chemistry student in the Senior Class.

Norbert A. Busch Prize (1996) Established in honor of Norbert A. Busch, professor of German emeritus. Awarded to the graduating senior who best demonstrates a passion for the study of German language, literature and culture; a belief in the importance of an education in the liberal arts; and a commitment to applying the lessons learned in the classroom to everyday life.

Dr. Mary Calderone Prize (1978) Established in honor of Mary Calderone, M.D., recipient of the Elizabeth Blackwell Award. Awarded to that Hobart or William Smith student who shows the greatest promise for a career in medicine or medical sociology that would be compatible with the kinds of interest Dr. Calderone's own career has manifested.

Kenneth R. Carle Prize in Environmental Studies (1993) Established with gifts from alumni, alumnae, parents, and friends to honor professor of chemistry emeritus Kenneth R. Carle's 33 years of teaching at the Colleges. Given to the most outstanding Hobart and William Smith graduating senior majoring in environmental studies.

Cobb Essay Prize (1861) Established by a gift in memory of Augusta Helen Cobb of Boston, Massachusetts, by her children.

Awarded in the form of medals or books to the writers of the two best essays on some subject connected with English literature. The competition to be open to the junior and senior classes of Hobart College.

Dr. Arnold N. Cohen '71 Phi Beta Kappa Book Fund (2009) This endowed book fund for Phi Beta Kappa was established by Dr. Arnold N. Cohen '71 and will be awarded to the sophomore Hobart student with the highest grade point average.

Blair Currie Prize in Economics (1990) Established in memory of professor of economics Blair Currie by the Department of Economics, colleagues, alumni, alumnae, and friends. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

Rosemary Knaptown Currie Prize (1999) The Rosemary K. Currie Prize is awarded to the Life Long Learner who has demonstrated academic excellence during her time as a William Smith student. The recipient of this prize shall be chosen by the Dean of William Smith College. This endowed prize was established in memory of Rosemary K. Currie, Associate Dean of William Smith College (1978-1999) by her family, friends, and colleagues in honor of her commitment and dedication to all women of William Smith College and especially those who were pursuing their education as Life Long Learners.

Nick Cusimano Memorial Award (1989) Established by David Cusimano '70 in memory of his father. Awarded each year at the discretion of the Department of Music to a student at Hobart or William Smith who has excelled in music.

Alice Brandt Deeds '45 Prize (1970) Established by an anonymous alumna in memory of Alice Brandt Deeds '45. Given to a William Smith student for excellence in creative writing.

Arthur Dove 1903 Art Award (1980) Established by William B. Carr in honor of Arthur Dove, well-known painter, native of Geneva, and alumnus of Hobart College (1903). The award is used to purchase a work of art created by a student at the Colleges that in the judgment of the Awards Committee best expresses the essential spirit and ideas that Arthur Dove sought in his works.

Eaton-Cross Prize Awarded to a member of the Hobart junior class who is concentrating in biology and chemistry.

Economics Department Prizes (1988) Established by the department of economics and alumni and alumnae who majored in economics. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

John H. Ehrlich '66 Endowed Prize in Judaic Studies (1997) Established by John H. Ehrlich, the prize is awarded to a Hobart and William Smith Colleges junior or senior who has demonstrated a commitment to Judaic studies and who has exhibited the qualities of empathetic inquiry, personal integrity, and outstanding achievement in that course of study.

Rocco L. Fiaschetti '40 Prize (1995) Awarded to a graduating senior for outstanding academic achievement in chemistry and through active involvement in research.

Marion Harrison Greene Award (1976) Established by a gift from James Harrison Greene in memory of his mother, Marion Harrison Greene '20. Given to the outstanding William Smith athlete in the senior class.

Charles H. Prize (1900) Established by Edgar H. Hurd and named for his son. The prize goes to a student at Hobart College "who shall write the best poem of not fewer than 80 lines and read the same at the annual Commencement."

Chester J. Hampton Prize (1915) Established by a bequest from Chester J. Hampton. The prize goes to a student at William Smith College for excellence in English.

Evaleen C. Harrison '19 Award (1989) Established by James Harrison Greene and his family in memory of his aunt. Given to a William Smith junior or senior with a GPA of 2.5 or better, who has been involved with the intercollegiate athletic program and has demonstrated a level of intellectual curiosity beyond the classroom.

History Prizes (2002) The Robert A. Huff Prize is awarded in honor of Professor of History Emeritus Robert A. Huff to the senior history major who has the best academic record. The Marvin Bram Prize for Civic Mindedness is awarded in honor of Professor of History Emeritus Marvin Bram to the senior history major who demonstrates the greatest civic mindedness through history. The History Faculty Award is presented to the first-year or sophomore student who has the best academic record in history.

Albert Holland Prize for Public Oral Presentation (1997) Established in 1997 by Professor of Physics Emeritus Allan M. Russell in memory of President Albert Holland (1966-1968). Awarded annually to the winner of a competition in which students orally present an important physics derivation. The prize is for performance (with understanding), not for composition.

Irving Louis Horowitz Prize in Sociology (1991) Established in honor of Irving L. Horowitz, former professor of sociology at the Colleges. Endowed by Sigrid Meyering von Brockdorff '61 in memory of Hans von Brockdorff '62. Given to a junior at either Hobart or William Smith who is majoring in sociology and plans to go to graduate school.

William A. Howe II '15 Award This endowed award, created by his son, William G. Howe, was established in honor of Howe's commitment and dedication as a teacher and administrator. He served the educational community with distinction throughout his career. Each year the award is given to a graduating Hobart or William Smith senior who is pursuing graduate work in education. Selection each year is made by members of the education department.

Judith Lowe Hyatt '57 Prize Awarded to a William Smith student who has made an extraordinary contribution to fostering the arts within the Hobart and William Smith community.

Raymond Sidney Jackson and Alice Dahl Jackson Prize (1986) Awarded annually to a person who has contributed significantly to the health and well-being of the people of Hobart and William Smith Colleges. The prize is awarded in honor of two remarkable people whose lives and work have been devoted to helping others and to making their world a better and more comfortable place.

Dr. Barbara J. Johnston '43 Endowed Science Award (2007) This endowed award in the sciences will be awarded to William Smith students in the physical sciences program.

Martha Monser Justice Prize (1986) Established by Alexander Gellert '86 in memory of his aunt, Martha M. Justice. Awarded annually to a student or students selected by the department of art. The method of selection and the form of the prize is left to the discretion of the department.

John S. Klein Prize (1988) Established to honor Professor of Mathematics Emeritus John S. Klein (1964-1988) upon his retirement. Given to a student at Hobart or William Smith for excellence in computer science.

Nathan D. Lapham Prize (1953) Established by a gift to the Colleges from Judge Nathan Lapham of Geneva. Awarded to a Hobart or William Smith student for excellence in public speaking and debate.

Keith Lawrence '13 Prize Named for Keith Lawrence '13. Awarded to a junior at Hobart who, while earning a substantial part of his college expense by working during the semester, has taken an active part in extracurricular affairs and has maintained a scholastic standing above the average.

John Lydenberg Prize Awarded to the American studies senior whose academic work best exemplifies the high standard of American studies scholarship set by Professor John Lydenberg (1946-1980), who was one of the leaders of the field and who founded the American studies program at Hobart and William Smith.

Dorinne Maxwell Citizenship Award (2007) Honors the ideals of Dorinne Maxwell: helping those in need, promoting relationships between the Colleges and the community, and leading through her example as a person of faith, a devoted wife, a loving mother and grandmother, and a caring friend. This award will be presented annually at the Hobart College Block H Awards dinner to a student, member of the staff of faculty, or to a friend of the Colleges whose service mirrors the ideals of Dorinne Maxwell and whose helping hand has enriched the lives of others. The recipient will select a charity to receive a monetary contribution, paid by the Dorinne Maxwell Citizen Award Fund, in her memory.

Katharine Gracey Merrill Award (1980) Established by a bequest from Katharine Gracey Merrill '14. Given to a William Smith senior for outstanding academic excellence in the field of fine arts.

Abigail Mosey Book Prize (1980) Established with gifts from alumni and alumnae in honor of Abigail Mosey, professor of mathematics emerita (1944-1991) at the Colleges. Awarded to a Hobart or William Smith student for "generosity in helping others to learn and appreciate mathematical ideas."

Kevin P. O'Neill '84 Memorial Award (1983) Given to the senior biology major who has demonstrated high interest and aptitude in field natural history as expressed in extracurricular activities and honor grades in field-oriented course work.

John Milton Potter Prize Established to honor John M. Potter, president of Hobart and William Smith Colleges (1942-1947). Given to the member of the William Smith sophomore class who has achieved the most distinguished academic record in humanities, the award being for accomplishment in courses and for future promise as a scholar and writer.

William Prall Prize (1934) Established by a bequest from The Rev. William Prall, Ph.D., D.D. Given to that Hobart student "who has written the best essay...upon the relation between the French and English literatures."

William Ross Proctor Prize (1918) Established by a gift from William R. Proctor. One half of this prize is awarded each year, during the last two years, to the William Smith student who held the highest rank in mathematics during her first year and sophomore year. The prize is paid in four parts, one each on Founder's Day and Commencement of the recipient's junior and senior years.

Richard Reinitz Award (1979) Established in memory of Richard Reinitz, professor of history (1967-1979), by his friends. Given to a rising senior at William Smith with a humanities or individual major, to be granted in recognition of the qualities cherished in Richard Reinitz.

Gordon L. Richardson '33 Memorial Prize (1992) Given to a Hobart premed student in his junior year with strong academic credentials and concern for humankind.

Catherine Adele Rippey '35 Prize in Mathematics (2003) Established through a bequest from Catherine Adele Rippey '35 to be awarded as a prize(s) in mathematics to graduating members of the student body.

Susan Kranzler Scibilia '68 Memorial Prize (1993) Established in memory of Susan Kranzler Scibilia '68 by her husband, Ronald D. Scibilia, and her mother, Etta Kranzler. Awarded to a graduating William Smith senior who, in the opinion of the faculty, has shown the most distinction and promise in the writing of fiction.

Janet Seeley Award (1992) Established by gifts from alumnae in honor of Janet Seeley, former dance instructor at William Smith (1932-1971). Awarded for outstanding achievement in dance, including performance, choreography, scholarship, teaching, and/or contributions to the Department of Dance.

Maynard O. Smith Prize in Political Science (1990) Created by his students, friends, and colleagues, to honor Professor of Political Science Emeritus, Maynard Smith (1950-1990). Given annually to a graduating senior from each college who has demonstrated excellence in the field of political science.

Leo Srole Urban Studies Prize (1998) Established in honor of Professor Leo Srole who taught at these Colleges in the Department of Sociology before World War II. Awarded to that student who has done the most significant work in urban studies as determined either by overall academic performance in the field or by demonstrated excellence on an urban studies related paper or project.

Elizabeth Sibley Stebbins Prize (1954) Established by a bequest from Elizabeth Sibley Stebbins, L.H.D. '42. Given to a William Smith student for excellence in art.

Sutherland Prize (1893) Established by a bequest from Anson Sutherland of Dunkirk, New York. Awarded for excellence in the classics to a Hobart student.

Herbert Bayard Swope Prize (1924) Established by a gift from Herbert B. Swope, L.H.D. '24. Swope began a career in journalism in the early 20th century, received the first Pulitzer Prize for

Reporting (1917), and was a distinguished leader in world affairs. Awarded to the Hobart student who writes the best essay on a subject of general interest.

Frances Nolting Temple Prize for Teaching (1996) Established in memory of Frances N. Temple to recognize her dedication to teaching, children, and the human spirit. Awarded to a graduating senior completing the education program leading to certification in teaching who has demonstrated a commitment to the principles of teaching to which Frances Temple subscribed.

John E. Theismeyer Prize (2000) Established by colleagues and former students in honor of "Ted" Theismeyer, professor of English emeritus (1968-2000).

Milton Haight Turk Prize (1934) Established by a gift from an anonymous alumnus in honor of professor (and dean) Milton Haight Turk (1890-1938). Awarded to that student of the Hobart graduating class who, during his college career, has shown the most improvement in the use of clear, concise, correct, and convincing English.

Chris Ventresca '98 Memorial Award (1999) Established and endowed by the Classes of 1998 and the Ventresca family. Awarded to the rising sophomore who, like Chris, shows interminable energy, undaunted enthusiasm, spirited involvement, outstanding devotion to family and friends, and a genuine love for these Colleges.

Stephanie J. Volan '91 Memorial Award (1992) Given to a senior member of the William Smith residence staff who has demonstrated the qualities valued and respected in Stephanie—enthusiasm, self-assurance, loyalty, generosity, and academic commitment.

Welker Memorial Prize (1928) Established by a gift from Mildred Welker Hufstader '15, in memory of her parents, Willard G. and Jennie B. Welker. Awarded to the William Smith student who has been of the greatest general good to the development of the College, during the year.

White Essay Prize (1852) Established by a gift from Horace White of Syracuse because of his deep interest in Hobart College.

Elizabeth Eaton White '33 Award (1976) Established in honor of Elizabeth Eaton White '33, by her husband and relatives. Given to a Hobart and a William Smith student who have shown the most promise of pursuing a successful humanitarian career.

James Mickel Williams Prize (1973) Established in memory of Professor of Sociology Williams (1903-1939). Given to a member of the sophomore class of each College who has achieved the most distinguished academic record in the social sciences, the award being based upon accomplishment in courses and future scholarly promise.

John S. Witte Endowed Prize (2003) Established by the family and friends of John Witte. The prize is awarded to a Hobart student who has demonstrated a strong commitment to community service while a student at the Colleges.

Donald L. Woodrow Prize in Geoscience (2001) The award will recognize a graduating geoscience major from each college whose academic career, research, and contributions to

community embody the values of scholarship and magnanimous humanity that are the hallmarks of Professor Don Woodrow's time at the Colleges.

Professor Larry Young Prize (1992) Established to honor Lung-Chang Young, professor emeritus of sociology (1964-1992). Awarded to the sociology major who has contributed the most to intercultural communication.

Elizabeth and Ruth Young Peace Prize (1984) Established in memory of Elizabeth and Ruth Young by Joseph A. Young '37, Francis A. Young '29, and John A. Young. Awarded annually to that Hobart or William Smith student who has been deemed most meritorious in the cause of peace. In the event a student of sufficient distinction is not found in a particular year, the prize may be withheld and the residue amount applied in ensuing years at the discretion of the Colleges by enlarging the prize or by an additional award.

PRIZES FUNDED ANNUALLY

American Chemical Society Award for Achievement in Organic Chemistry Awarded by the ACS Joint Polymer Education Committee to a sophomore or junior chemistry major from each College for outstanding performance in organic chemistry.

American Institute of Chemists Award For Scholastic Achievement in Chemistry Awarded to a Hobart or William Smith senior.

The Analytical Chemistry Prize Awarded to a Hobart or William Smith junior who has displayed "interest in and aptitude for a career in analytical chemistry."

Dean Benjamin P. Atkinson Prize Established in honor of Benjamin Atkinson, former professor of English and dean of Hobart. Given to a Hobart or William Smith student for excellence in English.

Biology Faculty Prize Awarded to the biology major who has demonstrated the greatest intellectual growth while at these Colleges.

Chemical Rubber Company First-Year Chemistry Achievement Award Awarded to an outstanding first-year chemistry student from each College by the Chemical Rubber Company.

Cheryline Prize Awarded to a student who demonstrates exceptional dance technique, expression through movement, and creative talent. This prize is sponsored by Cheryl Koehler '75.

Stephanie Christie '82 Memorial Prize Funded annually by friends of Stephanie Christie '82. Given to the Hobart or William Smith student who has shown evidence of a commitment to helping people with special needs.

Stephen L. Cohen '67 Prize in Psychology Awarded to the graduating psychology major who has shown special aptitude and continued interest in applying psychological knowledge in the pursuit of graduate education or in employment that makes use of the principles of psychology.

College Store Community Service Award Given to two students who have given of themselves through service and are inspirations to the Colleges' community. The College Store presents this award annually to one William Smith senior

and one Hobart senior in recognition of their high level of sensitivity and commitment to human need beyond the campus. Accompanying the award is a monetary contribution to a local charity of each student's choice honoring their four years of demonstrated volunteer work in Geneva and the surrounding community.

Josephine and Paul D'Angelo Memorial Music Prize Established by professor of music Nicholas V. D'Angelo in honor of his parents. Awarded annually to a senior music major from Hobart or William Smith. This award is given to a student who has exemplified the qualities of excellent musicianship, intellectual achievement, and personal integrity, and who, because of these attributes, has demonstrated the most improvement in his or her musical achievement while attending college.

Barbara Ether Memorial Award Established in memory of Barbara Ether, William Smith alumna. Given to a William Smith student selected by Hai Timiai, the honor society. The winner selects a book in her major field to be placed in the library, with the appropriate book plate.

Roger J. Frankel '72 Award Established in honor of Roger Frankel '72, and given to that Hobart senior who in his four years has made the greatest contribution to the Hobart community.

E. E. Griffith Prize Established in honor of Professor of English and Drama Emeritus E.E. Griffith (1946-1979), at the time of his retirement. To be given to either a Hobart or William Smith senior who has contributed the most to the Blanchard Howard Bartlett Theatre as an undergraduate.

Heaton-Franks Award for Religious Studies (2006) Established by Edward P. Franks '72 and awarded to the student who has shown evidence, by the time of her junior year, of the capacity for empathetic and rigorous study of the varieties of religious experience.

Barbara J. Johnston '43 Prize in Biology and Chemistry Given by Barbara Johnston, M.D. '43, to that William Smith junior concentrating in biology/chemistry, having at least a 2.5 average, and who has taken nine courses in the above subjects by her junior year.

Martin Luther King, Jr. Leadership Award Funded annually through the Martin Luther King, Jr. Scholarship Fund. Given to the member of the graduating class at Hobart or William Smith who has best exemplified during his or her college career the concern for others, commitment to improving human relationships, leadership in minority affairs, and dedication to intellectual excellence which characterized Dr. King's life and ministry.

Gloria Robinson Lowry Award Established in honor of Gloria Robinson Lowry '52. Funded annually by the William Smith Congress. Given to the Third World William Smith student who, in the opinion of the Congress, has exhibited an energetic and enthusiastic desire to bridge the cultural interstices on campus.

Betsy Bullock Mitchell '65 Award (1997) Awarded by William Smith Congress in memory of assistant dean Betsy Bullock Mitchell (1980-1996) to the graduating senior who best encompasses everything that we remember about Betsy: vitality, compassion, courage, enthusiasm, unique flair, a welcoming presence, and a love for the women of her alma mater, William Smith.

Ann Palmeri Prize Awarded to a William Smith senior who exemplifies the qualities and concerns of Ann Palmeri, professor of philosophy (1975-1982), including: a concern for the link between philosophical theory and practical political action; a quality of quiet courage; a capacity for outrage; a thorough, scholarly attempt to grapple with the philosophical issues around the liberation of women; a focus on children and policies dealing with them; and a gift for friendship and community.

Phi Beta Kappa Book Award Given by Phi Beta Kappa to the student at each College who has the highest grade-point average at the end of their first year. The prize is a book of their choice.

Outstanding Senior Physics Major Prize Awarded to the senior showing outstanding ability as a physics major.

Physics Prize for First-Year Students Awarded to a first-year student for exemplary performance in introductory physics.

Ithiel DeSola Pool Prize in Political Science Awarded for the best senior seminar paper in political science.

Natasha E. Smith Award Awarded to a minority student in the junior class who has demonstrated a dedicated commitment to children through education and community service.

Pim Tegmo-Larsson Chemistry Achievement Award Awarded each year to a junior or senior from either Hobart or William Smith who has shown exceptional achievement in chemistry. Dr. Tegmo-Larsson taught organic chemistry at the Colleges from 1982 to 1986.

William Smith Congress Award Funded annually by the William Smith Congress and given to the William Smith student who has made an outstanding contribution to the College community.

SCHOLARSHIP, GRANT AND LOAN PROGRAMS

HWS Scholarships

Hobart and William Smith Colleges have long been committed to recognizing academic and personal excellence. Our merit-based scholarships for first-year and transfer students are intended to recognize students' outstanding academic accomplishments and significant contributions to their communities.

Trustee Scholarships are awarded to 50-60 students each year and winners are selected by the Admissions Committee. Students must submit a separate Trustee Scholar Application (PDF) along with all HWS application materials by January 1. Applicants must have an admissions interview by January 23. Trustee scholars are awarded \$20,000 annually.

Hersh Scholarships, awarded one each to a young man and a young woman, are based on an exceptionally strong academic record and substantial extracurricular involvement and community service. Candidates are selected by the Admissions Committee from the Trustee Scholars winners who attend the recognition weekend. Renewal requirements: a 3.2 GPA and completion of Honors work in the senior year. Hersh scholars earn full tuition and fees.

The Wood Scholarship is awarded each year to the most academically outstanding student. The recipient is selected by the Admissions Committee from the Trustee Scholars winners who attend the recognition weekend. Wood scholars earn full tuition.

Faculty Scholarships are awarded to students who have a combination of a cumulative GPA of 90 or equivalent in core academic subjects and rank in the top 15 percent of their class. Recipients are selected by the Admissions Committee; no separate application is necessary. Faculty scholars are awarded \$3,000-\$17,000 each year.

President's Leadership Awards are awarded to students with strong academic records, demonstrated and sustained leadership credentials and high motivation. Recipients are selected by the Admissions Committee; no separate application is necessary. Awards range from \$3,000-\$15,000 annually.

President's Service Awards go to students with strong academic records and significant involvement in service/civic engagement activities in their schools and/or communities. Recipients are selected by the Admissions Committee; no separate application is necessary. Awards range from \$3,000-\$15,000 annually.

Arts Scholarships are awarded by the fine arts faculty in dance, music, creative writing and studio art. Students must submit a separate Arts Scholars application (PDF) along with all HWS application materials by January 1. Winners are selected by the arts faculty and awards range from \$3,000-\$15,000 annually.

Blackwell Medical Scholarships are awarded to students who can demonstrate a commitment to a career in medicine. Applicants must be U.S. citizens and must be from a rural background, or from an underrepresented minority, or be the first generation in his or her family to attend college. Students must submit the Blackwell Medical Scholars application (PDF) and all HWS application materials by January 1. Scholars receive full four-year tuition to attend Hobart and William Smith Colleges, and a reserved seat at SUNY Upstate Medical University College of Medicine if all program requirements are met.

Among the many general scholarships and grants awarded at Hobart and William Smith is the **Rectory Grant**, available to qualified sons and daughters of the clergy.

The Geneva Scholarship Associates have established, by contribution, a scholarship fund to enable qualified Geneva-area residents to attend the Colleges and live on campus.

Hobart and William Smith Colleges is a member of **Tuition Exchange, Inc** offering a limited number of Tuition Exchange awards each year to qualified students in an amount set by Tuition Exchange. This is a tuition benefit for those employees of other colleges and universities who are members of Tuition Exchange, Inc.

State of New York Programs

For a complete listing of NY State grant and scholarship programs go to: http://www.hesc.com/content.nsf/SFC/Grants_Scholarships_and_Awards

Tuition Assistance Program (TAP)

Application Procedures: The TAP application process begins with the Free Application for Federal Student Aid (FAFSA). HESC will use the FAFSA as part of your online TAP application. After completing your FAFSA, begin your online TAP application immediately using the link on your FAFSA Confirmation Page, or by using the quick link at the bottom of most pages on HESC.org. The application deadline for the 2010–2011 academic year is June 30, 2011.

Notification of Awards: The Higher Education Services Corporation determines the applicant's eligibility and if you provide an e-mail address on your FAFSA, HESC can use it to tell you about your TAP application or award status, or to ask you for information we need to complete your application. Please be alert to HESC e-mails and respond to any requests or instructions. If you do not provide an e-mail address and have an approved status, you will receive a postcard from HESC. If you do not provide an e-mail address and have a denied status, you will receive a paper denial notification letter.

Applying for TAP in Subsequent Years: If you received TAP in the previous year and your application information is unchanged, you may only have to file a Renewal FAFSA to get TAP in subsequent years.

Selection of Recipients and Allocation of Awards: Tuition Assistance Program is an entitlement program. The applicant must: 1) be a New York State resident and a U.S. citizen (or a permanent resident alien); 2) be enrolled full time and matriculated at an approved New York State postsecondary institution; and (3) have, if dependent, a family net taxable income below \$80,001, or if independent and single with no tax dependents, a net taxable income below \$10,000; and 4) be charged a tuition of at least \$200 per year.. The amount of the award is dependent on state legislation and can vary from year to year.

The current definition of independent status for NYS programs is as follows:

- 1) 35 years of age or older on July 1, 2010; or
- 2) 22 years of age or older on July 1, 2010 and not:
 - a. Resident in any house, apartment or building owned or leased by parents for more than two consecutive weeks in calendar years 2007, 2008, 2009;
 - b. Claimed as a dependent by parents on their federal or state income tax returns for 2006, 2007, 2008;
 - c. Recipient of gifts, loans or other financial assistance in excess of \$750 from parents in calendar years 2007, 2008, 2009;
- 3) Under 22 years of age on July 1, 2010, and meeting all other requirements of 2) above, and in addition, able to meet at least one of the following requirements:
 - a. Both parents deceased, disabled, or incompetent;
 - b. Receiving public assistance other than Aid to Dependent Children (ADC) or food stamps;
 - c. Ward of the court;
 - d. Unable to ascertain parents' whereabouts' unable, due to an adverse family situation, to submit parents' income.

Undergraduate students may generally receive TAP awards for eight semesters of study. Students enrolled in approved five-year programs, or in a state-sponsored opportunity program, may receive undergraduate awards for five years. No student (including opportunity students) may receive awards for more than a total of eight years of undergraduate and graduate study.

Award Schedule: The amount of the TAP award is scaled according to level of study, tuition charge, and NYS net taxable income*. Awards for 2010-11 ranged from \$425 to \$4,925 per year.

*The income measure is the family's (or independent student's) net taxable income from the preceding tax year plus certain non-taxable income (including pensions) and for dependent students, support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full time in postsecondary study.

Higher Education Opportunity Program (HEOP)

Application Procedures: Application is through the independent institution of higher education at which the applicant is enrolled.

Selection of Recipients and Allocation of Awards: The applicant must be: 1) a New York State resident; 2) a matriculated undergraduate student at an independent college or university in New York State; and 3) academically and economically disadvantaged according to guidelines approved by the Board of Regents and the director of the budget. Selection of eligible applicants for participation in HEOP is conducted by the institution and/or HEOP program at the institution.

Award Schedule: The amount of financial assistance and other support provided to HEOP participants is dependent on need as determined by the Colleges and the program, within the state guidelines. The maximum HEOP award is set each year through the New York State budget process and included in the student's financial aid award along with aid from the Colleges and other state and federal sources.

NYS Aid to Native Americans

Are you an enrolled member of a New York State tribe or the child of an enrolled member of a New York State tribe? You may be eligible for an award through the Aid to Native Americans Program.

Eligibility

Enrolled members of a New York State tribe and their children who are attending, or planning to attend, a college in New York State and are New York State residents. Awards are made to all eligible applicants. There is no qualifying examination. Awards are available for 2, 4 or 5-year programs.

Available Awards

Eligible and/or certified American Indian students are eligible to receive grant awards of up to \$2,000 per year for up to four years of full-time study (five years for specific programs requiring five years to complete degree requirements). If funding is available, eligible students may receive aid for summer course work. Any aid a student receives for summer school study is deducted from the student's maximum entitlement for four years of full-time college study.

Application Process

Applications must be postmarked by July 15 for the fall semester, by December 31 for the spring semester, and by May 20 for the summer session. There are no fees for submitting an application. Students must apply for each semester (not annually).

More Information

Specific eligibility criteria and information can be found by writing to:

Native American Education Unit
NYS Education Department
Room 374 EBA
Albany, New York 12234
(518) 474-0537

Federal Programs

To apply and determine your eligibility for all federal student aid programs, you must complete the Free Application for Federal Student Aid (FAFSA) and meet certain requirements:

Be a U.S. citizen or eligible noncitizen.

- Have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service if you are male and 18 to 25 years of age (go to www.sss.gov for more information).
- Have a high school diploma or a General Education Development (GED) Certificate or pass an exam approved by the U.S. Department of Education.
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.
- Not have a drug conviction for an offense that occurred while you were receiving federal student aid (such as grants, loans, or work-study).

Also:

- You must not owe a refund on a federal grant or be in default on a federal student loan.
- You must demonstrate financial need (except for unsubsidized Direct Loans).

Other requirements may apply. Contact the office of financial aid services and student employment for more information.

***With all Federal Programs, students must maintain satisfactory academic progress in order to maintain federal awards. See Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for Financial Aid.

Federal Pell Grants

The Federal Pell Grant Program is an entitlement program. Eligibility and award amounts are based on the results formulated by the FAFSA and are based on need rather than academic achievement. Currently, (for the 2010-2011 academic year) annual awards range from \$555 to \$5,550.

Federal Supplemental Educational Opportunity Grants (SEOG)

Eligibility is based on the results of the FAFSA as a student must be eligible in order to be considered for the SEOG grant. All Pell eligible students will be considered for this award but the financial aid office determines who receives this supplemental grant and in what amount. The awards range from \$100 to \$4,000 annually.

Federal Work-Study Program (FWS)

Federal-Work-Study (FWS) provides part-time jobs for students who demonstrate financial need as a result of their completed FAFSA. Work study allows eligible students to earn money to help pay education expenses. The program encourages but is not limited to community service work and work related to the recipient's course of study. A student may work a maximum of 20 hours per week during normal school sessions and will receive a paycheck every 2 weeks based on the number of hours that the student worked the 2 weeks prior to the pay period. Preference for campus jobs is given to students who qualify for federal work study as indicated on their financial aid award letter each year. A current list of job openings will be posted at the beginning of each semester and as they come available thereafter. More information on student employment may be found on our web site at <http://www.hws.edu/offices/finaid/jobs.aspx>

Federal Perkins Student Loan Program

Students submitting the required financial aid forms will be considered for the Perkins Loan. Perkins loans offer a fixed interest rate of 5% and are awarded to our highest need students. Awards range from \$1,000 to \$5,500 per academic year. Repayment begins nine months after graduation or leaving school and may extend over a period of ten years. Loan forgiveness information is available through the Office of Financial Aid Services and Student Employment.

Federal Direct Loan Program

Application Procedure: Direct Loan borrowers are required to complete a MPN (Master Promissory Note) and loan counseling online prior to certification of their loan. Instructions will be mailed to matriculated borrowers. Loan proceeds may not be disbursed earlier than 10 days before the beginning of the academic semester.

Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Loan a student must: 1) be a U.S. citizen or permanent resident alien; 2) be enrolled in or admitted as a matriculated, at least half-time, student at an approved college, university or other postsecondary institution in the United States or in a foreign country; and 3) have a completed FAFSA on file in the Office of Financial Aid Services and Student Employment.

Loan Schedule: An undergraduate who is in his or her first year of study may borrow up to \$5,500 per year. A second year student may borrow up to \$6,500. For the third through the fifth years of study up to \$7,500 per year may be borrowed. The total undergraduate borrowing limit is \$27,000.

Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate with no repayment as long as he or she remains enrolled at least half-time, and for six months after he or she ceases to be at least a half-time student. Interest accrues on the unsubsidized Direct Loan principal while the student is in school. Interest does not accrue for need-based subsidized Direct Loans during in school deferment and grace periods (6 months after graduation or leaving school). The following regulations apply: 1) depending on the amount of the loan, the minimum monthly payment will be \$50 plus interest. Under unusual and extenuating circumstances the lender, on request, may permit reduced payments; 2) the maximum repayment period is 10 years; 3) repayment in whole or in part may be made at any time without penalty.

Federal Parents Loan Program

This Loan program is available to parents who would like to borrow up to the cost of attendance. The maximum eligibility is cost of education less other financial aid, annually. The interest rate is fixed at 7.9 percent; repayment begins within 60 days of disbursement. Deferments on loan payments are possible for up to 48 months.

Additional Loan Programs

Creditworthy applicants may be eligible for supplementary educational loan programs. Amounts available range from \$500 to cost of attendance minus other financial aid each year. Credit line, mortgage-secured loans and tuition-prepayment options exist, as well. Borrowers frequently can choose among interest rate options and may be able to defer principal payments while the student is enrolled. Repayment periods range from four to 20 years, depending on amount borrowed. Further information is available from various lenders and from the Colleges' Office of Financial Aid Services and Student Employment.

Loan Consolidation Program

This is a federal program that allows borrowers with student loans in excess of \$5,000 from more than one federal Loan program to consolidate these loans into one loan for repayment. The interest rate will be a weighted average of the interest rates of the loans to be consolidated. This program will most benefit students who incur high-interest graduate and professional school loans.

Veteran Benefits

HWS Colleges are Veteran friendly. We participate in federal and state Veteran's benefit programs. For more information and a listing of these programs, please go to Veteran web link at: <http://www.hws.edu/admissions/veteran.aspx>

APPENDIX A: POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

The Center for Teaching and Learning offers a range of services designed to create learning opportunities that can assist students in meeting their educational goals and the academic standards of the Colleges. The CTL staff includes individuals who specialize in helping students with reading, writing, time management, and general study skills. The Coordinator of Disability Services is available for advising, consulting, and arranging services and accommodations for students who have or believe that they may have disabilities that require such services. See Appendix A for a complete description of policies, procedures and services for students with disabilities. Other services include course-specific tutoring for all students, and individualized programs for students for whom English is a second language.

Policies and Procedures for Students with Disabilities

The students and prospective students of Hobart and William Smith Colleges are protected from discrimination on the basis of disability Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act (ADA).

Under such legislation, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. Eligibility is based on the existence of an identified physical or mental impairment in a disability that substantially limits a major life activity.

Not every impairment qualifies as a disability protected by the ADA because not every impairment is substantially limiting. The court in *E.E.O.C. v. Harvey L. Walner & Associates*, 91 F.3d 963,996 (7th Cir. 1996), described the proper disability determination as follows:

A disability determination, however, should not be based on abstract lists as categories of impairments, as there are varying degrees of impairments as well as varied individuals who suffer from the impairments. In fact, the regulations note that a finding of disability is not necessarily based on the name or diagnosis of the impairment the person has, but rather, on the effect of that impairment on the life of the individual. Some impairments may be disabling for particular individuals but not for others, depending upon the stage of the disease or disorder, the presence of other impairments that combine to make the impairment disabling, or any number of other factors.

This is why a determination of disability must be made on an individualized, case-by-case basis. Whether a substantial limitation upon a major life activity exists, depends upon an analysis of (1) the nature and severity of the impairment, (2) the duration of the impairment, and (3) the permanent or long-term impact of impairment. Thus, the key factor in answering the question of whether there is a substantial limitation is “the actual effect on the individual’s life.”

Mission Statement

Disability Services in Center for Teaching and Learning seeks to provide students with disabilities access to the Colleges’ educational programs, activities, and facilities. The CTL also offers all of our students the opportunities that may help them achieve their academic potential. In seeking to meet these commitments, we recognize that students differ in their needs and learning styles. The Center for Teaching and Learning is committed to ensuring equitable participation in the programs and activities of the Colleges.

Goals

- Assist students in the registration and documentation processes; arrange for appropriate, reasonable accommodations and support services to students with documented disabilities
- Encourage and assist students to develop greater independence
- Increase faculty and professional staff understanding of the rights and needs of students with disabilities
- Assist the Colleges in complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)

Rights and Responsibilities

Students

Students with disabilities are entitled to reasonable accommodations according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These federal laws protect students from discrimination based on actual or perceived disability. These laws also entitle students with disabilities access to all programs and activities of the Colleges if they are otherwise qualified to participate.

In order to receive disability related accommodations, students must voluntarily self-disclose their disability, either in writing or in person to the Coordinator of Disability services in the Center for Teaching and Learning. They must then complete the registration process with the Office of Disability Services and provide that office appropriate documentation of their disability.

After establishing eligibility for disability related services, students are required to follow established procedures for obtaining reasonable accommodations and services. Documentation guidelines are available from the CTL and on the HWS website, www.hws.edu.

edu/disabilities. Finally, students with disabilities are expected to comply fully with the academic standards as well as the community standards and codes of conduct established by the Colleges.

The Colleges

In order to establish eligibility for disability related services and to provide reasonable and appropriate accommodations, the Colleges have the obligation to review documentation relevant to establishing a student's disability status and accommodation needs. When documentation is found to support a student's disability status and requested accommodations, it is the responsibility of the Colleges to provide reasonable accommodations that will not pose an undue financial or administrative burden on the Colleges.

The Colleges have the right to decline any accommodation request that is not sufficiently supported by documentation or which would fundamentally alter a degree requirement, program, course, or activity. In other words, it is essential that the documentation clearly demonstrates a reasonable link between the specified accommodation(s) and the disability related, functional limitations exhibited by the student, and that accommodations do not substantially alter the core objectives and standards of degree requirements, programs, courses, activities, or standards established by the faculty.

Policies and Procedures for Services

Application for Services

Students are not obligated to self-disclose a disability. However, self-disclosure is required in the disability registration and documentation processes that are integral in establishing eligibility for disability related services and accommodations. When students anticipate such needs, they must identify themselves to the Coordinator of Disability Services in the Center for Teaching and Learning, register for services, and provide written documentation in a timely manner. A letter, phone call, or personal interview will initiate the registration process. Incoming students are encouraged to complete the Self Disclosure Form and the Release of Information Form that may be found on the HWS Web site, www.hws.edu/disabilities. Submission of these forms to the CTL will initiate the registration process. Students who submit these forms will be contacted by the Coordinator of Disability Services in a timely manner.

Students not choosing this means of self-disclosure may initiate the process themselves in person at a later point in their college careers. A minimum of two weeks is required for processing any new request for accommodations or services. If a student chooses not to self-disclose a disability, retroactive accommodations will not be made except in rare cases where strong justification exists for a retroactive accommodation. In such cases, a student may make a formal request in writing to the Coordinator of Disability Services at the CTL, the appropriate dean, or the faculty Committee on Standards.

Disability Documentation

Written documentation must be provided by a qualified professional with training and experience relevant to the diagnosed disability. In order to receive accommodations and specialized services, the documentation must establish that the person has an impairment that substantially limits one or more major life activities such as walking, seeing, hearing, learning, working, and performing manual tasks. The documentation should be submitted under the professional's letterhead and include the following:

- Student's name;
- Date of evaluation and last contact;
- Specific diagnosis and history.
- Nature of the impairment including a description of current functional limitations within the academic setting;
- Degree of severity of impairment;
- Statement of diagnostic criteria and/or tests used to determine impairment including a summary as well as *specific test scores*;
- A description of most recent accommodations, services, treatment, medication, assistive devices prescribed;
- Recommended academic accommodations must be supported by evaluation or test findings;
- Where appropriate, a statement of the expected course or relative stability of the disability;
- Documentation that is recent (recentness depending on the type of disability) is required.

Note that these are general guidelines and that specific requirements for each type of disability can be accessed on the CTL Web site. Although many disabilities are acknowledged to be life-long, functional limitations can vary over time; hence currency of testing is essential.

Related Information

An Individualized Education Plan (IEP) or a 504 Plan summary is not automatically sufficient to determine reasonable accommodations. If either of these documents includes test results or other professional findings that establish a basis for services or accommodations, they may be submitted as part of the professional documentation.

Note: Individualized Education Plans and 504 Plans are procedural documents covering children ages 3-21. They are documents that summarize the needs and services deemed essential to their students and limited to their K-12 setting. These students are guaranteed a free and appropriate public education until they graduate from high school or reach the age of 21. Colleges and universities, on the other hand, are obligated to abide by the Americans with Disabilities Act (ADA), in particular, and Section 504 of the Rehabilitation Act of 1973. Both of these are civil rights laws which prohibit discrimination based on disability. The provision of services and accommodations are ways in which the Colleges can assure equal access to a college education to students with disabilities.

Colleges and universities are not required to provide a free and appropriate public education. Educational plans and special education services are not mandated.

Accommodations and Services

In order to receive accommodations and special services, it is the responsibility of the student to voluntarily self-disclose his or her disability and then to provide documentation meets eligibility criteria. It is the responsibility of the Colleges to review all relevant documentation and discuss with the student the range of possibilities for accommodations and/or services. Recognizing that disabilities vary widely in their impact on the academic life of students, the determination of reasonable accommodations is achieved on an individualized basis. Prior history of an accommodation is not, in and of itself, sufficient to establish the need for the provision of an accommodation. Providing unbiased and reasonable access to all programs and activities of the Colleges is the purpose of accommodations. Ultimate responsibility for determining reasonable accommodations and services lies with the Colleges.

Once disability status is established, each student is required to meet with a disability specialist each semester to determine the services and accommodations that are necessary for that term. Individualized letters are then prepared for each of the student's professors, outlining the accommodations that are appropriate for that course. The student presents these letters to the professors from whom the student seeks accommodations. The student is expected to discuss with each professor the details about how accommodations will be handled for each course. The student then procures the professor's signature on an instructor notification form, and when all signatures are obtained, returns form to the CTL. No accommodations are provided until the signed form is returned.

Typical Accommodations (granted depending on documented need):

- extended time for all timed examinations;
- alternative site for examinations;
- use of word processor for written examinations;
- alternatively formatted books
- permission to record lectures;
- assistive technology.

The following accommodations will be considered, provided there is no fundamental alteration to a program or a degree and when supportive evidence is furnished. These accommodations are not typical:

- reduced course load;
- course substitutions or waivers.

An accommodation will not be authorized under the following conditions:

- when it is not supported by clear, supportive documentary evidence;
- when it may require a substantial alteration to a fundamental element of the curriculum or academic program;
- when it may require a substantial alteration to a co-curricular or extra-curricular activity or poses a direct threat to the health or safety of others;
- when it poses an undue financial or administrative burden to the Colleges;
- when it falls under the definition of a personal service.

Procedure for Receiving Non-Academic Accommodations

To request accommodations of a non-academic nature such as special housing needs, dietary concerns, or physical accessibility issues, students must meet with the Specialist for Services for Students with Disabilities in order to:

- discuss the specific accommodation/s being requested, and
- provide current documentation from an appropriate professional describing the nature of the disability and the appropriateness of the accommodation being requested.

Requests which are supported by the documentation and which are deemed appropriate and reasonable will be granted in as timely a manner as possible. In cases where the appropriateness and/or reasonableness of an accommodation is in question, the request will be presented to the Committee on Special Needs Requests for resolution.

Confidentiality

The Americans with Disabilities Act and the Family Education Rights and Privacy Act (FERPA) established guidelines for confidentiality of all disability-related information. All information provided by the student will be treated as highly confidential, maintained in a separate, secure file with limited access, and only shared when there is a compelling need to know. Need-to-know is specified as the following: when a school official—administrator, supervisor, faculty, or support staff—is expected to take a specific action on the student's behalf.

When a student with a disability requests and is approved for an accommodation or service, the appropriate person will be notified. Information identifying the specific disability is not shared, only that appropriate documentation has been received, and that the accommodation is necessary to fulfill the Colleges' obligation to provide equal access under ADA and Section 504 of the Rehabilitation Act.

The Right to Review a File

A student has the right to inspect his or her file held at the Center for Teaching and Learning (CTL). Students must submit a request in writing to the disability specialist of CTL. The specialist will notify the student of the time and place for this review within one week.

Accommodation Disputes and ADA Grievance Procedure**Informal Dispute Resolution Process**

Students may appeal a decision regarding an accommodation or service. This appeal must be communicated to the Coordinator of Disability Services in the Center for Teaching and Learning within 14 days of the decision. A meeting will be arranged within seven days after notification including the student, the coordinator, and, when relevant, appropriate faculty and/or administrator to discuss the dispute. During the appeal process, the existing accommodations will continue to be provided. Mutual consent will close the dispute process. If the dispute cannot be resolved in a manner agreeable to all parties, a formal grievance may be filed.

Title VII and IX Non-Discrimination Policy and Grievance Procedure

A formal grievance may be initiated following the Title VII and IX Non-Discrimination Policy and Grievance Procedure as published in the *Handbook of Community Standards*. The informal resolution process is not a prerequisite to the filing of a formal complaint.

HOBART AND WILLIAM SMITH COLLEGES
Geneva, NY 14456

www.hws.edu